

An explorative study on the perceptions of cricket players regarding development of life skills in student-athletes at a university in the Western Cape.

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ABSTRACT

Introduction

Sport-based youth development programme expose youth to prearranged sports and physical activity practices that explicitly concentrate on the development of personal and social life skills, along with physical development. The significance of this study in the field of life skills education at a tertiary institution where this study has been conducted assesses a student-athlete development programme with a primary focus on life skills promotion amongst cricket players at a university in the Western Cape Province. In the current climate of sports education, Sport-based youth development programmes purposefully draw on sport and physical activity contexts as the method for attaining positive youth development. The relevance of developing life skills in student-athletes is, therefore, pointed out in this research as it is clear that student-athletes require a range of both sport-specific and life skills. Therefore, this study aims to explore and describe the perceptions of cricket players about a life skills programme at a university in the Western Cape region.

A mixed methods approach, comprising both quantitative and qualitative methods of data collection and analysis, to gather comprehensive evidence was applied to this study. A sequential explanatory mixed methods design was selected for the study. Data was analysed through the lens of the 5 C's of Positive Youth Development. Data were collected utilizing self-administered questionnaires and one-on-one structured interviews. Inclusive sampling was used to select the 45 current beneficiaries of an existing cricket life skills programme. A further sample of 12 alumni from the programme was selected through purposive sampling to participate in the one-on-one semi-structured interviews, to further explore the extent to which a university cricket programme fosters the development of life skills in student-athletes. A thematic analysis was used for qualitative data and the Statistical Package for Social Sciences (SPSS) programme, version 25, was used to analyse the quantitative data. Descriptive and inferential statistics were applied to the data. Confidentiality and anonymity were maintained throughout the study.

Findings

The main findings of the quantitative analysis revealed that there is a significant difference in some of the life domains of the participants, according to the perceptions of the student-athletes. Overall, the qualitative findings showed that the participants did demonstrate

attributes of competence that were clear within their domain-specific areas i.e. social, cognitive, academic, and vocational competence. Related to the stated study objectives the participants disclosed that the life skills programme has enhanced their social skills which subsequently equipped them to deal with people better and have a greater appreciation for cultural diversity.

Conclusion

The main findings of the quantitative analysis revealed that there is a significant difference in some of the life domains of the participants, according to the perceptions of the student-athletes. On the whole, the qualitative findings showed that the participants demonstrated attributes of competence that were clear within its domain-specific areas i.e. social, cognitive, academic, and vocational competence. Related to the stated study objectives the participants disclosed has enhanced their social skills which subsequently equipped them to deal with people better and have a greater appreciation for cultural diversity. In addition, through their exposure to sports and academics, the participants talked about the leadership skills they acquired. Also, the programme places a lot of emphasis on academics along with sports, and they are urged to contemplate their careers after sports. Recommendations are provided for practice, future research, and a study conclusion.



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WESTERN CAPE

KEYWORDS

Cricket

Student-athletes

University

Life skills

University of the Western Cape

Sport Skills for Life Skills

Mixed methods

Positive youth development



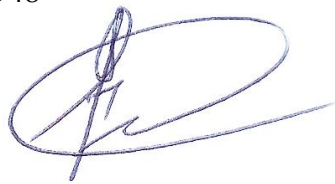
DECLARATION

I declare that "*An explorative study on the perceptions of cricket players regarding the development of life skills in student-athletes at a university in the Western Cape*", is my work, that it has not been submitted before for any degree or examination at any university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Mr. Steve Theoneill Fielies

Student no. 3058948

SIGNATURE:



DEDICATION

I dedicate this thesis to my Lord and Saviour, Jesus Christ, who has made this journey possible; to my wife Dalphine, your unconditional love, trust, care, and support throughout this time have been remarkable. Your hard work, sacrifices and, passion lifted me to aim higher and remain focused in whatever I do; to my family and friends, thank you for your support, it has been amazing; and to all the people whom I have engaged with, you have all contributed greatly to my individual growth, and will forever be dear to my heart. I cannot forget the Sport Skills for Life Skills organisation who granted me access to their beneficiaries. And the participants willingly offered their time and shared their life experiences for the betterment of student-athletes life skills development and further programme enhancement.



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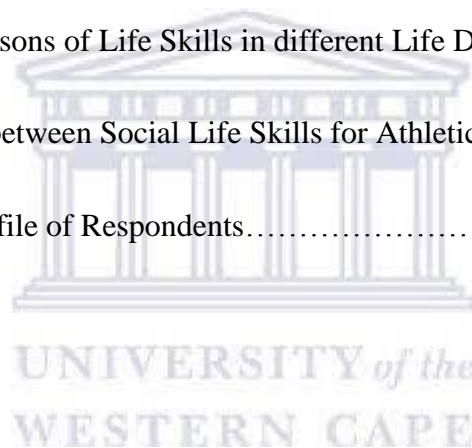


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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ACE	Athlete Career Education
ANOVA	Analysis of Variance
CHAMPS	Challenging Athletes Minds for Personal Success
ECB	England and Wales Cricket Board
GFSA	Girls and Football South Africa
HEI	Higher Education Institutions
HIV	Human Immune Virus
IOC	International Olympic Committee
NCAA	National Collegiate Athletic Association
NGO	Non- Government Organisation
OJOP	Olympic Job Opportunities Programme
PDW	Personal Development and Welfare
PYD	Personal Youth Development
SPSS	Statistical Package in the Social Sciences
SS4LS	Sport Skills for Life Skills
SUPER	Sport United to Promote Education and Recreation
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund

UWC University of the Western Cape

WHO World Health Organisation



CHAPTER ONE:

BACKGROUND AND INTRODUCTION

1. INTRODUCTION

A University's underlying function is to prepare students for the real world (Saficci & Pellefrino, 2012). In the case of student-athletes, their general responsibilities and the constant pressure of sport often leave them compromised in their capacity to focus on the progress of academic projects and their future careers (Houle, Brewer, & Kluck, 2010; Poux & Fry, 2015). For many student-athletes, the transition from high school to university can be a challenging course of action as they are confronted with various sources of stress. Throughout this transition, many student-athletes come across obstacles that oftentimes help to mould them as individuals. How they confront these different challenges can assist them in successfully navigating their tenure at the university (Russell, Cottingham, Barry, & Walsh, 2018). Therefore, to enable student-athletes to succeed at university, they are expected to balance attending classes regularly, studying and finishing assignments, engaging in social activities, eating correctly, getting sufficient rest, and attending to basic human needs (Turick, Bopp, & Swim, 2021). For a large number of student-athletes, the hours that they spend in pursuit of athletic supremacy may negatively impact their academic progress, work, and future intentions if an academic support programme is not put in place. For adolescents, identity as an athlete is considered important, hence it is normal for athletic performance to take preference over academics (Bruner, McLaren, Swann, Schweickle, Miller, Benson & Vella, 2021). As a result, student-athletes are renowned for often over-identify with their athletic responsibility and consequently having a trying time with personal self-development (Watson, Crowell, & Riley, 2021). Apart from this, it had been learned that to be successful, students must be trained to balance the pressures of both roles and be granted an environment where they can realise the expectations of both roles (Brown, Fletcher, Henry, Borrie, Emmett, Buzza, & Wombwell, 2015). Therefore, athletes who are equipped with adequate life skills are in a better position to negotiate the difficulties of a career outside of sports compared to athletes who do not have the necessary life skills (Weiss, Stuntz Bolter, Bhalla, & Price, 2013). For example, helping athletes understand and identify their transferable skills can help to promote confidence in life as well as in sports. Young people can develop life skills, provided they have the awareness to understand what is required of them and they are motivated to develop it themselves (Holt,

Neely, Slater, Camiré, Côté, Fraser-Thomas, & Tamminen, 2017). Hence, by promoting transferable skills in athletes, an avenue for addressing these obstacles may be investigated (Aquilina, 2013). For this reason, this study aims to explore the perceptions of cricket players about a life skills programme at a university in the Western Cape region and describes which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills. The United Nations International Children's Emergency Fund (UNICEF) explains life skills as "psychosocial abilities for flexible and confident behaviour that allow individuals to adequately handle the stressors and tests of everyday life" (Unicef, 2005). Life skills are generally arranged into three broad sections: cognitive skills, personal skills, and interpersonal skills. Cognitive skills are concerned with making sense of and gathering information; personal skills, focus on improving the self and taking care of oneself, and interpersonal skills, relate to communicating and collaborating meaningfully with one another (Life Skills, 2003: 35). Equally important, life skills are competencies that enable success in multiple environments such as school, home, or neighbourhoods. It has been found that oftentimes, the skills needed to enhance sports performance and to succeed in life are essentially the same (Jacobs, & Wright, 2018). Thus, the implementation of life skills concepts to support student-athletes functioning in any situation is not only helpful within the university setting but can be applied and put into action throughout an individual's life (Danish et al., 2005). In particular, life skills are "those internal personal assets, characteristics, and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and are transferred for use in non-sport settings" (Gould & Carson, 2008, p. 60).

The development of programmes such as Going for the Goal, Sports United for Education and Recreation, Play It Smart, and National Collegiate Athletic Association (NCAA) CHAMPS/Life Skills have aimed at improving the lives of individuals in a holistic approach (Ahlgren-Bedics & Monda, 2009; Goudas, Dermitzaki, & Leondari, 2006; Goudas & Giannoudis, 2008). Through informing youth and student-athletes these programmes have assisted to encourage success in both sports and other domains of life. Specifically, student-athletes who acquire life skills through programmes such as these can develop a better awareness of how to utilize these skills successfully in various spheres of life and comfortably make each transition through university life. Thus, it is accepted that taking part in career development and planning initiatives offers athletes a platform from which to foster a wide variety of life skills. Furthermore, the development of life skills has been most distinctly monitored and practised with organised youth activities (Larson, Hansen, & Moneta, 2006).

Notably, an environment that is considered fitting and functional in equipping young people with life skills is a sport. Danish (2002) commented that sport is a particularly noticeable environment for youth development. He further emphasizes this by acknowledging that sport has always had a bigger impact than just being a game and can contribute significantly to the development of young people. Presently the consensus is that sport plays a large part in character building which constitutes the basis of the International Olympic Committee (IOC) (Olympic Charter, 2004). Furthermore, it is these opinions that present youth with the opportunity to make sense of the world in which they live as well as create awareness about what they perceive to be important and following a preferred social norm (Larson, Hansen, & Moneta, 2006). Therefore, Coakley and Pike (2009), believe that the emphasis placed on sport has granted it the foundation to greatly influence every important social sphere, such as; family, media, school, economy, and religion.

1.1 BACKGROUND

1.1.1 Sport and Life Skills Development

Structured youth sport is regarded as a practical setting in which to demonstrate and impart life skills as well as values for the reason that most youths are by nature encouraged to participate in sport and because sport is an activity that interesting a huge amount of followers (Gould & Carson, 2008). Life skills (e.g., being organized, and setting goals) are outlined as behavioural, cognitive, interpersonal, and intrapersonal skills that allow human beings to thrive in numerous surroundings in which they find themselves (Danish, Forneris, Hodge, & Heke, 2004).

There are several reasons why sport is an appropriate setting for imparting life skills. To begin with, there is a similarity between performance quality in sports and individual brilliance in life and a noticeable parallel between the mental competencies required for excelling in sports and outside of the sporting realms (Camiré, Trudel, & Forneris, 2012). Next, several of the skills acquired through sport can be used in other aspects of life. These skills involve the proficiencies to deliver when an expectation is high, to find solutions to challenges, to be on time for cut-off dates, to put in place targets, to connect with peers on a personal level, to deal effectively with both triumph and disappointment, to function within a unit and an organisation, and to accept constructive criticism and find ways of using it to one's benefit. Then, the majority of youth are familiar with the sport because it is such a prevalent interest throughout our society. Furthermore, sport is an environment that emphasizes preparation and performance

similar to school and work (Bean, Kramers, Forneris, & Camiré 2018). Finally, sports skills and life skills are acquired in a related manner, through demonstration, exhibiting, and repetition (Ahmed, 2018).

Previously, there were only a few youth sports programmes that imparted at the same time both life and sports skills with an emphasis on the individual, social, and sports education. These programmes were the Sports United to Promote Education and Recreation (SUPER; Danish, Fazio, Nellen, & Owens, 2002), the Play It Smart (Petitpas, Van Raalte, Cornelius, & Presbrey, 2004), and the First Tee (Petlichkoff, 2001, 2004). Within the sporting context, there has been a tendency for life skills education to encourage positive youth development (e.g., Danish, Fazio, Nellen, & Owens, 2002; Gould, Collins, Lauer, & Chung, 2007). The Sports United to Promote Education and Recreation (SUPER; Danish et al., 2002) presents a case in point of a sports-based life skills programme. SUPER is an 18-session, peer-guided series, which joins together sports skills and life skills [see Danish, Forneris, & Wallace (2005) for a full programme description]. SUPER is a sport-based variation of the going for goal programme (GOAL; Danish et al., 1992a, 1992b), which employed sports representations to teach adolescents a sense of individual discipline and confidence concerning their potential and prospects to afford them the best platform to reach choices and outcomes that lead to them becoming noble, respectable citizens.

Research conducted by Burnett (2006, 2009) which focused on sport for development programmes in South Africa, established the community benefits were improved job opportunities for youth, enhanced social trust between coaches and participants, the reduced social distance between parents and children, and increased self-esteem (Burnett 2009). The study concluded that such sports for development programmes can contribute to the creation of professional opportunities for participants, but also that team sports – with their emphasis on working in groups – can be valuable in boosting social inclusion and individual confidence in the community. In contrast, some critics have claimed it is naive to accept that sport is inherently fundamentally appropriate as a community development tool; these scholars warn against sport for development idealism and, more seriously, a 'sports evangelist' belief where it is thought that sport has a 'special' quality or power to significantly change lives (Coalter, 2010). To demonstrate, they have mentioned that this deeply rooted confidence in the transformative influence of sport is related to a belief that sport for development programmes can almost 'magically' enhance the quality of individual lives and attend to serious difficulties

in communities under stress (Coakley, 2011). Indeed, for sport to have a prominent role in assessing and providing positive social outcomes, there must be a custom-built method together with an understanding of resources and needs, as well as a strategic programme structure and suitable means of implementation (Hartmann & Kwauk 2011).

The gentlemen's nature of cricket and the teamwork that it encourages are fundamental influences that contribute to positive individual development. This results in a resilient and cohesive community (Khoo, Schulenkorf, & Adair, 2014). Through cricket, the youth are exposed to other individuals which allows them to make friends and function in a team environment. A study conducted by Khoo, Schulenkorf & Adair (2014) investigating the use of cricket as a community tool in Samoa, found that Cricket programmes offer opportunities for youth to be leaders as captains, team managers, coaches, and officials. As a result, they develop into the representative of their village, church, or cricket club and are consequently obliged to demonstrate a greater level of responsibility. In particular, Well-known youth members can connect with the youth of other villages and, besides cricket, have been found to talk about extensive topics and matters regarding their communities. The prospect for youth to develop leadership skills is promoted by the consistent involvement of village elders, who demonstrate guidance and mentor youth while playing cricket.

Sport plays an important role in the lives of the majority of South African youth (Bowley, 2013). Sport is not merely a hobby, something recreational and fun, but a space where dominant masculinities are shaped and interactions of authority and subordination are grown (Bhana, 2008). Hylton (2013), maintain that social change is essential in the in-field function of sports development, where the sport is influential to the transformation in whatever shape or focus it might have. Change signifies a process that could have positive or negative outcomes for the implementing agency and/or for the recipients earmarked for, development. As a result, sport is not a pastime activity that deliberately allows youth to acquire education on life skills and values as the unrestricted and determining composition of activities offer youth openings to lie, and cheat (Spruit, Kavussanu, Smit, & Intema, 2019).

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for progressing positive social, and mental health of the youth which contributes significantly to all facets of life such as improving coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem-solving and decision making skills (Prajapati, Sharma, & Sharma, 2017). What is more, life skills

education improves the mental health of students, provide them with advanced adapted skills to confront the challenges of altering life situations, and empowers them to become fully operational contributors to their immediate community in particular and the world in general (Prajapati, Sharma, & Sharma, 2017). As a consequence, life skill education has its value and impact on the overall development of students. These findings are similar to the findings of Botvin, et al., (2003) and Nair (2005) proposing life skill education programmes as a beneficial supportive system for youths.

Therefore, this research seeks to investigate the perceptions of cricket players about a life skills programme at a higher education institution. In doing so, the researcher gathered insights into the perceptions of cricket players about a life skills programme at a university in the Western-Cape Province. Furthermore, the research may offer insight into the scope of interpersonal and social life skills needed by student-athletes to endure the pressures of merging their academic and athletic lives. As a result, we may gain valuable insight into how adequate life skills programmes provide a sound platform for student-athletes to deal with daily challenges.

1.2 RESEARCH QUESTION

How can a university cricket programme foster the development of life skills in student-athletes in the Western Cape Province?

1.3 AIM OF THE STUDY

This study aims to explore the perceptions of cricket players about a life skills programme at a university in the Western Cape Province.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are to;

- I. Assess life skills across multiple domains of a student-athlete's life.
- II. Identify the range of personal and interpersonal group/social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives.
- III. Explore and describe university cricket players' perceptions of a life skills programme at a University in the Western Cape region.

IV. Explore and describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills.

1.5 PROBLEM STATEMENT

According to Petitpas, et. al, (2004), student-athletes who are not subjected to life skills training are more at risk of participating in problematic behaviours. For instance, violence and abuse caused by the incompetence to successfully deal with adversity, and the absence of relevant life skills programmes obstructs student-athletes capacity to be positive contributors to society. By including life skills programmes in universities, student-athletes are offered the opportunity to acquire the fundamental skills required to improve sports performance and to prosper in life (Danish, Forneris, & Wallace, 2005). Life skills programmes have contributed to greater rates of adjustment for student-athletes (Melendez, 2006). Developing life skills and enhancing goal setting are traits that present an improved possibility of becoming good-quality students, and more involved and helpful community members (Goudas et al., 2006). Aimed at student-athletes, life skills programmes and programmes designed to teach skills that will grow personal, social, and academic development are incredibly valuable for the changeover to tertiary education. In cricket, the Personal Development and Welfare (PDW) programme is currently presented by specialists employed by the England and Wales Cricket Board (ECB) to the England National teams. Limited academic literature has focused on the type of assistance offered by life skills programmes. Stambulova and Ryba (2014) maintain that most frequently, these programmes' main emphasis is on offering education, guidance, and skills with a vision to assist student-athletes to get ready for life after sport and to help oversee student-athletes stresses beyond their sport. The ECB's PDW programme, offers "integrated, unbiased assistance to players and the team environment, to build resilience in and out of cricket as a personalized service within the three areas of wellbeing, lifestyle and personal development" (ECB, 2017; see also England Institute of Sport, 2017). Therefore, this research seeks to investigate the perceptions of cricket players about a life skills programme at a higher education institution. In doing so, the researcher gathered insights into the perceptions of cricket players about a life skills programme at a university in the Western- Cape region. Thus, this study may offer insight into the scope of interpersonal and social life skills needed by student-athletes to endure the pressures of merging their academic and athletic lives. As a result, this study may contribute to the body of knowledge related to how adequate life skills programmes provide a sound platform for student-athletes to deal with daily challenges.

1.6 SIGNIFICANCE OF THE STUDY

The significance of this study in the field of life skills education and the tertiary institution where this study has been conducted will assess a student-athlete development programme with a primary focus on life skills promotion amongst cricket players at a university in the Western Cape region. In the current climate of sports education, to develop athletes as champion human beings in society, life skill programmes are being implemented primarily in foreign countries to assist athletes in acquiring life skills (Petitpas et al., 2005). A look at the existing literature on sport and life skills concedes that the majority of such research centres around the introduction and explanation of life skills programmes and how they function in practice (e.g., Brunelle et al., 2007; Danish, 2002; Danish et al., 2005; Goudas and Giannoudis, 2008; Papacharisis et al., 2005). The relevance of developing life skills in student-athletes is, therefore, pointed out in this research as it is clear that student-athletes require a range of both sport-specific and life skills.

1.7 INTERPRETATION OF KEY TERMS

Cricket

Cricket is a game played with a bat and ball between two teams of eleven players on a field, at the centre of which is a rectangular twenty-two-yard pitch. Each team takes turns to bat and field, and each turn is called an innings (International Cricket Council, 2015).

Student-athlete

A student-athlete is a participant in an organised competitive sport sponsored by the educational institution in which he or she is enrolled. Student-athletes are full-time students and full-time athletes. Due to educational institutions being colleges, they offer athletic scholarships in various sports. Many student-athletes are compensated with scholarships to attend Higher Education institutions but these scholarships are not mandatory to be considered a student-athlete (Chen, Snyder, & Magner, 2010).

University

A university (Latin: Universitas, "a whole") is an institution of higher (or tertiary) education and research which awards academic degrees in various academic disciplines. Universities

typically provide undergraduate education and postgraduate education. The word "university" is derived from the Latin *Universitas magistrorum et scholarium*, which roughly means "community of teachers and scholars (Encyclopædia Britannica: Wayback Machine, 2012).

Life skills

Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc. (WHO, 2008).

University of the Western Cape

The University of the Western Cape (UWC) is a public university located in the Bellville suburb of Cape Town, South Africa. The University of the Western Cape has a history of creative struggle against oppression, discrimination, and disadvantage. Among academic institutions it has been in the vanguard of South Africa's historic change, playing a distinctive academic role in helping to build an equitable and dynamic nation (Becoming UWC, 2012). UWC's key concerns with access, equity, and quality in higher education arise from extensive practical engagement in helping the historically marginalized participate fully in the life of the nation. The university was established in 1960 by the South African government as a university for Coloured people only. Since then it has evolved into a multi-racial university that accommodates all races and cultures.

Sports Skills for Life Skills

Sports Skills for Life Skills (SS4LS) is a sport/educational non-profit organization (NGO) that assists primarily young cricket players from mostly marginalized communities to gain access to further education. The organization has a strong bias towards the University of the Western Cape (UWC) where the programme has been based circa 1999, however, it does also support young people at various institutions in the Western Cape. Other institutions are considered when UWC is not in a position to offer the appropriate course for the prospective participant (ss4ls.org.za).

Mixed methods

By definition, mixed methods is a procedure for collecting, analysing, and "mixing" or integrating both quantitative and qualitative data at some stage of the research process within a single study to gain a better understanding of the research problem (Tashakkori, & Teddlie, 2021).

Positive youth development

Positive youth development (PYD) is a strength-based conception of adolescence and is conceptualized through the Five Cs (competence, confidence, connection, character, and caring) (Lerner 2005). PYD suggests that young people will thrive if they have mutually beneficial relations with people and institutions of their social world and be on the way to a hopeful future marked by positive contributions to self, family, community, and civil society (Lerner, Almerigi, Theokas, & Lerner, 2005).

1.8 SUMMARY OF THE METHODOLOGY

1.8.1 Methodology

This thesis aimed at exploring the relationship between a cricket programme and the development of life skills of university cricketers in the Western Cape Province. Through studying the current literature related to the purpose and objective of life skills and present understanding of the best way of improving life skills education in university programmes. This study employed the sequential explanatory mixed-method design. Mixed methods research is formally defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Creswell, 2013). The purpose of using this method was to gain a better understanding of the research problem, thus it allowed the researcher to gather a comprehensive, more meaningful analysis of the phenomena under investigation. Quantitative data was collected, followed by qualitative data. Forty-five (45) current university cricketers were invited to participate in the quantitative phase by completing a questionnaire. This was followed by Twelve (12) one-on-one semi-structured interviews with Alumni of the SS4LS programme. Ethics clearance and permission to conduct the study were obtained from the UWC Human and Social Sciences Research Ethics Committee (HSSREC) and the director of the Sport Skills for Life Skills Programme at the University of the Western Cape. The 5C's

model of Positive Youth Development (PYD) names five key components of PYD; competence, confidence, connection, character, and caring which was used in this study (Jones, Dunn, Holt, Sullivan & Bloom, 2011). Therefore, having determined the extent of these five basic conditions will facilitate administrators to better understand the relationship between a life skills cricket programme and the development of life skills in cricket players at the University of the Western Cape.

1.9 OVERVIEW OF CHAPTERS

This thesis structure consists of the following:

Chapter One: offers the introduction by creating awareness around the role of a university and elaborating on the dynamics of a student-athlete. It further explains what life skills are and also provides a brief background and history of life skills development within the sport. In addition, it informs us about the central research question and the methodology to be used for addressing the research questions.

Chapter Two: presents a full literature review and highlights the period of adolescence as a critical period of growth and development; in-depth analysis of various components that make up life skills; the relevance of sport as a context for teaching life skills; the character of life skills education; the different dynamics which contribute to being a student-athlete, stressors, student-athletes and professional sport, life satisfaction, coping styles; as well as athlete career assistance and life skills. From this appraisal, a set of primary topics will be singled out and that will allow for clear-cut aspects to be investigated such as adolescence, life skills, the role of sport in promoting life skills development, and the character of life skills education.

Chapter Three: take into account the methodological issues applicable to the study. It gives details on the research setting around which the study was centred, as well as the study design implemented in this study. It further contains details concerning the study population and sampling methods for both quantitative and qualitative data. A full account of the data collection methods is given. This consist of the instrument used in data collection, data collection procedures, and matters of reliability, validity, credibility, and trustworthiness. The chapter concludes by presenting the method of data analysis and revealing how ethical issues were attended to.

Chapter Four: discusses the results and analysis of both the quantitative as well as qualitative data phases which was explorative and explanatory. The quantitative data are summarised and presented in tables and graphs. The qualitative data which includes a thematic analysis of the structured interviews will be based on commonly occurring themes identified as a result of the application of the thematic research technique. The emerging themes are pointed out, and direct verbatim quotes are used to provide the voice of the participants.

Chapter Five: consists of the integration stage taking the shape of a discussion based on the perception of cricket players regarding the life skills programme at a university in the Western Cape and will reveal lessons learned with the provision of research findings, conclusions, and recommendations regarding the transferability of life skills in a sports environment.

Chapter Six: presents the integration stage of the study in the form of a discussion. Furthermore, it provides a summary of the study and draws conclusions based on the results and findings. Limitations to the study are also outlined. In addition, recommendations based on the main results and findings of the study are made.

1.10 CHAPTER CONCLUSION

The first chapter of the thesis offered information on the background of the research study which presented insight into the role of a university and detailed the dynamics of a student-athlete. In addition, it described what life skills are and gave a short background and history of life skills development within the sport. Furthermore, it notified us about the main research question and the methodology and the methodology that was employed to address the research question.

The following chapter is Chapter Two, which presents a full review of the literature that is relevant and applicable to this present study.

CHAPTER TWO: LITERATURE REVIEW

2. INTRODUCTION

Sport is regarded as a metaphor for life and it occupies a prominent position in the life of several adolescents. This comment extends the general view that sports participation is valuable to the development of youth because it improves their ability to negotiate life's demands. Adolescence is an important stage of growth and development during which individuals can attain the competence, character, and attitude that present the basis for flourishing adulthood (Lerner et al., 2006). However, not all development curves are positive. According to Theokas and Lerner, (2006) a few adolescents do not reach their development goals and they subsequently go into adulthood lacking the necessary intelligence to facilitate steady growth. Thus, it is essential to recognize how to nurture this potential. Especially, if adolescence is to thrive across life, it is crucial to establish the particular life skills which are relevant to young people.

2.1 YOUTH

The United Nations (2005), make use of the terms youth to speak for individuals who are aged between 15-24 years. The United Nations, however, acknowledge that respective countries may have provided their definition of youth. Hence, in South Africa, youth groups are made up of those aged 15-34 years. Notably, the time when youth are involved in sports corresponds with an important development cycle, when they are grasping the values and life skills that will carry them through adulthood (McCallister, Blinde, & Weiss, 2000). Positive skills such as emotional control, psychosocial aptitude, respect, teamwork, and focus are acquired through sport participation and later becomes relevant in other aspects of life (e.g. school, home, and community), (Pierce et al., 2017). These skills, crucial in alleviating the persistent challenges confronted by youth, foster an individual's self-efficacy, self-esteem, psychosocial competence, and holistic self-development. Youth moving to adulthood deal with challenges that involve pressure to misuse alcohol, abuse drugs, or take part in high-risk sexual activities (Botvin and Griffin, 2004; Nasheeda et al., 2018). Life skills allow individuals both to avoid these potentially damaging behaviors and to maximize other important protective factors (UNICEF, 2015).

Youth sport is acknowledged as the perfect environment for promoting positive developmental outcomes since the sport is an engaging activity that presents youth with a purpose and challenge while also demanding responsibility and dedication (Carson & Gano-Overway, 2017). However, certain scholars maintain that it would be flawed to believe that sports by design result in positive outcomes (Strean & Bengoechea, 2001). Most specialists have claimed that mere participation in sports will not provide athletes with life skills (or enable moral development; Harvey, Kirk, & O'Donovan, 2014) however, educators (e.g. coaches or sport psychologists) should explicitly teach the skills to produce these values (Allen & Rhind, 2019; Gould & Carson, 2008; Hemphill et al., 2019). Though respective research findings have been ambiguous and youth sports scholars suggest that numerous factors regulate whether sports participation will have a clear or adverse influence on youth. As Petitpas, Cornelius, Van Raalte, and Jones (2005: 76) indicate, "Sport can offer an ideal platform for youth to engage in self-discovery and to attain competencies that can benefit them throughout life, or it can shape an unfavorable climate that may have harmful ramifications on individual's self-esteem, confidence, and physical self-efficacy." There are numerous benefits to sports but they can also have damaging reactions, such as negative communication with peers, unfairness, performance jitters, and stress (Dworkin & Larson, 2006). This is all dependent on the unique experience of the young athlete. Therefore, it is seemingly not the mere participation in a sport that intensifies positive development but the athlete's involvement in a sport that may be a critical influence. Thus, for personal growth and progress to be achieved sports programmes must be established with this objective in mind.

2.2 LIFE SKILLS

Current research has produced numerous life skills definitions. For example, the WHO (1999) defines life skills as a large body of psychosocial and interpersonal competencies that can assist individuals to make knowledgeable decisions, having meaningful interactions with peers, and develop coping and self-management competencies that may assist them to lead active and dynamic life. Furthermore, life skills are defined as a range of intrapersonal and interpersonal skills that enable success in multiple environments such as school, home, or society (Gould & Carson, 2008). Examples of intrapersonal life skills include managing emotions and goal setting, while interpersonal life skills include being able to resolve conflicts and showing respect for others, all of which can be facilitated or developed in sports and are transferable for use in non-sport settings. Defined broadly, life skills are adaptive and positive behaviors that

enable individuals to deal effectively with the demands and challenges of everyday life (UNICEF, 2012).

Linked to life skill development is the transfer of learning (i.e., life skill transfer), which implies the ability to employ the life skills learned in one sphere to other environments and situations in life (Camire, Trudel, & Forneris, 2012). Through developing life skills, youth are better prepared to effectively adjust to the challenges and pressures of life (Durlak, Weisberg, & Pachan, 2010).

Life skills comprise various interrelated components. Cronin and Allen (2017), performed an extensive literature review to develop and justify a Life Skills Scale, recognizing eight 'key' life skills as most noticeable in the existing literature: teamwork, goal setting, time-management, emotional skills, communication, social skills, leadership, and problem-solving. Life skills are generally regarded as universal as the literature seldom examines changes in terms of cultural context. This group of competencies and attributes are similar to what is generally considered key/core/generic/transferable skills in higher education (Bolton & Hyland, 2003). According to Pierce, Gould, and Camiré (2017) life skills 'encompass a range of personal assets, including psychosocial skills, knowledge, dispositions, and identity constructions or transformations' (p. 195). Empirical studies have further categorised a broad range of assets, attitudes, and characteristics under life skills, including surpassing oneself, pride, humility, and courage (Trottier & Robitaille, 2014); discipline, trust and tolerance (Strachan, Côté, & Deakin, 2011); and self-reliance, family relations and motivation (Jones & Lavallee, 2009).

The perceived gap in current definitions is that they are guided by researchers and might not be a true reflection of how youth and those working in conjunction with youth interpret the term. Notably, Junge, Manglallan, and Rasauskas (2003) proposed that life skills refer to non-academic competencies, awareness, character, and conduct that must be acquired to progress in society. In the same way, Jones and Parker (2014) contend that life skills are a combination of genetically influenced as well as refined characteristics that are matured through learned behavior and which present individuals with an opportunity to showcase proficiency in more than one sphere of life. Moreover, "life skills" is a broad concept and its relevance to a person is dictated by their life events, perceptions, knowledge, maturity, and environment (Camire, Trudel, & Forneris, 2012).

Above all, there are numerous definitions of life skills. It is the view of Rooth (2000) that life skills are necessary skills that allow us to function more efficiently and enhance our chances to recognize our capabilities and become change agents within our society. According to Pierce, Gould, and Camiré (2017), life skills 'encompass a range of personal assets, including psychosocial skills, knowledge, dispositions, and identity constructions or transformations' (p. 195). Empirical studies have further categorized a wide variety of qualities, attitudes, and characteristics under life skills, including surpassing oneself, pride, humility, and courage (Trottier & Robitaille, 2014); discipline, trust and tolerance (Strachan, Côté, & Deakin, 2011); and self-reliance, family relations and motivation (Jones & Lavalley, 2009).

World Health Organization (1997) proposes that there is a principal body of life skills, applicable across cultures, central to actions that endorse welfare and prosperity in children and adolescents. These core set of skills comprise *decision-making*- which assists us to negotiate effectively with personal life decisions, *problem-solving*- which assists us in negotiating beneficially with concerns in our lives, *creative thinking* – which adds to decision-making and problem solving allowing us to delve into the readily accessible options and ramifications of our choices or non-choices, *critical thinking* – the capacity to interpret knowledge and experiences open-mindedly, *effective communication*- permit us to voice our opinion fitting to the culture and circumstance, *Interpersonal relationship skills*- allow us to build a connection with people we socialize with, *self-awareness*- describes our acceptance of ourselves, our personality, strengths and weaknesses, aspirations and disapprovals, empathy- the understanding to consider the life situation of someone else even when one has not been confronted with that situation before, *coping with emotions*- being aware of emotions experienced by ourselves as well as others, being informed on how emotions impact on attitude and having the ability to deal with it in a well-suited manner, *coping with stress*- being mindful of what causes stress in our lives, observe how it influences us and finding an approach that assists us to better manage our levels of stress.

The understanding of life skills and the expansion thereof is regarded as an ongoing practice through which an individual further extends or enhances their ability. Thus, the development of life skills is dissimilar to but linked with life skills transfer, which is "the application of the asset in one or more life domains beyond the context where it was originally learned" (Pierce et al., 2017, p. 194). In particular, the most frequent life skills athletes acquire through sport participation include teamwork, goal setting, time management, emotional skills, interpersonal

communication, social skills, leadership, and problem-solving (Cronin & Allen, 2017; Holt et al., 2017). Debatably, inquiries into the identification of life skills have theorized life skills as a goal instead of a process to a goal (Chinkov & Holt, 2016), which implies the course undertaken to foster life skills are not grasped and less valued compared to the scope of life skills outcomes that athletes can become exposed to. Hodge, Danish, Forneris, and Miles (2016) proposed that athletes have to practice and apply life skills to grow these competencies, which can transpire through the fulfillment of fundamental desires of autonomy, competence, and connection.

Implicit and explicit methods have been proposed to support life skills development and transfer (Holt et al., 2017). At present, these terms are conceptualized from teaching instead of an athlete learning point of view. For example, scholars have explained the explicit approach as the intentional teaching of life skills, taking place through dedicated sports programmes with a life skills component or emphasis coached by skilled programme leaders (Turnnidge, Cote, & Hancock, 2014). In comparison, the implicit approach does not center on skilled coaches who apply deliberate methods, proposing it is not required to completely educate youth in life skills and transfer.

2.2.1 The Character of Life Skills Education

Life skills teaching strengthens coping mechanisms through developing individual and social capacity and confidence Donald, Lazarus, and Lolwana (1997). The general understanding is that involvement in career development and planning programmes presents athletes with a platform from which to establish a spectrum of life skills that can be useful in and outside of the sports field (Price, 2007). However, research still has to make known the life skills requirements of adolescent athletes who take part in sports (Jones & Lavalley, 2009). According to Cross and Jones (2007), the most effective manner to advance life skills attainment is through combining sports and life skill guidance coherently. An integrative course of action for life skill development shies away from learning these topics one at a time. It is, therefore, recommended that specialists make use of uninterrupted learning periods of sporting experience, coach, or peer-influenced observations, and then considerations, followed by a space in which to research earnestly in different settings which may then allow for a more rewarding process to take place. Although an earlier inquest has found agreeable information which indicates that sport can be used as a vehicle to promote particular life skills in youth, the transferability of these skills is still by and large unclear (Gould & Carson, 2008). Notably,

Gould and Carson (2008) reinforce that transferability is a defining aspect of life skills, however, scholars have chosen to overlook this defining construct in the current research. Furthermore, it is expected that transfer does happen as a matter of course. According to Gould and Carson's model of teaching life skills through sport, the transference of life skills from one particular life sphere to the next can be realized if young people value the skill in different environments.

When young people are aware of the prevailing competencies, have the presence of mind of how these competencies were acquired, poses the tenacity to make use of these competencies in various surroundings, are prepared to try different roles, are equipped to deal with failure and have the ambition and necessary skill to ask for guidance from peers, the transfer could be enhanced. Subsequently, there is a feedback loop that pinpoints that life skills that are well-refined and transferred become part of the person's internal makeup and may have a bearing on prospective skill development and transfer probability. Developed life skills consisting of conflict resolution, a positive frame of mind, an understanding of the ramifications of decisions, mental resolve, self-esteem, determination, stress management, managing expectations, planning, and transformation, initiative, and effective communication were skills acquired through sport. Jones, Tod, and Lavelle (2011) designed a life skills programme established on the premise that certain young people are not conscious of the skills they have acquired because of sports. Current findings also indicate that young people need to be better informed of the fact that skills can be helpful in other spheres of life. Therefore, Pierce, Gould, & Camiré, (2017) proposed that specialists assist athletes to become more mindful by encouraging them to take into account the skill transfer, when to practice skills, and how skills were developed.

2.2.2 Sport and a Context for Teaching Life Skills

Structured youth sport is regarded as a practical venue in which to demonstrate and impart life skills as well as values for the reason that most youths are by nature encouraged to participate in sport and because sport is an activity that interesting a huge amount of followers (Gould & Carson, 2008). Life skills (e.g., being organized, and setting goals) are outlined as behavioral, cognitive, interpersonal, and intrapersonal skills that allow human beings to thrive in numerous surroundings in which they find themselves (Danish, Forneris, Hodge, & Heke, 2004). Values (e.g., respect, and honesty) are classified as common attributes that help shape individuals' points of view, their frame of mind, and behaviors are considered traits that allow individuals to exist as part of a group (Arnold, 1999). Life skills and values are closely linked notions, for

instance, certain values (e.g., discipline) can also be regarded as valuable life skills that afford human beings the platform to enjoy satisfying lives. Unfortunately, sport is not a hobby that by design allows youth to gain knowledge of life skills and values as the public and spirited makeup of activities presents youth with openings to lie and cheat (Kavussanu, 2008). It is yet to be established if sports participation has a positive or negative effect on individuals, this is mainly a consequence of the sponsors' behavior and the space they choose to set up (Fraser-Thomas & Côté, 2009). Even so, Holt and Jones (2008) proposed that the positive effects associated with sports participation by and large overshadow the negative effects as determination, controlling emotions, and functioning together as a collective are integrally part of sports involvement.

There are several reasons why sport is an appropriate setting for imparting life skills. First, there is a similarity between performance quality in sports and individual brilliance in life and a noticeable parallel between the mental competencies required for excelling in sports and outside of the sporting realms (Danish, Forneris, & Wallace, 2005). Second, several of the skills acquired through sport can be used in other aspects of life. These skills involve the proficiencies to deliver when the expectation is high, to find solutions to challenges, to be on time for the cut of dates, to put in place targets, to connect with peers on a personal level, to deal effectively with both triumph and disappointment, to function within a unit and an organisation, and to accept constructive criticism and find ways of using it to one's benefit. Third, the majority of youth are familiar with the sport because it is such a prevalent interest throughout our society. Fourth, sport is an environment that emphasizes preparation and performance similar to school and work (Danish, Petitpas, & Hale, 2007). Fifth, sports skills and life skills are acquired in a related manner, through demonstration, exhibition, and repetition (Orlick & McCaffrey, 1991). Sixth, sport plays a huge part in the development of adolescents' self-esteem and the idea of competence (Danish, Petitpas, & Hale, 2007). Furthermore, sports can be responsible for prosperous and pleasing goal attainment considering that goals in sports are generally clear and short-term. As a result, sports can attach importance to the significance of encountering success in having clear goals and realizing those goals (Danish, Forneris, Hodge, & Heke, 2004). In addition, the school physical education curriculum may well profit from sports capacity for life skills education as it is a space where sport and physical activity is offered and introduced to the majority of learners. For that reason, it has been suggested that the most advantageous approach to encourage and elevate skill attainment is to incorporate sports and life-skills instruction (Petlichkoff, 2004).

There are only a few youth sports programmes that impart at the same time both life and sports skills with an emphasis on the individual, social, and sports education. These programmes are the Sports United to Promote Education and Recreation (SUPER; Danish, Fazio, Nellen, & Owens, 2002), the Play It Smart (Petitpas, Van Raalte, Cornelius, & Presbrey, 2004), and the First Tee (Petlichkoff, 2001, 2004). Within the sporting context, there has been a tendency for life skills education to encourage positive youth development (e.g., Danish, Fazio, Nellen, & Owens, 2002; Gould, Collins, Lauer, & Chung, 2007). The Sports United to Promote Education and Recreation (SUPER; Danish et al., 2002) presents a case in point of a sports-based life skills programme. SUPER is a sport-based variation of the going for-goal programme (GOAL; Danish et al., 1992a, 1992b), which employed sports representations to teach adolescents a sense of individual discipline and confidence concerning their potential and prospects to afford them the best platform to reach choices and outcomes that lead to them becoming noble, respectable citizens.

O' Hearn and Gatz (1999, 2002) performed two studies using GOAL with mostly Hispanic students. In the initial study, participating students, in comparison to a wait-list group, acquired information about the skills being imparted and were adept to arrive at the goals they set. In the subsequent investigation, in addition to the previously identified goals, they also expanded on their problem-solving skills. Hodge, Cresswell, Sherburn, and Dugdale (1999) used GOAL for at-risk New Zealand students. Their results displayed that the GOAL programme achieved thriving outcomes in realizing confidence and progressive adjustments in self-esteem and intrinsic motivation for school work. SUPER is taught in the form of sports clinics with participants engaged in three sets of activities: Finding out about and understanding the physical competencies linked to a particular sport; becoming familiar with life skills associated with sport in general, and taking part in the sport. Competence elements are modified to suit the particular sport and time and the majority of them require 20-30min to explain. Brunelle, Danish, and Forneris (2007) pointed out noteworthy differences in several 'character-related' measures in the wake of a shortened version of SUPER. Adolescents' from a golf background who participated in the programme demonstrated greater than before social activity and social obligation from pre- to post-test.

Furthermore, SUPER intends to impart to participants the necessary competencies to establish and realize their goals, prevail over difficulties, and have a positive mindset. Numerous studies have revealed that SUPER is a successful programme to enhance understanding of goal

formulation and self-beliefs related to the skills to set goals, maintain a positive frame of mind, and rise above challenging situations to realise goals (Brunelle, Danish, & Forneris, 2007; Goudas, Dermitzaki, Leondari, & Danish, 2006; Papacharisis, Goudas, Danish, & Theodorakis, 2005). Papacharisis, Goudas, Danish, and Theodorakis (2005) gave an account of a shortened form of SUPER. In this investigation, young athletes were assessed in sports skills and then they were trained to set goals on the topic of the sport-skills test, to maintain a positive attitude concerning their goal, and to resolve difficulties that would prevent them from reaching their goal. The outcomes indicated that young volleyball and soccer athletes who took part in the programme did better in sports skills, and displayed greater understanding and superior confidence in employing life skills in comparison to athletes of a control group. In a follow-up study, Goudas, Dermitzaki, Leondari, and Danish (2006) made use of a wait-list control group design and evaluated physical education students in a seat-and-reach and push-up test. Then, at the same time combined with physical practice, students were educated on goal setting, making plans, and positive thinking concerning the physical skills test. Outcomes were an improvement and preservation of physical fitness, awareness and understanding, and self-belief with an emphasis on goal setting.

Team sport signifies a significant and compelling component of life skills development. For this reason, a life skills programme that is offered with the importance of team sport carries significant appeal and user-friendly values. In addition, team sport presents a unique opportunity to demonstrate life skills such as problem-solving, effective communication, teamwork, respect, etc. When participating in a team sport, students encounter circumstances where it is expected of them to generate motor responses to challenges linked to game plans and tactics. These conditions may be created to function as an instrument for demonstrating problem-solving, effective communication, teamwork, etc. In Papacharisis et al. (2005), the life skills programme included a problem-solving element, but only with the goal achievement plan. Spin-off programmes of SUPER and related life skills programmes (e.g., Danish, Forneris, Hodge, & Heke, 2004; Petitpas, Van Raalte, Cornelius, & Presbury, 2004) have been created and presented in numerous sports, cultures, and locations further reinforcing and solidifying the relevance of the life skills method.

Petitpas et al. (2004) created the Play It Smart system to develop and improve adolescent athletes' academic, sports, livelihood, and individual growth. The programme, centered on the life development intervention (LDI; Danish & D'Augelli, 1983), was designed to establish a

team atmosphere where young individuals are in a position to discover more about themselves and in the process acquire life skills. Two hundred and fifty-two male high school student-athletes, from three inner-city North-Eastern American high schools, took part in the pilot phase of the programme. The 2-year pilot phase comprised an assessment of the following three principal objectives of the Play It Smart programme: Better grade mark averages and passing numbers, enhanced involvement in community service projects; and knowledge expansion in terms of better health practices. Results from the pilot programme showed that participants' grade mark averages improved from 2.16 to 2.54, 98% of the seniors in the sample completed high school on schedule, and 83% of this group progressed to tertiary education. Furthermore, participants were involved in a total of 1745 hours of community service events. Despite the tendency to impart life skills, it remains in doubt which life skills are considered necessary for adolescents. Research that advocates the necessity for particular life skills (e.g., identity exploration, goal setting) is in theory incomplete and to some degree because it is grounded on traditional and backdated investigations of what adolescents required in earlier years, and may not be relevant across cultures and locations (Lerner et al., 2006).

Throughout the past decade, there has occurred constant progress in research and awareness of youth as a phase of many changes that have an earlier onset and last longer. Youth investigations have also shifted from a deficit model that implies youth is a phase of rage and tension (i.e., Hall, 1904) to a progressive model (Damon, 2004; Lerner et al., 2006; Petersen, 2004). The deficit model put forward that youths need to be trained on how to get around and reduce undesirable manners, while the progressive model regards young people as assets that can be grown and matured. From the progressive viewpoint, adolescence is considered a period of development and enhancing competence, in the course of which young people form a better understanding of themselves and their position within the social order. Similarly, youth also affords a period where behaviours, routines, and talents can be developed, to realize full individual promise throughout the life span. Considering that is it the time when young people start to embrace social patterns in education, relationships, well-being, and free time activities, youth also offers a period of possible positive development and progress.

The CHAMPS/ Life Skills programme is a dedicated project aimed at student-athletes to create awareness for individual developmental phases while at the same time being mindful of stumbling blocks such as time and access. The CHAMPS/ Life Skills mission consists of current aspects of student-athlete development: academic commitment, career development,

athletic commitment, personal development, and service commitment (NCAA, 2007). Academic commitment entails providing student-athletes with the necessary encouragement and support to facilitate academic success. This includes help with orientation, registration, enhancing study skills, improved time management strategies, and bursary applications. Time management is extremely important in university sports because of the NCAA restrictions on time dedicated to a sport (Benford, 2007). Career development focuses on how to train student-athletes to contend with sports agents above successfully negotiating the transition from their sport to a livelihood after sport. This function also equips athletes with job-searching practices. Murphy, Petitpas, and Brewer (1996) point out the value for student-athletes to deliberate over tertiary education options and the importance to create a personality outside the sport to thwart late career growth. Athletic commitment stresses enhancing leadership attributes and understanding how to build a relationship with coaches and handle the limited playing opportunity. An assured, beneficial bond between student-athletes and their coaches has proven to compound student-athlete happiness (Lafreniere, Jowett, Vallerand, & Carbonneau, 2011). Conversely, a shortage of trust experienced by student-athletes in their coaches can result in a drop off in happiness and welfare (Blanchard, Amiot, Perreault, Vallerand, & Provencher, 2009). Personal development commitment place emphasis on nutrition, stress management, individual savings, drugs and alcohol, and diversity. Financial savvy has turned into a key theme relating to professional athletes. Growing a fundamental insight into financial models is particularly valuable to NCAA Division 1 athletes given that a number of them may go into professional sports (Renzo, 2010).

Although CHAMPS/ Life skills programming has been around for a large part of 15 years, it is a constantly growing and progressing project that adjusts to the demands of students as they move forward during their university journey. CHAMPS/ Life skills programming merges educational growth by giving student-athletes a chance to acquire life skills. The effectiveness and impact of these projects, for the most part, hinge on athletic departments' willingness to gather together and make use of internal and external resources. An important element of the positive model of adolescence is that young individuals who experience a problem-free youth may lack the necessary experience for adult life (Lerner et al., 2006). To be exact, adolescents who are free of psychological troubles and who are not the intended recipients of deficit-based programmes possibly will not have the abilities, talents, and character strengths to fully endure and flourish in adulthood. The positive model centres on developing young individuals who are dependable and trustworthy, content, honourable, and completely involved in life. An

effective manner of accomplishing this is by educating young individuals on life skills. Through creating awareness around, the endless possibilities available to youth, young individuals can be presented with experiences that will, apart from, smooth their progress into adulthood, also support them to attain above-average life satisfaction and flourish in their adult activities and throughout their lifetime.

Earlier studies have not yet been able to agree on how adolescents define life skills and to reveal the essential life skills demands of adolescents who take part in sports. Gould and Carson (2008) indicated that difficulty with life skills through sports research stems from the reality that life skills and related phrases are seldom accurately outlined. Danish, Taylor, Hodge, and Heke (2004) declared that deciding on an exact definition of life skills has some bearing on the outline of fruitful programmes, likewise, it is also vital to come to a decision on which life skills are considered essential to add in (Gould & Carson, 2008). As a result, further research is necessary that outline and specify life skills and inspects the life skills needs of adolescents. This knowledge would assist experts to be familiar with what is necessary for young people to prosper in adulthood, and to create suitable positive youth development programmes.

Sport in development programmes has been employed by government and community groups worldwide to deal with an array of social matters, such as drug and alcohol misuse, crime prevention, battling HIV/AIDS, advocating for gender equality, and improving life skills. According to Coalter (2007) sport in development programmes can be grouped into two general methods, sport plus which emphasized improved participation and the expansion of sporting skills, plus sport which gives priority to social, educational, and health programmes more than the development of the sport. Examples of sports in development programmes include projects such as ALERT and Midnight Basketball in the United States of America, Mathare Youth Sports Association in Kenya, and Go Sisters in Zambia. The emphasis of plus sports programmes is on non-sport outcomes, for instance, HIV/AIDS teaching or improved behaviour (Biermann, 2011). Plus sports programmes strive towards encouraging and growing involvement in social and health initiatives through utilizing sport as a means to an end (Coalter, 2013). The sports setting is considered a teaching space for adolescent development mainly because of its capacity to act as a platform for improving development (Brunelle, Danish & Forneris, 2007). Sport offers the hook to attract the focus group, youth, into a programme.

Consequently, sport-based intervention programmes have been designed around the idea that sports participation offers a productive environment for youth to learn life skills and behaviours that will benefit them greatly in adult life (Petitpas, Cornelius, Van Raalte, & Jones, 2005). Two of the most frequently applied life skill intervention projects located in the literature are the Going for the Goal (GOAL) and Sports United to Promote Education and Recreation (SUPER) projects. They have been employed in a selection of sports including football, golf, rugby, and volleyball by numerous groups worldwide to grow or expand the life skills of adolescents. Reviews assessing the value of plus sports initiatives about building competencies in adolescents have been performed by several researchers (Papacharisis, Goudas, Danish & Theodorakis, 2005; Goudas, Dermitzaki, Leondari & Danish, 2006; Brunelle, Danish & Forneris, 2007; Goudas & Giannoudis, 2008). These studies found that it is practical to implement plus sports programmes to grow and enhance life skills such as problem-solving, communication skills, and goal-setting to advance positive youth development.

The subsequent section offers a summary of the three-plus sports initiatives currently operating in South Africa. These projects seek to grow or improve the life skills of young people or adolescents through sports. The three South African plus sports initiatives talked about are Kicking for Peace, Amandla Edu Football, and Girls & Football SA. Kicking for Peace is a grassroots project utilizing sport as a vehicle to obtain competencies to help create a peaceful society (Keim, 2012). In the same way, Amandla Edu football presents educational football programmes to at-risk youth in underprivileged neighborhoods in Cape Town. Whereas The Girls and Football South Africa (GFSA) project are made up entirely of girls and young woman to encourage and enable them through sport (Lemmen, 2014).

2.2.3 Life Skills and Athlete Career Assistance

Life skills are one of a range of multidisciplinary tools contained in career support projects to assist athletes to manage the stresses of being a student-athlete. Life skills training programmes are one manner in which to support athletes to handle the countless transitions that they are expected to confront in both lives and out on the playing field (Anderson, 2009). According to Schlossberg (1981), a transition is an incident or experience that alters an individual's perception of themselves or their surroundings demanding a different outlook on their expectations and beliefs and which results in either further self-development or a decline in stature. The term was initially applied to explain the process of athlete retirement from high-level cut-throat and professional sports (Wylleman, Alfermann & Lavallee, 2004).

Athlete career transition can be either normative or non-normative (Stambulova & Ryba, 2014). Normative transitions are generally expected and consist of outcomes such as the focus on a specific sports interest, the changeover from junior to senior level, and the conversion from amateur to professional sport (Stambulova et al., 2014). Non-normative transitions do not come about in a definite strategy or programme but are direct consequences of significant events that occur in an individual's life (Wylleman & Lavallee, 2004). For example, a season-ending injury, the loss of a personal coach, or losing your place in the team all of a sudden. Having the necessary skills to deal well with transitions in and outside sports lets athletes enjoy an extended and prosperous life in sports and adapt successfully to life after sports (Stambulova et al, 2014). On the other hand, they assert that not handling the transition period effectively does time and again result in adverse effects for example early dropout from sports and substance abuse.

Athlete career transition research was the compounding factor in the promotion of athlete career assistance programmes. Athletes' career assistance programmes were designed to support athletes in their sports involvement, personal growth, daily life, schooling, and career development matters. According to Wylleman et al., (1999) athlete career assistance programmes were intended to help put an end to the difficulty athletes are confronted with in having to decide between following their sporting and after sport career aspirations. For instance, in Australia, career assistance initiatives like the Athlete Career Education (ACE) Programme, the Life Skills for Elite Athletes Programme (Sport LEAP), and the Olympic Job Opportunities Programme (OJOP) have been designed for elite-amateur athletes (Lavallee, Grove, & Gordon, 1997).

The majority of athletes retire either willingly or unwillingly during their mid to late 20's and are then compelled to proceed into a different professional discipline demanding a separate set of skills and abilities compared to the ones that they are good at and familiar with (Sinclair & Orlick, 1993). Retirement from work is usually related to the end of a working career, consisting of financial and lifestyle arrangements and being familiar with its pressures and challenges (Price, 2007). Retirement from sports is different from retirement from work in the sense that the athlete retiring from sports still has several dynamic career years in front of them (Murphy, 1995). For certain athletes, the manner of adjustment to the aftermath of retirement can end up being a tough and troublesome course of action because of the age, earnings, and ego involvement of the individual athletes (Baillie & Danish, 1992). A few of the difficulties

that athletes come across in the course of their transition out of sport involve missing the social facet of the sport, work or school pressure, finances, loss of status, shortage of confidence, injury, and feeling incapable in endeavours other than sport (Sinclair & Orlick, 1993).

Given that an athlete's central emphasis is on accomplishing short-term success in education, occupation career planning outside of sports is frequently ignored (Hawkins, Blann, Zaichkowsky & Kane, 1994). As a result, the majority of athletes are not geared up or lack the necessary skill to manage retirement, consequently, they live through trauma (Anderson, 2009). Life skill projects are one approach that can be used to assist athletes in effectively negotiating the numerous transitions that they are confronted with in life and when participating (Anderson, 2009). The following findings demonstrate that. The study by Goddard (2004) indicated that the student-athletes realized the importance of how the Challenging Athletes Minds for Personal Success (CHAMPS) / Life skills programme assisted and equipped them for their futures. In the same way, Mateos, Torregrosa, and Cruz (2010) pointed out that participants were pleased with the Tutorsport (TS) athlete career assistance programme in particular as it was of assistance in their career decision-making. Whereas, Bobridge, Gordon, Walker, and Thompson (2003) learned that youth-aged male cricketers enhanced their career goal decidedness, knowledge and familiarity of career possibilities, assurance in decision-making ability, and understanding of the necessity for a career after the sport.

2.2.4 Sport Education

There are numerous reasons why sport is considered a relevant setting for teaching life skills. First, there is a distinct similarity between performance quality in sports and personal supremacy in life and a perceived parallel between the mental skill set required for outstanding achievement in sports and non-sport spheres (Danish, Forneris, & Wallace, 2005). Second, a large number of the skills acquired in sports apply to other life situations. These skills comprise the competencies to deliver in a hurry, to come up with solutions to difficult situations, to meet set time frames, to be goal orientated, to practice effective communication, to deal well with both triumph and defeat, to function efficiently within a team and a structure, and to be open to criticism and use it to your advantage. Third, most youths are familiar with sports because of its prevalent nature of it in our societies. Fourth, sport is a setting that underlines practice and achievement similarly to school and work (Danish, Petitpas, & Hale, 2007). Fifth, sports skills and life skills are grasped identically, through presentation, modeling, and habit (Orlick & McCaffrey, 1991). Sixth, sport is a compelling part of the development of adolescents' self-

esteem, and sense of proficiency (Danish, Petitpas, & Hale, 1993; Fox, 1992). Over and above, sports can lead the way for prosperous and pleasing goal achievements as goals in sports are often evident and short-term. Thus, sports can impact athletes' standards of recognizing success and accomplishing objectives (Danish, Forneris, Hodge, & Heke, 2004). Therefore, it has been recommended that an excellent manner to encourage skill attainment is through combining sport and life skill guidance (Petlichkoff, 2004).

In modern sports education, to put an end to dubious behaviour, for instance, disorder, and misconduct by athletes, and also to prepare the athletes as prosperous human beings in society, life skills programmes are designed primarily in foreign countries to assist athletes in gaining life skills (Petitpas et al., 2004). Correspondingly, in Japan functional exercises to aid athletes to attain life skills are being implemented in the different sporting codes among others, baseball, and soccer. A review of the framework of research in Japan and other countries abroad on the relationship between sport and life skills informs that majority of such research centres around the introduction and description of life skills initiatives and how they function in practice and the evidence of the aspects of such initiatives (e.g., Brunelle et al., 2007; Danish, 2002; Danish et al., 2005; Goudas and Giannoudis, 2008; Papacharisis et al., 2005). However, there is limited information on whether life skills attainment corresponds with improved handling of life events. Although, the majority of presented analysis relating to student-athlete involvement has been conducted in the USA, thus, reflecting a similar higher education system to the UK, it does, however, support a far-reaching pattern of ramifications of role conflict. A large part of this conflict is a result of student-athletes remarkably different prospects, requirements, and benefits (Brettschneider, 1999; Brewer et al., 1993; Chartrand and Lent, 1987; Greenspan and Andersen, 1995). Additionally, support initiatives for these students generally look to focus on the requirements of accomplished students with rather limited study prowess. The support programmes focus on (a) struggles with time management and study skills, (b) restricted peer interactions, (c) Shortage of career and favourably social development circumstances, and (d) a confined view of self-worth (Lanning, 1982; Remer et al., 1978). These programmes lack obvious applicability to the modern-day demands of elite UK athletes who are also academically proficient.

During the last decade, there has been expanded activity around the influence of taking part in sports and alternative extramural exercise and how it contributes to enriching the involvement and developmental experiences of young people. Developmental experiences can be regarded

as surroundings and circumstances that foster development, with extramural practices presenting a platform for youth, allowing them to gain skills that include anything from inventiveness and identity development to improvement in emotional management and initiating meaningful relationships with individuals from different socio-economic backgrounds (Hansen, Larson & Dworkin, 2003). Notably, sport is regarded as an exclusively suitable youth development activity exercise due to it being the most prevalent after-school exercise in which young people take part (Duffett & Johnson, 2004), involving an estimated 41 million youth in the United States (Smoll & Smith, 2002). In the same way, sport is an activity that young people regard as important in their routine (Coakley, 2009) and, similar to additional extramural exercise, presents youth with countless possibilities to display meaningful ambition through establishing and pursuing goals (Larson, 2000). Furthermore, an upsurge in the professionalization of sports has resulted in a knock-on effect with an escalation in the number of sports participants that has led to more stringent competition and different formats of one sport.

Thus, the level of competition is now not just limited to the sports field but also involves Higher Education Institutions (HEIs) which present athletes with lucrative deals to take part and compete in a sport. At HEIs the rivalry ranges from obtaining admission to the respective academic programmes, as well as being associated with the sports administration body. Students who meet the requirements for admission into the academic programme along with being affiliated with the sports administration are classified as part of the student-athlete population of the HEI.

2.2.5 Positive Youth Development

Positive Youth Development is a wide-ranging umbrella phrase that was in recent times recognized in a sport setting as comprising numerous prospective benefits including personal development and life skills i.e., competencies that can be applied to other aspects of life (Holt et al., 2017). The operationalization of PYD in the present study focused on personal development outcomes. Youths' positive and negative developmental encounters during team sport participation were evaluated by applying Lerner's 5c approach. The PYD literature is aimed at endorsing a strength-based approach to youth development (Fraser-Thomas, Côté, & Deakin, 2005; Holt et al., 2016). This approach underlines that the growth of youth entails fostering positive outcomes instead of merely lessening delinquent conduct behaviors (Benson, Scales, Hamilton, & Sesma, 2006; Roth & Brooks-Gunn, 2003). Therefore, PYD is an asset-

based model in which children and adolescents are deemed to have 'competencies to be enhanced' instead of 'problems to be solved' (Lerner, Brown, & Kier, 2005). As an asset-based approach, PYD emphasized supporting physical and psychosocial capabilities and qualities to allow youth to play an active role in society instead of concentrating on avoiding or meditating for dangerous behaviors (Damon, 2004; Petitpas et al., 2005). Thus, PYD is an integrative framework that reflects on the essential cognitive, social, emotional, and intellectual skills needed for youth to prosper in society (Eccles & Gootman, 2002; Larson, 2000).

Notably, Lerner's 'Five C's model (Lerner et al., 2005) has been a prominent indicator, whereby the C's refer to the character (respect for societal and cultural norms), caring (a feeling for empathy and sympathy), competence (social, academic, cognitive, and vocational skills), confidence (self-efficacy and global self-regard), and connection (confident interactions amongst peers, family, school, and community). This approach indicates that when youth grow into high levels of the Five Cs, a 'Sixth C' - contribution (to self, family, and wider society) - will appear (Lerner, Lerner, Bowers, & Geldhof, 2015). It is of great consequence to mention that this approaches to PYD was not created in the context of sport. For example, Lerner's Five C's approach was initially established to carry out an appraisal review of the 4H programme in the United States (Lerner et al., 2005). In Lerner's Five C's model the 'Cs' of caring and connection reveal social outcomes, while character, confidence, and competence suggest individual outcomes (Lerner et al., 2005).

Positive youth development refers to developing capable, active, and prosperous youth and acquiring the assembly of experiences, backing, and space known to further promote positive development goals (Benson, Scales, Hamilton, & Sesma, 2006). Within this action, life skills guidance is seen as acceptable to have a positive effect on youth development. Positive youth development theory educate life skills research (Pan American Health Organization, 2001) to build up individual and performance quality in young people by means of their participation in sport. Therefore, positive youth development can be considered a strength-based concept for youth that underline growth and improvement (Lerner, Almerigi, Theokas, & Lerner, 2005). According to Trottier, & Robitaille, (2014) life skills resemble the mental, emotional, and social aspects together with the characteristics and conduct that the athlete perfects through participating in sport, all of which can be applied in an environment outside the sports setting. Furthermore, Life skills can be considered as preferred outcomes of PYD-based settings that equip youth with the necessary skill set to help them succeed within life domains and live

impactful lives (Holt et al. 2012; Pierce, Gould, and Camiré, 2017). In general, life skills have been conceptualized within PYD ideology that ‘emphasise the advancement of numerous sought-after capabilities in young people’ (Gould & Carson, 2008, p. 59). Bean, Kramers, Forneris, & Camiré, (2018) discovered that youth who participated in PYD programmes acquired intrapersonal skills, for example, learning how to take initiative and make effort as well as interpersonal skills such as forming different peer relationships.

The positive development advantages associated with sport are subject to the information shared and cultural contexts and may be determined, for instance, by the sport subculture, group associations, transferring values of sport through different aspects of life, and social personality of partakers (Coakley, 2011). Few investigations focused on life skills discussions have recognised ‘damaging and unhelpful developmental occurrences’ (e.g. stress, ego-driven environments, social rejection) in sport (Gould, Flett, & Lauer, 2012; Kendellen & Camiré, 2015). However, academics have often considered these merely as obstructions to be detached from sports encounters, instead of prospects for further discovering that potentially adds more value. PYD has been extensively applied to explore children’s and adolescents’ participation in a range of structured and adult-controlled sport programmes (Holt & Neely, 2011). Despite that, academics still question the beneficial impact of PYD through sport. Such as, Coakley (2011) who claimed that ‘... the mere sport participation among youth, results in no common particular developmental results’ (p.309). Sport-focused versions of PYD (Gould & Carson, 2008; Petitpas et al., 2005), although, offering valuable insight to the literature, are restricted because there was comparatively a small amount of sport-based PYD research at the time of their publication. Further appraisals and frameworks of the PYD literature have been offered (Camiré, 2014; Côté et al., 2014; Holt & Neely, 2011; Turnnidge, Côté, & Hancock, 2014), however, no one presented systematic searching strategies combined with analyses and synthesis of research in this area. The inadequate accessible literature on PYD in sports has been centred on interpersonal factors (e.g., enjoyment; MacDonald, Côté, Eys, & Deakin, 2011). While a more in-depth understanding of the social factors that have an effect on PYD in sports has been suggested (Holt, Black, Tamminen, Fox, & Mandigo, 2008), a small amount of research has investigated how the team dynamics in a sports environment shape PYD (Bruner, Eys, Wilson, & Côté, 2014).

Notably, the expansion of life skills through involvement in sport is extremely important because they make up one of the three goals of sports practice in youth, as established by Côté

and Fraser-Thomas (2007) which are: (a) allow youth to compete physically which leads to enhanced physical health, (b) add to psychosocial progress through advocating the advancement of life skills, and (c) encourage proficiency of motor skills. Furthermore, the World Health Organisation (1999), states that teaching life skills are crucial to ensuring healthy child and adolescent development, as well as for the education of young people in dynamic social environments.

2.3 STUDENT-ATHLETES: WHO ARE THEY?

Student-athletes typify a unique group on numerous university campuses. They are more often than not thought of as a favoured crowd of individuals that have access to rare and unusual personal benefits such as specialized admission standards, isolated living and eating spaces and special class schedules (Grafnetterova, Hawkinson, & Rodriguez, 2020). Notably, at major universities, it is the general believe that athletes are regarded as socially incapable human beings who do not flourish in the classroom (Quaye, Harper, & Penduko, 2019). Furthermore, a shortcoming in mental capacity and encouragement to do well academically is a pattern that has frequently harassed student-athletes. As an illustration, Engstrom, Sedlacek, and McEwen (1995) observed in their investigation that faculty members regard student-athletes academic competencies with less certainty opposed to the academic competencies of other students. What is more, Engstrom and Sedlacek (1991) established comparable findings among other university students in a previous investigation, especially on the subject linked to academic achievement. The results indicate that other university students have some unfavorable opinions about student-athletes, and they were extra skeptical and uncertain of student-athletes who attained an A in the class. They also demonstrated uncertainty and worry about being in the same group as student-athletes. Regrettably, this mindset further emphasizes the "dumb jock" complex, which is a pattern identified with a large number of student-athletes and speculates they are mentally incompetent and are only attending university as a result of their athletic talents (Armstrong, & Jennings, 2018).

This perceived idea illustrates the majority of student-athletes in a negative light and certainly neglects to reflect on the unique demands and burdens of the experience on a day-to-day basis. Throughout, the twentieth century, scholars have associated college athletic involvement with the athlete's success and welfare (Singleton, 2013). Furthermore, research has found a correlation between taking part in sports and the development of self-esteem, influence, ability to work together in a team, desire, and self-control discipline (Quaye, Harper, & Pendakur,

2019). Regrettably, there are also undesired effects associated with athletic performance. At certain institutions and in a few sports, there is a significant priority placed on winning no matter coupled with high regard for hostile behavior. It is the view of certain scholars that these particular behaviors can lead to tolerance and support of sexual aggression, homophobia, and use of performance-enhancing drugs, trash talk, and unhealthy body image (Webb, 2011).

According to Noboa, (2020), non-athletes to a large extent organize their own academic and social lives by enrolling in programs and allocating time in their schedule to study, exercise, or socialise, in comparison similar activities are generally planned for the student-athlete. Usually, for the majority of university students, assuming duty for these facets of university affords them a perfect platform to practice for life after university. If students are not presented with these kinds of duties, the chances are they might miss out on sufficiently acquiring competencies essential for adulthood. Student-athletes obtain both positive and negative reinforcement from their environment. These reinforcements can promote the development of an identity as a student and athlete or can result in the student-athlete spending too much energy on one aspect of that identity in the process damaging the reputation of the other (Martens, Dams-O'Connor & Beck, 2006). With a higher significance given to the athlete's identity, it can somehow act as a shield against stereotypes that paint student-athletes as academically incapable, dumb, and socially inept. These particular stereotypes are not only common in social circles but also newspapers, magazines, and other prominent publications (Grant, 2016). These gloomy illustrations appear to form part of the social fabric and can have a bearing on athletes' self-image. Alternatively, a large number of athletes are idolized and are celebrated like heroes. They are held in high regard for their sporting excellence which provides good times and celebrations for the masses and huge financial gains for their institutions. Furthermore, the discrepancies ingrained in the "athlete as dunce" and the "athlete as hero" stereotypes can bring about particular challenges for student-athletes. Trying to make sense of these contradicting messages may lead a student to choose one identity or the other- identity foreclosure- or decide to execute neither part adequately (Burnside, 2013). Further, possible issues include adjustment concerns with the changeover into non-athlete status. Student-athletes also gain advantages from looking at themselves as athletes. Harris (1993) and Chu (1989) both investigated the benefits of university sports for the athlete and established that sports involvement assists the athlete to develop a specific and confident identity and a steady character. Harris also found that the sense of being an athlete firmly outlines psychosocial identity in young adulthood. Notably, Chu's inquiry found that involvement in sports supports the student-athlete in

developing attributes such as control, obligation, kindness and warmth, and self-acceptance. Involvement in a sport often results in opportunities that stretch further than the confines of the game. What is more, as the sport has evolved sporting meetings have emerged as commonplace for forming relationships with peers and organizations. To illustrate, it is typical for athletes and spectators to establish lifelong friendships and business opportunities due to a common interest in the sport. Particular concerns regarding student-athletes participation consist of prosperous encounters as well as unfavorable ramifications. According to Gomez, Bradley, & Conway, (2018), three such concerns relate to the demands of timetables, the development of a self-image as an athlete opposed to a student, and desolation from non-athletes. Furthermore, athletes' timetables are unrelenting taxing, consisting of classes in the morning, sports responsibilities in the afternoon, and homework at night.

2.3.1 Student-athlete Stressors

The changeover to tertiary education and university level sport has been identified as a cause of stress and irritation for student-athletes (Cosh, & Tully, 2015). Dubuc-Charbonneau, & Durand-Bush, (2015), commented that student-athletes described various sources of life stress in the course of this changeover compared to their non-athlete equals, particularly in areas like love life and being deprived of sleep. They proposed that students generally intend to avert feelings of incompetence through behavior that suggests they have little regard for classes and battle within their respective sporting disciplines to confront frustrations. Furthermore, it has been found that first-year student-athletes are short of the coping skills required to adequately deal with the demands encountered while adapting to tertiary education and university-level competition (Cosh, & Tully, 2015).

Nonetheless, the coping methods that student-athletes put to use, and the backing and coping tools which they are dependent on concerning stressors distinctively linked to the dynamics of being a student-athlete, requires further inquiry. Although student-athletes also experience pleasant perks for instance the pleasure and satisfaction related to sport participation, the freedom to go after one's sporting ambitions, being in the public eye, and enjoying an elevated social status compared to the majority of non-athletes (Harvey, 1999), the demands and trails that student-athletes encounter I at times outweigh the advantages. Mastroleo, Barnett, & Bowers, (2019) propose that the particular social and academic demands encountered by student-athletes expose them to a higher possibility for developmental and psychological issues which could lead to them having to deal with numerous stressors during the course of their

sporting careers. A combination of these various stressors has the potential to adversely impact both their health along with their life satisfaction (Kausar, 2010). Notably, Miller and Kerr (2002) established three motives for student-athletes involved in sports. Firstly, they have affection and passion for the game; secondly, they look for individual delight and enjoyment gathered from practice and competition and thirdly they are consumed by the desire to demonstrate their athletic prowess to themselves and the critics. The realization of these motives will lead to an improved quality of life enjoyed by them and will add to their total life satisfaction.

Student-athletes encounter stressors in distinct ways. According to Rice, Purcell, De Silva, Mawren, McGorry, & Parker (2016), the degree to which stress is experienced by student-athletes is directly linked to whether circumstances in their lives were controlled or uncontrolled. Sarkar & Fletcher, (2014) assert that uncontrolled events lead to escalated levels of stress as opposed to those events which were foreseen by student-athletes. What is more, situational elements and personal differences contribute significantly to the consciousness and experience of stress (Pensgaard & Roberts, 2000). To react to and effectively handle a situation that is considered to be stressful, Gan and Anshel (2006) contend that student-athletes purposefully come up with different approaches. As a result, students may regularly be asked to thoroughly check, improve upon and revamp their experiences to preserve the balance of the different aspects of their lives (Hurst, Baranik, & Daniel, 2013). Thus, athletes who acquire adequate life skills are more suitably equipped to deal with the demands of life after sport compared to athletes who had inadequate life skills (Cronin, Allen, Mulvenna, & Russell, 2018)

2.3.2 Student-Athletes and Professional Sport

The upsurge of professional sports has given aspiring young athletes a suitable platform to pursue a full-time career as a sportsman. As a result, the pressure experienced by professional athletes to accomplish competition triumph is such a nature that they invest majority of their time and effort into training and matches (Aquilina, 2013). For a large group of athletes, this commitment to realizing sporting supremacy results in impaired academic achievement, and work and career intentions (Andronikos, 2018). What is more, not all professional athletes earn an adequate salary that allows them to lead a comfortable enough lifestyle or are in a position to count on permanent support systems to help them should their careers come to a premature end. As an illustration Stambulova, Stephan, and Jäphag (2007), discovered that only a small portion of professional French athletes are paid a sufficient salary that enables them to enjoy a

comfortable life. They go on to add that there are inadequate support structures available to lend a helping hand to athletes after their career is over. In addition, athletes are also very reluctant to outline detailed future intentions because they believe that they have ample time to implement them before retirement (North & Lavallee, 2004). Consequently, all these aspects cause separation from professional sport to be challenging, in particular when the athlete has not entirely processed the idea or has not made provisions for it. Therefore, establishing transferable skills in athletes is regarded as one approach to confronting these threats (Aquilina, 2013).

To establish a champion life skills programme, it is important to determine which life skills are necessary to incorporate. On the whole, there is the incomplete research evidence on the relevant content that needs to make up a life skills programme to support professional adolescent athletes. Subsequently, Jones and Lavallee (2009) confirm that research is still to bring to light the life skills requirements of adolescent athletes. Moreover, as the majority of the investigations concerning life skills and life skills programmes (Hayball, & Jones, 2016) have taken place in foreign land, the results may not be a true reflection of the opinions of South African elite adolescent athletes. Thus, the investigation is required to delve into and pinpoint the necessary life skills that elite adolescent athletes believe to be influential to allow them to reach their full potential. As a result, this could help scholars in the formulation of life skills practice guidelines and the order and regularity of protocols and benefits for elite adolescent athletes.

According to (Saffici & Pellefrino, 2012), the university is supposed to develop students for the real world. University is an environment for students to probe into prospective careers, intern at promising companies, and acquire further training and understanding outside the classroom. Although this may be true, investigations propose that university athletes are not sufficiently groomed for life after sport (Beamon, 2012; Poux & Fry, 2015). Especially, students who compete in an interest-generating sport or high-profile sports have been discovered to lack career readiness or the capacity to take practical career opinions as opposed to their nonathletic counterparts (Murphy, Petitpas, & Brewer, 1996). Student-athletes who take part in interest-generating sports (football and men's basketball) develop a robust athletic identity leading to excessive engagement in the sport, with minimal to little attention spent on career and academic advancement (Poux & Fry, 2015). Admittedly, this is not unusual considering the climate in which student-athletes live. Student-athletes who pursue

professional football, basketball, or baseball careers have a shift in focus and lose sight of alternative career possibilities during their time at university (Tyrance, Harris, & Post, 2013). In the same way, Cabrita, Rosado, Leite, Serpa, and Sousa, (2014) assert that athletes generally establish an undying passion for their sport very young in their life primarily as a result of the unwavering support given by their parents, coaches, and peers. This is specifically relevant for accomplished athletes involved in revenue-generating sports (Cox et al., 2009; Poux & Fry, 2015).

While a relentless attitude and hard-nosed determination are encouraged to succeed as an athlete, it has the potential to negatively influence the individual's development beyond the field of play. Moreover, steep requirements for coaches working around the clock to transform their athletes into professional sportsman and sportswoman, and being reliant on their teammates as the dominant social chain adds to the formation of their athletic identity along with their commitment to the sport, consequently curbing the career maturity of student-athletes (Houle & Kluck, 2015). For students, on the whole, everyday responsibility and the time dedicated to sports restrict their capacity to invest meaningful hours into the improvement of their prospective careers (Poux & Fry, 2015). Furthermore, to thrive in university, students must ensure that they attend class often, study and complete homework, have a balanced social life, eat healthily, get enough hours of sleep and see to their primary human needs (Burns, Jasinski, Dunn, & Fletcher, 2013). Notably, student-athletes are expected to take care of all these responsibilities while also attending training for three to five hours each day, being present for team meetings, traveling to matches during the season, and other additional team appearances (Rankin, Merson, Garvey, Sorgen, Menon, Loya, & Oseguera, 2016). Additionally, in a national investigation regarding student-athletes experiences in university, the majority of the student-athletes confirmed that they spend far less time on their academics than they are supposed to and 80% revealed it was as a result of their involvement in sports (Potuto & O'Hanlon, 2007). University athletes' exhibit slowed career development and low levels of career readiness, particularly as they give way to electing a major and future employment. Results from Beamon's (2012) study (as cited in Poux & Fry 2015) state that athletes pay limited attention to the major they chose because they regard the electing of majors as a condition to keep on participating in sports, in comparison to a choice that influenced their future.

2.3.3 Student-Athlete Life Satisfaction

A cross-cultural research report showed that distinct variables influence the happiness of people from contrasting value systems and individual life objectives (Diener, Suh, Lucas & Smith, 1999). In particular, quality of life is measured by the values that bring substance and carry significance to one's life (Arik, Kürtül, & Özdere, 2018). To demonstrate, Emerson (1985) refers to it as 'the fulfillment of a person's values, goals, and needs through the realization of their competencies and style of living. As a result, an individual's quality of life will play a huge part in his/her satisfaction, where life satisfaction is explained as a mental appraisal by a person of his/ her life (Ghosh, Kessler, Heyrman, Opelt, Carbonelli, & Fouad, 2019). Life satisfaction is made up of information from the meaningful spheres of an individual's life (Pavot, Diener, Oishi, & Tay, 2018). Hence, factors such as physical welfare and comfort (e.g. health, fitness), material well-being (e.g. livelihood, food, transport, and belongings), social welfare (e.g. family, communication networks, friends, community relations, emotional welfare (e.g. frame of mind, attitude, confidence, stature, self-regard) developments and pursuits (career, relaxation, teaching, and learning) play a huge role on one's quality of life (Baum & Christiansen, 2005) and present an essential understanding of how the individual's life, in general, is functioning (Pavot, Diener, Oishi, & Tay, 2018). Life satisfaction is often swayed by actions or situations that either improve or worsen people's circumstances (Ghosh, Kessler, Heyrman, Opelt, Carbonelli, & Fouad, 2019) further demonstrating that student-athlete satisfaction rest on the number of resources at their disposal and how best they make use of their resources to make certain that their university standards in terms of academic functioning and sporting brilliance are achieved. What is more, student-athletes also need to focus on realizing their ambitions concerning their development and social well-being. Student-athletes involvement in sports plays a crucial part in adding to complete life satisfaction (Hawkins, Foose & Binkley, 2004) experienced by them. If they are omitted from taking part if there is a disturbance in their schedule, they will likely encounter lower plains of life satisfaction. According to Ponce-Díaz, Aiquipa Tello, & Arboccó de los Heros (2019), the degree of satisfaction is reliant on an assessment of one's situation with what is perceived to be a suitable benchmark that each person sets for him/ herself.

2.3.4 Student-Athletes Coping Styles

The coping styles of student-athletes are influenced by their encouragement (Kausar, 2010). Particularly, their coping method is regulated by a range of elements such as gender, the

intensity of the contest, skilfulness, the source of tension, and their coping technique (Bejar, & Butryn, 2016). There may be occasions where disapproving reviews in a competitive sport such as loss or threat, might demand prevention coping approaches that lessen stress intensity, in this manner switching the student-athletes attention to the current assignment and perceived command of the state of affairs (Cosh, & Tully, 2015). The coping styles student-athletes choose to engage in are often a result of the stressors they come into contact with and the stressful experiences they have to confront (Anshel & Si, 2008). In particular, Kimball and Freysinger (2003) proposed that participation in university sports protects and produces stress. The scholars discovered that free will, public backing, and camaraderie athletes live through because of sports involvement helped tone down the experience of stress within the sport itself as well as in the larger setting of student-athletes lives. Furthermore, sports involvement is perceived as an entertaining and rewarding exercise that gets rid of and lets student-athletes access improved techniques of how to better manage a number of their daily stressors. Notably, Bejar and Butryn, (2016) state that coping skills can be enhanced by identifying the coping style of the athlete in response to a, particularly stressful experience. In the same way, sports involvement was also a cause of stress. Additionally, gender, race, and social class also surfaced as of great consequence of the student-athletes encounter with university sports and stress (Cosh, & Tully, 2015). Sarkar, & Fletcher (2014), discovered that the common causes of stress were competition anxiety and uncertainties, social- evaluation and self-presentation, quality of opposition, and failure to deliver on performance benchmarks. The majority of these stressors seemed to reinforce student-athletes' need to portray themselves positively to the audience. This may indicate that student-athletes are uneasy and aware of the thoughts people develop of them all through their sports involvement. In an extremely spirited and cutthroat world of sport, locally and abroad, student-athletes are constantly under enormous pressure to do extremely well, be highly competitive, and make sure they pass and achieve both their prospects and the expectancies of the general public. With this in mind, they command particular attention in terms of the backing and encouragement required to support and improve them (Burnett, 2003). The incapacity of student-athletes to successfully deal with stress has the potential to result in unwanted behavior (Sarkar, & Fletcher, 2014) which in turn could add to reduced life satisfaction experiences.

2.4 THEORETICAL FRAMEWORK

This section introduces the theoretical framework on which the research project is established. This research will draw on the Positive Youth Development (PYD) theory to explore the links between student-athletes perceptions and life skills development.

Sport can encourage positive youth development since it is coordinated, voluntary demands consistent effort over some time, and consists of interpersonal relationships with adults (Eime, Young, Harvey, Charity & Payne, 2013; Merkel, 2013). In essence, positive youth development is lifetime development as adolescents are equipped with abilities, values, and virtues that benefit them all through adolescence which will also support them thrive throughout life. The study makes use of PYD theory to complete the objectives of the research investigation. The study objectives set the scene and pinpoint the central tasks that have to be carried out (Khan, 2014). Similar to life skill programmes, the PYD theory concentrates on developing young individuals who are alive and well, in high spirits, honorable, and completely engaged in life. The PYD standpoint outlines the largest part of the current research around positive development throughout the period of adolescence (Lerner, von Eye, Lerner, Lewin-Bizan & Bowers, 2010). As stated by Turnnidge, Côté, and Hancock (2014) the PYD standpoint is a theoretical framework that can add to the knowledge and awareness of youths' sports experiences.

Positive youth development (PYD) is a strength-based theory of adolescence. These resources can be arranged into the "five Cs" named by Lerner and his colleagues (Lerner, 2004; all through 2002; Lerner, Fisher, & Weinberg, 2000). As said by Lerner, et al., (2005) these markers can be explained as follows: (1) Competence is the positive view of one's capacity to operate and perform excellently in particular spheres of life including social, academic, cognitive, and vocational. Social competence is associated with interpersonal skills (e.g., resolving conflict), cognitive competence applies to cognitive abilities (e.g., decision making), school marks, being present, and test scores all form a part of academic competence whereas vocational competence speaks about work patterns, career choice explorations including entrepreneurship (2) Confidence in whom one is growing into (identity); (3) Connection to self and others; (4) Character that arises from positive values, integrity, and a strong sense of morals; and (5) Caring and compassion. PYD proposes that young people will prosper should they enjoy mutually favorable interactions with persons and institutions of their social domain and be on a path to a promising future noticeable through a positive influence on self, family,

community, and civil society (Lerner, Napolitano, Boyd, Mueller, & Callina, 2014). Of these five Cs, four can be regarded as interpersonal skills. In particular, competence talk about a positive understanding of one's behaviors in domain-specific areas, together with social areas; confidence speaks of positive connections with individuals and institutions in which both parties play a role in the relationship; character relates to respect for societal and cultural rules and lastly caring and compassion relate to a sense of sympathy and empathy for your fellow human being.

In this study, the 5C's model of PYD theory offers a lens through which to delve into and single out the life skills student-athletes perceived to have acquired during their involvement in a life skills programme at a university in the Western Cape. The components of the 5C's model were used as a point of reference and informed the approach for both how the questionnaire was formulated for data collection involving the current group of male beneficiaries as well as the makeup of the semi-structured interview guide used to conduct one on one interviews with the alumni of the programme. According to Vo and Park (2009) frameworks identical to the 5C's model steer researchers and specialists to be familiar with the course of PYD and the usefulness of community involvement to further advance PYD. In addition, the authors point out that the 5C's is one of the most mentioned models in developmental literature and drawn on by both researchers and specialists in youth development programmes.

The theory of PYD is a positive line of attack on young people's development for the period of adolescence, concentrating on the talents, strong suits, and abilities of the individual (Armour, Sandford & Duncombe, 2013). It is a means through which to observe and consider development, instead of an exact theory, and is a generic term demonstrating avenues through which children and adolescents can build up developmental proficiencies using their participation in and contribution to organized activities (Holt & Neely, 2011). The concept of PYD, which has its roots in Developmental Systems Theory, emphasizes that positive youth development comes to light when the plasticity, capacity for systematic change in structure and function of human development, is associated with developmental assets (Lerner, Lerner, Bowers, & Geldhof, 2015). This point of view is a change from the deficit model, which observed adolescence as a demanding and tense phase where adolescents had to be educated on how to steer clear of and detract from negative behavior to a positive model where young people are viewed as assets to be developed (Holt, Neely, Camiré, Côté, Fraser-Thomas, & Tamminen, 2017). PYD includes a set of principles that ought to be integrated into support

programmes for adolescents. These principles allow them to develop into capable, healthy individuals who realize their full potential. These principles are: 1) the importance of positive and healthy results; 2) approaches that are intended to involve the entire youth; 3) a long-term dedication to youth development strategies; 4) the participation and interest of the larger community; 5) partnerships involving agencies and community groups clusters and 6) that youth are integrated as keen and committed participants and equal collaborators in any youth development initiative (Dotterweich, 2006).

Youth development agendas encourage a platform conducive to fostering new friendships, coupled with prospects for growth and development (Roth & Brooks-Gunn, 2003). One of PYD's central objectives is to include youth in beneficial and practical activities that further enhance their current strengths and abilities (Turnnidge, Cote & Hancock, 2014). These activities present opportunities, learning experiences, and encouragement that advance characteristics of PYD and success facilitating youth to become active creators of their positive development (Ramey & Rose-Krasnor, 2012). What is more, Catalano, Berglund, Ryan, Lonczak, and Hawkins (2004) concluded that positive youth development programmes remained valuable in supporting and advancing positive youth behavior outcomes comprising problem-solving, interpersonal skills, and self-control on top of preventing youth problem behaviours such as drug and alcohol use, aggression and high-risk sexual behaviour.

Besides the physical benefits, it is also believed that involvement in sports can enhance mental health and psychological well-being, and deal with aspects of social exclusion in addition to the impact on community development and social cohesion (Coalter, 2015). Sports programmes are among the most prevalent interests for boys and girls and the reason why youth sports programmes are a symbol of a significant socialization opportunity (Turnnidge, Côté, & Hancock, 2014). Several investigations regarding the influences of sport on positive youth development have been performed by a range of researchers. For example, Fraser-Thomas, Cote, and Deakin (2005) learned that organized sports can play a significant meaningful part in impacting youths' positive development. Eccles, Barber, Stone, and Hunt (2003) proposed that involvement in extracurricular activities for the duration of the high school years offered a safeguard from engagement in risky behaviours and raised academic performance. Similarly, Bailey (2018) established that physical education and sport in schools adds to the growth of both the children and the educational systems. Furthermore, Lubans, Plotnikoff, & Lubans, (2012) discovered that sports or physical activity programmes inside and beyond the school

premises can concentrate on the individual in their entirety and impart ideals and principles such as goal-setting, teamwork, and conflict resolution. Furthermore, Holt, Sehn, Spence, Newton, and Ball (2012) gave a positive account concerning social connection and empathy among peers which are coherent with the 5Cs concepts of caring/compassion and connection linked to the PYD. As a result, the sport framework is uniquely located to promote and advance PYD (Gano- Overway, Newton, Magyar, Fry, Kim & Guivernau, 2009).

In summary, sport development programmes offer a platform and chances for youth to expand and develop. Simultaneously, PYD theory models have been established to concentrate on and advance youth accomplishments. The PYD 5C's model does not only emphasize subject matter and particular competencies but promotes an all-inclusive outlook on development by considering the entire person and the society within which they find themselves (Luke, Stein, Kessler, & Dierking, 2007). As stated by Lerner, Tirrell, Dowling, Geldhof, Gestsdóttir, Lerner, & Sim, (2019) the Cs of the 5C's model of PYD is a measure to operationalize the developmental attributes that is essential to youth for them to develop into thriving individuals who play an influential part in society. By itself, the 5C's model is suitable also to delve into and pinpoint the influences of a life skills programme on the participants.

Considering that the 5C's model of PYD theory will offer a lens through which to explore the data a table is put forward. The table groups the life skills topic covered by the MACSTEEL Maestros Programme (MMP) across from the related C's of the 5C's model of PYD and will be made use of to evaluate data acquired from the both the quantitative as well as qualitative phase. The table, table 2.1, can be found on page 43.

Table 2.1: 5C's of PYD definitions and corresponding MMP life skills topics. (Derived from correspondence with Taylor (2015) and Lerner et al., 2005: p.23)

<u>5 C's of PYD and Definitions</u>	<u>Associated MMP Life Skill</u>
Competence	Assertiveness
A positive view of one's actions in domain-specific areas including social, academic, cognitive, and vocational. Social competence pertains	

to interpersonal skills (e.g., conflict resolution). Cognitive competence pertains to cognitive abilities (e.g., decision making).

School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations, including entrepreneurship.



- Career guidance
- Conflict management
- Communication
- Contracts and agents
- Decision making
- Employment skills
- Etiquette
- Financial skills
- Goal setting
- Leadership and followership
- Media training
- Mental skills
- Nutrition
- Presentation skills
- Problem-solving
- Sexual health

	<p>Servicing sponsors</p> <p>Social networking</p> <p>Social skills</p> <p>Taxation</p> <p>Teamwork</p> <p>Time management</p> <p>Touring skills</p> <p>Using technology</p>
<p><u>Confidence:</u></p> <p>An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain-specific beliefs.</p>	<p>Self-confidence</p> <p>Self-esteem</p>
<p><u>Connection:</u></p> <p>Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.</p>	<p>Forming relationships</p> <p>Social responsibility</p>
<p><u>Character:</u></p> <p>Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity.</p>	<p>Corruption in sport</p> <p>Doping in sport</p>

	Harassment Respecting differences Substance abuse Taking responsibility Values and Ethics
<p><u>Caring:</u></p> <p>A sense of sympathy and empathy for others.</p>	Social responsibility

2.5 CHAPTER CONCLUSION

This chapter aimed to provide a review of the literature concerning life skills for university student-athletes. Over the years athletes have encountered issues with managing their athlete and personal lifestyles, especially their transition out of an elite sport. Life skills training forms an important element of youth development programmes as it assists with the holistic development of the participant. An examination of the literature revealed a deficiency of research data on the content requirements of life skills programmes to support elite adolescent athletes. The bulk of the articles about athletes and life skills focuses on two areas namely sport-in-development and athlete assistance programmes. The overview of the career assistance programmes outlined the content of their programme and described the similarities and differences between them while the review of athlete assistance programmes documents its development over the past six decades. The following chapter focuses on the research methodology used for data collection and analysis to determine the life skills needs of elite adolescent athletes. Chapter 3 which follows will present the methodology adopted in this study.

CHAPTER THREE: METHODOLOGY

3. INTRODUCTION

The current chapter introduces the research methodology employed for this study. Braun and Clarke (2013) outline methodology as the concept of how research ought to generate compelling information concerning the social world or a particular incident under attention. In addition, Kazdin (1992), as cited in Marczyk, DeeMatteo, and Festinger (2005) indicated that methodology looks at and interprets the principles, procedures, and practices that direct research. These include the research approach, methods of data collection, sampling techniques, data collection tools, validity and reliability of the tools, data analysis as well as ethical considerations. The objective of this investigation was to explore university cricket players' perceptions of a life skills programme at a university in the Western Cape Province.

The participants are all male current and former student-athletes and beneficiaries of the Sport Skills for Life Skills organization that helps individuals from previously disadvantaged areas, to enhance their talent in sport but also provides the opportunity to obtain a tertiary qualification. The questions are devised to look at perceptions and examples of experiences on the development of life skills in cricket players, sports education, and the relevance of developing life skills in student-athletes.

3.1 RESEARCH METHODOLOGY

A research method is an approach to investigation, which progresses from the fundamental belief toward research design and data collection (Myers, 1984). A mixed methods design, comprising no less than one quantitative and no less than one qualitative component in a single research project (Bergman 2008), was employed in this current study. Tashakkori and Teddlie (2003: p. 711) define mixed methods research as, "*a kind of research design in which qualitative and quantitative approaches are exercised in types of questions, research methods, data collection and analysis procedures, or inferences.*" The researcher agrees with Creswell and Plano-Clark (2013), who claim that a mixed methods design discloses a comprehensive picture of the problem.

Despite this, quantitative and qualitative purists do not promote a combination, integration, or mixing of their paradigms, as, they think, these paradigms are unable to coexist (Creswell, Plano-Clark, Gutmann & Hanson, 2003; Creswell & Plano-Clark, 2007; Greene & Caracelli, 2003; Johnson & Onwuegbuzie, 2004; Morgan, 2007: p. 48; Tashakkori, & Teddlie, 2021). The mixed methodologists declare that the purists promote mono-methods and, therefore, advance an incompatibility thesis. The purists accept as true that each of their paradigms presents the most appropriate and viable understanding and method for performing research (De Vos, Strydom, Fouche & Delpont, 2011). The mixed methods approach was made use of to respond to the research questions and steered the process of gathering, analyzing, and combining the quantitative and qualitative results at a particular juncture of the research process, in a solitary study (Hanson, Creswell, Plano-Clark, Petska & Creswell, 2005).

The underlying principle for employing both methods was that either method, in isolation, was inadequate to capture the complete details of a complex phenomenon, such as the perception of student-athletes and life skills development. Literature endorsed substantiates that when making use of mixed methods, the quantitative and qualitative methods supplement each other and offer a more comprehensive illustration of the research question (Johnson & Turner, 2003; Tashakkori, & Teddlie, 2021). According to De Vos *et al.* (2011), methodologists believe that quantitative purists take on an objective positivistic standpoint, while qualitative purists think that how people subjectively put together and understand their worlds, is more correct, as they give depth and breadth to a study.

Research is more complex and the practice of various methods is considered necessary to deal with matters in the social world. Mixed methods research ought to be considered as being the mid-point between qualitative and quantitative research - the point of combining and incorporating (Venkatesh, Brown, & Sullivan, 2016). The choice for employing a certain research approach must be centered on the research questions and the methods, which may well be applied to answer the research questions. These authors further state that, "*researchers and research methodologists*" must progress outside a "*quantitative versus a qualitative*" line of reasoning, and should instead come to a decision on, "*...when and how they should be mixed or brought together in their research studies*" (Johnson & Onwuegbuzie, 2004: p. 15). Mixed methodologists, namely Creswell *et al.* (2003), Creswell and Plano-Clark (2007), and Greene & Caracelli (2003), agree that drawing on both quantitative and qualitative methods, offers more interpretation and understanding that may perhaps be overlooked, if only one method was

applied. Johnson, Onwuegbuzie, and Turner, (2007:119) comment that mixed methods research is, by and large, an approach to knowledge (theory and practice) that endeavours to take into account various viewpoints, perspectives, positions, and standpoints (at all times incorporating the stances of qualitative and quantitative research). Therefore, this study adopted a mixed-methods design to offer a deeper interpretation and understanding of the research question.

3.2 RESEARCH DESIGN

Research designs are strategies that direct the organization of situations for the gathering and analysis of data in a way that intends to combine relevance to the research purpose with economy in the procedure (Smith, 1981). The research design offers an arrangement, which details how the research ought to be completed, to deal with the research question. A sequential explanatory mixed methods design was used for this study (Creswell & Plano-Clark, 2007; Tashakkori, & Teddlie, 2021). In this design, the quantitative data were collected and analysed first, while the qualitative data were collected and analysed second, in sequence.

This research is an explanatory mixed methods study on the perceptions of cricket players regarding the development of life skills in student-athletes at a university in the Western Cape. The mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative (Venkatesh, Brown, & Sullivan, 2016; Creswell 2013). According to Plano (2011), the sequential explanatory mixed methods design involves the gathering of quantitative data followed by the gathering of qualitative data. It helps to shed light on the results through fine-tuning, by lengthening and exploring the overall image created in the quantitative phase. The researcher decided on this method as it provides a comprehensive overview of the research problem. As reiterated by Song, Sandelowski, and Happ (2010) and O'Cathain, Murphy, and Nicholl (2007) the result of the qualitative (second) phase provided the researcher with an opportunity to evaluate the quantitative results within a broader framework by making use of more contextual rich data which was beyond their reach in the quantitative (first) phase. This method has the benefit of being clear-cut with its unique sequential phases of data collection allowing a single researcher to carry out such a study (Creswell & Plano Clark, 2018). Concerning the research topic and the objectives, this approach allowed the researcher to produce the information required for this study. The integration of both phases occurs in the interpretation and discussion stage, therefore, building a relationship between the two types of data to convey study results conclusively (Daniels,

2016). For this method to offer a more comprehensive interpretation of the results obtained from the quantitative data analysis, and ultimately deeper insight into the research problem, which highlights that further information is required to understand how a university cricket programme can foster the development of life skills in student-athletes in the Western Cape Province? Through integrating the data, the researcher is allowed to obtain an understanding of several data collection methods and phases (Creswell, 2013). When joining these two methods, the reader may be better equipped to comprehend the views that are significant to this research topic.

Halcomb and Hickman (2015) and Ozawa and Pongpirul (2014) maintain that the use of mixed methods presents the researchers with a chance to obtain an all-inclusive, more meaningful interpretation of a particular problem. In contrast to either approach by itself. This approach has consequently become a common widespread element, in particular in the health sciences including sport, recreation, and development for its ability to handle the complexity of health topics. In the same way, Moran, Matthews, and Kirby (2011) propose that a mixed-method approach is helpful because of the high-quality conclusions it can accomplish. Centered on the research title and the objectives, a mixed method is a suitable approach as it augments the generation of sufficient results to answer the objectives of this study. This design can be particularly beneficial when unanticipated results surface from a quantitative study (Tashakkori, & Teddlie, 2021). The limitations of this design are the lengthy time and feasibility of resources to collect and analyse both types of data. The sequential exploratory mixed method by Creswell and Piano- Clark (2007) was employed.

Thick and rich descriptions collected from the alumni of the SS4LS programme shall present explanations for the views produced by the current student-athletes (participants) of the SS4LS programme. The two methodologies are combined into the discussion of the results as observed in Fig 4.1, pg. 50. The figure below explains the order that was implemented for the benefit of this study.

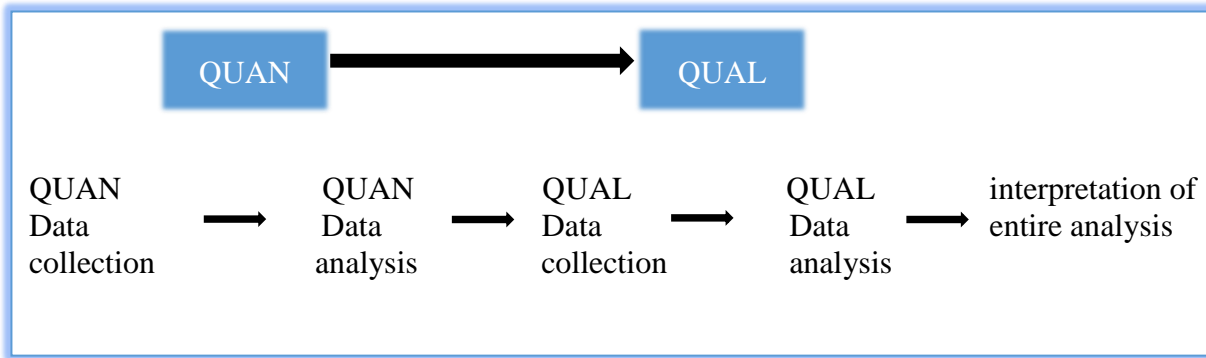


Figure 3.1 Sequential explanatory mixed methods design (Creswell & Plano, 2007)

Phase 1: This study utilized a descriptive cross-sectional design. According to Abahuma (2017), a descriptive cross-sectional design is drawn. Precise and truthful accounts of individual characteristics, circumstances, and groups taking into account the regularity with which particular phenomena take place while involving statistics for the description and summary of the data is the purpose of this design (Polit & Hungler, 2013). This method was used to "determine, confirm or validate relationships and develop generalizations" (De Vos *et al.*, 2011) and elicit information from cricketers who are student-athletes currently participating in a life skills programme at a HEI.

Phase 2: Employed the explanatory qualitative research design to obtain an understanding from the participants who have graduated, who have participated in SS4LS, and who are now in the workplace. This approach was used to acquire insight into an individual's attitudes, behaviours, value systems, experiences, as well as motivations, and intended to delve into and comprehend the meaning attributed to social or human problems (De Vos *et al.*, 2011). Furthermore, these authors believe that the qualitative approach to research is a distinctive method, laying the basis as the standpoint from which to conduct research that encourages specific ways of asking questions and means of thinking through problems. The development of this mixed-method study was managed by the visual model of Ivankova and Stick (2007).

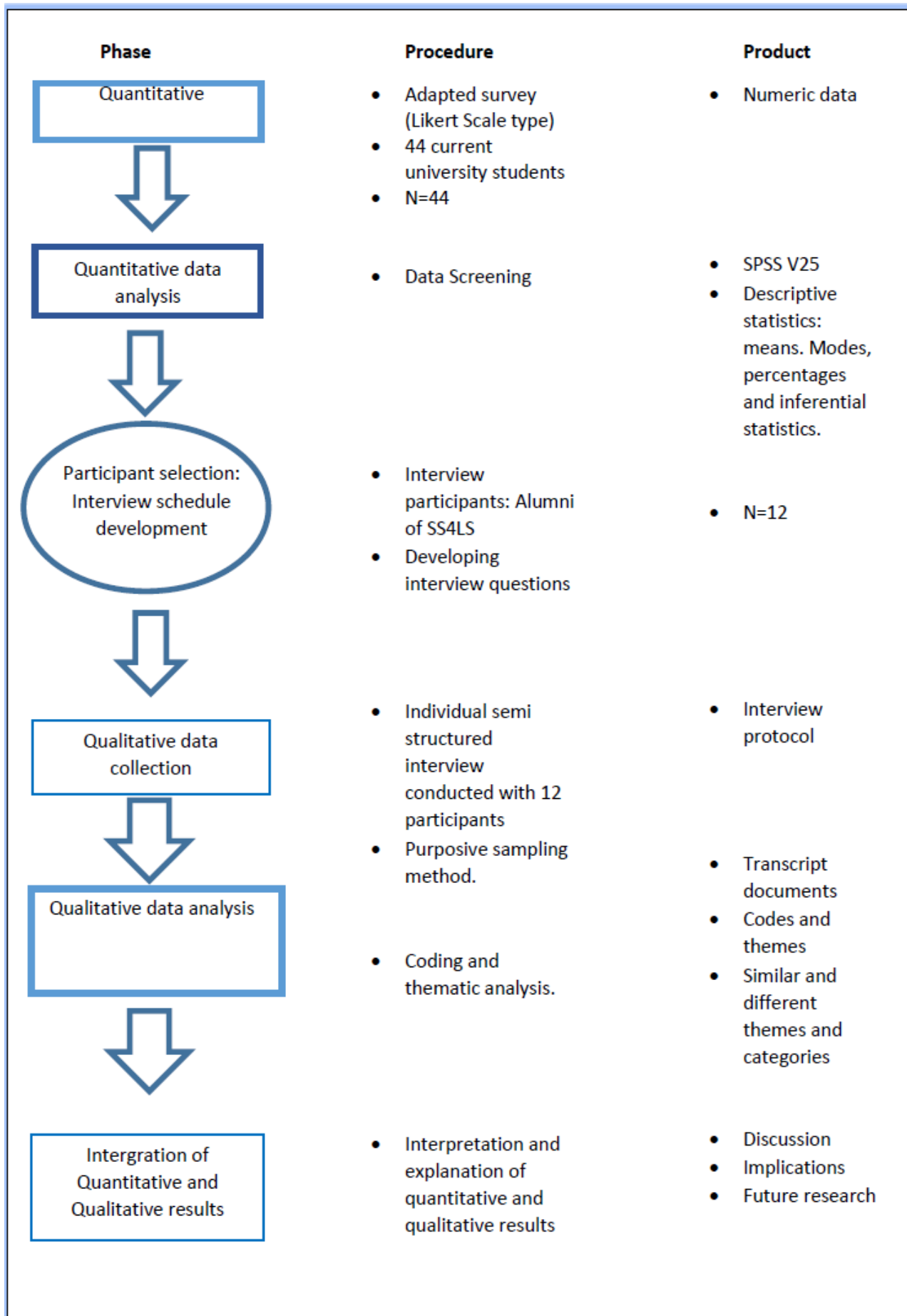


Figure 3.2: Visual model for mixed methods by (Ivankova & Stick, 2007).

3.3 RESEARCH SETTING

The majority of respondents in this study were based in the Western Cape, one of the nine Provinces of South Africa. However, one of the participants from the qualitative phase lives in Gauteng along with another participant who now resides in London, United Kingdom. The Western Cape has four state-owned universities that offer cricket on a competitive level. However, there is only one university that has a cricket programme that aims to assist student-athletes to acquire the most basic life skills tools as well as develop them holistically as individuals. This study focussed exclusively on one particular university that seeks to develop holistic student-athletes. For this study, student-athletes from diverse socio-economic backgrounds were gathered to participate to offer an extensive assessment of the experiences across beneficiaries of the programme. The data was collected in various locations around the campus where participants felt comfortable, relaxed, and familiar. According to Gratton and Jones (2010), the location of the interview is important and needs to take place where the interviewee is comfortable answering questions, relatively private so that there will be no bias from the presence of others and free from high levels of background noise. The location for the interviews was either on campus, at residence, at the participants' workplace, or utilizing Skype and WhatsApp video calling.

3.3.1 Quantitative Setting

In this study, the research setting under investigation was a university located in the Northern Suburbs of Cape Town. Through the sports administration, a specialised life skills programme was founded through cricket in 1992. Since the researcher had previous communication and rapport with the participants, before the start of the study, it was easier to arrange a meeting and gain access to the campus. Participants from diverse socio-economic and cultural backgrounds were invited to participate so that a broad perspective could be gathered for this research. As soon as the participants gave their consent, questionnaires were distributed, at the convenience of the students. The setting ranged from the Cricket clubhouse to residence rooms and lecture halls. The students were all seated, quietly reading and completing the questionnaires. A demographic summary of the participants can be seen in Table 3.1.

3.3.2 Qualitative (interview) Setting

The research setting for the alumni (interview) participants, was different compared to the research setting of the student-athlete (questionnaire) participants. The alumni interviews were conducted at a convenient time and place, such as their place of work, home, after-work hours, Skype, or WhatsApp video calling where there were no distractions. The above-mentioned locations were regarded as safe and private spaces and suitable for interviews to take place. All participants had the option to choose the setting where the interviews can take place. This created a peaceful and comfortable environment and promoted the free expression of their perspectives and experiences of the life skills programme.

3.4 POPULATION and SAMPLING

The population of a study can be defined as a group of individuals, who have particular attributes that apply to a certain focus area, and about whom assumptions could be derived (Babbie & Mouton, 2009). The population this research was directed at were current and former (alumni) student-athletes at a tertiary institution in the Western Cape Province who participate (d) in a cricket-based life skills programme on campus. The researcher concentrated, in particular, on the cricketing community at the campus. At the time (2019) SS4LS had 45 student male athletes in the programme and had a further 250 alumni members. MacIntyre, & Paul, (2013) define sampling as being a subset of a population that holds particular features of consequence to the current study. For the quantitative phase (Phase 1), all the current participants of the SS4LS programme were invited to participate, therefore inclusive sampling was used. All current cricket players at the university who are a beneficiary of the life skills programme regardless of their age, race, course, place of birth, role in the team, and level of study.

A subset of the population was picked out employing purposive sampling for the qualitative research phase (Phase 2) to answer the objectives of the study. Creswell (2011) asserts that purposive sampling consists of the obvious identification and selection of individuals or groups of individuals who are familiar with and well-informed regarding the phenomenon of interest. According to Bloor and Wood, (2016), in purposive sampling, the participants have a certain array of qualities (for example, specific attributes/traits, experience, knowledge, skills, or exposure to an event). Frequently, it is suitable to use personal judgment, founded on the familiarity of the population, components, and the nature of the research, when purposive

sampling can be made use of (Du Toit, & Mouton, 2013). Purposive sampling similarly understands the importance of availability, experiences, and compliance of the participants in addition to their competence to impart their knowledge and views coherently and insightfully, as pointed out by Bloor and Wood, (2016). According to Reid and Smith (1981), along with Sarantakos (2012), the justification for sampling is to emphasize the viability of the research.

For the current study former male alumni, and student-athletes (cricket players) who successfully graduated from the programme were asked to take part in the research. Therefore, twelve (12) respondents were purposively chosen for the qualitative phase. The researcher made use of purposive sampling; as a result, any potential respondent, who meets the research criteria and is associated with the phenomenon, was invited to take part in the research study (Strydom, Fouché & Delpont, 2002). Firstly, the researcher contacted the subjects at non-governmental organizations to engage potential participants. Secondly, the researcher established contact with former beneficiaries of the programme to establish whether they would be interested to contribute to the research.

The participants recruited were the current student-athletes, who were beneficiaries of the organisation as well as alumni who previously benefitted from the programme. They were purposefully decided on, as they met the criteria for the objective of the study. A total of 45 from 45 respondents, all males were chosen for the quantitative (first phase) data collection, followed by an additional 12 respondents for the qualitative (second phase). Strydom, Fouché, and Delpont (2002) emphasize that it is important that particular criteria and thorough reasoning be employed in the sampling process. The researcher circulated the 45 questionnaires among the student-athletes, for the completion of the questionnaires. After the conclusion of Phase One, 12 semi-structured face-to-face interviews were carried out.

3.5 DATA COLLECTION INSTRUMENTS

A research data collection instrument is employed as the tool to collect rich data from participants. The type of instrument to be made use of is subject to the data collection method decided on. The results of research and its approaches are directly reliant on the data collected. Measuring instruments refer to instruments such as structured observation schedules, structured interviewing schedules, questionnaires, indexes, and scales (De Vos et al., 2011: p. 171).

3.5.1 Surveys

The first phase of this mixed methods study was quantitative and consists of a self-developed survey (Appendix G) with two sections. Section one consisted of demographic and general information such as gender, age, race, place of birth, mother tongue, faculty, year level of study, and primary role as a cricketer. Section two consisted of situations related to, you as a person, your experiences in sport, your cricket participation, your development through cricket, and your university participation. Each of the five sections accounted for 15 questions with a total of 75 questions. Within all of the five sections provision was made for three questions each relating to Lerner's five C's concepts of competence, confidence, character, communication, and caring. All together 15 questions each were asked on the five C's concepts spread throughout the survey. Participants were required to answer each question by ticking in the relevant box: the options, false, more false than true, more true than false, and true applied to section 1. For *Sections Two* and *Three* the options were: never, rarely, often, and always. Furthermore, the options for *Section Four* were: yes, definitely, quite a bit, a little, and not at all. Finally, for *Section Five* participants had to choose either: not at all true, somewhat true, or very true. This survey was adapted from existing research focused on sport participation and life skills development (Holland, 2012). This survey was administered in English. The duration for completion was 10-15minutes. Participation was requested from the participants who were invited to participate in the study. After they provided informed consent, they were briefed on the aims and objectives of the study. The results obtained from the quantitative data collection, for example, situations related to a person, experiences in sport, cricket participation, development through cricket, and university participation all linked to Lerner's 5c's were used to compile the interview questions.

The qualitative data collection phase made use of a semi-structured interview schedule as a measuring tool. For this study, the first phase of the research consisted of a self-developed survey with two sections. Permission to conduct the study was granted by the Senate Higher Degrees Committee at the University of the Western Cape, together with the NGO, approached by the researcher for the intention of data collection. (see Ethics statement, Appendix A).

The following steps were followed to conclude the quantitative data collection process:

Step 1: Piloting the survey

Ahead of the final survey being distributed to the 45 participants within the university campus, a pilot study including the distribution of surveys to a group of 20 student-athletes preceding the start of the study was carried out. A pilot study is a portion of the overall study that facilitates the creation of an appropriate instrument to be able to validate the output of the final results (In, 2017). The objectives of a pilot study are plentiful, for example, assessing study processes, determining the validity of the instrument, estimating the recruitment and response rate, and evaluating limitations such as the variance of the outcome variable to determine the sample size (Arain, Campbell, Cooper & Lancaster, 2010). The participants who took part in the pilot study were all approached face to face. They all agreed to accommodate the researcher at various times on different days during 1 week. An appointment was made with each participant individually, explaining the purpose, aims, and objectives of the study. In addition, the necessary documentation needed to allow the student-athletes to participate was also shared, namely, the information sheet (Appendix C), consent forms (Appendix E), and student-athlete survey (Appendix G). The participants and the researcher agreed on a time and date to administer the surveys, which lasted approximately 10-15 minutes. The purpose of this was to establish how long it will take for the participants to complete the survey and to confirm that the questions are appropriate and clear enough to comprehend. The student-athletes who participated in the pilot phase did not form part of the final survey results. The aim of conducting the pilot test was to establish internal consistency through the measurement of a Cronbach Alpha coefficient (α) and to conclude that it was correct to continue with the data collection process. During the pilot study, a few challenges were encountered such as unforeseen circumstances which forced certain appointments to be rescheduled. Furthermore, a few adjustments had to be made to the survey layout to ensure that each section starts on a new page.

Challenges encountered through the pilot study phase:

- On a few occasions, appointments with pilot study participants had to be rescheduled because of unforeseen circumstances preventing students from being present at the original meeting time. This delayed the initial process by a few days, however, appointments were re-scheduled within one day and surveys were completed.

- The number of pages was considered to be too many and participants got distracted toward the end. In addition, the different sections were overlapping onto a new page which forced the participants to go back and forth between pages to make sure of their answers. This caused inconvenience and further delayed the completion process. As a result, the researcher transferred each section onto one single page, the process also lessened the number of pages.

Step 2: Cronbach Alpha results

The data gathered from the pilot study were recorded in a spreadsheet and then transferred to the IBM SPSS Statistics v25.0 software. The purpose of this exercise was to determine Cronbach's alpha coefficient (α), which advised the researcher on the extent of the internal consistency of a scale. The test of Cronbach's alpha was employed to examine the internal consistency of the survey. Cronbach's alpha is expressed as a value between 0 -1 and was applied to explain the degree to which all the items of the survey evaluated the same concept (Coral, Gerard, & Benito, 2017). For the quantitative component of this study, the Cronbach alpha coefficient for the scale used in the main survey was calculated at 0.6. Commonly, the accepted lower limit for the Cronbach alpha coefficient is 0.7, however, for exploratory research, the Cronbach alpha coefficient may be lowered to 0.60 (Hair, Black, Babin, & Anderson, 2014). Upon completion of the pilot test analysis we could move on to the next step in the data collection process, the distribution of the improved and final survey to the various participants at the NGO.

Step 3: Establishing contact with the Director

An email was sent to the Director of Sports Skills 4 Life Skills. The email contained information regarding the research topic, the purpose of the study, the UWC ethical clearance letter, how the student-athletes will be required to participate, and consent forms, together with the survey and draft interview questions were enclosed.

Step 4: Establishing contact with each participant

Once the researcher received approval from the Director of the programme, contact was made with each participant to schedule an appointment. The participants each responded individually

to the request, subsequently, a time and place were agreed to which was decided at the convenience of the participant.

Step 5: Distributing the surveys

The researcher met with each participant individually, explained it, and handed them the consent form and survey questions. The consent form and survey were completed immediately and handed back to the researcher. Once the survey was collected, the researcher thanked each participant for their time and contribution.

Step 6: Concluding the survey process (Phase 1)

From then on, a place and time convenient for the participants to complete the questionnaire were set up. Written informed consent (Appendix 5) was obtained from each participant before the completion of the questionnaire. The questionnaires were completed in the presence of the researcher. Consent forms (Appendix B & C) and the information sheet (Appendix D) were issued to the current students to complete.

3.5.2 Phase 1: Quantitative Analysis

The data of the quantitative element in the study were analysed by way of the Statistical Package in the Social Sciences (SPSS v25) to deliver statistics, in terms of percentages, frequencies, means, standard deviation, and correlations, which were utilised to depict the characteristics of the sample and to establish the significance of the nature of relationships. Quantitative data analysis is viewed as the method by which researchers change over data into numerical form and lay it open to statistical interpretation (Rubin & Babbie, 2005). For this research, descriptive data analysis was obtained to analyse the Likert scale. Scores were calculated from the four-item and five-item scales. The scores from the items were analysed according to each scale. Data were analysed using descriptive statistics for gender, age, race, place of birth, language, faculty, year of study, and primary role. In addition, reliability, mean, standard deviation, variance, and correlation coefficient were also included. Student responses were analysed and reported per the Likert scale category. A correlation between the subscales in the questionnaire was conducted. The data is represented in graphs and tables, such as bar graphs, histograms, and pie charts are presented in Chapter 4. The quantitative data collection process was completed in the following sequence:

Step 1: Gathering and sorting data

Surveys were collected from cricket-playing student-athletes at the NGO, Sport skills for Life Skills.

Step 2: Capturing in Excel

Data from each survey were captured in Microsoft Excel 2016. Data were captured according to gender, age, race, place of birth language, faculty, level of study, primary role as well as the five different scales which constituted the survey. Each common category was coded. The Likert scale subsection data was captured by using the codes: 4 = True, 3 = More true than false, 2 = More false than true and 1 = False; 4 = Always, 3 = Often, 2 = Rarely, 1 = Never; 5 = Not at all, 4 = a little, 3 = Quite a bit, 2 = Definitely, 1 = Yes; 3 = Very true, 2 = Somewhat true, 1 = Not at all true.

Step 3: Cleaning the data and duplicate the formula

Once the data had been captured and coded in excel a research assistant recaptured the data to confirm there were no errors, duplicates, and/or missing values within the dataset. Upon completion, the duplicate match formula: = (EXACT ('Data Entry 1'! A2;'Data Entry 2'! A2); TRUE/FALSE, was employed to remove further remaining errors and to clean the dataset.

Step 4: Transferring

Survey data was transferred onto the SPSS V25 software programme where statistical analyses were performed. The results were attained through descriptive statistics to reveal the population of the sample, frequencies to point out similarities and/ or differences between scale items, and correlation was employed to establish the presence of significant differences and/ or similarities between you in general as a person, your experience in sport, your cricket participation, your development through cricket, and your university participation.

Step 5: Tests used for data analysis

Each student's response to the Likert scale questions was calculated and converted into scores to summarise the statements and questions from the survey. These results were then used to conduct the statistical analysis for the research. Descriptive statistics comprised percentages

and frequencies that were shown in the form of tables and graphs. A one-way ANOVA test was used to establish whether a statistically significant difference exists between two or more independent groups (Kim, T. K. 2017). In this case, analysing the statements referring to them in general, their sporting experience, and their cricket participation. Pearson correlation measures the existence (given by a p-value) and strength (given by the coefficient r between -1 and +1) of a linear relationship between two variables (Cohen, 1988). Pearson correlation test was used to establish whether a statistical significance existed between the range of personal and interpersonal social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives.

Step 6: The final survey results (Phase 1)

The final survey results are presented in depth in Chapter 4 and are combined with the qualitative results in Chapter 5.

3.5.3 Reliability and Validity for the Quantitative Phase

Reliability applies to the level of consistency or precision with which an instrument measures the attribute it has been created to measure (Polit & Hungler, 2013). Whereas, validity is the degree to which the instrument measures the phenomena in the first place or reveals the abstract constructs being measured (Burns & Grove, 2009). To ensure reliability and validity, a pilot test was administered to a selected group of student-athletes before the start of the research. The pilot test was carried out on the questionnaire to establish the duration it takes the students to complete it and to confirm that the questions are relevant. The instrument put to use in this study was reliable and valid considering that it has been used previously and yielded effective results (Holland, 2012). *Validity* in the findings symbolised an accurate reflection of a causal relationship between the variables of relevance in the population under study. The learners who took part in the pilot study were not included in the final survey results. The pilot survey generated a Cronbach Alpha score of 0.6.

3.6 PHASE 2: QUALITATIVE

3.6.1 Sampling and Descriptions of Participants.

A semi-structured interview was conducted with 12 alumni of the SS4LS programme. For this study, the experiences and perceptions of individuals who successfully graduated from the

programme (alumni) were important to gain valuable insight into the benefits and disadvantages of being a student-athlete in a life skills programme. The researcher sourced a list of alumni from the Director of the organisation and participants were identified in this manner. The purposive sampling method was used to conduct interviews with the alumni. Purposive sampling is appropriate for qualitative studies where the researcher is drawn to participants who can share the most detailed accounts related to the research topic. When purposeful sampling is employed, decisions need to be taken around who or what is sampled, what form the sampling should take, and the number of individuals or locations that need to be sampled (Creswell, 2013). For this study and based on the characteristics of the alumni twelve former student-athlete beneficiaries were interviewed. The characteristics of these alumni include males who have successfully graduated from the programme and the university with a degree.

3.6.2 Population

A total number of twelve SS4LS alumni were recruited as the sample population for this study. These alumni were all approached to contribute to the interview process. The inclusion criteria for the alumni to participate in the interview included only male participants from the age of 25 and above who have successfully graduated from the institution with a degree. These alumni are considered to have in-depth knowledge and detailed experience of benefiting from the SS4LS programme. Therefore, their comparable characteristics are centred on their sporting interest, tertiary education, knowledge, and experience. Although this study is restricted to twelve alumni, it does not take away from the in-depth knowledge gained from the participants during the interview session, regarding Life Skills.

3.6.3 Data Collection: Interviews

The qualitative research method is often employed when it is necessary to investigate a phenomenon, gain greater insight into individuals' experiences, or develop a theory (Creswell, 2013). This particular process supports the researcher to create subjective data centred on the participants' opinions, experiences, and attitudes. After the explanatory mixed methodological research design, semi-structured interviews with the former student-athletes (alumni) were conducted once the student-athletes surveys were completed, captured, coded, and analysed. Centred on the results of the quantitative data collection, interview questions were formed. An interview schedule (Appendix H) was used to extract similar ideas or concepts linked to the

study and to remain focused on the aims and objectives. The design of the interview schedule compels the researcher to consider clearly what s/he expect the interview to cover (De Vos et al., 2011).

For the duration of the second phase of data collection, twelve alumni of the programme were interviewed in face-to-face, semi-structured interviews to gain valuable insight into the benefits and disadvantages of being a student-athlete in a life skills programme. The qualitative method holds a noticeable strength of working with knowledgeable and exclusive participants inside their context and emphasizes the fact that their voices are heard by way of direct quotation in the results section as well as in the discussion. The interview offered participants a chance to state their views, share their opinions, convey their interpretations, and communicate their experiences of being a beneficiary of a life skills programme at a tertiary institution. Therefore, for this study, the experiences and perceptions of individuals who successfully graduated from the programme (alumni) were important to gain valuable insight into the benefits and disadvantages of being a student-athlete in a life skills programme.

The alumni were all invited to partake in the research and were informed about the purpose, aims, and objectives of the study. Participants were all told that their participation was voluntary and that they have the option to withdraw at any time without any negative consequence. The interviews were conducted at various venues, within the premises of the University of the Western Cape, the immediate Bellville area as well as via Skype and WhatsApp video calling. With the permission of the participant, the interview was recorded on a Dictaphone for both the in-person interviews as well as the interviews that took place via Skype and WhatsApp video calling.

The interviews were arranged by the researcher along with the participant. Each participant was made aware of the time and date for the interviews. The duration of the interviews was between 20-35 minutes. This proved adequate time to interview because it provided the researcher ample opportunity to delve into interesting topics. Thought-provoking and surprising themes that developed were also followed and further clarified by the participants. Therefore, this time allocation was sufficient to attain all the relevant information, with no sense of urgency necessary. The qualitative data collection process was conducted in the following order:

Step 1: Creating rapport

Each participant was greeted and the researcher expressed his gratitude for their participation. Before the start of the interview, the information sheet and interview consent form was shared and clarified. The participants were informed about the topic of the research as well as the process for the interview. The interviewer made it clear to each participant that answers are objective and based on the unique individual experience of each person, therefore, the participant may answer openly and honestly. Furthermore, the participant was informed that he is not compelled to take part and had the option to withdraw at any stage during the interview, with no negative effects. Finally, the interviewer stated that, if they agreed, the interview would be recorded with a Dictaphone for the intent of reference and transcription.

Step 2: The Interview

The researcher started to direct the questions at the participant through the interview schedule which was formulated immediately after the quantitative data was analysed (Appendix H). If questions were noticed to be complex for the participant, search questions were presented to the participant by the researcher. Search questions were employed to create clarity for the participant about the initial questions. The researcher set out to develop a conversational dialogue between himself and the participant, through the themes brought forward by the researcher. For the dialogue to happen, participants were invited to further open up on their answers and elaborate on their perspectives.

Step 3: Summarising the content

During the interview, the researcher offered a summary of the participant's answers to obtain insight into the response.

Step 4: Concluding the interview

The researcher requested the participant to think about the whole interview dialogue. The researcher provided the participant with a summary of the conversation so they to verify the truthfulness of the interview and put forward closing comments before completing the interview. As soon as the process was finished, the researcher expressed his gratitude to the participant for their involvement in the research study.

3.6.4 Qualitative Analysis

As soon as all the qualitative data was gathered, the researcher started to analyse the data. The interview recordings were played back on several instances to retrieve all relevant information. Transcriptions were produced from the voice recordings where themes and subthemes were identified. According to Braun & Clarke (2006: p. 79), "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data". The data was then analysed using the six-step thematic analysis proposed by De Vos et al (2011) for the qualitative data analysis.

The data was reported in the following way: the questions for the interviews were developed based on the results obtained from the quantitative data analysis. Data from the interviews were transcribed verbatim in English. The data was then analysed using the thematic analysis indicated by De Vos et al (2011). *Step 1:* The researcher became acquainted with the data and transcription for comprehensive familiarization of the data, inside the framework of the research questions, aims, and qualitative research instrument of the study. *Step 2:* Data Management: The researcher arranged the data into computer files and critically evaluated the meaning of the words used by the participants in their responses. *Step 3:* Coding: The researcher categorised the distinct themes and coded those that come across through line-by-line, sentence-by-sentence, and paragraph-by-paragraph analysis of every single interview transcription. Similar or related viewpoints were arranged together in thematic groups. *Step 4:* Organising data into themes: The researcher uncovered various themes and searched for the most important comparisons amongst them. The emotions, thoughts, views, and experiences of the student-athletes were grouped corresponding to devised thematic labels. *Step 5:* Reviewing themes: The data were studied repeatedly, and the themes were then verified alongside the completed transcription of the participant, to corroborate whether the participant overtly stated the information. *Step 6:* Naming themes: The constant comparative method was exercised to create an all-inclusive coding scheme. The cross-case thematic analysis took place to confirm the credibility of the findings. The thematic groups were synthesised into a narrative summary. Literature was used to offer credibility and develop a sound case for the specific theme. These common themes are drawn on to support and justify the results of the interviews. The data was analysed until theoretical saturation was reached. The qualitative data were analysed in the following manner:

Step 1: Recording of data

Data from the audiotape recordings were transcribed verbatim in English by an independent party with experience in transcription to produce a manuscript. Introductory exploration of the data was ensured through the transcripts and writing memos. The researcher obtained permission from the participants to record the interviews. The interview data was further recorded onto an Excel spreadsheet. Lastly, the manuscripts were read and re-read to develop a better understanding of the data and for the researcher to be able to critically think about the content.

Step 2: Managing the data

The researcher arranged the data into computer files, which were transferred to suitable text units for analysis using the computer. There was a need for the researcher to be attentive to words and phrases in the participants' vocabularies, to completely apprehend the significance of what they did or said, as well as every expression related to the experiences and perceptions of student-athletes involvement during their time on the programme.

Step 3: Searching for themes

Probing for examples that either validate or disprove created themes helps to strengthen the reliability and trustworthiness of research conclusions (De Vos *et al.*, 2011). The processed data was then given to the researcher's peers for further review, appraisal, and authentication of the coding, classification, and organisation of the themes. The common themes that appeared throughout the transcribed data were grouped. Data were coded and analysed, using the Atlas.Ti, Software (V.8).

Step 4: Reviewing and naming themes.

A range of rational explanations was taken into consideration to steer clear of engaging in hasty decisions concerning possible theoretical conclusions. The final themes were carefully chosen and sent to the supervisor for additional confirmation. Finally, the discussion was done with the addition of some of these themes from the initial data gathered following the study's aims and objectives. The constant comparative method was exercised to create an all-inclusive coding scheme. This led to a continued naming of categories, by adding transcribed interviews and by progressing to the following step of comparing new data episodes with the conceptual

categories previously labeled (De Vos *et al.*, 2011). Application of exact parts of the transcription under each theme was done to represent the voice of the participants and to indicate that the information provided was by the participants and not the thoughts of the researcher. The common themes that appeared were competence, confidence, character, connection, and caring.

Step 5: The findings

The phrases and words that were associated with particular ideas or questions were arranged together. Comparable or shared opinions were arranged together using thematic groupings. Subsequently, the thematic groupings were integrated into a narrative summary. The findings are presented in Chapter 5 employing a narrative style to review and discuss the theme and sub-themes in more detail.

Step 6: Interpreting the data

Finally, data were explained to give significance to the subject to develop the views and experiences shared, furthermore, to support information with literature to put together a sound and rational case. The data was explored till theoretical saturation was reached.

3.6.5 Data Verification and Trustworthiness in the Qualitative Phase

The standard of evidence produced as a result of mixed methods is of importance to a range of prospective audiences (Patton, 2002). Mixed methods collect rich, inclusive data and produce standards of quality. Data verification and trustworthiness are warranted through credibility, dependability, transferability, and conformity in qualitative research. Credibility was confirmed as a result of taking into consideration different explanations and correspondences between the researcher and the participants. In support of dependability, the researcher accounted for and explained the changing contents and conditions during the study. The results of this current study were transferred to other settings, contents, and populations, and the generalization of the findings for the study was restricted; nonetheless, it is hoped that the study points out potential approaches for expanding on future research. Conformability was ensured in this current study as the outcomes of the study were influenced by participants and not by the researcher's prejudice, motive, or interests.

3.6.6 Reflexivity

In order, for the researcher to preserve the trustworthiness of the participants, continuing detailed subjectivity employing reflexivity will confirm that the findings were not manufactured through unquestioned favouritism and/ or biased experiences. As a result, reflexivity was employed to justify and support research practices. The researcher assessed his biased thoughts, beliefs, and theories, particularly with the interviews, and how it will affect the choices of the researcher. Regular discussions between the researcher and his supervisor took place to ensure peer review and debriefing, and to uphold fairness. Furthermore, this research was also recounted in the third person, to prevent bias and influence. For this reason, the researcher recognizes all his biased ideas regarding the study so to eliminate any forgone conclusions which may affect the findings.

3.6.7 Validity

The validity of a research study is the degree to which its conclusions can be generalized to other contexts (Leedy & Ormrod, 2005). For instance, Creswell (2013) suggests the employment of one or more of the subsequent strategies: triangulation; member checking; rich, thick description; shedding light on researcher bias; communicating negative or discrepant information; spending an extended period in the field; peer debriefing and the use of an external auditor to check the complete project. For this study, two of these approaches were used: peer debriefing: which included an external check to validate the research process and to exclude biases and expectations. Furthermore, member checking also took place where data was given back to participants. This established credibility, therefore, permitting cautious interpretation of data.

3.6.8 Credibility

To deal with credibility the researcher has to show that an accurate representation of the phenomenon is offered (Polit & Beck, 2010). To guarantee credibility in this research the transcripts were transcribed verbatim. According to Halcomb and Davidson (2006), the presence of verbatim transcripts can be useful in assisting the development of an audit trail of data analysis by supervisors or independent persons. To further ensure credibility, the transcribed verbatim draft was handed to a peer, who did not have any involvement in the study for his opinion. Whichever questions mentioned by him were included in the written notes. The

logic behind letting peers go over the data was to follow through on the comment endorsed by Bitsch (2005) that contribution from peers improves the honesty of the research as they constructively weigh in on meaningful reflexive analysis. This practice facilitates the recognition of gaps or any exclusion or absence of crucial information the researcher could have failed to mention regarding the research question.

3.6.9 Transferability

According to, Trochim (2006), the purpose of qualitative research is not to the creation of generalizable results but the production of outcomes allowing interpretation by new researchers in comparable situations even to the extent of applying the research design to their specific objectives. To permit transferability the researcher ought to offer sufficient detail of the context of the fieldwork for the reader to decide if the current environment is comparable and if the outcomes can be relevant to a different setting (Shenton, 2004). This study incorporated an audit trail that comprised thick, rich descriptions of the setting, purposive sampling, participants, the context within which the data was gathered, and an account of the reason for choices made on the subject of data collection or analysis. Firstly, According to Shenton (2004) thick description of the phenomenon being explored is of great consequence as it permits the reader to comprehend and compare the phenomenon described with those that have emerged in their situation. Secondly, purposive sampling (which has also been accounted for and validated) has been explained in full with the purpose to keep the researcher engaged only with the participants who meet the requirements for this study. This is in agreement with Schutt (2006) who supports that the application of purposive sampling presents the researcher with the opportunity to concentrate on important informants who hold specific intelligence on the topic in the study. For that reason, Cohen, Manion, and Morrison (2011) promote the practice of purposive sampling because of its proficiency to deliver substantial in-depth findings compared to other probability sampling styles. This method was without a doubt able to offer adequate information to answer the research questions. For this study transferability was achieved as soon as the researcher was in a position to compare the viewpoints shared by the alumni to other contexts.

3.6.10 Dependability

To focus on dependability the study processes have to be described in detail to make it possible for a prospective researcher to replicate the work (Polit & Beck, 2010). The researcher offered

an in-depth account of the research methodology employed for data collection and analysis. This permits the study to be repeated. Dependability dealt with the element of consistency of the results produced during the research. For that reason, an audit trail made up of the methodology, original transcripts, data analysis documents, field notes, and comments from the peer review were crystal clear, therefore, any researcher who wants to rework and adjust the process in his/her setting are in a position do so.

3.6.11 Trustworthiness

Trustworthiness speaks to the extent to which the researcher can conclude from the results of the findings produced by the data collected (Leedy & Ormrod, 2010). Polit and Beck (2010) state that researchers are unable to support academic evidence which guides clinical practice if the findings are imprecise, subjective, misread, or neglect to embody the understanding of the target group. In qualitative research, this is achieved through credibility, transferability, dependability, and confirmability. Support is given by Veal (2011), Bryman (2012), and Loh (2013) for credibility being the validity of the findings and transferability as the applicability of the findings in a different context. Furthermore, dependability has also been regarded to be the reliability of the findings on different occasions, and lastly confirmability, which is considered the objectivity of the researcher while conducting the research. Confirmability is an indication of how correctly and thoroughly the findings are validated and confirmed by the information gathered (Polit & Beck, 2010). Qualitative researchers are the principal data collection medium, therefore they must adopt specific strategies to show the trustworthiness of the data whilst gathering the data. The purpose of these attempts is to confirm that the findings are an accurate reflection of the involvements and perspectives of the participants, instead of the researcher's ideas and beliefs. For this research, trustworthiness was attained by setting up an audit trail by inspecting the raw data along with rectification and refining the themes identified. An academic peer who had no interest in the research was given the verbatim transcripts, analysis and process notes, and summaries of the findings for his view. Direct quotations were also included in the discussion section to make it evident that the results were an accurate account of the data gathered and not the researcher's statements.

3.6.12 Confirmability

Confirmability relates to the extent to which the results could be proofed or verified by others (Korstjens, 2018). Qualitative research often accepts that each researcher contributes a

distinctive viewpoint to the study. The researcher confirms confirmability by describing how conclusions and explanations were formed, in addition to proving the results were obtained unequivocally from the data. There are several approaches for improving confirmability. For instance, the researcher can detail the processes for verifying and re-verifying the data during the study. Alternatively, the researcher can vigorously pursue and explain any unhelpful occurrences that dispute previous statements. And following the completion of the study one can perform a data audit that tests the data collection and analysis methods and presents judgements regarding the possibility of prejudice or misrepresentation (Nowell, 2017). There are, nevertheless additional means to similarly improve the confirmability of a study. The researcher can maintain a reflexive journal or research log. In it, the researcher can keep track of and reconsider their ideas about the research, feelings they have, notions, preferences, or any additional factor that could influence the objectivity of the research (Korstjens, 2018).

In this study, conformability was attained by way of a data audit that permitted any non-scholar to track the sequence of the research as a result of the choices made and actions performed leading up to those choices.

3.7 LIMITATIONS OF THE STUDY

This study was not short of challenges and the following were met:

- In all probability, the study will not produce an obvious and well-defined explanation, for the reason that people are unique as individuals, and their experiences will be distinctly different from each other. The researcher, on the other hand, concedes that there are individuals with comparable experiences.
- The questionnaire was somewhat long, comprising 75 items (5 subscales, each with 15 questions). Many participants conveyed a lack of patience, which indicates that certain items may perhaps have been hurried as it led to questionnaire fatigue.
- The entire study sample consisted of adolescent males since the organizations had an overwhelming majority of male beneficiaries as opposed to female beneficiaries. This might have influenced the perceived perception of student-athlete involvement with the programme, as previous research has indicated that males and females respond and experience such environments differently; however, due to the

limitations in the literature regarding this statement, this aspect was not explored in this current study.

- Generalization of the findings for the study was restricted; however, it is hoped that the study points out possible ways of expanding future research.

3.8 DELIMITATIONS

- The survey sample population is limited to former male student-athletes who successfully graduated from the life skills programme.
- The survey sample was limited to males between the ages of 25 to 35.
- Only participants from the SS4LS programme in Cape Town, SA were used.
- Participants' responses are perspectives of their own experiences during their tertiary education.
- The interview sample was limited to 12 SS4LS alumni.

3.9 ETHICS

"Ethics are a set of moral principles, proposed by an individual or group, that is broadly recognised and suggests regulations and behavioural expectations regarding the most appropriate conduct towards experimental subjects, participants and researchers" (De Vos, Strydom, Fouché & Delport, 2005: p. 57). Furthermore, ethics is a central part of research: it is merely through implementing sound ethical practices that research distinction can be accomplished (De Vries & DeBrium, 2004). To carry out this important feature of research, several offices and boards were contacted to acquire approval to carry out this study.

The ethical clearance, registration number: HS 18/5/34, was acquired before the data was collected from the Humanities and Social Science Research Ethics Committee of the University of the Western Cape. Consent was also requested from the Director of the NGO to carry out the research, along with the student-athletes who took part in the study.

The study was centred around the four main beliefs of ethics in research, that is, *voluntary participation, informed consent, no harm to respondents/participants, and confidentiality/anonymity*. The respondents/participants were granted a choice to take part and contribute, which indicates that their involvement was *voluntary*, and they were not *pressured*. They were given the option that they could pass up the opportunity to take part, or, if they at the outset agreed to, they could withdraw and leave at any stage, if they so wished to, without abuse or unfair treatment. It is the opinion of, Welman, Kruger, and Mitchell (2005), that the respondents/participants have to be granted the guarantee that they would be covered and protected against any physical and emotional damage. The researcher and the respondents/participants accepted that *no harm to respondents/participants* occurred.

The information sheets (Appendix C & D), containing in-depth knowledge regarding the research study, containing the advantages, and threats, as well as what the study expected to accomplish, were presented to the respondents/ participants. The researcher clarified information sheets to the respondents/participants and allowed them the chance to enquire about parts they did not fully comprehend. The aim and objectives of the study were clarified and presented to all participants (Appendix C & D). This is under the opinions of Cohen, Manion, and Morrison (2017) who pointed out that respondents ought to be thoroughly educated regarding the purpose as well as the process to be involved in the research. This course of action allowed them the opportunity to be better informed and educated about the study and be in a position to make *informed consent*. The *consent forms* (Appendix E & F) were issued to the respondents/participants, and written consent (Appendix E & F) was obtained from each participant who had decided to take part before beginning with data collection.

Moreover, informed *Anonymity* was confirmed as the respondents/participants were assured of their right to privacy, and that their names would not show on the questionnaires. The researcher also upheld the notion of confidentiality and promised the respondents/participants that their personal information would not be released without their permission and that the results of the study would not be employed for any intention, besides that what it was proposed to accomplish. The questionnaires would also not comprise any information to recognise the respondents/participants.

Privacy names were not asked for, as each questionnaire was given a code number to ensure anonymity. Recordings used were wiped out once they had been transcribed and the information documented corresponding to themes and the transcribed verbatim data were put

in safekeeping on a password-protected computer which only the researcher had access to and will only be dispensed with after five years. A code was put on the questionnaire and other collected data by applying an identification key. The researcher was the only person who had access to the identification code, to guarantee *confidentiality*. The data was put away in a secure cabinet only available to the researcher.

Minimal threats were anticipated in the study. Delicate matters and queries which resulted from the study and may have influenced the respondents were detected and cautiously dealt with as a result. The outcome of the research was made accessible to all participants, and the directors of the institutions.

3.10 CHAPTER CONCLUSION

This chapter offered information on the topic of the research methodology employed in support of data collection and analysis to present an all-inclusive representation of the perception of cricket players regarding the development of life skills in student-athletes.

The study made use of a sequential exploratory mixed method approach, in particular, a descriptive cross-sectional and exploratory design for the quantitative and qualitative phases respectively. The inclusive sampling technique was put to use for the first (quantitative) aspect of the study, whereas the purposive sampling technique was employed for the second (qualitative) phase of the study. To carry out this study, permission was acquired from all relevant authorities. Subsequently to that, data was gathered using questionnaires for phase one, and SPSS version 25 was used in the analysis of the data gathered. A semi-structured one-on-one interview guide was used for data collection in Phase 2 and thematic analysis was used for analysis. Validity and reliability were adhered to, and trustworthiness was also taken into consideration. Participants were also well informed of their right to pull out of the study with no consequences. The results of the quantitative and qualitative analysis will be presented in Chapters 4 and 5.

The chapter which follows presents the quantitative results of the study.

CHAPTER FOUR: QUANTITATIVE RESULTS

4. INTRODUCTION

The study aimed to explore the perceptions of cricket players regarding a life skills programme at a university in the Western Cape region. As pointed out in Chapter 3, the current study used a sequential mixed method approach. For that reason, the results are shown in two phases, the quantitative phase (Chapter 4) followed by the qualitative results (Chapter 5). This chapter sought to answer objectives one and two of the present study, which is to assess life skills across multiple domains of a student-athlete's life and identify the range of personal and interpersonal group/social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives. This chapter will explain the perspectives from the student-athlete survey. Data was collected using an adjusted Likert scale-type questionnaire. The survey concentrated on two sections, namely Section 1 the demographic information, and Section 2 the Likert scale, consisting of subsections: 'You in general as a person', 'Your experience in sport', 'Your cricket participation', 'Your development through cricket' and 'Your university participation. This chapter contains the results of the quantitative research analysis, which are offered in tables. The analysis was carried out through the SPSS 25 (Statistical Package for the Social Science v25) programme.

Firstly, the demographic data of the participants are presented in Table 4.1, as well as some understanding of the sample in this current study. *Secondly*, information about the relevant life skills across the first three domains of a student-athletes life is disclosed. *Thirdly*, information on the descriptive statistics of the relevant life skills across the remaining two domains is submitted. *Fourthly*, the comparison of the groups, academic and athletic lives is introduced. In Tables 5.2 and 5.3, information concerning multiple comparisons of variables, and correlational and comparative relationships between the variables in the study are presented.

4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

The total study population comprised 45 current male cricket players. Table 4.1 below presents a summary of the demographic profile of the participants, in terms of gender, age, race, place of birth, primary language, faculty, level of study, as well as a primary role as a cricketer.

Table 4.1 Summary of Demographic Profile for Participants

Characteristics	N (45)	%
Gender		
Male	45	100
Age Category		
18-21	16	35.6
22-25	18	40.0
26-29	10	22.2
Older than 30	11	2.2
Race		
White	2	4.4
Black	15	33.3
Coloured	27	60
Indian	1	2.2
Other	0	0
Place of Birth		
Cape Town	24	53.3

Western-Cape	9	20.0
Other province within South Africa	8	17.8
Other Country (Zimbabwe)	3	6.7
Other	1	2.2
Primary language		
English	26	57.8
Afrikaans	10	22.2
IsiXhosa	7	15.6
Other	2	4.4
Faculty registered in		
Arts	9	20.0
Community and Health Sciences	11	24.4
Economic and Management Sciences	17	37.8
Education	3	6.7
Dentistry	1	2.2
Law	4	8.9
Natural Sciences	0	0

Level of Study		
1 st year	7	15.6
2 nd year	8	17.8
3 rd year	23	51.1
Honours	4	8.9
Masters	3	6.7
Primary Role as a cricketer		
Batsmen	25	55.6
Bowler	20	44.4

The table above shows that in this research all (45) participants were male (100%). The age category of the study population ranged from 18 to 30 years and above. The majority of participants were between 22-25 years (40%), with the least amount comprising those older than 30 years (2.2%). More than half of the participants were coloured (60%), followed by Black (33.3%) and the least being Indian (2.2%)., The majority of the participants were born in Cape -Town (53.3) with the wider Western Cape contributing a further (20%) and the least amount made up of a foreign country (2.2%). In terms of home language, the greater part of the participants speaks English (57.8%), with the least speaking an unknown foreign language (4.4%). Furthermore, the largest part of the sample was made up of students in the Economic and Management Sciences faculty (37.8%), followed by Community and Health Sciences (24.4%), and the least amount in the Natural Sciences (0%). With regards to the level of study, more than half were in the 3rd year of their course (51.1%) and the least amount was busy with a Master's degree (6.7%). Lastly, the majority share of the participants were batsmen (55%6).

4.2 LIFE SKILLS ACROSS MULTIPLE DOMAINS OF A STUDENT-ATHLETES LIFE

The figures below indicate the responses from student-athletes to the multiple-choice statements which were taken and adjusted from the reliable and valid questionnaire employed in a study by Holland (2012). Participants answered a series of statements about their life skills development in various life domains such as; domain one, them in general, domain two their sporting experience, and domain three, their cricket participation. The questionnaire consisted of 15 questions per section (life domain), each section had 3 questions based on each of the five life skills; Competence, Confidence, Connection, Character, and Caring. The questions were answered based on the current perception of the participants regarding the relevant life skills across multiple life domains. The participants ranked each statement applying a 4-point Likert scale ranging from false, never, true, and always throughout the 15 statements across each of the first three domains.

Each of the five life skills was compared individually between the three domains. Before conducting the analyses, the researcher first had to transform and compute the five variables across the three domains. The purpose of this was to isolate the three questions relating to each of the five variables (competence, confidence, connection, character, and caring) within the given domain. The three questions for each variable within a particular domain were then added together, this value was used to run the One-Way ANOVA analyses.

A One-way ANOVA test was used to establish whether a statistically significant difference exists for the respective life skills between two independent groups, in this case, analyzing the statements from the respective domains referring to them in general, their sporting experience, and their cricket participation. Domain (I) represents the independent variable whereas Domain (J) represents the dependent variable. Table 4.2 below reveals the comparisons of life skills of student-athletes.

Table 4.2 Multiple Comparisons of Life Skills in different Life Domains.

Dependent Variable	Domain (I)	Domain (J)	N	Mean Difference (I-J)	P-Value
<i>Competency</i>	You in general as a person	Your cricket participation	45	-.733*	0,012
	Your experience in sports	You in general as a person	45	.800*	0,006
	Your cricket participation	Your experience in sports	45	-0,067	0,816
		total	135		
<i>Confidence</i>	You in general as a person	Your cricket participation	45	.911*	0,001
	Your experience in sports	You in general as a person	45	-4.156*	0,001
	Your cricket participation	Your experience in sports	45	3.244*	0,001
			135		
<i>Connection</i>	You in general as a person	Your cricket participation	45	-.978*	0,001

	Your experience in sports	You in general as a person	45	1.022*	0,001
	Your cricket participation	Your experience in sports	45	-0,044	0,880
			135		
<i>Character</i>	You in general as a person	Your cricket participation	45	0,467	0,173
	Your experience in sports	You in general as a person	45	-1.956*	0,001
	Your cricket participation	Your experience in sports	45	1.489*	0,001
			135		
<i>Caring</i>	You in general as a person	Your cricket participation	45	-0,089	0,752
	Your experience in sports	You in general as a person	45	-0,111	0,693
	Your cricket participation	Your experience in sports	45	0,200	0,478
			135		

*Correlation is significant at the .01 level

Table 4.2 indicates the relationship between life skills and the various domains of a student athlete's life. As seen in the table above when examining the level of competence of the participants based on the different life domains there is no correlation between ($r = .012$, $p < .001$) domain one, '*you in general as a person*', and domain three, '*your cricket participation*'. In the same way, there is a very weak correlation between ($r = .006$, $p < .001$) domain two, '*your experience in sport*' and domain one, '*you in general as a person*'. This indicates that there is no relationship between competence in domain one, '*you in general as a person*', and domain three, '*your cricket participation*' similarly, in domain two, '*your experience in sport*' and domain one, '*you in general as a person*'. On the contrary, there is a significant and very strong correlation between ($r = .816$, $p < .001$) domain three, '*your cricket participation*', and domain two, '*your experience in sports*'. The results, therefore, indicate that there is a relationship between competence in domain three, '*your cricket participation*', and domain two, '*your experience in sports*'.

When examining the level of confidence in the participants based on the different life domains there is no correlation between the ($r = .001$, $p < .001$) domain, '*you in general as a person*', and, '*your cricket participation*'. In the same way, there is a very weak correlation between the ($r = .001$, $p < .001$) domain, '*your experience in sport*' and, '*you in general as a person*'. Similarly, there is no correlation between ($r = .001$, $p < .001$) domain, '*your cricket participation*' and, '*your experience in sports*'. The results indicate that there is no relationship between the level of confidence and any of the domain-specific areas.

In addition, the connection level for the participants based on the different life domains reveals that there is no correlation between ($r = .001$, $p < .001$) domain, '*you in general as a person*', and, '*your cricket participation*'. In the same way, there is a very weak correlation between the ($r = .001$, $p < .001$) domain, '*your experience in sport*' and, '*you in general as a person*'. This indicates that there is no relationship between the connection in the domain, '*you in general as a person*' and, '*your cricket participation*' similarly, the domain, '*your experience in sport*' and, '*you in general as a person*'. On the contrary, there is a significant and very strong correlation between the ($r = .880$, $p < .001$) domain, '*your cricket participation*' and, '*your experience in sports*'. The results, therefore, indicate that there is a relationship between connection in the domain, '*your cricket participation*' and, '*your experience in sports*'.

Furthermore, the character development of the participants based on the different life domains shows that there is no correlation between the ($r = .173$, $p < .001$) domain, '*you in general as a*

person, and, 'your cricket participation'. In the same way, there is a very weak correlation between the ($r = .001, p < .001$) domain, 'your experience in sport' and, 'you in general as a person. Similarly, there is no correlation between ($r = .001, p < .001$) domain, 'your cricket participation' and, 'your experience in sports. The results indicate that there is no relationship between character development and any of the domain-specific areas.

Finally, the level of caring of the participants based on the different life domains shows that there is a significant positive and moderate correlation between the ($r = .752, p < .001$) domain, 'you in general as a person, and, 'your cricket participation'. In the same way, there is a significant positive and moderate correlation between the ($r = .693, p < .001$) domain, 'your experience in sport' and, 'you in general as a person. The results, therefore, indicate that there is a relationship between the level of caring in the domain, 'you in general as a person and, 'your cricket participation' similarly, domain, 'your experience in sport' and, 'you in general as a person. However, there is a weak correlation between ($r = .475, p < .001$) domain, 'your cricket participation' and, 'your experience in sports. The results, therefore, indicate that there is no relationship between caring in the domain, of 'your cricket participation' and, 'your experience in sports.

Figure 4.1, below indicates the student-athletes responses relating to the relevant life skills across domain four; your development through cricket as a student-athletes.



Figure 4.1 Frequency of Life Skills across domain four; your development through cricket.

In Figure 4.1 a bar graph is interpreted to determine the frequency of life skills across Domain four, your development through cricket. The participants ranked each statement by applying a five-point Likert scale (Domain four) ranging from Not at all, A little, quite a bit, definitely, and yes, and a three-point Likert scale (Domain five) varying from not at all true, somewhat true to very true throughout each of the 15 statements within Domain four. The three questions for each of the five variables within Domain four your development through cricket were then separately added together, this value was used to run a descriptive analysis and reveal the frequency of each variable within the relevant domain.

In this regard, figure 4.1 indicate that the level of caring 21.15% as a life skill has the highest frequency with a mean score of just above 12.5, In contrast, confidence has the lowest frequency of 19.38% and a mean score of slightly below 12. This finding demonstrates that caring is the most commonly revealed life skill for student-athletes as a result of their development through cricket. On the contrary, confidence is the least acquired life skill for student-athletes as a result of their development through cricket.

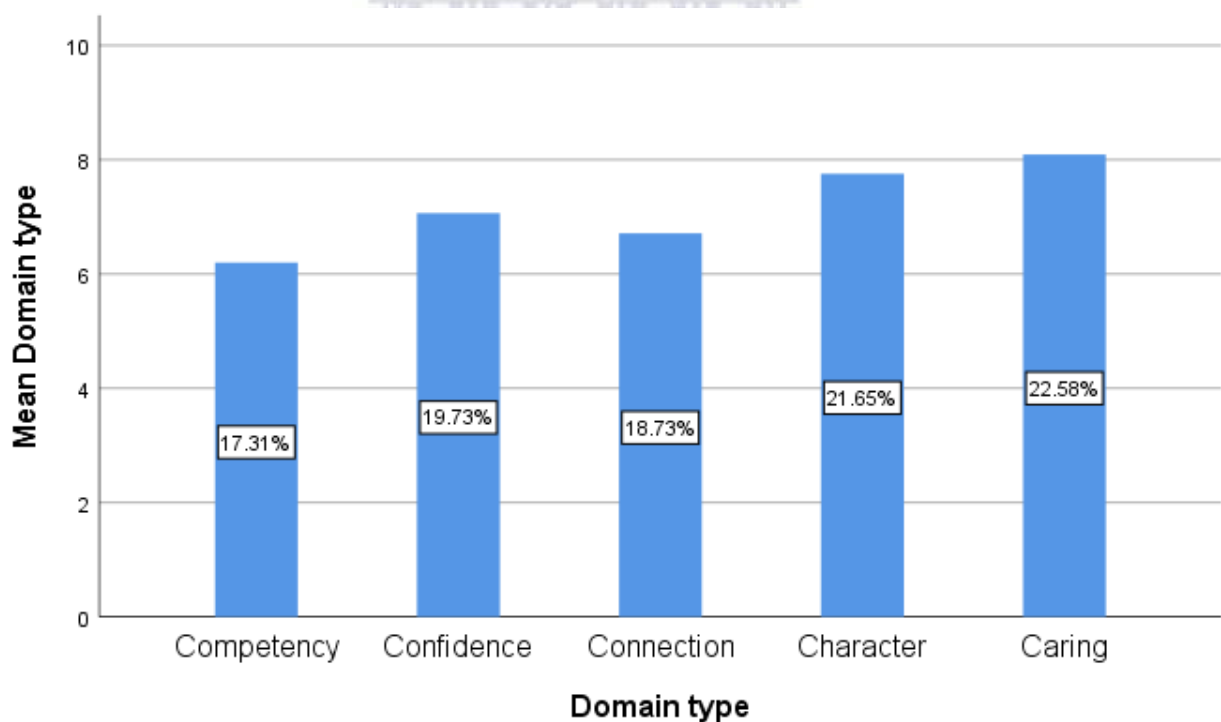


Figure 4.2 Frequency of Life Skills across Domain five, your university participation.

In figure 4.2 a bar graph is interpreted to determine the frequency of life skills across Domain five, your university participation. The participants ranked each statement applying a three-point Likert scale in Domain five varying from not at all true, somewhat true to very true throughout each of the 15 statements within Domain five, your university participation. The

three questions for each of the five variables within Domain five were then separately added together, this value was used to run a descriptive analysis and reveal the frequency of each variable within the relevant domain.

In the same way, graph 4.2 points out that the level of caring 22.58% as a life skill has the highest frequency with a mean score of eight, compared to the level of competency which has the lowest frequency of 17.31%, and a mean score of just above six. This finding demonstrates that caring is the most commonly revealed life skill for student-athletes as a result of their university participation. On the contrary, competence is the least acquired life skill for student-athletes as a result of their university participation.

4.3 SOCIAL LIFE SKILLS NEEDED BY STUDENT-ATHLETES TO COMBINE THEIR ACADEMIC AND ATHLETIC LIVES.

Table 4.3 below, is associated with the second objective of this study, namely: to identify the range of personal and interpersonal social life skills needed by student-athletes to cope with pressures of combining their academic and athletic lives.

Table 4.3 The Association between Social Life Skills for Athletic and Academic Lives.

Survey Components	Athletic Domain 1	Athletic Domain 2	Athletic Domain 3	Athletic Domain 4
Academic Domain 1	.456**	.369**	.375**	.326**
Academic Domain 4	.359**	.152**	.393**	.832**
Academic Domain 5	.331**	.249**	.247**	.219**

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

Table 4.3 The Association between Social Life Skills for Athletic and Academic Lives.

Table 4.3 indicates the association between social life skills for students' athletic and academic lives. Participants answered a sequence of statements centered on the personal and interpersonal social life skills needed by student-athletes. The multiple-choice statements were taken and adjusted from the reliable and valid questionnaire employed in a study by Holland (2012). The questions were answered based on the current perception of the participants. The participants ranked each statement by applying a Likert scale throughout the 15 statements across each of the five domains. The particular questions relating to the participants' academic as well as their athletic lives were isolated within each domain across all five areas, wherever it was applicable. The questions were then added together, to transform and compute both variables.

Questions involving their academic lives were found in Domains one, four, and five. In contrast, questions involving their athletic lives were found in Domains one, two, three, and four.

Pearson correlation test was used to establish whether a statistical significance existed between the range of personal and interpersonal social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives. As seen in the table above when identifying the range of personal and interpersonal social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives there is a significant positive and moderate correlation between ($r = .456, p < .001$), social life skills for athletic lives in Domain one which considers the person in general and their academic lives also in Domain one. Similarly, there is a moderate correlation between ($r = .359, p < .001$) social life skills for athletic lives in Domain one which relates to the person in general and their academic lives in Domain four when it is considered against their development through cricket as well as ($r = .331, p < .001$) social life skills for athletic lives when considering the person in general and their academic lives when compared against the participants' university participation. The results indicate that student-athletes do need a range of social life skills to cope with their academic and athletic lives within the above-mentioned domains.

In the same way, there is a significant positive and moderate correlation between ($r = .369, p < .001$), social life skills for athletic lives when comparing the participants' experiences in sports to those in general. On the contrary, there is a weak correlation between ($r = .152, p < .001$), social life skills for athletic lives when considering the participants' experiences in sports and academic lives related to their development through cricket. Similarly, also between

($r = .249$, $p < .001$), social life skills for athletic lives in the participants' experiences through sport and their academic lives when compared with their university participation. The results indicate that student-athletes need less of a range of social life skills to cope with their academic and athletic lives within the above-mentioned domains.

Furthermore, there is a significant positive and moderate correlation between ($r = .375$, $p < .001$), social life skills for athletic lives in the domain of their cricket participation and academic lives focused on them in general as a person. Similarly, there is a significant positive and moderate correlation between ($r = .393$, $p < .001$), social life skills for athletic lives in their cricket participation and academic lives when compared with the participants' development through cricket. The results indicate that student-athletes do need a range of social life skills to cope with their academic and athletic lives within the above-mentioned domains. However, social life skills for athletic lives related to their cricket participation and academic lives in the domain of their university participation ($r = .247$, $p < .001$), have a weak correlation. The result indicates that student-athletes need less of a range of social life skills to cope with their academic and athletic lives within the above-mentioned domain.

Finally, there is a significant positive and moderate correlation between ($r = .326$, $p < .001$), social life skills for athletic lives when focused on the participants' development through cricket and their academic lives centered on them as in general as people. However, there is a significant positive and very strong relationship between ($r = .832$, $p < .001$), social life skills for athletic lives when directed at their development through cricket and the academic aspect of their lives within the same domain. The results indicate that student-athletes do need a range of social life skills to cope with their academic and athletic lives within the above-mentioned domains. On the contrary, there is a weak correlation between ($r = .219$, $p < .001$), social life skills for athletic lives when directed at the participants' development through cricket and their academic lives when aimed at their university participation. The results indicate that student-athletes need less of a range of social life skills to cope with their academic and athletic lives within the above-mentioned domain.

4.4 BRIEF DISCUSSION

This study aimed to explore the perceptions of cricket players about a life skills program at a university in the Western Cape region. In *Phase 1*: the quantitative analysis shared the student-athletes perception and assessed the relevant life skills across multiple domains of their lives.

Furthermore, the research also identified the range of personal and interpersonal social life skills needed by student-athletes to cope with the pressure of combining their academic and athletic lives. This discussion mentions the perspectives that were gathered from each survey.

4.4.1 Student- Athletes' Perspective on Life Skills across Different Domains.

The findings of this study showed that there is no relationship between life skill competence when centered on the participant in general and their cricket participation. Similarly, there is no relationship between the participants' experience in sports and them as a person in general. However, on the contrary, there is a relationship in the competence domain as it relates to the participants' cricket participation and their experiences in sports.

The findings further show that there is no relationship between the level of confidence and any of the domain-specific areas. This indicates that confidence is not a relevant life skill and is not applicable within any of the domains. Furthermore, the results reveal that there is no relationship between connection as it relates to the participants in general and their cricket participation. Similarly, there is no relationship when focused on the participant in general and their cricket participation and in the same way, when aimed at their experience in sport and them in general. This indicates that there is no relationship between connection when comparing participants in general and their cricket participation similarly when focused on their experiences in sport and them in general as a person. The findings also show that there is a relationship between connection when focused on their cricket participation and their experiences through sport. The results, therefore, indicate that connection is not a relevant life skill for student-athletes within these life domains. In the same way, the results indicate that there is no relationship between character development and any of the domain-specific areas. This shows that character development is not a relevant life skill within these specific life domains. Conversely, the results indicate that there is a relationship between the level of caring when centered on the participant in general and their cricket participation. Similarly, with their experiences in sports and them in general as a person. This indicates that caring is a relevant and applicable life skill within the above-mentioned domains. However, there is no relationship between caring in the domain, your cricket participation, and, your experience in sports. This shows that caring is not a relevant life skill within these two domains.

4.4.2 Frequency of Life Skills across Domain Four, '*your development through cricket and your university participation.*'

The findings demonstrate that caring is the most commonly revealed life skill for student-athletes as a result of their development through cricket. On the contrary, confidence is the least acquired life skill for student-athletes as a result of their development through cricket. In the same way, figure 4.2 point out that the level of caring is 22.58% as a life skill has the. This finding reveals that caring is the most commonly practiced life skill for student-athletes as a result of their university participation. On the contrary, competence is the least acquired life skill for student-athletes as a result of their university participation.

4.4.3 Social Life Skills needed to Combine Academic and Athletic Lives.

There is a moderate relationship between, social life skills for athletic lives when focused on the participant in general and their academic lives within the same domain. Similarly, there is a moderate relationship between social life skills for athletic lives in domain one centered on the participants in general as people and their academic lives related to their development through cricket as well as social life skills for athletic lives related to them in general and the participants' academic lives related to their university participation. The results indicate that student-athletes do need a range of social life skills to cope with their academic and athletic lives within the above-mentioned domains.

In the same way, there is a moderate relationship between social life skills for athletic lives when focused on the participants' experience in sports and their academic lives in the domain, them in general as people. On the contrary, there is a weak relationship between social life skills for athletic lives in their experiences through sport and their academic lives through the development of cricket. And also between, social life skills for athletic lives when focused on their experiences through sport and their academic lives related to their university participation. The results indicate that student-athletes do not require a large range of social life skills to cope with their academic and athletic lives within the above-mentioned domains.

Furthermore, there is a moderate relationship between, social life skills for athletic lives when focused on the participants' participation in cricket and their academic lives as a person in general. Similarly, there is a significant positive and moderate relationship between, social life skills for athletic lives in their cricket participation and academic lives through the participants' development as a result of cricket. The results indicate that student-athletes do need a range of

social life skills to cope with their academic and athletic lives within the above-mentioned domains. However, social life skills for athletic lives related to their cricket participation and academic aspect of their lives compared with their university participation has a weak relationship. The result indicates that student-athletes do not require a large range of social life skills to cope with their academic and athletic lives within the above-mentioned domain

Finally, there is a moderate relationship between, social life skills for athletic lives when focused on the participants' development through cricket and the academic component of their lives related to them in general. However, there is a very strong relationship between, social life skills for athletic lives focused on their development through cricket and academic their academic lives within the same domain. The results indicate that student-athletes do need a range of social life skills to cope with their academic and athletic lives within the above-mentioned domains. On the contrary, there is a weak relationship between, social life skills for athletic lives concerning participants' development through cricket and the academic component of their lives within the scope of their university participation. The results indicate that student-athletes do not require a large range of social life skills to cope with their academic and athletic lives within the above-mentioned domain.

Overall, the results, therefore, indicate that there is a definite and certain relationship between athletic participation and coping with academic responsibilities. Conversely, no statistical significance was found for any of the other domains, although each one reported a positive Pearson correlation. Thus, indicating that the influence of sport participation on academic responsibilities and vice versa is still encouraged.

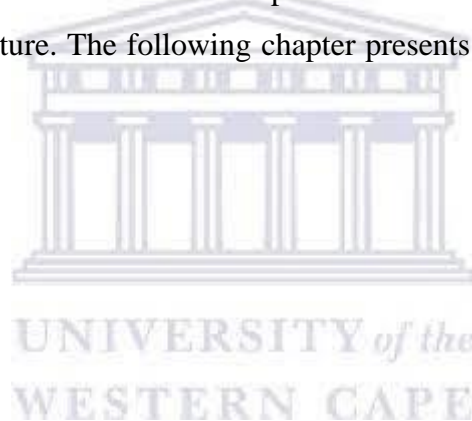
However, the findings should be interpreted with care, as there are limitations to the study, which are addressed in Chapter Six. The following chapter presents the results of the qualitative findings of the study. The results of the current chapter and the next chapter are integrated and discussed in Chapter Six.

4.5 CHAPTER CONCLUSION

This chapter details the key findings associated with Phase 1: the quantitative phase. These key findings communicate the perspectives of student-athlete participants related to relevant life skills across different life domains and the social skills needed to successfully combine their academic and athletic lives. The findings were discussed to offer a brief understanding of the

perspectives of the student-athletes and how their involvement in the life skills program influences their skill development.

The chapter which follows is Chapter Five, the results and discussion of the qualitative research findings. Chapter Five, also known as Phase 2 of the mixed-methodologic process, offers the results from the interview process. The research findings will be shared and a discussion of these findings will be presented. The researcher will provide an in-depth account of the 12 alumni university cricket players' perceptions of a life skills program at a university in the Western Cape region. And also explore and describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills. This analysis provides the link between the results from Phase 1 to the findings of Phase 2 of the study. Section A in Chapter Five discusses the interview analysis with quotes backed by literature. Section B shows the integration of the results from Chapter Four (quantitative) and Chapter Five (qualitative). The purpose of this was to offer the reader in-depth details and explanations for the reported data together with the literature. The following chapter presents the qualitative results of the study.



CHAPTER FIVE: QUALITATIVE RESULTS AND DISCUSSION

5. INTRODUCTION

In this chapter, the researcher's main aim is to explore alumni university cricket players' perceptions of a life skills program at a University in the Western Cape region and describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills. Data was collected through face-to-face semi-structured interviews which were informed by the results of the quantitative data as shown in Chapter Four of this document. The questions in the interviews were guided by the following concepts from the theoretical framework- 5 C's model of Positive Youth Development (PYD): Competence, Confidence, Character, Caring, and Connection. The participants were purposefully chosen for this current study, to collect information for analysis. Thereafter, data were analyzed using thematic analysis to arrive at the results that are put forward in this chapter. As a result of the makeup of the research, this chapter is divided into two sections, namely Section A and Section B. Section A comprises the qualitative findings obtained from the alumni interviews and Section B contains the results from Chapter 4, the quantitative results integrated with the findings gathered from Chapter 5, the qualitative research findings. The qualitative results end the second phase of the mixed methods design for this current study. Thus a qualitative approach offered the opportunity to focus on the participants' thoughts, and feelings and to identify differences that would provide a rich description of the data.

Data were analyzed deductively employing the 5 C's model of Positive Youth Development (PYD) drawing on the concepts of the model as pre-determined themes. Deductive data checks whether the information is consistent with the previous assumption, theory, or hypothesis found or formed by the researcher (Thomas, 2006). For the objectives of this study, the functioning definitions of the concepts of the 5C's model of PYD as promoted by Lerner et al. (2005) operated as a set of measures for the indicators of the 5C's. The concepts are defined as follows; *competence* is the positive belief in one's capacity to perform and operate effectively in particular areas which comprise social, cognitive, academic, and vocational competence. *Confidence* speaks of a sense of self-worth. *Connection* relates to maintaining positive bonds with people and social establishments. Furthermore, *character* symbolizes respect for societal

and cultural norms, holding standards for correct behavior, values, morals, and integrity. Whereas *caring* points towards a sense of sympathy and empathy for others.

The following research questions were the focus of the qualitative phase of this research study:

1. How can a university cricket program foster the development of life skills in student-athletes in the Western Cape region?
2. The cricket players' perceptions of a life skills program and the strategies that could be implemented to support student-athletes to succeed were explored and described to answer this research question.

5.1 SECTION A: INTERVIEWS

The section begins by introducing the demographic profile of the participants in the study, followed by a presentation of the findings. Thereafter, the findings are reported by introducing the different themes. Furthermore, a summary of the participant responses relevant to the theme ensues which identifies the common and separate responses of the individual participants. Finally, the literature is then compared to the findings and the process is repeated for each theme in turn. To protect the identity of the participants, Pseudonyms have been assigned to ensure anonymity.

5.1.1 Demographic Profile of Participating Alumni

Table 5.1 Demographic Profile of Respondents

Participant number	Gender	Age Category	Race	Degree	Primary Language	POB	Primary Role	Location
1 (A)	Male	>30	Black	LLB	English	Klerksdor p	Bowler	Cape Town
2 (B)	Male	26-29	Black	MA Bcom	Shona	Zimbabw e	Batsme n	Cape Town

3 (C)	Male	>30	Coloured	Hnrs Bcom	Afrikaans	Cape Town	Bowler	Cape Town
4 (D)	Male	26-29	Black	Hnrs Bcom	Shona	Zimbabwe	Batsman	Cape Town
5 (E)	Male	>30	Indian	Hnrs Bcom	English	East London	Batsman	Cape Town
6 (F)	Male	>30	Coloured	Hnrs SRES	Afrikaans	Cape Town	Batsman	Cape Town
7 (G)	Male	>30	Black	MA Bcom	Shona	Zimbabwe	Batsman	Cape Town
8 (H)	Male	26-29	Coloured	MA SRES	English	Mitchells Plain	Bowler	Johannesburg
9 (I)	Male	26-29	White	PGCE	English	Milnerton	Bowler	London
10 (J)	Male	26-29	Coloured	Bcom	Afrikaans	Wellington	Batsman	Cape Town
11 (K)	Male	>30	Coloured	MA Bcom	Afrikaans	Oudtshoorn	Bowler	Cape Town
12 (L)	Male	26-29	Black	Bcom	English	Umtata	Bowler	Cape Town

5.1.2 Themes for Exploration and Analysis

The themes presented in this chapter have originated from the results and conclusions indicated in Chapter 4. In the second part of this chapter, Chapter 4 will be integrated with the findings from Chapter 5 to support the sequential explanatory research design. During Phase 2: the

interview section, 5 themes together with their relevant subthemes appeared from the viewpoints of alumni regarding 1) how a university cricket programme fosters the development of life skills in student-athletes and 2) the cricket players' perceptions of a life skills programme and the strategies that could be implemented to support student-athletes to succeed. The first theme for exploration and analysis centred on *Competence*.

5.1.3 Theme 1: Competence

Competence is defined as having a positive outlook on one's actions in specific areas including social (interpersonal skills), cognitive (decision-making, problem-solving, etc.), academic (school grades, attendance, and test scores), and vocational realms (work habits, career choice explorations, and entrepreneurship) (Phelps et al., 2009). For this section participant responses were explored to establish if they demonstrated evidence of skills associated with competence. Evaluation of the data uncovered that all the participants showed indications of competence in domain-specific areas. The outcomes are discussed under the headings of social, cognitive, academic, and vocational competence.

5.1.3.1 Social Competence

Social competence will be discussed under the following sub-themes; social skills, leadership, teamwork, dealing with emotions, and communication skills. In this part, the participants' remarks related to their perception of acquiring and developing social skills and the strategies that could be implemented are reviewed. According to Amorose and Anderson-Butcher (2007), social competence is reflected by an individual's ability to successfully engage in positive social interactions with others and includes a multitude of social skills.

5.1.3.1.1. Social skills

Social skills are referred to as any ability or behaviour which enables one to be effective within social situations (Anderson-Butcher, Riley, Amorose, Iachini, & Wade-Mdivanian, 2014). For instance, Participant A indicated that being on the programme equipped him to deal with people better. Participant A said

"People can't deal with people. They can't understand certain things and they misinterpret them. But if you do understand where people come from, their backgrounds, you know you can then not just effect change but you grow the emotional intelligence to communicate differently so that they understand." – Participant A

In the same way, Participant G emphasized:

"We had so many things that we were taught how to deal with day-to-day...even staying on the res, bonding with people from different spectrum of life, I mean getting to know how people are in life, so I can say it helped me a lot." – Participant G

Likewise, Participant K revealed that:

"The impact the life skills taught me is how to first of all build relationships with other players, how to interact with others on the field and off the field and how to maintain relationships because you have different characters coming from different backgrounds so you're exposed to the fact that we are all different." – Participant K

As can be seen from the above, the participants all indicated the importance of understanding people and where they come from. One of the participants also indicated that this is important as it helps build and maintain a relationship in diverse cultural settings. Furthermore, Participant K mentioned how his involvement in the programme enhanced certain aspects of his social skills and Participant G could also realise the value of being a part of such a culturally diverse setting.

5.1.3.1.2 Leadership skills

Concerning leadership, the participants clearly understood how their involvement in the programme contributed to this particular aspect of their life. Such as Participant H stated:

"Through sport and the programme, being a student-athlete it provided me with the opportunity to gain a certain skill set for example leadership skills and you'll find yourself with the ability or capacity to influence the community where you come from but also the people around you."- Participant H

Similarly, Participant L made it clear that for him:

"Being part of the programme another skill that has been growing is leadership."- Participant L

This is further supported by Participant F, who says:

"I think the main thing is because in life, to be a leader or to be successful you need to have social skills. I feel like it was enhanced to the largest because of the setup." – Participant F

It was revealed that their participation in sports and the programme allowed them to improve certain life skills and also acquire new competencies. This is evident in Participant L's comment which confirms how his leadership skills have improved. In the same way, Participant F mentions the relationship between social skills and being a leader and how this aspect of his life has been enhanced during his participation in the programme.

5.1.3.1.3 Teamwork

Teamwork is a multi-faceted type of cohesion associated with a team who shares and understands all aspects of its team identity, team philosophy, individual rules, and performance outcome goals (Hoffman, 2013). Notably, Participant H mentioned the significance of the team dynamic, commenting:

"A lot of emphases is placed on the importance of the team and not individual desires so to speak. The team's success is more important than anyone else's. It is a setting that teaches you about that." – Participant H

Likewise, Participant C pointed out the benefits of buying into the teamwork mentality. He goes on to say:

"I spent my time with a whole lot of different people, especially in this programme that brings worlds together like international, other provincial players and everything together and you know being with them and working with them it breaks down the inter-cultural type of issues." – Participant C

Lastly, Participant K iterates on the importance of being a team player and adding value wherever the opportunity presented itself. He says:

"...the programme also exposed me to be more because I started doing other stuff. At training, I will help out. I will throw balls and stuff or I help guys with studies or whatever, I'll fetch guys because I was also fortunate enough to have transport." – Participant- K

In terms of teamwork and adding value to a particular setting the participants were conscious of how the setup encouraged them to always put the team ahead of the individual and make their presence felt in a positive way within the cricket environment as well as outside the space.

Within the social competence domain, the essential competencies to emerge were social skills such as dealing with emotions, understanding behaviour, building relationship, teamwork, and leadership through positive action. In youth, social competence involves the capacity to take part in positive social interactions with one's peers, to initiate and continue friendships, and to communicate with adults (Scales & Leffert, 1999). As can be seen from the above, the participants all indicated the importance of understanding people and where they come from. One of the participants also indicates that this is important as it helps build and maintain a relationship in diverse cultural settings. Furthermore, Participant K mentioned how his involvement in the programme enhanced certain aspects of his social skills and Participant G could also realise the value of being a part of such a culturally diverse setting. Dealing with emotions in life and sport is particularly important as it affects one's internal sense of well-being and self-worth.

The development of emotional skills is especially of the essence for socially vulnerable youth because they face mental health problems more often than do non-vulnerable youth (Reiss, 2013; Wille, Bettge, & Ravens-Sieberer, 2008). Likewise, social skills are as essential as the capacity to interact ably and have good interpersonal bonds with peers and adults. This helps athletes to get their views across and bring about a social support system to help them when confronted with life's challenges.

It was revealed that their participation in sports and the programme allowed them to improve certain life skills and also acquire new competencies. This is evident in Participant L's comment which confirms how his leadership skills have improved. In the same way, Participant F mentions the relationship between social skills and being a leader and how this aspect of his life has been enhanced during his participation in the programme. Several experts believe that the life skills acquired as a result of sport participation, for example, leadership and teamwork, without doubt, prepare participants to flourish and thrive in other areas of life (Trottier & Robitaille, 2014).

In the same way, teamwork skills are crucial. According to, Hoffman (2013) teamwork is a multi-faceted type of cohesion associated with a team who shares and understands all aspects

of its team identity, team philosophy, individual rules, and performance outcome goals. Because of sports, youth are afforded the chance to be part of a team, be taught how to play fair and square, behave towards opponents with respect, show determination and endeavour, leadership, and athletic capability, and confidently work together with adults and their peers, all of which entail helpful and important life skills that can contribute to PYD. Also, Sport has been increasingly recognized as a means by which people can develop skills that allow them to positively contribute to society. Hence, participants made known the need of adding value through their behaviour and influencing those around them through positive action. In terms of teamwork and adding value to a particular setting the participants were conscious of how the setup encouraged them to always put the team ahead of the individual and make their presence felt in a positive way within the cricket environment as well as outside the space.

Research would imply that youth with deficient social competencies repeatedly are subjected to more serious levels of risk compared to their peers with superior levels of social competencies (Beelman et al., 1994). Researchers (e.g., McDonough et al., 2013) have observed above-average levels of social competencies among sports participants. One of the most regular outcomes is that social skills can be acquired as a result of the sport, such as dealing with emotions, communication, teamwork, leadership, and learning to work with different types of people (Holt, Tamminen, Tink, & Black, 2009; Holt, Tink, Mandigo, & Fox, 2008). These findings are comparable to Bailey, Hillman, Arent, and Petitpas (2013) who pointed out that many sports programmes occur in a social setting, these programmes grant youth opportunities to develop social skills such as communication skills, conflict resolution, and empathy. Effective communication and positive relationships can also be produced inside the peer group during sports participation. Scores of youth take part in sports activities for the primary reason of developing new friendships and the need to have a place; the contact that unsurprisingly comes about in sports can enrich a youth's interpersonal skills, and advance a positive social support system (Anderson-Butcher, 2019). The enhancement of social competencies is of the essence for socially vulnerable youth because those skills may have the capacity to facilitate their progress out of social disconnectedness, which is one of the most important signs of social vulnerability (Haudenhuyse et al., 2014).

5.1.3.2 Academic Competence

The following section considers the participants' remarks concerning academic competence. According to, Gettinger & Seibert (2002), academic competence refers to being familiar with and practice of helpful education practices which operate as an essential means to learning.

5.1.3.2.1. *Planning, Commitment, and Sacrifice*

One of the biggest challenges student-athletes are faced with, is having to balance training and competition alongside academics, this involves meticulous planning, commitment, and the ability to sacrifice. Participant D talks of the importance to plan your schedule around your priorities and remaining committed throughout the course:

"When you get to your final year and you want to graduate that is your main priority. So, at the end of the day it is about just prioritising what you're supposed to do at a certain time." – Participant D

In the same way, Participant J speaks about the worth of working purposefully toward your primary objective:

"I had to be committed for me to achieve what I wanted to achieve and what made it a bit easier was the sport and the support from the organisation. So, the experiences that I picked up were life-changing." – Participant J

Another of the participants indicated that being on the programme improved their ability to be better at these skills. Such as Participant K, who commented:

"It wasn't always easy because I studied while I was playing professionally and it was very difficult sometimes. But I must say that prepared me for going forward."- Participant K

The value of being adept enough to follow sound planning is explained by the statement from Participant D.

5.1.3.2.2 *Willingness to Learn*

Due to the nature of the sport, the demands of academics, and the challenges of life in general the participants clearly understood the importance of willingness to learn and how to apply it

to all aspects of life. With this in mind, when asked; what influence has participated in the Life Skills programme had on how he participates in sports, Participant C replied:

"This programme has taught me that even despite in a moment not being happy that you can be joyful because you are still working towards that goal that you have set." – Participant C

Participant I, mentions the need to be open to the experience of being a part of a diverse group of individuals. He comments that:

"...you learn from them and you see what type of background they are from and it has a positive influence not only on your perspective but your personality."-Participant I

In the same way, Participant F points out how being a beneficiary of the programme influenced his perspective and changed his approach. He goes on to say:

"...being teachable and being able to adapt because if you just believe in one way of doing things you'll struggle to accept that."- Participant F

5.1.3.2.3 Self-Discipline

With regards to discipline, the participants were well aware of how the sport and life skills environment gave them the confidence to always strive for exemplary discipline within the team setting as well as in other aspects of their life. For example, Participant I affirmed that:

"It's very difficult, time is very limited, you have to juggle the cricket with the academics... it was very time consuming but the fact that your cricket club was right next to your academics was also quite helpful." – Participant I

Furthermore, Participant F underlined how his involvement in the programme improved this particular facet of his personal development. He says:

"Well, if you commit just stick to that commitment once you get exposed to the vibe at UWC Cricket the structures and all of that, make the most of it, and also don't take it for granted because it can be taken away from you easily."- Participant F

Likewise, Participant A, when asked, tell me about your experiences of combining university and sport. He made it clear that significant benefits are attached to being disciplined, mentioning the following:

"Me being a cricket player for the University of the Western Cape taught me never to give up. It taught me a good work ethic. It taught me the discipline I am relentless."- Participant A

Within the area of academic competence, the most fundamental competencies to emerge were planning, commitment and sacrifice, a willingness to learn, and self-discipline. The participants stressed the need for planning their daily activities and understanding what their main priorities are. This was a result of their demanding daily schedules which makes it extremely challenging to manage training times, compete at a level of excellence and also ensure that their academics are satisfactory.

Although educational and development workshops covering relevant themes such as time management, taking responsibility and goal setting may support the athletes to focus on the most important aspects of their lives and plan study times. It does, however, not give them the tools or educate them about study techniques. While supporting the athletes to complete their academics successfully and ultimately graduate, is considered a central feature of the programme, and tutors readily available to further assist athletes if needed, the programme does not present a particular module to deal with academic competence. Aquilina (2013), observed that student-athletes are reliant on a support network of individuals, comprising parents, coaches, peers, academic staff, and additional professional staff within sports, to help them manage the stresses of being a student-athlete. Furthermore, as a result of participation in university sports, youth obtain a feeling of connectedness to the university and regularly are subjected to academic success because of the expectations associated with sport participation (e.g., minimal grade point average, attendance rate, etc.) (Anderson-Butcher, 2019).

5.1.3.3 Cognitive Competence

The following section discusses participant perceptions concerning the cognitive abilities that student-athletes acquire and the skills they consider necessary to succeed later on in life. Cognitive competencies refer to abilities such as decision-making, time management, critical thinking, and presence of mind. (Lerner et al., 2005). These cognitive skills are proven to be protective factors against the stressors that youth confront daily (Lösel & Farrington, 2012).

5.1.3.3.1 Decision Making

Due to the ever-present demands of sports and the pressures of academics, one of the more important cognitive abilities that surfaced from the interviews was decision-making. The value of being adept enough to make sound decisions is explained by this statement from Participant D:

"I think I have improved in terms of my decision-making because it is one of the most important things of life because life is full of choices and if you're bad at making decisions you're always going to find yourself wanting."- Participant D

Another of the participants indicated that being on the programme improved their ability to be better at this skill. Such as Participant F, who indicated:

"What I've learnt is sometimes in life you have to be selfish for you to achieve your goals which are not bad because you have like an end goal."- Participant F

In the same way, Participant E speaks about the importance of making sound decisions and the impact that it has on others within your circle,

"The decisions that I make in life I think a lot of people from back home sort of aspire to achieve what I've achieved especially, in my family." – Participant E

Similarly, Participant J speaks about the importance of working purposefully towards your goal:

"I had to be committed for me to achieve what I wanted to achieve and what made it a bit easier was the sport, the SS4LS. So, the experiences that I picked up were life-changing."- Participant J

5.1.3.3.2 Time Management

In terms of, time management the respondents recognized the significance and impact their life as a student-athlete had on their ability to be better at this skill. Participant K commented:

"Always difficult to find the balance between studies, between sports and between social and I think the programme was very instrumental in that because it exposed me to a lot

across those three different areas and I think it helped me a lot as an individual in my work life as well." – Participant K

In the same way, when asked, "What did you hope to gain from participating in the life skills programme?" Participant K replied,

"So I think the biggest skill for me that I've learnt is time management. How to balance everything. So, for me it is work, its practice, it's social. I think having been exposed to that at a programme level helped me to this day to manage my time."- Participant K

Furthermore, Participant B reiterates the importance of allocating sufficient time to all areas of life, revealing the following:

"... always difficult to find the balance between studies, between sports and between social and I think the programme was very instrumental in that because it exposed me to a lot across those three different areas and I think it helped me a lot as an individual in my work life as well."- Participant B

5.1.3.3 Critical Thinking

As a result of the makeup of sport, the challenges of academics, and the stresses of life in general the participants without a doubt realised the significance of being intelligent athletes who can apply critical thinking, in everyday situations, to solve problems and apply these solutions in important situations. For example, when asked, to talk about some of the life skills you have learned through participating in the sport that will be valuable in terms of a future career? Participant C replied:

"Thinking outside the box like your critical thinking or your lateral type of thinking ideas because that is a very important tool for seeing things differently than other people. So you can add to the problem solving of anything." – Participant C

In the same way, Participant B emphasized how his role as an athlete in the programme improved this particular area of his cognitive development. He goes on to say:

"My critical thinking, of course, it goes back to cricket because you are there you need to analyse the situation and you also need to analyse the situation in terms of education as well." – Participant B

To further stress the importance of this particular life skill and how it provides you with the ability to be a positive influence in the world and contribute in a definite manner to society, Participant K replied:

"...intake to intake that process can be streamlined better we need to almost like an introductory week or two weeks just to expose the guys as to what is to be expected so the guys can be aware of what will happen when they get received in the programme."- Participant K

This is evidence the programme is extensive in how they equip individuals and how they upskill them.

5.1.3.3.4 Presence of Mind

Whether it is to deal with your matters or your responsibilities as a student-athlete, you need to be entirely focused and calm to function at your peak. Lack of presence of mind can lead to major mischances. You can fail to maximise your potential, find it difficult to make informed decisions, and miss out on important details (Jones, Tod, and Lavelle, 2011). As a result of their eventful and demanding busy programmes, one of the necessary cognitive abilities that emerged from the interviews was the presence of mind. The importance of being able to have that awareness and be fully present in most everyday situations is demonstrated by this quote from Participant G:

"I think it has influenced me a lot. I mean now I've got a very broader view towards life in fact because now you get to meet people from different spectrums of life, different cultures, different ways of deliberation, and different ways of dealing with situations."- Participant G

The participants undoubtedly appreciated how their involvement in the programme contributed to this particular aspect of their life. Such as Participant C stated that:

"If it is not for the programme and how they made me understand how everything works together I would not be where I am in a sense that I would have never put all aspects of my life together." – Participant C

Likewise, Participant E was also conscious of the platform the programme afforded him and the value it added to his life:

"The programme has prepared me a lot in terms of how I manage my time, how I plan my life, decisions I make, and just dealing with people, whether it is on the cricket field or off the cricket field. So those types of skills I do implement a lot in my daily routines."- Participant E

5.1.3.4 Vocational Competence

In this, the final aspect of competence the participants' comments concerning their experience of obtaining and improving their vocational skills are considered. According to Ashworth and Saxton (1990), Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. The participants were all conscious of the fact that they needed to work towards a career after sport. The importance of pursuing a tertiary qualification and committing to a career afterward is put into context by this comment from Participant A who emphasize the need to eventually graduate from university and have a backup plan for when the sport is no longer an option:

"Today I am now a qualified advocate." - Participant A

For instance, when asked, what did you hope to gain from participating in the life skills programme? Participant F replied:

"A formal qualification and then I think secondly, it was basically for me playing cricket and improving my sporting skills and making a few memories I guess."- Participant F

In the same way, Participant G recognised the value of formal qualification and how it enabled him to have the capacity to influence his peers and be a change agent within the community. He comments:

"...this is a passion and I think the programme like I said, they have given me the ability to study and has put me in this position where I can impact people's lives, people's children and maybe even we can say generations to come. So that is the big picture."- Participant G

The life skills programme does not offer a dedicated workshop to emphasize vocational competence, although some time is allocated to the topic during its career guidance and

employment skills workshops. The findings revealed that not all the participants were mindful and concerned about a career after sport, on the contrary, not many thought it necessary to mention anything regarding a potential career after sport. Only, a few of the participants indicated that they intend to use their tertiary qualification within their field of study during and after sport, while the rest did not mention anything at all. For instance, when asked; what did you hope to gain from participating in the life skills programme? The following responses were gathered. Participant D replied:

"...you know things don't work out as they're supposed to or as you want them to be. So my whole mindset changed and now I'm more focused on my career." – Participant D

Similarly, Participant E recognises the importance of getting mentally ready for life after sports and university. He comments:

"Preparing yourself in terms of dealing with the type of work that you're going to do..."- Participant E

The outcomes endorse the findings of Bobridge, Gordon, Walker, and Thompson (2003) who stated that youth-aged cricketers, partaking in a career assistance programme displayed progress in their career objective decidedness, improved mindfulness of career possibilities and the necessity for a career out of the sport.

5.1.3.5 Section Discussion: Competency

The deliberate exposure to life skills, as it links to competence is to a certain extent limited and for the most part implicit in its approach. However, there are also more planned and intentional initiatives offered by the life skills programme which include workshops for effective communication, decision-making, goal setting, career guidance, and employment skills. On the whole, the findings showed that the participants did demonstrate attributes of competence that were clear within their domain-specific areas i.e. social, cognitive, academic, and vocational competence. The participants revealed that being involved in the programme has enhanced their social skills which subsequently equipped them to deal with people better and have a greater appreciation for cultural diversity. According, to Precival, and Carr (2005), sports participation plays a significant role in physical and social development as well as offering physical health and it leads to high social expression in youth. Thus, these individuals often have high levels of social skills. The mentioned findings are similar to the results of Pascarella

et al. (1995) who showed that social skills are at a higher level in athletes than non-athletes. Moreover, sports activities, especially team sports, improve the social skills of athletes by improving their self-efficiency and expanding the students' communicative abilities. Further, physical activities enhance social expression and turn into an effective instrument for reinforcing their social skills.

After, assessing the list of life skills themes focussed on by the programme it can be reasoned and concluded that the concept of competence is the most basic development attribute being focussed on. These findings are similar to that of Roth and Brooks-Gunn (2003) who revealed that developing competency was the most general aim of youth development programmes. The competencies that came to light were social skills, leadership, teamwork and, planning, commitment and ability to sacrifice, discipline, decision-making, time management, critical thinking, presence of mind, and vocational competency. The fact that athletes identified competencies such as teamwork, social skills, discipline, and vocational awareness endorses the first objective of the study which is to explore university cricket players' perceptions of a life skills programme. The recognition of competencies such as leadership, planning, commitment, ability to sacrifice, willingness to learn, decision-making, time management, and critical thinking as essential life skills proves the second objective of the study which is: to describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills.

5.1.4 Theme 2: Confidence

The next section reviews the participants' answers on the topic of confidence. *Confidence* refers to an individual who exhibits a largely positive sense of self-worth and who also exhibits self-efficacy (Phelps et al., 2009). Participants' answers for this section were explored to ascertain if they showed signs of abilities linked to the theme of confidence. The participants disclosed characteristics of positive self-worth, self-efficacy, self-esteem, and motivation.

5.1.4.1 Positive Self-Worth

One of the major tests student-athletes are confronted with daily is to value themselves and assess their worth as human beings. The importance of setting benchmarks for your life and then striving to achieve those is highlighted by this comment from Participant C:

"...it has also brought on a lot of standards that I have for my life also which I stick to and the skills have taught me how to implement that in my life and how to be like that."- Participant C

Another of the individuals, Participant E, revealed that being exposed to the programme was advantageous to his progress and maturity as an individual and that it contributed to the assuredness he experienced, saying:

"The support structures, et cetera have been extremely beneficial to the way I've sort of grown since leaving home. So yes, I think everything that the programme has put in place I've tried to implement it as best I can and it has had a positive effect on my life this far." –Participant E

Similarly, Participant F recalls how being part of the programme encouraged him to strive for greater heights and always challenge himself whether in sports or his career. He concedes:

"...they showed us how to become a next-level sportsperson and I think today still I can apply a lot of that in what I do. I do sport and recreational activities and even the way I coach a sport and my role here at school." – Participant F

The importance of setting benchmarks for your life and then striving to achieve those is highlighted by Participant C. Participant E, revealed that being exposed to the programme was advantageous to his progress and maturity as an individual and that it contributed to the assuredness he experienced. Furthermore, Participant F recalls how being part of the programme encouraged him to strive for greater heights and always challenge himself whether in sports or his career.

5.1.4.2 Self-Efficacy

Also, in terms of self-efficacy, the participants were well aware of how the environment promoted belief in their capabilities to achieve something within the cricket setup as well as in their general life outside of sport. Self-efficacy is improved by personal competencies and by the execution of various assignments throughout the life span (Bandura, 2012; Coalter, 2013a; Tsang, Hui, & Law, 2012). Thus, positive experiences and self-efficacy are coupled with internal dispositions to get involved in unfamiliar and stimulating tasks, and through

determination and perseverance to accomplish goals, in and outside of sports (Beenackers et al., 2011). With this in mind Participant C revealed:

"I cannot explain exactly but I know now in my work that I get things better done than other people because I can identify how to work with different people."- Participant C

In the same way, Participant D mentioned the significance of making sure that you progress through life's stages and ultimately realise your objectives:

"You need certain skills for you to move forward because it is all about moving forward and achieving your goals."- Participant D

Similarly, Participant F when asked; I would like you to talk about some of the life skills you have learned through participating in the sport that will be valuable in terms of a future career pointed out:

"It helps you to approach things knowing that if you follow a process you will get to a certain goal. And I think that's also what helped me because I've always thought of myself as a hard worker. Those are the things that I took from the sport because that's basically how you approach sport to get better at it." – Participant F

This further emphasizes the role the programme had in educating the participants about the need to put steps in place to realise their aspirations and remain dedicated throughout that journey. Participant D mentioned the significance of making sure that you progress through life's stages and ultimately realise your objectives.

5.1.4.3 Self-Esteem

Self-esteem is a psychological construct and refers to the way people feel about themselves, which reflects and affects their exchanges with their environment and the people they encounter in it (MacDonald & Leary, 2012). Sport can shape critical competencies such as self-esteem that add to a wide range of positive developmental outcomes, which the participants were well aware of and recognised the importance thereof as a result of the life skills education they received from the programme. This is evident in a comment from Participant H:

"Through sport and through the programme being a student-athlete provided me with that opportunity I gained certain skills set for example leadership skills and it also

improved my self-esteem and you'll find yourself with the ability or capacity to influence the community where you come from but also the people around you."-Participant H

In the same way, Participant I speaks about the significance of having that winning mentality and always wanting to perform to the best of your ability, because of the champion mind-set the programme instilled in each and every individual. He goes on to say:

"It made me competitive every day in life I'm competitive I want to be doing my best even though it might not be the best results out of a team or a group I want to try and achieve the best that I could achieve."- Participant I

Likewise, Participant I, acknowledges the role played by the programme and how it changed his perspective on life and his self-image:

"it's made me stronger with regards to mentally and having a positive outlook on things always it has taught me to never give up with regard to that." Participant I

The participants were well aware and recognised the importance of the life skills education they received from the programme. Participant I speaks about the significance of having that winning mentality and always wanting to perform to the best of your ability, because of the champion mind-set the programme instilled in each and every individual. Participant I, acknowledged the role played by the programme and how it changed his perspective on life and his self-image.

5.1.4.4 Motivation

Motivation is a psychological state that directs or activates behaviour, which can be categorized into intrinsic and extrinsic motivation (Ryan & Deci, 2017). Motivation is fundamental to so many aspects of sport involvement—from deciding to take part in the first place and committing oneself to extensive training schedules to persevering regardless of difficulties and exerting effort in the face of discomfort. The need to have a sound work ethic, champion ambition, and unrelenting determination, enduring persistence, the hunger to succeed and ability to simply enjoy what you are doing is highlighted and recognized as an extremely important aspect by the participants, in order to stay motivated and maintain that drive to thrive. Sport and academics have that ability to influence individuals in a way that always encourage you to do better and improve on your previous attempt. The participants were also well aware

of how their involvement in the programme helped them to stay motivated and hungry for continued success. For example, Participant H said of the life skills programme:

“It had a big influence in a sense that being a student-athlete especially a part of sport skills there’s resources that sport skills provides for the cricket club that other sporting codes don’t necessarily have, so in that sense it helped me to achieve self-discipline through my drive to be a better cricketer you know and also a better student.”- Participant H

Also, Participant C was convinced that:

“It influenced me as a person tremendously in a sense ... I’ve got a very high work ethic with whatever I do but it was established in the way I approach my sport and cricket and also the demands that academics and even this programme has placed on me.”- Participant C

In the same way, when asked, what factors would you say have had the biggest impact on your ability to combine sport and education? Participant A, replied:

“I think the combination of my personality and how the environment I grew up emphasised the value of education that gave me that steam and that drive to keep going and value education and give it everything.”-Participant A

This further supports the idea that being motivated to do well can cause you to rise above your once mediocre standards and make you strive for something bigger and better. Lastly, Participant B commented on how being a student-athlete encouraged him to continue working hard and better himself:

“An example would be keeping my fitness up, putting in time when it comes to cricket training, when it comes to academic putting in extra hours, being disciplined at work when I’m at work, building relationships outside of the university.”-Participant B

These comments further underline the importance of being motivated as a student-athlete and life in general and how being part of the life skills programme further pushed participants to go above and beyond general expectations.

The participants were also well aware of how their involvement in the programme helped them to stay motivated and hungry for continued success. This further supports the idea that being motivated to do well can cause you to rise above your once mediocre standards and make you strive for something bigger and better.

5.1.4.5 Section Discussion: Confidence

Confidence modifies how athletes feel about, respond to, and think about everything that happens to them in sport (Vealey, & Chase, 2008). There appears to be experiences exposing student-athletes to concepts of confidence through encounters with positive self-worth, self-efficacy, self-esteem and self-motivation involvements. Although, there is no deliberate effort or intention to reveal these crucial life competencies to participants, however, these skills are acquired inadvertently through mandatory interaction by individuals inside the programme. In general, the findings indicated that participants did show qualities of confidence which were apparent and recognizable within the particular domain. The participants went on to give an account of how their status as a student-athlete and being part of the life skills programme boosted aspects of their confidence which then gave them the platform to work on their self-worth, find useful ways of being more efficient with daily tasks and develop a positive image of how they see themselves. Organized sports generally provide several elements of physical activities that are hypothesized to directly or indirectly facilitate self-esteem (Fox & Wilson, 2008). Furthermore, the participants developed a proficiency to always work hard, stay disciplined and strive for personal excellence. According to (Vealey, & Chase, 2008) confident athletes tend to make better decisions than less-confident athletes. Confident athletes cope better, make more productive causal attributions (i.e., reasons they use to explain why they succeed and fail), set more challenging goals, and are more motivated than less-confident athletes. Through their exposure to sports and academics, the participants talked about the leadership skills they acquired and how they are now in a position to influence their community. Also, their high work ethic made them extremely competitive and gave them the confidence to excel at sport. These findings, and specifically their awareness to look beyond a career in sport, and gain a tertiary qualification shares the outcomes of Bobridge, Gordon, Walker and Thompson (2003) who stated that cricketers who take part in a life skills programme demonstrated an improved understanding for the necessity of a livelihood after sport. Organized sports generally provide several elements of physical activities that are hypothesized to directly or indirectly facilitate self-esteem (Fox & Wilson, 2008). With regards to the research objectives the findings that participants have greater confidence and improved

self-esteem, that they have become mentally stronger individuals and have developed a better work ethic while on the programme endorsed the first objective which was to explore university cricket players' perceptions of a life skills programme.

5.1.5. Theme 3: Connection- Positive Bonds with People

Connections refers to youths experiencing support from key people in their lives particularly parents and peers, and having positive social relationships with them (Lerner et al., 2005). For this part participants answers were studied to determine if they showed proof of skills related to connection. Analysis of the findings showed that a large part of the participants displayed signs of connection in domain specific areas. The outcomes are reviewed under the headings of peer, family and community connection.

5.1.5.1 Peer Connection

In this section the participants' comments linked to their perception around acquiring and developing peer connection bonds are evaluated. According to Lerner et al. (2005), positive peer connections describes youth's sense of being included among peers, and being able to receive positive support from them. For example, Participant A, said:

“Sport skills for life skills is almost like a crossroads where all those things meet and people get to learn more about each other. We remove a lot of stereotypes that some of our background would have instilled into us about other people.”-Participant A

When asked, how would you say has your profile as a student-athlete and your involvement in the programme contributed to you understanding the benefits of considering the needs of others above your own? He further elaborated:

“So I think in an environment like this it opens up our minds. Suddenly this is a place where people grow, people respect each other and it is wonderful. We have people where... you don't feel that you have to be anyone else than yourself. At sport skills for life skills everybody appreciates everyone the way they are.” Participant A

This is a clear indication that because of the environment created by the programme, the presence of and support received from key individuals has a compelling influence on the participant's attitude, behaviour, and general functioning and are fundamental to positive development.

In the same way, Participant B revealed how youth are inclined to choose friends who share the same core values and similar views as them:

“You find team mates would come sleep here during our time. We’ll share a plate of food. After the game we’ll say let’s go to my room, we’ll make food and we’ll eat together. So, I think the programme is very good in terms of diversity and we get to know a different lifestyle, you get to see a different lens from a different person.”- Participant B

Likewise, Participant C’s comment confirms that peers are around in many different context of a youth’s life and the quality of peer relationships have a direct influence on their emotional life, learning ability, and problem behaviours:

“I spent my time with a whole lot of different people, especially in this programme that brings worlds together like international, other provincial players and everything together and you know being with them and working with them it breaks down inter-cultural type of issues. I would always say what was great for me was that we always were together. We studied together. We partied together. We practiced together. We played together. We ate together. That interpersonal skills, it made you tight-knit as a unit in a sense of not just sport because if you fail a test you’re letting your team down. You’re letting the person down who is studying with you.”-Participant C

These comments further point out the necessity to surround yourself with like-minded people and how the programme encouraged such deliberate interactions. This is a clear indication that because of the environment created by the programme, the presence of and support received from key individuals, has a compelling influence on the participant’s attitude, behaviour, and general functioning and are fundamental to positive development. Likewise, Participant C’s comment confirms that peers are around in many different context of a youth’s life and the quality of peer relationships have a direct influence on their emotional life, learning ability, and problem behaviours.

5.1.5.2 Family connections

The next section considers the participants’ comments with regards to family connections. According to Russell and Shen (2007), Family connection refers to the ability to communicate, support, and enhance relationships among family members — parents, children, and siblings

(Russell, & Shen, 2007). For example, Participant A speaks about how he would like his sibling to share the same experience he once did:

“I can understand what the programme offers and I would want my brother to develop the same skills.”-Participant A

When asked, what factors would you say have had the biggest impact on your ability to combine sport and education? Participant H, confirmed without hesitation:

“I think the biggest one would be support structure meaning friends and family.”-Participant H

In the same way, Participant J refer to the influence his family members had on his life:

“Hunger that was inside of me placed by my father and my brother’s way back then and also just the possibility that I might be successful in cricket and also being goal driven.”- Participant J

5.1.5.3 Community Connection

In this part we will discuss comments with regards to community connection. According to Baumeister, Roy, Leary and Mark (1995), community connection is the experience of feeling close and connected to others. It entails feeling loved, taken care of, and appreciated, and forms the basis of interpersonal relationships. The participants were well aware of the values the programme promoted and how they can practice being a responsible citizen and ensure that as an athlete their role go beyond just competing and training. Such as Participant C who reveals that:

“A big part of the programme is social responsibility and not a lot of people in the programme, especially when I was... we knew that we were supposed to be socially responsible for the community where we came from. So individually we kind of like went back to our community and tried to change things there.”-Participant C

Similarly, when asked, how would you say has your profile as a student-athlete and your involvement in the programme contributed to you understanding the benefits of considering the needs of others above your own? He explained:

“I always look to help others before myself and I think the programme has taught me that in the sense that the people that’s involved in the programme or that’s running the programme sort of have that instilled in them where they feel that they are there to assist others before themselves that certainly rubbed off on me.”-Participant C

This statement is further evidence of how the programme encourages an attitude of connectedness amongst participants and encourage them to form relationships and get along with people. In the same way, Participant L comments:

“It is important for me to give back as well, to reach out. We actually learn that it’s not even about you anymore. It’s about everyone who is around you and being a changed agent in the community I definitely want to tap into those values that sport skills are all about.”-Participant L

The participants were well aware of the values the programme promoted and how they can practice being a responsible citizen and ensure that as an athlete their role go beyond just competing and training. This statement is further evidence of how the programme encourages an attitude of connectedness amongst participants and encourage them to form relationships and get along with people. These comments emphasize the perception participants share about the programme and how it has contributed to their development of community connection and connectedness.

5.1.5.4 Section Discussion: Connection

The intentional promotion of life skills, as it is relevant to developing individuals’ connections with peer groups, family and community in general is largely inadvertent and depends on the participant self, whether to create those bonds. Nonetheless, the environment created within the programme allows individuals to become more familiar with teammates from culturally diverse backgrounds, breaking down stereotypes, in the process forming friendships that last a lifetime. Overall, the findings revealed that the participants did display aspects of connection which were well defined and noticeable within its domain specific areas i.e. peer, family and community connection. Current literature endorses the thought that connections or bonds established during youth can produce positive results through physical and psychological safety, positive social norms, opportunities to belong, increased self-efficacy, and opportunities for social skill building (Lee & Lok, 2012; Lerner, 2004; Lerner et al., 2005). The participants also disclosed that they would want their brothers and sisters to have the same experiences they

had within the programme and also the important role their families played as a support structure. These findings are comparable to that of Scales and Leffert (1999) who uncovered that, youth with a supportive and positive relationship with parents have higher school engagement, self-worth, psychosocial competence, and identity development, as well as fewer mental health and behavioural problems. Similarly, Parental connection and support is associated with lower substance use, less anxiety, depression, and delinquency, better school performance, and youth self-esteem, as well as impacts youths' relationships with others (Ackard et al., 2006; Collins & Laursen, 2004; Crockett, Brown, Russell, & Shen, 2007). Throughout, the participants spoke about the manner in which they were raised and the positive influence their parents had on their decision making, ambition and development on the whole. The fact that participants identified, forming relationships, social responsibility, getting along with people, and appreciating family endorses the first objective of the study which is to explore university cricket players' perceptions of a life skills programme.

5.1.6 Theme 4: Character

The following part analyses the participants' response relating to character. According to Battistich, (2005) character is described as personal values and attitudes which have a certain influence on the adolescent and the larger society in which he or she lives. Character education and the positive psychology literature deem character to be multi-dimensional or multi-faceted illustrating the intellectual, social, emotional, and ethical elements of positive development. Participants' answers for this section were studied to find out if they revealed gestures connected to the theme of character. The participants showed attributes of values & integrity, respect, morals & ethics.

5.1.6.1 Values and Integrity

In this section we will review statements that relate to values and integrity. Lerner and colleagues (2005) speak of values as, an individual who appreciates and comply with societal and cultural rules, has moral standards for behaviour, a good judgement for right and wrong, and integrity. Likewise, individuals of integrity behave consistently according to their beliefs and behave in a just and sensible manner even when not being watched by other people. The participants were conscious and alert to the values the programme endorsed and how they can carry out being a trustworthy and accountable individual always looking to add value and build capacity instead of just receive and deplete resources. For example Participant H who disclosed:

“...don’t take advantage of the system that is the best advice that I could give someone because in the end it will come back to bite you in a negative way. What you need to do is you need to maximise the resources that’s available and not deplete it so to speak.”- Participant H

Another of the individuals, Participant L commented:

“You are tested mentally on a daily basis and especially in a work environment where you meet new people on a daily basis. That’s where the integrity part comes in and the honesty because not everyone that you actually come across is going to be on the same wavelength but your value system, for me, as well is right up there you just stick to who you are.”- Participant L

Furthermore, when asked, how would you say has your profile as a student-athlete and your involvement in the programme contributed to your obligation to always lend a helping hand to your fellow human being in their time of need? He emphasized the need of social responsibility and being a good role model within the community:

“Giving back whenever you have an opportunity no matter what it is and being a person in the community that can be reliable and that can understand that can be trusted.”- Participant L

In the same way, Participant C, made reference to the importance of always demonstrating good behaviour and a high regard for your fellow human being:

“It has also made me better to know that I must actually care for the person next to me and for the environment around me and understanding that even though I might think I am insignificant in my community there might be 50 per cent of the people in my community who do think I am significant and therefore I still need to act accordingly with the image I show to the community and being the role model even though I don’t think I am.” –Participant C

The participants were conscious and alert to the values the programme endorsed and how they can carry out being a trustworthy and accountable individual always looking to add value and build capacity instead of just receive and deplete resources. In the same way, Participant C, made reference to the importance of always demonstrating good behaviour and a high regard

for your fellow human being. These comments reveal how individual's association with the programme encouraged them to practise sound values and uphold integrity.

5.1.6.2 Respect

A unique challenge that these student-athletes face on a daily basis is the matter of understanding a whole lot of people from different cultural backgrounds, form relationships with them and develop mutual respect. According to Lickona (2016), respect entails showing regard for the dignity and worth of other human beings; it is essential for nourishing individual development and central to effective interpersonal relationships. The importance of embracing the environment created by the programme and getting to know your teammates is underlined by this comment by, Participant A:

“Sport skills for life skills is almost like a crossroads where all those things meet and people get to learn more about each other. We remove a lot of stereotypes that some of our background would have instilled into us about other people.”-Participant A

When asked, If in any way, how has your involvement with UWC Cricket shaped your perspective around diversity among student-athletes? Participant, G replied:

“I got to learn a lot I mean we come from different backgrounds, different religious bases. One thing I liked we always respected people where you come from and we all shared the right vibes.”-Participant G

In the same way, Participant H commented:

“I think respect is one. Respecting everyone around you I think the link between life and cricket in terms of that is I think in that sense it just means taking care of the small things, for instance, respect for the game and respecting the opponents meaning don't take anything for granted.” – Participant H

This further indicate the importance of respect and how it confronts student-athletes in their daily lives. In the same way Participant, D refers to how the programme exposed him to individuals from different cultural and religious backgrounds, and the value of getting to know others:

“It has taught me to accept and experience how people go through some processes from different religions. To a certain extent it has helped me to relate to people sometimes when you listen to things on news it is a bit extreme but there’s actually nothing wrong with the people. People are just amazing.” –Participant D

These comments point out that there is a strong influence from the programme on the participants, making them well aware and cognisant of others backgrounds and pushing them towards tolerance and a better understanding of people. The importance of embracing the environment created by the programme and getting to know your teammates is underlined by this comment by, participant A. In the same way Participant, D refers to how the programme exposed him to individuals from different cultural and religious backgrounds, and the value of getting to know others. The fundamental understanding is that awareness and tolerance of cultural backgrounds and beliefs of others helps communication. Thus, cultural competence has long been viewed as the cornerstone of fostering cross-cultural communication Betzler, (2020). To work together effectively with a progressively more diverse population, we need consciousness and openness to other world views combined with awareness about other cultures and ways of thinking.

5.1.6.3 Morals and Values

In this section we will go over participants’ comments relating to morals and values. To develop student-athletes “as people” is an aggressive target, particularly since many youngsters are ill-prepared to be moral actors in our modern world. Moral conduct, in the setting of sport, can be explained as low incidence of participation in harmful and disapproving social behaviours (Kavussanu, Seal & Phillips, 2006). Values were comparably mentioned by Lerner and colleagues (2005), in defining character in “An individual ... who show consideration for societal and cultural rules, has moral standards for behaviour, a sense of right and wrong, and integrity” (p. 23). The need to practise good moral conduct is illustrated by this comment from Participant E:

“I always look to help others before myself and I think the programme has taught me that in the sense that the people that’s involved in the programme or that’s running the programme sort of have that instilled in them where they feel that they are there to assist others before themselves that certainly rubbed off on me.” –Participant E

Another of the individuals, Participant G, said:

“I think it has influenced a lot. I mean now I’ve got a broader view towards life in fact, because now you get to meet people from different spectrums of life, different cultures, different ways of deliberation, and different ways of dealing with situations.”- Participant G

He went on to speak about how the diverse background at the programme helped him to gain a different perspective and teach him correct behaviours towards others;

“I got to learn a lot I mean we come from different backgrounds, different religious bases and we... one thing I liked we always respected people where you come from and we all shared the right vibes.”-Participant G

In the same way, Participant L refers to the importance of always conducting yourself in an admirable manner:

“I think being professional and carrying that value of sport skills and behaviour with you all the time so that other people can see, the other kids or brothers or cousins to the same programme because of what it offers.”-Participant L

Considering these statements, it can be said that because of their involvement in the programme, participants are more informed about what good behaviour entails and mindful of the desired student-athlete image they need to project to the outside world. The need to practise good moral conduct is illustrated by a comment from Participant E. He went on to speak about how the diverse background at the programme helped him to gain a different perspective and teach him correct behaviours towards others. In the same way, Participant L refers to the importance of always conducting yourself in an admirable manner.

5.1.6.4 Section Discussion: Morals and Values

Although the programme endorses values associated with good upstanding citizens, the deliberate advancement of life skills, as it relates to character education is mainly involuntary and is determined by the participants' approach and attitude towards the environment created within the programme. Good character is not shaped without human intervention; it is fostered over time due to a sustained process of educating, illustration, learning and application- it is developed through character education (Pala, 2011). It is clear that the nature of the programme allows participants to develop behaviour and act steadily according their beliefs and conduct

themselves in a fair and rational way. The Character Education Manifesto (Ryan, & Bohlin, 1999, p. 190) declares that the business of character education “is about developing virtues--- good habits and dispositions which lead students to responsible and mature adulthood.” On the whole, the findings showed that the participants did reveal competencies of character such as values & integrity, respect, morals & ethics. The participants revealed details of how their student-athlete profile and participation in the life skills programme enhanced facets of their character development. According to Singla (2009) your character is the sum of all the qualities that make you who you are. It’s your values, your thoughts, your words, your actions...in other words, it’s YOU. Due to their experience through sport and academics the participants discussed the meaning of values and integrity and how they have become trustworthy and accountable individuals always looking to add value and promote capacity building. According to Damon (2004) character may grow during youth as individuals begin to describe themselves in morally relevant terms, speaking of noble purposes, such as caring for others, as definitive to their identity. Also, their ability to show regard for the dignity and worth of fellow human beings allow them to understand their peers better and form valuable interpersonal relationships. Berkowitz and Bier (2004b) propose the phrase “positive youth development” as the inclusive phrase to contain all of the programme objectives, and imply that these objectives are merely part of “good education” generally. The participants also reflected on the need to strive for excellent moral conduct, and how it is necessary to constantly carry yourself in a way that mirrors the values promoted by the programme. One goal of character education would be to help individuals sort through moral ambiguity by discovering when and how to trigger what quality is demanded for a specific situation (Noddings, 2002).

With regards to the research objectives, the findings show that participants have improved personal values and attitudes that allow them to appreciate and comply with societal and cultural rules. Berkowitz & Bier (2004) documented twelve suggested and eighteen favourable practices in a review of what works in character education. These practices involved a wide range of objectives, including problem-solving, health education, empathy, social skills and singularity derived from the fact that all good causes in education, from social-emotional learning, positive youth development, risk reduction, psychosocial resilience, academic achievement and character education are guided essentially by a common series of school routines. Furthermore, they have moral standards for behaviour, a good judgement for right and wrong, and integrity coupled with high regard and worth for other human beings while participating in the programme give support to the first objective which was to explore

university cricket players' perceptions of a life skills programme. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. (Pala, 2011)

5.1.7 Theme 5: Caring

Caring is defined refers as a sense of empathy and sympathy for others (Gomez-Baya, Reis, & Gaspar de Matos, 2019). The affective ability to be aware of other people's feelings, being able to identify with their perspective (i.e., being socially conscious) and choosing to reach out to individuals who are unhappy, underprivileged, or have problems is one of five key social emotional learning areas (CASEL, 2003). For this section participant responses were studied to determine if they displayed signs of competences related to caring. Assessment of the data revealed that only a few of the participants showed signs of caring. The outcomes are discussed under the headings of compassion and selflessness.

5.1.7.1 Compassion

Compassion is the feeling you get when witnessing another's suffering that motivates a desire for you to help (Goetz, Keltner & Simon-Thomas, 2010). The need to be aware of your fellow human beings' distress and being motivated enough to alleviate that distress is a good indicator of the influence the programme had and is underlined by this comment by Participant A:

"A neighbour of yours doesn't have food and you give a little bit of something to them. So that environment creates that spirit where we always have a concern for other people."-Participant A

When asked, how would you say has your profile as a student-athlete and your involvement in the programme contributed to you always lend a helping hand to your fellow human being in their time of need? Participant F commented:

"I think the programme did definitely help me in becoming more aware of what my community members' needs are. And being in a community type of work, being a teacher, there is no other way that you can approach teaching. Without caring for the needs of others."- Participant F

This comment is echoed by Participant B when asked the same question, who revealed:

“People having less than what I have that basically, for me, had a different value instilled in me. You have to think of the person next to you because you don’t know what battles they’re fighting as well.”-Participant B

He went on to speak about how the programme made him more aware of others needs and the effort he can make to bring about change to someone’s situation. In the same way, Participant L mention how it changed his view caring and the importance of always being considerate of the next person. He goes on to say:

“It shaped my perspective in a way that I need to think about the next person next to you because of the life skills that we’ve actually learnt and the team charter that is there and being part of sport skills a lot of those people that are on the programme eventually live by those values.”-Participant L

These comments clearly indicate that through involvement in the programme a particular awareness is created around caring and more specifically compassion. He went on to speak about how the programme made him more aware of others needs and the effort he can make to bring about change to someone’s situation. In the same way, Participant L mention how it changed his view on caring and the importance of always being considerate of the next person.

5.1.7.2 Selflessness

In this section we will look at participants’ comments relating to selflessness. Having an attitude of selflessness is one of the toughest acts and it commands competence. This is the attribute of an individual who is more concentrated on the needs of others, instead of his or her own. It implies taking more interest in the well-being and prosperity of other people. One of the most endearing qualities that one can possess is selflessness. Therefore, it is of the essence for you to do everything within your power to help others. The need to strive towards selfless acts is exemplified by this comment from Participant E:

“I always look to help others before myself and I think the programme has taught me that in the sense that the people that’s involved in the programme or that’s running the programme sort of have that instilled in them where they feel that they are there to assist others before themselves that certainly rubbed off on me.”-Participant E

In the same way, Participant K, points out instances where he practiced acts of selflessness towards teammates:

“The programme also exposed me to being more than that because I started doing other stuff. At training I would do stuff because I will help out. I will throw balls and stuff or I help guys with studies or whatever, I’ll fetch guys because I was also fortunate enough to have transport and stuff like that.”- Participant K

Similarly, Participant C, recalls the manner in which individuals always looked to help others first and how those acts of kindness inspired him to be better and more helpful to others as well:

“When I was in the programme I could observe it a lot you know where other people put cricketers or people in the programme above themselves. There I could see it what was instilled in me way back then. So that is how the programme actually helped me saw the picture of the value and the principle.”- Participant C

Equally, when asked, how would you say has your profile as a student-athlete and your involvement in the programme contributed to understanding and valuing the benefits of considering the needs of others above your own? Participant H shared his experience:

“A lot of emphasis is placed on the importance of the team and not individual desires so to speak. The team’s success is more important than anyone else is so I’d say it is definitely a lesson that teaches you about that.”-Participant H

These comments further point to the influence of the programme and how it contributed to a change in perspective with regards to being more selfless.

The need to strive towards selfless acts is exemplified by the comment from Participant E: In the same way, Participant K points out instances where he practised acts of selflessness towards teammates. Similarly, Participant C, recalls how individuals always looked to help others first and how those acts of kindness inspired him to be better and more helpful to others as well.

5.1.7.3 Section Discussion: Caring

PYD theory suggests that youth develop positively through a mutual, bidirectional association between individual assets such as caring (and environmental assets (e.g., prospects for mentorship, and caring relationships with family members) (Milot Travers, & Mahalik, 2021). While the programme promotes behaviour linked to individuals with high regard for others' well-being, there are no intentional initiatives that expose the participants to practice caring in the form of compassion and selflessness. Damon (2004) states that character and caring may develop during adolescence as youth begin to express themselves in morally appropriate terms, speaking of noble purposes, such as caring for others, as definitive to their identity. Thus, the adoption of such an approach is primarily a conscious decision made by the individual based on the experiences they get exposed to and their willingness to follow the same example. This reveals that the athletes do have the characteristics of sympathy or empathy. Concerning sympathy, Eisenberg and colleagues (2010) clarified, "sympathy, like empathy, involves an understanding of another's emotion and includes an emotional response, but it consists of feelings of sorrow or concern for the distressed or needy rather than merely feeling the same emotion" (p. 145). Empathy is the ability to share and comprehend others' internal states, which permits us to connect. Without empathy, connections with neighbours, inside communities, or other direct/indirect exchanges would result in dissonance and lack of care towards your fellow men/women. (Oblad, & Oblad, 2020). On the contrary, Breithaupt (2019) revealed that empathy may not be essential in today's environment because it could push teenagers to tribalism or other polarization can lead to enhanced intolerance, and hostility or spread dysfunctional behaviours in relationships.

The makeup of the programme creates a platform for the individual to engage in a particular and unique set of actions and manage themselves thoughtfully and sensitively. The findings revealed that a few of the participants showed competencies of caring such as compassion and selflessness. Compassion embodies participants' accounts about doing things for others, giving to others, and their expressed compassion or concern for others (Forrest-Bank, Nicotera, Anthony, & Jenson, 2015). Compassion links the PYD principles of connection and caring with a contribution. The participants revealed details of how their student-athlete profile and participation in the life skills programme made them more aware of others' needs and encouraged them to play a more influential role in terms of making sure people are better off than they were previously. John Wooden discussed the attribute of "selflessness" in his *Pyramid of Success*. Wooden believed in an eagerness (as opposed to a willingness) to

"sacrifice personal glory or gain..." (Wooden & Jamison, 2005, p. 47). The participants also highlighted the behaviour of people within the programme who always strived to take care of others' needs first and how such instances only further urged them to do the same and better where possible. Studies, by Dambrun (2017), Hanley, Baker, and Garland (2017), and Pantaléon, Chataigné, Bonardi, and Long (2019) have picked up where Lake (1948) left off. They commonly explain selflessness on a continuum with the self-being illustrated as sharply defined, independent, interconnected or involved in all things. In *Undeclared* (2011), a coach demonstrates to his players that being athletes helps shape character and lets these student-athletes be contributing members of the community through selfless acts. Both film and television emphasise the central positive aspects of student-athletes, specifically relating to the concept of community leaders with courageous abilities. Furthermore, Hanley et al. (2017) revealed that there is an association between selflessness, mindfulness, and well-being and that self-transcendence is connected to better psychological well-being and mindfulness. In the same way, Pantaléon et al. (2019) observed that selfless people attach more value to self-transcendence.

The fact that participants could develop and further enhance their sense of compassion speaks to both research objectives regarding their perception of the life skills programme as well as strategies that could be implemented to succeed and acquire life skills. Likewise, the fact that participants could develop competencies which allowed them to take more interest in the well-being and prosperity of fellow human beings further support both research objectives. These findings are in line with the findings of Ramey and Rose-Krasnor (2012) who affirm that youth, displaying PYD characteristics such as caring, advance positive development in their communities.

5.1.8.1 Chapter Conclusion

The findings of the qualitative data give us a clear indication of the perception of the student-athletes with regards to life skills development through their involvement in the programme and also what strategies could be implemented to acquire particular life skills and be successful. The chapter reviewed the findings of the thematic analysis approach which was employed to study the data from semi-structured interviews with 12 former student-athletes and current alumni from a university in the Western Cape. The data was explored through the lens of PYD with the working definitions of the constructs of the 5C's model of PYD by Lerner et al. (2005) operating as a set of measures for the indicators of the 5c's. The first theme to be reviewed was

Competence. On the whole, the findings showed that the participants demonstrated attributes of competence which were indicative of how social, cognitive, academic and vocational competence may be achieved through a sport-specific life skills programme. The second theme to be discussed was Confidence. In general, the findings indicated that participants showed qualities of confidence through encounters with positive self-worth, self-efficacy, self-esteem and self-motivation which were apparent and recognizable within the particular domain. The connection was the third theme under review. The findings disclosed that the environment created within the programme allows individuals to become more familiar with teammates from culturally diverse backgrounds, breaking down stereotypes, in the process forming friendships that last a lifetime. Overall, the findings revealed that the participants displayed aspects of connection which were well defined and noticeable within its domain-specific areas i.e. peer, family and community connection. The fourth theme discussed was Character. On the whole, the findings showed that the participants revealed competencies of character such as values & integrity, respect, morals & ethics. The participants revealed details of how their student-athlete profile and participation in the life skills programme enhanced facets of their character development. Due to their experience through sports and academics, the participants discussed the meaning of values and integrity and how they have become trustworthy and accountable individuals always looking to add value and promote capacity building. Caring was the last theme to be discussed. The findings revealed that a few of the participants showed competencies of caring such as compassion and selflessness. The participants revealed details of how their student-athlete profile and participation in the life skills programme made them more aware of others' needs and encouraged them to play a more influential role in terms of making sure people are better off than they were previously. The following section integrates the statistical findings of Chapter 4, with the similarities and differences of the perceptions and feelings offered by the interviews with the alumni in this current chapter as it relates to the study objectives.

5.2 SECTION B: INTEGRATED DISCUSSION OF THE FINDINGS

5.2.1 Introduction

This section contains the results from Chapter Four (the quantitative survey data) merged with the first section of Chapter Five (the qualitative interview data). This process was followed to keep to the sequential mixed methodological research design. The sections from Chapter four

will be used as a recommendation during the integrated results, where the interview data will be employed to explain that particular section, supported by literature and the discussion.

The following main components are the central focus of this current study; competence, confidence, connection, character and caring. This framework highlights five dimensions representing healthy youth development (Pittman et al., 2003; Lerner et al., 2005). This Five Cs framework offers a multi-dimensional and holistic outline of youth development that comprises positive personal development, social-emotional skills, moral values, and cognitive competence (Catalano, et al., 2004; Moore & Lippman, 2005; CASEL, 2003). The Five Cs presents a brief explanation of PYD, is a clear-cut model for youth practitioners, and can be offered to youth participants as achievable programme outcomes.

5.2.2 Competence

In general, competence relates to the useful emotion of being capable to articulate or implement one's ability to continuously produce collaborations with the social setting (Ryan, & Deci, 2017). These insights and emotions concerning an individual's abilities may comprise skills relating to physical tasks (e.g., physical labour, motor functions, and sports skills) and cognitive tasks (e.g., problem-solving and decision-making) as well as social competence (e.g., interpersonal communication, etiquette, and cultural rules) (Hodge, Danish, & Martin, 2013). The objectives of the first phase of the study were to assess life skills across multiple domains of an athlete's life for example; them in general as a person, their experience in sport, their cricket participation, their development through cricket; and finally their university participation. And to identify the range of interpersonal and group/social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives. According to Dillard, Newman, and Kim (2019), Youth participants acquire transferrable knowledge, skills, and abilities that can be applied in various situations and support them to develop into functioning, contributing partners in their communities. The findings of the current study revealed that competency as a life skill is evident across various domains, of a student-athlete's life. A meta-study reviewing qualitative studies in PYD through sport checked 63 articles and learnt the most widespread results of youth participation comprised expanded competence and fundamental movement skills, motivation and self-perceptions, teamwork and communications skills, as well as leadership, autonomy, and respect for others (Dillard, Newman, & Kim, 2019).

From the survey, a large number of learners said it was true that they do most things well and they are confident to do anything they set their mind on. The results also indicated that the majority feel that their experience through sport has allowed them to set realistic but challenging goals. As a result, youth participants consider themselves complexly as independent beings, obtaining a degree of control over their decisions (Dillard, Newman, & Kim, 2019). This ultimately indicates that competence is developed and enhanced through demonstrating a wide range of life skills in different environments.

The qualitative results revealed that the deliberate exposure to life skills, as it links to competence is limited and for the most part implicit in its approach. However, there are also more planned and intentional initiatives offered by the life skills programme which include workshops for effective communication, decision-making, goal setting, career guidance and employment skills. Facilitators should allow youth the time to process their thoughts and emotions, promote youth self-expression and creativity, and be accommodating to let youth meet programme expectations in a manner that recognises and improve their assets, forming the competence of youth and confidence in their abilities (Dillard, Newman, & Kim, 2019).

On the whole, the findings showed that the participants did demonstrate attributes of competence which were obvious within its domain-specific areas i.e. social, cognitive, academic and vocational competence. Notably, competence is not only relevant in the attainment and expansion of life skills, but also very strongly attached to the generalization of life skills (Danish, & Forneris, 2008). Moreover, it can represent the driving force that operates life skills in life. Therefore, fulfilling the competence requirements of athletes is critical not only for obtaining and growing life skills, but also for employing life skills in daily life (Bae, Cho, & Lim, 2021). The objectives of the second phase of the study were to explore university cricket players' perceptions of a life skills programme at a University in the Western Cape region. And describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills. The answers to the qualitative component of the research uncovered the following with regards to:

5.2.2.1 Social Competence

Social competence is associated with a positive self-image and promotes the utilization of certain skills that allow an individual to participate successfully in a variety of social settings (Vadehi, Farrokhi & Farajian, 2012). The results presented from the student survey showed

how well learners can focus their attention, and how driven they are to succeed in the many different aspects of their lives. They are also fully aware of the impact cricket has had on their personal growth and the sense of belonging that has been established through participation. The findings from Phase 1 uncovered that being involved in the programme has enhanced the participants' social skills which subsequently equipped them to deal with people better and have a greater appreciation for cultural diversity. Social skills pertain to skills that can be used in interpersonal relationships, such as communication skills, conflict resolution, and prosocial behaviour (Lerner et al., 2005). The development of social skills is particularly important for youth because those skills may help them to decrease social disconnectedness, which is one of the major indicators of social vulnerability (Haudenhuyse et al., 2014). Other competencies to emerge were social skills such as conflict resolution and effective communication, teamwork and leadership, and adding value through positive action. Further studies also indicate that social skills development could be particularly well suited to the implicit approach. On the contrary, Terry et al. (2014) reported no positive findings on social skills, as they found that behavioural problems in youth who participated in school-based boxing sessions did not decrease. In the same way, sport is beneficial, but they can also have harmful consequences, such as negative interactions with peers, favouritism, performance anxiety, and stress (Dworkin & Larson, 2006). Furthermore, Participation in sports and education is highly stressful (Burden et al., 2004), likely contributing to academic sacrifices. A body of research has identified stressors associated with elite-level sports, such as poor preparation, injury, performance expectations, self-presentation, and rivalry (Mellalieu, Neil, Hanton & Fletcher, 2009). Athletes also experience stressors outside of the context of competition with the sports organization itself, including relationships and interpersonal demands in sports settings, and athletic career and performance development (Mellalieu et al., 2009).

In general, considerable research has demonstrated sport participation is thought to develop life skills such as teamwork, discipline, leadership, and self-control in youth athletes. However, these outcomes cannot be assumed. When sport is not appropriately structured, implemented, or delivered, negative outcomes can result. Fraser-Thomas et al., 2005).

As seen between the results from Phase 1 and Phase 2, social competence could be acquired through sport participation because of the unique demands of team sports. Specifically, team sports might naturally afford opportunities for youth to display skills such as cooperation, compromise, teamwork, and leadership. In line with this contention, the results of this study

illustrated that athletes' ability to work with others was fostered through their peer interactions, rather than through direct teaching by the coach. According to Rejon and Watts (2013), sports significantly contribute to one's social life. As a result, participating in sports promotes and develops different social norms such as peace, equality, brotherhood, and justice. A person having all these qualities is liked and favoured by society. This is in line with the findings of this research which found that effective communication, teamwork and prosocial behaviours were prevalent outcomes amongst participants.

5.2.2.2 Academic Competence

Sport participation has been associated with higher academic performance, where youth athletes report improved school grades, better school attendance, more time spent on homework, greater likelihood of pursuing tertiary education, and increased autonomy and satisfaction in their first job (Fraser-Thomas et al., 2005). One of the biggest challenges student-athletes are faced with, is having to balance training and competition next to academics which involves meticulous planning, commitment and the ability to sacrifice. From the survey, a large number of participants indicated that through their pursuit of tertiary education and involvement in the programme, they will be able to enter the job market in a field that they like. This is contrary to, Beamon, 2012; Brown, Glastetter, Fender, & Shelton, 2000; Murphy et al, 1996; Wooten, (2005), who found that the lack of nonathletic exposure and high athletic identity can negatively affects transition out of sport when that time comes.

In the same way, these students were also very determined to prove to themselves that they are capable of making a success of their studies. Astin's Student Involvement Theory (1984, 1993, 1999; Astin & Sax, 1998) suggests that when college students become active participants in their college experience they can "achieve the effects intended" (Astin, 1984 p. 522; i.e., academic and life skills development). In Phase 2 of the study, participants realised the importance of meticulous planning and staying committed to their academic responsibilities. With time management being one of the more commonly cited sources of stress when adjusting to university life, it is clear that student-athletes need assistance learning to balance and manage the multiple aspects of their life (Sailes, 2009). These athletes speak about the more frequent use of their planning and reflective skills and also comment to make more effort to succeed. Realistically, this means that student-athletes are more aware of what an assignment demands before its execution and are more mindful of their previous performances and determined to learn from it. This type of assistance requires planning and self-discipline on the part of the

student-athletes as well as the knowledge tools and skills that will aid them (Miller & Kerr, 2002; Wilson & Pritchard, 2005). Furthermore, these athletes invest more time and energy to succeed in achieving their goals.

Due to the nature of the sport, the demands of academics and the challenges of life in general the participants clearly understood the importance of '*willingness to learn*' and how to apply it to all aspects of life. While individual athletes can be motivated intrinsically to become actively involved in their development, organizational support must also exist to reach the large numbers of student-athletes on college campuses Warner and Dixon (2013). The participants were also well aware of how the environment gave them the confidence to always strive for exemplary discipline within the team setting as well as in other aspects of their life. Indeed, Jones and Lavalley (2009) found that adolescent athletes considered interpersonal skills (e.g. social skills, respect, and leadership) and personal skills (e.g. discipline, self-reliance and goal setting) as important skills necessary to succeed in life.

5.2.2.3 Cognitive Competence

Cognitive competencies refer to abilities such as decision-making, time management, critical thinking and presence of mind. (Lerner et al., 2005). These cognitive skills are proven to be protective factors against the stressors that youth confront daily (Lösel & Farrington, 2012).

Due to the ever-present demands of sports and the pressures of academics, one of the more important cognitive abilities that surfaced from the interviews was decision-making. The overall results from Phase 1 showed how students' experience through sport equipped them to make decisions that were beneficial to them. These participants indicated that they were capable of controlling distracting thoughts, not allowing their cricket performance to be influenced because of feelings, and focusing their attention effectively during competition. This is a result of sound decision-making. During Phase 2 the participants recognised the value of being adept enough to make sound decisions and mentioned how being on the programme improved their ability to be better at this skill. Similarly, as highlighted by Araujo et al (2006), decision-making is the skill to choose the most suitable option amongst the various alternatives available in many life situations. (Araujo, Davids, & Hristovski, 2006). It is the ability to evaluate the pros and cons and accept accountability for the consequences of the decisions with confidence. Furthermore, it imparts that, decisions be made only after assessing different possibilities and their outcomes. Some researchers found that interscholastic sports

programmes provide a wide variety of possibilities for athletes to develop leadership skills, institute decision-making skills, foster motivation, and gain team-building skills while heightening self-discipline (Dobosz & Beaty, 1999; Gaston-Gayles, 2005).

Furthermore, respondents recognized the importance and impact of allocating adequate time to all areas of life, and the significance and impact their life as student-athlete had on their ability to be better at time management. During Phase 1 a large number of participants indicated that they use their practice time to also work on relaxation techniques and also that they are at university to be successful and not to waste their time. This is a clear indication of how important they consider time management to be and the advantages attached to it. Therefore, Effective time management leads to several positive outcomes such as productivity and psychological well-being. In other words, effective time management provides chances such as better career and future planning, flourishing academic achievement etc. So it can be said that time management is important at the university level, especially for students (Başak, Uzun, Arslan, 2008).

As a result of the makeup of sport, the challenges of academics and the stresses of life in general the participation without a doubt realised the significance of being intelligent athletes who can apply critical thinking and have a presence of mind, in everyday situations, to solve problems and apply these solutions in important scenarios.

5.2.2.4 Vocational Competence

According to Baartman and De Bruijn (2011) Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. A large number of the participants in Phase 1 agreed that their current studies will eventually enable them to enter the job market in a field that they like. Similarly, the participants from Phase 2 were all conscious of the fact that they needed to work towards a career after sport. Participation in both sports and education is highly demanding and stressful (Burden, Tremayne & Marsh, 2004). Athletes have reported that success in one pursuit comes at the expense of success in the other, with athletes frequently sacrificing their educational attainment to prioritize their sporting success (Cosh & Tully, 2014; McGillivray, Fearn & McIntosch, 2005). In this study, the participants were well aware that it

was important for them to obtain a tertiary qualification which they could fall back on after sport.

The importance of pursuing a tertiary qualification and committing to a career afterwards was put into context by the participants who emphasize the need to eventually graduate from university and have a backup plan for when the sport is no longer an option. In a study on student-athlete academic performance, Lucas & Lovaglia, (2002) found that Athletes are less motivated to perform academically than their non-athlete counterparts and have described choosing "easier" subjects to accommodate their sporting commitments (Burden et al., 2004). The findings from the study revealed that only a few participants were aware and concerned about a career after sport, on the contrary, not many considered it important to mention anything regarding a potential career after sport. Only, a small number of the participants indicated that they plan to use their tertiary qualification within their field of study during and after sport, while the rest did not mention anything at all. Similarly, Student-athletes have also described themselves as aiming only to pass; thereby restricting future study opportunities (Cosh & Tully, 2014).

The deliberate exposure to life skills, as it links to competence is limited and for the most part implicit in its approach. However, there are also more planned and intentional initiatives offered by the life skills programme which include workshops for effective communication, decision-making, goal setting, career guidance and employment skills. On the whole, the findings showed that the participants did demonstrate attributes of competence which were clear within their domain-specific areas i.e. social, cognitive, academic and vocational competence. This is in line with McCarthy, Jones and Clark-Carter (2006) who found that team sport athletes were more likely to report higher levels of perceived competency, peer affiliations, competitive excitement, enjoyment and positive involvement than athletes participating in individual sports. After, assessing the list of life skills themes focussed on by the programme it can be reasoned and concluded that the concept of competence is the most basic development attribute being focussed on.

5.2.3 Confidence

Confidence describes the youth's self-esteem or self-worth (Marcen, Gimeno, Gómez, Sáenz, & Gutiérrez, 2013) and a positive sense of identity (Lerner et al., 2005). During the research

participants disclosed characteristics of positive self-worth, self-efficacy, self-esteem, and motivation all of which relates to an element of confidence.

5.2.3.1 Positive Self-Worth

One of the major tests student-athletes are confronted with daily is to value themselves and assess their worth as human beings. In this current study, participants revealed the importance of setting benchmarks for their life and then striving to achieve them. During Phase 1, a large number of participants indicated that there is a reason and purpose for their participation in cricket. They also confirmed that they experience pleasant and encouraging emotions when they achieve or exceed personal expectations. During Phase 2 of the study, the participants revealed how being exposed to the programme was advantageous to their progress and maturity as individuals and the clear contribution and assuredness it brought to the experience. The research concludes that student-athletes, especially those who begin to play competitively at a young age, gain a sense of self-worth from their sport (Beamon, 2012) which can be strengthened throughout their lives by their family and friends (Fuller, 2014). Therefore, to enhance and maintain high self-worth, they prioritize factors in their lives to improve sports performance.

5.2.3.2 Self-Efficacy

Self-efficacy can be defined as the perceived capacity that persons have to act to have a certain degree of influence over the events that affect their lives (Bandura, 1994). During Phase 1 of the study, a large number of the participants agreed that through cricket they have learned new and improved ways of behaving around people. In their study, Gomez, Bradley & Conway (2018) found that athletes exhibit very distinctive behaviours concerning social interactions and particularly their approach regarding socialising. Athletes develop social contact through connections on campus, class and sports clubs. On the contrary, loneliness at a cultural and socioeconomic level has been identified in NCAA student-athletes, with social interactions limited to teammates and other athletes (Ryba et al. 1985; Miller and Kerr 2002, 2003). The participants from this study also confirmed that because they practised self-discipline it allowed them to become better at dealing with fear and anxiety. According to Garcia & Subia, (2019), "the pressures of winning the game preserve self-discipline in sports also conflict with a scheduled time of studies and motivation to achieve a high grade." Furthermore, after-school programmes including sports have long been proven to advance self-discipline and neutralise

the trend for youth to participate in high-risk behaviours such as alcohol and drug use, and even criminal behaviour (NHSAW, 2004).

The findings of Phase 2 uncovered that the participants were well aware of how the environment promoted belief in their capabilities to achieve something within the cricket set-up as well as in their general life outside of sport. Available data appears to support the positive influence of sport participation on perceived self-efficacy (Carreras-Ponsoda et al., 2012; Coalter, 2013a; Coalter & Taylor, 2010). Perceived self-efficacy is recognized as a viable criterion for evaluating the impact of youth sport participation due to its multidimensional nature (Coalter, 2013a; Coalter & Taylor, 2010). In particular, youth sport participation has shown a positive association with different dimensions of perceived self-efficacy, such as overcoming doubts and challenges, social competencies, and goal setting (Beenackers et al., 2011; Brusokas & Malinauskas, 2014; Fuller et al., 2013; Kamphuis et al., 2008; Koparan et al., 2009). Self-efficacy is viewed as a key outcome for PYD because it helps youth enhance their performance for a specific task and cope with adverse situations (Tsang et al., 2012).

5.2.3.3 Self-Esteem

According to Mruk (2013, p. 27) "self-esteem is the lived status of one's competence at dealing with the challenges of living worthily over time". During Phase 1 of the research, participants agreed that they always feel alive and important. The majority of participants also indicated that through cricket they have been able to make friends from different backgrounds. This shows that participants' self-esteem has been enhanced. In Phase 2, the participants were well aware of the importance of the life skills education they received and the capacity of sport to shape critical competencies such as self-esteem that contribute to a wide range of positive developmental outcomes. Eime et al. (2013) learned that improved self-esteem, social interaction, and fewer depressive symptoms were the most commonly reported psychological and social benefits of sports participation. In the same way, participation in youth sports was found to be associated with improved self-esteem, time spent on homework and locus of control (Marsh & Kleitman, 2003). Similarly, youth sport participation provides an avenue to develop peer relationships, self-esteem, and leadership qualities. It may also lay the foundation for an active and healthier adult lifestyle (McCabe, Modecki, Barber, 2016).

5.2.3.4 Motivation

Motivation is defined as the degree to which individuals are self-efficaciously, autonomously, and intrinsically motivated to achieve a specific goal and includes effort and self-efficacy (Hong & O'Neil, 2001). Furthermore, individuals not only need metacognition and motivation, but they must also use these skills within particular situations (Hong & O'Neil; Zimmerman, 1990). During Phase 1 the participants demonstrated a strong sense of motivation. They all agreed that they look forward to each new day; can control their emotions and perform their best during completion, and practice self-discipline to become better at dealing with fear and anxiety. In Phase 2 research, the participants acknowledged the importance of a sound work ethic, championing ambition, unrelenting determination, enduring persistence, the hunger to succeed and the ability to simply enjoy what you are doing. It has been argued that motivation and confidence might be necessary factors for the attainment of excellence by enabling athletes to invest the requisite time to practice and to remain committed to the expertise development process. (Durand-Bush and Salmela, 2002). In line with these ideas, a study showed that Finnish youth athletes who reported higher amounts of sport-specific play and practice during childhood had higher motivation and confidence levels than other athletes. (Durand-Bush and Salmela, 2002). The current research also revealed how participants highlighted the need to be motivated to rise beyond mediocrity and achieve something great and how being part of the life skills programme further pushed participants to go above and beyond general expectations.

5.2.4 Connection

Connection is defined as the bi-directional beneficial interaction between youth and their family, community, school, and peer groups (Lerner, 2002, 2004). The current findings showed that a large part of the participants displayed signs of connection in domain-specific areas such as; their experience through sports; cricket participation; and their time at university. The outcomes are reviewed under the headings of peer, family and community connection.

5.2.4.1 Peer Connection

According to Lerner et al. (2005), positive peer connections describe adolescents' sense of being included among peers and being able to receive positive support from them. In the first phase of the research, participants agreed that cricket gave them the platform to interact with and get to know new people. These participants also confirmed that they were able to form diverse peer relationships as a result of their development through cricket. During Phase 2 of

the study it was evident that because of the environment created by the programme, the willingness of fellow teammates to offer encouragement and support had a defining influence on participants' attitudes and general behaviour, which is important for positive development. A participant in Olushola et al (2013) study highlighted that athletes have a 'fellowship with one another in ways I don't think other programmes allow...they [teammates] can connect on another level besides practice and games. Through these peer relationships, youth get to feel 'part of a team, having training partners or groups and the ability to have friends of different age groups (Strachan & Davies, 2015, p. 178–179). Furthermore, this research revealed how participants are inclined to choose friends who share the same core values and similar views as them. Similarly, friendships serve as another avenue of support outside of the family and provide intimacy and emotional security in good times and bad (Mooney, Laursen, & Adams, 2007; Moore & Halle, 2001). "Good friendships are one of life's pleasures at any age, and they can provide a protective buffer against mental health problems and destructive behaviours" (Moore & Halle, 2001, p. 156). In contrast, clinical research demonstrates that poor peer relations or peer rejection are significantly associated with school difficulties, mental illness, and psychiatric problems in adulthood (Bierman & Welsh, 1997). On the other hand, positive peer relationships are related to better self-esteem, social competence, and behavioural adjustments among youth (Lansford, Criss, Pettit, Dodge, & Bates, 2003).

5.2.4.2 Family Connection

According to Russell and Shen (2007), Family connection refers to the ability to communicate, support, and enhance relationships among family members — parents, children, and siblings (Russell, & Shen, 2007). In the current research, participants expressed their desire for their siblings to share in the same experience they had. Also, participants were well aware of the support they received from their family and friends and the influence their presence had on the participants' personal development. Past research has revealed how parental attitudes and behaviours are highly associated with athletes' prosocial behaviours (Gould et al., 2006) and youth sport participants tend to derive more enjoyment from the sport in the presence of appropriate parental support (Gould et al., 2006; Kanters & Casper, 2008). In their development of a framework for planning sports programmes that focused on the psychosocial development of youth, (Petitpas, Cornelius, Van Raalte, and Jones, 2005) suggest that one condition necessary for positive development is the presence of caring adults. They argue that caring

adults can be regarded as external assets, who assist youth in developing skills that are transferable to domains other than sport.

5.2.4.3 Community Connection

According to Baumeister, Roy, Leary and Mark (1995), community connection is the experience of feeling close and connected to others. It entails feeling loved, taken care of, and appreciated, and forms the basis of interpersonal relationships. During Phase 1 of the research, participants indicated how they enjoyed interacting with community members through new projects. They also confirmed how through cricket they were able to interact with and get to know new people. In the same way, these participants learned new ways of engaging with and behaving around people. Finally, the participants learned that they had a great deal in common with people from different backgrounds. During Phase 2 of the research, the participants were well aware of the values the programmes promoted and how they can practice being a responsible citizens and ensure that as an athlete their role goes beyond just competing and training. Research reveals that youth benefit from social assets in their community resulting in less depression and a more positive sense of identity and academic achievement (Byrd & Chavous, 2009; Murry, et al., 2011; Smith, Atkins, & Connell, 2003; Youngblade et al., 2007).

5.2.5 Character

Building character is a continual developmental process across the lifespan and is subject to a myriad of influences. Character is often defined as the respect an individual has for the rules of the community and cultural surroundings (Lerner, 2007; Lerner et al., 2006; Phelps et al., 2009; Roth & Brooks-Gunn, 2003; Snyder & Flay, 2012). Participants' answers for this section were studied to find out if they revealed gestures connected to the theme of the character. The participants showed attributes of values & integrity, respect, morals & ethics.

5.2.5.1 Values and Integrity

Values and integrity refer to "the possession of those personal qualities or virtues that facilitate the consistent display of the moral action" (Shields & Bredemeier, 1995, p.192). One set of researchers (MacLean & Hamm, 2008) described a variety of values student-athletes find in sporting environments including, but not limited to: compassion, companionship, health and fitness, personal achievement, public image, sportsmanship, team cohesion, and winning. Likewise, individuals of integrity behave consistently according to their beliefs and behave in

a just and sensible manner even when not being watched by other people. For Phase 1 of the research, the majority of participants confirmed that they rarely have trouble controlling their emotions when things are not going well for them during a match. They also confirmed that they learned to often push themselves beyond their boundaries and that they have found effective ways to achieve their goals. During Phase 2, the participants were well aware of the values the programmes endorsed and how they can carry out as trustworthy and accountable individuals always looking to add value and build capacity instead of just benefiting from resources. Previous research and systematic reviews demonstrate how sport-based PYD programmes contribute to positive youth development, revealing outcomes such as enhanced life and social skills, moral development, goal-related skills, and personal values (Anderson-Butcher et al., 2016; Gould, 2016a; Eime, Young, Harvey, Charity, & Payne, 2013; Lubans, Plotnikoff, & Lubans, 2012). Notably, the sporting environment may reinforce student-athletes values such as competition, health, camaraderie, etc. (MacLean & Hamm, 2008).

5.2.5.2 Respect

According to Lickona (2016), Respect entails showing regard for the dignity and worth of other human beings; it is essential for nourishing individual development and central to effective interpersonal relationships. During Phase 1 of the research, a large part of the participants indicated that they never get frustrated and emotionally upset when sports practice and competition do not go well. Furthermore, Phase 2 of the research revealed the importance participants attached to embracing the environment created by the programme and getting to know their teammates. Also, how the programme exposed participants to individuals from different cultural and religious backgrounds, and the value of getting to know others. Youth who participated in an integrated programme was found to be more self-aware and able to articulate what they gained from the experience, including an understanding of respect for oneself and others, improved communication, an in-depth awareness of consequences, and accountability for their actions (Draper et al., 2013). These comments confirm that there is a strong influence from the programme on the participants, creating awareness around tolerance of fellow human beings and attempting to understand people better.

5.2.5.3 Morals and Ethics

Moral conduct, in the setting of sport, can be explained as a low incidence of participation in harmful and disapproving social behaviours (Kavussanu, Seal & Phillips, 2006). During Phase

2, the participants mentioned the importance of good moral conduct and how the multicultural background created within the programme helped them to gain a different perspective and encouraged them to practise correct behaviours towards others.

5.2.6 Caring

Caring is defined as a concept with both affective and cognitive components (Chase-Lansdale, Wakschlag, & Brooks-Gunn, 1995; Zahn-Waxler & Radke-Yarrow, 1990). The effective ability to be aware of other people's feelings, being able to identify with their perspective (i.e., being socially conscious) and choosing to reach out to individuals who are unhappy, underprivileged, or have problems is one of five key social-emotional learning areas (CASEL, 2003). For this section participant responses were studied to determine if they displayed signs of competencies related to caring. Assessment of the data revealed that only a few of the participants showed signs of caring. The outcomes are discussed under the headings of compassion and selflessness.

5.2.6.1 Compassion

The cultivation of compassion is connected with meaning in life as it may engender a sense of purpose and responsibility to alleviate the suffering of others (Frankl, 1984). This sense of interconnection and belonging that arises through compassion practices can also help individuals overcome their feelings of separation and isolation due to their marginalized identities and is associated with an enhanced perception of meaning in life (Lambert et al., 2013). During Phase 1 of the research, a large number of participants confirmed that they are always willing to lend a helping hand to their fellow human beings. They also agreed that cricket has helped them learn a new respect for diversity among student-athletes. The research also established that the participants, through their university experience, are more aware of people's circumstances. For Phase 2, the participants demonstrated the importance of showing concern for fellow human beings and being determined enough to care for others. This is a clear sign of the impact the programme had on the participants. This demonstrates how compassion may connect individuals to a sense of meaning as it allows them to transcend the limitations of their self and identity and to feel part of a larger entity (Aron, & Norman, 2001).

5.2.6.2 Selflessness

Selflessness is a trait of an individual who is more focussed on the needs of others, instead of his or her own. It suggests taking more interest in the well-being and prosperity of other people. Phase 1 of the study showed that participants value the benefits of considering the needs of others above their own. The same participants also mentioned that their involvement in cricket has enabled them to make meaningful contributions to their communities. According to Arne Duncan (2010), "Student-athletes learn lessons on the playing fields that are difficult to pick up in chemistry lab. Resilience in the face of adversity, selflessness, teamwork, and finding your passion are all values that sports can uniquely transmit." Finally, they also learned about helping others. During the second phase of the research, participants spoke about the need to strive towards selfless acts and how it was endorsed by the programme was well documented.

5.3 CHAPTER CONCLUSION

This chapter offered a discussion from the Alumni of; cricket players' perceptions of a life skills programme at a university in the Western Cape region and the strategies which could be implemented to support student-athletes capacity to succeed and acquire life skills. The findings were each discussed to create a broader picture of the themes and sub-themes as well as connect Phase 1: the quantitative phase to Phase 2: the qualitative phase. During the alumni interviews, 21 themes and subthemes arose which were first introduced, secondly, summarised and thirdly, discussed and supported with literature.

The diverse responses from the alumni were all unique and different based on the participant's environment, experience and viewpoint. On the whole, the qualitative findings showed that the participants demonstrated attributes of competence which were clear within its domain-specific areas i.e. social, cognitive, academic and vocational competence. Camire, Trudel, and Forneris (2009) found several life skills including teamwork communication, time management and leadership, benefits from sports. Personal characteristics such as self-efficacy and confidence were also reported as benefiting from participation. The participants revealed that being involved in the programme has enhanced their social skills which subsequently equipped them to deal with people better and have a greater appreciation for cultural diversity. After, assessing the list of life skills themes focussed on by the programme it can be reasoned and concluded that the concept of competence is the most basic development attribute being focussed on. These findings are similar to that of Roth and Brooks-Gunn (2003) who revealed that developing competency was the most general aim of youth development programmes. The

competencies that came to light were social skills, leadership, teamwork and adding value, conflict resolution, planning, commitment and ability to sacrifice, discipline, decision-making, critical thinking and vocational competency.

There are situations exposing student-athletes to concepts of confidence through experiences with positive self-worth, self-efficacy, self-esteem and self-motivation involvements. Although there is no deliberate effort or intention to reveal these crucial life competencies to participants, these skills are acquired inadvertently through daily interaction by individuals inside the programme. In general, the findings indicated that participants did show qualities of confidence which were apparent and recognizable. Youth who are moderately exposed to adversity may possess; self-worth, confidence gained from successful navigation through the adversity, empathy, realistic control attributions (sense), and problem-solving skills (Cowen et al., 1990).

The intentional promotion of life skills, as it is relevant to developing individuals' connections with peer groups, family and community in general is largely inadvertent and depends on the participant, to create those bonds. Nonetheless, the environment created within the programme allows individuals to become more familiar with teammates from culturally diverse backgrounds, breaking down stereotypes, in the process forming friendships that last a lifetime. Overall, the findings revealed that the participants did display aspects of connection which were well defined and noticeable within its domain-specific areas i.e. peer, family and community connection. Gould & Carson, 2008; Holt et al., (2017) observed that youth's interactions with key social agents in sports (e.g., coaches, parents, peers) have been found to play a significant role in the learning of life skills. Previous research has found that athletes believed that they acquired life skills in sports as a function of (a) coaches using deliberate strategies, (b) parents reinforcing life skills at home, and (c) interacting with peers in a positive manner (Holt, Tamminen, Tink, & Black, 2009).

Although the programme endorses values associated with good upstanding citizens, the deliberate advancement of life skills, as it relates to character education is mainly involuntary and is determined by the participants' approach and attitude towards the environment created within the programme. The nature of the programme allows participants to develop behaviour and act steadily according to their beliefs and conduct themselves fairly and rationally. On the whole, the findings showed that the participants did reveal competencies of character such as values & integrity, respect, morals & ethics. Recently, Champine and colleagues (2016) found that the intensity and breadth of participation in an out-of-school programme such as Boy

Scouts of America, organized sports, band/music programmes, or faith-based activities was not significantly associated with youths' character development. However, Zarrett et al. (2009) found that youth who were highly engaged in multiple activities reported higher scores on indicators of PYD than youth involved only in sports.

While the programme promotes behaviour linked to individuals with high regard for others' well-being, there are no intentional initiatives that expose the participants to practice caring in the form of compassion and selflessness. Thus, the adoption of such an approach is primarily a conscious decision made by the individual based on the experiences they get exposed to and their willingness to follow the same example. This reveals that the athletes do have the characteristics of sympathy and empathy. The cultivation of compassion is connected with meaning in life as it may produce a sense of purpose and responsibility to alleviate the suffering of others (Frankl, 1984). This sense of interconnection and belonging that arises through compassion practices can also help individuals overcome their feelings of separation and isolation due to their marginalized identities and is associated with an enhanced perception of meaning in life (Lambert et al., 2013).

The mixed responses from the interview participants were all unique and different according to the educators' backgrounds, experiences and perspectives. Furthermore, it will discuss the study limitations as well as offer recommendations for additional research along with potential ideas to the organisation to revise and amend the current life skills programme.

CHAPTER SIX

CONCLUSIONS and RECOMMENDATIONS

6. INTRODUCTION

The aim of the study was driven by the research question which was to investigate how a university cricket programme can foster the development of life skills in student-athletes in the Western Cape region. This dissertation consists of six chapters. In Chapter One, the researcher presented the introduction, background and significance of the study. Chapter Two contained a review of the literature which looked at topics encompassing Youth, Life Skills and Student-Athletes. In Chapter Three, the researcher describes the methodological process of the sequential explanatory research design. A mixed methods approach was chosen as most appropriate which consisted of the research approach and research design. Chapter Four offered the results of Phase 1: the quantitative (student-athlete surveys) section where the results are analysed and discussed. This is followed by the qualitative Phase (alumni interviews) in Chapter Five where the results are analysed and discussed relative to Phase 1 and Phase 2. The results and findings were discussed through the lens of Lerner's 5'c framework. This chapter summarises the common themes and profiles the key findings that appeared from the student-athlete and alumni perspectives about how a university cricket programme can foster the development of life skills in student-athletes in the Western Cape region.

This chapter provides a reflection centred on the results and findings produced in this study based on the research questions, aim and objectives, as specified in the first chapter of this study. The use of a sequential mixed methods research approach, where the quantitative data (Phase 1) were collected and used to inform the qualitative component (Phase 2) of the research was employed. Conversely, the qualitative phase unpacked and explained the numerical data of the quantitative phase and allowed for an all-inclusive and complete assessment of the phenomenon under study. A sequential explanatory mixed methods design was used in this study, in which the quantitative phase was performed first, followed and completed by the qualitative phase. While attempting to meet the research objectives as well as respond to the research question, the researcher sought to explore the perceptions of cricket players about a life skills programme, through both quantitative and qualitative research methods. The first phase of data collection assessed the life skills across multiple domains of a student-athlete's life, as well as identifying the range of interpersonal and group social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives. The

second phase sought to explore university cricket players' perceptions of a life skills programme, and describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills. The researcher compiled questionnaire surveys and interview questions (See Appendices G and H). This chapter will close the findings presented in Chapters Four and Five.

6.1 OVERVIEW OF RESEARCH QUESTION, AIMS AND OBJECTIVES.

6.1.1 Research Question

How can a university cricket programme meme foster the development of life skills in student-athletes in the Western Cape region?

6.1.2 Aim of the Study

This study aims to explore the perceptions of cricket players about a life skills programme at a university in the Western Cape region.

6.1.3 Objectives of the Study

The objectives of the study are to;

- I. Assess life skills across multiple domains of a student-athlete's life.
- II. Identify the range of personal and interpersonal group/social life skills needed by student-athletes to cope with the pressures of combining their academic and athletic lives.
- III. Explore and describe university cricket players' perceptions of a life skills programme at a University in the Western Cape region.
- IV. Explore and Describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills.

6.2 CONCLUSIONS RELATED TO THE RESEARCH FINDINGS

The study endeavoured to investigate the research question: How can a university cricket programme foster the development of life skills in student-athletes in the Western Cape region?

As a result, participants, in the form of student-athletes, were asked to complete a survey, together with alumni of the programme who were approached to take part in one-on-one semi-structured interviews. The survey was adapted from existing research focused on sport participation and life skills development (Holland, 2012) where the entire group from the programme volunteered to participate (Phase 1). The semi-structured interview questions (Phase 2) were compiled from the results of the survey answers. The following section presents the conclusions of the research results as it relates to the stated objectives of the study. It will provide an overview of the student-athletes perceptions of a current life skills programme and describe which strategies could be implemented to support student-athletes capacity to succeed and acquire life skills. While the researcher acknowledges the limitations of the study it achieved its main objectives.

6.2.1 Summary of findings and conclusions

The research found that caring was the most common life skill displayed by student-athletes due to their university involvement and their individual growth through cricket participation. In contrast, student-athletes did not display many attributes related to competence. These athletes also need a range of social life skills, such as dealing with emotions, understanding behaviour, building relationships, teamwork and leadership through positive actions. As such, student-athletes can implement these skills across various life domains including, their personal lives, their participation in cricket as well as their general student life. Furthermore, all the participants realized the significance attached to learning to understand fellow human beings and respect their cultural backgrounds. One of the participants mentioned that it is necessary as it contributed to forming and preserving links between culturally diverse people. In the same way, others could comprehend the benefits of being a member of such a culturally diverse setting. This practice assisted athletes to communicate effectively and share their thoughts, through which to develop a social support network to help them deal with more complex situations.

Through their participation in the programme and their active involvement in cricket, the participants were able to enhance particular life skills and also learn additional competencies. The participants were well aware of how the environment assisted them in always placing the interest of the team before their ambitions. They were encouraged to be a positive influence, who adds value and whose presence would have a lasting impact, within, as well as beyond the

cricket environment. The participants understood the effect their positive contributions and exemplary behaviour had on their peers.

It was extremely important for student-athletes to manage their time and plan their daily schedule, thus staying focused on their priorities. This was needed, for them to be in control of the added demands placed on student-athletes. Through effective time management, they were in a position to attend training regularly, and perform at a high level, whilst maintaining satisfactory academic standards.

Student-athletes were constantly confronted with the pressures of academics and the added stresses of sport, therefore, they needed to develop and further enhance their decision-making capabilities. The participants learned the value of being intelligent athletes, who can use critical thinking to solve problems and apply these outcomes in defining moments. As a result, of their student-athlete identity, they discovered the importance of situational awareness and what it means to give your undivided attention in most everyday scenarios.

Although, many participants were well aware of the importance to graduate and pursuing a career after sport. The research also showed that not many participants realised how crucial it was and were concerned about pursuing a career after sport.

The research revealed, athletes recognised abilities such as teamwork, social skills, discipline and vocational mindfulness as the key concepts to be developed. These findings aligned with the first objective of the study which was to explore university cricket players' perceptions of a life skills programme. Furthermore, the identification of competencies such as leadership, planning, commitment, ability to sacrifice, willingness to learn, decision-making, time management and critical thinking as important life skills supported the second objective of the study which was to describe strategies that could be implemented to support student-athletes capacity to succeed and acquire life skills.

The participants mentioned the positive influence the programme environment had on them. They explained how it encouraged belief in their capacity, to strive for greater accomplishments both within the cricket setting as well as outside. Through, these experiences they learned self-efficacy. As a result, we can say that the programme played an influential role in guiding these participants through the process of achieving their highest ambitions, whilst staying committed during the journey.

The life skills education imparted through the programme, coupled with the champion mindset instilled in each individual enabled these student-athletes to further develop that winning mentality and that persistent desire to always give their best. Furthermore, participants emphasised and acknowledged the value of having a good work ethic, championing ambition relentless determination, enduring persistence, and the attitude to enjoy what you do. This helped the participants to remain focused and motivated to fulfil their potential.

Student-athletes also had the opportunity to share in the company of like-minded people, which was due to the environment created by the programme. The presence of and backing from stakeholders had a defining impact on the participants' approach to life, behaviour, and overall functioning which is central to positive development.

Notably, the values endorsed by the programme challenged the participants to be responsible citizens, whose influence and responsibility stretched beyond practice and competition. One of the participants mentioned how the programme encouraged togetherness amongst individuals which helped them to establish bonds, and tolerance, learn to understand people and practise correct behaviours towards them. In addition, individuals gained an appreciation for cultural diversity, subsequently overcoming stereotypes and forming lifelong friendships. Furthermore, values such as trustworthiness and accountability came to the fore, in the process, participants learned how to promote capacity building instead of just utilising and depleting resources.

The student-athlete profile and their participation in the life skills programme improved aspects of their character development. Also, their capacity to show respect for the dignity and worth of others put them in a position to relate to their peers on a deeper level and establish valuable interpersonal relationships.

Analysis of the findings showed that only a small amount of the participants displayed gestures of caring. One of the participants mentioned how, through his involvement in the programme, he learned how to be mindful of others' needs and the attempt he can make to have a positive influence on someone's situation. In the same way, another participant realised the importance of being considerate to the next person. This all points to the act of caring and the ability to show compassion.

The research found that participants were always willing to help others first, which in turn also motivated others to do the same. These acts of selflessness contributed to creating an environment where everybody was willing to work together for the greater good. Although the

programme encourages participants to consider the needs of others and make meaningful and impactful contributions to society, we did not find any explicit ideas that subject the participants to observing caring in the form of compassion and selflessness. Consequently, for the participants to embrace this habit, is predominantly a deliberate choice made by the individual, based on their own experience and their commitment to do something similar. Participants were given the platform to improve on and heighten their sense of compassion which confirms both research objectives regarding their perception of the life skills programme and the strategies that could be implemented to succeed and acquire life skills.

6.3 LIMITATIONS

The study was not short of its challenges, and the subsequent limitations were faced.

- The study is restricted to male student-athletes who participated and were beneficiaries of the Sport Skills for Life Skills programme at the University of the Western Cape.
- The study is limited to male student-athletes who participated in cricket only.
- The questionnaire was a bit lengthy with 75 items and 5 subscales. Some respondents displayed impatience, which may suggest that some items might have been rushed through, without proper thought behind the responses.
- Future research should include female student-athletes as well as student-athletes from various other sporting codes. It will be of great interest to see whether the perceptions of female student-athletes and student-athletes from other sporting codes differ regarding a life skills programme.
- The generalizations drawn from the results of this study are limited to student-athletes attending similar institutions of higher education. Although there has been an increase in research on sport-based PYD, there are still notable limitations in the literature. Several researchers (Anderson-Butcher et al., 2014; Camiré & Trudel, 2013; Pozo et al., 2018) have noted that most of the research in this area involves qualitative designs, using interviews and/or focus groups to explore stakeholder perceptions of programme design principles and perceived outcomes.

6.4 RECOMMENDATIONS

Further research should concentrate on accessing a more representative sample of student-athletes. South Africa has a lack of research on student-athletes and life skills programmes therefore; future studies should emphasise a broader student-athlete population, as well as various other sporting codes.

There is a demand to develop a list of prospective workshops, evaluate the extent to which the existing workshops have been assessed and understood to be useful, and create additional workshops that are designed to improve the student-athlete experience concerning life skills development. With the purpose to encourage positive youth development outcomes, the workshops could be developed to:

- They offer information on sports nutrition, the importance of sleep, effective time management techniques, and the benefits of positive thinking.
- Provide academic development sessions to help them manage the stresses of being a student-athlete.
- Give information regarding vocational competence and employment skills.
- Advance connections and create bonds with family, community and peer groups.
- Create awareness around character education.
- Promote qualities that display caring in the form of compassion and selflessness.

These workshops should focus on promoting holistic well-being through Positive Youth Development, expanding the overall awareness of student-athletes while reducing negative behaviour and uninformed decisions. The professionals who co-ordinate these programme act as mentors to the participants.

6.4.1 Recommendations for Practice

The resulting recommendations are formulated around the outcomes relating to the perception of student-athletes involved in a life skills programme at a university in the Western Cape.

- The programme should streamline the selection process better, i.e., educated, well-informed decisions must precede final selection and acceptance into the programme.

- Upon acceptance into the programme, an individual screening assessment should be conducted to establish their, vocational, personal development and educational skills requirement. The athletes may then make use of any of the programmes features best suited to their requirements.
- Greater emphasis should be given to making academic support for students in need compulsory. A preliminary proposal is that a study methods life skills workshop is started.
- The intended outcomes of the programme should be monitored and evaluated to track its progress and reconsider the content and applicability of the workshops presented.

6.4.2 Recommendations for Further Research

Because the population was made up and restricted to only male cricket players at the university, further research including female athletes from cricket as well as individuals from other sporting codes and tertiary institutions may provide a thorough representation of the perception of student-athletes regarding life skills development.

With women's cricket in South Africa consistently growing and more women having the opportunity to be student-athletes it would be worth investigating female student-athletes perceptions relating to life skills development and also how their experiences differ across sporting codes, tertiary institutions and the country as a whole.

A different qualitative data collection technique should be explored for data collection. After the initial round of interviews, it became noticeable that some of the respondents were becoming disinterested towards the end of the interviews resulting in them not fully engaging in the questions and offering well-thought-out responses. For that reason, it is suggested that in the future focus groups be used.

The participants have displayed attributes of the 5C's, and it can be confirmed that it was definitively because they participated in the life skills programme. However, there may also be other outside factors that play a role such as family, friends, and the broader community. It is suggested that a longitudinal research design be implemented to observe the perception of the student-athletes and the contribution of the life skills programme over a more practical time frame allowing for a natural course of action instead of concentrating on instant results.

6.5 STUDY CONCLUSION

This study aimed to explore the perceptions of cricket players about a life skills programme at a university in the Western Cape region. A review of the literature showed the majority of the articles about athletes and life skills focus on two areas namely sport-in-development and athlete assistance programmes. This study was the first of its kind to be performed in South Africa and the findings added to the current literature as it links to student-athletes and life skills development. The main findings of the quantitative analysis revealed that there is a significant difference in some of the life domains of the participants, according to the perceptions of the student-athletes. On the whole, the qualitative findings showed that the participants demonstrated attributes of competence which were clear within its domain-specific areas i.e. social, cognitive, academic and vocational competence. Related to the stated study objectives the participants disclosed has enhanced their social skills which subsequently equipped them to deal with people better and have a greater appreciation for cultural diversity. In addition, through their exposure to sports and academics, the participants talked about the leadership skills they acquired. Also, the programme places a lot of emphasis on academics along with sports and they are urged to contemplate their careers after sports. The concept of competence is the most basic development attribute being focussed on. The competencies that came to light were social skills, leadership, teamwork and adding value, conflict resolution, planning, commitment and ability to sacrifice, discipline, decision-making, critical thinking and vocational competency. Related to the stated objectives the participants disclosed. Finally, the participants highlighted the behaviour of people within the programme who always strived to take care of other's needs first and how such instances only further urged them to do the same and better where possible.

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8. APPENDIX A: UNIVERSITY OF THE WESTERN CAPE ETHICS APPROVAL LETTER



OFFICE OF THE DIRECTOR: RESEARCH RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

28 August 2018

Mr SR Fielies
SRES
Faculty of Community and Health Sciences

Ethics Reference Number: HS18/5/34

Project Title: An explorative study on the perceptions of cricket players regarding development of life skills in student athletes at a university in the Western Cape.

Approval Period: 20 August 2018 – 20 August 2019

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink that reads 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

PROVISIONAL REC NUMBER - 130416-049

9. APPENDIX B: UNIVERSITY OF THE WESTERN CAPE PERMISSION TO CONDUCT RESEARCH LETTER



03 September 2018

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF THE WESTERN CAPE

Name of Researcher	: Steve Fielies
Research Topic	: Development of life skills in student athletes
Date of issue	: 03/09/2018
Reference number	: UWCRP030918SF

This serves as acknowledgement that you have obtained and presented the necessary ethical clearance and your institutional permission required to proceed with the above referenced project.

Approval is granted for you to conduct research at the University of the Western Cape for the period 20 August 2018 to 20 August 2019. You are required to engage this office in advance if there is a need to continue with research outside of the stipulated period. The manner in which you conduct your research must be guided by the conditions set out in the annexed agreement: *Conditions to guide research conducted at the University of the Western Cape.*

The University of the Western Cape promotes the generation of new knowledge and supports new research. It also has a responsibility to be sensitive to the rights of the students and staff on campus. This office will require of you to respect the rights of students and staff who do not wish to participate in interviews and/or surveys.

It is also incumbent on you to first furnish this office with a copy of the proposed publication should you wish to reference the University's name, spaces, identity, etc. prior to public dissemination.

Please be at liberty to contact this office should you require any assistance to conduct your research or specifically require access to either staff or student contact information.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A. Shaikjee'.

DR AHMED SHAIKJEE
DEPUTY REGISTRAR: ACADEMIC ADMINISTRATION
OFFICE OF THE REGISTRAR

UWCRP030918SF
Page 1 of 3

10. APPENDIX C: INFORMATION SHEET FOR STUDENT-ATHLETES



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2609 Fax: 27 21-959 3236
E-mail: stitus@uwc.ac.za

INFORMATION SHEET- Student Athlete (Current Player)

Project Title: An explorative study on the perceptions of cricket players on the development of life skills in student athletes in the Western Cape

What is this study about?

This is a research project being conducted by, Steve Theoneill Fielies at the University of the Western Cape. We are inviting you to participate in this research project because you are currently or have previously been a participant of the Sport Skills for Life Skills cricket program. The purpose of this research project is to investigate the relationship between a university cricket program and the development of life skills in student athletes in the Cape Town region. It will afford insight into the strategies implemented to facilitate student athletes' ability to prosper and attain life skills. Furthermore, the research may offer insight into the scope of interpersonal and social life skills needed by student athletes to endure the pressures of merging their academic and athletic lives. As a result, we may gain valuable insight into how adequate life skills provide a sounder platform for student athletes to deal with daily challenges.

What will I be asked to do if I agree to participate?

Demographic information, regarding the participant's age, gender, year of enrolment, years of experience in the sport and ethnicity will be required to be completed by all the participants, as well as knowledge of university participation, development through sport, reasons for participating in sport and general information questionnaires are expected to be completed. The completion of questionnaires should take between 10-15 minutes

Would my participation in this study be kept confidential?

The researcher undertakes to protect the identity and the nature of all the participants' contributions. To ensure your confidentiality, your personal information regarding the study will be kept in a file and securely stored in a locked filing cabinet in the SRES department office. If a report or article is written about this research project, your identity will not be divulged at any time. This study will also use focus groups, therefore the extent to which your identity will remain confidential is dependent on participants' in the focus group maintaining confidentiality.

What are the risks of this research?

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about relevant strategies implemented, to facilitate cricket players ability to prosper and attain life skills. Furthermore, the research may obtain greater insight into the scope of interpersonal and social life skills needed by student athletes to endure the pressures of merging their academic and athletic lives. We hope that, in the future, other people might benefit from this study through improved understanding of how adequate life skills provide a sounder platform for student athletes to deal with daily challenges.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

This research is being conducted by Steve Theoneill Fielies at the University of the Western Cape. If you have any questions about the research study itself, please contact Steve Theoneill Fielies, cell: 0849195033 or email: 3058948@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Dr Marié Young
Head of Department: SRES
University of the Western Cape
Private Bag X17
Bellville 7535
myoung@uwc.ac.za

Prof. Anthea Rhoda
Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Research Ethics Committee.
(REFERENCE NUMBER:)

11. APPENDIX D: INFORMATION SHEET FOR ALUMNI



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2609 Fax: 27 21-959 3236
E-mail: stitus@uwc.ac.za

INFORMATION SHEET - Alumni University Cricketer

Project Title: The relationship between a university cricket program and the development of life skills in student athletes in the Cape Town region.

What is this study about?

This is a research project being conducted by, Steve Theoneill Fielies at the University of the Western Cape. We are inviting you to participate in this research project because you are currently or have previously been a participant of the Sport Skills for Life Skills cricket program. The purpose of this research project is to investigate the relationship between a university cricket program and the development of life skills in student athletes in the Cape Town region. This study serves as an informational study regarding the development of life skills and student athletes. It will afford insight into the strategies implemented to facilitate student athletes' ability to prosper and attain life skills. Furthermore, the research may offer insight into the scope of interpersonal and social life skills needed by student athletes to endure the pressures of merging their academic and athletic lives. As a result, we may gain valuable insight into how adequate life skills provide a sounder platform for student athletes to deal with daily challenges.

What will I be asked to do if I agree to participate?

Demographic information, regarding the participant's age, gender, year of enrolment, years of experience in the sport and ethnicity will be required to be completed by all the participants, as well as knowledge of university participation, development through sport, reasons for participating in sport and general information questionnaires are expected to be completed. The completion of questionnaires should take between 15-20 minutes.

Would my participation in this study be kept confidential?

The researcher undertake to protect the identity and the nature of all the participants' contributions. To ensure your confidentiality, your personal information regarding the study will be kept in a file and securely stored in a locked filing cabinet in the SRES department office. If a report or article is written about this research project, your identity will not be divulged at any time. This study will also use focus groups, therefore the extent to which your identity will remain confidential is dependent on participants' in the Focus Group maintaining confidentiality.

What are the risks of this research?

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about relevant strategies implemented, to facilitate cricket players ability to prosper and attain life skills. Furthermore, the research may obtain greater insight into the scope of interpersonal and social life skills needed by student athletes to endure the pressures of merging their academic and athletic lives. We hope that, in the future, other people might benefit from this study through improved understanding of how adequate life skills provide a sounder platform for student athletes to deal with daily challenges.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

This research is being conducted by Steve Theoneill Fielies at the University of the Western Cape. If you have any questions about the research study itself, please contact Steve Theoneill Fielies, cell: 0849195033 or email: 3058948@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Dr Marié Young
Head of Department: SRES
University of the Western Cape
Private Bag X17
Bellville 7535
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Prof. Anthea Rhoda
Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Research Ethics Committee. (REFERENCE NUMBER:)

12. APPENDIX E: STUDENT-ATHLETE CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2609, Fax: 27 21-959 3236
E-mail: stitus@uwc.ac.za

CONSENT FORM – Student Athlete

Title of Research Project: An explorative study on the perceptions of cricket players on the development of life skills in student athletes in the Western Cape

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....

13. APPENDIX F: ALUMNI CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2609, Fax: 27 21-959 3236
E-mail: stitus@uwc.ac.za

CONSENT FORM – Alumni University Cricketer

Title of Research Project: An explorative study on the perceptions of cricket players regarding the development of life skills in student athletes in the Western Cape

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....

14. APPENDIX G: STUDENT-ATHLETE SURVEY



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2609, Fax: 27 21-959 3236

E-mail: stitus@uwc.ac.za

An explorative study on the perceptions of cricket players regarding development of life skills in student athletes at a university in the Western Cape

Please take a few minutes to complete this questionnaire. Your responses will assist the researcher to gain a clearer insight into the perception of cricket players regarding development of life skills in student athletes at a university in the Western Cape. This project is part of the researcher's masters and may be linked to publications in the future. Your participation in this survey is voluntary and there will be no negative consequences for you should you choose not to participate. If you do choose to participate, and wish to withdraw at any stage, you will be allowed to do so. No personally identifiable information will be reported, and you will remain anonymous throughout the process. Permission to conduct this survey has been obtained from the UWC Human and Social Sciences Research Ethics Committee (HSSREC), the Registrar and the Director of the Sport Skills for Life Skills Programme.

What this is about

You have been a member of the UWC Cricket Club as well as a beneficiary of the Sport Skills for Life skills NGO from the time you enrolled for tertiary education. This survey will seek to investigate your perception of how your involvement with these two organisations have potentially contributed to the development of life skills.

By ticking this box (✓) , I agree to participate in the study. I confirm that the reasons for the study have been explained to me in a manner that I understand and that all of my questions have been answered to my satisfaction



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Please, indicate (X) which option apply to you.

1. Do you identify as (Check all that apply)?

- Male
- Female
- Transgender
- Different Gender Identity

2. How old are you?

- 18 years – 21 years
- 22 years - 25 years
- 26 years – 29 years
- Older than 30 years

3. How would you identify your race?

- White
- Black
- Coloured
- Indian
- Other

4. What is your place of birth?

- Cape- Town
- Western Cape
- Other province within South- Africa
- Other country (Please, specify)

5. What is the language you are most comfortable speaking?

- English
- Afrikaans
- IsiXhosa
- Other (Please, specify)



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6. What faculty do you belong to?

- Arts
- Community and Health Sciences
- Economic and Management Sciences
- Education
- Dentistry
- Law
- Natural Sciences

7. What is your current level of study?

- 1st year
- 2nd year
- 3rd year
- Honours
- Masters

8. What is your primary role as a cricketer?

- Batsmen
- Bowler



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- Please, select the option that most apply to you by circling the relevant number.

Part 1: You in general as a person

Below are a number of statements that refer to your sport, your lessons, and your life in general. Please rate how true each statement is for you using the scale from 1 (False) to 4 being (True).

	False	More false than true	More true than false	True
Most things I do, I do well	1	2	3	4
If I try I can almost do anything I want to do	1	2	3	4
Overall, I am a failure	1	2	3	4
I feel alive and vital	1	2	3	4
I look forward to each new day	1	2	3	4
I feel energized	1	2	3	4
I am always willing to meet with new people	1	2	3	4
I like interacting with community leaders through new projects	1	2	3	4
I experience pleasure and satisfaction while learning new things	1	2	3	4
I consider organisation and priorities in everyday life as important	1	2	3	4
I have specific cue words and phrases that I say to myself to help me get through the day	1	2	3	4
I have very specific goals for life	1	2	3	4
I value the benefits of considering the needs of others above my own	1	2	3	4
I feel obligated to always lend a helping hand to my fellow human being in their time of need	1	2	3	4
	1	2	3	4



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Part 2: Your experience in sport

Each of the following questions describes a specific situation that you may possibly encounter in cricket. Please, rate how frequently these situations apply to you using the scale from 1 (never at all) to 4 (always in all training and match situations)

	Never	Rarely	Often	Always
I set realistic but challenging goals for cricket	1	2	3	4
In cricket I am able to control distracting thoughts when I am training	1	2	3	4
My performance in cricket suffers when something upsets me	1	2	3	4
I manage my self-talk effectively during cricket practice as well as competition	1	2	3	4
I can't see why I play cricket and frankly, I couldn't care less	1	2	3	4
My emotions keep me from performing my best during competition	1	2	3	4
Cricket gave the platform to interact with and get to know new people	1	2	3	4
I pay close attention to how my teammates do things that lead to success and learn from them.	1	2	3	4
I experience pleasure through broadening my knowledge of the game	1	2	3	4
I get frustrated and emotionally upset when sport practice and competition does not go well	1	2	3	4



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Continued

Part 2: Your experience in sport

Each of the following questions describes a specific situation that you may possibly encounter in cricket. Please, rate how frequently these situations apply to you using the scale from 1 (never at all) to 4 (always in all training and match situations)

	Never	Rarely	Often	Always
I have trouble controlling my emotions when things are not going well during a match	1	2	3	4
I motivate myself to concentrate and do well in matches through self-talk	1	2	3	4
I always play for my teammates because it is part of who I am.	1	2	3	4
Through cricket, it has enabled me to make meaningful contributions to my community	1	2	3	4
Cricket has helped me to learn a new found respect for diversity among student- athletes	1	2	3	4

Part 3: Your cricket participation

Each of the following items describes a specific situation that you may encounter in your training and competition. Please, rate how frequently these situations apply to you using the scale from 1 (Never at all) to 4 (Always).

	Never	Rarely	Often	Always
I use practice time to work on my relaxation techniques	1	2	3	4
I evaluate whether I achieve my goals	1	2	3	4
I focus my attention effectively during competition	1	2	3	4



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Continued

Part 3: Your cricket participation

Each of the following items describes a specific situation that you may encounter in your training and competition. Please, rate how frequently these situations apply to you using the scale from 1 (Never at all) to 4 (Always).

	Never	Rarely	Often	Always
	1	2	3	4
I can control my emotions when things are not going well during practice or competition				
I manage my self-talk effectively during competition	1	2	3	4
I always feel alert and awake during competition	1	2	3	4
Through cricket I have learned new and improved ways of behaving around people	1	2	3	4
Through cricket I have learned how others do certain things and applied that to my own life	1	2	3	4
Through cricket I have made friends with people from different socio-economic backgrounds	1	2	3	4
I set realistic and challenging goals for practice and competition	1	2	3	4
I have specific cue words or phrases that I say to myself to help my performance during competition	1	2	3	4



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Continued

Part 3: Your cricket participation

Each of the following items describes a specific situation that you may encounter in your training and competition. Please, rate how frequently these situations apply to you using the scale from 1 (Never at all) to 4 (Always).

	Never	Rarely	Often	Always
I learned how to push myself beyond my boundaries	1	2	3	4
Through cricket I have learned about helping others	1	2	3	4
Through cricket I am in a position to influence my university and community for the better.	1	2	3	4
Through cricket I now have a better understanding of how to relate to my teammates and people in general	1	2	3	4

Part 4: Your development through cricket

Based on your current or recent involvement in cricket, please, rate whether you had the following experiences using the scale from 1 (Yes) to 5 (Not at all).

	Yes	Definitely	Quite a bit	A little	Not at all
I started thinking, more about my future because of my participation in cricket	1	2	3	4	5
This activity has been a positive turning point in my life	1	2	3	4	5
I learned to consider possible obstacles when making plans	1	2	3	4	5



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Continued

Part 4: Your development through cricket

Based on your current or recent involvement in cricket, please, rate whether you had the following experiences using the scale from 1 (Yes) to 5 (Not at all).

	Yes	Definitely	Quite a bit	A little	Not at all
I became better at handling stress	1	2	3	4	5
I tried taking on new challenges	1	2	3	4	5
This activity got me thinking about who I am	1	2	3	4	5
I practiced self-discipline and became better at dealing with fear and anxiety	1	2	3	4	5
I formed diverse peer relationships	1	2	3	4	5
I learned I had a great deal in common with people from different backgrounds to me	1	2	3	4	5
I observed how others solved problems and learned from them	1	2	3	4	5
I learned to find effective ways to achieve my goals	1	2	3	4	5
I learned about organising time and not procrastinating	1	2	3	4	5
I learned about setting priorities	1	2	3	4	5
I learned about helping others	1	2	3	4	5



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Continued

Part 4: Your development through cricket

Based on your current or recent involvement in cricket, please, rate whether you had the following experiences using the scale from 1 (Yes) to 5 (Not at all).

	Yes	Definitely	Quite a bit	A little	Not at all
	1	2	3	4	5
I learned about respecting diversity, culture and opinion					
Cricket engaged me in services to my campus and surrounding communities					

Part 5: Your university participation

Below are some reasons why people attend university. Please, indicate how true each of the following statements is for you, using the scale of 1 (Not at all true) to 3 (Very true).

	Not at all true	Somewhat true	Very true
	1	2	3
Because eventually it will enable me to enter the job market in a field that I like			
Because I want to show myself that I can succeed in my studies			
Honestly, I don't know, I really feel that I am wasting my time at university			
For the pleasure that I experience when I am surpassing myself in one of my personal accomplishments			
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities			



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Continued

Part 5: Your university participation

Below are some reasons why people attend university. Please, indicate how true each of the following statements is for you, using the scale of 1 (Not at all true) to 3 (Very true).

	Not at all true	Somewhat true	Very true
For the positive feelings that I experience while reading about various interesting subjects	1	2	3
Because for me university is fun	1	2	3
For the pleasure that I experience when I am taken by discussions with interesting lectures	1	2	3
Because university allows me to experience a personal satisfaction in my quest for excellence in my studies	1	2	3
I set goals to help me use time in university activities effectively	1	2	3
Because of my participation with the program I am more knowledgeable of university expectations of me as a student athlete	1	2	3
Being involved with the program encouraged the development of leadership skills	1	2	3



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Part 5: Your university participation

Below are some reasons why people attend university. Please, indicate how true each of the following statements is for you, using the scale of 1 (Not at all true) to 3 (Very true).

	Not at all true	Somewhat true	Very true
The university environment encouraged me to be more sensitive to and mindful of the needs and wants of my peers	1	2	3
University enabled me to be a change agent and role model to youngsters in my community	1	2	3
Through the university experience I am more aware and in tune with peoples circumstances and situations	1	2	3

(Questionnaire adjusted and taken from Holland, 2012)

THANK YOU, for participating, appreciate it!

15. APPENDIX H: ALUMNI INTERVIEW SCHEDULE



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Semi-Structured Interview Schedule: Alumni of SS4LS

Welcome: Thank you once again for volunteering to participate in this interview discussion. You have been asked to participate because your perspective is of utmost importance. Thank you for taking time out of your schedule to participate in this study.

Introduction: This interview discussion is designed to evaluate what your perception and opinions are on a life skills programme at a university in the Western Cape region. The duration of this interview is between 25-35 minutes. Lastly, may I tape this interview to use your exact words in the study?

Anonymity: Although you are being taped, I would like to emphasise that in the write up of this study your name will not be mentioned. This discussion is completely anonymous. The tapes will be kept safely in a lock at the Sport, Recreation and Exercise Science Department at UWC. All tapes will be transcribed verbatim and thereafter destroyed. The transcribed notes will not make reference to you as the participant. Please try and answer truthfully and accurately as possible.

Please, note that most of the questions are based on your time as a student- athlete, being part of the ss4ls programme.

Opening question: How was it that you first learned about the programme?

Main Questions:

1. Think back to when you first became involved with the programme, what were your first impressions?
2. What do you think is meant by the term life skills?
3. What did you hope to gain from participating in the life skills programme?
4. Do you feel confident applying skills that were covered in the programme? And how are these skills practiced in your daily life (e.g., goal setting, time management, decision making, conflict resolution, managing expectation and disappointment etc.)
5. What influence has participating in the Life Skills programme had on how you participate in sport?
 - Examples?

- Beyond performance do you believe the life skills program has influenced your enjoyment, happiness, reasons for participation, behaviour? (if yes or no, can you please elaborate)
6. Is there anything you would change about the life skills programme?
 7. Do you feel you have learnt anything else in addition to the Life Skills tools during life skills sessions and being part of the cricket team? Examples?
 8. Tell me about your experiences of combining university and sport?
 9. What advice would you give anyone taking part in a future life skills program to ensure they get the most from the life skills programme?
 10. I would like you to talk about some of the life skills you have learned through participating in sport that will be valuable in terms of a future career?
 11. What factors would you say have had the biggest impact on your ability to combine sport and education?
 12. The aim of the programme is to develop athletes holistically – (helping participants to become better people and athletes)
 - Do you feel that being on the programme has made you a better person? Why do you say so? Can you give me examples?
 13. How would you say has your profile as a student-athlete and your involvement in the programme contributed to the following:
 - Understanding/Valuing the benefits of considering the needs of others above your own?
 - Obligation to always lend a helping hand to your fellow human being in their time of need? (Being more aware and in tune with people's circumstances and situations)
 - Your capacity to influence your peers and community for the better? (Be a change agent)
 14. If in any way..... How has your involvement with UWC Cricket shaped your perspective around diversity among student-athletes?

Conclusion: I would like to again thank you for participating in today's discussion and remind you that any comments that you made here today will remain confidential and for research purposes only.