



Students' involvement in physical activity: socio-psychological aspect

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Abstract

Objective of the study was to justification of the relevance of the concept of «resource of engagement» in the context of students' physical activity and the comprehensive feature of «resource of engagement in physical activity».

Methods and structure of the study. The research sample included 651 full-time students participating in university sports teams, with 353 from Amur State University, 145 from Kurgan State University, and 153 from M.E. Evseviev Mordovian State Pedagogical University. The sample consisted of 36,9% males and 63,1% females. The study was conducted in the spring of 2024. To analyze the interrelationships between the individual components of the «engagement resource», factor analysis was employed. The method of factor allocation was the method of the main components, and the rotation method was varimax with Kaiser normalization.

Results and conclusions. The article explores the concept of physical activity and its significance in human life. It highlights the significance of studying the participation of young students in physical activities. The article takes a multidisciplinary approach to examining various aspects of engagement. It is noted that the concept of «participation in physical activity» is still evolving. The article argues that the psychological aspect of this concept can be understood through the lens of the «resource of participation in physical activity». The article empirically identifies the psychological dimensions of this resource, which shape the unique characteristics and circumstances of its implementation.

Keywords: *physical activity; involvement; involvement structure; resource of involvement in physical activity; psychological dimensions of the resource of involvement; student youth.*

Introduction. Involvement of student youth in various types of physical activity at the university is one of the current areas of modern research.

Indicators of involvement of student youth in regular physical exercise are a subject of social and economic significance, are controlled at the state level and indicate the level of quality of life of the population. The studies note the priority focus on ensuring the growth of these indicators, since, despite the measures taken by the state, the involvement of the population in sports in the Russian Federation is not yet as high as in some countries.

Psychological, sociological, pedagogical interpretations of the involvement of student youth in various types of activity consider it from the position of integration into an activity or an organization, increasing

the efficiency of activity, supra-situational (excessive) activity, efforts that a person makes to achieve a result, etc. In a state of involvement, a person more productively realizes personal potential (which is characterized by a high «degree of physical, mental and emotional activity»), strives to realize personally significant goals, «consciously handles environmental stimuli» and actively interacts with the environment, which is important when performing goal-oriented motor activity.

Since we have previously provided a detailed analysis of approaches to understanding the phenomenon of involvement as such, we will focus on those aspects of it that are most informative in the context of involvement in physical activity. In our opinion, these should include data on the structure of involvement and the



factors influencing it. Its final structure included three components: instrumental, cognitive and semantic [2, 3].

The proposed five-factor model, which includes objective and subjective components of involvement [1], is also productive for analyzing involvement in physical activity. In this vein, the objective component of student youth involvement in physical activity can be represented by the behavioral component, that is, motor activity itself. Subjective – consists of cognitive, emotional, motivational and value components.

Objective of the study was to justification of the relevance of the concept of «resource of engage-

ment» in the context of students' physical activity and the comprehensive feature of «resource of engagement in physical activity».

Methods and structure of the study. To diagnose the “resource of involvement in physical activity”, a set of methods was used, including two blocks: 1) to assess the instrumental component: «Style of self-regulation of behavior»; «Tomsk rigidity questionnaire»; «Level of subjective control»; «Psychological readiness for innovative activity»; «Motivation for success and fear of failure»; «New questionnaire of tolerance to uncertainty»; 2) to assess the semantic component: «Methodology for diagnosing personal

Psychological dimensions of the «resource of involvement in physical activity» of university students

Name of the factor	Factor fullness	Factor weight, in %
Factor 1. Disorganization of activities	Value-semantic time disorganizers (0,813) Organizational time disorganizers (0,812) Motivational time disorganizers (0,835) Emotional apathy (0,778) Emotional tension (0,704) Experience in activity «Emptiness» (0,473) Achievement motivation (-0,560) Planning (-0,469) Modeling (-0,388) Programming (-0,368) Results evaluation (-0,424)	13,13
Factor 2. Readiness for change	Initiative (0,589) Preference for activities requiring innovation (0,612) Readiness for change (0,684) Actual rigidity (-0,671) Sensitive rigidity (-0,608) Attitude rigidity (-0,536) Socio-psychological attitude «Freedom» (0,428) Flexibility (0,662)	9,36
Factor 3. Acceptance of responsibility	Internality in the area of achievements (0,754) Internality in the area of failures (0,753) Internality in the area of family relations (0,626) Internality in the area of industrial relations (0,683) Internality in the area of interpersonal relations (0,534) Internality in relation to health and illness (0,416)	8,56
Factor 4. Readiness for uncertainty	Tolerance of Uncertainty (0,661) Intolerance of Uncertainty (0,816) Interpersonal Intolerance of Uncertainty (0,821)	6,71
Factor 5. Focus on a specific result	Socio-psychological attitude «Result» (0,492) Socio-psychological attitude «Egoism» (0,720) Socio-psychological attitude «Power» (0,574) Socio-psychological attitude «Money» (0,613) Independence (0,338)	5,85
Factor 6. Orientation towards the educational and training process	Experience in the activity «Pleasure» (0,498) Experience in the activity «Meaning» (0,528) Experience in the activity «Effort» (0,369) Socio-psychological attitude «Process» (0,353) Socio-psychological attitude «Altruism» (0,562) Socio-psychological attitude «Work» (0,597)	5,48



time disorganizers»; «Diagnostics of experiences in professional activity»; «Methodology for diagnosing socio-psychological attitudes of the individual in the motivational-need sphere».

The sample of the study consisted of 651 full-time students involved in sports sections of universities, of which 353 were students of Amur State University, 145 of Kurgan State University, 153 of Mordovian State Pedagogical University named after M.E. Evsevieva. The sample included 36,9% of boys and 63,1% of girls. The study was conducted in the spring of 2024. Factor analysis was used to determine the combinations of individual components of the «engagement resource» (the method of factor extraction is the principal component method; the rotation method is varimax with Kaiser normalization).

Results of the study and discussion. As a result of statistical processing of the data obtained using the above methods (without taking into account the general indicators) using the «rock scree» method, six factors were identified that explain 49.1% of the total variance of the characteristics (see table).

We consider the specified factors as psychological dimensions of the «involvement resource», reflecting which of its components and in what combinations are predominantly used by a person in the process of implementing an activity. Accordingly, unlike the components of the «involvement resource», they are more situational.

Conclusions. The conducted theoretical analysis of the literature and empirical research allow us to make a number of conclusions and generalizations. The concept of «involvement in physical activity» is currently in the process of formation and, in fact, goes the same way (from sociological understanding to psychological) as «student involvement», «involvement in the organization» and others. In its understanding, as well as involvement in general, there is terminological and methodological diversity.

The introduction of the concept of «resource of involvement in physical activity» allows us to consider this phenomenon more deeply and comprehensively.

Involvement in physical activity in this case is understood as a person's state, formed in the space of interaction of a person as an open biopsychosocial system and the environment in which physical activity is realized. The psychological dimensions of the «resource of involvement in physical activity» identified as a result of the empirical study reflect various options for interaction between representatives of student youth and the environment in which their physical activity is realized, including the inability to independently organize activities (instrumental and value-semantic disorganization), readiness to act in situations of novelty and uncertainty, to take responsibility, focus on results and individualistic values, as well as the process orientation of physical activity.

As areas for further research on student involvement in physical activity, we can highlight: clarification of the specific content of the components of the «resource of involvement in physical activity» depending on its organizational form (physical education classes, amateur sports, professional sports); identification of the specifics of the psychological dimensions of the resource of involvement in athletes depending on the type of sport, skill level, etc.

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