

A Study on the Effect of Sports Value on the Academic Self-Efficacy and Interpersonal Relations in School Sports Club of Middle School Students

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Abstract

The purpose of the research is to clarify the influence of middle school sport club participants' sports value on academic self-efficacy and interpersonal orientation. Samples of the study were selected among students of a middle school in Chung Buk province in Korea. 410 students were chosen by the convenience sampling method which is a means of non-probability sampling. However, only 325 valid samples were used out of 410 due to lack of sincerity and missed responses. Valid sampling data went through the SPSS 22.0 statistical program. Frequency analysis, t-test, ANOVA, correlation analysis, and multiple regression model were used. In conclusion, School sports club participants' sports value is statistically significant and has partial positive influence on academic self-efficacy. Last, personal value in sports partially positively influences Interpersonal Relations.

Keywords: *School sport club, Sports value, Academic self-efficacy, Interpersonal relations*

1. Introduction

Sports activity can promote students' learning and inspire students with sociality in their school lives through physical activities. Also it induces youth towards a desirable direction and positively influences their school lives such as making friends and rapport formation with teachers etc. (Kim, Y. J., & Lee, Y. O., 2011). However, according to the trend of modern society where education is emphasized, adolescents are subordinated to studying for admission to university and lived in oppressed life and burden (Nam, I. S., 2011). The prejudice that university entrance examinations are the starting point for success has led to Korean education fever and a deepening private education. As a result, the decrease in physical activity of the adolescents, obesity and academic stress became social problems as well as the individual problems of youth.

As an alternative to solve these problems in 2007, the Ministry of Education and Human Resources Development made school sports club to promote healthy living and physical fitness of students and to create a vibrant school atmosphere. The existing sporadic and unorganized sports club activities were established as 'school sports club'. Realizing the importance of sports activities in schools, Ministry of Education of Korea instructed every school to run the School Sports Club curriculum. Hence, every school in Korea runs Sports Club lessons through their regular school curriculum (Ministry of Education, 2012)

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School Sports Club made sports a part of students' lives. The students' daily sports from School Sports Club influenced students' sports value positive (Oh, J. H., 2000). Sports values can be interpreted in various ways depending on the subject or environment, and can also be presented in various categories. In this study, Moral values related to sport propensity and attitude, Entertainment values related to sports and entertainment, Social values related to humanity or sociality through sports, Physical values through sports, and physical values related to health. The positive sports values formed like this have a profound impact on not only physical growth but also the development of the right morality (Shim, Y. K., & Oh, K. R., 2014). In addition, characteristics such as cooperation, sacrifice, and communication that are expressed through sports life can positively influence on interpersonal orientation (Chae, B. H., & Park, S. J., 2007) and self-efficacy (Bandura, A., 1997).

Therefore, the purpose of this study is to investigate the influence of middle school students' sports value by the School Sports Club on academic self-efficacy and interpersonal relations, and to provide basic data for recognizing the need for the formation of students' proper sports value.

2. Research method

2.1. Research design

This study sampled 410 middle school students in Chung Cheong Buk Do(in Korea) in 2016 using convenience sampling method. The sampled students were mixed up with boys and girls. Out of 410 copies, 350 copies were recovered and out of 350 recovered copies, 25 copies with a lack response were excluded. 325 copies were used for the study lastly.

The questionnaire of the survey consists of a few other studies questionnaire; the questionnaire about sports value is from Oh, Joo Hoon (2000)' s study, the questionnaire of academic self-efficacy used the study of Kim Ah Yung, Park, In Yeong(2000) and the interpersonal relations questionnaire is from Kim, Ban Ya (2015), and Choi, Song Me, Yeun, Moon Hee (2005). Through the pilot test, it is concluded that sports value has 4 lower factors and 16 questions, academic self-efficacy has 3 lower factors and 15 questions, and interpersonal relations has 3 lower factors and 15 questions. Exploratory factorial analysis was carried out for validation for the validity of the investigation tool using the Varimax, rotation method. Verification of reliability was performed by Cronbach's α .

2.2. Data processing method

For achieving the purpose, this study used the statistical program, spss 20.0. For analyzing the samples' demographic factors and the differential analysis, frequency analysis, independent t qualification and one-way layout distribution analysis (one-way ANOVA) were carried out. Also, correlation analysis and multiple regression analysis were carried out to verify relationship between variables and influence between factors.

3. Conclusion

The table 1 shows the result of the difference of sports value by general characteristics. If we look at the differences in sports values according to gender, in physical values, male students (3.93), female students (3.55), in entertainment value, male students (3.86), female students (3.35), in social values, male students (3.96), female students (3.68), in moral value, male students (3.62), female students (3.26), these are the results. As a result, there was a

statistically significant difference in male students in all areas. Looking at the difference in sports values according to grade level, in Physical values the results were in the order of first grade (4.39), third grade (3.65), second grade (3.50), in entertainment value, first grade (4.12), second grade (3.53), third grade (3.52) appeared. In social values, first grade (4.22), third grade (3.72), second grade (3.70), in moral value first grade (4.22), third grade (3.38), second grade (3.27), these are revealed. As a result, there was a statistically significant difference in all areas. If we look at the differences in sports values according to participation in school sports club league, in physical value, participants with participation experience (3.89), participants who did not participate (3.66), in the entertainment value group (3.87), participants who did not participate (3.51), in social values, the group with experience of participation (4.00), participants who did not participate (3.70), in moral value participants with participation experience (3.65), participants who did not participate (3.31), these are the results. There was a statistically significant difference in all areas.

Table 1. The difference of sports value by general characteristics

variables	factor	physical value		entertainment value		social value		moral value	
		M	SD	M	SD	M	SD	M	SD
gender	male	3.93	1.00	3.86	.90	3.96	.79	3.62	.94
	female	3.55	1.06	3.35	.96	3.68	.84	3.26	.90
	t/p	3.31**		4.86***		3.08**		3.49**	
grade	first grade(a)	4.39	.76	4.12	.772	4.22	.673	3.86	.778
	second grade(b)	3.50	1.00	3.53	.939	3.70	.791	3.27	.878
	third grade(c)	3.65	1.09	3.52	1.038	3.72	.881	3.38	1.01
	F/p	18.692*** a>b,c		10.767*** a>b,c		10.734*** a>b,c		9.761*** a>b,c	
the participation experience of School Sports Club league	yes	3.89	.966	3.87	.91	4.00	.76	3.65	.91
	no	3.66	1.097	3.51	.99	3.70	.85	3.31	.93
	t/p	1.91		3.32**		3.27**		3.27**	
the participation experience of after school sports activity	yes	3.91	1.004	3.81	.91	3.95	.81	3.57	.93
	no	3.58	1.071	3.37	.98	3.68	.82	3.30	.93
	t/p	2.87**		4.23***		2.96**		2.67**	
*p<.05 **p<.01 ***p<.001									

[Table 2] shows us that sports value partially influences academic self-efficacy meaningfully by regression analysis. The detailed results are as follows. Looking closely at the results the effect of sub-variables of sports value on self-efficacy among sub-factors of academic self-efficacy in the order of entertainment value($\beta=.328$), physical value($\beta=.120$), moral value($\beta=.059$), social value($\beta=.033$), these are revealed by the research. The explanatory power explaining the effect of the sub-variables of the sports values on the sub-variables of academic self-efficacy was 15.3% ($R^2 = .153$). The influence of the sub-variables of sport value on self-regulated efficacy was revealed in the order of social value($\beta=.191$), physical value($\beta=.173$), moral value($\beta=.062$), entertainment value($\beta=.060$). The explanatory power explaining the effect of sub-variables of the sports values on the sub-variables of

academic self-efficacy was 18.3% ($R^2 = .183$). Finally, the influence of the sub-variables of the sports value perspective on the preference of task difficulty, the order of entertainment value($\beta=.305$), physical value($\beta=.096$), social value($\beta=.057$), moral value($\beta=.008$) were revealed. The explanatory power explaining the effect of the sub-variables of the sports values on the sub-variables of academic self-efficacy was 16.8% ($R^2 = .168$).

Table 2. The effect of sports value on academic self-efficacy

variables	confidence		self-efficacy		preference for task difficulty	
	β	t	β	t	β	t
physical value	.120	1.374	.173	2.007*	.096	1.108
entertainment value	.328	3.312**	.060	.620	.305	3.100**
social value	.033	.385	.191	2.269*	.057	.676
moral value	.059	.573	.062	.610	.008	.081
R^2	.153		.183		.168	

* $p < .05$ ** $p < .01$ *** $p < .001$

[Table 3] shows that sports value partially influences interpersonal relations meaningfully. The detailed results are as follows. Looking closely at the results, the effect of sub-variables of sport value on role orientation of sub-factors of interpersonal orientation showed the order of physical value ($\beta=.200$), social value ($\beta=.132$), entertainment value ($\beta=.109$), moral value ($\beta=.028$). The explanatory power explaining the effect of the sub-variables of the sports values on the sub-variables of interpersonal orientation was 4.9% ($R^2 = .049$). The influence of the sub-variables of sport value on the expression tendency were showed in the order of social value ($\beta=.185$), physical value ($\beta=.126$), moral value ($\beta=.086$), entertainment value ($\beta=.081$). The explanatory power explaining the effect of the sub-variables of sport value on the sub-variables of interpersonal orientation was 17.7% ($R^2 = .177$). Finally, the influence of the sub-variables of sport value on social inclination were in the order of social value ($\beta=.410$), moral value ($\beta=.168$), entertainment value ($\beta=.081$), physical value ($\beta=.023$). The explanatory power explaining the effect of the sub-variables of the sports values on the sub-variables of interpersonal orientation was 24.4% ($R^2 = .244$).

Table 3. The effect of sports value on interpersonal relationship

variables	role characteristics		expression characteristics		social relationship characteristics	
	β	t	β	t	β	t
physical value	.200	2.154*	.126	1.464	.023	.782
entertainment value	.109	1.038	.081	.834	.081	.390
social value	.132	1.462	.185	2.192*	.410	5.079***
moral value	.028	.261	.086	.845	.168	1.730
R^2	.049		.177		.244	

* $p < .05$ ** $p < .01$ *** $p < .001$

4. Conclusion and suggestions

The purpose of this study is to investigate the influence of middle school students' sports value by School Sports Club on academic self-efficacy and interpersonal relations. According to the results of the research, male students have higher sports value than female students by general participatory characteristics. Also, first grade students get the higher levels in all lower factors, and it showed a significant difference. The participation experiences of School Sports Club league influenced sports value and the group which had a participation experience showed higher level than the group which never had league participation. In this aspect, all factors had a significant difference except the physical value. The group of the participation experience of after school sports activity had high sports value in all factors and this result shows a meaningful difference. Finally, sports value has a positive effect on academic self-efficacy and interpersonal relation partially.

Based on the results of this study, the following suggestions for future research are presented. First, this study was conducted on the schools located in the Chung Cheong Buk Do (in Korea) region in Korea. So it may have been influenced by the characteristics and environment of the school. Therefore, it should be extended and compared with other cities, elementary schools and high schools. Second, this research was confined to the questionnaire, so there was a limitation in expressing feelings inside the sympathy dialogue of middle school students participating in school sports club. Therefore, it is necessary to develop the questionnaire considering the characteristics of adolescent period. In addition, qualitative research methods such as interview method and observation method should be added to deeply study and analyze the variables of sports value, academic self - efficacy, interpersonal tendency.

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