



**RESEARCH ARTICLE**

**Impact of Gender on Building of Attitude towards Physical Education**

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**ABSTRACT**

*The overall aim of education is to develop the whole personality of man in keeping with the Socio-economic and Socio-Political atmosphere. Education indeed is the most powerful instrument of social and economic transformation. The aim of education is to develop an individual with all Physical, Mental, Spiritual and Social Know-how. So that one can stand, erect, face and accept all changes and challenges of this fast changing modern world. The aim of this study was to study 'Impact of Gender on Building of Attitude Towards Physical Education'. It was further aimed to help the Sports Scientist, Educationists, Psychologists and Administrators to enable them to formulate a better Education Policy, syllabus and system for Students. The study was undertaken on a total of one hundred and twenty students. Of the 120 students participating in the survey, 18 (15%) were 14 years old, 54 (45%) were 15 and 48 (40%) were 16, the mean age was 15.3 years old. Research shows that physical education in school can increase physical activity levels during youth and later in life. Consequently, physical education not only contributes to a healthy body, but a healthy mind. Also, research indicates that physical education has the ability to impact self-esteem, well-being and reduce stress, depression and anxiety.*

**Key words:** Choice, Competition, Perception, Secondary school

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**INTRODUCTION**

Student's attitudes towards physical education are of great concern to future educators. Campbell (1968) stated, "Attitude play an important role because the attitude determines an individual's willingness to learn" (p. 456). Safrit and Wood (1995) stated, "an attitude is a feeling one has about a specific attitude object, such as a situation, a person, or an activity". One can see the importance of identifying student's likes or dislikes of physical education and possible reasons for these feelings; this would be invaluable information for future educators to possess. Ryan, Fleming, & Maina (2003) defined how attitudes are developed by stating, "people's attitudes are developed and expressed as behaviors in a context that is social; it contains other people who are actually present or who are invisibly present in the social norms that define social groups to which we do or do not belong". Furthermore, Ryan, *et. al.*, (2003) relate the importance of student's attitudes to physical education by stating, "The development of attitudes is important because teachers, coaches, and others must consider attitude everyday as they evaluate and judge the potential of others".

Sixty-five percent of adults, 15% of adolescents (ages 12-19), and 15% of children (ages 6-11) globally are considered to be overweight or obese. In Delhi (India) 14% of all students are considered to be at risk for overweight and 10% is considered overweight. Also in Kolkata (India) 40% of high school students poled admitted to not electing to take physical education classes. Finally, in India, high school students' daily energy intake has increased some 300 calories in the past 20 years whereas their physical activity has decreased.

One can see the importance of students maintaining positive attitudes toward physical education. Positive attitudes will elicit more interest in physical education and the importance in developing and maintaining active lifestyles beyond high school and into adulthood, thus producing less overweight and obese adults. The future of physical education throughout the country is bleak to say the least. More current research in the area of student's attitudes is needed to assist in stifling the movement to eliminate physical education from the core curriculum in schools.

There have been a number of studies, which have investigated student perceptions of physical education and a multitude of theories have emerged from their findings. Selected research has been narrowed to include only student perceptions and attitudes in physical education as it relates to gender, decision-making, athletic ability, ethnicity, age, and student grade level for this review. First, identification of several interesting conclusions of past research will be introduced to build a solid foundation for understanding students and their perceptions of and attitudes towards physical education. Then this report will identify a research area yet to be developed, in which further study will produce a topic and explore its relevance to physical education and more importantly it's relevance to the development of student attitudes.

## METHODOLOGY

The purpose of this study was to examine the effect of gender on building of attitude towards physical education. A survey was used to extract information about the student's attitudes.

### Selection of Participants:

The study was conducted at Bokaro Steel City (Bokaro) in the state of Jharkhand (India) with secondary school students from Bokaro Ispat Vidyalayas. Students at these schools undergo physical education programs as per norms and syllabus prescribed by Central Board of Secondary Education (CBSE), New Delhi (India). Prior to commencement of study and collection of samples, a written permission was obtained from Chief of Education (Boakro).

For the purpose of this study, a survey was carried out at different Bokaro Ispat Vidyalayas. Participants were from series of Bokaro Ispat Vidyalayas, which were opened during the period of 1993. These schools are affiliated to CBSE and follow the syllabus prescribed by them. Total strength of these schools consists of over 20,000 students.

### Tools of the Study:

Data were collected using single stage research method during this study. An attitude instrument (Subramaniam & Silverman, 2000) using a Likert Scale, was used to collect data. Students were made to complete an attitude survey questionnaire (Subramaniam & Silverman, 2000) during their physical education class. Questions were answered using a 5-point Likert scale ranging from strongly disagree to strongly agree. Responses received from all these students (participants) and their identity were kept anonymous to the school authority and teachers/ other students. Students were ensured that their confidentiality and anonymity would be maintained throughout the study. During the survey with students, it was ensured that the guidelines suggested by Bogdan and Biklen (1998) with respect to surveys are strictly followed.

## RESULTS AND DISCUSSIONS

The attitude survey was undertaken on a total of one hundred and twenty students. Of the 120 students participating in the survey, a total of 42 (35 %) students were boys and 78 (65 %) students were girls. Also, thirty six students (30%) were in 8<sup>th</sup> class, forty two students (35 %) in class 9<sup>th</sup> and same number of students (35 %) were in class 10<sup>th</sup>. Descriptive data analysis was conducted for each gender and grade level independently and collectively as well as for the two dimensions of attitude. A multi-variate analysis of variance (MANOVA) was used to examine attitude scores (Enjoyment and Perceived Usefulness) as the dependent variables with gender and grade level as the independent variables. A significant MANOVA was followed by discriminant analysis, ANOVA.

The study revealed that; overall, students had moderately positive attitudes toward physical education (M = 70.00 out of a possible 100 points, s.d.= 16.71). Both boys (M = 71.41, s.d.= 16.38) and girls (M = 76.91, s.d.= 16.99) had moderately positive attitudes toward physical education. Also, it is noticed that there is a variation in the attitude of students towards physical education with respect to grade level (class/ standard) (Class 8: M = 66.66, s.d.= 16.80; Class 9: M = 80.90, s.d.= 16.39; Class 10: M = 80.90, s.d.= 16.45).

When the two components of attitude (Enjoyment and Usefulness) were examined separately, the overall values were 71.88 (s.d. = 8.97) for Enjoyment and 69.58 (s.d. = 8.49) for Perceived Usefulness, respectively, out of a total possible score of 100. Females and males had similar scores

on both components of attitude. Means for Enjoyment and Perceived Usefulness for females were 71.62 (s.d. = 8.91) and 68.94 (s.d. = 8.19), and for males were 72.18 (s.d. = 9.01) and 70.34 (s.d. = 8.74), respectively.

Student-Newman-Keuls test for group differences revealed significant differences between Class 10 (M = 74.96, s.d. = 8.85) and the other two grades (Class 9: M = 72.30, s.d. = 8.66, Class 8: M = 74.94, s.d. = 9.01) in relation to the affective dimension of attitude.

## CONCLUSION

It was concluded that school students from both genders (boys and girls), in this study, had a generally positive attitude towards physical education. However, female students were found to possess relatively more positive attitude towards physical education when compared to male students. Students from both genders felt physical education teachers made learning fun for them and the curriculum content was perceived as useful. Also, secondary school students from both genders in this study perceived choice in physical education as a positive attribute to their experience. They felt choice provided them with an opportunity to participate in activities and sports they were interested in. Also, it was established that enthusiastic teachers in physical education class positively influenced these students' attitudes in this study. In total, it was concluded that female students had more positive attitude towards physical education when compared to their male counterparts.

## IMPLICATIONS FOR FUTURE RESEARCH

Further research is imperative for understanding the attitudes of female and male students towards physical education. Studies involving a larger population would be useful in making inferences about female and male student's attitude towards physical education. Research comparing female and male student attitudes in traditional and experimental physical education programs could be beneficial and would extend the research. Another research option would be to study school female and male students in elementary settings about their attitudes toward physical education. Also, it would be particularly interesting to evaluate parental and administrative attitudes toward the physical education program their students are participating in.

## FUTURE SCENARIO OF THE WORK

The current research has added a new knowledge in the field of physical education and sports psychology. It has been established through current research that there exists a definite relation between gender and the attitude towards physical education. Until current research it was not sure whether there exists any impact of gender on determination of attitude towards physical education or not. It has been established in the current study that the feminine gender school students exhibited relatively more positive attitude towards physical education as compared to their male counterparts.

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