



Faculty Publications

2020-03-30

A Qualitative Look at College Students Perceptions of Social Interactions in College Physical Activity Classes

David C. Barney

Brigham Young University, david_barney@byu.edu

Teresa Leavitt

Brigham Young University, teresa_leavitt@byu.edu

Follow this and additional works at: <https://scholarsarchive.byu.edu/facpub>



Part of the [Educational Sociology Commons](#)

BYU ScholarsArchive Citation

Barney, David C. and Leavitt, Teresa, "A Qualitative Look at College Students Perceptions of Social Interactions in College Physical Activity Classes" (2020). *Faculty Publications*. 3785.

<https://scholarsarchive.byu.edu/facpub/3785>

This Peer-Reviewed Article is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

Abstract

Physical activity (PA) has been found to benefit a person in many ways. One of the benefits of being physically active is the social component. This deals with interacting with someone before, during or after the activity. The purpose of this study was to investigate the effects of social interactions effects on college-aged students during their PA class. Participants for this study included 408 college-aged students (272 males & 136 females) who were surveyed regarding their interactions during their PA class. The survey contained Likert scale questions and open-ended questions, requiring the students to respond with written answers. In short, it was discovered from these students that their interactions during their physical activity were important to them and that the interactions were enjoyable. These results along with other results from this study, highlight the positive benefits that comes from being involved in PA.

Keywords: Socializing, Interactions, College-Aged Students, Physical Activity

Socializing during Physical Activity

23 The literature has strongly endorsed the benefits of physical activity (PA) in a person's
24 life. For example, PA can reduce risks of cardiovascular disease (Altavilla, D'Elia, & Raiola,
25 2018), diabetes (Bassuk & Manson, 2005), osteoporosis (Dhurup 2012), and depression (Schuch
26 & Stubbs, 2019). Brown and Fry (2014) established the benefits of PA for college-aged students
27 with one of the main opportunities to be physically active coming through PA classes offered
28 through the university or college they attend. Four-year colleges, universities, and community
29 and junior colleges all offered physical education (PE) classes to their students (Cardinal,
30 Sorensen, and Cardinal (2012); Strand, Edgberg, & Mozumdar (2010). These PE classes also
31 titled or known as physical activity classes, lifetime activity courses or basic instruction courses,
32 are offered for the purpose of providing PA options for college students (Barney & McGaha,
33 2006). Friedrich, (1985), Leigh, (1982), and Welch, (1967, 1975, 1982) found that PA courses
34 have a long history, which began at Amherst College in Massachusetts in 1861, to provide
35 activities that would help Amherst students maintain their health and relieve the strain associated
36 with their "academic courses" (Van Dalen, Mitchell, & Bennett, 1953, p. 368). These college
37 PA classes are typically taught by graduate students, working towards a masters or doctoral
38 degree (Wahl-Alexander & Curtner-Smith, 2018). Currently, four-year institutions requiring
39 students to take a PA class to earn a baccalaureate degree has declined from the inception of PA
40 classes being offered to college students. Cardinal, Sorensen, and Cardinal (2012) discovered
41 that only 39.5% of four-year institutions are requiring students to take PA classes in order to
42 graduate. With this being the case, large numbers of college students miss out on opportunities
43 on specific days and at designated times to be physically active while they are attending college.

44 College students take PA classes for a variety of reasons. Barney and McGaha (2006)
45 studied why college students took basketball or tennis classes and the likelihood of being active

Socializing during Physical Activity

46 in these activities after graduation. It was discovered that college students participated in these
47 PA classes to have fun, get exercise, complete credit for graduation, improve skills in the sport,
48 as a social outlet, and to relieve stress. One finding dealing with PA classes serving as a social
49 outlet revealed that social interactions with friends led to the development of life skills and
50 positive relationships, positively affecting the PA over a person's lifetime.

51 The research has highlighted socializing during PA to have positive effects for the
52 individual. The social component of PA can have different effects on a person. Fahey, Insel,
53 Roth and Insel (2017) reported several benefits a person might experience through social
54 interactions of having a partner/friend to work with and/or during the participation of an activity:
55 motivation, serve safety purposes, help to adhere to activities, as well as simply provide time to
56 talk with their partner/friend. Burke, Carron, Eys, Ntoumanis, & Estabrooks (2006) studied the
57 effects of exercising with a group of people as compared to exercising at home alone. The
58 researchers concluded that exercising with a group of people is better than exercising at home
59 alone. The researchers summarized that when someone exercises with a group of people the
60 amount of contact with the others aids in obtaining the health benefits of exercise. A built-in
61 social support exists in the form of encouragement and social interactions. Another study looked
62 at social interactions in a college PA class, more specifically examining a caring climate in an
63 exercise setting in relationship to well-being, hope, happiness and perceived self-concept (Brown
64 & Fry, 2014). The researchers defined a caring climate as one that fosters cooperation and where
65 members feel welcomed and comfortable with their classmates and instructor. The researchers
66 concluded that college students in college PA classes experienced greater hope and happiness
67 when they perceived a caring climate.

Socializing during Physical Activity

68 Barney, Benham and Haslem (2014) studied the effects of college student’s perceptions
69 of participation in PA classes on stress in their lives. The results of the study indicated that the
70 college students perceived that their participation in the PA class did helped them to manage
71 stress they experienced as a college student. A secondary finding from this study was that the
72 students felt that the socializing they had during their PA classes helped them cope with stress in
73 their overall lives, and not necessarily just stress related to being college students. It was found
74 that 75% of the males and 85% of the females felt that the socializing aspect of their PA classes
75 was helpful in coping with stress in their life. Student comments dealing with socializing during
76 their PA classes were “I have met people in class and talking to them about anything and how I
77 deal with things”, “I can unwind to visit and talk through some of my stressors”, and “Because I
78 can talk and joke they (students) don’t know anything I’m going through so they don’t bring it
79 up.”

80 Aligned with research, direction is given to class instructors of PA to purposefully
81 provide socializing opportunities for students. The National Association for Sport and Physical
82 Education (NASPE) has created a document titled Appropriate Instructional Practice Guidelines
83 for Higher Education Physical Activity Programs (NASPE, 2014), the purpose of which is to
84 give “guidance to college and universities for offering quality instructional physical activity
85 programs” (pg.3). The document has seven topic areas to assist the college PA instructor. They
86 are: 1) Administration/Support, 2) Assessment, 3) Curriculum, 4) Instruction Strategies, 5)
87 Program Staffing, 6) Learning Environment and 7) Professionalism. An example of an
88 appropriate instructional practice in the Curriculum section, states:

89 “Program offerings include content that allows students to develop social skills

Socializing during Physical Activity

90 (cooperation and communication) and responsible behavior that will lead them to become
91 productive members of society. Curriculum is designed to ensure that these skills are
92 taught intentionally and are not left for “teachable moments” only.”

93 This statement encourages college PA instructors to put students in situations to socialize in a
94 positive manner allowing them to be responsible in social situations when involved in physical
95 activity. With the literature and research presented, it is hoped that this study will shed light on
96 the important benefits social interactions can have on college-aged students during PA. Thus,
97 the purpose of this study was to further investigate social interactions effects on college-aged
98 students during their physical activity classes.

99 **Methods**

100 **Participants**

101 Participants for this study included 408 college-aged students (272 males and 136
102 females) from a private university located in the western United States. Participants were
103 comprised of both undergraduates (94 freshman, 96 sophomores, 86 juniors, and 119 seniors)
104 and graduate (13) students. The participants were enrolled in volleyball, basketball, bowling,
105 Zumba and badminton activity classes. The university Institutional Review Board (IRB) granted
106 approval to conduct this study.

107 **Instrumentation**

108 A review of the literature failed to identify an instrument specific to addressing social
109 interactions during PA. Therefore, after reading through the literature, the researcher developed
110 a 14-question survey instrument (See Table 1). The survey consisted of three Likert scale
111 questions, eight open-ended questions and three demographic questions. To establish content
112 validity, the researcher had college-aged students review survey questions for clarity and

Socializing during Physical Activity

113 understanding (Barney, Gust, & Liguori, 2012). For reliability, the instrument was further pilot-
114 tested on college-aged students that did not participate in the subsequent study. Following the
115 pilot test, the instrument was deemed to be reliable.

116 **Procedures**

117 Convenience sampling was employed to collect data for the study. The researcher
118 contacted the instructors of the PA course explaining both the study and the survey. After
119 obtaining instructor agreement, the researcher attended each PA class (16 total classes) and
120 administered the survey to the students. For this study 97% of the students agreed to participate
121 by taking the survey. All students were assured that their voluntary decision to participate in the
122 study would not affect their grade in the class or class standing.

123 **Data Analysis**

124 Descriptive statistics were derived from the survey. Qualitative data analysis consisting
125 of thematic content analysis was conducted. To accomplish thematic content analysis of
126 respondent's short answers, the researcher completed multiple readings of the data noting
127 emerging themes that became evident for each survey question (Mueller & Skamp, 2003).

128

129 **Results**

130 The descriptive statistics about student interactions in their PA class is found in Table 2.
131 The first statement on the survey asked college students "How important are the interactions you
132 have in your physical activity class to you?" For this statement, a majority of the male
133 participants felt their interactions were very important (17%) or important (42%), while a
134 majority of female's participants also felt their interactions were very important (16%) or
135 important (51%). Interestingly, a third of the college students were neutral (38% males and 33%

Socializing during Physical Activity

136 females) regarding their interactions in their PA class. The second statement asked the college
137 students: “Have you found your interactions with classmates during your physical activity class
138 enjoyable or not enjoyable?” A large majority of the students (88% males and 89% females) felt
139 the interactions were enjoyable to them. Statement 10 asked, “When do your social interactions
140 take place?” Here again, a majority (60% males and 63% females) had interactions before and
141 after class, while 37% of the males and 30% of the females had interactions only during class.

142 Other data collected for this study included short answer responses from seven survey
143 statements. The following are common responses from the college students. When asked what
144 positive interactions they had with classmates in their PA classes (statement 3), student responses
145 were, “I made new friends”, “It’s fun to get to know people and share experiences”, and “People
146 have been friendly and not judgmental when I or anyone else get something wrong. For
147 example, if I ever mess up with a serve, no one judges or minds.” Students were asked what
148 negative interactions they have had with classmates in their physical activity class (statement 4).
149 Two common responses to this survey question was students were “too competitive” and “ball
150 hogs.” Other comments dealing with this survey statement were, “Trash talking. People who
151 think they know the sport” and “Being co-ed classes I’ve found it takes about a third of the
152 semester for guys to take girls seriously as athletes with skills equal to theirs.”

153 When asked if their interactions in their physical activity class were beneficial or non-
154 beneficial (statement 5), a majority (88% males and 89% females) of the students stated that their
155 interactions were beneficial because their PA class was a “good way to meet people.” Another
156 common response was their interactions in PA class helped relieve stress. Other responses for
157 this statement were, “Knowing that I have friends to talk to is comforting” and “This class helps
158 me stay sane.” Despite this, a number of the students were “neutral” in regards with their

Socializing during Physical Activity

159 interactions during their class. For statement six, students were asked if their interactions they
160 had in their PA class has carried on outside of their PA class. For this statement, the researcher
161 noticed two themes. The first was that a PA class resulted in some students continuing PA
162 beyond the class by finding players for their intramural teams. One student stated, “As I play
163 basketball in class, I can find good players to be on my intramural team.” A second theme was
164 that socializing among students included personal relationship with a classmate from their PA
165 class. One student said, “I went on a couple dates with a nice girl from my basketball class.”
166 The next survey question asked the students if their interactions with their classmates positively
167 or negatively affected their experience in their PA class (statement 7). Student responses were,
168 “I actually really look forward to the class and not solely because of the bowling”, “they have
169 very positively affected my experience. I have felt more comfortable and secure and as a result
170 learned better and enjoyed myself more.” Another student stated, “My first class was negative
171 because I was intimidated, but now it’s positive.” Another student indicated her experience was
172 not positive when she stated, “so many boys make me feel inadequate when I played.”

173 The study also sought to understand what factors led to forming (or not forming)
174 interactions with classmates (statement 9), whether such interactions would have a positive or
175 negative impact on their PA throughout their lives (statement 11), and if these interactions
176 helped them manage stress in their lives (statement 8). In terms of forming interactions, the
177 students survey responses voiced their interactions “naturally happened” because of the sports
178 they were participating in. One student stated, “Being part of a team”, another student said,
179 “You form friendships by just playing.” It seems that interactions are a natural part of PA
180 courses, though this may come more easily for some than others. Again, students survey
181 responses were that their participation and experiences in the PA class would translate into their

Socializing during Physical Activity

182 lives after college. One student said that this class would make me more willing to sign up for
183 community teams in the future.” A positive effect from interactions in PA classes was found
184 when examining students handling stress. Student responses were “we always talk about how
185 our week has been and sometimes talk about hard things. It’s nice to know someone cares” and
186 “Interactions with people keep me less stressed.” It should be noted that a majority of the
187 students survey responses were that PA relieved their stress and not particularly their interactions
188 with the classmates.

Discussion

190 The purpose of this study was to investigate effects of social interactions effects on
191 college-aged students stemming from their PA class. Results from this study suggest that college
192 students’ interactions do have a positive impact on them in and out of class and potentially long
193 term. The survey results showed what kind of interactions they have had, if their interactions
194 were beneficial, if their interactions positively or negatively affected their experience in the PA
195 class and the effects of their interactions on future PA in their life. The results of this study
196 coincide with previous research. For example, Kahn et. al., (2002) conducted a systematic
197 review of certain interventions to increase PA. One of the interventions the researchers
198 discussed was the social support interventions. Here the researchers discussed building,
199 strengthening and maintaining social networks. They call this having a “buddy system.” Having
200 a buddy system gives the participant a chance to maintain and to strengthen relationships to help
201 with a person’s PA. For this study, students felt that participating with their classmates on teams
202 helped them build friendships by working together during team play, having fun and making new
203 friends. These results imply that having someone to be with during PA greatly helps the person
204 stay on-task with the activity. Thus, as a person stays involved during the activity, they receive

Socializing during Physical Activity

205 the benefits of the activity. Another finding from this study that coincides with the literature was
206 that the students felt their interactions with classmates during their PA class was beneficial.
207 Burke et. al., (2006) studied the effects of people that exercised with people or as a group and
208 those that stayed home and exercised on their own. It was discovered that those that exercised
209 with people had support in the form of being with someone to keep them on-task with their
210 exercises. The researchers stated that exercising with people is better than exercising on your
211 own. The results from this study found that the students felt it was beneficial for them because
212 they were with friends, and because they were with friends they looked forward to coming to
213 class, and in many cases, they wanted to come to class and have those interactions during class
214 activities. These results illustrate that if students look forward to coming to class, they will have
215 better attitudes about their participation, thus leading to greater learning from class participation.

216 Other discussion points from the results of this study dealt with student interactions in
217 their physical activity class and if it helped them manage stress in their life. Van Kim and
218 Nelson (2013) studied the association of vigorous PA with mental health, perceived stress, and
219 socializing with college-aged students. The results of this study found that when college
220 student's physical activity was vigorous, and they socialized during their PA class the benefits
221 were positive in regards with mental health and stress they were experiencing. For this study,
222 many of the students felt the PA relieved their stress more than the socializing. Yet, one student
223 stated, "I think to an extent, the physical activity and being able to talk to classmates, it helps me
224 with stress from school." These results hint that PA instructors need to do all they can do to have
225 their students as active as possible. The PA instructors need to plan activities that do not have
226 students standing in line or waiting around for instructions or activities. And finally, do the
227 students feel their interactions have any effect on their future PA? Barney and McGaha (2006)

Socializing during Physical Activity

228 studied college student's perspectives on taking a physical activity courses (basketball and
229 tennis) and if participation in these courses will influence their participation after the course was
230 completed. A student response was, "As I get older, playing basketball will help me stay fit and
231 give me the chance to be with friends." Many of the other student responses to this question
232 used the word "confident" or "confidence" in future participation later in their life. For this
233 study, a majority of the students concurred with previous research when they stated, "I am
234 building healthy habits that will help me be active in my later years", and "I would be willing to
235 sign up for community teams in the future." Here these results point to the fact that even at the
236 relatively young age of a college student there is a strong possibility for lifelong PA for those
237 that participate in these PA classes. These results should be shared with college administrators to
238 inform them of the impact the college PA classes can have on a person's life. The results from
239 this study will add to the limited research highlighting the positive benefits of social interactions
240 that can and do take place in a PA setting. These results are further evidence of the importance
241 of PA courses that when taken can be beneficial for students. Cardinal, Sorensen, and Cardinal
242 (2012) found that many four-year colleges and universities are not requiring physical activity
243 courses for graduation. If this is the case, Li, Cardinal and Settersten (2009) have put forth this
244 concern for colleges and universities, when they stated, "Greater attention must be paid to their
245 (college students) health and physical activity habits to help them establish positive health and
246 physical activity trajectories across their life course."

247 **Implications for College Physical Activity Classes**

248 The results from this study should inform college PA programs and reinforce how they
249 are doing more than helping their students improve their skills, cardiovascular functions, and
250 strengthen muscles. They are helping their students form friendships that have the possibility of

Socializing during Physical Activity

251 lasting throughout their life, and that through the interactions the students have during their PA
252 class they are talking through situations that they believe to be stressful at this time in their life
253 and that such interactions are helping the students manage and work through the stress or certain
254 situations in their life they are experiencing. The interactions students are having affects the
255 learning of activities in which they are participating. The outcomes that students are reporting as
256 positive will benefit college students as they participate during their college experience and
257 throughout their life. One student perfectly conveyed this sentiment by stating, “I think there is
258 more going on here than just playing volleyball.”

Study Limitations

260 Two primary limitations to this study are noted. First, the participants came from one
261 university. Second, the research study was conducted at a private university. These factors may
262 not be a representative sampling of participants from other colleges or universities or geographic
263 regions, which necessarily may limit the generalizability, of the findings. Thus, the conclusions
264 and implications are limited and perhaps mostly applicable to those participant’s demographics.
265 Further research with a broader demographic would provide a richer data set to ascertain the
266 generalizability of the conclusions and implications found in the study.

267

268

269

270

271

272

273

274
275
276
277
278
279
280
281
282
283
284
285
286
287
288
289
290
291
292
293
294
295
296

References

Altavilla, G., D’Elia, F.D., & Raiola, G. (2018). A brief review of the effects of physical activity in subjects with cardiovascular disease: An interpretive key. *Sport Mont, 16*, 103-106.

Barney, D., Benham, L., & Haslem, L. (2014). Effects of college students’ participation in physical activity classes on stress. *American Journal of Health Studies, 29*, 155-160.

Barney, D., Gust, A., & Liguori, G., (2012). College students’ usage of portable music players (PMP) during exercise. *ICHPER*SD Journal of Research, 7*, 23-26.

Barney, D., & McGaha, P. (2006). College students’ perspective and after course participation in basketball and tennis classes. *Journal of International Council for Health, Physical Education, Recreation, Sport, and Dance, 42*, (3), 23-26.

Bassuk, S.S., & Manson, J.E. (2005). Epidemiological evidence for the role of physical activity in reducing risk of type 2 diabetes and cardiovascular disease. *Journal of Applied Physiology, 99*, (3), 1193-1204.

Brown, T.C., & Fry, M.D. (2014). College exercise class climate, physical self-concept, and psychological well-being. *Journal of Clinical Sport Psychology, 8*, (2), 299-313.

Burke, S.M., Carron, A.V., Eys, M.A., Ntoumanis, N., & Estabrooks, P.A. (2006). Group versus individual approach? A meta-analysis of the effectiveness of interventions to promote physical activity. *Sport & Exercise Psychology Review, 2*, 19-35.

Cardinal, B.J., Sorensen, S.D., & Cardinal, M.K. (2012). Historical perspective and current status of the physical education graduation requirements at American 4-year colleges and universities. *Research Quarterly for Exercise and Sport, 83*, 503-512.

Socializing during Physical Activity

- 297 Dhurup, M. (2012). A dimensional analysis of the benefits derived from physical activity
298 participation among university students and variation in terms of gender. *African Journal*
299 *for Physical, Health Education, Recreation and Dance*, 18, 614-627.
- 300 Fahey, T.D., Insel, P.M., Roth, W.T., & Insel, C.E.A. (2017). *Fit & Well: Core Concepts and*
301 *Labs in Physical Fitness and Wellness* (12th ed.). New York, NY: McGraw Hill
302 Education.
- 303 Friedrich-Cofer, L.K. (1985). The legacy of Edward Hitchcock. *Journal of Physical Education,*
304 *Recreation, and Dance*, 56, 24-29.
- 305 Kahn, E.B., Ramsey, L.T., Brownson, R.C., Heath, G.W., Howze, E.H., Powell, K.E., Stone,
306 E.J., Rajab, M.W., & Corso, P. (2002). The effectiveness of interventions to increase
307 physical activity: A systematic review. *American Journal of Preventive Medicine*, 22, 73-
308 107.
- 309 Leigh, M.H. (1982). Edward Hitchcock, Jr., dean of the profession. *Journal of Physical*
310 *Education, Recreation and Dance*, 53, 19-21.
- 311 Li, K.K., Cardinal, B.J., & Settersten, R.A. (2009). A life-course on physical activity promotion:
312 Application and implications. *Quest*, 61, 33-36.
- 313 Mueller, A., & Skamp, K. (2003). Teacher candidates talk: Listen to the unsteady beat of
314 learning to teach. *Journal of Teacher Education*, 54, (5), 428-440.
- 315 National Association for Sport and Physical Education. (2014). *Appropriate Instructional*
316 *Practice Guidelines for Higher Education Physical Activity Programs*. Reston, VA:
317 Author.
- 318 Schuch, F.B., & Stubbs, B. (2019). The role of exercise in preventing and treating depression.
319 *Current Sports Medicine Reports*, 18, (8), 299-305.

Socializing during Physical Activity

- 320 Strand, B., Egeberg, J., & Mozumdar, A. (2010). Health-related fitness and physical activity
321 courses in U.S. colleges and universities. *The International Council for Health, Physical*
322 *Education, Recreation, Sports and Dance Journal of Research*, 5, 17-20.
- 323 Van Dalen, E.D., & Bennett, B.L. (1953). *A world history of physical education*. Englewood
324 Cliffs, NJ: Prentice-Hall.
- 325 VanKim, N.A., & Nelson, T.F. (2013). Vigorous physical activity, mental health, perceived
326 stress, and socializing among college students. *American Journal of Health Promotion*,
327 28, (1), 7-15.
- 328 Wahl-Alexander, Z., & Curtner-Smith, M.D. (2018). Influence of negotiations on graduate
329 teaching assistants' instruction within university activity courses. *Journal of Teaching in*
330 *Physical Education*, 37, (2), 164-174.
- 331 Welch, J.E. (1967). The impact of Edward Hitchcock on the history of physical education. *The*
332 *Physical Educator*, 24, 54-56.
- 333 Welch, J.E. (1975). Edward Hitchcock, M.D. founder of physical education in the college
334 curriculum. In E.F. Zeigler (Ed.). *A history of physical education and sports in the United*
335 *States and Canada* (pp. 121-127). Champaign, IL. Stipes.
- 336 Welch, J.E. (1982). Pioneering in health education and services of Amherst College.
337 *Journal of American College Health*, 30, 289-295.
- 338
- 339
- 340
- 341
- 342

Socializing during Physical Activity

343 Table 1

344 Social Interactions in Physical Activity Classes

345 The following survey questions will ask you about experiences dealing with social interactions
346 you have had in your physical activity class. Questions will ask you to circle your answer and
347 respond from your experiences dealing with your social interactions in your physical activity
348 class. Thank you for participating in this survey.

349

350

351 1. How important are the interactions you have in your physical activity class to you?

352

353 Very Important Important Not a big Deal Not Important Not at All

354

355

356 2. Have you found your interactions with classmates during your physical activity class enjoyable or
357 not enjoyable?

358

359 Enjoyable Neutral Not Enjoyable

360

361

362

363 3. What positive interactions have you had with your classmates in your physical activity class?
364 Please give some examples.

365

366

367

368

369

370 4. What negative interactions have you had with your classmates in your physical activity classes?

371

372

373

374

375 5. Have your interactions with your classmates during your physical activity class been beneficial or
376 non-beneficial? Please explain your answer.

377

378

379

380

381 6. Have your interactions you have had with classmates carried on outside of your physical activity
382 class? Please explain your answer.

383

384

385

386

387

388 7. Have your interactions with classmates positively or negatively affected your experience in your
389 physical activity class? Please explain your answer.

390

Socializing during Physical Activity

391 8. Have you noticed if your interactions with your classmates in your physical activity class has
392 helped you manage stress in your life (school, family, dating and others)? Please explain your
393 answer.

394
395
396
397

398
399 9. What factors led to you forming interactions (or not) in your physical activity class? Please
400 explain your answer.

401
402
403
404
405

406 10. When do your social interactions take place?

407

408 ___ During Class

409

410

411 ___ Before or After Class

412

413

414 ___ Both

415

416

417 11. Do you feel these social interactions you have in your physical activity class will have a positive
418 or negative effect on your physical activity throughout your life? Please explain your answer.

419

420

421

422 Gender: Male ___ Female ___

423

424 Academic Year: Freshman ___ Sophomore ___ Junior ___ Senior ___

425

426 Grad Student ___

427

428 STAC Class (ex. Volleyball, basketball, Bowling)

429

430

431

432

433

434

Socializing during Physical Activity

435 Table 2
436 Results from Social Interactions in Physical Activity Classes

437

438 How important are the interactions you have in your physical activity class to you?
439

	Male	Female
440 Very Important	17%	16%
441		
442 Important	42%	51%
443		
444 Not a Big Deal	38%	33%
445		
446 Not Important	3%	0%
447		
448 Not at All	0%	0%
449		

450

451

452

453 Have you found your interactions with classmates during your physical activity class enjoyable
454 or not enjoyable?

	Male	Female
455 Enjoyable	88%	89%
456		
457 Neutral	12%	11%
458		
459 Not Enjoyable	0%	0%
460		

461

462

463

464 When do your social interactions take place?

	Male	Female
465 During	37%	30%
466		
467 Before or After Class	3%	7%
468		
469 Both	60%	63%
470		

471

472

473

474