

ATTITUDE OF PHYSICAL EDUCATION STUDENTS TOWARDS PHYSICAL ACTIVITY**Towseef Ahmad Taily**

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Abstract

Physical Education is an essential part of the curriculum in schools and colleges around the world. It plays a vital role in promoting a healthy lifestyle among youth, who are at a critical stage of their physical and mental development. Physical education can help youth develop a positive attitude towards physical activity, improve their physical fitness, and reduce the risk of lifestyle diseases such as obesity, diabetes, and hypertension. Physical education is an important component of the school curriculum to ensure the overall development of students, including their physical health and well-being. It has been recognized that engaging in regular physical activity is crucial for maintaining optimum health and reducing the risk of chronic diseases such as obesity, diabetes, and cardiovascular diseases. Youth are an important target population for physical education interventions as they are at a critical stage of development, with physical activity patterns that can influence their lifelong health habits. The aim of the research investigation to know the attitude of Physical Education students towards physical activity and their involvement in sports. The total sample size of participants was set as 120, more specifically, 60 participants from each institution under the age group of 17-25 years. This sample size was chosen to conduct a questionnaire survey. Participants of the study were selected as the students receiving a Bachelor's Degree in Physical Education (B. P. Ed) in the Directorate of Physical Education, University of Kashmir, Hazratbal, Srinagar, or Govt College of Physical Education, Gadoora, Ganderbal. Respondents as per their self-perceived physical activity and respondents as per their level of voluntary participation in sports in 100 out of 120 (Male 80%, Female 20%) are active. Respondents were asked about their level of voluntary participation in sports. The result revealed that most of the students are actively involved and spend more time in physical activities. The male students are more involved compared to the female students.

Keywords

*Personality Factors,
World Health Organization,
Mental Health,
Physical Education.*

1. Introduction

According to the World Health Organization (WHO), physical inactivity is the fourth leading risk factor for global mortality and contributes to 6% of deaths worldwide (WHO, 2019) [1]. In India, the prevalence of lifestyle diseases is increasing, which is a cause for concern. Non-Communicable Diseases (NCDs) are showing an increase among the Indian population; the younger age groups of the population are at greater risk of developing the disease. It is now known to have a major share in the burden of diseases (Chauhan & Aeri, 2015) [2]. Youth are an important target population for physical education interventions as they are at a critical stage of development, with physical activity patterns that can influence their lifelong health habits (Ward et al., 2019) [3]. Despite the benefits of physical education, there are several challenges to implementing effective physical education programs in schools, particularly in low-income countries like India. These challenges include limited resources, inadequate facilities, and a lack of trained physical education teachers (Gunasekaran & Sellamuthu, 2017; Subramanian et al., 2018).

The survival of human being is primarily physical. The first lesson a human child learns is a lesson of physical

activity. No education, however ideal and decorous in its objectives without stress on motor activity. The human body is a gift of nature. Its growth, development and competency are mostly depending upon the quantity and quality of motor activities it performs. In this context the word physical refers to body and indicates body characteristics such as strength, speed, endurance, health, performance etc. (Bailey, 2005) [5]. The physical health benefits of regular physical activity are well-established. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases, and many psychological and emotional benefits. There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world. Most of the research on the effects of physical activity on health behaviours has been conducted in the United States (US), Canada and Australia, where nationally representative samples of youth involved in organized, school and community-based sport programs are compared with those who are not active in such Page No. 14 programs. The positive effects of these types of organized physical activity, which in this report will be referred to as 'sport', are well documented and reported on here. In general, there is clear evidence that youths participating in competitive sports programs are more likely to eat more healthily, be of lower weight, be less likely to smoke cigarettes, or engage in sexual activity. In addition, sports participation has been shown to be associated with less antisocial behaviours such as drinking alcohol¹ use of illicit drugs, and engagement in violent activities (Diane, 2014).

Cited the importance of sports and benefits of competitions in development of character building, reduction of rowdiness and the healthy development of physical, physiological and mental health (Betts, 1974) [6]. Suggested that participation in sports provides an additional criterion for social prestige and adjustment. (Avente, 1976). summing up the importance of sports, said that it is popularly believed that sports build character and provide cutlet for aggressive energy, sports teams serve on the basis of group unity and solidarity (Wakharkar, 1995) [8]. Argues that there have been numerous studies to study the personality of successful sports persons. But the impact of indulging in sports activities on overall development has been done sparingly. However, with our aim to make India a sports superpower and to attract the right talent towards the field, its impact needs to be analyzed thoroughly. Most of the studies conducted in the field of physical education and sports have tried to link personality of sportspersons to fit on various team and non-team sports and also different disciplines within these categories. However, there has been little or less research on how participating in sports activities helps building the character and improving personality. As sports activities are a part of learning process and they do influence the personality of people who takes part in these physical activities. Here we are trying to access the impact of sports activity on personality and character (Anmol, 2015) [9]. Provided an empirical work concerning the relationship between athletics and various personality factors. While no intellectual differences were noted, a greater motivation to achieve was noted among athletes. Generally, the personality features of athletes pointed to greater social adjustment and ascendancy, and higher emotional stability. On the basis of studies alternative methodology is suggested, such as individual interviews in depth, and facets of the area are brought into focus, such as body concern and the vicissitudes of aggression, which heretofore seemed either absent from discussion or too implicit. An attempt was made to separate conceptually athletic participation from the physical activity itself, and the point was underlined that the psychology of team membership may be different in important ways from the influence of physical activity on individuals. Because of the widely acknowledged importance of physical activity for both physical and psychological development, the urgency of continued careful study in this area is underscored (Cooper, 2013) [10].

2. Research Method

The purpose of the present study is to explore the role of physical education in promoting a healthy lifestyle among youth in Kashmir through studying their perception. It also focuses on to identify the barriers to physical education in Kashmir and to recommend strategies for improving the effectiveness of physical education in promoting a healthy lifestyle among youth. To achieve these objectives, both quantitative and qualitative research approaches were used. A triangulation mixed methods was used as a major way of conducting the research; consisting of a literature review, questionnaire survey, and case study. A mixed-method approach is ideal for exploring complex issues that require both quantitative and qualitative data. Qualitative method was used to obtain detailed information regarding the certain aspects of research problem while as quantitative method was applied to cover the magnitude of the problem. A questionnaire survey was used to gather data from respondents for quantitative part of research. It was used to cover background information of the respondents and to collect their perception regarding the benefits of physical education in promoting their healthy lifestyle. By administering a questionnaire survey to a large group of respondents, researcher has collect a significant amount of data in a short period of time that was analyzed statistically. Questionnaire surveys are essential in research as they provide a cost-effective and efficient way of gathering data, reducing bias, and providing insights into complex topics, among other benefits.

In addition, in-depth interview method was used as qualitative research method to collect detailed information

about certain aspects of the phenomenon under study. Unlike surveys or other quantitative methods, which typically produce numerical data that can be analyzed statistically.

3. Analysis and Results

Age-wise distribution of Respondents

Table 1: Distribution of responses as per their age

S. No	Age in years	No. of Respondents	Percentage
1	18 to 19	15	12.50
2	19+ to 20	28	23.33
3	20+ to 21	32	26.66
4	21+to 22	24	20.00
5	22+ to 23	12	10.00
6	23+ to 24	9	7.50
	Total	120	100.00

Source: Primary Data

Graphical Representation

Figure 1: Block diagram of the AI-based gravitational wave detection model

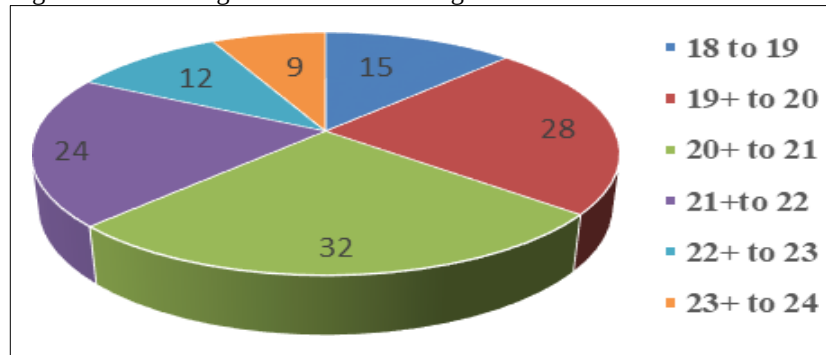


Table No. 1 shows the information about selected respondents as per their age groups. Out of 120 respondents 15 (12.50%) respondents were belongs to the lower age group of 18 to 19, followed by 28 (23.33%) respondents were belongs to 19+ to 20 age group, 32 (26.66%) respondents were belonging to 20+ to 21 age group, 24 (20%) respondents were belonging to Page No. 36 21+ to 22 age group. 12 (10%) of total respondents fell in the age group of 22- to 23 years and 9 (7.50%) respondents were from higher age group of 23+ to 24 years.

Gender wise distribution of Respondents

Table 2: Gender wise distribution of Respondents

S. No.	Gender	No. of Respondents	Percentage
1	Male	96	80.00
2	Female	24	20.00
	Total	120	100.00

Source: Primary Data

Table No. 2 shows the distribution of respondents according to their gender. Out of 120 respondents, 96 (80.00%) were male students, while 24 (20.00%) respondents were selected from the female students.

Distribution of Respondents as per their Residence

Table 3: Distribution of Respondents as per the status of Urban & Rural.

S. No	Residence	No. of Respondents	Percentage
1	Rural	48	40.00
2	Urban	72	60.00
	Total	120	100.00

Source: Primary Data

Table No. 3 shows the information about the distribution of respondents as per their urban/rural status. Out of 120 respondents, 72 (60.00%) respondents had having urban background while 48 (40.00%) respondents were belonging to a rural background.

However, in distribution of respondents as per their gender wise rural urban residence, Fig. shows that 75.00% of urban respondents were male and 25.00% were females. Among rural respondents 87.50% were male and only 12.50% were female respondents.

Educational Year-wise Distribution of Respondents

Table 4: Educational Year-wise Distribution of Respondents

S. No	Educational Year	No. of Respondents	Percentage
1	B.P. Ed Ist Year	45	37.50
2	B.P. Ed 2nd Year	54	47.50
3	B.P. Ed 3rd Year	18	15.00
	Total	120	100.00

Source: Primary Data

Graphical Representation

Figure 2: Architecture of a typical CNN model used for signal classification

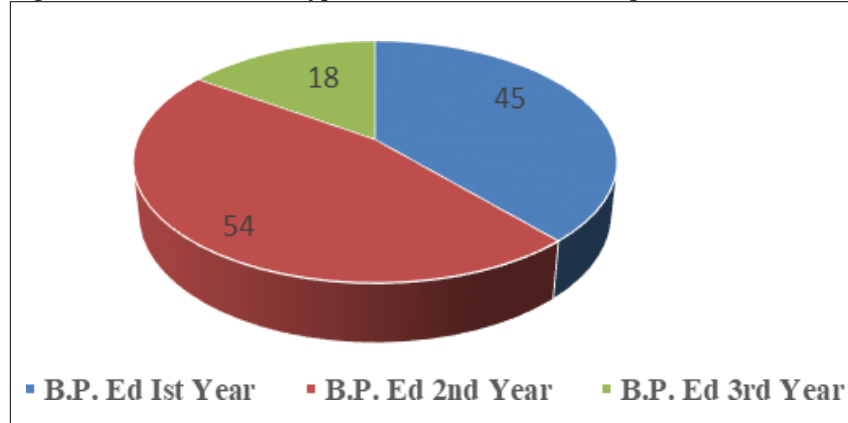


Table No. 4 provides information about selected respondents as per their educational class. Out of 120 respondents, 45 (37.50%) were selected from the First-Year class of B. P. Ed. followed by 54 (47.50%) respondents were selected from the Second-Year class, and 18 (15.00%) students' respondents were selected from the Third Year class from the colleges.

Inclination towards Physical Activity

The evaluation of physical activity Page No. 38 was based on WHO-recommended levels of physical activity (PA) for children (WHO, 2011). All the students were classified into 2 groups: < 5 days per week (not sufficiently active) and ≥ 5 days per week (sufficiently active).

Table 5: Respondents as per their time spent in Physical Activity (MVPA for at least 60 min a day) in a week.

S. No.	Physical Activity/Week	Males		Females		Total	
		f	%	f	%	f	%
1	Less than 5 days/week	24	20.00	9	7.50	33	27.50
2	More/equal to 5 days/week	72	60.00	15	12.50	87	72.50
	Total	96	80.00	24	20.00	120	100.00

Source: Primary Data

Graphical Representation

Figure 3: Waveform patterns representing various gravitational wave signals

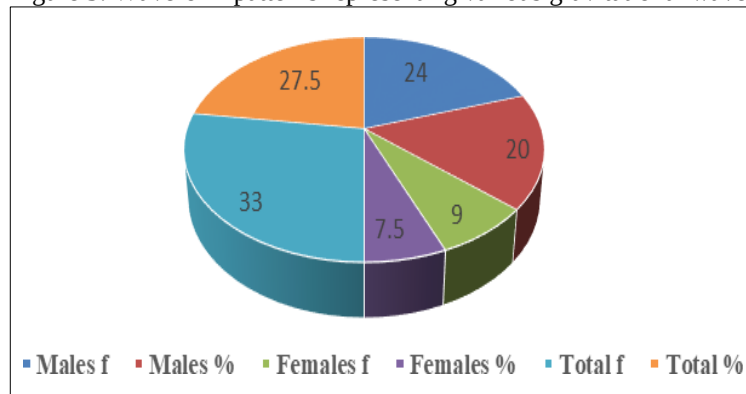


Table No. 6 shows the distribution of respondents as per their time spend in Physical Activity in a week. It presents that 87 (72.50%) of the total respondents do physical activity at least 5 days or more in a week, among

them 72 (60.00%) were males and 15 (12.50%) were female respondents. Further, it shows that 33 (27.50%) of the total respondents perform physical activity for less than 5 days in a week, among them 24 (20.00%) were males and 9 (7.50%) were female respondents.

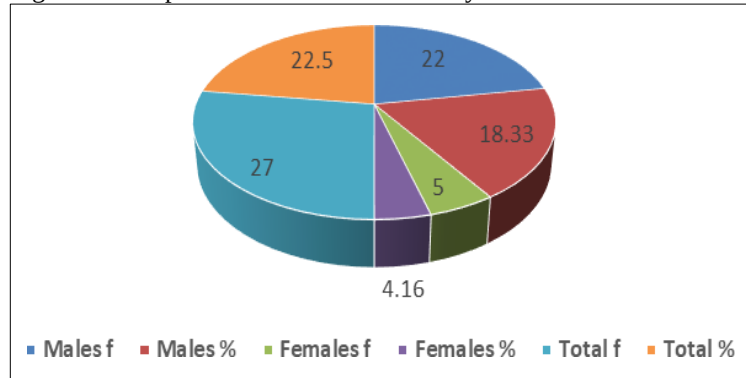
Table 6: Distribution of Respondents as per their self-perceived physical activity

S. No.	Self-Perception	Males		Females		Total	
		f	%	f	%	f	%
1	I am very physically active.	22	18.33	5	4.16	27	22.50
2	Satisfactorily physically active	15	41.66	10	8.33	60	50.00
3	Some physically active	10	8.33	6	5.00	16	13.33
4	Not sufficiently active	15	11.66	3	2.50	17	14.16
	Total	96	80.00	24	20.00	120	100.00

Source: Primary Data

Graphical Representation

Figure 4: Comparison of detection accuracy between traditional and AI-based methods



Self-perceived physical activity (SSPA) was assessed by question asking to evaluate their own physical activity. The possible answers were: 'not sufficiently active', 'some physically active', 'satisfactorily physically active' and 'I am very physically active'. Two groups of self-perception of physical activity were formed: the group of self-perceived not insufficient physical activity ('not sufficiently active' and 'some physically active') and the group of self-perceived sufficient physical activity ('satisfactorily physically active' and 'very physically active'). This question was self-developed for this study.

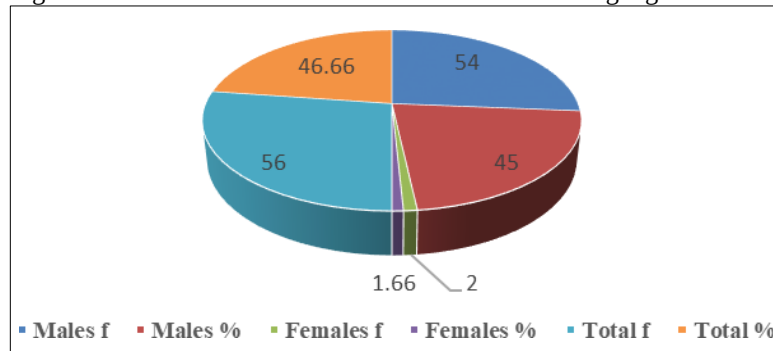
Table 7: Distribution of Respondents as per their level of voluntary participation in sports

S. No.	Self-Perception	Males		Females		Total	
		f	%	f	%	f	%
1	Twice or more times per week	54	45.00	2	1.66	56	46.66
2	Once per week	24	20.00	6	5.00	30	25.00
3	2-3 times per month	14	10.83	10	8.33	23	19.16
4	Not participating	5	4.16	6	5.00	11	9.16
	Total	96	80.00	24	20.00	120	100.00

Source: Primary Data

Graphical Representation

Fig 5: Performance metrics of different machine learning algorithms



Participation in sports (PS) was assessed using a single self-developed tool which asked about participation in sports activities (not including school physical education) and the frequency of sessions with answers as following: 'not participating in sports', 'participating in 2–3 times per month', 'participating once per week', 'participating twice or more times per week'. The responses in relation to participation in sports were used to divide all students into participation in sports ('2–3 times per month', 'participating once per week' and 'participating twice or more times per week') and not non-participation in sports groups.

Table No. 8, regarding distribution of respondents as per their level of voluntarily participation in sports, shows that 11 (9.16%) of total respondents including 5 (4.16%) males and 6 (5.00%) females were 'not participating in sport' while 23 (19.16%) of total respondents including 13 (10.83%) males & 10 (8.33%) females were 'participating in 2–3 times per month'. In case of 'participating once per week' 30 (25.00%) of total respondents including 24 (20.00%) males & 6 (5.00%) females agreed upon and also 56 (46.66%) of total respondents including 54 (45.00%) males and 2 (1.66%) females said that they were 'participating twice or more times per week' in sports voluntarily.

4. Conclusion

Physical education significantly facilitates in promoting healthy lifestyles among individuals, especially the youth leadership skills, which are valuable for personal and professional development. Therefore, physical education is a vital component of educational programs that contribute to the overall well-being of individuals, making it essential in the promotion of healthy lifestyles. The purpose of present study was to perception youth regarding role of physical education in promoting a healthy lifestyle among youth in Kashmir. In this case, the study revealed that physical education enables young people to develop physical fitness, gain knowledge and skills in physical activity, and develop a positive attitude towards physical exercise. They considerably make participation in sports and spend their spare time in physical activities. However, in case of girls, their enrolment was found very less in physical education institutions. Their participation in sports and other physical activities due to prevailing sociocultural norms leading to gender inequality and stereotypes. This would help physical education to become a crucial driver in the development of healthy lifestyle behaviours among the youth of Kashmir, leading to better physical and mental health outcomes. On the basis of the findings of the study, it can be emphasized that in terms of dynamic development, the informational physical education society for youth is designed to deprive them of a sedentary way of life and of isolation, as well as limitation of interaction with their environment.

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