

College Students' Behavioral Exercise Attitude and Its Impact on Their Overall Well-Being

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Abstract

In recent years, there has been a growing focus on people's physical health, particularly among students. College students, with their ability to concentrate and self-regulate, play a pivotal role in the country's overall physical condition. To improve the nation's physical health, it is crucial to understand the factors influencing college students' physical activity participation and how to boost it. While existing research examines various aspects of college students' physical health and predicts their physique, it does not capture the dynamic nature of their behavior. This study, employing a descriptive, comparative, and correlational research design with quantitative methods, assessed the exercise attitudes and overall well-being of Pingdingshan College students. The findings revealed high levels of exercise attitudes and well-being, but discrepancies in assessments require further investigation. Several aspects need improvement to optimize the program for students. The study also recognizes its own flaws and the need for comprehensive adjustments. It suggests the development of new strategies and methods to encompass all inherent variables related to student activities, ensuring a more effective approach.

Keywords

Exercise attitudes, student development, student perspective, student general well-being, physical fitness, college students.

1. Introduction

A person's normal life, studies, and work all require good health. In recent years, the state and administration have paid increasing attention to people's health, particularly the physical health of students[1]. People's health is critical to the country's and society's progress. The Ministry of Education and others deployed the eighth national student physique and health survey in 2019. The results of this survey show that students' physical and health conditions have generally improved, however, various medical issues have remained, which reflected the continuous decline in college students' physical fitness [2][3].

Students' attitude towards exercise will have a certain impact on students' physical fitness test scores, and physical fitness test scores will affect students' emotions[4][5]. This paper will study the relationship between students' attitude towards exercise and students' happiness, and put forward relevant suggestions.

2. Research Design

The researcher used purposive sampling to select students as respondents to respond to the query on college students' behavioral exercise attitude and its impact on their overall well-being. Four hundred (400) students were chosen purposively using the Qualtrics calculator

with 95% confidence level and 5% margin of error. The criteria for choosing the respondents included:

Must be currently enrolled in Pingdingshan College

May be a male or a female.

Must be doing some form of exercise or physical fitness programs.

A researcher- made questionnaire for the student respondents was used as the major instrument in gathering necessary data for this study. McLeod (2018) defines a questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. For this study the researcher prepared a three-part survey[6]. Part 1 contains the demographic profile of the respondents. Part 2 contains the respondents' assessment of the college students' behavioral exercise attitude. Part 3 contains the assessment of the impact on their overall well-being. The last two parts used the four-point Likert scale. Since the instrument was researcher-made, it underwent validation from the experts and reliability test using the Cronbach Alpha measure of internal consistency.

3. Result Analysis

3.1. Respondents' Profile

Table 1. Profile of Respondents in terms of Age

Age	Frequency	Percentage
17 years old and below	3	1.0
18 – 20 years old	206	52.0
21 – 23 years old	177	44.0
24 years old and above	14	4.0
Total	400	100.0

In terms of age, the profile of respondents showed that the majority of them were in the age range of 18-20 years old, while, a few of them belonged to 17 years old and below, and 24 years and above. Also, there were many respondents whose age range were 21-23 years old. This means that most of the respondents belong to the middle to higher age brackets.

Table 2. Profile of Respondents in terms of Level of Exercise Performance

Level of Exercise Performance	Frequency	Percentage
Light	49	12.0
Moderate	259	65.0
Intense	92	23.0
Total	400	100.0

In terms of the level of exercise performance, the majority of respondents performed a moderate level of exercise. This was followed by those who had intense and light exercises respectively. Given that those who practice moderate exercise are the predominant respondents, it may appear that their responses can affect the general outlook. However, given that their perspectives can be seen as something in the middle of the spectrum, significant differences can still be caused by major differences among those who practice light and intense exercise.

3.2. Assessment of student respondents on their behavioral exercise attitude

Table 3. Overall Assessment on Behavioural Exercise Attitude

Variable	Composite			Rank
	Mean	SD	Interpretation	
Behavioural Goal Attitude	3.46	0.68	Agree	2
Behavioural Cognition	3.48	0.64	Agree	1
Behavioural Intention	3.25	0.70	Agree	3
Overall	3.40	0.67	Agree	--

Scale: 4.00-3.51=Strongly Agree; 3.50-2.51=Agree; 2.50-1.51=Disagree; 1.50-1.00=Strongly Disagree

Overall, the assessment on the behavioural exercise attitude of the respondents yielded a composite mean score of 3.40 with a 0.67 corresponding standard deviation. This implied that the respondents typically agreed on their behavioural exercise attitude in terms of behavioural cognition, behavioural goal attitude and behavioural intention.

These results show that the respondents are generally participative, engaged and have a positive outlook towards exercise, meaning their attitudes are those that can foster development among themselves. However, such results may be observed still not on their peak levels, hence, needs further assessment and eventual improvement in the long-run to correct potential mistakes and improve existing good practices, especially in clarifying to students what they should properly aim for when engaging in exercise. They have positive attitude and have good resolve in trying to achieve the goals they set.

3.3 Difference in the assessment of student respondents on their behavioral exercise attitude when their profile is taken as test factors

Table 4. Respondents' Age

Variable	F-value	sig	Decision Ho	Interpretation
Behavioural Goal Attitude	1.574	.195	Accept	Not Significant
Behavioural Cognition	1.938	.123	Accept	Not Significant
Behavioural Intention	1.034	.378	Accept	Not Significant
Overall	1.515	.232	Accept	Not Significant

Using ANOVA or F-Test, the difference on the assessment of behavioural exercise attitude by respondents' age showed that there were no significant differences found in the behavioural goal attitude, behavioural cognition and behavioural intention of the respondents. This showed that respondents have the same behavioural exercise attitude irrespective of age grouping. The null hypothesis was accepted at a 5% level of significance.

Table 5. Respondents' Level of Exercise Performance

Variable	F-value	sig	Decision Ho	Interpretation
Behavioural Goal Attitude	4.531	.011	Reject	Significant
Behavioural Cognition	4.099	.017	Reject	Significant
Behavioural Intention	13.811	.000	Reject	Significant
Overall	7.480	.010	Reject	Significant

Using ANOVA or F-Test, the difference on the assessment of behavioural exercise attitude by respondents' level of exercise performance showed that there were significant differences found in the behavioural goal attitude, behavioural cognition and behavioural intention of the respondents. This showed that respondents have different behavioural exercise attitude across the level of their exercise performance. The null hypothesis was rejected at a 5% level of significance.

The differences all throughout the aforementioned variables show that the aims, level of ability and goal perspective among the respondents were at full display. This showcases the respondents' reason why they may be practicing a certain level of exercise performance.

3.3. Assessment of the student respondents on their overall well-being Assessment on the Respondents' Overall Well-Being

Table 6.

Variable	Composite			Rank
	Mean	SD	Interpretation	
Physical Fitness	3.39	0.63	Agree	2
Mental and Emotional Health	3.38	0.62	Agree	3
Social Development	3.41	0.60	Agree	1
Overall	3.39	0.62	Agree	--

Scale: 4.00-3.51=Strongly Agree; 3.50-2.51=Agree; 2.50-1.51=Disagree; 1.50-1.00=Strongly Disagree

Based on the ranking of the respondents' overall well-being, the social development was placed on top, followed by the physical fitness and the mental & emotional health accordingly.

The respondents evidently experienced development in terms of all the variables looked into by this study. This shows that the exercises have successfully caused impactful advancement in the skills of the students, through the specific trainings they have offered. However, it appears the said progress, although at a very good level, is not yet on the level that can be labelled as at its peak, hence, it still has further room for improvement.

3.4. Difference in the assessment of student respondents on their overall well-being

Table 7. Respondents' Age

Variable	F-value	sig	Decision Ho	Interpretation
Physical Fitness	2.354	.072	Accept	Not Significant
Mental and Emotional Health	2.095	.100	Accept	Not Significant
Social Development	2.324	.074	Accept	Not Significant
Overall	2.258	.082	Accept	Not Significant

Using ANOVA or F-Test, the difference on the assessment of the overall well-being by respondents' age showed that there were no significant differences found in the physical fitness, mental & emotional health and social development of the respondents. This showed that respondents have the same overall well-being irrespective of age grouping. The null hypothesis was accepted at a 5% level of significance.

Table 8. Respondents' Level of Exercise Performance

Variable	F-value	sig	Decision Ho	Interpretation
Physical Fitness	7.481	.001	Reject	Significant
Mental and Emotional Health	7.041	.001	Reject	Significant
Social Development	5.497	.004	Reject	Significant
Overall	6.673	.002	Reject	Significant

Using ANOVA or F-Test, the difference on the assessment of overall well-being by respondents' level of exercise performance showed that there were significant differences found in the physical fitness, mental & emotional health and social development of the respondents. This showed that respondents have different overall well-being across the level of their exercise performance. The null hypothesis was rejected at a 5% level of significance. The difference in these results show the impact of exercise towards those who engage in it. It is shown that exercise impact has pushed the respondents into certain levels of development based on their respective levels of exercise performance.

Relationship between the student respondents' behavioral exercise attitude and their overall well-being

3.5. Relationship between the Assessments of Behavioural Exercise Attitude and the Overall Well-Being

Table 9.

Behavioural Exercise Attitude	Statistical Treatment	Overall Well-Being		
		Physical Fitness	Mental and Emotional Health	Social Development
Behavioural Goal Attitude	Pearson r	.754**	.703**	.712**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant
Behavioural Cognition	Pearson r	.846**	.816**	.814**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant
Behavioural Intention	Pearson r	.847**	.845**	.814**
	sig	.000	.000	.000
	Decision Ho	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant

**Correlation is significant at the 0.01 level (2-tailed).

Using a Pearson r, the relationships between the respondents' behavioural exercise attitude and overall well-being revealed significant findings on all pairs of variables. The degree of correlation is high which implied that behavioural exercise attitude highly influenced the overall well-being of the respondents or vice-versa. The null hypothesis was rejected at a 1% level of significance.

4. Summary and Conclusions

4.1. Summary of Findings

4.1.1. Profile of Respondents

Age. Out of 400 respondents, 206 (52%) were aged 18 to 20 years old, 177 (44%) were 21 to 23 years old, 14 (4%) were 24 years old and above, and 3 (1%) were aged 17 years old and below.

Level of Exercise Performance. Out of 400 respondents, 259 (65%) practice moderate exercise performance, 92 (23%) engage in intense exercise performance and 49 (12%) participate in light exercise performance.

4.1.2. Difference on the assessment of the respondents on their behavioral exercise attitude when their profile is taken as test factors

Age. The results showed that respondents have the same behavioural exercise attitude irrespective of age grouping.

Level of Exercise Performance. The results showed that respondents have the different behavioural exercise attitude across the level of their exercise performance. There are various assessments of the respondents' behavioral goal attitude were made at various levels of exercise performance. The rest of the pairs of respondents' levels of exercise performance, on the other hand, did not yield any significant findings, and thus, the same assessments on their behavioral goal attitude. Meanwhile, there are also different assessments of the respondents' cognition across the level of their exercise performance. On the other hand, the rest of the pairs of the respondents' level of exercise performance did not yield any significant findings thus of the same assessments on their behavioural cognition. Finally, there are also different assessments of the respondents regarding their behavioural intention across the level of their exercise performance.

4.1.3. Difference on the assessment of the respondents on overall well-being when their profile is taken as test factors

Age. It is implied that the assessments of respondents were the same irrespective of age group.

Level of Exercise Performance. It is implied that respondents have different overall well-being across the level of their exercise performance. Specifically, it is shown that according to the respondents' level of exercise performance, there are also notable differences between the pairs of light versus intense and moderate versus intense. This implied that the respondents' assessments of their physical fitness at various levels of exercise performance varied. Meanwhile, on the level of their exercise performance, only the comparison of light versus moderate produced no significant results. In addition, there are also differences in how people rate their overall well-being in terms of their mental and emotional health, which produced significant results on the comparisons of respondents' levels of exercise performance between light and intense and moderate and intense. This implied that the respondents' assessments of their mental and emotional health varied depending on how well they performed during exercise. On the level of their exercise performance, only the comparison of light versus moderate produced no significant results. Lastly, there are discrepancies in the evaluation of general well-being in terms of social development, which produced significant results on the comparisons of light versus intense and moderate versus intense by respondents' level of exercise performance. This implied that the respondents' assessments of their social development and level of exercise performance varied. On the level of their exercise performance, only the comparison of light versus moderate produced no significant results.

4.1.4. Relationship between the assessed overall well-being and the student's sports behavior

Significant results were found for all possible combinations of the relationships between the respondents' attitude toward behavioral exercise and general well-being. The degree of correlation is high, suggesting that behavioral exercise attitude had a significant impact on the respondents' overall well-being or vice versa.

4.2. Conclusions

Looking into the results and analyses of this study, the following conclusions can be inferred:

4.2.1 This study's respondents were mostly male and are aged 18 to 20 years-old or 21 to 23 years old. Meanwhile, Most also possess normal BMI classification and practice moderate level of exercise performance.

4.2.2 According to the findings of this study, there is a good level of behavioural exercise attitude among the respondents in terms of behavioural goal attitude, behavioural cognition and behavioural intention. With this, their general behavioural exercise attitude also rates at the same level. This translates that students have been performing good practices in their exercise tasks, however, it has not been in its peak level, hence, it needs further development and adjustments for it to reach its full potential.

4.2.3 The respondents showed a high levels of self-assessment regarding their respective overall well-being in terms of physical fitness, mental and emotional health and social development. They were observed to be positive on their development, although their responses revealed that the current program is still not at its peak and requires further adjustments and movements to achieve it.

4.2.4 When grouped according to their general profiles, there are no significant difference in respondents' assessment of their overall well-being. However, there are glaring differences if their respective profiles are analyzed and compared separately.

4.2.5 There is a high degree of correlation between students' assessment of their behavioural exercise attitude and overall well-being, hence, it can be implied that behavioural exercise attitude highly influenced the overall well-being of the respondents or vice-versa.

5. Recommendations

The findings of this study indicated that students' behavioral exercise attitudes and overall well-being are already at a very high level, yet multiple gaps and discrepancies in assessments need to be investigated further. There are several aspects that must be enhanced and modified before it can be considered optimal for students. As a result, the author of this work suggests the following:

- 5.1 Joint exchanges among students, teachers, and administrators about the current program;
- 5.2 Establishment of clear-cut goals that students may follow within the program;
- 5.3 Promotion of innovative pedagogies and teaching styles among faculty members;
- 5.4 Appreciation of the program as a holistic training method;
- 5.5 Consistent dialogue with students about their inputs on the current programs being employed;
- 5.6 Extension of the study's scope, which would spread it to cover other relative institutions, or a comparative approach in analysis.

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