



Attitudes of College Students in Balochistan Towards Physical Education

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Abstract: *The purpose of this study was to look into the attitudes of college students towards Physical Education (PE) in Balochistan, focusing on potential distinctions among male and female students, with data gathered from three hundred respondents (200 males and 100 females) across six government colleges. Participants filled out a questionnaire on a 5-point Likert scale with statements about their views toward PE. A pilot test was conducted to assess the survey's internal consistency, which revealed powerful reliability (Cronbach's Alpha > 0.70). The data were examined using descriptive statistics and a t-test to explore gender disparities in attitudes. The study demonstrated significant differences between male and female students' attitudes towards taking PE as a subject $t(298) = ?$, $p < 0.05$, which have educational policy implications and influence curriculum development. This research shows how gender choices are important in enhancing a positive outlook on physical activity among university students within Balochistan.*

Key Words: Physical Education, College Students, Attitudes, Gender Differences, Balochistan

Introduction

Physical education (PE) is a crucial factor in motivating university students to engage in physical activities, stay healthy, and feel positive about them. Knowing pupils' feelings for PE is important in designing effective programs that address their demands and interests. The current study objectives are to investigate the attitudes of college students towards Balochistan physical education students. Balochistan province large land area in Pakistan with neighbors and situated on the border between Afghanistan & Iran known for its was old civilization and beautiful traditions (Shehzadi, 2017). Although traditional sports activity has been recognized as an important factor affecting health outcomes and academic performance, there has not been much research done to understand how college students in Balochistan view or interact with physical education courses. This current study therefore has looked into the factors that affected students' participation in sports events and looked towards physical activity programs by students' attitudes towards PE (Shah & Khan, 2018). This study gives experiences into the significance of placement examination in advancing uplifting outlooks toward physical education (PE) among undergrads in Balochistan (Nasser et al., 2017).

There is much research that Shows resistance towards physical education and sports and many how resistance to physical education helps athletes in sports like weightlifting and football but not

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much on cricket players. The few studies that do exist show that physical education training can make Cricket players better in batting, bowling, and fielding. The current showed the attitudes of college students in Balochistan affecting physical education. Overall Their flexibility and fitness before and after the training. This study will help coaches to create better training programs (Tezerji, [2017](#)). Fitness is very important in cricket traditional cricket training focuses on skills and cardio fitness, but new research shows that resistance training can also help cricket players to get stronger. Even though we know resistance training is good, we need more research to find the best exercises and programs. Future studies should look at the best resistance training for cricket players and the long-term effects (Liri et al., [2016](#)).

Overall, research suggests that resistance training, especially physical education, can help physical education Baluchistan students get fitter and play better. By adding resistance training to their routines, coaches can help players build the strength, power, flexibility, and endurance they need to be the best in cricket. Social norms may lead an individual student to perceive PE negatively or positively; further facility access will also influence their attitudes toward PE while participating in physical activities (Ahmed, [2018](#)). The goal of this study is to investigate college students' attitudes toward physical activity in Balochistan, with an emphasis on comprehending their views, preferences, and encounters. This research can help to develop more efficient and culturally appropriate PE programs in Balochistan by learning about students' attitudes toward physical activity. The findings of this study may also contribute to the larger literature on PE in various cultural settings, providing helpful information for teachers, politicians, and health experts working to promote exercise and psychological well-being among college students (Baloch, [2017](#)).

The behavior of college students towards physical education can affect their involvement as well as their participation in actual physical activities this behavior of all these students is due to many factors such as their personal experiences, their strengthened belief in culture or social norms, etc. The students who considered the physical activities beneficial were more inclined to have a hopeful mindset regarding it (Durrani, [2016](#)). They also thought that physical education may improve their physical fitness, their mental health as well as their whole wellbeing. Considering these observed benefits can guide tutors to highlight the worth of physical education to create motivation and interest among all these students. Interest in physical activities: The interest of all these students in different types of physical activities can influence their attitudes towards physical education. Those who enjoy many specific activities such as making teams for sports, dance, or other outdoor activities, may have more positive attributes regarding physical education if these activities are added to their curriculum (Gul, [2018](#)). Hurdles to participation: hurdles such as lack of time, facilities, or social support can adversely impact the student's behavior toward physical education. These hurdles can be reduced and the rate of participation can be increased by addressing these through flexible scheduling, with available facilities as well as with a supportive environment (Jan, [2017](#)). Social and cultural effects: there are many social and cultural factors that play a key role in identifying the views on physical activity. According to Sezerji (2018), the conventions regarding the roles of gender, physical appearance as well as the importance of physical activity can influence how these students recognize physical education. The instructors must be sensitive to these influences and they must arrange programs regarding physical education. Personal motivation and self-ability: the student's motivation and their effectiveness or belief in their ability to get success can impact their manners towards physical education. Educational environment: The educational environment, including the resources, standard instructions, and support from teachers as well as companions can also affect the behavior of these students regarding physical education (Islam, [2018](#)). Understanding and considering these factors can help tutors and policymakers arrange and design physical education

programs that will be more charming, inclusive, and supportive for students. Educators can promote physical activity and its benefits by acting on and considering these all factors (Khan, [2017](#)).

Physical education (PE) is critical in encouraging college students to engage in physical activity, maintain good health, and feel good about themselves. Knowing college students' views toward PE is critical for designing successful initiatives that promote active lifestyles in Balochistan, in which the prevalence of unhealthy habits and associated illnesses is on the rise. The purpose of the present study is to investigate and evaluate the attitudes of college students toward physical activity based on their preferences and experiences. It is to be seen that the study of physical education suggests good health and suggests that research should be done on different educational institutions in Balochistan and the creation of sports programs and attractive programs in Balochistan. Looking for exercise in the urban college helps to encourage physical activity, and we can access facilities in which understanding the culture and academic discipline will influence how students learn. How physical education is understood and experienced by different communities in different regions and in different languages (Mustafa, [2016](#)). This should prove to be a welcome development by bringing more interest among the college students, which is culturally sensitive and needs-oriented, and aims to serve a practical purpose in improving sports competitions in the college curriculum as well. And to collect information about existing physical education institutions in Balochistan (Qureshi, [2017](#)).

In education, physical education is present in the curriculum, the first priority of which is to highlight the development of exercise and the health of college students in general. In spite of knowing that physical education is very important for health and life, the physical education program in colleges, universities, and all educational institutions of Balochistan is facing obstacles. including lack of funds or lack of funds including culturally related education needs Now understanding how college students feel when engaging in physical exercise provides some steps to address these challenges and design programs (Shah, [2018](#)). The purpose of this study is to know about students studying physical activities in Balochistan and to understand the attitudes that affect students' emotions in addition to thoughts. The purpose of this study is to find out how the learners feel about physical education and it is very important to use it for higher education institutions in Balochistan which can be used to spread the activities of physical education activities. This study can examine and collect information about student attitudes toward physical education through various methods, including interviewing students and surveying the benefits of physical education, student interest, and barriers to physical education (Ahmed, [2016](#)). How to think about the solution to this initiative Take steps to enhance students' experiences and programs with physical education and do a practical work Education expert in Balochistan's colleges and educational institutions understand the behavior of students and focus on them (Durrani, [2018](#)).

Study Objectives

1. Some Important Points to Know About Physical Education. The purpose of this survey is to understand how colleges perceive students and their key lessons. By analyzing these differences, the study seeks to uncover potential disparities in attitudes toward Physical Education based on gender.
2. To assess college students' overall attitudes towards Physical Education: This objective focuses on understanding the general attitudes of college-level students toward Physical Education. It aims to identify both positive and negative attitudes, including factors contributing to these attitudes, such as perceived benefits, enjoyment, or obstacles to participation.

Hypothesis

H0: There is not a significant disparity in male and female college students' attitudes toward taking Physical Education as a subject.

H1: Male and female college students have significantly different attitudes toward selecting sporting activities as a subject.

Methodology

This study utilized a descriptive survey design to explore attitudes, beliefs, and views regarding Physical Education among college students in Baluchistan. Surveys were chosen as they allow for the collection of data on a wide range of demographic variables and are suitable for drawing broad generalizations about the population based on sample data.

Participants

The study selected six government colleges for convenience, and a purposive sampling technique was employed. A total of 300 undergraduates took advantage of the study, with 200 males and 100 females addressing the short survey.

Data Collection Tool

The study used a questionnaire to collect data. Prior to use, a pilot test was carried out with fifty surveys distributed to government-sponsored college learners in physical education to assess the instrument's internal coherence. The questionnaire asked questions on a 5-point Likert scale, from strongly agree (5) to strongly disapprove (1). The internal coherency of the survey's responses was evaluated using Cronbach's Alpha, with all values exceeding the acceptable threshold of 0.70, indicating satisfactory internal consistency.

Procedure

Prior to data collection, college administrators provided official permission. The surveys were given out at the conclusion of physical education classes, and respondents were informed of the investigation's goals and the secrecy of their responses. The gathering of data occurred during the school year 2017-2018, and participants included physical education college students from across Balochistan.

Statistical Analysis

The descriptive statistics were used to demonstrate the gender distribution and sum up the scores for every assertion in the survey questionnaire. A t-test was used to compare male and female students' perceptions of the main goals of Physical Education. The statistical analysis was performed using IBM SPSS Statistics 23.0.

Results

Table 1

Distribution of genders among undergraduate students

Sex	N	M	SD
Male	200	4.6	0.36

Female	100	4	0.47
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Table 1 depicts the gender delivery among undergraduate students

Table 2

College Students' Attitudes regarding Physical Education

Gender	Statement	Mean	S.D
Male	Physical education is a very interesting subject	4.31	0.65
Female		4.12	0.59
Male	Physical education has an important effect on mental health.	4.65	0.70
Female		4.60	0.59
Male	Physical education offers an opportunity to cultivate leadership skills.	4.29	0.56
Female		4.35	0.61
Male	Playing different games is very exciting	4.10	0.45
Female		4.70	0.57
Male	Physical education encourages ethical and moral conduct.	4.26	0.50
Female		4.00	0.49
Male	Physical education is beneficial for maintaining fitness	4.75	0.35
Female		4.80	0.30
Male	Physical education activities during the class provide opportunities for social interaction	4.47	0.50
Female		4.50	0.49
Male	Physical education class activities are very enjoyable	4.59	0.30
Female		4.00	0.40

The data suggests that both male and female students view physical education as a significant factor in maintaining mental as well as physical wellness. Furthermore, students who are men tend to enjoy physical education more., while female students express greater enthusiasm for participating in various sports and games, which is quite exciting. These findings provide valuable insights into the differing perspectives on physical education among college students.

Table 3

The confidence interval of 95% for the difference.

PE	F	Sig.	T	Df	Sig. (2-tailed)	MeanDifference	Std. Err	Lower	Upper
Equal variances are assumed.	9.31	.017	-.056	298	.955	-.01900	.26553	-.53755	.50755
Equal variances assumed			-.061	238.76	.952	-.01900	.24758	-.50272	.47272

$p > 0.05$

Based on the data analysis, since the p-value exceeds 0.05, we embrace our null hypothesis (H0) that there's no significant difference in male and female students' views toward Physical Education as an

area of study. It also means that, according to your studies, there is little variation between the way male and female college students perceive Physical Education as an area of study.

Discussion

The study offers helpful insights into the mindsets of college students in Balochistan towards physical education (PE). The findings suggest The manner in which male and female learners perceive physical education as beneficial for maintaining physical fitness and mental health (Saleem, [2018](#)). If we look at physical education from some aspects, the feelings and impressions of male students and female students about the joy and enjoyment of being engaged in sports are different. While male students seem more excited to participate in some different and different sports that they find different and interesting than female students, this may indicate expectations about larger cultural norms in ideas (Nadeem, [2016](#)). It is very important to know when to play. Develop a program that engages and motivates all students. It provides statistical analysis including a test called t-test to find out the difference between male and female students and it helps to draw conclusions from the data of this research. The findings also support the development of physical education activities in Balochistan. These data can also be used by teachers to design physical programs and courses to effectively meet the interests of male and female students. Providing a wide range of female students need additional motivation to join physical education programs. Overall, this study adds to our knowledge of the perceptions of college students in Balochistan.

Conclusion

Physical education maintains their physical, psychological, and mental health and is helpful, but they should see how to develop an interest in sports, understand some behaviors, and get help from physical education experts to deal with some. Can sell the culture of education and increase our knowledge of student perceptions of colleges and physical education programs and initiatives to increase participation and enjoyment of exercise among high school students.

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