



THE IMPACT OF SOCIO-ECONOMIC BACKGROUND ON THE LIFE SKILLS OF SPORTS AND NON-SPORTS STUDENTS

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Abstract

Socio-economic background (SEB) is one of the factors that cause bullying in schools. Several studies have shown learning life skills (LS) to deal with these issues. This study aims to examine the impact of SEB on LS in sports and non-sports students. The sample of this study was 109 students (sports students = 57 and non-sports students = 55) with an age range of 19-21 years who were students of the Universitas Pendidikan Indonesia. Sampling was taken by the intake class method—data collection using the LSSS (Life Skills Scale for Sports) instrument. The research is a comparative causal method with test analysis using the Independent Sample T-Test, Kruskal-Wallis Test, and One-way ANOVA. The results of this study show a significant difference between the life skills of sports and non-sports students ($F = 0.138$, $p = 0.031$). There is a significant difference between sports and non-sports students' LS based on socio-economic status (lower class, middle class, and upper class), with $p = 0.000$ for sports students and $p = 0.028$ for non-sports students. This study reveals that the LS of sports students is higher than non-sports students.

Keyword: *Life Skills, Sports, Socio-economic, Comparative Study, College*

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1. INTRODUCTION

Sports and non-sports students certainly have significant differences in their daily activities. More sports students will participate in elite sports as athletes, but non-sports students may join as athletes too. According to some studies, the time-consuming athlete program forces student-athletes to sacrifice academic attention (Meyer, 1990; Parham, 1993), making it challenging to create time to study or get good grades (Meyer, 1990; Parham, 1993).

On the other hand, life abilities (LS) are a fundamental component in improving psychosocial improvement that can be done when joining sports and physical movement programs (Gould & Carson, 2008; Hanrahan & Andersen, n.d.; Kendellen & Camiré, 2019; Kendellen, Camiré, Bean, & Forneris, 2016; Puncture, Kendellen, Camiré, & Gould, 2018). LS permits an individual to succeed in an environment that's distinctive from where they are, such as at school, at domestic, or in their environment (Danish, Forneris, Hodge, & Heke, 2014; Papacharisis, Goudas, Danies, & Theodorakis, 2007). LS can be behavioral (communicating viably with companions and more seasoned individuals) or cognitive (making compelling choices), interpersonal (being emphatic), or intrapersonal (being able

to set objectives) (Danish et al., 2014). Life aptitudes are an innovation that must be the same as physical abilities, beginning with exhibit demonstrating, modeling, and honing (Grange, 2014).

Increasing bullying among students is one of the education problems in Indonesia. Previous studies have stated that socio-economic status (SSE) is one of the factors that cause bullying in schools. According to Wicaksono (2019), students with low SSE levels are more often victims of bullying than students with high SSE levels. Several studies have shown that combatting bullying requires learning and integrating life skills (Katzaman, 2021; Potard et al., n.d.).

The Positive Youth Advancement (PYD) created a system that addresses a deficit-reduction approach seen as an issue for youth that must be redressed in society and centers on behavioral issues (Kendelle et al., 2016; Nigg, C. & Paxton, 2008). Exchanging life abilities must be through other media or cannot be exchanged specifically (Allen & Williams, 2012; Bean & Forneris, 2016; Cronin & Allen, 2017; Hellison, 2011; Kendellen et al., 2016). Hence, the relationship between physical activity and sports with endeavors to create life aptitudes has gotten to be curiously recently. Cronin & Allen (2017) have created a life aptitudes instrument containing eight components: cooperation, objective setting, time administration, passionate abilities, communication, social abilities, authority, and problem-solving and choice making. Besides, a trial was created within the golf preparation framework for youthful individuals that focuses on creating the life aptitudes of children who take an interest in golf. Which incorporates two essentials, to begin with, intrapersonal life abilities, which are shortened as the center of three key components: (1) determination; (2) objective setting; and (3) enthusiastic direction and moment, interpersonal life aptitudes which too comprise of three key components: (1) genuineness; (2) cooperation; and (3) regard; The comes about appear that the life abilities component is inserted and there's an inclination to develop pleasantly within the youth who take portion in golf by coordination life abilities, hence giving birth to golf preparing educational modules to show by joining the advancement of life abilities for youthful individuals in Canada (Kendellen, Camiré, Bean, & Forneris, 2016). Moreover, procuring sports aptitudes through a long preparation prepare permits the transfer of life abilities in genuine daily life.

There are a few ways to exchange life skills, counting being encouraged by sports media by utilizing an understood or unequivocal approach (Camiré, Trudel, & Forneris, 2009; Gould & Carson, 2008; Kendellen & Camiré, 2019; Penetrate, Gould, & Camiré, 2017; Turnnidge et al., 2014). But there's still no investigation comparing life aptitudes in somebody who was doing work out and life aptitudes in somebody who does not work out. In this manner, this consider will attempt to reach sports and non-sports understudies with the trust of demonstrating the hypothesis that sports can be a medium to move forward in life aptitudes. This inquiry about the will to see at the socio-economic foundation is separate from that. The shortcoming of this investigation is that it can, as it were, depict the contrasts of each variable without looking at the impact.

2. METHODS

This research was conducted using a comparative causal design.

Participant

This study's participants were sports and non-sports students from the Universitas Pendidikan Indonesia. The age range of the participants in this study was between 19 and 21 years.

Population & Sample

The research sample was 109 students with 57 sports students (female = 8 people, male = 49 people) and 52 non-sports students (female = 29 people, male = 23 people). Sampling was done using the intake class method.

Instrument

Data collection adapted the LSSS (Life Skill Scale for Sport) instrument from Cronin and Allen (2016). The instrument contains 47 statements related to 8 life skills components: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem-solving, and decision making.

Procedure

Participants fill out a questionnaire in approximately 20 minutes.

Data Analysis

Data were collected and analyzed using the Independent Sample t-test, Kruskal Wallis Tests, and One Way ANOVA Tests with SPSS 22 software.

3. RESULT

The results showed that there was a difference between the life skills of sports students and non-sports students ($F = 0.138, p = 0.031$) in the independent sample t-test. In the Kruskal Wallis test on sports students (table 2) it is known that there is a difference in the average life skills based on the economic status of parents with $p = 0.000$ with lower class = 19.60; middle class = 45.18; upper class = 26.82 (figure 2). The one-way ANOVA test (non-sports students) showed similar results (table 3), namely, there was a difference in the average life skills of students based on their family's economic status ($F = 3.872, p = 0.028$). In the LSD test (table 4) it is known that in non-sports students there is a significant difference between the economic status of the lower class and middle class ($p = 0.048$) and the middle class and upper class ($p = 0.030$), while there is no difference between the economic status of the lower class and the middle class. class with upper class (0.590). The average value of lower-class life skills = 122.00, middleclass = 135.94, and upper class = 125.93 (Figure 3).

Table 1. Independent Sample T-Test (no period ".")

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
Life Skills	Equal variances assumed	.138	.711	2.185	.031
	Equal variances not assumed			2.180	.031

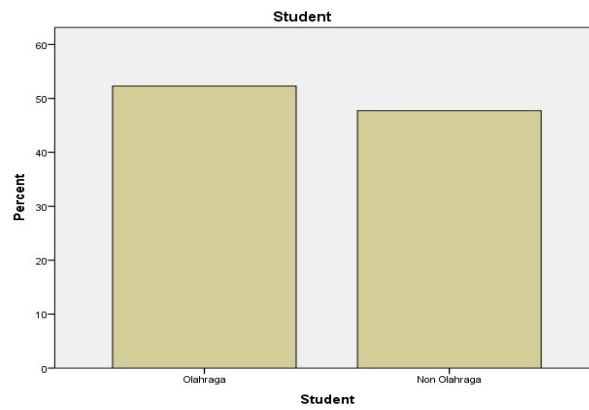


Fig 1. Life skills sports student and non-sports students

Table 2. Kruskal Wallis Tests (no period ".")

	Life Skills Sports Student
Chi-Square	24.834
df	2
Asymp. Sig.	.000

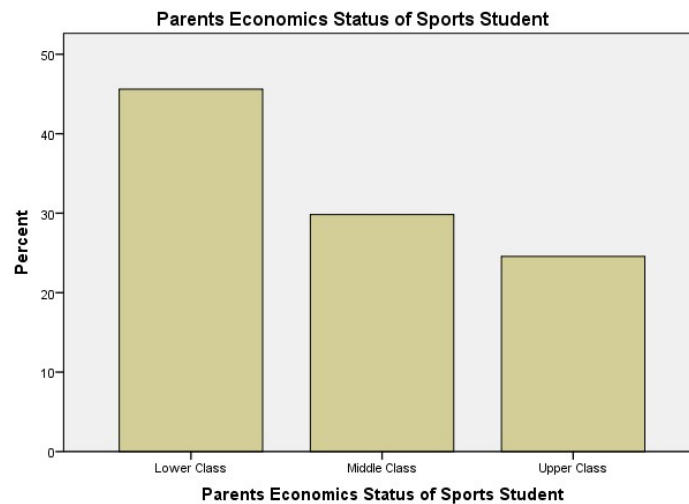


Fig 2. Life skills sport student based on parents' economic status

Table 3. One Way Anova Tests

	df	Mean Square	F	Sig.
Between Groups	2	746.410	3.872	.028
Within Groups	47	192.783		
Total	49			

Table 4. LSD tests on life skills based on parent's economic status

(I) Parents Economics Status of Non-Sports Student		Mean Difference (I-J)	Std. Error	Sig.
Lower Class	Midle Class	-13.935*	6.691	.043
	Upper Class	-3.929	7.234	.590
Midlle Class	Lower Class	13.935*	6.691	.043
	Upper Class	10.007*	4.471	.030
Upper Class	Lower Class	3.929	7.234	.590
	Midlle Class	-10.007*	4.471	.030

*. The mean difference is significant at the 0.05 level.



Fig 3. Life skills non-sports student based on parents' economic status

4. DISCUSSION

The finding in this study is that there is a significant average difference between the life skills of sports and non-sports students. Furthermore, there is a significant average difference between sports and non-sports students based on the socioeconomic status of their parents. This research will be one of the pilot studies describing the differences in life skills based on the family's socioeconomic status. Although this study has many limitations, it can be used as a reference for other researchers who will examine life skills by describing their socioeconomic status. This research is not entirely finished because the next researcher will use experimental methods to explore the relationship and impact of life skills based on socioeconomic status by using training methods or learning models in sports.

5. CONCLUSION

This study concludes that there is a significant difference between the average life skills of sports students compared to non-sports students. In the next test, there were significant differences between sports and non-sports students based on the socioeconomic status of their parents.

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