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GRT A STUDY OF AN ATTITUDE DIFFERENCE BETWEEN SPORTS AND NON-SPORTS GIRL STUDENTS TOWARDS DISCIPLINE

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Abstract:-The purpose of the study was to examine the attitude difference between sports and non-sports girl students towards discipline. Seventy five five (n = 75) sports girl students and seventy five (n = 75) non-sports girl students were selected as subjects at random. Their age ranged between 15 and 17 years. The selected subjects were treated with the questionnaire on 'Sodhi's Attitude Scale (SAS)'. The administrator distributed the questionnaire to each student, and explained the questions or statements clearly. The answer sheet included three choices of 'YES', '?', 'No'. The students were gone through the questions and encircled any one option. The data were treated with the independent 't' test and reached the conclusion. The results of the study pointed out that, there was a significant difference ($p \leq 0.05$) in discipline among the sports and normal students. The level of confidence was fixed at 0.05 in all cases.

Keywords:Sports psychology, social psychology, sports students, discipline.

INTRODUCTION :-

In the year 1985, the U.S. Olympic Committee hired the first full-time sport psychologist to oversee the research programme and mental preparation of all Olympic sport programs in America. Psychological research with athletes began in Eastern European countries in the year 1950s as part of Soviet space program's exploration of mental techniques to enhance the performance of cosmonauts. It became recognized as an academic field of study in 1970s. Sport Psychology, a young science, has only begun to scratch the surface of understanding the thoughts, feelings, and behaviors related to participation in physical activity (Cote and Hay, 2002). Today, sport and exercise psychologists have begun to research and provide information in the ways that psychological well-being and vigorous physical activity are interrelated to each other and it influences the sports results (Kamlesh, 1988). Recently the sport psychologists have assisted the athletes and their coaches in different ways to improve the competitive results. Injured athletes who are looking for motivation, individuals looking to overcome the pressure of competition, and young children involved in youth sports as well as their parents have all been now aided by psychological guidance (Morris, 1995).

Social participation is dependent to a large extent upon the age of children, there is a slight relationship between intelligence quotients and the degree of social participation of individuals (Parten, 1932). Social psychology is the scientific field that seeks to understand the nature and causes of individual behavior and thought in social situations, in other words social psychology seeks to understand how we think about and interact with others (Caver and Scheier, 1998, Corrigan, 2001). The topics that socio-psychological study are very different from those in the physical or biological sciences, the methods we are employing here similar in nature and orientation (Cox, 1994). For this reason, it makes sense to describe social psychology as basically scientific in nature. And social psychology has a major role in sports.

Discipline means helping a child develop self control and a sense of limits, experience the consequences of his/her behavior, and learn from his/her mistakes (Wohiwill and Heft, 1987). Discipline does not mean punishment or conflict between parent and child. All children need the security of knowing the rules and boundaries of behavior; without them they feel at a loss. Attitudes are associations between attitude objects (Virtually any aspect of the social World) and evaluations of those objects more simply attitudes are lasting evaluations of various aspects of the social world evaluations that are stored in

memory (Hull, 1984). Self-discipline can be considered a type of selective training, creating new habits of thought, action, and speech toward improving yourself and reaching goals (Kaplan & Kaplan, 1989). It can also be task oriented and selective (Kuo, 2000). View self-discipline as positive effort, rather than one of denial. The sports students are experiencing the social benefits of working together as a team, they learn lifelong skills and leadership skills that they will use in their college and work careers, and the experience of going to games and cheering her team on is a lot of fun for her parents to boot (Logan et al., 1997).

MATERIALS AND METHODS

The purpose of this study was to compare the attitude difference of sports and normal girl students towards discipline. To achieve this purpose of the study, one fifty girl's (n = 150) students were randomly selected from two different schools at Kerala, India. Sports students were selected from Kannur district, Kerala (n = 75) and the non sports students were from Kendriya Vidhyalaya, Keltron Nagar, Kannur, Kerala (n = 75). The age of the subjects was ranging between 15 and 17 years. Sodhi's Attitude Scale '(SAS)' was used as a test tool for the study. 'SAS' is a questionnaire and the administrator distributed it to each student, and explained the questions or statements very clearly. The answer sheet includes three choices 'YES', '?', 'No'. The students were gone through the questions and encircled any one option. If they agree with the statement means to encircle the word 'YES' and to disagree 'NO'. If they are uncertain or do not want to comment upon it, then encircled '?'. This was the procedure followed to answer the score sheet. 'SAS' has its own norms for each correct response and the investigator given marks according to that norm. '+1' was given for each correct answer and '-1' for each wrong answer and '0' for not answered cases. The data were statistically analyzed by independent 't' test and the level of confidence were fixed at 0.05 in all cases.

RESULTS AND DISCUSSION

Table I
The mean differences between Sports and Non Sports Girl Students' Attitude towards Discipline

Group	Mean	SD	't'
Sports Students (N= 75)	4.106	1.885	4.178*
Non-Sports Students (N= 75)	2.133	3.293	

Table I shows the mean values of attitude towards discipline between sports and normal girl students. The scores were 4.106 and 2.133 respectively. The obtained 't' ratio of 4.178 was greater than the table value of 1.98 for the level of significance at 0.05 ($t = 4.178, p \leq 0.05$), which means there was a significant difference in discipline among the sports and normal students. The mean values of their attitude scores were graphically represented in figure 1.

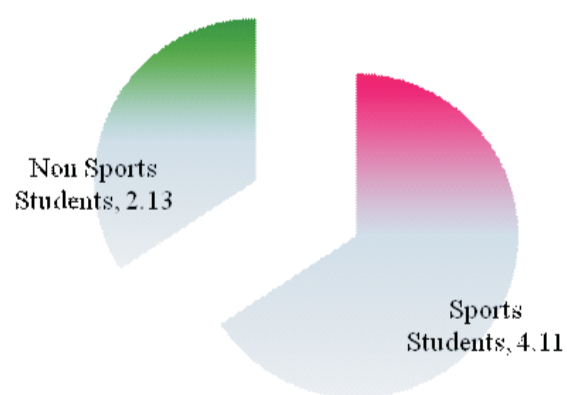


Figure: 1 The Mean Values of Sports and Non Sports Girl Students' Attitude towards Discipline

Many of the results of this study are consistent with the expectations derived from prior research. The purpose of this research was to examine the attitude difference between sports and non sports students towards discipline. The result of the study pointed out that the active participation in sports and games were making positive improvements in the discipline of sports students than the normal girl students. The studies of Harrison and Narayan (2003), Rikard and Banville (2006) were concluded that, the participation in sports made positive changes in behavior among the selected subjects of children. Zaugg (1998) describes the academic side and the discipline of sports and non-sports students in his study and reached the conclusion that the sports students were maintaining the academic side as equal as the non-sports students and the discipline side the sports students were performing better than the non-sports students. Taylor et al. (2002) pointed out that the participation in sports is great for teens, both physically and psychologically. Sports can increase an adolescent's physical coordination, fitness, and self-esteem. In addition, sports can teach teens about teamwork and self-discipline. This result is in line with previous research by Lueddeke (2003) and Trigwell (2002). Besides Duckworth & Martin (2006) concluded that the obvious benefit of a fitter and healthier body, teenagers who are involved in sports are less likely to abuse substances such as tobacco, drugs and alcohol. By avoiding these substances, the girls can stay better focused on their academics and other personal responsibilities. We found that the active participation in sports and games were changed the behavior and the discipline side of the selected subjects.

CONCLUSION

Teenage girls who are involved in sports are more likely to have good grades in school, a healthy discipline, a higher level of health and fitness as well as a lot of fun with their peers. Based on the results of the study, it was concluded that the sports students were well disciplined than the non sports girl students. It may further conclude that the active involvement in sports and games were led to improve the quality of discipline. It may be due to the systematic and active lifestyle of the sports students than the others.

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