

Integration of Moral Self-Discipline in Sports Management: Cultivating Future-Ready Students through Sports Education Program in Physical Education

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Abstract: The researcher investigated how moral self-discipline is integrated in the physical education course particularly in sports management with regards to the moral self-discipline initiatives integrated in the sports management in terms of practicality, growth, and integration as well as to how it cultivates competencies for future-ready students as regards to cognitive, interpersonal and intrapersonal. The data was gathered from students' participants using a self-made questionnaire that have subjected to validation. Findings revealed that moral self-discipline initiatives are slightly integrated into the sports management of the physical education course in terms of practicality, integration, and growth. According to the respondents, the impact of moral self-discipline initiatives in sports management on cultivating competencies for future-ready students is deemed to have "no cultivation at all" in terms of cognitive, interpersonal, and intrapersonal aspects. However, there is very strong positive correlation between moral self-discipline initiatives integrated in the sports management and the cultivation of competencies for future-ready students. This addresses the necessity of formulation of a sports education program to cultivate the competencies of future-ready students.

Keywords: Moral Self-discipline; Physical Education; Sports Management; Practicality Growth Integration Cognitive Interpersonal Intrapersonal.

1. Introduction

The role of moral values and skills developed through sports has been a global concern because of different advocacies for lifelong learning opportunities (UNESCO, 2021). Sports support self-discipline for active learning associated with enhancing the cognitive abilities and increase responsibility to participate and engage with people. With moral self-discipline in place, the students can transfer and put the right values in every action within and outside of the school environment. The sports values across school curricula embed sports values and moral self-discipline as its core. Hence, the present study is timely and relevant as it investigates how moral self-discipline are integrated in sports management in physical education courses among selected universities in China.

The moral judgement in sports is basically the method of thought process that happens whenever an athlete or sports participant uses existing moral norms or societal standards to a perceive moral phenomena in sports which is considered to be psychologically complex (Wang & Chen, 2018). However, there are moral misconduct among Chinese athletes categorized as violent behavior, doping, match fixing, and self-reported dishonesty regardless of the type of sport (Chen & Wang, 2019). The moral misconduct is linked to lack of systematic and comprehensive organization of the importance of integrating self-discipline and appreciating moral conduct in the context of sports.

Morality is mainly adjusting to human relations and code of conduct developed in sports management. The new knowledge economy requires different countries including Chinese universities at a collective level to effectively assess

competencies for future ready students. Sports moral character is associated with sportsmanship noted from values and ethics. However, it has been observed that scholars realized transformation of morality from social external norms to individual and internal psychology. Hence, the present study is significant to such transformation through provision of sports educational program integrating moral self-discipline in physical education courses.

In China, sports signify prosperity as it carries national strength and revitalization (Wu, 2023). Sports have been important as part of the Chinese communities' health reforms and happy lifestyle. However, it has been noticed that imperfections on China's sports legislation system as well as methods of using modern technology in sports governance development. Sports management is responsible for creating framework that will promote sports industry along with physical activity and participation in universities, schools and communities within the context of best practices and legal compliance.

Sports stimulates people's awareness as a contributory factor in sustainable development of China's economy (Liu & Li, 2022). The relationship between sports and economy requires universities and schools to come up with sports education program because of the impact of international sports commercialization paying attention to talent training of students. Effective sports management integrating moral self-discipline and sports related professional knowledge interconnected with competencies will provide a better flow of the laws of market economy, education, and sports management.

Future ready students show disposition and lifelong learning aptitude through sports (Tan, et. al., 2017). The moral quality displayed in sports will help students to understand the

shift in the industry along with acquiring and adapting to these shifts given their self-discipline integrated through sports. Collaborative diffusion of the 21st century teaching and learning practices is the cultivation of competencies in the core characteristics involving cognitive, interpersonal and intrapersonal. These teaching and learning practices in physical education influences students to appreciate sports management to become future ready.

2. Results and Discussion

Table 1. Profile of the Respondents

CLASSIFICATION	FREQUENCY	PERCENTAGE
Athlete	47	9.4
Non-Athlete	453	90.6
Total	500	100.0
AGE	FREQUENCY	PERCENTAGE
15-18	83	16.6
19-22	381	76.2
Above 22 Years Old	36	7.2
Total	500	100.0
YEAR LEVEL	FREQUENCY	PERCENTAGE
1st	209	41.8
2nd	234	46.8
3rd	22	4.4
4th	35	7.0
Total	500	100.0

Table 1 presents the profile of the respondents as to classification, age, sex, year level and school classification.

Data reveals that out of the total 500 participants, 47 individuals (9.4%) fall under the Athlete classification, while the majority, comprising 453 participants (90.6%), are categorized as non-athletes. This means that most of the respondents are non-athlete but they are currently enrolled in the physical education class.

As to age, data reveals that majority of the respondents are ages 19-22 years which is about 76.2% with the frequency of 381. Moreover, there are 83 students of 16.6 percent belongs to 15-18 years old age bracket. Hence, there are 36 students with 7.2% are aged 22 years old and above. This means that study was participated mostly by the emerging adulthood. The stage of adolescence that typically encompasses the ages of 19 to 22 years is often referred to as "emerging adulthood." As to sex, data affirms that most of the respondents are male with a frequency of 289 which is 57.8% while the female has a frequency of 211 and a percentage of 42.2. This implies that majority of the respondents who are eager to participate are male. This may be attributed to the higher enrolment rates of male than female in China.

In terms of year level, it is observed that the majority, comprising 41.8% of the total sample, falls within the 1st-year category, while 2nd-year students represent the largest group at 46.8%. In contrast, 3rd-year students form a smaller segment, constituting only 4.4% of the total sample. The 4th-year students, though a minority, still make up 7.0% of the overall respondents. This implies that most of the respondents are second year students. This may be attributed to the educational policy in China wherein first and second year students are required to take the subject physical education.

Table 2 shows the moral self-discipline initiatives integrated in the sports management of the physical education course. Data reveals that the respondents' assessments all interpret the indicators as "Slightly Integrated," with an overall mean of 1.57 and standard deviation of 0.68.

Table 2. Moral Self-Discipline Initiatives Integrated in the Sports Management of the Physical Education Course

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Practicality	1.59	0.69	Slightly Integrated	1
2. Integration	1.57	0.72	Slightly Integrated	2
3. Growth	1.55	0.70	Slightly Integrated	3
Overall Mean	1.57	0.68	Slightly Integrated	

LEGEND: HIGHLY INTEGRATED (=4.51-5.0); INTEGRATED (=3.51-4.50); MODERATELY INTEGRATED (=2.51-3.50); SLIGHTLY

INTEGRATED (=1.51-2.50); NOT INTEGRATED AT ALL (=1.0-1.50)

Moreover, it is observed that among the indicators, indicator 1, "Practicality," gained the highest mean value of 1.59 and is interpreted as "Slightly Integrated." This implies that, while there is some level of practicality in the implementation of practices related to this indicator, there is still room for improvement. On the other hand, indicator 3, "Growth," has the lowest mean value of 1.55, which is also interpreted as "Slightly Integrated." This means that there is a need for universities to focus on fostering growth within the context of the studied aspects. This result highlights the need for universities to concentrate on refining and fortifying their programs to achieve a more cohesive and comprehensive integration of these key indicators. The universities and colleges may consider revising their curricula, enhancing training methodologies, and fostering an environment that prioritizes practicality, integration, and growth in sports management practices.

Table 3. Assessment on how can Moral Self-Discipline in Sports Management Cultivate Competencies for Future Ready Students

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Cognitive	1.50	0.65	No Cultivation at All	1.5
2. Interpersonal	1.50	0.66	No Cultivation at All	1.5
3. Intrapersonal	1.48	0.64	No Cultivation at All	3
Overall Mean	1.49	0.64	No Cultivation at All	

LEGEND: HIGH CULTIVATION (=4.51-5.0); CULTIVATION (=3.51-4.50); MODERATELY CULTIVATION (=2.51-3.50); SLIGHT

CULTIVATION (=1.51-2.50); NO CULTIVATION AT ALL (=1.0-1.50)

Table 3 displays the assessment on how can moral self-discipline in sports management cultivate competencies for future ready students. It is noted that the respondent's assessment is all interpreted as "No Cultivation at All" with an overall mean of 1.49 and standard deviation of 0.64. Specifically, Indicator 1, "Cognitive," and Indicator 2, "Interpersonal," both share the top rank with a mean of 1.50 and a standard deviation of 0.65 and 0.66, respectively. Indicator 3, "Intrapersonal," is ranked slightly lower with a mean of 1.48 and a standard deviation of 0.64. The overall mean for all indicators is 1.49, with a standard deviation of 0.64, indicating an overall perception of "No Cultivation at All" in the evaluated cognitive and interpersonal aspects, with a slight variation in the intrapersonal aspect.

This means a notable lack of emphasis or development in cognitive, interpersonal, and intrapersonal skills, indicating room for improvement in cultivating these essential skills.

The rankings indicate that both cognitive and interpersonal skills share the top position with a mean value of 1.50, emphasizing their equal importance and the need for attention in cultivation. Intrapersonal skills, although slightly lower in mean value, are still rated as "No Cultivation at All," underscoring the overall deficiency in addressing these skills.

Data affirms that, overall, there is a significant gap in the cultivation of cognitive, interpersonal, and intrapersonal

skills among the individuals assessed. This result emphasizes the need for targeted interventions and educational programs to instill and enhance cognitive, interpersonal, and intrapersonal skills. The universities and institutions involved may need to reevaluate their educational approaches and consider incorporating specific initiatives to address these cognitive and interpersonal aspects.

Table 4. Significant Relationship between Moral Self-Discipline Initiatives Integrated in the Sports Management and Cultivation of Competencies for Future-Ready Students

Variable Tested		R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation
Moral Self-Discipline Initiatives Integrated in the Sports Management	Cultivation of Competencies for Future-Ready Students	.828	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant

Table 4 denotes the significant relationship between the moral self-discipline initiatives integrated in the sports management and cultivation of competencies for future ready students. Data reveals that there is very strong positive correlation between the moral self-discipline initiatives integrated in the sports management and the cultivation of competencies for future-ready students. The significance level (Sig Value) is reported as .000, which is less than the conventional threshold of 0.05 and leads to the rejection of the null hypothesis (HO). This means that there is a statistically significant relationship between respondents' moral self-discipline initiatives in sports management and the competencies for future-ready students. This correlation implies that the more effective the moral self-discipline, there is also a simultaneous increase in the development of competencies among the respondents. The very strong positive correlation between moral self-discipline initiatives and the cultivation of competencies for future-ready students indicates a potential link between initiatives and actual development.

3. Conclusion

Based on the summary of findings, the following conclusions are formulated:

The majority of respondents in the study are non-athletes, primarily in the emerging adulthood stage, second-year students, and affiliated with the five schools. This implies that the study's findings are likely applicable to a broader student population rather than specifically to athletes.

The assessment of the respondents on moral self-discipline initiatives integrated into the sports management of the physical education course being slightly integrated in terms of practicality, integration, and growth indicates a perspective among the participants regarding the effectiveness of these initiatives. This assessment indicates that there must be room for improvement and adjustment in the design and implementation of these initiatives.

There is significant difference in the observation of the students on the moral self-discipline initiatives integrated in the sports management of the physical education course as to classification, sex, and school affiliation while there are no significant differences in the perception of the respondents in terms of age. On the hand, as to year level, significant difference exists on integration and no significant difference on practicality and growth. Moreover, the significant differences in the observation of moral self-discipline initiatives based on classification, sex, and school affiliation imply that these factors play a role in shaping individual

perspectives in the integration of sports management while age and year level will not be considered as a factor that affects the observation of the respondents.

The assessment reveals that, according to the respondents, the impact of moral self-discipline initiatives in sports management on cultivating competencies for future-ready students is deemed to have "no cultivation at all" in terms of cognitive, interpersonal, and intrapersonal aspects. This assessment signifies a significant gap in the perceived effectiveness of current initiatives in fostering these essential competencies.

There is very strong positive correlation between the respondent's observation on moral self-discipline initiatives integrated in the sports management and the cultivation of competencies for future-ready students. This correlation implies that as the perception of the effectiveness of these initiatives increases, there is a simultaneous increase in the development of competencies among the respondents. The very strong positive correlation between respondents' observation of moral self-discipline initiatives and the cultivation of competencies for future-ready students indicates a potential link between perception and actual development.

The formulation of a sports education program to cultivate the competencies of future-ready students is deemed important. This implies that the current sports education curriculum or initiatives lack of certain elements essential for equipping students with the skills, knowledge, and attributes needed to thrive in future endeavors.

4. Recommendations

Based on the summary of findings and conclusions, the following recommendations are formulated:

Establish or form a dedicated Academic and Sports Committee responsible for reviewing and enhancing demographic inclusivity. This may involve implementing strategies, fostering collaboration with various university departments, and integrating diverse perspectives through surveys and focus groups and actively engage in partnerships with student organizations, cultural clubs, and community groups to facilitate and find ways on how moral discipline in sport management will be integrated in the teaching and learning strategies of every educational institution.

Enhance the integration of moral self-discipline initiatives by conducting a detailed assessment and initiating collaborative dialogues involving students, faculty, and stakeholders. This may involve redesigning the curriculum with a focus on practicality, integration, and growth,

incorporating pilot programs for continuous improvement based on feedback. Additionally, launch a comprehensive survey to gather detailed feedback from students, faculty, and stakeholders on the current state of moral self-discipline initiatives. This may involve organizing collaborative workshops and forums for participants to contribute ideas and co-create the redesigned curriculum.

Tailor moral self-discipline initiatives to address observed differences based on classification, sex, and school affiliation. This may involve developing and implementing targeted workshops, seminars, and training programs to enhance inclusivity, fostering understanding among students. In addition, establish an ongoing evaluation system to ensure the effectiveness of these tailored initiatives by employing data analytics tools to identify nuanced differences in the perception of moral self-discipline initiatives among various demographic groups and design customized workshops and training programs based on identified needs, preferences, and challenges.

Conduct a comprehensive review of competency cultivation initiatives, addressing identified gaps in cognitive, interpersonal, and intrapersonal development by designing or adjusting modules to integrate experiential learning opportunities, case studies, and real-world applications. This may involve establishing a continuous improvement process with regular feedback loops, benchmarking against best practices and conducting regular interdisciplinary workshops involving educators, psychologists, and industry experts to identify competency gaps and potential enhancements and develop a phased implementation plan, starting with pilot programs in specific courses and gradually expanding based on observed effectiveness.

Strengthen the perception-development link by analyzing factors contributing to the strong correlation between respondents' observations and competency cultivation by enhancing communication channels, establishing mentorship or peer-support systems, and monitoring and tracking correlations over time to adjust initiatives based on evolving student needs. This may involve implementing a robust communication plan, leveraging multiple channels, such as newsletters, social media, and student forums, to disseminate information about moral self-discipline initiatives and launch mentorship programs pairing experienced students with newcomers, fostering a supportive environment for understanding and engagement. Additionally, utilize data analytics tools to monitor and analyze the correlation between perception and development, adjusting initiatives based on evolving trends and insights and conduct regular forums or meetings to discuss the impact of initiatives on competency development and gather further input for refinement.

Implement a holistic sports education program by conducting a comprehensive needs assessment, developing a strategic plan for integrating competency-focused modules, and collaborating with industry professionals and ensure alignment with future job market requirements through a phased approach, incorporating feedback loops and regular evaluations for continuous improvement. This may involve establishing a task force involving educators, industry professionals, and students to conduct a thorough needs assessment and developing a phased plan for integrating competency-focused modules, incorporating pilot programs and adjusting based on feedback.

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