



## STUDY OF ATTITUDES OF SENIOR SECONDARY SCHOOL STUDENTS OF JHARKHAND AND MAHARASHTRA TOWARDS PHYSICAL EDUCATION

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### ABSTRACT

*In this paper, the effort is made to make a comparison of attitude of senior secondary school students of Jharkhand and Maharashtra towards physical education. It was decided to find out their opinion through a WEAR ATTITUDE INVENTORY EQUIVALENT FORM-A QUESTIONNAIRE for the study of physical education attitude scales. It was hypothesised that the participants (senior secondary school students) of Jharkhand and Maharashtra have a positive attitude towards Physical education. The study was restricted to the participants of senior secondary school students of Jharkhand and Maharashtra. The investigator administered the questionnaire which consists of 30 questions on the attitude towards Physical Education. The questionnaire consists of both negative and positive questions. The answer was to be given in 5 point scale. SA, A, UD, D, SD. In total, 300 students (150 + 150) were selected from both states on random basis. In order to compare the subjects of Jharkhand and Maharashtra, 'T' Test was employed and the level of significance was set at 0.05. From the result of the study it was clearly visible that there is no significant difference in the attitude of Jharkhand and Maharashtra students towards Physical education. Students of both states have a positive attitude towards Physical education.*

**Keywords:** Attitude, Physical education, Senior Secondary School Students.

## **1. Introduction**

Physical Education, now a day is considered as an important and integral part of general education which aims at the harmonious development of the man. But, in practice and from a functional point of view, it has not yet received due recognition or status as an academic subject. Many reasons could be attributed to this state of affair.

Attitude is formed by people as a result of some kinds of learning experience if the experience is favourable a positive attitude is found and vice versa. The attitude people hold can frequently determine the way they act in person and larger situation. For this reason, administrators, psychologists and sociologists are concerned with attitude development, how they affect behaviour and how they can be changed. This is the crossroad physical education as an academic subject finds itself. Researches have shown that most parents are not happy to hear their children and wards talk about physical education and sports. Parents need to know about the academic programs in physical education. Some non-physical education lecturers at the colleges of education, and Universities believe that physical education is not for bright students, they saw it to be for the academic drop outs, even parents often say “I do not send you to school to go and play sports, football or jumping and running on the field”.

Many studies have concluded that there is a positive attitude towards physical education and participation in physical activity. This is the reason why student’s attitude towards physical education and all those factors which influence those activities should be considered. It has been proved that middle school physical education always attempts to provide programs that encourage the early adolescent to engage in a consistent pattern of physical activity. Students’ attitude toward physical education has been under investigation for a very long time. Traditionally, the purpose of such inquiry has been to identify factors that contribute to positive and negative feelings toward physical education. Investigators believed that having such information would improve the quality of physical education by allowing teachers to consider student insights when making curricular or program decisions. Subsequently, research in this area has been plentiful.

## **2. Methodology**

Subjects were selected randomly. A list of the students was taken and then a procedure for selection of subjects was followed on the basis of random sampling. Attitude towards physical education was measured by wear attitude inventory equivalent form A and was calculated in numbers. All the subjects in the present study were tested on the selected criteria

of attitude towards physical education. All the subjects were briefed about the purpose of the study. The Wear Attitude Inventory Equivalent Form A was administered to all the students and their parents by the scholar himself. The entire questionnaire was demonstrated and explained to the subjects by the scholar. The research scholar met the subjects personally to get better response. Subjects were instructed before, so that maximum subjects respond to the questionnaire. Subjects were asked to read the questionnaire carefully and they were also instructed that there was no right or wrong answers, the individual feelings about each statement was only known by the researcher.

## 2.1 Statistical Technique Employed in Study

In order to compare the subjects of Jharkhand and Maharashtra, 't' Test was employed and the level of significance was set at 0.05.

Students	Pair Difference	Jharkhand V/s Maharashtra ( T- test)							
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		T value	DF	Sig. (2-tailed)
					Lower	Upper			
1	-.15333	0.71171	.05811	-.26816	-.03851	-2.639	149	0.009	
2	.08667	.80215	.06550	-.04275	.21609	1.323	149	.188	
3	-.06000	.71635	.05849	-.17558	.05558	-1.026	149	.307	
4	.02667	.71610	.08269	-.13809	.19143	.322	74	.748	
5	.01333	.84334	.06886	-.12273	.14940	.194	149	.847	
6	.08667	.80215	.06550	-.04275	.21609	1.323	149	.188	
7	.01333	.84334	.06886	-.12273	.14940	.194	149	.847	
8	.00667	.68047	.05556	-.10312	.11645	.120	149	.905	
9	2.70667	.81551	.06659	2.57509	2.83824	40.649	149	.000	
10	.08667	.80215	.06550	-.04275	.21609	1.323	149	.188	
11	-.02000	.76387	.06237	-.14324	.10324	-.321	149	.749	
12	-.04667	.74489	.06082	-.16685	.07351	-.767	149	.444	
13	-.02000	.76387	.06237	-.14324	.10324	-.321	149	.749	
14	-.08667	1.03585	.08458	-.25379	.08046	-1.025	149	.307	
15	-.00667	1.15565	.09436	-.19312	.17979	-.071	149	.944	
16	-.08667	1.03585	.08458	-.25379	.08046	-1.025	149	.307	
17	.02667	.89702	.07324	-.11806	.17139	.364	149	.716	
18	.02667	.89702	.07324	-.11806	.17139	.364	149	.716	
19	-.02000	.76387	.06237	-.14324	.10324	-.321	149	.749	

20	-.83333	1.09555	.08945	-1.01009	-.65658	-9.316	149	.000
21	-.10000	.76632	.06257	-.22364	.02364	-1.598	149	.112
22	-.10000	.76632	.06257	-.22364	.02364	-1.598	149	.112
23	.29333	.77327	.06314	.16857	.41809	4.646	149	.000
24	-.02000	.76387	.06237	-.14324	.10324	-.321	149	.749
25	-.02000	.76387	.06237	-.14324	.10324	-.321	149	.749
26	-.89333	1.16519	.09514	-1.08133	-.70534	-9.390	149	.000
27	-.01333	.78567	.06415	-.14009	.11343	-.208	149	.836
28	-.24000	1.12733	.09205	-.42188	-.05812	-2.607	149	.010
29	.06667	.79989	.06531	-.06239	.19572	1.021	149	.309
30	.06667	.70155	.05728	-.04652	.17986	1.164	149	.246

### 3. Results and Discussion

After the analysis of data given below it was found that there is no significance difference between the attitude of students of Jharkhand and the students of Maharashtra. In most of the questions they answered it is found that they have a positive view towards physical education in their respective states. Out of 30 questions in 21 questions they have a similarly positive view. However; they have a difference of opinion in the question no 3, 4, 5, 7, 8, 9, 17, 18, and 26 respectively.

Question No. 3 - the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them disagree that Physical Education is one of the most important subjects in helping to establish and maintain desirable social standards. Question no 4-the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them disagree that Vigorous physical activity works off harmful emotional tension.

Question No. 5 - the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them agree that they would take Physical Education only if were required.

Question No. 7 - the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them disagree that because physical skills loom large in importance in youth, it is essential that a person be helped to acquire and improve such skills.

Question No. 8 - the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them disagree that Calisthenics taken regularly are good for one's general health.

Question No. 9 - are extremely in different directions, students of Jharkhand strongly agree with the opinion that Skill in activity games or sports is not necessary for leading the

fullest kind of life whereas students from Maharashtra disagree with this opinion.

Question No. 17 - the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them disagree that all who are physically able will profit from an hour of physical education each day.

Question No. 18 - the opinion of Jharkhand students and Maharashtra students are in the same direction and both of them disagree that Physical education makes a valuable contribution towards building up an adequate reserve of strength and endurance for everyday living.

Question No. 26 - indicated that opinion of Jharkhand students and Maharashtra students are not in the same direction i.e. The students of Jharkhand are undecided that physical education should be included in the program of every school, whereas students from Maharashtra strongly agree with this opinion.

#### **4. Conclusion**

**Attitudes of Students** - From the result of the study it was clearly visible that there is no significant difference in the opinion of Jharkhand and Maharashtra students towards Physical education. Students of both states have a positive view towards Physical education. Hence the hypothesis stated earlier was accepted in all questions except for the question no 3, 4, 5, 7, 8, 9, 17, 18, and 26 respectively, where the hypothesis was rejected.

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