INTRODUCTION

Education is process by which the individual is shaped to fit into the society and which maintain and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. Education is the modification of behaviour of an individual for his own personal happiness, for his better adjustment in society and for making him a successful citizen contributing something original to the society.

The major purpose of education is to render each individual to become free, to realize limitations, to find out the means of solution and contribute to improve the quality of life for himself and others\(^1\).

Education means preparation for life. It should help every individual to become all he is capable of becoming. Education must be concerned with developing optimum

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\(^1\) Joseph Dr. Gennaro. "The Purpose of Physical Education in the 70's" The Physical Education 28 (October 1971) 125.
organic health, vitality, emotional stability, social consciousness, knowledge, wholesome attitudes and spiritual and mental qualities. These educational objectives can be better achieved through physical education as physical education aims at the development of physically fit, mentally sound, emotionally balanced and socially adjusted individuals. Thus, physical education has a vital role to pay as an integral part of general education which aims at enabling an individual to live an enriched and abundant life in an ever changing world.

The objective of education is the manifestation of perfection, already in man. The objective of physical education is very practical that is to develop physical fitness, neuromuscular skills and socialization of the human beings. Physical Education does instill its objectives in the individual to create a life long habit of utilizing the skills and knowledge for physical fitness and health, using leisure time in worthy activities.

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The characteristics of physical education are also such that many of the existing problems are similar to other areas of education. Physical Education has many shared objectives with other disciplines of the school, and other community agencies. These shared objectives mainly concern attitudes, human values and knowledge. However, physical education is nonverbal in nature and has the primary purpose of teaching gross motor skills rather than verbal oriented skills. The unique function of physical education is the education of youth through the improvement of motor behaviour. "Perceptual development, information feed back, and communication play important roles in the development of physical skills." 

Systematic physical education enhances understanding of self. It fosters intellectual, creative and expressive powers. It develops behavioural patterns that aid in liberating man from burdens and forces of modern day

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life such as leisure time, high pressured living and sedentary habits.

Conditioning the body through regular physical exercise enables the individual to meet emergencies more effectively, to preserve health and to avoid disability. The fit or conditioned person lives a more productive and satisfactory life. He is better able to cope with the exigencies of modern livings is more resistant to degenerative diseases.

Adjustment is a dynamic process by which organisms meet their needs. Physical education and related activities satisfy many needs by siphoning dammed up tensions in whole some and socially acceptable ways.

If satisfied in opposite ways, neurotic or delinquent behaviour may be result.

Hein and Ryon have revealed that socially well adjusted persons tend to be more successful in athletics,

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5 Gennaro, The Physical Education, p. 125
7 Ibid
physical fitness and physical education activities than persons who are less well adjusted socially.

The physical education is not the activity itself but achievement of the human potentials, contained within the activity. In other words the goal is the development of all human personal qualities that are essential for successful and satisfying participation in physical activity. The participants, however, may not be aware of this ultimate goal. His interest is generally in the activity alone and this is as it should be. It is the parents who will channalise this desire, interest or motivation for participation into activities that encourage personal achievement.

Modern physical education is a dynamic subject which derives it strength from its deep foundation in the sciences like psychology, anatomy, growth and development, genetics and evaluation. It is very closely related to health education

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and recreation and can contribute more to the goals of general education than any other school subject.\(^9\)

It is generally acknowledged that physical education helps in development of physical, mental and emotional health and physical fitness. No one can deny the significance of games and sports in the development neuro muscular and social skills, which contribute towards the making of a well adjusted and useful member of society.

Physical education contributes in no small measure to bring about social and national integration, and to instill the worthy ideals of responsible citizenship which is the basis of a good democracy\(^{10}\).

Physical education is a misinterpreted field and misunderstood by many people today among administrators, teachers and people in the community are those who think of physical education as athletics exercises and preparation or as play and a waste of time, one of the crucial problems facing the profession today is to educate

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\(^{10}\) Ibid., p.224
the public how physical education can contribute to the fundamental purpose of education\textsuperscript{11}.

The teacher knows the benefits of physical education for the children. But, whether or not the children would participate in the physical education programme is determined to a great extent by their attitude which includes their feelings about physical activity as a social experience, the health (both physical and mental) benefits of exercise, their aesthetic sense of movement and their affective response to hard and strenuous training.

The development of attitude is a cyclical process with considerable modification especially during childhood. It is now universally agreed that one's childhood years are important in determining attitudes and habits in later life, including those related to physical activity. If one is concerned not only with the present around development of children but also their continued participation in sports, games and other physical activities, the development of a positive attitude becomes an important factor.

\textsuperscript{11} Leurence A. Pope and Louis F. Means, \textit{A Professional Carrier in Physical Education} (Englewood Chiffs, New Jersey Prentice Hall Inc. 1962).
The shaping of positive attitudes and habit patterns towards physical activity is crucial because of their close relationship with the motivational set of the learner. Many factors, including the cognitive and psychomotor, determine what is learned, but attitudes usually determine the consequences of physical education\textsuperscript{12}.

Physical education is a part of education and education is incomplete without physical education. The competition and evaluation in no other branch of education other than the Physical Education have the history of being held at the International level and the same tradition continuous till the present time. The needs of primitive man were basic but not complex, his culture was relatively simple. Ability to hunted fight the enemy was essential for survival. The learning of such skills was part of education and development of the body through vigorous physical activity was vital for existence.

\textsuperscript{12} Jerry Freisehlag, "Basic considerations in changing Attitudes towards Physical Education Credibility – Success, consequences and self-Discovery," *The Physical Education* 30 (March 1973) 19.
The earliest forms of fitness measurement tools were based on the concept of generality, that is, it was believed that certain basic abilities underlie the performance of all motor tasks. But of late this concept has been tested and found to be untenable\textsuperscript{13}.

Physical education over the past century has developed a body of knowledge of its own. The study of physical education not only consists of the application of the disciplines of anatomy, psychology, sociology to the study of physical activity but also as discipline in its own body of knowledge, rightly utilizes appropriate aspect of those disciplines\textsuperscript{14}.

Modern physical education has its roots in the ancient societies which survived primarily on the basis of physical prowess. The search for food and protection from wild animals were both quite demanding in nature and therefore

\textsuperscript{13} Barry L. Johnson and Jack K. Nelson, \textit{Physical Measurement for Evaluation in Physical Education}, 3\textsuperscript{rd} ed. (Delhi : Surjeet Publication, 1982) p.15
only the fit could survive, there by bringing about a physically fit society\textsuperscript{15}.

Systemic physical education enhances understanding of self. It fosters intellectual, creative and expressive powers. It develops behavioral patterns that aid in liberating man from burdens and forces of modern day life such as leisure time, high pressured living and sedentary habits. Therefore the researcher has made an attempt to find out relationship between attitude and health related fitness of school going students\textsuperscript{16}.

Education is the process by which the individual is shaped to fit into the society and which maintains and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. Education is the modification of behaviour of an individual for his own personal happiness. For his better adjustment in society and for making him a successful citizen contributing something original to the

society the major purpose of education is to render each individual to become free to realize limitations to find out the means of solution and contribute to improve the quality of life for him self and others\textsuperscript{17}.

The environment and personality of teachers and administrations exercise a great influence upon the development of the child. A child himself through what he does no doubt but he learns more from others. In other wards he assimilates his own experiences with the experiences of other and thus becomes a practical man\textsuperscript{18}.

Attitude as a mental and neural state of readiness, organized through experiences, exporting a direction or dynamic influence upon the individuals response to all subjects with which it is related\textsuperscript{19}.

Physical Education is a misinterpreted field and misunderstood of many people in many countries. In under developed as well as in developing countries the values and

\textsuperscript{17} Joseph Di Gennaro \textit{"The Purpose of Physical Education In the 7'5"} The Physical Education 28 (October 1971) : p. 125.
\textsuperscript{18} B.C. Rai \textit{Theory of Education} (Lucknow : Prakashan Kendreas) p.3
need of physical education are not yet understood and appreciated property. It is unfortunate fact that the physical education is not given the due importance or an equal status with order academic subjects, and Bundelkhand is not exceptional. Hence, if we analyse the education and physical education system in proposed state of Bundelkhand, we have find out that the following factors might be responsible for the root cause of the step motherly treatment being given to the physical education profession and the physical education professionals.

1. Role of School and College Administrators.

2. Attitude of subject teachers and physical educators.

3. Attitude of student.

4. Parents and public reaction

5. Finance

6. Facilities and Personnel

7. Equipment and Programme
Through Bundelkhand education system is centralized and the Ministry of Education administers the system, designs and supervise the curriculum of physical education in educational sphere, inspite of that physical education in Bundelkhand is striving hard to develop and maintain maximum physical efficiency, develop useful sport and game skills, promote enjoyment of wholesome reaction, develop good health habits, active lifestyle, balanced mental and body development, community spirit, creativity, moral and civic duty and other qualities which help in the achieving a complete individual personality and for becoming a good citizen. But the parents of the children in various school have not yet educated themselves to exhibit a standard behavioral pattern to accept physical education profession and allow it in establishing a positive image.

So, the parents must develop and exhibit a positive attitude towards physical education for the development of personality traits of their children and motivating them to participate actively in the physical education programme in various school:
Hence, the investigator is undertaking the study to interpret the attitude of the parents towards the physical education programme as it may help to determine the root cause of the different treatment being given to this subject.

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**Statement of the Problem**

The purpose of the study was to determine the attitude of the parents towards physical education programme in Bundelkhand.

**Delimitation**

The study was delimited to the parents of the students studying in the proposed state of School of Bundelkhand namely Government School, Semi Government School, Private Schools.
**Limitations**

As the present study is limited to administration of one questionnaire the following limitations are recognized.

1. It was unlikely that the respondent could react to a statement validly in the absence of personal experience.

2. It was not likely that the equal number of responses obtained by several individuals would indicate equal degree of favourable attitude.

3. There was a possibility that an individual may answer according to what he thinks he should feel, rather than how he really feels.

**Hypothesis**

On the basis of literature reviewed, available research findings, experts opinion and scholar’s own understanding of the problem it was hypothesized that most of the parents did not have a positive attitude towards physical education.
Definition and Explanation of Terms

Attitude

Attitude is normally understood as feeling, mood or opinion towards something. It involves liking or disliking, love or hatred, beliefs or disbeliefs of an idea of someone toward a subject or an object of an individual or group of individuals.

When we build feelings for or against something, we are developing attitudes. An attitude is an implicit response or predisposition to act toward or away from an individual or social value\(^\text{20}\).

According to Woodworth\(^\text{21}\) "An attitude is a set or disposition readiness, inclination, tendency to act towards an object according to its characteristics, so far we are acquainted with them".

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Bhatia\textsuperscript{22} views attitude as a more or less generalized tendency to think or act in a certain way in respect to some object or situation, often attended by feeling. Attitudes like interests, result from experience. Satisfying experiences result in favourable attitudes and unsatisfying experiences lead to negative attitude.

Munn and other\textsuperscript{23} have defined attitude as follows:

"Attitudes are learned predispositions toward aspects of our environment. They may be positively or negatively directed towards certain people, issues or instructions".

"An attitude usually is considered as consisting of three basic components - thinking, feeling and reacting".

For the purpose of the present study the definition as given below is considered the most appropriate.

Attitude is the pattern of thinking, feeling and reacting and may be expressed as opinions, beliefs, ideas or overt

\textsuperscript{22} Hans Raj Bhatia, \textit{A Text Book of Educational Psychology} (New Delhi : The Macmillan Co. of India Ltd. 1977), pp 342-345.
\textsuperscript{23} Norman L. Munn ; L. Dodge Fernald Jr. and Peter S. Fernald, \textit{Introduction of Psychology}. 
behaviour towards a particular subject or object. It results from experiences and is not necessarily constant.

**Physical Education**

Bucher and Reade\(^{24}\) have defined physical education as follows:

“Physical Education, an integral part of the total education process, is a field of endeavour that has as 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 outcomes”.

Mathew\(^{25}\) defines physical education as “education through or by means of the physical”.

According to Mason and Ventre\(^{26}\) Physical Education is the interaction of persons and social groups with certain


ends in view for the development of persons and the welfare of society through the medium of psychomotor activity.

Smith and Clifton\textsuperscript{27} referred to physical education as the science and skill of movement.

Thomas\textsuperscript{28} defined physical education as essential aspect of general education in which physical activities are used as a means of educating or modifying a person for better and fuller living.

According to Arnold\textsuperscript{29} “Physical education can be defined as that integral part of educational process which enhance and harmonizes the physical, intellectual, social and emotional aspects of an individual's personality, chiefly through directed physical activity”.

Sharman\textsuperscript{30} defined physical education as a way of education through motor activity and related experiences and its subject matter as primarily ways of behaving.

According to Nixon and Cozens\textsuperscript{31} "Physical education should be defined as that phase of the whole process of education which is concerned with vigorous muscular activities and related responses and with the modification of the individual resultant from these responses".

**Significance of the Study**

Though physical education is recognized as an integral part of educational system, yet it is not given the status it deserves.

It is often contended that this neglect is due to non-recognition of the role of physical education by the parents, school authorities and the general public mainly due to ignorance about the objectives of physical education which in term leads to an unfavourable attitude towards this vital area of curriculum.

\textsuperscript{31} Nixon and Cozens, *An Introduction to Physical Education*, p.8
It was expected that this study may reveal the attitudes, favourable or otherwise, of parents towards various aspects of physical education, such as physical, mental, personality, emotional, social educational.

This was help the physical education authorities to reinforce the favourable attitudes in order to cultivate a positive approach towards this important branch of education.

The results of study were help in formulating measures to educate the parents in realization of the necessity of their words participating in programmes of physical education to lead to balanced development of the child's personality.

It was also help the educational planners to take effective steps in providing due emphasis to physical education and sports.