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Impact of Sports Activities on Developing Purpose among College Level Students

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Abstract: *The aim of this study was to find out how sports impact students' purpose development. The study comprised all students (N=1197) who engaged in college-level sports activities in Bannu Division. A simple sampling approach was used to select students (N=60) from the population for the study. Data was collected using self-developed questionnaires. SPSS-26 was used to analyse the data. Multiple regressions were used to assess the impact of sports on students' purpose development, and independent sampling t-tests were used to see whether there were any significant differences in the impact of individual and team sports on students' purpose development. It reveals that collegiate sports have a statistically significant impact on students' purpose development; further, the data prove that team games have a greater impact on students' purpose than individual games.*

Key Words: College Level, Developing Purpose, Impact, Sports Activities

Introduction

In 1993, Chickering and Reisser developed their sixth theory on identity development, on which this study is based. The vast majority of pupils are conscious of their own objectives, ideals, and thought processes. If they're lucky, they'll find things and people they like, form enduring bonds, and get a greater understanding of themselves and their value. (Chickering & Reisser, 1993).

College students are expected to develop holistically throughout their studies and academic careers, which includes developing a sense of purpose. Chickering uses seven axes to define a student's progress: gaining competence, controlling emotions, transitioning from autonomy to interdependence, building mature interrelationships, attaining goals, and improving integrity (1969). Their business concept is as follows: they can all move at various rates while interacting with one another. Each "lower" to "higher" level raises awareness, capabilities, confidence, complexity, stability, and integration

but does not exclude an unintentional or purposeful return to a prior zone. When faced with unanticipated difficulties or threats, we propose that "higher" is better than "lower" because humans gain adaptability, strength, and responsiveness by combining the abilities and attributes handled by these vectors. However, it's possible. (Chickering and Reisser, 1993).

They give a nonlinear model, and they do provide "a sequence to deduce that specific building components constitute a stable foundation." "Specific commitments are more likely to be addressed early in the trip," they explain. "Improving one's ability to be intentional, analyse interests and possibilities, identify goals, organize processes, and persevere in the face of adversity" is a component of building a purpose vector. What kinds of extracurricular activities can help college students develop a sense of purpose? Students try to figure out how their "knowledge, abilities, and desires" (Cartwright, 2008) affect

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their development. Erickson's (1964) study of teenage identity development is the foundation for many ideas regarding student development. Erickson's adolescence phase was developed by Chickering (1972) from Identity vs Role Confusion ([Erikson, 1964](#)) to seven components, each of which corresponded to the stages a student goes through in college and maturity.

[Taki, Rukavina and Linardi, \(2005\)](#) studies have established the validity of these theories and that student's progress in critical areas during their studies, however it is unclear what behaviours they learned as a result of their experiences. In today's world, the peer environment is unlike any other. Universities, as a microcosm of society, try to create a safe environment in which students can successfully learn and flourish. College days are a time for you - research, research, and development - for many students. Typically, this development occurs in a college setting. The most well-known of these theories was developed by Arthur Chickering in his 1969 book *Education and Identity*, which presents explanations for how children develop in this specific setting. During the process of creating one's identity, "The most major problem pupils encounter during their schooling is identifying themselves," Chickering remarked. Chickering created seven development vectors based on the identity development/crisis concept for college students aged 18-24 to illustrate a nonlinear growth path.

According to the seven criteria, "acquisition of competence; (2) dealing with emotions; (3) progress toward dependency through autonomy; (4) interpersonal ties between adults; (5) identity building; (6) goal creation; and (7) development of integrity." In this study, we will look at students who participate in collegiate athletics to see if both the academic and athletic environments help them reach their goals. Chickering's psychosocial developmental theory is noteworthy since it is straightforward to apply to everyday interactions with students. Because I am a physical education teacher, I understand why many of the youngsters who come to my office struggle to develop good study habits or simply do not want to attend to school. Many of these challenges come from students' lack of confidence in their ability to identify the skills required to master a subject at the college level or to achieve the numerous transition criteria. As we all know, the United

States of America is the most technologically sophisticated country in terms of sports science and general education. In the United States, educational institutions and scholastic authorities are entirely concerned with students' academic, vocational, and psychological preparation.

They think that a learner's education is essential to his or her development and that it is the job of the school to give these possibilities ([Pascarella & Terenzinii, 2005](#)). Most educators and professionals believe that college is a time for students to explore and develop psychological skills like competence, emotion management, the transition from autonomy to dependency, interpersonal interactions with adults, identity exploration, goal-setting, and being a good student ([Arnett, 2000](#); Chickering & Reisser, 1993; Medal, 1981). Students, on the other hand, have varying views of the university, and the university environment has varying effects on student development ([Kingi, 1994](#); [Pascarella & Terenzinii, 2005](#)).

Due to their unique college experience, according to multiple studies, student-athletes struggle with different facets of their development. According to [Blann \(1985\)](#), college students, men and seniors, and non-athletes all reported much higher academic and professional performance than high school and college athletes. According to a recent study by [Downey \(2005\)](#), Freshmen in Division I are substantially less interested in pursuing a bachelor's degree than non-sports students. Seniors also reported fewer academic and personal-emotional alterations in their first semester than their non-athletic counterparts, who reported an increase (because of their unique college experience, struggling student-athletes with a range of developmental facets, according to Blann reports). Non-athletes, men and seniors, and college students performed substantially better academically and professionally than college students and student-athletes (1985). According to a recent study by Downey, Division I seniors receiving a bachelor's degree are considerably less than non-athletic pupils (2005). Seniors also reported less academic and personal-emotional difference in their 1st term as to their non-athletic peers, who saw an increase. ([Downey, 2005](#)).

The Downey study is one of the few that focuses on the psychological repercussions of developmental delays or deficits in athletes. Most

studies of developmental delays or deficits in sports focus on academic and professional results. However, no research that studies or compares psychological "development" has been found. Non-athletes and students, on the other hand, improved with time. Because one of the most crucial jobs for students is psychological development, this indicates a significant knowledge deficit. The sports environment has a direct influence on student-athletes' athletic experiences, as well as an indirect influence on personal characteristics such as sports identity and competitiveness. There was a link between the strength of athletic identity and the ability to manage relationships, time, and commitments in a group of male and female leisure athletes, for example ([Cunningham, 2008](#))

Recreational athletes gain from needing to plan out the specifics of their athletic involvement, such as B. Schedules and places for training and competition. These kids, on the other hand, report only six hours of physical exercise each week, compared to more than 20 hours for college student-athletes ([Grofum, 2008](#)), implying that their fitness levels are inadequate. Mental, bodily, and temporal stress would stifle the students' psychosocial growth. Environment for Peer Sports: Unlike other programs, mine allows students to attend college while also participating in sports. College athletics, according to my research, has a positive impact on students' shift from autonomy to autonomous dependency. While those who achieve or surpass expectations are praised and rewarded, players who fall short of the gold standard are motivated by the pressure to win. The value of athletic performance is emphasised in both circumstances, even more than the athlete himself (Ferrante et al., 1996; Eitzen and Sage, 2003). (Larson, R., Hansen, D and Moneta, G. (2006) [Stone & Strange, 2000](#)).

Student-athletes are more likely to experience mental and physical stress. They may have been assaulted in college, and their peers may have misunderstood and humiliated them ([Cunningham, UK 2008](#); [Watson & Kissinger, 2007](#)). Sports stress can be exacerbated by events being regularly scheduled and kept outside the rules. Because the athletics department is physically separated from other student activities and service areas, athletes may feel isolated and alienated from the greater school community. As a result, student-athletes often face academic,

social, and emotional challenges. According to [Downey and Monda \(2005\)](#), the academic and personal-emotional adjustment of freshmen disappeared in their first semester of high school (2008) mainly because student-athletes do not engage in autonomous coaching and that coaches and sports directors often have difficulty identifying psychological problems in their student-athletes ([Watson, 2006](#); [Watson & Kissinger, 2007](#))

Review of Related Literature

The Identity Development Theory of Chickering and Reisser In the 1969 edition of Education and Identity, Chickering postulated seven determinants of student development. "They're called growth vectors because each one appears to have a direction and magnitude," Chickering explained, "even though the direction is best represented by a spiral or steps rather than a straight line." With Reisser's assistance, In 1993, Chickering's concept was revised to "provide a complete picture of psychosocial development over the college years." ([Evansi et al., 2010](#)).

There are seven vectors in the Chickering and Reisser theory , which are as follows :

1. Competence development: "Competence is a three-tined pitchfork," according to one expert. Competence is one among them. Physical and manual abilities are also needed. "Social and interpersonal abilities are the third level." 1969 was the year. (Chickering).
2. Emotional Management: The learner's primary goal is to become more aware of and trust his or her feelings, realising that they contain information relevant to planned action or future plans. Emotions must be recognised, felt, and perceived for what they are before emotional management may be effective. Students strive to gain emotional independence, which is defined as "the freedom from the need for constant and urgent reinforcement, affection, or praise from others" ([Chickering & Reisser, 1993](#)).
3. Developing mature interpersonal relationships: "A more mature interpersonal relationship indicates a deeper knowledge and acceptance of diversity in ideas, persons, backgrounds, and values." ([Pascarella & Terenzini, 2005](#))

4. Identity development: "Identity development is the process of determining which types of experiences we resonate within a pleasant, safe, or self-destructive way, at what intensity and frequency" (Chickering, 1969)
5. Maintaining one's identity while progressing toward interdependence Plans and priorities take into account work and leisure interests, as well as career goals and lifestyle considerations. Life becomes more purposeful and meaningful as a result of this integration." (Chickering, 1969)

Developing Purpose

Integrity Development: Creating a belief system that is personally valid and internally consistent, as well as giving at least basic behavioural guidelines. This process consists of three overlapping steps: humanising values, personalising values and developing congruence. The primary influences, according to Chickering's notion, are components of an Environment on campus that has an impact students' growth and development ([Evansi et ali., 2010](#)) (Evans et al., 2010) Developing a Goal Vector According to Chickering and Reisser, students construct a goal as they acquire abilities, learn to control emotions, a transition from autonomy to dependency, form adult interpersonal bonds, and develop identity (1993).

Students use vectors to respond to questions like these:

1. What is my name?
2. What am I good at?
3. What and why do I believe what I believe?
4. What coping techniques do I use to express and manage my emotions?
5. Outside of my roles as a son or daughter, parent, or employee, who am I?
6. As a lover, friend, or partner, who am I?
7. How should I interact with those who are not like me?
8. How confident am I in my physical appearance, gender, and race?

Students can begin by responding to queries such as "Where am I going?" and then focus on clarifying their responses. What are my long-term goals and intentions as I near the end of my bachelor's degree? (Chickering & Reisser, 1993).

"Determining goals, making plans, and staying the course in the face of adversity,"

Chickering and Reisser added. A person must have a goal in mind before beginning to build a goal; else, he will be unable to establish a suitable plan. The goal is to encourage children to pursue their interests, and the educational atmosphere encourages them to do so ([Chickering & Reisserii,1993](#)).

According to Chickering and Reisser, the following variables contribute to the formation of purpose: Purpose development demands the formation of action plans and a list of objectives, which are divided into three categories: professional aims and aspirations, personal interests, and interpersonal and familial duties. It also entails improving the deliberateness with which human volition is consistently performed. To be purposeful, one must be able to actively choose priorities, connect action with purpose, consistently drive oneself toward goals, and persevere in the face of problems or setbacks.

"Occupations can consist of paid labour, unpaid service, or both," write Chickering and Reisser (1993). Students can establish their professional interests during their studies with the assistance of career counsellors, professors, and participation in experiential opportunities such as internships. Personal interests, according to Chickering and Reisser, are an important element in this process. It is vital to be able to enrol in classes that broaden and extend your horizons. College may be the only opportunity in a person's life to try new things, delve deeper into old ones, test career predictions through experiential learning, learn new skills through experiential learning, and step outside their comfort zone to complete or accept a difficult class assignment for extracurricular activities. One student adds, "Discovering one's own mission or a sense of purpose in life can take years of experience and reflection." According to Chickering and Reisser personal interests have an important role in the formulation of a goal. It's easy to figure out a student's own interests by looking at how they spend their time. "When actions have major consequences, more time is spent studying and doing exploratory or preparation work." ([Chickering & Reisseri, 1993](#)).

For certain children, religion and spiritual beliefs can have a substantial impact on the construction of meaning.. "University can be an exciting time to explore new activities, but when schoolwork piles up and senior status herald the

end of a scholar's career, students are compelled to prioritise." Interpersonal and family commitments are the third aspect of goal setting. Students should evaluate interpersonal and family considerations as they attempt to achieve a goal and choose a career path ([Chickering & Reisser, 1993](#)).

Keep your spouse and family in mind as you prepare to work toward long-term goals. "It's difficult to develop a strategy that takes into account lifestyle variables, career objectives, and side interests," said a subject expert. "A lot of compromises will have to be made." Students may have extra inquiries as graduation approaches:

1. What is my primary goal?
2. What is the most important factor?
3. What do I require, and what can I get by with?

While [Chickering and Reisser \(1993\)](#) emphasised the importance of students focusing on developing reasons and goals while in college, they also remarked that "goals do not need to be very exact, nor does commitment need to be total." Developing a sense of purpose is a vital first step.

A deep dedication to a value or belief might be defined as purpose. For example, if you believe that being genuine, patient, and conscientious is important, then cultivating or embodying these qualities should be your goal. Values are crucial frames of reference for contextualising and deepening action. Our beliefs impact our ideas of how the world is and should be. To find a set of anchoring conceptions about what is true, We need to look beyond the fascinating rules that define what is right and beliefs that play a role in determining our place in the bigger picture.

"The educational process must contain certain characteristics and make certain experiences imaginable, not because they are intended for the advancement of human goals, but because they are part of what comes into its possession" ([Green, 1981](#)). When a goal is established, aimlessness vanishes, and hope and resolve to continue on arising. [Green \(1981\)](#) argued that educational institutions should be able to "Aid in the achievement of goals" by dividing five criteria into three groups (1) Competence, (2) Discipline and Practice, and (3) Service and Decision-Making are the three categories. Competence is "required for goal ownership" since

it defines a person's aim ([Green, 1981](#)). "A lack of competency is an indication of poor education," Grün stated. It's also a sign of a moral deficiency or a flaw in character. When it comes to exhibiting competence, it's not simply about being good at anything. "It allows us to convey what we're good at, which helps us figure out what kind of people we are and, as a result, what types of goals we should pursue." Feedback is also necessary when an individual develops competence, because, without public acknowledgement of one's achievements, the individual is unable to achieve the aim "To have meaning in life, one must be competent," Green concluded, "but competence is not the way of producing meaning." Rather, it's about having a reason to exist at every stage of life. "Discipline is thus the rule, order, form, or structure by which any practise is carried out,"

Green (1981) added. Furthermore, "the overall goal of preparation practise is to establish an environment in which errors and blunders can occur without substantial consequences." Academic disciplines "establish a set of virtues essential for excellence in a certain practise," and "knowledge is the end result of that practise." The university college offers students the best opportunity to establish structure and practise abilities in a certain sector. "It is a unique property of the academic institution that for many it is the place of practise in terms of preparation, but for some it is also the location of practise in the university - a feeling of fulfilment," says a student and instructor representative on a university campus.

[Green \(1981\)](#) defines service and judgement as the third component required for the acquisition of meaning. "Whether the students' objectives are centred on practises within the school or practises outside of it, service is the institution's basic mission. "We can't envision someone constructing a realistic life plan without obtaining some competency, and we can't imagine that competence increasing without an audience that notices and values their efforts, as Green suggested." A "life plan" is nothing more than a strategy for putting one's skills to good use. When a goal is tied to community service, it becomes a viable career route since the community benefits. "In a word, judgement is the ability to make appropriate conclusions using any approach in the absence of critical facts" ([Green, 1981](#)). Green discusses how competence, discipline, practise,

service, and judgement all work together to attain goals in the following excerpt: Setting goals requires a high level of competence. It is critical if you wish to create a life plan or a practical and effective approach for a critical aspect of your life. Competence, or the ability to be competent at something, is important since it aids in the process of self-specification. When we recognise our strengths, we gain a greater understanding of who we are, what goals or plans we can attain, and where our limitations lie. However, we can now see that self-awareness is an essential component in the formation of human judgement. Many of life's "higher" disciplines, or those that are most overtly oriented toward public service, are defined by the ability to distinguish.

They are known as 'higher' disciplines because they are concerned with the most basic necessities of living outside of academia. Competence, discipline, practise, service, and discernment are all components of what we call "purpose-obsessed." There is evidence that kids grow and change throughout the course of a four-year programme.

Researchers discovered that "students not only demonstrated a statistically significant gain in factual knowledge and general cognitive and intellectual skills" in [Pascarella and Terenzini's \(2005\)](#) study compendium on college student development but also significantly improved in a wide range of... Values and attitudes changed, psychosocial and moral dimensions." According to the study, "students tended to develop clarity and sophistication in their identity, and became more positive in terms of academic and social self-concepts, as well as self-esteem." "1st-year success could be characterised as "progress toward reaching their educational and personal goals." ([Upcraft & Gardner, 1989](#)).

The development vectors of Chickering and Reisser match with Upcraft and Gardner's educational and personal aspirations. Freshmen must consider "how they fit into the wider order of the cosmos" when making decisions about their future and life aspirations ([Upcraft & Gardner, 1989](#)). Furthermore, in order to attain their objectives, students must continuously act in ways that support those objectives. "The freshman's 'success' is more than just getting a decent grade on a degree," write Up Craft and Gardner. It advances in academics as well as personal growth.

It comprises capitalising on your peer group to enhance your potential.

Statement of the Problem

The study's main purpose was to explore how sports activities impact college students' purpose development.

Significance of the Study

The study's major goal was to analyse how students set their purpose. The researchers looked into how students find their purpose at college. Educators that employ Chickering's (1969) developmental goal vector for student advancement may be able to better organise their programmes and assist students. Everyone discovers their purpose in their own unique way during college, and their actions have the greatest influence on their development. This map highlights key pathways to individuation, or the discovery and development of one's own distinct way of being, as well as communion with other people and groups, including the larger national and global community. At some time in their lives, we anticipate that everyone will travel these enormous distances, even if they do so in different cars and take different routes. They may think, learn, and make decisions differently, which has an effect on the outcome of the relationship. College students frequently debate issues such as developing knowledge and confidence, obtaining control and flexibility, balancing intimacy with freedom, defining one's voice or calling, refining views, and establishing commitments. ([Chickering & Reisser, 1993](#)). Several instructors believe that rather of strengthening their bones and muscles, children should practise physical activity to help them develop professionally. The researcher wants to learn more about the realities of sport in this field so that she may emphasise the value of sport in supporting students in attaining their goals.

Objectives

Following objectives were established for the study.

1. To determine the impact of sports on student's purpose development ?
2. To compare the impact of individual and team sports on student's purpose development ?

Research Questions

1. Is sport having a significant impact on students' purpose development?
2. Is there a substantial difference in the impact of the team and individual games on students' purpose development?

Delimitation of the Study

The study was delimited only to the male students of Govt. Colleges who participate in college sports in Bannu Division.

Research Methodology

Research Design

The data was collected from respondents via a survey design in this study, which was quantitative in nature.

Population

The study's participants included all the students who took part in college sports in the Bannu Division of Khyber Pakhtunkhwa, Pakistan. The total population of the present study was (N=1197) students.

Sampling Size

Sample of the study was derived from the populations of the study according to the table of L. R Gay (2003).

Sampling Technique

The sample for the study was derived from the population by using a simple random sampling technique.

$$1197 \times 0.05 \div 100 = 60$$

Mode of Data Collection

The researcher used a Likert scale questionnaire to collect data. The Likert scale has proven to be a particularly effective type of inquiry for obtaining data in the form of general sentiment assessments surrounding a certain topic, opinion, or experience, as well as precise data on variables that contribute to that sentiment." The Likert Type questionnaire was designed with three

options (disagree, somewhat agree, and agree), each with a score ranging from 1 to 3. The code and weight of the choices are as follows:

Table 1. Options, Codes, and weight of Likert Type Scale

Weight	Scale	Range Of Mean
1.	Disagree	0.00-.99
2.	Somewhat Agree	1.00-1.99
3.	Agree	2.00-3.00

Pilot Testing

Only twenty students take part in the pilot testing process. A self-developed questionnaire was completed by 20 student-athletes from various institutions. The pilot study's goal was to test the researcher's instrument on a small sample of the target population. Based on comments from the tiny sample, the questionnaire has been revised. Some barriers and misunderstandings were removed as a consequence of the student players' ideas. Cronbach's alpha was used to determine the items' internal consistency." Cronbach's alpha is a measure of internal consistency, or how closely related two or more items are . It is used to determine the scale's dependability Cronbach's alpha is a reliability metric, not a statistical test (or consistency) Cronbach's alpha is determined by the number of test items and the average correlation between them."The Cronbach's alpha value was revealed to be 0.87.

Data Collection

The modified questionnaire was delivered to the respondents after pilot testing. Only male students who participated in college athletics were surveyed.

Data Analysis

The SPSS-26 version was used to analyse the data . The researcher used both descriptive and inferential statistics (mean and standard deviation) (Independent sample t-test and multiple linear regressions)

Results and Interpretations

Table 2. Impact of Sports Activities on Developing Purpose of College Students

		Coefficients ^a				
		Coefficients that are not Standardised		Coefficients that are Standardized	ti	Sigi
		Bi	Std. Errori	Betai		
1	(Constant)	1.771	.206		8.613	.000
	FootBall	.360	.034	.833	10.702	.000
	Cricket	.099	.025	.117	4.021	.000
	Basket Ball	.048	.033	.125	1.430	.159
	Hockey	.198	.048	.346	4.170	.000
	Volley Ball	-.024	.054	-.028	-.436	.665
	Javelin Throw	.351	.135	.163	2.591	.013
	High Jump	-.007	.027	-.017	-.253	.801
	Shot Put	-.002	.027	-.008	-.079	.938
	Long Jump	.058	.023	.163	2.591	.013
R = 0.905		R ² = 0.820		Adj - R ² = 0.878	F = 25.2400	Sign=0.000

Football, Cricket, Basketball, Hockey, Volleyball, JavelinThrow, HighJump, ShotPut, and LongJump have an R² of .820, indicating that they account for 82 percent of the variation in total Developing Purpose. The F value is 25.240, and the significance level is 0.000, indicating a reliable and statistically significant prediction between the variables at the 0.05 significance level. As evidenced by t = 10.702 and = 000, FootBall has a monetary value of 0.360, showing that it has a considerable impact on students' overall purpose development. It indicates that a one-unit increase in FootBall will result in a 0.360-unit increase in purpose development. Cricket has a monetary worth of 0.099, indicating that, as evidenced by t = 4.021 and = 000, it has a considerable impact on overall purpose development. It shows that a one-unit increase in cricket will result in a 0.099-unit increase in purpose development. Basketball has a coefficient of 0.048, which means that an increase of one unit in basketball reduces the purpose development target by 0.048 units when all other variables in the model are held constant. Hockey has a monetary value of 0.198, suggesting that it is positively connected with students' overall purpose development, and the t-score is 4.170, with a value of 0.000 indicating statistical significance. Hockey has a coefficient of 0.022, implying that a one-unit increase in hockey results in a 0.022 rise in the purpose development,

providing all other model variables remain constant. Volleyball has a monetary value of -0.024, showing that it is unconnected to the students' overall purpose developmental, and the t-value of -0.436 at t = -0.436 is not statistically significant. Volleyball has a coefficient of -0.024, which means that raising Volleyball by one unit reduces the purpose development target by one unit if all other variables in the model fall continuously by -0.24. Javelin has a monetary value of 0.351, showing that college students' overall developmental goal is positively connected with Javelin, and the t-value of 2.591 has statistical significance with a value of 0.013. If all other variables in the model are held constant, a one-unit improvement in javelinThrow increases the purpose development objective by 0.351 units. HighJump has a monetary value of -0.007 with a value of 0.801, showing that it is unrelated to students' overall purpose developmental and that the t-value of -0.253 is not statistically significant. When all other variables in the model are held constant, a one-unit increase in highJump results in a -0.007-unit loss in the purpose development target. ShotPut has a monetary worth of -0.002, showing that it is unrelated to the students' overall purpose development and the t-value of -0.079 is statistically insignificant at 0.938. A one-unit increase in shot put results in a -0.002 unit loss in the purpose development with a coefficient of -

.002, assuming all other model variables remain constant. With a monetary value of 0.058, the overall developmental goal differs positively from long jump in college students, and the t-value of

2.591 has statistical significance ($= 0.013$). A one-unit increase in long jump results in a 0.058-unit increase in the development target when all other model variables are held constant.

Table 3. Independent Samples t-test of comparing the impacts of individual and team sports activities on college students' purpose

Developing Purpose"	"Sports Activities"	"Mean"	"SD"	"df"	"t"	"Sig"
	Team Game	02.97	0.063	58	3.15	.003
	Individual Game	02.77	0.331			

As seen in the graph above, both individual and team sports have a substantial impact on students' Purpose development. Table 1 shows that $t(58) = 3.157$ is greater than 2 and $\text{Sig}.003$ is less than 0.05. Individual games (mean = 2.77, SD = 0.331) and team games (mean = 2.97, SD = 0.063) have quite distinct effects on student development. Team game averages are higher than individual game averages, indicating that team games have a bigger impact on students' purpose development than individual games. Team games have a bigger influence on student Purpose development than individual games ($2.97 > 2.77$), suggesting that team games have a greater impact on student Purpose development than individual games. Individual games have a lower standard deviation (0.063.331) than team games, indicating that team games have a greater impact on student purpose development than individual games.

Discussion, Conclusion & Recommendations

Discussion

This research contributes to the growing body of information on the impact of sports on student identity building. The outcomes of this study were related to how physical exercise became significant during college, using Chickering and Reisser's "identity development"/psychosocial development approach. Athletes build their purpose during their first year of study and the last semester of a master's or bachelor's degree, according to the conclusions of this study. The findings add to a growing body of knowledge about sports' impact on Chickering's concept of student peer development. There is evidence that students create meaning throughout their first and last years of college and that students would thrive in an environment that allowed them to fully realise their purpose. The quantitative outcomes of this study showed a boost in purpose from the start to the end of their college

experience." The purpose of this research was to see how college students connected their academic experiences to their long-term ambitions. A large body of evidence indicates that athletics assists students figure out what they want to do with their lives in college.

Sports, particularly team and individual sports, have a favourable impact on college students' increasing purpose, according to this quantitative study. Students that participate in sports have a substantially higher level of psychological development, according to studies ([D'Anna 2015](#)). According to studies, sports activity should not be viewed as an add-on to other protective factors, but rather as a separate area of school accomplishment for all children. According to studies, persons who frequently participate in sports clubs have a higher assessment of their physical health and have a more favourable interdependence than those who only participate occasionally or never ([Gisladottir 2013](#)).

The study's findings indicate that sports activities have a substantial impact on children as they transition from independence to dependence. The study's conclusions also contain a graph indicating significant differences in the effects of team and individual games on students migrating from autonomy to reliance. Her four-year schooling may have given her a wide range of experiences. Many authors have argued that this premise is incorrect throughout the last three decades. Several of these experts indicated that students' ability to build harmonious interpersonal bonds before to enrolling in higher education was influenced by their views on civil liberties ([Kjnniksen et al. 2009](#)).

Others may not be willing to maintain similar habits in this environment, however students who have previously had positive connections with

people from diverse cultures may be. As a result, no evidence for the school experience as a means of developing adult interpersonal connections was identified in a study by [Murayama, K., and Elliot, A.J. \(2012\)](#). It is commonly accepted that the building of interpersonal interactions with peers has a significant impact on high school students' psychological development ([Astin, 1993](#); [Pascarella & Terenzini, 2005](#)). Students can engage in a variety of knowledge frameworks through social ties, which can help them do better in school. Students can collaborate in small groups, learning communities, or individually with their peers. In this study, students active in college athletics were also linked to boosting the quality of their connections with other students. Because team games had far greater influences on the transition from autonomy to reliance, the current study's findings appeared to be consistent with previous research. Students who participate in team games have far more autonomy than students who do not participate in team games. The researcher aimed to determine how far students went towards interdependence in high school sports activities as a result of their autonomy, being more focused, and focused on career objectives as a result of their college experience. When compared to individual games, participation in team sports had a greater positive impact on the transition from autonomy to dependency. Participation in peer sports had a higher and more favourable impact on the formation of purpose in some models.

Conclusion

Students who engaged in college athletics applied what they learned in college to their daily life. Perhaps this is due to the fact that the college education is important to the culture of every society. College can also be used by students to prepare for career success and to contribute to society as responsible citizens. In this study, the interplay between students, their interests, and their purpose is critical; how can they provide students with an environment in which they can simply and successfully build their life purpose?" Abraham and James, for example, sought advice from professional counsellors to determine what they wanted to do with their life "Students who

work with career counsellors, attend job exploration seminars and workshops, organise internships, and discuss their future plans with their teachers uncover considerably more feasible future paths." "Improving involvement in classes and extracurricular activities relevant to employment goals or, at the absolute least, serve as a stepping stone to higher-level professional training" ([Chickering & Reisser, 1993](#)). Extracurricular activities, according to all of the students in this survey, helped them find out what they wanted to accomplish with their lives. While some youngsters excelled in sports, others decided to focus on other activities. As students progress through school, their intentions and ambitions for achieving life goals become more obvious. The learner's primary life objectives become more clearly defined. Chickering and Reisser ([Chickering & Reisser, 1993](#)). Every student in this study had chosen a career path and had gone to college at some point throughout their education. The older students were nearing graduation and had fulfilled many of the qualifications for that profession, whereas the younger students were seeking ways to advance in that field before beginning work. Collegiate sports activities, according to the findings of this study, have a significant impact on the development of students' aspirations. According to the findings of the study, team games had a greater impact on purpose than individual games.

Recommendations for Future Research

1. Similar studies should be undertaken using other variables that help college students to determine their goals.
2. The study should be repeated with higher/lower level subjects as well as professional players to assess additional psychosocial characteristics.
3. Physical education teachers and sports training students should consider the psychosocial components of sports.
4. A more complete study with large samples of individuals and team games can be done. A similar study should be carried out in other Pakistani provinces with different age groups.

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