IJCESA
International Journal of Community Empowerment & Society Administration
Volume 1 Issue 1 May 2024 / Paper Id: IJCESA-V1I1P107 / Page No: 35-40

Original Article

Sport Orientation and Sport Engagement of University Students

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Received Date: 03 March 2024 Revised Date: 06 April 2024 Accepted Date: 13 May 2024

Abstract: *Sport orientation is one of the least researched topic in sports while sport engagement is the other way around. The purpose of the present study is to identify the sport orientation and the level of sport engagement of the students of a state-owned university in Central Luzon, and determine the correlation between the two variables. The sample consists of 240 university students. The sport orientation was identified using the Sport Participation Model Questionnaire (SPMQ), on the other hand, the level of sport engagement was identified using the Sport Engagement Scale (SES). The two instruments used both have acceptable reliability. Frequency distribution, descriptive statistics, and Pearson-r correlation were used for the data analysis. The results revealed leisure is the dominant orientation among the respondents. It was also revealed that the respondents have very high level of sport engagement. However, there was no significant correlation between sport orientation and the level of sport engagement of the university students. The findings of the study provide preliminary ideas on the sport orientation and sport engagement of students in the Philippine context.*

Keywords: *Competitive Orientation, Leisure Orientation, Sport Engagement, Sport Orientation, University Students.*

I. INTRODUCTION

Sport has been around since the ancient times. Back then, humans attend to sports for only one reason – to compete. As time passes by, the motives in sports change – fitness, leisure, competition, skill development, social engagement, etc. [1]. Humans have different perspectives on why they do sports; their sport orientation could either be competition or leisure [2]. Consensus says that an average individual is leisure-oriented when it comes to sport, however, the most important reason in engaging to some kind of sport is fitness [3]. Regardless, there are studies that contradict these findings. For one, in a recent study involving 194 participants, leisure is the most reported reason to engage in sports [4]. Another study involving more than 1000 participants shows that fun and enjoyment are the primary reasons why students attend to sports [5]. Finally, in a study among female university athletes, leisure is not even a top ranked reasons in engaging to sports as their primary reasons are improvement of skill, physical fitness and team chemistry [6]. Based from all reading of the researcher, competition is the last thing in mind of students when it comes to sports [7].

It is known that there is a spectrum of sport orientation; from pleasure and participation orientation to power and performance orientation [2]. It is not a surprise that gender differences directly affect one's sport orientation. Study shows that female students are less competitive than their male counterparts. The same study proves the idea of non-athlete students do not show any competitiveness at all [8][9]. Consequently, on average, college students are inclined to a less competitive orientation as they tend to believe that opponents are not enemies and obstacle to success [2]. Leisure orientation is common among students, and there is no sufficient evidence to identify the reasons behind this. However, sport engagement may be linked to this because most students are engaged to unorganized sport events which leads to loss of motivation in competitive sports [10]. Nevertheless, competitive orientation is dominant among students who are physically gifted [11], and the one who are engaged to combative sports; organized or not [12].

The global inactivity urges us to give a greater priority on the promotion of fitness [13], and sport is one of the better ways [14]. Low level of sport engagement is rampant among the young population. This may be attributed to the physical and social environment that makes it easy to live a sedentary life with all the easy and fun activities the modern technology provides [15]. To make things worse, there was also a drastic decrease in sport engagement took place during the COVID-19 pandemic [16]. In order for this to stop, studies were conducted to identify the determinants of sport engagement; the common determinants were social engagement and maintenance of good shape [4] [6] [7] [16] [17] [18]. Organizing sport events in the community may also help increase the level of sport engagement of the youth [10] [19] because periodic competitions allows the display of higher performance which leads to greater motivation to do sports again [8]. Modification of sport programs should also be considered if there is a decreasing level of sport engagement [20], especially the ones that may directly affects the perceived motor competence of the students [21] because motor competence is a good indicator of sport engagement [11].

A. Objectives of the Study

The sport orientation and sport engagement of university students has been an interesting topic for the researcher to investigate. Based from the studies regarding the sport engagement of different populations, he general consensus is that the level of sport engagement goes down every year [16]. Nevertheless, there are still disputes when it comes to the determinants and motives in sport engagement. Sport orientation, on the other hand, is yet to be fully understood because of the low number of studies that tries to provide new information about it. These topics are yet to be explored. In the Philippines, there were no recent studies that may provide contextualized insights to help enlighten the researcher about these topics.

The objectives of this study are to identify the sport orientation and the level of sport engagement of university students, and determine whether there is a correlation between the two variables.

II. MATERIALS AND METHODS

A. Research Design

In this study, correlational design was employed. The sport orientation of the respondents was correlated to their sport engagement.

B. Respondents and Sampling Technique

The study used the purposive sampling technique which implies deliberate selection of participants considered to be the most appropriate source of data in line with the objectives of the study. There were 240 respondents in the study, all of which came from a state-owned university in Central Luzon.

C. Instruments

There were two questionnaires used in the study – the Sport Participation Model Questionnaire (SPMQ) and Sport Engagement Scale (SES).

a) Sport Participation Model Questionnaire (SPMQ)

The Sport Participation Model Questionnaire (SPMQ) was originally developed by Aicenena [2] to determine the sport orientation of college students, parents and coaches. It was pilot tested in a university and displayed an acceptable reliability. It is a seventy-item questionnaire with half of the items reflecting Power and Performance perspective or competitive-oriented, and the other half reflects Pleasure and Participation perspective or leisure-oriented [2]. The questionnaire asks the respondents whether they agree or disagree on each statement. Scoring the SPMQ consisted of awarding a point for every Competitive-oriented statement that the subject agreed with and for every Leisure-oriented statement the subject disagreed with. A score below 35 reflects leisure orientation, and the degree of orientation is inversely proportional with the score. This means lower scores have higher degree of leisure orientation, and a score of 0 reflects purely leisure orientation. Conversely, a score above 35 reflects competitive orientation, and a score of 70 reflects purely competitive orientation. It was used to determine the sport orientation of the respondents.

b) Sport Engagement Scale (SES)

The Sport Engagement Scale (SES) was an adaptation of Guillen [22] from Utrecht Work Engagement Scale (UWES). It is composed of 15 items distributed in three subscales of five items each: Vigor (1, 2, 6, 7, 8), Dedication (3, 4, 5, 9, 12) and Absorption (10, 11, 13, 14, 15). A Likert scale was used ranging from 1 (never) to 7 (always). The SES is considered a reliable measure as it had a Cronbach alpha coefficient that exceeds 0.70 [22].

D. Data Collection Procedure

The data collection procedure begins with the request for approval to use the instruments to the rightful authors. The request was granted few days later. There were no modifications made to the instruments as it may affect the reliability. Since it is not possible to conduct face-to-face survey due to the COVID-19 pandemic, the instruments were translated to electronic forms using Google Forms so it will be delivered on-line. The Google Form version of the instruments limited the response to 1 per respondent to avoid multiple responses from one respondent. After securing the instruments, the researcher requested approval to conduct the study to the heads of the target school. The researcher created a Discord server where the on-line administering of the survey will take place. Volunteers from the target school were gathered. The respondents were told that participation in the study is not compulsory, and for research purposes only. They may opt not to provide their names, and all the information they provide will remain confidential. They were asked to read each item carefully as there were items that may be confusing to them, and/or difficult for them to comprehend. The researcher took four (4) days to finish the survey proper. The collected data were organized, analysed and interpreted.

E. Data Analysis

Frequency distribution, and descriptive statistics were used in this study – mean and standard deviation were calculated. Pearson-r correlation was also used to correlate sport orientation and sport engagement.

III. RESULTS AND DISCUSSION

The distribution of scores is presented in Table 1. The scores of the sample population range from a low of 11 to a high of 70. The mean score is 31.32 and a standard deviation of 8.11. Based from the distributed scores, this sample of subjects are more inclined to have leisure orientation as 116 respondents reported a score between 21 and 30. This implies that 48.33% of the total population see sports as a leisure activity. This is consistent to the study of Aicenena [2] which also shows that college students are leisure-oriented. Out of 240 respondents, 91 of them reported a score between 31 and 40. This means that 37.91% respondents are in the middle of the spectrum – the degree of competitiveness and leisure orientation is very low, hence, they are interpreted as neutral. Comparing the total number of reports, 126 respondents reported that, statistically, they are leisure-oriented, while only 22 respondents reported that they are competitive. There were outliers from the respondents as 2 of them agreed that they are extremely competitive, though, there were no reports that they are extremely-leisure-oriented.

Table 1: Frequency Distribution of the Sport Orientation Scores with Corresponding Descriptive Interpretations

Range	Frequency	Percentage	Descriptive Interpretation
61 – 70	2	0.83	Extremely Competitive
51 – 60	9	3.75	Very Competitive
41 – 50	11	4.58	Competitive
31 – 40	91	37.91	Neutral
21 – 30	116	48.33	Leisure-Oriented
11 – 20	11	4.58	Very Leisure-Oriented
1 – 10	0	0	Extremely Leisure-Oriented
N=240; Min=11; Max=70; X=31.32; SD=8.11			

Table 2 presents the distribution of scores according to age range of the respondents. One-hundred forty-three respondents are in age range 19 to 21. They agreed that they are leisure-oriented as they have a reported mean score of 27.75. Similarly, the 79 respondents aged 16 to 18 also agreed that they are leisure-oriented. Regardless of the scores, we can derive that age has a relationship with sport orientation. Looking closely to the table, as the age range goes up, sport orientation score increases – the orientation becomes more competitive. This is similar to a study that suggests age has an influence to the sport orientation of an individual [18].

Table 2: Sport Orientation Scores according to Age Range

Age Range	Frequency	Percentage	Average Score	Descriptive Interpretation
25 and above	10	4.17	33.15	Neutral
22 – 24	8	3.33	30.93	Neutral
19 – 21	143	59.58	27.75	Leisure-oriented
16-18	73	32.92	25.5	Leisure-Oriented
	N = 240			

Table 3 presents the distribution of sport engagement scores of the respondents. Sport engagement is comprised of three aspects – vigour, dedication, and absorption [22]. The range with the highest frequency is 5.01 to 6.00 with 73 and the one with the lowest is 1.01 to 2.00 with 3. The frequency is well-distributed at the higher ranges, and it can be seen that the respondents have high level of engagement in sports because the mean score is 5.05 which is interpreted as '*Very High Engagement*'. Only 17 respondents reported a low level of sport engagement.

Table 3: Frequency Distribution of the Sport Engagement Scores with Corresponding Descriptive Interpretations

Range	Frequency	Percentage	Descriptive Interpretation
60.01-7.00	60	25.0	Extremely High Engagement
5.01-6.00	73	30.42	Very High Engagement
4.01-5.00	62	25.83	High Engagement
3.01-4.00	28	11.67	Moderate Engagement

2.01-3.00	12	5.0	Low Engagement	
1.01-2.00	3	1.25	Very Low Engagement	
0.01-1.00	2	0.83	Extremely Low Engagement	
N = 240;	Min = 1.0;	Max = 7.0	x = 5.05;	SD = 1.22

Table 4 shows the distribution of sport engagement scores according to vigor to sports. The mean score of sport engagement according to vigor is 4.45, which is considered as '*high engagement'*. The standard deviation is 1.35.

The sport engagement level according to vigor ranges from moderate to extremely high as the frequency is well-distributed from ranges 3.01 to 7.00. Lastly, only 28 respondents have low engagement in sports.

Table 4: Sport Engagement Scores according to Vigor

Range	Frequency	Percentage	Descriptive Interpretation	
60.01-7.00	45	18.75	Extremely High Engagement	
5.01-6.00	66	27.5	Very High Engagement	
4.01-5.00	48	20.0	High Engagement	
3.01-4.00	52	21.67	Moderate Engagement	
2.01-3.00	21	8.75	Low Engagement	
1.01-2.00	5	2.08	Very Low Engagement	
0.01-1.00	2	0.83	Extremely Low Engagement	
N = 240;	Min = 1.0;	Max = 7.0;	x = 4.45;	SD = 1.35

Table 5 shows the distribution of sport engagement scores according to dedication to sports. The mean score is 5.47 with a standard deviation of 1.27. The mean score is high that it is categorized as *'Very High Engagement'*. Another thing that can be derived from this table is that the table indicates a trend in sport engagement and dedication. The frequency increases as the range goes up; hence, as the dedication score increases, sport engagement also increases. All of these suggest that dedication may possibly correlates with sport engagement of the respondents. The results are shown in the table below.

Table 5: Sport Engagement Scores according to Dedication

Range	Frequency	Percentage	Descriptive Interpretation	
60.01-7.00	90	37.5	Extremely High Engagement	
5.01-6.00	74	30.83	Very High Engagement	
4.01-5.00	46	19.17	High Engagement	
3.01-4.00	15	6.25	Moderate Engagement	
2.01-3.00	8	3.33	Low Engagement	
1.01-2.00	5	2.08	Very Low Engagement	
0.01-1.00	2	0.83	Extremely Low Engagement	
N = 240;	Min = 1.0;	Max = 7.0;	x = 5.47;	SD = 1.27

Table 6 presents the distribution of sport engagement scores according to absorption to sports. High engagement is the common theme. The most frequent reports, however, is '*very high engagement'* with 70, second is '*high engagement'* with 66. There were 2 respondents that reported '*extremely low engagement'* ins sports.

Table 6: Sport Engagement Scores according to Absorption

Range	Frequency	Percentage	Descriptive Interpretation	
60.01-7.00	48	20.0	Extremely High Engagement	
5.01-6.00	70	29.17	Very High Engagement	
4.01-5.00	66	27.5	High Engagement	
3.01-4.00	30	12.5	Moderate Engagement	
2.01-3.00	21	8.75	Low Engagement	
1.01-2.00	3	1.25	Very Low Engagement	
0.01-1.00	2	0.83	Extremely Low Engagement	
N = 240;	Min = 1.0;	Max = 7.0;	x = 4.98;	SD = 1.29

The correlation between sport orientation and sport engagement and its subscales were calculated using Pearson-r correlation. The correlational values are indicated in Table 7. The correlational values 0.0989 (Sport Engagement), 0.0487 (Vigor), 0.1054 (Dedication) and 0.1226 (Absorption) are all negligible. Although negligible, we could still take note that among the subscales of sport engagement, absorption has the strongest correlation to sport orientation.

Table 7: Pearson-r correlation coefficient values between Sport Orientation and Sport Engagement

Aspect	Pearson-r Coefficient Value	Descriptive Interpretation
Sport Engagement	0.0989*	Negligible Correlation
Vigor	0.0487*	Negligible Correlation
Dedication	0.1054*	Negligible Correlation
Absorption	0.1226*	Negligible Correlation

** Correlation is significant at 0.01 levels.*

IV. CONCLUSION AND RECOMMENDATION

The present study aimed to identify the sport orientation and the level of sport engagement of university students, and determine whether there is a significant correlation between the bivariate. Sport orientation of university students could either be competitive or leisure-oriented. The results showed that university students are leisure-oriented. This is consistent the claims of Aicenena [2] that students, on average, lean towards a leisure-oriented sport. Competitive sports require athletes to solve various tasks with accuracy to achieve a greater chance of success [23]. This is a plausible reason why competitive orientation is less likely among university students because they tend to avoid difficult tasks. Self-determination may also contribute to the students' sport orientation [24]. Sport orientation may also be associated with age [18]. Result shows that older students are more likely to be more competitive than their younger counterparts. Despite the small sample size for ages 22 and above, the idea of age may possibly have a positive association to sport orientation is there.

Vigor, dedication and absorption are consistent to the general average level of sport engagement of university students. Among the three factors, dedication has the strongest relation to sport engagement. There may be minor differences to this but the results are consistent to the findings of Guillen [22]. It can be concluded that university students have very high level of sport engagement similar to Yanik [25] but contrary to the findings of previous studies.

Sport orientation and sport engagement of university students have no significant correlation. There are no studies that may support this but perhaps the biggest possible reason is university students may have a high level of sport engagement regardless of their sport orientation.

Future studies on sport orientation may consider employing different data analysis such as exploratory analysis, linear regression, etc. Consequently, identifying gender differences and the sports the subjects do could also be added in the data collection and data analysis. The promising results urge further investigations to provide greater insights on these topics.

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