



Physical Activity level and its Relationship with Attitudes towards Physical Activity among High School Adolescents

(A field study among students at Reqeie Albashir High School and November 1, 1954 in Saleh Bey- State of Setif)

مستوى النشاط البدني للمراهقين في الطور الثانوي وعلاقته باتجاهاتهم النفسية نحو

النشاط البدني (دراسة ميدانية على تلاميذ ثانوي رقيعي البشير و 1 نوفمبر 1954 بصالح باي ولاية سطيف)

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Abstract :

The study aimed to detect the relationship between physical activity level (PAL) and attitudes towards physical activity (ATPA) among adolescents at Reqeie Albashir High School and November 1, 1954 in Saleh Bey- in south region of Setif. The sample included 280 pupils (140 females; 140 males) and aged (15-20 years), And selected by simple random method. To gather data they had been applied the physical activity questionnaire for adolescents (PAQ-A), and the Kenyon attitudes towards physical activity scale (Arabic form). The results showed that the physical activity level among high school students was generally above average, and they have positive attitudes toward physical activity. As well, there was a significant correlation between (PAL) of adolescents and (ATPA). Also, the study found a significant difference in the (PAL) among students by gender in favor of male adolescents. While, there were non-significant differences in the (ATPA).

4-Keywords Physical activity level; Attitudes towards physical activity; Adolescence; High school.

المخلص :

هدفت الدراسة إلى كشف عن العلاقة بين مستوى النشاط البدني والاتجاهات نحو النشاط البدني لدى المراهقين في ثانوي رقيعي البشير و 1 نوفمبر 1954 في صالح باي بمنطقة جنوب سطيف. وقد شملت العينة (280) تلميذاً (140 إناث ، 140 ذكور) وأعمارهم بين (15-20 سنة). وتم اختيارهم بطريقة عشوائية بسيطة. ولجمع البيانات تم تطبيق استبيان النشاط البدني للمراهقين، ومقياس كينيون للاتجاهات نحو النشاط البدني (الصيغة العربية). وقد أظهرت النتائج أن مستوى النشاط البدني لدى تلاميذ الطور الثانوي كان بشكل عام أعلى من المتوسط، ولديهم اتجاهات إيجابية نحو النشاط البدني. كذلك ، وجدت الدراسة علاقة ارتباطية ذات دلالة إحصائية بين مستوى النشاط البدني للمراهقين والاتجاهات النفسية نحو جميع أبعاد النشاط البدني. وجدت الدراسة أيضاً، فرقا معنوياً في مستوى النشاط البدني للمراهقين حسب الجنس ولصالح الذكور. بينما لم توجد فروق معنوية في الاتجاهات النفسية نحو النشاط البدني للمراهقين حسب الجنس..

4-الكلمات الدالة مستوى النشاط البدني : الاتجاهات النفسية نحو النشاط البدني؛ المراهقة: الطور الثانوي..



1-Introduction:

Human development in the current epoch; has made physical activity an important aspect of preparing the individual integrated personality, and one of the most important social cultural needs; due to the interaction types that achieve many advantages related to social, mental and emotional aspects for the individual.

So, according to (Jyoti P & N. Dhobale, 2018, p171), World Health Organization defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure.

Studies reveals, that physical activity reduces stress resulting from work exhaustion, achieves psychological balance to the human, improves the body vital functions, and reduces the possibility of exposure to pathological problems (Holly & Don Franks, 1992)

In the same way, several studies have shown that regular physical activity can reduce the risk of several diseases. While, physical inactivity has also been identified as the fourth leading risk factor for global mortality causing an estimated 3.2 million deaths globally. (Jyoti P & N. Dhobale, 2018, p171)

In this context, many studies according to (Sobia Z, et al, 2018, 33) agreed on the fact that physical activities and sports play an important role in the physical, social and mental development of both male and female, and in weight loss and maintenance.

Therefore, according to (Kopczynski S, et al, 2014, P139), it is believed that low physical activity is a major cause of obesity.

On the other hand, the teacher of physical education, deals in the high school, with students whose age ranges between 15-19 years, which is one of the most important periods “adolescence period”, during which the individual moves from childhood to adulthood. Researchers have differed in determining its exact beginning and end, due to the diversity of peoples’ natures, from the multiplicity of cultural, geographical, and climatic environments, and the different temporal periods.

For the (Organisation Mondiale de la Santé, 2014, P1), adolescence is “the period of human growth and development between childhood and adulthood, between the ages of 10 and 19”. It’s, a transitional period characterized by a high growth rate, and major psychological changes.



Adolescence and its experiences, represent the base in the formation of personal identity of the individual, the development of the sense of general self-esteem that follows, as well as, its relation to the general psychological health of the adolescent.

Hence, it was stated in (M Malinowska-Cieslik, et al, 2019, P1) that adolescence is an exceptionally plastic period of life, in which personality traits and interaction with family, peers and the community are considered as significant aspects of development.

On the other hand, the teacher of physical education at high school suffers from the variation in the level of physical activity among the students, as well as in their exercise in the class, but this variation in the level of physical activity increases with the increase in age.

According to Lee Chan and Baker (2014), about half of college students are physically inactive, and are not involved in required amount of physical activity, and hence there arises a need to study the attitude of young students towards it. (Sobia Z, et al, 2018, 33).

However, according to Deng and Sugiyama (2018) there exist number of factors related to reduced physical activity including lack of motivation for physical activities. (Sobia Z, et al, 2018, 33)

In the same context, (Kopczynski S, et al, 2014, P139, 140), in an attempt to explain and predict behavior, social psychologists were interested in examining the issue of trends, by investigating how trends affect physical activity and exercise behaviors.

(M H Mohammed, 2014, P2) states that attitudes come from beliefs people have about people and things.

The fact that attitudes are the determinant of individual's participation in different activities and fields, made it necessary to discuss this matter within the context of its relationship with physical activity, which Gerald S Kenyon determined the attitudes towards physical activity can be within six experiences. (Kee K M & Wee E H, 2005, p97).

On the other hand, looking at the age of high school students, we find that's a period of evolution and completion of their opinions, beliefs and attitudes at various topics, including towards physical activity. Therefore, this study aims to detect the relationship between physical activity level and attitudes towards dimensions of physical activity among high school students, and whether this level and trend toward



physical activity differ between males and females. We want to achieve these objectives through answering the following questions:

1- Is there a correlation between physical activity level and attitudes towards physical activity as a social experience among high school students.

2- Is there a correlation between physical activity level and attitudes towards physical activity as a health and fitness experience among high school students?

3- Is there a correlation between physical activity level and attitudes towards physical activity as the pursuit of vertigo experience among high school students?

4- Is there a correlation between physical activity level and attitudes towards physical activity as an aesthetic experience among high school students?

5- Is there a correlation between physical activity level and attitudes towards physical activity as a catharsis experience among high school students?

6- Is there a correlative relationship physical activity level and attitudes towards physical activity as an ascetic experience among high school students?

7- Are there significant differences in physical activity level between high schools' male and female students?

8- Are there significant differences in the attitudes towards physical activity between high schools' male and female students?

2- Previous studies:

Study of (M Malinowska-Cieslik, et al, 2019), which aimed to identify the main indicators predicting positive attitudes towards life and self in adolescence. The sample included (2562) Polish adolescents, aged between (15 and 17) years, and the data was collected through a survey of health behavior of school-aged children, as well as measuring positive attitudes using the 4-item Positive Attitudes Scale (PAS). The results showed that communication within the family and peers has the strongest influence on the positive attitudes of adolescents. It also found that physical activity, breakfast intake and school performance were important factors for this prediction.



Study of (Sobia Z, et al, 2018), which aimed to investigate the attitudes of Pakistani students towards sports and physical activities. The sample contain (384) students between the ages of 18-26 years, were selected from five different universities in Islamabad. Student Attitudes Towards Physical Activity Questionnaire (SATPA) To measure five dimensions of attitudes: health and fitness, social experience, aesthetic experience, ascetic experience and the pursuit of vertigo experience. The results of the study showed that students in Pakistan show positive attitudes towards physical activities, and like to participate in such activities to improve their health.

Study of (Kopczynski S, et al, 2014), which aimed to examine potential differences in attitudes towards physical activity and exercise among adolescents of the obese BMI category and healthy weight. A questionnaire measuring attitudes towards physical activity and current levels of physical activity and exercise was applied to a sample of (395) school-aged adolescents of a healthy weight and 16 adolescents undergoing a treatment program for unstable obesity. The results showed that compared to adolescents of the healthy weight group, their obese peers showed fewer positive attitudes towards intense exercise/competition and risky sports activities, and in both weight groups an active lifestyle was associated with a higher value of training and competition as well as social experiences in sports.

Study of (Poobalan et al, 2012), which aimed to examine the physical activity behaviors of individuals between 18-25 years with the influencing factors of attitudes, motives and obstacles. The sample included (1313), a quantitative self-report questionnaire was applied, reinforced by the theory of behavioral planning and social cognitive theory, and the results showed that only 28% of people aged 18-25 years achieved the recommended levels of physical activity, which decreased with age. The self-reported prevalence of overweight/obesity was 22%, and it increased with age, especially in males. As shown by statistical models, positive attitudes towards physical activity are strong predictors of physical activity associated with increased



activity and decreased inactivity. However, strong intentions to do the exercises were not associated with actual behavior.

Study of (Christodoulos A D., et al, 2006), which aimed to study the short-term effects of a health education program on Greek primary school children; Where the school intervention program was applied to 29 children in the sixth grade of Primary School II in Agios Stefanos (12,000 inhabitants); While (49) students from the first primary school constituted the control group. To assess the effectiveness of the intervention, attitudes and behavioral variables were measured before and after the intervention. The results showed that pupils who participated in the intervention had more positive attitudes towards physical activity than the control group, and scored significantly higher in their intention to participate in physical activity

Study of (Kee K M & Wee E H, 2005), which aimed to investigate the attitudes of undergraduate students in sports sciences from physical activity and its six dimensions. The study used the Kenyon Scale to determine attitudes toward physical activity on a total of (639) sports science and physical education undergraduate students from six public universities. The results of this study showed that there were significant differences in the general attitude and the perceived meaning of the six dimensions of physical activity for students of sports sciences in Malaysian public universities on the basis of gender, except for the two sub-domains of aesthetics and catharsis.

3- Terms:

3.1- Physical activity

It is a behavior, which is most often defined in the context of energy expenditure: any body movement produced by the skeletal muscles and resulting in a substantial increase over the resting energy expenditure (Malina. R M., 2001, P162; Jodi Canfield, 2012, P8).

3.2- Attitudes:



According to (Jodi Canfield, 2012, P34) attitudes are defined as individual value dispositions – in terms of approval or disapproval – toward a social object. Attitudes can manifest on three levels: cognitive (beliefs), affective (emotions), and behavioral (actions). Behavioral attitudes encompass both intentions to act and overt behavior.

4- Methods:

4.1- Research Design:

The descriptive approach was adopted due to the foundational nature of this study.

4.2- The study exploratory:

We conducted a preliminary survey in order to identify the sample of the original community, a questionnaire of physical activity level and attitudes towards physical activity scale were distributed to an exploratory sample of Reqiei Albashir secondary school students, consisting of 15 students from Salah Bey - state of Setif-, and that's in order to ensure the validity and reliability of study tools.

4.3- Participants:

Of the total students attending the two high schools of Saleh Bey in south region of Setif (840), the sample included 280 pupils (140 females; 140 males) and aged from (15-20 years) of Reqiei Albashir and November1 1954 High schools. selected by a simple random method, taking in consideration the gender of the students, (Table 1).

Table N°1: distribution of the sample members in each high school according to gender

High School	Male	Female	Total
Reqiei Albashir	70	70	140
November 1, 1954	70	70	140
Total	140	140	280

4.4- Data Collection Procedures:



After granted permission from officials of both high schools, a scale and questionnaire to measure adolescent's attitudes and level of physical activity, were distributed to all students of the sample.

4.4.1- The physical activity questionnaire for adolescents (PAQ-A):

The physical activity questionnaire for adolescents (PAQ-A), (is a self-administered, 7-day recall instrument) was selected after approval of the questionnaire owners; after correspondence with Dr. Kent C. Kowalski of the University of Saskatchewan, Canada.

It was developed to assess general levels of physical activity for high school students in grades 9 to 12 and approximately 14 to 19 years of age. The PAQ-A can be administered in a classroom setting and provides a summary physical activity score derived from eight items, each scored on a 5-point scale (Kowalski. K C, et al, 2004, P11)

Internal consistency validity:

The validity of the questionnaire was verified by calculating the internal consistency between questions and the total degree of the questionnaire to which they belong, (Table 2)

Table N°2: Internal consistency validity for questionnaire at high school students (n =15)

Question	Correlation	Question	Correlation
Q1	0.69**	Q5	0.63**
Q2	0.63**	Q6	0.40*
Q3	0.49**	Q7	0.37*
Q4	0.62**	Q8	0.77***

**Significant Correlation, $P < 0.01$ *Significant Correlation, $P < 0.05$

The reliability of the physical activity questionnaire for adolescents



The reliability of the questionnaire was confirmed by calculating Cronbach's alpha coefficient, (Table 3)

Table N°3: Alpha-Cronbach coefficient for questionnaire at high school students (n =15)

Questionnaire	Cronbach's alpha coefficient
Physical Activity questionnaire	0.81

According to (Table 3): the (PAQ-A) has a high degree of reliability

4.4.2- Attitudes Towards Physical Activity Scale (ATPAS):

The Attitudes Towards Physical Activity Scale, (Arabic form) which was originally developed by “Gerald S Kenyon” A total of (54) positive and negative item distributed over (6) dimensions (Table 4). The individual answers each of the scale's expressions according to his attitudes using the five-point Likert-type scale, ranging from (Strongly agree. Agree. I have no opinion yet. Disagree. Strongly disagree), from 5 to 1 degree according to the scaling of expressed cell in the positive statements, and from 1 to 5 degrees for the negative statements

Table N°4: Dimensions of attitudes towards physical activity scale and both positive and negative statements numbers.

Dimensions	Positive statements	Negative statements	Total of items
social experience	11,17,20,25,29	19,39,49	08
health and fitness	4,10,15,18,23,32,40,47	6,27,36	11
pursuit of vertigo	7,28,42,50,53	1,13,22,38	09
aesthetic experience	3,8,14,30,33,35,41,45,48	-----	09
catharsis experience	12,16,21,26,37,44,51	13,54	09
ascetic experience	2,9,34,43	5,24,46,52	08

Internal consistency validity:



The validity of the scale was verified by calculating the internal consistency between the expressions and the total degree of the dimension to which they belong, (Table 5)

Table N°5: Internal consistency validity for scale at high school students (n =15)

health and fitness		pursuit of vertigo		aesthetic experience		catharsis experience		social experience		ascetic experience	
Item	R	Item	R	Item	R	Item	R	Item	R	Item	R
4	**0.58	1	**0.78	3	*0.30	12	**0.62	11	**0.71	2	**0.65
6	**0.47	7	*0.36	8	**0.64	16	*0.41	17	**0.53	5	**0.65
10	**0.52	13	**0.64	14	**0.76	21	**0.70	19	**0.44	9	**0.49
15	**0.73	22	**0.52	30	**0.58	26	**0.65	20	**0.68	24	**0.62
15	*0.34	28	*0.34	33	**0.58	31	*0.30	25	**0.63	34	**0.59
23	*0.35	38	*0.32	35	**0.63	37	**0.55	29	*0.40	43	*0.40
27	**0.50	42	**0.49	41	**0.63	44	**0.53	39	*0.36	46	*0.38
32	*0.35	50	**0.55	45	*0.29	51	*0.32	49	**0.71	52	**0.78
36	**0.45	53	**0.65	48	**0.65	54	**0.45	-----	-----	-----	-----
40	**0.64	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
47	**0.56	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Significant Correlation, $P < 0.01$ *Significant Correlation, $P < 0.05$

The reliability of the Attitudes Towards Physical Activity Scale.

The reliability of the scale was confirmed by calculating Cronbach's alpha coefficient, (Table 6)

Table N°6: Alpha-Cronbach coefficient for scale at high school students (n =15)

Scale dimensions	Cronbach's alpha	Scale dimensions	Cronbach's alpha
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social experience	0.79	aesthetic experience	0.74
health and fitness	0.84	catharsis experience	0.82
pursuit of vertigo	0.81	ascetic experience	0.80

According to (Table 6): the scale has a high degree of reliability

4.5- Data Analysis:

The data analysis was done by Statistical package for social sciences (SPSS) software.

5. Results

5.1- Relationship between (PAL) of high school students and attitudes towards physical activity as a social experience

Pearson's correlation coefficient was used to calculate the correlation in (PAL) of students and attitudes as a social experience, (Table 7).

Table N°7: Relationship between physical activity level and attitudes towards physical activity as a social experience for the study sample

Attitudes towards physical activity as a social experience	Correlation coefficient	Sig
Physical activity level	0.54	0.01

Through (Table 7), we note a significant positive correlation between (PAL) and attitudes towards physical activity as a social experience.

5.2- Relationship between (PAL) of high school students and attitudes towards physical activity as a health and fitness.

Pearson's correlation coefficient was used to calculate the correlation in (PAL) of students and attitudes as a health and fitness, (Table 8).

Table N°8: Relationship between physical activity level and attitudes towards physical activity as a health and fitness for the study sample



Attitudes towards physical activity as a health and fitness	Correlation coefficient	Sig
Physical activity level	0.69	0.01

Through (Table 8), we note a significant positive correlation between (PAL) and attitudes towards physical activity as a health and fitness.

5.3- Relationship between (PAL) of high school students and attitudes towards physical activity as a pursuit of vertigo.

Pearson's correlation coefficient was used to calculate the correlation in (PAL) of students and attitudes as a pursuit of vertigo, (Table 9).

Table N°9: Relationship between physical activity level and attitudes towards physical activity as a pursuit of vertigo for the study sample

Attitudes towards physical activity as a pursuit of vertigo	Correlation coefficient	Sig
Physical activity level	0.45	0.05

Through (Table 9), we note a significant positive correlation between (PAL) and attitudes towards physical activity as a pursuit of vertigo.

5.4-Relationship between (PAL) of high school students and attitudes towards physical activity as an aesthetic experience

Pearson's correlation coefficient was used to calculate the correlation in (PAL) of students and attitudes as an aesthetic experience, (Table 10).

Table N°10: Relationship between physical activity level and attitudes towards physical activity as an aesthetic experience for the study sample

Attitudes towards physical activity as an aesthetic experience	Correlation coefficient	Sig
Physical activity level	0.70	0.01

Through (Table 10), we note a significant positive correlation between (PAL) and attitudes towards physical activity as an aesthetic experience



5.5- Relationship between (PAL) of high school students and attitudes towards physical activity as a catharsis experience

Pearson's correlation coefficient was used to calculate the correlation in (PAL) of students and attitudes as a catharsis experience, (Table 11).

Table N°11: Relationship between physical activity level and attitudes towards physical activity as a catharsis experience for the study sample

Attitudes towards physical activity as a catharsis experience	Correlation coefficient	Sig
Physical activity level	0.71	0.01

Through (Table 11), we note a significant positive correlation between (PAL) and attitudes towards physical activity as a catharsis experience.

5.6- Relationship between (PAL) of high school students and attitudes towards physical activity as an ascetic experience

Pearson's correlation coefficient was used to calculate the correlation in (PAL) of students and attitudes as an ascetic experience, (Table 12).

Table N°12: Relationship between physical activity level and attitudes towards physical activity as an ascetic experience for the study sample

Attitudes towards physical activity as an ascetic experience	Correlation coefficient	Sig
Physical activity level	0.57	0.01

Through (Table 12), we note a significant positive correlation between (PAL) and attitudes towards physical activity as an ascetic experience.

5.7- Differences between means of physical activity level among high school students by gender.

T-Student test was used to calculate the differences between means of physical activity level for high school students by gender, (Table 13).



Table N°13: Differences between means of physical activity level for students by gender

Students' degrees	Group	Leven's Test(P)	Sig	Sample	Mean	Sd	Fd	(T)	Sig
Physical activity	Male	0.36	0.54	140	2.63	0.57	278	3.64	0.00
	Female			140	2.37	0.60			

Through the (Table 13) and in view of the non-significant of Levine homogeneity test (P). So, we conclude that there is homogeneity between the two groups, which necessitated the application of the T. test for two independent and homogeneous samples.

According to (Table 13), There is a significant difference at $P < 0.01$ between means of physical activity level for high school (males and females) students, in favor of males.

5.8- Differences between means of attitudes towards physical activity among high school students by gender.

T-Student test was used to calculate the differences between means of physical activity level for high school students by gender, , (Table 14).

Table N°14: Differences between means of attitudes towards physical activity for students by gender

Students' degrees	Group	Leven's Test(P)	Sig	Sample	Mean	Sd	Fd	(T)	Sig
Attitudes toward physical activity	Male	2.45	0.11	140	198.4	18.8	278	1.58	No sig
	Female			140	194.6	20.5			

Through the (Table 14) and in view of the non-significant of Levine homogeneity test (P). So, we conclude that there is homogeneity between the two groups, which necessitated the application of the T. test for two independent and homogeneous samples.



According to (Table 14), There is non-significant difference between means in attitudes towards physical activity for high school (males and females) students.

6. Discussion

6.1- Relationship between physical activity level of high school students and attitudes towards physical activity as a social experience

The manifest results showed a positive correlation between physical activity level, and attitudes towards physical activity as a social experience among high schools' male and female students (Table 7). So, the result agrees with (Poobalan et al, 2012; M. Hagger, et al, 1997, P156; Kucukibis H. F, 2019, P72) studies, which shewed fostering positive attitudes towards physical activity, particularly towards the social and health. But the results disagree with (M H Mohammed, 2014, P3) study, which showed that Preparatory year students of KFUPM had participating in physical activity for social experience as the fifth preference; just before the reason to reduce stress. A possible reason is that the students had other means of socialization which they considered better than participating in physical activity.

6.2- Relationship between physical activity level of high school students and attitudes towards physical activity as a health and fitness experience

The manifest results showed a positive correlation between physical activity level, and attitudes towards physical activity as a health and fitness among high schools' male and female students (Table 8). So, the result agrees with (Poobalan et al, 2012; M. Hagger, et al, 1997, P156) studies, which shewed a positive attitude and indicate that positive attitudes towards physical activity are strong predictors of physical activity associated with increased activity and decreased inactivity. And the results agree with (M H Mohammed, 2014, P3) study, which noted that participating in physical activity for health and fitness benefits was the second preference among male students.



6.3- Relationship between physical activity level of high school students and attitudes towards physical activity as a pursuit to vertigo experience

The manifest results showed a positive correlation between physical activity level, and attitudes towards physical activity as a pursuit to vertigo among high schools' male and female students (Table 9). So, the result agrees with (Poobalan et al, 2012) study, which indicate that positive attitudes towards physical activity are strong predictors of physical activity associated with increased activity and decreased inactivity. And (M. Hagger, et al, 1997) study, which shewed positive attitudes. And revealed significant differences between children with high activity and low activity in each of the activity in order to catharsis, health and fitness, pursuit of vertigo, and aesthetics.

6.4- Relationship between physical activity level of high school students and attitudes towards physical activity as an aesthetics experience

The manifest results showed a positive correlation between physical activity level, and attitudes towards physical activity as an aesthetics experience among high schools' male and female students (Table 10). So, the result agrees with (Poobalan et al, 2012) study, which indicate that positive attitudes towards physical activity are strong predictors of physical activity associated with increased activity and decreased inactivity. And (M. Hagger, et al, 1997) study, which shewed positive attitudes. And revealed significant differences between children with high activity and low activity in each of the activity in order to catharsis, health and fitness, pursuit of vertigo, and aesthetics.

6.5- Relationship between physical activity level of high school students and attitudes towards physical activity as a catharsis experience

The manifest results showed a positive correlation between physical activity level, and attitudes towards physical activity as a catharsis experience among high schools' male and female students (Table 11).



So, the result agrees with (Poobalan et al, 2012) study, which indicate that positive attitudes are strong predictors of physical activity. And (M. Hagger, et al, 1997) study, which shewed positive attitudes towards physical activity. And revealed significant differences between children with high activity and low activity in each of the activity in order to catharsis, health and fitness, pursuit of vertigo, and aesthetics. However, the results disagree with (M H Mohammed,2014, P3) study, which noted that most male preparatory year students of KFUPM had the relaxation and recreation aspect as their last preference for participating in physical activity. It is possible that many of the students did not know that physical activity can be used to reduce stress.

6.6- Relationship between physical activity level of high school students and attitudes towards physical activity as an ascetic experience

The manifest results showed a positive correlation between physical activity level, and attitudes towards physical activity as an ascetic experience among high schools' male and female students (Table 12). So, the result agrees with (Poobalan et al, 2012) study, which indicate that positive attitudes towards physical activity are strong predictors of physical activity associated with increased activity and decreased inactivity. And agrees with (Kucukibis H. F, 2019, P72) study, It was found that the attitude of students, who do sports, towards physical education lesson was higher

6.7- Differences between means of PA level among high school students according to gender

The manifest results showed a significant difference between means of physical activity level among high schools' male and female students (Table 13). This result reveals the type of life who live all students in south region of Setif, where in global; girls are not interesting to practicing sports than boys. Or male students are more physically active than females do. However, results indicate in generally insufficient physical activity in life style of them, which been observed by (Gaston



G, & Ariane B-G, 2006; Fang. H et al, 2017; Gísladóttir. Þ et al, 2013) studies, which revealed weakness in this practice, especially among children and adolescents. According to (Kowalski. KC, et al, 2004, P12) males were more active than the females. Has also been observed by (Gutin. B, et al, 2005, P748); males had higher levels activity compared to females. In the same context, (Chen. L-J, et al, 2007, P355) found that boys adolescents were more physically active than girls; and the prevalence of physical activity declined with age.

6.8- Differences between means of PA level among high school students according to gender

The manifest results showed a non-significant difference between means of attitudes towards physical activity among high schools' male and female students (Table 14). This result reveals that both males and females' students in south region of Setif, have a good belief in sports and physical activity benefits and well-being for the individual. In this context, Researchers indicated that students who have more positive attitudes toward physical exercise are reported to be more likely to participate in. Therefore, the public health students' attitude towards the regular physical exercise is fundamental in developing. (O Bajinka & M Badjan. 2019, P54). However, according to (Sirri D, et al, 2019, P100); taking into account the fact that the only attitudes to predict the physical activity participation is not enough, there is still a lot of work to be done in order to obtain sufficient evidence regarding the impact of attitudes as a determinant of physical activity participation.

Conclusion:

It has been shown that positive beliefs towards an object will help a person have a positive attitude towards that object, while negative beliefs towards the object will lead a person to have a negative attitude towards the object. A positive belief in physical activity will lead to a favorable attitude towards physical activity, while a negative belief in physical activity will lead to an unfavorable attitude towards physical activity.

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