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Attitude towards physical education among Panjab University students

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Abstract

Background: Physical education has a special significance, and unique role and has made unlimited contributions in the modern age as it caters to the biological, sociological and psychological necessities of the man. Swami Vivekananda has stressed that. "What India needs today is not Bhagwat Geeta but the football ground". But the significance of physical education was recognized a long time ago by Plato when he said, 'Lack of activity destroys the good conditions of every human being. This study is to figure out the attitude of Panjab University, Chandigarh campus students towards physical education and make them aware of the benefits of physical education.

Methods: A survey of 300 students (150 male and 150 female), aged 19-27 years, were randomly chosen from the Panjab University, Chandigarh campus. Students were asked to fill out the Ludabella Aurora C. Sanes questionnaire. Statically analysis was performed by using the SPSS software.

Results: The result showed that male students of Panjab University, Chandigarh campus have a moderately positive attitude towards physical education (M=146.56, SD=20.34). The result also shows that the female students of the Panjab University campus have moderately positive attitudes towards physical education (M=139.48, SD=14.60).

Conclusion: It was concluded that male students of Panjab University campus have a slightly higher interest towards physical education with comparison to female students of Panjab University, Chandigarh campus.

Keywords: Physical strength, physical development, physical process, physical health and physical appearance

Introduction

The word physical refers to the body. It is often used in reference to variable bodily characteristics such as physical strength, physical development, physical process, physical health and physical appearance. It refers to the body as constructed by the mind. Therefore, when the word education is added to the word physical, it forms the phrase of education that concerns activities that develop and maintain the human body. When an individual is playing a game or performing skills like swimming, marching, working out on the parallel bars or performing in any one of the games or physical activities, education is taking place at the same. This education may be conducive to enrichment. (It may be a satisfying experience or may be conducive to the enrichment.) It may be a satisfying experience or maybe an unhappy one. It may be helpful in the building of a strong and cohesive society, or it may have antisocial results for the participants. Physical as well as educational objectives will depend to a great extent on the leadership responsible for its direction. Physical education is an important part of the educational process. It is not a trill or an ornament tacked on the school program as a means of keeping children busy instead, is a vital part of education.

Methods

Design and sample

The design was a survey-type study of attitudes towards physical education among Panjab University campus students during the end semester of 2018. A sample of 300 students (150 male and 150 female), aged 19-27 years participated in this study. Students were randomly selected from the different departments of the Panjab University campus.

Tool used

Ludabella Aurora C Sanes questionnaire of attitudes towards physical education is used in the present study. The questionnaire contains questions to measure the students' attitude towards physical education in terms of their social and psychological interests.

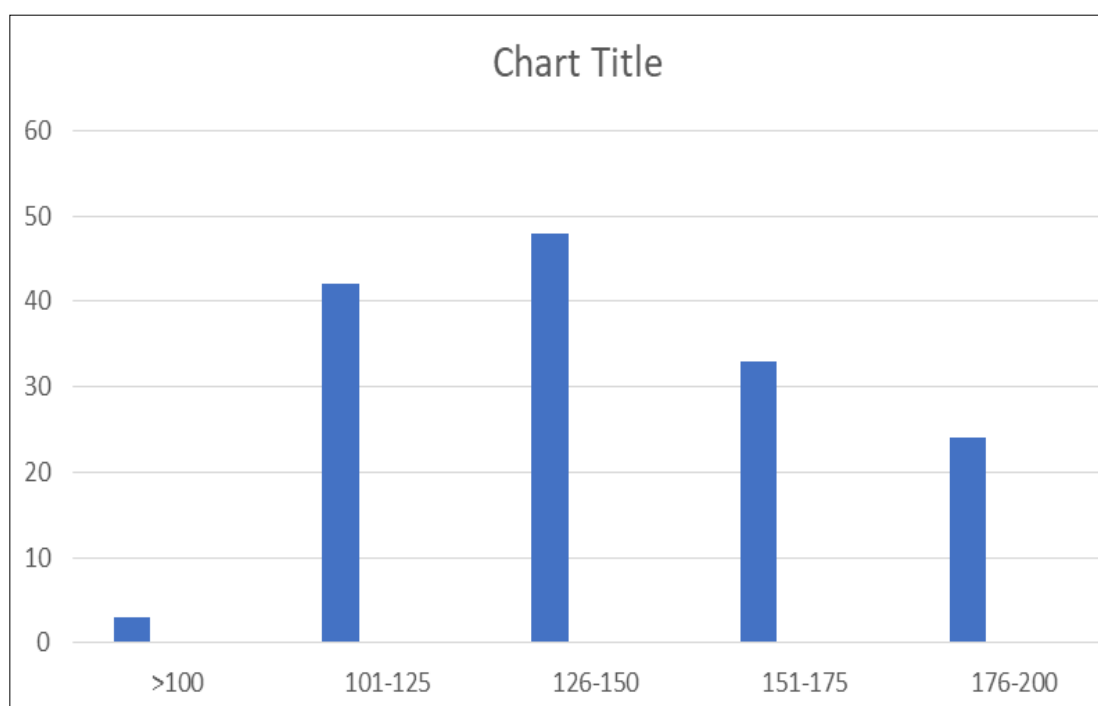
Statistical Techniques

Once a data was obtained and keeping in mind the objective of the study the data was tabulated and analysed. The data was analysed by using SPSS. To compare the attitude of male and female students of the university "Ludabella Aurora C Sanes" questionnaire of attitude towards physical education is used. T-test was applied to find out the comparison between males and females. In order to examine the hypotheses of the study, Mean, SD and t-test was used. To verify the hypotheses of the study level of significance was selected to be 0.05 levels.

Data Analysis**Results****Table 1:** Frequency distribution for physical education (Male)

Intervals	Frequency	Percentile
> 100	03	02.00
101-125	42	28.00
126-150	48	32.00
151-175	33	22.00
176-200	24	16.00
Total	150	100

Table 1 clearly shows the frequency distribution for physical education of the male students of Panjab University Campus. It is clear from the table that most of the scores range between the interval 101-150 and the minimum was found in class interval of > 100.

**Fig 1:** Graphical representation of frequency distribution for physical education (Male)**Table 2:** Frequency distribution for physical education (Female)

Intervals	Frequency	Percentile
>100	10	06.6666
101-125	59	39.3333
126-150	43	28.6666
151-175	27	18.0000
176-200	11	07.3333
Total	150	100

Table 2 shows the frequency distribution of physical education of female students of Panjab University Campus. It can be clearly seen in the table that most of the scores range

between the interval 101-150 and very less score was found in the class interval >100.

Table 3: Descriptive analysis for leisure time physical activity

Gender	N	Mean	Standard Deviation	Standard error Mean
Male	150	146.56	20.34	1.66
Female	150	139.48	14.60	1.19

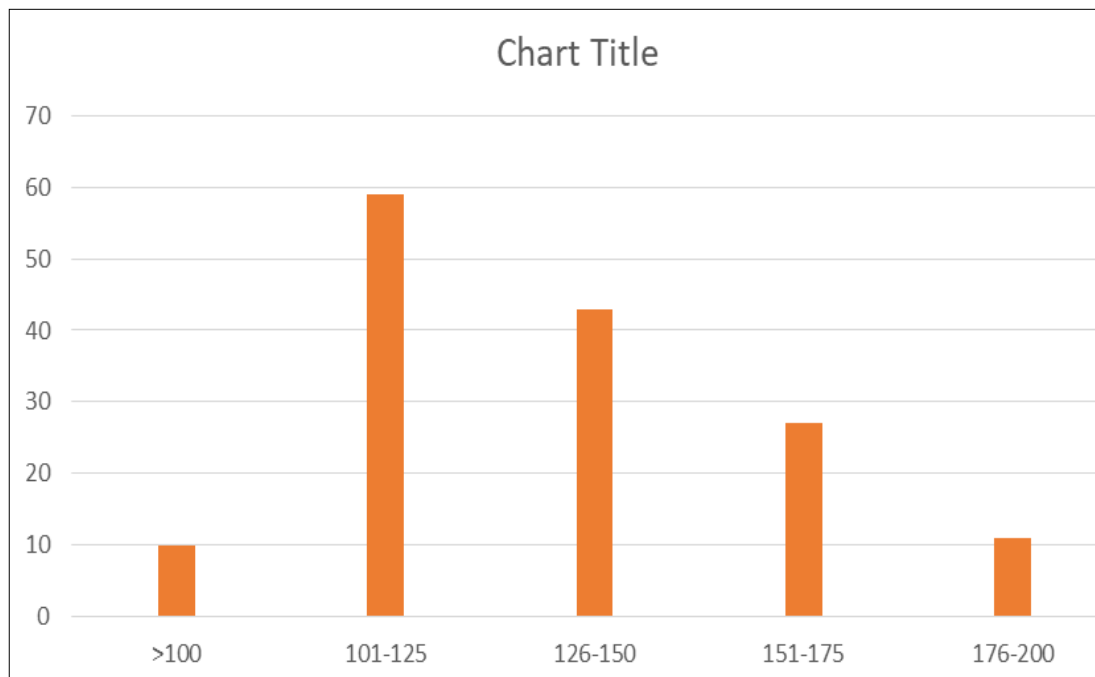


Fig 2: Graphical representation of frequency distribution for physical education (Female)

Table 3 shows the Mean, Standard Deviation and Standard error mean of the male and female students of Panjab University Campus for attitude towards physical education.

The table clearly indicates that, for male subjects $M=146.56$ and $S.D=20.34$ whereas $M=139.48$ and $S.D=14.60$ for female subjects.

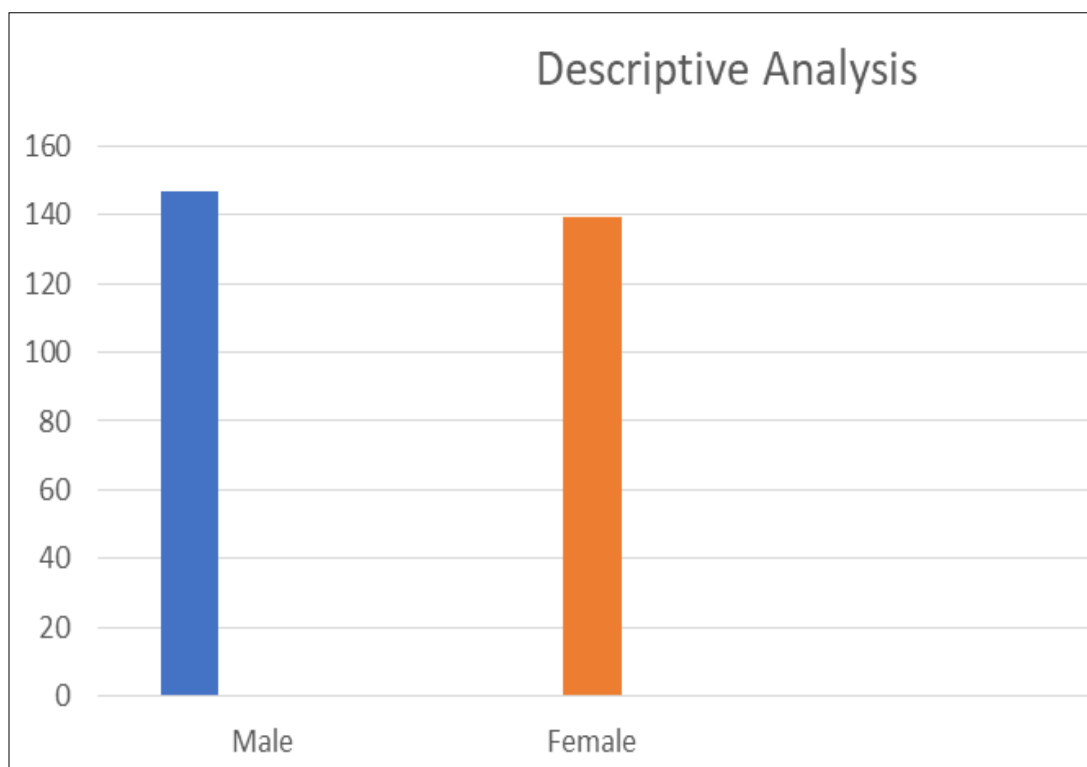


Fig 3: Descriptive analysis of male and female students for physical education

Table 4: Comparison between male and female students towards the attitude toward physical education

	T	DF	Sig (2-tailed)
Attitude towards physical education	3.46	298	0.01

The table 4 shows that there was a significant difference in the attitude of Panjab University Campus towards physical education {(Male: $M = 146.46$, $SD = 20.34$) and (Female: $M = 139.48$, $SD = 16.60$)} it is evident from the table that the p-

value of 0.01 in physical education is less than 0.05. Thus, it can be said that there was a significant difference in attitude of Panjab University students towards physical education.

Discussion of the findings

It was hypothesized that attitude of Panjab University Campus students would not have a positive attitude towards physical education. But, when the Ladubella Aurora C Sanes questionnaire was measured, it was found that both male and

female subjects of the Panjab University Campus had a moderately positive attitude towards physical education. Most of the responses range between the intervals 101-125, 126-150 and 151-175. Similarly, Keogh (1962) ^[7] analysed the general attitude of 136 men and 130 women towards physical education. The study was to determine whether students differed in their general benefits and value of physical education and if men and women differed in this aspect. It was found that men and women were not different in their stated attitude towards physical education.

Conclusion

Limitations

The findings of this study are limited by the use of a sample of students from just a few students of Campus University which may not be the representative of all university students of the Panjab University campus. However, there is a more percentage of hostellers in the university campus which can influence the data of the researcher.

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