



Effects of Sports Activities on Students' Learning at Secondary Level

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Abstract: The purpose of the study was to find out the Effects of sports Activities on the Students' Learning at Secondary Level. The following study's objectives were examined: To investigate sports activities at Secondary Level; To find out the effects of sports activities on students' motivation in learning at Secondary level. The subsequent inquiries for research were employed: What are the sports activities at Secondary Level? What are the effects of sports activities on students' motivation in learning at Secondary level? This study project's exclusive focus was the District Mardan public secondary schools that cater to female students. The population of the research study consisted of all the female students enrolled in public secondary schools in Mardan (EMIS, 2019). The sample consisted of 375 female students from Mardan. (Krejcie & Morgan, 1970) The sample was selected at random. A closed-ended survey was created to gather the data. The research protocol was followed exactly at every stage. Data was gathered using the sample as a basis. After being tallied, the collected data was examined using percentages. There were conclusions, findings, and recommendations. After careful consideration, it was determined that participating in sports improves kids' academic performance and enriches their lives in all respects. In order to maintain a healthy society, it is advised that sports be encouraged both inside and outside of schools.

Keywords: Sports Activities, Students' Learning, Secondary Level

1.Introduction

A sport is an activity that combines skill and physical exertion. In this case, there is competition between two or more parties. Sports have a significant role in all aspect of life and are an essential component of the human experience. Sport encompasses any physical activities that, via informal or structured engagement, seek to express or enhance physical and mental health, build social bonds, or achieve competitive success at all levels. Early studies on the connection between athletic participation and academic achievement produced conflicting results. Despite conflicting results, the bulk of research points to a positive relationship between increased athletic participation and academic success. The results of one particular study suggested that participation in sports has little effect on academic achievement, with the exception of a few subgroups and outcomes (Broh, 2002; Schaben & Stephens,

2002). Students can participate in a wide variety of sports activities that are now offered in schools. Students may then hone their talents in sports like football, basketball, softball, squash, tennis, etc. by participating in those activities. As a result, this may present individuals with the chance to maintain their health and exercise self-control over what they do and consume in order to live fulfilling lives. The Icelandic authorities and the Centres for Disease Control and Prevention have suggested that children and adolescents engage in physical activity for 60 minutes each day, as (Sigriður P. Eiosdóttir, A. L. 2008) noted in his study. A person's personality and character may be developed via sports. It is undoubtedly a great tool for maintaining physical fitness. The benefits of sports on the body and mind are enormous. Discipline comes from sports in life. It does, in fact, impart the virtues of perseverance and determination. People learn how to accept failure from sports as well. Above all, doing sports helps people think better. Sports do help to sharpen the intellect.

Playing sports relieves mental tension. A person who participates in sports would undoubtedly feel less depressed. Participating in sports ensures players' mental well-being. The fact that sports make people happy and joyful is very notable. One of the most significant aspects of human life is sports. It unquestionably improves human life quality. It is necessary to make sports required in schools. This is because its significance equals that of education. Everybody has to engage in at least one sport on a regular basis. Academics have historically shown a great deal of interest in learning whether or not students who participate in sports perform better academically. They have approached the subject from a variety of angles, including education, psychology, sociology, and sports, for example (Feldman & Matjasko, 2005, Fredricks, 2012). Playing sports has institutional links to schools, grades, official team selection procedures, attendance habits, and social standing with peers and teachers (Coakley, 2011).

1.1 Problem Statement

Sports activities support your learning by enhancing your interpersonal and organizational abilities, fostering the growth of your interests and talents, and giving you the chance to relax and engage in things you truly like. Students' problem-solving, logical, analytical, creative, communicative, and collaborative skills are all improved by participating in sports activities.

1.2 Significance of Study

The results of this study will benefit society as a whole. because participation in sports is crucial for students' physical and mental development. Through fostering original thought, enhancing social and organizational abilities, and fostering the growth of interests and talents, these activities enhance learning.

1.3 Research Objectives

- To investigate sports activities at Secondary Level.
- To find out the effects of sports activities on students' motivation in learning at Secondary level.

1.4 Research Questions

- What are the sports activities at Secondary Level?
- What are the effects of sports activities on the students' motivation in learning at Secondary level?

2. Literature Review

Sports are physical competitions undertaken for their objectives and difficulties. All cultures, past and present, have sports, albeit each defines sports differently. The definitions that make clear how sports relate to play games and contests are the most helpful. "Play is purposeless activity, for its own sake, the opposite of work," German scholar Carl Diem once stated. People play because they want to, and they work because they have to. Play has its own

objectives since it is autotelic. It is freely given and not forced. When parents or instructors force recalcitrant kids to play football (soccer), they aren't actually participating in a sport. If professional athletes are motivated solely by money, then neither are they.

Practically speaking, reasons in the actual world are usually ambiguous and difficult to ascertain. Nonetheless, a clear definition is necessary in order to make decisions about what constitutes play and what does not. As to the Council of Europe (2001), "sport refers to any type of physical activity that aims to form social bonds, improve mental and physical well-being, or achieve competitive success at all levels through informal and structured participation." It might involve a single person acting alone or working in a group. Sports participation causes physical and psychological changes in participants, particularly in children and adolescents, when these changes are at their peak and the person is also more vulnerable to the development of disorders like conduct disorder, dissociative disorder, eating disorders, mood disorders, and anxiety disorders. The rationale for this is that the majority of illnesses first show symptoms throughout childhood and adolescence. A person has a higher chance of becoming normal if preventative measures are done, such as playing sports regularly.

Participating in sports has a positive impact on academic performance because it fosters relationships with academically oriented peers and role models, increases student attachment to the school, boosts self-esteem and confidence, and fosters social and cognitive development (Eitle, 2005; Neal, 2010; Bailey et al., 2009). Four factors were cited by (Chomitz et al., 2009) to explain this association. First, a correlation between academic success and fitness may represent driven students' achievement oriented. That is to say, driven students may aim for success in their academic pursuits as well as in sports or physical health. Second, a student's physical fitness may be an indicator of their general health; a healthy diet, regular exercise, and/or a stable weight may all help students succeed academically. There is evidence linking several aspects of a student's health, including their weight and food intake, to their academic achievement. Third, being physically active and fit can improve students' focus and classroom behaviour, both of which can help them succeed academically. Fourth, exercise may enhance one's self-esteem and mental wellness (Chomitz, 2009).

Youngsters who participate in sports will get more exercise and see improvements in their fundamental motor skills. Many students play competitive sports as a means of maintaining their physical fitness. Kids who play sports can avoid being overweight and stay physically active, as stated by the Mayo Clinic in 2010. Pupils who participate in sports tend to be healthier and more physically fit than their peers. Sports also help pupils maintain excellent health. These pupils are often more engaged, self-assured, and upbeat. Sport is any physical activity that promotes human health and keeps people from developing chronic illnesses like diabetes, heart attacks, obesity, anxiety, or depression. Teenagers who participate in outdoor sports can be more active and physically healthy since they can burn more calories and fat, as acknowledged by (C. Ferron, 1999). Apart from that, physical activity can improve body coordination and muscular growth.

It is acknowledged that individuals who participate in sports are less fearful, more objective and independent than those who do not. They also exhibit behavioral reactions as a means of directing cognitive traits and affective processes to conform to external or internal demands or appeals. They look for several approaches to the issue and, in the conclusion, evaluate the procedure to choose what best meets their needs (Goral, 2010). It was concluded that the majority of people engage in sports and physical exercise because they enjoy the experiences and are curious about them. These fall under the category of internal or intrinsic motivations for involvement. In addition, involvement activity may be motivated by outside factors including peer and adult social approbation, financial gain, or social incentives. People can assess their abilities and competences against a standard in a variety of contexts related to sports and physical exercise, which increases the possibility of relevant feedback and beneficial improvements in intrinsic motivation. Furthermore, environments that promote physical activity frequently enable people to express creatively a range of social and physical behaviors that they feel internally in control of. The likelihood of increased intrinsic motivation is also raised by this sensation of control.

Prior research has indicated a beneficial correlation between students' academic ability and their involvement in sports. There are several psychological and bodily advantages of physical activity. In addition to promoting greater mental and physical health and overall wellbeing, it also fosters peer and parental interactions and age

development. There hasn't been much research done on how much physical exercise and involvement in sports instruction influence how students learn about and feel about sports. Regular physical activity has been shown to support learning as well as growth and development. It also offers several advantages for mental, emotional, and physical health. It is also well recognized that cognitive function and academic success are impacted by physical activity.

The impact of athletics and sports on academic accomplishment and how they connect to the study have been hotly debated throughout the years. Some people assert that it has a positive influence on the research, while others assert that it has a bad one. There seem to be conflicting findings about the impact of athletic activities on academic pursuits, based on current study (Broh, 2002). Because sports have several psychological advantages, they have a substantial positive impact on mental as well as physical health. When compared to non-participants, youth who participated in sports both in middle and high school demonstrated a more optimistic outlook on life, indicating a lower rate of suicide thoughts among athletes. (Taliaferro et al., 2011). Young athletes exhibited positive relationships with self-control, self-assurance, social abilities, and forming new connections. This was mentioned by parents and children who played sports. (Holt et al., 2011). According to (Dimech & Seiler, 2011). Young athletes who played team activities reported having less nervousness around people. Young athletes who participated in team sports claimed to have less social anxiety (Dimech & Seiler, 2011). When compared to non-athletes, school or club athletes reported better levels of enjoyment, mental health, and social functioning (Synder et al., 2010). In comparison to children who did not participate in any sports or clubs outside of school activities, middle childhood participants in sports and clubs had higher levels of social competence (Howie et al., 2010). Children that participated primarily in sports and youth development programs had the strongest positive youth development scores (competence, confidence, connection, character, and compassion) (Zarrett et al., 2009). Sports participants experienced more good outcomes (including social well-being, connections, and confidence) than those with little to no sport activity, but less than those who participated in sport plus other activities (Linver, Roth & Brooks, 2009).

Playing sports can prevent suicide and hopelessness. Youngsters who participated in team sports had higher levels of emotional self-efficacy (Valois et al., 2004). Playing sports did not have a detrimental relationship with self-esteem or social skills. Sport-loving shy kids reported a significant reduction in anxiety. Children who participate in sports have greater social skills, good affect, and overall wellbeing (Findlay & Coplan, 2008). Compared to their peers who were not as active, the majority of teenagers who were reported feeling more content. The risks for depressive symptoms were partially mitigated by team sports participation (Boone & Leadbetaer, 2006). Playing sports is favorably correlated with one's self-perception. Increased engagement in sports has been linked to improved behavioral and emotional health. Reducing emotional and behavioral issues was linked to athletic competency (Donaldson & Ronan, 2006). Playing sports is correlated with self-worth. The association between playing sports and overall self-esteem is mediated by physical self-esteem (Bowker, 2006). Team sports participation is linked to higher levels of life satisfaction (Valois, Zullig, & Nheubner, 2004). Young people who participated in sports reported better rates of emotion management than youth who participated in leadership & academic activities. Young people who played sports frequently shown greater "psychological resilience," or their capacity to overcome setbacks (Bartko & Eccles, 2003). Participation in team sports is linked to a lower incidence of depression (Gore, Farrell & Gordan, 2001). Student athletes who participate in sports are shielded from social isolation (Barber, Eccles & Stone, 2001). Compared to the low sports involvement group, the moderate sports involvement group exhibited lower depression scores (Sanders et al., 2000). Playing sports has been linked to improved mental health (Steiner et al., 2000). According to the findings of (Cerrillo-Urbina et al., 2015), brief aerobic exercise may have a greater impact on hyperactivity, impulsivity, and attention. They also saw a good effect on anxiety. As a result, kids and teenagers who play sports are more competent, self-assured, aggressive, and have improved social skills, self-efficacy, self-esteem, and self-concept. Sports are one way to improve the quality of life, so it's important to convince students to participate for their own benefit. Participating in sports can keep pupils healthy, keep them away from criminal activity, foster social bonds, and enhance their personalities or other traits. All of these add to a high standard of living.

3. Research Methodology

3.1 Research Paradigm

A methodology, structure, or plan for conducting research is referred to as a research paradigm. Neutral, objective, and quantitative observation of behavior, action, or response can yield information, according to the positivist paradigm, which is grounded in measurement and reason. If something is not quantitatively measurable, positivism holds that it cannot be known for certain.

3.2 Research Design

Research design is the overall strategy, framework, or plan that guides a study project from its start to its completion, including data analysis. In this study effort, both descriptive and quantitative methodologies are used. Utilizing a closed-ended questionnaire, data was gathered.

3.3 Population and Sample

All the (9380) Secondary School Students (Girls) at District Mardan were the study's population (EMIS, 2019). A simple random sampling technique was used. A sample of 375 female secondary school students from District Mardan was used in this study. Samples selected recursively were employed (Krejcie & Morgan, 1970).

Respondents	No	Total
Students	375	375

3.4 Research Instrument

Data collection was accomplished using the creation of a closed-ended questionnaire. Validation, pilot testing, and reliability were all followed in the study process. Expert validation was obtained for the instrument. Fifty pupils were selected from several Mardan high schools for the pilot study. They were instructed to provide recommendations and choose the best option. Following that, the final draught of the questionnaire was made. Reliability was calculated as 0.79 after testing the collected data. As stated in the sample, data was gathered. The gathered information was tallied and examined using the relevant statistical software.

4. Data Analysis and Interpretations

Objective No.1		TO INVESTIGATE SPORTS ACTIVITIES AT SECONDARY LEVEL						
Item	Statement	No	Agreed	Disagreed	Undecided	(%)	(%)	(%)
1	Your school provides sports activities for the students.	375	171	153	51	45.6	40.8	13.6
2	Your school practices games like volleyball, table tennis, and tug of war.		143	153	79	38.1	40.8	21.1
3	Your school arranges cricket tournaments for the students.		139	138	98	37.1	36.8	26.1

4	Your school facilitates students playing games at the district level.	166	136	73	44.3	36.3	19.5
5	Your school provides training for playing different games.	167	130	78	44.5	34.7	20.8
6	Your school supports student athletes academically.	148	132	95	39.5	35.2	25.3
7	Sports activities affect students' motivation to learn.	156	134	85	41.6	35.7	22.7

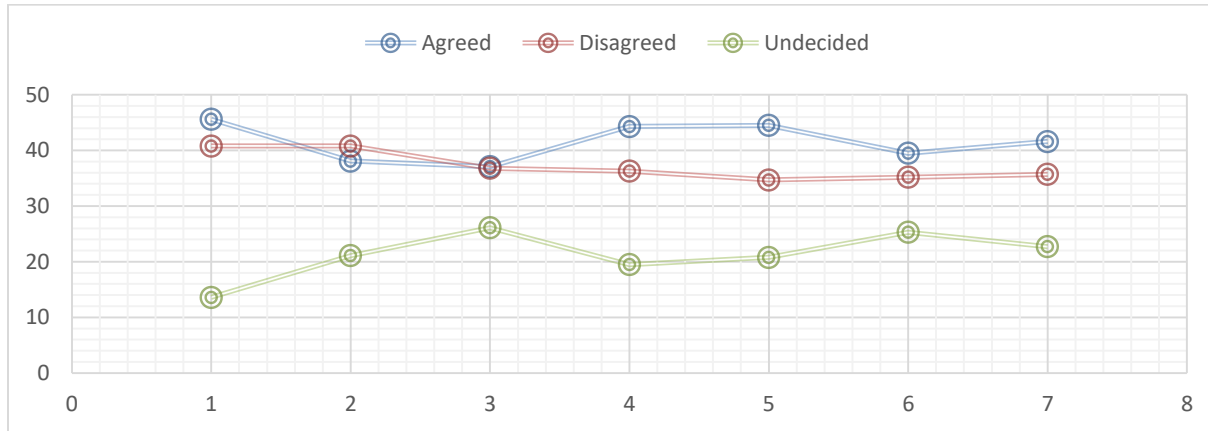


Table illustrates that (375) students in secondary education answered questions regarding a statement as first item. Thus, in reference to that assertion, (171) students had a percentage of (45.6) chose "Agreed," (153) students had a percentage of (40.8) selected 'Disagreed', and (51) students had a percentage of (13.6) chosen 'Undecided'. (375) students in secondary education answered questions regarding a statement as second item. In response to item No.2, (143) students had a percentage of (38.1) picked "Agreed," (153) students had a percentage of (40.8) selected 'Disagreed', and (79) students had a percentage of (21.1) chose 'Undecided'. (375) students in secondary education answered questions regarding a statement as third item. In response to item No.3, (139) students had a percentage of (37.1) picked "Agreed," (138) students had a percentage of (36.8) chose 'Disagreed', and (98) students had a percentage of (26.1) chose 'Undecided'. (375) secondary school students were questioned about a statement as fourth item. In response to item No.4, (166) students had a percentage of (44.3) picked "Agreed," (136) students had a percentage of (36.3) chose 'Disagreed', and (73) students had a percentage of (19.5) chose 'Undecided'. (375) secondary school students were questioned about a statement as fifth item. In response to item No.5, (167) students had a percentage of (44.5) picked "Agreed," (130) students had a percentage of (34.7) chose 'Disagreed', and (78) students had a percentage of (20.8) chose 'Undecided'. (375) secondary school students were questioned about a statement as sixth item. In response to item No.6, (148) students had a percentage of (39.5) picked "Agreed," (132) students had a percentage of (35.2) chose 'Disagreed', and (95) students had a percentage of (25.3) chose 'Undecided'. (375) secondary school students were questioned about a statement as seventh item. In response to item No.7, (156) students had a percentage of (41.6) picked "Agreed," (134) students had a percentage of (35.7) chose 'Disagreed', and (85) students had a percentage of (22.7) chose 'Undecided'.

Objective No.2		TO FIND OUT THE EFFECTS OF SPORTS ACTIVITIES ON STUDENTS' MOTIVATION IN LEARNING AT SECONDARY LEVEL					
Item	Statement	No	Agreed (%)	Disagreed (%)	Undecided (%)	(%)	(%)

1	Sports activities influence students' excitement and classroom participation.	375	165	120	90	44.0	32.0	24.0
2	Sports activities motivate students to develop better study habits.		146	138	91	38.9	36.8	24.3
3	Sports activities encourage cooperation and physical fitness.		154	129	92	41.1	34.4	24.5
4	Sports activities motivate students to excel academically.		150	137	88	40.0	36.5	23.5
5	Sports activities help students develop leadership skills.		149	127	99	39.7	33.9	26.4
6	Sports activities contribute to students' development of effective communication.		172	121	82	45.9	32.3	21.9
7	Sports activities contribute to students' problem-solving skills.		164	121	90	43.7	32.3	24.0

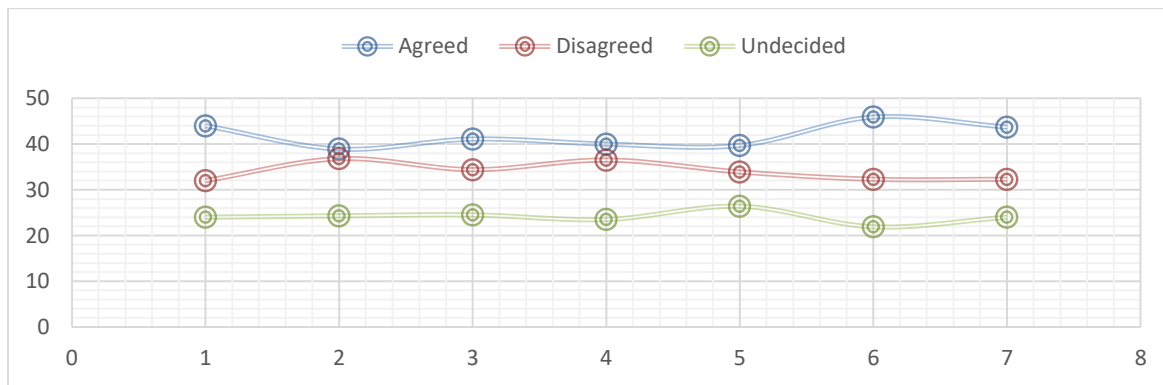


Table illustrates that (375) students in secondary education answered questions regarding a statement as first item. Thus, in reference to that assertion, (165) students had a percentage of (44.0) selected "Agreed," (120) students had a percentage of (32.0) picked 'Disagreed', and (90) students had a percentage of (24.0) chosen 'Undecided'. (375) students in secondary education answered questions regarding a statement t as second item. In response to item No.2, (146) students had a percentage of (38.9) picked "Agreed," (138) students had a percentage of (36.8) chose 'Disagreed', and (91) students had a percentage of (24.3) chose 'Undecided'.(375) secondary school students were questioned about a statement as third item. In response to item No.3, (154) students had a percentage of (41.1) picked "Agreed," (129) students had a percentage of (34.4) chose 'Disagreed', and (92) students had a percentage of (24.5) chose 'Undecided'.(375) secondary school students were questioned about a statement as fourth item. In response to item No.4, (150) students had a percentage of (40.0) picked "Agreed,"(137) students had a percentage of (36.5) chose 'Disagreed', and (88) students had a percentage of (23.5) chose 'Undecided'.(375) secondary school students were questioned about a statement as fifth item. In response to item No.5, (149) students had a percentage of (39.7) picked "Agreed," (127) students had a percentage of (33.9) chose 'Disagreed', and (99) students had a percentage of (26.4) chose 'Undecided'.(375) secondary school students were questioned about a statement as sixth item. In response to item No.6, (172) students had a percentage of (45.9) picked "Agreed," (121) students had a percentage of (32.3) picked 'Disagreed', and (82) students had a percentage of (21.9) chose 'Undecided'.(375) students in secondary education answered questions regarding a statement as seventh item. In response to item No.7, (164) students had a percentage of (43.7) picked "Agreed," (121) students had a percentage of (32.3) chose 'Disagreed', and (90) students had a percentage of (24.0) chose 'Undecided'.

4.1 Findings

45.60 % Secondary School Students believed that schools provide sports activities for the students. 38.10 % Secondary School Students believed that games like table tennis, tug of war, and volleyball are practiced in schools. 37.10 % Secondary School Students believed that Schools arrange cricket tournaments for the students. 44.3 % Secondary School Students believed that schools facilitate students for playing games at district level. 44.5 % Secondary School Students believed that schools provide training for playing different games. 39.5 % Secondary School Students were of the opinion that schools support student athletes academically. 41.6 % Secondary School Students were of the opinion that Sports activities affect students' motivation to learn. 44.0 % Secondary School Students believed that Sports activities influence students' excitement and classroom participation. 38.9 % Secondary School Students were of the opinion that Sports activities motivate students to develop better study habits. 41.1 % Secondary School Students believed that Sports activities encourage cooperation and physical fitness. 40.0 % Secondary School Students were of the opinion that Sports activities motivate students to excel academically. 39.7 % Secondary School Students believed that Sports activities help students develop leadership skills. 45.9 % Secondary School Students believed that Sports activities contribute to students' development of effective communication. 43.7 % Secondary School Students believed that Sports activities contribute to students' problem-solving skills.

5. Conclusion

It was determined that a significant proportion of participants had the belief that schools provides sports activities like volleyball, table tennis, tug of war and Cricket tournament for students. It was determined that a significant proportion of participants had the belief that Schools support student athletes, provides training and facilitates students playing games at the district level. It was determined that a significant proportion of participants had the belief that Sports activities affect students' motivation, classroom participation and physical fitness. It was determined that a significant proportion of participants had the belief that Sports activities help students develop leadership, communication and problem-solving skills.

5.1 Recommendations

The determination was made that schools arrange sports activities for the students. It is recommended that schools should continue these activities in individual and group form. Furthermore, students should be encouraged in District and National level competitions. It was concluded that sports activities have a favorable impact on Students' Academic Success, Motivation, physical fitness and life skill. It is recommended that school should arrange motivational speeches on weekly basis in the morning assembly.

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