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Attitudes and involvement of students toward sports activities

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Abstract

Students' attitude and involvement to sports activities plays a significant role in the sports achievement of the University and sharpened the skills of individual athletes in different sports competitions with pride and honor. This study delves on the attitude and involvement of students to sports activities in the College of Teacher Education (CTE) which is geared to contribute to their understanding and ability to play sports successfully. This was designed to obtain qualitative and quantitative data which provides information to draw answers. The quantitative – descriptive, FGD and interview was utilized with a survey checklist and interview guide questionnaire to gather relevant data for Academic Year 2018 – 2019. To provide accurate result of the study, frequency counting, weighted mean and Pearson – Product – Moment – Correlation was considered. Among the forty sports activities administered in CTE, volleyball was found to be “Always” conducted and is “Often” involved by the students. In terms of problems encountered by the students' involvement in sports activities, the absence of knowledge on the rules and regulations of the game revealed. Students join sports activities whatever the result may be as long as they are happy in playing the game. The common problem that prompt students not to get involved in sports is the absence of information, knowledge on the rules and regulations of the game. Furthermore, there is a significant relationship between the extent of involvement, attitudes of the students towards sports competition. However, there is no significant relationship between the sports activities conducted and the students' attitude towards sports and to the problems encountered by the respondents in different sports activities. Students has different perspective in dealing with sports activities.

Keywords: Students' Attitude, Involvement, Sports Activities, Physical Education, Quantitative – descriptive, Qualitative – focused group discussion (FGD)

Introduction

Sport is an integral part of our culture, students should learn as the subject matter of physical education should be a development of skills and strategies necessary to participate in sports. Participation in sports should be modifying to contribute to the students understanding and ability to play sports successfully, (Sampan and Gomez, 2015) ^[6]. The present study delves into the attitudes and involvement of students to sports activities to contribute to the students understanding and ability to play sports successfully. Gupo and Abela (2015) ^[4], implied that sport is considered an advanced form of play. Although play maybe restricted in some ways as it conceptualized as sport, it must retain many of the characteristics – it is voluntary and has time boundaries. In connection to this, Sports and physical education promotes respect for moral values in both the Olympic spirit and the core values of life in the community, fostering integration in the group and society and communication. Given these views, the researchers believed that the attitudes manifested by the students of the College of Teacher Education towards sports would lead to further improvement of their desire to be involved in sports, and the quality of the students' performance in upbringing the passion of engaging to sports. This study will determine the extent of involvement of the students and the attitude shown towards sports activities.

Researchers have investigated and established several main reasons for involvement in sports and recreation. Justifications for involvement in sports and recreational activities include; enjoyment, skills development, friendships, competition, fitness, health, achievement, status, fun, energy and stress release. The role of sports in today world and the contribution that

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students involved in PE & SA can make a society a better place to live. There is a widespread of the belief that sports participation inevitably contributed to youth development because sports assumed essential goodness and purity had been passed on those who partake in it (Escalante, *et al.* 2017) [3]. In addition, involving into these activities enables a participant to improve their physiological, social and psychological functioning.

The students' attitude and involvement to sports activities believed to be of great help to the health condition of the individuals particularly involving into sport and recreation activities produces significant benefits to students, even after graduating to college according to Henchy (2015). Given these views, the researcher believed that the behaviors manifested by the students of CTE towards sports would lead to further improvement of their desire to be involved in sports with positive attitudes, and the quality of the students' performance in upbringing the passion of engaging to sports. Positive behavior to sports activities will contribute a huge weight in the realization of a high – quality sports endeavor for the learner's, the instructors and the college moral.

It is in this premise, the study aims to raise the value of students' sports attitude and involvement implied towards sports to appraise the importance of joining sports and creating positive attitude towards achieving success in the field of sports competition.

Methods

The study utilized a combination of quantitative – descriptive and qualitative research design. The descriptive design sought to explain the cause of change primarily through objective measurement using statistical approach particularly, frequency counting, weighted mean, Pearson – Product – Moment – Correlation. For qualitative design, focused group discussion (FGD) and in – depth interview for first and second year students in CTE, SDSSU – Main Campus was used to triangulate the response of the respondents of the study. The total number of respondents is 132 using stratified sampling method. This study employs a validated researcher – made checklist survey questionnaire and the interview guide subjected to reliability test resulted to 0.78 and content validation of the instrument by the MAPEH & PE experts with master's degree and on – going doctorate studies in order to gather relevant and accurate data of the study. Channel of communications and ethical standards on the conduct of this study was properly observed.

Results and Discussions

The findings, analysis and interpretation of data gathered are presented on the foregoing figures that will provide in – depth information and accurate result specifically on the Sports Activities Conducted, Attitude of students towards sports activities, Problems Encountered by the Students and their Attitude towards Sports Activities, Extent of Attitude and Involvement of Students to Sports Activities, Relationship between Sports Activities conducted and Students' Attitude, Relationship between Sports Activities Conducted and Problems Encountered.

Sports Activities Conducted

Among the sports activities conducted, swimming as individual sports got the highest weighted mean of 4.74 with an adjectival rating of Always," and field events got the lowest weighted mean of 3.80 with an adjectival rating of "Sometimes." The overall mean is 3.98 with an adjectival

rating of "Often." This implies the extent of students' involvement of the respondents to join sports activities in the College of Teacher Education according to the prescribed activities in the college. Students join because their participation was required and asked by the officers (LTES) and teachers in the college.

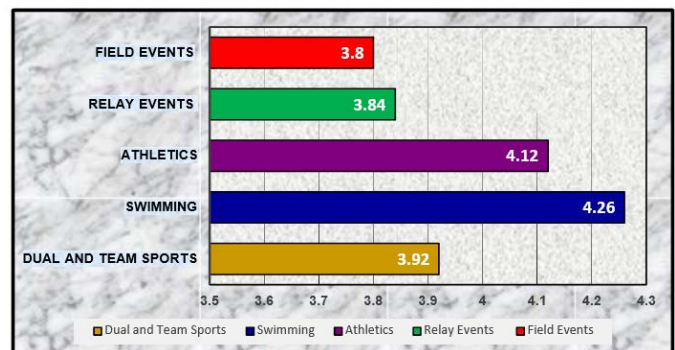


Fig 1: Sports Activities conducted in the College of Teacher Education (CTE)

Drake, *et al.* (2015) [2] explained that sports events held in schools are significantly efficient and important with regards to developing health condition. Students should have aimed to participate in sports activities organized in schools. Their participation is manifested by their interest, behavior/attitude and other factors that measure the extent of involvement. Such factors can cause of limitation for developing strong bound of students' participation in the conducted sports activities of the college. This is one way of maintaining the performance of students in different sports competitions. Well – planned and implemented sports program of the University cascaded to the colleges will lead to quality performance of the students. According to one of the respondents, "I am interested to join different sports activities but I need more exposure and constant practice to enhance my performance." Seconded by another respondent, "if only the University will set aside a day every month for sports activities, I will really participate to maintain my healthy condition." For these reasons, there is a need to craft a functional sports program in the University to be implemented by each college for clients' development and satisfaction.

Attitudes of students towards sports activities

There were five factors that could probably influence students' attitudes and involvement to sports. The fourth factor on Recreation, indicator 4 states that "Losing does not matter as long as I am happy playing the game" got the highest weighted mean of 4.28 with an adjectival rating of "Always." This indicator is highly supported by most of the respondent statements and that, "Win or lose, it doesn't matter as long as you're gaining experience and you enjoy the game". "Even when you lose or win, it does not matter for as long as you have learned something, it is considered the best experience".

These statements imply that the respondents do not care on the prize they get from winning the game, but rather students are after of the fun, enjoyment and most of all the experience while playing the game. Exposure and memorable experience in participating different sports activities in the University representing the college to any sports competitions made the respondents satisfied because they found happiness despite of winning or losing the game.

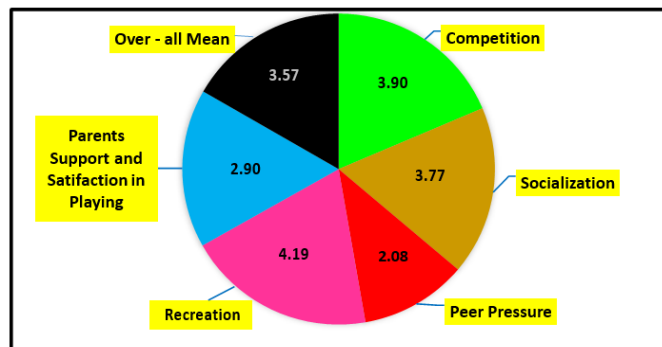


Fig 2: Attitude of students towards sports activities conducted

Karahan and kuru (2015) [5] behavior, cognitive, emotional and behavioral system, might be described as a notion consisting of the individuals continual or temporary assumptions of the world. It may also include individual expectations on the other persons, their values and perspectives, their emotions and beliefs on what is right and wrong and what to seek and avoid. The individual decision in different sports activities would differ on the students' preference based on their priorities in life and sometimes academic pursuit for quality education will become a hindrance on their participation due to conflict of schedule.

Problems Encountered by the Students and their Attitude towards Sports Activities

For indicator 3, "Misunderstanding between co-participants / Coaches" got the highest weighted mean of 3.01 with an adjectival rating of "Frequent." While the lowest weighted

mean was indicator 10, "Lack of support and incentives" of 2.68 with an adjectival rating of "Frequent." This implies that respondents see misunderstanding between co-participants and coaches a bigger problem in the game rather than having no support and incentives in play.

Moreover, the administration through the sports coordinator of the university designated coaches on the different events either individual, dual and team sports to implement the policies and guidelines in different sports competition as well as to manage the training process, coaching and transform the behavior of the athletes to an educated individual. There are factors to consider, one of which is the availability of qualified coaches to manage the team. Most of the designated coaches are having multiple tasks to accomplish as mandated by the University, time allotted for trainings and sports related activities were sometimes deprived and not done at all because of conflict of schedules. Another factor to consider is the free tuition policy implemented by the government, the budget for sports activities has been affected such as funds for trainings, complete awareness and information on the rules and regulations of the game, allowance of athletes, playing uniform, availability and usability of facilities and equipment and the like. Some of the coaches take initiative to fund the expenses of the trainings for the team to meet the goals and purpose of winning the game on the local MASTS, MAST and SCUAA sports competitions. Incentives were taken into priority to motivate athletes to perform well in the actual competition. These are the challenges / problems met by athletes.

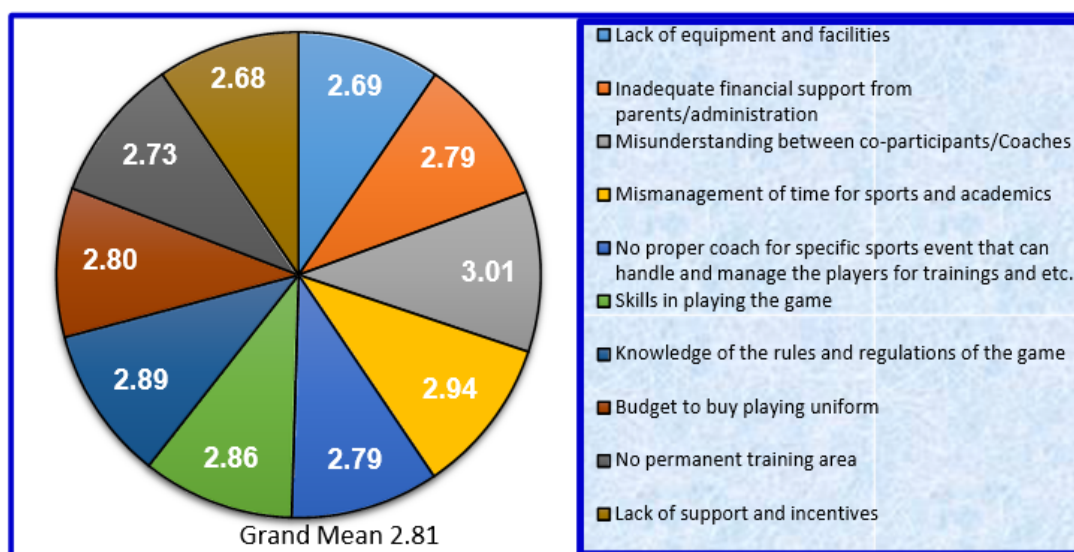


Fig 3: Problems encountered by the students in their Involvement to sports activities

MS encountered by the students in their Involvement to sports activities

Furthermore, Gorry (2016), stated that involving in extracurricular activities such as sports helps students to develop their own personal initiative, felt something they really like because of voluntary basis and it is something students have chosen to do, so they are willing to make an effort to achieve the challenge they have set for themselves. On the other hand, students need to be recognized with the achievements earned and supported with complete facilities during the practice in preparation for sports competitions either intercollegiate, intercampus, local MASTS, MASTS Mindanao – wide and National level.

Extent of Attitude and Involvement of Students to Sports Activities

The computer r resulted to 0.509 with computed t of 6.74 and tabular value of 1.98 hence, the hypothesis is rejected. Therefore, there is significant relationship between the extent of attitude and involvement of students to sports activities. This implies that students' year level performance, awards and incentives received may contribute and create considerable factors that drive their way to behave or act toward sports activities. Thus, it is a big factor on the positive attitude of students towards sports activities with very good performance.

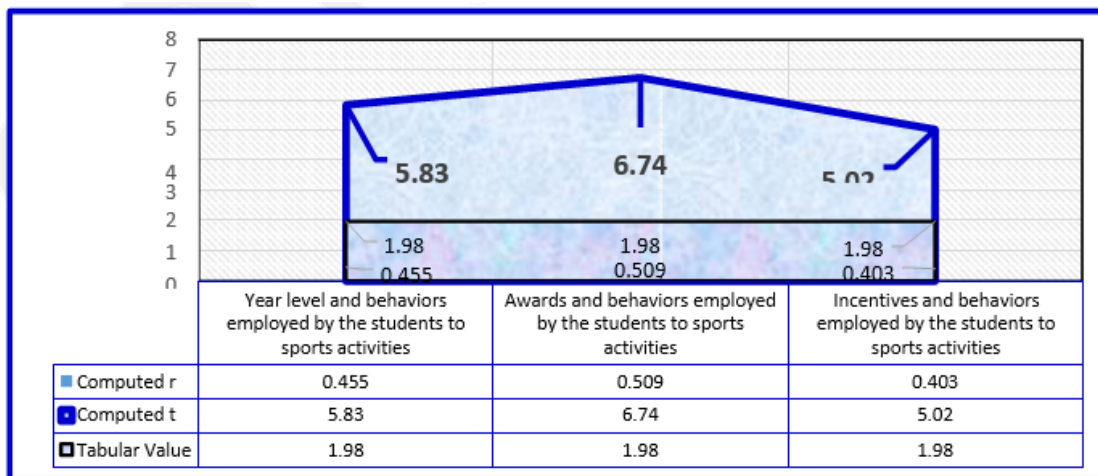


Fig 4: Extent of Attitude and Involvement of Students to Sports Activities

B.F. Skinner’s operant conditioning theory states that human being is universally driven to behave by the anticipation of some sort of rewards. Giving incentives will ensure positive behavior towards sports performance in any event competitions. Hence, strengthening relationships between awards and the attitudes employed by the students directly implied the behaviors of the respondents are conditioned with the incentives and awards involving sports activities. Yetgin (2014) [11], stated that students pursuing physical education studies and conducted that fatigue, fear of getting involved and not knowing what activities were available served as constraints to participation in sports and recreation activities. In addition, Kubayi and Surujal (2014), highlighted students being very self – conscious about how they would have been judged by their peers and therefore choosing not to engage in sport and recreation activities. This statement negates to the findings of the study since students’ attitude is very optimistic regardless the winning and losing the game for as long as

students find fun and enjoyment in playing either collegiate level, intramurals and inter – campus sports competitions.

Relationship between Sports Activities conducted and Students’ Attitude

All the variables that were tested and computed summed up to same result hence, the hypothesis is rejected. The computed r falls between 3.27 to 3.61, the computed t ranges from 3.95 to 4.41 with a tabular value of 1.98 in five (5) indicators such as sports competitions, socialization, peer pressure, recreation and satisfaction in playing the different events. It can be deduced that there is significant relationship between the sports activities conducted and the students’ attitude towards sports. This implies that the sports activities conducted in the College of Teacher Education have no relationship with the attitudes the students imply towards sports activities. Therefore, Sports activities that are conducted in the college do not affect the respondents’ attitudes towards sports.

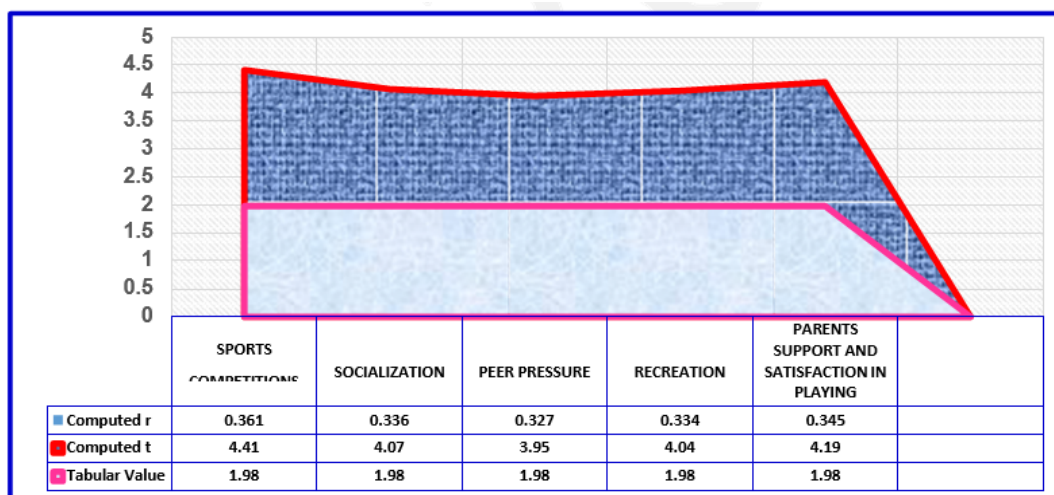


Fig 5: Relationship between Sports Activities conducted and Students’ Attitude

According to Usta, *et al.*, (2014) [8] the students’ attitude on any event or fact comprises cognitive, affective and behavioral factors. Arising from opinion and attitude among individuals and society regarding the participation in sport might take shape with factors like lifestyle, education, and perspective on life. Accurate perception of physical, cognitive, mental and social benefits of sports will maintain the improvement of sports behavior. Furthermore, Peters, *et al.*, (2014), reported that students do not participate in sports

and recreation at the north – west university because they lack knowledge about sports and recreation activities available in their campus. The linkage between academic and involvement in PE, PA and Sports programmed have been examined based on a systematic review of the current status on its effect to students’ lives. Taking part of the extracurricular activities like sports will have a positive impact on the academic performance, as these activities foster the development of other kinds of skills of considerable importance.

Relationship between Sports Activities Conducted and Problems Encountered

The variables tested led the researcher to the rejection of the null hypothesis. The computed r is 1.90, computed t is 2.21 with a tabular value of 1.98. Therefore, there is no significant relationship between sports activities conducted and the problems encountered by the respondents in different sports activities. This implies that the sports activities conducted are significantly related to the different problems encountered by the respondents. The most and least problems encountered by the respondents delves on misunderstanding of participants/coaches as well as incentives of athlete's participation and winning the game during the sports competitions. The common problem that prompted students to participate in sports is the absence of information, knowledge on the rules and regulations of the game, incentives, awards, and the skill in playing different individual, dual and team sports. These problems were inconsonance to one of the respondents' statement, "My motivation to join sport is for my family and incentives." This simply means both motivations and incentives were availed when students participated in sports activities. Sopa & Pomohaci (2015), explained that besides the need for parents being a role model for children and leading them in sports activities for children development regardless of their economic conditions should had been emphasized. With regards to this, the educational process should have been supported by the sport and steps should be taken towards reinforcing the relationship between education and sports. In support to this are the statements of the respondents referring to awards and incentives as motivation and goals in joining sports activities: "My motivation to play is the incentives. To earn gold awards, certificates, and financial benefits that will help me with my other needs." These indicators revealed that incentives could motivate students to play different sports. Students join different sports for additional allowance that could finance their school and personal needs.

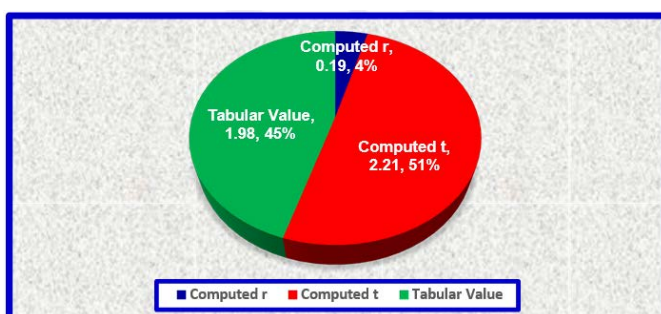


Fig 6: Relationship between Sports Activities conducted and Problems Encountered

Furthermore, families and coaches can influence the confidence of athletes through their expectations, behavior, and interaction with them. Coaches positive remarks on athlete's performances can greatly influence what athletes believe they can achieve and the goals set. This positive manifestation can then influence the efforts that athletes give to achieve those goals. Therefore, the society, school and families need to take joint actions to develop sports attitudes of students in educational institutions. Investigators further reveal that providing sports and recreational activities is rewarding to the part of the students and the institution. However, problems arise that prompt respondents' involvement to sports, financial challenges, the state and accessibility of facilities (Ahmet, 2016) ^[1].

Conclusions

On the light of the findings of the study, the researcher made a very significant conclusion. The top most played sports is volleyball, the most conducted and participated sports activity by the students in CTE due to exposure and experience in playing the game as well as awareness of the rules and regulations. Students join sports activities no matter what the result maybe as long as they are happy in playing the game. The common problem that prompted students to get involved in sports is the absence of information, knowledge on the rules and regulations of the game and the skill in playing different individual, dual and team sports. The relation between the extent of involvement and behaviors of the students to sports competitions has a significant relationship. It has something to do with the student's participation in sports activities regardless of their behaviors employed in sports. There is significant relationship between sports activities conducted and students' attitude to sports activities. Moreover, any sports activities conducted in the college will affect the students' attitude towards sports activities. The variables tested led the researcher to the rejection of the null hypothesis on the significant relationship between sports activities conducted and problems encountered by the respondents in different sports activities. The results revealed that variables are significantly related to the sports activities conducted in the college. These includes the absence of information, knowledge on the rules and regulations of the game, incentives, awards, and the skill in playing different individual, dual and team sports. This imply that both motivations and incentives were availed when students participated in sports activities. Students has different perspective in dealing with sports activities.

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