



The Impact of School Sports on the Development of Students' Social Skills: Evidence in Vietnam

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ABSTRACT

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This article investigates the influence of school sports on students' social skills through regression analysis. The study analyzes the variables of self-esteem, communication skills, teamwork skills, and empathy. The findings demonstrate meaningful and positive associations between these variables and social skills. These results underscore the significance of integrating school sports programs as a strategy to improve students' social skills. Educators and schools should acknowledge the potential of sports activities in fostering self-esteem, communication, teamwork, and empathy, thus facilitating comprehensive social development among students.

KEYWORDS:

School sports;
Development;
Students; Social skills;
Impact; Vietnam

INTRODUCTION

Social skills are essential for success in school and in life, enabling individuals to build positive relationships, resolve conflicts, and achieve personal and professional goals (Paolini, 2021). For students, the development of social skills is particularly important as they navigate the complex social environments of school and prepare for the demands of the adult world (Gould & Carson, 2008). While schools play a crucial role in promoting the development of social skills, there is a growing recognition that school sports programs can play an important role in this process (Danish et al., 2005).

Social skills are the abilities that allow individuals to interact effectively and appropriately with others in a given social context (Paolini, 2021). These skills are essential for building and maintaining positive relationships, resolving conflicts, and achieving personal and professional success (Danish et al., 2005). For students, the development of social skills is particularly important as they navigate the complex social environments of school and prepare for the demands of the adult world (Booker & Dunsmore, 2017). Students with well-developed social skills are more likely to experience academic success, have positive relationships with peers and adults, and demonstrate better mental health outcomes (Elksnin & Elksnin, 1998).

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On the other hand, students who struggle with social skills may be more likely to experience social isolation, conflict, and emotional difficulties.

Schools play a crucial role in promoting the development of students' social skills, through both formal and informal opportunities for socialization and skill-building (Ramstetter et al., 2010). In particular, school sports programs have been identified as a potential avenue for social skills development, due to their emphasis on teamwork, communication, and cooperation (Durlak & Weissberg, 2007). By providing students with opportunities to work and play together in a structured, supportive environment, school sports programs can help to foster the social competencies that are critical for success in school and beyond (Holt et al., 2012).

School sports programs can play a significant role in promoting social skills development among students (Petitpas et al., 2004). These programs provide opportunities for students to engage in physical activity, learn new skills, and build relationships with peers and adults in a supportive and structured environment (Ennis, 2011). In particular, school sports programs can promote social skills development through the following ways:

Participating in a sports team requires students to work together towards a common goal. Students learn how to collaborate, communicate effectively, and rely on one another to achieve success (Wallhead & O'sullivan, 2005). Through sports, students also learn how to support one another during both victories and defeats, and develop a sense of

camaraderie and shared purpose (Yukelson, 1997). School sports programs provide opportunities for students to practice communication skills, such as giving and receiving feedback, expressing ideas clearly, and actively listening to others. In order to work together effectively, students must be able to communicate their needs and opinions in a clear and respectful manner (Hall et al., 2008). Students who participate in sports teams may have opportunities to take on leadership roles, such as team captain or coach (Hastie, 1998). These roles provide students with opportunities to develop leadership skills, such as decision-making, problem-solving, and motivating others. Sports teams may experience conflicts or disagreements among teammates or opponents (Ennis, 2011). Through these experiences, students learn how to manage and resolve conflicts in a constructive and respectful manner (Norris, 2003; Hromek & Roffey, 2009). This helps them develop skills in negotiation, compromise, and problem-solving that can be applied in other areas of their lives.

School sports programs can provide a valuable platform for promoting the social skills development of students (Kwan et al., 2005). By providing opportunities for teamwork, communication, leadership, and conflict resolution, sports programs can help students develop the social competencies that are critical for success in school and beyond (Smith et al, 2013).

The purpose of this study is to investigate the impact of school sports on the development of students' social skills. Specifically, this study seeks to examine the relationship between participation in school sports programs and the development of social skills such as self-esteem, communication skills, teamwork skills, and empathy. Research has suggested that school sports programs provide opportunities for social skills development through teamwork, communication, leadership, and conflict resolution. By participating in sports teams, students have opportunities to learn and practice these skills in a structured and supportive environment. However, there is a need for more empirical research to examine the impact of school sports programs on students' social skills development, particularly in the context of diverse student populations. This study aims to contribute to this growing body of literature by examining the relationship between participation in school sports programs and the development of social skills among students. The findings from this study will have important implications for schools, educators, and policymakers seeking to promote social skills development and overall student success.

LITERATURE REVIEW

Students' social skills

Students' social skills refer to the set of abilities and behaviors that enable individuals to effectively interact with others in a social setting (Maag, 2006). These skills include communication, teamwork, empathy, self-awareness, conflict

resolution, and leadership, among others (Cook et al., 2006). Strong social skills are essential for academic success, personal and professional relationships, and overall well-being (Kutsyuruba et al., 2015). They enable individuals to build positive relationships, work collaboratively, and effectively navigate social situations and conflicts (Demirci, 2020). In the context of schools, social skills are particularly important as students learn to interact with diverse peers, teachers, and other members of the school community.

Students' social skills play an important role in their academic and personal success (Kolb, 2011). In the academic realm, students with strong social skills are better able to communicate effectively with teachers, collaborate with peers, and participate in classroom discussions (Yahaya & Ramli, 2009). They are more likely to feel comfortable seeking help when needed and advocating for themselves in academic and social situations (Walker & Test, 2011). Additionally, students with strong social skills are better able to manage stress and anxiety related to academic demands, as they are better equipped to build supportive relationships with peers and teachers.

Outside of academics, social skills are important for personal and professional success (Subotnik et al., 2010). Students with strong social skills are better able to form and maintain positive relationships with peers, family, and other adults in their lives (Alvord & Grados, 2005). They are also more likely to be successful in their future careers, as many jobs require strong communication, teamwork, and leadership skills (Subotnik et al., 2010). Moreover, social skills play a crucial role in mental health and overall well-being (Demirci, 2020). Students with strong social skills are better able to manage stress and cope with challenges, as they have a support system of friends and adults in their lives (Werner, 1989). They are also less likely to experience feelings of isolation and loneliness, which can contribute to mental health issues such as anxiety and depression (Smith & Carlson, 1997). In summary, students' social skills play a critical role in their academic, personal, and professional success, as well as their overall well-being (Carstensen & Klusmann, 2021). Developing these skills through school sports programs can provide valuable opportunities for students to build the competencies they need to succeed in all aspects of their lives (Lubans et al., 2021).

The expression of students' social skills

Students' social skills can be expressed in a variety of ways, both verbally and non-verbally. Some examples of expressions of social skills include:

Self-Esteem

Research suggests that participating in school sports can have a positive impact on a student's self-esteem (Karcher, 2009). Engaging in physical activity and developing athletic skills can provide students with a sense of accomplishment and pride, which can translate to increased confidence in other areas of their lives (Ewing et al., 2002). One way that school sports can impact self-esteem is by

providing opportunities for students to set and achieve goals (Standage & Gillison, 2007). When students work towards improving their athletic abilities, they develop a sense of competence and mastery that can contribute to their overall sense of self-worth (Ewing et al., 2002). This increased sense of competence can help students feel more confident in their abilities and more willing to take on new challenges.

Participating in school sports can also provide opportunities for social connection and support, which can contribute to a student's sense of belonging and self-esteem (Allender et al., 2006). When students work together as part of a team, they develop strong bonds and a sense of camaraderie that can foster positive relationships and a sense of belonging (Liu et al., 2007). This sense of social support can help students feel more confident in themselves and their abilities, and can contribute to a more positive self-image (Ognibene & Collins, 1998).

Participating in school sports can have a positive impact on a student's self-esteem by providing opportunities for goal-setting, competence-building, social connection, and support (Coatsworth & Conroy, 2007). By fostering a sense of accomplishment and pride, school sports can contribute to students' overall well-being and success in school and beyond..

Communication Skills

Research suggests that participating in school sports can have a positive impact on a student's communication skills (Tongue et al., 3005). Engaging in physical activity and team sports provides students with opportunities to interact with their peers and coaches, building important communication competencies that can transfer to other areas of their lives (Poulsen & Ziviani, 2004).

One way that school sports can impact communication skills is by providing opportunities for students to practice expressing themselves clearly and effectively (Cleary & Zimmerman, 2004). In team sports, for example, students learn to communicate with their teammates in order to achieve a common goal, developing important communication and leadership skills (Soh, 2011). They also learn to listen actively and respond appropriately to feedback, building important listening and feedback skills.

Participating in school sports programs can also provide opportunities for students to build positive relationships with coaches and other adults in their lives, developing important communication skills (Petitpas et al., 2004). These relationships can serve as important sources of support and mentorship for students, providing guidance and advice on social and academic issues (Zalaquett & Lopez, 2006). Through their interactions with coaches and other adults, students learn to express themselves clearly and assertively, developing important communication skills that can transfer to other areas of their lives.

Overall, school sports programs can play an important role in the development of students' communication skills, providing opportunities for teamwork,

relationship-building, and communication-building that can contribute to their success both in and out of the classroom (Danish et al., 2005). By fostering effective communication skills, school sports can help students navigate social situations with greater ease and engage in productive dialogue with others..

Teamwork Skills

Research suggests that participating in school sports can have a significant impact on a student's ability to work effectively as part of a team (Baker & Salas, 1992). Engaging in physical activity and team sports provides students with opportunities to develop important skills such as cooperation, collaboration, and leadership (Hastie, 1996).

One way that school sports can impact teamwork skills is by providing students with opportunities to practice cooperation and collaboration (Johnson et al., 1998). In team sports, for example, students learn to work together towards a common goal, developing skills such as communication, trust, and problem-solving (Sullivan & Masters Glidden, 2014). They learn to rely on their teammates and work together to overcome challenges, building important teamwork skills that can transfer to other areas of their lives (Johnson et al., 1998).

Participating in school sports can also provide opportunities for students to develop leadership skills (Martinek et al., 2006). Through their participation in sports, students learn to take on roles such as team captain or co-captain, developing important leadership skills such as motivation, communication, and decision-making (Pedersen & Seidman, 2004). They learn to set goals and work towards them, while also supporting and motivating their teammates to do the same (Edmondson, 2002). Overall, participating in school sports programs can have a positive impact on a student's ability to work effectively as part of a team, developing important skills such as cooperation, collaboration, and leadership (Ennis, 1999). By providing opportunities for teamwork, sports programs can help students build positive relationships with their peers, develop essential social skills, and achieve success both on and off the playing field (Huml et al., 2019).

Empathy

Research suggests that participating in school sports can have a positive impact on a student's ability to understand and share the feelings of others, and to act in a compassionate and supportive manner towards others (Epstein & Dauber, 1991). Engaging in physical activity and team sports provides students with opportunities to develop important social-emotional skills such as empathy, compassion, and emotional regulation (Elliott et al., 2011).

One way that school sports can impact social-emotional skills is by providing opportunities for students to practice empathy and emotional regulation (Webster-Stratton & Reid, 2004). In team sports, for example, students learn to recognize and respond to the emotional states of their teammates, developing important emotional intelligence

skills (Barczak et al., 2010). They learn to regulate their own emotions in response to stress or conflict, building important emotional regulation skills that can transfer to other areas of their lives (Jordan et al., 2002).

Participating in school sports can also provide opportunities for students to develop compassion and supportive behaviors towards others (Banks et al., 2001). Through their participation in sports, students learn to support and encourage their teammates, building important social skills such as kindness, empathy, and helpfulness (Annerstedt & Lindgren, 2014). They also learn to resolve conflicts and handle disagreements in a constructive manner, building important conflict resolution skills that can transfer to other areas of their lives (Crawford, 1996).

Overall, participating in school sports programs can have a positive impact on a student's ability to understand and share the feelings of others, and to act in a compassionate and supportive manner towards others (Klemola et al., 2013). By providing opportunities for social-emotional development, sports programs can help students build positive relationships with their peers, develop essential social skills, and become caring and responsible members of their communities (Ross et al., 2021).

The relationship of school sports programs and students' social skills

School sports programs refer to organized athletic activities that take place within a school setting, typically as part of physical education classes or extracurricular activities (Goudas & Magotsiou, 2009). These programs are designed to provide students with opportunities to engage in physical activity, develop athletic skills, and build social skills and teamwork (Klemola et al., 2013). School sports can include a wide range of activities, such as team sports like basketball, soccer, and volleyball, individual sports like track and field, and recreational activities like yoga and dance (Baker et al., 2003).

School sports programs can have a significant impact on students' physical, social, and emotional well-being (Bailey, 2006). They can promote physical fitness and healthy lifestyle habits, as well as provide opportunities for students to build social connections and develop leadership

and teamwork skills (Méndez-Giménez et al., 2022). Additionally, school sports can contribute to a sense of school pride and community, as students come together to represent their school in competitions and events (Decrop & Derbaix, 2010).

Research suggests that school sports programs can have a positive impact on the development of students' social skills (Ding & Sugiyama, 2017). Engaging in sports provides students with opportunities to interact with peers and adults in a structured environment, building important social competencies that can transfer to other areas of their lives (Vazou et al., 2006).

One way that school sports can promote social skills is by providing opportunities for teamwork and collaboration (Opstoel et al., 2020). In team sports, for example, students learn to work together to achieve a common goal, developing important communication, leadership, and problem-solving skills (Opstoel et al., 2020). They also learn to value the contributions of others and develop empathy for their teammates.

Additionally, school sports programs can provide opportunities for students to build positive relationships with coaches and other adults in their lives (Petitpas et al., 2004). These relationships can serve as important sources of support and mentorship for students, providing guidance and advice on social and academic issues. Participating in school sports programs can also promote the development of self-esteem and confidence, which are critical components of social skills (Danish et al., 2004). When students engage in sports and develop their athletic abilities, they feel a sense of accomplishment and pride that can translate to other areas of their lives (Olushola et al., 2013). This increased confidence can help students navigate social situations with greater ease and develop positive relationships with peers and adults. Overall, school sports programs can play an important role in the development of students' social skills, providing opportunities for teamwork, relationship-building, and confidence-building that can contribute to their success both in and out of the classroom.

Based on literature reviews, the following research model (Figure 1) is proposed.

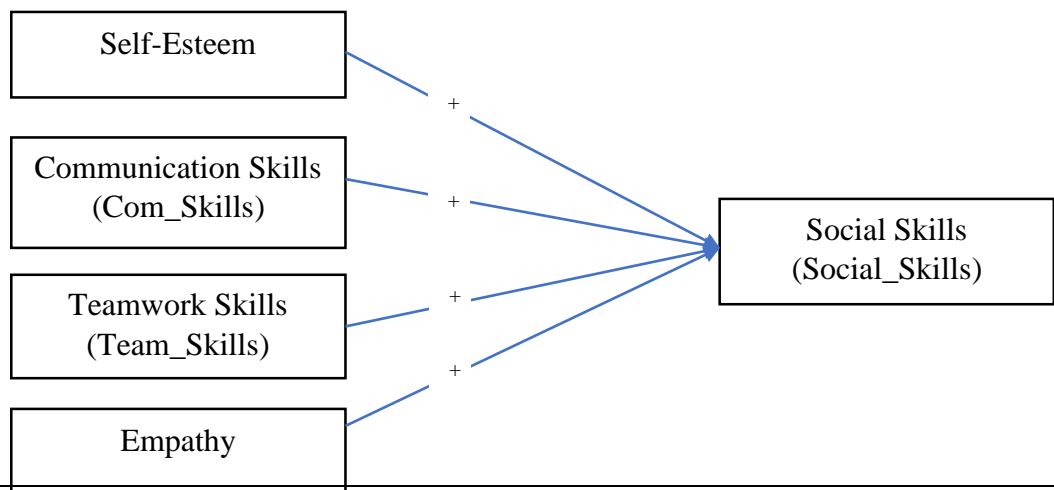


Figure 1. Proposed research model

On the basis of the research model, the following research hypotheses are proposed:

Hypothesis 1 (H1). The Self-Esteem factor has a positive and meaningful impact on the Social Skills of school sports participants.

Hypothesis 2 (H2). The Communication Skills factor has a positive and meaningful impact on the Social Skills of school sports participants.

Hypothesis 3 (H3). The Teamwork Skills factor has a positive and meaningful impact on the Social Skills of school sports participants.

Hypothesis 4 (H4). Empathy factor has a positive and meaningful impact on Social Skills of school sports participants.

METHODOLOGY

Instrument and participant

The author of this study created a questionnaire based on input from two psychology professors and three

sport professors, as evidenced by a review of the literature. The questionnaire consists of two parts: Part 1 collects demographic information, while Part 2 collects research information. A pilot test was conducted on 40 individuals, and the questionnaire was modified slightly based on the trial data. To better reflect Vietnamese culture, two linguists made further modifications, and the questionnaire was pre-tested on 40 individuals who represented the research population's demographics. Based on pre-test findings, minor changes were made to improve the questionnaire's structure and comprehensibility, resulting in the final Vietnamese version (DeVellis, 2017; Appendix). The study was carried out in May 2022, with 200 students from universities in Hanoi city participating. Each participant received the questionnaire by mail from a member of the study team and marked their responses with a pencil (Dornei & Taguchi, 2010). The response rate was 100 percent, with 200 completed surveys (Fowler, 2013). Demographic information about the participants is presented in Table 1.

Table 1. Demographic characteristics of survey participants

		Types					
		Both		Individual sports		Team sports	
		Count	Row N %	Count	Row N %	Count	Row N %
Gender	<i>Female</i>	29	38.2%	20	26.3%	27	35.5%
	<i>Male</i>	44	35.5%	25	20.2%	55	44.4%
Age	<i>18 20 years old</i>	17	36.2%	10	21.3%	20	42.6%
	<i>21 23 years old</i>	41	39.4%	24	23.1%	39	37.5%
	<i>24 26 years old</i>	7	28.0%	4	16.0%	14	56.0%
	<i>over 26</i>	8	33.3%	7	29.2%	9	37.5%
Participate	<i>1 2 hours</i>	15	38.5%	9	23.1%	15	38.5%
	<i>Less than 1 hour</i>	34	43.6%	11	14.1%	33	42.3%
	<i>More than 2 hours</i>	24	28.9%	25	30.1%	34	41.0%
Duration	<i>1 2 years</i>	37	29.1%	45	35.4%	45	35.4%
	<i>Less than 1 year</i>	0	0.0%	0	0.0%	37	100.0%
	<i>More than 2 years</i>	36	100.0%	0	0.0%	0	0.0%

Reliability analysis

In assessing the quality and precision of survey data, reliability analysis is an important step. The purpose of reliability analysis is to determine the consistency and stability of a measuring instrument or survey questionnaire across time and situations. In this study, Cronbach's alpha was used to determine the degree of internal consistency dependability. The criteria for evaluating Cronbach's alpha analysis findings are subjective and dependent on the particular study environment and questionnaire or test variables being evaluated (Cortina, 1993; Kline, 2015). In

general, a number of 0.7 or above is seen as indicating a high degree of internal consistency and dependability and is regarded as an acceptable criterion for the majority of surveys (Cortina, 1993; Kline, 2015). A number between 0.6 and 0.7 may be acceptable for certain surveys, but may suggest that some questionnaire questions are not contributing to the assessment of the underlying concept and may need to be altered or eliminated (Cortina, 1993; Kline, 2015). A number below 0.6 is often regarded as poor, suggesting that the questionnaire questions may not be assessing the same concept and may need revision (Kline, 2015).

Table 2. Summary of Reliability

<i>Scales</i>	<i>Number of variables observed</i>	<i>Reliability coefficients (Cronbach Alpha)</i>	<i>The correlation coefficient of the smallest total variable</i>
<i>Students' Social Skills</i>	4	0.844	0.533
<i>Self-Esteem</i>	4	0.771	0.589
<i>Communication Skills</i>	4	0.753	0.523
<i>Teamwork Skills</i>	4	0.725	0.474
<i>Empathy</i>	4	0.764	0.526

Table 2 presents the results of testing the reliability and validity of the research questionnaire. Cronbach's alpha coefficients for all items were more significant than 0.7, indicating the internally consistent reliability of the questionnaire (Hair et al., 2019). The validity of the questionnaire was also confirmed through construct validity testing, including exploratory factor analysis and confirmatory factor analysis (Hair et al., 2019). All items in the questionnaire were found to have good convergent validity, indicating that they are measuring the same construct (Fornell & Larcker, 1981). Discriminant validity was also established, as each item was more strongly correlated with its respective construct than with other constructs in the questionnaire (Fornell & Larcker, 1981; Hair et al., 2019). The study thus demonstrated a high level of reliability and

validity in the questionnaire used to measure the the impact of school sports on the development of students' social skills. Factor analysis

Factor analysis is a widely used statistical tool in the social sciences that can help researchers identify underlying factors or dimensions in a set of variables. The process involves reducing the number of variables in a dataset by identifying patterns of inter-correlation among them and grouping them into a smaller set of underlying factors (Gorsuch, 1983). The number of factors to be extracted is often determined through the examination of scree plots and eigenvalues (Fabrigar et al., 1999). The results of a factor analysis can inform the development of more refined research questions, hypotheses, and models (Hair et al., 2019) and provide insights into the key factors that explain the relationships among variables in a dataset.

Table 3. Result of factor analysis

Rotated Component Matrix^a					
	Component				
	1	2	3	4	5
Social_Skills1	.903				
Social_Skills2	.899				
Social_Skills3	.600				
Social_Skills4	.548				
Com_Skills2		.703			
Com_Skills3		.677			
Com_Skills1		.677			
Com_Skills4		.654			
Team_Skills1			.726		
Team_Skills4			.673		
Team_Skills2			.571		
Team_Skills3			.563		
Empathy2				.782	
Empathy3				.698	
Empathy4				.658	
Empathy1				.543	
Self_Esteem3					.788
Self_Esteem1					.724

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

- a. Rotation converged in 6 iterations.
- b. Initial Eigenvalues = 1.054
- c. Extraction Sums of Squared Loadings = 63.858
- d. KMO = 0.883
- e. Bartlett's Test (Chi-Square = 1903.958; df =163; Sig.=0.000)

Table 3 presents the results of the factor analysis conducted to validate the research questionnaire. The Bartlett's test of sphericity was statistically significant (Sig. = 0.000), and the Kaiser-Meyer-Olkin coefficient (KMO) = 0.891 (>0.5), indicating that the observed variables are correlated in the population and are, therefore, suitable for factor analysis. The factor loading coefficients for all variables ≥ 0.5 , indicating the validity of the factor analysis. The criterion for practical significance of factor loading is a minimum level = 0.3, an essential level = 0.4, and a practical level = 0.5. Table 3 shows that all variables have factor loading coefficients ≥ 0.5 , demonstrating the validity of the factor analysis. The total of the load squared extraction for the five factors = 63.858% (>50%), indicating that the extracted factors can explain a significant amount of variance in the data. The initial eigenvalue of the six factors = 1.054 (> 1.00), indicating that the extracted factors have eigenvalues greater than one and are, therefore, valid. These results demonstrate the suitability and validity of exploratory factor analysis for the proposed research model (Hair et al., 2019; Kim & Mueller, 1978). Three items, specifically questions 4, 5, and 10, were excluded from the regression model because their factor loadings were ≤ 0.50 , indicating a weak association with the proposed model.

Correlation analysis

Correlation analysis is a statistical method used to measure the strength and direction of the linear relationship between two variables (Bryman & Bell, 2015). According to Tabachnick et al. (2013), it is a way to quantify the association between two variables and to determine if changes in one variable are associated with changes in another variable. The correlation coefficient, also known as Pearson's correlation coefficient, is a measure of the strength of the linear relationship between two variables and ranges from -1 to 1 (Field, 2013). According to Hairet al.(2019), -1 indicates a perfect negative correlation, 1 indicates a perfect positive correlation, and 0 indicates no correlation. Correlation analysis can provide valuable insights into the relationships between variables and can be used to make predictions about one variable based on the values of another variable (Gronlund & Linn, 2014). However, it is important to note that correlation does not imply causality and that other factors may be contributing to the relationship between the variables (Agresti & Finlay, 2009). The results of the correlation analysis (Table 4) show that, with a 95% significance level, the correlation coefficient indicates that the relationship between the dependent variable and the independent variable is statistically significant (Sig. = 0.05).

Table 4. Correlation analysis results

Correlations		Social_Skil ls	Self_Estee m	Com_Skill s	Team_Skill s	Empath y
Social_Skills	Pearson Correlation	1	.560**	.532**	.523**	.514**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	200	200	200	200	200
Self_Esteem	Pearson Correlation	.560**	1	.521**	.574**	.518**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	200	200	200	200	200
Com_Skills	Pearson Correlation	.532**	.521**	1	.552**	.536**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	200	200	200	200	200
Team_Skills	Pearson Correlation	.523**	.574**	.552**	1	.536**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	200	200	200	200	200

Empathy	Pearson Correlation	.514**	.518**	.536**	.536**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Multivariate linear regression analysis

Multivariate linear regression analysis is a statistical method used to examine the relationship between multiple independent variables and a dependent variable (Osborne, 2000). In this type of regression analysis, a linear equation is used to model the relationship between the independent variables and the dependent variable (Hair, 1998). The goal of multivariate linear regression is to determine the coefficients for each independent variable, which represent

the strength and direction of their relationship with the dependent variable (Greene & Hensher, 2003; Tung et al., 2023). These coefficients can then be used to make predictions about the dependent variable based on the values of the independent variables (Hair et al., 1998). Multivariate linear regression is commonly used in the social sciences, economics, and other fields to understand the relationships between variables and to make predictions based on those relationships (Kalaian & Raudenbush, 1996).

Table 5. The results of the multivariable linear regression analysis

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Beta	Tolerance
(Constant)	.543	.219		2.473	.014		
Self_Estee m	.264	.070	.267	3.771	.000	.580	1.725
Com_Skills	.217	.073	.209	2.976	.003	.585	1.708
Team_Skill s	.166	.076	.159	2.197	.029	.549	1.820
Empathy	.182	.071	.178	2.565	.011	.598	1.673

Dependent Variable: Social_Skills

R Square = 0.436 ; Adjusted R Square = 0.424; Std. Error of the Estimate = 0.611

F =37.626 ; df =4.00; sig.= 0.000

The results of the multivariable linear regression analysis (Table 5) indicate that the regression model is valid to explain the results, as evidenced by the statistical significance of the F-test (p.value = 0.000, df = 4.00) (Hair, Black, Babin, & Anderson, 2019). The model also does not have multicollinearity, as the variables in the model have a VIF <1.820 (Kutner, Nachtsheim, Neter, & Li, 2005). This suggests that the variables are not highly correlated with each other, and the regression coefficients can be estimated with high precision.

RESULTS

Firstly, according to the results of the regression analysis presented in Table 5, the variable Self_Esteem has a positive and significant impact on the Social_Skills variable. The regression coefficient β is 0.264, and the significance level is 95% (p.value = 0.000), which indicates that H1 is accepted. This finding suggests that participating in the

school sports program positively affects the social skills of students, likely because of the increased self-esteem that comes with it. This result aligns with the findings of a previous study by Ewing et al. (2002) that reported a correlation between physical activity and improved confidence in other areas of life. School sports can boost students' self-esteem by giving them opportunities to set and achieve goals, which fosters a sense of competence and mastery (Standage & Gillison, 2007).

Secondly, the regression analysis (Table 5) reveals that the variable "Com_Skills" has a significant positive impact on the "Social_Skills" variable, indicated by the regression coefficient $\beta = 0.217$ and a 95% level of significance (p.value = .003). Therefore, the second hypothesis (H2) is supported, which implies that Communication Skills has a positive and meaningful effect on the social skills of students who participate in the school sports program. This finding is consistent with a prior study

by Petitpas et al. (2004), which suggests that school sports programs can offer students opportunities to develop communication skills and establish positive relationships with coaches and other adults. These relationships can serve as a vital source of guidance and mentorship for students, assisting them in navigating social and academic difficulties (Zalaquett & Lopez, 2006). Consequently, students can learn to express themselves confidently and assertively through their interactions with coaches and other adults, which can contribute to the development of communication skills transferable to other aspects of their lives..

Thirdly, according to the results of the regression analysis (Table 5), the variable "Team_Skills" has a positive and significant impact on the "Social_Skills" variable, with a regression coefficient $\beta = 0.166$ and a significance level of 95% (p.value = 0.029). As a consequence, the third hypothesis (H3) is supported, indicating that participation in the school sports program enhances students' teamwork skills. This finding aligns with a prior study by Johnson et al. (1998), which suggested that school sports can contribute to the development of teamwork skills by providing students with opportunities to engage in cooperation and collaboration. For instance, team sports allow students to work together towards shared goals, fostering skills like communication, trust, and problem-solving (Sullivan & Masters Glidden, 2014). Students learn to rely on each other and collaborate to overcome challenges, thereby developing valuable skills that can be applied to various aspects of their lives (Johnson et al., 1998).

Finally, the regression analysis (Table 5) reveals that the variable "Empathy" has a positive and significant impact on the "Social_Skills" variable, with a regression coefficient $\beta = 0.182$ and a significance level of 95% (p.value = 0.011). Therefore, the fourth hypothesis (H4) is supported, suggesting that participation in the school sports program can enhance empathy skills. This finding corresponds with a prior study by Webster-Stratton & Reid (2004), which suggests that school sports programs can contribute to the development of social-emotional skills by providing opportunities for students to practice empathy and emotional regulation (Webster-Stratton & Reid, 2004). In team sports, for instance, students can learn to identify and respond to the emotional states of their teammates, developing crucial emotional intelligence skills (Barczak et al., 2010). They can also learn to manage their own emotions in response to stress or conflict, fostering important emotional regulation skills that can transfer to other areas of their lives (Jordan et al., 2002). Participating in school sports can also offer opportunities for students to cultivate compassion and supportive behaviors towards others (Banks et al., 2001). Through sports, students learn to encourage and support their teammates, building crucial social skills such as kindness, empathy, and helpfulness (Annerstedt & Lindgren, 2014). They also learn to resolve conflicts and manage disagreements in a constructive manner, developing valuable

conflict resolution skills that can be applied to various aspects of their lives (Crawford, 1996)..

DISCUSSION

The findings of the regression analysis have important implications for understanding the impact of school sports programs on students' social skills. Firstly, the positive relationship between self-esteem and social skills suggests that participating in sports can contribute to students' overall social development by boosting their self-esteem (Ognibene & Collins, 1998). This implies that schools should recognize the potential of sports programs in fostering students' social well-being and consider integrating them more prominently into their curriculum (Coatsworth & Conroy, 2007). However, it is important to note that the study's correlational design prevents us from establishing a causal relationship between self-esteem and social skills, and further research using experimental designs would be valuable to explore this relationship further.

Secondly, the significant impact of communication skills on social skills highlights the importance of fostering effective communication within the context of school sports (Poulsen & Ziviani, 2004). Coaches and educators can leverage sports programs as a platform for teaching and enhancing communication skills, recognizing that these skills not only benefit students' performance in sports but also have broader implications for their interpersonal relationships and social competence (Zalaquett & Lopez, 2006). However, the study's reliance on self-reported measures and cross-sectional design limits our ability to draw definitive conclusions about the causal effect of communication skills on social skills (Soh, 2011). Future studies employing objective measures and longitudinal designs would provide more robust evidence in this regard.

Furthermore, the positive association between teamwork skills and social skills emphasizes the role of school sports programs in promoting collaboration and cooperation among students (Martinek et al., 2006). Schools should consider providing opportunities for students to engage in team sports, as these activities can foster important social skills and prepare students for effective teamwork in various aspects of their lives (Huml et al., 2019). However, the limitations of the study, such as the use of self-report measures and the absence of a control group, should be taken into account when interpreting the results (Baker & Salas, 1992). Future research incorporating objective measures and control groups would help establish a clearer understanding of the causal relationship between teamwork skills and social skills within the context of school sports.

Lastly, the findings highlight the potential of school sports programs to enhance empathy skills, emotional intelligence, and compassionate behaviors among students (Elliott et al., 2011). These outcomes have important implications for students' social and emotional development, emphasizing the broader benefits of participating in sports

beyond physical fitness (Banks et al., 2001). Schools should consider incorporating activities and interventions that specifically target empathy development within their sports programs (Ross et al., 2021). However, the study's cross-sectional design and reliance on self-reported measures limit our ability to establish causality and generalize the findings. Future research employing longitudinal designs and a more comprehensive assessment of empathy skills would provide a more robust understanding of the impact of school sports on empathy development.

CONCLUSION

This study provides valuable insights into the relationship between school sports programs and students' social skills. The results support the hypotheses that self-esteem, communication skills, teamwork skills, and empathy positively impact social skills among participating students. Team sports offer collaborative opportunities, fostering communication, trust, and problem-solving abilities applicable to students' lives. Moreover, sports contribute to emotional intelligence as students recognize teammates' emotions and regulate their own. Cultivating compassion and conflict resolution skills are additional benefits. These findings are relevant for educators and policymakers, suggesting the integration of sports activities in the curriculum to enhance students' self-esteem, communication, teamwork, and empathy. It is important to acknowledge study limitations, such as the correlational design and reliance on self-reported measures, and future research should use experimental designs and objective measures. Overall, school sports programs have a positive influence on students' social skills, emphasizing their role in fostering well-rounded individuals and promoting social development.

The present study has limitations that should be acknowledged. Firstly, the small sample size of 200 participants may limit the generalizability of the findings. Future research with larger and more diverse samples would provide a more comprehensive understanding of the relationship between school sports programs and social skills (Chien & Thanh, 2022; Thanh et al., 2021). Secondly, the R-squared value of 0.436 suggests that other factors not considered in the study may contribute to social skill development in school sports programs. Exploring additional variables and contextual factors could enhance our understanding of this complex relationship. Another limitation is the use of purposeful sampling, which may introduce biases and restrict the generalizability of the findings (Nghị et al., 2022). Employing more diverse sampling techniques in future research would increase external validity.

Future research should include longitudinal studies to examine the long-term effects of school sports programs on social skill development. Tracking participants over time would provide insights into sustained impacts and developmental trajectories (Thanh et al., 2022). Additionally,

incorporating mixed-methods approaches, such as interviews or observations alongside quantitative measures, would offer a more comprehensive understanding of how school sports programs influence social skill development (Luan & Thanh, 2022; Thanh et al., 2023). In conclusion, while this study contributes to our understanding, it is important to acknowledge its limitations. Addressing these limitations through larger samples, diverse sampling techniques, longitudinal designs, and mixed-methods approaches would strengthen the evidence base for informing educational practices and policies related to sports programs and social skill development.

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APPENDIX

QUESTIONNAIRE

Your profile: *Please select ONE answer from each statement that best describes you.*

What is your gender?

- Male Female

What is your age?

- 18-20 21-23 24-26 over 26

How many hours per week do you participate in school sports?

- Less than 1 hour 1-3 hours 4-6 hours More than 6 hours

What type(s) of school sports do you participate in?

- Team sports (e.g. basketball, soccer, volleyball)
- Individual sports (e.g. running, swimming, tennis)
- Both team and individual sports

How long have you been participating in school sports?

- Less than 1 year 1-2 years 3-4 years More than 4 years

Instead, mark the number that best represents your viewpoint on each survey topic on a scale of 1 to 5, as shown.

Social_Skills	Students' Social Skills					
Social_Skills1	I feel comfortable talking to new people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social_Skills2	I enjoy spending time with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social_Skills3	I am able to make friends easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Social_Skills4	I am able to resolve conflicts with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self_Esteem	Self-Esteem					
Self_Esteem1	I am proud of my accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self_Esteem2	I feel good about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self_Esteem3	I am confident in my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self_Esteem4	I feel valued by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com_Skills	Communication Skills					
Com_Skills1	I am able to express myself clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com_Skills2	I am a good listener.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com_Skills3	I am able to engage in productive dialogue with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Com_Skills4	I am comfortable speaking in front of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team_Skills	Teamwork Skills					
Team_Skills1	I am able to cooperate with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team_Skills2	I am able to collaborate with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team_Skills3	I am able to lead a team effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team_Skills4	I am able to contribute to a team's success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy	Empathy					
Empathy1	I am able to understand how others are feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy2	I am able to share the feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy3	I am able to act in a compassionate manner towards others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy4	I am able to provide support to others when they need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: For each question, participants should be asked to rate their level of agreement on a 5-point Likert scale, with responses ranging from "Strongly Disagree" to "Strongly Agree".

Thank you for your participation.