



Female College Students' Attitude towards Physical Activity

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Abstract

This study sought to identify the range to which female university students are tended to towards physical activity, and to demonstrate the level of their attitudes and the variables associated with them. The explanatory survey method was adopted as it was appropriate for the nature of the issue. The research sample comprised of (150) first-year female students from the University of Baghdad College of Physical Education and Sports Sciences recruited purposively. The researcher developed a special scale to measure attitudes towards physical activity, which in its final form consisted of (30) items. The findings of the statistical analysis showed that the scale had a high degree of validity and reliability, with Cronbach's alpha coefficient reaching (0.851). All elements also showed discriminatory power and statistical significance at the (0.05) level. The findings suggest a significant difference between the arithmetic mean (115.965) and the hypothetical mean (90), in favor of the arithmetic mean, which indicates that the students have a positive attitude towards physical activity. The study advocated capitalizing on this trend by designing supportive university programs to transform this positive attitude into a sustainable practice.

Keywords: attitudes, physical activity, healthy attitudes.

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introduction

Physical activity is a foundation of preserving physical, mental, and social health. It promotes to improved physical fitness and the avoidance of many chronic diseases, additionally to its role in promoting psychological well-being and social interaction. In the university environment, the significance of physical activity is particularly evident as a major factor in shaping students' personalities and enhancing their motor and cognitive abilities, especially for students in faculties of physical education and sports science, who are expected to be more aware of and inclined towards physical activity than other students.

Attitudes are important psychological variables that impact an individual's behavior, indicating a state of mental and psychological readiness that directs an individual's response to a particular subject, either accepting or rejecting it. Researchers reinforce that positive attitudes toward physical activity are a significant criterion of the likelihood of continuing to engage in it, while negative attitudes may hinder active participation in sports activities (Gareb & Ahmed, 2022).

In this context, a study published in the Journal of the College of Physical Education and Sports Sciences at the University of Baghdad indicated that students generally demonstrate positive attitudes toward physical activity, with no significant differences attributable to demographic variables. This indicates the importance of the educational environment in fostering these attitudes (Mahmood, 2023). p have also previous studies shown that physical education students exhibit positive attitudes toward modern educational and sports activities due to their impact on improving interaction, cognitive achievement, and skills development (Yasir et al., 2025).

In contrast, studying students' attitudes toward physical activity necessitates the use of precise scientific measurement tools. The value of developing psychological scales to measure attitudes in the sports field has been emphasized, given their role in diagnosing the level of these attitudes and identifying the factors influencing them, thus guiding educational and training programs toward fostering positive attitudes (Gareb & Ahmed, 2022). Furthermore, some studies have shown that the level of students' attitudes toward physical activity may range from moderate to positive, necessitating further research to determine the nature of these attitudes within the university environment (Radi, 2025).

Regardless of the importance of this topic, there is a critical need for analytical studies focusing specifically on female students in the College of Physical Education and Sports Sciences, given the unique characteristics of this group in terms of the nature of their specialization and the social and cultural challenges that may impact their level of physical activity and their attitudes towards it. Hence, the importance of this study depends in analyzing students' attitudes towards



physical activity, with the aim of identifying the level of these attitudes and providing scientific indicators that promote to the development of educational and training programs within the college.

Although female students the University of Baghdad College of Physical Education and Sports Sciences are anticipated to have positive attitudes toward physical activity due to their field of study, the reality is that there is a disparity in these attitudes and the level of actual participation. This highlights the need to identify and scientifically analyze the nature and attitudes of female students toward physical activity. The research problem is addressed by the following question: What are the attitudes of female students in the College of Physical Education and Sports Sciences toward physical activity?

The research aimed to: construct a scale for the orientation of female university students to engage in physical activity for female students of the College of Physical Education and Sports Sciences. To identify the orientation of female university students to engage in physical activity for female students of the College of Physical Education and Sports Sciences.

The following is a similar study: The study by Mahmood (2023) adopted a descriptive survey methodology, deemed suitable for the nature of the problem. A questionnaire was administered to measure students attitudes toward physical activity.

The studs conducted by Abdal Karim (2022) adopted a descriptive-analytical approach to examine students attitudes toward physical activity.

The study sample comprised students from the University of Baghdad College of Physical Education and Sports Sciences. A questionnaire, based on an attitude scale was used as the primary data collection instrument, and the collected data were analyzed using the Statistical Package for the Social Sciences and appropriate statistical Method.

In a study by Hassan (2021), the researcher adopted a descriptive approach using correlational methods to examine the relationship between attitudes and certain psychological variables. Data were collected using a standardized scale and analyzed using correlation coefficients and statistical tests.

The study (Al-Tamimi, 2020) used a descriptive survey methodology, allocating a questionnaire to a sample of students from the College of Physical Education. The data were analyzed using arithmetic means, standard deviations, and the t-test.



Methodology and Tools

1-2Research Methodology

The researcher used the observational survey method as it is suitable for the nature of the research problem. It is regarded as one of the most appropriate methods for studying and analyzing attitudes across the research sample.

2-2Research Sample

The research sample was recruited purposively from female students of the College of Physical Education and Sports Sciences. The sample comprised of (150) first-year students from the academic year (2025-2026). They were divided into (3) samples: a pilot study sample of (5) students, a construction sample of (75) students, and a final application sample of (70) students.

3-2Field Research Procedures:

Scale of Attitudes concerning Physical Activity Among Female Students of the College of Physical Education and Sports Sciences:

After reviewing various sources and studies associated to the research topic, as well as some pertinent previous studies, the researcher proposed (30) statements, as shown in Table:(1)

Table1. shows the items of attitudes towards physical activity among female students

Strongly disagree	Disagree	Neutral	agree	Strongly agree	Statements	ت
					I believe that physical activity is important for maintaining my health.	1
					Be aware that physical activity reduces the risk of developing diseases.	2
					I believe that engaging in physical activity improves physical fitness.	3



I am aware of the psychological benefits of physical activity.	4
I believe that physical activity helps improve daily energy levels.	5
I believe that engaging in physical activity contributes to improving quality of life.	6
I feel happy when I engage in physical activity.	7
Enjoy participating in physical activities	8
I feel psychologically relaxed after engaging in physical activity.	9
I love trying new physical activities	10
I feel excited when I think about engaging in physical activity.	11
I feel good about myself when I do physical activity.	12
I intend to engage in regular physical activity in the future.	13
I try to make time for physical activity.	14
Make sure to participate in physical activities whenever possible.	15



I'm looking for ways to increase my daily physical activity.	16
I strive to engage in regular physical activity.	17
I participate in sports activities inside or outside the university.	18
My friends encourage me to engage in physical activity.	19
The university provides an environment that encourages physical activity.	20
Family support increases my desire to engage in physical activity.	21
Group participation encourages me to engage in physical activity.	22
Having role models in the community encourages me to be physically active.	23
University activities motivate me to participate physically.	24
Lack of time prevents me from engaging in physical activity.	25
I feel tired, which hinders my ability to engage in physical activity.	26
I can't find suitable places to engage in physical activity.	27



Lack of motivation prevents me from engaging in physical activity.	28
Being preoccupied with my studies reduces my physical activity.	29
I feel embarrassed when doing physical activity in front of others.	30

Pilot Test

After finalizing the development of the scale and its instruction form, and before implementing it to the main sample, a pilot test must be performed with a number of individuals from outside the main research sample. This pilot test was carried out on September 22, 2025, to assess the clarity of the instructions, the response time, and to identify any difficulties or problems that could be addressed during application (Salah, 2023, p. 9).

Scientific Foundations of the Scale:

First: Item Discriminatory Power: The objective of analyzing the items is to maintain the items with high discrimination, which are the good items in the scale (Al Shafee, 2019, p. 8), as shown in Table .(2)

Table 2. Show Scale Items Analysis for the Physical Activity Orientation Scale among Female Students at the University of Baghdad College of Physical Education.

Item No.	Lower group		Upper group		Calculated (t) value	Significance	Result
	Mean	SD	Mean	SD			
1	3.1579	.71759	5.0000	.00000	-15.824	0.000	Significant
2	2.8421	.75431	5.0000	.00000	-17.635	0.000	Significant
3	3.3684	.85174	5.0000	.00000	-11.808	0.000	Significant
4	2.3158	.90360	5.0000	.00000	-18.312	0.000	Significant
5	2.7619	.69175	5.0000	.00000	-20.968-	0.000	Significant
6	2.3810	.76357	5.0000	.00000	-22.229-	0.000	Significant



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7	2.4048	.70051	5.0000	.00000	-24.010-	0.000	Significant
8	2.652	0.663	5.0000	.00000	21.837	.000	Significant
9	3.020	0.691	5.0000	.00000	20.367	.000	Significant
10	2.716	0.612	5.0000	.00000	27.736	.000	Significant
11	2.652	0.663	5.0000	.00000	21.837	.000	Significant
12	2.777	0.841	5.0000	.00000	17.436	.000	Significant
13	2.879	0.516	5.0000	.00000	17.827	.000	Significant
14	2.775	0.782	5.0000	.00000	30.467	.000	Significant
15	2.591	.887	5.0000	.00000	18.234	.000	Significant
16	2.530	.615	5.0000	.00000	28.345	.000	Significant
17	2.711	.753	5.0000	.00000	21.983	.000	Significant
18	3.202	.749	5.0000	.00000	18.544	.000	Significant
19	3.102	.984	5.0000	.00000	12.247	.000	Significant
20	3.1053	.98061	5.0000	.00000	-11.911	0.000	Significant
21	3.3947	1.00107	5.0000	.00000	-9.885	0.000	Significant
22	3.2368	.85216	5.0000	.00000	-12.754	0.000	Significant
23	3.2105	.87481	5.0000	.00000	-12.610	0.000	Significant
24	3.1842	.80052	5.0000	.00000	-13.983	0.000	Significant
25	2.7895	.104385	5.0000	.00000	-13.054	0.000	Significant
26	3.0263	.82156	5.0000	.00000	-14.809	0.000	Significant
27	3.1842	.83359	5.0000	.00000	-13.428	0.000	Significant
28	3.1053	.79829	5.0000	.00000	-14.631	0.000	Significant
29	2.591	.887	5.0000	.00000	18.234	.000	Significant
30	2.530	.615	5.0000	.00000	28.345	.000	Significant

Degrees (73) of freedom



Second: Internal consistency coefficient: Internal consistency aims to verify the degree of homogeneity and reliability of the statements in the study of the phenomenon under study (Raheem, 2025, p7). All statements seemed consistent: because they were higher than the significance level (0.05), as shown in Table.(3)

Table3. showing item-correlation coefficients of scale item.

Result	Significance	Item -total correlation	Item No.
Significant	0.000	0.606**	1
Significant	0.000	0.573**	2
Significant	0.000	0.749**	3
Significant	0.000	0.962**	4
Significant	0.000	0.493**	5
Significant	0.000	0.574**	6
Significant	0.000	0.692**	7
Significant	0.000	0.466**	8
Significant	0.000	0.841**	9
Significant	0.000	0.673**	10
Significant	0.000	0.557**	11
Significant	0.000	0.543**	12
Significant	0.000	0.452**	13
Significant	0.000	0.708**	14
Significant	0.000	0.745**	15
Significant	0.000	0.651**	16
Significant	0.000	0.588**	17
Significant	0.000	0.770**	18
Significant	0.000	0.564**	19
Significant	0.000	0.685**	20
Significant	0.000	0.531**	21
Significant	0.000	0.958**	22
Significant	0.000	0.779**	23
Significant	0.000	0.598**	24
Significant	0.000	0.674**	25
Significant	0.000	0.943**	26
Significant	0.000	0.796**	27
Significant	0.000	0.785**	28
Significant	0.000	0.745**	29
Significant	0.000	0.651**	30



Third: Scale Reliability: The researcher verified the scale's reliability using Cronbach's alpha coefficient, which was found to be 0.851. This is deemed a high reliability value at a significance level of 0.05.

Scale Application: Following the above procedures, the researcher administered the scale to the research sample of 70 female students from November 15, 2025, to December 20, 2025.

Results: Table (4) shows the arithmetic mean, hypothetical mean, standard deviation, calculated t-value, true significance, and type of difference.

Table 4. Showing, Hypothetical Mean, Standard Deviation, Calculated t-Value, (p-value), and the Type of Difference

Type of difference	significance	Calculated (T)value	Standard deviation	Means	Variables
Significant	0.000	10.325	8.587	115.965	The scale
	90			Hypothetical mean	

Discussion

In light of the findings showing significant positive variations in female university students' attitudes toward physical activity, these findings can be analyzed within the framework of psychological and behavioral orientations associated with implementing healthy lifestyles. This finding indicates that the students possess a positive attitude and an intrinsic readiness to engage in physical activity, indicating a high level of health awareness and cognitive understanding of the importance of physical activity in improving physical and mental health.

This finding aligns with the literature indicating that a positive attitude is a key behavioral determinant of physical activity.

Ajzen, in his theory of intended behavior asserts that positive attitudes regarding a behavior directly contribute to creating the intention to engage in it which in turn is a strong predictor of the behavior actually occurring (Ajzen, 1991, p. 181). This suggests that female students with a positive attitude are more likely to participate in physical activity both within and outside the university environment. These findings can also be explained by the role of health knowledge in shaping attitudes.

Dishman et al. (2004, p. 45) state that individuals who are conscious of the health and psychological benefits of physical activity are more willing to implement it as part of their daily lifestyle. accordingly, the positive attitudes among female students may show a higher level of awareness of the significance of physical activity in eliminating disease and enhancing physical fitness and psychological well-being. In contrast a supportive social environment within the



university can promote to fostering these positive trends. Sallies et al. signify that social support from friends and educational.

institutions is a significant factor in promoting and maintaining physical activity (Sallies et al., 2015, p. 152). This corresponds with the nature of the university environment which offers opportunities for group participation and structured activities thus enhancing motivation and increasing the likelihood of engaging in physical activity. These findings can also be explained in light of intrinsic motivation theory where Deci & Ryan assert that feelings of competence and connection enhance intrinsic motivation to engage in healthy behaviors, including physical activity (Deci & Ryan, 2000, p. 233).

Therefore, the students' positive attitudes may reveal intrinsic motivation stemming from a desire for self-improvement and personal acceptance.

Overall, the results indicate that female university students possess a positive attitude base that can be created based on in designing awareness and sports programs within the university, which contributes to transforming this positive attitude into a sustainable actual behavior.

Conclusions:

Discriminating

- Female university students indicated a positive attitude towards physical activity, demonstrating their cognitive, emotional, and behavioral awareness of its relevance in improving public health and quality of life.
- The existence of positive attitudes among female students indicates an internal psychological preparedness to engage in physical activity when the suitable conditions are met .
- The findings suggest that the university environment can be a supportive factor in promoting physical activity if accurately utilized.
- The findings show that cognitive and emotional elements contribute to shaping students' intention to participate.
- A positive attitude does not necessarily translate into real participation, indicating the possibility of organizational or environmental barriers that inhibit translating this attitude into actual behavior.



Recommendations:

- Utilize on the positive attitude of female students by designing university sports programs that encourage the real practice of physical activity.
- Improve the university's role in offering a supportive environment for physical activity through regular sports activities and events.
- Promote ongoing health consciousness about the significance of physical activity in avoiding health and psychological problems.
- Incorporate physical activity into extracurricular university programs to promote sustainable involvement.
- decrease barriers that limit physical activity such as time constraints or absence of suitable facilities.
- support teamwork and collaborative sports activities as these impact in strengthening motivation to participate.
- conduct future studies that link positive attitudes with the actual level of physical activity.



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