Asian Journal of Applied Research (AJAR) 2015

E-ISSN: 2395-1702 P-ISSN: 2395-0382
Volume 1- Issue 3-, pp-01-05

Research Paper

ANALYSIS OF PERCEIVED BENEFITS BARRIERS AND HELPFUL CUES TOWARDS PHYSICAL ACTIVITY AMONG PHYSICAL EDUCATIONAL PROFESSIONALS IN TAMILNADU

M.Rakeela Naseerin[1] & Dr.A.Praveen[2]

1. Research Scholar.tamilnadu Physical Education and Sports University, Chennai
2. Assistant professor, Department of Physical Education and Sports, Pondicherry University, Puducherry-605014,

rakeela.nas@gmail.com,sbmathavan@live.com

Abstract

The aim of the study was to distinguish the perceived benefits barriers and helpful cues towards physical activity among physical educational professionals in Tamilnadu. For this purpose forty (N=40) male and female physical education professionals working as various colleges in Tamilnadu state, India were selected as subjects in the year 2015. Tergerson and King (2002) questionnaire was used to assess the perceived benefits, barriers and cues to physical activity. Data were collected from 60 subjects obtained from work sites, an evening college program. The experimental design used for this study was static group comparison design. The 't'-ratio was used to compare the perceived benefits, barriers and cues to physical activity difference between male and female physical education professionals. The results of the study suggested there was a significant difference between male and female physical education professionals on perceived benefits, barriers and cues to physical activity.

Key words: Perceived benefits, Perceived barriers, cues to physical activity.

1. Introduction

Lack of physical activity or sedentary, is one of the leading causes of the major non-communicable diseases, which contributes substantially to the global burden of diseases, death and disability (WHO, 2002a). Physical inactivity is an established risk factor for cardiovascular disease, colon cancer and probably other cancers, non-insulin-dependent diabetes, overweight, hypertension, anxiety and depression (Booth, Bauman & Owen, 2002).Many individuals do not engage in sufficient physical activity due to low perceived benefits and high perceived barriers to exercise. The benefits of regular physical activity (PA) for physiological and psychological health are well documented (Biddle et al., 2004). However, despite the well publicized benefits of physical activity, many individuals from developed countries do not engage in physical activity sufficient for health benefits. The Health Survey for England (Craig, 2008) reported that in 2006, only 40% of men and 28% of women met the American College of Sports Medicine (ASCM) guidelines for physical activity (30 minutes of at least moderate-intensity activity on most days of the week).Traditionally, major causes of illness and death in developing countries, in particular sub-Saharan Africa, have been linked to infectious diseases and under-nutrition, and these are still public health problems in these countries (Caballero, 2001).The strength of individual attitudes concerning the benefits of physical activity and knowledge about the role of physical activity in preventing chronic disease was an important evaluation done in most studies (Haase et al., 2004). With reference to Grubbs and Carter (2002), perceived benefits of regular physical activity were found to be strongly associated with physical performance,

appearance, and personal accomplishment among the undergraduate students. In here, the authors compared their findings with other studies, which suggested that among male and female college undergraduates, health (fitness management) and appearance (weight management) were regarded the most important reasons to exercise. Efforts to understand why people are, or are not, physically active has lead to the study of large number of potential influence. Among these are "barriers" to physical activity participation (Booth et al., 2002). Barriers may either prevent the initiation of a new activity or decrease commitment and adherence to an existing pattern of activity (Grubbs & Carter 2002).

2. Aims of the Study

The purpose of this study was to investigate whether cues to action, perceived benefits, and perceived barriers were related to physical activity levels in physical education professionals. The specific aims of the study were to examine the relationships between the perceived benefits, perceived barriers, and cues to action and levels of physical activity among physical education professionals, and to compare the effects of the perceived benefits, perceived barriers, and cues to action on physical activity between male and female physical education professionals.

3. Methods

3.1. Sample size and selection

Forty physical education professionals who have working in various colleges in Tamilnadu state and India in the year 2015 were selected as subjects. Based on the gender the subjects were randomly divided into two groups of 20 each, namely male and female. The experimental design used for this study was static group comparison design.

3.2. Instruments and Procedure

Tergerson and King (2002) questionnaire was used for this study, which was developed using components of the HBM to assessed perceived benefits of and barriers together with cues to physical activity among male and female adolescents. The three components of the HBM were used to develop three subscales (perceived benefits, perceived barriers and perceived cues) on a seven point likert–type scale (1= strongly agree, 7 = strongly disagree) in a quantitative cross sectional study design. Besides the three subscales, the demographic and background characteristics of physical activity were included along with the measurements. The questionnaire for this study comprised an introductory letter on the first page, which explained the purpose of the study, the request for the respondents to participate and ethical issues considered. The questionnaire was divided into four sections and it was designed to assess and identify the demographic and background characteristics with regards to physical activity, the perceived benefits of, perceived barriers and perceived helpful cues (motivational factors) to physical activity, among the tertiary institution students in Rwanda. At the beginning of each section, instructions of how to complete the section were provided. The questionnaire consisted of 52 items: 46 were close-ended questions and only six were open-ended questions. Section A measured demographic and background characteristics by means of ten items (questions A1-A10). The sections B, C and D, measured the tertiary institution students' perceptions of and involvement in physical activity. Section B of the questionnaire measured perceived benefits of the physical activity and had 13 items (questions B1-B13). Section C measured perceived barriers to physical activity and included 17 items (questions C1 - C17). Section D measured perceived helpful cues (motivational factors) to physical activity and included 12 items (questions D1 - D12). The estimated time to complete the questionnaire was approximately 10 – 15 minutes.

3.3. Data Analyses

The collected data were statistically analyzed for significant difference using independent't' test. In this cases 0.05 level of significance was used to test the hypothesis.

4. Analysis of data

4.1. Perceived Benefits of Physical Activity

The analysis of independent 't'-test on the data obtained for Perceived benefits of physical activity of male and female physical education professionals have been analyzed and presented in Table-1.

Table-1

Summary of mean and independent 't' test for male and female physical education professionals on perceived benefits of physical activity

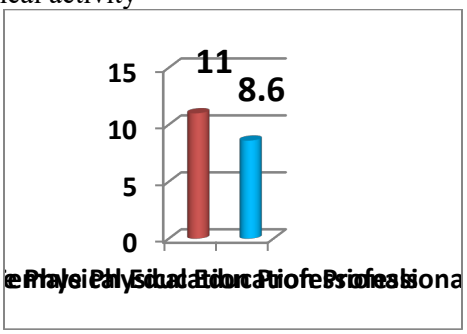
Category	Number	Mean	Standard Deviation	't' – Value
Male	20	11.00	0.88	7.15*
Female	20	8.60	1.23	

*Significant at 0.05 level

(Table value required for significance at 0.05 level for't'-test with df 38 is 2.02).From the table-I the mean values obtained for male and female physical education professionals on Perceived benefits of physical activity is 11.00 and 8.60 respectively and the't' test value between the means is 7.15. Since the obtained't' test value of 7.15 is greater than the table value of 2.02 with df 38 at 0.05 level of confidence, it was concluded that the male and female physical education professionals had significant difference in the Perceived benefits of physical activity. The mean values of male and female physical education professionals on Perceived benefits of physical activity are graphically represented in the figure-I.

Figure-1

Mean values of male and female physical education professionals on perceived benefits of physical activity



4.2. Perceived Barriers to Physical Activity

The analysis of independent 't'-test on the data obtained for Perceived barriers of physical activity of male and female physical education professionals have been analyzed and presented in Table-2.

Table-2

Summary of mean and independent 't' test for male and female physical education professionals on perceived barriers of physical activity

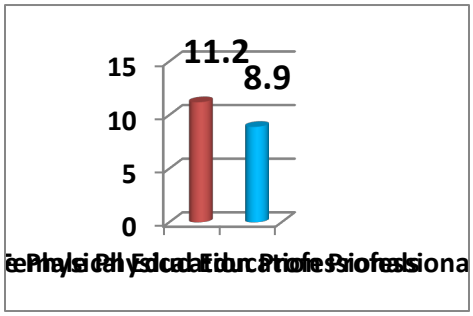
Category	Number	Mean	Standard Deviation	't' – Value
Male	20	11.20	0.83	6.84*
Female	20	8.90	1.25	

*Significant at 0.05 level

(Table value required for significance at 0.05 levels for't'-test with df 38 is 2.02)From the table-2. the mean values obtained for male and female physical education professionals on Perceived barriers of physical activity is 11.20 and 8.90 respectively and the 't' test value between the means is 6.84. Since the obtained't' test value of 6.84 is greater than the table value of 2.02 with df 38 at 0.05 level of confidence, it was concluded that the male and female physical education professionals had significant difference in the Perceived barriers of physical activity. The mean values of male and female physical education professionals on Perceived barriers of physical activity are graphically represented in the figure-2.

Figure-2

Mean values of male and female physical education professionals on perceived barriers of physical activity.



4.3. Perceived Helpful Cues (Motivational Factors) to Physical Activity

The analysis of independent 't'-test on the data obtained for Perceived helpful cues (motivational factors) to physical activity of male and female physical education professionals have been analyzed and presented in Table-3..

Table-3

Summary of mean and independent 't' test for male and female physical education

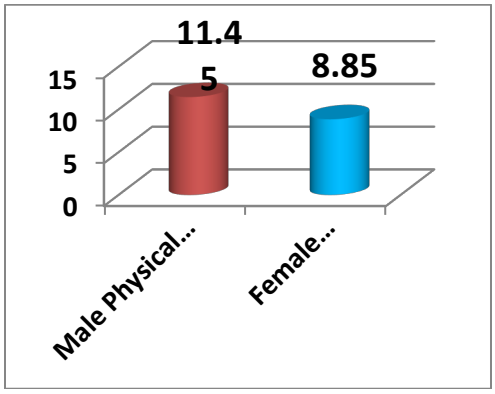
professionals on perceived helpful cues (motivational factors) to physical activity

Category	Number	Mean	Standard Deviation	't' – Value
Male	20	11.45	0.60	8.76*
Female	20	8.85	1.18	

*Significant at 0.05 level

(Table value required for significance at 0.05 level for 't'-test with df 38 is 2.02).From the table-III the mean values obtained for male and female physical education professionals on Perceived helpful cues (motivational factors) to physical activity is 11.45 and 8.85 respectively and the 't' test value between the means is 8.76. Since the obtained 't' test value of 8.76 is greater than the table value of 2.02 with df 38 at 0.05 level of confidence, it was concluded that the male and female physical education professionals had significant difference in the Perceived helpful cues (motivational factors) to physical activity. The mean values of male and female physical education professionals on Perceived helpful cues (motivational factors) to physical activity are graphically represented in the figure-3.

Figure -3.
Mean values of male and female physical education professionals on perceived helpful cues (motivational factors) to physical activity



5. Conclusion

There was significant difference in Perceived benefits of physical activity between male and female physical education professionals. There was significant difference in Perceived barriers of physical activity between male and female physical education professionals. There was significant difference in Perceived helpful cues (motivational factors) to physical activity between male and female physical education professionals. Male physical education professionals were found to be better than the female physical education professionals in selected perceived benefits, barriers and cues to physical activity.

6. References

1. Biddle, S.J.H., Gorely, T., Stensel (2004), D.J. Health-enhancing physical activity and sedentary behavior in children and adolescents. J. Sports Sci, 22, 679-701.

2. Caballero, B. (2001). Symposium: Obesity in developing countries: Biological and ecological factors: Introductions. Journal of Nutrition, 131: 866-871.

3. Craig, R.J.M. Health Survey for England 2006, the Information Centre: Leeds, UK, 2008.

4. Grubbs, L., & Carter, J. (2002). The relationship of perceived benefits and barriers to reported exercises behavior in college undergraduates. Family and Community Health, 25: 76-85.

5. Haase, A., Steptoe, A., Sallis, F.J. & Wardle, J. (2004), Leisure–time physical activity in university students from 23 countries: associations with health beliefs, risk awareness, and national economic development. Preventive Medicine, 39: 182-190.

6. Tergerson, J.L., & King, K.A. (2002), Do cues, benefits, and barriers to physical activity differ between male and female adolescents? Journal of School Health, 72:374-381.

7. World Health Organisation (2002a). Let's Move for Our Health: afro feature, who/afro, Press Releases.