



COMPARATIVE STUDY OF ATTITUDE SPORTSMEN AND NON-SPORTSMEN TOWARDS PHYSICAL EDUCATION

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ABSTRACT

A study of Himachal Pradesh's athletes and non-athletes has been done. Comparing athletes with non-athletes using the Bullar physical activity attitude scale was the primary goal of the study. The study's goal was to determine the relevance of the differences in attitudes about physical education between athletes and non-athletes. The study's goal was to ascertain how athletes and non-athletes felt about physical education. A total of one hundred male samples have been collected by the current study investigator. Fifty athletes and fifty non-athletes made up the subjects. They were chosen as the study's subjects because they were between the ages of 20 and 25. The "t" test has been used by the investigator. The findings indicate that there was no discernible difference between athletes and non-athletes. The study is restricted to male students in Himachal Pradesh's colleges and universities.

Key words: Attitude, Sportsmen, Non-sportsmen, Towards, Significant.

1. INTRODUCTION

The Latin term "aptus," which indicates adeptness of fitness, is where the word attitude originates. The degree of positive or negative sentiment toward likes or dislikes—that is, a favorable and favorable disposition toward particular issues, objects, or situations—is known as attitude. Simply put, it is a propensity to express favoritism or disfavoritism toward a particular kind of thing, concept, or someone. A person's attitude indicates their inner feelings or ideas about a certain phenomenon. Since attitude reveals a person's inner perspective, it is crucial for their education. A person will make every effort to accomplish an object if he has a good attitude about it. He will attempt to avoid it if he has a negative. As a result, it has a significant impact on whether someone succeeds or fails in any given sector. For this reason, it is crucial to investigate attitudes regarding physical education. An individual's inner perspective on physical education might be revealed through the research of attitude toward physical education. A person will produce positive results if he has a positive outlook on physical education.

On the other hand if students think negatively, they will not find satisfaction in their work. Attitude has been considered as already stable learned, emotionalized, predisposition to respond in some consistent ways towards on object, person, or situation. It can be viewed as one's feeling towards the object. Positive attitude is one, which prompts on to look up and move forward confidently. The truly positive person is an optimist who lives, thinks and acts in an alternative and constructive way. On the other hand negative attitude prompts one to move backward in the society. Physical education can contribute to the development of attitudes conducive to the practice of democracy in the home by including co-educational activities in the programme and by conducting there activities in such a manner as to lead to mutual respect of the sexes. In developing desirable qualities of character, respect for humanity, cooperative attitude, the home and family life, physical education were make it more likely that democracy in the home will be practiced.

1.1 Objective of the Study

To ascertain how athletes and non-athletes feel about physical education.

To evaluate the attitude toward physical education of athletes and non-athletes.

To determine whether athletes' and non-athletes' attitudes toward physical education differ significantly.

1.2 Hypothesis of the Study

In the present study null hypothesis has formulated following hypothesis are formulated for the present study. There is no significant variation between attitude of sportsmen and non-sportsmen towards physical education.

2. METHODOLOGY

2.1 Sample

A total of 100 male sample constituted the investigation. The sample was selected by the random sampling method in the sportsmen and non-sportsmen of the Himachal Pradesh. The sample having the age range of 20 to 25 years were taken as subject for the present study.

2.2 Tool Used

Sportsmen's and non-athletes' perspectives on physical education The physical activity attitude scale developed by Bhullar in 1976 has been applied.

Method for Analysis

't' test has been applied to find out the significant difference attitude sportsmen and non-sportsmen towards physical education at 0.01 and 0.05 per cent level of significance.

3. RESULTS

Information about physical activity and its role in the school curriculum is provided in Table 1.

TABLE NO. 1
MEANS, STANDARD DEVIATION AND 'T' VALUE OF MALE SPORTSMEN AND MALE NON-SPORTSMEN ON THE VARIABLES OF ATTITUDE TOWARDS PHYSICAL EDUCATION

Sr. No.	Item	Group-1 Male Sportsmen	Group-2 Male Non-sportsmen	N	't' value
1.	Physical activity and its place in school programme	M=32.02 SD=19.42	M=35.56 SD=17.81	50	.95
2.	Physical activity as a social experience	M=36.84 SD=18.73	M=38.94 SD=18.88	50	.293
3.	Physical activity for health and fitness	M=33.54 SD=15.30	M=38.88 SD=20.26	50	1.48
4.	Physical activity as a pursuit of vertigo	M=35.34 SD=17.22	M=39.72 SD=18.56	50	1.22
5.	Physical activity as on aesthetic experience	M=32.62 SD=19.81	M=37.18 SD=21.80	50	1.09
6.	Physical activity as catharsis	M=31.58 SD=19.94	M=37.70 SD=20.76	50	1.50
7.	Physical activity as an ascetic experience	M=36.26 SD=20.05	M=36.30 SD=19.69	50	0.01

Table 1 makes clear that, at the.05 level of confidence, the "t" value for the attitudes of male athletes and male non-athletes toward physical education on the variable, physical activity and its place in school programs, was.95, which is less than the usual value of 1.96.

TABLE 2
SIGNIFICANT OF MEAN DIFFERENCE IN TOTAL SCORES OF SEVEN VARIABLES OF ATTITUDE TOWARDS PHYSICAL EDUCATION FOR MALE SPORTSMEN AND MALE NON-SPORTSMEN

Sr. No.	Group 1 Sportsmen	Group 2 Non-Sportsmen	Mean Difference	't'
1.	M=238.20 SD=130.47	M=263.28 SD=137.76	25.8	.935

Table 2 shows that, for the seven variables measuring attitudes toward physical education, the "t" value for male athletes' and non-athletes' attitudes was.935, which is less than the normal value of 1.96 at the.05 level of significance. According to their mean scores on the entire variable, it shows that there is no discernible difference between athletes' and non-athletes' attitudes about physical education. The idea is accepted as there is no discernible difference.

4. DISCUSSION

In terms of their mean scores on the variable physical activity and its position in the school curriculum, this suggests that there is no discernible difference in the attitudes of male athletes and male non-athletes toward physical education.

Item number 2 deal with physical activity as a social experience. There is no significant difference between sportsmen and non-sportsmen on the variable of attitude. Item number 3

deals with physical activity for health and fitness. There is no significant difference between sportsmen and non-sportsmen. Item number 4 deals with physical activity as a pursuit of vertigo. It is evident from table 1 that 't' value for attitude of male sportsmen and male non-sportsmen toward physical education on variable physical activities as a pursuit of vertigo came out to be 1.22 which is less than standard value 1.96 at .05 level of confidence. There is no significant difference between the attitude of male sportsmen and male non-sportsmen towards physical education with respect to their mean scores.

Physical activity as an aesthetic experience is covered in item number five. The chart makes it clear that there is no discernible difference between male athletes and non-athletes in terms of the "t" value for their attitudes toward physical education on the variable of physical activity as an aesthetic experience.

The sixth item has to do with exercise as a form of catharsis. Table 1 makes it clear that the "t" value for the attitudes of male athletes and male non-athletes toward physical education on the variable of physical exercise as catharsis was 1.50, which is below the usual value of 1.96 at the .05 level of confidence. This suggests that there is no discernible difference in the attitudes of male athletes and non-athletes.

Physical exertion as an ascetic experience is the subject of item number 7. According to the table value, there is no discernible difference between athletes and non-athletes.

5. CONCLUSION

Based on the seven attitude variables, it is determined that there is no discernible difference in the attitudes of male athletes and male non-athletes toward physical education. Therefore, it is acknowledged that there is no discernible difference between athletes' and non-athletes' attitudes about physical education.

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