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**Dr. Ashwani Kumar**  
Principal, The Enlightened  
College of Physical Education,  
Jhunir, Mansa, Punjab, India

**Mamta Singh Rathour**  
Assistant Professor, Department  
of Phy. Edu. RMVP, Gonda,  
Uttar Pradesh, India

## Attitude towards physical education and sports of higher secondary school students of Maharashtra state

**Dr. Ashwani Kumar and Mamta Singh Rathour**

### Abstract

The present study was confined to the Attitude towards Physical Education and Sports of Higher Secondary School Students of Maharashtra State. The Students ranging between 15-18 years were selected for the study. The Data was collected from the Higher Secondary Student's studying in the Higher Secondary Schools of Maharashtra. Age of the student's was considered as per age-record available in the school. The data of the present study was collected from 700 students selected at stratified random sampling basis from 70 higher secondary school's (10 students from each school) of 35 districts of Maharashtra, selecting two schools from each district at random basis. After analysis the study indicates that, the students belonging to good and poor categories do not differ significantly in their attitude towards physical education and sports. Though the difference in means of the two groups is in favor of students belonging to average category, yet it can be said that observed difference could have arisen due to chance errors. There is no difference in sample means.

**Keywords:** Attitude, physical education, sports & higher secondary students

### Introduction

Attitude- A settled mode of thinking. A 'mental set' held by an individual who affects the ways that, the person responds to events and organizes their cognitions. Attitudes are commonly held to have three essential components or dimensions: a cognitive dimension, involving the beliefs and rationalizations which explain the holding of the attitude; an affective dimension involving the emotional aspects of attitude, such as likes dislikes, feelings of distaste or affection, and a cognitive, or behavioral dimension which involves the extent to which the individual is prepared to act on the attitude that they hold. Attitude is an important psychological factor affecting behavior. According to Leuba (1961) attitudes are behavioral predispositions, which exert an enduring controlling influence over behavior. Luycock and Munro (1996) are of the viewpoints that are emotional, intellectual and motivational components of attitudes. Attitude may be considered as a state of readiness to activity (a kind of pre-motivation stage) and also as a manifested social relation showing itself in certain acts of behavior. It indicates an emotionally and cognitively structured relation towards things; beings; activities and other phenomena of reality. In the field of physical education and sports no athlete can win the condition of an environment. Right attitude and interests are as important to education as a steady steering car. It is important to know how children develop physically because physical development influences children's behavior directly by determining what they can do directly by influencing their attitude towards self and others. Attitudes are the dynamics of human action. Unless people have favorable attitudes and interests towards what they set out to learn, they couldn't drive full benefit out of which is being taught. The development of healthy, favorable attitudes is itself a phase of education. Premlata & Bhatia (2005) studied the attitude of parents towards Physical Education and Sports participation. The major objective of study is to find out the attitude of parents towards physical education and sports participation of their children. Attitude scale was used for the study. The data was collected through a questionnaire containing 50 questions to the parents of 60 girl's students of different colleges of Kurukshetra District of Haryana. The girl's were asked to bring the duly filled questionnaires from their parents. So the 60 responses were collected.

**Corresponding Author:**  
**Dr. Ashwani Kumar**  
Principal, The Enlightened  
College of Physical Education,  
Jhunir, Mansa, Punjab, India

The furnished data was tabulated, analyzed through frequency and percentage and interpreted through suitable graphical illustrations for meaningful description. The findings of the present study support the general opinion that parents have unfavorable attitude towards physical education and participation in sports competitions by their wards. Langford & George (2004) investigated high school student's attitudes toward physical education. This study investigated the attitude toward physical education of 1107 high school students from four countries, Czech Republic, Austria England, and the United States.

### Objective of the study

#### Objectives of the study were as follows

- To construct the attitude scale (openionnaire) for measuring the attitude of students towards the physical education and sports.
- The present study was confined to higher secondary school level students of Maharashtra.

### Design of the study

The present study was confined to higher secondary school level students of Maharashtra State viz. students of 11<sup>th</sup> and 12<sup>th</sup> standard only. Students ranging between 15-18 years were selected for the study. The Data was collected from the Higher Secondary Student's studying in the Higher Secondary Schools of Maharashtra. Age of the student's was considered as per age-record available in the school. In case of attitude the authenticity of data will depended upon the honesty of the

subjects and in case of academic achievement on their mark sheets of concerned examination collected from the students or school record.

### Selection of the sample

The data of the present study was collected from 700 students selected at stratified random sampling basis from 70 higher secondary school's (10 students from each school) of 35 districts of Maharashtra, selecting two schools from each district at random basis.

### Selection of variable

#### Attitude

Attitudes are usually measured on scale that requires a student to indicate feeling towards a particular object, person, or policy by providing a response to written statement. This is most frequently done by using paper and pen/pencil. Likert\*\* Attitude Scale being relevant with the purpose of present study was adopted for measuring the attitudes of the subjects. The scale consists of 65 statements about physical education, in which students place a mark next to the response option that best reflects their feelings about the statement. The 'Likert' technique of presenting attitude statements is used in this scale. Responses consist of "Very strongly agree", "Strongly agree", "Agree", "Disagree", "Strongly disagree", "Very strongly disagree", Neutral option was eliminated because the students might be inclined to choose this option too freely. Scale values ranged from + 6 for "Very strongly agree" to + 1 for "Very strongly disagree".

**Table 1:** Comparison of Attitude towards Physical Education and Sports of Good and Poor Category Students

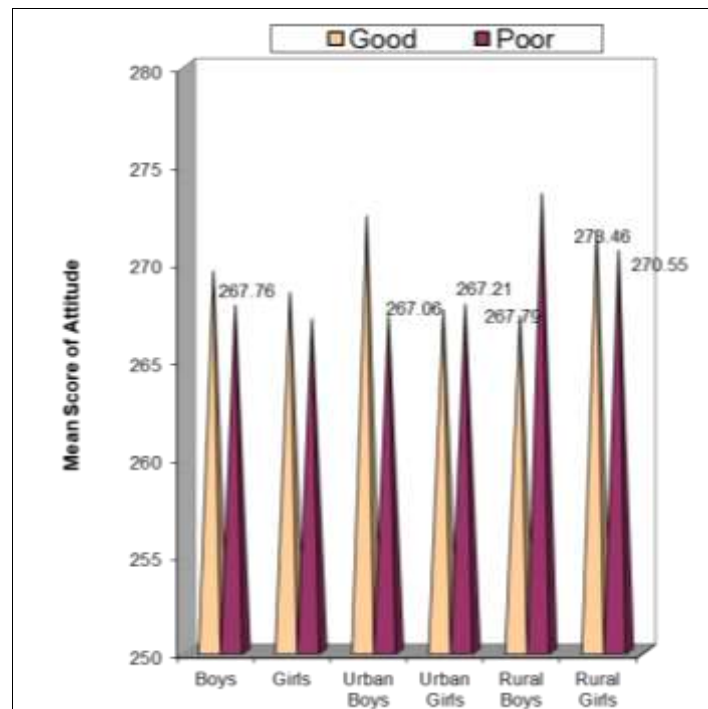
Students	Category	N	Mean	S.D.	S.E.D.	't'	Level of Significance
Boys	Good	121	269.50	26.399	3.503	.498	INS.
	Poor	113	267.76	27.131			
Girls	Good	93	268.40	23.338	3.660	.365	INS.
	Poor	63	267.06	21.796			
Urban Boys	Good	84	272.32	25.108	5.385	.950	INS.
	Poor	29	267.21	24.964			
Urban Girls	Good	102	267.51	21.792	3.220	.087	INS.
	Poor	119	267.79	26.075			
Rural Boys	Good	112	267.20	19.829	3.028	2.069*	SIG.
	Poor	89	273.46	22.443			
Rural Girls	Good	128	271.55	23.856	5.658	.178	INS.
	Poor	31	270.55	29.234			

\* Significant at 0.05 level.

### Discussion

Table No-1 displays comparison between attitude towards physical education of students belonging to good and poor categories. Influence of attitude towards physical education and sports of two groups have been presented in similar table. Table displays significant critical ratio of which should be 1.96 and 2.58 at 0.05 level and 0.01 level of significance respectively. It shows the obtained critical ratio is insignificant. This indicates that students belonging to good

and poor categories do not differ significantly in their attitude towards physical education and sports. Though the difference in means of the two groups is in favor of students belonging to good category, yet it can be said that observed difference could have arisen due to chance errors. There is no significant difference in sample means. The comparison of mean score of attitude towards physical education and sports of good and poor category students is graphically presented in Fig. No. 1.



**Fig 1:** Graph showing comparison of mean scores of attitude towards physical education and sports of good and poor category students

**Table 2:** Comparison of Attitude towards Physical Education and Sports of Good and Average Category Students

Students	Category	N	Mean	S.D.	S.E.D.	't'	Level of Significance
Boys	Good	121	269.50	26.399	2.617	.031	INS.
	Average	494	269.59	25.457			
Girls	Good	93	268.40	23.338	2.627	.482	INS.
	Average	572	269.67	26.494			
Urban Boys	Good	84	272.32	25.108	2.906	1.123	INS.
	Average	615	269.06	25.932			
Urban Girls	Good	102	267.51	21.792	2.409	1.005	INS.
	Average	507	269.93	26.385			
Rural Boys	Good	112	267.20	19.829	2.165	.888	INS.
	Average	527	269.12	27.140			
Rural Girls	Good	128	271.55	23.856	2.336	1.161	INS.
	Average	569	268.84	26.010			

### Discussion

Table No-2 displays comparison between attitude towards physical education of students belonging to good and average categories. Influence of attitude towards physical education and sports of two groups have been presented in this table. Table displays significant critical ratio of which should be 1.96 and 2.58 at 05 level and 0.01 level of significance respectively. It shows the obtained critical ratio is insignificant. This indicates that students belonging to good

and average categories do not differ significantly in their attitude towards physical education and sports. Though the difference in means of the two groups is in favor of students belonging to average category, yet it can be said that observed difference could have arisen due to chance errors. There is no difference in sample means. The comparison of mean score of attitude towards physical education and sports of good and average category students is graphically presented in Fig. No. 2.

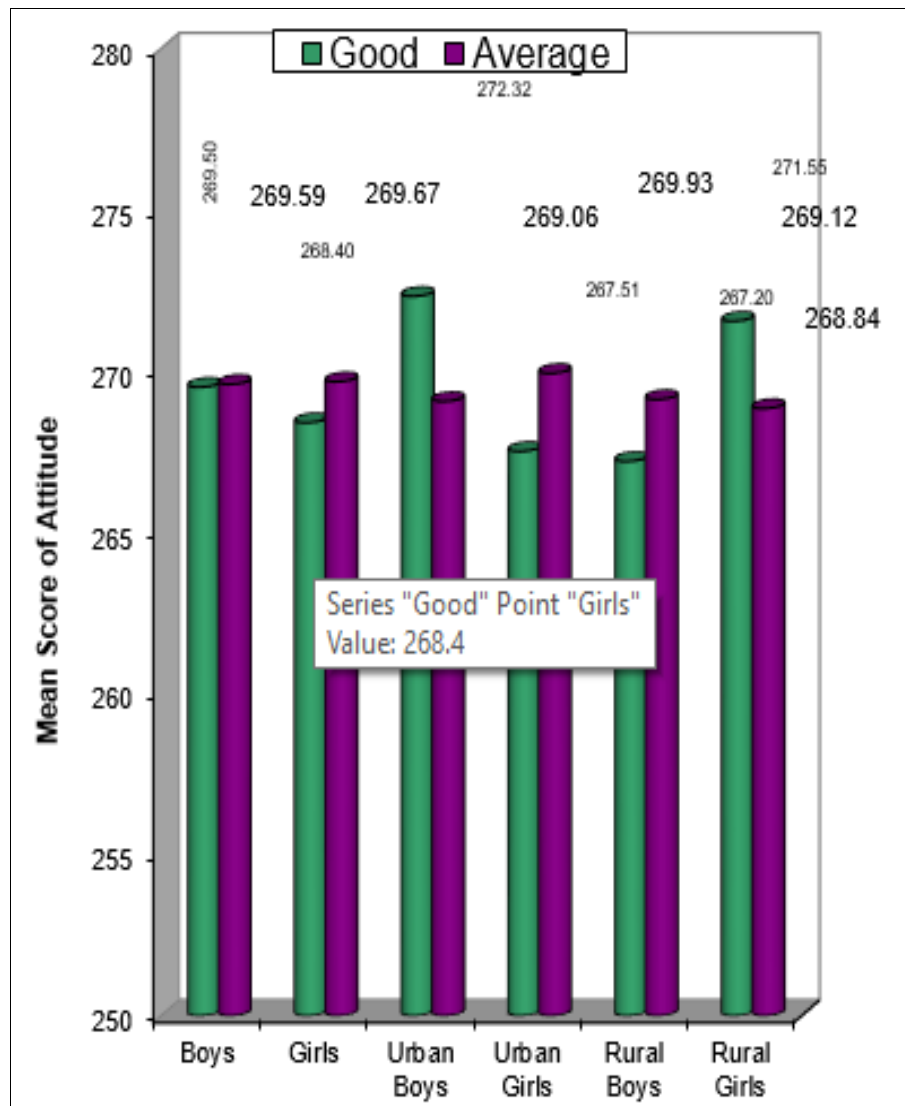


Fig 2: Graph showing comparison of mean scores of attitude towards physical education and sports of good and average category students

Table 3: Comparison of Attitude towards Physical Education and Sports of Poor and Average Category Students

Students	Category	N	Mean	S.D.	S.E.D.	't'	Level of Significance
Boys	Poor	113	267.76	27.131	2.758	.662	INS.
	Average	494	269.59	25.457			
Girls	Poor	63	267.06	21.796	2.930	.888	INS.
	Average	572	269.67	26.494			
Urban Boys	Poor	29	267.21	24.964	4.736	.391	INS
	Average	615	269.06	25.932			
Urban Girls	Poor	119	267.79	26.075	2.619	.817	INS.
	Average	507	269.93	26.385			
Rural Boys	Poor	89	273.46	22.443	2.614	1.661	INS.
	Average	527	269.12	27.140			
Rural Girls	Poor	31	270.55	29.234	5.346	.319	INS.
	Average	569	268.84	26.010			

\*\* Significant at 01 level.

### Discussion

Table No-3 displays comparison between attitude towards physical education of students belonging to good and average categories. Influence of attitude towards physical education and sports of two groups have been presented in the same table. Table displays significant critical ratio of which should be 1.96 and 2.58 at 0.05 level and 0.01 level of significance respectively. It shows the obtained critical ratio is insignificant at 0.05 levels. This indicates that students

belonging to good and poor categories do not differ significantly in their attitude towards physical education and sports. Though the difference in means of the two groups is in favor of students belonging to average category, yet it can be said that observed difference could have arisen due to chance errors. There is no difference in sample means. The comparison of mean score of attitude towards physical education and sports of poor and average category students is graphically presented in Fig. No- 3.

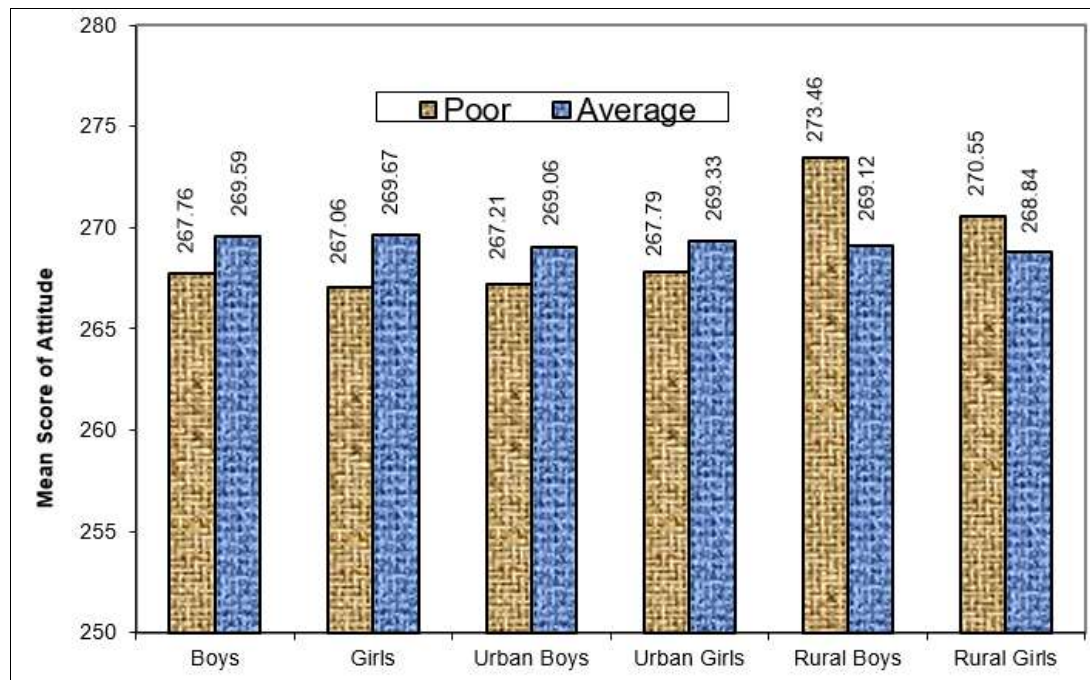


Fig 3: Graph showing comparison of mean scores of attitude towards physical education and sports of poor and average category stud

### Conclusions

- The following conclusions have been drawn on the basis of the findings of the study:-
- The students belonging to good and poor categories do not differ significantly in their attitude towards physical education and sports.
- The students belonging to good and average categories do not differ significantly in their attitude towards physical education and sports.
- The students belonging to good and poor categories do not differ significantly in their attitude physical education and sports. There is no difference in sample means.

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