



ANALYSIS OF SUSTAINABLE ATTITUDE ON WOMEN TO IMPLEMENTING PHYSICAL ACTIVITY AND SPORTS

Dr.S.Soundararajan

Physical Education Teacher, Government Girls Hr.Sec School, Anniyur, Villupuram, Tamilnadu.

Dr.S.Adhavan

Director of Physical Education, Rajiv Gandhi Arts and Science College, Puducherry, India.

Abstract

The purpose of this study was to determine the analysis of sustainable attitude on women to implementing physical activity and sports from Rajiv Gandhi Arts and Science College in Puducherry. From there 5 departments, 185 subjects were randomly selected. A five point likert type was applied for data collection from the selected subjects. Although five opinion statements were scored for data collection. It was found that all respondents should positive attitudes to implementing physical activity and sports. In order to test whether there is significant interrelationship in score among the respondents in different perspectives. The chi square test score was applied as statistical test at the 0.05 level of significance. For the measurement of sustainable attitude to implementing physical activity and sports. It has enough evidence in the data to accept alternative hypothesis, there is relation or interrelationship of sustainable attitude to implementing physical activity and sports among the respondents. Because, the score is very high among the response of respondent. The results show that there was a no significance difference in sustainable attitude to implementing physical activity and sports. Students are aware of the importance of physical education and health maintenance and they have also a positive attitude toward the importance of physical activity for quality of life and wellbeing. In the light of these findings, clear suggestions are offered in the conclusion of this study as to the way ahead for future developments for Physical Education.

Keywords: Attitude and Physical Activity

Introduction

Physical activity forms the crux of any major physical education programs at school levels. Regular physical activity and the attitudes toward it can only be developed in the school years. As children make the transformation into adults many developmental changes occur. Importance of roles of family members subside while the peers take the charge leading to change in thinking patterns, mental makeup. Social support, influence from the peers in this phase, serve as a basis for establishment of some lifelong behaviour patterns or habits carried through the adulthood. One such behaviour pattern or habit is maintaining a physically active lifestyle. Physical educators recognize the influence attitudes have on the performance and exercise behaviour of students. Most of the time, the teacher is interested in the student's behaviour during active participation in some forms of movement experience. They look for attitudinal characteristics that demonstrate a student's commitment to a planned program of physical activity. Studies have shown that individuals who are physically active during adolescence continue to be physically active adults and exhibit a healthy and active lifestyle. (Dishman, 1988, Kuh and Cooper, 1992).

Adolescents who had more experience with physical activity and sports prior to age fifteen had a higher psychological readiness for physical activity at thirty years of age. Recent research establishes relationship of physical activity and health and fitness benefits. (Biddle 2008). The onset of physical inactivity and increased sedentary lifestyle during adolescence continue into the adulthood, posing a major challenge to the physical educationists and health professionals.

There are lots of factors that are believed to influence physical activity. They are called as correlates or determinants. There is a strong association between the determinants and participation in physical activity hence we need to study the correlates that lead to formation and modification in behaviour and attitudes. Numbers of consistent correlates that have been identified are classified as: personal, behavioural, social, cultural and environmental factors. Biddle states that despite knowing benefits of physical activity, only a minority of people in industrialized countries are sufficiently active. This necessitates a greater understanding of the correlates of involvement in physical activity. Descriptive research on participation motives has tended to reflect motives for children's involvement in exercise and sports. For them, common motives are fun, affiliation, success and challenge, skill development, and fitness, whereas adults are more interested in participation for reasons of health, relaxation and enjoyment. Psychological correlates of physical activity have been studied extensively. There are two main types of studies: those using descriptive approaches whereby psychological variables are assessed alongside physical activity, and those that use theoretical model. The latter enables us to understand how and why people might be or 'not' to adopt and/or maintain a physically active lifestyle. Understanding and regularly assessing the various correlates is essential to reinforce the adoption of a healthy and physically active lifestyle.

Attitude is formed by people as a result of some kinds of a learning experience if the experiences favourable a positive attitude is found and vice versa. The attitude people hold can frequently determine the way they act in person and a larger situation.

Attitudes imitate a set of beliefs, feelings, and behaviours related to an objective or event that may be approving or disapproving. Attitude can be dynamic, constructive, taught, adapted, or even replace or

changeable. Attitude is one of the motivating factors to improve learning and the use of skill and information related to learning. An attitude toward education contains five elements, fitness, self-actualization, social development, education curriculum, education teachers.

In our society, there is domination of men in physical education and sports. However, most of the men's are not aware about the importance of involvement of women's in such activities. In this modern society, the involvement of women's in physical education and sports is equally important as men's because through sports activities they can learn cooperative behaviour, personal fitness, socialization, discipline, control of emotion, appreciative thinking, utilization of leisure time and knowledge of health as well as for spreading its importance to family members and the community as well.

Purpose of the study

The primary aim of this study was to analysis of sustainable attitude on women to implementing physical activity and sports.

Methodology

Research design had been applied for this study is mixed method. Also, the information was analysed by mixed method i.e. both quantitatively and qualitatively. The study was conducted from Rajiv Gandhi Arts and Science College in Puducherry. There are 5 departments in this college. Out of total, 5 departments were selected randomly. Out of them, 185 subjects were selected and using by Slovin's formula, $n = N / (1 + Ne^2)$ (where, N= total number of Women, e = Standard error for 95% confidence level and n= sample size.). The study used Likert attitude test scale and questionnaire to identify the attitude of the respondents. Researcher used frequency table, mean, percentage and chi square test for the analysis quantitative information obtained from the questionnaire and checklist. Likert scale, SPSS program were used for interpretation of data. The test is called the χ^2 test of interrelationship and the null hypothesis is that there is no difference in the distribution of responses to the outcome across comparison groups. The outcome is variable and the grouping variable (e.g., the comparison treatments or comparison groups) are independent (hence the name of the test). Independence here implies homogeneity in the distribution of the outcome among comparison groups.

Selection of Variables

From the selection of variable for the study, the researcher have reviewed the available scientific literature pertaining to books, journals, periodicals, magazines, research abstracts papers according to the discussion with experts, availability of instrument and relevance of the study, the attitude psychological variable was selected. Selected variable attitude measured by questionnaire test, the collected data were statically treated by using independent 't' test, 0.05 level of confidence was fixed to test the significance.

Result and Discussion

Under this heading, attitude of students regarding the implementing physical activity and sports as a subject is shown. Here the assessed topics include physical, mental, social and emotional development, sports keeps at good physical fitness, health, joyful and provides energy to study other subjects. These headings were made so as to assess how the students view towards the physical activity and sports affect the various aspects of life.

Table I: Sustainable Attitude to Implementing Physical Activity and Sports as a Subject

Sustainable Attitude	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean	χ^2 Value
Physical, mental, social and emotional development	163	22	0	0	0	185	4.90	53.90
Sports keeps at good physical fitness and health	61	110	9	5	0	185	4.26	183.53
Physical activity are effective and joyful	86	3	10	86	0	185	3.50	223.19
Physical activity provides energy to study other subjects	160	17	8	0	0	185	4.85	49.13
Total	470	152	27	91	0	740	4.42	509.75

In this table in first statement mean is 4.90 which is result of 163 respondents put their opinion strongly agree, 22 respondents supported to agree, remaining three are no respondents choice. In second statement mean is 4.26 which is result of 61,110,9, and 5 are belong to strongly agree, agree, neutral and disagree respectively and remaining strongly disagree no respondent value of mean and χ^2 value also is very supported position for consistency among the sustainable attitude. Likewise third statement mean is 3.50 which is result of 86,3,10,and 86 are belong to strongly agree, agree, neutral and disagree respectively and remaining strongly disagree no respondent. Fourth statement mean is 4.85 which is result of 160 respondents put their strongly agree, 17 respondents supported to agree, 8 expressed in neutral and remaining disagree and strongly disagree are no respondent choice.

In aggregate interpretation of the statement strongly agree, agree, neutral, disagree and strongly disagree score 470, 152, 27, 91 and 0 respondents mean in 4.42 and χ^2 value is 509.75. The value of χ^2 test depends on the level of significance and the degree of freedom, defined as degrees of freedom (df) = (c-1) (r-1) = 12 value is 21.026. If the null hypothesis is true, the observed and expected frequencies will be close in value and the χ^2 statistic will be close to zero. If the null hypothesis is false, then the χ^2 statistic will be large. Critical values can be found in a table of probabilities for the χ^2 distribution. Here we have df 12 and a 5% level of significance. The appropriate critical value is 21.026, and the decision rule is as follows: Reject H_0 if $\chi^2 > 21.026$. The conclusion can be tracked for similar and positive attitude for physical activity and sports.

Table II: Sustainable Attitude on Women to Implementing Physical Activity and Sports

Sustainable Attitude	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean	χ^2 Value
Women can play as good as men	110	64	7	4	0	185	4.55	32.81
Women behaved equally as men in class	102	62	7	6	8	185	4.36	26.92
Support from teacher, guardian and friends for study	82	95	3	3	2	185	4.39	28.77
Curriculum useful for women	65	79	10	30	1	185	3.98	11.79
Playing is taken as good by the society	60	87	25	12	1	185	4.05	13.60
Proper subject for women employment	55	69	12	43	6	185	3.70	47.05
View of society towards women	46	71	43	24	1	185	3.78	63.50
Total	520	527	107	122	19	1295	4.08	224.44

In this table first statement 110 respondents put their strongly agree, 64 respondents favour in agree, 7 respondents neutral and 4 respondents disagree of woman can play as good as out of 185. Mean is 4.55 which show absolute supported χ^2 value is 32.81. Second statement 102, 62, 7, 6 and 8 are belonging to strongly agree, agree, neutral, disagree and strongly disagree respectively. Which mean are 4.36 and χ^2 value is 26.92. Likewise third statement 82, 95, 3, 3 and 2 are belonging to strongly agree, agree, neutral, disagree and strongly disagree respectively. Which mean are 4.39 and χ^2 value is 28.77. Fourth statement 65 respondents put their opinion strongly agree, 79 respondents supported to agree, 10 are neutral, 30 respondents put their opinion disagree and remaining strongly disagree expressed 1. Which mean are 3.98 and χ^2 value is 11.79. Fifth statement 60,87,25,12 and 1 are belongs to strongly agree, agree, neutral, disagree and strongly disagree respectively. Which mean are 4.05 and χ^2 value is 13.60. Likewise sixth statement 55,69,12,43 and 6 are belongs to strongly agree, agree, neutral, disagree and strongly disagree respectively. Which mean are 3.70 and χ^2 value is 47.05.seventh statement 46 respondents put their strongly agree, 71 respondents favour in agree, 43 respondents neutral, 24 respondents disagree and 1 respondents expressed strongly disagree. Mean is 3.78 and χ^2 value is 63.50.

In aggregate interpretation of the statement strongly agree, agree, neutral, disagree and strongly disagree score 520, 527, 107, 122 and 19 respondents mean in 4.08 and χ^2 value is 224.44. The value of χ^2 test depends on the level of significance and the degree of freedom, defined as degrees of freedom (df) = (c-1) (r-1) = 24 value is 36.41. If the null hypothesis is true, the observed and expected frequencies will be close in value and the χ^2 statistic will be close to zero. If the null hypothesis is false, then the χ^2 statistic will be large. Critical values can be found in a table of probabilities for the χ^2 distribution. Here df 12 and a 5% level of significance. The appropriate critical value is 36.41 and the decision rule is as follows: reject H_0 if $\chi^2 > 36.41$. the conclusion can be tracked for similar and positive attitude doe physical activity and sports.

Conclusion

It was concluded that almost all of the respondents expressed strongly positive sustainable attitude to implementing physical activity and sports. According to direct conversation to students, sports are regarded as respected life in society. Though expressing positive statement toward the sports, majority respondents show their question for sustainability of sports and its value in family and household life. It has also given useful insight about the sustainable attitude which the students have about the value and importance of physical activity and being involved in sports programme.

References

- A Walker, et.al, (2012). "Exploring student's attitudes towards physical education and implications for policy", *International Journal of Learning & Development*, 9 (2):5-12.
- AT Araujo, et.al. (2015). "The influence of attitudes toward physical activity and sports," *Motriz: rev. educ. fis.* 21 (4), <https://doi.org/10.1590/S1980-65742015000400002>.
- Attarzadeh b., Sohrabi, M. (2005). "Describe attitudes toward activities and sports", *Quarterly Olympic* 15, No. 1 (37):47-37.
- Biddle, S.J.H., and Mutrie, N. (2008). "Psychology of physical activity- determinants, well-being and interventions", (2nd Ed) *Oxon: Rout ledge*.
- Chek, S.A & Pandey, U. (2016). "Attitude of students towards physical education in relation to their parental encouragement". *Journal of Physical Education Research*, Volume 3, Issue I, 30-37.
- Dhirendra Tiwari, et.al (2014) "Comparative Study of Attitudes of Secondary School Indian Students and Thailand Students towards Physical Education", *Int J Phys Educ Sports Health*, 1 (1): 14 -16.
- Dishman, R.K., & Dunn, A. L. (1988). "Exercise adherence in children and youth: Implications for adulthood", *Exercise Adherence: It's Impact on public health.* 155 – 200. Champaign, IL: *Human Kinetics*.
- Eagly, A.H. and Chaiken, S. (1993), "The psychology of attitudes", Fort Worth, TX: *Harcourt Brace Jovanovich College Publishers*.
- H. Fatih Kucukibis and Mehmet Gul (2019). "Relationship between attitudes towards physical activity and self-esteem of high school students", *Asian Journal of Education and Training*, vol. 5, No. 1, 70-73, ISSN (E) 2519-5387 Doi: 10.20448/journal.522.2019.51.70.73.
- Janice M. Bibik, et.al (2007). "Attitudes of high school students to physical education in Delaware," <https://js.sagamorepub.com/pe/article/view/2150>, 64:4.
- Jesper von Seelen, et.al (2018) "A survey of students' attitudes to implementing physical activity in Danish vocational education schools", *Empirical Research in Vocational Education and Training*", volume 10, Article number: 7.
- Li, et.al, (2014). "University student's attitudes toward physical education teaching," *Journal of Teaching in Physical Education*, vol: 33, pp: 186-212.