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High and higher secondary role attitude north Kashmirian school students for physical education

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Abstract

This research sought to gain insight to the "High and Higher Secondary School Student Attitude" in physical education. A study of 800 (500 males and 300 females) students aged 16-20 years was conducted. The topic were learning from the North Kashmir, Jammu and Kashmir High and Higher Secondary Schools. The questionnaire created by Claudia Cockburn (1999) was performed on all topics to analyse students' attitude to physics education. The reactions from the subjects have with frequency distribution techniques, been translated into raw data. The data were tabled by a percentage method as results of the analysis.

Keywords: Attitude, questionnaire, students

Introduction

The phase of education relates to practises concerning the creation and preservation of the human body. It is known as an education through the physical activities for the total development of the total personality of the child to its fullness and perfection in body, mind and spirit" the entire personality of the child. Physical education is the mechanism by which improvements are learned in the person through the experience of movement. Physical education not only helps to learn physically but also to educate the entire person through physical activity. Physical education gives the physical, psychological, mental, social and spiritual personality growth understanding and learning attitudes. Attitudes can be described as affective liking or disliking feelings for an object that has an effect on the conduct (which can basically be anything).

In Don Forsyth's view, "attitudes are not a thought, cognition or behaviour; attitudes are rather integrating all three elements into a "integrated framework of effects- cognition-compliance." A predisposition to a specific concept, object, person or circumstance or a propensity to answer in positive or negative ways affects the choices of an individual for action and responses to challenges, incentives and rewards.

Review of Literature

The scholar has reviewed the literature that is important to this analysis and that is accessible. The attitude of the two eighth grade groups of students, those who take an education in physical education and those who do not do one, is contrasted by Macintosh and Albinson (1982) [15]. They found that students who did not want physical education indicated that the physical education was less optimistic and less amusing.

Lakshmi and Singh (1991) looked at possible determinants of the physically educational conduct of male and female high school students. Five primary attitudes were identified: curriculum content, the actions of teachers, the class environment, student self-perceptions, and facilities. These determinants have been defined in the same order by men and women. Singh *et al.* also identified the factors related to physical education which contribute negative feelings. These considerations included the forbearance of sports, the lack of sweat and the belief that sport athletes got preferential care.

Stewart and Green (1991) [16] studied physical education perceptions of 1,049 men and 1,081 women in secondary and secondary education. Two middle- and high schools in the Midwest have been chosen. Edgington (1968) conducted a 66-point survey of physical education attitudes in the areas of fitness development, training, cognitive development, affective development and social development. The report contains three key points. Students have four answers to the Likert Scale (1-4): strongly accept, agree, disagree and disagree sharply. Many similar studies encourage pupils to react neutrally, but this was eliminated to oblige the pupils to choose positively or negatively.

The attitude of 199 students from Texas Austin University in Hudge was analysed by Campbell (2002). Student's attitudes to physical education using an inventory of wear behaviour. A JBM response sheet included a questionnaire with 30 claims. The result indicated an attitude conducive to physical education in the subject.

Significance

The behaviour of teachers and of students in the schools is one of the important factors in this attitude. Although teachers are assumed to be by all their behaviour to have become the most important people at school, it is clear that Students attitude and ways are often key to success. For most teachers or curricular designers, it is a standard method for curriculum creation to distinguish what students need. The study can be helpful to develop initiatives to educate teachers/coaches to a positive attitude and to ensure that physical fitness activities in schools and universities are carried out adequately in order to achieve a balance in the growth of the personality of the students. The study leads to a greater degree in supporting physical education services and allows teachers to inspire their students to learn.

Hypothesis

In view of the purpose of this study the attitude of the students towards physical training was presumed to be positive.

Sampling

The random selection of 800 students (500 males and 300 females) from Jammu and the Cashmir Division was made in high school and high schools of Northern Kashmir. The subjects are between the ages of 16 years and 20 years and the average age is 18 years.

Questionnaire overview

Claudia Cockburn (1999) built an attitude towards physical education and a sporting programme at the state schools of the Jammu and Kashmir district of North Kashmir, using a student survey questionnaire on physical education. The questions were answered in the following areas:

1. Pleasure of the physical education and emotions.
2. Effort in the class of physical exercise.
3. Factors which promote or dismiss physical training for students.
4. Training and extracurricular sports involvement.
5. Activities in the physical education curriculum liked and hated.
6. Any long-term condition or disability that affects physical education students.

Outcomes, discussion and conclusions

The study found that only 58% of students in previous sessions had the physical education and 48% of them were

men and 17% of them were women. Students were requested to add reasons for not taking physical education and to engage in physical education classes; different reasons for taking physical education lessons were given. 30% of students who liked physical education were male and 20% female, who felt they loved athletic events, 15% of male and 15% of female were looking to improve" physical education; 17% were female and male and 30% were looking to learn skills," 13% were male and 5% were female because of the way they taught them.

Students offered various reasons why the Physical Education Class did not enjoy in the last session. The primary reason is, i) Physical education was boring 25% male and 14% female, ii) Accidents were caused by 25% male and 29% female and students said their teachers were not taught by 8% male and 29% female.

Results for efforts in physical education showed that 40% of men and 40% of female students made strong efforts in physical education classes, and 38% of male and 38% of female students had a lesser effort in classes, 44% of whom were men and 25% of whom worked hard to preserve their health; 130% of them in classes Students who haven't tried hard at the classrooms said it was a tedious subject of 43% masculine and 27% female, and 23% masculine and 15% female, that working hard in physical school is just a waste of time: 17% masculine and 20% feminine, and 10% men's and 27% female, recorded not having had enough time.

The bulk of the classes contained only 62% (248) of the male and 55% (110) of the female students, although only 23% of the male and 20% of those students did not carry their play collection to physical education. 22% of the students were males and 63% females, 11% of the males and 25% of the females forgot their replay, with 11% of the males offering any other explanations for doing this.

The regularity in the classroom data showed that 75 per cent of students participated in most or all of their physical education classes, and only about half or more of them were skipped by 10 per cent. Classes were skipped due to injury or sickness, nearly half of students (40% male and 50% female); a third missed because they had forgotten the play kit and others (20%) purposely avoided physical education classes.

15% of men and 25% of women have indicated that their participation in or enjoyment of physical education classes is impaired by a certain long period of illness or disablement.. A fracture or dislocation affected 42% male and 50% female; 33% male and 40% female students affected by their physical weakness and 25% male and 10% female students affected other issues related to their wellbeing.

The answer of topics to their general physical education skills was that 25% of male and 25% of female students thought they were strong and only 10% of male and 10% of female students believed they were bad in general physical education. Whereas a high number of students state that 65 percent male and 65 percent female students rely on the activity they are performing.

In response to the factors that promote or disincentive students from the physical education, "working with friends," "competitively"(50 percent) "being artistic or imaginative" (62 percent) "play games"(47 percent) was encouraged to students (87 percent male and 84 percent female); "with people" was also encouraged for male students (722 percent). "Taking a sport in front of others" discouraged an equal number of male and female (42%) students; more than half (60% male and 60% female) said doing outside physical education in the cold" discouraged them; 32%, male and 32,0%

female, said they were discouraged by "wearing the proper gameplays." "Family support" (15%) was deemed motivating to engage male and (23%) female students, where "injury, exhaustion or sickness" (40% male and 30% female) was considered disheartening factors.

Student's reaction to their physical education experiences showed that 90% of students agreed that they have fun in physical education classes. "They make new friends," rather than "make them good" and healthy. "Many people learn how to keep their physical form fit, healthy and how to control their body. Half of students (50% male and 50% female), on the other hand, did not accept that in physical education they felt tiresome. And "fuck it because they get tired," 58 percent men and 58 percent students disagreed.

Students were asked to add their sensations on physical exercise, 520 students were positive and only 80 had negative feelings. In positive feelings 20% of men and 18% of women thought physical learning was an interesting topic; 20% of male and 29% of females felt they had knowledge of different games; 14% of male and 32% of female students claimed that it was mental and 6% gave other positive feelings.

50% of the male and 40% of the female students in negative sentiments felt that physical education was a boring subject, 30% felt that it was wasted time and 20% of the male and 27% felt that in the future, it had no scope.

The activities that student groups particularly liked in the physical education classes when students were asked to mention their three activities during their physical education lesson: cricket, football, volleyball, KhoKho and Badminton. The reasons for the pleasure of such activities were recreation, fitness, skills and certain other reasons why it was also asked to list three activities which they did not want to do in classes on physical education and to mention their cause for dislike, boxing, Kabaddi and swimming. These are some activities that the pupils did not like to do. The reasons for not liking such things were boardence, accidents and weak skills.

When analysed, most of them begin to receive physical education in high school settings (71% male and 72% female). 50 percent male and 63 percent female students say they only have the best in high school physical education and 60 percent female and male, and 42 percent female say they have the best in high school education.

87 percent male and 85 percent female students said that their school has no such institution when asked about their lunch time or after school sports club activities. The sports students would struggle in the coming years were Cricket, Football, Kho-kho and Badminton.

Conclusions

Following conclusions can be made within the limits of this analysis

1. Just half the students who had taken the classes had the chance to get new information and skills" during the last session. Students also thought that physical learning "is a fascinating subject," and "love sports."
2. Rest half the students, occasionally or never, mentally, because they thought it was a boring subject and could hurt them.
3. Less than half of the students in the study made a positive effort in physical education because they felt it is an important topic and it also helps to preserve health.
4. More than half 60% of the students tested did not try hard because they found it boring and thought it was just time waste.
5. Women students were discouraged by the presence of

male students in their classes and the exercise of the play kit makes them reluctant to perform activities in front of others.

6. High-school students have promised to keep them safe and active, and to show them the way to preserve their bodies healthful and fit.
7. Lack of enthusiasm is one of the reasons why the students have not taken an interest in the physical education curriculum as they thought it was a new subject for them. In the presence of male teachers, many female students felt shy to discourage and influence their participation in physical education class.
8. Games such as cricket, football, volleyball and kho-kho were particularly popular with students as these games in Jammu and in Kashmir state are very popular..
9. Boxing, swimming and Kabaddi were the less common activities amongst sampled students, because they thought that this could happen.
10. One cause of low participation in physical education is Jammu And Kashmir's weather situation..

Recommendations

The following recommendations were drawn in the light of the conclusions

1. Since most students did not receive physical education. In order to have better option as soon as possible, a range of physical activity should be included in the physical learning curriculum.
2. The physical education activities basic programme, which will lead to sport skills and participation among students, should be included in each of the primary and secondary schools curriculums.
3. Separate athletic facilities for female students are planned in order to improve women's participation in physical education and sports.

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