DIFFERENCES IN STUDENTS 'ATTITUDES TO PHYSICAL ACTIVITY AND SATISFACTION WITH HEALTH STATUS

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ABSTRACT: The research aimed to identify the differences between physical activity, the health status of University students, sports and physical education in the Federation of Bosnia and Herzegovina. Methods: The research design was based on a descriptive research design model. This research sample consisted of 624 respondents, aged 19 to 30 years. Data have been collected since June 2020. differences in student attitudes (ANOVA) were analyzed, using SPSS 22.0. Respondents completed questionnaires about their physical activity, health status. Results: Differences were found in most of the treated particles in the questionnaire and satisfaction with the health status of students and physical activity. Conclusion: Based on the results of this research, targeted programs are needed to increase sufficient physical activity in students to improve their health status and increase physical performance.

Keywords: differences, attitudes, physical activity, satisfaction, health status, student

INTRODUCTION

The period of studying at the faculty represents an important period of life for the formation of habits and attitudes of students as young people and their adoption (Park & Kim, 2013; Pengpid & Peltzer, 2019). The state of physical, psychological, and social well-being implies constant improvement of the conditions of personal and social characteristics in which the individual develops, to achieve a better and more successful quality of life (Hawker, 2012; Jafari et al., 2010). The level of physical activity decreases and a sedentary lifestyle begins to dominate, leading to an increased risk of developing obesity (Bouchard, Blair, & Haskell, 2012). Movement as optimal physical activity is a condition for preserving human health and the normal functioning of organs, systems of the human body as a whole (Angulo, El Assar, Álvarez-Bustos, & Rodríguez-Mañas, 2020). The lack of optimal physical activity can best and most easily be compensated through appropriate content of physical activities. Health is one of the most significant and subjectively and objectively recognized factors of an individual's well-being (Bouchard et al., 2012).

METHOD

Going to college is an important period in the life of every young person. Changing the living environment often results in changing living and health habits. There is a reduction in physical activity as well as a reduction in the intake of fruits and vegetables, while at the same time increasing the intake of fast food and alcohol. This paper aims to analyze what kind of physical activities students have and what their students' satisfaction with their health status is. The population, from which the sample of respondents was defined, consists of students of the University of FBiH, namely: the University of Sarajevo, the University "Džemal Bijedić" in Mostar, the University of Tuzla, and the University of Travnik. A total of 624 respondents, aged 19 to 30, were included in the study. To conduct the research, a questionnaire was created which covers the following areas: health status SF-36 (health status - 11 particles; physical activity -4 particles). Data were collected online by filling out a questionnaire When accessing the online questionnaire, participants received instructions in which the purpose of the research was explained, the principle of anonymity, voluntariness, consent to participate in the research was explained. The survey was conducted in July 2020. The collected data were processed with the help of the SPSS 22 software package. To determine the differences in the attitudes of male and female students, we used Anova for each particle.

RESULTS

The share of students by gender is shown in Table 1. In the total sample, there were 268 and 42.9% - men, while women were 356 or 57.1%.

To determine the differences between students in the attitudes of students about health status (Table 2), all survey questions showed a statistically significant difference between the attitudes of students except for the activities of particles "The following questions relate to activities that you may be engaged during one typical day. Does your health currently limit you in performing these activities (SF03a, SF03b) ", and for particles: Have you had any of the following problems in your work or other regular daily activities in the past 4 weeks due to your physical health (SF04a, SF04b).

Table 1. Frequencies and percentage of students by gender

GENDER					
		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	Male	268	42.9	42.9	42.9
	Female	356	57.1	57.1	100.0
	Total	624	100.0	100.0	

Table 2. Differences in students' attitudes about health status

ANOVA						
Particles	Code	Sum of Squares	df	Mean Square	F	Sig.
In general, would you say it is your health	SF01	26.287	1	26.287	37.686	.000
Compared to last year, to assess your health now	SF02	4.624	1	4.624	5.460	.020
Physically strenuous activities, such as running, lifting heavy objects, participating in strenuous sports	SF03a	1.169	1	1.169	2.297	.130
Moderately strenuous activities, such as moving the table, cycling, bowling, etc.	SF03b	.453	1	.453	.935	.334
Lifting or carrying a grocery bag	SF03c	2.486	1	2.486	1.654	.236
Climbing stairs (several fingers)	SF03d	1.338	1	1.338	2.185	.140
Climbing stairs (one floor)	SF03e	.193	1	.193	.350	.554
Bending, kneeling, or bending	SF_03f	.259	1	.259	.414	.520
Walking more than 1 kilometer	SF03g	.034	1	.034	.058	.810
Walking about half a kilometer	SF03h	.548	1	.548	.844	.359
Walking 100 meters	SF03i	.047	1	.047	.063	.801
Bathing or dressing	SF03j	.088	1	.088	.115	.734
You have shortened the time spent in work or other activities	SF04a	.223	1	.223	1.348	.246
You did less than you wanted to	SF04b	.077	1	.077	.407	.523
You could not perform any jobs or other activities	SF04c	.829	1	.829	5.231	.023
You had difficulty doing work or other activities (eg you had to put in the extra effort)	SF04d	1.101	1	1.101	6.804	.009
You have shortened the time spent in work or other activities	SF05a	4.974	1	4.974	26.909	.000
You did less than you wanted to	SF05b	8.561	1	8.561	42.303	.000
You have not done work or other activities as carefully as usual	SF05c	11.467	1	11.467	63.050	.000
To what extent in the past 4 weeks has your physical health or emotional problems affected your usual social activities in the family, with friends, neighbors, or other people	SF06	59.537	1	59.537	58.243	.000
What physical pain have you had in the past 4 weeks	SF07	39.335	1	39.335	30.664	.000
To what extent have these pains interfered with your normal work in the past 4 weeks, including working outside the home and housework?	SF08	16.969	1	16.969	24.032	.000
How much time have you felt full of life in the past 4 weeks	SF09a	97.428	1	97.428	83.524	.000
How long have you been very nervous in the past 4 weeks	SF09b	64.801	1	64.801	43.057	.000
How much time in the past 4 weeks have you felt so depressed that nothing could cheer you up	SF09c	48.343	1	48.343	24.761	.000
How much time have you felt calm and peaceful in the past 4 weeks	SF09d	9.254	1	9.254	6.787	.009

How long have you been full of energy in the past 4 weeks	SF09e	106.878	1	106.878	88.633	.000
How long have you felt discouraged and sad for the past 4 weeks	SF09f	66.650	1	66.650	36.840	.000
How long have you felt exhausted in the past 4 weeks	SF09g	30.838	1	30.838	20.497	.000
How long have you been happy in the past 4 weeks	SF09h	55.280	1	55.280	45.915	.000
How much time have you felt tired in the past 4 weeks	SF09i	28.203	1	28.203	18.360	.000
How much time in the past 4 weeks have your physical health or emotional problems interfered with your social activities?	SF10	32.863	1	32.863	36.006	.000
It seems to me that I get sick easier than other people	SF11a	9.489	1	9.489	7.119	.008
I am as healthy as anyone I know	SF11b	3.288	1	3.288	3.974	.047
I think my health will get worse	SF11c	33.041	1	33.041	27.378	.000
My health is excellent	SF11d	26.725	1	26.725	39.394	.000

To determine the differences between male and female students in their attitudes about physical activity among female students (Table 3), it can be seen that the particles "How physically strenuous is your study (PH02), (sig. =. 000), often physically active in your free time for at least 30 minutes so that you are at least moderately clogged or sweaty (hiking, running, cycling, gym, swimming, working in and around the house/cottage, etc.) (PH03) (sig. =. 000), "Has anyone advised you to increase your physical activity in the past year - family members. (PH04C) (sig. =. 000) I Have you been advised to increase your physical activity in the past year - someone else (PH04d) (PH04d) (sig. = .000) are statistically significantly different while other particles are not seen the significant statistical difference between male and female students.

Table 3. Differences in students' attitudes about physical activities

ANOVA						
Particles	Code	Sum of Squares	df	Mean Square	F	Sig.
How do you go to college (add up time to college and back)	PH01	2.579	1	2.579	2.255	.134
How physically strenuous is your study that you are attending	PH02	59.138	1	59.138	53.977	.000
How often are you physically active in your free time for at least 30 minutes so that you are at least moderately stuffy or sweaty (hiking, running, cycling, gym, swimming, working in and around the house/cottage, etc.)	PH03	162.717	1	162.717	92.280	.000
Has anyone advised you to increase your physical activity in the past year - doctor?	PH04a	.159	1	.159	1.552	.213
In the past year, has anyone advised you to increase your physical activity - other health professionals?	PH04b	.140	1	.140	1.564	.211
Has anyone advised you to increase your physical activity in the past year - family members?	PH04c	3.930	1	3.930	16.799	.000
In the past year, has anyone advised you to increase your physical activity - someone else?	PH04d	3.225	1	3.225	14.290	.000

DISCUSSION

Student physical activity is an important factor for every person belonging to this group. Students who are more physically active feel more fulfilled in life, and thus are in better health. The most important positive effects of physical activity and physical exercise affect the psychophysical balance of students, and its role in socialization and about the natural environment are classified as deserved for the general condition of the student, and thus for health (Aşçı, 2003; Skurikhina, Kudryavtsev, Kuzmin, & Yermakov, 2016). The differences that show us about the subjective feelings of students, although almost 80% of them feel great and very good, they exist. Also, when it comes to health assessment compared to last year, there are differences where about 36% of students said that they feel a little better than a year ago. Particles where physical activity activities, such as running, lifting heavy objects, participation in strenuous sports, were tested, also showed differences, and that 53.5% of students were not restricted by their health in these activities, while 33% It is stated that they have a small influence and 13.5% that their health status

has a lot of influence on the performance of these activities. From other particles of physical activities to conclude that over 50% of surveyed students of these activities is not a problem of their health. It is worrying that on average 15% and more students state that these activities are problems, it can be concluded that they do not have physical activities or are physically inactive, which is a reflection of modern society, the so-called. homosadens (seat society). How many students in the past 4 weeks in their work or other regular daily activities had some problems due to their physical health, shows us that about 80% of students did not have in their regular activities due to health, while about 20% they had which led to differences in them. Only 70% of students do not feel anxious or depressed when performing daily tasks in the previous 4 weeks before the survey. The percentage of 30% on average to the mentioned questions that they had emotional problems due to which their actions were reduced indicates caution and a more detailed analysis of this problem. Achieved differences in the particles of study difficulty, although attending sports and physical education studies, to conclude that 42.3% of surveyed students said that their physically very easy (mostly sitting) study they attend, 26.0% moderately difficult, 18, 9% light, 12.8% hard physical work. Having in mind the study, it turned out that 30.8% of the surveyed students stated that they were physically active for at least 30 minutes four to six times a week, 26.3% two to three times a week, 17.3% two to three times a month. , 15.7% once a week, 6.4% several times a year, 3.5% are not physically active. Recommendations or advice to increase their physical activity can be achieved by the percentage of statements per parcel where 39.7% of surveyed students said that oh family members advised increasing their physical activity, 35.9% said it was someone else, 11, 5% that it is a doctor and 9.9% that it is other health professionals. Since the research is aimed at students who are in the transition period from adolescence to young adulthood, which is marked by specific life changes, it is possible to adopt undesirable behaviors, including a reduction in physical activity (Seefeldt, Malina, & Clark, 2002). Given that the student period is the last step in the educational process that provides great opportunities for systemic influence on the adoption of healthy living habits, and taking into account the evidence of previous research on many benefits of physical activity, it is necessary to act to increase students' physical activity. Findings on the positive effects of physical activity on student health and its contribution to explaining the health quality of life of students support the positive health benefits of physical activity of the student population (Snedden et al., 2019; Tyson, Wilson, Crone, Brailsford, & Laws, 2010). Since dissatisfaction with physical appearance can cause serious health problems such as depression, obesity, and eating disorders, the knowledge of the positive relationship between physical activity and satisfaction with physical appearance can increase physical activity, which can contribute to a more positive perception of physical appearance. to better health (Jun & Choi, 2014; Kamaria, Vikram, & Ayiesah, 2016; Regis, Ramos-Cerqueira, Lima, & Torres, 2018).

CONCLUSION

After the presented results, the following can be concluded: In most of the analyzed characteristics, the results obtained by this research are by the existing knowledge about the healthy lifestyles of students. Students from the analyzed sample most often spend their free time in their own space and at the faculty, most often dealing with computer work and listening to music. The results on student health indicate the need for further research in this area to determine significant correlates of results and design programs (perhaps within existing study programs, eg strengthening subjects or introducing compulsory sports and physical education) that would be aimed at improving the physical and mental health of the student.

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