

Physical Activity Attitude of College girl Student's in Kerala State

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Abstract

Aim: In this study we aimed to investigate the physical activity attitude of college girls in Kerala state and establish influencing features. Methods: This descriptive study performed by a questionnaire method was conducted in arts and science colleges affiliated to Kannur University Kerala. Government and aided college degree students were the subjects and a sample of 500 students (women between ages 17-21), was gathered from 10 colleges. A reliable scale with 32 items for Attitude towards Physical Activities Scale (APAS) of students was 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.

Results: The study in hand shows that female students have revealed positive attitude towards the statement under the following headings- physical activities as social experience, physical activities as a search for excitement, physical activities are as an aesthetic experience, physical activities are as a catharsis.

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It is inevitable that a combination of high caloric intake with reduced physical activity is a recipe for obesity. Research supports the association between physical inactivity and increased rates of overweight and obesity. The prevalence of obesity has increased considerably in recent decades. In particular, the percentage of obese adolescents has risen significantly. Numerous studies indicate that compared to healthy-weight range adolescents, obese adolescents have decreased physical fitness and motor abilities, and lower levels of physical activity and exercise. Physical activity and exercise are important in the prevention and treatment of adolescent obesity.

Young people (18–23 years) during the adolescence/adulthood transition are vulnerable to weight gain and notoriously hard to reach. Despite increased levels of overweight/obesity in this age group, physical activity behaviour, a ma-

major contributor to obesity, is poorly understood. Young people (18–23 years) in transition from adolescence to adulthood once embarked on independent living are vulnerable to weight gain, that is when they start higher education/employment, living with partners or getting married and/or become parents themselves. Reduction in physical activity, changes in dietary pattern (skipping breakfast, eating outside the home), increased social activities all contribute to lifestyle changes making weight gain more likely. Individual health behavioural patterns developed during this transition often persist into later life potentially influencing themselves, their partners and/or their children.

Because adolescence is a time of metamorphosis from childhood to adulthood, it serves as a ripe opportunity for young people to establish patterns and habits that could continue into the future. One such pattern is the choice to initiate and maintain a physically active lifestyle. Individuals who are physically active during adolescence are more likely to be physically active during adulthood (Dishman, 1988; Kuh & Cooper, 1992). With this in mind, health professionals are alarmed at the decrease in levels of physical activity that begin during early adolescence and continue throughout adolescence. 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.

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. 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. Keeping in view the important of attitude in personal life, the researcher intends to explore the attitude of Kerala youth towards physical activity and exercise participation.

Objective Of The Study

To know the attitude of college girls students of Kerala state towards physical activities.

Procedure of the Study

Population: Population of the study consisted of all the degree girls students studying in colleges of North Kerala (Affiliated to Kannur University). The total number of Government arts and science Colleges under Kannur University are 9, aided arts and science colleges are 12, un aided arts and science colleges are 27, professional colleges are 45. Number of total girls students studying in these college are more than 50000. Post graduate students were excluded from the study.

Sample and Selection of Sample

A sample of 500, more than one percent of total students (Female = 500) were selected using random sampling technique. Only Ten (10) (10%) Colleges were selected out of total 93 colleges randomly (2 govt., 4 unaided and 4 professional colleges). 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. 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 500 students (500 Female) of different colleges of North Kerala. The random sampling procedure was adopted in selecting the students having the representation of all areas of north Kerala. The scale was administered personally and with the help of co-authors. All the 500 students returned the scale with the response rate of 100%. The collected data were entered into an Excel 2007 Microsoft spreadsheet and were analyzed using SPSS 15.0.1 (SPSS for windows, version 15.0.1.2001).

Presentation and Analysis of Data

Table - 1

Showing the Students Attitudes Regarding Physical Activities as a Social Experience

Q.n	Physical Activities as a Social Experience	Mean Female
1	Physical Activities are the source of interaction with people	4.9
2	Annual sports day and other sports competitions of the college promote socialization	4.9
3	Physical Educationalist should avoid close intimacy with the people because it lowers his honor	2.9
4	The parents must allow their children for physical activities because it enhances his relationship with other segments of the society.	4.9
5	Physical activities are not promoting the positive attitude towards people.	3.1
6	Participating in physical activities gives public identity to participants.	4.9
7	The physical activities have negative impact on moral behavior	2.9
8	Educational abilities of the students are affected while participating in physical activities	2.9
	Overall Agreement	3.92

The overall attitudes of the were measured as positive, i.e. 3.92 for female students. Furthermore, 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 was measured for the items No 1, 2, and 6 for female separately.

Table - 2
Showing the Students Attitude Regarding Physical Activities for Health and Fitness

Q.n	Physical Activity for Health and Fitness	Mean Female
9	To promote better health conditions, the students may take part in the sporting activities.	4.9
10	Physical activities are one of the source for fitness	4.7
11	Posture deformities cannot be improved by taking part in physical activities.	2.9
12	Participation in physical activities reduces the risk of heart diseases.	3.6
13	To get rid of all the worries, tension, and illness one should take part in physical activities	3.9
14	Growth and development factors affected by movement can be enhanced through participation in physical activities.	3.9
	Overall Agreement	3.98

The overall response of the students reveals that the female students have positive attitudes regarding physical activities as a means for health and fitness, as the mean score of the female students is 3.98. The highest mean score for female item No 9, i.e. 4.9. The lowest mean score 2.9 for female.

Table - 3
Showing the Students Attitudes Regarding Physical Activities as a Search for Excitement

Q.n	Physical Activity as the search for excitement	Mean Female
15	Physical activities are the source of thrill.	3.2
16	Pleasure cannot be achieved through physical activities.	2.7
17	Participation in physical activities is dangerous and risky for children.	3.9
18	Mental satisfaction can be achieved while participating in physical activities.	3.1
19	A person who participated in physical activities is well control of his body.	3.6
20	Participation in sports develops self-control in trying situations.	3.5
21	Taking part in sporting events give you a personal satisfaction.	4.0
22	Participation in physical activities may cause physical handicap	2.5
23	Physical activities are life threatening experiences	2.2
	Overall Agreement	3.07

Table no 3 exhibits the neutral attitudes of female i.e 3.07 about the physical activities as a source for search for excitements. The highest mean score for female was measured to item no 21, i.e 4.0 for female, while lowest mean score was measured to item no 23 ie 2.2 for female.

Table – 4
Showing The Attitude Of Students Regarding Physical Activities As An Aesthetic Experience

Q.n	Physical Activity as an Aesthetic Experience	Mean Female
24	Good body shape cannot be developed through participation in physical activities.	2.3
25	Participation in physical activities enhances the sense of appreciation of others.	3.2
26	Physical activities are not one of the sources of developing good personality.	1.5
27	Physical activities are adding artistic movement in an individual.	4.0
28	Creative movements and skills are developed while participating in physical activities.	3.5
	Overall Agreement	2.90

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

Table – 5
Showing The Attitude Of Students Regarding Physical Activities As A Catharsis

Q.n	Physical Activity as a Catharsis	Mean Female
29	Participation in physical activities controls the emotions of individual.	2.9
30	Engagement in physical activities is the worthy use of leisure.	3.7
31	The students may be afforded freedom in their physical activities in order to remove any sign of boredom	3.3
32	Harsh behavior can be modified while taking part in physical activities.	3.4
	Overall Agreement	3.32

Table – 6
Showing The Overall Attitude Of Students Regarding Physical Activities

Q.n	Overall Agreement on APA Scale	Mean Female
	The overall attitude of students regarding physical activities	3.43

Results And Discussions

The study in hand shows that female students have revealed positive attitude towards the statement under heading physical activities as social experience. The study also shows the positive attitude of the students regarding the physical activities as a search for excitement. The girls students' 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).

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