



# A PROBE INTO ATTITUDE TOWARDS PHYSICAL EDUCATION OF SCHOOL-GOING ADOLESCENTS

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## Abstract

Nowadays physical education is significantly valuable along with general education; physical education plays an important role in education of our future generation by teaching them how to acquire the ability to develop strength, speed, endurance and motor coordination from early youth. To find out the status of attitude toward physical education, an adapted version of Attitude towards Physical Education and Sports Scale (Demirhan, Altay, 2001) was administered on a random sample of 706 school-going adolescents. The results reflected that the young students exhibited their positive attitude toward physical education; again, both the male and female students revealed equal positive attitude. From the result it might be concluded that physical education was much popular among the young students.

**Key Words:** Attitude toward Physical Education, Likert scale, Physical Education.

## 1. Introduction

Education is the major tool in processing social acculturation (Demirel & Kaya, 2007). Education contributes values to individuals. Proper education aims to reveal the talents and hidden potentials of individual and support in all round development to the peak. Along with general education, in modern times physical as well as health education is significantly valuable. Within modern education system, the course which ensures the learning through physique and body movements is physical education. Physical education plays a decisive role in the true education of our future generation by teaching them how to acquire the ability to develop strength, speed, endurance and co-ordination abilities from early youth. Lately, Physical education courses have become an inseparable part of modern education system (Kangalgil et al., 2006). This most exciting and dynamic subject has expanded in different areas from school and from school-going children to people of all ages. As per Indian history of physical education after Independence, a number of schemes were launched by the government of India for school, where every student must participate in physical activities.

Physical education as well as health education receives world-wide coverage. In schools, students like sports and exercises, which help to achieve and maintain their health and well-being. Mental, intellectual, emotional and social development of a growing child is closely related to physical development. A physically fit individual processes a well-balanced personality which is, mentally sharp, emotionally stable and socially well-adjusted.

### 1.1 Attitude towards Physical Education

Attitudes affect human life in various extents (**Keskin et al., 2017**). Allport described attitude as a mental and neural state of readiness, organised through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with to which it is related". So, attitude can be a tendency of accepting or rejecting an object or an event happening in our surroundings.

Positive attitude plays a crucial role in order for people to be successful in their work. Attitudes are developed through learning and developmental exposure. Attitudes of students towards physical education affect their motivation and interest towards the physical education courses (**Keskin et al., 2017**). Considering the fact, secondary level adolescent students' attitude to physical education lesson shall be an important determinant in their participation in physical activities in school (**Chatterjee, 2013**) for recent times and also for future. It is well-thought-out to be evidentiary in the development of a healthy and active lifestyle as it is known that physical activities contribute not only physical, mental, and spiritual health development, but also to forming of national integrity and healthy society (**Herguner, 1992**). From early ages, the true practice of physical activities provides cognitive contents and help to develop motor skills and knowledge and behaviours for physical fitness. Supporting schools to establish physical education daily can be an influence to their students with the ability and confidence to be physically active for a lifetime.

### 1.2 Motivation of the Study

Physical education plays a crucial role in overall education. In spite of that, a very few number of studies are there to probe into the attitude towards physical education of school-going adolescents. So, the present study is launched with the main objective to find out the present status of attitude towards physical education of the school-going adolescents.

### 1.3 Objective of the Study

The objectives of the study were –

- (i) *To find out the present status of attitude towards Physical education of school-going adolescents*
- (ii) *To compare the attitude towards Physical education between the male and female school-going adolescents*

### 1.3 Hypothesis of the Study

The hypotheses were –

- (i) *The school-going adolescents exhibited positive attitude towards Physical education.*
- (ii) *The male and female school-going adolescents do not differ with respect to their attitude towards Physical education.*

## 2. Physical Education – the Construct of the Study

Physical education is the foundation of a comprehensive school physical activity programme. It is an important educational process. Physical Education can be described as learning with the help of body movement and realising the benefits at mental level. Physical education provides life skills and encourages individuals to be active and fit for life. It has a positive impact on students' physical, mental and emotional health.

At the school level, the National Education policy, 2020 proposes integration of physical education into pedagogical practice, which will increase students' cognitive abilities. Simultaneously, it will promote their physical and psychological well-being. Physical education, with its integrated curriculum, will make the young kids fit for the future, and it this can help them invariably adopt fitness as a lifelong attitude.

### 3. A Brief Review of Attitude towards Physical Education

Attitude plays an important role for those who try to be successful in their work, but people are not born with those attitudes, they gain them afterward through their passion (**Morgan, 2000**). Physical education lessons in school could play an important role in the promotion of regular involvement in physical activities and a healthy lifestyle in general. In the modern era, physical education is one of the most sensational and dynamic subjects. Physical education is an education that brings improvement in human performance with the help of physical activities. Physical education is a vital element of a balanced life and can be a major contributing factor in the development of an individual in all aspects of life. A study revealed by **Chakraborty, Nandy and Adhikari (2012)**, observed that the attitude toward physical education was positive among the physical education trainee teachers. There was an urge to know the subject among the trainee teachers because of their high positive attitude. They exposed that there was a gradual improvement in the development of assertiveness towards physical education during the entire session of the course. Physical education may put fuel to not only somatic development but mental as well as spiritual development too (**Nandy, Ghosh & Adhikari, 2012**). Physical education impacted positively the development of an affirmative attitude towards life, which ensures the purpose of life. Rigorous and prolonged physical education may bring forth life satisfaction. Physical education aims to improve human performance and enhance human development through physical activities (**Nandy, Ghosh & Adhikari, 2013**). Physical activities can decrease anxiety and depression. Participating in regular physical exercise initiates a feeling of well-being and good mental health.

Students' outlook regarding physical education can serve as a mediating factor for health-related fitness (**Colquitt et al., 2015**). Physical education makes an individual fit and healthy. **Fairclough and Stratton (2005)** analyzed that various activity levels reflect the inspiration of physical education in specific contextual and pedagogical factors. School physical education provides a context for regular and structured physical activity participation. So, it can be easily justified that physical education's place in the school curriculum is that it contributes to children's health and fitness (**Physical Education Association of the United Kingdom, 2004**). Addressing the social and emotional health of adolescents as advocated in the coordinated School health model may also impact health-related fitness (**Colquitt et al., 2015**).

Regular physical activity participation throughout childhood provides immediate health benefits, by positively affecting body composition and musculoskeletal development (**Malina & Bouchard, 1991**), and reducing the presence of coronary heart disease risk factors (**Gutin et al., 1994**). Children carry what they learn and experience in their formative years throughout their lives and hence teachers play a very important role in shaping their views and attitude towards life. To achieve the objectives of physical education a planned programme should be designed to promote health, vitality, efficiency, team spirit, and character of the students. For the fruitful cultivation of the results of physical education, various factors have to be taken into consideration, among which the programme and facilities play a prominent role. In the absence of a definite and thorough programme, teaching is ill-done in the field of physical education, and in the absence of necessary facilities, the programme will remain on paper.

**Chatterjee (2013)** revealed that adolescent children have a positive attitude towards physical education. Simultaneously the attitude of boys and girls did not show a significant mean difference. Physical education can have a vital influence on all children and adolescents' lifestyles. **Salim (2017)** reported adolescent students, those who participated outside physical activity rather than in school are showing a more positive attitude towards physical education than students who did not participate in physical activity outside school. Childhood Physical activity improves health status and quality of life. Regular physical activity increases the likelihood of maintaining adequate activity into adulthood, thus indirectly enhancing adult health status. **Van (1997)** estimated that the proportion of mortality for chronic diseases would be avoided if everybody in a particular population might be physically active.

Teachers have expressed a negative attitude toward inclusive physical education leading to the irregular inclusion of students with disabilities (**Ruscitti, 2017**). But this opposed statement converted to a clench statement when Ophea's Steps to Inclusion were applied. Teachers' attitudes improved after attending Ophea's Steps to Inclusion teaching resources, which suggests that the resource may be valuable for enhancing teachers' attitudes toward inclusive physical education. Students with disabilities showed interest in

cooperative activities and their feeling on their part in physical activities was reflected as a token of enjoyment (Salim 2017).

Unfortunately, as the research supporting the benefits of physical activity becomes more apparent, many segments of our population are still not adhering to the call, opting instead for a sedentary lifestyle. Modern Physical activities emphasize natural bodily activities that require extensive play areas. But **Kumaraswamy and Gasti (2021)** reported that physical activities are in the lowest series on the priority list of the present curriculum. Their play had been taken for granted. They justified this as this comes partly from the traditional approach to education because they are as essential by practice especially as they are visited by department authorities and somewhat from a lack of appreciation for educational possibilities of physical education. **Kopezynski, Chen-stute and Kellmann (2014)** described Physical activity and exercise participation. Their study informed that adolescent obesity has increased considerably in recent decades due to a lack of participation in physical activities. The obese adolescents not only decreased physical fitness and motor abilities (**Graf et al., 2004; Konsten-Reck, 2007**) but also may have been excluded or criticized during the sporting competition (**Frelut & Flodmark, 2002**).

The overall attitude of school-going adolescents was positive concerning their gender grade, place of residence, parent's level of education and income, and the number of siblings. The said factors did not affect their position of mind regarding physical education and sports lesson (**Atan & Imamoglu, 2016**). With the development of technology, people began to have a more passive role in this fight. This triggered situations such as health problems, etc. which emerged with inactivity and caused countries to look for solutions. Therefore, people are required to encourage physical activity. Physical activity has benefits in many areas such as protecting the body against diseases, spending the extra energy naturally, bringing respiratory systems to a high level and protecting this capacity, preventing and decreasing deaths caused by coronary vascular diseases increasing the protective effect, and avoiding posture disorders. So, physical education is considered to be the main branch of education taking its theories from the different sciences through guided physical activity to prepare individuals at all levels and to enable them from adjusting to their daily life requirements.

#### 4. Methods

The present study was carried out through **descriptive survey method**. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

##### 4.1 Variables

*Attitude towards Physical Education* was the only variable of the present study.

##### 4.2 Sample

A sample is called representative when it reflected an accurate proportional representation of the population under study. To make the sample representative *Stratified Random Sampling Technique* was adopted. In the present study, 706 school-going adolescents were randomly selected from 30 Government, Government aided and Government Sponsored Secondary and Higher Secondary Schools of West Bengal, India.

##### 4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

##### 4.3.1 Attitude towards Physical Education and Sport Scale (Demirhan, and Altay, 2001)

**Demirhan and Altay (2001)** develop the "Attitude toward Physical Education Scale" for Turkish students. This is a paper and pencil self-report instrument with a 5-point Likert-type scale with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) summed across 24 items, resulting in a range from 24 to 120.

The normalization procedure is as follows:

Normalized Mean = Mean of total Scale /number of items in the total scale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderate attitude).

The range of Normalized means score of each factor of the "Attitude towards Physical Education and Sport Scale" may be interpreted as –

1.00 to 1.99	:	Highly Negative Attitude
2.00 to 2.99	:	Negative Attitude
3.00 to 3.99	:	Positive Attitude
4.00 to 5.00	:	Highly Positive Attitude

#### 4.4 Procedure for Data Collection

The heads of the institutions were contacted for his/her permission to allow collecting the necessary data. The relevant data were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

#### 4.5 Analysis of the Collected Data

To prove the hypothesis (i.e., *The school-going adolescents exhibited positive attitude towards Physical education.*) descriptive statistics was computed with the help of SPSS-20 software.

And to prove the hypothesis (i.e., *The male and female school-going adolescents do not differ with respect to their attitude towards Physical education.*) independent sample test was conducted with the help of the same SPSS-20 software.

#### 5. Results

The results of the present study are presented in the tabular forms. Here the results are placed in two sections – (a) **Descriptive Presentation** and (b) **Gender wise Comparative Analysis**.

##### 5.1 Descriptive Presentation

Attitude of school-going adolescents towards physical education was measured by administering “*Attitude towards Physical Education and Sport Scale*”. Descriptive statistics of scale scores are presented herewith to test the following hypothesis:

The school-going adolescents experience high *Positive Attitude* towards physical education.

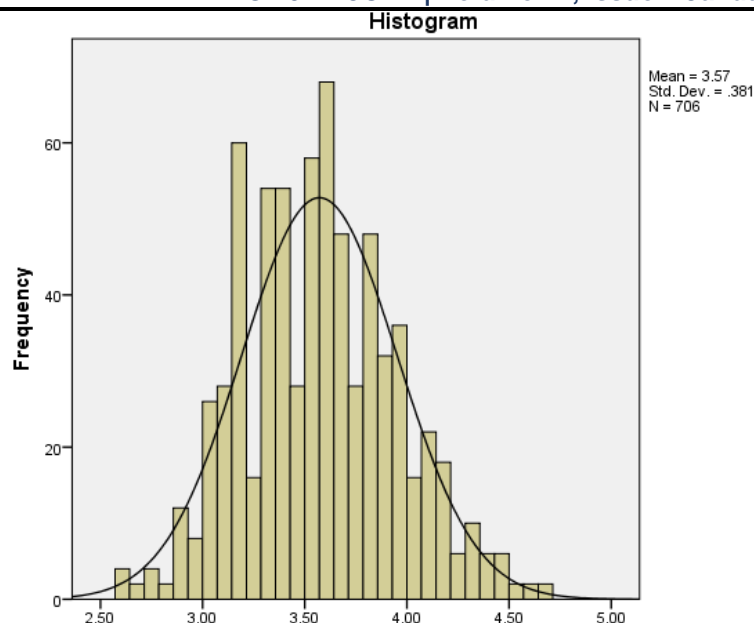
The results are presented in table-5.1 and figure-5.1 & 5.1(a).

**Table-5.1: Descriptive Statistics of Attitude towards Physical Education Scale Score of School-Going Adolescents Considering Male and Female as a Whole**

Attitude	N	Range	Min	Max	Normalized Mean	Std. Dev	Remark
Attitude towards Physical Education	706	2.09	2.58	4.67	3.57	0.38	Positive Attitude

Table-5.1 presents the descriptive statistics of “*Attitude towards Physical Education Scale*” score obtained by the school-going adolescents considering both male and female as a whole. The “minimum” of the scores was 2.58 and the “maximum” of the scores was 4.67 and the range was 2.09; the “mean” and “standard deviation” of the said distribution were 3.57 and 0.38 respectively.

Figure-5.1(a) depicts the histogram with normal curve of “*Attitude towards Physical Education Scale*” score obtained by the school-going adolescents considering both male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin & Hendry, 2022).



**Figure-5.1(a): Histogram with Normal Curve of Attitude towards Physical Education Scale Scores of the School-Going Adolescents Considering Male and Female as a Whole**

## 5.2 Gender wise Comparative Analysis

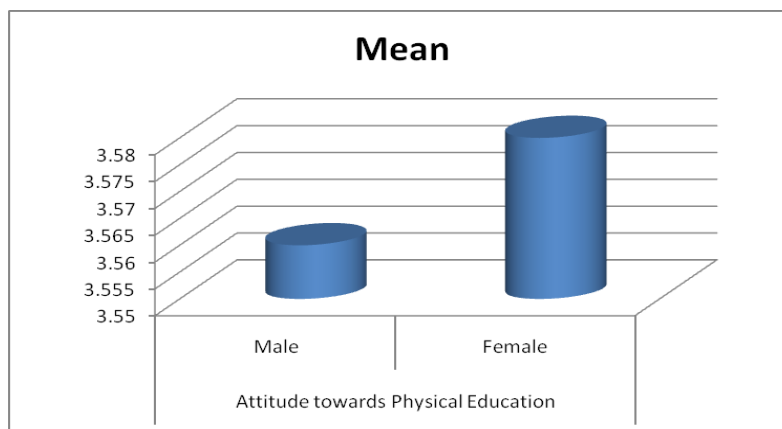
To test the null hypothesis (i.e., *The male and female school-going adolescents do not differ with respect to their attitude towards Physical education.*) the results of the gender wise comparative analysis are presented in tabular forms.

**Table-5.2(a): Group Statistics of Attitude towards Physical Education of the Male and Female School-Going Adolescents**

Attitude	Gender	N	Normalized Mean	Std. Deviation	Remarks
Attitude towards Physical Education	Male	310	3.56	0.39	Positive Attitude
	Female	396	3.58	0.37	Positive Attitude

Table-5.2(a) exhibits the group statistics of “Attitude towards Physical Education Scale” scores of male and female school-going adolescents. The means of male and female school-going adolescents were 3.56 and 3.58 respectively; again, the standard deviations were 0.39 and 0.37 respectively.

Figure-5.2 shows the bar diagram of means of group statistics of Attitude towards Physical Education scores of the male and female school-going adolescents.



**Figure-5.2: Bar Diagram of Means of Group Statistics of Attitude towards Physical Education Scores of Male and Female School-Going Adolescents**

**Table-5.2(b): Results of Independent Samples Test of gender Wise Comparison of Means of Attitude towards Physical Education of the Male and Female School-Going Adolescents**

Attitude		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Attitude towards Physical Education	Equal variances assumed	0.46	0.50	-0.74	704.00	0.46
	Equal variances not assumed			-0.74	651.00	0.46

From table-5.2(b) it is transparent that the two groups (male and female) did not differ (statistically) significantly in Attitude towards Physical Education.

## 6. Discussion

It was observed from the results of table-5.1 that the school-going adolescents considering both gender (male & female as a whole) exhibited positive attitude towards physical education. Adolescents are usually fond of games and sports and other physical activities. So, they may have positive attitude towards physical education and hence, the hypotheis (i) was failed to reject.

The study of **Mea and Hoe (2005)** revealed that Malaysian sports science students had a strong positive attitude toward physical activities. **Zeng, et.al. (2011)** found that secondary school students exhibited strong positive attitudes toward physical activities. In his research, **Chatterjee (2013)** found that attitude towards physical education of the school going adolescents was positive in West Bengal. In another study, **Mondal (2018)** reported that participation in physical activity and sports inculcate positive attitude towards physical education among the adolescents.

From the results of the table-5.2(a) and in 5.2 (b) it was observed that both male and female students exhibited their positive attitude towards physical education, but there was no gender difference. This may again reflect that the adolescents are usually attached to physical activities, and hence hypothesis (ii) was also failed to reject.

From his study, **Chatterjee (2013)** also found that both the male and female adolescents had positive attitudes towards physical education but there was no difference in attitudes towards sports between male and female students in school-going adolescents. But **Mea and Hoe (2005)** in their study found that there was a gender difference in attitude towards physical education among the high school students.

## 7. Conclusion

From the results and subsequent discussions of *Descriptive Presentation* of the present study, it might be concluded that on an average the school-going adolescents possessed **positive attitude** towards physical education; which indicating adolescents are valuing the importance of physical activity, being passionate about participating in physical exercise and sports. They may recognize the benefits of physical activity, that brings to develop overall health and well-being.

From the results and subsequent discussions of *Gender-wise Comparative Analysis* of the present study, it might be concluded that there was **no gender difference** in attitude towards physical education as both the gender are equally interested in physical activities.

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