

## DEVELOPMENT OF SOCIAL SKILLS IN CHINESE COLLEGE PHYSICAL EDUCATION CLASSES

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### 論 文 内 容 の 要 旨

To date, there have been many studies in western and other countries investigating the effects of physical education (PE) as an intervention for students' social development in school, and multiple programs and models have been developed in this field. Studies in China, however, have not yet caught up. The objective of this doctoral thesis was to make theoretical and pedagogical contributions to the fields of research and practice of developing college students' social skills in PE classes in China. First, the research and practice status of social development in PE was viewed. Next, limitations toward the status as well as interests of the current thesis were proposed. Then, five studies were conducted according to the interests.

Based on Riggio's (1986, 1989) Social Skills Inventory (SSI), Study 1 developed a scale to assess Chinese college students' social skills in PE classes. Twelve items of the SSI were selected and modified by considering the specific context of PE classes and the native culture of China. The items were administered to 366 college students (194 male and 172 female) and answered using a five-point Likert scale. Exploratory and confirmatory factor analyses were performed, and based on the results, one item was deleted. Finally, a scale named 11 item of Social Skills Inventory (11-SSI) was developed. The new scale consisted of two subscales, namely, verbal skills and nonverbal skills, and the scores on the two subscales were found to be adequately reliable and valid. The differences in scores of the 11-SSI based on gender and grade were then analyzed. The results revealed that there were no significant differences in social skills between male and female students. However, a significant difference ( $p<.05$ ) in nonverbal skills was found between freshmen and sophomores, thus suggesting that there may be a tendency for students' nonverbal skills in PE classes to improve through curriculum learning each year.

Studies 2, 3, and 4 were conducted to explore the factors contributing to the development of students' social skills in PE classes. Study 2 examined the relationships between college students' attitudes toward PE and their social skills in PE classes. A sample of 573 freshmen (269 male and 304 female) in China was investigated using the 11-SSI and the Students' Attitudes toward Physical Education Scale (Li, Chen, & Baker, 2014) consisting of five subscales (physical fitness, self-actualization and social development, PE curriculum, PE teachers, and PE teaching). The results of correlation and multiple regression analyses revealed that three aspects of attitude including self-actualization and social development, PE teacher, and PE teaching were related to the nonverbal skills of both male and female students. Study 3 investigated the influence of sport experiences on social skills among Chinese college students in PE classes. The 11-SSI and a Chinese version of the Experience Scale in University Physical Education Classes (ESUPEC) (Shimamoto

& Ishii, 2007) consisting of four subscales (self-disclosure, cooperation, challenge, and enjoyment) were administered to 302 freshmen (157 male, 145 female). The results of correlation and multiple regression analyses revealed that challenge and self-disclosure had a positive influence on the nonverbal skills of male and female students, respectively, and enjoyment had a positive influence on female students' verbal skills. Study 4 assessed the influence of teachers' social behaviors on students' social skills in PE classes. Teachers' social behaviors were assessed through the Student-evaluated Scale of Teacher's Social Skills (SSTSS), the items of which were selected from the Teacher's Social Skills Self-report Scale (TSSSS) (Aikawa, 2011) and changed from a teachers' self-report to a student-evaluated style based on the specificity of the PE context and the native culture of China. The 11-SSI and the SSTSS consisting of two subscales (control and expressivity) were administered concurrently to the same sample ( $n = 302$ ) as Study 3 to evaluate students' social skills in current PE classes and their high school PE teacher's social behaviors while teaching PE, respectively. The results of correlation and multiple regression analyses revealed that the control domain of PE teacher's social behaviors had a positive influence on students' nonverbal skills. Studies 2, 3, and 4 contributed to literature concerning the exploration of how college students' social skills can be developed through learning in PE. The work of the studies took a step towards providing educators with methods for effective development and efficient implementation of models and programs in PE classes.

Study 5 examined the effects of an eight-week PE program enriched with a combination of the "Are You Square?" game (Eldar et al., 2006) and the Fair Play game (Vidoni & Ulman, 2012) on college students' social skills in PE classes. Two basketball classes for freshmen at a university in China were divided into an intervention class (34 male) and a control class (29 male). The intervention class received a program using a combination of the "Are You Square?" game and the Fair Play game, while the control group received the general teaching program. The 11-SSI was administered to all students in the two classes at both the beginning and the end of the eight-week program. The two factor (treatment  $\times$  time) analysis of variance was used to analyze the differences between the social skills of students in the intervention class and control class. The results revealed that there was only marginally significant interaction ( $.05 < p < .10$ ) with regard to verbal skills, on the other hand, there was significant interaction ( $p < .05$ ) with regard to nonverbal skills, with significant improvement in the intervention class. The findings suggested that the combined-games program could make a noteworthy contribution to the development of college students' social skills, especially nonverbal skills in PE classes.

Finally, the implications of this thesis were discussed, and suggestions were proposed for designing and implementing a meaningful PE curriculum to aid in the development of students' social skills.