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THE ATTITUDE OF DIFFERENT STATES STUDENTS TOWARDS PHYSICAL EDUCATION; STUDYING IN PHYSICAL EDUCATION COLLEGES OF MAHARSHTRA STATE

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Abstract

The main purpose of this study was to measure the attitude of students towards Physical Education belonging to different states of India, studying in Aided and Non-aided physical education colleges of Maharashtra state. A sample of 600 students of both sexes was elected randomly from eight Aided and twenty-two Non-aided Physical Education Colleges of Maharashtra State. An Attitude Scale based on 'Likert five point scale' was used for data collection. Mean and Chi-square were the main statistical measures that was used by the researcher for analysis and interpretations of data. The findings of the study led to the following conclusion that 1) students belonging to Bihar states showed highly favourable attitude towards physical education in respect to other state's students, while students belonging to M.P. showed unfavourable attitude towards physical education. 2) Students belonging to different states of India differed significantly in respect to their attitude towards physical education. 3) Aided and Non-Aided colleges students differed significantly in respect to their attitude towards physical education.

Introduction

Physical education is vital to all aspects of the normal growth and development of children and youth, - not only physical but social and emotional growth as well. Enhanced learning, better concentration, improved self-control and self-confidence as well as promotion of healthy, positive and lifelong attitudes towards physical activity are well documented benefits of quality physical education in schools. In addition, school physical education establishes the foundation of skills for a lifetime of participation while at the same time building a natural immunizing effect against many sedentary lifestyle diseases. In terms of the National Sports Policy, (2001) the Central Government, in conjunction with the

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State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of "Broad-basing" of Sports and "Achieving Excellence in Sports at the National and International levels". Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be integrated more effectively with the Education Curriculum.

Against a background of perceived threats to physical education, an investigative world-wide survey of the state and status of physical education in schools by Marshall and Hardman, (1998) funded by the International Olympic Committee was carried out in 1998-99. The survey findings, based on data collated from a globally administered semi-structured questionnaire and an extensive literature survey, reveal that school physical education is in a perilous position in all continental regions of the world. Specifically, the article addresses issues of legal status and actual implementation, restricted or decreasing curriculum time allocation, subject status and attitudes of head teachers, other teachers and parents, inadequacies in financial, material and human resources and teacher preparation, curriculum trends, as well as scepticism about the subject's future. Concluding comments allude to the main sources of concern and international efforts to sustain physical education in schools in the next millennium. Penney (2000) explores the relationship between excellence in the context of physical education (and the National Curriculum for Physical Education (NCPE) in England and argued that discourses of performance in sport strongly 'frame' these definitions, while the notion of educational excellence remains apparently underdeveloped in the context of physical education. The processes of policy development, the structure of curricula and the histories (personal and collective) of the subject and profession are identified as critical influences (and origins of strong discursive frames) that collectively reinforce a direct association between excellence in physical education and excellence in sport. Parallel texts, associated with another subject (music), are examined to highlight possibilities for the development of alternative understandings and definitions of achievement and excellence in physical education, informed by and privileging educational discourses. Langford (2004) found that differences in student-teacher ratios may also contribute to attitude differences between the two Countries. In the Czech Republic, the maximum physical education class size in high schools is 24 students, but rarely does actual class

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size at any grade level exceed 20 students. By contrast. National Association for Sport and Physical Education (2001) data show that only 25.5% states have a policy on the maximum allowable student-to-teacher ratio for physical education for senior high schools. For states that do, the average maximum allowable ratio is 34:1. Among those that do not cap class size such as Georgia, Texas, and Utah, high schools classes often have 40 or more students on one physical education teacher. The importance attached to physical education by teachers and administrators in the two countries is also a likely determinant of how students perceive the subject. The National Association for Sport and Physical Education, (2001) notes that only a few states and districts in the United States require performance skill, fitness, or written knowledge tests. Curriculum in the Czech Republic is, by comparison, more highly structured. Both performance and fitness pre-tests and post-tests are administered annually to students at all grade levels. This emphasis. the importance it conveys to students, students' skill and fitness levels, and their knowledge of health indicators are likely contributors to the more positive attitudes demonstrated by Czech students.

Traditionally the careers in physical education and sports have focused on teaching and coaching in schools and colleges or universities. Presently Maharashtra Govt. Centralized its Admission process to Physical Education Courses (B.P.Ed. and M.P.Ed.) in all the universities of the States. A centralized admission committee consisted of Chairman (Director of Sports of each University), Secretary (D.S.O. nominee form Director- ate of Youth sport and welfare. Pune), two members (one Shiv Chtrapati Award Holder and second one is the Principal of each college). All these efforts of the Govt. and N.C.T.E. now playing a Great role in upgrading the standard of Physical Education in Maharashtra State and also in forming the favourable attitude among students towards physical education, studying in various physical education colleges of State.

Objectives of the Study

1. To find out the altitude of students belonging to different states of India towards Physical Education. Maharashtra.
2. To find out the significance of difference among attitude of students belonging to different states of India towards Physical Education.
3. To compare the Aided and Non Aided college's students attitude towards Physical Education.

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Material and Method

The data was collected from 600 students of different States studying in 36 collages (8 granted and 28 non granted) Physical Education colleges of Maharashtra State selected at random ba- sis. At least 20 students from each Aided colleges (10 from B.P.E. and 10 from B.P.Ed.) and 15 students each form Non- Aided colleges (7 from B.P.E and 8 from B.P.Ed.) were the subjects for the present study.

The researchers constructed 65 items attitude scale by following the 'Likert five-point scale (1932), in which 33 statements were favorable and 32 statements were unfavorable.

The reliability of the Scale was calculated with the help of test-retest method and it was found 0.81 (N=150). The data collected by above mentioned tools was analysed as below:

Table No. 1

Table showing the serial order of mean value of students studying in Physical Education Colleges of Maharashtra State belonging to different States of India

S.No.	States	Mean Value
1.	Bihar	223.18
2.	Assam	222.10
3.	Delhi	221.5
4.	Haryana	216.7
5.	West Bengal	219.5
6.	H.P.	216.44
7.	Gujrat	215.34
8.	Maharashtra	215.23
9.	Uttrakhand	214.33
10.	A.P.	214.16
11.	U.P.	214.5
12.	J&K	212.8
13.	Manipur	212
14.	Rajasthan	203.5
15.	M.P.	196.5

The above Table No.-1 indicates that Bihar State has the highest mean value while M.P.

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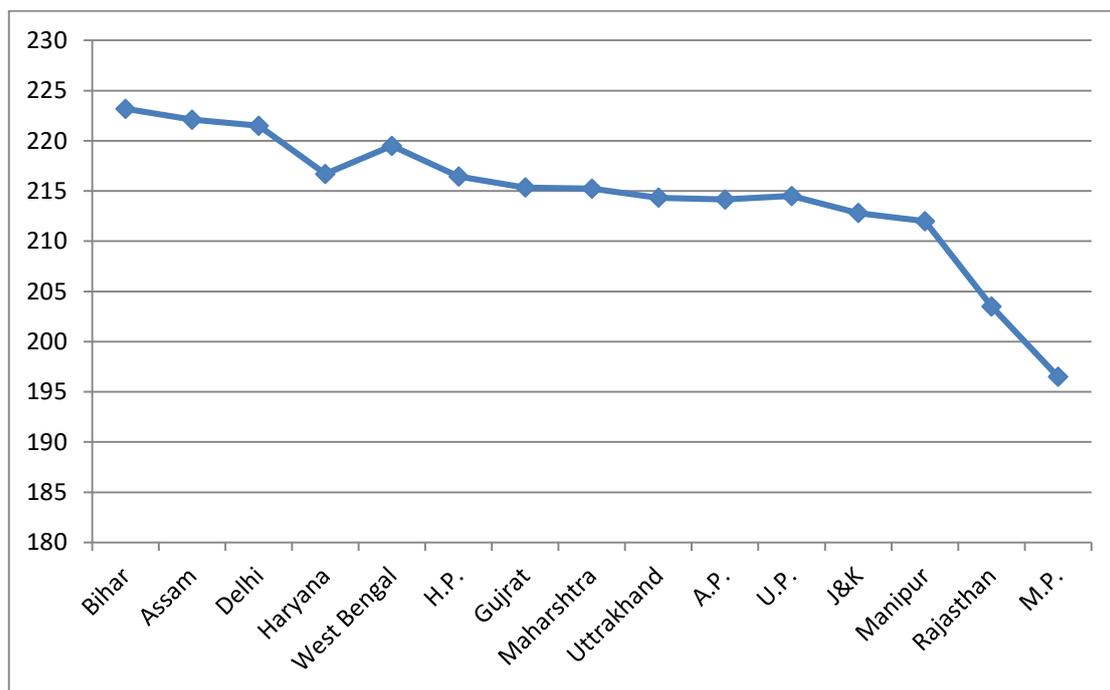
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state has the lowest means value for the total sample of the states. Which shows that students belonged to Bihar States had more favourable attitude toward physical.

The graph clearly shows that students of Bihar state had more favorable attitude towards physical education in respect to other states, while M.P. state students showed the most unfavourable attitude to- wards physical education.

Graph 1 : Showing the mean attitude score of total sample towards Physical Education



Moreover students belonged to Delhi, Hariyana, West bangal, Assam, H.P., Gujrat Maharashtra Uttrakhand, A.P. and education, whereas the students belonged to M.P. state had the unfavorable attitude towards physical education. The same is also clearly depicted with the help of Graph No. 1.

U.P. almost all the respondents showed highly favourable attitude towards physical education.

Whereas the students be- longing to J&K, and Manipur possess nearly the same type of attitude towar physical education as the mean values almost the same i.e. the mean difference is very less among them.

Table : 2

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Showing the significance of difference between attitude scores of students belonging to different states of India towards physical education

Class Interval	U . P .	H. P.	M.S.	H .R .	Utra - khand	W. R.	Gujrat	Hisar	Delhi	Rajas - tham	A. P.	J&k	Asam	Ma - ni - pur	M. P.	Tot al
266-275	0	2	1	1	0	0	1	0	0	0	0	0	1	0	0	6
256-265	0	1	3	4	2	2	3	5	0	3	1	3	2	2	1	33
246-255	2	5	3	5	3	2	6	4	4	4	5	4	1	2	2	51
236-245	5	9	8	6	6	3	8	3	8	4	4	6	4	1	1	79
226-235	3	10	12	7	7	2	9	1	2	1	0	0	0	0	1	64
216-225	6	25	28	10	9	2	16	0	1	0	1	2	1	0	0	101
206-215	5	10	13	9	8	2	10	1	4	1	2	1	1	0	0	76
196-205	1	5	6	4	3	1	7	1	1	2	1	4	4	1	2	36
186-195	3	12	9	1	6	2	11	0	1	2	3	2	2	4	4	53
176-185	0	4	2	0	3	0	8	0	2	4	2	3	2	1	2	31
166-175	2	3	6	2	2	2	2	3	6	0	1	2	2	4	4	39
156-165	1	1	3	2	0	0	0	0	0	0	2	0	0	2	1	17
146-155	0	0	0	0	0	0	1	1	1	1	1	0	0	1	0	5
136-145	0	1	0	0	0	1	0	0	0	3	2	0	0	0	0	2
126-135	0	0	0	1	1	0			1	2	1	0	0	0	0	2
116-125	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
106-115	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
96-150	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	3
Total	30	90	95	50	50	20	85	12	30	25	25	31	18	20		

$X^2_{cal} = 313.75$

$X^2_{cal} = 270.757$ at 238.d.f.

The Table No.- 2 shows that calculated X^2 value 313.75 is higher than the tabulated X^2 value at 238df for 0.05 level of significance i.e. 270.77 which indicates that the difference is significant. Hence the students in physical education colleges of Maharashtra state belonging to different States of India differ significantly with respect to their attitude towards physical education. This difference may be due to the difference in sports and physical education policies. Job placement. Scholarships, Awards, Sports facilities. Guidance during School days. Traditions and also the sports and physical culture of the each States lead to create different modes of attitude among their students.

Table No.3

Table showing the significant of difference between mean attitude scores of Aided

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and non-Aided students towards physical education

Respondents	N	Mean	SD	d.f.	't' value
Sportsman	160	222	28.7	598	3.45
Non- sportsman	440	212.75	29.81		

Table No. 3 reveals that the 't' value 3.45 for 598 degree of freedom is significant at 0.05 level of significance because the calculated value is more than the tabulated 't' value. It means that students studying in Aided and Non-Aided differ significantly in respect to their attitude toward physical education.

From the Table No. 3, it is clearly inferred that students studying in Aided and Non-Aided colleges differ significantly with respect to their attitude towards physical education. It can also be inferred that Aided college's students has the better attitude than the non-aided college's students. This difference may be due to the facilities, fees, scholarship and methodical teaching, which was received by the students in their colleges, as we all know that Aided colleges always provides better teaching, facilities and always give priority to merit base admission in less fees to the students, which may be the major cause of difference among attitude of aided and Non- aided college's students towards physical education.

Conclusion:

The findings of the study led to following conclusions:

- 1) Students belonging to Bihar states showed highly favourable attitude towards physical education in respect to other state's students, while students belonging to M.P. showed unfavourable attitude to- wards physical education.
- 2) Students belonging to different states of India differed significantly in respect to their attitude towards physical education.
- 3) Aided and Non-Aided colleges students differed significantly in respect to their attitude towards physical education.

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