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Attitude of female students towards physical education

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Abstract

The objective of the present study was to access the "Attitude of High and Higher Secondary School Students towards Physical Education". The present study was conducted on eight hundred (500 male and 300 female) students between age group 16 to 20 years. The subjects were the students of High and Higher Secondary Schools of South Kashmir, Jammu and Kashmir. To examine the attitude of students toward Physical Education the questionnaire developed by Claudia Cockburn (1999) was administered on all the subjects. The responses collected from the given subjects were converted into raw data with the help of frequency distribution technique. The data was further tabulated as results of the study through percentage method.

Keywords: Attitude, physical education, higher secondary school

Introduction

Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity. Student positive attitude towards physical activity is one of the important elements in evaluating the success of a physical education curriculum. Student attitudes toward physical education and other physical activity contexts become increasingly negative as students become older and positive attitudes formed toward physical activity in physical education may play an important role in maintaining an active lifestyle outside school. (Silverman and Subramaniam, 2007).

It is important to examine student attitudes toward their curriculum as they can have a large impact on the success of a class. Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Aicinena, 1991).

Attitudes of students toward physical education lesson to be positive makes the activities in the lesson efficient, and it can help the lesson reach its special and general purposes (Silverman & Scrabis, 2004). Many researches examining the relation between success and attitude have shown that there is a positive relation between the attitude of students toward a lesson and the success of the students in this lesson (Peker & Mirasyedioglu, 2003). Thus, it can be said that determining the attitude toward physical education lesson is related to the success in physical education lesson.

Student's attitude toward a particular subject in school can be shaped by his/her perception of the teacher or instructional setting. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity (Subramanyam, 1999).

Statement of the Problem

The purpose of the present study was to examine the "Attitude of high and higher secondary school students of North Kashmir towards physical education"

Hypothesis

It was hypothesized that the High School and higher secondary school students of north Kashmir students of Kashmir division will have positive attitude toward physical education programme.

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Significance of the study

Physical education is recognized as an integral part of educational system. The result of the study may be helpful in formulating measures to educate the teachers/coaches to positive approach and accurate planning to implement the programmes of physical education in the schools/colleges and universities for balanced development of the students personality.

1. Through the investigation of student's attitudes toward physical education and the incidents which influence those attitudes, it is hoped that the secondary school physical education will be better equipped to provide a meaningful physical education experience to the students by considering such information when making curricular, pedagogical, or other program decisions.
2. The study will help in popularizing physical education programmes to some extent.
3. The result also helps the teachers/coaches to motivate the students towards physical education.

Review of related literature

Sincere efforts were made by researcher to locate literature related to this study. The relevant studies found from various sources which the research scholar had come across are cited below

Alden (1932) conducted one of the earliest studies examining college students' attitudes toward physical education. Interested in determining the factors, which inhibit motor skill development in physical education, Alden examined unfavorable attitudes of college women in regard to required physical education programs. Data was collected through the utilization of a checklist given to 300 women in three different universities. Alden concluded that the top five factors which contributed to negative attitudes toward physical education were (1) inconvenience of dressing and undressing, (2) not enough time for dressing which led to a feeling of untidiness, (3) failure of the secondary school to provide adequate skills, (4) not enough class time to develop skills, and (5) lack of interest in class activities.

Bullock and Alden (1933) investigated the factors that were causing an unfavorable reaction to physical education. A questionnaire was administered to 192 freshman women.

Results showed that of those sampled 63.6% liked physical education and 36.4% disliked it. Interestingly many of the students, who disliked physical education, were previously taught by an untrained high school physical education teacher. Brumbach and Cross (1965) measured the attitude toward physical education of all the male lower division students entering the University of Oregon in September 1960" and found a positive relationship between the number of years in which students were enrolled in high school physical education and positive attitudes toward college physical education. They also reported a positive relationship between size of high school and attitude towards college physical education.

Selection of the Subjects

Eight hundred students (500 male and 300 female) studying in high and higher secondary schools of North Kashmir were randomly selected from Kashmir division of Jammu and Kashmir. The age of subjects ranged from 16 years to 20 years, with mean age of 18 years.

Description of Questionnaire

Attitude towards physical education questionnaire developed by Claudia Cockburn (1999) was used to find out the attitude of subjects towards physical education and sports programme run in the state schools of North Kashmir division of Jammu and Kashmir.

The Questions were designed to cover the following areas

- Enjoyment of and feelings towards physical education class.
- Effort made in physical education class.
- Factors that encourage or put students off physical education class.
- Participation in lessons and extracurricular activities.
- Activities liked and disliked within physical education class.
- Any long term illness or disability that affects the students in their physical education class.
- There are so many sub questions falling in each area, which are as under.

Table 1: Enjoyment of Physical Education Lessons Last Session

S. No.	Responses	No.	%	Result	Total No.	Total %	Overall result
1	Always	60	30%	Positive	95	48%	Positive
2	Nearly always	35	18%				
3	Sometimes/Sometimes not	70	35%	Sometimes	70	35%	Sometimes
4	Hardly ever	25	13%	Negative	35	17%	Negative
5	Never	10	5%				

Table 1 showed that during last session 48% girls enjoyed physical education classes. 17% said that they did not enjoyed physical education classes. 35% girls expressed that they sometimes enjoyed physical education and sometimes not.

When result were bifurcated it revealed that 48% female enjoyed the class 35% female sometimes enjoyed and sometimes did not enjoyed whereas 17% female did not enjoyed the physical education classes.

Table 2: Negative Reasons Given for Not Enjoying Physical Education Classes.

S. No.	Negative reasons	Sex	%
		Female	Female
1	Boring	(35)	14%
2	Injuries	5	29%
3	Bad weather	10	14%
4	Way of teaching	5	29%
5	Social factors	10	14%
6	others	-	-

The table 2 listed the negative reasons given by the subjects because they did not enjoying physical education classes. only Ninety five students i.e.16% out of total 600 students gave negative reasons for not enjoying physical education classes, which included 17% (35/200) female students. Out of these students 14% (5/35) female felt it a boring subject, 29% (10/35) female said that it causes injuries, 5 (14%) female students who did not enjoyed the classes because of bad weather 29% (10/35) female reasoned to the way of teaching of their teachers. and 14% (5/35) female did not enjoyed, because of some social factors students attributed it to some other reasons.

The reasons given by the students for not enjoying the physical education classes, it resulted that 14% female students did not enjoy because they felt it as a boring subject. 29% female students did not enjoyed because of injuries, 29% female students did not enjoyed because of the way of teaching of their teacher, 14% female students did not enjoyed because of the bad weather, and 14% female students did not enjoyed because of some social factors.

Conclusions

Within the limitations of present study following conclusions may be drawn

1. Only half of the sampled students enjoyed the physical education classes during last session, the reasons given were-“to gain new knowledge and new skills”. Students also felt that physical education is “an interesting subject” and they “love sports”.
2. Rest half of the students sometimes or never enjoyed physical education, because they felt that it is a boring subject and may cause injuries to them.
3. Less than half some were 40% of the sampled students made positive effort in physical education because they felt that it as an interesting subject and it also helps in maintaining health.
4. More than half 60% of the sampled students did not try hard because they felt it as a boring subject and thought that it is just wastage of time.

Recommendations

In the light of conclusions drawn the following recommendations were made

1. As most of the students did not enjoy physical education class. A variety of physical activities should be included in physical education programme to provide greater choice according to once ability.
2. Activity base programme of Physical Education should be included in the curriculum of primary and middle school level for every student; it help to develop sports skills, interest among the students.
3. Separate sports facilities should be made for women students as to increase the participation of women students in Physical Education and sports.
4. A similar study on a large sample may be undertaken to verify the results of present investigation.

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