

Student attitudes toward physical and athletic activity and its impact on social interaction between peers

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Abstract

Mankind begins to communicate with others and carries on developing and improving social interaction. Such experiences add to the social, mental, and psychological development of people and help them understand themselves and know their worth. Physical activity (PA) is required to everyone nowadays and along with the development of technology, has, as well, ensued in the development of modern training equipment and strategies (Nalbant, 2018). Positive peer relationships and interactions are crucial to the pupils' daily school experience, pupils may profit from social relationships throughout their physical education (PE) lessons, specifically when these interactions are comprehensive, regular, substantive and encouraging, and when relationships of equal status are promoted and established. This study aims to analyse the attitudes of students toward physical and athletic activity and its impact on social interaction between peers.

Keywords – Physical education, Physical activity, social interaction.

اتجاهات الطلبة نحو النشاط البدني والرياضي وأثره على التفاعل الاجتماعي بين الأقران

الملخص:

يبدأ البشر بالتواصل مع الآخرين ويستمرون بتطوير التفاعل الاجتماعي وتحسينه. إن مثل هذه التجارب تضاف إلى التطور الاجتماعي والعقلي والنفسي للناس وتساعدهم على فهم أنفسهم ومعرفة قيمتها. يعتبر النشاط البدني (PA) مطلوباً لجميع الناس وهو، إضافة للتطور التكنولوجي، الذي تلا تطوير معدات التدريب الحديث واستراتيجياته (Nalbant, 2018). تعتبر تفاعلات وعلاقات الأقران الإيجابية حاسمة بالنسبة لتجربة التلاميذ اليومية، وقد يستفيد الطلاب من العلاقات الاجتماعية الحاصلة خلال دروس التربية البدنية (PE)، وخاصة عندما تكون هذه التفاعلات شاملة ومنظمة وحقيقية ومشجعة، وعندما تكون علاقات المساواة موجودة ومعززة. تهدف هذه الدراسة إلى تحليل مواقف الطلاب نحو النشاط البدني والرياضي وتأثيره على التفاعل الاجتماعي بين الأقران.

الكلمات المفتاحية: التربية البدنية، النشاط البدني، التفاعل الاجتماعي.

Introduction

Technological software networks are being established and connectivity in the world is through so individuals that are do not accompany each other in reality, they are connected by a virtual cyber media network that is far from knowing one another and that does not recognize their desires. Individuals with social desires encounter the danger of solitude rather than socializing in the sector of social media. socialization is the procedure that an individual engages with a society or group, in this manner the person discovers the community's culture through which the person communicates and expresses him/herself through his/her attitudes and behaviors (Eskiler & Küçükibiş, 2019)

Throughout the current era, lack of physical activity (PA), in both kids and in grown-ups, seems to have become a subject of interest in developed nations globally. As a result of technical innovations, an increase in having no physical activities has triggered a spike in physical lack of activity between the citizenry. This has adverse effects on physical health and psychological luxury (Antelo, Reboredo & Obesity, 2017; Eskola, Tossavainen, Bessems & Sormunen, 2018). This condition is mirrored in the rise of both physical ailments including diseases obesity, diabetes and cardiovascular (stagnation or inactivity is deemed the globe's fourth biggest cause of death (Peralta et al., 2019)), and psychological illnesses (Mutz, Müller & Göring, 2018; Soucy, Provencher, Fortier, & McFadden, 2019) as well as socially unacceptable activities like violence at school or bullying (Rukavina et al., 2019).

Childhood and teenage physical exercise is correlated with physical wellbeing and short to long-term psychological and social advantages (Priesmeyer, Fedewa & Toland, 2019). Nevertheless, kids are not meeting the guidelines of the World Health Organization that they have to exercise medium to intense at least 60 minutes a day for the ages of 5 -17 (Peralta et al., 2019). It must be taken into account along with proof that when students start the high school phase, they mostly give up the sport (Burner et al., 2019; Mikalsen & Lagestad, 2019). In order to address this challenge, preventative measures procedures must be initiated through the teenage years, considering that most risk agents associated with inactive behaviors begin at this age (Salwa et al., 2019). It is during adolescence that processes that result in personality building are integrated. Hence, this is a crucial stage for its development and value acquiring that promotes meaningful experiences with other individuals (Caracuel-Cáliz et al., 2018).

School-founded PE approaches have proved successful in rising PA rates and likely enhancing learners ' physical health (Kriemler et al., 2011). However, literature has shown that the desire of learners to take part in PE at school decreases as they get older (Gu & Zhang, 2016), PE seems to be the only chance for several pupils to get involved in PA (Morgan, Beighle, & Pangrazi, 2007). This indicates the significance of deeper recognizing the attitude of students towards PE and its correlations in developing strategies that could lead to growing rates of involvement in PE and PA.

In this paper the attitudes of students toward PE is going to be analyzed and the impact that PE and PA have on social interaction is going to be investigated.

Literature review

Physical Education

Physical activity (PA) is a vital aspect of health. There is a broad base of evidence to suggest a causal association between frequent PA activity and a significantly decreased incidence of many chronic diseases, including heart disease, stroke, type 2 diabetes, and some cancers (US Department of Health and Human Services, 2008). Additionally, daily PA leads to an effective chronic condition treatment (Haskell et al., 2007). Many citizens continue sedentary despite the recognized advantages. The World Health Organization (WHO) has in fact listed physical inactivity as the fourth largest worldwide death hazard factor, resulting in 3.2 million death per year (WHO, n.d).

Physical activities are generally recognized as a sociological phenomenon involving more than one person and direct interaction, the participation actively or passively of physical activities makes up a suitable setting for the individual to socially interact and be improved. Physical activities have the definition of being a collection of activities that make it possible for the individual to acquire a healthy lifestyle, in addition to supporting him physically, mentally, and socially (Tekkurşun Demir & Cicioğlu, 2018).

The individual that takes part in physical activities comes across the opportunity to directly interact with other members of the society, and accomplishes various gains, at the same time enhancing his skills via active movement.

Physical activities and sports are agreed upon that they have a significant part in the physical, social and mental development of both males and females (Mirsafian Doczi & Mohamadinejad, 2014). It has been substantiated that physical activity is a significant factor when talking about weight loss and weight keeping (Mirsafian, Doczi, & Mohamadinejad, 2014). It has been documented that 40 to 50% of college students are not physically active and do not take on a sufficient amount of physical activity (Li, Chen, & Baker, 2014). Similarly, Nxumalo & Edwards (2017) endorsed it as well.

Among young students, there is an overall sedentary lifestyle. A sedentary lifestyle can have the definition of an action or a movement, where physical inactivity is dominant over physical activity (Lajous et al., 2009). Numerous interactions occur between lack of physical activity and obesity; to further explain, physical activity is of great importance when talking about the accomplishment of proper energy balance to avoid or reverse obesity. Nevertheless, a number of aspects in connection with low physical activity take place, having as a part campus recreation facilities, bad weather, inadequate time management, lack of motivation, high study time, and lack of social support for physical activities (Ding & Sugiyama, 2018).

Yáñez, Barraza, and Mahecha (2016) have demonstrated that teenagers, in the two sexes, who frequently take part in PA show a more positive physical self-concept than the ones who are not as active. PA contributes to good interactions with others and results in better educational outcomes (Martínez-Martínez & González-Hernández 2017). The setup of schools and, particularly, the physical activity of the school, provides a suitable setup for preventing PA inactivity and promotion. However, schools alone would not cover the daily recommendations that will put an end to inactivity-generated health issues but they can impact students by helping them with the creation of healthful habits (Eskola, Tossavainen, Bessems & Sormunen, 2018; Peralta et al., 2019).

Social interaction

In the framework of a definition positioning a distance between humans and society, the socialization expression does not, in exact terms, have meaning. Socialization is the cycle, where an individual connects with a group or community. In such a manner, the individual gets familiarized with the lifestyle of the group and society, where he connects and expresses himself through his behaviors (Yetim, 2000). Socialization, something that has varying meanings when talking about individual and society, is the most paramount instrument when it comes to conveying culture, at the same time it is the field of the development of a personality of the individual in the society (Küçük & Koç, 2004).

The individual adds up improvement to his skills in the cycle of socialization, he begins to be a member of the society, where he engages and is a part of a culture (Kaplan & Çetinkaya, 2015). Socialization is the result of an individual's needs, to put in another way, the individual is dependent upon social support resources to accomplish his needs, to sail through the daily obstacles, and to understand himself.

Family is considered a fundamental factor of socialization, along with the school setting, multiple reports suggest that both parents play a crucial part in their kid's PA interaction (Hoyos-Quintero & Garcia-Perdomo, 2019; González et al., 2016). Researchers also concluded the effect of parents' socio-economic and psychiatric level, particularly moms on kids which attribute to the creation of healthy lifestyles through both PA enablement and healthy nutrition, contributing to reduced indices of childhood obesity (Foster, Weinstein, Mojica & Davis, 2019). The findings suggest that financial, family, and environmental influences are components of encouragement for daily involvement in PA (Fernandez-Prieto, Canet, & Gine-Garriga, 2019).

Attitude toward physical education

A fair number of studies have been carried out regarding the nature and attributes of attitude (Çelik & Pülür, 2011). Attitude can have the definition of the mental, emotional, and behavioral inclinations of people arranged in terms of experience, knowledge, emotion, and response to a given circumstance in a given time frame (Inceoglu 2010).

Nowadays, numerous multidimensional researches have been carried out regarding the nature and attributes of attitude (Çelik & Pulur, 2011). A number of researchers have drawn their focus to the importance of attitude lessons in an academic setting (Kangalgil et al. 2006; Gullu and Guclu 2009), on the other hand, other identified personality and behavior are deemed primary determining factors for playing sports and doing physical activities (Burnett, Allen, & Vella, 2016).

Çelik and Pulur (2011) made the conclusion that during college life, physical development is rapid, due to the fact that students in such an age are in good shape and energetic and their need for mobility and physical activity is elevated. Therefore, physical activities endorse, to a great extent, the physical and behavioral development of students. Furthermore, during student life, students build up favorable or unfavorable attitudes towards various physical activities (Defina et al., 2014). Unfavorable attitudes of young students for physical education and fitness classes can lower efficacy and commitment. Thereby, students' attitudes towards physical activities of high significance for shaping and attaining goals of the course. Also, previous studies made it specific that high school students' attitudes towards physical activity class were built up in line with significant attributes, such as demographics, grades level, sex, and student's cultural factors (Ali et al., 2015).

A recent study that was carried out on young Austrian adults shows that lacking physical activities ensues in a higher risk of obesity and cardiac disease that eventually ensues in

premature death (Burnett et al., 2016). The University of Philippines carried out a research on students' sports attitude of active students and made the discovery that they have a balanced bodyweight, responsible behavior and decreased rate of absenteeism, at the same time the students inactive demonstrated sedentary lifestyle and were obese, making an indication that sports and health are related to one another (Bulaklak & Pilobello, 2014).

In present times, sports possess a more comprehensive spectrum, something that favorably influences individual health and happiness. It must bring about an overall cultural, economic, and social impact in society, to acquire a favorable attitude towards sports (Ding & Sugiyama, 2017). A survey carried out on high school students offered an indication that boys and girls with favorable attitudes towards physical activities are active and physically fit in their outside-school life (Elena & Beata, 2017). People who enjoy the advantages of physical activities are expected to have a promising and adequate attitude toward physical activities. Physical activities have been, as well, reported to be greatly recognized by a community, in the event that most its members have a favorable attitude toward these activities, nevertheless, in comparison, an unfavorable attitude would lead to the refusal of such activities and their related favorable influence (Eraslan, 2015).

As per McMorris (2016), physical activities add up to the mental capabilities among students, thereby, leading to a favorable attitude towards this kind of activities.

Research conducted not a long time ago on students of higher secondary school demonstrated that attitude levels of students rise and fall irregularly in terms of their residential areas for example; the students residing towns have the greatest attitude level. The students of metropolitans took on physical activity to make their bodies look fit and in shape (Eraslan, 2015). Prospective correlations were being examined of the attitude of the students towards PE, among these variables, it has been shown that age, sex, PA enjoyment, self-perception of a physically active lifestyle, self-perception of physical ability, PA and physical health are significantly linked to the attitude of students towards PE (Colquitt et al., 2012; Gu & Zhang, 2016, Zeng, Hipscher, & Leung, 2011).

A substantial body of literature has come into view, evidently recognizing the importance of student attitudes toward PE. On the hand that such material has its origin mainly from the United States and draws its attention to the attitudes of secondary students toward PE, the research appears to be, in generic terms, consistent and a number of themes come into view. Firstly, it is generally agreed upon that positive attitudes toward PE in school environments incentivize taking on lifetime physical activity outside school (Makela et al., 2014; Dismore & Bailey, 2011; Bibik et al., 2007; Rikard & Banville, 2006). There is, as well, an agreement that unfavorable attitudes toward PE foresee evasion of physical activity outside school (Georgakis, 2018).

Secondly, the importance of the affect attitude element is supported by much discussion documented in the literature with different names referring to enjoyment. To further explain, Rikard & Banville (2006) arrived at the fact that most students had an inclination for physical education because of the fun element, where on the other hand, Subramaniam & Silverman (2007) reported greater attitude scores in the enjoyment domain in comparison to the perceived usefulness domain while looking at secondary students' attitudes toward PE in a study carried out in the United States. Several elements have, therefore, been looked at as possible mediators of student enjoyment in PE. Advocates of game-based PE made the conclusion that such pedagogical strategy adds up more to the student enjoyment in comparison to traditional direct instruction (Light, 2012).

Al-Liheibi (2008) carried out a study to get a comprehension of the attitudes of middle and high school students in Saudi Arabia toward physical education classes. The researcher arrived at the discovery that middle and high school students significantly differed in attitude toward PE with regard to their personal satisfaction. Middle school students were associated with a less favorable attitude toward PE with regard to their personal satisfaction compared to what did high school students. Nevertheless, middle and high school students' did not differ in attitudes toward PE teachers and PE curriculum. Furthermore, students with a gymnasium in their school were associated with a more favorable attitude compared to students who did not.

In addition, students taking on physical activity or sports on a daily basis after school was associated with a more favorable attitude compared to students who were not as active. Ultimately, students involved had more tendency to team sports compared to individual sports or self-defense activities. The majority liked soccer, swimming, and volleyball better.

Gender is a feature that affects all of us in our daily lives. Our gender has an impact on the type of work we are likely to do, our career plans, and even our interests. Different studies demonstrate that women are more motivated to participate in sports through intrinsic motivations than extrinsic motivations (Colly, Berman, & Van Milligen, 2006). Boys and girls appear to be, to a varying extent, interested in PE classes, the literature at hand remains inconsistent. A number of studies have demonstrated that boys have a further favorable attitude toward PE in comparison to girls (Hünük & Demirhan, 2010; Zeng, Hipscher, & Leung, 2011), where on the other hand, different studies have demonstrated that males and females do not differ (Subramaniam & Silverman, 2007). Such disparities in the attitudes of students could be due to prior experiences in PE, the skill level, the PE teacher, the contents, the facilities, and the equipment.

Kalaja et al. (2010) make the suggestion that a powerful attitude is what evident physical abilities and sporting skills that players exhibit govern. The fellow team members and sports coaches have a great impact on the behavior.

A further study carried out by Dacey, Kennedy, Polak, and Phillips (2014) added support to such findings and looked at the youngsters' attitude towards physical activity by looking at 58 male and 56 female students with the use of SATPA inventory. For both genders, the findings demonstrated that the students' attitude towards aesthetic domain was in general favorable, nevertheless, in comparison to male students, females were associated with positive attitudes towards aesthetic domain. As per further other research on students and their attitude towards sports, female students were associated with a more favorable attitude towards physical activity with regard to an aesthetic domain, due to the fact that they paid further attention to stay fit via engaging in physical activities (Dacey et al., 2014).

Children and adolescents having a more favorable attitude toward PA are proposed to be more inclined to participate in PA at school and in their free time (Subramaniam & Silverman, 2007; Hünük & Demirhan, 2010). In a comparable way, students experiencing delight when talking about organized and non-organized PA exhibit a further favorable attitude toward PE at school (Subramaniam & Silverman, 2007). As a result, PE teachers are supposed to provide students with assistance to enhance their physical skills and urge them to be regularly physically active.

Society is the most essential social structure, where a person lives all of his life, a society teaches human skills or initiates his beliefs that can assist in the building up of attitudes and necessary actions towards physical activities (Drum, et al.,

2016). As ascertained by the achievement goal theory, something that is represented in an environment of achievement, like those of society or peers, an individual is inspired through accomplishing success (Gallegos et al., 2014).

A study carried out in China closely looked at attitudes and personal experiences of 949 students in four Chinese universities. The model of attitudes was made up of social development and social realization, at the same time that a favorable relation was demonstrated in the findings by the students in China (Li, Chen & Baker, 2014). In a similar case, in Poland, an academic study carried out on students to be familiar with the attitude of youth of Poland towards sports, the findings make it valid that the assumption that School Sport Clubs affiliates present higher pro-social behavior towards sport in comparison to their friends who were inactive, the findings endorse the important part of sports for bringing about a favorable impact of social and cultural education in schools and colleges (Tomik, Olex-zarychta, & Mynarski, 2012).

Physical education and social interaction

For kids and teenagers, school-based physical education (PE) is one of the most commonly accessible forms of physical activity (PA), it is well acknowledged that PE tends to play a critical part in the total learning system by assisting learners create a stronger lifestyle (EGHEPA, 2014). PE encourages basic emotional intelligence habits and behaviors like self-conception, altruism, compassion, and comprehension of others' desires, among others. Kwon (2018) and Zurita et al., (2017) stated that

engaging in physical and athletic activities adds to the development of a healthy attitude and emotional sensitivity that strengthens interpersonal connections among attendees.

Physical activities accompanied by their social influence provide both female and male adolescents with a diversity of incentives to, in a habitual way, take on the physically active lifestyle. Prior to embarking on an activity, the person is supposed to be motivated to do activities (Akbaba, 2006). It is noted by Cüceloğlu (2005) that motivation is a generic idea, having as a part wishes, desires, needs, impulses, and interests. Individuals are able to gain various sources of motivation for physical activity and engagement in sports (Tekkurşun Demir & İlhan, 2019). Just like all aspects of life, the individual's support is of significance for offering the motivation necessary to take on physical activities. Such supports are, in a general sense, social support acquired from the setting of the individual. Social support is of further significance for adolescents, thanks to the prevention of different dangers and the elimination of restrictions to their goals (Traş & Arslan, 2013).

The social support of adolescents is made up of settings, where parents and friends connect closely with others (Vietze et al., 2010). The individual who receives social support feels embraced, respected, and cared for by sources of social support, adolescents receiving social support for the engagement in physical activities are the potential to, as well, have the motivation to take on such activities by feeling valuable.

Also, the family setting (mother, father, and siblings) and peers considerably influence physical activity engagement (Troost et al., 2003; Cleland, Venn, Fryer, Dwyer & Blizzard, 2005; Gustafson & Rhodes, 2006). In particular, peers have a differing influence on boys and girls, thereby, such tendency ensures in disparity when it comes to physical activity participation (Aznar-Lain & Webster, 2007).

Omolayo, Olawa, Omole, & Awolowo (2013) made the revelation of the advantages associated with health and socializing attributable to engagement in physical activities, like those of opportunities to interact with others, improve self-efficacy, and add up to health and well-being. Studies have demonstrated that well-knowledgeable physical educators or coaches having high motivation levels and favorable attitudes toward physical activities makes it easier to fathom the purposes of physical activities leading to players' high level of fitness (Murcia, Coll & Perez, 2009). Trudeau and Khan (2012) in their research regarding physical activities and academic performance, made it clear that taking on physical activities, to a moderate extent, adds up to the academic performance, nevertheless, it was not significant in statistical terms and it, furthermore, demonstrates that GPA does not have an influence on attitude for physical activities. Students that have the natural motivation and feel the change in their body and health with the game are keen to engage in physical activities notwithstanding their GPA (Murcia, Coll & Pérez, 2009).

Delaney and Kearney (2005) arrive at that engaging in physical activities is closely linked to the frequency of socializing and meeting with friends. Many further studies report that physical activities are a powerful predictor of trust, network connections, and reciprocity (see Brown, Hoyer, & Nicholson, 2014; Hoyer, Nicholson, & Brown, 2015; Perks, 2007; Spaaij & Westerbeek, 2010).

Felfe, Lechner, and Steinmayr (2016) arrive at the fact that sports participation has an influence on cognitive and non-cognitive skills, through examining the effects of sports participation on skill development in children. They, as well, arrive at those children taking on sports have low problems rate with peers, and this builds up a better relationship. Two large data sets of 3–10 German children (a cross-sectional survey of 5,632 observations and a panel of 1,449 children) were utilized. In a comparable way, through the use of a three-round panel of 658 Peruvian children, Pawlowski, Schuttoff, Downward, and Lechner (2016) make the suggestion that participation in a sports group favorably influences subjective health and prosocial attitudes (defined as the supporting friends in times of need).

An integral series of literature draws attention to how physical activities influence, through social identity and a sense of belonging that a sports group brought about. Walseth (2006) arrives at the fact that being a part of a sports group held forth to feelings of belonging to traditional communities with face-to-face contact among the members.

These kinds of communities appear to bring about strong feelings of belonging in accordance with the norm of reciprocity. Consequently, members of the community support each other whenever support is needed. One of the structural conditions for belonging to this form of community is solving tasks together. Along these lines, MacDonald, Co'te', Eys, and Deakin (2011) demonstrate that favorable experienced by individuals involved in a sports group were most greatly predicted by affiliation with peers, self-referenced competency, and effort expenditure. Ottesen, Jeppesen, and Krusturp (2010) report that a sports group has the upper hand when talking about individual sports with regard to the development of social capital (they compare football to running).

Conclusion

Physical activity (PA) is required to everyone nowadays, it makes it possible for individuals to acquire a healthy lifestyle, and support him physically, mentally, and socially. There is a consensus that physical activities and sports have a significant part in the physical, social and mental development of both males and females when one engages in physical activities, he directly interacts with other members of the society, and accomplishes various gains, at the same time enhancing his skills via active movement.

Because of technical innovations, an increase in engaging in no physical activities has triggered a spike in physical lack of activity between the citizenry, which has adverse effects on physical health and psychological luxury.

For example, among young students, there is an overall sedentary lifestyle, where physical inactivity is dominant over physical activity. Reports say that up to 50% of college students are not physically active and do not take on a sufficient amount of physical activity. Inactive students demonstrate a sedentary lifestyle and are obese, making an indication that sports and health are related to one another, lacking physical activities ensues in a higher risk of obesity and cardiac disease that eventually ensues in premature death. Such a phenomenon is the product of a number of aspects, having as a part campus recreation facilities, poor weather, inadequate time management, lack of motivation, high study time, and lack of social support for physical activities.

Nevertheless, those who often engage in PA, for example, teenagers, in the two sexes, show a more positive physical self-concept than the ones who are not as active, which contributes to good interactions with others and results in better educational outcomes. Also, those who take on an adequate amount of PA have greater chances in weight loss and weight keeping, and they also have a balanced bodyweight, responsible behavior, and decreased rate of absenteeism.

During student life, students build up favorable or unfavorable attitudes towards various physical activities, unfavorable attitudes of young students for physical education and fitness classes can lower efficacy and commitment. Thereby, students' attitudes towards physical activities are of high significance for shaping and attaining goals of the course.

Boys and girls who enjoy the advantages of physical activities are expected to have a promising and favorable attitude towards physical activities, in addition, they are active and physically fit in their outside-school life. Nevertheless, in comparison, an unfavorable attitude would lead to the refusal of such activities and their related favorable influence. Physical activities add up to the mental capabilities among students, thereby, leading to a favorable attitude towards this kind of activities. Positive attitudes toward PE in school environments incentivize taking on lifetime physical activity outside school, whereas unfavorable attitudes toward PE foresee evasion of physical activity outside school. Therefore, to conclude, students, taking on physical activity or sports on a daily basis after school is associated with a more favorable attitude compared to students who were not as active.

Engaging in physical and athletic activities adds to the development of a healthy attitude and emotional sensitivity that strengthens interpersonal connections among those who do them. Physical activities accompanied by their social influence provide both female and male adolescents with a diversity of incentives to, in a habitual way, take on the physically active lifestyle. Engaging in PA is closely linked to the frequency of socializing and meeting with friends, being a part of a sports group holds forth to feelings of belonging to traditional communities with face-to-face contact among the members, which appear to bring about strong feelings of belonging in accordance with the norm of reciprocity.

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