



## Attitude of High and Higher Secondary School Students of North Kashmir towards Physical Education

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**Abstract:** The objective of the present study was to access the “Attitude of High and Higher Secondary School Students towards Physical Education”. The present study was conducted on eight hundred (500 male and 300 female) students between age group 16 to 20 years. The subjects were the students of High and Higher Secondary Schools of North Kashmir, Jammu and Kashmir. To examine the attitude of students toward Physical Education the questionnaire developed by Claudia Cockburn (1999) was administered on all the subjects. The responses collected from the given subjects were converted into raw data with the help of frequency distribution technique. The data was further tabulated as results of the study through percentage method.

[Umaya Fayaz, DR. Manoj Kumar Pathak. **Attitude of High and Higher Secondary School Students of North Kashmir towards Physical Education.** *Researcher* 2020;12(12):6-10]. ISSN 1553-9865 (print); ISSN 2163-8950 (online). <http://www.sciencepub.net/researcher>. 2. doi: [10.7537/marsrsj121220.02](https://doi.org/10.7537/marsrsj121220.02).

**Keywords:** Physical Education, Attitude.

Umaya Fayaz Attitude of High and Higher Secondary School Students of North Kashmir towards Physical Education. *Researcher*, 2020

### Introduction

Physical Education refers to the process of education that concerns activities which develop and maintain the human body. It is recognized 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". Physical Education is the process by which changes in the individual are brought about through movement's experiences. Physical Education aims not only at physical development but is also concerned with education of the whole person through physical activities. Physical education provides awareness and learning attitude for the physical, mental, emotional, social and spiritual development of the human personality. Attitudes can be defined as affective feelings of liking or disliking toward an object (which can be basically anything) that has an influence on behavior. According to Don Forsyth "an attitude is not a feeling, cognition, or a form of behavior; instead, attitudes combine all three components in an "integrated affect-cognition-behavior system." Attitudes are either positive or negative. A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation, Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards.

### Review of Literature

The research scholar has gone through the available related literature, which are relevant to the present study.

Macintosh and Albinson (1982) compared the attitudes of two groups of 8th-grade students (13–14 years of age): those taking a physical education class and those not taking one. They found that students who choose not to take physical education reported having a less positive attitude toward physical education and as having less fun.

Lakshmi and Singh (1991) examined potential determinants of male and female high school students' attitudes toward physical education. They identified five main determinants of attitude: curriculum content, teacher behavior, class atmosphere, student self-perceptions, and facilities. Both male and female students identified these determinants in the same order. Singh et al. also identified related factors contributing to negative feelings toward physical education. These factors included boredom with activities, not wanting to get sweaty, not wanting to dress out, and the perception that athletes received preferential treatment.

Stewart and Green (1991) examined the attitudes of 1,049 males and 1,081 females' from junior high and high school students in physical education.

Participated in the study were selected from two middle and high schools in the Midwest. Students completed a 66-item survey created by Edgington (1968) representing attitudes toward physical education in fitness development, skill development, cognitive development, affective development and social development. Students were given four Likert Scale (1-4) response options: strongly agree, agree, disagree and strongly disagree. Many similar studies allow students to respond with a neutral feeling, however, this was eliminated to force students to make a positive or negative choice.

Campbell (2002) studied the attitude of 199 students of the Texas Austin University to Hudge. The attitude of students (women) towards physical education by employing wear attitude inventory. A questionnaire having 30 statements was administered on a JBM answer sheet. Result suggested that the subject had favorable attitude towards physical education.

### Significance

The attitude is one of the significant factor that influence not only teachers but also students behavior in the classroom. Even though teachers are believed to be the most important persons in the school with all their acts, it is obvious that students' attitude and manners are also vital for success. For most teachers or curriculum designers, distinguishing what are needed by students is a regular process of curriculum development. The study may be helpful in formulating measures to educate the teachers/coaches to positive approach and accurate planning to implement the programmes of physical education in the schools/colleges and universities for balanced development of the students personality. The study will help in popularizing physical education programmes to some extent and helps the teachers/coaches to motivate the students towards physical education.

### Hypothesis

In the light of the objective of the present study, it was hypothesized that Attitude of students is positive towards Physical Education.

### Sampling

Eight hundred students (500 male and 300 female) studying in high and higher secondary schools of North Kashmir were randomly selected from Kashmir division of Jammu and Kashmir. The ages of subjects range from 16 years to 20 years, with mean age of 18 years.

### Description of Questionnaire

Attitude towards physical education questionnaire developed by Claudia Cockburn (1999) was used to find out the attitude of subjects towards physical education and sports programme run in the state schools of North Kashmir division of Jammu and

Kashmir. The Questions were designed to cover the following areas:

1. Enjoyment of and feelings towards physical education class.
2. Effort made in physical education class.
3. Factors that encourage or put students off physical education class.
4. Participation in lessons and extracurricular activities.
5. Activities liked and disliked within physical education class.
6. Any long term illness or disability that affects the students in their physical education class.

### Results, Discussion and Findings

The analysis revealed that in previous session only 58% male and 48% female students enjoyed the physical education classes and 15% male and 17% female did not enjoyed the classes. Students were asked to add their reasons for enjoying and for not enjoying the Physical Education classes; gave different reasons for enjoying the Physical Education classes. 30% male and 20% female students who enjoyed Physical Education classes reasoned it "to love for sports"; 15% male and 15% female students wanted "to gain knowledge" about Physical Education; 17% male and 30% female students wanted "to learn skills" and 13% male and 5% female students enjoyed the classes because of the "way of teaching" of their teacher.

Students gave different reasons for not enjoy the Physical Education classes during last session the main reason were (i) Physical Education a boring subject 25% male and 14% female; (ii) it causes injuries 25% male and 29% female; students said that they did not enjoy the classes because of the (iii) way of teaching of their teacher 8% male and 29% female and 17% male attributed to some other reasons for not enjoying the Physical Education classes.

The result for efforts made in Physical Education classes, revealed that 40% male and 40% female students made positive effort in Physical education classes, and 38% male and 38% female made less effort in classes, out of which 44% male and 25% female students tried hard because they thought that it helps them to maintain their health; 13% male and 19% female wants to improve their game skills; 9% male and 19% female students said that it is a interesting subject. The students who did not tried hard in the classes students said that it is a boring subject 43% male and 27% female, it can cause injuries to them 23% male and 15% female, students said that trying hard in Physical Education is just a wastage of time 17% male and 20% female and 10% male and 27% female students said that they did not tried hard because of some other reasons.

Only 62% (248) male and 55% (110) female students brought their playing kit for most of the classes and only 23% male and 20% female students did not bring their playing kit to Physical Education classes. The reasons given by the students 22% male and 63% female were illness or injuries; 11% male and 25% female forget their playing kit, and 11% male students gave some other reasons.

The data pertaining to regularity in class indicated that 75% students took part in most or all of their Physical Education classes, and only 10% students missed about half, or more of the classes. Near about half of the students (40% male and 50% female) missed the classes because of injuries or illness; one third missed it because they forgotten the playing kit and rest of the subjects (20%) deliberately avoided the Physical Education classes.

15% male and 25% female students said that they were affected by some long time illness or disability that affects their participation or enjoyment of physical education classes. 42% male and 50% female were affected by fracture or dislocation; 33% male and 40% female students affected by their physical weakness and 25% male and 10% female students were affected by some other health related problems.

The response of subjects regarding their ability at physical education in general, 25% male and 25% female students thought that they were good and only 10% male and 10% female students thought that they were poor at Physical Education in general. Whereas large number of students 65% male and 65% female students said that their suitability for Physical Education class depended on the activity to be performed.

In response to the factors that encourage or discourage the students from physical education classes, majority of the students (87% male and 84% female) students were encouraged by “working with friends”; “being competitive” (50%) “being artistic or creative” (62%) “playing games” (47%); male students were also encouraged by “being in a class with Boys” (72%) and “having a male teacher” (65% male); in case of girls “being in a class with girls” encourages 75% of girls and “having a female teacher” encourages 55% girls.

An equal number of male and female (42%) students were discouraged by “Doing sport in front of other people”; more than half of the students (60% male and 60% female) students said that “doing Physical Education outside in cold weather” discourages them; 32% male and 32% female students said that “wearing the proper playing kit” discourages them; 50% of the female students were discouraged by the presence of boys in the class. “Family support” (15%) male and (23%) female students was also considered encourage for participation where as

“injuries, fatigue or illness were (40 male and 30 female) considered as discouraging factors.

Responses of students regarding their experience in physical education classes revealed that majority of students 90% agreed that they had fun in physical Education classes. “They make new friends”; more than “it keeps them fit” and healthy and maintain their body shape and they learn how to keep fit, healthy and how to control their body shape; they learn skills in Physical Education classes. On the other hand half of the students (50% male and 50% female) students disagreed that they felt tiredness in Physical Education classes. And 58% male and 58% female students disagreed with “feel bad because they get tired”.

Students were asked to add their feelings about Physical Education classes, 520 students added positive feelings and only 80 students added negative feelings. In positive feelings 20% male and 18% female students felt that Physical Education is an interesting subjects; 20% male and 29% female students felt that it provides knowledge about various games; 14% male and 32% female students felt that it keeps them psychologically fit and 6% male students gave some other positive feelings.

In negative feelings 50% male and 40% female students felt that Physical Education is a boring subject; 30% male and 33% female students felt that it is just wastage of time and 20% male and 27% female students felt that it has no scope in future.

When students were asked to list three activities they would like to participate during Physical Education classes, Cricket, Football, Volleyball, KhoKho, and Badminton were the activities especially liked by the students in Physical Education classes. Reasons for liking these activities were- recreation, fitness, good ability, and some other reasons they were also asked to list three activities they would not like to do in Physical Education classes and also mention their reason for disliking these activities, Boxing, Kabaddi, and Swimming are some activities given by the students they did not like to do. Boardence, injuries, and poor ability were the reasons for not liking these activities.

When the feelings towards Physical Education with changing in time was analyzed, It was found that most of them start enjoying Physical Education in High schools (71% male and 72% female); 50% male and 63% female students said that they but their best affording in Physical Education in High school and 60% male and 42% female said that they brought their playing kit regularly in High schools and took part in classes.

When the students were asked about their lunch time or after school sports club activities at their school 87% male and 85% female students said that there is no such facility available at their school.

Cricket, Football, Kho-kho, and Badminton were the activities which the students will follow in coming years.

### Conclusions

Within the limitations of present study following conclusions may be drawn

1. Only half of the sampled students enjoyed the physical education classes during last session, the reasons given were-“to gain new knowledge and new skills”. Students also felt that physical education is “an interesting subject” and they “love sports”.

2. Rest half of the students sometimes or never enjoyed physical education, because they felt that it is a boring subject and may cause injuries to them.

3. Less than half some were 40% of the sampled students made positive effort in physical education because they felt that it as an interesting subject and it also helps in maintaining health.

4. More than half 60% of the sampled students did not try hard because they felt it as a boring subject and thought that it is just wastage of time.

5. Female students were discouraged by the presence of the male students in their classes and exercising the playing kit hesitates them to perform activities in front of others.

6. High school and higher secondary school students agreed that it keeps them fit and healthy and teaches how to keep their bodies fit and healthy.

7. Lack of motivation is one of the reasons for poor participation of students in physical education programme as they felt it as a new subject for them thus expressed less interest in physical activities. Most of the female students felt shy in presence of male teachers which discouraged them and affected their participation in physical education classes.

8. The games like Cricket, Football, Volleyball and kho-kho were the activities especially liked by the students, because such games are very popular in Jammu and Kashmir State.

9. This games like boxing, swimming and Kabaddi were the activities that were less popular among sampled students because they felt that it may cause.

10. The weather conditions of Jammu And Kashmir State are one of the reasons for poor participation in Physical Education.

### Recommendations

In the light of conclusions drawn the following recommendations were made

1. As most of the students did not enjoy physical education class. A variety of physical activities should be included in physical education programme to provide greater choice according to once ability.

2. Activity base programme of Physical Education should be included in the curriculum of primary and middle school level for every student; it help to develop sports skills, and interest among the students.

3. Separate sports facilities should be made for female students as to increase the participation of female students in Physical Education and sports.

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11/25/2020