

Effects of Adversities in the Well-Being of University Players in Wuhan, China

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Abstract

This study determined the effects of the recent adversities in the physical, mental, social and academic well-being among 100 university basketball players affecting their sports performance in selected government universities in Wuhan Province. Using a descriptive-comparative research design, the study employed student basketball players from Wuhan, China. Results show that based on demographic profile, majority of the student respondents are male, more than 20 years old, and from University A. The overall mean of 2.82 shows that the respondents are positively affected on their physical well-being which can potentially have positive effects on the student's performance in the schools. Age factor does affect the assessment of the respondents on their physical well-being, mental well-being and social well-being, while sex and their type of university did not. However, the type of university of the students affects their assessment on academic well-being. This goes to show that adversities can influence the performance of university players both academically and athletically. While some individuals may thrive under pressure, others may experience a decline in performance.

Keywords: Adversities, well-being.



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INTRODUCTION

Adversities in most cases cannot be avoided for it is sometimes caused by an unavoidable world situation, be it for health reason or any calamities brought by the environment disorder. Any adversities can strike anytime especially in the form of pandemic. The COVID-19 pandemic caused by the SARS-CoV-2 virus has had a profound impact on the world since it was first identified in late 2019.

The recent pandemic has affected almost all areas of our society and economy. The virus spreads easily from person to person, and as a result, it has caused significant disruptions to economies, social life, and healthcare systems worldwide. The pandemic has also highlighted pre-existing social and health inequities, with marginalized and disadvantaged populations being disproportionately affected by the disease.

The development of COVID-19 around the world has been characterized by several phases, with the initial outbreak occurring in Wuhan, China, in late 2019. The disease then rapidly spread to other countries, with the World Health Organization declaring a global pandemic in March 2020. Since then, governments and

healthcare systems around the world have implemented various measures to mitigate the spread of the virus, such as lockdowns, social distancing, and vaccination campaigns. The development of vaccines has been a significant milestone in the fight against the disease, with several vaccines being developed and authorized for emergency use around the world. However, the emergence of new variants of the virus, such as the Omicron variant, has posed new challenges to the global response to the pandemic.

As of May 2023, there is again a surge of pandemic in other parts of the world which is more rapid and deadly. Thus, the need for a study on how to alleviate the effects of COVID-19. As the pandemic continues to evolve, it is essential to monitor the latest developments in the epidemiology, diagnosis, treatment, and prevention of COVID-19.

The pandemic has highlighted the need for effective public health measures and equitable access to healthcare, as well as the importance of global collaboration and solidarity in addressing global health challenges. The outbreak of COVID-19 has brought significant changes to the world of sports, affecting

players' physical, mental, social, and academic well-being.

A cross-sectional survey on SB in Brazil showed (Schuch, 2022) that self-isolation during the pandemic has significantly reduced the time spent on MVPA by Brazilian adults and increased time spent on SB, especially among young people, singles and those with jobs. These issues highlight the urgent need for public health strategies to address the impact of self-isolation during the COVID-19 pandemic on MVPA and SB. A study in France and Switzerland showed (Cheval et al., 2021) that ensuring adequate levels of physical activity and reducing sedentary time can play an important role in helping people cope with major stressful events such as the COVID-19 pandemic. The disruption of daily life by the COVID-19 pandemic can be seen as an opportunity to implement new habits that, in the long term, could lead to the development of a more active lifestyle. According to a survey of college students' lifestyles, the lifestyle-related health and positive behavior of college students is complex because it depends on motivational factors for physical activity, such as external factors (disease prevention, fitness) and internal factors (happiness, health, stress management), highlighting the motivation of students to achieve goals (Cortés et al., 2017). One study showed the need for individual, or group tailored exercise and exercise regimens and advice to promote sustained engagement (Ley, 2020). Gender- and age-specific motivations and different motivations for different types of sports/sports must be considered.

The pandemic has caused disruptions to players' training, competition schedules, and access to sports facilities, leading to uncertainty and anxiety about their future in sports. This study examines the perceived effects of COVID-19 on the physical, mental, social, and academic well-being of players in a government university in Wuhan Province, China. Explicitly, this study aims to determine the challenges faced by players in a university in Wuhan, China during the pandemic, their

coping strategies, and the impact of COVID-19 on their sports performance.

The findings of this study can contribute to the development of effective strategies to support players' well-being and sports performance in the context of the COVID-19 pandemic.

Statement of the Problem. This study will determine the effects of the recent adversities in 2023 in the physical, mental, social and academic well-being among players affecting their sports performance in selected government universities in Wuhan Province. Specifically, it seeks to answer the following:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 course; and,
 - 1.4 university affiliation?
2. What is the self-assessment of the respondents on the effect of COVID 19 pandemic as an adversity on their:
 - 2.1 physical well-being;
 - 2.2 mental well-being;
 - 2.3 social well-being; and,
 - 2.4 academic well-being?
3. Is there a significance difference in the self-assessment of the respondents on the effect of COVID 19 pandemic as an adversity on their well-being when their profile is taken as a test factor?

METHODOLOGY

Research Design. The study utilized the descriptive-comparative design. This design is characterized by a quantitative measure through assessment of the perceived effect of COVID-19 on the respondents physical, mental, social, and academic well-being. The significant differences in the respondents' assessments based on their profiles were also analyzed. Moreover, the study also assessed the respondent's perception on their sports performance. This was followed by a correlational analysis between perceived Covid

19 effects on well-being and sports performance. The qualitative phase focused at exploring the experiences that would provide explanations to the salient quantitative findings. Having these two phases in the said sequence enabled the researcher to deepen the research findings.

Population and Sampling Technique. Respondents of the study were 100 university basketball players taken from a government university in Wuhan Province, China. Purposive sampling was used in selecting the respondents of the study. They were chosen based on the following criteria: 1) must be a basketball player in the university where he is currently enrolled; 2) must have been actively engaged in the line up in the university team; and, 3) must be willing to participate in the study.

Instrumentation. The researcher developed a survey questionnaire as instrument in gathering the data of the study. This asked the respondents as to how the COVID-19 pandemic as an adversity have affected their well-being in terms of physical, mental, social, and academic. A 4-point Likert scale was used to measure each of the indicators presented in the questionnaire. Since the instrument is a researcher-made, it undergone validation and reliability testing. Based on the validation, the instrument gained 0.93 Cronbach alpha result indicating that the internal consistency of the indicators presented in the questionnaire were highly reliable.

Data Analysis Procedure. The means in the assessments of perceived COVID-19 effect on the respondents' well-being were interpreted using the Likert scale below:

Table 1
Likert Scale with Corresponding Verbal Interpretation

Range	Interpretation
3.51- 4.00	Highly positively affected
2.51-3.50	Positively affected
1.51-2.50	Negatively affected
1.00-1.50	Highly negatively affected

Data collected from the survey were organized and analyzed using SPSS version 21 as statistical software. Weighted mean was used in determining the perceived effect of COVID-19 on the well-being of the respondents while T-test and ANOVA were used in eliciting the significant differences in the assessments based on the respondents' profile. Once coding was done for the entire data set, patterns within the different codes were determined and interpreted.

RESULTS AND DISCUSSION

1. The Profile of the Student Respondents.

The demographic profile of the student respondents showed that majority of them were more than 20 years old, male, and came from University A.

2. Assessment of the Respondents on their Well-Being.

Physical Well-Being. The assessment of the respondents on the level of physical well-being shows that the highest mean of 3.34, with the description of agree, is observed among the respondents and is interpreted as positively affected in physical well-being. It was found in item 1 that the respondents engage in physical activity regularly.

On the other hand, the lowest mean of 1.82, with the description of disagree among the respondents, is interpreted as negatively affected. This was found under item 8 which states that the experience of mobility or flexibility issues limit my physical activities.

The overall mean of 2.82 shows that the respondents are positively affected in their physical well-being which can potentially have positive effects on the students' performance in the school.

Mental Well-Being. The assessment of the respondents on the level of mental well-being shows that the highest mean of 3.25, with the description of agree, is observed among the respondents and is interpreted as positively affected in mental well-being. It was found in

item 1 that the respondents feel happy and contented with life.

On the other hand the lowest mean of 3.00, with the description of agree among the respondents, is interpreted as positively affected. This was found under item 4 which supports engagement in relaxation techniques or mindfulness activities.

The overall mean of 3.10 shows that the respondents are positively affected in mental well-being which can potentially have positive effects on the students' performance in the school.

Social Well-Being. The assessment of the respondents on the level of social well-being shows that the highest mean of 3.00, with the description of agree, is observed among the respondents and is interpreted as positively affected in social well-being. This was found under item 4 which states that the students communicate effectively with others and express their thoughts and feelings.

On the other hand the lowest mean of 2.24, with the description of disagree, is interpreted as negatively affected. This was found for item 2 and 10 which highlights the importance of maintaining relationships with friends and family members and feeling respected and valued by others.

The overall mean of 2.52 shows that the respondents are positively affected in their social well-being which can potentially have positive effects on the students' performance in the schools.

Academic Well-Being. The assessment of the respondents on their academic well-being shows that the highest mean of 3.06, with the description of agree is observed among the respondents and is interpreted as positively affected in academic well-being. This was found under item 5 which highlights that the students get satisfying results on their academic performance and grades.

On the other hand, the lowest mean of 2.36, with the description of disagree, is interpreted as negatively affected. This was found under item 9 which states that the students participate well in the class.

The overall mean of 2.67 shows that the respondents are positively affected in their academic wellbeing which can potentially have positive effects on the student's performance in the schools.

3. Significant Differences in the Assessment of The Respondents on Their Well Being.

Differences in the Assessment of the Respondents on their Physical Well-Being when grouped according to Profile. In terms of their age, a computed T-value of 8.75 and a significance value of 0.00 were identified. Since the significance value is less than 0.05 level of significance, the null hypothesis is not accepted which means that there is a significant difference in the assessment of the respondents on their physical well-being when they are grouped according to age.

In terms of sex, a computed T-value of 2.06 and a significance value of 0.15 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their physical well-being when they are grouped according to sex.

In terms of the students' universities, a computed T-value of 0.13 and a significance value of 0.88 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their physical well-being when they are grouped according to university.

Differences in the Assessment of the Respondents on their Mental Well-Being when grouped according to Profile. In terms of their age, a computed T-value of 8.99 and a significance value of 0.00 were identified. Since

the significance value is less than 0.05 level of significance, the null hypothesis is not accepted which means that there is a significant difference in the assessment of the respondents on their physical well-being when they are grouped according to age.

In terms of their sex, a computed T-value of 0.20 and a significance value of 0.65 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their mental well-being when they are grouped according to sex.

In terms of the students' university, a computed T-value of 0.62 and a significance value of 0.54 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their mental well-being when they are grouped according to the university they attend.

Differences in the Assessment of the Respondents on their Social Well-Being when Grouped according to Profile. In terms of the students' age, a computed T-value of 16.93 and a significance value of 0.00 were identified. Since the significance value is less than 0.05 level of significance, the null hypothesis is not accepted which means that there is a significant difference in the assessment of the respondents on their social well-being when they are grouped according to age.

In terms of their sex, a computed T-value of 1.01 and a significance value of 0.32 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their social well-being when they are grouped according to sex.

In terms of their university, a computed T-value of 3.28 and a significance value of 0.04 were identified. Since the significance value is greater than 0.05 level of significance, the null

hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their social well-being when they are grouped according to the university they attend.

Differences in the Assessment of the Respondents on their Academic Well-Being when grouped according to Profile. In terms of their age, a computed T-value of 34.50 and a significance value of 0.00 were identified. Since the significance value is less than 0.05 level of significance, the null hypothesis is not accepted which means that there is a significant difference in the assessment of the respondents on their academic well-being when they are grouped according to age.

In terms of their sex, a computed T-value of 3.62 and a significance value of 0.06 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents on their academic well-being when they are grouped according to sex.

In terms of the university they attended, a computed T-value of 5.34 and a significance value of 0.01 were identified. Since the significance value is less than 0.05 level of significance, the null hypothesis is not accepted which means that there is a significant difference in the assessment of the respondents on their academic well-being when they are grouped according to their university.

Conclusion

1. University players exposed to adversities often exhibit enhanced resilience in the face of challenges. Adversities, whether in the form of academic pressures or athletic setbacks, can contribute to the development of coping mechanisms and mental toughness. This increased resilience can positively impact their overall well-being by preparing them to navigate future difficulties with greater ease.

2. Adversities can have detrimental effects on the mental health of university players. The constant pressure to excel academically while maintaining peak athletic performance may lead to stress, anxiety, and even depression. The cumulative impact of these challenges can significantly compromise the overall well-being of university players, emphasizing the need for comprehensive mental health support within university sports programs.
3. The ability to balance academic and athletic commitments is crucial for the well-being of university players. Adversities, such as demanding schedules and competition pressures, may disrupt this delicate equilibrium. Players who struggle to find a balance may experience burnout, fatigue, and a decline in overall well-being. Universities should prioritize strategies to help players manage their time effectively and maintain a healthy equilibrium between their academic and athletic pursuits.
4. Adversities can underscore the importance of social support networks in preserving the well-being of university players. Having a strong support system, including coaches, teammates, friends, and family, can mitigate the negative effects of adversities. Social connections provide emotional support, encouragement, and a sense of belonging, all of which contribute to the overall well-being of university players facing challenges in their academic and athletic pursuits.
5. Adversities can influence the performance of university players both academically and athletically. While some individuals may thrive under pressure, others may experience a decline in performance. Striking a balance between challenges that foster growth and those that overwhelm is crucial. Recognizing and addressing the specific adversities that impact performance can contribute to a more holistic approach to enhancing the overall well-being of university players in both their academic and athletic endeavors.

Recommendation. Based on the results and conclusion yielded from the study, the following are the recommendations:

1. Universities should prioritize the establishment of comprehensive mental health programs tailored specifically to the unique challenges faced by university players. These programs should include access to counseling services, stress management workshops, and mental health awareness campaigns. Creating a supportive environment that destigmatizes seeking help and fosters open communication about mental health issues is crucial for the well-being of university players.
2. Encourage university players to maintain a healthy work-life balance by implementing strategies that help them manage their time effectively. Providing resources on time management, study skills, and goal setting can assist players in navigating the demands of both academics and athletics. Coaches and academic advisors should collaborate to ensure a coordinated approach that supports players in achieving success in all aspects of their university experience.
3. Foster the development of strong support networks for university players. This includes promoting team cohesion, organizing mentorship programs, and facilitating connections with academic advisors. A robust support system can provide emotional support, motivation, and a sense of belonging, helping players navigate adversities more effectively and enhancing their overall well-being.
4. Establish regular check-ins with university players to monitor their well-being and address any emerging challenges promptly. Coaches, academic advisors, and mental health professionals should work collaboratively to assess players' academic progress, emotional states, and physical health. Regular feedback sessions can provide an opportunity for players to

express concerns and receive the necessary support to overcome adversities.

5. Ensure that coaches and support staff are well-educated on mental health awareness and the potential impact of adversities on the well-being of university players. Training programs should focus on recognizing signs of stress, anxiety, and depression, as well as providing guidance on how to approach and support players facing mental health challenges. By creating a culture of empathy and understanding, universities can contribute to the overall mental well-being of their athletes.

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