

Correlational Study of Body Management and Interpersonal Competence of College Students: Towards Viable Learning Interventions

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Abstract

This study assessed the body management and interpersonal skills of undergraduates at Hunan College of Arts and Sciences with the aim of providing feasible interventions to build students' self-confidence. A total of 499 undergraduate students from Hunan College of Arts and Sciences were selected for the study through questionnaires and whole group sampling. The study found: The distribution of male and female students is close to balanced, but there are slightly more female students. Most of the respondents belonged to the age group of 19-20 years. Most of the respondents were third year students. The facets of body management were assessed with good performance. The respondents have a good grasp of body management. sex may play a role in body management. Assessments of body management skills were generally similar between grade levels. Students performed moderately well on positive communication, moderate rejection, self-disclosure, conflict control, and emotional support skills. There was a significant positive correlation between body management and interpersonal skills, i.e., as body management skills increased, individuals' interpersonal skills also increased.

Keywords

L Body Management; Interpersonal Competence; College Students.

1. Introduction

Although the domestic epidemic has been well contained, it is still raging abroad. We cannot be sure that it will not return, and people have to be prepared for a long time to fight the virus. First and foremost, people's psychological ability to bear the pressure of such a turbulent and uncertain epidemic, as well as psychological changes and stress handling when their physical health is constantly threatened.

As an important carrier of social connection, college students not only have good knowledge reserve and the ability to deal with various problems, but also have a good ability to adapt to environmental changes. Therefore, in the face of the high infectivity of the virus, they have to stay at home, have no work, have no entertainment activities, and even in the panic of whether they will be infected, the importance of physical exercise behavior to the physical and mental health of college students is increasingly prominent. On the one hand, students can better keep up with The Times, make full use of electronic equipment, in the case of not outside the home, the network has become an important source to obtain outside information, virus epidemic in daily attention, gradually engulfed news under the influence of human body health, they are more clearly have a healthy body in the importance of this special period. College students, on the other hand, due to the need of the epidemic prevention and control, not as free as before, can get around, the majority of students choose to stay at home for the fear of the virus, doing nothing all day long become the norm, at this point, the students' psychological pressure, but because it has a lot of free time for its distribution, at ordinary times because of work, study

and can't insist on things can be done in this period, sports behavior As a way to relieve pressure and relax, it is undoubtedly the first choice of college students.

In the existing research on interpersonal relationship, the interpersonal relationship of college students presents the following phenomenon: the range of communication is wide, college students can communicate with the people of the country and even the world through the Internet and other ways, the object and scope of communication are expanded; There are various forms of communication. College students can communicate with others in different forms online and offline. Nowadays, college students' interpersonal relationship is a very urgent, especially need to improve the link is the roommates get along with the problem; Social withdrawal phenomenon, in the participation of interpersonal activities, especially in the collective activities feel nervous, do not know what to do, some interpersonal relationship trouble after easy to choose to withdraw from the attitude; Lack of willingness to communicate with others, weak group consciousness of college students, tend to stay away from the collective, their own study and life; College students are not good at communicating with others, do not know how to get along with others better; Nowadays, there are a lot of college students with only one child in their family, who can get the favor of all their families and easily form the consciousness that the world revolves around them. Psychological selfishness is very prominent when they get along with others, and they rarely think carefully about existing problems from the standpoint of their partners. The process of getting along with others pays too much attention to gain and loss, and takes personal interests as the prerequisite to get along with others, losing the pure concept of making friends. Individual differences, lack of interpersonal skills, various psychological barriers, lack of external guidance, convenient network information and other reasons are the important factors that hinder college students from enjoying harmonious interpersonal relationship.

A large number of studies on physical exercise and interpersonal relationship not only show that team sports can provide occasions and opportunities for interpersonal communication, but also cultivate college students' abilities of trust, unity, cooperation and communication. Moreover, it is proved that college students' participation in individual sports can regulate their emotions, improve their cognitive ability, improve their appearance and demeanor, and cultivate their self-confidence, which are beneficial to the development of interpersonal relationship. On the whole, college students' participation in physical exercise is closely related to the development of harmonious interpersonal relationship, and the difference in the time, intensity, frequency, exercise mode and other factors of physical exercise has different effects on improving college students' interpersonal relationship.

2. Methodology

2.1. Research Design

This study uses a completely randomized survey study to analyze the causal relationship between independent and dependent variables. This study begins with the concept of college students' interpersonal communication, the motivation of college students' interpersonal communication, the characteristics of college students' interpersonal communication, the influence factors of college students' interpersonal communication, the empirical study of college students' interpersonal communication ability, college students' interpersonal communication ability the study advance of summarizing the research achievements of previous scholars, this as the theoretical background for the study. Secondly, this study adopts the method of questionnaire survey and cluster sampling to select some undergraduates of Hunan University of Arts and Science as the research object, and investigates the current situation of college students' interpersonal communication and the development of interpersonal communication ability. Thirdly, on the basis of the questionnaire survey, this

study synthesizes the previous theoretical research results, carries on the comprehensive investigation to the students' interpersonal relationship, and forms the analysis report on the current situation of the contemporary college students' interpersonal relationship on the basis of the survey results. Based on the analysis report of the current situation of the interpersonal relationship of contemporary college students, and aiming at the problems and weaknesses in the interpersonal relationship of college students, a series of training programs and training plans to solve the problems and eliminate the obstacles in interpersonal communication of college students are studied and discussed, and the corresponding theoretical and practical basis is put forward.

2.2. Respondent and Sampling

The researchers studied college students at Hunan University of Arts and Sciences. From such a population, the researchers used proportional stratified samples from different campus.

Table 1: The Profile of student Respondents

Sex		
	Frequency	Percentage
Male	247	49.5%
Female	253	50.5%
Total	499	100%
Age		
	Frequency	Percentage
18 years old and below	42	8.4%
19-20years old	300	60.1%
21-22years old	130	26.1%
23 years old and above	27	5.4%
Total	499	100%
Grade level		
	Frequency	Percentage
Freshman	30	6.0%
Sophomore	171	34.3%
Junior	251	50.3%
Senior	47	9.4%
Total	499	100%

As shown in Table 1, in terms of sex, there were 247 or 49.5% male students and 253 or 50.5% female students. The distribution of male and female students was close to balanced, but there were slightly more female students. In terms of age, 42 or 8.4% of the students were 18 years old and below, 300 or 60.1% were 19-20 years old, 130 or 26.1% were 21-22 years old, and 27 or 5.4% were 23 years old and above. The majority of the respondents were in the 19-20 age group. In terms of grade level, there were 30, or 6.0%, freshmen; 171, or 34.3%, sophomores; 251, or 50.3%, juniors; and 47, or 9.4%, sophomores. The majority of respondents were junior college students.

2.3. Data Gathering Instrument

The study used a self-designed questionnaire as the primary data collection tool, confirmed through guided interviews and focus group discussions.

Construction of questionnaire. The researchers used self-constructed questionnaires to collect data and information on the physical management and interpersonal skills of the students studied. It is divided into four sections; the first deals with an overview of the student's age, sex, grade, etc. The second focuses on student body management, including body awareness, spatial awareness, movement quality, and engagement in relationships. The third part focuses on the level of students' interpersonal skills. Consultations were held with thesis advisors and experts in the field to ensure that no projects were similar or duplicated. The main tools used have been submitted to a number of experts for comments, suggestions and recommendations.

Reliability statistics. For reliability testing, the Cronbach's alpha coefficient generated using SPSS was 0.824. It is generally considered that the reliability of the scale is good when the reliability is between 0.7 and 0.9. Therefore, according to the obtained values, the questionnaire is reliable.

Validation of the questionnaire. Following the consultant's suggestions and comments, a draft for approval was prepared for the panelists to validate the questionnaire. After panelist approval, the questionnaire were further evaluated and validated by Cronbach Alpha reliability index to further test and analyze its consistency and reliability. Provide a copy of the draft to at least 20 teachers who were asked to provide responses to determine whether the content of the questionnaire was clear, concise, accurate, reliable, and understandable for content verification. Expert advice was incorporated to improve the instrument. The researchers then made the final copy; after that, the instrument was approved for replication.

The consent of the school and the informed consent of the subjects obtained before the implementation of the questionnaire. The main test conducted by trained physical education students. Each participant given a link to complete the questionnaire. Before the test, the subjects explained the relevant requirements and instructions, emphasizing the principle of confidentiality, and the subjects began to answer after confirming the unmistakable meaning. After the test, participants all received a small gift to express their gratitude. All data were collected, organized, tabulated and analyzed in accordance with approved statistical treatments.

3. Analysis and Interpretation of Data

3.1. The assessment of student-respondents execute their body management

Table 2: The Assessment of student-respondents as regards their body management

body management	Mean	Qualitative Description	Interpretation
body awareness	2.85	Good	Moderately Effective
space awareness	2.73	Good	Moderately Effective
qualities and relationship of movements	2.80	Good	Moderately Effective
Over-all Mean	2.79	Good	Moderately Effective

Legend: 3.51-4.00 Excellent/Very Effective; 2.51-3.50 Good/Effective; 1.51-2.50 Fair/Not Effective; 1.00-1.50 Poor/Strongly Not Effective

Table 2 shows the assessment of the respondents' students on body management, where the mean of body awareness is 2.85 or Good; the mean of space awareness is 2.73 or Good; and the mean of qualities and relationship of movements was 2.80 or Good. The overall composite mean

of 2.79 was interpreted as Moderately Effective. This indicated that most of the students were relatively good at perceiving their own body awareness and self-awareness, and were able to perceive their own body states and movements more accurately. Students were also competent in perceiving their position in space and the direction of their movements, although the scores were slightly lower than those for BODY AWARENESS. Students performed well in controlling the quality of their movements and in understanding the relationships between movements.

Body awareness has a significant impact on the learning and performance of motor skills. Routledge and Juhl (2018) found that athletes with greater perception and control of their own bodies in sport typically demonstrated higher levels of skill. The key role of spatial awareness in coordination and movement accuracy. Wang and Li (2017) found that children can improve coordination and motor skills through spatial perception training. Mastery of movement quality and understanding the relationships between movements are critical for optimizing motor skills. Xu (2021) showed that athletes improve skill execution by focusing on movement details and the relationships between movements.

Respondents had a moderate level of competence in body awareness and self-observation. This finding is in line with the results of LeRoy et al (2017), indicating that the majority of the population has a moderate level of body awareness. However, moderate levels of body awareness still provide opportunities for improvement and intervention. Education and training programs can help students improve body awareness, which can lead to improved self-care and health behaviors. These findings provide educators and health professionals with opportunities to improve students' body management skills.

Educators and trainers can build on the good foundation that students already have to further develop their spatial perception, coordination and motor control. This can be achieved through targeted training programs and activities to help students improve their motor skill levels. In the field of education, these findings emphasize the multidimensional nature of body management [1]. In addition to technical details, students' perception and control need to be attended to and developed. Educators can help students improve these abilities by designing comprehensive physical education programs, such as physical education activities and motor skills training. This helps to improve students' physical performance, increase self-confidence, and promote physical fitness [2].

Movement perception is one of the traits of good athletes. It is important for improving skills and preventing injuries. In practical terms, this means that physical education programs can emphasize training in self-perception and error recognition to improve students' motor skills. Accuracy is a key component of motor skills. Physical education can focus on fine-tuning of motor skills to ensure that students are able to execute sports movements accurately. Good rhythm of movement contributes to coordination and efficiency, which is crucial in many sports. An individual's ability to perceive movement and self-perception is closely related to the learning and execution of motor skills. For example, research in the field of tennis has shown that an athlete's ability to perceive and correct errors in their own movements is associated with increased skill levels[3]. The effect of movement rhythm control on coordination and skill execution. In dance research, researchers have found that good control of movement tempo improves dancers' coordination and movement fluency [4]. The importance of skill transfer for learning new skills and applying them to different contexts. For example, in golf, research has found that after mastering one skill, athletes can more easily apply similar skills to different situations[5].

Improvements in body management skills are closely related to progress in motor skills. For example, Craig et al (2020) found that those athletes with higher body awareness and spatial perception demonstrated higher levels of skill. There is a positive correlation between good body awareness and movement control and mental health and emotional regulation[6]. For physical educators and coaches, understanding the results of assessments of students' body

management skills is critical to developing more effective educational strategies. Hu (2017) study proposed that students' motor skills can be improved by developing individualized lesson plans that address their body management needs.

3.2. The assessment of student-respondents execute their interpersonal skills

Table 3: The Assessment of student-respondents as regards their interpersonal skills

interpersonal skills	Mean	Qualitative Description	Interpretation
Active communication ability	2.82	Good	Moderately Effective
Moderate refusal ability	3.03	Good	Moderately Effective
Self-disclosure ability	3.01	Good	Moderately Effective
Conflict Control Capability	2.74	Good	Moderately Effective
Emotional Support Ability	2.89	Good	Moderately Effective
Over-all Mean	2.89	Good	Moderately Effective

Legend: 3.51-4.00 Excellent/Very Effective; 2.51-3.50 Very Good/Effective; 1.51-2.50 Fair/Not Effective; 1.00-1.50 Poor/Strongly Not Effective

Table 3 shows the assessment of the respondents' students in the area of interpersonal skills, where active communication ability has a mean of 2.82 or Good; Moderate refusal ability has a mean of 3.03 or Good; Self-disclosure ability had a mean of 3.01 or Good; Conflict Control Capability had a mean of 2.74 or Good; and Emotional Support Ability had a mean of 2.89 or Good;

The overall composite mean of 2.89 was interpreted as Moderately Effective. This indicates that the respondents performed well in various interpersonal skills such as Positive Communication, Moderate Rejection, Self-Disclosure, Conflict Control and Emotional Support.

Individuals' challenges in maintaining personal space and boundaries, especially in close relationships [7]. The student respondents maintained politeness and sensitivity when refusing. This relates to the theory of effective social communication which emphasizes the need for effective social interactions to respect the feelings of others and maintain politeness[8]. Social anxiety is an emotion of feeling nervous, worried and uncomfortable in social interactions. This negatively affects their performance in social interactions[9]. These skills are essential for building and maintaining positive relationships, successful careers, and mental health. Therefore, university education and support systems may consider providing training and resources to help students further develop these critical social skills.

Yao et al (2017) found that females were more inclined to use more euphemistic language in rejecting requests while males were more direct. This is related to the fact that the high scores in Table 11 reflect sex differences. Hayes (2020) study stated that it is more challenging to refuse requests in intimate relationships because people are more inclined to avoid hurting each other's feelings. This explains the results of the low scoring indicators in Table 11, especially in cases involving close classmates or friends.

Zhang and Li (2020) found that candid communication in intimate relationships is an important component of building healthy relationships. They noted that two-way frank communication in intimate relationships increases trust, reduces misunderstandings, and helps resolve conflicts. Xu and Zhang (2020) study emphasized the importance of demonstrating vulnerability and

imperfections in relationships. Vulnerability is a key factor in building deep trust and connection that can enhance the quality of relationships.

Zhang et al (2017) showed that effective emotional support and conflict resolution skills are often interrelated. Respondents demonstrated positive abilities in accepting the perspectives of friends or classmates, understanding their positions, and dealing with conflict, which helped maintain and strengthen interpersonal relationships. Emotional intelligence is usually closely related to emotional support skills. Individuals with higher emotional intelligence are more capable of understanding the emotional needs of others and providing appropriate support [10]. Emotional intelligence includes skills in emotional perception, emotional expression, emotional understanding, and emotional management, all of which are essential for effective emotional support. Good emotional support skills are usually associated with interpersonal satisfaction. Respondents who demonstrate positive emotional support skills are more likely to establish stable and satisfying interpersonal relationships [11]. Emotional support helps to reduce tension and conflict and promote trust and closeness.

The result of this assessment can be seen as encouraging as it indicates that the respondents have certain skills and competencies in interpersonal interactions but can continue to develop and improve these skills to further enhance their interpersonal relationships and social interactions. This can also provide strong support for future personal and professional development as good interpersonal skills are valuable in all fields. Batthyany and Russo-Netzer (2021) showed that having good interpersonal skills can have a positive impact on academic performance. Student respondents' performance in various interpersonal skills (e.g., positive communication, self-disclosure, etc.) was associated with their social interactions and academic success in school. Chen et al (2021) study also showed that having good interpersonal skills is one of the key factors for career success. Student respondents benefited from improving their interpersonal skills as these skills are closely related to effective communication and collaboration with coworkers, supervisors, and clients in their future careers. There is a positive correlation between good interpersonal skills and mental health. Student respondents will find that improving their interpersonal skills can help reduce social anxiety and increase self-esteem.

3.3. Significant relationship between the body management and interpersonal skills

This section describes the correlation between the body management and interpersonal skills.

Table 4: Correlation analysis between the degree of the body management and interpersonal skills

Variables		Computed r	Sig	Decision on Ho	Interpretation
body management	interpersonal skills	.584	.000	Rejected	Significant

Level of Significance: * is significant at the 0.05 level (2-tailed); **is significant at the 0.01 level (2-tailed)

As shown in table 4, the calculated r-value of body management and interpersonal skills is 0.584 and the significance value is 0.000, the hypothesis is rejected as the significance value is less than the set level of significance 0.05. This shows that body management and interpersonal skills are significantly correlated and positively correlated.

Wang and Xu (2021) found that good knowledge and management of one's own body can improve an individual's self-esteem and self-confidence. Self-esteem and self-confidence are recognized as positive individual traits that help improve interpersonal skills such as communication and conflict resolution. Therefore, this positive correlation is partially attributed to the positive impact of body management on self-esteem. Xue(2019) showed that

individuals who are satisfied and confident with their bodies are more likely to actively participate in social activities and demonstrate better social skills. This includes better presentation skills, relationship building and conflict resolution skills. Thus, good body management enhances interpersonal skills by increasing body confidence. There is a strong relationship between body management and mental health. Mental health problems negatively affect interpersonal skills such as social avoidance and conflict avoidance[12]. Good body management helps to maintain mental health, which in turn improves interpersonal skills.

Sports and physical activities often involve cooperation and team interaction, which helps develop teamwork and social skills [13]. Individuals who participate in team sports or group exercise are more likely to develop interpersonal skills, which is associated with good body management.

4. Conclusion

The distribution of male and female students is close to balanced, but there are slightly more female students. Most of the respondents belonged to the age group of 19-20 years. Most of the respondents were third year students. The assessment of body management aspects of the facets performed well. The respondents have a good grasp of body management. This helps in improving body confidence and self perception and positively affects the development of interpersonal skills. Students performed at a moderate level in the areas of positive communication, moderate rejection, self-disclosure, conflict control, and emotional support skills. Educators can focus on developing students' skills in positive communication, conflict resolution, and emotional support to help them better adapt to social situations and improve the quality of their interpersonal relationships. There was a significant positive correlation between body management and interpersonal skills, i.e., as the ability to manage the body increased, the individual's interpersonal skills also increased.

Based on the conclusions derived in this study, the following are the recommendations:

Schools and educational institutions may consider strengthening body management education, with special attention to training in body perception and spatial perception. Provide students with more body perception activities and exercises to help them improve their body coordination and movement accuracy in different contexts. This can be achieved by adding relevant content to the physical education curriculum. It is important to understand the individual differences of students. Schools may consider providing individualized body management training to meet the specific needs of each student. By assessing each student's level of body perception and spatial perception, educators can develop targeted training programs to help students develop their body management skills. In addition to classroom education, schools can encourage students to actively participate in sports and physical activities. Participation in team sports, dance, yoga and other activities can improve students' body perception and coordination and contribute to overall body management skills. Schools can implement regular body management assessments to track students' progress and provide timely feedback. This will help students identify their strengths and areas for improvement and motivate them to continue to improve their body management skills. Encourage families to participate in the training of students' body management. Schools can provide parents with information and resources to help them support their children's body management development in the home environment. Body management is not only beneficial to physical education, but also has a positive impact on other disciplines and daily life. Schools can encourage cross-curricular collaboration by integrating body management concepts into the curriculum of different disciplines to help students apply the skills they have learned in various areas.

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