From Playfields to Personalities: A Sociological Analysis of Leadership and Personality Development Among Peshawar University Sportspersons

Dr. Shahid Khan[1*] Muhammad Mujeeb[2], Nasar Shah[3], Rahim Ullah[4]

[1] Assistant Professor (IPFP) Department of Sociology & Criminology Kohat University of Science & Technology, Kohat, Khyber Pakhtunkhwa – Pakistan, Corresponding Author, [*]dr.shahidkhan@kust.edu.pk

[2] MPhil Scholar, Department of Rural Sociology, The University of Agriculture, Peshawar, Khyber Pakhtunkhwa-Pakistan, khanmujeeb089@gmail.com

[3] MPhil-Sociology Department of Rural Sociology The University of Agriculture Peshawar Pakistan. nasarsahil53@gmail.com

[4] MPhil Scholar Department of Sociology & Criminology Kohat University of Science & Technology, Kohat, Khyber Pakhtunkhwa – Pakistan, rahimullahorakzai06@gmail.com

Abstract

Sports transcend cultural and geographical boundaries, serving as a catalyst for unity, community cohesion, and physical well-being. Alongside others, sports nurture personality development by leadership skills, collaboration, and the equitable distribution of responsibilities. This study, conducted at Peshawar University's campus, including Agriculture University Peshawar, University of Peshawar, Islamia College University Peshawar, and University of Engineering and Technology Peshawar. Further, univariate and bivariate analyses were employed on a sample of 332 out of a total population of 2479, as male and female athletes across five major sports, i.e., Cricket, Hockey, Football, Volleyball, and Badminton. The findings underscore that the majority of sample respondents agreed that the leading role of a leader can lead to success. Similarly, sports create leadership skills which promote the power of decision-making among athletics. Additionally, sport results in personality development in terms of leadership adaptability, admittees of the facts, change in lifestyle, and making a person responsible. Likewise, the association between the leadership role and personality development was highly significant (P=0.000), decision-making and personality development was also highly significant (P=0.000), adaptability skill of leadership and personality development, the association was significant (P=0.001), admittees and personality development, it was also significant in nature. Such associations reflect the role of sports and leadership skills in personality development, facilitating both personal growth and collective accomplishment

Key Words: Sports, Leadership, Personality Development, University Campus

Introduction
Sport and Leadership

In sports leaders often emerge as those who demonstrate dedication hard work and a strong work ethic by consistently giving their best effort and showing determination. Sportsman inspires and motivates effective communication is crucial for success in sports whether its conveying strategies providing feedback or encouraging teammates. Leaders in sports learn to communicate clearly

listen actively and articulate their ideas effectively to inspire and guide their team. Leaders in sports develop the ability to make informed decisions assess risks and take decisive action, often with limited time and information (Gamble, 2013). Further, leaders in sports take accountability for their actions and accept responsibility for their performance and the performance of their team they lead by example demonstrating integrity honesty and a commitment to excellence inspiring trust and respect from teammates and coaches' alike leaders in sports understand the importance of teamwork and collaboration in achieving success they foster a sense of camaraderie unity and cohesion among teammates (Kane, 2018). Consequently, building trust, and fostering a supportive team environment where everyone feels motivated and empowered to contribute (Locke, 1999).

Leadership Skills and Personality Development

García *et al,* (2020) a high level of achievement and trust often leads to joyful, productive work environments that support teamwork, employee well-being, and strong work cultures that attract top talent. Leadership is essential to an organization's competitiveness because it encourages innovation and change. The most successful CEOs keep an eye on how their industry is changing, seek out and hire creative thinkers, and choose their team members wisely. Companies are seeking individuals with the ability to collaborate in a team setting. As they advance in the company, they will get greater leadership experience. Guenzi and Ruta, (2013) sports leaders build cohesive teams by understanding individual strengths and weaknesses. They create an environment where team members collaborate and support each other. Leaders in sports set realistic and challenging goals for the team. These goals provide a sense of purpose and direction, motivating athletes to strive for excellence. Effective sports leaders focus on the continuous development of athletes' skills. They provide guidance, training, and resources to help athletes improve their performance (Taylor and Wilson, 2005). Encouragement and positive reinforcement can boost athletes' confidence and motivation. Good sports leaders recognize and celebrate the achievements and efforts of their team members. Sports leaders devise game plans and strategies tailored to the strengths of their team and the weaknesses of the opponents. They analyze data, assess risks, and make strategic decisions during competitions. Leaders teach athletes the importance of resilience in the face of defeat and the value of sportsmanship, emphasizing fair play and respect for opponents. The best sports leaders lead by example. They demonstrate the qualities of hard work, dedication, and discipline, serving as role models for their team members. In both education and sports, effective leadership is about inspiring, empowering, and guiding individuals and teams toward success while upholding ethical principles and fostering a positive and inclusive environment (Fox and Magnus, 2014). Brazer, and Bauer, (2013) Educational leaders set a clear vision for the institution. They define educational goals and create a roadmap for achieving them. Effective educational leaders inspire both teachers and students. They motivate them to achieve their best potential, fostering a positive and productive learning environment. Leaders in education must communicate clearly and effectively. This includes not only talking but also active listening to understand the concerns and needs of teachers, students, and parents. Education leaders need to be adaptable in the face of changing educational landscapes. They should encourage innovative teaching methods and technologies to enhance learning experiences. Empowering teachers and staff by delegating responsibilities and recognizing their achievements can boost morale and create a sense of ownership among the team. Leaders must be skilled at identifying challenges and finding effective solutions. This includes addressing issues related to curriculum, student performance, and school policies. Ethical leadership is crucial in education. Leaders should make decisions that are fair, just, and consider the well-being of all stakeholders (Shields and Bredemeier, 2009). Thompson, *et al*, (2004) whether they are playing as a small group of pals or as the national squad, every team requires a leader. As they get older, students are given the chance to assume leadership roles. They gain confidence and the ability to make well-informed, swift decisions as a result of this. A sport can help you develop these skills because it calls for you to make decisions and share them with the rest of the team often in order to achieve the team's goals. Sashkin, and Sashkin,

(2003) the direction and success of a business are largely dependent on its leadership. Successful leaders are essential to an organization's ability to convey its missions, vision, and goals, rally team members around them, and ultimately accomplish those goals. In times of crisis, these qualities are extremely crucial. Making difficult decisions is often necessary for a business to succeed and grow. Organizations frequently rely on highly competent and emotionally intelligent leaders to handle challenges and make difficult choices.

Methodology

Research methodology refers to the systematic approach or framework used by researchers to conduct investigations, gather data, analyze information, and draw conclusions in structured and rigorous manner. It encompasses the principles, techniques, procedure, and tools employed throughout the research process to ensure the reliability, validity, and credibility of the findings. Research methodology serves as a roadmap guiding researchers in designing studies, selecting appropriate methods, and executing research projects effectively. It involves defining research objectives, formulating research questions or hypothesis, selecting the appropriate research design, collecting and analyzing data, and interpreting result. The nature of the current study was cross-sectional, conducted at the university's campus Peshawar, where different universities constitute the universe of the study. Further, there are a number of games with hundreds of registered players in each game under the directors of Sports University campus Peshawar. However, due to frequent sports events in major leading games, as well as a greater number of players including both male and female, the five leading games—cricket, football, volleyball, hockey, and badminton—constitute the universe and population of the study. Moreover, a multistage stratified random sampling technique was followed. First, data was collected from the directors of sports at the university campus Peshawar regarding the registered players of the last five years (2019-2023) in major games in a pilot study, and then all the different categories of players were proportionally allocated. Lastly, samples from each category were selected. The selected and identified sample players were studied randomly using the Baowley formula (Cochran, 1977). According to the collected information, the total number of registered players at the university campus Peshawar was 2479, including 2108 male and 371 female players, respectively. As per Sekaran's sample size formula, a total sample size of 332 suffices, which includes 282 for male players and 50 for female players in the universe of the study. The sample size and their proportional allocation have been given in the table below.

Table-A Proportional Allocation of Sample Size

Types of University	Gender	No of Players	Sample Players	Total no of Players	Total Sample Players
University of Peshawar	Male	625	84	728	98
	Female	103	14		
Islamia college University Peshawar	Male	675	90	802	107
	Female	127	17		
University of Agriculture Peshawar	Male	497	66	569	76
	Female	72	10		
University of Engineering Peshawar	Male	311	42		
	Female	69	9	380	51
Total number of players in university campus Peshawar				**2479**	**332**

Data Collection and Analysis
Data collection refers to the systematic process of gathering information or facts for research, study, or analysis. This process is carried out to answer research questions, draw conclusions, and solve problems. In data collection, both primary and secondary data involved from sample respondents in the population of the study. Where questionnaire was used as tools of data collection. After completion of collection of information, the data was then proceeded for further statistical procedures, i.e. reliability and then indexation-compulsory for Uni and Bi-Variate analysis. At univariate analysis the frequency and percentage of sample responds response was drawn while in bi-variate the association between independent and dependent variables was measures through chi-square test. The result were displayed and discussed with supporting literature. The next part of the article is the results and discussion.

Results and Discussion
Frequency and Percentage of Leadership and Personality Development
Leadership in university students extends beyond academic settings to community engagement, where they advocate for social justice, promote inclusivity, and initiate positive change "University student's exhibit leadership through proactive collaboration, effective communication, and ethical decision-making, fostering both academic success and positive societal impact ((Pope *et al* 2019). In the context of univirate Analysis of the sample respondents, a number of statement were formulated and the response of the sample respondents were noted with their numbers and frequency. In this regard the statement "Leaders play a leading role in the success" was asked where majority of the sample respondents were found agreed (296 out of total sample size 332, 89.2%, while 31 number of sample respondents were disagreed to the statement and only few number of sample respondents (5; 1.5%) were found as don't know to the asked statement. Similarly, another independent statement was formulated where once again majority of the sample respondents agreed i.e. 267 that is 80.4%, whereas 56 number of sample respondents negated the given statement and 9 number of the sample respondents were found unresponsive. Further, these responses highlight the divergence of opinions regarding the correlation between leadership effectiveness and cognitive abilities, suggesting varying perspectives on the requisite qualities for effective leadership. The statement a leader should be able to adapt to different personalities and work styles within their team" elicited mixed responses from the respondents. A slight majority, comprising 183 individuals (55.1%), agreed with the assertion, underscoring the importance of adaptability in leadership. Conversely, a significant portion, 128 respondents (38.6%), disagreed with the statement, suggesting differing perspectives on the necessity of this trait in leaders. Additionally, a smaller fraction of respondents, 23 individuals (6.3%), remained undecided or expressed uncertainty. These responses reflect the nuanced views regarding the role of adaptability in effective leadership within diverse team environments. It's important for a leader to admit when they're wrong or made a mistake." - The majority of respondents strongly agreed with this statement, with 310 (93.4%) expressing support. A minority, comprising 19 respondents (5.7%), disagreed with the assertion, while only 3 respondents (.9%) remained undecided or expressed uncertainty. These responses underscore the perceived significance of humility and accountability in effective leadership. Leadership affects the lifestyle of people." - Respondents provided diverse perspectives on this statement. While a slight majority, consisting of 163 individuals (49.1%), agreed that leadership impacts people's lifestyle, a comparable proportion, 159 respondents (48.5%), disagreed. A small fraction of respondents, 8 individuals (2.4%), remained undecided or expressed uncertainty. These responses suggest differing viewpoints regarding the extent to which leadership influences individuals' lifestyles. A leader should take responsibility for both successes and failures within their team." - The majority of respondents strongly agreed with this statement, with 290 (87.4%) expressing support. A smaller proportion, comprising 35 respondents (10.5%), disagreed with the assertion, while only 7 respondents (2.1%) remained undecided or expressed

uncertainty. These responses underscore the perceived importance of accountability in effective leadership. Do they demonstrate the qualities of hard work, dedication, and discipline, serving as role models for both education and sports?" - A significant majority of respondents agreed with this statement, with 285 (85.8%) expressing support. A smaller proportion, comprising 45 respondents (13.6%), disagreed with the assertion, while only 2 respondents (0.6%) remained undecided or expressed uncertainty. These responses highlight the perceived significance of exemplary behavior in leaders, serving as role models across various domains.

Table-B Frequency and percentage distribution of respondents regarding leadership

S/N.	Statement	Agree	disagree	don't know	Total
1	Leaders play a leading role in the success.	296(89.2)	30(9.0)	6(1.8)	332(100.0)
2	Leaders need higher capabilities and intelligence to make decisions and solve problems.	267(80.4)	56(16.9)	9(2.7)	332(100.0)
3	A leader should be able to adapt to different personalities and work styles within their team.	183(55.1)	128(38.0)	23(6.9)	332(100.0)
4	It's important for a leader to admit when they're wrong or made a mistake.	310(93.4)	19(5.7)	3(.9)	332(100.0)
5	Leadership affects the lifestyle of people.	163(49.1)	159(48.5)	8(2.4)	332(100.0)
6	A leader should take responsibility for both successes and failures within their team.	290(87.4)	35(10.5)	7(2.1)	332(100.0)
7	Do they demonstrate the qualities of hard work, dedication, and discipline, serving as role models for both education and sports?	285(85.8)	45(13.6)	2(.6)	332(100.0)

Source; Field Survey 2024

Association Between Leadership and Personality Development
The relationship between leadership and personality development is bidirectional. Certain personality traits can predict leadership potential and effectiveness, while engaging in leadership roles can facilitate personal growth and development (Shih *et al* 2009). Understanding this dynamic can help organizations select and nurture effective leaders, and also support individuals in their personal and professional development. Leadership experiences often accelerate personality development by pushing individuals out of their comfort zones. A strong personality can enhance leadership effectiveness by fostering trust and respect among team members. Leaders with well-developed personalities are better equipped to handle stress and make sound decisions. The challenges faced in leadership roles contribute to personal growth, resilience, and adaptability. Effective leadership requires self-awareness, a key aspect of personality development. Personality traits such as empathy and integrity are crucial for inspiring and guiding others. Leadership training programs often include components of personal development to build holistic leaders. Personal

growth activities, like self-reflection and continuous learning, enhance leadership capabilities. Leadership roles provide opportunities to develop interpersonal skills, a vital aspect of personality. The feedback received in leadership positions helps individuals refine their personal and professional traits. Strong leaders leverage their personality strengths to influence and motivate their teams. Personality development fosters emotional intelligence, which is essential for effective leadership experiences can reveal and hone latent personality traits. Both leadership and personality development require ongoing effort and commitment. The interplay between leadership and personality development results in more authentic and effective leaders   Bivariate analysis showed the independent statement of variable "leadership" that leader play a significant role in personality development the association with dependent variable of the study was found highly significant ($\chi 2=4.170$; P=0.000), also the association for the statement "leaders need higher capabilities and intelligence to make decisions and solve problems" the association with dependent variable of the study was also highly significant in nature. Further, the bivariate analysis disclose a high significant association between statement of leader adoptive personality with personality development ($\chi 2=5.126$; P=0.000), while this association for the independent statement of that it is necessary for a leader to admit that they are right or wrong was also found highly significant ($\chi 2= 4.032$; P=0.000) with dependent variable of the study. Further, on the basis of chi square and P value the association between "leadership affects the lifestyle of people" and personality development was also highly significant in relation. Similarly, the bivariate analysis of the study variables were proceeded and the association between independent statement that leader should take responsibility with personality development was also highly significant ($\chi 2= 4.834$:P=0.000) and also the relationship between statement do they demonstrate the qualities of hard work, dedication and discipline serving as role models for both education and sports, with dependent variables of the study "personality development" was found highly significant in relation ($\chi 2= 4.893$; P=0.000). Table given provides a detailed analysis of association between leadership and personality development.

Table-C Association between leadership and personality development

Leadership	Attitude	Personality development			Total	Chi square ($\chi 2$) P value
		High Personality Development	Moderate Personality Development	Low Personality development		
Leaders play a leading role in the success.	Agree	172 (58.10)	85 (28.70)	39 (13.20)	296 (100.0)	$\chi 2=4.170$ (P=0.000)
	Disagree	18 (58.10)	5 (16.10)	8 (25.80)	31 (100.0)	
	Don't know	1 (20.0)	3 (60.0)	1 (20.00)	5 (100.0)	
Leaders need higher capabilities and intelligence to make decisions and solve problems.	Agree	180 (67.40)	77 (29.80)	10 (3.70)	267 (100.0)	$\chi 2=5.126$ (P=0.000)
	Disagree	22 (39.30)	25 (44.60)	9 (16.10)	56 (100.0)	
	Don't know	4 (44.50)	3 (33.30)	2 (22.20)	9 (100.0)	

A leader should be able to adapt to different personalities and work styles within their team.	Agree	120 (65.60)	40 (21.90)	23 (12.50)	183 (100.0)	χ2=6.008 (P=0.001)
	Disagree	74 (57.80)	30 (23.40)	24 (18.80)	128 (100.0)	
	Don't know	6 (28.60)	14 (66.70)	1 (4.70)	21 (100.0)	
It's important for a leader to admit when they're wrong or made a mistake.	Agree	193 (62.30)	95 (30.60)	22 (7.10)	310 (100.0)	χ2= 4.032 (P=0.000)
	Disagree	7 (36.80)	2 (10.50)	10 (52.70)	19 (100.0)	
	Don't know	2 (66.70)	1 (33.30)	0 (00.00)	3 (100.0)	
Leadership affects the lifestyle of people.	Agree	120 (63.60)	23 (14.10)	20 (12.30)	163 (100.0)	χ2= 5.256 (P=0.001)
	Disagree	97 (61.00)	54 (32.70)	10 (6.30)	159 (100.0)	
	Don't know	7 (87.50)	1 (12.50)	0 (00.00)	8 (100.0)	
A leader should take responsibility for both successes and failures within their team.	Agree	205 (70.70)	35 (12.10)	50 (17.20)	290 (100.0)	χ2= 4.834 (P=0.000)
	Disagree	16 (45.70)	9 (25.70)	10 (28.60)	35 (100.0)	
	Don't know	4 (57.10)	2 (28.60)	1 (14.30)	7 (100.0)	
Do they demonstrate the qualities of hard work, dedication and discipline serving as role models for both education and sports.	Agree	172 (60.40)	85 (29.80)	28 (9.80)	285 (100.0)	χ2= 4.893 (P=0.000)
	Disagree	18 (40.00)	16 (35.60)	11 (24.40)	45 (100.0)	
	Don't know	1 (50.00)	1 (50.00)	0 (00.00)	2 (100.0)	

Field Survey 2024

Conclusion

The current study was conducted with manor object to know the role of leadership skills and personality development among university sportsman, focusing on their impact within sports and educational settings. Emphasis was placed on qualities like accountability, adaptability, communication, and ethical decision-making as foundational to effective leadership. A cross-sectional study was conducted at University Campus Peshawar, targeting five major sports (cricket, football, volleyball, hockey, badminton) with a population of 2,479 registered players. A multistage stratified random sampling technique was employed, resulting in a representative sample size of 332 players (282 male, 50 female), determined using Sekaran's formula. Data were collected via structured questionnaires and analyzed using both univariate and bivariate statistical tools, including the chi-square test. Findings revealed strong support for leadership qualities such as accountability (87.4%), integrity, and role modeling (85.8%). Most respondents (93.4%) emphasized the importance of admitting mistakes, while adaptability showed mixed views (55.1% agreed, 38.6% disagreed). Leadership's impact on lifestyle elicited split opinions. Overall, the results highlight that leadership development in sports fosters key personal and social competencies, reinforcing its value in shaping confident, ethical, and team-oriented individuals who can contribute positively to society and future professional environments.

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