

Developmental Assets and Academic Performance Among Physical Education Majors in Chengdu University Towards Building Blocks for Students

Xiaohong Luo

Adamson University Manila, Philippines 0900

Chengdu University Chengdu, Sichuan 610106

Abstract: Affected by the global COVID-19, universities, middle schools and primary schools have started online teaching. Traditional face-to-face instruction has shifted to online and hybrid instruction. This paper adopts the survey method to understand the students' learning effects and attitudes, and analyzes the data through spss. Explore seven factors that may contribute to the development of students' assets in physical education majors at Chengdu University.

Keywords: COVID-19; Physical education major; Developmental assets; Academic performance

Introduction

Traditionally, Chinese universities and researchers tend to focus on deficit patterns in working with students; this means they focus on students' mistakes rather than focusing on what is right. To identify the elements of a strengths-based approach to healthy development, the Search Institute developed the "Developing Assets" framework. The 40 developmental assets provide a set of benchmarks for the positive development of children and youth. These assets highlight the important role that family, college, congregation, and others play in shaping the lives of young people. The researchers thought of conducting this study to further identify the developmental assets of Chengdu University PE students as they are directly affected by recent developments in the COVID-19 pandemic, which China is still experiencing to date.

Background of the Study

Due to COVID-19, teachers have abruptly taken on the task of virtual teaching. With the dual responsibility of having to navigate two types of teaching modalities – face-to-face in-classroom and virtual online classroom (whether blended or fully online) - increased instructional support is needed. However, in speaking with local teachers, many have expressed that their newly evolved role is that of a facilitator versus an instructional leader. Most of the students in Chengdu University who are majoring in Physical Education are anxious about this situation. They have so many questions in their mind. Mostly about their preparedness being one specializing in Physical education. This is very evident with those who will be graduating this year because they were the ones directly affected by the situation where they were in the period where they were about to take the major subjects in Physical Education.

Scope and Delimitations of the Study

This study will explore seven factors that may contribute to the development of assets in students, physical education students are the ones who are directly affected during COVID-19. Students majoring in physical education at Chengdu University will be the main respondents for this study, especially those in the last two years. The study will be conducted during the second semester of the 2022-2023 academic year.

The Problem and its Setting

Research and authorities have highlighted the link between student health and learning (Skolverket, 2019a). Students have

the right to participate in activities that affect their health, In resource-poor public universities, faculty well-being is plagued by complex work demands, Teacher stress is further linked to poor working conditions with limited material and human resources.

There is a wealth of literature examining the impact of social and emotional learning (SEL) programs and health and well-being programs on student wellbeing outcomes, there is still a relative paucity of research examining the attitudes and perspectives of educators charged with delivering these programs and programs.

This article hopes to find out the developmental assets of students who grow up healthy, caring and responsible under the new normal. Although domains are described individually, they are all interrelated, supporting an understanding of the aforementioned tensions to create a culture that embraces organizational justice to enhance attention to individuals and systems.

Conceptual Framework

It looks specifically for PE student respondent profiles by age, gender, grade, etc. Assess students' healthy, caring and responsible development in the new normal in terms of support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competence and positive identity assets; different assessments will be done; academic performance will be determined over the past 2 years; this will lead to a building block of healthy development that will help students grow up healthy, caring and responsible under normal circumstances.

The interaction between these variables can be seen in the paradigm.

As shown in the figure, the researcher will first gather data on the demographic profile of the teacher respondents in terms of their sex, age, year level and student status.

PE student respondents will be surveyed on their self-assessments of support, empowerment, boundaries and expectations, positive values, social competence, and positive identity. Differences in self-assessment of student development assets will be looked for in terms of support, empowerment, boundaries and expectations, to grow up healthy in the new normal, caring and responsible, positive values, social competence and positive identity. This will be the cornerstone of healthy development, helping students to grow up healthy, caring and responsible under normal circumstances.

The following hypothesis will be tested:

HO1: There is no significant difference in the extent of the PE major student respondents regarding their self-assessed developmental assets when their profile is taken as a test factor

Research Design

Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. A survey is useful in: (1) providing the value of facts; and (2) focusing attention on the most important things to be reported.

The researcher will adopt the descriptive-comparative-correlational research design in this study.

Specifically, the type of descriptive aside from the generic descriptive design is status which is problem solving and seeks to answer questions to real facts relating to existing conditions. This is a technique of quantitative description which determines the prevailing conditions in a group of cases chosen for the study.

Descriptive comparative considers two variables (not manipulated) and establishes a formal procedure to compare and conclude that one is better than the other. After the comparative on assessment, the researcher will consider the evaluative part of the paper which it appraises carefully the worthiness of the present study.

Research Locale

The study will be conducted among students majoring in physical education at Chengdu University in Sichuan Province.

Sample and Sampling Technique

The target participants of this study are students who will be taken from Chengdu University and who are majoring in Physical Education. As of to date, there are 451 students who are majoring in PE. They will be selected by the researcher using the purposive sampling using the following criteria: The study period must be the last two years of study at Chengdu University and cannot be a transfer student, and must actively sign up during the epidemic.

Research Instrument

The instrument to be used in the study for the collection of data will be a researcher-made based on her readings of the different concepts of developmental assets by the students. The draft instrument will be subjected to the validation of at least 3 experts who are versed in behavioral aspects and in physical education. The method of gathering data is a survey questionnaire

which is a product of a thorough reading of related literature and studies. After the construction, the questionnaire has been validated by the experts and the researcher's colleagues and she asked the help of her former professors in the graduate university in the revision of the survey.

Data Gathering Procedure

Apply to the director of the Physical Education Department of Chengdu University and obtain student data collection permission-data collection-data statistical analysis.

Statistical Treatment of Data

After the gathering of data and asking permission from the different offices, the gathered data will be subjected to statistical treatment of data.

The gathered data will be subjected to statistical treatment which as follows:

Frequency counts—Analyze the data profiles of respondents from the subject universities. Weighted average—Determines the level of response of the target university respondents. T-test/Anova - comparative analysis of the assessments of respondents from the subject universities.

The following values of the computed mean will be interpreted as follows:

POINT	RANGE OF VALUES	QUALITATIVE DESCRIPTION	INTERPRETATION
1	1.00 – 1.50	Not Present	Not Developmentally Sound
2	1.51 – 2.50	Slightly Present	Somewhat Developmentally Sound
3	2.51 – 3.50	Present	Developmentally Sound
4	3.51 – 4.00	Very Much Present	Highly Developmentally Sound

Furthermore, this study will make use of the 5% level of significance in all the statistical analysis thereby providing 95% level of confidence in the rejection or acceptance of the stated hypothesis. Using the SPSS software, any value of Sig found lower than 0.05 level will be rejected.

Ethical Consideration

The following ethical guidelines will be considered when collecting raw data:

1. The entire process of demographic data will be kept confidential when responding to respondents.
2. Sensitivity checks on the questions used will be planned and checked.
3. Researchers will seek informed consent from respondents to the Graduate School-approved data collection process, which will include a full understanding of the purpose of the research in which they are being asked to participate.
4. The anonymity of the respondents will be considered throughout the data collection, writing and publishing process. Code is used in most cases.
5. To standardize data collection, only researchers will collect data according to the method.
6. Researchers will exercise data integrity by maintaining clear and complete records of the raw data to be acquired

References

- [1] Arnesdotter, A., Olander, A., & Ragneskog, H. (2008). Halsosamtalet — a challenge for the university nurse [Health dialogue: A challenge for the university nurse]. *Nursing Science & Research in the Nordic Countries*, 28 (2), 57.
- [2] Awartani, M., Whitman, C. V., & Gordon, J. (2008). Developing instruments to capture young people's perceptions of how university as a learning environment affects their well-being. *European Journal of Education*, 43 (1), 51–70.
- [3] Baxter, L. A. (Montgomery, B. M., & Duck, S.) (Eds.). (1994). *Content analysis. In studying interpersonal interaction* B.M. Guilford Press.
- [4] Bor, W., Dean, A. J., Najman, J., & Hayatbakhsh, R. (2019). Are child and adolescent mental health problems increasing in the 21st century? A systematic review. *Australian and New Zealand Journal of Psychiatry*, 48 (7), 606–616.

About the author: Xiaohong Luo (1990.11--), female, Han nationality, Sichuan native, lecturer, graduate student, research direction: physical education teaching