

PHYSICAL EDUCATION AND SPORTS ATTITUDE SCALE FOR HIGHER SECONDARY STUDENTS

DR ARUNA DOGRA

ASST.PROFESSOR
SH.MADHORA WANKHADE SHARIRIK
SHIKSHAN MAHAVIDYALAYA, KAMPTEE
DIST-NAGPUR (M.S) INDIA

INTRODUCTION

Physical education and sports programmes are activities related to sport which are included in the curriculum of every scale. All the competitive and non competitive activities are also included in physical education and sport programmes.

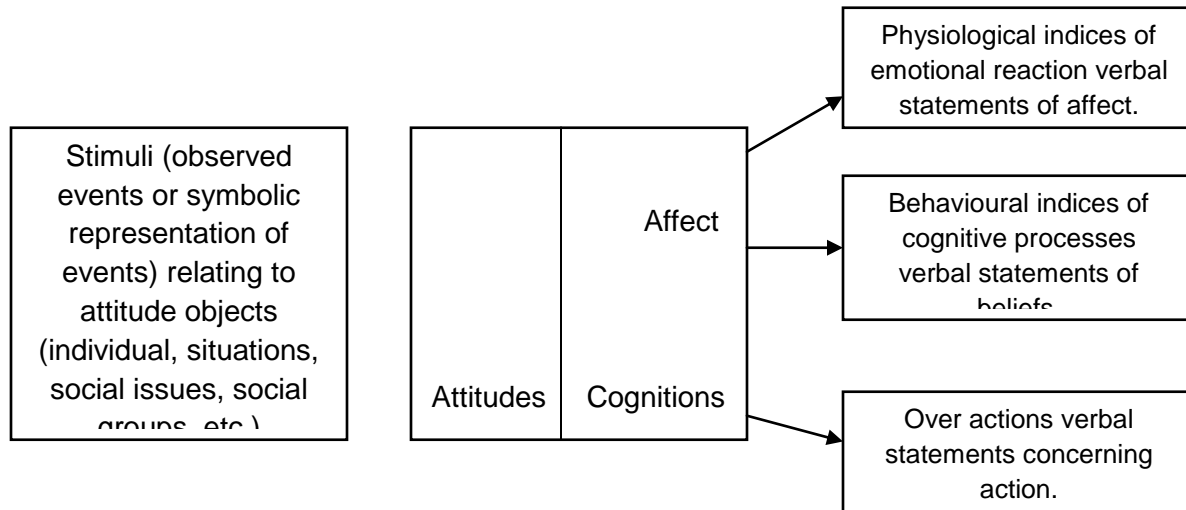
Attitude is a phenomenon that can be acquired . Attitude can be changed. This happens because there are a number of factors which directly or indirectly affects the process of formation of attitudes.

An individual's everyday experience, specially his interpersonal experience, is a deciding factor in the creation of attitude. Attitudes are modified in the process of integrating many specific relations of a similar kind and they are, therefore, the product of the evaluation of many specific relations of a similar kind and the products of the evolution of many recurrent impressions, emotions, perceptions and ideas imitation of significant role in the development of attitudes in their genesis and in their development, are markedly influenced by persons who occupy significant positions in an individuals life. The creation and shaping of attitudes are functionally associated with factors, past and present, that "Specially influence different attitude states. Functionally speaking, an attitudes is not a response but more or less a persistent set to respond in a given way to a situation. It is an organised and consistent manner of thinking, feeling and reacting with regard to any event in surrounding. The pressures, forces and dynamics of one's surroundings are therefore, contributory to the developments of attitude, which in turn gives a shape to one's behaviour. The soundness of healthy attitude will largely depend upon the social, cultural and economic status and education of person living in a society.

An attitude is directed toward an object. The object of the attitude may be of any kind - a policy, person, group, event, abstract entity (such are freedom or God) or material object.

An attitude is a positive or negative tendency in relation to an object. An attitude varies in degree from being extremely unfavourable. One which is neither for nor against something is neutral. An attitude which include both positive and negative tendencies is Ambivalent.

A schematic conception of attitudes:



An attitude is a tendency to react in a certain way, a readiness or disposition to have certain positive or negative reactions aroused in relation to the object.

An attitude may be defined as a tendency to react favourably or unfavourably toward a designated set of stimuli, such as a national or social group, a customs or an institution. It is evident that, when so defined, attitudes cannot be directly observed, but must be inferred from overt behaviour, both verbal and nonverbal. In actual practice, the term "attitude" has been most frequently associated with social stimuli and with emotionally toned responses.

PURPOSE –

The purpose of the study was to construct attitude scale for school going students with special reference to physical education and sports.

METHODOLOGY –

The present researcher designed an attitude scale based on likert five point rating scale because Likert technique—

- Avoid the difficulties encountered in using the judging group to construct a scale .
- It yields reliabilities as high as those obtained by other techniques with fewer items.
- It is easier for calculations.

The researcher designed the attitude scale in two parts : part A information format for students which consisted general information regarding an individual viz, Name in full, Place, gender, participation level, eco- condition , faculty etc. and part B consisting opinionnaire for the students based on five point likert technique.

At an initial stage the investigator collected 113 statements expressing different sets of opinions. Later with the help of experts in the field it was cut short to 106 statements.

While constructing the statements the three components of instructional objectives dealt by physical education and sports viz, The product, The process , and The content were considered.

After construction of the preliminary opinionnaire it was tested on a random sample of 100 students of different schools of maharashtra state in the presence of investigator to avoid consultation with each other and to remove the doubts raised. The respondents gave their opinion on a five point scale ranging from strongly agree to strongly disagree.

ITEM ANALYSIS

For item analysis the entire group of subjects was arranged according to the attitude scores. 27% of area covered by very high scores and 27% of the area covered by very low scores were the optimum groups for use when item analysis data was obtained.

STATISTICAL TECHNIQUE

For the two groups of subjects and each statement of the subjects of these group statistical analysis related to critical discriminating ratio was found out. So each statement was then analysed to find out the frequencies of different weights; From these frequencies the mean and SD for each item was calculated . Difference between the means, when means are uncorrelated ; the 't' formula for testing their differences was used.

't' value for each statement was used and the researcher used 0.05 as the level of significance the 't' value for this is 1.98 for the degree of freedom 98.

RESULTS

Hence the final scale for measuring attitude of students towards participation in physical education and sports consisted of 65 statements out of 106 statements. In which 31 [thirty one] statements were favorable and 34 [thirty four] items were unfavorable statement . As shown below :-

1. Physical education and sports should be elective subject after ninth grade.
2. Physical education and sports are less important to the students of higher secondary education.
3. Physical education and sports classes once or twice a week is inadequate.
4. Physical education and sports should be a compulsory subject in higher secondary education.

5. Physical education and sports provide less opportunities to the students for getting recognition.
6. Physical education and sports classes are not sufficient for learning any game as a whole.
7. Participation in competitive sports and games gives an opportunity for self control.
8. I would join Physical education and sports classes only if it is compulsory.
9. Physical education and sports programmes should include calisthenics i.e. lezieum, dumbels etc.
10. In Physical education and sports class activities are taught without teaching rules and regulations.

The important components of physical education were also distributed as given below:-

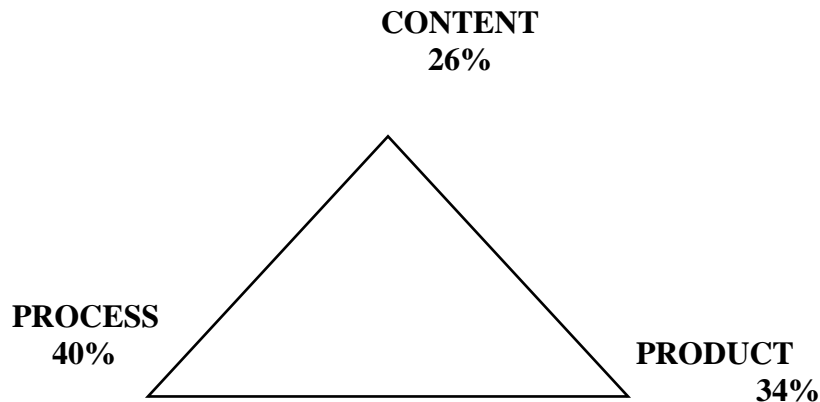
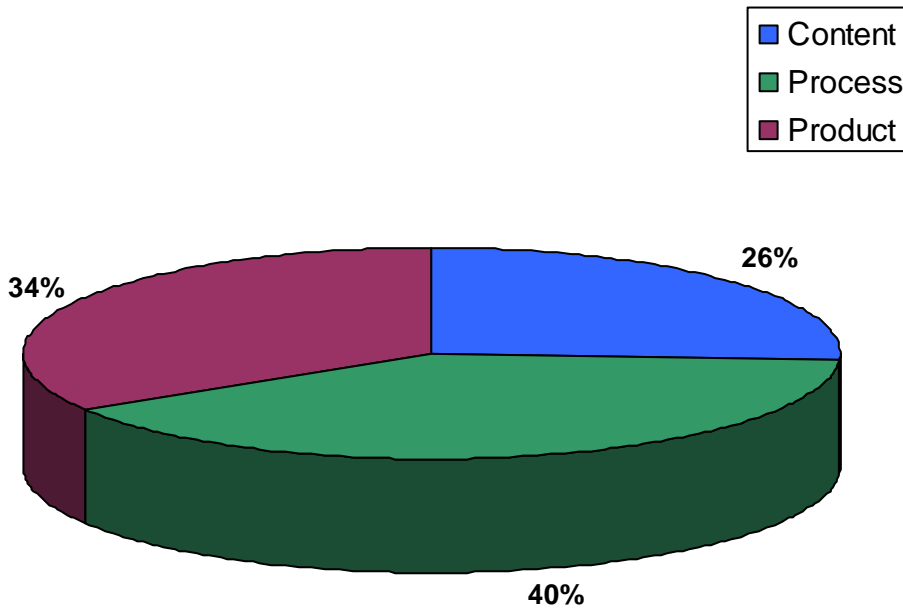


Table showing the classification of three components related with participation in physical education and sports programmes and their frequencies in the attitude scale.

Components	Positive Items	Negative Items	Total	Percentage
Content	12	05	17	26%
Process	09	17	26	40%
Product	10	12	22	34%
Total Items	31	34	65	100%



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