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Research Paper

Attitude of Higher Secondary Level students towards Games and Sports: A Study

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ABSTRACT

The purpose of the study is to find out the attitude of students towards Games and Sports. Games and Sports contribute towards social, mental, emotional and intellectual development. Vigorous activity is basically meant for increasing the efficiency of the body and human being need to be fit efficiently throughout their lives. To take part in games and sports activities one can develop his health definitely. A healthy society needs the healthy individual. The aim of the present investigation is to study the attitude of the students of Higher Secondary Level of Mumbai towards Games and Sports. In other words the main goal of this research is to ascertain the role of the favorable attitude towards Games and Sports. The parents of the students of Higher Secondary School Level of Mumbai had progressive nature about games and sports. These progressive natures were very helpful to develop the favorable attitude of their children towards games and sports. The above finding of the study clearly indicates that the Higher Secondary School level students of Mumbai had favorable attitude towards games and sports. Overall apart from the above finding, the study found that the Higher Secondary School level students of Mumbai are keenly interested in games and sports.

Keyword: Attitude, Higher Education

INTRODUCTION:

Attitudes are born from beliefs that we have about people and things. They shape our behaviors in countless ways and determine our involvement in activities, the goals that we set and those we decide to abandon. Ajzen & Fishbein's (1980; Fishbein & Ajzen, 1975) theory of reasoned action further explains that attitudes flow from beliefs and yield intentions and actions. Intentions are a function of two basic determinants: one's personal attitude toward a behavior, and the attitude of others, including peers and parents, toward that behavior. The first determinant is the individual's positive or negative evaluations for performing the behavior. Generally, people with positive beliefs will have a favorable attitude toward the object of the beliefs and conversely will have an unfavorable attitude if their beliefs are negative (Silverman & Subramaniam, 1999). The second determinant is the person's perception of social pressure to perform or not perform the behavior based on the evaluation of others. Thus, an attitudinal consideration and a normative consideration are formed that exert different degrees of power toward influence in one's behaviors for more positive or negative responses.

People express beliefs and attitudes daily through their behaviors and their language. In physical education, gaining insight into student beliefs is a critical source for understanding their attitudes and their interests and involvement toward the curriculum (Strand & Scantling, 1994). Attitude studies have spanned school grades in elementary and secondary physical education. Specifically, investigating the ways students experience elementary physical education was the sole focus of a Journal of Teaching in Physical Education monograph (Graham, 1995).

Outcomes indicated that teachers could learn from students about what and how they teach (Graham, 1995). Monograph topics included children's perceptions of abilities (Lee et al., 1995), perceptions of effort and skill (Veal & Champignon, 1995), their feelings about fitness testing (Hopple & Graham, 1995), feelings of alienation (Carlson, 1995), and learned helplessness (Portman, 1995; Walling & Martinek, 1995).

METHOD:

The idea behind this investigation is to study the inclination and opinion of the students of higher secondary level of Mumbai towards games and sports. For this investigation an "Attitude Inventory" was prepared on the basis of "Likert Technique". This attitude inventory was prepared after consultation with the supervisor of this study and with other three experts in the field. As per opinion of the experts and supervisor, the investigator modified the inventory. After taking final approval from the supervisor the attitude inventory were administered to the subjects. While preparing attitude inventory as questionnaire, different factors that affect the attitude were considered. It was not possible to consider almost all factors that may affect attitude. Some important factors and factors related to students' attitude were considered for the investigation. The attitude inventory contains two parts as section "A" and Section "B". The first part was prepared for the preliminary information of the subjects. It contains 14 questions based on objective type questions. It was a short questionnaire form. The purpose of this part was to collect the information related to attitude.

QUESTIONNAIRE AND FOCUS GROUP

OVERVIEW

The questionnaire was designed in two parts. The first part requested demographics data on individuals, followed by nine statements using a five-point Likert scale ranging from strongly disagree to strongly agree. Statements included topics such as student perceived improvement in their skill levels, fitness levels and playing abilities; their interest in PE activities; and how they valued the activities in the curriculum. The second part comprised six open-ended questions and two dichotomous questions. A series of questions asked them to list the activities taught in their PE class and, of those activities, which they liked most, liked least, and activities that they would like to add. Also, they were asked if they liked the time spent on sport and fitness activities, and to give reasons for their responses. Finally they were asked about the impact of their PE classes on their involvement in physical activities outside of school. The focus group interview guide further probed participants on the same topics. The interview took place in a separate room in a round-table format. Throughout each interview, the moderator encouraged each student to respond spontaneously and established an atmosphere in which students felt comfortable talking about their experiences.

DATA ANALYSIS

Questionnaire data were analyzed using three computerized programs. Quantitative data was analyzed using SPSS, a predictive analytic applications software, to provide mean and standard deviations derived from the nine Likert- scaled questions. Excel was used to organize data from the open-ended questions. Transcriptions from 19 focus group interviews were examined using Nud-ist, an ethnographic computerized program that allows coding, categorization, and regrouping of similar themes. The data were sorted by questions as an organizational strategy. Then, both researchers independently examined the data to identify broad themes that were consistent throughout the data. Results from each researcher's analysis were compared and themes with the strongest support from written (quantitative and qualitative) and verbal sources were identified. These two sources contributed to the triangulation of the data.

LEVEL OF CHALLENGE

Students were asked on the questionnaire if they believed that their fitness levels, skill levels and playing abilities had improved because of their physical education classes. A mean score of 2.8 of 5 on the Likert scale (SD/1.175) was obtained on the fitness statement, indicating their belief that their fitness level had improved slightly because of the activities in their PE class. A mean score of 2.6 (SD/1.246) was obtained for the statement showing that their PE classes did not help them improve their skill level, and a mean score of 2.9 (SD/1.111) was obtained for the statement indicating that their PE class has helped them improve their playing abilities. These results indicated that students slightly agreed that skill levels had not improved but that fitness levels and playing abilities had slightly improved in their PE classes.

These same questions were explored during the focus groups. For the portion of the curriculum dealing with skill development, students stated that if it was a new activity, then they felt they improved, but if they already knew the sports then they didn't feel like they learned much. One student in Ramirez's class provided a summary of the conversations with the majority of the students: 'If you have never played it, of course you are going to get better at it. But

if you have already done it, you're not gonna get that much improvement in your class.' The main reason for this belief is that students felt the content was not challenging. One student stated that 'a four year old could do it [the drill used].' Another student in the same class explained that 'the more common sports, people already know about them. We don't need to spend most of the class going over them, like in basketball; we already know how to dribble!'

As for the fitness development portion of the class, student comments in focus group discussions indicated that fitness activities performed in class did not help improve their fitness levels. Another student thought that 'it is not consistent enough to really improve anything.' For another student, the amount of activity was insufficient. She said, 'I just think that since we do so little of it, it doesn't make an impact. It doesn't change anything.' Some students mentioned the fact that they were already in shape and therefore did not see any benefits from their PE class. For example, one student stated that 'most of us are fit already so we would have to run three miles to get a workout.' Students in a few classes saw a certain benefit, mainly for non-athletes. One student said, 'It is good for those who don't do after school activities' and another one commented on the running portion of the class by saying, 'I am not great at running. I don't like it. But when I run, it really does help.'

OUT OF SCHOOL PARTICIPATION

Of the 515 students who completed a questionnaire, 82% responded negatively to the statement, 'Do you participate in any activities out of school due to being introduced to it in your PE classes?' Of the rest, 10% answered in the positive and 8% did not answer. The activities most commonly reported from the students who answered positively were basketball (35%) followed by field hockey (8%) and in-line skating (8%). When asked about their involvement in activities outside of school due to their PE classes, some participants stated, 'No,' 'Absolutely not,' 'It's too late,' 'No, we play with friends.' Other students gave examples of sport activities that they have played out of school because of PE. Comments included, 'Yea, badminton. I put up a net in our backyard because we did it in PE. I thought it was fun,' 'In-line skating is an activity in PE that will encourage me to do it outside of school,' and 'My friend and I are talking about setting up a fencing club.' Other students comments showed additional variety of curriculum choices: 'We did fencing and archery in PE and I have done archery before but I never took it seriously but now I am really into it,' 'Tennis, I play that more now after we went over it [in PE] and I got better,' and finally, 'Yea, I want to get roller blades.' Positive comments on fitness activities that students experienced in PE and pursued out of school included, 'We did more fitness and that made me work out more out of school,' 'I think it made me more interested in weight lifting. I go weightlifting now because I know how to use the equipment and I know what to do,' 'I learned from running the mile over the past years and try to keep a steady pace so I get a decent time and am not slow,' and, 'If I run in gym class it helped me a lot because I used to not run a lot. And being on cheerleading, you have to run a lot, like a mile every day. So it helps.'

RESULT and CONCLUSION:

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 provide less opportunities to the students forgetting recognition.
5. Physical education and sports classes are not sufficient for learning any game as a whole.
6. Participation in competitive sports and games gives an opportunity for self control.
7. Physical education and sports programs should include calisthenics i.e. lezieum, dumbels etc.
8. In Physical education and sports class activities are taught without teaching rules and regulations.

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