

Perceived Barriers to Physical Activity Among Female Adolescents: An Experimental Approach

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Article Info

Abstract

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Physical activity is an essential part of a healthy lifestyle in adolescence but has been consistently declining in recent years. In order to increase participation in physical activity and overcome perceived barriers among adolescents, this study investigated whether these barriers could be overcome with mandatory physical education. For this purpose, 30 female late adolescent students between the age of 15 and 19 years were selected as subjects for the study. Aerobics dance was given for a period of 12 weeks. The subjects were assessed with Barriers to Being Active Quiz (BBAQ) before and after the training to find out whether there would be any change in the perceived barriers to exercise after undergoing aerobic dance training programme. After Intervention of training, it was observed that lack of energy and lack of skill were continued to be major barriers in which the training period has to be continued till they achieve sufficient energy and mastery over the skill. The respondents overcame the social influence and lack of time.

Introduction

Active play and physical activity on a daily basis have long been an important component of the lives of children and teenagers. Computers and social media have reduced an individual's need and desire to move and play. "As a society, we are not exercising enough, and this lack of physical activity is exacerbated by certain individual differences. Research reveals that physical activity rates decline consistently during the adolescent years" (Duskapan, Tusun & Eker, 2006).

According to Sallis et al. (2000) "In adolescents some of the major barriers for

participation in physical activity were (a) health issues (physical limitations, injury, poor health, pain or soreness, psychological problems); (b) inconvenience (lack of access to facilities, facility too crowded, lack of transportation, other commitments); (c) lacking motivation and energy (feeling lazy, feeling unmotivated, believing that exercise requires too much effort); (d) lacking social support (no exercise partner, no support from spouse); (e) insufficient time and (1) lacking money (finding exercise programs too expensive) (Robert S Weinberg and Daniel Gould 2011), other factors such as lack of parents' support, previous physical inactivity,

siblings' nonparticipation in physical activity, and being female”.

“Research shows a decline in physical activity levels during adolescence particularly among girls” (Dwyer, Allison et al, 2006). Spehar Gosnik & Reichel, (2008) said that “girls do enjoy engaging in physical activities. Strategies should be implemented which build upon this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction. It is noticeable that the female students prefer activities that include music, rhythm, and aesthetic, like dance and aerobics. Aerobics is a typical feminine activity which holds a high desirable place among all students because it enables most of them in achieving personal success”.

People frequently mention numerous obstacles as reasons for not exercising, although such limits are more of a perception than a reality. Exercising can compete successfully against other leisure activities if the fitness programme becomes pleasurable, rewarding, meaningful, and convenient.

Methods

The present investigation was helpful to find out whether there would be any change in the perceived barriers to exercise after undergoing aerobic dance training programme. To achieve the purpose, 30 female late adolescent students between the ages of 15 and 19 years were selected as subjects for the study. The subjects were assessed with Barriers to Being Active Quiz (BBAQ) before the training to find out the perceived barriers for physical activity.

Under the direction of the investigator, aerobics dancing was offered for a period of 12 weeks in three sessions per week for 60 minutes at a time. Stretching and warm-up activities took up 10 minutes of the exercise programmes, followed by 40 minutes of aerobic conditioning and 10 minutes of cool-down or muscle relaxation exercises (10min).

Training was given with an intensity of 50-60% in weeks 1-3, 55-65% in weeks 4-6 weeks, 60-70% in weeks 7-9 weeks and 65-75% in weeks 10-12. After the training period of 12 weeks, the subjects were assessed again with BBAQ to find out whether there was any change in the perceived barriers to physical activity. The collected data were analysed using paired sample t-test

Results

The dependent t test was used to analyse the data related to the variables in this study to see whether there had been any significant changes in the perceived barriers to exercise following the intervention of aerobic dance instruction at the 0.05 level of significance. Table 1 shows the results of the normality test for the perceived barriers to physical activity of female adolescents.

Table 1
Test of Normality for Perceived Barriers to Physical Activity of Female Adolescents

Barriers for Physical Activity	Test	Shapiro Wilk test	
		Stat.	Sig
Lack of Time	Pre	.876	0.122
	Post	.897	0.200
Social Influence	Pre	.974	0.888
	Post	.989	0.975
Lack of Energy	Pre	.954	0.690
	Post	.866	0.087
Lack of Will Power	Pre	.938	0.495
	Post	.894	0.199
Fear of Injury	Pre	.959	0.727
	Post	.943	0.655
Lack of Skill	Pre	.885	0.167
	Post	.933	0.476
Lack of Resources	Pre	.564	0.876
	Post	.867	0.435

The test of normality for the barriers of physical activity scores of female adolescents was done following the shapiro wilk test and the result of the shapiro wilk test indicates p values above 0.05 in the case of all the variables, thereby confirming the normality of the data with respect to barriers of physical activity.

Figure 1
Graphical Representation of Normality of Data

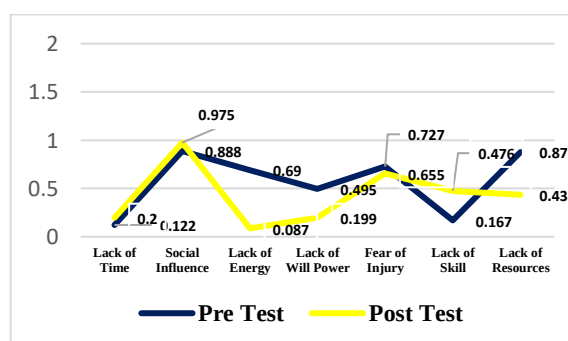


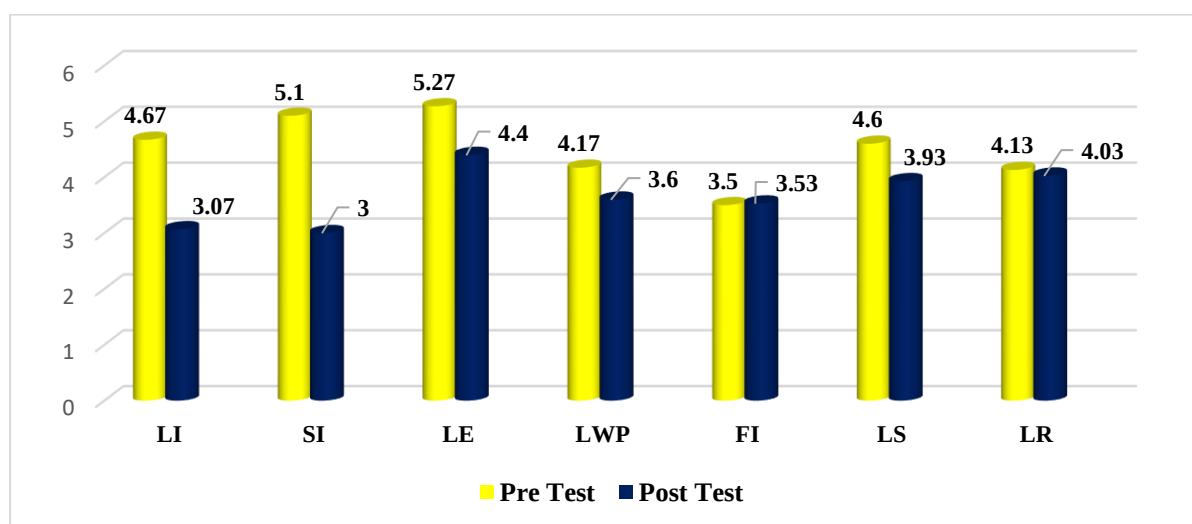
Table 2
Descriptive Statistics and Paired Sample t test for the Perceived Barriers to Physical Activity of Female Adolescent

No	Barriers for Physical Activity	Pre Test		Post Test		t-value	P value
		Mean	SD	Mean	SD		
1	Lack of time	4.52	0.32	4.07	0.35	3.21	0.03
2	Social Influence	5.10	0.71	4.66	0.74	4.11	0.00
3	Lack of energy	5.27	0.56	5.11	0.51	1.43	.344
4	Lack of will power	4.25	0.54	4.11	0.54	1.21	.512
5	Fear of injury	3.58	0.33	3.54	0.34	1.10	.127
6	Lack of skill	4.54	0.43	3.93	0.46	1.78	.864
7	Lack of resources	4.16	0.41	4.07	0.40	1.20	.232

As shown in table 2 the obtained t value on lack of time (3.21) and social influence (4.11) were significant at 0.05 level ($p < 0.05$). As a result, there was significant difference on the pre test and post test values of lack of time and social

influence. Obtained t-ratio value on lack of energy, lack of will power, fear of injury, lack of skill and lack of resources were not significant at 0.05 level ($p > 0.05$).

Figure 2
Graphical Representation of Perceived Barriers to Physical Activity of Female Adolescent



Discussion of Findings

From the obtained mean values in table 2 it was observed that lack of energy, social influence, lack of time and lack of skill were the major barriers for physical activity. After the intervention of training, it was observed that lack of energy and lack of skills still continued to be major barriers, while social influence and lack of time were overcome by the respondents. The modern lifestyle has altered and affected our health adversely. Sleeping late and skipping

breakfast are some of the most common causes of lack of energy among adolescents. In the Indian context, most schools do not focus on the physical development and physical training of children. Consequently, we have a generation of children who are unskilled and totally devoid of motor skills.

In accordance with the findings of the effect of aerobic dance on perceived barriers to physical activity among female adolescents. The results of the present study aligns with the previous study

conducted by Kenneth et al. (2010) examined the study of the perceived barriers to physical activity among high school students. As a result of that, perceived barriers may be predictive of physical activity participation among high school students only under specific conditions.

The result of the present study aligns with the previous study conducted by stella et al. (2019). This study proved, the aerobic dance could be used as a preventive measure against potential disorders, since today's unhealthy children are tomorrow's potential adult patients. A better understanding of the role of motivational climate may promote children's and adolescents perceived physical competence, intrinsic motivation, and enjoyment through aerobic dance.

Conclusions

The training programme has helped the female adolescents to overcome major barriers like lack of time and social influence and has paved the way to a better lifestyle and healthy living. Lack of energy and lack of skill were identified as barriers for physical activity and systematic training was given regularly to improve motor skills.

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