

Difference Between the First Year and Second Year College Students Sports Involvement

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Abstract: This study investigated the difference in the sports involvement of the first year and second year college students in terms of power and performance and pleasure and participation. In a sample of seven hundred seventy first year and second year college student students collected between the months of November to December 2019, in terms of power and performance during sports activities, first year respondents gave an average rating of 3.06 (Agree) while the second-year respondents gave an average rating of 3.07 (agree). The results suggest that the student-respondents were not after winning when they were involved in sports. Furthermore, first year respondents gave the highest mean score of 3.79 (strongly agree) in the item “I want to have fun during sports activities” while the second-year respondents gave the highest mean score of 3.75 (strongly agree) in the item “I believe that even poorly skilled students deserve the right to play”. Moreover, using the t-test at 0.05 level of significance power and performance with a computed t-test value of 1.54 and pleasure and participation with a computed t-test value of 1.170 were both lower than the tabular t-test value of 1.971 with the degree of freedom of 768. Therefore, the null hypothesis was accepted. Thus, there was no significant difference between the first year and second year college students’ sports involvement in terms of power and performance and pleasure and participation. The results suggest that students may be provided with various sports programs for competition or for leisure to foster holistic student development.

Keywords—sports involvement; college students; power and performance: pleasure and participation

INTRODUCTION

This study was conducted to determine the predominant orientation and commitment towards the sports involvement of the first year and second year college students and to determine whether a power and performance perspective or a pleasure and participation affinity was operative on the individual.

Specifically, this study sought to answer these questions:

1. How may the sports involvement of the first year and second year college students be described in terms of:

- a. power and performance; and
- b. pleasure and participation.

The null hypothesis below was tested at 0.05 level of significance:

- H_0 : There is no significant difference between first year and second year college students in terms of sports involvement.

RESEARCH DESIGN

Descriptive research was used in this study to systematically describe situations, area, and program of interest factually and accurately. Specifically, this study was a quantitative research since it involved turning the data from words into numbers. In obtaining enough samples for the study, the stratified random sampling technique was employed in selecting the student-respondents.

The respondents were seven hundred seventy (770) first year and second year college students who were currently enrolled in PATHFIT 1, 2, 3, and 4 classes during the First Term of Academic Year 2019-2020.

To facilitate the analysis and interpretation of the data obtained in the study, the results were tabulated and statistically treated using the following formulae:

- Percentage was used to describe the relationship of a part to its whole.

$$\text{Formula: } P = \frac{f}{N} \times 100$$

Where:

P = Percentage

f = number of responses

N = total number of respondents

- Weighted Mean served as the treatment in determining the sports involvement of college students with their specific categories and corresponding weights.

Scale used:

3.25-4.00 – Strongly Agree (SA) / Very High Level

2.51-3.25 – Agree (A) / High Level

1.76-2.50 – Disagree (D) / Low Level

1.00-1.75 – Strongly Disagree (SD) / Very Low Level

$$\text{Formula: } \bar{X} = \frac{\sum fx}{N}$$

Where:

\bar{X} = weighted mean

$\sum fx$ = sum of the product of frequency and unit weight

N = total number of respondents

- t-test for independent samples was used to determine if there was a significant difference between first year and second year college students in terms of their sports involvement.

$$\text{Formula: } t = \frac{Mx - My}{\sqrt{\frac{(\sum x^2 - \frac{(\sum x)^2}{Nx}) + (\sum y^2 - \frac{(\sum y)^2}{Ny})}{Nx + Ny - 2}} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}$$

Where:
 Σ = sum of the following scores
 Mx = stands for the mean group A
 My = stands for the mean group B
 X = stands for the score in Group 1
 Y = stands for the score in Group 2
 Nx = stands for the number of scores in Group 1
 Ny = stands for the number of scores in Group 2

A Researcher-made instrument was administered to determine the predominant orientation and commitment towards sports involvement, and to determine whether a power and performance perspective or a pleasure and participation affinity was operative on the individual. Items corresponded to each orientation and were randomly placed in the questionnaire.

Modifications were made for statistical consideration and cultural sensitivity. The generic or universal features of the research instruments were specifically aligned to suit the needs and demands of this study.

The questionnaire was validated by four experts consisted of a 4-man panel which consists of a Physical Education Director, a Service P.E. Moderator, an Athletics Moderator, and a psychometrician. The research instruments were tested for reliability through pilot testing. The pilot testing was conducted among twenty (20) student-respondents of the First Term of Academic Year 2019-2020. Their responses were excluded from the actual study. The Cronbach's Alpha of 0.84 indicated that the research instruments were reliable.

RESULTS AND CONCLUSIONS

Figure 1: Percentage Distribution of the Year Level of College Students

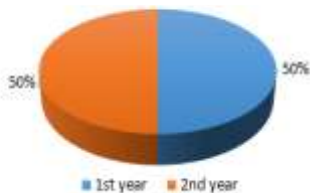


Table 1: Frequency Distribution of the Year Level of College Students

Year Level	First year		Second year		Total	
	f	%	f	%	F	%
	385	50.00	385	50.00	770.00	100.00

As shown in Table 1, an equal number of respondents were obtained for both freshmen and sophomore students of the study with three hundred eighty-five (385) apiece.

Table 2: Sports Involvement of the First year and Second Year College Students During Sports Activities in terms of Power and Performance

Power and Performance	First year		Second year	
	Numerical Interpretation	Verbal Interpretation	Numerical Interpretation	Verbal Interpretation
1. I get involved in sports because winning is the most significant measure of success in the sport experience.	2.98	A	2.98	A
2. I avoid losing since it is a painful experience.	2.97	A	3.08	A
3. I believe that my opponents should not be in the way of my achievement of success.	2.87	A	2.98	A
4. I have a great skill in sports activity.	3.22	A	3.14	A
5. I have to strive to play like a professional.	3.12	A	3.01	A
6. I have the capacity to work very hard during sports activity.	3.32	SA	3.31	SA
7. I believe that the greatest measure of success in sports experience is winning.	2.96	A	2.95	A

*Strongly Agree (SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

Table 2 shows the sports involvement of the first year and second year college students during sports activities in terms of power and performance. First year respondents gave an

average rating of 3.06 (Agree). While second year respondents gave an average rating of 3.07 (Agree). The results suggest that the student-respondents were not after winning when they were involved in sports as seen in Item 7, “I believe that the greatest measure of success in sports experience is winning.” This item was the lowest rated for both groups of respondents. This finding supports the findings of the study of Cumming, Smoll, Smith, and Grossbard where it was found that winning was not everything, but it was clearly associated with certain outcome variables (Cumming, et al., 2007).

Table 3: Sports Involvement of the First year and Second Year College Students During Sports Activities in Terms of Pleasure and Participation

Pleasure and Participation	First year		Second year	
	Numerical Interpretation	Verbal Interpretation	Numerical Interpretation	Verbal Interpretation
8. I want to have fun during sports activities.	3.79	SA	3.71	SA
9. I want to have fun during sports activities.	3.79	SA	3.75	SA
10. I consider the enjoyment I get during sports activity as the greatest measure of my success.	3.70	SA	3.61	SA
11. I get involved in sports because my opponents are my friends.	3.20	A	3.23	A
12. I believe that I should be given an opportunity to play in any sports activity.	3.52	SA	3.44	SA
13. I get involved in sports because I enjoy winning.	3.02	A	2.98	A
14. I get involved in sports because my competitors and I both get the feeling of success after each game.	3.35	SA	3.28	SA
Average	3.48	SA	3.43	SA

*Strongly Agree (SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

Among the 7 items in Table 3, the items “I want to have fun during sports activities” and “I believe that even poorly skilled students deserve the right to play”, got the highest mean scores for both first year and second year respondents. First year respondents gave the highest mean scores of 3.79 (Strongly Agree) in both items 8 and 9, while the second-year respondents gave the highest mean score of 3.75 in item 9 followed by the mean score of 3.71 for item 8 (Strongly Agree). Thus, playful forms of exercise and sport conceived as an end themselves have more potential to enhance well-being as compared to competitive sports (Jetzke & Mutz, 2019).

Table 4: Difference Between First Year and Second Year College Students in Terms of Sports Involvement

Sports Involvement	Computed t-test Value	Computed t-test Value	Tabular t-test Value	Decision	Interpretation
Power and Performance	1.54	768	1.971	Ho: Accepted	Non-Significant
Pleasure and Participation	1.170	768	1.971	Ho: Accepted	Non-Significant

Level of significance at 0.05

Table 4 shows the difference between the first year and second year college students in terms of sports involvement. Using the t-test at 0.05 level of significance, power, and performance with a computed t-test value of 1.54 and pleasure and participation with a computed t-test value of 1.170 were both lower than the tabular t-test value of 1.971 with a degree of freedom of 768. Therefore, the null hypothesis was accepted. Thus, there was no significant difference between first year and second year college students’ sports involvement in terms of power and performance and pleasure and participation.

The sports involvement of the respondents did not vary significantly. This implies that the sports involvement of first year and second year college students did not differ. The results suggest that students may be provided with various sports programs for competition or for leisure to foster holistic student development. As Positive behavioral traits could and should be taught and learned in a sports and physical activity setting (Parker & Stiehl, 2004)

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