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The Extent of Students' Desire to Study Physical Education at Universities of Jordan

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Abstract:

This study aimed to identify the attitudes of students willing and unwilling to study physical education in universities of Jordan from their point of view. The two researchers used the descriptive curriculum in the study and statistical data processing, and the number of sample members has reached 114 students enrolled in the field of physical education. Analytical suitability for this study and the study tool consisted of 34 statements divided into four areas: social, material, professional, and self-realization. The degree was very important to the professional field. The results also showed that the attitudes of students wishing to engage in sports activities and continue working in the field of physical education specialization were positive, and that there were significant differences in attitudes due to the gender variable. In light of the results of the study, the researchers recommended the necessity of paying attention to the obtained results related to the analysis of this study and adopting them, and educating students about the importance of sports activities and their benefits on the body. Besides, the need to develop and support clubs in what is commensurate with the students and their abilities.

Keywords: attitudes, tendencies, Jordanian universities, College of Physical Education.

约旦大学学生学习体育的意愿程度

摘要:

本研究旨在从学生的角度确定愿意和不愿意在约旦大学学习体育的学生的态度。两位研究人员在研究和统计数据处理中使用了描述性课程，样本成员的数量已达到 114 名体育领域的学生。本研究和研究工具的分析适用性

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由 34 条陈述组成，分为四个领域：社会、物质、专业和自我实现。学位对专业领域非常重要。结果还表明，希望从事体育活动并继续从事体育专业领域工作的学生的态度是积极的，并且由于性别变量，态度存在显著差异。鉴于研究结果，研究人员建议有必要关注与本研究分析相关的所得结果并采用它们，并教育学生体育活动的重要性及其对身体的益处。此外，需要发展和支持与学生及其能力相称的俱乐部。

关键词：态度、倾向、约旦大学、体育学院。

1. Introduction

Physical education is one of the branches of basic education that derives its theories from the sciences, to prepare the individual physically, socially, and mentally (Alkhaldeh et al., 2021). Therefore, all countries strive with great efforts to educate individuals about the importance of sports and the positives of practicing it for both sexes, male and female (Nurafiati et al., 2021). For this reason, the subject of desire or motivation is one of the most exciting topics, but the motivation is social motives acquired from a society where it can be learned, acquired, and refined through guidance, care, training, and perseverance to raise physical fitness and capabilities and achieve positive results.

1.1. The Study Problem

The university stage is one of the important stages in the lives of young people, as it works to achieve their inclinations, preparations and needs, through which work can be done on strengthening the educational and academic fields and embodying the moral and social qualities, in addition to providing the university student with appropriate behavioral habits. The academic strategy of the faculties of physical education at the University of Jordan is based on the need to prepare the university students in a balanced manner. The academic strategy of the faculties of physical education at the University of Jordan is based on the need to prepare the university student in a balanced way to be able to face future challenges efficiently, through the theoretical and applied scientific programs prepared by the faculties in the various sports sciences that Jordanian society needs to be able to contribute to improving the skill and guide performance at different levels of education.

In light of the educational experiences in the field of teaching physical education, the researchers noticed that many of the willing and unwilling students who joined the Faculty of Physical Education at the University of Jordan do not want to study physical education and do not have any positive attitudes towards continuing with it because it does not achieve their future aspirations and that their practice of activity is only to meet the needs of the major or the study in this field, as they noted.

They also noticed that their attitudes revolve around majors other than physical education, which prompted the researchers to conduct two studies to shed light on the student's desire to study physical education and to find out their opinions and points of view and the extent to

which their attitudes correspond to study physical education.

1.2. Objectives of the Study

This study aimed to identify:

- 1) The extent to which students wish to enroll in the Faculty of Physical Education;
- 2) The confusion and suffering that student fall into when they join the faculties of physical education, upon which their academic future depends;
- 3) The numbers of students admitted to the faculties of physical education without taking tests to measure their physical abilities.

1.3. Study Questions

This study sought to answer the following questions:

- 1) To what extent are students willing to enroll in the Faculty of Physical Education with their desire?
- 2) What is the extent of the suffering experienced by students when they enroll in the faculties of physical education at the University of Jordan, upon which their academic future depends?
- 3) What are the numbers of students admitted to the faculties of physical education at the University of Jordan without taking tests to measure their sports abilities?

1.4. Study Limitations

Time range: The study was conducted from 1-10-2019 to 11-12-2021.

Spatial domain: Faculty of Physical Education, University of Jordan.

The human field: Students who are willing and unwilling to do sports at the University of Jordan, of both sexes.

1.5. Terms Used in the Study

Attitude is the psychological readiness of students who are willing or unwilling to practice sports.

Universities of Jordan are national institutions of higher education and scientific research established to serve Jordan and the Arab world and receive attention and support from the government and society to prepare thought leaders for the country. Furthermore, spread and develop knowledge and meet the needs of society.

The College of Physical Education is one of the national institutions of higher education that is responsible for preparing specialized teachers to teach physical education.

1.6. Previous Related and Similar Studies in the Arab and Foreign Environment

Ward et al. (2021) conducted a study aimed at identifying students' attitudes to studying the specialization of physical education. They used the descriptive approach, the method of survey studies, and the questionnaire for the data collection. The sample of the study consisted of 426 male and female students, with 215 male students 211 female students, and the researcher conducted statistical transactions. The results showed that the students' attitudes were neutral towards studying the specialization of physical education, where the trend was negative in the field related to the students' attitudes towards teachers of physical education. Moreover, the results showed statistically significant differences between the financial trends due to the branch variable he studied and statistically significant differences between the attitudes of willing and unwilling students, which were in favor of the willing students.

Opstoel et al.'s (2019) study identified trends of the students of the Faculty of Physical Education towards different areas of work and used descriptive and stabilizing methods of collecting the required data. The sample was received from 402 graduate students, with 200 students and 202 graduates of both sexes. The results showed that the degree of trend was negative on all areas of the study, students, graduates, and both sexes. The study aimed to identify the attitudes of students of the Faculty of Physical Education towards sports activity and directing sexual roles. The researchers used the Kenon test for attitudes towards physical activity and then analyzed the data by internal correlation of those enrolled in physical education subjects at Southern Illinois University. The results indicated that there are trends in sports activity for males and females, and males' superiority over females in tendencies towards physical activity and sports excellence. The Attitudes towards Physical Activity Scale was applied to the Quinone test. The outcomes resulted in the presence of statistically significant differences in trends.

Whigham et al.'s (2020) study aimed to identify the attitudes of the students of the Faculty of Physical Education towards the profession of teaching physical education. The sample consisted of 200 first-year students of the Faculty of Physical Education for Boys. The results showed that students have negative attitudes towards the teaching profession, and this may be due to the society's view of the profession of teaching physical education, the job role of the teacher, and the financial return provided by the profession.

Moreover, the study aimed to identify the differences in attitudes between male and female students. The sample consisted of 802 students in Granite Schools in Utah. The results showed that the attitudes of the willing students were positive towards physical sports activity,

and also showed that the attitudes of the female students were greater than the attitudes of the male students.

Silverman (2017) applied the Kenon test to measure attitudes towards physical activity on 500 outstanding students at the American University, majoring in sports activities, to identify the differences in attitudes towards physical activity according to some variables (social level and type of activity practiced). The result is that the physical activity of the outstanding students ranked first, and the trend towards physical activity as an experience ranked second. The author also compared attitudes of the students of the Faculty of Physical Education towards working in the field of physical education upon enrolling and graduating from the faculty. The results showed that the students of the Faculty of Physical Education had a positive attitude towards working in the field of physical education, and that most male and female students complained about the negative view of the Jordanian society towards working in the field of physical education.

1.7. Commenting on Previous Studies

The review of previous related and similar studies on the subject of the study aimed to identify the students' attitudes towards physical education as an activity, subject, and profession. The descriptive approach and questionnaire were used for collecting information. The results of the studies related to the attitudes of willing and talented students towards sports activity showed a positive relationship between activity and sports excellence.

2. Materials and Methods

In conducting their study, the researchers followed the descriptive approach, using the survey method because it suits the nature of this study. This method was used to identify the attitudes of willing and unwilling students of the faculties of physical education at universities of Jordan towards studying the specialization.

2.1. Study Population

The study population consisted of all willing and unwilling students enrolled in the College of Physical Education of Jordanian universities and accepted according to the list of sports excellence for four academic years (2010-2014) at the University of Jordan.

2.2. Study Sample

The study sample consisted of 114 male and female students from the original community of the study, willing and unwilling, who joined the faculties of physical education at the University of Jordan during the undergraduate years (2010-2014) with a percentage of 92%.

2.3. Study Tool

The two researchers used the questionnaire as a tool for collecting data and information. The questionnaire was built according to the following steps:

- Reviewing studies related to the subject of the study;
- Reviewing the Arab and foreign references that were written on the extent to which students desire to study physical education;

- The questionnaire was prepared in its initial form, which contained 34 statements distributed over four fields. Then the researchers presented the questionnaire to a group of experts and arbitrators, consisting of 4 arbitrators who hold a Ph.D. in the Faculty of Physical Education at the University of Jordan, in order to explore their views on the extent to which the questionnaire is appropriate for different fields and the statements related to each field.

2.4. Scientific Transactions of the Study Tool

2.4.1. Content Validity

To identify the extent of the questionnaire's validity, the researchers used the content validity method, where she presented the study tool to a panel of arbitrators that consisted of four arbitrators from Ph.D. holders in the Faculty of Physical Education and working in teaching in the field of physical education at the University of Jordan to express their opinions about the extent to which the statements are appropriate for the fields of study, selecting the appropriate statements agreed upon and deleting the inappropriate statements.

2.4.2. The Stability of the Study Tool

The Cronbach's alpha test measured the stability of the measuring tool, where the alpha value of all statements of the form reached 90%, which is an excellent percentage, indicating high consistency and honesty, being higher than the minimum accepted percentage of 60%.

The value of the occupational domain scale was 90.7%, which is an excellent percentage, being higher than the acceptable 60%.

The value of Cronbach's alpha for the social sphere was 67.1%, which is an acceptable percentage, being higher than the acceptable minimum of 60%.

2.4.3. Study Tool Application

The researcher distributed the questionnaire to 120 students on 26-11-2014 for seven days, whereby 114 completed questionnaires were retrieved. After the audit, five uncompleted questionnaires were neglected; thus, the number of questionnaires that were applied reached 109, in which the data was separated, and appropriate statistical treatments were carried out for the objectives of the study.

The average and standard deviation of the studies were calculated as follows:

- 1) Arithmetic averages and standard deviations in the questionnaire statements related to the axis;
- 2) Accounting averages and standard deviations of the reputation.

Table 1. The arithmetic averages and standard deviations of questionnaire statements, arranged descending by importance

Importance	Standard deviation	Arithmetic average	Statements for the social field
Very high	0.699619	4.440367	Working in the field of physical education allows its employees to obtain fame and social status
Very high	0.517614	4.137615	A career in physical education is one of the society's favorite professions
Very high	0.68774	4.091743	Working in the field of physical education allows employees to travel abroad
Very high	0.884802	4.06422	My family didn't show any opposition to my enrollment in the faculty of physical education.
High	0.913894	3.990826	The Jordanian society's view of a physical education teacher bothers me that it is less than the extent of a teacher of other subjects.
High	0.913894	3.87156	Working in the physical education profession offers plenty of opportunities to work overtime
High	0.930749	3.798165	The community is proud of everyone who works in the physical education profession and performs their educational mission.
High	0.681412	3.788991	I am bothered by the view of some people who think that the profession of teaching physical education is easy, and it can be done by a person.
High	1.137729	3.761468	The teaching profession in the field of physical education provides its employees with the appropriate money income.
High	0.878153	3.733945	A physical

			education teacher has a distinctive social position among other professions.
High	0.35553	3.853211	Working in the field of physical education provides employees with job stability and reassurance.
Medium	0.919084	3.486239	The community believes that working in the field of physical education achieves pleasure and entertainment.
Medium	0.627953	3.422018	Working in the field of physical education allows workers plenty of vacations.
Medium	1.157162	3.295378	My desire to work in physical education due to the feeling that Jordanian society needs it.
Medium	0.7319	3.036697	Community lack of appreciation for the efforts of the physical education teacher makes me stay away from this profession.
Medium	1.569708	2.669725	Physical education profession allows its employees for direct employment.
High	0.841045	3.715023	Arithmetic average of the axis.

Table 1 indicates a high degree of importance in the social field. The arithmetic mean of the axis reached 3.71502, which indicates a significant impact of the social position to a high degree for teachers.

The statement “The profession of teaching physical education allows its graduates to be directly appointed” was of a low degree of importance and obtained an average arithmetic of 2.669725, which indicates that it was not approved.

The statement “Working in the field of physical education allows employees to travel abroad” was at the highest importance of the rest of the field, as its arithmetic average was higher than 4, which indicates that the study sample considered the importance of these statements very high.

Table 2. Arithmetic averages and standard deviations of the questionnaire statements related to the second axis of the professional field arranged descending according to importance

Importance	Standard deviation	Arithmetic average	Statements for the professional field
Very high	0.69961	4.44036	Employees working in the field of physical education can represent the country in the international forums.
Very high	0.735489	4.412844	Working in the field of physical education help employees to join sports federations and clubs.
Very high	0.830116	4.412844	I have a strong feeling that I will love my work as a physical education teacher.
Very high	0.878346	4.366972	I am proud to be a physical education teacher.
Very high	0.839984	4.366972	Working as a physical education teacher is very hard.
Very high	1.158373	4.027523	Working in physical education profession is just as important as any other profession.
High	0.828887	3.87156	I advise my friends not to work in the field of physical education.
Medium	0.949006	3.2229358	I am not embarrassed that others will work as teachers of physical education
Medium	0.67135	3.110092	It never occurred to me to work in the field of physical education
Very high	0.843465	4	Arithmetic average of the axis.

Table 2 indicates a high degree of importance of the professional field; the mean of the axis has reached 4. This indicates that there is a very high professional commitment for teachers, but the statements “It never occurred to me to work in the field of physical education” and “I am not embarrassed that others will work as teachers of physical education” were of medium importance, as they reached their mean (3_3.5). This indicates that they are not approved on average. The statement “I advise my friends not to work in the field of physical education” was of an average degree of importance and obtained an average arithmetic (3.87156), which indicates its approval by the sample on an average degree of importance.

The first question is how many students want to enroll in the College of Physical Education?

Ho: There is no relationship between the social and professional fields of those who are interested and unwilling to practice sports activities in the field of physical education at the university.

Ha: There is a relationship between the social and professional fields of the Jordanian University students majoring in sports who are willing and unwilling to practice sports.

For the hypothesis test, the regression test was used for the average sample opinions to the extent of a statistical significance relationship between the social and professional fields of students wishing and unwilling to practice sports activities at the level of statistical significance. Table 3 shows the test results.

Table 3. Regression test

The result of nihilistic hypothesis	F	R	R2	The level of indication
Refuse	82.408	0.66	0.435	0.000

The test value F was equal to 82.408 at the level of statistical significance of 0,000, which is less than the specified value of 0.05; therefore, we satisfy the hypothesis of nihilism (Ho) and accept the alternative hypothesis (Ha). Consequently, there is a statistical significance relationship between the social and professional fields of students who are willing and unwilling to engage in sports activities in the field of physical education at the University of Jordan.

The second question: How much suffering do students fall when they enroll in colleges of physical education at the Jordanian University on which their academic future depends?

Ho: There is no relationship between participation in the social and professional fields of some students who are willing and unwilling to practice sports activities at the University of Jordan.

Ha: There is a relationship between participation in the social and professional fields of some students who are willing and unwilling to engage in sports activities at the University of Jordan.

For the hypothesis test, the regression test was used for the average sample opinions to the extent of a statistical significance relationship between the social and professional fields of students wishing and unwilling to practice sports activities at the level of statistical significance. Table 4 shows the test results.

Table 4. Regression test

The result of nihilistic hypothesis	F	R	R2	The level of indication
Refuse	308.308	0.862	0.742	0.000

The test value F was equal to 308.308 at the level of statistical significance of 0,000, which is less than the

specified value of 0.05; therefore, we satisfy the hypothesis of nihilism (Ho) and accept the alternative hypothesis (Ha). This is reinforced by the increase in the R2 explanatory value that reached 0.742. Consequently, there is a common relationship between the social and professional fields among students who are willing and unwilling to practice sports activities at the University of Jordan.

The third question: What are the numbers of students admitted to the colleges of physical education at the University of Jordan without taking a test of their physical ability?

Ho: There is no relationship between sharing information and the professional field of students wishing and unwilling to practice sports activities at the University of Jordan.

Ha: There is a relationship between sharing information and the professional field among students who are willing and unwilling to practice sports activities in the field of physical education at the University of Jordan.

The regression test was used for the average sample opinions to the extent of the relationship between sharing information and the professional field of students wishing and unwilling to practice sports activities at the University of Jordan at the level of statistical significance. Table 5 shows the results of the test.

Table 5. Regression test

The result of nihilistic hypothesis	F	R	R2	The level of indication
Refuse	76.480	0.646	0.417	0.000

The test value F was equal to 76,480 at a statistical significance level of 0,000, which is less than the specified value of 0.05; therefore, we reject the nihilistic hypothesis (Ho) and accept the alternative hypothesis (Ha). This is reinforced by the increase in the R2 explanatory value that reached 0.646. Consequently, there is a relationship between sharing information and the professional field among students who are willing and unwilling to practice sports activities in the field of physical education at the University of Jordan.

3. Conclusions

In light of the results of the study and its discussion, the researchers reached the following conclusions:

- A disparity in the viewpoints of students in the field of physical education at the University of Jordan, who wish and do not wish to become physical education teachers, in most fields, in favor of students who wish to;
- The absence of a difference in the social and professional fields of many students;
- A disparity in the views of the students in the field of physical education at the Jordanian University of

a future profession in the field of physical education.

4. Recommendations

1. Attention should be paid to the results obtained associated with analyzing and adopting this study;
2. Students should be educated about the importance of sports activities and the extent of their benefits to the body;
3. Clubs should be developed and supported with what suits students and their capabilities.

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