Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

There is a general idea that girls are more sociable, more nurturing, and more compliant and have lower self-esteem, are hard to sustain. Another assumption is that girls tend to pick up auditory information quite easily while boys do better visually. In sports, men tend to outperform women in strength and speed whereas women seem to endure pain greater than men. In spite of all these assumptions sports has never become completely unisex (Bland, 1998). However, regardless of the findings that sex differences really do exist or the pressure to deny them, socially we still expect women to behave like women and men like men. The real problem is not that sex differences exist but in our everyday intuition of what sexual, or gender, behaviour is appropriate, our concepts may be too narrow or too rigid. The biological determinism argument, too often, reinforces this (Bland, 1998).

Although, children and youth currently form the most active segments of the population in developed societies, there is a marked trend toward an increase in sedentary lifestyle among high school age children. Previous studies have generally limited success in accounting for gender differences in attitude towards physical activity. The present effort is to understand not only the attitude towards the physical activity but also to assess the sport orientation and locus of control among the school going students. On this context, the researcher felt a need to find out the gender differences in attitudes towards the physical activity, sports orientation and locus of control among the athlete and non-athlete higher secondary school students in Kerala state. This may help the policy makers and administrators to understand the real problems and formulate the policies and programmes for improving the situation.

The purpose of the study was to find out the gender differences in attitude towards physical activity, sport orientation and locus of control of higher secondary school students in Kerala. The subordinate purpose of the study was to investigate the
attitude towards physical activity and sub factors of sport orientation that is competitiveness, win orientation and goal orientation and locus of control of athletes and non-athletes in gender separately.

The samples were selected from athlete and non-athlete higher secondary school students from Kerala state. The age of the students was between 16 to 19 years. The subjects were from schools following different syllabus viz., State board, C.B.S.E., and I.C.S.E., and proportionately from rural and urban areas. Data was collected from 3282 students in which 649 were athletes and 2633, non-athletes, representing proportionately the various districts of Kerala. Gender wise 1634 boys (Athlete= 309 and Non-athlete= 1325) (Mean Age= 17.6) and 1648 girls (Athlete= 340 and Non-athlete= 1308) (Mean Age= 17.2) participated in the study.

Children’s Attitude Toward Physical Activity Inventory (Simon and Smoll, 1974), Sport Orientation Questionnaire (SOQ) by Gill, D. L., & Deeter,T. E (1988) and Rotter's Locus of Control Scale were used for the study.

The questionnaire was administered in such a manner that all students have had the same opportunity to express their views. The objective of the standard testing condition is to ensure that the standard procedures are followed every time the test is administered. Permission from the parents and school authorities were obtained before administering the questionnaires. The investigator had also informed all the students as to how to attempt the test. The investigator clarified all the queries of the students which they had about the answering the questionnaire. The descriptive statistics and Two Way Analysis of Variance (ANOVA) was used to find out the difference between gender of athletes and non-athletes on attitude towards physical education, sport orientation variables and locus of control. Testing the hypothesis the level of significance was set 0.5 level.

The instrument for assessing the children’s attitude towards physical activity includes six ideas and their responses. In attitude towards physical activity there were six ideas that has been discussed. They are

Idea 1. Physical activity as a social experience.

Idea 2. Physical activity for health and fitness.
Idea 3. Physical activities as a thrill but involving some risk.


Idea 5. Physical activity for the release of tension.

Idea 6. Physical activity as long and hard training.

The response score to ideas can be varying from maximum of 56 to low score of 8. The results of the Two-way ANOVA shows that there were significant main effect between athletes and non-athletes on Ideas 1, 2, 4, 5 and 6.

In sport orientation there are three factors such as competitiveness, win orientation and goal orientation.

Martens (1976) defined competitiveness as a disposition to strive for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others in sport. The result reveals that, there is significant main effects exist between genders and between athletes and non-athletes of higher secondary school students. The subsequent ANOVA results shows that there is no significant difference between male athlete and female athlete and the result obtained was in contrary with the observations made by Braathen and Svebak, 1992; Gill & Deeter, 1988; Hellandsig, 1998 that male athletes tend to score higher on competitiveness than female athletes.

Win orientation is defined as a person’s basis for success as dependent upon winning as an outcome. The result of this study reveals that, there significant differences exist between girls and boys as well as between athletes and non-athletes. The following univariate analysis shows significant mean difference exists between athlete male and athlete female. But the mean value obtained by male athlete was higher than the female athlete. The results of the study was in consensus to the results obtained to Gill, 1988; Gill & Dzewaltowski, 1988; Gill, Kelley, Martin & Caruso, 1991; Gill, Williams, Dowd, Beaudoin, 1996, which states gender differences has also been found with respect to win orientation.
A goal orientation may also be more specific to certain athletes. Goal orientations reflect individual differences in assigning subjective meaning to outcomes (Ames, 1984; Maehr & Braskamp, 1986). The result of the study reveals that, there are significant main effects between genders as well as between athletes and non-athletes on goal orientation. Male students show more goal orientation than the female students. The subsequent ANOVA result shows no significant difference between athlete male and athlete female on goal orientation. This is contrary to the results found by Gill and her associates (Gill, 1986; Gill & Deeter, 1988; Gill & Dzewaltowski, 1988; Kelley, Hoffman & Gill, 1990) that female athletes are more goal-oriented than male athletes. Every woman athlete toady is making statement against the generations of social discriminations and challenge afresh the myths of women’s physical and therefore, social incompetence and frailty (Padma Prakash, 1990). This social stigmas and sanctions prevailing against women in the contemporary society also may still inhibit them from making more dreams.

In locus of control there are two main aspect that is external locus of control and internal locus of control.

Locus of control refers to the extent to which individuals believe that they can control events that affect them. The result of the study reveals that there is no significant main effect exists between athletes and non-athletes but at the same time significant main effect was there on gender on locus of control. The subsequent univariate ANOVA performed between the groups reveals the significant difference. The pairwise comparison of means shows significant difference between Non-athlete male and Non athlete female (MD=.544), Non athlete male and athlete female (MD=.554). It clearly shows that, male non-athletes are the external locus of control and female athlete and non-athletes with an internal locus of control. The result of the study is in consensus with Rotter, 1966 and in contrary with Aguglia & Sapienza, 1984.
Conclusions

Within the limitations of the present study and on the basis of findings, the following:

1. There are no significant difference exists between the genders in their attitude towards physical activity in Idea 1, 2, 3 and 6.
2. There are significant differences exist between genders in attitude towards physical activity in idea 4 and 5, which say that, physical activity as beauty in human movement and physical activity for the release of tension respectively.
3. There are significant differences between athletes and non-athletes on attitude towards physical activity variables idea 1, 4, 5 and 6.
4. There are no significant differences between athletes and non-athletes on attitude towards physical activity variables idea 2 and 3.
5. There are significant differences exist between the genders in their competitiveness, win orientation and goal orientation.
6. There are no significant differences between in competitiveness, win orientation and goal orientation variables between athletes and non-athletes.
7. There is significant difference exists between the genders in locus of control.
8. There is no significant difference exists between athletes and non-athletes in locus of control.
Recommendations

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls’ needs and interests. But rather than focusing on ‘girl-friendly’ sports, we should be looking for ways to make sports and other physical activities more ‘child-friendly’ and ‘youth-friendly’.

1. Girls do enjoy engaging in physical activities. Strategies should be implemented which build upon this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction and opportunities for achievement.

2. Practices should be established which recognise the importance of fun, health and social interaction in sports participation.

3. School physical education is a foundation of life-long physical activity. Fundamental movement skills need to be developed from an early age, for all children, with the emphasis on the individual body, rather than sporting outcomes.

4. Some girls regularly engage in sports and physical activities, as an integral part of their lifestyle. Any strategies concerned with raising participation among young people need to remember that neither girls nor boys are ‘the problem’; rather, the difficulty lies with the ways in which physical activities are constructed and presented.

5. It is important to examine and highlight the practices inherent within sports which might deter children from participating. Sports provision may need to be adapted to encourage and accommodate all young people.

6. It is necessary to listen to voices from outside mainstream sports, for example, dance, mixed ability, noncompetitive and co-operative activities.
7. Sports programme should reflect local cultural needs if they are to engage and sustain girls’ participation.

8. The organisation of sports groups and programmes should be include women in key roles, such as coaching and mentors, and role models drawn from within local communities and schools. These should reflect differences in perspectives and interests, and develop close links with schools and communities, to ensure continuity of engagement in sports and physical activities throughout life.

9. More research is needed to explore sports and physical activities in the lives of young people, and this needs to reflect the diversity of experiences around the world, acknowledging both developed and developing countries.

10. The more opportunities that are available for girls to be physically active, the more they are active. Strategies need to be put in places that ensure activities; settings and facilities are easily accessible and safe.

11. Further research may also conduct with more psychological variables to get better understanding of adolescent girls and boys.