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ATTITUDE OF STUDENTS TOWARDS PHYSICAL EDUCATION AND SPORTS IN COLLEGE LEVEL



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Abstract: The main purpose of this study was to analyze the attitude of college students towards the physical education sports and the secondary purpose of the study was to examine the divergences in the attitudes from the equal probability occurrences. One hundred subjects were selected from the Lucknow Christian College, Lucknow for this study. The age of the subjects were ranging from 18 – 25 years. These subjects were administered a self developed questionnaire. The entire questionnaire comprised of thirty statements with a cover page, a covering letter and a personal information sheet for respondent. The attitude of respondent towards the physical education and sports were analysed using the descriptive frequency percentage technique for each of the thirty statements of the questionnaire on the two alternative choice i.e 'Yes' and 'No'. With regard to the secondary purpose of the study, chi square test was used to determine the significance of the divergence in the attitudes of respondents from that of equal probability occurrences. Results of this endeavour revealed that college students exhibited a positive attitude prospective of physical education and sports. The results of this study might be in favour of the good prospective of physical education but its does not depict the actual picture of the scene. Students of the college know the benefit of taking part in physical education and sports programme but do not participate in it. Thus it's a great area of concern for a physical educationalist to encase the great opportunity to make popular and fruitful the physical education and sports in our society so we all can live in a healthy society as well.

Keywords: Attitude, Physical education and Sports.

INTRODUCTION:

Attitudes are to a great extent, responsible for the particular behavior of a person about an object, idea or person. But by this conclusion it should not be taken that once behaviour is an absolute function of one's attitude. Behaviour by all means is a function of both characteristics of the behaving person of the situation in which he behaves. Hence a person may hold strong attitude and yet, under certain circumstances may be have in quite contradictory to those attitude. In this way once behaviour towards object related that to a particular attitude cannot be safely predicted through that attitude but it can be safely said that it makes the individual respond in a particular way to a particular stimuli. Therefore, we may understand attitude as a determining acquired tendency which prepare a person to behave in a certain way towards a specific object or class of yet subject to the condition prevailing in the environment.

Attitudes are unquestionably an acquired disposition and therefore conditioned by learning or acquisition of experiences. Heredity factor does not play any role in the formation of development of attitude. Environment forces help an individual to form and develop various attitudes. An attitude at any stage is essentially a product of the interaction of one's self with one's environment.

Attitudes are about thought and feelings, attitudes are often thought to predict behaviour. Attitudinal responses

are also evaluative in nature. They are significant in deciding the kind and extent of learning that takes place and reflects the likes and dislikes concerning a specified object of action. For e.g., if a child says "I like running", it reflects his attitudes towards running. And if a child says, "I don't like running" it shows this child attitude towards running. Attitudes involve knowledge and beliefs. Attitudes are developed through direct experience and interpersonal communication. Positive beliefs and values concerning physical activity result in development of good and positive attitudes, enabling the athlete to strive hard for better performance.

Physical education is generally associated with competitive sports, or development of muscles of body building or military drill and calisthenics. Since physical education is an integral part of education, it is obvious that physical education and sports should both work harmoniously in total process of education. Physical education must proceed towards the goal of education through a well directed programme of physical activities. Through such a programme, pupils should develop skills necessary in all walks of life and engage in activities conducive to healthful living, social adjustment and total physical and mental fitness. The concept of physical education can be understood only if some of terms synonymously used for physical education are known.

Procedure or methodology:-

Selection of subjects:-

One hundred students were randomly selected from Lucknow Christian College, Lucknow as subjects of the investigation of the study. The age of the subjects were ranging from 18 – 25 years.

Tools:-

To measure the attitude towards physical education and sports of the subjects a questionnaire developed by Narwariya was used. Narwariya developed this questionnaire for the use of their M.Phil Dissertation at LNUPE, Gwalior. A preliminary questionnaire was prepared with 42 statements of different aspects of the physical education. These were arranged in a sequence and an effort was made to keep the statements short and simple.

The questionnaire comprised of a cover page, which states the confidential nature and the purpose of the study and also directions for answering the questionnaire. The second page consists of thirty statements which provide five separate dimensions of attitudes towards physical education and sports. Viz, physical aspects, mental aspects, social aspects, emotional aspects, general and recreational aspects to be answered with two alternative choices i.e “Yes’ or “No’.

Statistical technique & Analysis of data:-

The difference in the attitude among the college students towards physical education and sports were analysed by using the descriptive technique in the terms of the frequency percentage for response to examine the divergence in the attitude, the Chi-square test was applied on the responses. The chi square test was employed to examine the divergence of the responded from that of equal probability occurrences on each statement of physical education and sports.

Result of the study:-

The frequency percentage and the overall findings for response of the subjects on each of the statements of the questionnaire have been presented in the Table: 1-5.

The finding of statistical analysis regarding physical aspects is presented in Table-1. Findings pertaining to first statement indicated that out of 100 respondents 76% says 'Yes' while 24% says 'No', on the second statement 93% says 'Yes' while 07% says 'No', on the third statement 10% says 'Yes' while 90% says 'No', on the fourth statement 25% says 'Yes' while 75% says 'No', on the fifth statement 29% says 'Yes' while 71% says 'No', on the sixth statement 86% says 'Yes' while 14% says 'No'. The corresponding chi square values of all six statements relating to physical aspects of attitudes towards physical education and sports indicates that significant divergence occurs among the respondents as the all obtained values are higher than the required value.

S.No	Statements	Response	Expected Frequency	Observed Frequency	Chi Square
1.	Physical education and sports is mainly to do with physical development.	Yes	50	76	13.52
		No	50	24	13.52
		Total	100	100	27.04*
2.	Physical education programme contributes to development of wellness	Yes	50	93	36.98
		No	50	07	36.98
		Total	100	100	73.96*
3.	Physical education and sports is nothing to do with education.	Yes	50	10	32.00
		No	50	90	32.00
		Total	100	100	64.00*
4.	Physical education and sports is mainly concerned with muscle building.	Yes	50	25	12.50
		No	50	75	12.50
		Total	100	100	25.00*
5.	Organic and muscular development is possible without physical education and sports.	Yes	50	29	8.82
		No	50	71	8.82
		Total	100	100	17.64*
6.	Neuro muscular coordination can be developed through physical education and sports.	Yes	50	86	25.92
		No	50	14	25.92
		Total	100	100	51.84*

*Indicates significance of value at P=0.05
Chi square05 (1) = 3.84

The finding of statistical analysis regarding mental aspects is presented in Table-2. Findings pertaining to seventh statement indicated that out of 100 respondents 98% says 'Yes' while 02% says 'No', on the eighth statement 21% says 'Yes' while 79% says 'No', on the ninth statement 96% says 'Yes' while 04% says 'No', on the tenth statement 95% says 'Yes' while 05% says 'No', on the eleventh statement 93% says 'Yes' while 07% says 'No', on the twelfth statement 83% says 'Yes' while 17% says 'No'. The corresponding chi square values of all six statements relating to mental aspects of attitudes towards physical education and sports indicates that significant divergence occurs among the respondents as the all obtained values are higher than the required value.

S.No	Statements	Response	Expected Frequency	Observed Frequency	Chi Square
1.	Physical education and sports make important contribution to mental health.	Yes	50	98	46.08
		No	50	02	46.08
		Total	100	100	92.16*
2.	A student who is good in sports activities may not be bright in studies.	Yes	50	21	16.82
		No	50	79	16.82
		Total	100	100	33.64*
3.	Physical education helps in the intellectual development of the students.	Yes	50	96	42.32
		No	50	04	42.32
		Total	100	100	84.64*
4.	For relaxation, it's better to participate a programme of physical education rather than to watch television.	Yes	50	95	40.50
		No	50	05	40.50
		Total	100	100	81.00*
5.	Those who participate in physical education activities are alert and receptive.	Yes	50	93	36.98
		No	50	07	36.98
		Total	100	100	73.96
6.	Lack of motivation is the reason for poor participation in physical education and sports programme.	Yes	50	83	21.78
		No	50	17	21.78
		Total	100	100	43.56*

*Indicates significance of value at P=0.05
Chi square05 (1) = 3.84

The finding of statistical analysis regarding social aspects is presented in Table-3. Findings pertaining to thirteenth statement indicated that out of 100 respondents 92% says 'Yes' while 08% says 'No', on the fourteenth statement 83% says 'Yes' while 17% says 'No', on the fifteenth statement 87% says 'Yes' while 13% says 'No', on the sixteenth statement 88% says 'Yes' while 12% says 'No',

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on the seventeenth statement 86% says 'Yes' while 14% says 'No', on the eighteenth statement 94% says 'Yes' while 06% says 'No'. The corresponding chi square values of all six statements relating to social aspects of attitudes towards physical education and sports indicates that significant divergence occurs among the respondents as the all obtained values are higher than the required value.

S.No	Statements	Response	Expected Frequency	Observed Frequency	Chi Square
1.	Physical education and sports promotes better interpersonal relationship.	Yes	50	92	35.28
		No	50	08	35.28
		Total	100	100	70.56*
2.	Social acceptance within a group at college/university level is significantly related to the ability to perform in physical education activities.	Yes	50	83	21.78
		No	50	17	21.78
		Total	100	100	43.56*
3.	Physical education programme develops followership ability in students.	Yes	50	87	27.38
		No	50	13	27.38
		Total	100	100	54.76*
4.	Students will emerge from college/university as better after having undergone a good programme of physical education.	Yes	50	88	28.88
		No	50	12	28.88
		Total	100	100	57.76*
5.	Physical education and sports programme enables boys and girls to adjust better in the society.	Yes	50	86	25.92
		No	50	14	25.92
		Total	100	100	51.84*
6.	Moral values can be developed through organised and systematic programme of physical education and sports.	Yes	50	94	38.72
		No	50	06	38.72
		Total	100	100	77.44*

*Indicates significance of value at P=0.05

Chi square05 (1) = 3.84

The finding of statistical analysis regarding emotional aspects is presented in Table-4. Findings pertaining to nineteen statement indicated that out of 100 respondents 68% says 'Yes' while 32% says 'No', on the twentieth statement 50% says 'Yes' while 50% says 'No', on the twenty-first statement 48% says 'Yes' while 52% says 'No', on the twenty-second statement 35% says 'Yes' while 65% says 'No', on the twenty-third statement 68% says 'Yes' while 32% says 'No', on the twenty-fourth statement 74% says 'Yes' while 26% says 'No'. The corresponding chi square values of all six statements relating to emotional aspects of attitudes towards physical education and sports indicates that significant divergence occurs among the respondents as the all obtained values are higher than the required value.

S.No	Statements	Response	Expected Frequency	Observed Frequency	Chi Square
1.	Physical education and sports helps to develop emotional stability.	Yes	50	68	6.48
		No	50	32	6.48
		Total	100	100	12.96*
2.	Competitive sports often result in hostile outburst of motional behaviour.	Yes	50	50	0
		No	50	50	0
		Total	100	100	0
3.	Play is not a healthy medium for emotional expression.	Yes	50	48	0.08
		No	50	52	0.08
		Total	100	100	0.16
4.	A person would be better of emotionally if he/she does not participate in physical education programme.	Yes	50	35	4.5
		No	50	65	4.5
		Total	100	100	9.0*
5.	Participate in physical education programme is emotionally satisfying.	Yes	50	68	6.48
		No	50	32	6.48
		Total	100	100	12.96*
6.	Physical education and sports activities provide an outlet for pent-up emotions.	Yes	50	74	11.52
		No	50	26	11.52
		Total	100	100	23.04*

*Indicates significance of value at P=0.05

Chi square05 (1) = 3.84

The finding of statistical analysis regarding general and recreational aspects is presented in Table-5. Findings pertaining to twenty-fifth statement indicated that out of 100 respondents 23% says 'Yes' while 77% says 'No', on the twenty-sixth statement 86% says 'Yes' while 14% says 'No', on the twenty-seventh statement 64% says 'Yes' while 36% says 'No', on the twenty-eighth statement 87% says 'Yes' while 13% says 'No', on the twenty-ninth statement 87% says 'Yes' while 13% says 'No', on the thirty statement 92% says 'Yes' while 08% says 'No'. The corresponding chi square values of all six statements relating to general and recreational aspects of attitudes towards physical education and sports indicates that significant divergence occurs among the respondents as the all obtained values are higher than the required value.

S.No	Statements	Response	Expected Frequency	Observed Frequency	Chi Square
1.	Modern life provides us with enough experiences of recreation. Therefore physical education is not necessary in college/university.	Yes	50	23	14.58
		No	50	77	14.58
		Total	100	100	29.16*
2.	The successes of the physical education programme depend upon the encouragement and cooperation of the head of the institution.	Yes	50	86	25.92
		No	50	14	25.92
		Total	100	100	51.84*
3.	Subject teacher are generally interested in the academic career of their students but not in higher achievement in physical education and sports.	Yes	50	64	3.92
		No	50	36	3.92
		Total	100	100	7.84*
4.	Physical education programme develops skills, which have carry over values.	Yes	50	87	27.38
		No	50	13	27.38
		Total	100	100	54.76*
5.	Physical education and sports is desirable as means of providing relaxation after concentrated academic load.	Yes	50	87	27.38
		No	50	13	27.38
		Total	100	100	54.76*
6.	Physical education and sports provides good opportunities for all round development of the personality.	Yes	50	92	35.28
		No	50	08	35.28
		Total	100	100	70.56*

*Indicates significance of value at P=0.05

Chi square05 (1) = 3.84

Discussion of findings:-

The findings pertaining to physical education and sports mainly to do with physical development might be attributed to the fact that it is a negative statement and the respondent might be confused to understand the statement.

The findings pertaining to physical education programme has been considered to develop wellness might be attributed to the values and qualities developed in a student as a result of participation in physical education programme.

The finding pertaining to physical education and sports to do with education might be attributed that physical education and sports is a integral part of total phase of education.

The finding that neuro muscular coordination can be develop through physical education and sports might be attributed that regular participation in a programme of

physical education and sports is good to enhance the efficiency of nervous system for proper functioning of our muscular system.

The finding that physical education and sports makes an important contribution to mental health might be attributed that an individual develops balance personality and emotional attitudes which enable him to live harmoniously with his fellow beings.

The finding that physical education and sports help in the intellectual development might be attributed that the learning of skill, games, rules, techniques and strategies and judgement making equip an individual to interpret new situations effectively. Physical education also make an individual aware regarding the importance of sanitation, health and hygiene, prevention of disease, balance diet and health habits hereby improving his/her intellectual development.

The finding that physical education and sports promotes better interpersonal relationship might be attributed that physical education programme are structured in such a way that they teach the essential unity in the diversities of national life and games and sports try to inculcate in term essential quality of communal harmony and fellow feelings.

The finding that moral values can be developed through organised and systematic programme of physical education and sports might be attributed that group effort, loyalty to team and strong ties are much in evidence in play and physical activities they provide a valuable contribution to the development of good moral values.

The finding that physical education and sports helps to develop emotional stability might be attributed that individual who participate in physical education programme be always positive with his/her emotions and has full control over his/her emotions.

The findings that physical education and sports activities provide an out let for pent up emotions might be attributed that sports provide a platform where individual express their creativity by utilizing body as a means of expressing one's feelings and creating new and innovative pattern of movement and ideas.

The finding that physical education and sports is necessary in College University for experience of recreation might be attributed that a lot of luxuries provided by the advance technological development and social disturbances on the other hand.

The findings that success of physical education programme depends upon the encouragement and cooperation of head of the institution might be attributed that head of the institution being the final in implementation of any programme in college.

The finding that physical education and sports is desirable means of providing relaxation might be attributed that physical activities such as yoga, aerobic, fitness programme, recreational activities, sports and games help in releasing and reducing mental tension caused by academic load.

The finding that physical education and sports provides good opportunities for development of personality might be attributed that the person's uniqueness from the

point of their characteristic, thought, feelings and behaviour that distinguishes him/her from another and that persists overtime and situation.

CONCLUSIONS:-

On the basis of the findings and within the limitations of this study the following conclusion with regard to the attitude towards the physical education and sports has been drawn:-

Majority of the subject favoured i.e 76% that physical education and sports is mainly to do with physical development, therefore we can say there is misconception among the subjects that physical education and sports only concerned with physical development rather than wholesome development of the personality. A vast majority of the subject favoured i.e 93% that physical education and sports programmes contribute to development of wellness. Only 10% subjects favoured that physical and sports is nothing to do with education. Majority of the subject not favoured i.e 75% that physical education and sports is mainly concerned with muscle building. Majority of the subject not favoured i.e 71% that organic ad muscular development is possible without physical education and sports. A vast majority of the subject favoured i.e 86% that neuro muscular coordination can be developed through physical education and sports.

Majority of the subject favoured i.e 98% that physical education and sports makes important contributions to develop mental health. Majority of the subject not favoured i.e 79% that the student who is good in sports activities may not be bright in studies. A vast majority of the subject favoured i.e 96% that physical education and sports helps in the intellectual development of the students. Majority of the subject favoured i.e 95% that it's better to participate in a programme of physical education and sports rather than to watch television for relaxation. Majority of the subject favoured i.e 93% that those who participate in physical education and sports activities are alert and receptive. Majority of the subject favoured i.e 83% that lack of motivation is the reasons for poor participation in physical education and sports programme.

A vast majority of the subject favoured i.e 92% that physical education and sports promotes better interpersonal relationship. Majority of the subject favoured i.e 83% that social acceptance within a group at college/university level is significantly related to the ability to perform in physical education activities. Majority of the subject favoured i.e 87% that physical education programmes develops followership ability in students. Majority of the subject favoured i.e 88% that students will emerge from college/university as better after having undergone a good programme of physical education and sports. Majority of the subject favoured i.e 86% that physical education and sports programme enables boys and girls to adjust better in the society. A vast majority of the subject favored i.e 94% that moral values can be developed through organised and systematic programme of physical education and sports.

Majority of the subject favoured i.e 68% that physical education and sports helps to develop emotional stability. 50% subjects favoured that competitive sports often

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result in hostile outburst of emotional behaviour. 48% subjects favoured that play is not a healthy medium for emotional expression. Only 35% subjects favoured that a person would be better off emotionally if he/she does not participate in physical education programme. Majority of the subject favoured i.e 68% that participation in physical education and sports programme is emotionally satisfying. Majority of the subject favoured i.e 74% that physical and sports activities provide an outlet for pent-up emotions.

Only 23% subjects favoured that modern life provides us with enough experiences of recreation, so physical education is not necessary in college/university. A vast majority of the subject favoured i.e 86% that the success of the physical education and sports programme depend upon the encouragement and cooperation of the head of the institution. Majority of the subject favoured i.e 64% that subject teachers (non-physical education teacher) are generally interested in the academic carrier of the students but not in higher achievement in physical education and sports. Majority of the students favoured i.e 87% that physical education and sports programme develop skills, which have carry over values. Majority of the subject favoured i.e 87% that physical education and sports is desirable as means of providing relaxation after concentrated academic load. A vast majority of the subject favoured i.e 86% that physical education and sports provides good opportunities for all round development of the personality.

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