



ISSN: 2456-0057

IJPNPE 2019; 4(1): 980-982

© 2019 IJPNPE

www.journalofsports.com

Received: 04-11-2018

Accepted: 05-12-2018

Joly Thomas

Assistant Professor & Research Scholar, School of Physical Education and Sports Sciences, Kannur University, Kerala, India

Dr. PT Joseph

Dr. P T Joseph, Director, Department of Physical Education, Kannur University, Kerala, India

Construction and standardization of physical activity attitude scale for professional college students on social factors

Joly Thomas and Dr. PT Joseph

Abstract

The purpose of this study was to construct and standardize physical activity attitude scale for professional college students. They are one of the highly stressed student communities due to high academic pressure. The main objectives of this study were to improve their attitudes towards physical activity and motivate them to use their leisure time properly by involving in various physical activities. The Scale consists of four dimensions, such as Physical, Academic, Psychological and Social. The present study is limited to only on social factors. The Population for this study consists of the students of Engineering colleges from all the fourteen districts of Kerala, sample size was 3000 with 1500 male and female each. The statements of the Scale were statistically analyzed by using Factor Analysis and Pearson's Product Moment Correlation. Norms were developed using T scale.

Keywords: Attitude, physical activity. Health, fitness

1. Introduction

In spite of the fact that the advantages of involving in regular physical activity are globally recognized, current studies show that a large number of developing number of youth are not healthy and dynamic as they should be. It is because of the natural and active childhood days restricted in many ways that suppress their capacities and capabilities. Thus it leads them in a positive propensity towards hypokinetic life style in younger age. To improve internal and external wellbeing of an individual, one should sincerely be committed to involve in physical activity at least 30 minutes a day. It enhances the functions of physiology of the human body. The purpose of the study was to construct and standardize physical activity attitude scale for professional college students. The professional college Students are one of the highly stressed student communities in the society. This high stress is due to hectic academic pressure. Most of the institutions want to produce academically brilliant professionals. Hence the students are not getting engage in physical or recreational activities. There for the main objectives of the physical activity attitude scale was to improve their attitudes towards physical activity and provide an idea about the areas in one's attitude which need to be modified and to motivate the professional college students to use their leisure time properly by involving in various physical activities to maintain physical and mental health.

2. Methods

2.1 Population and Sample

The Population for this study consisted of the students of Government, Aided and Self-financing engineering colleges from all the fourteen districts of Kerala controlled by Directorate of Technical Education, Government of Kerala and three thousand (N=3000) Engineering College students which consisted equal number of 1500 males and 1500 females were finally selected as sample for the study. The age of the male and female students were ranged between 18 to 23 years. Descriptive field survey type of research design was used for the study.

Correspondence

Joly Thomas

Assistant Professor & Research Scholar, School of Physical Education and Sports Sciences, Kannur University, Kerala, India

2.2 Procedure

Initially ninety-four statements were pooled out with the help of experts, researcher’s own experience and observation on the general attitude of students of professional colleges for this study of which twenty items were only on social factors. The process of judgment analysis was taken on the basis of the remarks of the jury council consisted of Researcher, Physical Educationist, Fitness Consultant, Physical Trainer, Journalists, Education Dean, Students and Faculty members from Professional Colleges. After judgment analysis and establishing its validity, reliability and objectivity 14 statements for social dimension were extracted.

2.3 Statistical Techniques

Pearson’s Product Moment Correlation was used to find out the inter-relationship between the questions and Factor

Analysis was applied to pick up the statements having higher loading from each factor. Norms were developed using T scale.

3. Result and discussion

The data collected from three thousand professional college students on 14 statements of the scale which is a five rating scale statements such as Strongly Agree; Agree; Undecided; Disagree; and Strongly Disagree on social dimension were statistically analyzed through factor analysis to determine the minimum number of basic sources of variance. Intra class product moment method was employed to obtain the inter-correlation among the statements. The correlation coefficient matrix for the data on the responses of the statements for physical activity attitude scale is presented in Table 1 (Social Factor).

Table 1: Correlation Co- efficient Matrix of the Statements of the scale

S01	Pearson Correlation Sig.(2-tailed)	Physical activities enhance interpersonal relationships.	0.485** 0.0001
S02	Pearson Correlation Sig.(2-tailed)	Physical activity improves pleasing body languages.	0.316** 0.0001
S03	Pearson Correlation Sig.(2-tailed)	Playing sports and engaging in physical activities provide participants opportunities to improve communication skills.	0.389** 0.0001
S04	Pearson Correlation Sig.(2-tailed)	Engaging in physical activity develops sports man spirit.	0.424** 0.0001
S05	Pearson Correlation Sig.(2-tailed)	Physical activity removes gender discrimination.	0.483** 0.0001
S06	Pearson Correlation Sig.(2-tailed)	My best performance comes out when I am the part of a team.	0.342** 0.0001
S07	Pearson Correlation Sig.(2-tailed)	I feel physical activity is a part and parcel of my life.	0.354** 0.0001
S08	Pearson Correlation Sig.(2-tailed)	Physical activity motivates for doing social service.	0.342** 0.0001
S09	Pearson Correlation Sig.(2-tailed)	Physical activity through sports promotes unity and universal love.	0.515** 0.0001
S10	Pearson Correlation Sig.(2-tailed)	Physical activity improves for helping others to bring happiness.	0.361** 0.0001
S11	Pearson Correlation Sig.(2-tailed)	Physical activities develop leadership quality.	0.445** 0.0001
S12	Pearson Correlation Sig.(2-tailed)	Physical activity provides compliments to others.	0.446** 0.0001
S13	Pearson Correlation Sig.(2-tailed)	Knowledge in various types of Physical exercises helps to get jobs in different departments.	0.431** 0.0001
S14	Pearson Correlation Sig.(2-tailed)	I feel active participation in physical activities is really helpful for good carrier opportunities.	0.411** 0.0001

The findings of Table 1 indicate that ** correlation was high and significant, at the 0.01 level. So all the items were retained, as they were all correlated

With the help of Principal Component Analysis, all the fourteen statements items were divided into four factors. The unloaded factors obtained were then rotated by Varimax Method to find the final solutions. Rotations of the factors

were considered important in order to avoid the overlapping of variables in different factors. The rotated factor loadings are shown in Table 2.

Table 2: Rotated Factor Loading (Varimax solution)

RFL (Varimax Solution)				
Item No	1	2	3	4
Eigen Value	2.50	2.49	2.22	2.06
Percentage variance	8.33	8.31	7.41	6.87
Cumulative variance	8.33	16.65	24.06	30.94
S03	.452	.187	.586	-.603
S11	.067	.220	.022	.674
S04	.558	.038	.113	.598
S09	-.077	.162	.333	.638
S07	.345	-.299	-.087	.594
S14	.088	-.037	-.172	.543
S01	-.222	-.045	.217	.522

Table-2 indicated that only seven statements have emerged in factor four. They were statement ‘S03’ which has a loading of -0.603, statement ‘S11’ a loading of 0.674, statement ‘S04’ a loading of 0.598, statement ‘S09’ a loading of 0.638,

statement ‘S07’ a loading of 0.594, statement ‘S14’ a loading of 0.543 and statement ‘S01’ a loading of 0.522. The graphical representation of Factor 4 was shown in following figure

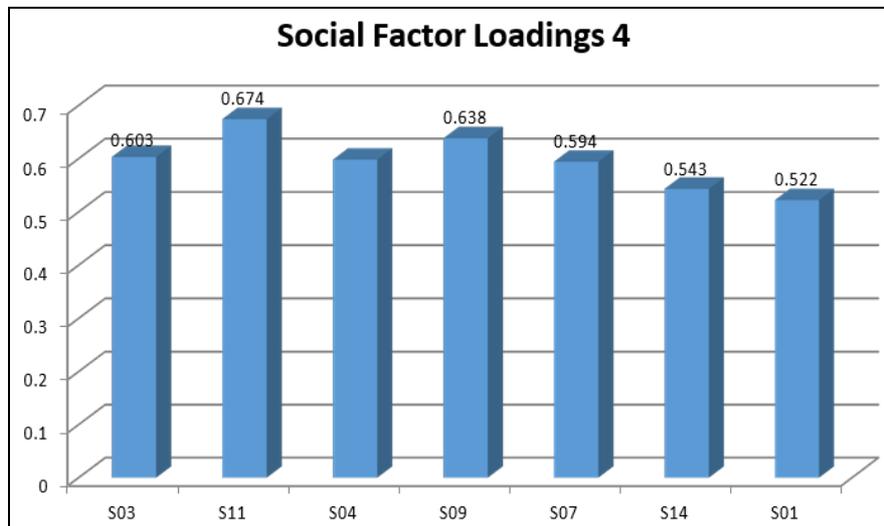


Fig 1: showing comparison of Loading Values for Factor 4 on social dimension

4. Conclusions

On the basis of findings and within the limitations of the study it was concluded that the statements selected for the attitude towards physical activity through factor analysis to form the attitude scale on social dimension are found valid and reliable.

5. References

- Basco James S, Gustafson William F. Measurement and Evaluation in Physical Education Fitness and Sports (New Jersey: Prentice Hall Inc, 1983).
- Christakou A, Zervas Y, Stavrou NA, Psychountaki M. Development and validation of the Causes of Re-Injury Worry Questionnaire, Psychological Health Medicine. 2011; 16(1):94-114.
- Divya Darshan Sharma. Construction and Development of Specific Physical Fitness Test and Norms for Male Medium Fast Bowlers of Central Zone. International Journal of Physical Education and Sports Sciences. 2012; 3(2).
- Fatima Cecchetto H, Lucia Pellanda C. Construction and validation of a questionnaire on the knowledge of healthy habits and risk factors for cardiovascular disease in school children. Jornal de Pediatria. 2014; 90(4):415-419.
- Freeman P, Coffee P, Rees T. The PASS-Q: the perceived available support in sport questionnaire, Journal of Sport & Exercise psychology. 2011; 33(1):54-74.
- Gaudreau P, Blondin J. Development of a questionnaire for the assessment of coping strategies employed by athletes in competitive sport settings, Psychology of Sport and Exercise. 2002; 3(1):1-34.
- Gucciardi DF, Gordon S. Development and preliminary validation of the Cricket Mental Toughness Inventory (CMTI), Journal of Experimental Sciences. 2009; 27(12):1293-310.
- Gunay Yildizer, Caner Ozboke, Ramazan Tascioglu Ilker Yilmaz. Examining Attitudes of Physical Education Teacher Education Program Students Toward the Teaching Profession. Monten. J Sports Sci. Med. 2017; 6(2):27-33.
- Hall CR, Munroe-Chandler KJ, Fishburne GJ, Hall ND. The Sport Imagery Questionnaire for Children (SIQ-C), Measurement in Physical Education and Exercise Science. 2009; 13(2):93-107.
- Harbans Lal Godara. Construction of physical fitness norms for School Students. International Journal of Research. 2014; 1:3.
- Herve Besson, Ceryl Harwood A, Ulf Ekelund, Francis Finucane M, Christopher McDermott J, Pamela Shaw J *et al.* Wareham Validation of the historical adulthood physical activity questionnaire (HAPAQ) against objective measurements of physical activity. International Journal of Behavioral Nutrition and Physical Activity. 2010; 7:54.
- Huseyin Unlu. Developing an Attitude Scale for the Profession of Physical Education Teaching. Educational Sciences: Theory & Practice. 2014; 11(4).
- Jesse Calestine, Melissa Bopp, Christopher Bopp M, Zack Papalia. College Student Work Habits Are Related to Physical Activity and Fitness, Int J Exerc Sci. 2017; 10(7):1009-1017.
- Jones MV, Andrew M, Steven R, Mark U, James. Development and Validation of the Sport Emotion Questionnaire, Journal of Sport & Exercise Psychology. 2005; 27(4):407.
- Jowett S, Ntoumanis N. The Greek Coach- Athlete Relationship Questionnaire (GrCART-Q): Scale development and validation, International Journal of Sport. 2003; 34:102.