

CONTENT VALIDITY OF THE PHYSICAL ACTIVITY KNOWLEDGE ITEMS; FREQUENCY, INTENSITY, TIME AND TYPE (FITT)

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ABSTRACT: The purpose of this study was to examine the content validity of the frequency, intensity, time and type (FITT) in physical activity knowledge items. Therefore, content validity index (CVI) that using the ratings of item relevance by content experts was used. The finding shows the item was high relevant based on the value of the content validity index that achieved 0.81. Each panels show the value of the content validity index was 0.97 (n=1), 0.76 (n=1), and 0.71 (n=1). Content validity index was one of the measurements that were done in define this items capability based on the content experts. Empowering the frequency, intensity, time and type (FITT) in physical activity knowledge lead to increasing the physical activity participation by the community.

KEYWORDS: *Validity; Content Validity; Physical Activity Knowledge; FITT*

1.0 INTRODUCTION

The World Health Survey in 2003 identified that Malaysians' physical inactivity was the highest (16.5%) among all of the Western Pacific Region countries (Omar, et al (2011). Then Ghazali and his team in 2016 stated that the physical inactivity was a major health risk behavior in Malaysia with a major percentage of the adult population classified as inactive with approximation ranging from 20% to 60%. In addition, both obesity and physical inactivity led to health cost burden, a decrease in life quality and were associated with an increased incidence of cardiovascular disease and diabetes.

A questionnaire on adult physical activity is generally assessing the four dimensions of activity: type, frequency, duration and intensity. These various dimensions of activity are important because in adult they are related to different ways of various health outcomes (Telford, et al, 2004). It is necessary to know physical activity recommendation and have knowledge about the benefits of physical activity to be included in daily lives and to increase participation of physical activity (Ward, 2014). The most basic scopes of physical activity are frequency, intensity, time (duration), and type, often stated as FITT (Sallis, 2010).

Given the growing of importance of the physical activity knowledge, the researcher selected the group study in a way that they able to answers the four (FITT) physical activity knowledge items. Therefore, the validity of this instrument is mostly investigated and reported. Validity refers to the degree which assessment measures are supposed to measure (Sushil & Verma 2010; Siniscalco & Auriat, (2005). Traditionally there are three types of validity which are content, criterion and construct validity (Rubio, et al, 2003). Content validity refers to the extent to which the items on a measure assess the same content or how well the content material was sampled in the measure (Rubio et al, 2003). According to Polit and Beck in 2006, panel of content experts were asked to rate each scale item in terms of its relevance to the underlying construct. Therefore, the main focus of this study is to examine the content validity of physical activity knowledge items.

2.0 RESEARCH METHODOLOGY

Based on the comprehensive review of the literature, a-23 item instrument was developed to assess participants' knowledge of physical activity, which was divided into two parts. Part I was the frequency, intensity and duration items which had a 7 items and part II was the types of physical activity consisting of 16 items. The item was adapted from the study by Hui and Morrow, (2001). Part I had 7 items meanwhile in the part II had 16 items. The original items from past researchers had been translated into Malay language and re-translated into English language to ensure the meaning and structure of the items was same (Behling and Law, 2001).

A total of 3 panels who are experts in physical activity were pointed in the study. According to Polit and Beck (2006), there had advised form Lynn (1986) stated that minimum of three experts were enough but not more than 10 was probably unnecessary. The panels measured the content validity by a 4-point scale content validity index (CVI). The content validity index (CVI) develops by Polit and Beck (2006) were used. The experts were asked to rate each item based on the relevance which the labels of the points were: 1= not relevant, 2= somewhat relevant, 3 = quite relevant, 4= highly relevant.

3.0 RESULTS AND DISCUSSION

The finding shows the item was highly relevant based on the value of the content validity index that was more than 0.81 after the rating were computed and divide by total of the panels. In this study the researcher uses the CVI values for the revising the items. The scores of content validity index (CVI) reported considerable reasonable items for the score higher 0.75 (Moghaddam, et. Al., 2012) and the index of 0.81 of the established items was highly relevant and reasonable. Content validity is essential factor in recognizing the concept of measuring, yet it is not an enough element that the instrument actually measures what is that intended to measure (Yaghmaie, 2003).

Table 1: Result of each panels

Panels	Content validity index
Panel 1	0.97
Panel 2	0.76
Panel 3	0.71

4.0 SUMMARY

The findings of the study have higher relevancy of the items based on the content validity index (CVI). A single approach is insufficient and verify of approaches should be tested. This discovery intends to fill an important gap for researching and measuring the frequency, intensity, time and type (FITT) in physical activity knowledge. It appears that the items can be recommended to use in the future research.

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