

University Students' Attitudes Affecting Their engrossments in Physical Education Activities in a University in China

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Abstract: Recent advances in technology have dramatically changed students' lifestyles, diverting their attention away from physical activity. This study examines students' attitudes towards physical activity and its impact on engrossments in a Chinese university. Using a description-comparison-correlation study design, a questionnaire was used, adapted from previous studies by Zeng et al. and Khan et al. The sample consisted of selected first-year to third-year students from a Chinese university. Statistical analysis including percentage, weighted mean, standard deviation, T-test, ANOVA, and Pearson correlation were used to interpret the data. Through questionnaires, background information on students' gender, grade, age, and course choices were collected, as well as data on their attitudes and engagement with physical activity. The results showed that students' attitudes towards physical activity showed intermediate levels in terms of motivation, determination and goal setting, and these attitudes significantly influenced how engaged they were in physical activity. The study found that although most students have a moderate level of commitment to physical education activities, the importance, motivation and expectations they place on these activities have a significant impact on their participation. In particular, students' motivation and determination have a strong impact on their engagement in physical activity. In addition, gender, age, grade, and course choice did not significantly differ in student attitudes and engagement. Based on these findings, the study makes recommendations such as strengthening physical education teacher training, adopting interactive games and team-building activities to increase student engagement, and encouraging cooperation and teamwork among students. These strategies aim to improve students' attitudes and participation in physical activity, thereby promoting their physical health and overall development.

Keywords: Physical activity; Attitudes; Engrossments; motivation; determination; goal setting.

1. Introduction

With the recent developments that is happening in our world today, the youth are generally affected with either a good influence or a negative influence of what is happening around the globe. The development in science and technology has so much affected our students particularly their lifestyle. Unlike the days of pre-technology, where the student's interest is basically focused on what has been taught in schools and what is instructed of them. In the field of Physical education, the attitudes of the students nowadays are definitely far from what the students before have been. Their engrossment to Physical Education activities have been affected by many factors and one of them is their attitudes as students.

Physical Education is basically education through the development of one's competence and knowledge of movement and safety and the ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops one's confidence and generic skills especially those of collaboration, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in Physical Education provide a good foundation for students' lifelong and life-wide learning.

In Physical Education curriculum in China from Kindergarten to Collegiate level, Physical Education is given of utmost consideration to deliver a healthy lifestyle and strong physical body and mind. But facts remain that most of the learners' energy spent somewhere other than physical exercise and activities brought by the technologies

particularly for the young people. Nowadays, according to Ogden (2020), individuals weigh more and have a higher body mass index (BMI) than their peers of just a generation earlier. Their attitudes and traits, along with their genetics, are determinants of their growth and development. Technological advances of modern society have contributed to a sedentary lifestyle that has changed the phenotype of individuals from that of 20 years ago.

2. Research content

2.1. Theoretical Framework

This study was anchored to different theories. The first basis was the PE curriculum. Physical Education offers experiential learning for learners to adopt an active life for fitness and lifelong health. According to Kolb, experiential learning defined as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience (Cherry, 2018). The knowledge, skills and understanding which include Physical education literacy competencies support them in accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others' fitness and health. This course on exercise for fitness enables the learner to set goals, monitor one's participation in aerobic and muscle- and bone-strengthening activities and constantly evaluate how well one has integrated this into one's personal lifestyle. It consists of an array of offerings which learners can choose from.

According to Sparks (2017) Physical education and PE

activities are often used interchangeably. They are two separate things and it is important for teachers and parents to understand the difference.

From the concepts enumerated above, the researcher will conceptualize this study. After having observed that many of the PE students escaped some of the sessions in PE Activities, the researcher decided to identify the PE student attitude and engrossment towards Physical education activities. It is also very timely that PE students of 3 grade levels can give some insights to make Physical Education Activities be more effective to the them thru the proposed intervention program to craft a policy direction. Such concept is reflected in the paradigm below:

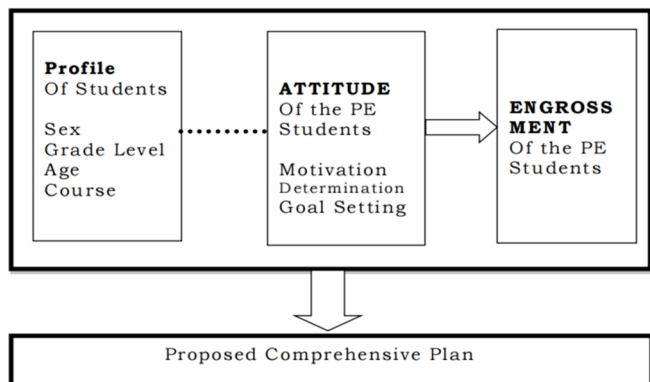


Figure 1. Research Paradigm

As shown in the first block, in the first box above, the researcher determined the profile of the PE student respondents in terms of the sex, grade level, age and course. In the second box, the attitude of the students towards PE activities was assessed by the PE student respondents. In the third box, the engrossment of the PE student respondents towards PE activities was assessed by themselves. The researcher determined the differences in the respondents' assessment of the attitude and engrossment of the PE student respondents when their profile is taken as a test factor. In the second block, the researcher then after the analysis is done, made the result as a basis for designing of the enhancement of the attitude and engrossment of students towards Physical Education.

2.2. Statement of the Problem

The study aimed to find out the attitudes and engrossments in Physical Education Activities among PE students in University, China.

2.3. Scope and Delimitation of the Study

This study was focused on the significant relationship on the of the PE student respondents' level of attitude and level of engrossment towards Physical education activities. The variables on the level of attitude includes motivation, determination and goal setting. The respondents of this study were the selected grades 1 to 3 students from a University of China. They were chosen randomly based from the purposive groups of Grades 1 to 3. The researcher randomly chosed the respondents.

2.4. Methodology

This chapter discussed the methods the researcher used in gathering, analyzing and interpreting data. It includes the research design, research locale, population and sampling,

data gathering procedure and statistical treatment of data gathered to accomplish the study.

2.4.1. Research Design

The researcher utilized the descriptive, comparative, correlational method of research in the form of a survey questionnaire.

2.4.2. Research Locale and Sampling Methods

The study was conducted at a university in China.

2.4.3. Research Instrument

The revised combination of survey questionnaire from the study of Zeng et. al (2018) "A Study of Chinese Collegiate Attitudes toward Physical Education" and the study of Khan et. al (2020) entitled "Study Regarding the College Students' Attitudes towards PE Activities" was used in this study. There are three parts of the revised questionnaire. The first part was composed the demographic profile of the respondents. The second part comprised the assessment of the attitude of the students regarding Physical education activities. The last part was the assessment of the engrossment of the respondents in the Physical education activities.

2.4.4. Validation of the Instrument

Validation of the questionnaire was done and presented to the authorized official in the university. Then, to test its reliability, pilot testing to another school near the proposed locale was done. The data was tested using Cronbach alpha to find out its level of reliability.

2.4.5. Data Gathering Procedure

The researcher sought the necessary permission from the authorized official. researcher to the respondents since It was also explained thoroughly and assured that the respondent's confidentiality of their assessment.

2.4.6. Statistical Treatment of the Data

To further describe and picture, interpret and analyze the data in this study, the researcher used the following statistical tools. Percentage, Weighted Mean, Standard Deviation, t-TEST, Analysis of Variance or ANOVA, Pearson Product-Moment Correlation Coefficient – the r.

3. Results and discussion

3.1. Profile of the Respondents

Table 1 presents the frequency distribution of the basketball athlete respondents' profile in terms of sex, age, year level, and years of basketball experience.

Table 1. Frequency Distribution of Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	169	44.6%
Female	210	55.4%
Total	379	100%
Age		
Below 15 years old	3	0.8%
15-17years old	33	8.7%
18-19 years old	148	39.1%
20 years old & above	195	51.5%
Total	379	100%
Grade Level		
Grade 1	187	49.3%
Grade 2	57	15.0%
Grade 3	135	35.6%
Total	379	100%
Course		
Calisthenics	34	9.0%
Swimming	62	16.4%
All kinds of Ball Games	172	45.4%
Track & Field	111	29.3%
Total	379	100%

Sex. One hundred sixty nine (169) or 44.6% of the PE student respondents are male, while two hundred ten (210) or

55.4% are female. This goes to show that majority of the PE student respondents are female.

Age. Three (3) or 0.8% of the PE student respondents are below 15 years old, thirty three (33) or 8.7% are within 15 - 17 years old, one hundred forty eight (148) or 39.1% are 18-19 years old, and one hundred ninety five (195) or 51.5% are 20 years old and above. The result shows that majority of the PE student respondents are 20 years old and above.

Grade Level. One hundred eighty seven (187) or 49.3% of the PE student respondents are from Grade 1 level, fifty seven (57) or 15% are from Grade 2 level, and one hundred thirty five (135) or 35.6% are from Grade 3 level. This indicates that most of the PE students are from Grade level 1.

Course. Thirty four (34) or 9% of the PE student respondents are taking calisthenics course, sixty two (62) or 16.4% in swimming, one hundred seventy (172) or 45.4% in all kinds of ball games, and one hundred eleven (111) or 29.3% in track and field. The result shows that most of the PE student respondents are in all kinds of ball games.

3.2. Summary of the Respondents Assessment on their Level of Attitude Towards PE Activities

Table 2 presents the summary of the assessment of PE student respondents on their level of attitude towards PE activities.

Table 2. Summary of the Respondents' Assessment on their Level of Attitude Towards PE Activities

Attitude Indicators	Mean	SD	Qualitative Description	Interpretation	Rank
1. Motivation	3.20	0.29	Agree	Moderately Manifested	3
2. Determination	3.33	0.41	Agree	Moderately Manifested	1
3. Goal Setting	3.24	0.29	Agree	Moderately Manifested	2
Over-all Mean	3.26	0.29	Agree	Moderately Manifested	

Legend: 3.51-4.00 Strongly Agree/Highly Manifested; 2.51-3.50 Agree/Moderately Manifested; 1.51-2.50 Disagree/Slightly Manifested; 1.00-1.50 Strongly Disagree/Not Manifested

As shown in Table 2, the attitude of PE students towards PE activities was moderately manifested mostly in terms of determination which was given the highest assessment by the respondents, followed by goal setting ranked as second, and lastly on motivation. An over-all mean value of 3.26 reveals that the attitude of PE students towards PE activities was of moderate level based on their own assessment. Halfon et al., (2020) emphasized the evidence that promotion of health-enhancing attitudes must start early in life. Thus, to have a long-term effect, it should be introduced to the adolescent like the Junior High School students. On the other hand, Biddle & Asare (2021) stated that some students are highly motivated to pursue PE activity; some are not. As with all facets of schooling, efforts to enhance student PE activity must address differences in motivational readiness and develop processes that promote engagement during school and beyond.

3.3. Respondents' Assessment on their Level of Engrossment Towards Physical Education Activities

Table 3 presents the assessment of PE student respondents on their level of engrossment towards PE activities.

Table 3. Respondents' Assessment on their Level of Engrossment Towards PE Activities

Engrossment Towards PE Activities	Mean	SD	Qualitative Description	Interpretation	Rank
1. I enjoy the feeling after I have a very well-organized Physical education class	3.27	0.56	Agree	Moderately Engrossed	7
2. Participation in PE activities enhances my sense of appreciation of others.	3.29	0.52	Agree	Moderately Engrossed	3
3. PE activities are adding artistic movement to myself.	3.27	0.56	Agree	Moderately Engrossed	7
4. Creative movements and skills are developed within me while participating in PE activities.	3.28	0.54	Agree	Moderately Engrossed	5
5. Good body shape can be developed through my participation in PE activities.	3.29	0.53	Agree	Moderately Engrossed	3
6. I found Physical education as fun and pleasure.	3.27	0.55	Agree	Moderately Engrossed	7
7. I appreciate the positive benefits resulting from my study of Physical Education	3.31	0.52	Agree	Moderately Engrossed	1
8. I love PE as part of my future career	3.19	0.61	Agree	Moderately Engrossed	9
9. I love Physical education since childhood	3.11	0.66	Agree	Moderately Engrossed	10
10. I need to develop my abilities and my skills in various sports, and health through Physical education activities.	3.29	0.55	Agree	Moderately Engrossed	3
Over-all Mean	3.26	0.47	Agree	Moderately Engrossed	

Legend: 3.51-4.00 Strongly Agree/Highly Engrossed; 2.51-3.50 Agree/Moderately Engrossed; 1.51-2.50 Disagree/Slightly Engrossed; 1.00-1.50 Strongly Disagree/Not Engrossed.

As shown in Table 3, PE student respondents agree that they appreciate the positive benefits resulting from their study of Physical Education with the highest assessment of 3.31 interpreted to be moderately engrossed. Similarly, they also agree that participation in PE activities enhances their sense of appreciation of others, good body shape can be developed through their participation in PE activities, that they need to develop their abilities and their skills in various sports, and health through Physical education activities, that creative movements and skills are developed within them while participating in PE activities, that they enjoy the feeling after they have a very well-organized Physical education class, that PE activities are adding artistic movement to themselves, that they found Physical Education as fun and pleasure, and that they love PE as part of their future career with the mean values of 3.29, 3.29, 3.29, 3.28, 3.28, 3.27, 3.27, 3.27, and 3.19 respectively interpreted to be moderately engrossed. Though they also agree that they love Physical Education since childhood, however, it was given the lowest assessment of 3.11 also interpreted to be moderately engrossed. A composite mean value of 3.26 reveals that PE student respondents are moderately engrossed towards physical activities based on their own assessment.

3.4. Relationship Between the PE Students' Level of Attitude and their Level of Engrossment Towards PE Activities

Table 4 presents the relationship between the PE students' level of attitude and their level of engrossment towards Physical Education activities.

Table 4. Relationship Between the PE Students' Level of Attitude and Level of Engrossment Towards PE Activities

PE Students' Level of Engrossment in Relation to their Level of Attitude Towards PE Activities in Terms of:	Computed r	Sig	Decision on Ho	Interpretation
Motivation	0.59	0.00	Rejected	Significant
Determination	0.81	0.00	Rejected	Significant
Goal Setting	0.72	0.00	Rejected	Significant
Over-all	0.81	0.00	Rejected	Significant

As shown in Table 15, PE student respondents have obtained a computed r value of 0.59 in terms of motivation with 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 PE students' level of engrossment towards PE activities and their level of attitude in terms of motivation. This goes to show that PE students' level of engrossment towards PE activities is highly affected by their level of motivation towards PE activities.

In terms of determination, PE student respondents have obtained a computed r value of 0.81 with 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 PE students' level of engrossment towards PE activities and their level of attitude in terms of determination. The result indicates that

PE students' level of engrossment towards PE activities is very much affected by their level of determination towards PE activities. In terms of goal setting, PE student respondents have obtained a computed r value of 0.72 with 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 PE students' level of engrossment towards PE activities and their level of attitude in terms of goal setting. This is taken to mean that PE students' level of engrossment towards PE activities is highly affected by their level of attitude towards PE activities in terms of goal setting. Generally, PE student respondents have obtained an over -all computed r value of 0.81 with 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 very strong relationship between the PE students' level of engrossment towards PE activities and their level of attitude towards it. The result reveals that PE students' level of engrossment towards PE activities is very much affected by their attitude towards PE activities.

4. Conclusion and Recommendation

4.1. Conclusion

The PE students are mostly female of legal age in grade level 1 who are into all kinds of ball games.

PE students have manifested a moderate level of determination, goal setting, and motivation towards PE activities in their Physical Education subject.

PE students have seen themselves to be moderately engrossed towards physical education activities in their Physical Education subject.

The level of engrossment of PE students towards their PE activities can be greatly affected by their attitude on how they

see the importance of those activities, how physical education motivates them in attending PE activities, and on how they look forward on this PE subject.

4.2. Recommendation

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

Provide Physical Education teachers adequate training and professional development opportunities focusing on effective teaching methodologies, and creating a positive learning environment.

Provide students the best possible learning experience they could have by encouraging PE teachers to stay updated with the latest trends in physical education.

Implement different strategies that would help increase student engagement in physical education activities such as using interactive games, team-building activities, and friendly competitions among others.

Encourage collaboration, teamwork, and sportsmanship among PE students thereby fostering positive peer relationships that may result to an improved students' attitude towards PE activities.

Make PE activities relevant and meaningful to students' lives by relating it to real-life situations, current events, or personal interests of students.

Include opportunities for social interaction during Physical Education activities as this can enhance engagement while students enjoy working with their peers and develop social skills.

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