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## Comparative study of attitude sportsmen and non-sportsmen towards physical education

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### Abstract

The purpose of the study was to find out the significance difference of Attitude of sportsmen and non-sportsmen towards physical education. The present study investigator has taken a total of 100 male samples & these subjects were divided into 50 sportsmen and 50 non-sportsmen. The age of the samples ranged from 18-25 year & they were taken as subject for the present study. The investigator has employed the 't' test. The result of the study shows that there is no significant difference was observed among sportsmen and non-sportsmen.

**Keywords:** Attitude, Sportsmen, Non-sportsmen etc

### 1. Introduction

The word attitude has been drive from the Latin word 'aptus' which means adeptness of fitness. Attitude is the amount or degree of positive or negative feeling towards likes or dislikes, which means favourable and favourable inclination towards certain issue objects or situation. In short, it is a tendency to show favour or disfavour for some type of objects idea or person. Attitude denotes inner feeling or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows a inner view of a person. If a person has a positive attitude toward and object, he will try his best to achieve it. If he has a negative, he will try to avoid it. Thus it plays an important role in determining the success and failure of person in any field. This is why, the study of attitude towards physical education is very important. The study of attitude toward physical education will show the inner view of a person towards physical education. If, a person thinks positively towards physical education, he will generate good result. On the other hand if students think negatively, they will not find satisfaction in their work. Attitude has been considered as already stable learned, emotionalized, predisposition to respond in some consistent ways towards on object, person, or situation. It can be viewed as one's feeling towards the object. Positive attitude is one, which prompts on to look up and move forward confidently. The truly positive person is an optimist who lives, thinks and acts in an alternative and constructive way. On the other hand negative attitude prompts one to move backward in the society. Physical education can contribute to the development of attitudes conducive to the practice of democracy in the home by including co-educational activities in the programme and by conducting there activities in such a manner as to lead to mutual respect of the sexes. In developing desirable qualities of character, respect for humanity, cooperative attitude, the home and family life, physical education were make it more likely that democracy in the home will be practiced.

### 2. Methodology

#### 2.1 Sample

A total of 100 male samples have constituted for the investigation. The sample was selected by the random sampling method in the sportsmen and non-sportsmen of the Punjab. The sample having the age range of 18 to 25 years was taken as subject for the present study.

#### 2.2 Tool

The attitude of sportsmen and non-sportsmen towards physical education Bhullar's (1976) physical activity attitude scale has been used. This test is highly reliable & valid.

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### 3. Discussion and Findings

From table No.1 give information physical activity and its place in school programme. It is evident from table no. 1 that 't' value for attitude of male sportsmen and male non-sportsmen toward physical education on the variable, physical activity and its place in school programme came out to be .95 which is less than standard value 1.96 at .05 level of confidence. This indicates that there is no significant variation

between the attitude male sportsmen and male non-sportsmen towards physical education with respect to their mean scores on the variable physical activity and its place in school programme. The 't' test has been applied to find out the significant difference attitude sportsmen and non-sportsmen towards physical education at 0.01 and 0.05 per cent level of significance.

**Table 1:** Means, Standard Deviation and 't' value of Male Sportsmen and Male Non-Sportsmen on the Variables of Attitude towards Physical Education

Sr. No.	Item	Group-1 Male Sportsmen	Group-2 Male Non-sportsmen	N	't' value
1.	Physical activity and its place in school programme	M=32.02 SD=19.42	M=35.56 SD=17.81	50	.95
2.	Physical activity as a social experience	M=36.84 SD=18.73	M=38.94 SD=18.88	50	.293
3.	Physical activity for health and fitness	M=33.54 SD=15.30	M=38.88 SD=20.26	50	1.48
4.	Physical activity as a pursuit of vertigo	M=35.34 SD=17.22	M=39.72 SD=18.56	50	1.22
5.	Physical activity as on aesthetic experience	M=32.62 SD=19.81	M=37.18 SD=21.80	50	1.09
6.	Physical activity as catharsis	M=31.58 SD=19.94	M=37.70 SD=20.76	50	1.50
7.	Physical activity as an ascetic experience	M=36.26 SD=20.05	M=36.30 SD=19.69	50	0.01

From table no. I found that item number 2, deal with physical activity as a social experience. There is no significant difference between sportsmen and non-sportsmen on the variable of attitude. Item number 3, deals with physical activity for health and fitness. There is no significant difference between sportsmen and non-sportsmen. Item number 4 deals with physical activity as a pursuit of vertigo. It is evident from table 1 that 't' value for attitude of male sportsmen and male non-sportsmen toward physical education on variable physical activities as a pursuit of vertigo came out to be 1.22 which is less than standard value 1.96 at .05 level of confidence. There is no significant difference between the attitude of male sportsmen and male non-sportsmen towards physical education with respect to their mean scores. Item number 5, deals with physical activity as an aesthetic experience. It is evident from the table that for the 't' value for attitude of male sportsmen and male non-sportsmen towards physical education on the variable of physical activity as an aesthetic experience there is no significant difference between sportsmen and non-sportsmen. Item number 6, is related to physical activity as catharsis. It is evident from table 1 that 't' value for attitudes of male sportsmen and male non-sportsmen towards physical education on the variable, physical activity as catharsis came out to be 1.50 which is less than standard value 1.96 of .05 level of confidence. This indicates that there is no significant variation between the attitude male sportsmen and non-sportsmen. Item number 7, relates to physical activity as an ascetic experience. The table value indicates that there is no significant difference between sportsmen and non-sportsmen.

from table no. 2 that 't' value for attitude of male sportsmen and male non-sportsmen towards physical education on the seven variable of attitude towards physical education came out to be .935, which is less than standard value 1.96 at .05 level of significance. It indicates that there is no significant variation between the attitude of sportsmen and non-sportsmen towards physical education with respect to their mean scores on total variable. The difference is not significant, so the hypothesis is accepted.

### 4. Conclusion

It is concluded that there is no significant difference among the attitude of male sportsmen and non-sportsmen towards physical education on the seven variable of attitude.

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**Table 2:** Significant of Mean Difference in Total Scores of Seven Variables of Attitude towards Physical Education for Male Sportsmen and Male Non-sportsmen

Sr. No.	Group 1 Sportsmen	Group 2 Non-Sportsmen	Mean Difference	't'
1.	M=238.20 SD=130.47	M=263.28 SD=137.76	25.8	.935