



Comparative Study of Attitude towards Physical Education Games and Sports of Higher Secondary and Higher Education Students of Indore

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Abstract: The present study intended to find out the difference between attitude towards physical education and games and sports in higher secondary and higher education students of Indore city. 200 students of higher secondary and 200 students of higher education were selected as the subject for present study. The criterion measure for the testing hypothesis in this study is the total scores obtained in the questionnaire. The subjects were instructed to mark the content of each item according to the required questions. There was no time limit for the completion of the questionnaire but the subject was instructed not to consider long over any statement and responding all the statement in the test independently. To know the attitude of the higher secondary and higher education students towards physical education games and sports, 27 questions were selected for questionnaire in which most questions were found having positive attitude of students towards physical education games and sports. Out of 27 question items, in 16 question items the higher education students were found to be more positive towards physical education games and sports as compare to higher secondary students. Further in 10 question items higher secondary students were found to be more positive towards physical education games and sports as compare to that of higher education students in one item the attitude of the higher education and higher secondary students towards physical education games and sports were found to be equal.

Keywords: attitude, physical education, games and sports, higher secondary, higher education, students, Indore, questionnaire, positive attitude, comparison

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INTRODUCTION

Like most abstract terms in English language, ATTITUDE has more than one meaning derived from the Latin word APTUS, it has on the one hand. The significance of “fitness” can nothing committing as does its by form “Aptitude” a subjective or mental state of preparation from action. One of the chief objective of education is development of desirable Attitude in the students:- it is there or, obvious that the teachers must understand the various dimensions of an attitude. It is also to be kept in view that we are required to attitude towards colleagues, attitude towards certain ideals, etc. Peak sees attitude as a hypothetical construct that is organized around a conceptual and perceptual nucleus and that has affective properties. The attitude then has referents such as “friends”, enemies”rules”, “success” etc which is conceptual and perceptual. The effective qualities are these felt by the individual as preferences are aversions, likes and dislikes. Another common definition of Attitude is the predisposition of an individual to evaluate some aspect of his world in a favorable or an unfavorable manner. The aspect of his world that he evaluates includes symbols, objects, ideas, and people. Attitude refers to the opinions and beliefs that a person holds

regarding objects, people activities and social practices and policies. Often the term is identified with prejudices, basis, beliefs or ideas with an emotional tinge. Attitude is not inherited that are learned. That permeates our whole life and exercises a great influence on our behavior. They are intertwined with the individual's entire personality. Every individual has a wide array of attitudes-attitudes towards health, work, life, food, religion, government and many other things, persons and situations. A person may have positive, neutral or negative attitude towards each or any of them. Attitudes are an important variable in class room learning. They influence what is learned. They determine the direction in which the student's strike. A student may hold in different attitude towards school. He may have a negative attitude towards the teacher or the subject of the students. He may think some subject important and valuable. These are some of the examples of attitudes and they influences learning accordingly. Attitude derives basically from value system and beliefs related to our self, work and relationship with peoples. The way of acquiring knowledge and skill are in part of a function of our attitude. Attitude will also determine the application of knowledge and skill or technique addition, attitude are important in determining coaching, competencies success. They tell us what kind of need is dominated in a certain individual at a certain period of time. Physical education is as old as the history of mankind because the very basis of human existences physical activity, whether in an unorganized form or organized one, physical education as such has been a part and parcel of human life right from pre historic times in his uncivilized state, man had to be physically stout, resilient and strong. This was absolutely necessary for him to hunt for food and protect himself from the wild animals. During his cave life man often ventured out in search of food. This involved vigorous running jumping over rills. Gorges and streams, and the throwing crude weapons at the animals. Sophisticated weapons which appeared with the passage of the time were not available to him. The concept of the physical education has changed considerably in the modern period. Today it is being taught as a specialized subject and a lot of value is being included in the subject matter of the physical education. There was a time, when play full activity as separate profession was simply treated as wastage of the time. But in the modern time sport and physical activity are treated as inseparable part of human life as well as dignity and prestige of nation. The modern concept of physical education is now being well understood by Indian policy-makers, that is why physical education has been introduced now as subject in schools from secondary level onwards. To remove the misconceptions about the physical education there is need of awareness among the people, with the help of the awareness people can understand the actual value and importance of the physical education. This study will help to check the awareness in relation to physical education between the higher secondary students and higher education students. Sports are opportunities for children and youth to learn, they provide a "practice field" for life. Learning to work as team teacher young children social skills that will help them in their growth as people, not just as athletes. For youth, participating in sports may develop team work, leadership, self confidence, self discipline and coping skills. Sports also can teach youth about sports man like behavior and respect for authority. Infact, according to a survey of teachers and school administrators, youth that participated in evidence from researchers had better grades and behaved better in the class room because of the associate discipline and work ethic. There is clear children and youth who are involved in physical activities such as sports fare better in school have higher social skills, are more team orient as determined by fitness standard.

METHODOLOGY

200 students of higher secondary and 200 students higher education was selected as the subject for present

study. The criterion measure for the testing hypothesis in this study is the total scores obtained in the questionnaire. The subjects were instructed to mark the content of each item according to the required questions. There was no time limit for the completion of the questionnaire but the subject was instructed not to consider long over any statement and responding all the statement in the test independently. They were also requested to give their free and frank answers. Subjects were ensured that the responses given by them on the questionnaire will be kept strictly confidential and not be revealed to anyone.

DISCUSSION OF FINDINGS

From the findings it was observed that there is no significant difference in Attitude towards physical education games and sports of higher secondary and higher education students, mostly students have positive attitude. On 6 items the calculated value of chi-square was found to be significant as compared to the 21 items where it was not found to be significant. I.e. on 6 items the attitude of higher secondary and higher education students of Indore city towards the physical education games and sports were found to be significantly different but on 21 items there was no significant difference in the attitude of higher secondary and higher education students of Indore city towards the physical education games and sports. Thus it is evident that to make a sweeping statement or broad generalization regarding "there is no significant difference in the attitude of higher secondary and higher education students of Indore city towards the physical education games and sports" will be futile. It means that there are events and facts with whom the attitude differs significantly among higher secondary and higher education students of Indore city towards the physical education games and sports. But there are more statements where such difference exists but not significantly. From the present study, it was found that the attitude of students of higher education was found to be more positive towards physical education games and sports as compared to their counterparts i.e. the higher secondary students. The probable reasons for this could be that the students of the higher education were more mature and more cognized towards the fact of physical education games and sports plays an important role in the holistic development of the human being. They might be aware of benefits of physical education games and sports as discipline and as practical activity. Further the higher secondary students in the age of adolescence it might be possible that they take the physical education games and sports just as for fun or leisure time activity. There might be some students who may take the physical education games and sports as their future career. But as per the finding of the study the attitude of higher education was found to be more positive towards physical education games and sports as compared to higher secondary students. The such difference of attitude may also be attributed due to the availability of the infrastructure facility, sports equipment, lack of proper guidance, push and pull the career orientations due to adolescence age, casual orientation of higher secondary students towards the sports, dilemma of taking physical education games and sports as career option by higher secondary students and many others. The further researches in this area could dig out deeply so as to find the factual reasons.

CONCLUSION

Within the limitation of the present study the conclusion may be drawn. There is no significant difference in attitude towards physical education games and sports of higher secondary and higher education students of Indore. To know the attitude of the higher secondary and higher education students towards physical education games and sports, 27 questions were selected for questionnaire in which most questions were

found having positive attitude of students towards physical education games and sports. Out of 27 question items, in 16 question items the higher education students were found to be more positive towards physical education games and sports as compare to higher secondary students. Further in 10 question items highersecondary students were found to be more positive towards physical education games and sports as compare to that of higher education students in one item the attitude of the higher education and higher secondary students towards physical education games and sports were found to be equal.

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