

The Effects of Physical Education Class Participation and Perception on Stress and School Life Adaptation

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Abstract

The purpose of this study is to investigate the relationship between stress and school life adaptation according to the degree of participation in physical education class and perception of middle school students. In order to achieve this research objective, the subjects of this study were sampled using cluster random sampling from male and female students attending middle schools in Gwangju Metropolitan City and Jeollanam-do in 2020. 150 males and 150 females, a total of 300 people were sampled. The statistical analysis used for data analysis was frequency analysis, exploratory factor analysis, reliability analysis, and multiple regression analysis using SPSS Windows 21.0 Version. The conclusions obtained in this study through data analysis by such methods and procedures are as follows. First, it was found that middle school students' participation in physical education classes and perceptions had a partial effect on stress. Second, it was found that the degree of participation and awareness of middle school students' physical education class had a partial effect on their adaptation to school life. Third, middle school students' stress was found to have a partial effect on school life adaptation.

Keywords: *Physical Education Class Participation, Perception, Stress, School Life Adaptation*

1. INTRODUCTION

Adolescence is a period of many developmental and adaptive difficulties due to the transitional characteristics located in the middle of childhood and adulthood. In other words, it is a period that requires more adaptation than other periods because adolescents experience a lot of tension due to developmental changes [1, 2]. Accordingly, education for youth is emerging as an important task to foster human beings as global citizens with an autonomous, creative, and enterprising spirit. Considering that it is pursuing changes in the world, the expectation of education is to nurture citizens with healthy physical strength. Therefore, the problem of how well Korean adolescents spend most of their time at school adapting to school life is an important factor for the formation of correct and sound personalities, and schools play an important role and function in the socialization of adolescents. However, today's school education, which is moving towards the competitive edge of the entrance exam, induces extreme competition, creates hostility in peer relationships, and causes tension or pressure among students due to lack of personal contact with teachers, thereby forming an unhealthy spirit [3, 4]. Faced with such an educational environment, adolescents experience stress. Stress

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is experienced by everyone when external or internal demands exceed their resources [5, 6]. At this time, if there are enough coping resources to control the stress, the person can adapt appropriately, but if the stress is difficult to handle or lasts for a long time, personal well-being is threatened and further maladaptation can be induced. There are many different causes of stress among adolescents. Among them, school is the place where young people spend the most time during the day, and it is a place where they acquire skills necessary for daily life through friends as well as study. Therefore, it can be said that most of the stress that adolescents experience comes from school life in terms of the amount of time and the environment they are in contact with [7, 8]. In other words, adaptation to school life means that students feel satisfied by rationally solving their needs under the overall influence of school (relationships between students, teachers, and classroom life) and maintain a harmonious relationship with teachers and students. It refers to adapting to school life in a comfortable state, and furthermore, it refers to the process of socialization through experiences in school life [9, 10]. Therefore, adaptation to school life is an essential element for adolescents and determines their lifetime. As such, physical education classes, which have characteristics that other subjects do not have, can induce important adaptation to school life in the adolescent period. In other words, physical education classes internalize social situations, beliefs, norms, values, attitudes, aesthetics, cognitive experiences, etc. in the dimension of socialization, and maximize the value and function of physical education based on the sound development of youth. It has the characteristics of purifying the anxiety, conflict, violent behavior, and accidental characteristics of these adolescents, and as a result, forming desirable attitudes and postures, and inducing the harmonious development of body and mind. As a result, from an educational point of view, physical activity has a very high educational value in terms of the possibility of modifying physical activity as an effort rather than the integration of a habitual system, and as a result of human activity as a totality, and helps students to smoothly adapt to school life. is playing a role. Therefore, there is a need for research to clarify the importance of physical education classes by examining the relationship between stress sources and school life adaptation according to the degree of activeness and perception of middle school students participating in physical education classes.

2. ANALYSIS METHOD AND SURVEY TOOL

2.1 Study Subjects

The subjects of this study were sampled using cluster random sampling from male and female students attending middle schools in Gwangju Metropolitan City and Jeollanam-do in 2020. 150 males and 150 females, a total of 300 people were sampled. The details of the study subjects are shown in <Table 1>.

Table 1. Study Subjects

Variable		N	%
Gender	Male	150	50.0
	Female	150	50.0
Grade	1 Grade	110	36.7
	2 Grade	100	33.3
	3 Grade	90	30
Household income (won)	200 ↓	90	30
	200 ↑ -300 ↓	110	36.7
	300 ↑	100	33.3

2.2 Research Tool

The survey tool was modified and supplemented according to this study based on the questionnaire that had been verified for reliability and validity in previous studies, and all questionnaire items were composed of a 5-point scale. First, the degree of participation in physical education class and perception of physical education class were composed as independent variables. In other words, the degree of physical education class participation means the degree of active and passive participation in physical education class [11], and the physical education class awareness means the degree of awareness of physical education class [12]. And as a mediating factor, stress means the physical or psychological demands that cause stress in students' school life [13]. In this study, three sub-factors were composed of friends, academics, teachers, and lifestyle factors [14]. Finally, for school life adjustment, the school life adjustment scale, which means the degree of desirable adaptation to all situations and environments of school life, was used [15], and in this study, the five sub-factors were peer relationship, teacher relationship, and learning, emotion control, and rule compliance [16]. The detailed composition of the questions on the test paper is shown in <Table 2>.

Table 2. Questionnaire Composition Indicator

Factor	Sub-factor	Number of questions
Demographic characteristics	Gender	1
	Grade	1
	Household income	1
Participation in Physical Education Class	PE Class Participation Level	6
	PE class Perception	5
Stress	Academic factors	6
	Friend factor	7
	Teachers and school life factors	7
School Life Adaptation	Friendship	5
	Teacher relationship	5
	Learning Activeness	7
	Emotional control	4
	Rule compliance	5

3. VALIDITY AND RELIABILITY OF THIS STUDY

3.1 Exploratory Factor Analysis

The results of the exploratory factor analysis on physical education class participation are shown in <Table 3>. According to <Table 3>, the items showing a high factor load (0.829 or more) for factor 1 are items 2, 3, 6, 4, 1, and 5, all of which are related to the degree of physical education class participation. The items showing a high factor load (0.624 or more) in factor 2 are four items (items 18, 10, 7, and 9), which are all related to physical education class recognition, and item 11 was removed because the factor load value was low. And the cumulative ratio explaining the two sub-factors of physical education class participation degree and physical education class awareness was 66.049%. These analysis results show that the physical education class participation factor was measured relatively reasonably.

Table 3. Exploratory Factor Analysis on Physical Education Class Participation

Question		Factor 1	Factor 2
PE Class Participation Level	Q03	0.876	-0.031
	Q02	0.868	-0.021
	Q06	0.866	0.019
	Q04	0.865	-0.038
	Q01	0.844	0.022
	Q05	0.829	0.019
PE class Perception	Q08	0.031	0.826
	Q10	0.196	0.823
	Q07	-0.208	-0.769
	Q09	0.202	0.624
Characteristic value		5.456	1.149
Dispersion %		54.564	11.485
Accumulation %		54.564	66.049

The results of exploratory factor analysis on stress are shown in <Table 4>.

Table 4. Exploratory factor analysis of stress

Question		Factor 1	Factor 2	Factor 3
Academic factors	Q06	0.849	0.163	0.125
	Q05	0.823	0.278	0.217
	Q02	0.822	0.278	0.145
	Q01	0.700	0.344	0.191
Friend factor	Q07	0.258	0.807	0.251
	Q12	0.208	0.788	0.206
	Q09	0.241	0.780	0.155
	Q08	0.368	0.721	.225
Teachers and school life factors	Q14	0.189	0.232	0.899
	Q17	0.299	0.280	0.642
	Q19	0.132	0.119	0.633
	Q20	0.129	0.121	0.542
Characteristic value		2.994	2.983	1.520
Dispersion %		29.935	29.832	15.195
Accumulation %		29.935	15.195	74.963

According to <Table 4>, the items showing a high factor load (0.700 or more) for factor 1 are 4 items (items 6, 5, 2, and 1), all of which are related to academic factors, and items 3 and 4 are factor load values. It was removed because it was low. The items showing high factor loadings (0.721 or more) for factor 2 are four items (items 7, 12, 9, and 8), which are all related to the friend factor, and items 10, 11, and 13 were removed because they had low factor load values. The items showing high factor load (0.542 or more) in factor 3 are 4 items (14, 17, 19, 20), all of which are related to teachers and school life factors, and items 15, 16, and 18 are factor load values. It was removed because it was low. And the cumulative rate of explaining the three sub-factors of stress, namely, the academic factor, the friend factor, and the teacher and school life factor, was

74.963%. Such an analysis result shows that the stress factors were relatively reasonably measured.

The results of the exploratory factor analysis on school life adjustment are shown in <Table 5>.

Table 5. Exploratory factor analysis on school life adjustment

Question	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
Friendship	Q01	0.800	0.162	0.026	0.078	-0.053
	Q05	0.691	0.206	0.126	0.019	-0.123
	Q04	0.664	0.156	0.146	-0.269	-0.044
	Q03	0.630	0.240	0.252	0.146	-0.031
	Q02	0.551	0.224	0.162	-0.118	-0.113
Teacher relationship	Q08	0.101	0.817	0.030	0.080	-0.090
	Q07	0.105	0.749	0.116	0.135	-0.140
	Q10	0.265	0.712	-0.012	0.080	0.032
	Q06	0.166	0.604	0.271	0.046	-0.064
Learning Activeness	Q11	0.198	0.241	0.680	0.084	0.151
	Q13	-0.029	-0.198	0.637	0.090	-0.193
	Q16	0.257	0.041	0.595	-0.063	-0.095
	Q14	0.112	0.245	0.550	-0.026	-0.149
	Q15	0.078	0.153	0.513	0.008	0.138
	Q12	0.101	0.224	0.459	-0.051	0.132
Emotional control	Q18	-0.023	0.032	0.111	0.809	0.027
	Q21	0.121	0.141	-0.092	0.798	-0.021
	Q19	-0.135	0.208	0.276	0.513	-0.166
Rule compliance	Q21	-0.015	0.004	0.043	0.128	0.716
	Q25	-0.172	-0.043	0.045	-0.226	0.694
	Q22	-0.001	-0.127	-0.073	-0.049	0.656
	Q24	-0.199	0.005	-0.145	0.103	0.471
Characteristic value	3.114	2.825	2.445	1.957	1.870	
Dispersion %	3.114	2.825	2.445	1.957	1.870	
Accumulation %	14.154	26.994	38.110	47.005	55.505	

According to <Table 5>, the items with a high factor load (0.551 or more) for factor 1 are items 1, 5, 4, 3, and 2, all of which are related to friendship. The items showing a high factor load (0.604 or more) in factor 2 are four items (items 8, 7, 10, and 6), all of which are related to the teacher-teacher relationship, and item 9 was removed because the factor load value was low. The items showing high factor load (0.459 or more) in factor 3 are 6 items (11, 13, 16, 14, 15, 12), all of which are related to active learning, and item 17 is removed because the factor load value is low. The items showing high factor load (more than 0.513) in factor 4 are items 18, 21, and 19, which are all related to emotion regulation, and item 20 was removed because the factor load value was low. The items showing a high factor load (0.471 or more) in factor 5 are the four items of items 21, 25, 22, and 24, all of which are related to rule compliance, and item 23 was removed because the factor load value was low. And the cumulative rate of explaining the 5 sub-factors of school life adjustment, peer relationship, teacher relationship, learning initiative, emotion control, and rule compliance, was 55.505%. These analysis results show that school life adjustment factors were relatively reasonably measured.

3.2 Reliability Analysis of This Study

The results of the questionnaire reliability analysis in this study are shown in <Table 6>. Looking at <Table 6>, the Cronbach's α value of PE class participation was 0.75 - 0.79, and the Cronbach's α value of stress was 0.72 - 0.80. Also, Cronbach's α value of school life adaptation was 0.75 - 0.81. In this study, the Cronbach's α value, which is the reliability coefficient for all factors, appeared at a high level, which is judged to be a reliable item.

Table 6. Reliability analysis

Factor	Sub-factor	Cronbach's α
Recognition of body attractiveness	Appearance	0.76
	Attribution	0.71
	Weight	0.70
Desire for Exercise	Homeostasis	0.85
	Activity	0.80
	Catharsis	0.76
	Affiliation	0.75
	Show off	0.74
	Achievement	0.75
	Autonomy	0.77

4. STATISTICAL ANALYSIS

The survey procedure of this study was collected in such a way that the researcher and assistant directly visited the sampled subjects and distributed and collected questionnaires. First, after explaining the method of answering the questionnaire and precautions, the questionnaire was collected after answering in the self-written form. Answered questions were collected for data analysis, and valid samples were coded according to the coding guidelines, excluding double or non-entry data. After inputting the coded data individually into the computer, frequency analysis, exploratory factor analysis, reliability analysis and multiple regression analysis were performed using the SPSS Windows 20.0 statistical program. The statistical significance level was set at $P < 0.05$.

5. RESULTS

5.1. The effect of physical education class participation on stress

The results of multiple regression analysis on the effect of physical education class participation on stress are shown in <Table 7>. Looking at <Table 7>, at the final regression ceremony, physical education class participation was found to have a statistical effect on the friend factor, academic factor, teacher and school life factor of stress at the 0.1% level. Looking at this in detail, it was found that only the degree of participation in physical education class had an effect on the friend factor of stress at the 0.1% level. The beta value, which is a relative contribution, was found to have an effect in the order of physical education class participation (-0.178) and physical education class awareness (-0.025). This shows an explanatory power of 2.1%. In other words, the higher the degree of physical education class participation, the lower the friend factor of stress.

In addition, it was found that only the degree of participation in physical education class had an effect on the academic factor of stress at the 0.1% level. Looking at the beta value, which is a relative contribution, it was found that the degree of physical education class participation (-0.239) and the perception of physical education class (-0.050) had an effect in the order. This shows an explanatory power of 5.7%. In other words, the higher the degree of physical education class participation, the lower the academic factor of stress.

Finally, it was found that the degree of physical education class participation and the perception of physical education class had an effect on the teacher and school life factors of stress at the level of 0.1%. When looking at the beta value, which is a relative contribution, it was found that the perception of physical education class (-0.166) and the perception of the degree of physical education class participation (-0.148) had an effect in that order. This shows an explanatory power of 2.8%. In other words, the higher the level of physical education class participation and participation awareness, the lower the teacher and school life factors of stress.

Table 7. Multiple regression analysis of the effect of physical education class participation on stress

Variable	Friend factor		Academic factors		Teachers and school life factors	
	β	t	β	t	β	t
Constant		38.416		27.227		33.211
PE class Participation Level	-0.178	-3.338***	-0.239	-4.230***	-0.148	-2.904***
PE class Perception	-0.025	-1.170	-0.050	-1.743	-0.166	-3.273***
R ²	0.021		0.057		0.028	
F	10.803***		11.156***		22.711***	

***P<0.001

5.2. The effect of physical education class participation on stress

The results of multiple regression analysis on the effect of physical education class participation on school life adjustment are shown in <Table 8>. Looking at <Table 8>, only the peer relationship, teacher relationship, rule observance, and learning activity of school life adaptation were statistically affected at the 0.1% level of physical education class participation in the final regression ceremony. Looking at this in detail, it was found that only the degree of participation in physical education class had an effect on the peer relationship of school life adjustment at the 1% level. When looking at the beta value, which is a relative contribution, it was found that the degree of physical education class participation (0.178) and the physical education class perception (0.012) had an effect in the order. This shows an explanatory power of 2.9%. In other words, the higher the degree of physical education class participation, the better the peer relationship.

It was found that only the degree of participation in physical education class had an effect on the teacher relationship of school life adjustment at the level of 0.1%. When looking at the beta value, which is a relative contribution, it was found that the degree of physical education class participation (0.121) and the physical education class perception (0.086) had an effect in the order. This shows an explanatory power of 2.3%. In other words, the higher the degree of physical education class participation, the better the teacher-teacher relationship.

It was found that only the degree of participation in physical education class had an effect on the learning activity of school life adaptation at the level of 1%. Looking at the beta value, which is a relative contribution,

it was found that the degree of physical education class participation (0.187) and the physical education class perception (0.059) had an effect in the order. This shows an explanatory power of 2.4%. In other words, the higher the degree of physical education class participation, the higher the learning activity.

It was found that physical education class participation did not affect emotional control of school life adjustment. It was found that only the degree of participation in physical education class had an effect on compliance with the rules of school life adjustment at the level of 0.1%. Looking at the beta value, which is a relative contribution, it was found that the degree of physical education class participation (0.239) and the physical education class perception (0.013) had an effect in the order. This shows an explanatory power of 5.3%. In other words, the higher the degree of physical education class participation, the higher the rule compliance.

Table 8. Multiple regression analysis of the effect of physical education class participation on stress

Variable	Friendship		Teacher relationship		Learning Activeness		Emotional control		Rule compliance	
	β	t	β	t	β	t	β	t	β	t
Constant		31.788		23.331		17.390		17.513		13.236
PEC participation level	0.178	2.646**	0.121	4.600***	0.187	2.774**	0.019	0.272	0.239	3.608***
PEC perception	0.012	0.186	0.086	1.266	0.059	0.880	0.081	1.197	0.013	0.198
R ²	0.029		0.023		0.024		0.005		0.053	
F	5.575**		11.126***		4.602***		0.942		10.570***	

p<0.01, *P<0.001

5.3. Effects of stress on school life adjustment

The results of multiple regression analysis on the effect of stress on school life adjustment are shown in <Table 9>. Looking at <Table 9>, in the final regression equation, stress was found to have a statistical effect on school life adaptation's peer relationship, teacher relationship, rule observance, and learning activity at the 0.1% level and emotional regulation at the 1% level. Looking at this in detail, it was found that only the teacher and school life factors of stress had an effect on the peer relationship of school life adjustment at the level of 0.1%. The beta value, which is a relative contribution, was found to have an effect in the order of teacher and school life factor (-0.250), academic factor (-0.043), and friend factor (-0.038). This shows an explanatory power of 8.8%.

In other words, the lower the teacher and school life stress factors, the better the peer relationship. It was found that the friend factor of stress had an effect on the teacher relationship of school life adjustment at the 1% level, and the teacher and school life factors at the 0.1% level. When looking at the relative contribution, the beta value, the friends factor (-0.223), the teacher and school life factor (-0.196), and the academic factor (-0.009) were found to have an effect in the order. This shows an explanatory power of 12.7%. In other words, the lower the friend factor, teacher and school life stress factor, the better the teacher-teacher relationship.

It was found that only the teacher and school life factors of stress had an effect on the learning activity of school life adaptation at the 5% level. The beta value, which is a relative contribution, was found to have an effect in the order of teacher and school life factor (-0.159), friend factor (-0.101), and academic factor (-0.014). This shows an explanatory power of 5.5%. In other words, the lower the teacher and school life stress factors, the higher the learning activity.

It was found that the academic factor of stress had an effect on the emotional regulation of school life adjustment at the 1% level, and only the teacher and school life factors had an effect at the 5% level. When looking at the relative contribution, the beta value, the academic factor (-0.187), the teacher and school life factor (-0.153), and the friend factor (-0.053) were found to have an effect in the order. This shows an explanatory power of 2.9%. In other words, the lower the academic factors, teachers, and school life stress factors, the higher the emotional regulation.

It was found that the academic factor of stress had an effect on compliance with school life adjustment rules at the 5% level, and only the teachers and school life factors had an effect at the 1% level. The beta value, which is a relative contribution, was found to have an effect in the order of teacher and school life factor (-0.166), academic factor (-0.149), and friend factor (-0.040). This shows an explanatory power of 6.8%. In other words, the lower the academic factors, teachers and school life stress factors, the higher the rule compliance.

Table 9. Multiple Regression Analysis on the Effects of Stress on Adjustment to School Life

Variable	Friendship		Teacher relationship		Learning Activeness		Emotional control		Rule compliance	
	β	t	β	t	β	t	β	t	β	t
Constant		12.470		5.865		5.444		7.455		4.121
Academic factors	-0.043	-0.699	-0.009	-0.158	-0.014	-0.221	-0.187	-2.967**	-0.149	-2.425*
Friend factor	-0.038	-0.649	-0.223	-3.929***	-0.101	-1.712	-0.053	-0.889	-0.040	-0.682
T&S school life factors	-0.250	-3.926***	-0.196	-3.149**	-0.159	-2.451*	-0.153	-2.336*	-0.166	-2.577**
R ²	0.088		0.127		0.055		0.029		0.068	
F	12.072***		18.194***		7.264***		3.748***		9.075***	

*p<0.05, **p<0.01, ***P<0.001

5. CONCLUSION

The purpose of this study is to identify the effects of middle school students' physical education class participation on stress and school life adaptation. The results obtained to identify the purpose of this study are as follows.

First, physical education class participation was found to have a partial effect on stress factors.

In other words, it was found that the higher the participation in physical education class, the lower the friend factor of stress, and the higher the participation in physical education class, the lower the academic factor of stress. In addition, it was found that the higher the level of physical education class participation and participation awareness, the lower the teacher and school life factors of stress.

Second, physical education class participation was found to have a partial effect on school life adjustment factors. In other words, the higher the degree of physical education class participation, the higher the peer relationship, teacher relationship, learning aptitude, and rule compliance.

Third, stress was found to have a partial effect on school life adjustment factors. In other words, the lower the teacher and school life stress factors, the higher the peer relationship, and the lower the friend factor and teacher and school life stress factors, the higher the teacher relationship. In addition, the lower the teacher and school life stress factors, the higher the learning activity, and the lower the academic factors, teachers and school life stress factors, the higher the emotional regulation. Finally, the lower the academic factors, teachers and school life stress factors, the higher the rule compliance.

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