

Attitude and Level of Motivation in Rhythmic Activities of College Students in Selected Capiz State University Campuses

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Abstract- This descriptive-correlation study aimed at determining the attitude and level of motivation in rhythmic activities of the one-hundred seventeen randomly selected college students in selected campuses of Capiz State University (CapSU) when the students are classified according to sex and parental involvement. It further aimed at determining the significant differences of attitude and level of motivation in rhythmic activities when the students are classified according to sex and parental involvement and to determine the relationship between attitude and level of motivation in rhythmic activities. A researcher-designed questionnaire was used. Statistical tools used were means, standard deviation, t-test for independent sample and Pearson r . All inferential statistics were set at .05 alpha level. Generally, students seem to have similar attitude and level of motivation in rhythmic activities. There was no significant differences in the students' attitude in rhythmic activities when respondents were classified according to sex and parental involvement. The students' level of motivation in rhythmic activities did not differ significantly when they were classified according to sex and parental involvement. College students' attitude and the level of motivation in rhythmic activities are positively and significantly correlated.

Index Terms- Rhythmic activities attitude, level of motivation, college students

I. INTRODUCTION

It is doubtful that any teacher would question the value of rhythmic movement in a physical education program. The benefits of being able to move rhythmically and to keep a beat are numerous. First, children with rhythm have an increased kinesthetic awareness of their body in motion and stillness. As most physical activities have an inherent rhythm (e.g., tennis, swimming, running, or basketball), participation in lessons that focus on rhythm help sharpen kinesthetic awareness of the body in space as well as the length of time required to perform the individual components of a movement or skill (Hastie, Peter A.; Martin, Ellen H.; Gibson, Gary S, 2005). Rhythm is a regular beat of successive movements or sounds. It is an integral part of physical education and much of it makes use of music (Adebayo, I.A., and Junaid, H.G., 2015). Nwegbu (1985), ascertained that fundamental rhythm, which are considered under rhythmic activities are the same as those for movement exploration and body mechanics. They are locomotor movements of walking, running, hopping, leaping, skipping, galloping and sliding. The

non-locomotor movements include bending, turning, twisting, swinging, swaying, falling, pushing, pulling, lifting, throwing and catching. Other types of rhythmic activities are marching, singing games, folk dance, social dance and creative rhythm.

Indeed, rhythmic activities among college students should also be studied because continuous bodily exercise to maintain healthy lifestyle is not only applicable to children but also to all ages.

II. RESEARCH ELABORATIONS

This study was conducted at Capiz State University specifically at the campuses of Buriás, Poblacion, Dumarao, Tapaz, Sigma and Sapián. Respondents of the study were the one-hundred seventeen proportionately and randomly selected duly enrolled college students. Research instrument used was researcher-made questionnaire consisting of Part A (Personal data), Part B (twenty-item questionnaire about towards participation of students in rhythmic activities) and Part C (twenty-item questionnaire about motivation of students in rhythmic activities participation). Every item in the questionnaire was validated by three experts in the field of physical education, dance and guidance. It was pilot-tested to sixty college students enrolled in Physical Education. Using the Alpha Cronbach statistical method, it obtained a reliability of .9199. It was then personally administered by the researcher to respondents of every campus. Statistical tool used for the analysis of the study were mean to determine the respondents' attitude and level of motivation in rhythmic activities, standard deviation to determine the homogeneity and heterogeneity of the students in terms of attitude and level of motivation in rhythmic activities, t-test for independent samples to determine the significant differences in the respondents' attitude and level of motivation when the respondents are classified according to sex and parental involvement and Pearson r to relationships among the variables such as attitude and level of motivation in rhythmic activities.

III. RESULTS OR FINDINGS

The students' attitude toward rhythmic activities as an entire group ($M= 2.22$, $SD = .21$) and classified as to sex ($M= 2.26$, $SD = .22$ for male and $M= 2.19$, $SD= .19$ for female) was somewhat positive. When the students were classified as to parental involvement, those respondents whose parents were involved ($M=2.18$, $SD = .24$) and those students whose parents

were not involved ($M = 2.24$, $SD = .19$) also showed somewhat positive attitude towards rhythmic activities.

The students as an entire group manifested *average* level of motivation ($M = 2.03$, $SD = .22$). An average level of motivation was also shown by the male ($M = 2.02$, $SD = .22$) and female respondents ($M = 2.04$, $SD = .22$). Students whose parents were involved and those parents were not involved in their rhythmic activities participation showed an average level of motivation ($M = 2.00$, $SD = .24$ and $M = 2.04$, $SD = .21$ respectively).

There is no significant differences in the attitude towards rhythmic activities of the students when classified according to sex ($t(11) = 1.607$ $p > .05$) and according to parental involvement ($t(115) = 1.317$ $p > .05$). Likewise, there is no significant differences in the level of motivation towards rhythmic activities of the students when classified according to sex ($t(11) = -.413$ $p > .05$) and according to parental involvement ($t(115) = -1.102$ $p > .05$).

Attitude and level of motivation in rhythmic activities are positively and significantly correlated ($r = .259$ $p < .05$ and $r = .259$ $p < .05$ respectively).

IV. CONCLUSIONS

1. Generally, students seem to have similar attitude and level of motivation in rhythmic activities.
2. There was no significant differences in the students' attitude in rhythmic activities when respondents were classified according to sex and parental involvement.

3. The students' level of motivation in rhythmic activities did not differ significantly when they were classified according to sex and parental involvement.
4. College students' attitude and the level of motivation in rhythmic activities are positively and significantly correlated.

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