

STUDENTS' PERCEPTION OF PHYSICAL EDUCATION COURSES AND ITS RELATIONSHIP WITH THEIR PARTICIPATION IN SPORT ACTIVITIES

Mohsen Ghofrani and Masoumeh Golsanamlou

Department of Physical Education, University of Sistan & Baluchestan, Zahedan, Iran

Original scientific paper

Abstract

This study examined students' attitudes towards PE lessons and their perceptions of Physical Education lessons. The methodology of this study was a quantitative research. The population of this study included all students of Sistan & Baluchestan University. Out of 18750 students with using Morgan's (1970) sample size table, 380 students (150 boys and 230 girls) were selected as two sample groups and were introduced to the questionnaire used in this study. The questionnaire has 42 items by a four point Likert-type scale ranging from (1) strongly disagree to (4) strongly agree in six components: Students' attitudes towards PE, their perceptions of PE lessons, perceived athletic competence, perceived benefits of exercise, intention to exercise, and current exercise behavior. SPSS 15 was used to produce mean; standard deviations; Pearson product moment correlation (r); T-test; Bonferroni Post Hoc test; and Analysis of Variance. The results showed that students in were having positive perception ($X=34.68$; $SD=4.03$) and favorable attitudes towards Physical Education lessons ($X=31.88$; $SD=3.49$). Almost, in all variables boys adopted more favorable attitudes than girls. Boys spent more of their leisure time in sports activities (Never or Once 62%) than girls (Never or Once 74%). Younger students adopted more favorable attitudes than oldest ($F(3,377) = 3.536$, $P < .05$). There was relatively, high positive correlation between six variables. According to the findings above, suggestions were given to sport system and future research.

Keywords: Perception; Attitude; Sport Activities; Physical Education Lessons; Student

INTRODUCTION

Today, despite Participation in sports activities are available and relatively cheap, however, few people would like to pay to physical activity and exercise. Although from the theoretical point, almost everyone knows that sporting activities can enhance physical health and also is an entertainment, but unfortunately from the practical point view, a few are interested in regular exercises. Physical activity, fitness and relaxation have many benefits for the human body. According to the findings of Abdullah and Fauzee (2002) physical activity can be very effective in improving the human respiratory system, while strengthening the heart muscle and increasing its volume is the benefits of physical activity. People with physical activity and those who exercise regularly are able to adopt an active lifestyle, have an attractive appearance and changes in mood and experience confidence (Abdullah & Fauzee, 2002). Bouchard et al. believed (1990) physical activity can be described as an activity that involves stimulus throughout the body that results human skeleton muscles contraction and increases energy levels (Bouchard, TJ; Lykken, McGue, Tellegen, & Segal, 1990). According to Silverman & Subramaniam (1999), student perceptions and positive attitude towards physical activity is one the important elements in evaluating the success of a physical education curriculum. They believed develop and strengthen students' attitudes toward sports is the instructors and coaches key task (Silverman

& Subramaniam, 1999). To Kosma's view (2003) sports activities is empowerment especially important to empower people with disabilities. This belief clearly indicates that physical activity are required for all regardless of the differences between men and women. Physical activity not only affects individuals weight loss and healthy preservation but also helps individuals in social relationships with others (Kosma, 2003). Abdullah and Fauzee (2002) showed that when people are engaged in physical activity their relation between each other is an important factor (Abdullah & Fauzee, 2002). Safania (2006) studied attitude and rate partnership of Sari Islamic Azad university students in physical activity. Results showed more than 75 percent of subjects believed regular partnership at recreational exercises result health, physical fitness, improvement athletic skills level and finally increase social skill level. However, they stated factors such as shortage of sport facilities, shortage of financial resources, lack of time and interest are the most important barriers to participate in physical activities (Safania, 2006). Agamollaei et al. (2008) in a review of efficacy, benefits and perceived barriers to regular physical activity among students of Hormozgan university of Medical Sciences, found that from 249 one just 66 ones or 5.26 percent had regular physical activity (Aghamollaei, Tavafian & Hasni, 2008). Samadi et al. (2006) also showed 9.60 percent of individuals had average awareness about physical activity. The most important barriers were lack of time, lack of facilities availability, shortage of necessary

facilities at work and life and inadequate facilities availability (Samadi, Sanaeenasab, Delavari, Tavakoli & Taghi-Zadeh, 2006). In this regard, Mojtahedi and Delawar (2002) showed the tendency of boys to sports is more than girls (Mojtahedi and Delawar, 2002). Attarzadeh and Sohrabi (2007) conducted a research in Mashhad. They found 32 percent of individuals did not participate in physical activity (Attarzadeh Hosseini, & Sohrabi, 2007). At Describing the attitude and the tendency of people to sports activities, Mozaffari et al. (1389) Showed 5.34 percent of subjects had no physical activity, while there was not significant in general attitude of the male and female subjects toward exercise and physical activity (Mozaffari, Kalate Ahani, Shajee & Hadavi, 2010). Azmoon (2011) in comparison of Iranian male and female student perceptions about physical education and school sport showed that most Iranian girls and boys had the same opinion about school physical education and sport which helps them to be healthy and fit (Azmoon, Mozaffari & Zhodavi, 2010). Ziai et al. (2006) in another study about the amount of physical activity in Iranian students showed that the average amount of moderate daily physical activity with moderate and high intensity was respectively, 4.7 and 0.8 hours a day. Activities with a high degree of mobility during guidance and high schools were higher than elementary. The mean activity of moderate and vigorous activities in boys was more than girls, which the difference was statistically significant (Ziaee, Kelishadi, Ardalan, Gheiratmand, Majdzadeh & Motagian Monazzam, 2006). Hajian and Heydari (2007) in a study on women and girls in northern Iran showed those who were exercising around 3 to 4 hours per week, decrease 60 Percent of their likelihood of being obese than those who do not exercise at all (Hajian-Tilaki & Heidari, 2007). In addition, the benefits of exercise are stress reduction and prevention of coronary heart disease (Vilhelmsson & Kristjansdottir, 2003).

Figley (1985) after two decades research, was interested in this aspect, especially which previous physical education experiences lead to positive or negative attitudes toward physical education courses. Using of important events, 100 students were asked to recall the experiences of their physical education courses, and provide a list of the aspects that lead to positive and negative attitudes towards some of these courses. Results showed that the behavior of teachers, curriculum content and classroom climate were the three major factors affect students in positive and negative trends (Figley, 1985). According to many researchers, such as

Chase (2000), Iverson et al. (1985), Sallis (1987), and Sallis and McKenzie (1990), due to the high percentage of students enrolled in PE classes, this program has been recognized as the ideal environment to promote physical health. However, according to U.S. DHHS, daily attendance of students in physical education classes has dropped from 42 to 25 percent from 1991 to 1995 (US Department of Health and Human Services, 1996). This question is raised again due to the reluctance of students enrolled in physical education classes. Perhaps one of the causes is the decline of students' attitude towards physical activity.

Carlson (1994) reported that factors influencing the development of student attitudes have been the cultural (gender, sexual and psychological differentiation pattern of athletes), social (family, media, sports and physical education business, skill level and perception of fitness level of himself and peers and school (Teachers) (Carlson, 1994). Other researchers, such as Luke and Sinclair (1991) understood that teachers have the greatest impact from the various factors influencing positive or negative attitude toward physical education lessons (Luke & Sinclair, 1991).

According to some studies of Carlson, 1994; Park, 1995; Rice, 1988, those students generally enjoy physical education classes, they have a positive attitude toward physical education and they select physical education teachers as the desired behavioral patterns (Carlson, 1994; Rice, 1988). Or scholars such as Simon - Morton et al., (1987) and Tannehill et al. (1994) found that the most positive experiences of students with physical education classes, are linked with a variety of activities, winning, success, good performance, teamwork and activities involving joy and happiness (Simon-Morton, O'Hara, Simon-Morton, & Parcel, 1987; 56). According to Rice (1988) the most interest in physical education programs has been playing group games and the lowest appeal one was the theory of classes (Rice, 1988).

Silverman and Subramaniam (1999) Found that most students tend to participate in activities that are of greatest pleasure (Silverman and Subramaniam, 1999). Other researchers (Carlson, 1994; Portman, 1995) in their studies concluded that students hated physical education courses have been resentment of participation in physical activity in their daily life (46, 23). According to Simon - Morton et al. (1987) people do not exercise or do not participate in physical activity, because they did not have any positive experiences from physical

exercises in adolescence (Simon-Morton, O'Hara, Simon-Morton, & Parcel, 1987).

Gillam (1986) found more than 90 percent of students believed that physical education was associated with their future life and for subsequent periods of useful life and the lessons of physical education in school curricula is mandatory (Gillam, 1986). The results of Reichlor (1998) showed that physical activity not only improve physical function, but also is effective for people with emotional health, she believes that the benefits of physical activity programs should be taught to the students in physical education curriculum (Reichlor, 1998). Elsewhere Mowatt et al. (1988) reported that beliefs of students about the importance of physical activity in physical education courses will be stronger if its dimensions are described in a purely theoretical discussion by the teachers (Mowatt, DePauw, & Hulac, 1988).

Since the gender and age play an important role in people's attitudes toward physical education, the attitudes of girls and boys of different ages in many studies were compared (Colley, Berman & Van Millingen, 2005; Folsom-Meek, 1992; Smoll & Schultz, 1980; Birtwistle & Brodie, 1991; Hicks, Wiggins, Crist, & Moode, 2001). According to Scully & Clarke (1997), Koca et al. (2005) participatory patterns of girls and boys were different in sports (Scully & Clarke (1997), Koca, AMÇO, & Demirhan, 2005). Boys compared with girls preferred participation in team sports and muscular, especially football, while girls preferred individual sports and aesthetic or preferred a more subtle ones. Women's favorite sports were those include fitness components such as skating, gymnastics and swimming, and sports more interested by men were those requires physical strength and with a high risk such as boxing, football, rugby and Rally (Portman, 1995).

Many studies have been done to find factors that can predict athletic performance goal of students, but no clear result has been obtained. For example, the National Association of Physical Education and Sport (2003) has shown that adolescents 12 to 14 years are interested in sports more than 15 to 17 year olds (Scully & Clarke, 1997). In rejecting these findings, Ryan et al. (2003) reported 38 percentages of secondary school students and 28 percent of high school students do not like physical education classes (Ryan, Fleming & Maina, 2003). The findings of Irwin (2007) showed that 65 percentage of students due to lack of correct perception of exercise cannot determine and diagnose their appropriate levels of physical

activity for his health (Irwin, 2007). In some studies, family history, access to sports facilities, important athletes, have been highlighted as important factors, but in Garcia et al. beliefs (1995) none of them can be known or considered as the most important factor. This research is expected to make clear that what the perception of university students of Sistan and Baluchestan is about general physical education courses and what relationship is between participation rate in sporting activities. In this context the following questions have been designed and tested:

1. What is the students' views about the components of (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses?
2. Are there any differences in components of (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses in terms of sex?
3. Are there any differences in components (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses per academic year?
4. Are there any differences in components (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses according to their school?
5. What is the relationship between components (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses and their participation in sporting activities?

METHODS

The present study was a survey and solidarity. The study population consisted of all students (n=19750) at Sistan and Baluchestan university in 2010-2011. 380 individuals, 150 male and 230 female students were selected randomly by using Morgan table (1970) as the sample size (73), and then the subjects were determined by cluster sampling. In fact, 80 groups of physical education curriculum (48 group girls and 32 group boys) were randomly selected and all students were considered as the group lesson. A research made questionnaire was used which included 30 questions with Likert four choice, the questionnaire included two main part: subjects general profile such as gender, age, school location and number education years and education-related questions to the test

hypotheses was set in section four subsidiary. Several experts in physical education and sports confirmed validity and reliability of the

questionnaire by using Cronbach's alpha. The results are given in Table 1.

Table1 The alpha coefficient for reliability

Row	Variable	Total questions	Alpha
1	Student perceptions about physical education courses	12	0.79
2	Student attitudes toward physical education courses	12	0.78
3	The impact of these courses Understand the benefits of exercise	5	0.83
4	The impact of these courses The current exercise behavior	1	0.61
Total Inventory		42	0.86

Results of demographic sample showed that literature, Humanities and Behavioral sciences faculties due to their old history had the most students (123), and then the greatest number belonged to engineering and basic science research. Minimum number of samples belonged to the newly established school art and architecture with 30 students. Due to the years of education, most samples were in the fourth grade (n=114). After the fourth year, most of the samples respectively studied in the third, second and first (101 99 and 66). Most of the samples were 20 years olds (n=90), and after then, the most samples were 22 years olds

with 84 people, 21 years olds with 76. Data were analyzed by statistical methods such as, frequencies calculation, mean, standard deviation, correlation coefficient (R) T test, analysis of variance (ANOVA), and Post- Hoc Bonferroni test.

RESULTS

1. What is the students' views about the components of (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses?

Table 2 Students' views about the components of general Physical Education courses (n= 380)

Row	Component	Average	St. dev.	Test Value	DF	T- test
1	Student perceptions about physical education courses	34.68	4.03	24	379	51.60 (***)
2	Student attitudes toward physical education courses	31.88	3.49	24		43.98 (***)
3	Impact of these lessons in understanding the benefits of exercise	15.88	2.46	10		46.69 (***)
4	The lessons of the current exercise behavior	2.06	1.04	0		38.34 (***)
5	Total	84.50	8.28	60		57.64 (***)

*** P <0.001

The results of table 2 shows Sistan and Baluchestan university students had a positive perception toward general physical education courses and their attitudes toward these courses has also been positive and good, In their belief physical education courses have helped them to understand the benefits of exercise. Moreover, general physical education courses was effective in increasing their desire to exercise, but this is not enough to encourage them to do exercise more than one session.

physical activity; 16.3 percent two sessions per week and 13.7 percent had more than two sessions per week. However, in a general summary, the view of students about the components of the general physical education courses has been good with an average of 113.76 and 9.79 SD, so that the t-test variable with 379 degrees of freedom was statistically significant in distributing of responses at 0.001 level.

Results regarding the impact of physical education courses in the student's current behavior indicated that 38.2 percent of them, did not exercise outside of PE classes; 31.8 percent of them only had a week of sport and

2. Are there any differences in components of (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) toward general physical education courses?

Table 3 Students' views about the components general physical education courses based on gender (n= 380)

Component	Group	N	Average	Standard deviation	Degrees of freedom	T-test
components 1	Boy	150	34.54	4.47	378	-0.552
	Girl	230	34.77	3.73		
components 2	Boy	150	31.91	4.08	378	0.113
	Girl	230	31.86	3.06		
components 3	Boy	150	15.79	2.74	378	-0.608
	Girl	230	15.94	2.26		
components 4	Boy	150	2.29	1.07	378	3.539 (***)
	Girl	230	1.90	0.99		
components 5 (Total)	Boy	150	114.03	11.42	378	0.419
	Girl	150	113.59	8.59		

*** P <0.001 P >0.05

The results of Table 3 shows, there was no difference in girls and boys views toward general physical education courses and in components of 1, 2 and 3. However, statistically significant difference was observed between girls and boys in the effect of general physical education courses on current sports behaviors (component 4. In fact, the effect of general physical education courses on boys was more than girls. For example, in connection with current exercise behavior, 74

percent of the girls do not exercise at all or engage in physical activity at least a week, while this figure was about 62 percent for boys.

- Are there any differences in components (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses per academic year?

Table 4 Students' views about the components of general physical education courses based on years of education (n= 380)

Component	Group	N	Average	Standard deviation	Df	F test
components 1	First year	66	34.62	4.58	3	0.567
	Second year	99	34.94	3.64		
	Third year	101	34.27	4.00		
	Fourth year	114	34.86	4.08	376	
components 2	First year	66	32.47	3.84	3	1.869
	Second year	99	31.99	3.52		
	Third year	101	31.24	2.99		
	Fourth year	114	32.01	3.63	376	
components 3	First year	66	16.12	2.67	3	0.434
	Second year	99	15.96	2.33		
	Third year	101	15.70	2.49		
	Fourth year	114	15.83	2.42	376	
components 4	First year	66	2.33	1.04	3	2.437
	Second year	99	1.89	0.99		
	Third year	101	2.06	1.07		
	Fourth year	114	2.04	1.04	376	

components 5 (Total)	First year	66	114.71	10.69	3	0.873
	Second year	99	114.37	9.48		
	Third year	101	112.52	9.32		
		114	113.79	9.79	376	

P> 0.05

The result of Table 4 shows, evaluation of students' views about components of related to general physical education courses based on years of education suggests that there was no statistically significant difference in the view of the first and fourth year students in any of the components and the average scores of all four groups were good or agreement together. ANOVA test showed no significant distribution in response to any of the components. The

results of the first and second year integration as the low students and the third and fourth year students as high students and independent t-test were the same.

4. Are there any differences in components (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses according to their school?

Table 5 View of students about components related to general physical education due to faculty

Component	Group	N	St. Dev.	Average	Df	F
components 1	Literature, humanity and behavioral sciences	123	3.55	35.53	4	3.340 (**)
	Science and Math	69	4.11	34.83		
	Engineering	98	4.90	33.66		
	Art and Architecture	30	5.07	35.17		
	Economics, Management and Administrative Sciences	60	3.90	34.20	375	
components 2	Literature, humanity and behavioral sciences	123	3.57	32.34	4	1.675
	Science and Math	69	3.11	31.69		
	Engineering	98	3.61	32.03		
	Art and Architecture	30	4.71	31.77		
	Economics, Management and Administrative Sciences	60	2.68	30.97	375	
components 3	Literature, humanity and behavioral sciences	123	2.27	19.28	4	1.909
	Science and Math	69	2.33	16.03		
	Engineering	98	2.47	15.41		
	Art and Architecture	30	3.18	15.80		
	Economics, Management and Administrative Sciences	60	2.46	15.70	375	
components 4	Literature, humanity and behavioral sciences	123	1.04	2.12	4	0.636
	Science and Math	69	1.05	2.09		
	Engineering	98	1.09	2.07		
	Art and Architecture	30	1.07	2.03		
	Economics, Management and Administrative Sciences	60	0.96	1.87	375	

components 5 (Total)	Literature, humanity and behavioral sciences	123	8.96	115.74	4	2.332(*)
	Science and Math	69	9.50	113.59		
	Engineering	98	10.11	112.79		
	Art and Architecture	30	12.22	77.113		
	Economics, Management and Administrative Sciences	60	9.45	50.111	375	

** P < 0.01 * P < 0.05 P > 0.05

As the Table 5 shows, evaluation of students' views about factors related to general physical education courses based on faculty showed there was statistically significant differences between views of the total students (F (2, 375)= 332.2; p<0.05) and also in component number one, student perceptions about physical education courses (F (375, 2)=3.3402; P <0.01). Post-Hoc Bonferroni test showed there was major difference between literature, humanities and behavioral sciences college students (M=115.74) and engineering students (M=111.5) with a mean difference of 4.24 in a number of factors, among college students of

literature, humanities, and behavioral sciences was (M=35.53) and students of economics, management and administrative sciences was (M=33.66) with a mean difference of 1.86. There was no significant difference in other components using ANOVA test.

5. What is the relationship between components (perception, attitude, understanding of the benefits of sporting activities and current exercise behaviors) general physical education courses and their participation in sporting activities?

Table 6 Relationship between physical education components (n=380)

Row	components	1	2	3	4
1	Perception of students toward physical education	=	0.532 (**)	0.489 (**)	0.040
2	Tendency of students toward physical education		=	0.394 (**)	0.039
3	The effect of these courses in perception of sport benefits			=	0.190 (**)
4	The effect of these courses in present sport behaviors				=

** P < 0.01 P > 0.05

As the result of Table 6 shows, there was relatively strong and positive and significant relationship between the major components of physical education courses. The strongest positive and significant relationship between the components in the perception of students about physical education courses and two major components toward these courses was at 0.01 level was r=0.532 and perception of exercise benefits was r=0.489. At the same time, there was a significant relationship was observed between component 2 and 4, component 3 and 4.

DISCUSSION AND CONCLUSION

The result of first question showed students of Sistan and Baluchestan University had a positive perception about general physical education courses and good tendency toward these courses which was parallel with Carlson (1994); Park (1995). They believed these courses had helped in perception of sport benefits, which was parallel with Abdullah and Fauzee (2002),

Bailey and Martin (1994), Sallis et al, (1993), Bouchard et al. (1990), Gillam (1986), Hager et al (1986), Richler et al. (1998), Sherman (1998) and Irwin (2007).

Moreover, general physical education courses were effective in the tendency of students toward exercise, but this has not been much to encourage them to exercise more than one session. Results of Aghabalaei et al. (2008), Safania (2006), Gharakhanlu (2003), Irwin (2007), Chase (2000), Iverson et al. (1985), Sallis et al (1990) confirmed this research, but few studies such as US Department of health and human services (1996), had shown students had not a good perception and positive tendency toward physical education courses.

There was no difference between male and female perspectives toward general physical education courses in total and component number 1, 2 and 3. However, a significant difference was observed about the effect of general physical education courses on boys and girls current sport behaviors. In fact, the

component of these courses impact on boys students were more than girls. This result was parallel with Cruz research (1998), Strand and Askatling (1994), Thomas et al (1991) and yet, results of Mojtaehedi and Delawar (2002), Jago et al. (2005), Van Mechelen et al. (2000), Vilhjalmsjon and Kristjansdottir (2003), Troiano et al. (2008), Suminski et al. (2002), Sofi et al. (2008), Park (1995), Miller et al. (2008) showed the boys statues were better than girls in all components.

The results showed there was no statistically significant difference in the view of the first and fourth year students in any of the components and the average scores of all four groups were good or agreement together. There was no significant distribution in response to any of the components. The results of the first and second year integration as the low students and the third and fourth year students as high students and independent t-test were the same. The finding was against of Ziai et al. (2006), Ryan et al. (2003), Nahas et al. (2003). They found that increasing age and years of students' understanding of its nature as well as tendency to exercise activities got more.

There was relatively strong and positive and significant relationship between the major components of physical education courses. The strongest positive and significant relationship were between the components in the perception of students about physical education courses and two major components toward these courses. This result was parallel with Sonstroem (1984), Scherman (1989), with years of age and students education, sports participation rates declined somewhat, due to the increasing number of courses and difficulty of the theoretical courses somewhat, it was naturally, however continuation of this trend in

the long term and trend to inactivity can provide negative consequences for society.

This can be a warning signal for the physical education authorities at universities (directors, managers, teachers, experts), which the physical education curriculum and activities conducted in physical education courses could not meet the demands and needs of students, however the results of this research in connection with the general physical education courses was fairly satisfactory, However, to achieve optimal conditions, a fundamental and urgent review on physical education curriculum is a necessity.

This matter not only will reduce negative attitudes toward these courses, but also will also it will enhance students athletic activities. It should be noted that student attitudes toward physical education courses, understanding them of the strength impact for sports championship, understanding them of the impact of these courses on sports benefits, impact of them on sport tendency, impact of them on present sport behaviors, was the only part of the factors involved in exercise and sports activities.

Physical education curriculum should strengthen the confidence of people in sport and provide the conditions through which students understand the value of physical activity, perform it in all the life. Physical education courses should not only emphasize on learning of the skills. For more students physical education courses may be the only opportunity they experience elements of entertainment and fun on exercise activity. If they don't pay attention to these physical education courses elements and students feel boring and pointless in these courses and activities, naturally tendency to sports and physical activity will decline among more student.

REFERENCES

1. Abdullah, N.A., & Omar Fauzee, M.S. (2002). Senaman dan kesejahteraan diri, Exercise and self-wellness. In Mohd. Sofian Bin Omar Fauzee. (Ed.). Psikologi sukan: Konsep dalam latihan dan pengajaran sukan , *Sports Psychology, The concepts of teaching and sports training*, 2-19. Kuala Lumpur: Utusan Publication.
2. Aghamollaei, T., Tavafian, S.S., & Hasni L. (2008). Efficacy, benefits and perceived barriers to regular physical activity among students in Hormozgan University of Medical Sciences, Iran *Epidemiology*, 4 (4-3), 9-15.
3. Attarzadeh Hosseini, S.R., & Sohrabi, M. (2007). Attitude and tendency of Mashad individuals to and motor activities and sports, *Olympic Quarterly*, 15, 15 (37), 37-48.
4. Azmoon, J., Mozaffari, S.A.A., & Zhodavi, S.F. (2010). Comparison of Iranian boys and girls student perceptions of physical education and school sports, *Olympic*, 18 (51), 95-108.
5. Bailey, DA & Martin, AD (1994). Physical activity and skeletal health in adolescents. *Pediatric and Exercise Science*, 6, 330-347.
6. Birtwistle, GE, & Brodie, DA (1991). Children's attitudes towards activity and perceptions of physical education. *Health Education Research*, 6, 465-478.

7. Bouchard, TJ; Lykken, DT; McGue, M.; Tellegen, A. & Segal, N. (1990). Sources of human psychological differences: The Minnesota Twin Study of Twins Reared Apart. *Science*, 250:223-228.
8. Carlson, TB (1994). Why students hate, tolerate, or love gym: A study of attitude formation and associated behaviors in physical education. Unpublished doctoral dissertation, University of Massachusetts, Amherst, MA.
9. Chase, R. (2000). Youth need more gym, less TV, researchers say. *The Denver post*, p. 8A.
10. Colley, A., Berman, E. & Van Millingen, L. (2005) Age and Gender Differences in Young People's Perceptions of Sport Participants¹, *Journal of Applied Social Psychology*, 35, 7, 1440-1454.
11. Cruz, A. (1998). Senior female secondary school students' attitude towards physical education in Hong Kong. *Journal of Physical Education and Recreation (HongKong)*, 4(1), 8-23.
12. Figley, GE (1985). Determinants of attitudes toward physical education. *Journal of Teaching in Physical Education*, 4 (4), 229-240.
13. Folsom-Meek, SL (1992). *A comparison of upper elementary school children's attitude toward physical activity*. Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance. Indianapolis, April. (ERIC Document Reproduction Service No. ED 350-297).
14. Gillam, GM (1986). Physical education report card: Public attitudes in Alabama. *Journal of Physical Education, Recreation and Dance*, 57, 57-6 0.
15. Hajian-Tilaki KO, Heidari B. (2007). Prevalence of obesity, central obesity and the associated factors in urban population aged 20-70 years, in the north of Iran: a population -based study and regression approach. 8:3-109.
16. Hicks, MK, Wiggins, MS, Crist, RW, & Moode, FM (2001). Sex differences in grade three students' attitudes toward physical activity. *Perceptual and Motor Skills*, 93, 97-102.
17. Irwin, JD (2007). The prevalence of physical activity maintenance in a sample of university students: A longitudinal study. *Journal of American College Health*, 56, 37-41.
18. Iverson, DC, Fielding, JE, Crow, RS, & Christenson, GM (1985). The promotion of physical activity in the United States population: The status of programs in medical, worksite, community, and school settings. *Public Health Reports*, 100, 212-224.
19. Jago R., Anderson C.B, Baranowski T., Watson K. (2005). Adolescent patterns of physical activity – Differences by gender, day, and time of day. *American Journal of Preventive Medicine*. 2005; 28 (5):447-452.
20. Koca, C., AMÇO, F.H., & Demirhan, G. (2005). Attitudes Toward Physical Education And Class Preferences of Turkish Adolescents in Terms of School Gender Composition, *Adolescence*, 40, 158.
21. Kosma, M. (2003). Interactive versus non-interactive electronically delivered motivation for physical activity initiation and enhancement among adults with physical disability dissertation: Physical Activity Promotion Project (PAL). Oregon State University.
22. Luke, M.D., & Sinclair, G.D. (1991). Gender differences in adolescents' attitudes toward school physical education. *Journal of Teaching in Physical Education*, 11(1), 31-46.
23. Miller, KH, Noland, M., Rayens, MK, & Staten, R. (2008). Characteristics of users and nonusers of a campus recreation center. *Recreational Sports Journal*, 32(1), 87-96.
24. Mojtahedi, H., Delawar, A., (2002). Distinguishing of tendency and review of all girls and boys tendency causes and lack of tendency to exercise, abstract of fifth national conference on sport and physical education, Chamran university, Ahwaz, 148.
25. Morgan, W.P. (1970). Anxiety reduction following acute exercise. Morgan, WP (1979). Anxiety reduction following acute physical activity. *Psychiatric Annals*, 9, 36-45.
26. Mowatt, M., DePauw, KP, & Hulac, GM (1988). Attitude toward physical activity among college students. *The Physical Educator*, 45, 103-108.
27. Mozaffari, S.A.A., Kalate Ahani, K., Shajee, A.R., Hadavi, S.F., (2010). Describing the attitude and the tendency of people to the motor and sports activities in Iran, 18 (49), 69.
28. Nahas, MV, Goldfine, B., & Collins, MA (2003). Determinants of physical activity in adolescents and young adults: The basis for high school and college physical education to promote active lifestyles. *Physical Educator*, 60 (1), 42-57.
29. National Association for Sport & Physical Education. (2003). *Adult teens attitudes towards physical activity and physical education*. Publication of the United States Sports Academy.
30. Portman, P.A. (1995). Who is having fun in physical education classes? Experiences of six grade students in elementary and middle schools. *Journal of Teaching in Physical Educations*, 14, 445-453.
31. Reichlor, G. (1998). Active wellness: A personalized 10 step program for a healthy body, mind, and spirit. New York: Time-Life.
32. Rice, PL (1988). Attitude of high school students toward physical education activities, teachers, and personal health. *The Physical Educator*, 45, 94-99.

33. Ryan, S., Fleming, D., & Maina, M. (2003). Attitudes of middle school student toward their physical education teachers and class. *Physical Educator*, 60, 2.
34. Safania, A.A., (2006). Evaluation of Sari Islamic Azad University student participation in sports and recreational physical activities, First International Congress Abstracts of new approaches, Tehran.
35. Sallis, JF (1987). A commentary on children and fitness: A public health perspective. *Research Quarterly for Exercise and Sport*, 58, 326-330.
36. Sallis, JF, Buono, MJ, Roby, JJ, Mickle, FG, & Nelson, JA(1993). Seven-day recall and other physical activity self-report in children and adolescents. *Medicine and Science in Sports and Exercises*, 25, 99-108.
37. Sallis, JF & McKenzie, T, L. (1990). Physical education's role in public health. *Research Quarterly for Exercise and Sport*, 62, 124-137.
38. Samadi, M., Sanaeenasab H., Delavari A., Tavakoli R., and Taghi-Zadeh M.M. (2006). First Congress Abstracts, attitude and performance of Bagiyattola Medical Sciences university staff to new approaches to physical activity, International Physical Education and Sport Sciences, Tehran.
39. Scherman, A. (1989). Physical fitness as a mode for intervention with children. *The School Counselor*, 36, 328-332.
40. Scully, D., & Clarke, J. (1997). Gender issues in sport participation. In J. Kremer, K. Trew, & S. Ogle (Eds.), *Young people involvement in sport* (pp. 25-56). London, UK: Routledge.
41. Silverman, S. & Subramaniam, PR (1999). Student attitude toward physical education and physical activity: A review of measurement issues and outcomes. *Journal of Teaching in Physical Education*, 19(1), 97-125.
42. Simon-Morton, BG, O'Hara, NM, Simon-Morton, DG, & Parcel, GS (1987). Children and fitness: A public health perspective. *Research Quarterly for Exercise and Sport*, 58, 295-302.
43. Smoll, FL, & Schutz, RW (1980). Children's attitudes toward physical activity: A longitudinal analysis. *Journal of Sport Psychology*, 2, 137-147.
44. Sofi, F, Capalbo A, Cesari F, Abbate R, Gensini GF. (2008). Physical activity during leisure time and primary prevention of coronary heart disease: an updated meta-analysis of cohort studies. *Eur. J. Cardiovasc. Prev. Rehabil.* 15:247-257.
45. Sonstroem, RJ (1984). Exercise and self-esteem. In GL Terguny (Ed.), *Exercise and sport science review* (pp. 123-155). Lexington, MA: The Collmore Press.
46. Strand, B., & Scantling, E. (1994). An analysis of secondary student preferences towards physical education. *Physical Educator*, 51(3), 119-130.
47. Suminski, RR, Petosa, R., Utter, AC, & Zhang, JJ. (2002). Physical activity among Terry DJ, Hogg MA, eds. 2000. *Attitudes, Behavior, and Social Context: The Role of Norms and Group Membership*. Mahwah, NJ: Erlbaum.
48. Thomas, JR, Nelson, IK., & Church, G. (1991). A developmental analysis of gender differences in health related physical fitness as an activity course. *Research Quarterly*, 22, 114-126.
49. Troiano, R.P., Berrigan, D., Dodd, K.W., Masse, L.C., Tilert, T., McDowell, M. (2008). Physical activity in the United States measured by accelerometer. *Med Science and Sports Exercise*, 40(1), 181-188.
50. US Department of Health and Human Services. (1996). Physical activity and health: A report of the Surgeon General. Atlanta, GA: US Centers for Disease Control and Prevention.
51. Van Mechelen, W., Twisk, J.W., Post, G.B., Snel, J., & Kemper, H.C. (2000). Physical activity of young people: The Amsterdam longitudinal growth and health study. *Medicine and Science in Sports and Exercise*, 31, 1610-1616.
52. Vilhjalmsson, R., & Kristjansdottir, G. (2003). Gender differences in physical activity in older children and adolescents: The central role of organized sport. *Social Sciences and Medicine*, 56 (2), 363-374. doi:10.1016.S0277-9536(02)00042-4.
53. Ziaee, V., Kelishadi, R., Ardalan, G., Gheiratmand, R., Majdzadeh S.R., Motagjan Monazzam,

PERCEPCIJA STUDENATA O NASTAVI TJELESNOG ODGOJA I NJEGOVA POVEZANOST SA NJIHOVIM UČEŠĆEM U SPORTSKIM AKTIVNOSTIMA

Originalni naučni rad

Sažetak

Ovom studijom su se istraživali stavovi studenata prema časovima tjelesnog odgoja i njihovu percepciju časova tjelesnog odgoja. Metodologija je podrazumjevala kvantitativno istraživanje. Istraživana populacija je uključivala sve student Sistan & Baluchestan Univerziteta. Od 18750 studenata, koristeći Morganovu (1970) tabelu za veličinu uzorka, 380 studenata (150 muškaraca i 230 djevojaka) je izabrano i upoznato sa upitnikom korištenim u studiji. Upitnik se sastoji od 42 pitanja sa 4 odgovora (Likertova skala u rasponu od (1) apsolutno se ne slaže do (4) apsolutno se slaže). Upitnik čine 6 komponenti: Stavovi studenata prema tjelesnom odgoju, njihova percepcija časova tjelesnog odgoja, predpostavljene sportske kompetencije, predpostavljene dobrobiti vježbanja, svrha vježbanja i trenutne navike vježbanja. SPSS 15 je korišten za dobijanje aritmetičke sredine, standardne devijacije, Pearsonove korelacije (r), T-testa, Bonferroni Post Hoc testa i analize varijanse. Rezultati su pokazali da su studenti imali pozitivnu percepciju ($X=34.68$; $SD=4.03$) i pozitivne stavove prema časovima tjelesnog odgoja ($X=31.88$; $SD=3.49$). Skoro u svim varijablama muškarci su imali pozitivnije stavove, nego djevojke. Muškarci su provodili više slobodnog vremena u sportskim aktivnostima (nikad ili jednom 62%) u odnosu na djevojke (nikad ili jednom 74%). Mlađi student su imali pozitivnije stavove nego stariji ($F(3,377) = 3.536, P < .05$). Postojala je relativno visoka pozitivna korelacija između šest varijabli. Prema dobijenim rezultatima, sugestije su date sportskom sistemu i budućim istraživanjima.

Ključne riječi: percepcija; stavovi; sportske aktivnosti; časovi tjelesnog odgoja ; studenti

Corresponding Author:

Assistant Prof. Dr. Mohsen Ghofrani,
Department of Physical Education,
Faculty of Education and Psychology,
University of Sistan and Baluchestan,
University Boulevard, Zahedan,
Iran, Tel: +98 541 805 2674,
Fax: +98 541 241 6120,
E-Mail: m.ghofrani18@yahoo.com

Received: 28 April 2012

Accepted: 27 May 2012