



Influences of Sports Activities on Developing Purpose of College Students

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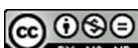
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ABSTRACT

The aim of this study was to investigate the influences of college sports activities on developing purpose of college students. The main objectives of this study is to identify the influences of college sports activities on developing purpose of college students and to compare the influences of individual and team sports activities on developing purpose of college student. The population of the study consisted of all students N= 749 participating in sports activities at college level in Bannu Division, while sample of the study consisted of students n= 150 at college level in Bannu Division. Influences of sports activities on developing purpose of college students were measured by self-developed questionnaires. SPSS-26 was used for data analysis. Multiple regressions was used to measure the influences of sports activities on developing purpose of college student, t-tests were used to identify significant differences between the influences of individual and team games on developing purpose of college student. This study showed that students develop their purpose of life in college and sports activities provide a dynamic environment in this regard. Statistically significant evidence is found from the data that students developed an academics purpose along with life purpose during college sports activities more significantly.



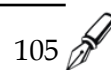
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INTRODUCTION

Most students experience great clarity about purposes, values, and ways of thinking. If they are lucky, they will discover interests and people they care deeply about and will make lasting commitments, and they will expand their awareness of who they are and how valuable they are. (Chickering & Reisser, 1993, pp. 37-39).

This study was designed to explore how students perceived their development of purpose during college. As a student learn and grow during their collegiate experience, they are expected to develop holistically, including the development of purpose (Chickering & Reisser, 1993). To describe student development, Chickering (1969) developed seven vectors of student development, including developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interrelationships, establishing identity, developing purpose, and developing integrity. Chickering and Reisser (1993) explained their model:

Movement along any one can occur at different rates and can interact with movement along the others. Each step from 'lower' to 'higher' bring more awareness, skill, confidence, complexity, stability, and integration but does not rule out an accidental or intentional return to ground already transverse. We assume that 'higher' is better than 'lower,' because in adding the skills



and strengths, encompassed by these vectors, individuals grown in versatility, strength, and ability to adapt when unexpected barriers or pitfalls appear. (pp. 34-35).

Chickering and Reisser's (1993) model is not linear, but it does propose "a sequence in order to suggest that certain building blocks make a good foundation. Some tasks are more likely to be encountered early in the journey" (p. 37). Developing purpose vector "entails an increasing ability to be intentional, to assess interests and options, to clarify goals, to make plans, and to persist despite obstacles" (Chickering & Reisser, 1993, p. 50). How do students develop purpose during outside the classroom activities in college?

As a sportsperson and professional physical educator, this study will be fully focused on influences of college sports activities on developing purpose of college students. Population of the study consisted of all students who participated in sports activities at college level, their parents and all teachers who taught at Govt Colleges in Bannu Division, i.e. 545 teachers, 749 parents and 749 students, while a sample of the study consisted of 43 teachers, 60 parents and 60 students from Bannu Division. This study was descriptive in nature. Data were collected by self-developed questionnaires. For data analysis, SPSS-V (26) was used. We have used both descriptive and inferential statistics. For descriptive analysis Mean, standard deviation and for inferential analysis independent sample t. test and multiple regressions were used by the researcher.

Statement of the Problem

The main focus of this study was to investigate the influences of college sports activities on developing purpose of college students

Significance

The purpose of this study was to assess the difference between how college students developed their purpose. The researcher analyzed how students developed purpose through their collegiate experiences. This knowledge may allow educators to be more effective in their program planning and assisting students through Chickering's (1969) student development vector of developing purpose.

All students develop their purpose during college life differently, and their personal choices mostly effect their development. This vector describes major highways for journeying toward individuation the discovery and refinement of one's unique ways of being and also toward communion with other individuals and groups, including the larger national and global society. We propose that while each person will drive differently, with varying vehicles and self-chosen detours, eventually all will move down these major routes. They may have different ways of thinking, learning, and deciding, and those differences will affect the way the journey unfolds, but for all the different stories about turning points and valuable lessons, college students live out recurring themes: gaining competence and self-awareness, learning control and flexibility, balancing intimacy with freedom, finding one's voice or vocation, refining beliefs, and making commitments. (Chickering & Reisser, 1993, p. 35). By studying the development of purpose in first-year college students and senior students, educators can prepare better programs to assist students with development, especially in regard to personal and career growth.

Objectives

Following objectives were established for the study.

1. To identify the influences of college sports activities on developing purpose of college students
2. To compare the influences of individual and team sports activities on developing purpose of college students

Research Hypothesis



1. There is no significant influences of college sports activities on developing purpose of college students
2. There is no significant difference between the influence of individual and team sports activities on developing purpose of college students

Delimitation of the Study

The study was delimited only to the male students of Govt. Colleges of Bannu Division.

RESEARCH METHOD

Research Design

This study was quantitative in nature and survey method was used for the data collection from respondents.

Population

Population of the present study comprised of all the students who take parts in college sports in Bannu Division of Khyber Pakhtunkhwa Pakistan. Total population of the present study was N=749 students.

Sample

Sample of the present study was derived from the populations of the study according to the following stratified proportional allocation technique of L.R Gay (2003) sampling formula.

Sampling Formula of L.R. Gay

Table 1. Percentage population

Population	Sample size
100	100%
500	50%
1500	20%
5000	8%

Sampling Technique

Sample for the parent study derived from the population by using proportionate stratified random sampling technique. According to LR Gay (2003) sampling table the following were the sample of the present study. Detailed descriptions of sample of students' athlete (Individual and Team athlete) are as under.

Table 2. Population and Sampling

S/No	Stratum	Total Population	Sampling	Final Size	Sampling
1	Students (participating in Individual Game)	315	315/749*150	63	
2	Students (participating in Team Game)	434	434/749*150	87	
	Total	749	20%	150	

Mode of Data Collection

The researcher used Likert type questionnaire for the purpose of data collection. According to Vanek (2012) "Likert type scale has been a very useful type of inquiry seeking information in the shape of questions upon overall measurement of sentiment around a particular topic, opinion, or experience and also to collect specific data on factors that contribute to that sentiment." The Likert Type of questionnaire was prepared containing of five options from strongly Agree to strongly disagree having score of 5 to 1 respectively. The number of total statements in the questionnaire was 13 the code and weight of options are as under:

Table 3. Options, Codes and weight of likert Type Scale.



S/No	Options	Code	Weight
1	Strongly Agree	SA	5
2	Agree	A	4
3	Undecided	UD	3
4	Disagree	DA	2
5	Strongly Disagree	SDA	1

To obtain relevant information regarding the role of sports activities in students social maturation at college level, a self-developed questionnaire was used on five point likert scale (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree). The questionnaire was validated through pilot testing before administering to the sample.

Validity of the questionnaire

The importance of measuring the accuracy of research instruments (especially questionnaires) known as validity, respectively have been documented in several studies (Bolarinwa, 2015). In the present research study the initial version of the questionnaire was sent to the faculty of social sciences of Gomal University, University of Kohat, Sarhad University of science and technology, Lakki University, to different professor in different colleges and to the eminent Ph.D degree holders for the purpose of content validity. In light of the suggestions and recommendations of the experts, the researcher removed, added and modifies some of the items in the scale accordingly.

Pilot testing

Keeping in view the worth and importance of the pilot testing of the instruments in research, the self developed questionnaire was filled by 20 students athletes of different colleges for Pilot testing. The purpose of the pilot study was pre-testing of the instrument developed by the researcher upon a small portion of the selected sample. The questionnaire was made better in the light of feedback of the small sample. Complications and ambiguity pointed out by the student athletes was removed.

Reliability of the questionnaire

For the purpose of the internal consistency of the items Cronbach's Alpha method was used. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. According to the Bruin (2006) Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency). Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Cronbach Alpha value was found 0.96.

Data Collection

After pilot testing the refined questionnaire distributed among the respondents. The data were collected only from Male students who took part in intercollegiate sports competition.

Data Analysis

For data analysis, SPSS-26 version was used. Inferential statistics was used for data analysis. Independent sample t. test and multiple regressions were used by the researcher

RESULTS AND DISCUSSION

REGRESSION ANALYSIS: For identification of the influences of college sports activities on developing purpose of college students

Hypothesis: There are no significant influences of college sports activities on developing purpose of college students.



Table 4. Coefficients^a

Mode	Sports activities	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1		10.626	1.234		8.613	.000
	Team Game	2.158	.202	.833	10.702	.000
	Individual Game	.351	.135	.163	2.591	.013
R= .905		R ² =.820	Adj- R ² =.878	F= 25.240	Sig=.000	

The above table indicates that the value of R^2 is .820 that reflects 82 % of the variability in developing purpose of college students is explained by the team and individual Games. The F is 25.240 and significance level is .000 indicate statistically highly significant and correct prediction between the variable at 0.05 significant level. The value of β (slope of the coefficient) for team game is 2.158 which reflect that team game has significant influences on developing purpose of college students as indicate by $t=10.702$ and $\alpha=.000$. The coefficient of Individual Games is 2.158; it means that if other variable in the model remains unchanged than one unit increase in team games will increase developing purpose of college students by 2.158 units. The value of β (slope of the coefficient) for individual game is .351 which reflect that individual game significantly influences on developing purpose of college students with t value is 2.591 is statistically significant with $\alpha=.000$. The coefficient of Individual Games is .351; it means that if other variable in the model remains unchanged than one unit increase in individual games will increase the developing purpose of college students by .351 units.

COMPARISON T-TEST: For comparison the influences of individual and team sports activities on developing purpose of college students.

Hypothesis: There is no significant difference in the influences of individual and team sports activities on developing purpose of college students.

Table 5. Independent Samples Test

Independent Samples Test							
	Game	N	Mean	Std. Deviation	Df	T	Sig
Developing Purpose	Team Game	87	17.833	.37905	148	3.157	.000
	Individual Game	63	16.666	1.9884			

The above Table shows the significant difference between the influences of individual and team sports activities on developing purpose of college students. The data revealed in the above Table that $t(148) = 3.157$ which is greater than 2 and $\text{Sig}.000 < \text{than}.05$ which indicates that there is a significant difference between the influences of team Game (Mean = 17.833, S.D = .37905) and individual Game (Mean = 16.6666, S.D = 1.9884), regarding the influences of individual and team sports activities on developing purpose of college students. The data shows that the mean of team Games is greater than the mean of Individual Games ($17.833 > 16.6666$) which conforms that team Game greater influences on developing purpose of college students than individual Game. The data also shows that the standard deviation of team Games is less than the standard deviation of Individual Games ($.37905 < 1.9884$) which conforms that team Game has much influences on developing purpose of college students than individual Game.

CONCLUSION

Chickering and Reisser (1993) suggested that “purposes need not be highly specific, nor must commitment be absolute” (p. 233). Using the DPI, the quantitative results of this study indicated



that students develop purpose in college life mostly outside the classroom environment, they developed their purpose related to their future life such as vocational, recreational and life style. The results of this study also indicated that students did not have concrete life plans before college year but when they appeared in college they mostly think about their future. In addition, professional student affairs in Pakistan were able to assess the level of development of their students and determine their needs, the effectiveness of their programs, services and policies. Evaluate and shows their responsibility. Furthermore, this study is useful for professionals in student affairs in Pakistan to help realize the mission of higher education in a democratic, liberal and diverse society that ultimately lead to the healthy development of college students.

Recommendations for Future Research

The findings of this study added to previous quantitative research on development of purpose in college especially for those students who participate in college sports. This study added depth to the literature. However, more work should be done with the Developing Purposes Inventory (DPI) to fine tune the quantitative analysis of the development of purpose among college students athletes. Both the original study, completed by William Barratt, and the research presented in this study, exhibited reliability but had room for improvement in regard to validity, especially in terms of sports activities.

This study incorporated the experiences of 749 students, and took an in-depth look at the development of purpose of 60 college students who participates in college sports activities. In the future, this study should be recreated to have a broader reach and more qualitative interviews should be completed. Ideally, this research would begin with an incoming class of students and would conclude with the same participants the year after they complete college.

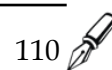
The future research should focus on expanding participant backgrounds. All of the students in this research study were college students. This research should be extended to university students, as Chickering and Reisser's study focused on students from ages 17 to 25, which could easily incorporate graduate students (White & Hood, 1989, p. 4). The majority of participants in this study identified as a student's athletes; this research should be expanded to include students of different groups.

In the future, researchers should focus on the differences between purpose development of junior and senior students more concretely. While this study did examine these differences, researchers should look for material differences between the development of purpose between junior and senior students.

Additionally, future researchers should investigate how students believe that sports activities influences of purpose of college students.

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