

The Impact of Campus Sports Culture on Students' Academic Performance: A Holistic Examination in University Environment

Yonghong Chen^{1,2}, Dr. Rosita Castro¹, Shuqun He², Jiewei Gong³

¹Adamson University, 900 San Marcelino st., Ermita, Manila, Philippines

²Aba Normal University, Aba, Sichuan, 623002, China

³Hunan Art Vocational College, Changsha, Hunan, 410000, China

Abstract

Campus sports culture plays a pivotal role in shaping the collegiate experience for students in universities worldwide. It includes numerous physical education courses, sports competitions, sports activities, sports representative teams, sports clubs, sports equipment, sports policies, and sports spirit. These numerous campus sports cultures cultivate or influence the growth of students, promoting a sense of belonging and excellent school culture among teachers and students. Therefore, researchers should study the material culture, spiritual culture, institutional culture, and behavioral culture of campus sports culture; the correlation coefficients between the independent variable (sports culture) and academic performance are 0.065, 0.179, 0.171, and 0.042, respectively for material, behavioral, institutional system, and spiritual culture. Moreover, the p-values are .394, .019, .171, and .583, respectively. These data suggest that only behavioral culture established a relationship with the dependent variable, academic performance of the students, p-value of .019. The three other variables, material, institutional system, and spiritual culture did not establish relationship.

Keywords

Campus sports, sports culture, campus culture.

1. Introduction

Over the years, campus sports culture has evolved significantly. Traditionally, it focused on supporting varsity teams and their pursuit of athletic excellence. However, in contemporary university settings, the definition of sports culture has expanded to encompass a more diverse range of activities, from e-sports tournaments to fitness and wellness programs. This transformation reflects the changing interests and priorities of today's students.

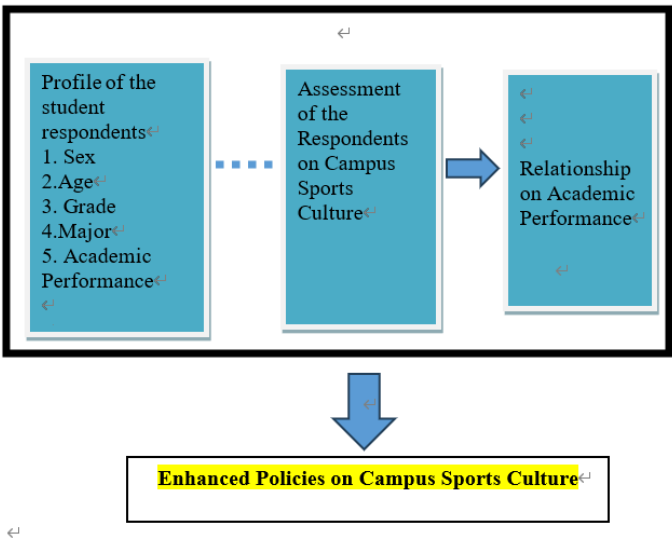
The impact of campus sports culture extends far beyond the realm of sports itself. It influences various aspects of university life, including social interactions, physical health, mental well-being, academic performance, and even alumni engagement. Understanding these multifaceted influences is crucial for universities seeking to enhance the overall student experience and achieve their educational goals. Mc Carvel, N. (2020) for insights into how sports contribute to mental and physical health, supporting the idea that campus sports culture benefits beyond just the realm of physical fitness.

From the above research conclusions, it can be concluded that it is currently known that campus sports culture in universities can have a positive impact on students, teachers, schools, and other aspects. However, from the current situation, there are also many problems in the current situation of university sports culture, and a lot of research and interpretation of campus sports culture are needed. This study aims to provide a comprehensive examination of the impact of campus sports culture in university environments. By exploring the various

dimensions of this culture and its effects on individuals and the institution, the researcher intends to shed light on its significance and offer insights for universities to optimize their sports culture programs.

2. Research Paradigm

Upon finalizing the research content, establish corresponding research paradigms. This article introduces the significant impact of campus sports culture on students' growth and academic performance. The framework development process is as follows: firstly, it is necessary to understand the current situation (phenomenon) of campus sports culture, including specific aspects; secondly, in a special campus environment, how sports culture affects students and has a corresponding impact; finally, what are the effects of these influences on the academic growth of students. Through the aforementioned research paradigm process, analyze and explore the impact of campus sports culture on students' academic performance.



3. Sampling Method (Locale, Population, Sampling Technique)

| Name of Government Educational Institutions | Total Population | Sample Size |
|---|----------------------------|-----------------------|
| 1.Sichuan Normal University | 26, 300 | 89 |
| 2.Chengdu Normal Univ | 25, 068 | 82 |
| 3.Chengdu Univ of Technology | 21, 006 | 67 |
| 4.Xihua University | 22, 137 | 73 |
| 5.Southwestern Petroleum University | 21, 384 | 72 |
| Total | Overall population 115,895 | Total Sample Size 383 |

4. Statistical Treatment

In analyzing the data to be gathered, the following statistical treatments will be used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software:

4.1. Frequency Count and Percentage

This is used by the researcher in its analysis of the profile of the respondents.

4.2. Weighted Mean

This is used in giving different weights to the individual values as indicated in the demographics of the participants as well as to the assessments of the respondents on campus sports culture

4.3. Ranking

Ranking serves as a crucial methodological approach to categorize and compare students based on their level of engagement with campus sports culture and subsequent academic performance.

4.4. Mann-Whitney U Test/ Kruskal Wallis Test

The Mann-Whitney U Test and Kruskal Wallis Test are used by the researcher to determine if there are significant differences in the member respondents as assessed by themselves when their profiles are taken as test factors.

The results are interpreted as follows:

Table 2. 4-Point Likert Scale Assessment

| Weight | Scale/Range | Description | Interpretation |
|--------|-------------|-------------|-------------------|
| 4 | 3.51-4.00 | Always | Very satisfied |
| 3 | 2.51-3.50 | Often | Satisfied |
| 2 | 1.51-2.50 | Seldom | Dissatisfied |
| 1 | 1.00-1.50 | Not at all | Very dissatisfied |

5. Research results and analysis

Based on statistical analysis conducted with SPSS version 27, we re-evaluated the reliability of the instruments used on the research site, employing Cronbach's α . To ascertain whether parametric tests were employed to achieve the research objectives, we conducted a normality test, specifically the Shapiro-Wilk test, to determine the type of test utilized. We revisited the research questions posed in this study. Consequently, we present these findings, along with their explanations and analyses.

5.1. General Perception of the Respondents on the Campus Sports Material Culture

Research shows that is the general perception of the respondents as to material culture as a measure of sports culture. It shows that the composite mean is 3.68 and interpreted as very satisfied. Likewise, it shows that indicator 1, which states that 'We have sports facilities at school (such as track and field courts, basketball courts, swimming pools, and sports venues)' is the most vouched indicator with a rank of 1. On the other hand, indicators 3 and 7, which states that 'When I see sports sculptures in school, it inspires me to participate in sports activities and My school has specialized sports broadcasting or sports video promotion, are the least vouched indicator with a rank of 9.5.'

On the other hand, the SD of the eight indicators show that they are less than 1. This means that the values in the dataset are relatively close to the mean. In other words, the data points are clustered tightly around the mean, indicating low dispersion within the dataset.

Given that respondents have shown a strong preference for schools with ample sports facilities, such as track and field courts, basketball courts, and swimming pools, educational institutions should prioritize investing in and maintaining these amenities. This not only enhances the overall sports culture within the school but also encourages greater participation in sports activities among students.

On the other hand, the lower ranking of indicators related to sports sculptures and specialized sports broadcasting suggests that these aspects may not be as impactful in shaping the sports

culture within schools. Therefore, while it's essential to provide a well-equipped physical environment for sports, schools may need to reconsider the allocation of resources towards initiatives like sports sculptures or specialized broadcasting, focusing instead on areas that resonate more strongly with the student population.

The foregoing results construe with the studies of Shihui (2018) and Janming (2022). It was concluded that campus material culture include: funding and venues, sports signs (landmark buildings), Internet plus (publicity, books, etc.. Furthermore, they are believed to be necessary in the Construction of Campus Sports Culture Index System in the New Era from the Perspective of Social Collaborative Management (Shihui, 2018) and the construction of the assessment index system for campus sports culture in universities (Janming, 2022).

5.2. General Perception of the Respondents on the Campus Sports Behavioral Culture

Research shows that is the general perception of the respondents as to behavioral culture as a measure of sports culture. It shows that the composite mean is 3.81 and interpreted as very satisfied. Likewise, it shows that indicator 10, which states that Leadership, teamwork, and perseverance are celebrated virtues in our school, is the most vouched indicator with a rank of 1. On the other hand, indicator 1, which states that I participate in sports activities more frequently, is the least vouched indicator with a rank of 10.

On the other hand, the SD of the eight indicators show that they are less than 1. This means that the values in the dataset are relatively close to the mean. In other words, the data points are clustered tightly around the mean, indicating low dispersion within the dataset.

The high ranking of Indicator 10 underscores the importance of emphasizing and celebrating virtues like leadership, teamwork, and perseverance within the sports culture of educational institutions. Schools should continue to prioritize initiatives that promote these qualities among students, as they play a pivotal role not only in sports but also in overall personal development.

However, the low ranking of Indicator 1 highlights the need for schools to address potential barriers to individual participation in sports activities. This could involve exploring ways to make sports activities more accessible, inclusive, and engaging for all students, thereby increasing overall participation rates and fostering a more active and healthy student body.

Thus, while celebrating virtues like leadership and teamwork is essential for nurturing a positive sports culture, schools must also focus on encouraging and facilitating individual participation in sports activities to ensure a well-rounded and inclusive sports environment.

5.3. General Perception of the Respondents on the Campus Sports Institutional System Culture

Research shows that is the general perception of the respondents as to institutional system culture as a measure of sports culture. It shows that the composite mean is 3.90 and interpreted as very satisfied. Likewise, it shows that indicator 10, which states that My school offers specialized academic support services tailored to the needs of student-athletes, like tutoring, is the most vouched indicator with a rank of 1. On the other hand, indicator 2, which states that Athletes abide by the relevant rules of sports venues in school, is the least vouched indicator with a rank of 10.

On the other hand, the SD of the eight indicators show that they are less than 1. This means that the values in the dataset are relatively close to the mean. In other words, the data points are clustered tightly around the mean, indicating low dispersion within the dataset.

The high ranking of Indicator 10 underscores the importance of providing academic support services tailored to the needs of student-athletes. This indicates that educational institutions should prioritize initiatives that assist student-athletes in balancing their academic and athletic

responsibilities. By offering tutoring and other support services, schools can help student-athletes succeed academically while pursuing their athletic endeavors, contributing to a positive sports culture.

However, the low ranking of Indicator 2 suggests that there may be challenges or gaps in ensuring compliance with rules at sports venues within the school. Educational institutions should focus on reinforcing the importance of adherence to rules and regulations among athletes. This may involve implementing clear guidelines, providing adequate supervision, and promoting a culture of accountability and sportsmanship among student-athletes.

Thus, while providing academic support services tailored to student-athletes' needs is crucial, educational institutions must also prioritize ensuring compliance with rules and regulations at sports venues to uphold a positive and fair sports culture within the school community.

The foregoing results construe with the findings of Ting et al. (2019), Zi Jia (2018), and Ming (2022). It was averred that the indicator system of campus sports culture in Chinese universities include: organizational leadership (work plans, work meetings, etc.), campus sports system (implementation management methods, reward systems, sports rules, etc.), and campus sports tradition (knowledge lectures, traditional sports, etc.). Zi Jia (2018) averred that the campus sports culture is a product of collaborative management while Ming (2022) averred that it is necessary in the construction of an assessment index system towards a given sports goal.

5.4. General Perception of the Respondents on the Campus Sports Spiritual Culture

Research shows that is the general perception of the respondents as to spiritual culture as a measure of sports culture. It shows that the composite mean is 3.81 and interpreted as very satisfied. Likewise, it shows that indicator 10, which states that Sports programs in my school prioritizes ethical education and moral development that instill values such as honesty, compassion, and responsibility in student-athletes, both on and off the field, is the most vouched indicator with a rank of 1. On the other hand, indicator 1, which states that My school has its own sports slogan. (For example: endless life, exercising for 1 hour every day, living a happy life for a lifetime, etc.), is the least vouched indicator with a rank of 10.

On the other hand, the SD of the eight indicators show that they are less than 1. This means that the values in the dataset are relatively close to the mean. In other words, the data points are clustered tightly around the mean, indicating low dispersion within the dataset.

The high ranking of Indicator 10 underscores the importance of prioritizing ethical education and moral development within sports programs. It highlights the role of sports in fostering character traits such as honesty, compassion, and responsibility among student-athletes, which are valuable for their personal growth both on and off the field. Educational institutions should continue to emphasize these aspects of spiritual culture within their sports programs to nurture well-rounded individuals.

However, the low ranking of Indicator 1 suggests that having a sports slogan may not be perceived as a significant component of spiritual culture within sports programs. While slogans can serve as motivational tools, educational institutions should focus more on substantive elements such as ethical education and moral development to cultivate a strong spiritual culture within their sports programs.

Thus, while slogans may have their place in sports culture, educational institutions should prioritize substantive initiatives that promote ethical education and moral development to foster a positive and enriching spiritual culture within their sports programs.

The foregoing results construe with the findings of Chao et al (2023), Shiyu (2023), and Jia (2022). It was averred that campus sports spiritual culture includes sports values (sports

concepts, exercise value orientation), sports attitudes (sports spirit, sports motivation, etc.), sports guidance mechanisms (sports slogans, sports celebrities, etc.). Shiyu (2023) averred that campus spiritual culture is necessary in the new era from the perspective of social collaborative management. On the other hand, Jia (2022) believed that spiritual culture towards sports are important in the construction of an assessment index system.

6. Conclusion and recommendations

6.1. Conclusion

Based on the findings of this study, the following are concluded:

6.1.1 Majority of respondents exhibit characteristics that align with a typical college-aged cohort, with a predominance of female students and a focus on excellence in academic performance.

6.1.2 The respondents expressed a high level of satisfaction with various aspects of sports culture, particularly noting strong scores in behavioral and institutional system cultures.

6.1.3 Demographic factors such as sex, year level, and age appear to have differing impacts on attitudes towards sports culture, suggesting the need for nuanced approaches in understanding these dynamics.

6.1.4 While the overall correlation between sports culture and academic performance is weak, behavioral culture emerges as a significant predictor, indicating its potential influence on academic outcomes.

6.1.5 Only behavioral culture demonstrates a significant relationship with academic performance, highlighting its importance in predicting academic success among respondents. Further exploration is needed to understand the roles of other sports culture constructs in academic achievement.

6.2. Recommendations

Based on the conclusions of the study, the following are recommended:

6.2.1 Develop tailored support programs that cater to the specific needs and characteristics of the identified demographic groups. For example, initiatives aimed at enhancing academic support or promoting sports participation could be tailored to the predominant demographic groups, such as female students or sophomores.

6.2.2 Utilize the strengths identified in behavioral and institutional system cultures to design and implement engagement strategies that foster positive attitudes towards sports participation. This could involve organizing events, workshops, or campaigns that promote the values and benefits associated with sports culture.

6.2.3 Implement targeted interventions to address any disparities in sports culture attitudes based on demographic factors such as sex, year level, or age. This could involve providing additional resources or support to groups that may be underrepresented or facing barriers to sports participation.

6.2.4 Develop integrated programs that combine academic and sports-related activities to capitalize on the predictive power of behavioral culture on academic performance. This could include incorporating sports-related themes or principles into academic curriculum, as well as providing opportunities for students to engage in sports activities outside of the classroom.

6.2.5 Conduct further research to explore the underlying factors contributing to the observed relationship between behavioral culture and academic performance. This could involve qualitative studies to understand the mechanisms through which sports culture influences academic outcomes, as well as quantitative analyses to assess the effectiveness of interventions aimed at promoting positive behavioral attitudes.

References

- [1] Mc Carvel, N. (2020). How sport can have a positive impact on mental and physical health. Olympics.com.
- [2] Ma Shen (2018). Construction of an indicator system for campus sports culture in universities in the new era with a focus on social harmony management. Journal of Social Sciences of Jiamusi University (03), 160-163
- [3] Huang zhen (2020). Research on the Evaluation System of Sports Culture in Yunnan Province's Universities Based on Analytic Hierarchy Process (Master's Thesis, Yunnan University)
- [4] Xu Wanlin, Wang Yunsheng, Liu Shaomin, Zhu Jing (2020). On the Influence and Role of Campus Sports Culture on Student Character. Economic Research Guide (05), 64-67
- [5] Chen Chuan (2019). On the Impact of Campus Sports Culture on the Healthy Development of Students. Sports Boutique (03), 57-58