

Attitude of High School Students towards Sports and Games in Mangalore

Dr. Ashok Kumar^{1*} Haridas Kuloor²

¹Assistant Professor of Physical education, College of Horticulture, UHS Campus, Bengaluru

²Assistant Director of Physical Education, Mangalore University

Abstract – The main purpose of this study was to analyze the attitude of high schools students towards sports and game. The study had also to examine the divergences in the attitudes of the students. Two hundred students were selected from ten high schools of Mangalore taluk for this study and administered self developed questionnaires. The entire questionnaire comprised of twenty statements. The attitude of the respondents towards sports and games were analyzed using the descriptive frequency percentage technique. The results revealed that the students exhibited a positive attitude towards sports and games.

Keywords: Attitude, High School Students, Sports, Games

INTRODUCTION

Attitudes are reflected by the opinions or views that people hold. For any person, attitude is variously related through motives, values, personality, and emotions. Attitude plays a very important role in identifying a positive or negative mind towards sports and games. The purpose of the study was to investigate, interpret, and ascertain the information regarding the attitude of students of various high schools of Mangalore towards sports and games.

METHODOLOGY

The investigators have used the questionnaire as a tool to gather the data. A questionnaire consisting of 20 questions regarding sports and games was administered to 200 students of 10 high schools of Mangalore taluk. After completion, the filled-in questionnaires were collected from the student community to be analyzed and interpreted in light of the objectives of the study. As a supplement to the questionnaire, the interview method was also adopted.

RESULTS OF THE STUDY

The analysis and interpretation of study have been presented in the following tables.

Table 1: Students liking towards sports and games

Responses	Students		Total
	Boys	Girls	
Like sports and games	100 (100%)	90 (90%)	190 (95%)
Do not like sports and games	0	10 (10%)	10 (5%)
Total	100 (100%)	100 (100%)	200 (100%)

Table1 shows that out of 200 students, 190 (95%) boys and 90 (90%) girls like sports and games. Whereas, 10 percent of the girls do not like sports and games. This shows that boys and girls do not share an equal interest in sports and games.

The investigator posed a question as to whether the students are actively participating in sports and games in their schools. The results are presented in Table 2.

Table 2: Opinion on active participation in sports and games

Opinion	Students		Total
	Boys	Girls	
Active participation in sports and games	95 (95%)	85 (85%)	190 (95%)
Do not actively participate in sports and games	05 (5%)	15 (15%)	10 (5%)
Total	100 (100%)	100 (100%)	200 (100%)

The table 2 shows that, Among the respondent category, 95 percent boys and 5 percent girls actively participate in sports and games. This shows that comparatively boys take more part in sport than girls do.

Table 3: Students' opinion regarding time spent on sports and games

Sl. No.	Time in sports and games	Students		Total
		Boys	Girls	
1.	An hour	25 (25%)	60 (60%)	85 (42.5%)
2.	2 hours	20 (20%)	28 (28%)	48 (24%)
3.	Above 2 hours	55 (55%)	12 (12%)	67 (33.5%)
Total		100 (100%)	100 (100%)	200 (100%)

Table 3 indicates that 25 percent boys and 60 percent girls play about one hour in a day, while 20 percent boys and 28 percent girls play 2 hours in a day. The study also found that 55 percent boys and 12 percent girls play more than 2 hours in a day. Therefore, the study shows that majority of the boys play more than two hours per day.

Table 4: Reasons for participating in sports and games

Sl. No.	Reason to participate	Students		Total
		Boys	Girls	
1.	Self-interest	47 (47%)	28 (28%)	75 (37.5%)
2.	To improve physical health	38 (38%)	30 (30%)	68 (34%)
3.	To spend leisure time	5 (5%)	37 (37%)	42 (21%)
4.	To reach higher level	10 (10%)	5 (5%)	15 (7.5%)
Total		100 (100%)	100 (100%)	200 (100%)

Table 4 shows that out of 200 respondents, 75(37.5%) of them participated in sports and games because of their self-interest, 68(34%) of them to improve their physical health, 42(21%) to spend their leisure time, and the remaining 15 (7.5%) to reach higher level in sports and games. Therefore, it is found that most of the students' likeness for sports and games comes because of their self-interest and to improve their physical health.

Table 5: Advantages of sports and games

Sl. No.	Responses	Students		Total N= 200
		Boys	Girls	
1.	Increases good health	100 (100%)	100 (100%)	200 (100%)
2.	Increases mental stability	87 (87%)	83 (83%)	170 (85%)
3.	Improves personality and discipline	90 (90%)	75 (75%)	165 (82.5%)
4.	Get secured jobs	70 (70%)	82 (82%)	152 (76%)
5.	Gets respect in society	92 (92%)	82 (87%)	179 (89.5%)

Table 5 indicates that all girls and boys believe that sports and games are more appropriate for the good health of a person. So students believe that participating in physical activities will keep them fit and away from diseases. About 85 percent students believe that sports and games bring mental stability to a person, 82.5 percent students believe that sports and games improve personality and discipline, and 89.5 percent students opine that district and state representatives in various games and sports are getting respect in society. Finally, 76 percent of the students opine that they can get secured jobs through achievements in sports and games.

CONCLUSION

There is a positive approach towards sports and games by the boys and girls of Mangalore taluk. Some students, even though they do not actively participate in sports and games also have a positive approach towards it. One of the major finding of the study is boys and girls likeness of the sports and games are equally good. One of the strong beliefs among the students is that sports and games are very essential to maintain good health. No student has expressed a negative opinion on participation in sports and games. It is found that students know the importance of sports as a physical activity, which we will keep them fit and active throughout their life, and thus, is a positive impression of the students towards sports and games.

REFERENCES

- Bucher, C.A. (1987). Foundation of physical education and sports. 10th ed., St Louis, Times Mirror.
- Fordnam, S.L. (1978). Physical education and sports. Canada, John Wiley and Sons.
- Kamalesh M.L. (1986). Methodology of research in physical education and sports. New Delhi, Metropolitan.

Page, T.G. Thomas, J.B., & Marshall, A.R. (1919).
International directory of education. London,
Kogan.

Sorenson, H. (1954). Psychology in education. New
York: McGraw Hill.

Wuest & Bucher (1992). Foundation of physical
education and sports. New Delhi, B.I
Publications.

Corresponding Author

Dr. Ashok Kumar*

Assistant Professor of Physical education, College of
Horticulture, UHS Campus, Bengaluru

E-Mail – samrat5akki@gmail.com