

# Extracurricular Physical Activity and Social Integration Among Students in A Government University in Zhaoqing, China

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**Abstract:** Extracurricular physical exercise can not only promote students' physical and mental health development, but also have a positive impact on society. This study identified the relationship between extracurricular sports activities and social integration among college students at a public university in Zhaoqing, China. In collecting the required data, the researchers used questionnaires. The results showed that students enjoyed the extra-curricular sports activities offered by the school. In terms of gender, male college students have a stronger sense of social integration than female college students. Students find themselves highly socially connected in the university community, building meaningful relationships with their peers and gaining a sense of belonging. The study found that students can actively build social connections and integrate into the university community by actively participating in various extracurricular sports activities. On this basis, this study proposes different activities that can be provided to enable students to continuously progress and develop. Actively listen to students' opinions and develop students' enthusiasm for participation. At the same time, rewards and recognition are provided for students who actively participate in extracurricular activities. To expand opportunities and resources for students, so that students more love extra-curricular sports activities.

**Keywords:** a government university; extracurricular physical activity; social integration.

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## 1. Introduction

Extracurricular physical activity plays a pivotal role in the lives of university students, contributing not only to their physical well-being but also to their social integration on campus. Engaging in extracurricular physical activities, such as team sports or group fitness classes, often requires students to collaborate and cooperate with their peers. These shared experiences create a sense of camaraderie and bonding among participants. Friendships forged on the sports field or in the gym can extend beyond the activity itself, leading to lasting social connections.

Engaging in extracurricular physical activities, such as team sports or group fitness classes, often requires students to collaborate and cooperate with their peers. These shared experiences create a sense of camaraderie and bonding among participants. Friendships forged on the sports field or in the gym can extend beyond the activity itself, leading to lasting social connections.

Effective communication is a crucial aspect of social integration, and extracurricular physical activities offer a unique platform for students to develop these skills. Whether it's coordinating strategies in a basketball game or encouraging team members during a marathon, students learn to communicate effectively in high-pressure situations. These experiences translate into improved interpersonal communication skills that benefit students in their academic and social lives.

University life can be stressful, with academic pressures and personal challenges taking a toll on students' mental health. Engaging in physical activities provides a healthy outlet for stress and anxiety. Moreover, the release of endorphins during exercise can improve mood and overall well-being, making students more open to social interactions and less isolated.

Feeling like a part of a community is essential for a student's sense of belonging in university. Extracurricular physical activities offer students a chance to join clubs, teams, or groups that share their interests. These affiliations create a sense of identity and belonging, making students feel more integrated into the university's social fabric.

Extracurricular physical activities often come with leadership opportunities, allowing students to take on roles such as team captain or club president. These leadership positions enable students to develop valuable leadership and organizational skills, which can boost their confidence and social standing on campus.

The social connections formed through extracurricular physical activities can have long-term career benefits. Networking with peers who share similar interests and career goals can lead to valuable professional connections and opportunities. Furthermore, employers often value the teamwork and leadership skills gained through participation in these activities.

To maximize the benefits of extracurricular physical activities for social integration, universities should strive to create inclusive and accessible programs. This means offering a variety of activities that cater to diverse interests and abilities, as well as providing facilities and resources that accommodate all students, regardless of physical abilities.

Extracurricular physical activity plays a vital role in enhancing social integration among university students. It fosters friendships, improves communication skills, promotes diversity and inclusivity, and contributes to students' mental and emotional well-being. By recognizing the significance of these activities and ensuring they are accessible to all students, universities can create a more inclusive and socially vibrant campus environment that benefits students not only during their academic years but also throughout their lives.

## 2. Research Content

### 2.1. Conceptual Framework

The study depicted the interplay of the relationship of the extracurricular activities involved by the university students along with their social integration as a university student. The study determined the relationship that exists between the involvement of the university students in extracurricular physical activities and how it affects their social integration in the university.

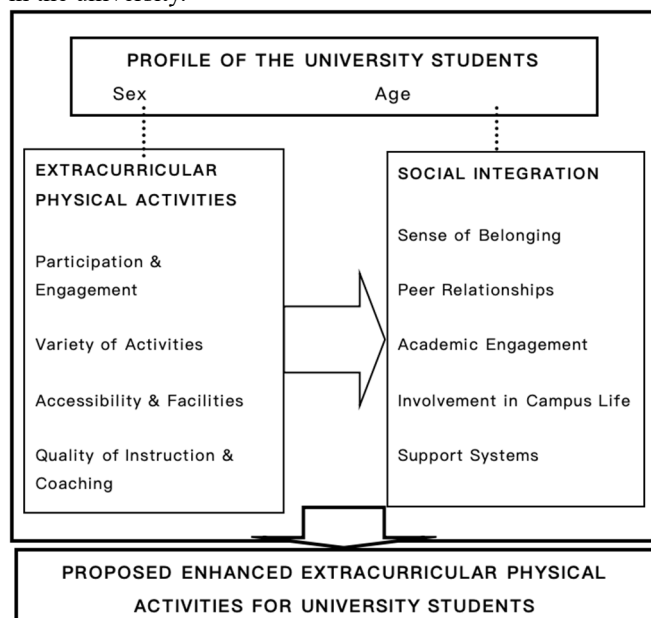


Figure 1. Research Paradigm

The researcher in order to determine the relationship of the variables cited, the profile of the student respondents was determined in terms of their sex, age, course and grade level.

The researcher then determined the student assessment of the extracurricular physical involvement in the university in terms of participation and engagement, variety of activities, accessibility and facilities, quality of instruction and coaching, inclusivity and diversity, scheduling and timing, and student feedback and input.

The researcher also determined the university student self-assessment of their social integration as university students in terms of sense of belonging, peer relationships, academic engagement, involvement in campus life, support systems, diversity and inclusivity, social networks, and sense of purpose and goals. Significant relationship was then determined by the researcher whether the university student involvement in extracurricular physical activities affects their social integration as university students.

### 2.2. Statement of the Problem

This study determined the relationship between extracurricular activity and social integration among a government university students in Zhaoqing, China. The results of the study were used as a basis for an improved extracurricular physical activity for university students.

### 2.3. Scope and Delimitation of the Study

The study is highly focused on the relationship between extracurricular physical activity and social integration among a government university students in Zhaoqing, China. This covered the assessment of the student respondents of the university's extracurricular physical activities. Their

assessment focuses on participation and engagement, variety of activities, accessibility and facilities, quality of instruction and coaching, inclusivity and diversity, scheduling and timing, and student feedback and input. This study also investigated the self-assessment of the student respondents of their social integration as university students in terms of sense of belonging, peer relationships, academic engagement, involvement in campus life, support systems, diversity and inclusivity, social networks, and sense of purpose and goals.

The study is descriptive-comparative-correlational research which provided a detailed analysis on the relationship between extracurricular physical activity and social integration among university students.

This research study employed structured surveys and quantitative analysis to gather and compare data. The researcher used the purposive sampling in the selection of participants of the study.

### 2.4. Methodology

#### 2.4.1. Research Design

The descriptive-comparative-correlational research design is used since the study identified the relationship between extracurricular physical activities and social integration among university students of a government university in Zhaoqing, China.

#### 2.4.2. Research Locale and Sampling Methods

The study was conducted at a government university in Zhaoqing, China.

#### 2.4.3. Research Instrument

In gathering the needed data, the researcher made a researcher-made questionnaire checklist on extracurricular physical activity and social integration.

There are 3 parts of the instrument which was the main source of the data in the study.

Part 1 – This section determines the demographic profile of the student respondents.

Part 2 – This section determines the assessment of the student respondents of the university's extracurricular physical activities.

Part 3 – This section identifies the self-assessment of the student respondents of their social integration as university students.

The four (4) point scale was used on the questionnaire checklist with respect to the professional attribute a of the school administrators.

#### 2.4.4. Data Gathering Procedure

The researcher got permission from the school. The researcher got permission from the office of the president/principal of the University and explained to the respondents of the purpose of the study and instructions on how the items on the survey should be answered. The respondents were given enough time to answer the survey.

After completing the survey, the researcher collected the questionnaires from the respondents.

The data was gathered, tallied, and processed with Statistical Package for Social Science (SPSS). The processed data was interpreted and analyzed, and the results were used to develop proposed enhanced extra-curricular physical activities among university students.

Finally, the interpretation and analysis of data was done. Summary of findings, conclusions, and recommendations were formulated.

### 2.4.5. Statistical Treatment of the Data

To validate and interpret the data gather, the researcher used the Percentage, Weighted Mean, t-test/Analysis of Variance (F-Test), Pearson’s r statistical treatment.

## 3. Results and discussion

### 3.1. PDemographic Profile of the Respondents

#### 3.1.1. Student Respondents

Table 1 presents the frequency distribution of the profile of student respondents in terms of sex, age, grade level and course.

**Table 1.** Frequency Distribution of Respondents’ Demographic Profile

	Frequency	Percentage
<b>Sex</b>		
Male	171	42.8%
Female	229	57.3%
<b>Total</b>	<b>400</b>	<b>100%</b>
<b>Age</b>		
18-19 years old	205	51.3%
20-21 years old	162	40.5%
22-23 years old	28	7.0%
More than 23 years old	5	1.3%
<b>Total</b>	<b>400</b>	<b>100%</b>
<b>Year Level</b>		
Year 1	212	53.0%
Year 2	127	31.8%
Year 3	51	12.8%
Year 4	10	2.5%
<b>Total</b>	<b>400</b>	<b>100%</b>
<b>Course</b>		
Science, Technology & Mathematics	48	12.0%
Medicine	47	11.8%
Economics & Business	56	14.0%
Social Sciences	28	7.0%
Language & Literature	29	7.3%
Education	192	48.0%
<b>Total</b>	<b>400</b>	<b>100%</b>

The majority of student respondents are aged 18-19, with 51.3% aged between 18-19. The majority are from year level 1, with 53% aged between 1 and 12.8% aged between 2 and 3. The majority are from Science, Technology, and Mathematics, with 48% from Education. The majority of students are from Medicine, Economics and Business, Social Sciences, Language and Literature, and Education.

### 3.2. Student Respondents’ Assessment on the University’s Extracurricular Physical Activities

#### 3.2.1. On Participation and Engagement

**Table 2.** Student Respondents’ Assessment on the University’s Extracurricular Physical Activities in Terms of Participation and Engagement

Participation and Engagement	Mean	SD	Qualitative Description	Interpretation	Rank
1. I actively participate in extracurricular physical activities offered by the university.	3.36	0.68	A	HFE	3
2. I find extracurricular physical activities engaging and enjoyable.	3.32	0.71	A	HFE	6
3. I am motivated to engage in these activities regularly.	3.25	0.76	A	HFE	7
4. These activities contribute positively to my overall well-being.	3.42	0.64	A	HFE	1
5. I feel a sense of community and belonging when participating in these activities.	3.34	0.68	A	HFE	5
6. Extracurricular physical activities have enhanced my social life at the university.	3.36	0.66	A	HFE	3
7. I look forward to participating in these activities each week.	3.23	0.76	A	HFE	8
8. The university's extracurricular activities play a significant role in my campus experience.	3.36	0.66	A	HFE	3
<b>Composite Mean</b>	<b>3.33</b>	<b>0.63</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Very Highly Favorable Experience(VHFE); 2.51-3.50 Agree(A)/Highly Favorable Experience (HFE); 1.51-2.50 Disagree(D)/Moderately Favorable Experience(MFE); 1.00-1.50 Strongly Disagree/Unfavorable Experience (UE)

A composite mean value of 3.33 indicates that there is a highly favorable experience among students on the extracurricular physical activities in the University in terms

of participation and engagement. According to Hildebrand and Johnson's (2022) research, most students chose university PE activity classes because they really enjoyed and were interested in the individual activities.

#### 3.2.2. On Variety of Activities

**Table 3.** Student Respondents’ Assessment on the University’s Extracurricular Physical Activities in Terms of Variety of Activities

Variety of Activities	Mean	SD	Qualitative Description	Interpretation	Rank
1. The university offers a wide variety of physical activities, catering to different interests and fitness levels.	3.39	0.63	A	HFE	2
2. I have explored multiple types of physical activities provided by the university.	3.29	0.72	A	HFE	7
3. There is a diverse range of team sports available for students.	3.37	0.63	A	HFE	5
4. I can choose from a selection of individual sports or fitness classes.	3.38	0.63	A	HFE	3.5
5. The university provides opportunities for recreational and leisure activities.	3.38	0.63	A	HFE	3.5
6. The variety of activities ensures there's something for everyone.	3.36	0.64	A	HFE	6
7. I appreciate the different skill levels accommodated in these activities.	3.40	0.60	A	HFE	1
<b>Composite Mean</b>	<b>3.36</b>	<b>0.57</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Very Highly Favorable Experience(VHFE); 2.51-3.50 Agree(A)/Highly Favorable Experience (HFE); 1.51-2.50 Disagree(D)/Moderately Favorable Experience(MFE); 1.00-1.50 Strongly Disagree/Unfavorable Experience (UE)

As shown in Table 3, student respondents agree that they appreciate the different skill levels accommodated in these activities with the highest assessment of 3.36 interpreted to have a highly favorable experience. Likewise, they also agree that the university offers a wide variety of physical activities, catering to different interests and fitness levels, that they can choose from a selection of individual sports or fitness classes, that the university provides opportunities for recreational and leisure activities, that there is a diverse range of team sports available for students, and that the variety of activities ensures there’s something for everyone with the mean values of 3.39, 3.38, 3.38, 3.37, and 3.6 respectively interpreted to have a highly favorable experience.

#### 3.2.3. On Accessibility of Facilities

**Table 4.** Student Respondents’ Assessment on the University’s Extracurricular Physical Activities in Terms of Accessibility of Facilities

Accessibility of Facilities	Mean	SD	Qualitative Description	Interpretation	Rank
1. Extracurricular physical activity facilities are easily accessible to all students.	3.27	0.69	A	HFE	7
2. The facilities are well-maintained and equipped for safe and enjoyable participation.	3.29	0.69	A	HFE	5
3. The university provides accessible options for students with disabilities.	3.28	0.66	A	HFE	6
4. The university offers outdoor and indoor facilities for different activities.	3.36	0.61	A	HFE	2
5. There are designated areas for specific activities (e.g., fitness center, swimming pool).	3.43	0.59	A	HFE	1
6. The equipment provided is in good condition and readily available.	3.33	0.64	A	HFE	3.5
7. The university's investment in facilities positively impacts my experience.	3.33	0.63	A	HFE	3.5
<b>Composite Mean</b>	<b>3.33</b>	<b>0.57</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Very Highly Favorable Experience(VHFE); 2.51-3.50 Agree(A)/Highly Favorable Experience (HFE); 1.51-2.50 Disagree(D)/Moderately Favorable Experience(MFE); 1.00-1.50 Strongly Disagree/Unfavorable Experience (UE)

As shown in Table 4, student respondents agree that there are designated areas for specific activities with the highest assessment of 3.43 interpreted to have a highly favorable experience among students. Similarly, they also agree that the university offers outdoor and indoor facilities for different activities, that the equipment provided is in good condition and readily available, that the university’s investment in facilities positively impact their experience, that the facilities

are well-maintained and equipped for safe and enjoyable participation, and that the university provides accessible options for students with disabilities with the mean values of 3.36, 3.33, 3.33, 3.29, and 3.28 respectively all interpreted to have a highly favorable experience.

### 3.2.4. On Quality Instruction and Coaching

**Table 5.** Student Respondents' Assessment on the University's Extracurricular Physical Activities in Terms of Quality Instruction and Coaching

Quality Instruction and Coaching	Mean	SD	Qualitative Description	Interpretation	Rank
1. I am satisfied with the quality of instruction and coaching provided in my chosen extracurricular physical activities.	3.37	0.63	A	HFE	8
2. Instructors and coaches are knowledgeable and supportive.	3.39	0.59	A	HFE	5
3. The coaching has helped me improve my skills and performance.	3.42	0.59	A	HFE	1
4. Instructors provide constructive feedback to enhance participants' abilities.	3.41	0.59	A	HFE	3
5. I feel confident in the guidance provided during these activities.	3.38	0.59	A	HFE	6.5
6. The coaching staff is accessible for questions and assistance.	3.41	0.59	A	HFE	3
7. The university prioritizes ongoing training for instructors and coaches.	3.36	0.60	A	HFE	9
8. I appreciate the dedication and passion of the coaching team.	3.41	0.58	A	HFE	3
9. I am satisfied with the quality of instruction and coaching provided in my chosen extracurricular physical activities.	3.38	0.59	A	HFE	6.5
<b>Composite Mean</b>	<b>3.39</b>	<b>0.54</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Very True of my PE Classes(VTPEC)/Very Effective Use(VEU);2.51-3.50 True of my PE Classes (TPEC)/Effective Use (EU);1.51-2.50 Slightly True of my PE Classes (STPEC)/Slightly Effective Use (SEU); 1.00-1.50 Not True of my PE Classes (NTPEC)/Not Effective Use (NEU)

As shown in Table 5, student respondents agree that the coaching has helped them improve their skills and performance with the highest assessment of 3.42 interpreted to have a highly favorable experience among students. Likewise, they also agree that instructors provide constructive feedback to enhance participants' abilities, that the coaching staff is accessible for questions and assistance, that they appreciate the dedication and passion of the coaching team, that instructors and coaches are knowledgeable and supportive, that they feel confident in the guidance provided during these activities, that they are satisfied with the quality of instruction and coaching provided in their chosen extracurricular physical activities, and that they are satisfied with the quality of instruction and coaching provided in their chosen extracurricular physical activities with the mean values of 3.41, 3.41, 3.41, 3.39, 3.38, 3.38, and 3.37 respectively all interpreted to have highly favorable experience.

### 3.2.5. On Inclusivity and Diversity

**Table 6.** Student Respondents' Assessment on the University's Extracurricular Physical Activities in Terms of Inclusivity and Diversity

Inclusivity and Diversity	Mean	SD	Qualitative Description	Interpretation	Rank
1. Extracurricular physical activities are inclusive and welcoming to students of all backgrounds, abilities, and fitness levels.	3.39	0.60	A	HFE	1
2. There are programs specifically designed for beginners or those new to physical activities.	3.37	0.59	A	HFE	2.5
3. Efforts are made to promote diversity and inclusion in these activities.	3.35	0.58	A	HFE	5
4. The university actively encourages participation from underrepresented groups.	3.36	0.60	A	HFE	4
5. I believe that these activities contribute to a more inclusive campus culture.	3.37	0.60	A	HFE	2.5
<b>Composite Mean</b>	<b>3.37</b>	<b>0.55</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Very Highly Favorable Experience(VHFE);2.51-3.50 Agree(A)/Highly Favorable Experience (HFE); 1.51-2.50 Disagree(D)/Moderately Favorable Experience(MFE); 1.00-

1.50 Strongly Disagree/Unfavorable Experience (UE)

As shown in Table 6, student respondents agree that extracurricular physical activities are inclusive and welcoming to students of all backgrounds, abilities, and fitness levels with the highest assessment of 3.39 interpreted to have a highly favorable experience. Similarly, they also agree that there are programs specifically designed for beginners or those new to physical activities, that these activities contribute to a more inclusive campus culture, and that the university actively encourages participation from underrepresented groups with the mean values of 3.37, 3.37, and 3.36 respectively interpreted to have a highly favorable experience.

### 3.2.6. On Scheduling and Timing

**Table 7.** Student Respondents' Assessment on the University's Extracurricular Physical Activities in Terms of Scheduling and Timing

Scheduling and Timing	Mean	SD	Qualitative Description	Interpretation	Rank
1. Extracurricular physical activities are scheduled at times convenient for students with various academic and personal commitments.	3.37	0.59	A	HFE	1.5
2. There is flexibility in scheduling to accommodate different student needs.	3.37	0.60	A	HFE	1.5
3. The university offers both daytime and evening sessions for activities.	3.36	0.62	A	HFE	3
4. Activities are offered on weekends or non-traditional hours.	3.34	0.64	A	HFE	4
5. The scheduling allows me to easily fit these activities into my weekly routine.	3.31	0.63	A	HFE	5
<b>Composite Mean</b>	<b>3.35</b>	<b>0.56</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Very True of my PE Classes(VTPEC)/Very Effective Use(VEU);2.51-3.50 True of my PE Classes (TPEC)/Effective Use (EU);1.51-2.50 Slightly True of my PE Classes (STPEC)/Slightly Effective Use (SEU); 1.00-1.50 Not True of my PE Classes (NTPEC)/Not Effective Use (NEU)

As shown in Table 7, student respondents agree that extracurricular physical activities are scheduled at times convenient for students with various academic and personal commitments, and that there is flexibility in scheduling to accommodate different student needs with the highest assessment of 3.37 respectively interpreted to have a highly favorable experience.

### 3.2.7. On Student Feedback and Input

**Table 8.** Student Respondents' Assessment on the University's Extracurricular Physical Activities in Terms of Student Feedback and Input

Student Feedback and Input	Mean	SD	Qualitative Description	Interpretation	Rank
1. Mechanisms are in place for students to provide feedback and suggestions regarding extracurricular physical activities.	3.34	0.59	A	HFE	2
2. I have personally provided feedback or suggestions for improvement.	3.29	0.64	A	HFE	5
3. The university actively seeks student input to enhance these activities.	3.33	0.63	A	HFE	4
4. The university responds to student feedback with meaningful changes.	3.34	0.59	A	HFE	2
5. Student input has directly influenced improvements in these activities.	3.34	0.58	A	HFE	2
<b>Composite Mean</b>	<b>3.33</b>	<b>0.56</b>	<b>A</b>	<b>HFE</b>	

Legend: 3.51-4.00 Very True of my PE Classes(VTPEC)/Very Effective Use(VEU);2.51-3.50 True of my PE Classes (TPEC)/Effective Use (EU);1.51-2.50 Slightly True of my PE Classes (STPEC)/Slightly Effective Use (SEU); 1.00-1.50 Not True of my PE Classes (NTPEC)/Not Effective Use (NEU)

As shown in Table 8, student respondents agree that mechanisms are in place for students to provide feedback and suggestions regarding extracurricular physical activities, that the university responds to student feedback with meaningful changes, and that students input has directly influenced improvements in these activities with the highest assessment of 3.34 respectively interpreted to have highly favorable

experience. Likewise, they also agree that the university actively seeks student input to enhance these activities with the mean value of 3.33 interpreted as highly favorable experience. Though they also agree that they have personally provided feedback or suggestions for improvement, but this was given the lowest assessment of 3.29 also interpreted to have highly favorable experience. A composite mean value of 3.33 shows that there is a highly favorable experience among students on the extracurricular physical activities in the University in terms of student feedback and input.

### 3.3. Teacher Student Respondents Self-Assessment of their Social Integration as University Students

#### 3.3.1. On Sense of Belonging

**Table 9.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Sense of Belonging

Sense of Belonging	Mean	SD	Qualitative Description	Interpretation	Rank
1. I feel like I belong to the university community.	3.41	0.56	True of Me	HIS	1
2. I have developed a strong attachment to the university and its values.	3.26	0.67	True of Me	HIS	6
3. I feel welcomed and included in the university environment.	3.29	0.64	True of Me	HIS	3.5
4. I consider the university my second home.	3.21	0.74	True of Me	HIS	8
5. I am proud to be a part of the university.	3.28	0.67	True of Me	HIS	5
6. I feel a sense of camaraderie with my fellow students.	3.30	0.64	True of Me	HIS	2
7. I believe that the university values my contributions.	3.25	0.69	True of Me	HIS	7
8. I am connected to the university's mission and goals.	3.29	0.64	True of Me	HIS	3.5
<b>Composite Mean</b>	<b>3.29</b>	<b>0.59</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 9, it was true to the student respondents that they feel like they belong to the university community with the highest assessment of 3.41 interpreted to be highly socially integrated. Similarly, it was true to them that they feel a sense of camaraderie with their fellow students, that they feel welcomed and included in the university environment, that they are connected to the university's mission and goals, that they are proud to be a part of the university, that they have developed a strong attachment to the university and its values, and that they believe that the university values their contributions with the mean values of 3.30, 3.29, 3.29, 3.28, 3.26, and 3.25 respectively all interpreted to be highly socially integrated.

#### 3.3.2. On Peer Relationships

**Table 10.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Peer Relationships

Peer Relationships	Mean	SD	Qualitative Description	Interpretation	Rank
1. I have formed close friendships with other students.	3.30	0.63	True of Me	HIS	8
2. I regularly interact and collaborate with peers in my academic and social activities.	3.34	0.59	True of Me	HIS	4
3. I feel supported by my peers in times of need.	3.37	0.56	True of Me	HIS	1
4. I enjoy spending time with my classmates outside of class.	3.34	0.62	True of Me	HIS	4
5. I have a network of friends within the university.	3.32	0.64	True of Me	HIS	6
6. I have built strong connections with my fellow students.	3.34	0.60	True of Me	HIS	4
7. I have a sense of belonging within my peer group.	3.31	0.67	True of Me	HIS	7
8. I consider my peers an important part of my university experience.	3.35	0.57	True of Me	HIS	2
<b>Composite Mean</b>	<b>3.33</b>	<b>0.56</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 10, it was true to the student respondents that they feel supported by their peers in times of need with the highest assessment of 3.37 interpreted to be highly socially integrated. Similarly, it was also true to them that they consider their peers an important part of their university experience, that they regularly interact and collaborate with peers in their academic and social activities, that they enjoy spending time with their classmates outside of class, that they have a network of friends within the university, and that they have a sense of belonging within their peer group with the mean values of 3.35, 3.34, 3.32, and 3.31 respectively interpreted to be highly socially integrated.

#### 3.3.3. On Academic Engagement

**Table 11.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Academic Engagement

Academic Engagement	Mean	SD	Qualitative Description	Interpretation	Rank
1. I feel engaged and interested in my coursework.	3.25	0.68	True of Me	HIS	6
2. I actively participate in class discussions and activities.	3.26	0.66	True of Me	HIS	4.5
3. I am involved in academic activities such as study groups or research projects.	3.26	0.67	True of Me	HIS	4.5
4. I take initiative in my academic pursuits.	3.31	0.61	True of Me	HIS	2
5. I am motivated to excel in my studies.	3.29	0.62	True of Me	HIS	3
6. I see the value of my education in shaping my future.	3.32	0.62	True of Me	HIS	1
<b>Composite Mean</b>	<b>3.28</b>	<b>0.59</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 11, it was true to the student respondents that they see the value of their education in shaping their future with the highest assessment of 3.32 interpreted to be highly socially integrated. Likewise, it was also true to the students that they take initiative in their academic pursuits, that they are motivated to excel in their studies, that they actively participate in class discussions and activities, and that they are involved in academic activities such as study groups or research projects with the mean values of 3.31, 3.29, 3.26, and 3.26 respectively interpreted to be highly socially integrated. Though it was also true to the student respondents that they feel engaged and interested in their course work, it was given the lowest assessment of 3.25 interpreted to be highly socially integrated. A composite mean value of 3.28 indicates that there is a high level of social integration among university students in terms of academic engagement based on the self-assessment of student respondents.

#### 3.3.4. On Involvement in Campus Life

**Table 12.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Involvement in Campus Life

Involvement in Campus Life	Mean	SD	Qualitative Description	Interpretation	Rank
1. I am actively involved in campus clubs, organizations, or sports teams.	3.31	0.66	True of Me	HIS	3
2. I regularly attend campus events and activities.	3.28	0.65	True of Me	HIS	6
3. I contribute my time and talents to campus initiatives.	3.32	0.63	True of Me	HIS	1
4. I feel a sense of pride in my involvement in campus life.	3.31	0.63	True of Me	HIS	3
5. I have made meaningful contributions to campus events or projects.	3.31	0.62	True of Me	HIS	3
6. I am well-connected to the various opportunities on campus.	3.29	0.64	True of Me	HIS	5
7. I am an engaged member of the campus community.	3.27	0.67	True of Me	HIS	7
<b>Composite Mean</b>	<b>3.30</b>	<b>0.59</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 12, it was true to the student respondents that they contribute their time and talents to campus initiatives with the highest assessment of 3.32 interpreted to be highly socially integrated. Similarly, it was also true to them that they are actively involved in campus clubs, organizations, or sports teams, that they feel a sense of pride in their involvement in campus life, that they have made meaningful contributions to campus events or projects, that they are well-connected to the various opportunities on campus, and that they regularly attend campus events and activities with the mean values of 3.31, 3.31, 3.31, 3.29, and 3.28 respectively interpreted to be highly socially integrated.

### 3.3.5. On Support Systems

**Table 13.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Support Systems

Support Systems	Mean	SD	Qualitative Description	Interpretation	Rank
1. I feel supported by faculty and staff members at the university.	3.28	0.67	True of Me	HIS	7
2. I have identified mentors or advisors who have helped me navigate my university experience.	3.25	0.70	True of Me	HIS	8
3. I know where to seek help or guidance when facing challenges.	3.29	0.66	True of Me	HIS	5.5
4. I have a strong support system that includes friends, faculty, and staff.	3.29	0.64	True of Me	HIS	5.5
5. I receive encouragement and assistance when needed.	3.35	0.58	True of Me	HIS	1
6. I have a network of individuals who care about my success.	3.30	0.63	True of Me	HIS	4
7. I have access to resources that support my academic and personal growth.	3.32	0.61	True of Me	HIS	3
8. I feel supported by faculty and staff members at the university.	3.33	0.60	True of Me	HIS	2
<b>Composite Mean</b>	<b>3.30</b>	<b>0.58</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 13, it was true to the student respondents that they receive encouragement and assistance when needed with the highest assessment of 3.35 interpreted to be highly socially integrated. Likewise, it was also true to them that they feel supported by faculty and staff members at the university, that they have access to resources that support their academic and personal growth, that they have a network of individuals who care about their success, that they know where to seek help or guidance when facing challenges, that they a strong support system that includes friends, faculty and staff, and that they feel supported by faculty and staff members at the university with the mean values of 3.33, 3.32, 3.30, 3.29, 3.29, and 3.28 respectively interpreted to be highly socially integrated.

### 3.3.6. On Diversity and Inclusivity

**Table 14.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Diversity and Inclusivity

Diversity and Inclusivity	Mean	SD	Qualitative Description	Interpretation	Rank
1. I feel that the university embraces diversity and fosters an inclusive environment.	3.35	0.61	True of Me	HIS	1
2. I have participated in activities or initiatives that promote diversity and inclusion on campus.	3.33	0.62	True of Me	HIS	3.5
3. I appreciate the diverse perspectives and backgrounds of my fellow students.	3.34	0.57	True of Me	HIS	2
4. I believe that the university values cultural diversity.	3.31	0.61	True of Me	HIS	5
5. I feel respected and included regardless of my background or identity.	3.33	0.61	True of Me	HIS	3.5
<b>Composite Mean</b>	<b>3.33</b>	<b>0.56</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

AAs shown in Table 20, it was true to the student

respondents that they feel that the university embraces diversity and fosters an inclusive environment with the highest assessment of 3.35 interpreted to be highly socially integrated. Similarly, it was true to the student respondents that they appreciate the diverse perspectives and backgrounds of their fellow students, that they have participated in activities or initiatives that promote diversity and inclusion on campus, and that they feel respected and included regardless of their background or identity with the mean values of 3.34, 3.33 and 3.33 respectively interpreted to be highly socially integrated. Though it was also true to them that they believe that the university values cultural diversity, however, it was given the lowest assessment of 3.31 also interpreted to be highly socially integrated. A composite mean value of 3.33 indicates that there is a high level of social integration among university students in terms of diversity and inclusivity based on the self-assessment of student respondents.

### 3.3.7. On Social Networks

**Table 15.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Social Networks

Social Networks	Mean	SD	Qualitative Description	Interpretation	Rank
1. I have a network of friends and acquaintances within the university.	3.34	0.63	True of Me	HIS	4.5
2. I have connected with individuals who share my academic and personal interests.	3.35	0.60	True of Me	HIS	2.5
3. I enjoy spending time with people I've met through university activities.	3.36	0.60	True of Me	HIS	1
4. I have established a social support system within the university community.	3.32	0.61	True of Me	HIS	6
5. I value the connections I've made with other students.	3.35	0.62	True of Me	HIS	2.5
6. I consider my social network an essential part of my university experience.	3.34	0.57	True of Me	HIS	4.5
<b>Composite Mean</b>	<b>3.33</b>	<b>0.61</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 15, it was true to the student respondents that they enjoy spending time with people they've met through university activities with the highest assessment of 3.36 interpreted to be highly socially integrated. Likewise, it was also true to them that they have connected with individuals who share their academic and personal interests, that they value the connections they've made with other students, that they have a network of friends and acquaintances within the university, and that they consider their social network an essential part of their university experience with the mean values of 3.35, 3.35, 3.34, and 3.34 respectively interpreted to be highly socially integrated.

### 3.3.8. On Sense of Purpose and Goals

**Table 16.** Student Respondents' Self-Assessment of their Social Integration as University Students in Terms of Sense of Purpose and Goals

Sense of Purpose and Goals	Mean	SD	Qualitative Description	Interpretation	Rank
1. I have clear academic and personal goals for my time at the university.	3.31	0.62	True of Me	HIS	4.5
2. I feel that my university experience is helping me achieve my goals.	3.32	0.60	True of Me	HIS	2.5
3. I am motivated to work toward my academic and personal aspirations.	3.33	0.61	True of Me	HIS	1
4. I see the connection between my studies and my future goals.	3.32	0.60	True of Me	HIS	2.5
5. I have a sense of purpose and direction in my university journey.	3.31	0.62	True of Me	HIS	4.5
<b>Composite Mean</b>	<b>3.32</b>	<b>0.57</b>	<b>True of Me</b>	<b>HIS</b>	

Legend: 3.51-4.00 very True of Me (VTM)/Very Highly Socially Integrated(VHSI);2.51-3.50 True of Me(TM)/Highly Socially Integrated(HSI); 1.51-2.50 Slightly True of Me(STM)/Moderately Socially Integrated(MSI); 1.00-1.50 Not True of Me (NTM)/Not Socially Integrated(NSI)

As shown in Table 16, it was true to the student respondents

that they are motivated to work toward their academic and personal aspirations with the highest assessment of 3.33 interpreted to be highly socially integrated. Likewise, it was also true to them that they feel their university experience is helping them achieve their goals, that they see the connection between their studies and their future goals, that they have a clear academic and personal goals for their time at the university, and that they have a sense of purpose and directions in their university journey with the mean values of 3.32, 3.32, 3.31, and 3.31 respectively interpreted to be highly socially integrated.

## 4. Conclusion and Recommendation

### 4.1. Conclusion

Student respondents are mostly young female taking up education program.

The extracurricular physical activities offered by the university were highly experienced by the students.

Students from level 2 seems to have less participation in the extracurricular physical activities that the university is offering to its students.

Students find themselves to be highly socially connected in the university community and have meaningful relationships with peers, engaging in campus life, feeling a sense of belonging and accessing support systems within the university environment.

Male students have better perceptions of their social integration as university students than the female students.

Active participation of students in different extracurricular physical activities could give great impact to becoming socially connected and involved in the university community.

### 4.2. Recommendation

Ensure that students have access to well-equipped facilities within the school premises as this would encourage them to engage in physical activities.

May consider offering different activities outside of regular school hours so that students could have the opportunity to pursue their interests and develop new skills.

Conduct surveys or focus group discussions among students to get input from them when planning extracurricular physical activities to offer. Through this, they will feel a sense of ownership and be more likely to participate.

Provide incentives and recognition for students who actively participate in extracurricular activities which could help motivate others to get involved as well.

Establish partnerships with other organizations to provide

additional resources and opportunities for students to participate in competitive sports or specialized training programs.

Provide a diverse range of options of extracurricular physical activities for students to choose from as this will cater to different interests and ensure inclusivity.

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