Chapter I

Introduction

Physical education provides the much needed foundation for individuals to enable to develop their personality in all respects. “Physical Education is an integral part of the total education process and aims for the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected a view to realising there outcomes.’

Physical education and sports contribute to self-actualization, self-esteem, and a healthy response to physical activity. A well planned and conducted physical education and sports programme can achieve, such results as a recognition of the potential activity for the relief of tension an awareness of what one’s body is capable of doing and a better self image.

A commonality of aims for the teaching of physical education can be found among the statements from many countries around the world. It is necessary to realize, however that the emphasis on a particular aim may vary considerably from one country to another. Moreover, it is often difficult to know whether a serious effort is being made to carry out the state aim. The actual program of physical education may fall far short of the declared goals. Nevertheless. Any effective program must be guided by specific aims and purposes. The discussion in this section makes no effort to distinguish between elementary and secondary schools.

Physical education, as part of education must be responsive to the needs and demands of society in which it exist.

A statute on school physical education rectified in 1971 stated the Soviet aims specifically.

The development of fundamental physical and sports skills is almost universally recognized.
The emphasis in the primary physical education programme should be placed upon the development of basic skills in such activities as gymnastics, swimming, and games, in the latter case, leading to small sided games, not full sided inter-school competitive matches.

The teaching of physical education at all level and coaching of sports from the local club or community and teams for national, international, and professional competition involve the time and efforts of tens of thousands of men and women, the expenditure of immense sums of money, the disproportionate attention of the mass media, and the concern of national political organization.

In the days of ancient Greece, through the palestra and the gymnasium, physical education was a part of education. In the fifteenth century, Vitronio da Feltre made physical education an essential part of the education of boys in his Italian Court School, La Giocoso, at Mantova. The school of Johann Basedow and Christian Salzmann, the philanthropinum institute, and others in Germany in the late eighteenth century accorded a place to physical education and games in the curriculum. The status of school physical education today, however, perhaps owes its greatest debt to Denmark, which in 1814 passed a law requiring gymnastics for all elementary school boys.

Unfortunately, girls were not included in law until 25 years later. In 1820 Sweden followed Denmark's example by requiring physical education in the secondary schools and elementary schools 4 years later. These countries thus established the principles of attempting to provide physical education and sport in the schools for all students.

Sports man are the product of a culture promoted by a particular society in a particular era of society. No society can produce soldiers without the impact of sports and defence culture. If the best Indian soldiers are rated as one of the best, if not the best in the world, it is only because of their sportsman like dedication to the duties and sportsman like devotion to defence culture. There is befitting quotation that. “The battle of Waterloo was won in the play fields of Eton and
Harrow.” It can thus be stated that sports have had tremendous impact on Indian Society.

Sports programmes did not emerge automatically. They were sponsored and patronised by administrator’s rules kinds and leaders. History of many states in India reveals that institutions. Which promoted freedom struggle and freedom fighters are primarily responsible for influencing the society through sports programme like vyayamshalas, sword fighting. Fencing etc.

“Sports for All” has become a very popular slogan all over the world today. It an ever expending arena of human life. Sports can not be practiced in isolation. It is social experience. There is an increasing recognition that all the potentials throughout the life cycle. Sports only could socialise the individuals. Sports not only provide fun, recreation and competitive sprit, but it develops greater understanding fellowship and friendship. Besides this it builds up character morals, to learner etc.

One major purpose in developing sports in India’s school is to involve more people in sports to improve their physical health.

The programes in the communist countries have been promoted under a variety of slogans such as “Rau for Your Health” and in the erstwhile G.D.R. “Every citizen in every location to the athletic facility once a week.”

Holst emphasised that physical education should be the part and parcel of education a it uses physical activity as a primary means to promote psycho-motor, cognitive and socio-effecting growth in order to chance the quality of life.

It is, therefore, evident that physical education, in form of games and sports, along with general education, brings out the wholesome of and individual. Games and sports can be a recreational out let when an individual becomes tired with the increasing burden of academics or immense pressure of day-to-day living hazards.

Although, physical education is still considered a misinterpreted field and misunderstood by many people. ‘Back to Basics’ is a widely Heard Slogan.
Subjects which have had traditionally an accepted role, are now had traditionally an accepted role, now questioned as to their continuing relevance.

Modern Physical Education is not just exercise, serving as a balance to sedentary living, not merely physical training, but a qualitative programme based on a knowledge of physiological and effects of exercise at various age levels. It concerns itself with factor of aging, fatigue, nutrition rest and sleep as these to one’s health.

The aim of Physical Education must be inexorably related to the qualities of the physically educated person. Thus, it is not only an essential ingredient of human biologic life, but also mental social, emotional and spiritual life. Physical education is interested the process of human movement as well as in the product and consequently uses many patterns of activity. A new Physical education concept has emerged in our societies. It is a body of knowledge which Acknowledge that,” as we learn to move, to we move learn” that as we strive for human well being there is humanism in the strive.

Physical Education is that part of education which proceeds by means have or predominantly, through movement, it is not same separate, partially related field. This significant means of education, furnishes one’s angle of approach in educating the entire individual, who is composed of many components inter related function units, rather than of several distinctly compartmentalized facilities. The physical mental and social must all be considered together. Physical Educations when well taught can any other school subject, not more to each goal than any other subject, but more to all goals than any other school subject.

Physical Education, an integral part of total education process, has sustained considerable changes in the recent past according to the need and demand of the society. Physical Education is not only the training of the physique but also educating people about their body and its function. The international charter of Physical Education and sport 1978, of the UNESCOO states the over all education system must assign the requisite place and importance to Physical
Education and sport in order to establish a balance and strengthen links between physical activities and other components of education. The physical education is the multi disciplinary area of education. The aim of physical Education is similar to general education as “over all development of human being and society” the general education also tends for the development of various aspects link mental, physical, social, emotional intellectual, psychological and social-economic development etc. similarly Physical Education also work in the same direction which leads to the social development and also all round development of the human being.

Attitudes are ideas or feeling that one may have about something as a result of part experience or as a result of imaginative likes and dislikes. When condition or change in the environment occurs, whether for better or worse, we can usually expect to see a change in attitudes. In Physical Education we are concerned with the attitudes of students towards the Physical Education activity program as well as towards individual activities within the program. It is important to measure attitude to see what effects various type of program administrative procedures and methods of instruction have upon a student feeling. When such measurement is objectively conducted of approach are opened up so that desirable change can be logically brought about.

Statement of the Problem

The purpose of the study will be to determine the ATTITUDE TOWARDS PHYSICAL EDUCATION AND SPORTS OF SECONDARY SCHOOL BOYS OF DELHI
Delimitation

The study will be delimited as follows:

1. The study will be delimited only to the government secondary school of Delhi.
2. Three schools from each zone will be selected randomly to collect data.
3. Thirty students from each school will be selected randomly towards physical education and sports.
4. All the data will be collected in one academic year.

Limitation

All questionnaire technique will be recognized as a limitation of the study.

Hypothesis

It will be hypothesized that secondary school students of Delhi will have positive attitude toward the physical education and sports programme.

Definition and Explanation of the Term

Attitude

“An attitude is a readiness to respond in such a way that behaviour is given a certain direction”
“Attitude is normally understood as felling or opinion toward something. It involves liking or disliking, love or hatred, beliefs or disbeliefs of an idea towards a subject or an object of an individual or group of individual.

“Attitude as a more or less generalized tendency to think or act in a certain way in respect to more object or situation, after attended by feeling, attitude like interests, result from represented. Satisfying experiences lead to negative attitude”

**Physical Education**

“Physical Education an integral part of the total education process is a field of endeavor that has an its aim the development of physically, Mentally, Emotionally and Socially fit citizens through the medium of physical activities that have been selected with a view to realizing these out comes”

“Physical Education is a profession, discipline and program of activity. (Govt. of India) 1964.

“Long fitness habits through skills development and term play are provided to develop attitudes of fairness, co-operation and sportsmanship”

**Significance of the study**

Though Physical Education is recognized as an integral part of educational system, The result of the study may help in formulating measures to educate the teachers/coaches to positive approach and accurate planning to implement the programme of Physical Education in the college/University for balanced development of the student’s personality.

The study will help in popularizing Physical Education program to some extent.
REVIEW OF RELATED LITERATURE

The research scholar made an attempt to locate literature related to the study. The relevant studies pertaining to a study of attitude towards physical education and sports of secondary school boys of Delhi are given below:

**Bob Carroll, Julia Loumidis 2010,** This study aimed to examine the relationship of children’s perceived competence in physical education to their enjoyment in the subject, and how boys and girls scoring high and low in enjoyment and perceived competence differed in their levels of physical activity. Year 6 primary school children \( (n=922) \) completed questionnaires giving their physical activity the previous week, their perceived competence in, and enjoyment of, PE. Employing correlation, multivariate and univariate analysis of variance techniques, the results indicated moderate positive and significant relationships between enjoyment in PE and perceived competence in PE for the whole sample \( (r=.39, p<0.001) \). Children of high perceived competence participated in significantly more physical activity (quantity and intensity) outside school than those of low perceived competence, but there was no difference in enjoyment levels and quantity of physical activity. The boys scored higher than the girls on time spent on physical activity, on perceived competence and enjoyment. Motivation theory is utilized to examine the relationship of perceived competence and enjoyment in physical education to physical activity outside school.

**Andy Smith, Miranda Thurston, Kevin Lamb, Ken Green 2007,** Drawing on data from a broader study which investigated the place of sport and physical activity in the lives of 15–16 year olds in England and Wales, this paper examines a relatively neglected dimension of research in physical education, namely, young people’s participation in sport and physical activity through National Curriculum Physical Education (NCPE). The paper reports upon data generated by questionnaires completed by 1010 15—16 year olds who attended six secondary schools in the North-West of England and one secondary school in
the North-East of Wales during 2003 and 2004. The study revealed strong inter-
school variations in the mixes of sports that pupils experienced within NCPE.  
More specifically, the findings revealed that NCPE was largely dominated by  
competitive team-based sports that tend to be gender-stereotyped, alongside  
more individualized and less-competitive physical activities. It was also clear,  
however, that the reported levels and forms of participation in different sports and  
physical activities in NCPE during Years 10 and 11 varied significantly and  
differentially according to gender, social class, the school which young people  
attended, specialist sports college status and whether youngsters studied GCSE  
PE. The paper concludes by suggesting that inter-school variations are probably  
explainable in terms of a combination of traditions, facilities and the enthusiasms  
and perceptions of PE teachers.

**Prithwi Raj Subramaniam, Stephen Silverman 2010,**  
The purpose of this study was to determine middle school students’ attitudes toward physical education  
using an attitude instrument grounded in attitude theory. In addition, this  
investigation also sought to ascertain if gender and grade level influence student attitudes toward the subject matter. Participants for this study were 995 students from grades 6 to 8. A previously validated attitude instrument based on a two-component view of attitude with scores that showed evidence of reliability and validity was used. Overall all students had moderately positive attitudes toward physical education. There was, however, a decline in attitude scores as students progressed in grade level. Higher grades had lower mean scores.

**Benedicte I. Deforche, Ilse M. De Bourdeaudhuij, Ann P. Tanghe 2006,**  
To investigate differences in physical activity and attitude toward physical activity in adolescents with different degrees of overweight and explore whether the prediction of physical activity by attitude is moderated by level of overweight.

**Methods:** Subjects were divided into a normal-weight group (n = 37, 18.8 ± 1.2 kg/m$^2$), an overweight group (n = 28, 25.9 ± 1.3 kg/m$^2$), and an obese group (n = 24, 33.7 ± 4.1 kg/m$^2$). Mean age was 14.6 ± 1.2 years, with 72% girls. Physical
activity was estimated using the Baecke Questionnaire. Attitude was measured by assessing perceived benefits and barriers.

Results: Participation in sports was higher in normal-weight compared with overweight \((p < .05)\) and obese \((p < .01)\) subjects. There was no difference in leisure-time physical activity between groups. Perceived benefits did not differ between groups, but normal-weight subjects perceived less barriers (‘physical complaints’, ‘not being good at it’, ‘insecure about appearance’, ‘not liking it’) than their overweight \((p < .05)\) and obese \((p < .001)\) counterparts. Obese adolescents had a less positive attitude compared with their normal-weight \((p < .001)\) and overweight \((p < .05)\) peers. Sport participation was significantly predicted by the perceived benefit ‘pleasure’ \((p < .05)\) and by the perceived barrier ‘not liking it’ \((p < .001)\), after taking into account level of overweight. The association between sport participation and attitude was not moderated by level of overweight.

Conclusions: This study demonstrates that overweight and obese adolescents show lower sport participation and have a less positive attitude toward physical activity. Interventions in youngsters with weight problems should try to increase participation in sports by making activities more fun and attractive for these youngsters.

**Ann MacPhail, David Kirk, Diann Eley 2003**, This article reports on a study that accepts the proposal that we listen to the voices of young people in relation to sport and physical recreation. The study sought the advice of young sports leaders on what can be done to facilitate young people’s involvement in sport. The study used group interviews (Nominal Group Technique) with over 600 14–18-year-olds to elicit responses to a single question, ‘What can be done to help young people participate in sport?’ This article focuses on young people’s views on issues to do with climate and conditions. We argue that, while their advice offers support for some current initiatives in youth sport, it also provides new
insights and challenges and suggests a reordering of existing priorities for youth sport and leisure provision.
PROCEDURE

In this chapter selection of subject, selection of variables, statistical technique has been presented.

Selection of subjects

2520 boys of government secondary school will be selected randomly as subjects from Delhi.

Measurement of Attitude

The Selection of proper tools was of vital importance for the study since the aim was to assess the attitude of secondary school boys of Delhi towards Physical Education and Sports. It was decided to use questionnaire, the investigator obtained the reflection of attitudes of the respondents towards Physical Education. The validity of responses received greatly depend upon the integrity of the respondents and hence absolute could not be expected however, the anonymous responses ensure the greater validity of the responses.

Construction of the Questionnaire

Before preparing the questionnaire the research scholar read many books and literature related to the present study. Help was also taken form already existing questionnaire in library of Lakshmibai National Institute of Physical Education. Under the supervision and guidance of experts of related field, 30 statements were finalized out of 50 statements after conducting a pilot study. The questionnaire was prepared keeping in view the various aspects of Physical Education. The questionnaire was arranged in a logical order and each
statement was recorded clearly to enable the subjects to understand and answer those statements without much difficulty. Great care was taken to frame each statement in such a manner that it was precise and without any ambiguity.

Provision was made on the right side of each statement to note the attitude of the respondent by ticking ( ) one of the responses viz. “Yes” / “No” respectively. The aspects under which the statement were grouped and the number of statement under each aspect have been presented in Table-1.

**TABLE-1**

Aspects of Physical Education and the number of determinants in each

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Aspect</th>
<th>No. of Statement</th>
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<tbody>
<tr>
<td>1.</td>
<td>Physical Aspect</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Mental Aspect</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Social Aspect</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>Emotional Aspect</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>General and Recreational Aspect</td>
<td>6</td>
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**Administration of the Questionnaire**
Delhi is subdivided into 28 zones out of which three school from each zone has been randomly selected for collection of data. In total which comes to 84 schools. Research Scholar has personally visited to all the selected school for collection of data in one academic year with the prior permission from the concern authority in the school. Thirty students has been randomly, selected from each school for collection of data through questionnaire. Selected students has been accommodated in the classroom with pen. They have been distributed questionnaire there after a scholar has narrated them about the purpose of the study and its aim and further directed to read questionnaire carefully and answer each question without the consulting any body. But as and when there was any question or query raised research scholar has explained it. In total 2520 questionnaire were filled from 28 zone, from 84 schools. 270 questionnaire was rejected because of cutting, overwriting and incomplete at the last a scholar is left with 2250 complete questionnaire without any ambiquity has been consider for the present study. All above work has been executed with the consultation of the guide.

Statistical Procedure

Keeping in view, the nature of the present study, the basic information was sought in the shape of responses. Further, the responses were converted into raw data with the help frequency distribution technique. The data were tabulated as results of the study and for analysis purpose through the percentage method.