A Study Regarding the Collage Students’ Attitudes towards Physical Activities

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Abstract

The study in hand was an attempt to explore the students’ attitude towards physical activities in the province of Khyber Pakhtunkhwa Pakistan. Main objective of the study was to know the attitude of students regarding physical activities. A representative sample of 350 students (Male =220 and Female = 130) were selected using convenient sampling technique. A 32 items Likerts Type scale measuring Attitude towards Physical Activities was developed for use with degree colleges’ student. Main finding of the study were that both the male and female students have revealed positive attitude towards physical activities as social experience. The study also illustrates that health and fitness can be improved by taking part in physical activities. A positive attitude of the students regarding physical activities as a search for excitement was found. The overall attitudes of the students (Male & Female) regarding the attitude towards physical activity were measured as positive.

Keywords:- Students Attitudes, Physical Activities, Healthy Lifestyle, Cognitive Skills.
Introduction

Physical education activities in school and colleges play an important role in the promotion of regular involvement in physical activities that also help in promoting healthy lifestyle in the coming years of their life (Christodoulidis, 2001). The engagement of the students in Physical Activities (PA) in the early stage not only developed their physique but also inculcate positive attitude toward these activities. One of the primary goals of physical education is to promote positive attitudes among the students that encourage life time PA (NASPE, 1995). It is evident that students who show more positive attitudes towards PA in institution are also participate in PA outside the institution (Biddle, 1999). Jill, (198) referred in his study, a positive attitude toward exercise may be the primary determinant of a physically active lifestyle (Terry, 1996). Allport (1947) presented a model definition of attitude as a "mental and neural state of readiness, organized through experiences, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 805). Attitudes are directed toward attitude objects, such as classes of people, objects, or ideas. Thus if a person has a positive attitude toward physical fitness, behavior should reflect this attitude (Gill, 1986).

Hence it is necessary to know the students attitudes towards PA, if the students have positive attitude toward PA then it is assumed that they will further participate in these activities in their coming practical life. Engagement in PA not only developed physique but it also help in shaping the body and maintain good health that is essential for the future life to come. Participation in these activities helps the students to gain cognitive and kinesthetic skills in physical education programs (Milli, 2007). Adolescence is the time when personal limits are explored and lifetime attitudes and habits shaped. If positive attitudes toward physical education and physical activity are not promoted in the formative school years, they may never be adopted (Stelzer, 2004). As Morgan, (1995) reported that a large part of the attitudes of an individual shapes in the period between the ages of 12 and 30 and they changes slightly after this period. The attitudes of an adolescent are the ones which are not strongly adopted and changeable.

Keeping in view the important of attitude in personal life, the researcher intends to explore the attitude of the students toward PA.

Objective Of The Study

To know the attitude of students towards physical activities

Procedure Of The Study

The following procedure was adopted for the particular study in hand.

Population
Population of the study consisted of all the students studying in Government colleges (GC) of Khyber Pakhtunkhwa (KPK) province of Pakistan. The total number of GC in KPK are 129 (Male = 80, and Female = 49). Number of total students studying in these college are 69,642 (Male = 41,872 and female = 27,770). Total numbers of students studying in degree classes are 32751 (Male = 20331 and Female = 12420) (Higher Education Department, KPK, 2009). Post graduate students were excluded from the study.

Sample and Selection of Sample

A sample of 350 more than one percent of total students (Male = 220 and Female = 130) were selected using convenient sampling technique. According to L. R. Gay in Rick, (2006) that when a population is more than Ten Thousand (10,000) the sample may be taken one percent (1%) of the total population. If the population is (in between 101 to 1000 than only 10%) of sample be sufficient. Therefore only Twenty 20 (10%) Colleges were selected out of total 129 colleges randomly (12 male, 8 female). Hence in this study the procedure of L. R. Gay was adopted.

Data Collection Tool

A 32 items Likerts Type scale measuring Attitude towards Physical Activities was developed for use with degree colleges’ student in the province of Khyber Pakhtunkhwa Pakistan. In the construction of the scale many statements were obtained from the students themselves; students of the same classes assessed the degree of favorable or unfavorable of the 63 statements. Out of 63 items only 32 items were selected to form a final scale. Validation and reliability studies were done on 32 item scale. Validation evidence was gathered through pilot studies. In estimating the internal consistency of the scales, the Cronbach’s coefficient alpha formula was used and results were calculated. In the present study Likert- type scale was used to be responded on a five (5)-point scale ranging from strongly agree to strongly disagree. A reliable scale with 32 items for Attitude towards Physical Activities Scale (APAS) of students was finally developed for administration. According to (Koca et al., 2005) 32 items summed across resulting in a range from 32 to 160 points. A score of 32 indicates the most negative attitude; a score of 33-64 indicates a negative attitude; 65-96 a neutral attitude; 97-128 a positive attitude; and 129-160 the most positive attitude. As the APAS was a five point Likert scale, thus who received mean score lower than 2.70 (I Disagree to I Strongly Disagree) were considered a Negative attitude toward the items and the instrument and also at the end the overall agreement (overall attitude towards APAS negative attitude). Similarly, the APAS who received the mean score higher than 2.70 and lower than 3.30 were considered as Neutral attitude towards the items and the overall attitude towards APAS, and the APAS who received the mean score higher than 3.30 (I Agree and I Strongly Agree) were considered as positive attitude towards items and the overall attitude towards the APAS. (Chang, 2000) The Cronbach alpha for the scale was obtained as .90.

Mode of data Collection and Analysis
The APAS was distributed among 350 students (230 Male & 120 Female) of different colleges of KPK. The convenient sampling procedure was adopted in selecting the students having the representation of all areas of KPK. The scale was administered personally and with the help of co-authors. All the 350 students returned the scale with the response rate of 100%. The collected data than analyzed using mean as statistical technique.

Presentation And Analysis Of Data

Table - 1

Showing The Students Attitudes Regarding Physical Activities As A Social Experience

<table>
<thead>
<tr>
<th>NO</th>
<th>Physical Activities as a Social Experience</th>
<th>Mean Male</th>
<th>Mean Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical Activities are the source of interaction with people</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>2</td>
<td>National and annual sports day of the college and other celebrations promote socialization</td>
<td>4.7</td>
<td>4.9</td>
</tr>
<tr>
<td>3</td>
<td>Physical Educationalist should avoid close intimacy with the people because it lowers his honor</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>4</td>
<td>The parents must allow their children for physical activities because it enhances his relationship with other segments of the society.</td>
<td>4.7</td>
<td>4.9</td>
</tr>
<tr>
<td>5</td>
<td>Physical activities are not promoting the positive attitude towards people.</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>6</td>
<td>Participating in physical activities gives public identity to participants.</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>7</td>
<td>The physical activities have negative impact on moral behavior</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>8</td>
<td>Educational abilities of the students are affected while participating in physical activities</td>
<td>2.7</td>
<td>2.9</td>
</tr>
</tbody>
</table>

In the above table the students were asked to respond on 8 items regarding their attitudes that physical activities are the means for social experience. The overall attitudes of the students both male and female were measured as positive, i.e. 3.81 mean score for male students and 3.92 for female students. Furthermore, the lowest mean score of 2.7 for male was measured for the items No 3, and 8 respectively, while the lowest mean score of 2.9 for female was measured for the items No 3, 7, and 8 respectively. The highest mean score of 4.9 for both male and female was measured for the items No 1, and 6 for male, items No 1, 2, and 6 for female separately.

Table - 2

Showing The Students Attitude Regarding Physical Activities For Health And Fitness
To promote better health conditions, the students may take part in the sporting activities.

Physical activities are one of the source for fitness.

Posture deformities cannot be improved by taking part in physical activities.

Participation in physical activities reduces the risk of heart diseases.

To get rid of all the worries, tension, and illness one should take part in physical activities.

Growth and development factors affected by movement can be enhanced through participation in physical activities.

The overall response of the students reveals that both the genders have positive attitudes regarding physical activities as a means for health and fitness, as the mean score of the male and female students are 3.88, and 3.98 respectively. The highest mean score for male was measured for item No 10, i.e. 4.7, and for female item No 9, i.e. 4.9. The lowest mean score for both was measured to item No 11, i.e. 2.7 for male and 2.9 for female.

Table 2 shows the students attitudes towards physical activities as source for health and fitness.

Table - 3

Showing The Students Attitudes Regarding Physical Activities As A Search For Excitement
Table no 3 exhibits the positive attitude of male and neutral attitudes of female i.e. 3.80, and 3.07 respectively about the physical activities as a source for search for excitements. The highest mean score for both male and female was measured to item no 21, i.e. 3.9 for male and 4.0 for female. While lowest mean score was measured to item no 23, i.e. 2.3 for male and 2.2 for female respectively.

Table – 4

Showing The Attitude Of Students Regarding Physical Activities As An Aesthetic Experience

<table>
<thead>
<tr>
<th>NO</th>
<th>Physical Activity as an Aesthetic Experience</th>
<th>Mean</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>Good body shape cannot be developed through participation in physical activities.</td>
<td>2.1</td>
<td>2.3</td>
</tr>
<tr>
<td>25</td>
<td>Participation in physical activities enhances the sense of appreciation of others.</td>
<td>3.4</td>
<td>3.2</td>
</tr>
<tr>
<td>26</td>
<td>Physical activities are not one of the sources of developing good personality.</td>
<td>1.3</td>
<td>1.5</td>
</tr>
<tr>
<td>27</td>
<td>Physical activities are adding artistic movement in an individual.</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>28</td>
<td>Creative movements and skills are developed while participating in physical activities.</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>Overall Agreement</td>
<td>2.90</td>
<td>2.90</td>
</tr>
</tbody>
</table>

Table 4 reveals the attitude of students regarding physical activities as an aesthetic experience. The mean score of 2.90 both male and female indicates that the students have shown neutral attitudes towards physical activities as an aesthetic experience. The lowest mean score for both genders was item no 26, i.e. 1.3, and 1.5, and the highest mean score was measured for both gender was item no 27, i.e. 4.1 and 4.0 respectively.

Table – 5

Showing The Attitude Of Students Regarding Physical Activities As A Catharsis

<table>
<thead>
<tr>
<th>NO</th>
<th>Physical Activity as a Catharsis</th>
<th>Mean</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>29</td>
<td>Participation in physical activities controls the emotions of individual.</td>
<td>3.2</td>
<td>2.9</td>
</tr>
<tr>
<td>30</td>
<td>Engagement in physical activities is the worthy use of leisure.</td>
<td>3.9</td>
<td>3.7</td>
</tr>
<tr>
<td>31</td>
<td>The students may be afforded freedom in their physical activities in order to remove any sign of boredom</td>
<td>3.4</td>
<td>3.3</td>
</tr>
<tr>
<td>32</td>
<td>Harsh behavior can be modified while taking part in physical activities.</td>
<td>3.2</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>Overall Agreement</td>
<td>3.42</td>
<td>3.32</td>
</tr>
</tbody>
</table>
Table no 5 indicates the positive attitudes of the students regarding the physical activities as a catharsis. The mean score for both male and female was measured as 3.42, and 3.32 respectively. The highest mean score for male and female was measured in item no 30, i.e. 3.9, and 3.7. And the lowest mean score was measured for male in items no 29, and 32, i.e. 3.2 and for female was item no 29, i.e. 2.9.

Table – 6

Showing The Overall Attitude Of Students Regarding Physical Activities

<table>
<thead>
<tr>
<th>NO</th>
<th>Overall Agreement on APA Scale</th>
<th>Mean Male</th>
<th>Mean Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The overall attitude of students regarding physical activities</td>
<td>3.43</td>
<td>3.43</td>
</tr>
</tbody>
</table>

The above table reveals the overall attitude of the students regarding physical activities. Both the male and female students show the positive attitudes towards APAS, as the mean score for both the genders indicates, i.e. 3.43 values that mean the positive attitudes.

Results And Discussions

The study in hand shows that both the male and female students have revealed positive attitude towards the statement under heading physical activities as social experience.

American Academy of Pediatrics Committee on Sports Medicine and Fitness and Committee on School Health, (2000) has recommended regular physical activities for all the healthy children and adolescents and other individuals with specific medical conditions. Christodoulos, (2006) study find out that school health education programs have the potential to slow the age related decline in physical activity and help pupils establish lifelong, healthy physical activity patterns. He further revealed that childhood’s illness and early death in Greek population may be prevent by promoting healthy habits in early stage of life. Timothy (2010) stated in his study that the considerable effects of insufficient physical activity in childhood and in adolescence are seen throughout lifespan. The author further reveals that the most obvious among these are the risk of obesity and other related physical and psychological disease (see Steele, Nelson, & Jelalian, 2008 for review). Regular physical activities are not only recommended for the treatment and prevention of obesity in individual but it also help in a variety of chronic medical conditions such chronic pain, migraine headaches, and sleep disorders (Long, et al 2008, Powers, 2005, Alessi, et al 1999 and Fox, 1999). Regular physical activity is also beneficial in many behavioral treatments like depression, and also associated with decreased in depression and anxiety in adolescents (Calfas, 1994). The study in hand also reveals that health and fitness can be improved by taking part in physical activities.

The study also shows the positive attitude of the students regarding the physical activities as a search for excitement. Both the students’ gender exhibits positive attitudes regarding the
statements that physical activities are as an aesthetic experience. The students’ attitudes were measured positive while they were asked to response on the statements that physical activities are as a catharsis.

The overall attitudes of the students regarding the attitude towards physical activity were measured positive. Koca et al (2005) study indicated that students have positive attitudes toward PE because of their desire to be successful or to spend their time without pressure of academic success in PE lessons. Timothy (2010) reveals in his study regarding the negative attitudes towards physical activities, and indicated that such attitudes may include beliefs that exercise is in some way unpleasant (e.g., it is painful) or has negative consequences (e.g., it is too time-consuming).

References


