

Attitude of Higher Secondary Level student towards Games and Sports

R. K. Chandrakumar Singh^a and Khuraijam Sanatombi Devi^{b,*}

^a Assistant Professor, Department of Physical Education, Health Education & Sports, D.M. College of Science, Imphal, Manipur-795001, India.

^b Assistant Professor, Department of Physical Education, Health Education & Sports, D.M. College of Science, Imphal, Manipur-795001, India.

*Corresponding Author Ph: 020-30866000; Email: khusdi@outlook.com

DOI: 10.26524/13421

Abstract: The purpose of the study is to find out the attitude of students towards Games and Sports. Games and Sports contribute towards social, mental, emotional and intellectual development. Vigorous activity is basically meant for increasing the efficiency of the body and human being need to be fit efficiently throughout their lives. To take part in games and sports activities one can develop his health definitely. A healthy society needs the healthy individual. The aim of the present investigation is to study the attitude of the students of Higher Secondary Level of Manipur towards Games and Sports. In other words the main goal of this research is to ascertain the role of the favourable attitude towards Games and Sports. The parents of the students of Higher Secondary School Level of Manipur had progressive nature about games and sports. These progressive natures were very helpful to develop the favourable attitude of their children towards games and sports. The above finding of the study clearly indicates that the Higher Secondary School level students of Manipur had favourable attitude towards games and sports. Overall apart from the above finding, the study found that the Higher Secondary School level students of Manipur are keenly interested in games and sports.

Keywords: Attitude, emotional, intellectual development, higher Secondary level students, Games and Sports.

Introduction:

The present - day life, due to scientific development, is enjoying the highest level of physical comforts ever known to man. Modern technology is trying hard to make our life easier, more luxurious, more comfortable but less vigorous. Hence throughout the world man appears to be living a more and more inactive life. He rides instead of walks, sits instead of stands, and watches instead of participates. At the same time, the modern man is also living in an age of competition and he is passing through a highly disturbed state of life, because our modern world is characterized by speed, noise, explosion of population, industrial pollution and similar other tension - producing factors. Today modern life is facing different types of stress - mental, social, economic, emotional and intellectual. Dr. Robert Milliken [1] a Nobel Prize winner in science, has rightly said: "The age of invention brought the age of discovery; the age of discovery brought the age of power; the age of power has brought the age of leisure with its many unsolved problems". In this context, physical Education and Games and Sports can be of great service to our society by developing healthful and balance living. Education through its Games and Sports programme has the best opportunity and the best environment to teach values along with the development of necessary self - image and self - concept. The world of games and sports is dramatic and provides an impressionable climate along with innumerable opportunities to initiate action, take risks, and accept responsibility and consequences. All these opportunities act as the building block for character development. Sports and Physical fitness are inter - related terms. One of the important aims of every sports programme should be to develop physical fitness of the participants. In the narrow understanding, Games and Sports is a competitive activity. In other words, the activity which has been historically formed in the sphere of physical culture as competitions which aim to identify, compare and develop certain human abilities. The specific features of this activity have been formed gradually in the process of historical development. The achievement of the highest possible result in competition, expressed by the relative indicators of victory over the opponent, or by some other indicators, taken reactively as the criterion of achievement, is the direct goal of the competition. The essence of sport as a social phenomenon, however, does not consist only in competition itself. Rene [2], Games and Sports are first and foremost a factor making for equilibrium in the general development of the personality - equilibrium between mind and body, between affectivity and energy, and between the individual and the group. In a civilization which places its essential emphasis on the intellectual and the technological and concentrates excellent in the brain, relying on machines for power, and at a time when the sense of proportion has been largely lost and when distortions of all kinds are rife, this factor making for balance, fullness and harmony is particularly beneficent. The teenagers, between thirteen to nineteen (approximately) are adolescents. Since this adolescent's period is to be taken care in the developing of total personality of the individual, the Games and Sports are the most useful sector. Voltmer and Esslinger (1964) [3], have pointed out that team Games provide an excellent means of keeping the minds of the youngsters off the sex matters, especially at the adolescent stage. Self understanding is a basic to an integrated personality, sports gives a clear estimate of more than one dimension of the individual. The mirror action through which a participant can realistically see herself. The player is able to assess her skill in comparison to others to react to challenges, to measure her communication through verbal and nonverbal action and to gain insight into her emotional response, to interpersonal conflicts, group problems and ultimately the victory and defeat. M.J. Rabindranath [4], it is generally accepted that attitude is an important psychological factor affecting behaviour. Attitudes are learned behaviours. They are defined as emotionally toned „Predispositions“ which enables an individual to react in a consistent way towards any psychological object - object may be an idea, concept, object, person or situation. Attitudes are conceptualised to constitute these inter - related components, viz, Cognitive, affective and behavioral, behaviorally involves the overt action. As attitude is hypothetical constructs, they can not in themselves be directly observed. On the other hand, they can be inferred indirectly

from one's actions. Laycock [5] are of the view that, there are emotional intellectual and motivation components of attitude. Robert Ellis [6], Attitude involves some knowledge of a situation, however, the essential aspect of the attitude is found in the fact that some characteristic feeling or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated subjectively. Then the important factor is feeling or emotion objectively, it is the response or at least the tendency to respond. If we are to change attitude, we must change their emotional components.

Attitude of students is an important area for research. It is an important segment of an individual's readiness. Status has an effect on the individual's reaction to a situation may be further stated that attitudes are learned or acquired they may be influenced by teaching. Attitude has environmental effects also. Individual's attitude is guided and guarded by his parents' views, well wishers' views and by some social factors. Home and School are two unique institutions to form right attitude towards and object. The purpose of the study is to find out the attitude of students towards Games and Sports. Games and Sports contribute towards social, mental, emotional and intellectual development. Vigorous activity is basically meant for increasing the efficiency of the body and human being need to be fit efficiently throughout their lives. To take part in games and sports activities one can develop his health definitely. A healthy society needs the healthy individual.

Method:

The idea behind this investigation is to study the inclination and opinion of the students of higher secondary level of Manipur towards games and sports. For this investigation an "Attitude Inventory" was prepared on the basis of "Likert Technique". This attitude inventory was prepared after consultation with the supervisor of this study and with other three experts in the field. As per opinion of the experts and supervisor, the investigator modified the inventory. After taking final approval from the supervisor the attitude inventory were administered to the subjects. While preparing attitude inventory as questionnaire, different factors that affect the attitude were consider. It was not possible to consider almost all factors that may affect attitude. Some important factors and factors related to students' attitude were considered for the investigation. The attitude inventory contains two parts as section "A" and Section "B". The first part was prepared for the preliminary information of the subjects. It contains 14 questions based on objective type questions. It was a short questionnaire form. The purpose of this part was to collect the information related to attitude. It was collected the followings:

The attitude inventory prepared for this study had 50 statements. A score of 200 points (50x4) was the highest possible in all statements were related in the strongly agree category. If all statements were rated with a scale value of zero means strongly disagree, the total score would be zero. The subject's total score was sum of the values received on each statement. The 100 male students and 80 female students of Higher Secondary Schools of Manipur were selected randomly from 4 district of Manipur, namely, Imphal West, Imphal East, Thoubal and Bishnupur Districts. 25% of the total number (N=45) were selected from the highest category and another 25% (N=45) from the lowest category. Calculation of the „t“ for evaluating the difference in the mean responses for an attitude by high and low group.

Result:

The Attitude Scale Consisted of 50 items. A score of 200 points was the highest possible if all the students were rated in the "Strongly Agree" Category having a Scale value of 4 points. If all the statements were rated with a scale value of Zero i.e. "Strongly Disagree", the total score would be zero. The total number of students taken for this investigation was 180. It will be necessary to see the altitude of total sample towards games and Sports. In order to see the attitude of Higher Secondary School level Students of Manipur towards games and sports, it is necessary to calculate the different statistics of mean and standard deviation for the total number of respondents of the Sample (N=180). The following Table No. 1 gives the descriptive statistics of the total sample.

Table - 1
Attitude Score of total Sample.

Class interval	"P"		Total
	Male	Female	
190 – 194	2	0	2
185 – 189	3	1	4
180 – 184	1	1	2
175 – 179	5	1	6
170 – 174	6	1	7
165 – 169	9	2	11
160 – 164	8	9	17
155 – 159	21	14	35
150 – 154	22	24	46
145 – 149	5	10	15
140 – 144	7	9	16
135 – 139	6	5	11

130 – 134	4	3	7
125 – 129	1	0	1
N =	100	80	180

Mean of the total Sample = 154.86

Median of the total Sample = 150.26

Standard deviation = 5.77

Highest Score = 193

Lowest Score = 126

From the above statistical figures it is observed that the mean, median and standard deviation of the total sample are 154.86, 150.26 and 5.77 respectively. The highest Score was 193 (190-194 class interval) and the lowest score was 126 (125-129 class interval). It clearly indicates that the whole sample is of favourable attitude towards Games and Sports. We may state that the Higher Secondary School level students of Manipur, may be boys or girls, are of favourable attitude towards Games and Sports.

The item analysis on the basis of the “t” formula was done for each item and the obtained “t” values of each item of the selected samples are shown in the following Table No. 2.

Table no 2
Calculated “t” values of each character

Item No.	Contents	“t” values
1	Playing game is a pleasant activity.	3.064
2	One should not play game as it is wastage of time and money.	4.443
3	After playing a game I feel fresh for other activities.	3.655
4	After playing a game I get fatigued which makes me unable to do other works.	5.022
5	Participation in games and sports activities makes no mental self.	3.424
6	Games and Sports relieve mental tension.	3.768
7	Games and Sports have no educational value.	2.472
8	Players are always smart.	3.377
9	Games and Sports activities being a vigorous	4.313
10	Skill in active games and sports is not necessary for leading the fullest kind of life.	2.077
11	Games and Sports help future career.	3.027
12	Participation in Games and Sports activities does more harm physically then it does good.	3.651
13	Games and Sports develop the spirit of co-operation.	2.845
14	Games and Sports divert students’ attention from study.	5.647
15	Participation in physical education and sports helps in the wholesome development of personality.	3.787
16	Games and Sports develop egoism.	4.106
17	Sportsmen are always undisciplined.	2.504
18	Participation in Games and Sports competition has no place in modern society.	2.509
19	Games and Sports give rise to a good friendly relationship.	2.935
20	Vigorous Physical activity develops emotional tension.	3.887
21	Games and Sports inculcate importance of rules.	2.378
22	Games and Sports develop auto - discipline.	3.518
23	One who is weak in study should play Games and Sports.	2.948
24	Games and Sports activities provide good recreation.	3.301
25	I do not want to involve in Games and Sports because there is politics.	3.643
26	Games and Sports gives social status.	3.643
27	Games and Sports activities promote physical health.	3.075

28	I do not want to participate to Games and Sports because it develops hostility.	2.624
29	In Games and Sports players are use unfair means.	2.796
30	Games and Sports bring everybody in one net.	3.489
31	Games and Sports help in National Integration.	2.758
32	Physical Education and Sports is one of the most important subjects in the school programme.	2.837
33	Without playing game man can't survive.	3.503
34	Games and Sports require intelligence, dedication, proper training and guidance.	2.758
35	Competitive Games and Sports create mental disorders.	2.749
36	Physical Education and Sports is one of the most important subjects in helping to stabilised and maintain desirable social standards.	3.246
37	Success in Games and Sports depend upon one's dedication.	2.959
38	Now-a-days selection of players in Games and Sports depend more on the player contact than merit.	3.099
39	Nation can build up through Games and Sports	2.959
40	Games and Sports now-a-days is a costly affairs.	3.682
41	Participation in Sport activities makes one feel better.	3.572
42	India being poor country can't afford Games and Sports activities.	3.184
43	Games and Sports may cause physical injury.	4.397
44	Physical Education and Sports make a valuable contribution towards building up an adequate reserve of strength and endurance for everyday living.	3.301
45	Physical Education and Sports should be included in the programme of every school.	3.319
46	Games and Sports make for more enjoyable living.	3.653
47	Participation in Games and Sports do not develop character qualities.	2.845
48	Games and Sports do not provide situation for the formation of attitudes which will make one a better citizen.	3.712
49	Games and Sports activities provide no opportunities for learning to control emotions.	3.853
50	There is little value in Games and Sports as far as physical well being is concerned.	3.826

From the above „t“ values of each item (statement 1 to 50) of high group and the low group of total sample clearly indicates that the students of higher Secondary level of Manipur have favourable attitude towards games and sport. The points of view of assessing the attitude of different categories of population it will be an informative to study the standing of this various groups on the scale of attitude. The following Table No. 3 gives the score and different statistics in respect of the various items.

Table No. 3
Comparative values of mean, variance, standard deviation standard error of high and low groups of each statement.

Mean	High Group				Low Group			
	S ² =variance	SD=Standard	SE=Standard	Mean	S ² =variance	SD=Standard	SE=Standard	Mean
		d	d	Error		d	d	Error
Statement-1	3.822	0.605	0.387	0.058	3.356	0.436	0.484	0.72
Statement-2	3.533	0.494	0.694	0.104	2.933	0.326	1.095	0.163
Statement-3	3.6	0.518	0.572	0.087	3.089	0.362	0.793	0.118
Statement-4	3.022	0.346	1.076	0.161	2.444	0.25	1.078	0.169
Statement-5	3.511	0.487	1.1	0.164	3.044	0.351	0.952	0.142
Statement-6	3.067	0.357	1.405	0.209	2.622	0.271	1.23	0.183
Statement-7	3.8	0.596	0.405	0.06	3.422	0.457	0.965	0.144
Statement-8	3.556	0.502	0.725	0.108	3.088	0.361	0.949	0.142
Statement-9	3.378	0.443	0.834	0.124	2.822	0.304	1.007	0.15

Statement-10	3.489	0.479	0.968	0.144	3.2	0.391	0.757	0.113
Statement-11	3.711	0.56	0.506	0.075	3.267	0.41	0.72	0.107
Statement-12	3.467	0.472	0.815	0.121	2.978	0.336	0.77	0.115
Statement-13	3.733	0.569	0.539	0.081	3.311	0.423	0.596	0.089
Statement-14	2.867	0.313	1.16	0.173	2.244	0.234	1.368	0.204
Statement-15	3.756	0.578	0.435	0.065	3.2	0.391	0.726	0.108
Statement-16	3.644	0.535	0.484	0.072	3.068	0.357	0.837	0.124
Statement-17	3.578	0.51	0.543	0.081	3.222	0.397	0.704	0.105
Statement-18	3.756	0.578	0.434	0.065	3.378	0.443	0.936	0.14
Statement-19	3.8	0.596	0.405	0.06	3.356	0.436	0.857	0.128
Statement-20	3.422	0.457	0.965	0.144	2.911	0.322	1.104	0.165
Statement-21	3.911	0.642	0.288	0.043	3.533	0.494	0.505	0.075
Statement-22	3.711	0.56	0.506	0.075	3.2	0.391	0.891	0.133
Statement-23	3.467	0.472	0.815	0.121	3.067	0.357	1.009	0.15
Statement-24	3.756	0.578	0.435	0.065	3.267	0.41	0.915	0.136
Statement-25	3.867	0.623	0.344	0.051	3.311	0.422	0.9	0.134
Statement-26	3.867	0.623	0.434	0.051	3.311	0.422	0.468	0.07
Statement-27	3.511	0.487	0.869	0.13	3.089	0.362	0.793	0.118
Statement-28	3.622	0.526	0.684	0.102	3.244	0.407	0.732	0.109
Statement-29	3.444	0.464	0.664	0.099	3.067	0.357	1.053	0.157
Statement-30	3.733	0.569	0.495	0.073	3.222	0.397	0.902	0.134
Statement-31	3.822	0.605	0.442	0.066	3.4	0.45	0.65	0.097
Statement-32	3.578	0.51	0.783	0.117	3.178	0.385	0.984	0.147
Statement-33	3.289	0.416	1.058	0.158	2.844	0.308	1.127	0.168
Statement-34	3.822	0.605	0.387	0.058	3.4	0.45	0.58	0.087
Statement-35	3.667	0.543	0.564	0.084	3.267	0.41	0.618	0.092
Statement-36	3.511	0.487	0.656	0.098	3.067	0.357	0.441	0.066
Statement-37	3.778	0.586	0.471	0.07	3.333	0.429	0.739	0.11
Statement-38	3.644	0.535	0.399	0.059	3.2	0.391	0.332	0.049
Statement-39	3.778	0.586	0.471	0.07	3.222	0.429	0.739	0.11
Statement-40	3.578	0.51	0.657	0.098	3.067	0.357	1.058	0.158
Statement-41	3.667	0.543	0.564	0.084	3.156	0.379	0.825	0.123
Statement-	3.711	0.557	0.589	0.08	3.244	0.407	0.728	0.109

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Statement-43	3.444	0.464	0.967	0.144	2.867	0.313	1.036	0.154
Statement-44	3.756	0.578	0.435	0.065	3.267	0.41	0.89	0.133
Statement-45	3.733	0.569	0.539	0.08	3.244	0.407	0.728	0.109
Statement-46	3.733	0.569	0.412	0.061	3.2	0.391	0.663	0.099
Statement-47	3.733	0.569	0.34	0.051	3.311	0.423	0.697	0.104
Statement-48	3.556	0.502	0.693	0.103	3.044	0.351	0.976	0.146
Statement-49	3.822	0.605	0.49	0.073	3.244	0.407	0.728	0.109
Statement-50	3.6	0.135	0.72	0.107	3.067	0.357	0.751	0.112

Discussion:

After the analysis of data of whole sample, it is observed that the whole sample (N = 180) has shown favourable attitude towards games and sports. It clearly indicates that the Higher Secondary level students of Manipur have favourable attitude towards games and sports.

The study indicates that the Higher Secondary level students of Manipur had a favourable attitude towards games and sports. The male students had more favourable attitude towards game and sports than that of the female students. The study also revealed that the athlete students had more favourable attitude towards games and sports than that of the non-athlete students. The majority of the students were belongs to the middle class family and they had more favourable attitudes towards games and sports. The study also revealed that the parents of the majority of the students had progressive nature about games and sports. It clearly indicates that the parents support had positive effect on the attitude of their children.

Majority of the Students of Higher Secondary School Level were athletes. They played any games or sports events regularly. The Boys students of Higher Secondary School Level of Manipur have more favourable attitude towards games and sports than that of the girls" students. Undoubtedly the girls students are also had favourable attitude towards games and sports. The economic status of parents of the Higher Secondary School Level students of Manipur does not affect the favourable attitudes of the students towards games and sports because most of them were from the middle class family. The parents of the students of Higher Secondary School Level of Manipur had progressive nature about games and sports. These progressive natures were very helpful to develop the favourable attitude of their children towards games and sports. The above finding of the study clearly indicates that the Higher Secondary School level students of Manipur had favourable attitude towards games and sports.

Overall apart from the above finding, the study found that the Higher Secondary School level students of Manipur are keenly interested in games and sports.

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