## Chapter 3
### Review of the Past Studies

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3.1 INTRODUCTION

Every research needs to be connected with the work already done to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the past studies. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective. It can be said that there is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant, not will it appear important in the whole framework. Thus, review of literature is a very important aspect of any research both for planning your work as well as to show its relevance and significance.

3.2 IMPORTANCE OF REVIEW OF THE PAST STUDIES

Before examining how to conduct a literature review, one must first understand the place of the review in research. Leedy & Ormrod. (2005: 4) mentioned two critical considerations stem about the review of past studies:

1. Research must enhance the current understanding of a phenomenon, or contribute to enhance the body of knowledge.

2. Research must communicate what was discovered in the new study.

Knowing the current status of the body of knowledge in the given research field is an essential first step for any research project.

An effective literature review accomplishes this step by:

1. Helping the researcher to understand the existing body of knowledge including where excess research exists (i.e. what is already known?) and where new research is needed (i.e. what is needed to be known?).

2. Providing a solid theoretical foundation for the proposed study (related to “what is already known?”).
(3) Substantiating the presence of the research problem (related to “what is needed to be known?”).

(4) Justifying the proposed study as one that contributes something new to the body of knowledge.

(5) Framing the valid research methodologies, approach, goals, and research questions for the proposed study.

Kumar, V. (2009)\(^2\) states that a large part of review of literature actually needs to be done even before the research project is formalized. This is essential to make sure that the researches are not repeating the work that someone has already done earlier. Sometimes, if the research has already been undertaken earlier, then it provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, the work may be exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be seen if the results are similar to earlier works.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase, when the researcher is looking for all aspects of an issue that could be relevant one would like to extensively explore the literature and see if any relevant findings are already available. Some of the literature reviewed is directly relevant and hence used as a preface to explain the background of work. Then other reports may be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of your research project.

It can be summarized that review of the related literature is necessary to show the available evidence to solve the problem adequately and thus the risk of duplication can also be avoided. It provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the researcher. Review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their
conclusions and differences by different authors. Thus review of literature is a very important part of one's research.

3.3 PAST STUDIES RELATED TO ATTITUDE TOWARDS LIFE AND PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

This chapter presents 11 past researches related to attitude towards life and participation in physical education activities which was already done in Thailand and in different countries as follow:

STUDY 1: A Study of Developing Positive Attitude towards Life of Australia People (Lily J. Tythan: 2005)

Objective of the study: This study aims to find out the positive attitude towards life of Australia people.

Tool used in the study: The open-ended questionnaire was used for gathering of data.

Sample of the study: The sample of the study was selected through the use of stratified random sampling techniques comprised of 6534 Oakland people in Australia.

Technique of analysis of data: The method employed in the analyses of the data was the content analysis.

Major findings: It was found from the study that the developing of a positive attitude toward life can be done on nine aspects i.e.

1. Stop complaining. Whenever one find complaining, switch the bracelet to the other wrist. The goal should have the bracelet stay on the original wrist as long as possible.

2. Turn negative thoughts into positive ones. While it may be impossible to stop negative thoughts from forming, it is possible to change the thought to something positive when one notices the negativity.

3. Be grateful. No matter how difficult the life seems, there is always some reason to be grateful.

4. Decide to love one’s own self. Contrary to what many people think, loving one’s own self really is a conscious decision. Too many people focus on the faults or mistakes instead of recognizing how truly special they are. If one has difficulty with this, positive affirmations and self-esteem-building exercises may help.
5. **Decide to love others, no matter what.** One has to realize that acting lovingly toward others will go much further than acting maliciously or selfishly. Not only that, but doing nice things for others can give warm, fuzzy feelings that will help to feel good as well.

6. **Let go of the past.** Only through forgiveness and acceptance one will able to be free. Forgiving doesn’t mean to condone what happened, but rather refuse to held captive by that negativity any longer.

7. **Adopt the motto “Everything happens for a reason.”** People can start to see a bright side to almost every situation. People should start to see struggles and challenges as opportunities for growth rather than obstacles toward happiness.

8. **Surround with positive.** Choose to hang around with positive people, watch positive shows, listen to positive music, and read positive books.

9. **Seek the help of a life coach or counselor who can help with the process.** Some people have a hard time for developing a positive attitude toward life and struggle to follow these steps. In that situation, a life coach or counselor may help.

**STUDY 2 : A Study of the Power of Positive Attitude towards Life in Relation to Happiness and Success.** (Ramidalin Samith: 2010)

**Objective of the study :** This research studied under the assumption or idea of Remez Sasson (2010). There were two objectives in the study: (1) to study the power of positive attitude, (2) to study the relation between the positive attitude and the happiness and success.

**Tool used in the study :** Open-ended Questionnaire about positive and negative attitude towards life and the attitude towards happiness and success are the tools used in the study.

**Sample of the study :** There were 2876 Thai people selected by simple random sampling to be the sample of the study.

**Technique of analysis of data :** The content analysis, mean (\( X \)), standard deviation (S.D.), and correlation co-efficient were used for the analysis of data in the study.

**Major findings :** According to the contents analysis, the major results are found as follow:

1. **Positive attitude manifests in the following ways:** (1) Positive thinking,

2. The benefits of a positive attitude are as follow: (1) Helps achieving goals and attaining success, (2) Success achieved faster and more easily, (3) More happiness, (4) More energy, (5) Greater inner power and strength, (6) The ability to inspire and motivate own self and others, (7) Fewer difficulties encountered along the way, (8) The ability to surmount any difficulty, (9) Life smiles, (10) People respect

3. Developing a positive attitude that will lead to happiness and success: (1) Choose to be happy, (2) Look at the bright side of life, (3) Choose to be and stay optimistic, (4) Find reasons to smile more often, (5) Have faith in yourself and in the Power of the Universe, (6) Contemplate upon the futility of negative thinking and worries, (7) Associate yourself with happy people, (8) Read inspiring stories, (9) Read inspiring quotes, (10) Repeat affirmations that inspire and motivate, (11) Visualize only the thing that want to happen, (12) Learn to master thoughts, (13) Learn concentration and meditation.

A positive attitude leads to happiness and success and can change the whole life. If one looks at the bright side of life, the whole life becomes filled with light. This light affects the whole environment and the people around. If it is strong enough, it becomes contagious.

If one has been exhibiting a negative attitude and expecting failure and difficulties, it is now the time to change the way of think. It is time to get rid of negative thoughts and behaviour and lead a happy and successful life.

The results found from the statistical analysis of the attitude towards life and the attitude towards happiness and success are as follow:

1. The attitude towards life and attitude towards happiness and success of Thai people is found at moderate level.

2. There is the positive correlation between attitude towards life and attitude towards happiness and success.

Positive attitude towards life helps to cope up more easily with the daily affairs of life. It brings optimism into life, and makes it easier to avoid worry and negative thinking. The
positive attitude brings constructive changes into life, and makes happier, brighter and
more successful. With a positive attitude one can see the bright side of life, become
optimistic and expect the best to happen. It is certainly a state of mind that is well worth
developing and strengthening.

STUDY 3 : A Study of Positive Attitude towards Life. (Rampha Intarasak: 2011)

Objective of the study : The objective of the study was to review the positive
attitude towards life and the aspects of attitude towards life.

Sample of the study : 24 papers/article concerned to the positive attitude towards
life was used for data collection.

Technique of analysis of data : This research is the qualitative research studied
about the positive attitude towards life. The technique for analysis of data was the contents
analysis.

Major findings : It was found from the study that there are three aspects of
positive attitude towards life as follow:

1. Enjoy life : This refers to the feeling of favourableness or the positive outlook on
the happiness of life which will help to realize the life and offers great possibilities for
successful achievement in life. One who enjoy life will have the positive attitude towards life
and will make deliberate choices of behaviour in harmony with their own and social
betterment.

2. Be accountable : This refers to the responsible and behaviours for the state of
human-being which every human being has the ability to choose in order to make the
happiness, satisfied and success.

3. Work on the whole person : this refers to the ability of human being to combine
the body, mind, and spirit to work together as a whole picture for the healthy life. It is difficult
to enjoy life, if the body, mind and spirit are unhealthy.

STUDY 4 : A Study of Attitude towards Life of People in Different Generations. (Udomdech
Lertwithaya: 2011)

Objective of the study : This study aims to find out the attitude towards life of
people in different generations i.e. veteran (born between 1922 and 1945), baby boomer
(born between 1946 and 1964), generation X (born between 1965 and 1980), generation Y
(born between 1981 and 1995), and generation Z (born after 1995).

**Tool used in the study**: The open-ended questionnaire was used for gathering of data.

**Sample of the study**: 300 people from each generation were selected through the use of stratified random sampling techniques for the sample of the study.

**Technique of analysis of data**: The content analysis was used for the analysis of data.

**Major findings**: It was found from the study that the attitude toward life is different due to the people in different generation as under:

1. The attitude towards life of members belonging to veteran generation lies on the work achievement and wellness life:

2. The attitude towards life of members in baby boomer generation is to desire financial prosperity and expertise as well as the health wellness and professional growth.

3. Attitude towards life of members in generation X is to make money and have job satisfaction for the family well-being. They prefer to be a well educated and growth in career path and as well as to have the high power in society.

4. Attitude towards life of members in generation Y is to work as hard as their parents but spend their life in a meaningful way. They want jobs that are flexible. They can be described as sociable, confident, optimistic, talented, well-educated, collaborative, open-minded, and achievement-oriented. Members of the generation Y are being welcomed into the workplace as shortages exist in numerous settings.

5. Attitude towards life of members in generation Z is likely to have life satisfaction and physical well-being. They have good attitude to technology, social networking, multitasking, speedy, and self-directed.

**STUDY 5**: A Study of Attitudes toward Physical Education: A Study of High School Students from Four Countries—Austria, Czech Republic, England, and USA (Jiri Stelzer, James M. Ernest, Mark J. Fenster, George Langford: 2004)

**Objective of the study**: The objective of this study is to investigate the attitude toward physical education of high school students from four countries, Czech Republic, Austria, England, and the United States.
Tool used in the study: Participants' attitude toward physical education classes was measured using the Adams Scale (Adams, 1963). It has demonstrated content validity and a Chronbach's alpha internal consistency coefficient of 0.89. A reliability analysis was conducted on the scale for the current sample. This analysis yielded an alpha internal consistency coefficient of 0.82. Scoring was done using a Likert Scale of seven responses ranging from 1, "very strongly agree," to 7 "very strongly disagree." Thus, response scores could range from a high of 112 to a low of 16. A score of 112 signifies the highest positive attitude toward physical education, a score of 16 the most negative attitude, and a mean score of 64 a neutral attitude.

Socio-economic status (SES) questions were added to the questionnaire to improve the significance of the data. The questions were based on the suggestion that an adolescent's perception of physical education is formed by his or her physical, social, and cultural environment as well as the influence of the school system.

Sample of the study: The sample, which totaled 1,107 student participants, was drawn from six high schools in four countries. Two institutions were located in the Czech Republic, two in England, and one each in Austria and the United States. While the sample was based on convenience, all selected high schools had two things in common; they were located within city limits, and each served students from its surrounding rural areas. Of the 1,107 total participants, 487 were from the Czech Republic, 303 were from the United States, 217 from England, and 100 from Austria. Participants voluntarily took part in the study and each signed an informed consent agreement. Participants' ages ranged from 14 to 20 years of age. Over 90% of the participants were between 16 and 18 years of age, 42.10% (n = 466) were female, and 87.40% (n = 962) were Caucasian.

Technique of analysis of data: Mean (Χ), Standard Deviation (S.D.), and ANOVA were used for analysis of data.

Major findings: It was found from the study as follow:

1. There was the significant difference between mean scores of attitude towards physical education of high school students belonging to four countries. Czech students had statistically significant higher attitude scores than both U.S. students and English students at the 0.001 level of significance, and Austrian students had significantly higher attitude scores
than English students. Despite the larger mean values for U.S. students relative to English students, the difference was not significant.

2. There was the significant difference between mean scores of attitude towards physical education of high school students belonging to different groups of gender. The Czech Republic, male students had better attitudes toward physical education than females. Czech students, as a group, show significantly higher attitude scores than English male and female students and U.S. females and Czech females also show significantly higher scores than the Austrian females. Significant differences also exist between Austrian males and English and U.S. females. U.S. male scores were significantly higher than those of both U.S. females and English males.

3. There was no significant difference in scores between the English males and females.


(Johnson, L.D., Delva, J., and O'Malley, P.M. :2007)

Objective of the study: The purpose of this study was to determine the current levels of physical education (PE) and sports participation among American secondary school students, and to establish the extent to which they vary by grade level, racial/ethnic background, and socioeconomic status (SES) of the students.

Tool used in the study: Self-administered questionnaires was used to provide individual background data, including the students’ gender, racial/ethnic identification, and parents’ education level.

Sample of the study: Nationally representative data were used from over 500 schools and 54,000 students surveyed in 2003, 2004, and 2005 as part of the Youth, Education, and Society (YES) study and the Monitoring the Future (MTF) study. As part of YES, school administrators completed questionnaires on physical activity (including rates of sports and physical education participation) of students in their schools.

Technique of analysis of data: Mean (\(\bar{X}\)), Standard Deviation (S.D.), and percentage (%) were used for analysis of data. Data were analyzed in 2006.

Major findings: It was found from the study as follow:

1. Physical education requirements, and actual student participation rates,
decline substantially between 8th and 12th grades. About 87% of 8th graders were in
schools that required them to take physical education, compared to only 20% of 12th
graders.

2. Principals estimate that over 90% of 8th graders actually take physical
education, compared to 34% of 12th graders. Subgroup differences in physical education
participation rates were small. Only a fraction of all students participate in varsity sports
during the school year, with girls participating only slightly less than boys (33% vs 37%).

3. Participation correlates negatively with SES and was lower among black and
Hispanic students than white students, even after controlling for other variables. Participation
rates in intramural sports were even lower, declined in higher grades, and were lower among
low-SES and Hispanic students (after controlling for other variables).

4. Physical education is noticeably lacking in American high schools for all
groups. Racial/ethnic minorities and low-SES youth, who are at higher than average risk of
being overweight in adolescence, are getting less exercise due to their lower participation in
school sports. Disparities in resources available to minorities and lower-SES youth may help
to explain the differences in participation rates.

STUDY 7: A Study of Secondary School Students’ Perceptions of Enjoyment in Physical
Education: An American and English Perspective. (Mark, A Smith, Peter, E. St.
Pierre :2007)\textsuperscript{11}

Objective of the study: The purpose of the study was to identify and examine
students’ perceptions of enjoyment in physical education and compare perceptions of
enjoyment at the secondary level in England and the United States of America.

Tool used in the study: The first section of the survey utilized Jones’s (1988)\textsuperscript{12} 25
item Likert-scale questionnaire that identified student attitudes toward physical education.
The second section used Carlson’s (1995)\textsuperscript{13} student identification scale which identifies
student’s attitudes towards physical education. In section three the students were asked to
elaborate on their participation in physical activity. On the completion of the survey, criterion-
based analysis resulted in each student receiving an attitudinal score, and enabled the
participant pool to be reduced to forty students at each location that had a positive view of
physical education.
A second open-ended survey was then distributed to identify students that not only had positive attitudes of physical education but could also provide detailed responses to open-ended questions. A basic descriptive analysis of the survey based on 'depth of response' and 'answer appropriateness' reduced the population to thirty students, fifteen students in each school. This number was selected largely due to time constraints, availability at each location (8 Males and 7 Females from England; 6 Males and 9 Females from America) and expected data saturation. Only 28 interviews were conducted due to participant absences during the interview phase of data collection.

For the data collection, all student interviews were conducted by the researchers and used a semi-structured interview protocol. For example, each interview started by engaging the students in an informal conversation about their day, sport, or topic of choice and transitioned to the topic of enjoyment and physical education. When the subject of enjoyment was introduced, the student was asked about specific experiences and examples that had either positively or negatively affected their enjoyment of physical education. Based on the student’s initial responses and insights gained from the student's second survey, the researcher probed for more in-depth descriptions. The interviews lasted between 30 and 75 minutes and were held during the student's physical education class. All interviews were audio taped and transcribed. Using open and axial coding, four themes and five categories representing student perceptions of enjoyment were established. These themes were: teacher impact, (b) Student Characteristics; (c) Class activities and Content; and, (d) The physical education environment.

Sample of the study: Two schools were asked to be the sample of the study, one in America and one in England. Both school sites were chosen after onsite observations and informal interviews with the respective physical education teachers and principals. The selected schools both implemented comparable physical education programs (multi-activity with 1-2 week units), allowed full access to the physical education department and school, and were willing to involve a student grade level. The participating schools were a rural High School (14-18 years of age) located in North Carolina, USA and a semi-rural secondary comprehensive school (11-18 years of age) in Berkshire, England. Following the selection of each school site, a comparable and appropriate grade level was selected. In both schools at age 14-15 (grade 9 in America, and year 10 in England) students were able to select elective
classes. Additionally, the students had progressed through mandatory physical education programs, thus having a variety of physical education experiences. All participating students in 9th grade or year 10 completed and provided parent consent and student assent.

**Technique of analysis of data:** In the data analysis, all the interview transcripts were analyzed using open and axial coding (Corbin & Strauss, 2007). The first step in the process is to openly code the transcript data or look across the transcripts for comments that are conceptually similar, thus developing categories and themes. Once an initial open coding process had been conducted, each transcript was re-read, coded, and re-coded by continually interpreting and making meaning of the interview data. The second process of analysis is called axial coding; making sense and explaining the links of the data within each determined category. This step includes the process of distinguishing and examining relationships within the category, ultimately outlining ways that categories relate to each other. The interview data from British and American students were analyzed within and across cultures. To ensure trustworthiness, the verification procedures of member checking and peer debriefing were employed (Creswell, 2005). Importantly, debriefing occurred in the respective country with individuals familiar with each schools’ cultural climate, including university professors, teachers, and local community members. All interviewed students were provided with a copy of their transcript. Only two students returned their interview transcripts, both modified for grammar, but were not altered conceptually.

**Major findings:** The results of the study were as follow:

1. The students’ responses produced eleven categories distributed across the four themes of: (a) Teacher impact; (b) Student Characteristics; (c) Class activities and Content; and, (d) The physical education environment. It is important to note that based on data analysis, both the American and English students’ responses reported as one population since they identified the same determinants of enjoyment and provided very similar justifications for each determinant.

2. The student’s physical activity participation variables which impact students’ perceptions of physical education. The most influential determinant of students’ holding positive attitudes toward both physical education and physical activity has been shown to be enjoyment. Additionally, enjoyment has also been identified as an important element in the development of positive attitudes and continued participation in physical education and
physical activity. However, enjoyment is an elusive concept that is difficult to articulate and is individualistic.

3. The teacher and instructional strategy as important indicator variables and determinants of enjoyment in educational contexts. Therefore, physical education is of particular interest since it continues to be a critical component of a student's educational involvement in physical activity and has been shown to impact future exercise habits.

STUDY 8: A Study of Attitude towards Physical Education and Class Preferences of Turkish Secondary and High School Students (Ramiz Arabac: 2009)

Objective of the study: The aims of this study was to investigate attitudes toward physical education and class preferences in Turkish secondary and high school students related to gender and age.

Tool used in the study: Two data collection instruments were administered. In the first section of the first personnel information, participants provide demographic related information such as age, grade, and gender. In the second section participants were asked: "Which physical education class do you prefer? Coed physical education or Single sex physical education".

Sample of the study: The sample consisted of 1240 students from seven secondary and six high general schools of Bursa/Turkey. In this study, coeducational secondary and high schools were selected. The participants were 302 girls and 332 boys aged 12 to 14 from secondary education schools and 290 girls and 316 boys aged 15 to 17 from high schools.

Technique of analysis of data: Mean (X), Standard Deviation (S.D.), and ANOVA were used for analysis of data. In order to test differences in physical education of students with regard to school context and gender, chi square analysis was conducted.

Major findings: The results of the study were as follow:

1. There was the significant difference between mean scores of attitudes toward physical education in high school students belonging to different groups of gender. The mean scores of attitudes toward physical education of boys were higher than those of girls.

2. There was no significant difference between mean scores of attitudes toward physical education of girl and boy students.
3. The mean scores of attitudes toward physical education of secondary school boys were significantly higher than those of high school boys and the mean scores of attitudes toward physical education of secondary school girls were significantly higher than those of high school girls.

4. The attitudes towards physical education and physical education class preferences change according to gender and age. Secondary school students show more positive attitudes towards physical education than high school students. Boys show more positive attitudes than girls.

5. Secondary school students preferred single-sex physical education, whereas high school students preferred coed physical education.

6. In order to improve the attitudes of girls towards physical education, Ministry of National Education have to make some changes in physical education course curriculum. This change has to be from competitive physical education course model to a model that encompasses life-time sport, health, physical fitness, and well-being. Physical education course curriculums should be re-arranged to enable students to obtain necessary knowledge, skills and attitudes for a healthy and happy daily life. Moreover, all students must have the confidence and skills to continue physical activities in their future lives.

STUDY 9: A Study of Psychological Determinants of Leisure Time Physical Activity Participation among Public University Students in Malaysia. (Kalsom Kayat: 2010)

Objective of the study: The first purpose of this study was to identify the influences of attitude, self-efficacy, and motivation on leisure time physical activity participation among undergraduate students at local public universities. The second purpose was designed to examine the relationships among leisure attitude, motivation, self-efficacy and leisure time physical activity participation among students at local public universities. Based on the purpose of the study, the following hypotheses were examined in relation to undergraduate students at local public universities:

H1: Leisure attitude, motivation and self-efficacy for physical activity correlate positively with frequency and magnitude of leisure time physical activity participation.

H2: Leisure attitude, motivation and self-efficacy for physical activity significantly
explain the variance in frequency and magnitude of leisure time physical activity participation.

H3: The higher the leisure attitude towards physical activity, the higher the motivation will be for physical activity, in turn increasing leisure time physical activity participation.

H4: The higher the self-efficacy for physical activity, the higher the motivation for physical activity will be, thereby increasing leisure time physical activity participation.

**Tool used in the study** : The instruments consist of (a) background information questions such as age, sex, ethnic group, academic stream, and year of education, (b) Leisure Attitude Scale, (c) Motivation for Physical Activity Measure, (d) Physical Activity Self-Efficacy Scale, and (e) Physical Activity Participation Scale.

The theory of planned behaviour and self-efficacy theory were used as a theoretical framework. Leisure time physical activities are activities carried out during free time that are not part of an individual’s formal work or basic grooming needs. Physical activity is any bodily movement produced by skeletal muscles resulting in energy expenditure.

In an effort to determine if significant relationships exist between leisure attitudes, motivation for physical activity, self-efficacy for physical activity and leisure time physical activity participation, the following questions were formulated:

1. Are there any relationships among leisure attitude, motivation, self-efficacy and leisure time physical activity participation (frequency and magnitude) among local public university students?

2. Do leisure attitude, motivation and self-efficacy contribute significantly to leisure time physical activity participation (frequency and magnitude) among local public university students?

3. Are there any effects of direct and indirect paths of exogenous variables on leisure time physical activity participation (frequency and magnitude) among local public university students?

**Sample of the study** : A stratified cluster random sampling method was applied to select a sample from the four selected local public universities. Subjects comprised 1352 undergraduates males and females. The ethnic populations included in the study were 45% (n = 608) Malay, 34% (n = 460) Chinese, 8.1% (n = 109) Indian, and 12.9% (n = 175). The
subjects were evenly divided between arts stream 50.1% (n = 677) and science stream 49.9% (n = 675), with 22.3% (n = 302) in the first year, 27% (365) second year, 35.5% (n = 480) third year, and 15.2% (n = 205) fourth year. The mean age of samples was 21.5 (range 19 to 24), and there were no significant differences between the groups.

**Technique of analysis of data**: Mean (\( \bar{X} \)), Standard Deviation (S.D.), chi-square and path analysis were used for analysis of data.

**Major findings**: The results of the study were as follow:

1. Leisure attitude, motivation and self-efficacy for physical activity correlate positively with frequency and magnitude of leisure time physical activity participation.

2. Leisure attitude, motivation and self-efficacy for physical activity significantly explain the variance in frequency and magnitude of leisure time physical activity participation.

3. The higher the leisure attitude towards physical activity, the higher the motivation was the physical activity, in turn increasing leisure time physical activity participation.

4. The higher the self-efficacy for physical activity, the higher the motivation for physical activity was the increasing leisure time physical activity participation.

**STUDY 10**: A Study of Physical Activity Behaviour and Attitude toward Involvement among Physical Education, Health, and Leisure Services (Sharon Huddleston, Jane Mertesdorf, Kaori Araki: 2011)

**Objective of the study**: The purpose of this descriptive study was to determine how three related curricula impact the behaviors and attitudes of students. More specifically, the following was investigated: (1) leisure time physical activity participation among physical education, health, and leisure services pre-professionals; (2) exercise intensity (total MET hrs/week of participation in physical activity) and a general feeling (balance of feeling) toward participation in leisure time physical activity by major and gender; and, (3) reasons for participation in leisure time physical activity by major and gender.

**Tool used in the study**: Instrument: Physical Activity Assessment. The Modifiable Activity Questionnaire (MAQ), a self-report instrument developed by Kriska et al. (1990), was used to assess participation behavior in leisure time physical activity for each individual. Instructions directed respondents to report involvement in any leisure time physical activity
which they had performed at least 10 times over the past year. The MAQ is a reliable and valid tool (Aaron et al., 1995)\textsuperscript{20} that was designed to allow modifications that would enable its use with a variety of populations. The MAQ was adapted for the present study by assigning each of 47 physical activities to one of following six categories: aerobic activities, water activities, winter activities, sports, golf, and miscellaneous. Exercise Intensity. Information requested on the MAQ allows for the computation of an estimate of each subject's average exercise intensity or energy expenditure. In order to calculate the weekly energy expenditure, an approximate metabolic cost value (MET) was determined for each of the 47 activities by selecting the midpoint value of the intensities recommended by Ainsworth et al. (1993)\textsuperscript{21}.

The Physical Activity Questionnaire (PAQ; Corbin & Lindsey, 1997)\textsuperscript{22} was used to investigate attitudes about or reasons for participation in physical activities. Because psychometric data was not available, a separate sample of volunteers (N = 67) was used to investigate the test-retest reliability of the PAQ. Volunteers were requested from two separate classes of students and a total of 79 individuals consented to participate. The period of time between the first and second administration of the questionnaire was one week. The order of questions was changed for the second administration of the questionnaire to prevent order effects. Twelve volunteers did not complete the questionnaire the second time and, therefore, were eliminated from the analysis. A moderate Pearson correlation coefficient of $r = 0.58$ ($p < 0.01$) was found for the test-retest of the PAQ.

The PAQ contains 14 items that are assessed on a five-point Likert-type scale (strongly agree, agree, undecided, disagree, and strongly disagree) to produce seven subscale reasons (health and fitness, relaxation and tension, social, competition, fun and enjoyment, challenge and achievement, and, appearance) scores for each subject. Scores for each subscale range from a low of 2 (negative feelings) to a high of 10 (positive feelings). In addition, an overall balance of feeling (BF) score was computed for each subject by scoring one point for each subscale score of 4 or above and subtracting 1 point for each subscale score of 1 or 2. Zero points were given for each score of 3. Interpretation of the BF scores for the PAQ is as follows: excellent, 9-10 points; good, 7-8 points; fair, 6 points; poor, 4-5 points; and very poor, 3 or less points (Corbin & Lindsey, 1997)\textsuperscript{23}. According to Corbin
and Lindsey, the BF score is an indication of positive or negative attitudes toward physical activity.

Procedures: Faculty who taught professional theory courses taken primarily by physical education, health, and leisure services major students were contacted for permission to allow researchers to enter class and request volunteers for the study. Permission was granted by all faculty contacted. A prepared script was utilized to inform students of the general purpose of the study and to guarantee students that their involvement would be confidential due to the fact that no identifying information would be requested. Students were cautioned to read directions carefully and were allowed time to ask questions. Volunteers then received a copy of the questionnaire in an envelope that was addressed to one of the researchers. Two weeks after the distribution of the questionnaires a second contact was made to remind students to complete and return the survey as soon as possible.

Sample of the study: Physical education (n = 193), health (n = 165), and leisure services (n = 154) volunteer major students at a mid-western university were selected to be the sample of the study.

Technique of analysis of data: Mean (X̄), Standard Deviation (S.D.), percentage and MANCOVA were used for analysis of data.

Major findings: The results of the study were as follow:

1. The results of the study indicated that the number of participants, by major (physical education, health, and leisure services) and gender, that reported having participated in each of the 47 physical activities during the past year; weight training was the most popular activity. Four additional activities that ranked in the top 5 for the entire sample were jog/walk, aerobic machines, walk for pleasure, and running.

2. For physical education majors, the highest reported participation levels were for weight training, running, basketball-game play, walk for pleasure, and racquetball. The top five activities for the health majors were weight training, aerobic machines, running, jog/walk, and walk for pleasure. Leisure services majors reported their highest participation levels for jog/walk, walk for pleasure, bicycle for pleasure, aerobic machines, and weight training. A visual inspection of the reported participation frequencies indicates that two of the five activities popular with physical education majors were game activities (basketball-game-play and racquetball) while all activities reported by leisure services and health participants were
exercise related. Walking for pleasure and weight training were in the top five activities for participants in all three majors.

3. Females reported their highest participation levels for aerobic machines, walk for pleasure, jog/walk, walk for exercise, and running. For males, the highest reported participation levels were in weight training, basketball-game play, jog/walk, running, and racquetball. The top five activities for females were all exercise activities while many males reported participation in two game activities (basketball-gameplay and racquetball). The only activity that was in the top five for both females and males was jog/walk.

4. Exercise Intensity and Balance of Feeling: A 3 x 2 (Major x Gender) multivariate analysis of covariance (MANCOVA), with age as the covariate, was utilized to test for significant differences in exercise intensity scores (total MET hrs/week) and balance of feeling (BF) toward physical activity. The Wilks' lambda statistic for the interaction of Major x Gender was not significant, nor was the main effect for the covariate of age.

5. The multivariate tests for the main effect of major were significant. Tests of between subject effects indicated that the main effects for major were due to significant differences in the exercise intensity scores. Subsequent Tukey post hoc tests showed that physical education majors’ exercise intensity than the exercise intensity of leisure services majors. There were, however, no significant differences between the means of leisure services and health majors. Finally, there were no significant differences, by major, in the BF toward physical activity scores. The BF means for the physical education, health, and leisure services students indicate a good to excellent attitude toward participation in physical activities. The Wilks' lambda was significant for the main effect of Gender. Exercise intensity for males was higher than for females. There were no significant differences, by gender, in the BF toward physical activity scores. The BF means, however, for females and males both indicated a good to excellent attitude toward physical activities.

6. Attitudes/Reasons for Involvement: A 3 x 2 (Major x Gender) MANCOVA, with age as the covariate, was performed to test for possible group differences in the seven reasons for involvement in leisure time physical activity. The Wilks' lambda statistic for the interaction of Major x Gender was not significant, nor was the main effect for the covariate of Age. The multivariate tests for the main effect of major were significant. Tests of between-subjects effects indicated that group differences were found within 2 of the 7 reasons for
participation. Groups differed on competition and fun/enjoyment. Subsequent Tukey post hoc tests indicated that physical education majors’ fun/enjoyment scores were higher than those of leisure services and health majors. And, the competition scores from the leisure services and health majors were higher than those of physical education majors.

7. There was no significant group differences by Major were found for the reasons of health and fitness, relaxation and tension, social, and challenge and achievement. The multivariate tests for the main effect of Gender were also significant. Tests of between-subjects effects revealed significant differences in gender for competition, fun/enjoyment, and challenge/achievement. A visual inspection of the means showed that females were higher on competition than were the males.

STUDY 11: Attitude to Physical Education and Participation in Organized Youth Sports During Adolescence Related to Physical Activity in Young Adulthood: A 10- Year Longitudinal Study. (Lise Kjonniksen: 2001)

Objective of the study: This study aims to examine the relationship between participation in organized youth sport and attitude to physical education (PE) during adolescence and physical activity in young adulthood.

Tool used in the study: Rating scale and open-end questionnaires regarding the attitude to physical participation and participation in organized youth sports were used to be the tools of the study.

Sample of the study: The sample comprised 630 participants who completed questionnaires over a 10-year period.

Technique of analysis of data: Analysis of variance and regression were used to examine the relationship between attitude to physical education and participation in organized sport at age 13 years and physical activity at age 23 years.

Major findings: It was found from the study that both genders had a consistent and positive attitude toward PE at age 13—16 years. More boys participated in organized youth sport, and participation rates declined from age 13 to 16 years. Participation in organized sport was the strongest predictor of physical activity at age 23 years in males, whereas attitude to physical education was the strongest predictor in females. Participation in sport and physical activity in different arenas during adolescence may affect participation differently in young adult men and women.
3.4 SUMMARY

There are 11 past studies presented in this chapter. Three studies concerned to the attitude towards life whereas the other seven studies involved the participation in physical education activity. It can be seen that all of these 11 researches studied separately from each others i.e. attitude towards life and participation in physical education activity. The present research studies the attitude towards life in relation to participation in physical education activity. The participation in physical education activity was used to be the independent variable of the study, which is not appearing in any research. Therefore, this research is a unique research or only one research which indicate the relation between attitude towards life and the participation in physical education activity.
References


23. Ibid.