# RESEARCH ARTICLE

## BEYOND COMPETITION: LOOKING AT BASKETBALL AS A WAY TO INSTILL A CULTURE OF LEADERSHIP AND TEAMWORK AMONG STUDENT PLAYERS

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**ABSTRACT**

This investigation sought to study how basketball, as a team sport, would instill mastery of practicing a certain level of teamwork and leadership skills, as well as its relationship to certain socio-academic variables, and to implement changes in university training programs that can respond to the demands of today's society. It recruited 109 respondents to answer a specially designed survey questionnaire to find out the foregoing. Based on the results of said survey, this investigation concludes that basketballis one of the most effective means of establishing leadership and teamwork among student players, particularly when it comes to academic growth. It has also become a key source of growth among pupils, particularly in permanently infusing such principles in their playing and daily lives. Furthermore, such engagement has boosted students' talents in areas other than academics, such as social and emotional attributes, as well as cultural features.

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# INTRODUCTION

Basketball has become a common but strange medium utilized by academic institutions to build leadership and collaboration among their pupils. These include leadership, teamwork, and communication development, psychological rigor, role identification, and a sense of responsibility. Basketball also promotes the value of collaboration and communication. According to research, student players may enhance their collaboration abilities by communicating with teammates to devise strategy, pass the ball, discover space, and coordinate defense. Basketball also pushes players to develop good communication skills in high-pressure situations to better coordinate team operations.It is also a demanding and competitive sport that contributes significantly to the development of student players' psychological qualities and capacity to cope with stress. These psychological traits are critical for student athletes' personal development and future performance. Each player on a basketball team has their own set of jobs and responsibilities. By understanding their duties and accepting responsibility for task completion, student players may create a feeling of duty and loyalty to the team. Students' role identification and sense of responsibility may be translated into constructive conduct at school, work, and in the community. Looking at available research on basketball as a team sport, it appears to be of major importance for developing the leadership and team collaboration culture of student players.

Basketball allows children to acquire a variety of abilities and attributes that benefit their future job and life success. It is also essential to remember that minimal study has been conducted on students' levels of acquisition of various cooperation and leadership qualities, which benefit continued learning throughout their careers. The same is true for studies aimed at determining the association between cooperation abilities and certain socio-academic characteristics of pupils. Recognizing the foregoing, it may be necessary to investigate how basketball, as a team sport, would instill mastery of practicing a certain level of teamwork and leadership skills, as well as its relationship to certain socio-academic variables, and to implement changes in university training programs that can respond to the demands of today's society.

***Background of the study:*** Soft skills are important for a student's development. The growth of these skills enables individuals to change their attitudes and actions, resulting in increased productivity and well-being (Sitthisomjin et al., 2014). Soft skills also enable effective teamwork, which is a critical component of executing any task (Vaughan et al., 2019). Students in both compulsory and higher education must be schooled in these skills to become graduates who can compete in the variety of circumstances they may confront in the job (Ali et al., 2017). Teamwork is a crucial skill required in today's society and economy. Early development of cooperative skills is critical for students' personal and professional progress, while leadership refers to how one directs others to achieve common goals.

Looking at the current education curriculum among Chinese schools, it may appear that teaching the aforementioned skills has been prevalent, especially in academic training. However, one aspect which may have been overlooked is training in physical activities and sports such as basketball. During basketball games, players may adopt roles that may require leadership and teamwork qualities, such as advising teammates, designing and running strategies and raising team morale. Participating in team games has a positive impact on students' psychological and social development. In basketball games, student players need to deal with situations such as success and failure, facing challenges, and adapting to pressure, which helps cultivate their psychological resilience and coping ability. In addition, interacting and collaborating with teammates also promotes the development of social skills such as communication, trust, and collaborative abilities. In addition, role identities are also clarified and a sense of responsibility is established as each member of a basketball team plays different roles, which helps as student players identify themselves as part of a whole. Hence, they understand that their actions have an impact on the success or failure of the entire team, thereby cultivating a sense of responsibility and dedication to the team's goals.

Basketball also provides a platform for student players to practice leadership skills by playing the role of a leader in competitions. Students learn and assume team leadership skills such as communication, decision-making, and motivation. This experience can cultivate the leadership potential of student players and lay the foundation for their future academic and professional development. Moreover, acknowledging that basketball is a collective sport that relies on close cooperation and coordination among players, it further emphasizes and promotes the cultivation of skills and awareness of teamwork among student players through cooperation and collaboration with others in school, career, and social life. While the significance of soft skill development within the Chinese education system is acknowledged, a notable research gap is present when it comes to the role of physical activities and sports—specifically basketball—in fostering these skills. Basketball, as a team game, provides a unique context for students to practice leadership and teamwork qualities, such as communication, decision-making, and motivation. However, the extent to which basketball and similar physical activities contribute to the holistic development of students' soft skills, psychological resilience, and sense of responsibility remains insufficiently explored. Considering the aforementioned, the research also aims to gain a deeper understanding of the impacts of such activities and programs and provide guidance for educators, coaches, and students to maximize and optimize the development opportunities through the aforementioned topic.

*Statement of the problem:* This study aimed to look into assessing the culture of leadership and teamwork among student players of basketball physical education in a university college in China. Specifically, it answered the questions:

- What is the assessment of the respondents on the development of their leadership skills in basketball in terms of responsibility, mental stability, integrity, and decision-making?
- What is the respondents' assessment of the development of their teamwork skills in basketball in terms of communication, adaptation, and collaboration?
- Is there a significant relationship between the extent of influence of students' leadership and teamwork development under basketball training in a university?

### *Significance of the study*

**This research stands to benefit the following:**

**Students**: The study shows the student players' needs in their respective development, which can be used to tailor a basketball program more inclined for their progress.

**Faculty members**: The study provides teachers the correct pedagogies in addressing the gaps in further developing leadership and teamwork under a school's basketball program.

**School administrators**: School policymakers, designers, and developers can benefit from the findings as they provide the real picture about the current state of learning in basketball.

**Future Researcher**: This study provides important practical insights into the demands, current state and possible development of a basketball program in a China school. This study also provides a valuable contribution to the literature of the same topic or subject, supplying a useful review of the library of teaching methods relating to the topic.

*Scope and delimitation:* This study focused on how student players understand the importance of teamwork and leadership in basketball, with the aim of developing training plans to further enhance their team awareness and leadership abilities. It identified issues that need to be actively addressed in basketball training for student teams, as well as student players' understanding of their team awareness and leadership abilities. A total of 109 undergraduate students from the School of Physical Education of Guangxi University for Nationalities were the subjects of this investigation.

*Theoretical framework:* The following commonly used theoretical frameworks were used in understanding leadership and teamwork culture in basketball:

**Tuckman's Team Development Model**: Tuckman proposed four stages of team development—forming, storming, norming, and performing. This model describes the development process of a team from its initial formation to efficient execution, emphasizing the importance of teamwork and leadership at different stages.

**Herzberg and Adams' Two-Factor Theory**: This theory believes that the success of team cooperation and leadership is achieved by meeting the dual influence of external factors (such as working conditions and rewards) and internal factors (such as sense of achievement and growth). Leaders need to focus on motivational and satisfaction factors to promote teamwork and personal development.

**Implicit Leadership Theory**: Implicit leadership theory emphasizes that every member of a team has the potential for leadership. This theory suggests that leadership does not only exist in designated leaders but is widely distributed throughout the entire team.

**Task and Relationship-Oriented Leadership Theory**: This theory divides the behavior of leaders into two dimensions: task-oriented and relationship-oriented. Task-oriented emphasizes achieving goals and completing tasks, while relationship-oriented emphasizes establishing good interpersonal relationships and supporting team members.

**Transformational Leadership Theory**: Transformational leadership emphasizes that leaders achieve goals by motivating and stimulating the potential of team members. This leadership style encourages innovation, self-improvement, and teamwork among student players, and shapes a positive team culture. Transformational leadership, with its focus on motivating and stimulating team members, is highly applicable in a basketball setting.

The integration of these theories creates a comprehensive framework for cultivating a positive culture of leadership and teamwork among student players in basketball. Recognizing the developmental stages of teams, addressing both external and internal motivational factors, embracing distributed leadership potential in every team member, balancing task and relationship orientations, and promoting transformational leadership collectively contribute to a nuanced and holistic approach.

# METHODOLOGY

The research methodology and methods show how the researcher carried out the study as presented in the chapter.

***Research locale:*** Conducted within the distinguished academic environment of Guangxi University for Nationalities, this research delved into the multifaceted facets of the institution situated in the picturesque city of Nanning. Spanning three campuses—Xiangsi Lake, Siyuan Lake, and Wuming—the university covers approximately 3600 mu, offering a secluded and tranquil setting. With an architectural style exuding antiquity and elegance, the campus reflects a rich cultural atmosphere and distinctive Zhuang ethnic characteristics. Recognized among the nine most poetic and picturesque universities in China by Global Human Geography, the university's scenic surroundings provide an ideal backdrop for academic pursuits.

***Sample and sampling technique:*** The researcher of this study used a purposive sampling method to select 80 students as participants. To select the main participants, Welman and Kruger (2005) regarded them as the most significant nonprobability sampling type. The targeted selection of respondents based on their characteristics is called purposive sampling (Bernard, 2012). In this case, the students must be currently enrolled in the institution, taking physical education classes, and playing for a basketball team. The survey questionnaire was sent to the participants of the study. Once all issues were successfully resolved, a small number of people were invited to return and raise questions about their training results for the student basketball team. Thereafter, a pilot test was done to further optimize the study instruments and processes.

***Data gathering procedure:*** The conduct of this research involved obtaining official permission from the school administration, emphasizing the importance of ethical considerations and adherence to institutional protocols. Once clearance was secured, the next step involved extending invitations to potential participants, including students, instructors, and coaches. Prior to their formal inclusion in the study, the participants were required to complete consent forms, ensuring that they were fully informed about the nature and purpose of the research.

Data collection occurred concurrently through surveys and interviews. Online video conferencing served as the platform for conducting interviews, allowing for flexibility and accessibility. The interviews, conducted in Mandarin, were meticulously recorded, transcribed, and subsequently translated into English to facilitate a comprehensive analysis. To enhance the reliability of the data, member checking—a process involving the participants' review of the transcriptions—was employed. This iterative step aimed to validate the accuracy and authenticity of the gathered information, reinforcing the trustworthiness of the study. The results were then analyzed using specific statistical tools.

***Statistical analysis:*** To achieve the purpose of this study, the following statistical tools were used via the Statistical Package for the Social Sciences (SPSS) software:

**Frequency Count and Percentage:** This was used to describe the data gathered in the profile of the respondents.

**Weighted Mean:** This refers to the average sum of set values found by adding all values and dividing by the total number of values (Nieswiadomy, 2007). This was used to assess the respondents' leadership development skills.

**Standard Deviation:** It is a measurement that indicates the average deviation or variation of all the values in a set of values from the mean value of those

**t-test:** It is a parametric test that examines the difference between the means of two groups of values.

**Analysis of Variance:** This test was used to determine the significant differences in the independent and dependent variables when the respondents are grouped based on their profiles.

**Pearson's Product Moment of Correlation:** This test was used to determine the relationship that exists between the extent of the influence of the students' leadership and teamwork development under the basketball training.

# RESULTS

This chapter serves as the keystone where the empirical findings of the study are systematically unveiled and subjected to comprehensive analysis. Table 1 presents a set of indicators designed to measure the development of responsibility as a leadership skill among basketball team members, through their self-assessment scores. According to the findings, the participants typically believe they succeeded at leading their teammates in the upkeep of resources, facilities, and the community, suggesting a strong sense of responsibility. Looking out for the well-being of colleagues was likewise a recognized desirable trait. As Sundstrom et al. (1990) and Abrantes et al. (2018) agreed that team learning behaviors are a crucial component of team adaptability concerning team dynamics; hence, having such kind of interdependence among each other gives them the responsibility of working as a team for the benefit of the group. The findings also indicate a readiness to be role models and demonstrate thanks, albeit to various degrees. Table 2 provides a quantitative assessment of various indicators of mental stability as it pertained to leadership in the context of basketball. The table listed indicators, each with a mean score, standard deviation (SD), rank along with an interpretation that characterized the level of mental stability. The findings reveal that individuals had excellent mental stability in the setting of athletics, as seen by high agreement scores for certain attributes. Retaining attention throughout sports and training, as well as having confidence in one's own abilities and potential, are the top indicators. Another beneficial feature was the acknowledgment of having a development mentality, highlighting the need for a constructive mindset in athletics.

As claimed by Weiss, Bolter, &Kipp (2014), life skills are intimately tied to programs that promote optimal development such as basketball training and similar activities included in each program. This was further proven true based on the study by Lupo et al. (2017), which argued that sports are already embedded within the educational environment; however, certain differences may be present due to numerous factors, including sociocultural contexts. Table 3 assesses the perceptions of individuals on their development of integrity-related skills within the context of basketball. The findings highlight the respondents' shared commitment to ethics in the context of sports. The widespread agreement on fair play and respect for the game of basketball implied a communal emphasis on upholding sportsmanship and ethical behavior. Trustworthiness and faithfulness to one's word were also highly prized, reflecting the athletic community's commitment to dependability. The continuous reluctance to give in to peer pressure demonstrated a noteworthy commitment to personal beliefs. Cañabate et al. (2018) claimed that students can replicate and show the social attitudes and individual and group behaviors that they acquired while engaging in sports in other settings, such as with family members or even outside their homes. In turn, their view of integrity, which they also acquired and was shaped from the same environment, can be a major factor in applying these values and attitudes. Following the aforementioned, it is implied that while overall integrity is upheld, the discrepancies in the responses reveal equally different takes on integrity, whether applied in sports or in general. Table 5 evaluates the self-perceived decision-making capabilities of individuals in a basketball setting. The survey results indicate that the respondents held an optimistic view of their basketball decision-making abilities.

**Table 1. Development of Leadership Skills through Basketball – Responsibility**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| I always try to be a role model for my teammates. | 3.05 | 0.62 | 4 | Evident |
| I look out for my teammates' benefit every time possible. | 3.15 | 0.63 | 2 | Evident |
| I always take initiative if it means it would be putting the team first. | 2.91 | 0.86 | 6 | Evident |
| I lead my teammates in maintaining our resources, facilities and community. | 3.16 | 0.90 | 1 | Evident |
| I lead my teammates in expressing gratitude for coaches and guests. | 3.06 | 0.88 | 3 | Evident |
| I always try to share my knowledge to my teammates as much as I can. | 2.91 | 0.64 | 6 | Evident |
| I always try to speak up if I know there may be something wrong within the team. | 3.01 | 0.91 | 5 | Evident |
| Responsibility | 3.04 | 0.78 | - | Evident |

*Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident*

**Table 2. Development of Leadership Skills through Basketball – Mental Stability**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| People tell me I have what is called in sports a "growth mindset." | 3.10 | 0.72 | 3 | Evident |
| The pressure of the games does not get into my mind. | 2.83 | 0.81 | 7 | Evident |
| Composure—being calm and collected— is the name of my game. | 3.06 | 0.92 | 4 | Evident |
| I never lose my focus whether I am in a game or in training. | 3.20 | 0.92 | 1 | Evident |
| I am confident of my skills and talent. | 3.19 | 0.92 | 2 | Evident |
| I easily overcame adversity such as committing mistakes in-game or injuries. | 2.93 | 0.61 | 6 | Evident |
| I focus on the present and what I can contribute to the team. | 2.96 | 0.64 | 5 | Evident |
| Mental Stability | 3.04 | 0.79 | - | Evident |

*Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident*

**Table 3. Development of Leadership Skills through Basketball – Integrity**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| I accept my role on the team but I always continue working hard. | 2.84 | 0.69 | 5 | Evident |
| I always demonstrate respect to my coaches, teachers, and seniors. | 2.88 | 0.93 | 4 | Evident |
| I always stay loyal to my word. | 2.96 | 0.83 | 2 | Evident |
| I always try to play fair and respect the game of basketball. | 3.06 | 0.97 | 1 | Evident |
| Discipline and utmost self-control are hallmarks of my game and behavior. | 2.81 | 0.94 | 7 | Evident |
| I always try to tell the truth since I believe any conflict must be settled earlier rather than later. | 2.82 | 0.96 | 6 | Evident |
| I never give in or engage to peer pressure. | 2.89 | 0.51 | 3 | Evident |
| Integrity | 2.89 | 0.83 | — | Evident |

*Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident*

**Table 4. Development of Leadership Skills through Basketball – Decision-Making**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| I weigh the pros and cons of my actions before making a move. | 3.20 | 0.71 | 1 | Evident |
| I study previous games so that I can see my mistakes and correct them. | 3.20 | 0.99 | 1 | Evident |
| I communicate with my teammates constantly. | 3.07 | 0.61 | 3 | Evident |
| I consult with my coach, teacher or seniors whenever I am not sure what I would do. | 3.06 | 0.85 | 5 | Evident |
| I always try to choose the best decision in the fastest possible time. | 2.90 | 0.72 | 6 | Evident |
| I always have alternative plans in case my initial one does not pan out. | 2.80 | 0.62 | 7 | Evident |
| I look at a situation from different angles before making my decision. | 3.07 | 0.77 | 3 | Evident |
| Decision-Making Ability | 3.04 | 0.75 | – | Evident |

*Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident*

**Table 6. Differences in Leadership Skills Development through Basketball Based on Demographic Profile**

| Profile | Mean | SD | Stat. Value | P-Value | Interpretation/ Decision |
|---|---|---|---|---|---|
| Sex | | | | | |
| Male | 2.99 | 0.79 | t= -0.85 | 0.32 | Not significant/ Accept |
| Female | 3.08 | 0.77 | | | $H_0$ |
| Age | | | | | |
| Below 18 yearsold | 3.00 | 0.78 | F= 0.19 | 0.65 | Not significant/ Accept |
| 18–21 years old | 3.07 | 0.77 | | | $H_0$ |
| 22–24 yearsold | 3.05 | 0.79 | | | |
| Above 25 yearsold | 3.04 | 0.78 | | | |
| Years of Playing Basketball | | | | | |
| One year or less | 3.02 | 0.78 | F= 0.29 | 0.43 | Not significant/ Accept |
| Two years | 3.03 | 0.78 | | | $H_0$ |
| Three years or more | 3.01 | 0.77 | | | |
| Frequency of Playing Basketball | | | | | |
| More than 4x a week | 3.05 | 0.77 | F= 0.33 | 0.29 | Not significant/ Accept |
| At least 4x a week | 3.02 | 0.78 | | | $H_0$ |
| Less than 4x a week | 3.06 | 0.76 | | | |
| Never | 3.09 | 0.79 | | | |

**Table 7. Development of Teamwork Skills – Ability to Communicate**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| I see myself as accountable to anything I say to any of my teammates or coaches. | 3.49 | 0.57 | 2 | Evident |
| I always try to be optimistic with my perspectives. | 3.26 | 0.49 | 6 | Evident |
| The only negative comments I say are constructive criticism for the betterment of my team. | 3.53 | 0.56 | 1 | Very Evident |
| I never make an in or off-court decision without proper communication. | 3.20 | 0.37 | 7 | Evident |
| My teammates tell me I do what I say. | 3.34 | 0.36 | 5 | Evident |
| I have good relationship with all my teammates and coaches. | 3.36 | 0.37 | 4 | Evident |
| I believe good, constant and proper communication leads to the best team chemistry. | 3.41 | 0.59 | 3 | Evident |
| Ability to Communicate | 3.37 | 0.47 | – | Evident |

Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident

**Table 8. Development of Teamwork Skills – Ability to Adapt Innovative Higher Education in terms of Student Services**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| I can easily adjust my decision-making depending on the present situation. | 3.28 | 0.59 | 6 | Evident |
| I know when to push and slow down the tempo of the game, same as when I make my decisions. | 3.34 | 0.39 | 3 | Evident |
| I can play multiple roles in the team, just like how I do it in my life off the court. | 3.38 | 0.35 | 1 | Evident |
| I always try to keep calm during pressure-packed situations. | 3.35 | 0.35 | 2 | Evident |
| I try to push myself to develop new skills based on the demands of the situation. | 3.27 | 0.36 | 7 | Evident |
| I adjust my actions depending on what my team needs. | 3.31 | 0.34 | 4 | Evident |
| I always communicate with my teammates and coaches about what are needed in the team. | 3.29 | 0.41 | 5 | Evident |
| Ability to Adapt | 3.32 | 0.40 | - | Evident |

Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident

**Table 9. Development of Teamwork Skills – Ability to Cooperate and Collaborate**

| Indicators | Mean | SD | Rank | Interpretation |
|---|---|---|---|---|
| Just like passing the ball, I always keep my eyes open for any help I can get. | 3.42 | 0.35 | 4 | Evident |
| My team tries to build the best chemistry among us to make our game free-flowing than structured. | 3.52 | 0.45 | 1 | Evident |
| I focus on my role and try to help my teammates do theirs, and vice versa. | 3.52 | 0.36 | 1 | Evident |
| Our team's plays are made with comments from players and coaches alike. | 3.25 | 0.53 | 7 | Evident |
| Constructive criticism is always open for everyone in the team. | 3.46 | 0.56 | 3 | Evident |
| Anyone can assume the role as leader depending on the need of the situation. | 3.30 | 0.52 | 6 | Evident |
| Everyone is open and happy to work and develop with one another. | 3.42 | 0.56 | 4 | Evident |
| Ability to Cooperate and Collaborate | 3.41 | 0.48 | – | Evident |

Scale: 1–1.50: Not Evident; 1.51–2.50: Slightly Evident; 2.51–3.50: Evident; 3.51–4.00: Very Evident

**Table 10. Differences in Teamwork Skills Development through Basketball Based of Demographic Profile**

| Profile | Mean | SD | Stat. Value | P-Value | Interpretation/ Decision |
|---|---|---|---|---|---|
| Sex | | | | | |
| Male | 3.29 | 0.43 | t= -0.22 | 0.64 | Not significant/ Accept $H_0$ |
| Female | 3.31 | 0.42 | | | |
| Age | | | | | |
| Below 18 years old | 3.20 | 0.41 | F= 0.19 | 0.68 | Not significant/ Accept $H_0$ |
| 18–21 years old | 3.28 | 0.44 | | | |
| 22–24 years old | 3.36 | 0.44 | | | |
| Above 25 years old | 3.29 | 0.42 | | | |
| Years of Playing Basketball | | | | | |
| One year or less | 3.28 | 0.43 | F= 0.33 | 0.82 | Not significant/ Accept $H_0$ |
| Two years | 3.20 | 0.41 | | | |
| Three years or more | 3.32 | 0.41 | | | |
| Frequency of Playing Basketball | | | | | |
| More than 4x a week | 3.39 | 0.44 | F= 1.33 | 0.22 | Not significant/ Accept $H_0$ |
| At least 4x a week | 3.40 | 0.43 | | | |
| Less than 4x a week | 3.38 | 0.43 | | | |
| Never | 3.26 | 0.41 | | | |

**Table 11. Relationship between Leadership and Teamwork Skills Development through Basketball**

| Pearson $r$ Coefficient | P-Value | Decision/ Interpretation |
|---|---|---|
| 0.45 (moderate, positive) | 0.02 | Reject $H_0$/Significant |

This aligns with research by Hastie and Buchanan (2000), suggesting that engaging in games, such as basketball, allowed individuals to practice decision-making and negotiation skills. The importance placed on critical analysis, learning from mistakes, and effective communication highlighted a commitment to continuous improvement and teamwork.

Seeking advice from mentors demonstrated an openness to different perspectives. The acknowledgment of the need for timely judgments, albeit with variability, suggested differing levels of emphasis on this aspect. The reduced emphasis on having backup plans pointed to potential areas for growth, emphasizing adaptability.

Additionally, insights from Cañabate et al. (2018) regarding team dynamics in physical education aligned with the findings, emphasizing a well-rounded approach to decision-making and offering implications for skill development in basketball. Table 6 presents an analytical comparison of the development of leadership skills in basketball players, segmented by demographic profiles. The results show that demographic factors such as sex, age, years of playing basketball, and frequency of playing basketball do not show a statistically significant difference in the development of leadership skills. The consistent acceptance of the null hypothesis across all categories suggested that the development of leadership skills in basketball might be independent of these demographic variables within this group. Table 7 evaluates the self-reported communication skills of individuals within a team setting, specifically in the context of basketball.

According to Entin&Serfaty (1999), Sheryl & Bruce (2005), and Abrantes et al. (2018), all argued that teams that have received training in collaborative processes perform better, especially when members have good communication with each other. As the study revealed, the aforementioned claims were true, as reflected by the respondents' strong commitment to good and constructive communication within the team, stressing personal accountability and acknowledging communication's critical role in creating unity and collaboration. In general, the findings suggested a collective conviction in good communication abilities, highlighting a dedication to successful team interactions and perhaps improving overall team performance. Table 8 presents the perceived ability of individuals to adapt within a team context, particularly in basketball. According to the survey results, respondents had a high conviction in their flexibility within the framework of a team. This is demonstrated by their versatility in playing different roles, their ability to keep cool under pressure, and their confidence in directing the tempo of the game and making decisions. The emphasis on changing activities to fit the requirements of the team demonstrated a consistent appreciation of the value of responsiveness. Open communication regarding team requirements demonstrated a dedication to successful adaptation. While responses indicated flexibility in decision-making, there was considerable variation, indicating varying levels of comfort in changing settings. Proactive skill improvement based on situational needs was accepted but to a lesser extent. Ultimately, the collective trust in the respective adaptability highlighted the critical role adjusting played in building effective cooperation. As Abrantes et al. (2018) claimed, team learning behaviors were a crucial component of team adaptability with regard to team dynamics, and the ability to adapt had a favorable impact on a team's performance (Santos et al., 2016).

Table 9 presents data on how individuals perceive their teamwork in the context of basketball. As Cañabate et al. (2018), Prouty et al. (1991), Carron (1982), and Carron et al. (1985) argued, building and enhancing cooperation and leadership are critical components for teams to attain high levels of performance and personal growth, and the performance of a physical education team was directly related to team cohesion. The survey results indicate that responders had a pleasant and constructive team chemistry. The high mean ratings across different categories imply a strong emphasis on teamwork, team support, and constructive criticism. The willingness to seek and provide assistance within the team demonstrated a cooperative approach. Recognizing flexibility in leadership roles implies an adaptable approach to team dynamics. These findings had a favorable impact on team performance because they indicated that respondents were actively engaged in activities that led to a cohesive and collaborative team environment. Table 10 provides a statistical analysis of how teamwork skills development through basketball varied across different demographic profiles. Overall, the results indicate that within this sample, there were no statistically significant differences in teamwork skills development when compared across sex, age, years of playing basketball, or frequency of playing basketball. This suggests that the ability to develop teamwork skills through basketball might not be influenced by these demographic factors. Table 11 presents the results of a statistical analysis to assess the strength and significance of the relationship between the development of leadership skills and teamwork skills in the context of basketball. It supports the inference that in the context of basketball, improvements in leadership skills are positively associated with enhancements in teamwork skills, and this relationship is statistically significant.

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