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PERCEÇÕES DOS ADULTOS MARROQUINOS SOBRE OS DESPORTOS AMADORES COMO FERRAMENTA PARA O DESENVOLVIMENTO DE COMPETÊNCIAS PARA A VIDA: LIDERANÇA E TOMADA DE DECISÕES
MOROCCAN ADULTS' PERCEPTIONS OF AMATEUR SPORTS AS A TOOL FOR DEVELOPING LIFE SKILLS: LEADERSHIP AND DECISION-MAKING
PERCEPCIONES DE LOS ADULTOS MARROQUÍES SOBRE EL DEPORTE AMATEUR COMO HERRAMIENTA PARA EL DESARROLLO DE HABILIDADES PARA LA VIDA: LIDERAZGO Y TOMA DE DECISIONES

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RESUMO

Introdução: Para além do seu papel recreativo, o desporto amador é também reconhecido pelo seu papel educativo cada vez mais importante, ajudando os indivíduos a desenvolver competências para a vida e proporcionando-lhes bem-estar psicossocial.

Objetivo: Investigar de que forma a participação em desportos amadores contribui para o desenvolvimento de competências para a vida - especificamente liderança e tomada de decisões - entre adultos marroquinos. A investigação baseia-se na premissa de que o desporto pode servir como um ambiente educativo informal que promove o crescimento pessoal e profissional.

Métodos: Estudo Quantitativo com um total de 184 adultos marroquinos (136 homens e 48 mulheres) praticantes de clubes desportivos amadores responderam a um questionário eletrónico baseado na Escala de Competências para a Vida no Desporto (LSSS), concebido para avaliar as suas percepções do desenvolvimento de duas competências: liderança e tomada de decisões através do desporto.

Resultados: Os participantes relataram uma percepção geralmente elevada do papel dos desportos amadores no desenvolvimento da liderança e da tomada de decisões (pontuação média = 4), sendo os desportos coletivos e de combate os mais frequentemente citados. No entanto, não foi observada nenhuma correlação significativa entre o número de anos de prática e o desenvolvimento da liderança ($r = 0,022$, $p = 0,768$) ou da tomada de decisões ($r = 0,076$, $p = 0,307$). Foi encontrada uma correlação estatisticamente significativa entre as competências de liderança e de tomada de decisões.

Conclusão: Os resultados deste estudo mostram que os adultos marroquinos inquiridos atribuem um papel significativo ao desporto amador no desenvolvimento de competências de liderança e tomada de decisões, particularmente através de desportos coletivos e de combate. Indicam também que esta percepção positiva não varia em função do tempo de prática do desporto, mas que a liderança e a tomada de decisões parecem estar intimamente ligadas.

Palavras-chave: competências para a vida; competências de liderança; competências de tomada de decisão; desportos amadores; adultos marroquinos

ABSTRACT

Introduction: In addition to its recreational role, amateur sport is also recognized for its increasingly important educational role, helping individuals develop life skills and providing them with psychosocial well-being.

Objective: Investigate how participation in amateur sports contributes to the development of life skills—specifically leadership and decision-making—among Moroccan adults. The research is grounded in the premise that sport can serve as an informal educational setting promoting personal and professional growth.

Methods: Quantitative study with a total of 184 Moroccan adults (136 men and 48 women) who are members of amateur sports clubs responded to an electronic questionnaire based on the Life Skills in Sport Scale (LSSS), designed to assess their perceptions of the development of two skills: leadership and decision-making through sport.

Results: Participants reported a generally high perception of the role of amateur sports in leadership and decision-making development (mean score = 4), with team and combat sports being the most frequently cited. However, no significant correlation was observed between the number of years of practice and the development of leadership ($r = 0.022$, $p = 0.768$) or decision-making ($r = 0.076$, $p = 0.307$). A statistically significant correlation was found between leadership and decision-making skills.

Conclusion: The results of this study show that the Moroccan adults surveyed attribute a significant role to amateur sport in the development of leadership and decision-making skills, particularly through team and combat sports. They also indicate that this positive perception does not vary according to the length of time the sport has been practiced, but that leadership and decision-making appear to be closely linked.

Keywords: life skills; leadership skills; decision-making skills; amateur sports; Moroccan adults

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RESUMEN

Introducción: Además de su función recreativa, al deporte aficionado también se le reconoce su papel educativo, cada vez más importante, que ayuda a los individuos a desarrollar habilidades para la vida y les proporciona bienestar psicosocial.

Objetivo: Investigar cómo la participación en deportes amateur contribuye al desarrollo de habilidades para la vida—específicamente liderazgo y toma de decisiones— entre los adultos marroquíes. La investigación se basa en la premisa de que el deporte puede servir como un entorno educativo informal que promueva el crecimiento personal y profesional.

Métodos : Estudio cuantitativo con un total de 184 adultos marroquíes (136 hombres y 48 mujeres) que practican en clubes deportivos amateurs y que respondieron a un cuestionario electrónico basado en la Escala de Competencias para la Vida en el Deporte (LSSS), diseñado para evaluar sus percepciones sobre el desarrollo de dos competencias: el liderazgo y la toma de decisiones a través del deporte.

Resultados: Los participantes manifestaron una percepción generalmente alta del papel de los deportes amateurs en el desarrollo del liderazgo y la toma de decisiones (puntuación media = 4), siendo los deportes de equipo y de combate los más citados. Sin embargo, no se observó una correlación significativa entre el número de años de práctica y el desarrollo del liderazgo ($r = 0,022$, $p = 0,768$) o la toma de decisiones ($r = 0,076$, $p = 0,307$). Se encontró una correlación estadísticamente significativa entre las habilidades de liderazgo y de toma de decisiones.

Conclusión: Los resultados de este estudio muestran que los adultos marroquíes encuestados atribuyen un papel importante al deporte amateur en el desarrollo de habilidades de liderazgo y toma de decisiones, especialmente a través de los deportes de equipo y de combate. También indican que esta percepción positiva no varía en función del tiempo que se practica el deporte, sino que el liderazgo y la toma de decisiones parecen estar estrechamente relacionados.

Palabras clave: habilidades para la vida; habilidades de liderazgo; habilidades de toma de decisiones; deportes de aficionados; adultos marroquíes

INTRODUCTION

In recent decades, the educational role of sport has attracted increasing attention in academic and institutional circles, particularly with regard to the development of life skills such as leadership, communication, and decision-making. Sport is no longer seen simply as a physical or leisure activity but also as a place for non-formal education, fostering the development of the personal and relational skills needed for civic participation and lifelong learning.

Amateur sports clubs, specifically, are inclusive community environments in which individuals, especially adults, can engage in meaningful social interaction, assume responsibility, and cope with situations requiring initiative, cooperation, and strategic thinking. These clubs often function as informal learning spaces, where leadership and decision-making skills are not only put into practice but also internalized through concrete experiences and group dynamics.

Sports clubs also play an essential role in maintaining the overall health of individuals and societies. They help to promote physical, psychological, and social health (Jeanes et al., 2024), develop a range of personal and social skills, support team spirit and cooperation between community members, and enable them to meet the challenges of everyday life. While the benefits of regular physical activity on physical health have long been known, its impact on psychosocial well-being is also receiving increasing attention (Yenen et al., 2023).

The link between physical activity and mental health has gained in importance as a field of research (Teychenne et al., 2020). Nevertheless, few studies have specifically investigated the role of amateur sports clubs as a particular social context that can contribute to the development of people's psychosocial capacities. Recreational sports clubs are increasingly recognized as one of the many places where physical activity is particularly beneficial for the development of participants' life skills. In this sense, playing sports in clubs, as micro-societies, helps people build life skills that will enable them to succeed both within and outside of the game. Life skills are viewed as desirable attributes that equip youth to contribute positively to society.

In the Moroccan context, amateur sport represents a relatively unexplored field in terms of educational potential, especially for adult populations. However, given the growing involvement of Moroccan adults in local sporting activities, it is pertinent to examine how these experiences foster their personal development.

The present study measures the degree of development of leadership and decision-making skills in Moroccan adults through participation in amateur sports clubs.

The study addresses the following research questions:

Q1: Does the type of sport practiced have an effect on the level of development of leadership and decision-making skills?

Q2: Does the number of years of practicing amateur sport spent in an amateur sports club have an impact on the level of development of leadership and decision-making skills?

Q3: Is there a correlation between leadership skills and decision-making skills developed in amateur sports clubs?

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1. THEORETICAL FRAMEWORK

The World Health Organization (WHO) established the first definition of life skills in 1993 as follows: "Psychosocial skills are a person's ability to respond effectively to the demands and challenges of everyday life. It is the ability of a person to maintain a state of mental well-being by adapting appropriate and positive behavior when interacting with others, one's own culture, and the environment. Psychosocial skills have an important role to play in promoting health in its broadest sense, in terms of physical, mental, and social well-being".

In recent years, the development of life skills in sport has received a great deal of attention (Harmsel-Nieuwenhuis et al., 2022). According to (Johnston, Harwood and Minniti, 2013), research has highlighted links between regular sports practice and the acquisition of life skills such as leadership, goal-setting, communication, and emotion management (Jones & Lavallee, 2009). The concept of leadership is a social issue wherein an individual or team can guide and motivate others to achieve specific goals, thus representing an essential element of social interaction. Sport offers a dynamic environment that combines teamwork, challenges on the field, and interaction with others. In this environment, it's possible to experience leadership in action, build self-confidence, and develop the skills needed to manage a team or group of individuals.

The concept of leadership is closely linked to decision-making skills, as a leader must make effective decisions in order to achieve goals, and decision-making requires leadership skills to ensure commitment and achievement. These skills are crucial for individuals' social and professional adaptation since they directly affect how they interact with others and make decisions in challenging and complex situations.

In particular, through sports activities offered in amateur clubs and leadership roles within sports groups or teams, young people can learn to make decisions quickly, solve problems, communicate effectively, and inspire others. Sports programs, when intentionally designed, foster the development of transferable skills, such as relationship management and complex problem solving (Bean et al., 2016).

According to Gould and Carson (2008), who argue that to succeed in an ever-changing global economy, it is essential for young people to acquire life skills. The interest in developing life skills through sport, particularly for children and adolescents, is clearly evident today. However, the literature does not pay sufficient attention to the development of these skills in adult amateurs, who often participate in sports for leisure or to stay fit and healthy.

Recent studies, such as that by Alarlan, G. (2025), indicate that participating in sports as an adult can promote the development of skills that are useful in everyday life, such as discipline, cooperation, and the ability to take on personal challenges, particularly among socially vulnerable adults. The study demonstrated that community sports programs contribute to improving well-being and rediscovering personal skills that have already been acquired but are underutilized in other areas of life.

In addition, systematic reviews on adult participation in sports activities indicate that playing sports is beneficial for their mental health, as it improves their self-esteem and life satisfaction, as well as for their social well-being, as it improves their self-control, positive social behaviors, interpersonal communication, and sense of belonging. (Eather et al., 2023).

From this perspective, studying the adult population specifically is not only an empirical choice linked to data availability, but also a response to a clearly identified gap in the scientific literature: the processes and experiences through which adults perceive and experience the development of life skills in the context of amateur sports remain insufficiently conceptualized and documented (Alarlan, 2025). This study fills a key gap in current knowledge and extends skill development models beyond adolescence to a more comprehensive understanding of the role of sport throughout the lifespan.

Sport is a rich model in life skills (psychological, social, personal...) that can help individuals develop their abilities and their relationships with others, through the roles they can play during the sports session within the club (team or group leader, referee, ...) or within the community.

1.1 Concepts of the study:

- Developing life skills through sport: the development of life skills through sport and physical education has been the subject of much research, particularly among young people and high-level athletes. However, this study focuses on the development of two essential skills: leadership and decision-making, in Moroccan adults who practice sport on a regular basis in amateur sports clubs, within the framework of lifelong learning.
- Sport leadership: Leadership is an essential skill in many areas of social, professional, and personal life. In the sporting context, experiences both inside and outside clubs play a key role in the development of leadership qualities. Indeed, sporting activities offer a unique environment for acquiring and applying skills such as conflict management, effective communication, creativity, and the ability to inspire and motivate others.
- Decision-making: Sports experiences, whether individual or collective, expose athletes to dynamic and often unpredictable environments, requiring quick, strategic, and effective decisions. For example, in team sports such as soccer or handball, players must quickly assess the situation, anticipate the actions of opponents and teammates, and make decisions that maximize the chances of success. Similarly, in individual sports such as tennis or athletics, athletes are faced with choices that can determine the outcome of a competition.

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2. METHODS

This study combines a descriptive and inferential approach. It aims to explore Moroccan adults' perceptions of the development of their life skills through amateur sports using descriptive statistics, and then explores the relationships between variables (correlations between years of practice and leadership/decision-making skills) using appropriate statistical tests.

2.1 Sample

The study population consisted of 184 Moroccan adults (Men=136, 73.9%; Women=48, 26.1%) who practiced various sports in amateur sports clubs across 5 regions of Morocco. The inclusion criteria were having practiced an amateur sport in Morocco for at least one year and being a member of an amateur sports club. Exclusion criteria included professional athletes and individuals who did not complete the entire questionnaire.

2.2 Data collection instruments

The instrument used to collect data for this study is an electronic questionnaire based on the Life Skills Scale for Sport (LSSS). The original LSSS is a validated instrument developed by Cronin and Allen (2017) designed to assess life skills developed through sport, including leadership and decision-making. The questionnaire comprised 28 questions, organized into four areas (Personal information about the research participants, Information about the sport practice, The development of leadership, and the development of decision-making), and responses were evaluated using a five-point Likert scale ranging from 1 (not at all) to 5 (Very much).

Before the questionnaire was distributed online to collect data, the adapted version was reviewed by 4 four experts in sports science and social sciences to ensure the relevance and clarity of the content.

Although the original (LSSS) demonstrated good psychometric properties, the adapted version used in this study has not undergone a complete factorial validation process.

2.3 Procedures

Study participants were selected using a purposive sampling method, drawing from the authors' network of contacts and from members of closed networks of amateur athletes affiliated with clubs on social media. Selection and exclusion criteria were clearly defined to ensure sample consistency. The questionnaires were distributed online, accompanied by detailed instructions for each question. Participants were informed of the study's objectives. Before completing the questionnaire, each participant provided informed consent, confirming their voluntary participation and agreement for the data to be used for scientific research purposes. The anonymity and confidentiality of responses were guaranteed.

2.4 Data analysis

Data were analyzed using SPSS (version 25). Descriptive statistics were first computed to summarize participants' perceptions. inferential analyses conducted (Pearson correlation tests, comparisons of means, linear regression). Pearson's correlation coefficient was used to examine the relationship between the number of years of sports practice and the development of leadership and decision-making skills. This test is appropriate because both variables are continuous quantitative variables and a linear relationship was expected. In order to explore the predictive relationship between leadership skills and decision-making skills, a simple linear regression was performed.

2.4 Ethical and scientific rigor

Participants gave written informed consent to take part in the study, and results were kept anonymous and confidential.

3. RESULTS

Table 1 shows that demographic characteristics: age, gender, and years of sports practice have been taken into consideration. The data show a clear majority of male participants (73.9%) compared with female participants (26.1%). There may be several underlying reasons for this imbalance, such as socio-cultural norms, preferences, or access to sporting opportunities for women. The age distribution reveals a high proportion in the "Under 25" group (33.7%), which could indicate the growing popularity of sporting activities among young adults. The gradual decline in the number of participants in the older age groups suggests a decline in commitment or availability due to professional or family responsibilities or physical limitations with age. However, a significant percentage (12%) is over 55, demonstrating that sport also appeals to an older population. The data show that most participants have between 6 and 15 years' sports experience (41.9%) with clubs, followed by those with between 16 and 25 years' experience (26.6%).

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Table 1 - Demographic characteristics of participants (n=184)

	Description	N	%
Gender	Female	48	26.1
	Male	136	73.9
Age	Under 25 years old	62	33.7
	Between 25 and 35 years old	40	21.7
	Between 35 and 45 years old	44	23.9
	Between 45 and 55 years old	16	8.7
	Over 55 years old	22	12.0
Years of sports practice	Under 5 years old	25	13.6
	Between 6 and 15 years old	77	41.9
	Between 16 and 25 years old	49	26.6
Access to amateur sports clubs	Over 25 years old	33	17.9
	High access	94	51.1
	Moderate access	30	16.3
	Limited access	60	32.6
Education level	Primary	5	2.7
	Middle school	6	3.3
	Secondary	30	16.3
Weekly Sessions	University	143	77.7
	One session	9	4.9
	two sessions	35	19
	three sessions	101	54.9
	four sessions	39	21.2

Note: N = frequency; % = percentage.

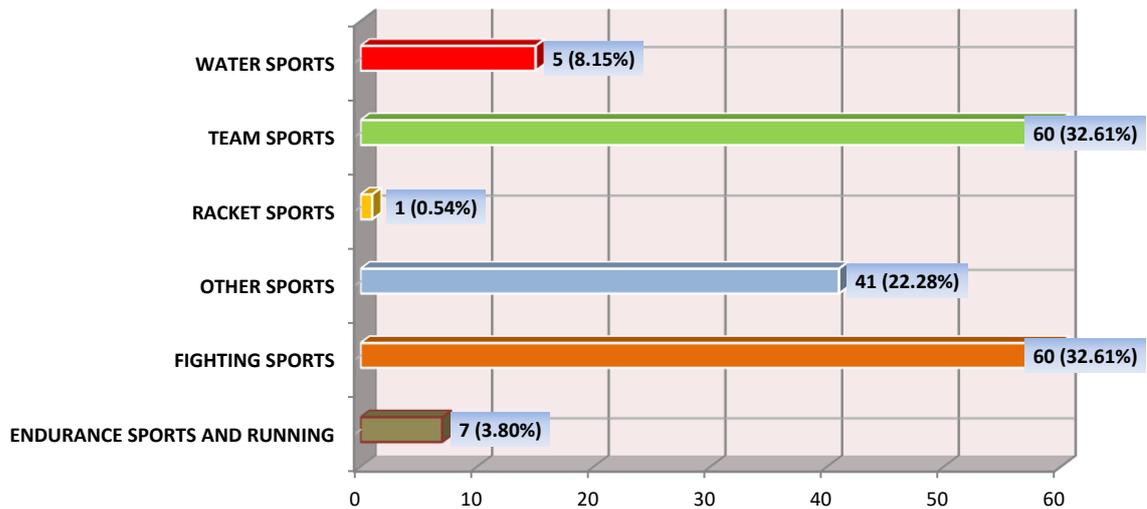
Analysis of the results presented in Table 2 shows that participants feel that playing sport in amateur clubs helps them to develop leadership and decision-making skills. As far as leadership skills are concerned, a very significant proportion of respondents (42.9%) take the "A lot" approach, claiming that this skill is developed a lot. This may imply that leadership is perceived as a cornerstone skill that is acquired in this environment. On the other hand, when it comes to decision-making skills, the percentage of people who feel this skill is developed "A lot" (44%) is quite similar. This indicates and suggests that these two skills are learned and perceived to be developed in roughly the same proportions. The "Very much" response, although present in both skills, is more marked for leadership (29.3%) than for decision-making (16.8%), which may suggest that participants perceive amateur sport more as a means of developing leadership skills than decision-making skills.

The graph (1) shows that team and combat sports are the most practiced by the adults participating in the study (n=60, 32.60%), both of which underline their popularity among participants. Other sports, covering a variety of disciplines, account for a significant 22.3%, reflecting a diversified interest beyond the traditional categories. Water sports, at (8.2%), endurance and running sports, at (3.8%), and racket sports, at just (0.5%), are less practiced, indicating a lesser preference for these activities.

Table 2 - Participants' response to the development of leadership and decision-making skills through sport

	Responses	Frequency	Percentages		Mean	Median	SD	variance
Leadership skills	Not at all	18	9.8	4	3.77	4.00	1.207	1.456
	A little	9	4.9	5				
	Some	24	13.0	3				
	A lot	79	42.9	1				
	Very much	54	29.3	2				
Decision-making skills	Not at all	21	11.4	4	3.48	4.00	1.207	1.410
	A little	12	6.5	5				
	Some	39	21.2	2				
	A lot	81	44.0	1				
	Very much	31	16.8	3				

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Graph 1 - Distribution of sports categories

To answer question (Q2), which aims to explore the impact of years of sports practice in amateur clubs on the development of leadership and decision-making skills in Moroccan adults, a correlation analysis is carried out, and the results reveal several important observations. According to the results in Table (3), it appears that the length of sports practice has no significant effect on the development of participants' leadership skills ($r = 0.022$, $P = 0.768$) or decision-making skills ($r = 0.076$, $P = 0.307$), indicating that there is no statistically significant relationship between years of sport experience in amateur sports clubs and the level of development of leadership and decision-making skills, meaning that these skills do not appear to be directly dependent on accumulated sport experience.

Table 3 - Correlation between Sport Practice and the Development of Leadership and Decision-Making Skills

		Leadership skills	Decision-making skills
Number of years practicing sports	Pearson correlation	0.022	0.076
	P-value	0.768	0.307

** . The correlation is significant at the 0.01 level (two-tailed).

From table (4), Combat sports and team sports are the most represented, with 60 participants each. They show high scores in the "A lot" and "Very much" levels for decision-making skills (respectively 30 and 26 for "A lot", 12 and 9 for "Very much").

Table 4- Distribution of Leadership Skills by Type of Sport Practiced

	Leadership skills					Total
	Not at all	A little	Some	A lot	Very much	
Endurance sports and running	1	1	1	3	1	7
Fighting sports	6	2	6	23	23	60
Other sports	2	3	8	19	9	41
Racket sports	0	0	0	1	0	1
Team sports	7	2	7	27	17	60
water sports	2	1	2	6	4	15
Total	18	9	24	79	54	184

Table (5) shows that the correlations are very weak and that the (p-value) is greater than 0.05, meaning that there is no statistically significant relationship between level of schooling, number of sports practice sessions, level of access to sports clubs and the development of leadership and decision-making skills in this sample. In other words, the data do not show that these variables have a direct impact on the leadership and decision-making skills of the individuals studied.

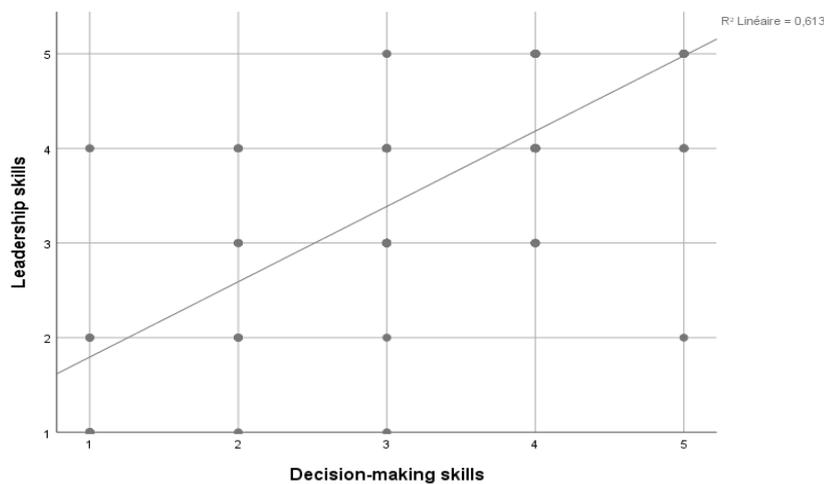
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Table 5 - Correlation Between Education Level, Weekly Sessions, Access to Amateur Sports Clubs and Leadership/Decision-Making Skills

	Education level		Weekly Sessions		Access to amateur sports clubs	
	R	P-value	r	P-value	r	P-value
Leadership skills	0.025	0.733	0.137	0.063	0.008	0.916
Decision-making skills	0.056	0.451	0.132	0.074	0.013	0.863

The correlation is significant at the 0,05 level

The graph (2) shows that the regression line is superimposed on the points, indicating a positive linear relationship between decision-making and leadership skills. This means that when the decision-making score increases, the leadership score tends to increase too. Answering question (Q3), around 61.3% ($R^2=0.613$) of the variance in leadership skills is explained by decision-making skills. This indicates a relatively strong relationship between the two variables.



Graph 2 - Simple dispersion with curve fitting of leadership skills by decision-making skills (own work)

4. DISCUSSION

The aim of this study was to explore the perspective of Moroccan adults on the development of leadership and decision-making skills through regular participation in amateur sports clubs. Leadership and decision-making, as essential life skills, are considered imperative attributes for adults in both personal and professional settings. This study drew some key conclusions relating to the development of leadership and decision-making skills through sport played regularly in amateur clubs.

After analyzing the participants' answers, the results show that a considerable proportion of respondents claim that the sport they play enables them to develop their leadership and decision-making skills.

The first conclusion drawn from the present study is that regular practice of a sport within an amateur sports club provides a rich experience that helps participants develop leadership skills. This result is in line with the findings of (Riera et al., 2024), which show that the different roles played during sports practice contribute significantly to the development of leadership skills. In this sense, 86.4% of our sample have been practicing sport in amateur clubs for at least 6 years, with years of practice that can reach 25 years or more, and are more experienced, enabling them to apply leadership-related skills in real-life situations and thus develop their leadership potential. The second conclusion drawn from the results of this research is that practicing sport provides an opportunity to develop a set of decision-making skills through the demands of individual or collective sporting performance. These results are in line with (Silva et al., 2021), who showed that team sports contribute significantly to the development of decision-making ability. Decision-making skills are closely linked to the concept of leadership because a leader must make effective decisions in order to achieve his or her goals, and decision-making requires leadership skills to ensure commitment and achievement.

The third finding confirms that the nature of the sport played in amateur sports clubs affects the level of development of leadership and decision-making skills in our study sample, which is in line with the findings of Khan et al. (2019). In this context, participants' responses showed that team sports (soccer, handball, volleyball...), and combat sports (karate, taekwondo, judo...) are the sports that contribute most to the development of leadership and decision-making skills. However, the results showed that the number of years practicing sports in amateur sports clubs had no impact on the level of development of leadership and decision-making skills.

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According to Table 5, the non-significant relationship between the development of leadership/decision-making skills and access to amateur sports clubs shows that mere membership of a sports club does not promote the development of these two skills. This result is in line with research suggesting that leadership development is influenced by the role occupied within the team (Cotterill et al., 2022). Another factor to consider is that amateur sports clubs don't necessarily create environments conducive to leadership development, unlike top-level clubs or structured training courses. Similarly, the lack of correlation between regular sports participation and the development of leadership/decision-making skills indicates that the quality of involvement, rather than the quantity, is decisive in the acquisition of these skills (Vallerand & Losier, 1999). The lack of correlation between the development of leadership/decision-making skills and academic level indicates that the learning of these skills is based on social experiences and not on theoretical knowledge acquired at school. The results of certain studies (Cotterill et al., 2022) suggest that sports leadership does not depend on academic level, but rather on lived sports experiences.

The main limitation of this study is the underrepresentation of women, which restricts the generalizability of the findings to the entire adult Moroccan population who participate in amateur sports. The justification for the gender imbalance in our study is based on sociological, cultural, and practical realities specific to the Moroccan population in general. These facts are mainly related to customs and traditions, as well as to prevailing social attitudes towards women who participate in sports, considering that their feminine nature is not suited to most sports, not to mention the limited free time they have due to the traditional family roles assigned to them, which is particularly true for adult women. In addition to the constraints related to the situation of local amateur sports clubs and their difficult access for adult women. Another limitation of this study is that it focuses on participants' perceptions and does not allow for an assessment of the actual transfer of life skills acquired through amateur sports to non-sporting contexts. This is an important area for future research.

CONCLUSION

This exploratory study suggests that amateur sports can contribute to the development of life skills, such as leadership and decision-making, in participating adults. The results of this study show that the Moroccan adults surveyed attribute a significant role to amateur sport in the development of leadership and decision-making skills, particularly through team and combat sports. They also indicate that this positive perception does not vary according to the length of time the sport has been practiced, but that leadership and decision-making appear to be closely linked. While leadership and decision-making are closely linked, other factors, such as access to sports clubs and training frequency, do not directly predict leadership development. Future research should consider longitudinal models and explore the qualitative aspects of sports participation in order to provide more insight.

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AUTHORS' CONTRIBUTION

Conceptualization, A.Q., A.K. and B.E.F.; data curation, A.Q., A.K., B.E.F., B.Z., M.K., J.R. and N.E.Y.L.; formal analysis, A.Q., A.K., B.E.F., B.Z., M.K., J.R. and N.E.Y.L.; investigation, A.Q., A.K., B.E.F., B.Z., M.K., J.R. and N.E.Y.L.; methodology, A.Q., A.K., B.E.F., B.Z., M.K., J.R. and N.E.Y.L.; project administration, A.Q., A.K., B.E.F., B.Z., M.K., J.R. and N.E.Y.L.; resources, A.Q., A.K., B.E.F., B.Z., M.K., J.R. and N.E.Y.L.; software, A.Q., A.K. and B.E.F.; supervision, A.Q. and A.K.; validation, A.Q. and A.K.; visualization, A.Q., A.K. and B.E.F.; writing- original draft, A.Q. and A.K.; writing- review & editing, A.Q., A.K. and B.E.F.

CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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