

A Study on Attitudes Towards Physical Education Program Of Higher Secondary Girls' Students Of West Tripura.

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Abstract:

The study was conducted to know the attitudes of Higher secondary girls' students of West Tripura towards Physical Education program. For this study 151 higher secondary school girls' ages between 16-19 of west Tripura were randomly selected. Simple random sampling procedure was used for the selection of the subjects. The collected data pertaining to the study on attitudes of the higher secondary school girls of west Tripura towards physical education program were administered by using opinionnaire by Dr. Pralhad V. Raut and the responses were noted by using Likert method. To interpret and analyse the collected data (%), Mean, standard Deviation was used. From the responses of each respondent's statement, it was found that the Higher secondary girls' students of west Tripura have positive attitudes towards physical education program.

Keywords: Attitude, physical education program, curriculum

Introduction:

Physical education is a combination of two terms 'physical' and 'education' where physical means body relating to strength, endurance, fitness, health and the overall physical appearance whereas 'education' means the systematic way of training for a particular work.

According to **Book Walter**, "the aim of physical education is the optimum development of the physically, socially, and mentally integrated and adjusted individual through guided instruction and participation in selected total body sports, rhythmic, and gymnastic activities conducted according to social and hygienic standards."

Traditionally, the word curriculum has come from Latin word 'currere' which means race or to reach the goal. Reaching destination means by getting good marks in the exams with the inclusion of some subjects

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and papers where co-curricular activities were considered. But recently the term 'curriculum' has changed and included the co-curricular activities within and now a day's curriculum deals with an umbrella term with the combination of co-curricular concepts.

If we see National Policy on Education 1986, we will know that the Government have noticed the importance of sports and physical education as a learning process in students' life where they can evaluate the performance, for that physical education and sports should be include in educational institution. They are planning to include facilities for sports like infrastructure, equipments, coaches and teachers for the better improvement of the students. Not only that in fact to give them a proper education sports related studies, specialized attention in games and sports will include along with general education.

So, the importance of physical education in school are as follows:

1. Managing with educational performance: we can see that when a student is concentrating in physical education and games classes with activeness, he will definitely be concentrating in his regular class also because most of the activities related to physical education are linked with concentration which turns the student a sorted behaviour.

2. Physical and mental happiness: Basically, in physical education classes we are doing physical activities which helps to get rid of many diseases and after these exercises we are getting tired which leads us a sound sleep. We also observe that while practicing and playing any games and sports we feel so relaxed which reduces our stress and anxiety which turns better mental health and it is beneficial for students' life.

3. Good interaction quality: Those people who are involving in games and sports we see that while playing and while doing physical education classes students can interact with each other very easily, so they can discuss and talk about their project, assignment and any problem which are related to their study. In fact, this is the best opportunity to help and getting help from each other regarding their, and learning leadership and managing any skill.

4. Cope up with stress: In students' life we observe that because of study and regular classes students felt stress and sometimes they are not able to cope up with it. Due to heavy load some students may take decisions which leads to the students a wrong direction. Physical education and games classes helps those students to relief from stress and helps to take break from their monotonous life.

According to The Society of State Directors of Physical Education & Health- Physical Education is that phase of school program which is concerned largely with the growth and development of children through the medium of big -muscle activities.

According to National Education policy 2020 like other important subjects Ministry of Human Resource Development include physical education and sports as compulsory in each and every educational institute in their curriculum. Earlier it is under co-curriculum activities but, taking it as an important part for the overall development of the students, it has turned to be an important tool like the other compulsory subjects.

Physical Education program which includes all kinds of physical activity and games and sports. The importance of physical education program has changed from ancient time to modern time. Now a days the youths know about the importance of physical activity as they consider it the reason of being healthy. But physical education program is not limited in the boundary of games and sports or some asana. It's included the theoretical knowledge of social, emotional and physical development.

That is why government has taken initiative to include physical education as an integral subject in school and colleges. In the subject the students will get some basic idea of a healthy lifestyle and to develop their career they will follow whatever the idea they got after studied about physical education.

Attitude characterizes a person mentally and emotionally, which imply a person's mindset, outlook, and feelings.

"Sometimes attitudes are thoughts to a habitual way of looking at an object, a person, or an idea." Attitudes are learned often unconsciously and are nearly always tinged with emotions of Fear, Love or Hate. Some of our attitudes come from straight thinking from direct experience, but majority ones are born out of prejudices and merely reflected in their attitude of our parents, teachers and friends.

"Attitudes are developed out feeling, tones, that from an effective side of every experience. Attitudes are personal as he thinks or behaves."

– **Crow and Crow**

Literature Review

Li et. al (2014) This study explored 949 students' attitudes towards their university physical education experiences in four Chinese universities. An inter correlated model of students' attitudes toward physical education comprised of five dimensions, namely physical fitness, self-actualization and social development, physical education curriculum, Physical education teachers, and physical education teaching, was conceptually and empirically developed and tested using exploratory and confirmatory factor analysis. The overall finding suggested that the students had moderately positive attitudes toward physical education. More specifically, the findings indicated that students' attitudes had a significantly positive moderate.

Singh (2011) studied the analyse the attitude of college students towards the physical education and sports and secondary purpose of the study was to examine the divergences in the attitudes from the equal probability occurrence. 100 subjects were selected from the Lucknow Christian P.G College, for this study. The age of the subjects was ranging from 18 to 25 years. This subject was administering a self-developed questionnaire. With regard to the secondary purpose of the study, chi square test (χ^2) was used to determine the significance of the divergence in the attitudes of respondents from that of equal probability occurrence. Results of this endeavour revealed that college students exhibited a positive attitude towards physical education and sports.

Orunaboka (2011) studied ascertained the relationship between secondary school students' attitudes towards physical education and their achievement in the subject. Two instruments were used; Physical Education achievement test (PEAT) Physical Education Attitude scale (PEAS) for data collection. 112 physical education students from secondary schools in the south- south Geo- political Zone (Niger Delta states) of Nigeria (Rivers state, Abia state, Imo state, Akwa Ibom state, Cross River state, Delta state Edo state and Bayelsa state). The collected data were analyzed using mean score and t-test statistics. It was found that the most students exhibit negative attitude towards physical education while positive relationship was expressed between students' attitudes and their achievement in the subject

Kumer (2011) was studied to investigate attitude towards physical education and sports of secondary school students related to gender and age. The participants were 302 female and 332 male students from secondary school education aged 12 to 14. The Attitudes towards physical education scale (ATPES) was applied. ANOVA was used to determine differences in attitude toward PE and between to girls and

boys. In order to test differences in PE class preferences of students with regard to school context and gender., chi square analysis was conducted. Men scores of ATPES for secondary were determined 3.95 point; 4.01 point respectively. The research verifies that attitude towards physical education and PE class preferences change according to gender and age.

Implications of the study

1. The result will show the attitude of higher secondary girls' student of west Tripura towards physical education program which will helpful in development of the subject.
2. The result will provide suggestions to promote physical education program and participation of girl's students in physical education and sports.
3. The study is significant in assessing what are the likes and dislikes in physical education and sports programs at school level.
4. The findings of this study would be helpful to the school authorities to take suitable steps for motivating, encouraging the students towards physical education and sports programs

Statement of the problem

The study is to determine the "Attitudes towards physical education program of Higher secondary Girls' students of West Tripura.

Delimitation of the study

The study is delimited in higher secondary girls' schools of West Tripura

Limitation of the study

The study is limited in XI and XII (ages between 16-19) students of higher secondary school girls.

Purpose of the study

The main purpose of the study is to know the Attitudes of Higher Secondary Girl students of West Tripura towards physical education program.

Objectives of the study

There is so many lacking in the education system in Tripura and also their impact on the higher secondary girls' students which effect their attitude towards physical education program. This study is to find out the attitudes of the higher secondary girls' students towards physical education

Hypothesis

It was hypothesized that the attitudes of higher secondary school girls of West Tripura have positive Attitudes towards Physical Education program.

Sources of Data

For the present study 151 higher secondary school girls from West Tripura District were selected as subject.

Sampling procedure

To collect the data simple random sampling procedure was employed for the selection of the subject.

Administration and Selection of the Test

To collect data pertaining a study of Attitudes of higher secondary school girls towards physical education program were administrate by using the Opinionnaire which consists of 65 statements (Positive and Negative) by Dr. Pralhad V. Raut and the responses were noted by applying Likert Method.

Procedure

The researcher explained the purpose of the study and the method to fill the Opinionnaire then distributed the opinionnaire to the subjects.

Scoring

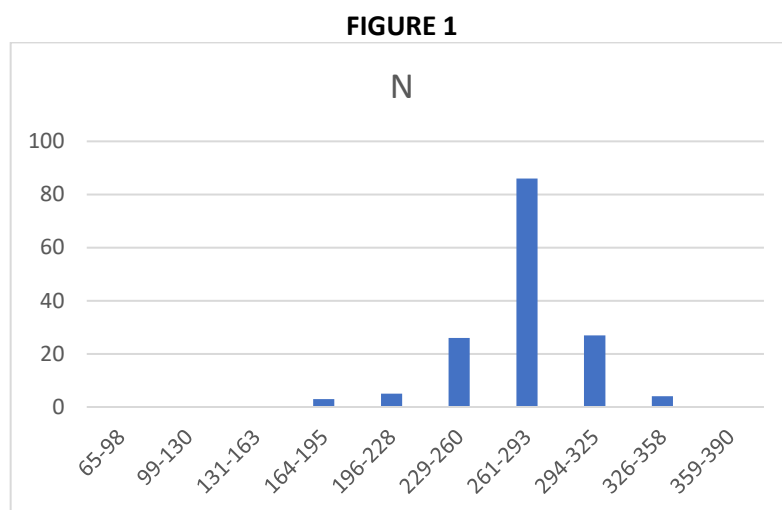
Positive and Negative items were recorded separately for each dimension. Items measuring dimension positively as 'very strongly Agree', 'Strongly Agree', 'Agree', 'Disagree', 'Strongly Disagree' and 'Very strongly Disagree', where the scores for positive statement is 6,5,4,3,2,1 and for negative statement is 1,2,3,4,5,6 respectively.

Interpretation and Analysis of Data

To interpret and analyse the collected data percentage (%) Mean, and Standard Deviation is used to know the Attitude towards physical education program of Higher secondary Girl's students of west Tripura.

TABLE -1

SCORE	65-98	99-130	131-163	164-195	196-228	229-260	261-293	294-325	326-358	359-390
N	0	0	0	3	5	26	86	27	4	0



Result and discussion

As per the questionnaire the highest possible score is 390 and the lowest possible score is 65 where the high score is showing positive attitude & the low score is showing negative attitude towards physical education program.

After analysing the data of Table 1, it shows that out of 151 students, 3 scored between 164-195, 5 scored between 196-228, 26 scored between 229-260, 86 scored between 261-293, 27 scored between 294-325 and 4 scored between 326-358 respectively, where mean score is 274.02 and the standard deviation score is 27.4237.

In the above result we can say that out of 151 students ,most of the students showing positive attitude towards physical education program which supports the study **Li et. al (2014)** attitudes towards their university physical education experiences in four Chinese universities, where students have significant positive attitude towards physical education. **Singh (2011)** Attitudes of College Students Towards Physical Education. International Journals of Physical Education showing positive attitude towards physical education and sports. **Orunaboka (2011)** studied ascertained the relationship between secondary school students' attitudes towards physical education and their achievement in the subject students where exhibit negative attitude towards physical education while positive relationship was expressed between students' attitudes and their achievement in the subject **Kumer (2011)** was studied to investigate attitude towards physical education and sports of secondary school students related to gender and age where research verifies that attitude towards physical education and PE class preferences change according to gender and age.

It is found that the higher secondary school girls of west Tripura have positive attitude towards physical education program. The responses may be characterised to the fact that:

1. The concept of physical education is growing day by day in all over the country.
2. The school have sports infrastructure and facilities and encouragement from the teacher as they are participating in various intramural and extramural competitions.
3. Now a day's most of the students are conscious about their health and fitness which might be the one factor of having positive attitude towards physical education program.

Recommendations:

1. Similar type of study may be conducted on different subjects.
2. Similar type of study may be conducted on Elementary, Middle, Graduate and Post Graduate students also.
3. The study may also be conducted on different age group people and other professions.
4. It is recommended that a similar study may be repeated on large sample to make the study more valid and authentic.

Conclusion:

On the basis of discussion of finding it is concluded that the attitudes of higher secondary school girls of West Tripura have positive attitude towards physical education program. The study has pointed out the importance of physical education program in school and how National Education Policy have introduced this subject as important subject like another subject. After collecting and analysing the data it has found the students have positive attitude towards physical education and some reason behind this positive attitude have also been described. Not only that there were some recommendations also given for the future purpose in the same field. This study is also showing the implications in so many ways to promote physical education subject as important for the students.

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