

PHYSICAL ACTIVITY LEVEL AMONGST UNIVERSITY

by Agus Hariyanto

Submission date: 08-Apr-2023 09:58AM (UTC+0700)

Submission ID: 2058783325

File name: agus_H..pdf (317.51K)

Word count: 6724

Character count: 38286



PHYSICAL ACTIVITY LEVEL AMONGST UNIVERSITY STUDENTS AND LECTURERS ACROSS MAJORS AND PROGRAMS IN INDONESIA

Agus Hariyanto^{1ABE}, Yetty Septiani Mustar^{1ABCD}, Anindya Mar'atus Sholikhah^{1ABCD}, Afif Rusdiawan^{1ABCD}, Indra Himawan Susanto^{1ABC} and Mochammad Purnomo^{1ABC}

¹Universitas Negeri Surabaya

2
Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

Corresponding Author: Agus Hariyanto, E-mail: agushariyanto@unesa.ac.id

Accepted for Publication: January 3, 2023

Published: February 28, 2023

DOI: [10.17309/tmfv.2023.1.07](https://doi.org/10.17309/tmfv.2023.1.07)

Abstract

Background. Physical inactivity is the fourth leading risk factor contributing to the rapid increase in global mortality. The number is increasing in all sectors, with higher education institutions no exception. As university lecturers and students' issues related to health and well-being are becoming more prevalent, the need to engage more time in doing physical activity becomes more important.

The purpose of this study is to estimate the current physical activity level of students and lecturers across faculties and majors.

Materials and methods. A cross-sectional study was conducted among 2698 students and 355 lecturers in November 2021. They completed an online Global Physical Activity Questionnaire (GPAQ) and reported the number of days and duration of activities they spent on studying or working, travelling, and recreational activities. All responses as to the duration were converted from hours into METs. Statistical analysis and data entry was performed using SPSS version 21.

Results. A significant difference was found in METs scores between lecturers and students in three majors: Economics, Sports Science, and Science Education ($p < 0.05$). Other findings showed that the PA level among students and lecturers was found in the moderate category, although the low level of physical activity was also higher. Lack of physical activity is a major risk factor for non-communicable diseases and has a negative effect on the quality of life and mental health.

Conclusions. Therefore, the university needs to carefully design policies and strategies to promote and enhance the physical activity and well-being of students, lecturers, staff, and all people involved.

Keywords: physical fitness, METs, lecturer, student, college.

Introduction

Previous studies have well-documented numerous health benefits of physical activity (PA) and exercise, with participation in moderate-intensity of physical activity on a daily basis is proved to enhance both the physical (Lee, Shiroma, Lobelo, Puska, Blair, Katzmarzyk, et al., 2012) and mental health (Chu et al., 2014; Kim et al., 2012), besides maintaining fitness level to improve quality of life (Rodríguez-Fernández & Ramos-Díaz, 2017). It is reiterated with a study conducted by Elmagd (2016), which states that physical activity and exercise can reduce anxiety and stress, increase

self-confidence, sharpen brain memory and increase muscle and bone strength. Regular physical activity is also found to lower the risk of non-communicable diseases such as type 2 diabetes, cardiovascular diseases, musculoskeletal disorders, prevent depression, and cancers (Anderson & Durstine, 2019; Harvey et al., 2018; Moore et al., 2016; Safi et al., 2021) genders, and ethnicities. Most chronic disease deaths occur in middle-to low-income countries but are also a significant health problem in developed nations. Multiple chronic diseases now affect children and adolescents as well as adults. Being physically inactive is associated with increased chronic disease risk. Global societies are being negatively impacted by the increasing prevalence of chronic disease which is directly related to rising healthcare expenditures, workforce complications regarding attendance and productivity, military personnel recruitment, and academic

10
© Hariyanto, A., Mustar, Y.S., Sholikhah, A.M., Rusdiawan, A., Susanto, I.H., & Purnomo, M., 2023.



success. However, increased physical activity (PA). Despite the many positive impacts of physical activity, nearly 60% of the world's population fails to meet the recommended duration (Guthold et al., 2020; Rajappan et al., 2015; Van Dyck et al., 2015), which is accumulated at least 150 minutes of moderate to vigorous PA (MVPA) every week as suggested by WHO (2020). Inadequate physical activity contributes to the rapid-growing proportion of chronic diseases (WHO, 2009), which account for almost half the total global burden of diseases (Mathers, 2020).

There is notable evidence reported the decreased participation in physical activity through adolescence, and this trend continues with the increase of age throughout adulthood (Caletine et al., 2017). In the university setting, the number of people who did not participate in regular physical activity was also seen to rise (Caletine et al., 2017; Safi et al., 2021), with many undergraduate students (Alkhateeb et al., 2019) and staffs (Fountaine et al., 2014) were found to be inactive. A previous study conducted by Pengpid & Peltzer (2021) on undergraduate students in 23 countries found that 41.4% failed to meet the recommended physical activity (PA) levels based on a thorough assessment of the overall PA (Acebes-Sánchez et al., 2019). In compliance with the findings, recent WHO reported that 15% of adults of all types of jobs, including teachers in the South-East Asia region, were not compliant with the WHO recommended levels of PA (Uddin et al., 2017).

Previous studies provide several explanations that may suggest why many students, teachers, and adults do not actively engage in regular physical activity. For instance, evidence suggests that "time availability" is the primary barrier that prevents adults from fulfilling the recommended guideline of physical activity (Brown et al., 2014; Edmunds et al., 2013; Joseph et al., 2015), such as lack of free time due to tight schedule at school or university or obligation in social and family life (Kljajević et al., 2022). Long periods of sedentary time has also been found to be the major cause of the decline in physical activity among the university community, especially during the pandemic situation as it led them to be confined to their homes (Fountaine et al., 2014; Legido-Quigley et al., 2020; Romero-Blanco et al., 2020).

A suggestion from a previous study proposed that research must focus on the level of physical activity amongst staff in the workplaces who are likely being overlooked (Jackson et al., 2014). However, despite of the suggestion, only a few studies have focused on students and employees within the higher education sector, especially the college or university (Safi et al., 2021). Most of the previous research mainly focused on PA levels of one specific university member and classified them as a homogeneous group. Whereas, due to the cultural differences across departments or majors, it is essential to know that a university has a diverse range of members or communities with its own characteristics. Therefore, this study was conducted to measure and evaluate the current level of physical activity amongst the university community.

Materials and methods

Study participants

This study used a cross-sectional design with 2698 university students and 355 lecturers across seven faculties,

one postgraduate program, and one vocational program at Universitas Negeri Surabaya involved as participants. Study inclusion criteria common to both samples included: (1) current enrolment as an active undergraduate student or an active lecturer at the university, based on data retrieved from Republic of Indonesia's Higher Education Database (PDDIKTI); (2) completing a self-administered questionnaire comprised of a number of measures during November 2021.

The study was conducted in accordance with the ethical principles of the Helsinki Declaration for human research and was approved by the Research Ethics Committee of the Universitas Negeri Surabaya.

Study organization

The online survey comprised of two sections which assessed subjective characteristics of participants and a structured questionnaire modified from the WHO Global Physical Activity Questionnaire (GPAQ) that has been translated into Indonesian, to measure the level of physical activity. Respondents were asked to report the number of days and duration of activities spent on studying or working, transporting, and leisure or recreational activities, comprising of 16 items in total and 1 question on sedentary behaviour. Participants were excluded if data pertaining to each item of GPAQ was not reported. MET-minutes/week METs or Metabolic Equivalents were used to express the intensity of physical activity and were also used for the analysis of the GPAQ data. The level of PA was then classified into three categories: (a) low PA (METs value less than 600); (b) moderate PA (METs value 600 – 3000); and (c) high PA (METs value more than 3000) (Uddin et al., 2017).

Statistical analysis

All statistical tests were carried out using SPSS 21 for Windows. The standard univariate statistic was used to describe the study population; means and standard deviation were used for continuous variables, while frequency and percentage were used for categorical variables. The difference in the characteristic of participants was analysed using Chi-Square. Mann-Whitney test was conducted to determine the difference in and the level of physical activity between students and lecturers. In all instances, the level of significance was set at $p < 0.05$.

Results

This research aimed to measure the level of physical activity of lecturers and university students across majors and programs. Most of the student participants were female (71.39%) with average bodyweight, height, and BMI was 54.65 ± 11.00 kg, 159.25 ± 7.00 cm, and 22.08 ± 5.55 kg/m², respectively. While the majority of lecturer participants comprised of male (52.68%), with an average of age was 48.99 ± 102.28 years and had higher bodyweight (69.25 ± 15.74 kg), height (161.55 ± 13.14 cm), as well as BMI (34.52 ± 5.38 kg/m²) compared to the students. In terms of BMI, most of the students had normal BMI (58,82%), while almost half of the lecturers had BMI in the overweight category (42.82%). Both students and lecturers in all majors

and programs did physical activity at least once a week, did not smoke, had a moderate level of PA, and only a few of them had NCD's comorbid (Table 1).

Mann Whitney test shows that age ($p = 0.001$), bodyweight ($p = 0.023$), body mass index ($p = 0.015$), and METs score ($p = 0.011$) were significantly different between students and lecturers. Analysis of categorical data using the Chi-Square test shows that only the frequency of physical activity in a week differs statistically ($p = 0.047$).

The MET values of lecturers and students across different majors and study programs based on the results of the GPAQ questionnaire. Students from the Sports Science major had the highest METs scores, 3922.61 minutes/week and students from Vocational programs had the lowest level of METs (918.48 minutes/week). Meanwhile, the lecturers obtained the highest and lowest MET scores from Vocational programs and Social Sciences and Law

majors with a score of 1753.20 and 895.50 minutes/week. Furthermore, to determine the difference between the METs scores of lecturers and students in each major and program, a different test was carried out using the Mann Whitney as the data was not normally distributed (Figure 1).

Table 2 presents there was a significant difference in the METs scores between lecturers and students in three majors, which were Economics, Sports Science, and Science Education ($p < 0.05$). The percentage of physical activity level category was then calculated based on the METs values. The results are presented in the figure below.

The majority of respondents had moderate physical activity levels with a percentage of 45.0% for students and 52% for lecturers. The second-largest percentage is in the low category for both lecturers and students. Then the smallest percentage is in the high category for both the lecturers and students. It shows that the academic community's overall

Table 1. Socio-demography characteristic of study participants

Characteristics	Student	Lecturer	P (sig)
Gender (n, %)			
Male	772 (28.61)	187 (52.68)	0.214
Female	1926 (71.39)	168 (47.32)	
Age (year; mean \pm SD)	20.41 \pm 3.41	48.99 \pm 102.28	0.001*
Bodyweight (kg; mean \pm SD)	54.65 \pm 11.00	69.25 \pm 15.74	0.023*
Height (cm; mean \pm SD)	159.25 \pm 7.00	161.55 \pm 13.14	0.156
Body mass index (BMI) (kg/m ² ; mean \pm SD)	22.08 \pm 5.55	34.52 \pm 5.38	0.015*
BMI category (n, %)			
Underweight	588 (21.79)	9 (2.54)	
Normal	1587 (58.82)	147 (41.41)	
Overweight	383 (14.20)	152 (42.82)	
Obese	140 (5.19)	47 (13.24)	0.412
Frequency of PA (n, %)			
Never	456 (16.90)	43 (12.11)	
Once a week	1036 (38.40)	117 (32.96)	
Twice a week	520 (19.27)	73 (20.56)	
Three times a week	331 (12.27)	60 (16.90)	
Almost everyday	255 (13.16)	62 (17.46)	0.047**
Levels of PA (n, %)			
Low	1109 (41.10)	132 (37.18)	
Moderate	1214 (45.00)	185 (52.11)	
Vigorous	375 (13.90)	38 (10.70)	0.360
METs (min/week, mean \pm SD)	1612.81 \pm 542.21	1178.0 \pm 694.54	0.011*
Smoking status (n, %)			
Yes	965 (35.77)	95 (26.76)	
No	1733 (64.23)	260 (73.24)	0.214
Present of NCD (n, %)			
Hypertension	49 (1.82)	23 (6.48)	
Hypotension	196 (7.26)	11 (3.10)	
Asthma	83 (3.08)	5 (1.41)	
Diabetes mellitus type II	25 (0.93)	7 (1.97)	
Vision disorder	99 (3.67)	16 (4.51)	
Osteoporosis	10 (0.37)	40 (11.27)	
Others	481 (17.83)	45 (12.68)	
None	1755 (65.05)	208 (58.59)	0.335

*significantly different using Mann Whitney ($p < 0.05$); **significantly different using Chi-Square test ($p < 0.05$)

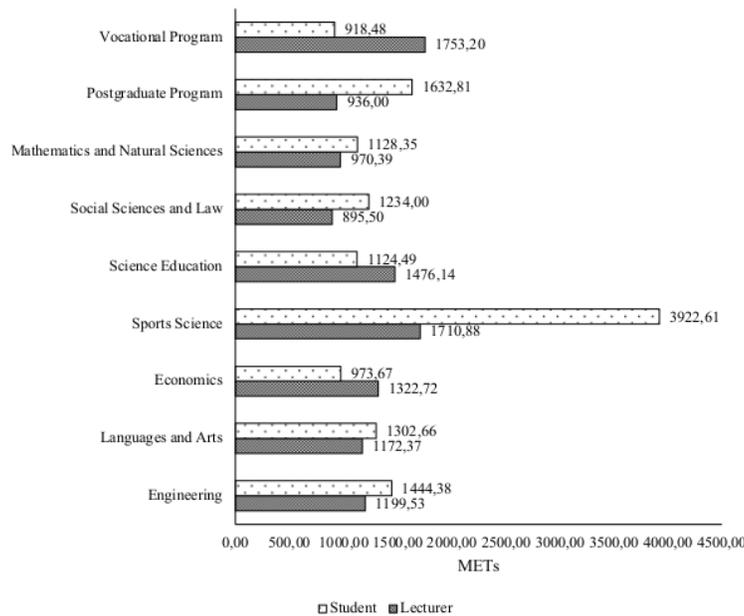


Fig. 1. The results of the MET scores of lecturers and students across different majors and programs

Table 2. Differences in METs between lecturers and students across majors/programs

Major / Program	n	Mean ± SD	P (sig)
Engineering	Lecturer = 58	1199.53 ± 1531.37	0.946
	Student = 436	1444.38 ± 2002.68	
Languages and Arts	Lecturer = 50	1172.37 ± 1308.26	0.757
	Student = 289	1302.66 ± 1833.73	
Economics	Lecturer = 43	1322.72 ± 1345.29	0.023*
	Student = 195	973.69 ± 1318.17	
Sports Science	Lecturer = 53	1710.88 ± 1474.63	0.000*
	Student = 292	3922.61 ± 3594.54	
Education	Lecturer = 65	1476.14 ± 1640.34	0.011*
	Student = 861	1124.49 ± 1606.07	
Social Sciences and Law	Lecturer = 24	895.50 ± 721.08	0.714
	Student = 227	1234.00 ± 2393.47	
Mathematics and Natural Sciences	Lecturer = 42	970.39 ± 969.84	0.977
	Student = 189	1128.35 ± 1307.38	
Postgraduate Program	Lecturer = 5	936.00 ± 545.97	0.836
	Student = 87	1632.81 ± 2072.53	
Vocational Program	Lecturer = 15	918.48 ± 1234.13	0.082
	Student = 122	1753.20 ± 2197.25	

*significantly different using the Mann Whitney test (p<0.05)

physical activity tends to be at a moderate level, as seen from the percentage of categories (Figure 2).

Discussion

There is a lack of research that comprehensively assesses the PA levels for students and lecturers in all majors and programs at the University, especially in Indonesia. Identifying particular populations such as students and lecturers is very interesting because they are a specific and busy population with a regular timetable who spend most of their time studying and teaching for lecturers during their weekdays (Arias-Palencia et al., 2015). This present study has several noteworthy findings that could be highlighted. In general, the level of physical activity of students and lecturers was mainly in the moderate category. However, the category of low physical activity level was also in high percentage. These findings showed that the level of physical activity of all participants in general still tends to

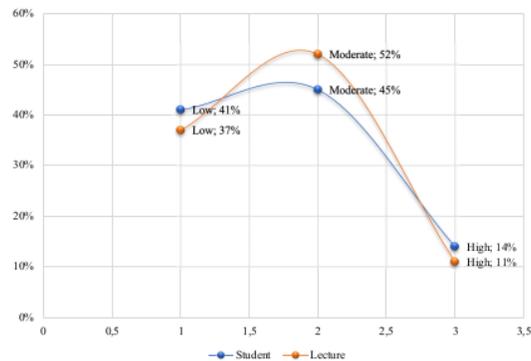


Fig. 2. The physical activity level of students and lecturer

be low. Low physical activity is a major risk factor for many adverse health conditions (Lee, Shiroma, Lobelo, Puska, Blair, & Katzmarzyk, 2012), especially the world's major non-communicable diseases, and has a negative effect on the quality of life and mental health (Guthold et al., 2018). Physical activity is one way to prevent and reduce the risk of non-communicable diseases such as obesity (Ekelund et al., 2016), which is the prevalence continues to increase due to changing lifestyles with technological advances and the increasingly widespread use of machines, thereby reducing a person's physical activity (Peyman et al., 2018; Safi et al., 2021).

In conformity with the METs scores obtained from the participants, students of the Sports Science major got the highest average METs scores. This is also conformable with findings reported by Alkatan et al., (2021) which is shown that the PA level among physical education college students in Kuwait was relatively high. It is due to the lecture process, students are taught to exercise and do physical activities. They demonstrate the lecture material by doing sports activities so that their physical activity is high enough to have an average MET of 3922.61 minutes per week. Besides, many Sports Science students are collegiate student-athletes who are still active or former athletes who joined many sports clubs. Hence, their participation in sports activities is greater than their peers in other majors' (Gayles & Hu, 2009).

Additionally, during the learning activities, both lecturers and students of Sports Science are mainly involved in discussions or interactive dialogues about the importance of sports, physical activity, and a healthy lifestyle. Therefore, Sport Science students tend to have better sports literacy and physical activity (Bulqini et al., 2021). With good physical literacy, students will have the results of motor skills, environment, context, and a broader affective social learning process. Students who receive physical education-related courses at college or university are more likely to exhibit positive social life perceptions and have a better-coping stress mechanism (Beaudoin et al., 2018; Choi et al., 2021). Good physical and health literacy also plays a role in positive health behaviours (Cairney et al., 2019; Klinker et al., 2020; Zhang et al., 2021), as stated by a previous study that health literacy enables people to build their knowledge, skills, and potential to make positive behavioural changes. Improving health literacy is more likely to lead to sustainable behaviour change given that lower levels of health literacy are associated with poorer health outcomes (Visscher et al., 2018) and academic performance (Bulqini et al., 2021).

Based on the findings, lecturers' METs scores tend to be lower than students' (see Table 1 and Figure 1). One of many possible reasons that could explain this finding was related to age. Sun et al. (2013) stated in their research that older people tend to have lower levels of physical activity than young people. While the lecturers may be more knowledgeable about the health benefits of physical activity, it does not mean that their knowledge will always equate to action. Time availability, fatigue, motivation, and the increased use of technology are some of the barriers applicable to this population (Whipple et al., 2008). Time availability that lecturers specifically allocate to their works appears to cause a major impact upon the declining engagement of physical activity on a daily basis (da Silva et al., 2018). It was reiterated by other studies which reported that adults across

workplaces spent as much as 60% - 70% of their waking time to work, with more than 75% of it being sedentary (Edge et al., 2017; Headley et al., 2018; Waters et al., 2016), which is most of their time is engaged in prolonged sitting (Mustar et al., 2021). Several cross-sectional studies reported that the increase in sedentary activity at work was linked to lower productivity (Puig-Ribera et al., 2015) and fatigue (Rosenkranz et al., 2020). Therefore, it is suggested that the university should implement appropriate interventions to increase physical activity, especially for the lecturers and staff, to ensure they are provided with opportunities to stay active during working hours (Safi et al., 2021) and increase their work performance.

Being an academic includes a busy work schedule and a long duration of scientific activities. Because of this, lecturers are pushed into being more physically inactive and spend more time sitting (Cinar & Bavli, 2014). Nevertheless, the present study found that the lecturers working in the Vocational and Sport Science program had the highest METs score. There is a need for more studies to discuss this finding, but some explanations that may elucidate this finding are that Vocational and Sport Science programs comprise more practical teaching that urges both lecturers and students to actively move rather than just sit. It is in agreement with a previous study which indicated that teachers who teach practical courses or lectures tend to be more physically active and spend more time doing leisure physical activity compared to other peers (Bogaert et al., 2014; Erick & Smith, 2011). However, a more detailed analysis regarding the relationship between physical activity level and teaching subject area is needed to confirm this finding.

Despite revealing the results that impact physical activity levels in both lecturers and students, this present study has some limitations that can be highlighted. First, the data collected through GPAQ and self-reported methods are prone to human error, such as overestimating or vice versa. Nonetheless, this can be prevented by using tools to monitor PA, such as accelerometers, so that the results obtained can be more accurate. Second, the limitation of this study included the use of a convenience sample that was limited to only students and lecturers who filled out the questionnaire. Geographic location and the lack of variability of the socio-demographic factors would also limit the ability to generalize the findings to other populations.

Conclusions

Most of the students and lecturers had a low level of PA, with the highest METs was found in students coming from Sport Science majors and lecturers working in Vocational programs. Findings from this study led as the reference in developed strategies and policies aimed at promoting and improving physical activity and the welfare of the university community. Furthermore, the university needs to advocate and motivate the academic community to increase awareness of a healthy lifestyle, mainly engaging in light physical activity during working days, maintain health, fitness, well-being, and quality of life. Additional population-based studies, preferably longitudinal studies with representative samples from state and private universities and objective measurement of physical activity, are needed to understand the factors associated with physical activity in the university

community, particularly among students and lecturers who spent most of their time with students and lecturers at university.

Acknowledgment

The authors would like to thank all the volunteers for their contribution to participate in this study, including Pusat Kajian Ilmu Keolahragaan (PKIK) Universitas Negeri Surabaya for assisting in data collection.

Conflict of interest

No conflict of interest to declare.

References

- Lee, I.-M., Shiroma, E. J., Lobelo, F., Puska, P., Blair, S. N., Katzmarzyk, P. T., & Lancet Physical Activity Series Working Group. (2012). Effect of physical inactivity on major non-communicable diseases worldwide: An analysis of burden of disease and life expectancy. *Lancet (London, England)*, 380(9838), 219-229. [https://doi.org/10.1016/S0140-6736\(12\)61031-9](https://doi.org/10.1016/S0140-6736(12)61031-9)
- Chu, A. H. Y., Koh, D., Moy, F. M., & Müller-Riemenschneider, F. (2014). Do workplace physical activity interventions improve mental health outcomes? *Occupational Medicine (Oxford, England)*, 64(4), 235-245. <https://doi.org/10.1093/occmed/kqu045>
- Kim, Y. S., Park, Y. S., Allegrante, J. P., Marks, R., Ok, H., Ok Cho, K., & Garber, C. E. (2012). Relationship between physical activity and general mental health. *Preventive Medicine*, 55(5), 458-463. <https://doi.org/10.1016/j.ypmed.2012.08.021>
- Rodríguez-Fernández, A., Zuazagoitia-Rey-Baltar, A., & Ramos-Díaz, E. (2017). Quality of Life and Physical Activity: Their Relationship with Physical and Psychological Well-Being. In A. A. V. Boas (Ed.), *Quality of Life and Quality of Working Life*. InTech. <https://doi.org/10.5772/intechopen.69151>
- Elmagd, M. A. (2016). Benefits, need and importance of daily exercise. *International Journal of Physical Education, Sports and Health*, 3(5), 22-27.
- Anderson, E., & Durstine, J. L. (2019). Physical activity, exercise, and chronic diseases: A brief review. *Sports Medicine and Health Science*, 1(1), 3-10. <https://doi.org/10.1016/j.smhs.2019.08.006>
- Harvey, S. B., Øverland, S., Hatch, S. L., Wessely, S., Mykletun, A., & Hotopf, M. (2018). Exercise and the Prevention of Depression: Results of the HUNT Cohort Study. *The American Journal of Psychiatry*, 175(1), 28-36. <https://doi.org/10.1176/appi.ajp.2017.16111223>
- Moore, S. C., Lee, I.-M., Weiderpass, E., Campbell, P. T., Sampson, J. N., Kitahara, C. M., Keadle, S. K., Arem, H., Berrington de Gonzalez, A., Hartge, P., Adami, H.-O., Blair, C. K., Borch, K. B., Boyd, E., Check, D. P., Fournier, A., Freedman, N. D., Gunter, M., Johannson, M., ... Patel, A. V. (2016). Association of Leisure-Time Physical Activity With Risk of 26 Types of Cancer in 1.44 Million Adults. *JAMA Internal Medicine*, 176(6), 816-825. <https://doi.org/10.1001/jamainternmed.2016.1548>
- Safi, A., Cole, M., Kelly, A. L., & Walker, N. C. (2021). An evaluation of physical activity levels amongst university employees. *Advances in Physical Education*, 11(2), 158-171. <https://doi.org/10.4236/ape.2021.112012>
- Guthold, R., Stevens, G. A., Riley, L. M., & Bull, F. C. (2020). Global trends in insufficient physical activity among adolescents: A pooled analysis of 298 population-based surveys with 1.6 million participants. *The Lancet Child & Adolescent Health*, 4(1), 23-35. [https://doi.org/10.1016/S2352-4642\(19\)30323-2](https://doi.org/10.1016/S2352-4642(19)30323-2)
- Rajappan, R., Selvaganapathy, K., & Liew, L. (2015). Physical activity level among university students: A cross sectional survey. *International Journal of Physiotherapy and Research*, 3(6), 1336-1343. <https://doi.org/10.16965/ijpr.2015.202>
- Van Dyck, D., Cerin, E., De Bourdeaudhuij, I., Hinckson, E., Reis, R. S., Davey, R., Sarmiento, O. L., Mitas, J., Troelsen, J., MacFarlane, D., Salvo, D., Aguinaga-Ontoso, I., Owen, N., Cain, K. L., & Sallis, J. F. (2015). International study of objectively measured physical activity and sedentary time with body mass index and obesity: IPEN adult study. *International Journal of Obesity (2005)*, 39(2), 199-207. <https://doi.org/10.1038/ijo.2014.115>
- WHO. (2020). *WHO Guideline on Physical Activity and Sedentary Behaviour*. World Health Organization. <https://apps.who.int/iris/bitstream/handle/10665/337001/9789240014886-eng.pdf>
- WHO. (2009). *Global health risks: Mortality and burden of disease attributable to selected major risks*. World Health Organization. <https://apps.who.int/iris/handle/10665/44203>
- Mathers, C. D. (2020). History of global burden of disease assessment at the World Health Organization. *Archives of Public Health*, 78(1), 77. <https://doi.org/10.1186/s13690-020-00458-3>
- Calestine, J., Bopp, M., Bopp, C. M., & Papalia, Z. (2017). College student work habits are related to physical activity and fitness. *International Journal of Exercise Science*, 10(7), 1009-1017.
- Alkhateeb, S. A., Alkhameesi, N. F., Lamfon, G. N., Khawandanh, S. Z., Kurdi, L. K., Faran, M. Y., Khoja, A. A., Bukhari, L. M., Aljahdali, H. R., Ashour, N. A., Bagasi, H. T., Delli, R. A., Khoja, O. A., & Safdar, O. Y. (2019). Pattern of physical exercise practice among university students in the Kingdom of Saudi Arabia (before beginning and during college): A cross-sectional study. *BMC Public Health*, 19(1), 1716. <https://doi.org/10.1186/s12889-019-8093-2>
- Fountaine, C. J., Piacentini, M., & Liguori, G. (2014). Occupational sitting and physical activity among university employees. *International Journal of Exercise Science*, 7(4), 295-201.
- Pengpid, S., & Peltzer, K. (2021). Prevalence and correlates of multiple behavioural risk factors of non-communicable diseases among university students from 24 countries. *Journal of Public Health*, 43(4), 857-866. <https://doi.org/10.1093/pubmed/fdaa138>
- Acebes-Sánchez, J., Diez-Vega, I., & Rodríguez-Romo, G. (2019). Physical activity among spanish undergraduate students: A descriptive correlational study. *International Journal of Environmental Research and Public Health*, 16(15), 2770. <https://doi.org/10.3390/ijerph16152770>
- Uddin, R., Khan, A., & Burton, N. W. (2017). Prevalence and sociodemographic patterns of physical activity among Bangladeshi young adults. *Journal of Health, Population and Nutrition*, 36(1), 31. <https://doi.org/10.1186/s41043-017-0108-y>

- Brown, T. C., Volberding, J., Baghurst, T., & Sellers, J. (2014). Faculty/staff perceptions of a free campus fitness facility. *International Journal of Workplace Health Management*, 7(3), 156-170. <https://doi.org/10.1108/IJWHM-05-2013-0020>
- Edmunds, S., Hurst, L., & Harvey, K. (2013). Physical activity barriers in the workplace: An exploration of factors contributing to non-participation in a UK workplace physical activity intervention. *International Journal of Workplace Health Management*, 6(3), 227-240. <https://doi.org/10.1108/IJWHM-11-2010-0040>
- Joseph, R. P., Ainsworth, B. E., Keller, C., & Dodgson, J. E. (2015). Barriers to physical activity among african american women: An integrative review of the literature. *Women & Health*, 55(6), 679-699. <https://doi.org/10.1080/03630242.2015.1039184>
- Kljajević, V., Stanković, M., Dorđević, D., Trkulja-Petković, D., Jovanović, R., Plazibat, K., Oršolić, M., Čurić, M., & Sporiš, G. (2022). Physical activity and physical fitness among university students—A systematic review. *International Journal of Environmental Research and Public Health*, 19(1), 158. <https://doi.org/10.3390/ijerph19010158>
- Legido-Quigley, H., Mateos-García, J. T., Campos, V. R., Gea-Sánchez, M., Muntaner, C., & McKee, M. (2020). The resilience of the Spanish health system against the COVID-19 pandemic. *The Lancet Public Health*, 5(5), e251-e252. [https://doi.org/10.1016/S2468-2667\(20\)30060-8](https://doi.org/10.1016/S2468-2667(20)30060-8)
- Romero-Blanco, C., Rodríguez-Almagro, J., Onieva-Zafra, M. D., Parra-Fernández, M. L., Prado-Laguna, M. del C., & Hernández-Martínez, A. (2020). Physical activity and sedentary lifestyle in university students: Changes during confinement due to the covid-19 pandemic. *International Journal of Environmental Research and Public Health*, 17(18), 6567. <https://doi.org/10.3390/ijerph17186567>
- Jackson, C., Lewis, K., Conner, M., Lawton, R., & R.C. McEachan, R. (2014). Are incremental changes in physical activity and sedentary behaviours associated with improved employee health? : A 12-month prospective study in five organisations. *International Journal of Workplace Health Management*, 7(1), 16-39. <https://doi.org/10.1108/IJWHM-03-2013-0013>
- Arias-Palencia, N. M., Solera-Martínez, M., Gracia-Marco, L., Silva, P., Martínez-Vizcaíno, V., Cañete-García-Prieto, J., & Sánchez-López, M. (2015). Levels and Patterns of Objectively Assessed Physical Activity and Compliance with Different Public Health Guidelines in University Students. *PLOS ONE*, 10(11), e0141977. <https://doi.org/10.1371/journal.pone.0141977>
- Lee, I.-M., Shiroma, E. J., Lobelo, F., Puska, P., Blair, S. N., & Katzmarzyk, P. T. (2012). Impact of physical inactivity on the world's major non-communicable diseases. *Lancet*, 380(9838), 219-229. [https://doi.org/10.1016/S0140-6736\(12\)61031-9](https://doi.org/10.1016/S0140-6736(12)61031-9)
- Guthold, R., Stevens, G. A., Riley, L. M., & Bull, F. C. (2018). Worldwide trends in insufficient physical activity from 2001 to 2016: A pooled analysis of 358 population-based surveys with 1.9 million participants. *The Lancet Global Health*, 6(10), e1077-e1086. [https://doi.org/10.1016/S2214-109X\(18\)30357-7](https://doi.org/10.1016/S2214-109X(18)30357-7)
- Ekelund, U., Steene-Johannessen, J., Brown, W. J., Fagerland, M. W., Owen, N., Powell, K. E., Bauman, A., & Lee, I.-M. (2016). Does physical activity attenuate, or even eliminate, the detrimental association of sitting time with mortality? A harmonised meta-analysis of data from more than 1 million men and women. *The Lancet*, 388(10051), 1302-1310. [https://doi.org/10.1016/S0140-6736\(16\)30370-1](https://doi.org/10.1016/S0140-6736(16)30370-1)
- Peyman, N., Rezai-Rad, M., Tehrani, H., Gholian-Aval, M., Vahedian-Shahroodi, M., & Heidarian Miri, H. (2018). Digital media-based health intervention on the promotion of women's physical activity: A quasi-experimental study. *BMC Public Health*, 18(1), 134. <https://doi.org/10.1186/s12889-018-5025-5>
- Alkatan, M., Alsharji, K., Akbar, A., Alshareefi, A., Alkhalaf, S., Alabduljader, K., & Al-Hazzaa, H. M. (2021). Physical activity and sedentary behaviors among active college students in Kuwait relative to gender status. *Journal of Preventive Medicine and Hygiene*, 62(2), E407-E414. <https://doi.org/10.15167/2421-4248/jpmh2021.62.2.1650>
- Gayles, J. G., & Hu, S. (2009). The influence of student engagement and sport participation on college outcomes among division I student athletes. *The Journal of Higher Education*, 80(3), 315-333.
- Bulqini, A., Sholikhah, A. M., Ridwan, M., & Prakoso, B. B. (2021). Impact of health-related lifestyle (HRL) factors on student academic achievement. *DEGRES*, 20(1), 265-277. <https://doi.org/10.1877/degres.v20i1.61>
- Beaudoin, C., Parker, T., Tiemersma, K., & Lewis, C. (2018). Evaluating university physical activity courses from student and instructor perspectives. *Journal of Physical Education, Recreation & Dance*, 89(1), 7-11. <https://doi.org/10.1080/07303084.2017.1390508>
- Choi, S. M., Sum, K. W. R., Leung, F. L. E., Ha, S. C. A., Sit, C., & Yeung, K. H. (2021). Predictors of physical activity levels in university physical education implementing sport education. *Journal of Sports Science & Medicine*, 20(3), 516. <https://doi.org/10.52082/jssm.2021.516>
- Cairney, J., Dudley, D., Kwan, M., Bulten, R., & Kriellaars, D. (2019). Physical literacy, physical activity and health: Toward an evidence-informed conceptual model. *Sports Medicine (Auckland, N.Z.)*, 49(3), 371-383. <https://doi.org/10.1007/s40279-019-01063-3>
- Klinker, C. D., Aaby, A., Ringgaard, L. W., Hjort, A. V., Hawkins, M., & Maindal, H. T. (2020). Health Literacy is Associated with Health Behaviors in Students from Vocational Education and Training Schools: A Danish Population-Based Survey. *International Journal of Environmental Research and Public Health*, 17(2), 671. <https://doi.org/10.3390/ijerph17020671>
- Zhang, F., Or, P. P. L., & Chung, J. W. Y. (2021). How different health literacy dimensions influences health and well-being among men and women: The mediating role of health behaviours. *Health Expectations: An International Journal of Public Participation in Health Care and Health Policy*, 24(2), 617-627. <https://doi.org/10.1111/hex.13208>
- Visscher, B. B., Steunenberg, B., Heijmans, M., Hofstede, J. M., Devillé, W., van der Heide, I., & Rademakers, J. (2018). Evidence on the effectiveness of health literacy interventions in the EU: A systematic review. *BMC Public Health*, 18(1), 1414. <https://doi.org/10.1186/s12889-018-6331-7>
- Sun, F., Norman, I. J., & While, A. E. (2013). Physical activity in older people: A systematic review. *BMC Public Health*, 13(1), 449. <https://doi.org/10.1186/1471-2458-13-449>
- Whipple, K., Kinney, J., & Kattenbraker, M. (2008). Maintenance of physical activity among faculty and staff in university settings. *Health Educator*, 40(1), 21-28.

- da Silva, I. C. M., Mielke, G. I., Bertoldi, A. D., Arrais, P. S. D., Luiza, V. L., Mengue, S. S., & Hallal, P. C. (2018). Overall and leisure-time physical activity among Brazilian adults: National survey based on the global physical activity questionnaire. *Journal of Physical Activity & Health*, 15(3), 212-218. <https://doi.org/10.1123/jpah.2017-0262>
- Edge, C. E., Cooper, A. M., & Coffey, M. (2017). Barriers and facilitators to extended working lives in Europe: A gender focus. *Public Health Reviews*, 38(1), 2. <https://doi.org/10.1186/s40985-017-0053-8>
- Headley, S., Hutchinson, J., Wooley, S., Dempsey, K., Phan, K., Spicer, G., Janssen, X., Laguilles, J., & Matthews, T. (2018). Subjective and objective assessment of sedentary behavior among college employees. *BMC Public Health*, 18(1), 768. <https://doi.org/10.1186/s12889-018-5630-3>
- Waters, C. N., Ling, E. P., Chu, A. H. Y., Ng, S. H. X., Chia, A., Lim, Y. W., & Müller-Riemenschneider, E. (2016). Assessing and understanding sedentary behaviour in office-based working adults: A mixed-method approach. *BMC Public Health*, 16(1), 360. <https://doi.org/10.1186/s12889-016-3023-z>
- Mustar, Y. S., Nissa, F. A. K., Hariyanto, A., Pramono, B. A., & Susanto, I. H. (2021). *Self-Reported Assessment of Occupational Sitting and Physical Activity Among Employees*. 438-444. <https://doi.org/10.2991/assehr.k.211223.076>
- Puig-Ribera, A., Martínez-Lemos, I., Giné-Garriga, M., González-Suárez, Á. M., Bort-Roig, J., Fortuño, J., Muñoz-Ortiz, L., McKenna, J., & Gilson, N. D. (2015). Self-reported sitting time and physical activity: Interactive associations with mental well-being and productivity in office employees. *BMC Public Health*, 15, 72. <https://doi.org/10.1186/s12889-015-1447-5>
- Rosenkranz, S. K., Mailey, E. L., Umansky, E., Rosenkranz, R. R., & Ablah, E. (2020). Workplace sedentary behavior and productivity: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 17(18), E6535. <https://doi.org/10.3390/ijerph17186535>
- Cinar, S., & Bavli, Ö. (2014). Investigation the physical activity level of academics: Çanakkale sample. *Türk Spor ve Egzersiz Dergisi*, 16(3), 8-12.
- Bogaert, I., De Martelaer, K., Deforche, B., Clarys, P., & Zinzen, E. (2014). Associations between different types of physical activity and teachers' perceived mental, physical, and work-related health. *BMC Public Health*, 14(1), 534. <https://doi.org/10.1186/1471-2458-14-534>
- Erick, P. N., & Smith, D. R. (2011). A systematic review of musculoskeletal disorders among school teachers. *BMC Musculoskeletal Disorders*, 12, 260. <https://doi.org/10.1186/1471-2474-12-260>

РІВЕНЬ ФІЗИЧНОЇ АКТИВНОСТІ СТУДЕНТІВ І ВИКЛАДАЧІВ УНІВЕРСИТЕТІВ ЗА РІЗНИМИ СПЕЦІАЛЬНОСТЯМИ ТА ПРОГРАМАМИ В ІНДОНЕЗІЇ

Агус Харіянт^{1ABE}, Єтті Септяні Мустар^{1ABCD}, Аніндя Маркатус Шоліах^{1ABCD}, Афіф Русдьяван^{1ABCD}, Индра Хімаван Сусанто^{1ABC}, Мохаммад Пурномо^{1ABC}

¹Сурабайський державний університет

Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 9 с., 2 табл., 2 рис., 54 джерел.

Історія питання. Відсутність фізичної активності є четвертим провідним фактором ризику, що сприяє швидкому зростанню глобальної смертності. Ця кількість зростає в усіх секторах, і заклади вищої освіти не є винятком. Оскільки проблеми зі здоров'ям і самопочуттям викладачів і студентів університетів стають дедалі поширеними, потреба приділяти більше часу фізичній активності стає все більш важливою.

Метою цього дослідження є оцінка поточного рівня фізичної активності студентів і викладачів різних факультетів і спеціальностей.

Матеріали та методи. У листопаді 2021 року було проведено перехресне дослідження серед 2698 студентів та 355 викладачів. Вони заповнили глобальну онлайн-анкету з фізичної активності (GPAQ) і повідомили кількість днів і тривалість діяльності, яку вони витратили на навчання або роботу, подорожі та активний відпочинок. Усі відповіді щодо тривалості були конвертовані з годин у метаболічні еквіваленти (METs). Статистичний аналіз і введення даних здійснювали з використанням програмного забезпечення SPSS версія 21.

Результати. Була виявлена статистично значуща різниця в балах метаболічних еквівалентів між викладачами та студентами трьох спеціальностей: економіка, наука про спорт та наукова освіта ($p < 0,05$). Інші результати показали, що рівень фізичної активності серед студентів і викладачів належав до середньої категорії, хоча низький рівень фізичної активності також був вищим. Відсутність фізичної активності є основним фактором ризику розвитку неінфекційних захворювань і негативно впливає на якість життя та психічне здоров'я.

Висновки. Таким чином, університету потрібно ретельно розробляти політики та стратегії для заохочення та покращення фізичної активності та гарного самопочуття студентів, викладачів, членів персоналу та всіх залучених осіб.

Ключові слова: фізична підготовленість, метаболічні еквіваленти, викладач, студент, коледж.

Information about the authors:

Hariyanto, Agus: agushariyanto@unesa.ac.id; <https://orcid.org/0000-0002-7927-8827>; Department of Sport Coaching Education, Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213, Indonesia.

Mustar, Yetty Septiani: yettymustar@unesa.ac.id; <https://orcid.org/0000-0003-0079-3795>; Department of Health Education and Recreation, Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213, Indonesia.

Sholikhah, Anindya Mar'atus: anindyasholikhah@unesa.ac.id; <https://orcid.org/0000-0003-4783-6182>; Department of Health Education and Recreation, Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213, Indonesia.

Rusdiawan, Afif: afirusdiawan@unesa.ac.id; <https://orcid.org/0000-0001-5388-7061>; Department of Sport Coaching Education, Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213, Indonesia.

Susanto, Indra Himawan: indrasusanto@unesa.ac.id; <https://orcid.org/0000-0001-6132-9051>; Department of Health Education and Recreation, Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213, Indonesia.

Purnomo, Mochammad: mochamadpurnomo@unesa.ac.id; <https://orcid.org/0000-0003-0348-7531>; Department of Sport Coaching Education, Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213, Indonesia.

Cite this article as: Hariyanto, A., Mustar, Y.S., Sholikhah, A.M., Rusdiawan, A., Susanto, I.H., & Purnomo, M. (2023). Physical Activity Level Amongst University Students and Lecturers Across Majors and Programs in Indonesia. *Physical Education Theory and Methodology*, 23(1), 49-57. <https://doi.org/10.17309/tmfv.2023.1.07>

Received: 10.09.2022. Accepted: 03.01.2023. Published: 28.02.2023

This work is licensed under a Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0>).

PHYSICAL ACTIVITY LEVEL AMONGST UNIVERSITY

ORIGINALITY REPORT

10%

SIMILARITY INDEX

10%

INTERNET SOURCES

13%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

- 1** Ai Choo Lee, Mohansundar Sankaravel, Zhee Xuen Chen. "The Effectiveness of Six-Week Balance Training with Perturbation Intervention in Enhancing Dynamic Balance of Basketball Players", Physical Education Theory and Methodology, 2023
Publication 2%
- 2** Ilmul Ma'arif, Nurhasan, Suroto, Risfandi Setyawan et al. "Correlation of Body Mass Index, Physical Activity, and Physical Fitness in Elementary School Students", Physical Education Theory and Methodology, 2023
Publication 1%
- 3** Submitted to University of Chichester
Student Paper 1%
- 4** Submitted to Whitireia Community Polytechnic
Student Paper 1%
- 5** Samsudin Samsudin, Ruslan Abdul Gani, Edi Setiawan, Zsolt Németh, Deddy Whinata Kardiyanto, Mashuri Eko Winarno. "Increasing

Physical Activity and Fundamental Movement Skills of Primary School Students during the Covid-19 through Exergame", Physical Education Theory and Methodology, 2022

Publication

6

Nur Ahmad Muharram, Suharjana Suharjana, Djoko Pekik Irianto, Wawan Sundawan Suherman, Slamet Raharjo, Pungki Indarto. "Development of Tenda IOT174 Volleyball Learning to Improve Cognitive Ability, Fighting Power and Sportivity in College Students", Physical Education Theory and Methodology, 2023

Publication

1 %

7

jhpn.biomedcentral.com
Internet Source

1 %

8

usir.salford.ac.uk
Internet Source

1 %

9

bmcpublichealth.biomedcentral.com
Internet Source

1 %

10

Shidqi Hamdi Pratama Putera, Hari Setijono, Oce Wiriawan, Nurhasan et al. "Positive Effects of Plyometric Training on Increasing Speed, Strength and Limb Muscles Power in Adolescent Males", Physical Education Theory and Methodology, 2023

Publication

1 %

11

www.jssm.org

Internet Source

1 %

12

ppk.elte.hu

Internet Source

1 %

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography On