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Attitude of himachal Pradesh state Kendriya Vidyalayas students towards physical education

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Abstract

The main objectives of the study were to measure the attitude of senior secondary students in Kendriya Vidyalayas of Himachal Pradesh states towards physical education. The researchers selected 25 schools on the basis of cluster sampling out of 38 schools having at least 1-3 streams science, commerce and arts for study. Thus 28 students were selected randomly from each school and a sample of total 700 subjects of Kendriya Vidyalayas selected randomly from the higher secondary classes of each schools. An attitude scale based on "likert five point scale" (1932) was used as a tool for data collection. Mean, S.D., 't'- test and ANOVA were used to analyses and interpret the data. The main findings of the study were: 1) majorities of students had favorable attitude towards physical education in the Kendriya Vidyalayas of Himachal Pradesh state. 2) Male and female students did not differ significantly in respect to their attitude towards physical education. 3) Sportsmen and non-sportsmen students differed significantly in respect to their attitude towards physical education. 4) Students belonging to different streams viz. science, commerce and arts streams did not differ significantly in respect to their attitude towards physical education.

Keywords: Attitude, physical education, non-sportsmen students

Introduction

Physical education is an integral part of the total education of every child in kindergarten through grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented. Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance Develops motor skills, which allow for safe, successful and satisfying participation in physical activities. Provides a wide-range of developmentally appropriate activities for all children. Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, math and social studies. Facilitates development of student responsibility for health and fitness Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others; question actions and regulations and accept responsibility for their own behavior. Physical activity becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. Physical education can be a major force in helping children socialize with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture. Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled. Gives children the opportunity to set and strive for personal, achievable goals. Every student in our nation's schools, from PK-12, should have the opportunity to participate in quality physical education.

Objectives

1. The measures attitude of higher secondary students towards physical education in himachal Pradesh.

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- To compare the significant difference of attitude among the male and female students towards physical education in himachal Pradesh.
- To compare the attitude among of students of rural and urban areas studying in himachal Pradesh.
- To compare the attitude among of students of sportsmen and non-sportsmen studying in himachal Pradesh.

Material and Method

There were total 51 Kendriya Vidyalayas of Himachal Pradesh state as mentioned in the directory of Kendriya Vidyalayas 2009. Out of these 38 Vidyalayas were having higher secondary classes. As the present research work was related to the higher secondary class students. The researcher selected 25 schools on the basics of cluster sampling out of 38 schools having at least 1-3 streams viz. science, commerce and arts for study. Thus the sample in case of school was N=25 Kendriya Vidyalayas of himachal Pradesh state. The sample of the subjects for the present study was 700 selected randomly from higher secondary classes of each of the above mentioned 25 schools. Thus 28 students were randomly from each school, as per the availability of students from different faculties in each school.

Table 1: Table showing attitude scores of total samples of students

Class Interval	Frequencies	
311-320	1	
301-310	3	
291-300	20	
281-290	32	
271-280	75	
261-270	102	
251-260	71	Mean=241
241-250	73	Median=240
231-240	98	Mode=238
221-230	100	S.D.=24.24
211-220	83	Sem.=0.37
201-210	30	
191-200	8	
181-190	2	
171-180	2	

From table no 1 it is observed that the mean value of the total sample is 241 and N=700. Hence it can be inferred that majority of the students have positive attitude towards physical education i.e. favorable > unfavorable. This indicates that a large majority of students have favorable attitude towards physical education in the Kendriya Vidyalayas of Himachal Pradesh state.

Table 2: Table showing the significance difference between mean attitude scores of male and female students towards physical education.

Respondents	N	Mean	S.D.	d.f.	't' value
Male	354	243.96	24.47	698	1.83
Female	346	247.21	25.07		

The value of 't' test as shown in table no.- 2 reveals that the calculated 't' value of 0.54 is insignificant at 0.05 level of significance because it is less than the table value 1.96. The mean attitude scores of male is 243.96 and female is 247.21. It shows that there is no significant difference in the attitude of male and female students towards physical education.

Table 3: Table showing the significance difference between mean attitude scores of sportsmen and non-sportsmen students towards physical education.

Respondents	N	Mean	S.D.	d.f.	't' value
sportsmen	365	243.90	24.93	698	2.05*
non-sportsmen	335	247.51	24.55		

T tab=1.96 * significant at 0.05 levels.

The value of 't' test as shown in table no.- 3 reveals that the calculated 't' value of 2.05 is significant at 0.05 level of significance because it is more than the table value 1.96. The mean attitude scores of sportsmen are 243.90 and non-sportsmen are 247.51. It means that sportsmen and non-sportsmen differ significantly in respect to their attitude towards physical education.

Table 4: Table showing the significance difference between mean attitude scores of rural and urban area students towards physical education.

Respondents	N	Mean	S.D.	d.f.	't' value
Rural	610	247.09	25.13	698	5.79*
Urban	90	234.56	19.04		

T tab.=1.96 * significant at 0.05 levels.

The value of 't' test as shown in table no.- 4 reveals that the calculated 't' value of 5.79 is significant at 0.05 level of significance because it is more than the table value 1.96. The mean attitude scores of rural are 247.09 and urban are 234.56. It means that rural and urban area students differ significantly in respect to their attitude towards physical education.

Findings

The following were the main findings of the study:

- Majorities of students had favorable attitude towards physical education in the Kendriya Vidyalayas of Himachal Pradesh state.
- Male and female students did not differ significantly in respect to their attitude towards physical education.
- Sportsmen and non-sportsmen students differed significantly in respect to their attitude towards physical education.
- There was a significant difference in between the attitudes of students belonging to rural and urban area.

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