



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

스포츠 매니지먼트 석사 학위논문

Development of Life Skills through
Volleyball on Youth Athletes at Elite
Amateur Level in Botswana

2019년 08월

서울대학교 대학원

Agisanang Kurwana

Development of Life Skills through
Volleyball on Youth Athletes at Elite
Amateur Level in Botswana

2019년 08월

서울대학교 대학원

Agisanang Kurwana



Ministry of Culture, Sports
and Tourism

이 논문은 문화체육관광부와 국민체육진흥공단 지원을 받아 수행된 연구임

This work was supported by Ministry of Culture, Sports, and Tourism and Sports Promotion Foundation

Acknowledgement

This research is made possible through the help and support from everyone, including: parents, coaches, family and friends. Especially, please allow me to dedicate my acknowledgement of gratitude towards the following significant advisors and contributors:

First and foremost, the researcher would like to thank Prof. Lim, Choong hoon, the adviser of this research, for his support and encouragement. For taking time in reading this study and offered detailed advices as to how this research will be more precise and sensible to the readers.

Second, I will like to thank my family and friends for helping and giving words of encouragement for this research to be successful as well as for providing the resources needed for this research to be done.

Above all, the researcher would like to give his sincere gratitude to the Almighty God for the wisdom, knowledge, strength, patience and guidance in doing this research paper. For the talents and the skills that have been showered upon the researcher and for putting the right people by his side to guide and support him.

Abstract

Development of life skills through volleyball on youth athletes at elite amateur level in Botswana.

Agisanang Kurwana

Global Sport Management, Department of Physical Education

The Graduate School

Seoul National University

The purpose of these study was to examine the development of life skill on youth athletes through volleyball as a collective team sports, youth experiences related to life skills development and possible strategies that can be used to develop life skills on youth athletes at elite amateur level. Data

for this study was collected through telephone interviews from the four athletes currently studying at tertiary and playing volleyball at elite level. Two of the participants played only at club level while the other two played both club and national team. Interviews were used to collect data and questions covered the main research objectives on [a] experiences and motives for youth to start playing volleyball at elite level, [b] experiences related to life skill development and lastly [c] strategies that can be used to develop life skill.

Findings confirmed the development of life skills recognized through prior investigation but also added constructs, particularly some form of resilience. Athletes mentioned various learning sources for life skills, including education and family. However, sport experiences dominated. Handling pressure and resilience, teamwork and confidence were learned from playing volleyball and also the findings provide practical insights for athletes, coaches and parents and also suggest a number of topics for future investigation, including potential differences between men and women and individual versus team sports.

Key words: Development, life skill, Elite amateur

Student number: 2017-26721

Table of Contents

Acknowledgment	ii
Abstract	v
Table of Content	ix
List of Acronyms.....	x
Chapter 1. Introduction	1
1.1. Background.....	1
1.2. Youth sports policy.....	5
1.3. Goals of youth volleyball	9
1.4. Purpose of study	12
1.5. Research Questions	12
1.6. Significance of study	13
Chapter 2. Review of Literature	14
2.1. Why sports for social change?.....	15
2.2. Youth sports and class	18
2.3. Volleyball as team sports	21
2.3.1 Communication Skills	21
2.3.2. Decisive Action	22
2.2.3. Team work.....	22
2.2.4 Time management.....	23

2.2.5 Building Self esteem.....	24
3.0 Sports and academic performance.....	24
4.0 Life skills.....	25
4.1 To enhance positive development.....	29
4.2 Understanding positive youth development.....	31
4.3 Transition of skills.....	33
4.4 Categories of skill in Sports: Emotional intelligence.....	35
4.5 Life skill construct used in the study.....	36
Chapter 3. Methodology.....	38
3.1. Research Method.....	38
3.2. Study Population selection.....	39
3.3. Interview strategies.....	40
3.4. Data collection.....	41
3.5 Instruments.....	42
3.6. Analysis.....	42
3.7 Strategies for validating findings.....	44
Chapter 4 Findings.....	44
4.1 Theme identification.....	46
4.2 Youth motivation to start sports.....	48
4.3 Experiences obtained during training.....	51

4.4 Development of life skills.....	64
Chapter 5 Discussion.....	72
5.1 Youth motivation to start volleyball.....	73
5.2 Experiences obtained during training.....	74
5.3 Development of life skill.....	77
5.4 Conclusion.....	79
5.5 Suggestions.....	80
Reference.....	81
Appendix 1.....	86
Appendix 2.....	87
Appendix 3.....	88
초록.....	90

Lists Tables

Table 1 participants demographics.....40

Table 2 Themes and sub themes.....45

List of Acronyms

BNSC	-	Botswana National Sports Commission
BNOC	-	Botswana National Olympic Committee
MYSC	-	Ministry of Youth Empowerment, Sports and Culture Dev
MLHA	-	Ministry of Labour and Home Affairs
NSA	-	National Sports Associations
BISA	-	Botswana Integrated Sports Association
BTU	-	Botswana Teachers Association
FISU	-	Federation of International University Sports
CUCSA	-	Confederation of Universities and Collage In Southern Africa
CAF	-	Confederation of African Football

Chapter 1. Introduction

1.1. Background

Overview of Youth Sports in Botswana

Botswana is a landlocked nation situated on an area of 581,730 km² with an estimated population of 2 million (2014 census). It shares borders with Namibia, South Africa, Zambia and Zimbabwe. Mineral resources are the mainstay of Botswana's economy, particularly diamonds, which account for thirty per cent of the gross national product (GNP), and beef exports. In 1994/95 Botswana recorded a GNP of 12,177 million Pula (about \$4.5 million) and a per capital GNP income of P8, 054 (Ministry of Health, 1997). Despite that, 47 per cent of the population, most of whom are women, in Botswana live in poverty (Ministry of Health, 1997).

Approximately 53 per cent of the population is employed and the literacy rate is estimated to be seventy per cent (Ministry of Health, 1997). The majority of the labor forces are teachers and civil servants. Since independence Botswana has not only experienced remarkable socio-economic and infrastructural transformation but it has also been peaceful and politically stable. These developments have positively influenced the provision of educational opportunities (Kann, 1991). In Botswana education is based on the 7-3-2-3-tier system, with the first seven years are assigned to

primary schooling while the other years are reserved for junior and senior secondary and tertiary education, respectively, Although there are several private primary and secondary institutions in the country, education is largely the responsibility of government and is guided by the 1994 Revised National Policy (Mokgwathi, 1999). Sports Management Structure Before independence, sport in Botswana was run by the Bechuanaland National Appeal Fund (BENSAF), which was launched in 1965 (Masala & Kalui, 1996). It was a body, which comprised parties with keen interest in 60 Youth Sport in Botswana and Nigeria sport development. In the early years of Botswana's independence, little emphasis was placed on sports development. Sport administration was coordinated under the Ministry of Health, Education and Home Affairs.

After a progression of redesigns and improvements, persuaded by the need to advance games in the nation, the legislature overhauled the Sport Unit into a Department of Sport and Recreation (DSR) in April 1997 (Kgathi, 1997). In spite of the fact that the DSR was halfway demonstrated on the South African division that was first settled in 1966 and restored as a self-ruling element after change to greater part rule in 1994 (Hendricks, 1997), they vary regarding activity and the executives structure. In South Africa, the DSR capacities under the Ministry of Sport and Recreation,

while in Botswana, the DSR is situated in the Ministry of Labor and Home Affairs (MLHA) close by a few other government divisions, for instance, Prisons, Police, work, National Archives, Culture and Social Welfare.

It is the authoritative arm of the service whose principle duties are to co-ordinate the advancement and improvement sports and diversion programs in the nation. The Botswana National Sports Council (BNSC), set up by Act of Parliament (CAP 60:01) of 1975, shapes the official arm in the games conveyance process and is all the more specifically engaged with the improvement of games exercises and projects in a joint effort with different National Sport Associations (NSAs). The usage of games programs for the adolescents lays on the organizations and linkages among the Department of Sport and Recreation, the BNSC, Botswana Institutions Sports Association (BISA), Botswana Premier League Sporting Association (BPLSA) and Botswana Teachers' Union (BTU). Youth sport programs in the nation are composed at two dimensions broadly, that is at the auxiliary school level by BISA and at the tertiary establishment level by BPSLA. Neighborhood experts likewise have Youth Departments, which address the donning needs of the adolescent. BISA sorts out games rivalries among more than 200 network junior and senior optional schools twice yearly, i.e. olympic style sports in the main term (January to April) and ball games in the second term

(May to August). In spite of the fact that BISA is an offshoot of the BNSC, it is the Secondary Department of the Ministry of Education that is in charge of sorting out the BISA Games (Kgathi, 1997). The BPLSA composes yearly games rivalries for the tertiary establishments, containing a University, and confirmation/authentication – granting Colleges of Education, Agriculture and Health Institutes, Vocational Training Centers, Institutes of Secretarial Studies and the Police College. The annual BPLSA competitions are staged to select athletes who would represent the country at major international and regional games such as the Federation of International University Sports (FISU) and the Confederation of Universities and Colleges in Southern Africa (CUCSA) Games. The BPLSA organises the annual competitions in conjunction with the national sports associations in popular sports like soccer, volleyball, netball, softball, athletics, basketball, badminton and table tennis. Opportunities for youth sports participation also exist in form of intramural indoor and outdoor games held among students in the various Faculties, Department and units in the tertiary institutions. Age 61 *International Sports Studies*, vol. 22, no. 2, 2000 group competitions are held under the auspices of the various NSAs. Botswana participates regularly in Confederation of African Football (CAF)/FIFA Under 17, Under 20 and Under 23 Championships as well as the junior

athletics Championships organised by African Amateur Athletics Confederation and the International Amateur Athletics Federation. Both the BISA and BPLSA report directly to the BNSC. Volleyball can help you learn so many new social skills as well. Taking charge and working to be the best can give you self-confidence. Cooperating with your fellow teammates builds group/team cooperation skills. Taking charge and aiming to make the team the best it can possibly be builds leadership skills. Calling the ball and signals throughout games build communication skills. Being on a team also makes it easier to build your friend making skills. The list of social skills that you can learn from playing this one sport go on and on.

1.2 Youth Sports Policy

Botswana has a youth development policy that places very little emphasis on youth sports development. In article 5.3 (p.18) of the National Youth Policy, titled the 'active participation of young people in recreation, sports and leisure', the need to design a clear policy on sports, recreation and leisure in the country was emphatically stated (Republic of Botswana 1996). However, it is not clear how the need expressed in the 15-line article could be achieved. The country lacks a national policy, which should provide broad guidelines and framework for youth sports development (Kgathi 1997). Realizing the importance of a policy in facilitating sports

development, the DSR organized a National Sports Policy Development Workshop in October 1997. A draft sport policy document was eventually presented to government in 1999, which if implemented could chart the course for future development of sports in the country.

Sports has long considered a tool for social change in fact, Coubertin drew a classic western tradition to invasion the modern Olympics as a tool for peace and understand. Coubertin vision for the Olympic Games is also grounded in the values evident in the British public school during the 1800s, that sports competition are a way to build character (Macaloon, 1981). By the late nineteenth century, it was believed that sports changed boys into civilized gentlemen embodying the ideas of in selfishness, fearlessness, teamwork and self-control. Coubertin also felt sports to be a vehicle for social and personal change. For him sports served three objectives: 1) to develop aesthetic appreciation through participants' experience of the body using sports: 2) to use international sports as a tool with which to establish peace and cross-national understanding: and 3) to teach participants to strive for and to respect excellence wherever it occurred (Challip, 1992). The idea that sports can act as an agent for social and personal change has been with us for centuries and is still salient today. Participating in sports can improve the quality of life of individual and

communities, promote social inclusion improve health, counter anti-social behavior, raise individual self-esteem and confidence, and wide horizons (sport Scotland, 2003, P7)

The population of the republic of Botswana is at an estimate number of 2 million with a wide range of population constituted by youth. The structure of the population affects the nation's key socio-economic issues. A country with a young population invests more in School. The age structure can also be used to predict potential issues for example the rapid growth of a young adult population unable to find employment can lead to unrest.

Sports continue to be the untapped employment industry in Botswana population industry in spite of high unemployment figures at about 17.84%. These figures continue to be the national threat for ever increasing redundant you population loaming in the streets in almost all urban areas. Although the government has made its efforts to reduce unemployment through encouraging industrialization and massive privatization, the working conditions of the citizens in absence of minimum wage has remained a thorn in the neck of able bodied youth patriotic national.

The sports structure in Botswana is made up of two major organizations. The Botswana National Sports Commission (BNSC) and the Botswana

National Olympic Committee (BNOc). They are under the supervision of the Ministry of Youth Empowerment, Sports and Culture Development (MYSC). The BNSC has thirty seven (37) national sports association which are under its supervision both administratively and technically. Its major responsibility is to coordination and resource allocation as empowered by the sports ministry.

National sports Association have to follow governance stipulated by the BNSC and national registry of societies in the government arm. During the allocation of funds and resources normally football receives the largest shares because it considered as the national sports thus majority of the population play and practice this sports. The second largest Share is received by volleyball as it also has multiple sporting programs amongst them being the Elite amateur volleyball league that run the whole year round. Elite amateur volleyball has amazing unique way of making positive impact in the society more especially amongst the youth on the daily interaction when playing these sports through the guidance of their well-trained coaches in different sporting clubs. It was also found that sports can promote the development of problem solving skills as well as teaching youth how to work cooperatively with peers as a member of the team (Carmichael, 2008). According to the research of Wicks et al. (2007), youth

sports is about promoting physical activity lifestyle as well as strengthening communication.

1.3 Goals of youth Volleyball

As alluded to earlier there many potential benefits for enrolling youth in organized volleyball level. Volleyball promotes a healthy lifestyle, and fosters a sense of teamwork and fair play. Reasons that youth participate in volleyball include having fun, but in many instances this innocent motivation is cast aside by well-meaning overzealous parents and coaches. Overly structured athletic programs may in many instances stifle long-term interest in fitness and athletics by youth as they mature. Rather than focusing on skill development and enjoyable physical activity, many regimented youth athletic programs have over emphasized in winning, which has been postulated to account for the rather dramatic decline in athletic participation as youth age. Consequently, the American academy of Pediatrics and preadolescent participating in organized sports include acquisition of basic motor skill, increasing physical activity levels, learning social skills necessary to work as team rather than as an individual.

Volleyball is such a highly practiced sports and consuming activity, it potentially influences the personal development of its participants a great deal and consequently, other aspects of players' lives. However, most

individuals directly or indirectly involved in sport are not highly cognizant of such influences. Many coaches and parents are not aware of the extent to which sport experiences teach skills other than the physical ones, or of how these experiences affect subsequent life endeavors. Therefore, many, if not most, sport programs are poorly designed to deliver positive benefits to athletes beyond progress in physical skills. Parents often unwittingly undermine rather than enhance young athletes' learning of life skills during the sport experience. Moreover, all athletes make a transition out of sport at some point. For some dedicated ones, the transition is difficult and they do not do as well in subsequent activities, including work. Others, however, build successfully on the life skills learned during the sport experience and use those capabilities in the workplace/ or other domains of life. Because of gaps in both practice and theory, counselors are not well prepared to aid in such transitions. The research that might be expected to guide coaches, parents and the athletes themselves in profiting from the sport experience presents inconsistent findings. A number of studies have found many positive outcomes from sport participation, including the development of important life skills. First Tee Program and the SUPER Program exemplify successful life skills development programs (Danish, Fazio, Valerie, & Owens, 2002). Yet, there is evidence that not all sports experiences teach life

skills. Recent studies have shown that sport as an extracurricular activity can facilitate either positive or negative outcomes (Eccles & Barber, 1999; Hansen, Larson, & Dworkin, 2003). Other studies in the area of moral and character development indicate that sport may not contribute to increased moral development and in some cases may inhibit or diminish character development (Shields & Bredemeier, 2001, and Weiss & Smith, 2002).

Sport programs that are designed with the goal of teaching life skills and that provide environments conducive to learning such skills have a chance to achieve at least part of their aims (Danish, Fazio, Valerie, & Owens, 2002). Research indicates that extracurricular activities (including sport) offer numerous opportunities for individuals to develop physical, emotional, and psychological skills that can have a positive effect on future life outcomes (Hansen, Larson, & Dworkin; 2003; Fredericks & Eccles, 2006). Because sport is a highly acceptable activity in society and many individuals are motivated to participate, it offers an excellent arena for life skills development. Many of the life skills an individual develops are a direct result of experiences, some monumental and some trivial, that exerts a tremendous amount of influence on the direction and success of an individual's life (Bandura, 1989). These learning experiences, which have

been examined most closely through social learning theory (Bandura, 1977), social cognitive theory (Bandura, 1986, 1989), and experiential learning theory (Kohl, 1984), can play an important role in determining educational achievement, career development, and life success (Barron, Ewing, & Waddell, 2000, Sharf, 2002; Larson & Verma, 1999).

1.4 Purpose of Study

The purpose of this study was to examine development of life skills through volleyball as collective team sports, youth experience in sports and possible Strategies that can be used to develop life skills on youth in elite amateur level in Botswana.

1.5 Research questions

In order to fulfil the purpose of the present study the following question are required to be answered.

Q1. What are the experiences that motivates youth athletes to play volleyball at elite amateur level?

Q2. How do this experiences relate to life skills development?

Q3. What specific strategies can be used for the development of life skills on youth athletes?

1.6 Significance of study

The significance of this present study is explained by the lack of

research on the topic chosen in Botswana. Therefore, the result on this research will provide some interesting and useful knowledge for further investigation.

Chapter 2. Literature review

From our reading of the literature most common claimed social skills of Team sports in which also Volleyball falls within are as follows:

- Enhanced confidence and self-esteem.
- Empowering and Disadvantaged groups.
- Improving the capacity of the community to take initiatives.
- Reduction in crime, vandalism and delinquency.
- Increased social integration and cooperation, promoting a collective identity and increasing cohesion.
- Encouraging pride in the community.
- Improving employment prospects.
- Increasing productivity with healthy workforce.
- Improving health.
- Environmental improvements.

Although we shall be alluding to each other for the sake of developing our argument here we take as the major aim of the community development the enhancement of the social skill and confidence of groups of the youth such that they are empowered to take control of their lives and act collectively to address social and economic deprivation in the contrast of Kirlees, Craig (1997, 94) refers to these as:

The recognition that the community hosts have the necessary skills (coaches, leadership and organization skills) to make communication and empowerment an achievable and sustainable reality. Unfortunately although often- promoted argument about the beneficial consequences of sports such as those listed above rarely sustained while still sparse, it perhaps in the area of reducing crime that most efforts has been made to gather evidence of the success of the projects (Witt and Crompton,1997, Nichol and Taylor, 1996). But there too it has been noted that purely quantitative and pseudo-scientific models of evaluation are rarely appropriate for community based initiatives (Lightfool, 1994).

2.1 Why Sports for social change?

There is long history of belief that sports can foster social change. Social is defined as shifts in social phenomena at various levels, ranging from the individual or personal level to that of society as a whole (Lauer, 1982). Although social change can be either positive or negative, Coubertin, the UN Secretary General, and others (e.g. Holt, 1989; Labour Party, 1997; Wilson, 1994) have viewed sports as a tool for positive social change. But what underlies the commonly held belief that sports is inherently beneficial? Perceptions of sports as a social tool for positive and personal change are grounded in the belief that sports is effective and positive socializing agent

(e.g. Grove and Dodder, 1982; Spreitzer and Snyder, 1975). Sports participation is commonly believed to develop positive character traits, to assist youth to become better citizens and more successful adults, to reduce delinquency rates and risky behaviors, to assist with moral development including a sense of fair play, and to instill a strong achievement orientation. In short, volleyball is expected to teach basic rules of social behavior and to inculcate fundamental societal values such as hard work, competitiveness, and sacrifice. While these intended outcomes are expected to accrue to the participants, there is an underlying assumption that personal change (i.e. the socialization outcomes of sports participation) benefits the broader society by curbing deviant behavior while creating individual accepting of the norms and values of the society. That is believed to provide a form of decent socialization resulting in better societies.

Although there is general popular agreement about the values of sports as a tool for socialization, there is not always general agreement about what it is that sports provides. For example, Watson (1997) showed that parents from different social classes agreed that sports taught important values to their children, but they disagreed about what those values are. Working class parents felt that sports teaches teamwork and obedience to authority, while parents with white collar occupations felt that sports teaches

individual achievement and leadership. The difference rest of the projection of values that are important to the observer into sports. In other words, we believe that sports do what we want it to, but what we want it to may, in fact, differ.

This is important because the empirical evidence demonstrates that sports can have variety of different effects, some of which policymakers would decry. For example, sports can inflame existing political, religious, or cultural conflicts (Semyonov and Farbstein, 1998). The emotional attachment of many competitors and fans result in offensive and sometimes violent behaviors against opponents and fans of opponents (Gaunt et al 2005). Sports contexts can socialize participants into subcultures of violence, substance abuse, eating disorders and independence (Heffner et al, 2003; Martens et al., 2006; Visek and Watson, 2005). One experimental study of youth sports demonstrate that organized sports experience can retard the moral development of participants (Kleiber and Roberts, 1981).

This is not to say that sports is universally bad for people; it is merely to point out that it is sometimes bad for people. There is also evidence that sports can do many of the things we claim for it (e.g. Larson, 2000; Poinsett, 1996). It is not sports per se that is responsible for particular outcomes; it is the ways that sports is implemented. In other words, it is the

specific socializing experiences that particular sport settings provide (or not provide) that result in particular outcomes (McCormack and Chalip, 1998). A similar interpretation of the change potential of sports echoes the view that sports development is a perception and a social construct.

2.2 Youth sports and class: why it matters

There are at least two fundamental arguments regarding why the relation between sports and social class is an important academic and social issue. The first argument relates to efficiency (i.e. utilization legitimation), whereas the second argument involves social justice (i.e. moral legitimation) (Elling and Claringbould, 2005). However, before discussing the two core arguments, it is necessary to consider how sports is currently viewed in the society.

Youth Sports participation is generally considered as positive leisure, mainly because sports participation is said to be linked to a large number of benefits as well as being an instrument to reach broader objectives. Traditionally, elements such as character building, discipline, fair play and team work have been mentioned as positive effects of practicing sports for young people. More recently, sports has been said to contribute to positive youth development (Danish et al., 2004; Fraser- Tomas et al., 2005; Holt, 2008: see also Cote et al., this volume). Sports is also believed to help social

capital (Nicholson and Hoye, 2008), to engender social inclusion (Bailey, 2008) and to foster empowerment (Lawson, 2005). Apart from benefits within the educational, Psychological and/or social realm, more general references to well-being and public health are often made. The alleged benefits of sports are not only mentioned in the academic literature, they also abound in political discourses, and correspond to commonly-held beliefs. From policy perspective, it is important to observe that the claimed benefits go well beyond the individual level. Sports is believed to contribute to the wider community and/or to society as a whole (bailey, 2008: Jarvie, 2003).

Yet, this optimistic view of sports and its positive effects has been heavily criticized (e.g. Coakly, 2011: Coalter, 2007). A major criticism is that of many claims lack empirical evidence. Second, sports can also entail negative consequences (Waddington, 2000). Examples involves bullying (Donnelly and Coakley, 2002), discrimination (Elling and Knoppers, 2005) or the risk of sports related injuries. Thus, the downsides of sports tend to be minimized. Third, potential positive effects often are dependent upon the context and conditions of the sports practice, which are easily overlooked (Bloyce and Smith, 2010): Coakley, 2011: Waddington, 2010)

Nevertheless, it is plausible to suggest that sports ca be expected to bring

some benefits to young people (Bailey, 2008). Youngsters can only take advantage of any potential Benefits, however, if they are participants effectively (Bailey, 2008; Vandermeerschen, Vos and Scheerder, 2013). This leads us to the first, utilitarian argument regarding why it is desirable to study and be aware of the relation between youth sports and social class; it is important in terms of (policy) efficiency. If sports can contribute to public health, to social inclusion and so forth-factors that benefits broader society-it is in the contest of all to make sure that as many young people as possible find their way into sports, regardless of their society background.

At the same time, in order to fully grasp what is at stake when referring to youth sports and social class, one should also take the second, moral argument into account, that is, the idea of social justice. It sports participation leads to positive effects in other areas of life, in the interest of social justice it is necessary to ensure that these benefits are accessible to all. And there is more. Depending on the definition of 'need' (Dean, 2013; Veal, 2002), sports may be considered as a right. For example, the right to practice sports has been acknowledged in the European Sports for All Charter (COE, 1975; 1980), as well as in the United Nations International charter of physical Education and Sports (UN/UNESCO, 1978). If we accept the idea of sports as a right, guaranteeing the possible to do sports is imperative of

the potential benefits. In the practice, however, this has not always been self-evident.

2.3 Volleyball as a team sports

Volleyball athletes are constantly working with a slate of other people, many of whom can become positive role models along the way. Team sports foster mentorship between older players and younger players, coaches and athletes, and more. Coaches in particular can play an important role in a young athlete's life. Players who have positive sports mentors when they're young are also more likely to seek effective role models throughout their life.

Volleyball skills are personal attributes that allow people to build positive social relationships. Team sports are an excellent source of soft skills development, as they allow athletes to grow within a supportive environment. Here are just a few of the soft skills fostered through team sports:

2.3.1 Communication Skills

While it might not be as obvious as sitting down and discussing a group project, playing volleyball takes a lot of communication — both spoken and unspoken. Communication skills are key in maintaining a functioning sports team, whether it's listening to locker room pep talk, picking up on nonverbal cues given by other players, or expressing a

thought during a post-game debrief.” players are expected to express their concerns, hopes, and disappointments to their coaches and their teammates. She also encourages her players to seek feedback from coaches as well as their classroom teachers, as a result fostering communications skills that will help them succeed in their academic endeavors.

2.3.2 Decisive Action

Volleyball plays/actions happen fast, and athletes develop the skills needed to make effective snap decisions, players deciding to Spike or Reception of the service realizing his best move to pass to a teammate for the assist, athletes learn critical decision-making skills that will benefit them both during and after game time.

Any athlete who has played in Elite games knows the meaning of pressure. Sports create an environment where athletes learn to conquer their natural “fight or flight” instinct to make consistent and difficult decisions under high pressure situations. This ability to function under pressure translates to person who is better at making deadlines and working in stressful situations in the future.

2.3.3 Teamwork

This is an obvious one. Teamwork is all about collaborating with others to reach a common goal. The diverse pairing of personalities and

scenarios will help athlete become adaptable, persistent, and patient. Volleyball also teaches a sense of group and individual responsibility.

Being on a team with a dozen or more of your peers is an excellent way to recognize the individual talents each person brings to the table. Working with teammates teaches athletes important life skills such as to respect one another, act in unselfish ways, make good decisions on behalf of the team, and not cut corners.

2.3.4 Time Management

The time commitment required by athletes can be comparable to that of a full-time job. Think of all the different commitments an athlete needs to juggle: competitions, strength and conditioning, team meetings, sports physiotherapy — and these are just the sports-related obligations! Necessity demands that athletes learn valuable time management skills; otherwise they would never be able to keep up with academics and sport. Team athletes know that every second counts and this value of time will translate to their everyday life. As Shannon Miller, a member of the 1992 and 1996 United States Olympic women's gymnastics team told Forbes, she kept a schedule that was almost minute by minute when she was an athlete. This careful planning and precision helps athletes focus on reaching their goals sooner than non-athletes.

2.3.5 Build Self-Esteem and a Sense of Community

Team sports are said to bolster the five C's: competence, confidence, connections, character, and caring. At the heart of this is self-esteem – an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance.

Team sports provide athletes with a natural community. Youth who play sports have higher levels of social support, and that the sense of community created with teammates, coaches, and family members incubates the perfect setting for critical self-esteem development. In the end, the opportunity to participate in team sports provides athletes with valuable skills that will take them beyond the field, pitch, and court.

3.0 Sports and Academic Performance of Elite youth athletes

Even though elite youth athletes are frequently under excessive time pressure as a consequence of having to juggle their academic careers with their extensive investment in sports, they still tend to be high academic achievers (Brettschneider, 1999; Durand-Bush & Salmela, 2002). Student athletes generally have superior graduation rates (Watt & Moore, 2001) and are also more frequently in the pre-university system than fellow students who are less athletic (Jonker, Elferink-Gemser, & Visscher, 2009). In The Netherlands, students can enter two academic systems; the pre-university

system or the pre-vocational system. The former prepares students for a university career and students are granted admission based on their test scores, while the latter prepares students for later vocational education. The academic system students enter thus determines their level of graduation and thereby their future career prospects. Within each academic system students can fail classes, which in The Netherlands means that students have to re-take the entire year. Self-regulation is important in both sports and secondary education.

Expert athletes exhibit more self-regulatory skills than non-experts in sports (Cleary & Zimmerman, 2001; Kitsantas & Zimmerman, 2002), and at the higher academic levels typically more students can be found with superior self-regulatory skills (Zimmerman, 1986; Zimmerman & Martinez-Pons, 1986). It has, therefore, been suggested that the possession and use of selfregulatory skills predicts academic achievement (Nota, Soresi, & Zimmerman, 2004; Zimmerman & Martinez-Pons). The question arises whether self-regulatory skills may contribute to elite youth athletes' academic performances as well as to their sport performance.

4.0 Life skills

Definitions of terms

Two terms need to be understood in the context of this study: life

skills, Elite amateur sport. As defined by Bolles (2009), "Transferable or life skills are skills that are potentially transferable to any field or career regardless of where they were first learned or developed" (p. 38). Sport psychology literature provides a more detailed definition by providing examples: 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). As explained later in this research, life skills can be behavioral, cognitive, intrapersonal, or interpersonal (Danish & Hale, 1981). The definition used in this research draws upon these definitions, but is intended to provide a more refined construct than prior ones, so that it could be communicated to study participants and operationalized in interviews. Life skills are defined herein as personal abilities developed from experience and used to manage one-self, relationships, situations and problems (for example discipline, the ability to work cooperatively, resilience in the face of failure, self-confidence, and stress management). Competitive sport "refers to any organized sport activity in which training and participation are time-consuming and in which the level of performance meets relatively high standards of expectations" (Coakley, 1983, p.1). This includes highly competitive levels of

interscholastic sport, amateur sport, and professional sports.

The World Health Organization (1999) has suggested that life skills are important for healthy development and preparing adolescents for future. Sport psychologists have argued that life skills can be taught combination with athletic skills in sport contexts (Danish & Nellen, 1997). From this perspective, life skills have been defined as the skills that are required to deal with the demands and challenges of everyday life (Hodge & Danish, 1999).

They can be physical, behavioral, cognitive, and may be transferable to other life domains (Papacharisis, Goudas, Danish, & Theodorakis, 2005). Furthermore, sport is being viewed on a global level as a vehicle for promoting healthy development (Sport for Development and Peace International Working Group, 2006). Sport-based life skills programs have gathered momentum in USA since the mid-1990s (e.g., Danish, Nellen, & Owens, 1996; Danish, Petitpas, & Hale, 1995). Danish (2002) created the Sports United to promote Education and Recreation (SUPER) program, a sport-based intervention intended to teach youth life skills. Workshops are taught sport clinics and include sport-specific skills as well as more general life skills. Although there has been little evaluation of the effectiveness of

SUPER program, recently Papacharisis et al. (2005) used a quasi-experimental design to evaluate a modified version of SUPER Greek children. Children who received the intervention reported higher goal setting, problem solving, positive thinking, and sport skills pared to children in the control group.

Another US sport-based life skills intervention program is the Teaching Personal and Social Responsibility (TPSR) model (Hellison, 2003). This model was developed to instruct teachers and coaches how to teach individual responsibility through sport and other types of physical activities. Case studies depicting emergence of youth leaders have been reported (Martinek, Schilling, Hellison, 2006), and the approach is growing in popularity across USA, but formal evaluation research has been limited. Similar types sport-based, life skills intervention programs USA for golf and football (Petitpas, Cornelius, 2005), but evaluations of adolescents' learning programs have yet to be published. Overall based life skills programs have mainly originated evaluations of the efficacy and effectiveness published. Thus, there is a need for further how youth might learn through sports (Holt & Jones, 2007 developmental modern conceptualizations of Positive Youth historically grounded in an ecological systems components of PYD view adolescents as having developmental change, regarding youth rather than

problems to be solved (e.g., Lerner, can examine how people engage in various understanding of how to promote positive conceptions include Lerner and colleagues hence, confidence, connection, character, Larson and colleagues (Dworkin, Larson, 2003) "domains of learning experiences" PYD. These domains relate to exploration meant of initiative, emotional self-regulation, ships and knowledge, teamwork and social networks and social capital.

4.1 TO ENHANCE POSITIVE DEVELOPMENT

To use sport to promote personal growth, we first must recognize that the activity is a metaphor for enhancing competence, not an end in itself. In other words, the lasting value of a sport experience lies in the application of the principles learned through participation and then transferred to other areas of life. Of the millions of youth who play sports, only a little fraction of a percentage get involved in sport as a career. For the rest, growing up means further defining their identity, discovering other skills and interests, and, it is our hope, applying some of the valuable principles learned during sport participation to their adult pursuits. These transferable behaviors and attitudes are what we call life skills.

Life skills are those skills that enable students to succeed in the different environments in which they live, such as school, home, and in their

neighborhoods. Life skills can be behavioral (communicating effectively with peers and adults); cognitive (making effective decisions); interpersonal (being assertive), or intrapersonal (setting goals). Environments vary from individual to individual, and thus the definition of what it means to succeed will differ across individuals, as well as across environments. Individuals in the same environment are likely to be dissimilar from each other as a result of the life skills they have already mastered, their other resources, and their opportunities, real or perceived. For this reason, the needed life skills are likely to be different for individuals of different ages, ethnic and/or racial groups, or economic status. While it is necessary to be sensitive to these differences, it is also important to recognize that there is a core set of life skills that all individuals need to know and that many individuals can also effectively apply life skills learned in one environment to other environments as appropriate (Danish, 1997).

There are different views about the impact sports may have on the character of athletes-especially the adolescent athlete, who can be extremely impressionable. Brunelle, Danish, and Forneris (2007) in a study of male and female adolescent athletes participating in a national youth golf academy, found that a specific life skills program had a significant positive effect on the pro-social values and behaviors (empathy, responsibility) of the

participants. In contrast, some researchers claim that there is no evidence that sports develops skills builds character; in fact they assert that sports may yield negative effects - making the participants more rather than less prone to unsportsmanlike conduct" (Fullinwider, 2006, p. 3). Kleiber and Roberts (1981) in an experiment with elementary age children found that organized sport on some occasions inhibits pro-social behaviors. And Spreitzer (1994) found that sport participation was a weak predictor of self-esteem. Others suggest that some individuals are predisposed to develop emotional capabilities and argue that sport participation does not build character, discipline, self-esteem, and other achievement related qualities in young men and women. Rather, it provides an outlet for those already imbued with those positive traits" (Fullinwider, 2006, p. 4).

These conflicting viewpoints demonstrate the need to better understand the process and factors that may influence sport experience and its effects. Despite some dissenting views, however, most sport research provides evidence of the positive effects of sport participation and the development of skills other than physical ones during the sport experience.

4.2 Understanding positive youth development

In 2002, the National Research Council and Institute of Medicine (2002) identified 28 personal and social assets that facilitate positive youth

development. They identified these assets across four domains: physical development, intellectual development, psychological and emotional development, and social development. The 28 assets delineated in the four domains expanded on and paralleled the desired adolescent developmental outcomes identified in a series of reports by the Carnegie Council on Adolescent Development (1989; 1995).

The assets and competencies can be described briefly as: to work well, play well, love well, think well, serve well and be well (Bloom, 2000; Danish, 2000). Together, these lists of competencies and assets comprise what other researchers consider as the basis of character education, social-emotional learning, life skills and/or emotional intelligence.

Sport has the potential to benefit not only adolescents' physical development but their psychosocial development as well. There are many reasons young athletes give for their decision to participate in sport: having fun, seeking affiliation, demonstrating power, improving skills, pursuing excellence, exhibiting aggression, having something to do, experiencing thrills or excitement, being independent, receiving rewards, fulfilling parental expectations, and winning. However, while there are multiple motives, the most common motives mentioned are to improve skills (i.e., develop physical competency); to have fun; and to be with friends/make

new friends (i.e., develop social competency through peer relations) (Athletic Footwear Association, 1990; Weiss & Petlichkoff, 1989). We believe that sport participation within the school can be an attractive activity for youth and for schools. In other words, such participation can provide opportunities for competency building and enjoyment for adolescents as well as contribute to the educational mission of the schools. It can meet this objective by enabling each individual to reach his or her personal goals and derive satisfaction from doing so (Danish, Petitpas & Hale, 1993; Danish, Nellen, & Owens, 1996; Hodge, 1994a, b). Successful and satisfying goal accomplishment is a powerful mediator of psychosocial development.

4.3 Transition of Skills from Sport

Development of skills does not insure that they will be used in later life. Competitive athletes even those who do not achieve elite status spend years of effort and time developing physical, mental, and psychological skills. But, in order for these skills to be considered life skills, there needs to be evidence of transferability. Sosniak (2006) argues that:

"Students who at some point in their development abandon a field in which they may have been selected as potential elite or may have already demonstrated considerable expertise are not abandoning their talent. They may be choosing to

devote their energies in other directions, but the talent they have developed already does not disappear. It is not lost and it is not wasted. In choosing to move in other directions, the individuals still carry with them both what they have learned and the experience of learning"(pg. 300).

In contrast to the significant research attention paid to the developmental value of sport participation, only recently have researchers taken an interest in how athlete's transition out of sport into other phases of life and in how these athletes can transfer and apply the skills and lessons learned during their sport experience to other domains. This research indicates that the transition process for athletes is a complex one. In a qualitative study of 28 retired Olympic athletes Werthner & Orlick, (1986) found that a majority experienced some difficulties in transitioning out of sport findings that are consistent with other sport transition research (Ogilvie & Howe, 1986; Taylor & Ogilvie, 2001; Allison & Meyer, 1988; Grove, Lavallee, & Gordan, 1997; Broom, 1982). McPherson (1980) suggests that much of the transition issues may be caused by such athletes' unwillingness to plan for life after sport because planning and exploration would distract from attention to performance. "Most of those who aspire to elite amateur or professional athletic performance find it necessary to devote

primary, if not exclusive, focus on their sport. Education and career planning tend to become relatively unimportant under the pressure to excel" (Pearson & Petitpas, 1990, p. 8).

4.4 Categories of Skills in Sport and life in general: Emotional Intelligence Life skills found in this research have been placed into one of the four Bar-On's (1997) emotional intelligence categories of intrapersonal, interpersonal, adaptability, or stress management.

Although the exact terminology may differ, the actual definitions of the constructs are highly related or exactly the same. For example, handling pressure from the sport literature is defined very similarly to stress tolerance in the emotional intelligence research.

Intrapersonal are the characteristics or abilities that individuals use to manage themselves, such as confidence, self-knowledge, and Self-esteem.

Interpersonal characteristics like social competence or teamwork are skills that allow an individual to interact with and manage relationships with other people.

Adaptability skills are employed for understanding limitations or problems and successfully adjusting or negotiating in the face of those obstacles or setbacks.

Stress management, as the term suggests, is the ability to manage one-self

under duress (handling pressure) or time-pressured situations (time management).

4.5 Life Skills Constructs Used in this Study, Grouped According to Emotional Intelligence Categories:

Intrapersonal

Confidence, Ability to set goals, Independence, Self-knowledge, self-awareness, Self-discipline, Self-esteem, Critical Thinking, Reliability

Interpersonal

Social Competence, Teamwork, Leadership

Adaptability

Adaptability, Problem-solving

Stress Management

Competitiveness, Handling pressure, Risk-taking, Time Management.

As described by Bar-On, R. (1997). Bar-On emotional quotient inventory technical manual. Toronto: Multi-Health Systems, Inc.

The categories derived from the emotional intelligence literature are employed for three reasons. First, the data provided by the participants consist of richly detailed stories and comments that must be organized for presentation, and to the degree possible, I wish to build on established

theoretical bases for that organization. Second, given that the objective in this section of the chapter is to show that the life skills learned through sport are being applied in the day today life even when interacting with community, the higher level constructs from the literature on life skills are particularly relevant. Third, the fact that the life skills identified by the participants in the study fit so well into those categories provides some validation of the link the participants made in their own experience, between learning those skills and applying them in real life situations. More especially looking at the fact that these youth athletes have to balance sports and studies.

Chapter 3. Methodology

Qualitative research was selected as the most appropriate approach, using in-depth and elite interview technique to gather data. Elite interview has been described by Marshal and Rossman (1995) as the type of interview that focuses on a particular interviewee. Youth in elite volleyball league in Botswana purposefully selected for interviews. Creswell (2002), describes purposeful sampling as the intentional selection of participants who have relevant information about the research topic.

3.1. Research method and appropriateness

As already alluded to, this study is based on a qualitative research model. Two main reasons have advised the choice of a qualitative approach for this study. Firstly, the research is aimed at finding out participants perspective on a phenomenon which requires probing with questions, therefore, no statistical data will be collected (Creswell, 2002). Van Manen (2002) also suggests qualitative research for this kind of study as it seeks a rounded and insightful perspective of the phenomenon. The research study questions require detailed explanations which qualitative will be able to elicit from the participants on their life skills when playing amateur volleyball at elite level.

Qualitative research was finally selected to diversify the current research on the topic of development of life skills through volleyball on youth athletes at elite amateur level. The previous studies were mainly quantitative as they were interested in total number of people playing sports and ratios of boys to girls participating in sports. It is for this reasons that qualitative research was selected in carrying out this research.

3.2 Participants selection

Participants of this study were selected using the purposeful homogeneous sampling technique. Purposeful sampling is described by Gilchrist and Williams (1999) as the selection of a highly rich group of participants who have information that is rich amongst a small group of people which can be representative to the population. Due to the research's purpose of examining the life skills of youth in sports, the participants selected were limited to Youth in elite amateur level in different volleyball clubs.

As interviews were used for data collection, two distinct groups of participants were created. The first group was made up of youth played for the national team. The second group was made up of youth playing in elite amateur league at club level but never played for the national team.

Table 1 Participants demographics

Pseudonym	National Team caps	Numbers of years playing in elite volleyball	Age	Marital status
Larona	Yes	5	22	Single
Peloewetse	No	2	23	Single
Loatile	No	4	21	Single
Sono	Yes	2	21	Single

3.3 Interview strategies

Qualitative interviews according to Rubin and Rubin (1995), is applicable when the researcher is looking for comprehensive knowledge of a phenomenon. Participants in this study were interviewed through skype or telephone using open-ended questions. Skype or telephone interview were selected because of the geographical distance between the researcher and the participants as well as taking into consideration the time differences. Creswell (2002) supports the use of telephone interviews as he states that it bridges the gap between participants and research over a dispersed geographical location. This interview technique is also advantageous as the participants will be comfortable in talking about their experiences and

clearly articulate their views on the topic at hand unlike when they are in focused groups or through a questionnaire. A Johnson (2002) further point out that in-depth interview method is appropriate to use as it has the potential to reveal deeper meanings which might not be possible if using surveys.

3.4 Data collection

According to Creswell (2002), there are four data collection techniques that can be used for qualitative studies which are audio-visual materials, documents, observations, and interviews. This study used interviews to collect data by interviewing group of athletes who will be contacted through their coaches and the coach will responsible for providing suitable athletes to be interviewed. An introductory email for the study, which detailed the research purpose, interview, and question, was sent via email to the participants which was also a consent letter provided the participant was willing to take part in the study.

The informed consent part of the email ensured the participants about the use of pseudonyms to protect their identity as well as conform to publishing standards. Participants' response to the email was a sign of agreement to be part of the study. The letter was reviewed again on the day of the interview with the participants to remind them of their rights before

the interview. Recordings and transcription of the interviews were also promised to be kept safe by the researcher for a period not exceeding two years. After confirmation and agreement of all this by the participant, the researcher started with the interview.

3.5 Instrumentation

An interview guide was developed from the research questions as well as the literature reviewed. The interview questions covered the main research objectives on; (a) Youth induction in elite amateur level, (b) the social benefits of playing volleyball in elite amateur level and (c) effects of elite amateur volleyball on the youth.

3.6 Analysis

Creswell (2002), proposed a six step data analysis method for qualitative research. He argues that the process is able to create themes about the phenomenon as it is systematic in nature and has the capacity to deduce the data collected into meaningful information such as explaining the social benefits of volleyball on youth athlete in elite amateur level in Botswana.

Interviews were recorded and later transcribed so as to have well organized data. To understand the information further, the research read through each transcription and developed a list of general themes to create

groups. Coding of themes and sub-themes was done through thorough reading and understanding of the transcripts. According to Boyatzis (1998), an outstanding thematic coding process should capture the qualitative richness of the data explored and can be used in interpreting and discussing the research.

3.7 Strategies for Validating Findings

Creswell (2009) describes validity as the researchers' way of checking for accuracy of the findings by using multiple strategies to enhance the researcher's ability to evaluate the precision of findings. One advantage of qualitative studies is the high validity it exhibits. Creswell (2009), identified eight strategies to avoid validity issues but in this research, triangulation and member check were conducted.

a) Triangulation

Pattorn (1999), describes triangulation as testing of validity using informatiton from three different sources. Glesne and Peshkin (1992), further states that the process of triangulation encompasses substantiating evidence from different sources to make sense of a perspective or theme.

b) Member Check

This is the most critical technique for validating information. According to Lincoln and Guba (1985), the participants' views are implored on the

credibility of the interpretations of the interview data. The participants act as judges for the researchers' interpretations and can suggest changes.

Chapter 4. Findings

The completed study involved 4 male participants from an anticipated number of 10 athletes. Only males were included so as to control for gender, thus omitting one potentially confounding variable. None of the participants were provided information about the constructs or the specific life skills being researched until after the open-ended part of the interview was completed. Rather, the relevant constructs were empirically derived from content analysis of the discussion. In this case, saturation occurred after four interviews, when participants were consistently repeating already mentioned constructs. This chapter has three sub-divisions which are, (a) the themes and sub-themes, (b) findings and finally the (c) summary.

Table 2 Themes and Sub-themes

Development of life skills through volleyball on youth athletes at elite amateur level.		
Research Questions	Theme	Sub-themes
RQ 1. What are the experiences that motivates youth athletes to play volleyball at elite amateur level?	Youth motivation to start playing volleyball	<ul style="list-style-type: none"> - Friends participation in sports - Influence by family member - watching sports in television
RQ 2. How do these experiences relate to the life skills development?	Experiences obtain during Training and competition	<ul style="list-style-type: none"> -balancing school work Vs training - Self-Confidence - Time management - Trust building -Achieving goals set -Friendship

		-Pressure handling
		-Resilience
		-Team work
RQ 3. What strategies can be used	Development of life skills on youth	-Mentorship
for the development of life skills on	athletes	-Improve networking opportunities
youth athletes at elite amateur?		

Youth motivation to start playing volleyball.

All the four participants have experience of playing in the national volleyball league and one of them serving as the youngest team captain in the history of his club. The participants were divided in two groups (a) those who have played at national team level (b) those that have played only at club level. Table 2 shows athletes' profile.

All the four participants started playing volleyball basically for three reasons mainly through (a) been encouraged by a family member to play sports (b) media influence (c) by friends they hang around with.

4.1 Theme Identification

Creswell (2002), proposed a six step data analysis method for qualitative research. He argues that the process is able to create themes about the phenomenon as it is systematic in nature and has the capacity to deduce the data collected into meaningful information such as explaining the Development of life skills through volleyball on youth athletes at elite

amateur level.

He further notes that the data should be arranged according to the research questions to make clear meaning and understanding of the information as well as the creation of themes and subthemes. The following are the themes that were made from the data; (a) Youth motivation to start playing volleyball (b) Experiences obtain during Training and competition (c) Development of life skills towards programs for youth. The three themes were further coded into sub-themes, hence creating descriptions for easier analysis as proposed by Creswell (2002).

The first theme “Youth motivation to start playing volleyball” has three sub-themes. Firstly, “Friends participation in sports” described the participant’s Motivation to start playing volleyball. Secondly, “Influence by family member”, Participants were also influenced by family members. Several studies have supported that the family environment and support network have a great influence on the decision making before participating in a sports. Lastly, “Media influence” media participants becomes naturally exposed to different sports in which even the natural environment will determines the sports one choses.

The second theme, “Experiences obtain during Training and competition”, also described the experience youth obtain when playing in elite amateur level since they have to combine studies and playing high level sports not only that youth also get to play alongside with veteran players, professional coaches and high intensive trainings and playing games weekly, this theme was further coded in to sub themes; balancing school work Vs training, self Confidence, Time management, Trust building, Achieving goals set, Self-esteem, problem solving, Perseverance, Self-knowledge, Adaptability, Self-discipline.

The last theme, “Development of life skills towards programs for youth”, this theme was further coded into three sub-themes: mentorship, networking, and self believe.

4.2 Theme1: Youth motivation to start playing volleyball

Sub-Theme 1. Participants influenced by family members

Participants were also influenced by family members. Several studies have supported that the family environment and support network have a great influence on the decision making before participating in a sports (Boutilier & SanGiovanni, 1983, Mennesson, 2000, Murra & Howat, 2009).

“I would say that I naturally loved sport from the day I was

born. It could be something that is in my genes because my father is a former sports man and he is the one that motivated me to play sport. It is also a pass time and often I meet new people from various sports activities and this is how I have managed to grow my network over the years I have been involved in sport.”[Loatile, 21]

The three athletes stated that they started sports mainly due to a family member having been played sports and they took their foot path where as one mentioned as been influenced by watching television

Sub-theme2: Media influence

Through the exposure of media participants becomes naturally exposed to different sports in which even the natural environment will determines the sports one choses for example one participant started playing volleyball because it was more practiced in his surroundings.

“Well I grow up in a society where there was no much to do but play sport and in addition I grow up watching sport on TV so that is where I can say I got my motivation.[Sono,21]

He elaborated that he enjoyed watching sports on television more especially

football only because most of his friends from the community he come from played volleyball that's the main reason he ended up falling for volleyball than football because there was no one to play with. He also mentioned that there was a local volleyball club that used to practice just some few meters away from their house as such he didn't need to travel long distance to go for training.

Sub-theme 3: Friends participating in sport

The upbringing of some individual athletes to end up playing some can be influenced by the environment that surrounds them and the kind of people they hang with. Some athletes find them self in sports simply because they got the inspiration from their colleagues or friends. When kids reaches the adolescent stage they tend to be heavily influenced by the decision of their friends (peer pressure). If it happens that friend plays sports the other will also do the same as a way of pleasing his friend.

“I was not much interested in studies from my childhood. When I play sports, I felt it was fun and I could make many new friends. I always hang out with my friends and playing local volleyball matches. We always became champion which motivated me to involve more in sports. Yes, my

friends.”[Larona, 22]

Larona goes to an extent of saying he did not even like school work so the only thing he enjoyed doing was playing sports with his friends. During the interview he mention that playing sports was more fun to him and enjoys having fun with friends and he like friends how enjoys winning when playing sport.

4.3 Theme 2: Experiences Obtained during training and playing games

To understand the experiences of youth playing volleyball at elite level. Personal experience play an essential role in interpreting participation motivation and perspective. Popper and Eccles (1977) have highlighted that experience are combined through specific participation or exposure from particular settings people are engaged in. These experiences are determined and influenced by personal and social factors. Personal factors indicate individual circumstances whereas social factors are a combination of the environmental factors that the person belongs to. Different factors urge and attract people to participate in physical activities for participation in sports pervious, diverse physical activities experiences have an influence on people’s ability to participate well in future sports (Hoffman, 2009). When

playing sports athletes naturally bonds in order for them to achieve goals set during training or during competition.

“I definitely have friends in my team I mean that is why I keep going back day after day, I choose my friends simply because we have the same interest and that is why we ended up on the same field of play so this naturally brings us together, the bond is natural between us.” [Loatile, 21]

It clear that playing sports naturally bring Athletes together more especially those poses same interest. Loatile clearly indicate that he chooses friends with same interest in playing sports.

“I think mostly we appear to have common interest and values for example much as we love sport and play in the same team we do not drink alcohol because we know very well that drinking will never take us anywhere. Surprisingly we also perform well in our studies as we always help each other in subjects we are weak at by the way were both in the top ten best student in school.”
[Sono, age]

During the interview Sono highlighted that he chooses friend with

same interest and value of course with the love for sports not only that but they must also play in same team. For him team is like a family because that's where he spend most of his time. He went on bringing some social aspect that he also chooses friends who do not drink alcohol at all.

“Three of us are very close friends as we know each other more than five years. I choose friends who makes me laugh and fun and being helpful to each other.” [Larona, 23]

Larona and his friends known each other way before they join the club and they continued being friends luckily it happened they play for the same team, they enjoys having fun together and the same time help each other whenever there is need.

Sub-theme 1: Balancing school work and Training, All the participants highlighted the importance of balancing the two. Even though they try balance the two this athletes are aware of the importance of taking their studies very serious because sports is still at amateur level meaning it is not ran professionally as for that one cannot leave by just playing sports, at the same time have to think of incoming generation by means of working for certain organizations or companies which means you have to be successful in your studies.

“Education is very important because sport is a short time career and anything can happen along the way, but with education you will always have a backup. Education was always the priority because I was on a bursary and if I performed poorly in school I would lose it so I put so much hard work in my studies.” [Loatile, 21]

“Education is important, well it is an issue of time management and being organized as a person. Knowing you have to ensure while you do sport the studies are not compromised since they are a long term investment and looking at the fact that sports is not run professionally yet so one has to find job in order to earn a living.”[Sono, 21]

Also shared the same views

“Education built my confidence I was able to express myself. Dedication is the key when it came to balancing between playing and studying I knew what I wanted and I just focused on that, I like sports but the reality is that one cannot make life out of it so it is always important to take your studies very serious because they will rescue

whenever you don't make to professional sports". [Peloewetse, 23]

This clearly shows that even though athletes really enjoy playing they know very well the importance of taking their studies very serious. The main objective for all coaches is to win games all the time with their best athletes. Coaches clearly knows the importance of studies over playing in the amateur level as athletes clearly mentioned that even their coaches are concerned about their academic life since from time to time they will like to know about their academic progress.

"My coach always mentioned education as important and believe that with education no one ever goes wrong and as such I have to give it a priority ahead of playing volleyball. He also keeps mentioning the risks in sports and also giving example but him as for him coaching is a profession as he earns a living from coaching because he was successful in his studies". [Sono, 21]

Loatile shared the same sentiments by mentioning that his coach is also concern with this studies and as much as he want him to play well:

"The coaches have always emphasized how important

education is in any player's life and this is advice I have taken very seriously because if I had poor grades I would not be given the chance to play volleyball, something that has been a lifelong dream to me". [Loatile, 21]

Even though athletes have to strike a balance between education and playing sports participants clearly elaborated that not only the coaches encourages them to take their education serious parents as well emphasizes the same. Parent's plays important role in the socio-economic welfare for their kids as they have to buy them training attire and transportation fees because volleyball is still an amateur sports. Participants during interview stressed that their parents encourages them to take education very serious because if they don't perform well they will not allow them to play sports.

"I am lucky to have modern day parents, they encouraged me to follow my dream but always reminded me not to forget that education is key in anything that I do, besides they have also invested heavily in my journey to the top".[Loatile,21]

"At times my parents will go to an extend of telling me they do not understand what I really like about sport and

emphasized it must not take priority or disturb by studies.

Reason being sports is just a risk in life because one it is still amateur one cannot make life out of it". [Sono,21]

Sub-theme 2: Time management: All the four participants interviewed clearly indicated during their studies and playing sports time management plays an important role looking at the fact that one needs to arrive at school well on so he can prepare for classes and the same time you have to do the same when going for training and completion. This means if you don't manage your time, it will be difficult for you to be successful in the pursuit of accomplishing your objectives. Looking at the physical demand of training one needs to always stay focused and also looking at the fact that normally training start late afternoon, the recovery time is so limited because still in you get home one has to study and do assignment as well as doing some home chores.

I woke up every day at around 0600 hrs to start my day and leave for school at around 07300 it takes roughly 20 mins walking to school. I spent the whole day in school and at 1630hrs when school is over I walk to our training grounds

*which is almost 10 mins buy public transport.
After training sometimes veteran plays with cars
normally gives ours ride to our homes, normally I
reach home at around 2000hrs. Basically this is
my day today life as weekends mainly we play
games. [larona,22]*

All the four plays interviewed their schedule is just the same as they spend the whole day in school and then after school is over that's when they go for training and they all mentioned time management as an important tool that makes them responsible athletes. 2 of the athletes indicated that before they started playing in elite league they didn't care much about time but since joining elite clubs they got to realize that time is very important to an extend of when they come late even with valid reasons they can still be punished for by their coaches.

I remember one day I was later for training and the following day we were a crucial game with our rival team so it happen that after school we have a group meeting since I didn't have cellphone there was no how I could inform him that I will be late for training and when got at

the training I was punished for coming late in though I had valid reason, and my coach told me to manage my time very well. Since that I have never repeated the same mistake even though it was not a mistake I will rather say it was an emergency. This really helped me because even today I can say i have never been late for school nor for training even as far as submitting my assignment late and the past semester I have even improved my grades and getting and award for student of the month. [Peloewetse, 23]

Also mentioned

Team work, friendship, time management (before I started playing elite level have had a problem of always come late school and whatever physical activity but since I started playing for a local club time was one of the most important aspect of training. and as I also have to divide my time for playing and studying at the same time as I am currently in my 3rd year at university of Botswana. through playing at elite I have really improved when it comes to

managing my time”. [Loatile, 21]

Sub-theme3 Team work: Volleyball is a team sports this simply means in order successful win a game you need the efforts of your team mates, even the rules of volleyball allows a team to make three contacts with the ball before the ball can successfully crossed to the opponent team and one player cannot simultaneously touch the ball. This shows that no matter what you will always need the efforts of your team mates. Team sports are an excellent source of soft skills development, as they allow athletes to grow within a supportive environment. Being on a team with a dozen or more of your mates is an excellent way to recognize the individual talents each person brings to the table. Working with teammates teaches athletes important life skills such as to respect one another, act in unselfish ways, and make good decisions on behalf of the team.

“Keeping good relationship among the team players is one of the key advantages to the winning a game. We do respect each other. Keeping a good relationship making each other understand well. Also, it enables us to learn from others in and out of the field. And you have to know that whatever action you make will one way or the other affect you team

either positive or negative as athletes we always want to contribute positively to the team because that's the only way we can win more games".[Larona, 22]

Sub-theme 4 Self-esteem/confidence: Team sports are said to bolster the five C's: competence, confidence, connections, character, and caring. At the heart of this is self-esteem an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance.

Team sports provide athletes with a natural community. Youth who play sports have higher levels of social support, and that the sense of community created with teammates, coaches, and family members incubates the perfect setting for critical self-esteem development. In the end, the opportunity to participate in team sports provides athletes with valuable life skills that takes them beyond the field of play.

"I remember very well my first league game when we played one of the best team in the league and by then I was the youngest in the field. My dad just shouted from the stands saying do what you know best son I know you can do it and by just hearing those words I just told myself I can do it, I cannot disappoint all the fans who came to

watch me play. With the confidence and high self-esteem i just told myself I am the best in the field and did exactly that and at the end of the game I was nominated man of the match. That on its own really boosted me because even today when I walk in the street I can hear people calling my name". [Peloewetse, 23]

Sub-theme 5: Leadership: Competition is a motivating factor in human psychology, and one of the traits of leadership is the ability to motivate people to challenge themselves and meet goals. Competitive team sports creates an environment where people have to work together in order to achieve their goals. It takes great leader (of which in volleyball we call him a captain) to positively influence his team mates to achieve set goal or objectives.

I was able to do through sports. I was lucky enough to be captain of my club when I was still young and I was the youngest player in the country to be the captain at club level as most captains were veteran players so they can guide young players. It was a big deal for me to be given such huge responsibility. In the club, they were very strict about being a captain of the team and it was mainly done

through votes of team mates and the technical stuff make the final decision, it helped me be comfortable with my leadership style as the also help me in my studies as I became more responsible my actions. Even though I was the captain whenever I doubted something I will always engage with senior players. It wasn't leadership by performance. There were other qualities. I can't tell you what they were, to be honest, but it just gave me the opportunity to get comfortable leading other people."[Larona, 22]

Sub-theme 6 Resilience: The ability to respond positively to setbacks, obstacles, and failures is essential for any successful athlete. As a sports man it is always important to know that as much as you want win they are times for losing as well. Losing games must always be considered as the learning curve and as such one needs to respond positively to those setbacks

"One thing i learnt in my team is that we play 22 games in the whole season, there are many opportunities for both losses and wins. Fortunately, the teams I played on is very strong so we had more victories than defeats, but it's good

to know how to respond to both. ...There's more to come or yes, we failed to meet our objectives in this way but it's not the end of life so we keep going and get ready for the next game".[Sono, 21]

Almost all the participants stress the importance of winning and they all understand that as much as you wanted to win your opponent is also thinking of the same, the most important thing I to put your maximum efforts in the game so that at the end you get to appreciate the result whether positive or negative, and if the result didn't go as expected you just need to go back to the drawing board as they say and bounce back for the next game.

4.4 Theme 3: Development of life skills on youth athletes

Sub-theme 1: Mentorship as an empowerment tool: a relationship between a young adult and an older, more experienced adult that helps the younger individual learn to navigate in the adult world and the world of work" (Kram, 1985, p. 2). Mentoring relationships are traditionally informal, developed naturally over time and are willingly joined by both parties (Chao, Walz, & Gardner, 1992). Volleyball athletes are constantly working with a slate of other people, many of whom can become positive role models along the way. Team sports foster mentorship between older players and younger players, coaches and athletes, and more. Coaches in particular can play an

important role in a young athlete's life. Players who have positive sports mentors when they're young are also more likely to seek effective role models throughout their life.

Volleyball skills are personal attributes that allow people to build positive social relationships. Team sports are an excellent source of soft skills development, as they allow athletes to grow within a supportive environment.

All the participants highlighted the importance of mentorship in their up bringing as young athletes some indicating their mentors as veteran plays whereas some mentioned their coaches.

Well for I consider my mentor as my road model for example I joined the team that I am currently playing for because the was one player that I wanted to see myself one day playing like him as he is also a national team capital. I think if I can work closely with him I can one day see myself playing like him and maybe possibly becoming a national team captain as well. Above all I like the way he interact with other plays more especially during the trying moments when the results are not coming for the team he will make sure he unit the team at all the

times”.[Peloewetse,23]

They also mentioned:

“My coach is my mentor because the way he coaches really inspired me and the best players he produces. Whenever I work with him even when he pushes me beyond my limit I always keeps trying because I know he want the best out of me. I regard my coach as my father because even when I have personal or academic issues I always seeks advice from him because I trust the he will for offer the best advice”.[Sono, 21]

A mentee has to feel comfortable talking to his or her mentor. A mentoring relationship is not just about the business, it’s personal. Mentors build trust early on in order to establish confidence in the relationship. They know that they need to initiate conversation that makes a potential mentee feel comfortable. Mentors know how to manage the uncomfortable conversations that will inevitably take place. They may need to tell an Athlete to lose weight or that they messed up a rule. Mentors handle those situations with a tough love approach. They are honest, fair and always keep the best interest of the ones they mentor at the forefront of their interactions with them.

Sub-Theme 2: Improve Networking opportunities. Over and above mentoring, interacting with other people in sports was perceived as vital by the participants in the study. The participants were of the view that this will enhance their relationship with other teams members or officials with possible moves with better offers in future who knows maybe to an extend of even employing them after they are done with their studies.

“It is very important to understand that volleyball is still at amateur level here in Botswana meaning one cannot earn a living from playing that’s why I am more focused in my studies and soon I will be graduating, obviously I will be looking for a job as soon as I finish, so for me networking is very vital because at times some teams can offer a job opportunity and you play for them so it is always important to keep InTouch with other people”.

[Loatile, 21]

They went on to mention

“I think young athletes are still shy to network because at the moment they are just focused in playing and studying. They pay little to no attention to life after studies and playing sports I think there mentors enlighten them on the

importance of networking". [Larona, 22]

Summary

The participants in this study expressed unique perspectives on development of life skills. They shared their motivation to start playing volleyball as well as their experience during their training and competition including possible ideas and techniques they believe would help in improving the development of life skills in youth athletes. Their responses can be summarized as follows through the research questions formulated at the beginning of the study;

Q1. What are the experiences that motivates youth to play volleyball at elite amateur level? All the participants in this study indicated that their motives to start playing at elite amateur level ranged from media influence (Watching sports in television), Family member participated in sports and also friends participating in sports.

Q2. How do this experiences relate to life skills development?

Life Skills Constructs Used in this Study, Grouped According to Emotional Intelligence Categories:

Intrapersonal: Self Confidence, Ability to set goals, Self-knowledge, self-awareness, Self-discipline, Self-esteem, Critical Thinking,

Interpersonal: Teamwork, and Leadership

Adaptability: Adaptability, Problem-solving

Stress Management: Competitiveness, Handling pressure, Risk taking,

Time Management.

The categories derived from the emotional intelligence literature are employed throughout the findings in the research. The data provided by the participants consist of richly detailed stories and comments that must be organized for presentation, given that the objective in this section of the chapter is to show that the life skills learned through sport are being applied in the day today life even when interacting with community, the higher level constructs from the research on life skills are particularly relevant. The fact that the life skills identified by the participants in the study fit so well into those categories provides some validation of the link the participants made in their own experience, between learning those skills and applying them in real life situations.

Q3. What specific strategies can be used to develop life skills on youth athletes?

Mentorship was regarded as an important tool for youth athlete's as they indicated how their mentors helped them become better volleyball

players and to an extent that some even playing at national team as youngest plays of all time. In the findings of these research mentorship was only limited to coaches and veteran/senior players who have been playing volleyball for many years and the experiences they posed, about all youth athletes were impressed with how this athletes interact with one another. Mentorship plays a vital role on development of life skills on youth athletes as such formal structures need to be documented and availed to coaches so they can follow them throughout their training sessions. Networking was also identified as an alternative to development of life skills on youth athletes, it was observed that the level of networking by youth was relatively low more especially with other youth from different teams even they were from the same schools, and this clearly shows that youth only network with their team mates.

Chapter 5 Discussion.

The present study examined the development of life-skills through volleyball carried out at elite amateur level. Interview was used for the collection of data from the volleyball athletes who are currently studying in either high school or are still at university level. Sport is a metaphor for life. This statement captures the widespread belief that sport participation is beneficial for youth because it promotes their capability to deal with life's challenges and fully understand how to overcome. However, respective research results have been unclear and youth sport theorists warn that various factors will determine whether participating in sport will have positive or negative effects for youth. As Petitpas, Cornelius, Van Raalte, and Jones (2005) note "Sport can provide a wonderful forum for youth to learn about themselves and to acquire skills that can assist them throughout life, or it can create a negative environment that may have a detrimental effect on participants' self-esteem confidence and physical self-efficacy" (p. 76). Therefore, it is probably not the mere participation in sport that enhances positive development but the individual's experience in sport that may be the critical factor. For personal growth and development to be realized sport programs must be developed with this goal in mind. Life skills enable individuals to succeed in the environments in which they live

(Danish & Nellen, 1997). Life skills can be physical (e.g., taking a right posture), behavioral (e.g., communicating effectively), or cognitive (e.g., making effective decisions) (Danish & Donohue, 1995). It is recognized that sport can be used as a medium for enhancing youngsters' development if it incorporates the teaching of skills and strategies useful for life. These findings are consistent with prior research on sports, life skills, and extracurricular activities. The discussion for this chapter will follow the following format: (a) Youth motivation to start volleyball at elite level, (b) Experiences Obtained during training and playing games and (c) Development of life skills on youth athletes.

5.1 Youth motivation to start volleyball at elite level.

This study found parents/ family members, friends and media to be playing crucial role in motivating youth to play sports at elite level. . Parents, peers, and coaches all uniquely, yet to some extent interactively (e.g., Le Bars, Gernigon, & Ninot, 2009; O'Rourke, Smith, Smoll, & Cummings, 2014), contribute to the motivational climate that athletes experience. The parental motivational climate influences how children perceive, understand, and react to achievement-related contexts, such as practices and competitions (Horn & Horn, 2007; Reinboth & Duda, 2004; Roberts, Treasure, & Conroy, 2007; White, 1996). More specifically, a task-involving

climate is characterized by parent behaviors that encourage learning and enjoyment, and where parents express satisfaction when children try something new, make mistakes as a part of the learning process, and subsequently improve as a result (White & Duda, 1993). Thus social and material supports tended to be enabling factors that helped in the youth development of life skills through participating in sports activities. Parents are generally considered as role models to their children, resulting in children having positive experiences, hence their choices to continue engaging in sports activities to an extent of even playing at high competitive sports.

The finding of the study also demonstrates that some youth ended up play sports because of the influence of their friends/ peers. Through interviews with athletes, concluded that peers influenced each other's motivation through collaborative behaviors (e.g., building confidence in each other), competitive behaviors (e.g., fostering rivalry), evaluative communication (e.g., offering criticism and praise), altruistic behaviors (e.g., offering emotional support), and social relationships (e.g., friendship).

5.2 Experiences Obtained during training and playing games.

The experiences that the youth obtain during training and playing games clear showed that they can be applied on other life domain, and the most frequent mentioned life skill were:

Resilience. This finding is concede with Jones' (2002) claim that resilience is an important component of the mental toughness needed for sports performance. Bull, Shambrook, James, and Brooks (2005) indicate that the ability to bounce back can contribute to sports performance. Because it is likely that everyone suffers setbacks and disappointments in their sports career. A volleyball game is all about winning and losing there is no point in time you can have the same result throughout , it is more than likely that in order to succeed, individuals must demonstrate resilience at one time or another. Even the successful individuals can confess that they once had major setbacks in their sports careers to an extend of have to think otherwise. Setback can also mean sports injuries which are more common in the sports more especially joints and back bone.

Teamwork. In the case of confidence, all the participants who mentioned teamwork attributed that life skill development to their sport experience. Sport participation particularly heightens the importance of teamwork for group success. Participating in team sports forces individuals to develop those components of teamwork such as cooperation (Danish,

Petitpas, & Hale, 1993; Mayocchi, 1999; Hansen, Larson, & Dworkin, 2003) and adaptation (Gould & Carson, 2008). The finding support the theory as several participants found sports especially helpful in recognizing the value of a supporting role on a team. Team sports, require a need for each and every individual to come on board in order to achieve a common goal. Athletes must successfully learn how to establish relationships, control emotions, understand roles, and work with other athletes in order to create a harmonious environment for every individual.

Handling pressure as an important life skill because when you play at elite level you are exposed to media and to an extend of being criticized negatively. Sports is really interesting because spectators always need is positive result whether you are still a novice player for them is not a big issue. All the participants who mentioned handling pressure mentioned life skill as contributing factor to their success in both academic and sports career.

These results are consistent with previous research on professional success. Bull, Shambrook, James and Brooks (2005) claim that performance under pressure or handling pressure (Jones, 2002) are key components of success in the profession of sports and plays and a crucial role on the success of an athlete as an individual. However, it is worth noting that the

kind of pressure experienced by the participants can differ when been applied on their daily bases. Can you imagen playing in a foreign country all the spectators booing against you. If you can't handle the pressure you will not perfume very well and you will be a total disappointment to your team-mates, coach, parents and spectators.

Several other new life skill constructs were mentioned one time will not be discussed not meaning they are not important. The life skills of critical thinking, reliability, risk-taking, and time management are worth noting, however, as they may be useful for possible future research.

5.3 Development of life skills on youth athletes

Participants in this study reiterated the importance of mentorship. They pointed out that, through mentorship, they were able to be where they are now, as young athletes playing at elite level and some even having the oppoturnity to respresent the national at national team level. The parcipants indicated how they each had mentors throughout their journeys to becoming top athletes. Fredericks and Eccles (2006a) suggest that being involved in more different activities offers more opportunities for learning a variety of skills and limits chances for involvement in risky or detrimental experiences. Positive development due to duration of time spent in activities may result from good relationships developed with mentors or coaches and

increased opportunities for learning. All athletes interview mentioned that they are where there are because they followed the footsteps of their mentors either being parents, coaches or senior players in the team. This clearly helped them change their behaviors towards their peers when interacting with them in the pursuit for excellence in sports.

Parents and coaches are the primary role models for athletes, especially youth athletes, who tend to rely on adults as their main source of information about their own competence and level of success, (Anshel, 2003; Gould, Lauer; Rolo, James, & Pennisi, 2008; Brustad, Babkes, & Smith, 2001), so it is not surprising that parents and coaches critically influence the direction and quality of the sport experience (Shields & Bredemeier, 2001). Gould (2007a) found that effective coaches demonstrated four behaviors for teaching life skills. First, they placed a premium on the development of life skills in their programs. Second, coaches were able to develop strong relationships with the athletes. Third, the coaches employed specific strategies for teaching life skills, and fourth, the coaches were aware of the varying environmental factors of the athletes and were able to adapt in order to resolve problems that arose. Clearly coaches plays an important role in athlete's sports success.

5.4 Conclusion

The study primary purpose was to examine the development of life skills through volleyball at elite amateur level. All the participants interview were of the view that life skills acquired in playing volleyball can be transferable to other life domain and clearly if more youth can be incorporated at elite level they stand a better chance of being equipped with some life time skills more especially when their sporting career comes to an end and starting another chapter of their life.

For research question number two athletes described some of their life skills such as team work, handling pressure, resilience, self esteem, stress management etc, can be transferred to other domain looking at the fact that they have to balance their studies and playing sports, and clearly they stated that eventhough they have to balance the two their studies can not be compromised at all the time.

All the participants were of the view that parents and coaches played an important role in their upbringing as youth as such they regard them as their mentors and for that there is need for documented mentorship program to be incorporated in schools and coaching curriculums. As such coaches may be capacitated on how to incorporate life skills to their training sessions.

5.5 Suggestions for future research

The limited number of research on the development of life skills not just in volleyball, this research can be extended to other sporting codes in Botswana. The research provided some evidence that youth athletes learn life skills through playing sports that maybe transferred in to other domains of life, the study was relatively small, as such future investigation would include a much larger sample and also even cover gender difference.

Secondly, research on mentorship programs should be carried out looking at role mentors play in the upbringing of young athletes. They must be documents on mentorship programs so that coaches can time to time refer to those documents. Lastly researches on development of life skill acquired through team sports vs development of life skills through individual team sports like boxing, taekwondo, athletics should also be carried out so we can compare and contrast the two and see which one is best for development of life skills.

References.

- Bailey, R. (2005). Youth sports and social inclusion. In; N.L Holt (ed). *Positive youth development through sports* (pp.88-98). London; Routledge.
- Bar-On, R. (1997). *Bar-On emotional quotient inventory technical manual*. Toronto: Multi-Health Systems, Inc.
- Barron, J.M., Ewing, B.T., & Waddell, G.R. (2000). The effects of high school athletic participation on education and labor market outcomes. *Review of Economics and Statistics*, 82 (3), 409-421.
- Baillie, P.H.F., & Danish, S.J. (1992). Understanding the career transition of athletes. *The Sport Psychologist*, 6, 77-98
- Berg, B.L. (2001) *Qualitative Research Methods for the Social Sciences*. Boston, MA: Allyn and Bacon.
- Blann, F.W. (1985). Intercollegiate athletic competition and students' educational and career plans. *Journal of College Student Personnel*, 26,115-116.
- Blinde, E.M., & Greendorfer, S.L. (1985). A reconceptualization of the process of leaving the role of competitive athlete. *International Journal of Sociology of Sport*, 20, 87-93.
- Bloyce, D. and Smith, A. (2010). *Sports policy and development*. An Introduction. London: Routledge.
- Brettschneider, W. D. (1999). Risk and opportunities: Adolescents in top-level sport growing up with the pressures of school and training. *European Physical Education Review*, (5), 121– 133.
- Bull, S.J., Shambrook, C.J., James, W., & Brooks, J.E. (2005). Towards an understanding of mental toughness in elite English cricketers. *Journal of Applied Sport Psychology*, 17, 209-227.

- Cleary, T. J., & Zimmerman, B. J. (2001). Selfregulation differences during athletic practice by experts, non-experts, and novices. *Journal of Applied Sport Psychology, 13*, 185– 206.
- Coakley, J. (2001) youth sports, what counts as positive development? *Journal of sports and social issues, 35* (3), 306-324.
- Corlett, J.T. and Mokgwathi, M.M. (1987). *Running performances of Tswana children*. *Physical Education Review, 10*(2), 110-13.
- Corlett, J.T. & Mokgwathi, M.M. (1989). Sport in Botswana. In E. Wagner (Ed.) *Sport in Asia and Africa: A comparative handbook*. New York: Greenwood Press.
- Cumming, S. P., Smith, R. E., Smoll, F. L., Standage, M., & Grossbard, J. R. (2008). *Development and validation of the Achievement Goal Scale for Youth Sports*. *Psychology of Sport and Exercise, 9*, 686e703.
- Danish, S. Forneris, T., Hoge, K. and Heke, I. (2004). *Enhancing youth development through sports, world leisure, 46*(3) 30-49.
- Donneily, P. and Coakley, J. (2002). *The role recreation promoting social inclusion (Perspective in social inclusion working paper series)*. Toronto: Laidlow Foundation.
- Ebbeck, V., & Weiss, M. R. (1998). Determinants of children's self-esteem: an examination of perceived competence and affect in sport. *Pediatric Exercise Science, 10*, 285e298.
- Elling, A. and Knoppers, A. (2005) sports, gender and ethnicity. Practices of symbolic inclusion/exclusion, *journal of youth and adolescent, 34* (4) 257-268.
- Hansen, D.M., Larson, R.W., & Dworkin, J.B. (2003). What adolescents learn in organized youth activities: a survey of self-reported developmental experiences. *Journal of Research on Adolescence, 13*, 1, 25-55.

- Harter, S. (1983). Developmental perspectives on the self-system. In E. M. Hetherington (Ed.), *Socialization, personality, and social development: Vol. 4. Handbook of child psychology*. New York: Wiley.
- Holt, Nicholas L. ; Tamminen, Katherine A. ; Tink, Lisa N. ; Black, Danielle E. *Qualitative Research in Sport and Exercise*, 01 July 2009, Vol.1(2), p.160-175
- Horn, T. S., & Horn, J. L. (2007). Family influences on children's sport and physical activity participation, behavior, and psychosocial responses. In G. Tenenbaum, & R. Eklund (Eds.), *Handbook of sport psychology (3rd ed.)*. (pp. 685-711). Hoboken, N.J: Wiley.
- Jonker, L., Elferink-Gemser, M. T., & Visscher, C. (2009). Elite youth athletes and academic achievements: a comparison over 14 years. *High Ability Studies*, 22, 55–64.
<https://www.edutopia.org/discussion/social-and-academic-benefits-team-sports>.
- Kann, U. (1991). Education in an enclaved state of southern Africa: *Botswana. Prospects* 19(4), 549-60.
- Kgathi, S. (1997). An overview of sport in Botswana: Government perspective (1996-1997). *Proceedings of the national workshop on sport policy development*. October 1997. Gaborone, Botswana: Department of Sports and Recreation, pp. 9-18.
- Kgathi, S. (1999). Personal communication, April 9. Gaborone, Botswana, Hendricks, D. (1997). *An overview of sport: The case of South Africa*. Proceedings of the national workshop on sport policy development. October 1997. Gaborone, Botswana: Department of Sports and Recreation, pp. 71-82.

- Petitpas, A., Danish, S., McKelvain, R., & Murphy, S. (1992). A career assistance program for elite athletes. *Journal of Counseling and Development, 70*, 3, 383- 386.
- Phillips, J.C., & Schafer, W.E. (1971). *Consequences of participation in interscholastic sports: A review and prospectus*. Pacific Sociological Review, 14, 3, 328-338.
- Republic of Botswana (1996). *National youth policy*. Gaborone: Ministry of Labour and Home Affairs (Department of Culture and Social Welfare).
- Lawson, H.A (2005) Empowering people facilitating community development, and contributing to sustainable development. *The social work of sports exercise and physical education programs, sports education and society, 10* (1), 135-160.
- Larson, R.W. (2000). Toward a psychology of positive youth development. *American Psychologist, 55*, 1, 170-183.
- Nicholson, M and Hoye R. (2008) (eds). *Sports and social capital Oxford:Elsevier*.
- Nota, L., Soresi, S., & Zimmerman, B. J. (2004). Selfregulation and academic achievement and resilience: A longitudinal study. *International Journal of Educational Research, 41*, 198–215. Nunally, J. C. (1978). Psychometric theory. New York: McGraw-Hill.
- Watt, S. K., & Moore, J. L. (2001). Who are student athletes? *New Directions for Student Services, 93*, 7–18.
- Zimmerman, B. J. (1986). Becoming a self-regulated learner: Which are the key sub processes? *Contemporary Educational Psychology, 11*, 307–313.
- Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing students' use of self-regulated learning strategies. *American Educational Research Journal(23)*, 614–628.

Appendix 1

Social constructs of different life skill

Definitions

Self confidence: A feeling of trust in one abilities, self assurance

Leadership: The action of leading a group of people

Resilience: The capacity to recover quickly from setbacks or difficulties

Competitiveness: williness to win or possession of a strong desire to be more successful than others.

Self-esteem: confidence in one's own worth or abilities; self-respect.

Handling pressure: Ability to execute what was practiced in important Situations.

Risk taking: willing to take risky action in the hope of a desired result.

Self-discipline: the ability to pursue what one thinks is right despite temptations to abandon it.

Time management: The ability to use one's time effectively or productively.

Team-work: Working well with others, understanding roles within a team, putting team above individual needs, desires, and goal

Appendix 2

Letter to participants

My name is Agisanang Kurwana, I am in my final year studying for a Master degree in sports management at the Seoul National University of Korea. As part of my final year I am undertaking a research project.

My chosen project is a study of;

Social effects of volleyball on youth athletes at elite amateur level in Botswana.

In this regard I am looking for participants between the age of 17 and 24 years of age who played in the national volleyball league, to participate in this project. The aim of the research is to get an understanding of the social effects of volleyball in youth more especially those participating in the national volleyball league.

This will be done using a taped interview where the participant will be asked questions in relation to this period in his life.

The interview usually takes about one hour and can arranged for a time and place of your convenience. This interview will be taped but your name will not be used. All of the interview information will be kept confidential; this includes a copy of the recorded interview and the subsequently transcribed interview. Should you take part in the project any information you give will

be included with what other participants have said. Your identity will be kept confidential and only a code number will be used to identify you in the transcribed notes and the final report. The only other person who will have access to the information gathered will be my supervisor Professor Lim, Choong Hoon in Seoul National University.

Participation in this project is voluntary. You should feel free to withdraw from the process at any time, refuse to answer any question or stop the interview at any time. You may also withdraw from the project at any time up to the completion of the research. If you have any further questions about the research you can contact me on +82-10-4500-2518 or at oscarkurwana@gmail.com

Yours sincerely

.....

Agisanang Kurwana.

Appendix 3.

Interview Questions for players.

Full Names:

Date of Birth

- 1, "What life skills have you learned through your involvement on this team?"
2. Why did you start playing sports? What motivated you? Did someone introduce? If so, why and what were your specific reasons. Be specific
3. Do you have friends in your team? In what basis were you choosing your friends? Any common characteristics with you friends?
4. Do you hang out with your friends after training? What's are some of the activities that you engage in after training with or without your friends?
5. Do you keep a good relationship inside and outside of the games? What are some of the benefits of doing so?
6. Do you think being friends outside of the court help you when you are training? Please give reasons why you think so?
7. How close you are with the veteran plays in your team? How often do you hang around with them?
8. Do you ever ask for help from veteran plays whenever you are in doubt of something in and outside the court (example maybe when

having problem with your school work)

9. How have you learned these skills?"
10. What does team training do other than physical training? What do you enjoy?
And what do you think you have learned?
11. Do these skills transfer to other areas of your life?
12. Do you think training and playing matches have helped in your everyday life?
(For example your self confidence level)
13. Has anything changed prior to your participation? Please give reasons as to why?
14. Who inspired you to start playing elite volleyball (any role model?) what motivated you to start playing volleyball at elite level?
15. Any challenges you in counted in elite league as compared to high school/Varsity volleyball.
16. What are some of the core value learnt when playing volleyball at elite level that you think maybe transferable in the society?
17. Did you see education as being important in relation to how you saw your future? How do you strike the balance between playing and studying at the same time?
18. Did you get any career guidance in when joining the elite clubs? Kindly share your experience when you firstly joined the club?

19. Did you have any effect on your thoughts on education due to the fact that sports in Botswana is still amateur meaning you cannot make life out of playing sports and you preferred continue playing beside all the this?
20. If so at what age did this happen
21. Did coaches mention education at any time in relation to a career in volleyball please share the advices they gave you? And what were your reactions towards that?
22. Did your parents mention education in relation to carrier in volleyball looking at the fact that most parents in Botswana they are against their children playing sports as opposed to education?
23. Anything you will like to add please feel free to express yourself.

초록

보츠와나 청소년 엘리트 아마추어 배구 선수들의 라이프

스킬 탐구

Agisanang Kurwana

글로벌스포츠매니지먼트

사범대학 체육교육과

서울대학교

본 연구의 목적은 배구 엘리트 아마추어 청소년 선수들의 경험 및 의미를 탐색하고 이를 토대로 생활기술(Life skill)을 탐구하는데 있다. 연구의 목적에 달성하기 위해 현재 고등학생 및 엘리트 수준에서 배구를 하는 4명의 운동선수의 전화 면담을 통해 데이터를 수집되었다. 참가자 중 2명은 클럽 레벨에서만 뛰었고 다른 2명은 클럽과 국가 대표로 뛰었다. 엘리트 수준의 청소년 선수들은 배구를 시작하게 된 [a]경험과 동기, [b]인생 기술 개발, [c]전략과 관련된

경험을 다루고 있다.

선행 연구를 통해 확인된 생활 기술의 발달을 확인할 수 있었으며 참가자들은 교육과 가족을 포함을 통해 생활기술에 대한 여러 방면에 영향을 미친 것을 언급했다. 그러나 그 중 스포츠 경험이 우세했다. 스포츠를 통해 또래 집단에서 받는 압박과 인내력을 지울 수 있는 기회가 되었으며 배구를 통해 팀 구성원으로서의 팀워크와 자신감을 지울 수 있었다. 더 나아가 운동 선수, 코치, 부모를 대상으로 실용적인 통찰력을 제공하고 남성과 여성 및 개인 대 팀 스포츠 간의 잠재적인 차이를 포함하여 향후 연구를 통해 조사할 주제를 제안한다.

키워드: 개발, 생활 기술, 엘리트 아마추어

학생번호 : 2017-26721