

Physical Activities Affecting the Motivation and Mental Well-Being of Non-Athlete-Students

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Abstract: This study aims to determine which motivation for Physical Activity related on students' mental well-being at Nanjing Vocational Institute of Railway Technology (NVIRT). The outcomes of this study may be used as a basis for the program that may improve the students' mental well-being. This may also serve as basis to solve the mental health problems and challenges faced by the students at Nanjing Vocational Institute of Railway Technology (NVIRT). Research conclusion: Male non-athlete students seemed to have better assessment of their mental health than the female ones considering their well-being, participation in sports, and quality of life; Higher level of motivation to join in physical activities may result to a positive effect on mental health of non-athlete students.

Keywords: Physical Activities; Motivation; Non-Athlete-Students.

1. Introduction

COVID-19 has brought significant disruptions to education particularly, Closures of schools, institutions, and other learning spaces have impacted more than 94% of the world's student population. The long lockdowns, lack of interaction with the outside world, many people into mental breakdown (Ainley, 2017) [1], most specifically students. Participation in regular physical activity has been proven to increase one's self-esteem and reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems (Bailey, 2018) [2]. Numerous studies have shown that exercise improves mental health and reduces symptoms of stress, anxiety and depression. This study focuses on the relationship between motivation and mental health of non-athlete students at Nanjing Railway Vocational Technical College (NVIRT) in China. The study was designed to examine the motivation for mental health-related physical activity among Nanjing Railway Vocational and Technical College (NVIRT) students. Through this study, the researcher would be able to develop a motivational activity for physical fitness that would promote the mental health of the students which could.

2. Theoretical Studies and Research Hypothesis

2.1. Definition of Terms

The following words are defined in this research for better understanding of its application: Mental Health. The Ministry of Mental Health in China defines mental health as the way a person thinks, feels, and behaves when coping with life and includes ongoing improvement in the capacity to perform everyday physical duties and obstacles.

Students' Motivation. This refers to the desire of the students to learn new things by means of either voluntary or involuntary participation (intrinsic and extrinsic factors) this also may result to success, perseverance and self-development among the learners (Ainley, 2017) [3].

Physical Activity. This pertains to the different activities of the students at school or at home such as walking or any sports

activity such as playing basketball, swimming and other sports (Burns, 2020) [4].

2.2. Research Hypothesis

The following hypotheses were tested in the study a 5% level of significance:

1. There is no significant difference in the self-assessment of the non-athlete-student respondents on their level of motivation in joining physical activities when their profile is taken as a test factor

2. There is no significant difference in the self-assessment of the non-athlete student respondents on their level of perceived mental well-being when their profile is taken as a test factor

3. There is no significant correlation between the self-assessment of the non-athlete-student respondents on their level of motivation in joining physical activities and the self-assessment of the non-athlete-student respondents on their level of perceived mental well-being

2.3. Research Instrument

Development and Construction. A survey questionnaire was created It contained two parts, namely: (1) the non-athlete students to assess the Students' Motivation for Physical Activity; (2) the Licensed guidance counselor to assess Students' Motivation for Physical Activity and its Relation to Students' Mental Health (3) the technical assistance needed by the students to prevent attrition.

Data and information needed in the study was gathered through a questionnaire, (see Appendix A), locally formulated for such purpose and served as the primary tool of the research. Some respondents were also interviewed to strengthen the data generated from the questionnaires and these served as secondary sources of data.

3. Results Analysis

3.1. Profile of the Respondents

the frequency distribution of the respondents' profile in terms of age, sex, course, and type of physical activities played. Age. Two (2) or.3% of the non-athlete student respondents are with age of 15-16 years old, one hundred

three (103) or 17.2% are within 17-18 years old, and four hundred ninety-four (494) or 82.5% are 19 years old and above. Sex. Four hundred twelve (412) or 68.8% of the non-athlete student respondents are male, while one hundred eighty-seven (187) or 31.2% are female. Types of Physical Activities Played. Two hundred eighty-two (282) or 47.1% of the non-athlete student respondents have played indoor activities, while three hundred seventeen (317) or 52.9% of them have played outdoor activities. College Affiliation. The result indicates that most of the non-athlete student respondents are from the School of Intelligent Engineering.

3.2. Relationship between the Self-Assessment of Non-Athlete Student Respondents on their Level of Motivation in Joining Physical Activities and their Perceived Mental Well-being

Table 1 presents the relationship between the self-assessed level of motivation in joining Physical Activities and their perceived mental well-being.

As shown in Table 1, in terms of intrinsic factors, respondents have obtained a computed r-values of 0.77, 0.87 and 0.92 for the well-being, participation in sports, and quality of life respectively with a significance value of 0.00 respectively.

Table 1. Relationship Between Respondents' Level of Motivation in Joining Physical Activities and their Perceived Mental Well-being

Motivation in Joining Physical Activities	Mental Well-being	Computed r	Sig	Decision on Ho	Interpretation
1. Intrinsic Factors	Well-being	0.77	0.00	Rejected	Significant
	Participation in Sports	0.87	0.00	Rejected	Significant
	Quality of Life	0.92	0.00	Rejected	Significant
	Average	0.91	0.00	Rejected	Significant
2. Extrinsic Factors	Well-being	0.72	0.00	Rejected	Significant
	Participation in Sports	0.84	0.00	Rejected	Significant
	Quality of Life	0.87	0.00	Rejected	Significant
	Average	0.86	0.00	Rejected	Significant
Over-all Level of Motivation in Joining Physical Activities	Over-all Level of Perceived Mental Well-being	0.90	0.00	Rejected	Significant

Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the respondents' level of motivation in joining physical activities and their perceived mental well-being. This goes to show that non-athlete student respondents' level of motivation in joining physical activities in terms of intrinsic factors is strongly correlated with their mental health in terms of well-being, participation in sports, and quality of life.

In terms of extrinsic factors, respondents have obtained a computed r-values of 0.72, 0.84 and 0.87 for the well-being, participation in sports, and quality of life respectively with a significance value of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the respondents' level of motivation in joining physical activities and their perceived mental well-being. The result indicates that non-athlete student respondents' level of motivation in joining physical activities in terms of extrinsic factors is strongly correlated with their mental health in terms of well-being, participation in sports, and quality of life.

Generally, respondents have obtained an over-all computed r-value of 0.90 with a significance value of 0.00. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the respondents' level of motivation in joining physical activities and their perceived mental well-being. The result reveals that non-athlete student respondents' level of motivation in joining

physical activities has strong positive correlation with their mental health. This could mean that non-athlete students' motivation to join physical activities could give high impact to their mental well-being.

4. Conclusion and Recommendations

4.1. Conclusion

1. Majority of the non-athlete student respondents are male of legal age who have played outdoor physical activities.

2. Non-athlete students manifested a moderate level of motivation in joining physical activities considering both the intrinsic and extrinsic factors.

3. Males tend to be more motivated to join in physical activities than the female ones, while other profile variables did not make any significant difference in the respondents' assessments.

4. Participation in different physical activities are effective for the mental health of the non-athlete students.

5. Male non-athlete students seemed to have better assessment of their mental health than the female ones considering their well-being, participation in sports, and quality of life.

6. Higher level of motivation to join in physical activities may result to a positive effect on mental health of non-athlete students.

4.2. Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

1. Review the Physical Education subject curriculum to ensure that it fosters well-being habits associated to a healthy lifestyle during sport practice and other kinds of active tasks. May also consider organizing effective programs to promote an active and healthy lifestyle in Physical Education classes.

2. Ensure that the physical activities being introduced to students are something enjoyable and fun in a way that will be appealing to students to make them more interested and motivated to participate.

3. Align teaching strategies to enhance students' physical activities with their personal perspectives, while allowing teachers to better attune activities to the needs and preferences of their students.

4. Students must perceive the physical activities as a meaningful, resonating with their core values, and made possible by facilitating contextual factors for them to be motivated to engage in those activities.

5. Provide students more opportunities to be engaged and

participate in different youth sports so that they may enjoy psychosocial health benefits beyond the benefits they gain from other forms of leisure-time physical activities.

References

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