ORIGINAL RESEARCH PAPER

Volume-6 | Issue-9 | September-2017 | ISSN No 2277 - 8179 | IF : 4.176 | IC Value : 78.46

INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCH

WEEKLY LEISURE TIME EXERCISE FOR COLLEGE STUDENTS' LEVEL OF MOTIVATION IN PHYSICAL ACTIVITY: A CONCERN FOR PHYSICAL AND PUBLIC HEALTH EDUCATION

Physical Education

Samuel Joseph Bebeley (Researcher-PhD), School of Physical Education and Sport Training, Shanghai University of Sport, China

Yang Liu (Associate Professor), School of Physical Education and Sport Training, Shanghai University of Sport, China

Wu Yi-gang (Professor), Dean School of International Cultural Exchange, Shanghai University of Sport, China

ABSTRACT

Background: Physical activity is a public health factor that relates to human movement patterns and structures of the musculoskeletal systems that requires the intake and expenditure of kilocalories for improved wellness and healthy lifestyle, which prevents cardiovascular related diseases and mortality. This study only aimed at scoring the measured and evaluated factors under weekly leisure time exercise for college students' level of motivation in physical activity: a concern for physical and public health education.

Methods: Weekly Leisure Time Exercise Questionnaire **(WLTEQ)** was adopted as survey instrument. The variables were analyzed using IBM SPSSv.23 Statistics, with sampled participants of **(N=500)**; mean and standard deviation **(M±SD)** age of **28.5±9.5** with a response rate of **100%**, ranged from **19-38** years, selected using a process of simple random sampling method.

Results: A significant difference was recorded regarding all tested variables with highest scores displayed as follows: under **Time Spent on PA** [PA 2-3 times a week = 206 (41.2%); PA 2days a week = 124 (24.8%); PA approximately 1hr = 200 (40.0%)] and under **PA Status** [PA average = 250 (50.0%); Not enough PA = 406 (81.6%); Study pressure, no time = 298 (59.6%)] in tables **1 & 2**. The results were tested @ significance level ***p<0.05.***

Conclusion and Recommendation: In the final analysis, the greater majority of respondents under sex and institution, recorded insignificant values with respect to both time spent on physical activity and physical activity status. It was recommended that, a mandatory course or programme in health and physical education or literacy be instituted in schools and colleges to educate pupils and students about spending time on physical activity during and after graduation to help maximize motivational level for physical activity and minimize cardiovascular related diseases and mortality.

KEYWORDS

Leisure Time Exercise, Physical Education, Motivation and Physical Activity

INTRODUCTION

Physical activity can be expressed as a human kinetics or movement(s) produced or trajected by the musculoskeletal systems, which when undertaken regularly for a prolonged period of time (PPT) from moderate to vigorous physical activities (MVPA) devoid of injuries to the tissues of the muscles, ligaments, tendons, joints and bones, improves physiological and psychological health and wellness, *Bebeley et al. (2017)*, and it is of significance to the holistic wellness and wellbeing of an individual, *Bebeley et al. (2017)*, which can be more positive, productive, effective, efficient, fruitful and functional if due attention and significant recognition is giving to the teaching and learning of health and physical education or literacy in schools, *Bebeley (2016)*; *Bebeley et al. (2017)* and colleges to improve it literacy level, and by implication also includes physical activity, *Bebeley et al. (2017)*. Physical activity can also be expressed as that aspect of public health education with determinant factors (i.e. personal, social and environmental) that deals with human kinetics of the musculoskeletal systems, which requires both energy or calorie intake and expenditure for improved and sustainable physiological and psychosocial fitness, wellness and healthy lifestyle, *Bebeley et al. (2017).*

The basic aerobic endurance training that will be somehow sufficient for children, adolescents and adults for effective approach in the improvement of maximum volume of oxygen for sustainable physical activity referencing the advantages and self-efficacy, is by applying the endurance high intensity interval training, *Bebeley (2015),* which can be implemented in schools and colleges during physical education and literacy lessons, thereby leading to the exposure of pupils as well as students to weight designed physical education programmes i.e. physical literacy, health and physical education literacy, *Bebeley (2016)* and nutrition education, by helping them improve their motor fitness level components that include speed, agility, reaction time and power, Bebeley (2015), with regards sustainable future participation in physical activity with special focus on the advantages (pros.), motive, behavioural regulation and self-efficacy during adulthood and old age, *Bebeley et al. (2017).*

And that by adopting and allotting enough time to the teaching and learning of physical literacy/education activities, *Laggao et al. (2017)*; *Bebeley (2016)*; *Bebeley et al. (2011)*, during and outside school or college hours, will help greatly with sustainable future participation in physical activity, Bebeley et al. (2017). With regards attention, it is but vital to give adequate attention to the teaching and learning of physical education activities, *Bebeley et al. (2017),* conducting seminars, training workshops and holding focus group discussions amongst pupils and students in the areas of physical fitness, activity and or exercise, health education, *Bebeley (2016)*, knowledge about the none-usage of drugs and wellness literacy with respect to ageing, *Bebeley et al. (2016)*, for sustainable involvement and motivation in physical activity in schools and colleges, is of outmost importance for effective growth and development of physical activity for adolescents as well as adults, *Bebeley et al. (2017).*

Physical activity being a sub category of physical education (i.e. an education of the physical and through the physical approach), is an educational programme that teaches pupils and students, the physique of human kinetics/movements, produced by the musculoskeletal systems, which when undertaken regularly from moderate to vigorous physical activity (MVPA) improves not only the physiological, but also the psychosocial health, *Bebeley et al. (2017)*. Autonomy in self-determination to engage in physical activity rather than rewards and threats, will help improve greatly the motivational level of school pupils and college students in physical activity with respect to sustainable future participation growth in line with the advantages (pros.), motive, behaviour regulation and self-efficacy regarding physical activity, *Bebeley et al. (2017)*. Therefore, a mandatory institution of a programme or course in physical literacy or education for all college students before graduation will help improve and guarantee motivational level in physical activity, which is the most prominent factor that stimulate and maintain individuals' participation in physical activity, *Bebeley et al. (2017)*.

And by determining the individuals' motivation for physical activity, health professionals and clinicians like physical and public health

educators, can use this knowledge to create awareness and develop effective and efficient intervention to motivate the general public to frequently and constantly engage in physical activity, *Bebeley et al. (2017)*, practice the abstinence knowledge from eating disorders, *Bebeley et al. (2017)*, practice the knowledge about the non-usage of drugs, *Bebeley et al. (2016)*, practice the knowledge about abstinence from diseases associated with unsafe sexual practices, *Bebeley et al. (2016)*, focus on knowledge about knowing and monitoring of vital signs, *Bebeley et al. (2017),* and have knowledge about preventing sport injuries, *Bebeley et al. (2016)*, thereby not only increasing the advantages (pros.), motive, behavioural regulation and self-efficacy of physical activity, but also help individuals, communities and the environment as a whole to reduce lifestyle-related illnesses, mortality and morbidity, *Bebeley et al. (2017).*

Finally, motivation can be expressed as the internal process or approach (intrinsic motivation) and as an external process or approach (extrinsic motivation) that possesses both the factors of nature i.e. inborn tendencies (tendencies acquired by an individual before birth – innate abilities) and nurture i.e. environmental tendencies (tendencies acquired by an individual after birth in an environment), *Bebeley et al. (2017)*, that has the ability and potential to initiates, ignites, guides, maintains goal-oriented physical activity and explain behaviours that involves the holistic forces i.e. emotional force, social force and cognitive force that activate the behavioural direction of an individual desires, needs and actions, which in includes the psychomotor learning (i.e. the physique such as physical activity), affective learning (i.e. the moral such as abstinence) and cognitive learning (i.e. the intelligence quotient such as knowledge), *Bebeley et al. (2017).*

This study only aimed at scoring the measured and evaluated factors under weekly leisure time exercise for college students' level of motivation in physical activity: a concern for physical and public health education in maintaining healthy lifestyle, wellness, fitness and reducing cardiovascular related diseases, mortality and morbidity amongst university students, cased at Njala University and Eastern Polytechnic in Sierra Leone.

METHODOLOGY

Respondents

The survey was carried out on sampled participants of five hundred **(N=500)**, with a mean and standard deviation **(M±SD)** age of **28.5±9.5** with **100%** response rate, ranged from nineteen to thirty-eight **(19-38)** years, selected mainly from undergraduate students of the two tertiary institutions, through a process or a mechanism called simple random sampling **(SRS)** method or technique.

Instrumentation

The Weekly Leisure Time Exercise Questionnaire **(WLTEQ)** was the research instrument adopted for the survey, which has been used in research to assess time spent on physical activity and physical activity level, *Godin et al. (1985)*, with a 2-week test-retest reliability of **0.74.** *Cardinal et al. (2002)* also reported modest reliability coefficients at pre-and-post-tests with Cronbach's alpha coefficient scores of **0.47** and **0.44** respectively.

Procedure

The sampled participants were each interviewed on their respective college campuses using the face-to-face on-the-spot approach, in principle with the instructions provided for by the survey instrument, using tablets, computers and smart phones installed with census survey entry **(CSEntry)** and census survey processing **(CSPro.)** application software.

Analysis

Descriptive Statistics and Frequency, Mann-Whitney U Test and Independent Samples Test from **IBM SPSSv.23** Statistics were used to compute, analyze and compere the findings of the survey using a significant value of ***P<0.05***.

RESULTS

All sub-scales measured, evaluated and scored under weekly leisure time exercise with respect to frequency and percentage of physical exercise outside college scored highest [n=206 (41.2%)] in the response rate of the respondents for the option **"(2-3 times a week)"**. Again, with time spent on physical activity, for physically active for a total of at least 60 minutes per day past 7 days scored highest [n=124 (24.8%)] frequency and percentage in the response rate of the respondents for the option "(two days a week)". And duration of physical exercise per hour outside college scored highest [n=200 (40.0%)] frequency and percentage in the response rate of the respondents for the option ***"(approximately an hour)",*** as slated in **table 1.**

Table 1: Frequency of Descriptive Statistics for Time Spent on Physical Activity (N=500)

Time Spent on Physical Activity (TSPA)		Time Spent on Physical Activity Frequency Response	
		Frequency	%
Frequency of Physical Exercise Outside College			
	Daily	94	18.8
	4 - 6 times a week	137	27.4
	2 - 3 times a week	206	41.2
	Once a week	48	9.6
	Once a month	11	2.2
	Less than once a month	4	.8
	Never	94	18.8
Physically Active at Least 60 Minutes/Day Past 7Days			
	0 day	15	3.0
	1 day	48	9.6
	2 days	124	24.8
	3 days	82	16.4
	4 days	79	15.8
	5 days	40	8.0
	6 days	18	3.6
	7 days	94	18.8
Duration of Physical Exercise/Hour Outside College			
	None	15	3.0
	Approximately half an hour	139	27.8
	Approximately an hour	200	40.0
	Approximately 2 - 3 hours	122	24.4
	Approximately 4 - 6 hours	22	4.4
	7 hours or more	2	.4

In all sub-scales measured, evaluated and scored under physical activity status, physical activity level at present scored highest [n=250 (50.0%)] frequency and percentage in the response rate of the respondents for the option **"(average)".** Again, have enough PA at present scored highest [n=406 (81.2%)] frequency and percentage in the response rate of the respondents for the option **"(not enough PA)"**. And finally, with reasons for not enough physical activity scored highest [n=298 (59.6%)] frequency and percentage in the response rate of the respondents for the option **"(study pressure, no time)",** as slated in **table 2.**

Physical Activity Status (PAS)		Physical Activity Status Frequency Response	
		Frequency	*%*
Physical Activity Level at Present			
	Among the best	94	18.8
	Good	141	28.2
	Average	250	50.0
	Below average	15	3.0
Enough Physical Activity at Present			
	Enough PA	94	18.8
	Not enough PA	406	81.2
Reasons for not enough Physical Activity			
	Study pressure, no time	298	59.6
	Pressure of study, not allowed physically	18	3.6
	Lack of sport facilities	56	11.2
	Lack of instruction	12	2.4
	Not allowed by parents	1	.2
	Not interested	14	2.8
	Not allowed by health status	1	.2
	Lack of equipment	6	1.2

In a Mann-Whitney U Test, Njala University respondents scored higher mean rank with respect to **PA 2-3 Times A Week** [rank = 261.50, with 2-tailed sig. (.046)], **PA 2 Days A Week** [rank = 264.50, with 2-tailed sig. (.004)], **PA/Hr. Approximately 1Hr.** [rank = 274.50, with 2-tailed sig. (≤.001)], PA Average [rank = 257.50, with 2-

tailed sig. (.211)] and **Study Pressure, No Time** [$\bar{X}$rank = 260.50, with 2-tailed sig. (.069)], compared to Eastern Polytechnic respondents. Also, female respondents scored higher mean rank with respect to **PA 2-3 Times A Week** [$\bar{X}$rank = 263.24, with 2-tailed sig. (.225)], **PA 2 Days A Week** [$\bar{X}$ rank = 257.94, with 2-tailed sig. (.419)], **PA/Hr. Approximately 1Hr.** [$\bar{X}_{\bar{x}}$rank = 261.61, with 2-tailed sig. (.287)], **PA Average** [$\bar{X}$ rank = 266.70, with 2-tailed sig. (.129)] and **Study Pressure, No Time** [$\bar{X}$ rank = 256.59, with 2-tailed sig. (.560)], compared to male respondents.

In comparative independent samples test (combined) for institution and sex in the final analysis, Institutional scores recorded significant values with respect to **PA 2-3 Times A Week** [t = 2.003 with 2-tailed sig. (.046)], **PA 2 Days A Week** [t = 2.918 with 2-tailed sig. (.004)], **PA/Hr. Approximately 1Hr.** [t = 4.459 with 2-tailed sig. (≤.001)], **PA Average** [t = 1.252 with 2-tailed sig. (.211)] and Study Pressure No Time [t = 1.825 with 2-tailed sig. (.069)]. Also, scores recorded by sex in the final analysis showed no significant values with respect to **PA 2-3 Times A Week** [t = -1.215 with 2-tailed sig. (.225)], PA 2 Days A Week [t = -.808 with 2-tailed sig. (.419)], **PA/Hr. Approximately 1Hr.** [t = -1.064 with 2-tailed sig. (.288)], **PA Average** [t = -1.522 with 2-tailed sig. (.129)] and **Study Pressure No Time** [t = -.582 with 2-tailed sig. (.561)] as in **tables 3, 4, 5 and 6.**

Time Spent on Physical Activity (TSPA)	PA 2-3 Times A Week		PA 2 Days A Week		PA/Hr. Approximately 1Hr.	
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks
Institution						
NU (n=250)	261.50	65375.0	264.50	66125.0	274.50	68625.0
EP (n=250)	239.50	59875.0	236.50	59125.0	226.50	56625.0
P (2-tailed)	***.046***		***.004***		***≤.001***	
Sex						
M (n=392)	246.99	96820.0	248.45	97392.0	247.44	96996.0
F (n=108)	263.24	28430.0	257.94	27858.0	261.61	28254.0
P (2-tailed)	***.225***		***.419***		***.287***	

Physical Activity Status (PAS)	PA Average		PA Not Enough		Study Pressure No Time	
	Mean Rank	*Sum of Ranks*	*Mean Rank*	*Sum of Ranks*	*Mean Rank*	*Sum of Ranks*
Institution						
NU (n=250)	257.50	64375.0	246.50	61625.0	260.50	65125.0
EP (n=250)	243.50	60875.0	254.50	63625.0	240.50	60125.0
P (2-tailed)	***.211***		***.360***		***.069***	
Sex						
M (n=392)	246.04	96446.0	256.43	100522.0	248.82	97538.0
F (n=108)	266.70	28804.0	228.96	24728.0	256.59	27712.0
P (2-tailed)	***.129***		***.010***		***.560***	

Time Spent on Physical Activity (TSPA)	t-test for Equality of Means				
	t	*df*	*Sig. (2-tailed)*	*95% CI*	
				Lower	*Upper*
Between Institution (Combined)					
PA 2-3 Times A Week	2.003	498	.046	.005	.523
PA 2 Days A Week	2.918	498	.004	.110	.562
PA/Hr. Approximately 1Hr.	4.459	498	≤.001	.322	.830
Between Sex (Combined)					
PA 2-3 Times A Week	-1.215	498	.225	-.510	.120
PA 2 Days A Week	-.808	498	.419	-.391	.163
PA/Hr. Approximately 1Hr.	-1.064	498	.288	-.484	.144

Physical Activity Status (PAS)	t-test for Equality of Means				
	t	*df*	*Sig. (2-tailed)*	*95% CI*	
				Lower	*Upper*
Between Institution (Combined)					
PA Average	1.252	498	.211	-.096	.432
PA Not Enough	-.915	498	.361	-.101	.037
Study Pressure No Time	1.825	498	.069	-.006	.166
Between Sex (Combined)					
PA Average	-1.522	498	.129	-.568	.072
PA Not Enough	2.600	498	.010	.027	.193
Study Pressure No Time	-.582	498	.561	-.136	.074

DISCUSSION

All sub-scales measured and scored under weekly leisure time exercise (WLTE) i.e. (time spent on physical activity and physical activity status for both Njala University (NU) and Eastern Polytechnic (EP), more students responded to the following: **"(two to three times a week)"** for frequency of physical activity or exercise outside college; **"(two days a week)"** for physically active for a total of at least 60 minutes per day past 7 days; **"(approximately an hour)"** for duration of physical activity or exercise per hour outside college; "(average)" for physical activity level; **"(not enough PA)"** for have enough physical activity at present; and **"(pressure of study no time)"** for reason(s) for not enough physical activity.

In a comparative mean rank for weekly leisure time exercise by institution and sex, the greater majority of respondents mostly from Njala University under institution and females under sex responded more positively with satisfactory values to all factors measured under time spent on physical activity and physical activity status. However, in the final analysis, the sex compared to the institution (combined), recorded the greater majority of unsatisfactory values, which is a clear demonstration that the respondents were at greater risks of the potential health risk factors associated with physical inactivity at the time of the evaluation process, which according to reports from *Gremeaux, V. et al. (2012),* physical exercise is important for maintaining physical fitness and can contribute to maintaining a healthy weight, regulating digestive health, building and maintaining healthy bone density, muscle strength, and joint mobility, promoting physiological well-being, reducing surgical risks, and strengthening the immune system. *Gremeaux, V. et al. (2012)* continue in their report that, exercise may increase life expectancy and the overall quality of life.

In connection with the greater majority of negative or unsatisfactory values reported for time spent on physical activity and physical activity status in the final analysis, it raises a great concern within the physical and public health education sector whether colleges have a structured programmes designed to encourage students' participation in physical activity for the state of their holistic wellbeing (cognitive, psychom otor and affective) on and outside campus, which as reported by *DeLong, L. L. (2006)*, is a key aspect of public health initiatives related to the college population to test the effectiveness of programs designed to promote physical activity.

CONCLUSION AND RECOMMENDATION

It was concluded that there were significant differences recorded between institution (Njala University and Eastern Polytechnic) and sex (male and female) with weekly leisure time exercise when compared. The greater majority of respondents with respect to time spent on physical activity recorded high value for "physical activity 2-3 times a week", with a "frequency of 2 days a week", and for an "approximate duration of about an hour". With respect to physical activity status, the greater majority of respondents recorded high value for "physical activity level on the average", with "not enough physical activity at present" and reason being "study pressure no time". In the final analysis when combined, the greater majority of respondents under sex and institution, recorded insignificant test values with respect to both time spent on physical activity and physical activity status.

It was recommended that, a mandatory course or programme in health and physical education or literacy be instituted in schools and colleges to help educate all pupils and students especially in the junior high schools, senior high schools and college undergraduates about spending time on physical activity during and after graduation to help maximize motivation in physical activity and minimize cardiovascular related diseases, morbidity and mortality.

REFERENCES

[1] Bebeley, S. J. (2016). Adolescents' Health Literacy Level of Asthma Due Environmental, Physical and Medical Conditions; PARIPEX-Indian Journal of Research: 5(6) 7-9.
[2] Bebeley, S. J. (2016). Adolescents' Health Literacy Level of Muscle Atrophy Due Physical, Medical and Exercise Factors; PARIPEX-Indian Journal of Research 5(5) 7-9
[3] Bebeley, S. J. (2016). Adolescents' Health Education Literacy Level of Stress Due Cognitive, Emotional and Physical Factors; PARIPEX-Indian Journal of Research: 5(7) 19-21.
[4] Bebeley, S. J. (2016). Adolescents' Knowledge about the Contraindications of Muscle Weakness Due Central Fatigue, Peripheral Fatigue and Lactic Acid as Health Education Strategy in Lifestyle Management; PARIPEX-Indian Journal of Research 5(4) 2-4
[5] Bebeley, S. J. (2015). An Investigation into the Measurement Level of Maximum Volume of Oxygen Consumption Using Cooper 12-Minutes Run-Test; Journal of Exercise Science and Physiotherapy: 11(2) 65-75.
[6] Bebeley, S. J. and Laggao, S. A. (2011). Effects of Six-Month Physical Education

Programme on Motor Fitness of Primary School Pupils in Sierra Leone; Journal of Nigeria Association for Physical, Health Education, Recreation, Sport and Dance: 2(1) 100-106.
[7] Bebeley, S. J., Laggao, S. A. and Tucker, H. J. (2017). Adolescents' Physical Education Literacy Level Due Developmental, Humanistic and Fitness Factors; IOSR Journal of Sports and Physical Education (IOSR-JSPE): 4(2) 15-18.
[8] Bebeley, S. J., Laggao, S. A. and Tucker, H. J. (2017). Athletes Abstinence Knowledge from Eating Disorders as Health Education Method in Decreasing Unhealthy Ageing with Reference to Physical and Mental Health; Journal of Exercise Science and Physiotherapy: 13(1) 8-22.
[9] Bebeley, S. J., Laggao, S. A. and Tucker, H. J. (2017). Knowledge of University Athletes about Knowing and Monitoring of Vital Signs as Preventive Strategy in Reducing Early and Unsuccessful Ageing; Journal of Exercise Science and Physiotherapy: 13(1) 31-52.
[10] Bebeley, S. J., Liu, Y. and Wu, Y. (2017). Decisional Balance Scale For College Students' Level Of Motivation In Physical Activity; Global Journal for Research Analysis: 6(7) 453-455.
[11] Bebeley, S. J., Liu, Y. and Wu, Y. (2017). Physical Exercise Self-Efficacy For College Students' Level Of Motivation In Physical Activity; International Journal of Science and Research: 6(8) 81-85.
[12] Bebeley, S. J., Wu, Y. and Liu, Y. (2016). Athletes' Knowledge about Preventing Sports Injuries as Prime Prevention Strategies in Slowing Ageing Process; Journal of Exercise Science and Physiotherapy: 12(1) 25-37.
[13] Bebeley, S. J., Wu, Y. and Liu, Y. (2016). Athletes' Knowledge about the Non-Usage of Drugs as Prime Prevention Strategies in Slowing Ageing Process; Journal of Exercise Science and Physiotherapy: 12(1) 57-68.
[14] Bebeley, S. J., Wu, Y. and Liu, Y. (2017). Behavioural Regulation In Exercise For College Students' Level Of Motivation In Physical Activity; International Journal of Scientific Research: 6(6) 580-583.
[15] Bebeley, S. J., Wu, Y. and Liu, Y. (2016). Knowledge of Njala Campus Athletes about Abstinence from Diseases Associated with Unsafe Sexual Practices aimed as Primary Prevention Strategy in Minimizing the Process of Ageing; Journal of Exercise Science and Physiotherapy 12(1) 42-56.
[16] Bebeley, S. J., Wu, Y. and Liu, Y. (2017). Motives for Physical Activity for College Students' Level of Motivation in Physical Activity; International Journal of Science and Research: 6(5) 2377-2382
[17] Cardinal, B. J., Jacques, K. M. and Levy, S. S. (2002). Evaluation of a university course aimed at promoting exercise behavior: Journal of Sports Medicine and Physical Fitness, 42, 113- 119.
[18] DeLong, L. L. (2006). College Students' Motivation for Physical Activity: Published Doctoral Dissertation; Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College.
[19] Godin, G. and Shepard, R. J. (1985). A simple method to assess exercise behavior in the community: Canadian Journal of Applied Sport Sciences, 10, 141-146.
[20] Gremeaux, V. Gayda, M. Lepers, R. Sosner, P. Juneau, M. and Nigam, A. (2012). Exercise and longevity: Maturitas; 73(4) 312–7.
[21] Laggao, S. A., Bebeley, S. J. and Tucker, H. J. (2017). Adolescents' Physical Literacy Level Due Locomotor-&-Body, Sending and Receiving Skills; PARIPEX-Indian Journal of Research: 6(1) 255-257.