



Factors determining attitude of students towards sports activities and physical activities

Adarsh Bhadoria¹ Jitendra Singh Rathore²

¹Research Scholar, Department of Physical Education, Banasthali Vidyapith, India

²Assistant Professor, Faculty of Management Studies, Banasthali Vidyapith, India

Corresponding Email: access.jitendra1980@gmail.com

Abstract

Physical training and sport activities within the system of education, is a factor contributing to the improvement of individuals in terms of education. Sport is the leading actor within the most efficient instruments for a social well-being and prosperity along with its health-related benefits. The objective of this study is to determine different variables on sport attitudes in case of school students and also to evaluate the impact of these sports activities on overall development of students. The researcher will use qualitative and quantitative methods to draw out the conclusions.

Keywords: Sports Activity, Physical Activity, Students Attitude.

Introduction

The opinion and attitude among individuals and society regarding sport or participation in sport might be affected with factors like life style, education and perspective on life. Accurate perception of physical, cognitive, mental and social benefits of sport will lead to improvement of sport attitudes. While sport provides opportunity for the reputation of countries, it also represents cultural, social and economic aspects of a country (Nicholson et al., 2011). However, perceiving this view will be ensured by generalizing mass sport activities and adopting sport attitude in society. Generalization of sport in society and exhibiting a positive sport attitude is closely related to transferring sport to children and adolescents as a cultural element and enabling them adopt regular sport habit.

Nowadays, sport is a significant factor responsible for upbringing qualified persons who have completed their physical, social and emotional development and also it can be significantly considered as supporter of socializing process for children and youth (Koçak et al., 2013; Pherson, 1981). Participating in sport influences social and emotional development in addition to healthy development of young generation (Marquis and Baker, 2015). Participating in regular physical activity significantly contributes to cognitive functions development together with supporting healthy aging process for children, teenagers and also adults (Booth et al., 2000; Weuve et al., 2004).

Research result in sports:

Ertop et al. (2012) considered this matter from a different perspective, he emphasized on sense of healthy life and he remarks that students' regular sport habit significantly affects their self-realization, stress management, their feeding and exercise behaviors. Besides he emphasizes that healthy life style perception of students who are engaged in sport is better than the students who don't. In a similar vein, Korkmaz and Deniz Socio-economic status of the family is a factor that impacts the level of physical activity for adolescents. It can be said that adolescent students whose family has low socio-economic status level are sedentary or less active compared to equals and participating in sport increases in case of increase in family income (Santos et al., 2004; Kızılkaya, 2009). (2013) state that individuals whose physical activity level is increasing, lead healthier and high quality life.

Literature Review

Attitude

Franzoi defines attitude as the individual's positive or negative evaluation about an object. In this sense, attitudes can be positive or negative at different levels. While negative attitudes reveal themselves as negative belief, rejection or dislike on objects or opinions and acting against them; positive attitudes may reveal themselves as positive belief, adoption and loving regarding objects or opinions. Opinion or attitude formed in individuals and society concerning sports or participation in sports can also be shaped by such factors as lifestyle, education and view of life. True perception of physical, mental, cognitive and social benefits of sports will help development of attitudes towards sports.

Sports as important element of developing individual:

In a research conducted by **Hünük et al. (2013)**, it is obvious that social support perceived from their mother is effective on the participation in sport for female students whose physical activity level is high. It can be said that parents interested in sport, encourages their children for participating in sport and educational status of the parents is effective on encouraging for sport (Amman et al., 2000). Besides, parents' educational status not only influences their children's tendency on sport, branching out within sport also differentiates with the increase in educational status" (Yücel et al. 2015). There is a meaningful relation between parents' educational status and their children's participation in sport. Accordingly, it can be said that mothers' education status of bachelor's degree and higher educational status is particularly effective on children's participation in sport" (**Akcan and Bulgu, 2012**).

While sports provide opportunities for recognition of countries, it is also a clarion call in cultural, social and economic sense. However, replying to this call can be possible via dissemination of mass sports and realization of the attitude towards sports in the society. Otherwise, it won't go beyond being an expression and will remain as a difficult act to be realized. Dissemination of sports in the society and presenting a positive attitude is closely related to transferring sports to children and young individuals as an element of culture and bringing the habit of doing sports regularly. Today, sports is an important element in raising qualified individuals who have completed their physical, mental, social and emotional development; it can also be uttered to be a significant supporter of the socialization process in children and young individuals. While participation in regular physical activity for adults in addition to children and young people supports healthy aging process, it also makes significant contributions to the development of cognitive functions.

In a study of **Kotan (2007)** which is on the reasons of discontinuing sport, financial difficulties have less effect upon discontinuing sport among the students who participate in sports regularly with the increase of family income level. In a research conducted by Şahin et al. (2009), it is understood that majority of the students are from middle and low income, meeting their basic needs with limited means due to their economic status and therefore their participation in some recreational activities remains limited.

Physical training and sport activities within the system of education, is a factor contributing to the improvement of individuals in terms of education. When assessed from this point of view, **Dinç et al. (2011)** who considers family income and sport attitude relation from a different perspective, remarks that the students who have regular sport habit with the increase in family income, are also good at their courses. Likewise, in a research conducted by **Öncü (2007)**, with the

increase in family income, the views on extending gym class period and need of dealing with each student privately by teachers gain importance.

Attitude towards sports and sports Activities in Arab Countries:

In Arab countries participation in organized sports activities is a prominent aspect of middle-class children's lives. Cross-cultural comparison of children's time use indicates that children spend an uncommonly large amount of time in active leisure (Larson and Verma, 1999). Indeed, it is not unusual for middle-class parents to encourage children to maintain intensive sports activities schedules (Arendell, 2000; Hofferth and Sandberg, 2001; Kimiecik and Horn, 1998; Lareau, 2003). Furthermore, the availability of extracurricular activities, after school programs, sports leagues, lessons and recreational facilities geared towards children's use testifies to the structural support children's sports participation receives (Mahoney et al., 2005). Not only is there a sense that children's participation in sports programs is encouraged, but there are also cultural, social and historical messages which signal that children should participate in sports. Apportioning children's leisure time for use in sports activities provides a preferred alternative to leaving children's time entirely open for discretionary use (Larson and Verma, 1999). Growing research on rising rates of obesity in childhood has focused attention on children's physical inactivity as a public health issue (Odgen et al., 2002). Responses addressing such trends in children's health call for greater involvement in athletic activities (Andersen et al., 1998; Goran et al., 1999). Furthermore, children's extracurricular activities have been shown to be positively associated with other aspects of children's lives. Studies show that participation in structured extra-curricular programs in adolescence promotes academic achievement and social adjustment (Eccles et al., 2003; Larson, 2001; Zaff et al., 2003). In surveys and interviews parents expressed the belief that sports activities in particular foster qualities children need in order to be successful, well-adjusted people, and respectable members of society (Alwin, 2001; Arendell, 2000; Dukes and Coakley, 2002; Dunn et al., 2003; Lareau, 2003). In Dunn et al. (2003) parents reported teamwork, fair play, sportsmanship, discipline, commitment, responsibility, self-esteem, and self-confidence as traits developed in sports. Repeatedly, parents' statements evidenced concerted efforts to incorporate life lessons into children's sports participation experiences. One father explained how his child gains social skills deemed necessary for adult life through team sports: Well just the team working concepts, that you have to work together and you can't be an individual. Because, obviously, as you know, you have to be able to work with people to get along in life.

Objectives of the study

1. To find out the level of sports activities/physical activities in different schools of Abu Dhabi
2. To find out the different variables which form the attitude of students towards sports activities.

Population: - Target the students who are studying in different schools of Abu Dhabi.

Research design: - The study has been based on the descriptive method or primary data.

Tools for data collection: - Collect the data through a questionnaire; it is based on 5 points Likert scale method.

Sampling size: - An aggregate number of 260 questionnaires are circulated among the students.

Data Collection:-

Primary Data: - This data was collected through questionnaires from the students who took part in various sports/physical activities..

Secondary data: - This data was collected from secondary sources, such as books, internet sources, journals, and research studies, etc...

Data Analysis methodology:-

The data was collected the specific schools of Abu Dhabi.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
P.Q1	260	3	2	5	4.00	.057	.911	.830
P.Q2	260	4	1	5	3.79	.060	.964	.930
P.Q3	260	4	1	5	3.57	.065	1.054	1.112
P.Q4	260	2	3	5	4.20	.047	.760	.578
P.Q5	260	4	1	5	4.14	.053	.854	.730
P.Q6	260	4	1	5	3.90	.059	.944	.890
P.Q7	260	4	1	5	3.88	.063	1.012	1.024
P.Q8	260	3	2	5	4.07	.054	.865	.748
P.Q9	260	3	2	5	4.10	.059	.951	.904
P.Q10	260	3	2	5	4.11	.047	.765	.586
D.Q1	260	3	2	5	3.98	.056	.909	.826
D.Q2	260	3	2	5	3.63	.049	.793	.629
D.Q3	260	4	1	5	4.07	.048	.773	.598
D.Q4	260	4	1	5	4.21	.061	.985	.971
D.Q5	260	4	1	5	3.78	.058	.938	.880
D.Q6	260	3	2	5	4.03	.054	.863	.744
AVERAGE					3.96			

The mean value of the all the statements is 3.96 which is good.

Identification of Factors determining attitude of students towards Physical Education and sports activities by using Factor Analysis

For the purpose of gauging students' feelings regarding PE and sports, a questionnaire with 43 items was created. On a five point Likert scale, respondents were asked to indicate their level of agreement with the following assertions. In order to conduct the research described in the following sections, their answers were compiled into a quantitative measure called Attitude towards Physical Education (PE).

A numerical value of 1 to 5 was assigned to the above 5 point rating system. Each respondent's aggregate score is based on the sum of the ratings for each statement. Individual statement scores were analysed with multivariate approach of factor analysis to discover the variables.

Reliability of the Instrument

With SPSS, Cronbach's Alpha Coefficient was used to determine the internal consistency and reliability for the instrument Study of Factors impacting the attitude of students toward Physical Education and sports activities. In the following table, Cronbach's Alpha is summarized.

Reliability Statistics

Cronbach's Alpha	N of Items
.947	43

For example, the instrument has a Cronbach Alpha of 0.947, as can be shown. The Cronbach alpha values should be greater than 0.7 to 0.8 for fundamental research. Because the Cronbach Alpha is 0.947, it is possible to demonstrate that the replies are consistent.

Identification of Factors

As previously mentioned, a part of the questionnaire with 43 items was included to assess respondents' ability to pick from a list of options. Factor analysis was used to group together closely related variables in order to overcome the challenges of examining such a high number of variables, 43 in all. It is possible to reduce the number of variables in a research topic to a manageable level by merging selected variables into factors using the factor analysis approach (Nargundkar, 2005). Statistical Package for the Social Sciences (SPSS) factor analysis was used to find a four-component answer (SPSS). Extraction was accomplished via the principal component analysis approach and rotation was accomplished through the varimax method. Using Kaiser Meyer Olkin, the suitability of the data set for a factor model was examined (KMO). The KMO statistic was discovered to have a value of 0.904, which is above the desired value of 0.5. In this way, the connection between the two variables may be explained by other factors, and factor analysis was shown to be an effective method for analysing this data.

According to a sphericity test, the correlation matrix is the identity matrix since no correlations were found between the variables being tested. The relevant chi-square statistic is significant at the 0.05 level, as seen in the following table. In this way, factor analysis' usefulness is instantly established.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.904
Approx. Chi-Square	14209.682
Bartlett's Test of Sphericity df	260
Sig.	.000

According to SPSS, a four-factor model may account for 72.557 percent of the variation. It was determined which factors had the highest loading values by utilising a rotated component matrix to extract the factors.

Total Variance Explained

Component	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	43.919	7.061	25.216	25.216
2	62.261	6.276	22.415	47.631
3	68.000	4.067	14.525	62.156
4	72.557	2.912	10.401	72.557
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				

The variables or statements of questionnaire clubbed under factors were as under:

Factor 1(Satisfaction): The entire initial eigenvalue of this component is 12.297, and it accounts for 43.919 percent of the overall variance. Ten separate variables or dimensions make up this component, including the following:

- More sports activities (SA) classes weekly
- can't wait to have a SA class
- SA is the most interesting school subject
- I can't wait for SA class to end
- SA classes always seem to last too short
- I like to attend SA classes.
- I am happy in SA classes.
- I find SA classes interesting
- I don't like SA.
- I don't like to miss a SA class.
- I like to be in SA class because we get on well there
- I'm having fun during the SA class.

Factor 2(Comfort): An initial Eigenvalue of 5.136 explains 18.343% of the overall variation. There are eight variables or eight dimensions to this component, which includes:

- I feel fear in SA classes.
- I feel uncomfortable as soon as I enter the school gym
- I feel uncomfortable in SA classes.
- Too much competition in SA classes bothers me
- I feel uncomfortable to change my clothes in front of others in the dressing room

- I think that SA is only waste of time
- SA classes are too tiring for me
- SA class does not stimulate socialising
- Sometimes I'm afraid while we exercise in SA classes
- I do not feel comfortable when wearing SA gear
- I avoid some exercises we perform in SA classes
- I think that SA is less important than other school subjects

Factor 3(Activity): To put it another way, this component accounts for 5.838 percent of the total variation. This component is composed of five separate variables, or dimensions, which include:

- I like when SA teacher assigns us some harder exercises
- I like to show what I know in SA classes
- I like to attend SA classes wearing appropriate gear
- I like when we use equipment and apparatus in SA class
- I've learnt a lot in SA classes
- I do my best in SA classes
- I am active in SA classes
- I like that we are in movement in SA classes
- What I learn in SA class is useful for everyday life
- I like when SA teacher pays me a compliment
- I like when SA teacher pays me a compliment

Factor 4(Teacher): With an initial Eigenvalue value of 1.276, it contributes to 4.557% of the total variance. These four variables or dimensions comprise the factor in question:

- I think that SA teacher designs classes well
- SA teacher is always eager to teach us new exercises
- SA teacher encourages me in the class
- SA teacher encourages me to exercise in my free time
- I like SA thanks to my teacher
- SA teacher is friendly toward all of us
- I feel safe in SA class
- SA grade matters to me

Conclusion:

The main conclusions are:

- When the teachers are informed about students attitudes on different aspects of Sports activity it helps the teachers in modifying the teaching process (if the need for it is identified) and can also specify what should be their prime areas of attention be like activity, satisfaction, etc.
- The important areas to be researched related to Sports activity are: benefits of Sports activity classes, degree of seriousness of Sports activity classes, perception of students towards Sports activity classes, and total value attached to Sports activity classes.
- Both male and female participants show positive and similar attitude towards sports activity classes. In specific, the female participants in the current study show more positive attitudes than their male counterpart.

References:

1. Alwin, D.F. (2001) 'Parental Values, Beliefs, and Behavior: A Review and Promulga Research into the New Century', in Sandra L. Hofferth and Timothy J. Owens dren at the Millennium : Where Have We Come From, Where are We Going?, New York: JAI
2. Andersen, R.E., Crespo, C.J., Bartlett, S.J., Cheskin, L.J. and Pratt, M. (1998) of Physical Activity and Television Watching with Body Weight and Level Among Children', JAMA 279.
3. Bahar HH. (2008). Cinsiyet ve Branşa Göre Eğitim Fakültesi Öğrencilerinin Serbest Zaman Etkinlikleri (Erzincan Eğitim Fakültesi Örneği) (Free Time Activities of the Students of the Faculty of Education by Sex and Branch (Erzincan Faculty of Education Sample). Erzincan Faculty of Education Journal, 10(2): 117-140
4. Bagozzi, R. P., & Burnkrant, R. E. (1979). Attitude organization and the attitude–behavior relationship. *Journal of Personality and Social Psychology*, 37(6), 913–929. <http://dx.doi.org/10.1037/0022-3514.37.6.913>
5. Carlson, T. B. (1995). We hate gym: Student alienation from physical education. *Journal of Teaching in Physical Education*, 14(4), 467–467.
6. Colquitt, G., Walker, A., Langdon, J. L., McCollum, S., & Pomazal, M. (2012). Exploring student attitudes toward physical education and implications for policy. *Sport Scientific and Practical Aspects*, 9(2), 5–12.
7. Dukes, R.L. and Coakley, J. (2002) 'Parental Commitment to Competitive Swimming', *Inquiry in Creative Sociology* 30
8. Dunn, J.S., Kinney, D.A. and Hofferth, S.L. (2003) 'Parental Ideologies and Children School Activities', *American Behavioral Scientist*
9. Eccles, J.S., Barber, B.L., Stone, M. and Hunt, J. (2003) 'Extracurricular Activities Adolescent Development', *Journal of Social Issues*.
10. Garrett, R. (2004). The response of voluntary sports clubs to Sport England's Lottery funding: Cases of compliance, change and resistance. *Managing Leisure*, 9, 13–29.
11. Ha, N. G., & Mangan, J. A. (2002). Ideology, politics, power: Korean sport transformation, 1945–1992. In J. A. Mangan, & F. Hong (Eds.), *Sport in Asian society: Past and present*. London: Frank Cass
12. Hall, C. (1994). Mega-events and their legacies. In P.Murphy (Ed.), *Quality management in urban tourism: Balancing business and environment conference proceedings* (pp. 109–122). British Columbia: University of Victoria.
13. Johnson, A. T., & Frey, J. H. (1985). Introduction. In A. T. Johnson, & J. H. Frey (Eds.). *Government and sport: The public policy issues*. New Jersey: Rowman and Allanheld.
14. Kahn, E., Ramsey, L., Brownson, R., Heath, G., Howze, E., Powell, K., et al. & the Task Force on Community Preventive Services. (2002). The effectiveness of interventions to increase physical activity: A systematic review. *American Journal of Preventative Medicine*, 22(4S), 73–1
15. Long, J., Robinson, P., & Spracklen, K. (2005). Promoting racial equality within sport organizations. *Journal of Sport and Social Issues*, 29(1), 41–59.
16. Madrid 16 Foundation. (2008). Madrid 2016 applicant city. Madrid: Madrid 16 Foundation.

17. Neales, S. (1993, December 18). How the deal was done. *The Age*. Neuman, M., Bitton, A., & Glantz, S. (2002). Tobacco industry strategies for influencing European Community tobacco advertising legislation. *Lancet*, 359,1323–30.
18. Oakley, B., & Green, M. (2001). Still playing the game at arm's length? The selective re-investment in British sport, 1995–2000. *Managing Leisure*, 6, 74–94.
19. Power, M. (1997). *The audit society: Rituals of verification*. Oxford: Oxford University Press.
20. Qatar Olympic Committee. (2009). Our vision. Available at www.qatarolympics.org/.
21. Rumphorst, W. (2001). *Sports broadcasting rights and EC competition law*. Switzerland: European Broadcasting Union.
22. Sam, M. P., & Jackson, S. J. (2004). Sport policy development in New Zealand. *International Review for the Sociology of Sport*, 39(2), 205–222.
23. Sandy, R., Sloane, P., & Rosentraub, M. (2004). *The economics of sport: An international perspective*. New York: Palgrave Macmillan.
24. Toft, T. (2003). Football: Joint selling of media rights. *European Commission Competition Policy Newsletter*, 3(Autumn), 47–52.
25. United States Parachute Association. (2008). About us. New York: United States Parachute Association. Available at www.uspa.org/about/uspa.htm.

