

Urban School-Age Children's Leisure Sports Values

XU Fengying^{[a],*}; LI Daxin^[b]

^[a]Qufu Normal University, Qufu, China.

Research area: Sports behavior science.

^[b]Associate professor. Qufu Normal University, Qufu, China.

*Corresponding author.

Supported by Shandong Provincial Social Science Planning Project (No.11CTYJ08).

Received 16 October 2013; accepted 8 January 2014

Abstract

Twenty-first century witnesses China's social transformation and economic transition. Meanwhile, the naughty nature of children is replaced by various schoolworks. Children's education needs an urgent rethink and reform. Based on the research of the urban school-age children's leisure sports values and the situation after the implementation of the leisure sports education, this article explores the regularity, reveals the existing problems, and takes effective measures to guide and cultivate urban school-age children's leisure sports values. The correct values can strengthen children's independent consciousness, competition ability, self-confidence and lifetime sports consciousness, and help them grow healthily. This article tries to provide some references for urban school physical education reform and relevant decision making departments in China.

Key words: Urban school-age children; Leisure sports; Education; Values

XU Fengying, LI Daxin (2014). Urban School-Age Children's Leisure Sports Values. *Higher Education of Social Science*, 6(1), 63-66. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/j.hess.1927024020140601.4009>
DOI: <http://dx.doi.org/10.3968/j.hess.1927024020140601.4009>

1. PUTTING FORWARD THE PROBLEM

In the 21st century, China is in the process of social transformation and economic transition. The social

thoughts of pursuing success, fame and wealth deprive children's leisure time. Their creation and innovation opportunity is repressed. They should have the coordinated development, but they are in the imbalance education of body and mind. We need the development of children's intelligence education, but it is also necessary to implement the leisure sports education at the same time. The values refer to people's principles, beliefs and standards used to evaluate the meaning and importance of objective things which are related with themselves. Values are the core of an ideology, and have certain guidance and adjustment functions for an individual thought and behavior. Values directly affect an individual's judgment to various ideas, surroundings and behavior, and make the individual discover the meaning of things related with him, determine his goals, and let him go toward valuable direction or goal which is recognized by him. Leisure sports values refer to people's principles, beliefs and standards which are used to evaluate the meaning and importance of sports in their leisure time. According to long-term leisure sports activities experience and leisure sports repeatability emotional experience, people have been evaluating leisure sports values, value relations between subjects and objects, and value creation activities in certain sports. People gradually form a relatively stable psychological, mental, or behavior orientation. These values are a collection of multi-level concepts which are influenced by the social existence, social culture and social values, embody a unification of people's understanding and the related objects, the understanding and practice ability, the behavior orientation and value targets and so on, contain people's understanding of leisure sports value attributes, people's leisure sports value orientation, and people's consciously or unconsciously consciousness and requirements for developing and perfecting themselves. As a social psychological phenomenon, these values not only affect individual behavior, also affect groups' behavior, and to a great extent, decide the social or

individual basic attitude toward leisure sports, influence or control people's minds, attitude and action.

At present, the urban school-age children's leisure sports values which have many problems are not satisfied and education workers have not due attention to these values. The literature of urban school-age children's leisure sports values is also few. So it is necessary to study and explore urban school-age children's leisure sports values.

2. RESEARCH OBJECT AND METHODS

2.1 Research Object

Select school-age children from urban primary schools. Cluster sampling is used respectively: select 2 classes from grade 2, grade 4 and grade 6, a total of 6 classes, including 600 pupils, 316 schoolboys and 284 schoolgirls.

2.2 Research Tools

According to the thesis's research purpose and content, following the basic principles of questionnaire design and requirements, and consulting a large number of domestic and foreign literature, we have developed the Leisure Sports Values Scale Form. The questionnaire was assessed by the relevant experts, and there was a preliminary test to the respondents after experts agreed. Later, the content that was not in conformity with the provisions was deleted. The form has been supplemented and modified to meet the requirements. 12 experts have done a validity assessment for the overall design, content design, indicator of the form and the result is good. The assessment method is five level rating method of social test, and there are five level qualitative assessment for the overall design, content design, and indicator of the questionnaire: "very appropriate (A1), appropriate (A2), general (A3), not very appropriate (A4), inappropriate (A5)" (see Table 1).

2.2.1 Scale Form of Leisure Sports Values

The formation of the scale form: on the basis of the analysis of the existent research achievements, we have carried on the test on the values of leisure sports, collected a large amount of related information, and had individual interviews with some urban school-age children and primary school teachers; on the basis of the combination of expert opinions, we have preliminary formed the leisure sports values of the urban school-age children with five dimensions, namely the entertainment value (F1), fitness and bodybuilding value (F2), education value (F3), personality value (F4), and social value (F5). There are a total of 14 designed problems, using the five level rating method (A. very important; E. very unimportant, respective 5 points, 4 points, 3 points, 2 points, 1 point).

The scale form's reliability: a repeating test method is used to assess the reliability of the questionnaire.

Fifteen days after the first test, retest the same group of 150 urban school-age children, using SPSS13.0 statistical software to find the correlation coefficient of two test scores. Cronbach's values are 0.735-0.861, split-half reliability coefficients are 0.698-0.89, and retest reliability coefficients are 0.743-0.862 and $P < 0.01$. These data suggests that the scale form has high reliability.

2.2.2 Giving out and Taking Back the Scale Forms

Before the implementation of the leisure sports education, we give out Leisure Sports Values Scale Forms and the leisure sports attitude and behavior investigation forms, 600 respectively. We take back 591 Leisure Sports Values Scale Forms and 587 are valid. The validity has reached 97.83%. We take back 593 leisure sports attitude and behavior investigation forms and 589 are valid questionnaires. The validity has reached 98.17%. After the implementation of the leisure sports education, we give out Leisure Sports Values Scale Forms, and the leisure sports attitude and behavior investigation forms, respective 600 questionnaires. We take back 585 Leisure Sports Values Scale Forms and 580 are valid questionnaires. The validity has reached 96.67%. We take back 589 leisure sports attitude and behavior investigation forms and 583 are valid questionnaires. The validity has reached 97.17%.

2.2.3 The Method of Implementation

In the school sector: teaching relevant knowledge, A) through the sports lessons, teaching knowledge of "leisure sports"; B) hold a electronic tabloid campaign with the theme of "leisure sports"; Practice content including kicking shuttlecock, roller skating, yoga, and swimming.

In household sector: A) organize local households to have a lecture on "leisure sports"; B) advocate for parent-child activities: yoga, roller skating, swimming, table tennis, badminton. Yoga: through watching the teaching yoga films at school websites, parents and children together have yoga practice at home. Roller skating: using the days off, in places such as community or school, parents and children together have the activities (at school open spaces). Families make their own arrangements for other projects.

In the community sector: A) help the community to promote the concept of "leisure sports", and organize a related topic exhibition; B) aperiodically invite residents of the community who have certain game levels to participate in the activities of pupils and give related performances and the instructions at school in the morning; C) organize pupils to participate in the related fitness and bodybuilding activities of community residents in the community.

Implement time: 2008.3-2008. 7

3. RESULTS AND ANALYSIS

3.1 Comparison of Urban School-Age Children's Basic Situation of Leisure Sports Values

Before and after implementation of leisure sports education, we have done T tests and the results show that urban school-age children's leisure sports values have significant differences ($T_{F1} = -3.92$, $P < 0.01$; $T_{F2} = -2.64$, $P < 0.01$; $T_{F3} = -8.54$, $P < 0.001$; $T_{F4} = -12.73$, $P < 0.001$; $T_{F5} = -10.43$, $P < 0.001$). After the implementation of the leisure sports education, the mean value of every dimension of urban school-age children's leisure sports values is higher than before ($M_{F1\text{before}} < M_{F1\text{after}}$; $M_{F2\text{before}} < M_{F2\text{after}}$; $M_{F3\text{before}} < M_{F3\text{after}}$; $M_{F4\text{before}} < M_{F4\text{after}}$; $M_{F5\text{before}} < M_{F5\text{after}}$) (see Table 1). The study indicates that the leisure sports education has a very good effect, and children's leisure sports values show more obvious change.

Table 1
Basic Condition of Urban School-Age Children's Leisure Sports Values

	Before	After	T	Rank
	Mean	Mean		
F1	3.60	4.42	-3.92**	2
F2	4.13	4.72	-2.64**	1
F3	2.89	4.11	-8.54***	4
F4	3.21	4.37	-12.73***	3
F5	2.66	4.04	-10.43***	5

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

After the implementation of the leisure sports education, urban school-age children's levels of acceptance on the various dimensions of leisure sports values in turn are: fitness and bodybuilding value (F2), entertainment value (F1), personality (F4), education value (F3), social value (F5). Leisure sports' fitness and bodybuilding value has the highest scores, high stability and consistency with a dominant position in leisure sports values system becoming the core of leisure sports value system. It shows that a health body, fitness and bodybuilding are the most basic function of leisure sports, which have been accepted and approved by the modern urban school-age children. Entertainment value (F1), personality value (F4), education value (F3), social value (F5) also have been frequent choices. It fully shows that the implementation of the leisure sports education has a good effect. In the process of implementation of the leisure sports education, urban school-age children begin to pay close attention to their physical and mental health and social adaptation ability.

3.2 Comparative Analysis of the Value Distinction of Urban School-Age Children of Different Grades

In general, the formation and development of values depend on the individual level of thinking development and development level of self-awareness. School-age children of different ages have different thinking and self

awareness levels. Before implementation of the leisure sports education, younger and elder primary school pupil's leisure sports values had significant differences in F1, F2 and F3 ($F_{F1, 2-4-6, \text{before}} = 36.45$, $P < 0.001$; $F_{F2, 2-4-6, \text{before}} = 26.55$, $P < 0.001$; $F_{F3, 2-4-6, \text{before}} = 26.12$, $P < 0.001$; $F_{F4, 2-4-6, \text{before}} = 16.64$, $P < 0.01$; $F_{F5, 2-4-6, \text{before}} = 11.69$, $P < 0.01$) (see Table 2). After the implementation of the leisure sports education, younger and elder primary school pupil's leisure sports values have no significant differences ($F_{F1, 2-4-6, \text{after}} = 0.03$, $P > 0.05$; $F_{F2, 2-4-6, \text{after}} = 0.02$, $P > 0.05$; $F_{F3, 2-4-6, \text{after}} = 0.01$, $P > 0.05$; $F_{F4, 2-4-6, \text{after}} = 0.03$, $P > 0.05$; $F_{F5, 2-4-6, \text{after}} = 0.01$, $P > 0.05$). After the implementation of the leisure sports education in different grade pupils, the mean value of every dimension of urban school-age children's leisure sports values is higher than before ($M_{F1, 2-4-6, \text{before}} < M_{F1, 2-4-6, \text{after}}$; $M_{F2, 2-4-6, \text{before}} < M_{F2, 2-4-6, \text{after}}$; $M_{F3, 2-4-6, \text{before}} < M_{F3, 2-4-6, \text{after}}$; $M_{F4, 2-4-6, \text{before}} < M_{F4, 2-4-6, \text{after}}$; $M_{F5, 2-4-6, \text{before}} < M_{F5, 2-4-6, \text{after}}$) (see Table 2).

These findings suggest: before the implementation of the leisure sports education, younger primary school pupil's levels of acceptance on entertainment value were higher than elder ones', but elder primary school pupils had the advantage in the fitness and bodybuilding value, personality value, education value and social value dimensions. After carrying out the leisure sports education, their levels of thinking and self awareness have more obvious change, and their levels of acceptance on every dimension of leisure sports values have been promoted.

Table 2
Leisure Sports Values of Different Grades

	Before (Mean)			F	After (Mean)			F
	2	4	6		2	4	6	
F1	4.37	3.45	3.21	36.45***	4.53	4.51	4.52	0.03
F2	3.10	3.28	4.36	26.55***	4.82	4.83	4.83	0.02
F3	2.10	2.37	3.44	26.12***	4.05	4.03	4.02	0.01
F4	2.41	2.89	3.33	16.64**	4.27	4.25	4.23	0.03
F5	1.91	2.41	2.81	11.69**	4.11	4.11	4.09	0.01

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

3.3 Comparative Analysis of the Value Distinction of Urban School-Age Children of Different Genders

Before implementation of leisure sports education, we had completed T tests for male and female pupils' values in urban elementary schools. Male and female pupils had significant differences on entertainment value, fitness and bodybuilding value ($T_{F1, \text{male, female, before}} = 2.41$, $P < 0.05$; $T_{F2, \text{male, female, before}} = 4.33$, $P < 0.01$). There were no significant differences on other dimensions ($T_{F3, \text{male, female, before}} = 1.63$, $P > 0.05$; $T_{F4, \text{male, female, before}} = 1.64$, $P > 0.05$; $T_{F5, \text{male, female, before}} = 1.39$, $P > 0.05$). After implementation of leisure sports education, There are no significant differences on entertainment value, fitness and bodybuilding value, education value, personality value and social value ($T_{F1, \text{male, female, after}} = 0.19$, $P > 0.05$; $T_{F2, \text{male, female, after}} = 0.21$, $P > 0.05$; $T_{F3, \text{male, female, after}} = 0.63$, $P > 0.05$; $T_{F4, \text{male, female, after}} =$

0.29, $P > 0.05$; $T_{F5, \text{male, female, after}} = 0.22$, $P > 0.05$). Looking at the mean scores, after the implementation of the leisure sports education, the mean value of every dimension of urban school-age children's leisure sports values is higher than before (see Table 3). This shows that the leisure sports education has a positive effect on school-age children of different genders.

At the same time, studying the statistical results, we can find that before and after the implementation of the leisure sports education, the schoolgirls' mean scores of each dimension are all below schoolboys'. The schoolboys are generally lively and active, and like competitive, strong physical leisure sports. The schoolgirls are generally solemn and quiet, and like relaxed, happy and aesthetic leisure sports. Leisure sports experience leads to the urban school-age children having different leisure sports values.

Table 3
Leisure Sports Values of Different Genders

Dimension	Before (Mean)		T	After (Mean)		T
	Male	Female		Male	Female	
F1	4.32	3.78	2.41*	4.42	4.33	-0.19
F2	3.04	2.54	4.33**	4.71	4.65	0.21
F3	2.35	2.11	1.63	4.24	4.11	0.63
F4	2.27	2.01	1.64	4.18	4.12	0.29
F5	1.85	1.57	1.39	4.05	4.01	0.22

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

CONCLUSIONS AND SUGGESTIONS

i. The urban school-age children's leisure sports values can be divided into five dimensions, and they are rated by the pupils from high to low: fitness and bodybuilding value, entertainment value, personality value, education value, and social value. Leisure sports values form a multidimensional value system with the fitness and bodybuilding value as the primary, and entertainment value, personality value and so on are secondary.

ii. Before the implementation of the leisure sports education, the different grade or gender children's leisure sports values were different as the children had different cognitive ability, the leisure sports knowledge, skills, and leisure sports emotional experience. After the implementation of the leisure sports education, different grade or gender children's leisure sports values have no differences.

iii. Younger primary school pupils pay attention to the entertainment value of leisure sports, and elder primary school pupils care for fitness and bodybuilding, psychological adjustment, increasing communication and other social value attributes.

iv. The schoolboys like fitness and bodybuilding, personality, communication values and the schoolgirls care for entertainment, psychological adjustment and aesthetic values because of the differences of their

conditions such as the physical, psychological, etc. There are no significant differences on other aspects of leisure sports values.

v. Through the implementation of the family-school-community education model in leisure sports education, it can strengthen urban school-age children's leisure sports values and change their attitude toward leisure sports, so that they have good leisure sports behavior, get good psychological experience in participating in the sports and form the lifelong exercise habits to provide the guarantee for their quality of life in the future.

REFERENCES

- Chen, Q., & Yang, W. X. (2006). Study of modern sports values in China. *China Sport Science*, 26(8), 3-9. (In Chinese).
- Chen, Q., et al. (2006). Study of modern sports value in China. *China Sport Science*, 26(5), 3-7. (In Chinese).
- Field, J. (2000). *Life learning: Education across indicates the lifespan* (pp.75-76). Reading: ILAM.
- Gong, M. (1997). *Introduction to organizational behavior*. Wuhan: Wuhan University Press. (In Chinese).
- Li, H., Yang, C. J., & Wang, X. (2004). The basic theory research of contemporary sports values. *Journal of Wuhan Institute of Physical Education*, 38(6), 30-32. (In Chinese).
- Liu, H. C. (2008). *Life and leisure education* (p.129). Beijing: People's Publishing House. (In Chinese).
- Liu, L. (2000). Discussion on several dimensions in realization of sport values. *Journal of Beijing Sport University*, 23(4), 439-441. (In Chinese).
- Lou, Y. Z. (1998). *Views on sports culture*. Beijing: Beijing Sport University Press. (In Chinese).
- Lu, F. (2005). *Leisure sports studies* (pp.100-106). Beijing: People's Publishing House. (In Chinese).
- Lu, F. (2006). Theory of the core values of sports. *Journal of Chengdu Physical Education Institute*, 32(5), 27-29 (In Chinese).
- Mortier, F. (1995). Separate values education and moral development in Flemish secondary schools. *Journal of Moral Education*. (In Chinese).
- Parry, J. (1999). *Value judgments, sport and leisure* (p.241). State college, PA: Venture Publishing.
- Peng, B. (2002). Pay attention to teenagers' life world and guide the independent construction of values. *Educational Science Research*. (In Chinese).
- Peng, R. L. (2001). *General psychology* (p.326). Beijing: Beijing Normal University Press. (In Chinese).
- Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of the human values. *The Journal of Social Issues*, 50, 19-45. (In Chinese).
- Tang, X. T., et al. (2002). Comparison of China and American sports values. *Zhejiang Sport Science*, (2). (In Chinese).
- Wang, B. (2004). The analysis of social factors influencing leisure sports culture value orientation. *Journal of Guangzhou Physical Education Institute*, (5), 24-15. (In Chinese).