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Integration of life skills into basic student basketball training program for positive youth development

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Abstract

Sports is an excellent way to increase many important values in life (including developing positive youth). This study aims to improve and develop positive youth development through the life skills programme that has been prepared. This study uses a quantitative method with a pre-test–post-test control group design approach. In this study, the researcher used a sampling technique, namely purposive sampling, with a total of 30 students aged 11–12 years. Then, the group was divided into three, namely (1) groups with basketball practice and integrated with life skills; (2) groups with basketball practice but not integrated with life skills; and (3) groups without basketball practice and also without integrating life skills. The test instrument uses the Life Skills for Sport Scale. The results of the study show that group A is better than groups B and C. These results have implications for the trainers to be able to incorporate life skills into the programme designed.

Keywords: Student, basketball, training, life skills, positive youth development

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1. Introduction

The relationship between sport and life values has been recognised from research results: sports and life skills (Hayden et al., 2015). Sport as a culture is synonymous with understanding the nature and meaning of sport integrated into the wider community's daily life. However, sports activities as a lifestyle of society have categorisations. They are related to physical skills, which are important capital and are central to the practice of sport as a lifestyle, both exclusive and inclusive (Roult & Machemehl, 2016). The basis of sports coaching involving students in an association has a tremendous social impact, including the discussion of the magnitude of the benefits to the development of a person's life skills due to his involvement in sports. The Life Skills for Sport Scale (LSSS) instrument consists of eight dimensions, including teamwork (the ability to cooperate with one person with other people or groups), goal setting (the ability to determine the targets to be achieved), time management (the ability to managing time appropriately), emotional skills (the ability to control their emotions), communication (the ability to communicate), social skills (the ability to establish social relationships), leadership (the ability to lead other people or groups), problem-solving (the ability to solve problems available) and decision-making (the ability to make the right decisions) (Cronin & Allen, 2017).

Sports activities carried out in several developed countries are an integral way to be able to have a positive influence on the community. This has proven to be influential and significant in providing capacity-building and the welfare of its people. It is hoped that by increasing the capacity of the people, they can also participate in improving and promoting a country. In addition to that, the sport has entered the area of pursuing the progress of the life of the community, nation and state, especially in carrying out social change (Lyras & Welty, 2011; Pérez et al., 2017).

Sport is one way to make youth do positive things (Jones & Lavallee, 2009a). By exercising youth can acquire life skills and values and even one can acquire new life skills just by doing sports (Jones & Lavallee, 2009b). To get more value from sports activities is to follow structured exercises and guidelines (programmes). The results of the study state that well-designed and structured activities and programmes will have a meaningful and significant impact compared to those that are not provided and are not structured (structured) properly (Bean & Forneris, 2016a). Based on the results of the study, exercise does not provide development directly (on the spot), but sport can have an influence and contribution to the development of life skills if it is carried out in a structured, regular and integrated manner, good and right way (Danish & Nellen, 2012). In a psychological study, exercise can have a significant effect on positive youth development (PYD). The results also state that sports can be a way to promote healthy lifestyle behaviours, PYD and become an out-of-school activity that has a major impact on a teenager's future (Gould & Carson, 2008; Guèvremont & Findlay, 2002).

Sports activities that are carried out in an appropriate and structured way can provide an increase in life skills as well as psychologically (Cronin, 2015). Exercise can improve social, emotional and academic skills (Hayden et al., 2015). One of the results of PYD that is integrated into sports activities, among others, is communication, leadership, teamwork, decision-making and good problem-solving. Other physical activities (such as playing and exercising) can also improve a person's life skills (if included in a life skills programme) and include sports activities (sports in spare time) (Pierce et al., 2017). In terms of PYD, the role of educational organisations is a key to success in implementing it, such as implementing health, educational success, student welfare and many others (Jones & Lavallee, 2009a).

PYD is a positive development for teenagers whose goals are to develop competence, develop relationships with others, self-confidence and character education which are targets to be achieved (Vierimaa et al., 2012). The results of the research related to positive development in adolescents also

have a very large influence on self-confidence, character development, increased concern for others and provide many other positive aspects. Psychological factors such as experience, family support and involvement in the community also contribute directly to positive youth development (Wiium & Dimitrova, 2019). Youth and sports are very synergistic with positive youth development, and so sport contributes to creating positive development among youth.

According to data released by the Indonesian Basketball Association (PERBASI) Bali in 2020, the number of athletes from all age groups recorded was 144 male and female athletes. However, currently, only six athletes have entered National Sports Week (PON) Bali. Of the 144 athletes, all of them are active as athletes who take part in intense training activities; they compete with each other to get into provincial level sports championship (PORPROV) and pound to national training. Some are not actively practising because they are affected by relegation but still like to participate in championships with the intent and purpose undirected.

With such a large number, the question is whether the club can be responsible for the athletes' future after they are said to be stuck with no high achievers, where the rest of the athletes will be taken and where they will be directed. This is an excellent opportunity to promote life skills in basketball. Regarding life skills, in implementing basketball training programmes, coaches should not just carry out what is in the training programme, such as technical, physical, mental etc., but they must apply life skills on the field, hoping that athletes can implement them in social life to develop positive youth.

There is a wealth of evidence explaining the benefits of exercise, including an increase in PYD (Rohmanasari et al., 2018; Trottier & Robitaille, 2014; Whitley et al., 2013). Life skills can also have an effect on improving cognitive, interpersonal, intrapersonal and increasing positive attitudes that can continue to be improved, developed and perfected for the better (Danish et al., 2005) Life skills research using the LSSS assessment instrument can identify and assess eight life skills in adolescents (Cronin & Allen, 2017). By using this scale, it is hoped that researchers can reveal and explain research results related to life skills.

Based on the description of life skills above, it is known that life skills in adolescents are intrapersonal skills, which include internal skills and goal setting, and interpersonal skills, which include social skills, teamwork and other social interactions (Kendellen et al., 2017).

The hypotheses in this study can be formulated as follows:

H_0: There was no significant difference between the mean scores of life skills development outcomes in the basketball group that was integrated with life skills, the basketball group that was not integrated with life skills and the group that did not follow basketball and was not integrated with life skills.

H_a: There is a significant difference between the average scores for the development of life skills in the basketball group that is integrated with life skills, the basketball group that is not integrated with life skills and the group that does not participate in basketball activities and is not integrated with life skills.

2. Methodology

2.1. Research design

This research refers to a quantitative research approach. Quantitative research is founded on the positivist ideology, which stresses objective phenomena examined quantitatively or performed using numbers, statistical processing, structures and controlled experiments. An experimental study is

conducted in controlled settings to determine the effects of various therapies on others. The research design used in this study uses a pre-test and post-test control group (Fraenkel et al., 2012).

Table 1. Research Design

Group A	M	O_1	X	O_2
Group B	M	O_1	C	O_2
Group C	M	O_1	C	O_2

Note: Group A is a basketball training group that is given the integration of life skills; group B is a basketball training group that is not given the integration of life skills; group C is a group that does not participate in basketball training and does not receive a life skills integration programme. Each group has been matched (on a specific variable) but is not randomly assigned to a group; O1 is the initial test; O2 is the post-test; X is treatment; in this case, it is a programme of integration of life skills into sports training and C is control or comparison.

2.2. Population and Sampling

The population in this study were elementary school students aged 11–12 years from the Indonesian Basketball Association (PERBASI) Buleleng Regency, Bali. The samples in this study were groups A and B, each consisting of 10 youths from a basketball club and 10 youths from elementary schools. The sampling technique was carried out purposively. This study uses purposive sampling as the determination of the sample of the study. Thus, the sample will be taken with certain considerations; in other words, based on prior knowledge of the population and the specific purpose of the study, the researcher uses personal judgment to select the sample.

2.3. Procedure

The study begins with finding a sample that will be used in this study. Next, the researcher asked the sample for approval to be willing to participate in the study. Then, the researcher asked the sample to fill in the LSSS instrument (pre-test) which was carried out for 45 minutes. Then, all samples followed the guidelines and rules of each predetermined group. After the sample has carried out the programme for 8 weeks, the sample will take a final test of the Sports Life Skills Scale (post-test) for 45 minutes. This is done to be able to see and know the values before and after treatments.

2.4. Instrument

The life skills instrument has 47 test items called the LSSS (Cronin & Allen, 2017). The instrument used aims to assess life skills through the perception of sport that occurs in each individual. Furthermore, the instrument is also to find out how much influence sports have and teach participants about life skills. The alternative answers used in this instrument use a 5-point Likert scale. The instrument consists of 47 test items with details of 7 questions for teamwork, 7 questions for goal setting, 4 questions for time management, 5 questions for social skills, 8 questions for leadership and 4 questions for problem-solving and decision-making. This instrument has an alpha coefficient between 0.81 and 0.96 (Cronin & Allen, 2017).

2.5. Data Analysis

The data obtained are then analysed using quantitative methods that produce descriptive and inferential statistics. Then, the data obtained were tabulated and analysed with Microsoft Excel 2019 and IBM SPSS version 24. Before hypothesis testing, as a prerequisite for quantitative research,

normality and homogeneity testing must be carried out first. Then, the statistical hypothesis testing is carried out using a t-test.

3. Result

The results of the data collection and analysis are presented in tables and as descriptions.

Table 2. Descriptive Statistics of Research Results

	Group A	Group B	Group C
N	10	10	10
Posttest	183.3	154.5	141.5
Gain score	31.10	16.7	-
Mean	185.20	166.80	142.50
SD	13.214	7.874	6.801

Table 2 explains that the number of samples in each group (A, B and C) is 10 people. Group A has a post-test average score of 183.3 and a gain score of 31.10. Then, the average value is 185.20 and the standard deviation is 13,214. Then, group B has an average post-test score of 154.8 and a gain score of 16.7. Then, the average value is 166.80 and the standard deviation is 7.874. Meanwhile, group C has an average post-test score of 141.50, with an average value of 142.50 and a standard deviation of 6.801. The difference in gain scores shows that group A has a better development of life skills than groups B and C.

3.1. Normality Test

Several conditions must be met before carrying out the statistical data normality test, one of which is that data must be normally distributed. The first prerequisite test is using the Shapiro–Wilk normality test at a significance level of 0.005. Data can be said to be normal if the p-value or significance is more than 0.005 (Sig. > 0.005). The results of the normality test using IBM SPSS version 25 software are presented in Table 3.

Table 3. Normality Test Results for All Groups (Posttest)

Group	Kolmogorov–Smirnov[a]			Shapiro–Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Group A	0.132	10	0.200*	.945	10	.612
Group B	0.192	10	0.200*	.947	10	.630
Group C	0.165	10	0.200*	.954	10	.705

*This is a lower bound of the true significance.

aLilliefors significance correction.

Based on the normality test results presented in Table 3, the post-test data for group A shows a Sig. value of 0.612 (Sig. > 0.005). Table 3 shows that the post-test data for group A is normally distributed. Group B has a Sig. value of 0.630 (Sig. > 0.005). The same as the results of the previous group A. In group B, the results of normality calculations from the data obtained are also normally distributed. Group C has a Sig. value of 0.705 (Sig. > 0.005). Therefore, the post-test data for group C is normally distributed.

Table 4. Normality Test Results for Groups A and B (Gain score)

Tests of Normality						
Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Group A	.135	10	.200*	.923	10	.379
Group B	.154	10	.200*	.929	10	.416

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4 shows the results of the normality test calculation. The gain score data for group A has a Sig. value of 0.379 (Sig. > 0.005), which means that group A data is normally distributed. While group B has a Sig. value of 0.416 (Sig. > 0.005), which means that group B data is also normally distributed.

3.2. Homogeneity Test

Before carrying out more in-depth calculations, some prerequisites must be met, namely to test the homogeneity of the data. The homogeneity test in this study used Levene's test. Data is declared homogeneous if the probability or significance value is more than 0.005 (Sig. > 0.005). The data was then tested with Levene's homogeneity and assisted by IBM SPSS version 24.

Table 5. Results of Homogeneity Test of All Groups (Posttest)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Data	Based on Mean	3.803	2	27	.035
	Based on Median	3.705	2	27	.036
	Based on Median and with adjusted df	3.705	2	20.940	.042
	Based on trimmed mean	3.805	2	27	.035

The results of the Levene homogeneity test (Table 5) show that the average post-test value is 0.035 (Sig. < 0.005), and so the post-test data of all research groups has non-homogeneous variances.

Table 6. Homogeneity Test Results of Groups A and B (Gain score)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Gain present	Based on Mean	7.649	1	18	.013
	Based on Median	7.462	1	18	.014
	Based on Median and with adjusted df	7.462	1	10.063	.021
	Based on trimmed mean	7.521	1	18	.013

Table 6 shows that the average value (mean) of the gain score data has Levene's statistical value of 7.649, with a probability or mean significance level of 0.013 (Sig. < 0.005). Thus, it can be concluded that the gain score data of research groups A and B have a non-homogeneous variance.

3.3. Hypothesis Test

After the prerequisite test is met, the hypothesis test can be carried out. In this study, the hypothesis test used is one-way ANOVA using IBM SPSS version 24 for Mac OS.

Table 7. Summary of the Results of One Path Analysis of Variance (Posttest)

ANOVA					
Data					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13026.098	2	6519.866	68.965	.000
Within Groups	2591.900	27	98,660		
Total	15667.986	29			

By using the one-way ANOVA (post-test) technique in Table 7, the significance value of 0.000 (Sig. < 0.005) means that the first hypothesis is rejected and the second hypothesis is accepted. This means that there are differences in the development of life skills between each group. Post-hoc test analysis was conducted to determine the level of differences in the development of life skills in each group.

Table 8. Post Hoc Results (Posttest)

Multiple Comparisons						
Dependent Variable: Data						
Tukey HSD						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A	B	27.100*	4.387	.000	16.22	37.98
	C	51.000*	4.387	.000	40.12	61.88
B	A	-27.100*	4.387	.000	-37.98	-16.22
	C	23.900*	4.387	.000	13.02	34.78
C	A	-51.000*	4.387	.000	-61.88	-40.12
	B	-23.900*	4.387	.000	-34.78	-13.02

* The mean difference is significant at the 0.05 level.

Table 8 shows a follow-up test that was carried out after knowing the differences in the development of life skills for each group. Because the research data is not homogeneous, the further test used is the Games-Howell post-hoc test. In Table 9, The results of group A showed better development when compared to groups B and C, each experienced an average difference of 27.10 and 51.00, with a significance level of 0.000, respectively. Meanwhile, the results of life skills in group B, when compared with groups A and C, each experienced an average difference of −27.10 and 23.90, with a significance level of 0.000, respectively.

The life skills scores of group C when compared to groups A and group B experienced an average difference of −51.00 and −23.90, with a significance level of 0.000, respectively. Thus, it can be concluded that the results of the study with the highest increase in the value of life skills occurred in the group of adolescents who took part in basketball training with structured and deliberate integration of life skills compared to the group of adolescents who took part in basketball training without integration of life skills and adolescents who do not attend sports training.

Here, the hypothesis testing uses a non-parametric difference test, namely the Mann–Whitney independent samples t-test, because the prerequisites for the parametric statistical test of the gain score data are not met, namely the data is normally distributed but not homogeneous.

Table 9. Mann Whitney test sample t-Test (a)

Test Statistics	
	Data
Mann-Whitney U	1.000
Wilcoxon W	56.000
Z	-3.756
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: grup

b. Not corrected for ties.

The results in Table 9 provide an overview between groups A and B which have a significant value or probability of (2-tailed) 0.000 (Sig. < 0.005). These results illustrate that the group that participates in basketball training and is integrated with the life skills programme has a higher level of life skills compared to other groups.

Table 10. Mann Whitney test sample t-Test (b)

Test Statistics[a]	
	Data
Mann-Whitney U	.000
Wilcoxon W	55.000
Z	-3.778
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: group

b. Not corrected for ties.

The results shown in Table 10 illustrate that there is a difference in the results of groups A and C with a Sig. value (2-tailed) of 0.000 (Sig. < 0.005). So, it can be concluded that the group that took part in basketball training that was integrated with the life skills component in a structured and planned manner experienced a higher development of life skills than the group that did not.

Table 11. Mann Whitney test sample t-Test (c)

Test Statistics[a]	
	Data
Mann-Whitney U	.000
Wilcoxon W	55.000
Z	-3.790
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: group

b. Not corrected for ties.

The results shown in Table 11 illustrate that there are differences in the results of groups B and C with a Sig. value (2-tailed) of 0.000 (Sig. < 0.005). So, it can be concluded that the group of adolescents who took part in basketball training that was not integrated with the life skills component obtained a higher life skills value than the group of adolescents who did not participate in basketball training. However, the difference in the development of life skills in each group was not too significant.

4. Discussion

Research that has been carried out to uncover the benefits of integrating life skills into basketball programmes, providing positive benefits between the basketball group with the integration of life skills (group A) and the basketball group without the integration of life skills (group B) and groups who do not follow basketball and are not integrated with life skills (group C). In line with previous research, this study provides convincing and useful results on the development of life skills from an early age. Furthermore, this finding reveals that the basketball programme and integrated life skills group (group A) obtained a higher improvement in the development of life skills compared to groups B and C. More specifically, the findings of this study confirm that adolescents can develop life skills. through sports activities.

When these results are compared with physical education research, it can be seen that participants who take part in sports activities view that the development of eight life skills is more or less the same, but the acquisition value is above physical education. These results are considered very good because the number of basketball participants in Indonesia is large (Johnston et al., 2013; Rohmanasari et al., 2018). The results of this study can encourage the application of life skills programmes at an early age to be carried out and developed to obtain maximum results and benefits in the future.

Research conducted using the LSSS instrument provides evidence that this measure affects the development of life skills (Cronin & Allen, 2017). Research with qualitative methods in the literature reveals that it can develop the life skills of youth (Chinkov & Holt, 2016). These findings also encourage future researchers to use and utilise the LSSS instrument to view, investigate and find out life skills through sports activities.

The results of this study provide a very meaningful implication for coaches, sports practitioners and teachers to implement life skills programmes in every programme implemented, and to also use LSSS to evaluate the programmes that have been implemented (Danish & Nellen, 2012). The results of the research in the fields of sports and psychology show that young people tend to continue to develop and improve positively as a result of developing life skills programmes. These results continue to suggest and integrate sports coaches and practitioners to help develop various skills through sports activities.

Indeed, a trainer is expected to create a learning environment that can encourage life skills development programmes. However, football research in the UK still uses more training styles than life skills programmes (Cushion & Jones, 2006). In practice, there is little interaction, feedback and common questions and answers. Furthermore, trainers can adopt and modify training that can be integrated with life skills programmes and stay with sub-cultures and programmes (Pérez et al., 2017). This results in passive students who are obedient to what the trainer says and not active students who feel valued. This will make the athlete not develop properly (physical and life skills) (Cope et al., 2017).

It turns out that the influence of a coach (actions and behaviour) is a fundamental factor (fundamental) in the development of an athlete's life skills. In addition, coaches must intentionally include and integrate life skills development programmes in various activities or programmes carried out in sports to get positive results in developing life skills (Fraser-Thomas et al., 2007). However, what must also be a major consideration so that the life skills development programme can run well is how a coach must be careful and precise in compiling and designing programmes that can then be integrated into sports activities (Gould et al., 2007) because the success of this planned programme has also been reported in the results of research that explains a player can develop skills (including life skills) in sports

training. Moreover, basketball is a sport that is very familiar in the community, so it is very important to insert/integrate life skills development programmes through its activities.

A trainer can apply life skills in the planned programme by applying the following principles: (1) being intentional, selective and systematic; (2) providing the widest opportunity for students to develop their skills; (3) applying the attitude of responsibility of each individual towards the programme being implemented; (4) adjusting to the circumstances and situations; (5) neatly arranged; (6) do not let participants carry out the programme and continue to always assist participants in implementing it; and (7) using the group method so that participants can discuss in running the programme (Bean & Forneris, 2016b), like life skills research in Canada on golf for youth (Kendellen et al., 2017).

Other keys to a successful implementation of a life skills development programme include (1) being designed and intentional; (2) providing examples and models of successful life skills; (3) running the programme as a whole and systematically; and (4) always evaluate the programme (Pierce et al., 2016). Thus, the life skills that have been designed and made will be able to run properly and correctly according to the target to be obtained.

The ability to manage emotions by youth in sports is very important, especially in competitive sports such as basketball. Basketball is a group sport, so it will be easier and faster to implement a life skills development programme to build youth with positive characteristics. The programme that is integrated into this basketball includes values that follow the development and norms of the LSSS assessment. The results of this study also support that sports activities can be used to improve and develop life skills and also produce positive adolescents (Kendellen & Camiré, 2016). Moreover, the programme of integrating life skills in various sports activities is an important lesson in improving and developing positive youth (Danish et al., 2004).

Sport is a basic activity to develop young people to understand themselves and also skills that can later be useful for themselves (Petitpas et al., 2005). Sport is also used as another way to be a key to success in terms of hobbies or even work (Hansen et al., 2003). Sports is one of the activities that is ideal to be included and integrated into youth life skills development programmes.

Only by implementing a life skills programme in sports activities carried out in the school environment for eight training sessions (90 minutes each session) can it provide positive benefits and develop a teenager's life skills (Danish & Nellen, 1997) because the 'GOAL' programme is carried out with a period of 10 hours and 10 sessions. By implementing a life skills development programme as described above, adolescents have a very good chance of becoming better individuals, better athletes, in terms of their attitudes and behaviour, playing skills and more caring and productive members of society.

The government should support efforts to optimise and develop positive youth through sports from an early age. The government must support the passionate youth spirit in sports by issuing related policies that support the progress of national sports, such as providing qualified sports facilities, paying attention to sports schools and facilitating sports researchers and coaches to work together in developing positive youth early on.

The government should pay attention to the integration of positive youth development programmes into sports training programmes for elementary-level students, especially in this case basketball, because basketball is a sport that is very popular in our society. But unfortunately, at the time of learning at school and training in clubs, the only discussion is how children and youth are skilled in terms of physical skills, techniques and tactics, but not social learning, which is a life skill. It will be great when positive youth development, such as life skills, can be incorporated into the sports curriculum, especially

basketball, as is the case with Canadian Golf (Kendellen et al., 2017). Of course, this is a concern from all relevant people and support from the government as a policymaker. An assessment explains that a planned programme must always be supported and understood by policymakers to succeed in the expected goals (Ma'mun, 2019). So, the desire for a basketball training programme integrated with life skills must have support from the central and local governments as policymakers and discuss it more deeply whether there are changes or policies.

5. Conclusion

The results of this study are closely related and correlated between sports activities (basketball programmes) and the development of life skills which aim to develop positive youth. The integration of the life skills component is carried out in a group of teenagers, namely a group of teenagers who take part in the basketball training programme and a group of teenagers who integrate the life skills component in an organised and directed manner. This research has obtained results on the development of adolescent life skills. From these results, the researchers can say that It should also be noted that the success of the programme carried out will run and be achieved well if the trainer's capacity, ability to implement and evaluation are carried out in stages. The implementation of the results of developing these life skills can be applied in everyday life to face future demands and challenges.

Although participating in sports training programmes, especially basketball, has improved youth life skills at the elementary level, the increase is not significant. Therefore, it is imperative to integrate life skills programmes in every activity (sports), especially basketball, because it has been proven that integrating the life skills component into sports training programmes, especially basketball, can improve life skills for PYD.

The development of life skills can also occur in youth who do not have an interest in sports. But the developments that occur are very insignificant. So, it is necessary to provide an understanding to youth who do not have an interest in sports that participating in sports training programmes will be able to improve life skills for positive youth development. However, it should be emphasised that to improve life skills significantly, it is not enough just to participate in sports training programmes. Although participating in sports training programmes, especially basketball, can improve life skills better than not participating in sports training programmes, it is important to remember that integrating life skills components into sports training programmes, especially basketball, will be much more effective in improving life skills significantly for the positive development of youth so that it can be helpful to overcome the challenges of life in the future more effectively.

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