

“A Comparative Study of Physical Education Program Participant with Non-participant Female Students in Relation to their Development of Attitude”

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ABSTRACT

In this study, the investigator studied the attitude of college going female students towards physical education program. Above students were aged from 18 to 25 years and divided into two groups as participants and non- participants. Further, study was also delimited to the Colleges of Ch. Charan Singh University, Meerut. To get the data, an Attitude Scale (PAAS) was administered on the randomly selected subjects. 't'-test were used to compare the groups. Results shows; there is significant difference between physical education program participant and non- participant female students in relation to their attitude.

KEYWORDS: *Attitude, Physical Education Program, Female Students*

Introduction

Physical education plays a tremendous role in the students' development and growth. Educational systems all over the world have incorporated Physical Education in the curriculum. This is where instructors allow students to learn psychomotor activities and physically involving them in various sports.

Avente (1976) suggested that participation in sports provides an additional criterion for social prestige and adjustment.

Coakley (1978) summing up the importance of sports, said that it is popularly believed that sports build character and provide outlet for aggressive energy, sports teams serve on the basis of group unity and solidarity. The analysis of the functions of sports depict that participation in sports brings various physical, physiological, psychological and sociological changes among the participants.

According to Douglas et.al. (1994), to develop health and fitness through the medium of exercise, recreation, games and sports is one of the prime sources of physical education. Infact, in modern scenario, “*Physical Education is the study, practice and appreciation of the art and science of human movement*” (Harrison, Blakemore and Buck, 2001). Physical education plays a vital role in the personality development of our youth. It makes them physically healthy, active and mentally alerts, and also reduces their risk for health problems.

It enables them to live in a healthy and competitive environment. It develops in them team-work, self-discipline, sportsmanship, leadership and socialization (Ajay Kumar, 2011).

While the majority of people would agree that Physical Education programmes are the primary means to promote a healthier lifestyle, it can also promote team play. Working as a part of a team is always encouraged to make the students competitive. Today, promotion of sports is one of the major concerns in India. And excellence in sports can be achieved by laying a strong foundation for Physical and Movement Education. In the current scenario, success in physical education and sports depends upon the quality of leaders who are well prepared through formal and informal acquisitions of multi-dimensional knowledge and training in the specialized discipline and their effective transaction.

Modern sports training gives greater emphasis on preparing the athletes psychologically than physically, though both play significant role, physical educators and coaches believe that without psychological preparation, there is little chance of success at the higher level of competitions.

It is clear from the literature that the development of an acceptable level of physical fitness helps to attain healthy personality and psychological characteristics. Hence, a better healthful living is universally accepted as a goal of a physical education programme. Physical Education teachers have postulated that social acceptance and educational conditions in addition to physical education activities, provide excellent media through which better physical Education programmes have become three fold and the Uttar Pradesh government had recovered this discipline as a compulsory subject for the successful completion of graduation (B.A., B.Com. and B.Sc.) degree since 2004.

Women, especially those in the field of games and sports, still have a long way to go. Equally of encouragement and opportunity for women's participation in sports is lacking throughout the world and virtually absent even in advanced societies. The winds of change, though slower in eroding the restraints imposed by a male-dominated social system than many think reasonable are blowing with greater force, over a greater area and with greater result.

Entrance of female into all male strongholds, both social and physical is starting with respect to variety, but not extent. The organic aspect in its biological setting is highly related to the health and good health provides a sound foundation on which fitness rests and at the same time fitness provides one of the most important keys to health and living one's life to the fullest. Freedom from disease organic development alertness of mind and emotional adjustment provide the framework of fitness.

The health is largely responsible for determining one's quality of life. If one is a responsible healthy person, she may be expected to remain so if she continues good health through self discipline. Physical health helps to determine mental health and vice-versa. If a student has defects she can overcome them through her hygiene courses, physical education, sports and mental advice. Thus she can maintain her health status. If her physical deficiencies cannot be remedied her mental health status is doubly important to her. The status of

cheerfulness becomes even more necessary. She should be one of those fortunate individuals with nothing physically and mentally wrong with her now; her future happiness depends on what she does to keep her good fortune of health status.

Participation in regular physical activity (both aerobic and strength exercises) elicits a number of favorable responses that contribute to healthy aging. Additional benefits from regular exercise include improved health, and postural stability, thereby reducing the risk of falling and associated injuries and fractures and increased flexibility and range of motion. Thus, the benefits associate with regular exercise and physical activity contribute to a healthier, independent lifestyle, greatly improving the functional capacity and quality of life in young girls' population.

Some studies have also established that attitudes serve as the motivating media to condition an individual's orientation to learning and to influence the use of skill and knowledge which have been learned. Thus, attitudes, play an important role in at individual's success because they determine one's willingness to learn and do the activity, hence performance. Variable attitude is usually regarded as an important correlates of successful performance. Technically attitude may be regarded as a dispositional readiness to respond to certain situations, person or objects in a consistent manner which has been learned and has become one's typical mode of response (Freeman 1962).

Further it is added that attitudes give continuity to our personality, adjustments, aspirations and achievement, motivation and many other such factors, they give meaning to daily activities they serve in attempted achievements of various goals.

Therefore, Attitude is a fairly consistently learnt tendency to behave in a certain way (Positively or Negatively) towards person, objects or situations. Attitudes are dynamics and tend to pass over into behavior.

In the present study, the investigator wants to know the attitude of college going female students in relation to their participation in physical education programme.

Method

Subjects aged from 18 to 25 were randomly selected from the college going female students of Meerut district; colleges are affiliated to C.C.S. University, Meerut.

The data were collected from the 300 subjects (150 students taking part in the physical Education program, while another 150 subjects were from non-participants in the physical education program).

As a tool "Physical Activity Attitude Scale (PAAS)" of J. Bhulla (1976) was administered to the subjects.

The data pertaining to the physical education programe participants and non participants were analysed using descriptive statistics and two tailed t-test.

Analysis of Data

To find out attitude between physical education program participant and physical Education program non-participant female students, descriptive statistics was used and presented in table-1.

TABLE-1

Descriptive statistics of attitude between physical education program participant and physical education program non-participants female students

	Physical Education Program Participant	Physical Education Program Non-Participant
Mean	174.38	229.60
Standard Deviation	10.46	11.36
Range	58	58
Minimum	144	203
Maximum	202	261

It is evident from the table no.1, which shows the mean value of attitude for physical education program participant female students were 174.38, whereas mean value for physical education program non-participant female students were 229.60. This table shows the standard deviation value of attitude for physical education program participant female students were 10.46, whereas standard deviation value for physical education program non-participant female students were 11.36. This table shows the range value of attitude for physical education program female students were 58, whereas range values for physical education program non-participant female students were 58. Table also reveals that the minimum value of attitude for physical education program participant female students were 144, whereas minimum values for physical education program non-participant female students were 203. This table shows the maximum value of attitude for physical education program participant female students were 202, whereas maximum values for physical education program non-participant female students were 261.

TABLE-2

T-ratio of the means of attitude between physical education program participant and physical education program non-participant female students

Students			t. ratio
	Physical Education Program Participant	Physical Education Program Non-Participant	43.829*
Mean	174.38	229.60	
S.D	10.46	11.36	

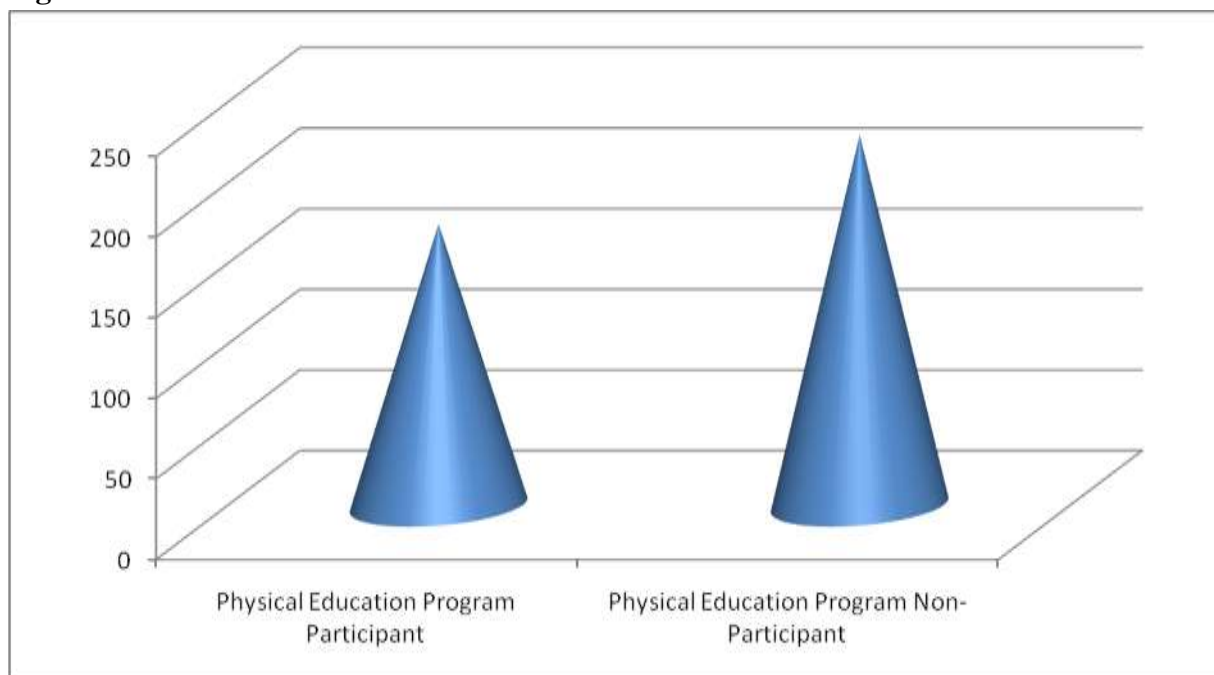
*Significant at .05 level

t-value required to be significant at 298 df =1.960

It is evident from table-2 that significant difference was found between the mean scores of physical education program participant and physical education program non-participant female students in relation to attitude as the t-value was found 43.829, which was higher value than the required value at .05 level of significance.

The scores are also illustrated in the figure-1

Figure-1



Results

The result of the study revealed significant difference between two groups of female participants and non participants in relation to their development of attitude towards physical education program.

Conclusions

The significant attitudinal difference was found between the college going female students who were participating in physical education program and non participating students. This may be attributed to the fact that the participation in physical education program helps to develop emotional well being of self as well as other.

Implications

The results of study will be helpful to sports coaches, psychologists, physiologists, physical educators and also policy makers for better understanding the need of female students regarding their overall development in present scenario.

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