Chapter – I

INTRODUCTION

Education is the process by which the individual is shaped to fit into the society and which maintains and advances the social order. Physical Education has a vital role to play as an integral part of general education which aims at enabling an individual to live an enriched and abundant life in ever changing world. Change is necessary because our society is changing, our students are changing and our resources are changing. If we are to meet the demands of helping young people learn to live effectively in today’s world and be capable of change, then we need to recognize deterrents of those goals that exist within our collective attitude. The attitude of the students towards Physical Education has a significant role to play in its development. Attitude arises out of experiences and therefore the school which seeks to develop specific attitude among its pupil must provide opportunities for relevant experiences. The development of healthy favorable attitude is itself a phase of education, for they facilitate learning and serve as a cause for further motivation.¹

According to Gandhiji, “By education I mean it, an all-round drawing out of the best in child and man-body, mind and spirit”.

ShriRamkrishna endorses the view that only a healthy and active person can be successful and useful citizen of the society. A weakling is only a liability. Thus, building a fit and healthy body is a must for proper functioning of the mind. It is admitted that ‘nature’ ‘nurture’ both play an important role in the development of

¹Baiju Abraham, (2013) Attitude of Urban and Rural High School Students towards Physical Education. *International Journal of Movement Education and Social Sciences, 2*(1). pp. 76-77

   Physical Education is an integral part of the total education process and has its aim the development of the citizen physically, mentally, emotionally and socially, through the medium of physical activities, which have been selected with a view to realizing their outcomes.2

   Physical Education is an old and fundamental education. The first physical educator was the parent who thought his/her child to throw a spear, to climb a tree, to leap a book and to do all these things that were important for a youth to learn in the tribal life of uncivilized society. Over the century, the civilized social sense has changed tremendously, ways of living have profoundly altered, and new stresses have pressed upon the old biological patterns of human being. But the urge to climb appears in every child: the need to leap a broke rarely occurs, but the necessity to leap arises again and again in the urgent jumping and leaping of youth.3

   In the opinion of the commissions, “The physical welfare of the youth of the country should be one of the main concerns of the state and any departure from the normal standards of physical wellbeing at this period of life many have serious consequences.”4

The school environment is an ideal setting for the promotion of PA, since all children can be reached. Schools can provide opportunities to be physically active during physical education, during recess, and before and after school hours.\textsuperscript{5}

Furthermore, informing children and their parents about the importance of lifelong PA and the possibilities to be active in the community can contribute to the development of an active and healthy lifestyle.\textsuperscript{6}

Several intervention studies in elementary schools have attempted to increase children’s PA levels at school by focusing on Physical Education (PE). School-based PE interventions were evaluated as effective in increasing children’s PA levels during PE classes and in improving children’s physical fitness. Other intervention studies focused on school break periods to promote PA at school and reported an increase in children’s activity levels during those periods.\textsuperscript{7}

However, to meet public health benefits and to promote lifelong PA, school-based interventions should also focus on the promotion of regular PA outside school because children spend a lot of their time in non-school environments. In the literature, only a few comprehensive studies in elementary schools could be located targeting children’s out-of-school PA.\textsuperscript{8}

Physical Education activities in school and colleges play an important role in the promotion of regular involvement in physical activities that also help in promoting


healthy lifestyle in the coming years of their life. The engagement of the students in Physical Activities (PA) in the early stage not only developed their physique but also inculcate positive attitude toward these activities. One of the primary goals of Physical Education is to promote positive attitudes among the students that encourage lifetime PA. It is evident that students who show more positive attitudes towards PA in institution are also participate in PA outside the institution. A positive attitude toward exercise may be the primary determinant of a physically active lifestyle definition of attitude as a "mental and neural state of readiness, organized through experiences, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related". Attitudes are directed toward attitude objects, such as classes of people, objects, or ideas. Thus if a person has a positive attitude toward physical fitness, behavior should reflect this attitude.\(^9\)

The students have positive attitude toward PA then it is assumed that they will further participate in these activities in their coming practical life. Engagement in PA not only developed physique but it also help in shaping the body and maintain good health that is essential for the future life to come. Participation in these activities helps the students to gain cognitive and kinesthetic skills in Physical Education programs (Milli, 2007). Adolescence is the time when personal limits are explored and lifetime attitudes and habits shaped. If positive attitudes toward Physical Education and physical activity are not promoted in the formative school years, they may never be adopted (Stelzer, 2004). As Morgan, (1995) reported that a large part of the attitudes of an individual shapes in the period between the ages of 12 and 30 and they changes

slightly after this period. The attitudes of an adolescent are the ones which are not strongly adopted and changeable.\textsuperscript{10}

Attitudes arise out of experiences and therefore the institute seeks to develop opportunities for relevant experiences. Right attitudes are as important in education as important in education as a steady steering wheel is to a speeding car. They are the dynamic of human action. Unless pupils have favorable attitudes towards what they set out to learn, they cannot derive full benefit out of what is taught. The development of healthy positive attitude is itself a phase of education to facilitate learning and serve as cause further motivations.\textsuperscript{11}

Attitudes are born from beliefs that we have about people and things. They shape our behaviors in countless ways and determine our involvement in activities, the goals that we set and those we decide to abandon. Intentions are a function of two basic determinants: one’s personal attitude toward a behavior, and the attitude of others, including peers and parents, toward that behavior.\textsuperscript{12}

The first determinant is the individual’s positive or negative evaluations for performing the behavior. Generally, people with positive beliefs will have a favorable attitude toward the object of the beliefs and conversely will have an unfavorable attitude if their beliefs are negative. The second determinant is the person’s perception of social pressure to perform or not perform the behavior based on the evaluation of others. Thus, an attitudinal consideration and a normative consideration are formed

\textsuperscript{10}Ibid., pp. 198.

\textsuperscript{11}Hansraj Bhatia, (1977) A textbook of Education Psychology: New Delhi. The Macmillan Co. of India Ltd. pp.343

\textsuperscript{12}Linda Rikard and Dominique Banville,(2006) High School Student Attitudes about Physical Education. Sport, Education and Society, 11(4), pp. 385-400
that exert different degrees of power toward influencing one’s behaviors for more positive or negative responses.\(^{13}\)

Curriculum content was the most influential factor in the development of positive and negative attitudes toward Physical Education, regardless of gender or whether students elected or avoided physical education\(^{14}\)

In recent years, there has been an increase in the body of knowledge in PE in terms of student attitudes. The increase in interest may also be attributed to the influence of attitudes toward future participation in physical activities outside school to student achievement in PE and to the availability of knowledge gained about students' attitudes toward PE for developing curricula.\(^{15}\)

Since gender plays an important mediating role in attitudes toward PE, many studies have compared girls' and boys' attitudes. In these studies, boys were found to display more positive attitudes toward physical activities that were challenging and had an element of risk whereas girls showed more favorable attitudes toward physical activities emphasizing aesthetics.\(^{16}\)

The development of attitude depends upon the situations around which various habit patterns are constructed and various images and concepts are built up. The physical and social contest result in the establishment of conscious adjustment and reaction tendencies are thus soaked up from the milieu in which the individual lives. There seems to be considerable agreement in as much as it is felt that the development


\(^{16}\)Ibid.,p. 754-758.
and stabilization of attitude are dependent upon one’s own previous achievement in life, personality, characteristics, adjustment, socioeconomic status and the like. The psychologists consider attitude as one of the personal characteristics and therefore the direction and strength of attitude must have some relationship with other personality traits, the intricate relationship of which needs to be explored. The physical fitness and attitude of children may vary or change with the influence of teachers, parents or peers. The behavior is difficult to investigate because the complexity of human behavior is best illustrated by the fact that the adjustment process involves a number of basic and applied fields of knowledge such as psychology, sociology, medicine education, genetics and even religion. Among the complex variables of factors affecting successful implementation of physical activity programme the activity in general and towards various aspects of physical activities in particular are by and large the most significant factors. In this context it may be emphasized that systematic physical activities are organized to fasten the attitude and habit of participants in games and sports.

In Physical Education and sports the use of questionnaire has many advantages especially when it is necessary to know the player’s attitude toward coaches, towards physical activities and sports, toward the system of training, toward federation official etc. It is said that the success of a profession like Physical Education, to a great extent depends upon the people’s attitudes towards it. The result of attitude study at a given point of time determines whether necessary changes or modification should be brought about to improve existing programmes and practices. Questionnaire is a good device in
research where it may be fruitful to spot out lacuna in the existing practices in Health, Physical Education, Recreation and Sports\textsuperscript{17}.

Thus the present investigation has been undertaken to study the attitude of International Baccalaureate World Schools students and Haryana Board Schools students and their parents towards Physical Education.

**Statement of the Problem**

The purpose of this study was to investigate the attitude of parents and students of International Baccalaureate World Schools and Haryana Board Schools of NCR towards Physical Education.

**Limitations**

- The individual’s personal motivations to fill the questionnaire truly will possibly be a limitation of this study.
- The effects of uncontrollable factors like climatic conditions, dietary habits and emotional conditions etc. at the time of test might have influenced the result of the study.

**Delimitations**

- The study was delimited to the schools of National Capital Region of India.
- The study was delimited to 1000 randomly selected subjects. 250 students from Haryana Board Schools and 250 students from International Baccalaureate World Schools and their parents were selected.
- The study was delimited to Grade 8 to Grade 12 students and their parents.
- The study was delimited to the Wear Attitude Inventory Equivalent Form- A questionnaire.

Hypothesis

On the basis of available literature and the scholar’s experience it is hypothesized that:

1. The attitude of students towards Physical Education will be positive and significantly higher in International Baccalaureate World Schools than the students of Haryana Board Schools of NCR.

2. The attitude of parents towards Physical Education will be positive and significantly higher in International Baccalaureate World Schools students than the parents of Haryana Board Schools students of NCR.

Definition and Explanation of the Terms

**Attitude** - a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.18

Significance of the Study

- The study may be helpful in planning health education programme and curriculum for the students.
- Results of the study will help to know the attitude of students and parents towards Physical Education.
- This study may help to develop the positive attitude towards Physical Education.
- This study will help to understand the attitude of parents and students of different socio-economic groups towards Physical Education.

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• This study will help Physical Education Teachers to motivate the students and parents towards Physical Education.

• This study will help to know the drawbacks in the curriculum, and the ways to improve upon it.