Turkish Online Journal of Qualitative Inquiry (TOJQI)

Volume 11 , Issue 4, December 2020: 1887-1893

Review on physical activity related attitude among different groups and its relationship with cognitive domain through measuring scales

Dr. Minakshi Pathak[1], Asif Faruk[2]

[1] Research Guide, Department of Physical Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

[2] Research Scholar, Department of Physical Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

ABSTRACT

Physical fitness is the capacity to do everyday activities with vigor and alertness without excessive exhaustion and sufficient energy to take part in leisure activities and respond to unexpected situations. Exercise is the key to a healthy, long life; staying inactive will result in your death. Numerous studies have proven that people improve psychologically as well as physiologically as a result of running programmes, which many people claim help them feel better and more relaxed. Physical education's main goal is not to create star athletes or a winning squad of expert performers, but rather to create a nation with moral character and physical fitness. It strives to mould young people into responsible adults who can live active, fulfilling lives. In this article, review on physical activity related attitude among different groups and its relationship with cognitive domain through measuring scales has been highlighted.

Keywords: Physical, Attitude, Cognitive, Measuring, Scales

INTRODUCTION:

A child's ability to develop a healthy personality depends on both the environment in which he or she grows and the chances available to him or her for mental, physical, social, and spiritual growth. Physical fitness of the individual is the main goal of physical education. Visualize the techniques that can be used in physical education to increase physical fitness. Physical education is a process that helps people develop their best physical, mental, and social skills and engage in optimal physical activity. Participating in physical activities that are healthy for the body, psychologically

interesting, pleasurable, and socially acceptable is how physical education is acquired. Physical education is a method of education that seeks to enhance human performance by using a variety of physical exercises to achieve this goal. Physical education comprises the development and maintenance of fitness for optimal health and well-being, the learning of knowledge, and the creation of a good attitude toward physical exercise. It also includes the development and refinement of motor skills. Physical fitness has several advantages. A physically fit person has more strength, energy, and stamina as well as an improved sense of wellbeing and better injury prevention due to their strong, well-developed muscles that protect their bones, internal organs, joints, and other moving parts as well as their improved cardio respiratory function. A man can become highly physically fit by engaging in physical activity. It would be interesting to learn which of the components has superior physical fitness as physical education is required in schools for both boys and girls. There are several physical fitness exams to determine if pupils can complete daily duties without becoming overly exhausted.

STUDIES COMPARING ATTITUDE AMONG DIFFERENT GROUPS AND ITS RELATIONSHIP WITH COGNITIVE DOMAIN:

Intergroup attitudes (evaluations) are generic valence attributions to social groups (e.g., white–bad/Asian–good), whereas intergroup beliefs are specialized trait attributions to social groups (e.g., white–dumb/Asian–smart), according to Kurdi et al. (2019). When explicit (self-reported) measures are utilized, attitudes and beliefs about the same social group are frequently linked, but they can also be separated. The current study investigated the association between implicit (indirectly revealed) intergroup attitudes and beliefs using three methodologies (co relational, experimental, and archival). In Study 1 (n = 1,942), we discovered strong correlations and, in some cases, evidence of redundancy between implicit association tests (IATs) measuring attitudes toward and beliefs about the same social groups (mean r = 0.31, 95 percent confidence interval: [0.24; 0.39]). In study 2 (n = 383), altering attitudes by evaluative conditioning resulted in concurrent changes in belief IATs, suggesting that implicit attitudes can causally drive implicit beliefs in the absence of information about the specific semantic attribute. In study 3, we employed word embedding’s produced from a huge corpus of online text to show that 22 social groups' distance from positive vs. negative words (representing generic sentiments) was highly connected with their distance from warm vs. chilly, and even competent vs. incompetent, terms (reflecting

specific beliefs). Overall, these investigations show that there are strong links between implicit attitudes and beliefs, implying that the dissociations detected using explicit measures are caused solely by intentional judgment processes. Attitudes toward social groups ("I like Asians") and ideas about social groups ("I think Asians are brilliant") have been conceptualized and empirically distinguished based on evidence from explicit (self-reported) assessments. We show that automatic attributions of competence to social groups (implicit beliefs) are both predicted by and causally related to automatic attributions of general positivity using an experimental measure of reaction delay and an archival measure of textual distance (implicit attitudes). These findings show that attitude–belief dissociations may be a one-of-a-kind product of conscious cognitive processes. Furthermore, they say that focusing on implicit attitudes, whether in people's heads or in language, can change a lot of implicit beliefs at the same time.

According to Enamul Hoque (2017), learning domains include cognitive domains (knowledge), psychomotor domains (skills), and emotional domains (feelings) (attitudes). The Taxonomy of Learning Domains, developed by a group of scholars led by Benjamin Bloom in 1956, best explains this category. Between 1956 and 1972, the learning domains were initially created and described. Some sources credit Benjamin Bloom with all of the domains, which is just not the case. Bloom was a co-author on the descriptions of both the cognitive and emotional domains, but he was the first author on the cognitive domain. Consequently, even though his colleague David Krathwohl was a collaborator on the 1956 publication, it bore his name for years and was well known among educators as Bloom's Taxonomy.

Cananet. al. (2005) The purpose of this study was to examine attitudes toward physical education (PE and PE class preferences of high school Turkish students in terms of school gender composition; 213 girls and 249 boys from coeducational public schools, and 196 girls and 210 boys from single-sex vocational schools participated in the study. The Attitudes toward Physical Education Scale was administered and the results of 2 × 2 (Gender X School Type) ANOVA indicated that students in coeducational schools in general, and boys had more favorable attitudes. Additionally, chi-square analysis demonstrated significant differences in PE class preferences between students from single-sex and coeducational schools and between girls and boys.

Trostet. al. (2002) investigated to evaluate the theory of reasoned action (TRA) and planned behavior (TPB) in predicting moderate-to-vigorous physical activity (MVPA) in sixth-grade

youth. Methods: One hundred ninety-eight students completed a questionnaire measuring attitudes, subjective norms, perceived behavioral control, and intentions to be active. MVPA was measured using the CSA 7,164 accelerometer.Results: Although demonstrating an acceptable fit, the TRA and TPB accounted for only a small percentage of the variance in MVPA. In support of the TPB, the addition of control perceptions to the reasoned action model added to the prediction of intentions and MVPA.Conclusion: Within our sample of sixth graders, the utility of the TRA or TPB as a framework for activity interventions appears to be limited.

Subramaniam et. al. (2002) The purposes of this study were to develop an instrument to assess student attitude toward physical education and to provide psychometric evidence of reliability and validity of the interpretation of scores from the attitude instrument. The study was conducted in multiple phases: (a) elicitation study, (b) preliminary study, (c) content validity study, and (d) reliability and validity study. Participants for the elicitation study were 110 middle school students. Enjoyment and Perceived Usefulness emerged as the primary factors, whereas the physical education teacher, curriculum, and peers were found to be the primary sub-factors through student elicitation. The preliminary study utilized 33 students. Participants for the content validity study were 35 experts in physical education pedagogy. The reliability and validity study involved 995 students (Grades 6, 7, and 8). Results indicate that this instrument produces reliable and valid scores based on the 2- component view of attitude. The hypothesized factor structure is a good fit to the observed data.

Taylor et. al. (1999) stated that a major research priority is the influence of childhood and adolescent physical activity patterns on adult physical activity. The research in this area is inconsistent. Therefore, the purpose of this study was to evaluate the relationships among specific components of physical activity during childhood and adolescence and exercise habits in adulthood.

Methods: We analyzed preteen and teenage experiences, individual and team sports, and several psychosocial variables. One hundred and five male volunteers completed questionnaires about their current (estimated energy expenditure (EE)) and historic physical activity and a treadmill stress test.

Results: Based on correlations and regression analyses, without and with controlling for potentially confounding variables (treadmill run time and sum of skinfolds), the frequency of being forced to

exercise and the frequency of being encouraged to exercise during the preteen years were inversely related to adult physical activity. Being forced to exercise during the preteen years was more related to participation in individual sports than to participation in team sports or both individual and team sports.

Conclusions: Being forced to exercise during childhood may have potentially negative consequences for later activity. The findings indicate that experiences related to participation in activity during childhood and adolescence may influence adult physical activity. The implications of our findings are discussed and future research is recommended.

PHYSICAL ACTIVITY RELATED ATTITUDE MEASURING SCALES:

The goal of this study, according to SrrCemDinc et al. (2019), was to modify the attitudes toward Physical Activity Scale for Turkish higher education students. The research was carried out at a public university in Turkey's central Anatolia region during the autumn semester of 2018–2019. The APAS was administered to 1021 university students who volunteered from eleven different faculties and departments. In the statistical study, descriptive statistics, exploratory and confirmatory factor analyses, and internal consistency coefficients were employed. According to exploratory factor analysis, a six-component answer explained 60.2 percent of the variance. The 38 items were then subjected to confirmatory factor analysis, which revealed a good match to the 6-dimension model based on the goodness-of-fit criteria. The Turkish version of the scale for higher education students met the required thresholds, according to the scale's psychometric data. Consequently, the "Attitudes toward Physical Activity Scale" can be used to measure physical activity attitudes in national or cross-cultural studies of Turkish students at the college level.

According to Kamtsios and Digelidis (2016), this study looked at attitudes toward exercise, self-perception, physical education lesson satisfaction, and physical activity involvement in elementary school students with various BMIs. Seven hundred and seventy-five students, aged 11–12, took part in the study. Questionnaires were used to conduct the research. The students were separated into three categories based on their BMI: normal, overweight, and obese. Gender and BMI type were utilized as independent factors in a two-way analysis of variance. When compared to children with a normal BMI, obese and overweight pupils scored lower on lesson satisfaction, had negative body image issues, and had lower levels of physical activity. Furthermore, the findings revealed that obese and overweight students had more sedentary daily routines, such as watching a lot of

TV and using a computer. Using the findings of this study, it's clear that healthy habits and behaviors need to be encouraged at school.

CONCLUSION:

Research expertise in finding the research that has been done on the issue and how others have looked into it requires expertise in research. The researcher has read all of the relevant literature and is familiar with the terms, ideas, and technical skills needed to understand and analyze the collected data.

A quick summary of earlier studies and the authors' publications shows that the researcher is aware of both what is known and what is yet unknown and untested. Understanding how other people did things helps you avoid doing things that have already been done. It also gives you good ideas and theories for more in-depth research.

REFERENCES:

1. Cananet. al. (2005). MRI evaluation of body composition changes in wrestlers undergoing rapid weight loss, *Br Journal of SportsMed.*42(10): pp.814-818.

2. Enamul Hoque (2017). *Psychological distress, personality, and adjustment among nursing students. Nurse.* Educ Today. 2007 Aug; 27(6):597-601, Epub.

3. Kamtsios and Digelidis (2016). Test and Measurement In Sports And Physical Education.D.V.S. Publications New Delhi, pp. 243-244.

4. Kurdi et al. (2019). Physical Activity, Cardiovascular Fitness, and Adiposity in Children, Research Journal for Exercise and Sport, Vol.62, (2), pp.157-163.

5. SrrCemDinc et al. (2019). Interrelations between anthropometric and fitness changes during mid-adolescence in boys: A 2-year longitudinal study, *Am. J. Hum. Biol.* 26: pp.617–626.

6. Subramaniam et. al. (2002). Analysis of lifestyle of young adults in the rural and urban areas. *Ann Agric Environ Med*. Vol. 19(1), pp. 135-139.

7. Taylor et. al. (1999). Changes in physical fitness and all-cause mortality. A prospective study

of healthy and unhealthy men, The Journal of the American Medical Association, 12; 273 (14):1093-1098.

8. Trostet. al. (2002). Physical fitness among urban and rural Ecuadorian adolescents and its association with blood lipids: A cross sectional study. *BMC Pediatrics journal,* Vol. 14(1), pp.106.