CHAPTER – II
REVIEW OF RELATED LITERATURE

The research scholar has gone through various studies related to this study available at the Library of Jadavpur University, National library of Kolkata and other libraries of physical education institutes of West Bengal. But the investigator has not come across with any such study which has been carried out on the attitude of general public of the rural and urban areas towards physical education and sports at school level. The relevant studies which the scholar could review from various sources are placed in this chapter.

Abu-Saley (1989) surveyed male college students from two Saudi Arabian universities and found a positive correlation between attitude and sports on the Health – related Physical Test, Papaioannou (1994) obtained similar results from his study by using the Learning and Performance Orientation in Physical Education Classes by administering of questionnaire to explore the relationship between attitude toward physical attitude toward the lesson and the level of motivation for students of both sexes. From the findings of this study Papaioannou reached the conclusion that student interest in the lesson and the overall usefulness of the activity can be directly related to his or her attitude.

Acord (1978) conducted a study to assess attitude toward physical activity of secondary students in co educational and non coeducational physical education programme. Four hundred eighty subjects were randomly selected from fourteen public high schools chosen at
random; seven schools had co-education programme and seven schools had non co-education programmes.

He concluded that:

1. Secondary students in Southern Illinois held a generally favourable attitude toward physical activity.

2. On five of the six measures there was no difference in attitude between students in coeducational and non coeducational programmes.

3. On four of the six measures there was a significant difference between the boys and girls, boys score being higher than the girls.

4. On two of the six dimensions, difference among grade levels was significant.

5. On one measure, the aesthetic sub scale, a significant interaction existed between grade level and type of programme.

6. No difference in attitude toward physical activity among the fourteen schools existed on any of the six sub scales.

Alan (1976) had collected information regarding study pertaining to sex, types of community, socio-economic status and religious performance and degree of maternal and parental encouragement or sport participant. He found that parental attitude was positive and other factors have not shown significant result.
Ayers (1964) conducted a study and concluded that parents’ attitude towards physical education was not related to socioeconomic status. Parents considered the activities and the outcomes of physical education programme either desirable or essential in relation to the total educational development of the daughters.

Banerjee (1996) conducted a study on 2nd and 3rd year undergraduate students of LNIPE to assess their attitude towards their intramural programme. A questionnaire consisting of 55 questions was administrated on 156 students. Total 126 students responded. Each question was evaluated by using 5-point scale. Percentage analysis was applied.

Barney (2003), Bowyer (1996), Steward, Green and Huelskamp (1991), Tannehill and Zakrajsek (1993) conducted studies to examine attitudes and perceptions of students of all ages toward physical education. However, only a limited number of recent studies have been conducted that assess secondary students’ attitudes and their perceptions toward physical education (Carlson, 1995; Greenockle, Lee, and Lomax, 1990; Luke and Sinclair, 1991; Scantling, Strand, Lackey, and McAleese, 1995; Tannehill, Romar, O’Sullivan, England and Rosenberg, 1994). There are several variables that influence high school students’ attitudes toward physical education. Carlson (1995) in a study examined high school students’ negative attitudes toward physical education and found that some student did not consider physical education a need in their lives and
consequently did not find it valuable. This finding agrees with the findings of Aicinena (1991) who hypothesized teachers who allow some input into classroom decisions while maintaining control of instructional process may foster positive attitudes toward physical education. Finally, Carison (1995) concluded students who were less skilled felt isolated from their peers because they were not rapidly included in team activities or they were ridiculed for their lack of skill. Tannehill et al. (1994) also found students with negative attitudes felt uncomfortable or unsafe learning and practicing physical skills. These students did not participate in class or they used strategies to avoid conflict with the teachers. These attitudes were the same regardless of gender.

Barros (1983) in a study on principal’s attitude towards physical education administered wear inventory (1951) on 352 elementary school principals to assess their attitude toward physical education. The results showed that participation in physical education classes had significant influence in attitude toward physical education. The results showed also, that participation in physical education classes and school enrollment had a positive relationship with attitude of elementary school Principals toward physical education and length of experience as a school Principal had a negative one. The analysis showed that there was a positive significant relationship of the Principal’s attitude toward physical education with his/her opinion of the importance of physical education and sports in the elementary school curriculum, agreement with the scholastic sports games, and physical education teacher performance.
In a study Basu (1980) made an attempt to determine the attitude of the parents towards physical education programme and to find out their opinion (negative or positive), if any. The investigator framed a questionnaire consisting of 120 statements based on the basis of a very simple pattern viz. yes/no. The results of the study showed that a majority of the parents had a highly favourable attitude towards all aspects of physical education because it promoted physical health and fitness, mental maturity and alertness, personality development, sociability, efficient use of leisure. These parents opined that political interference in sports was undesirable. They wanted physical education programme for all.

Broer (1955), et al studied the attitude of 1146 college fresh women students toward physical education as an activity. Study showed a very favourable attitude towards physical activities. The students in Swimming and Tennis had more favourable attitude than average and those in Archery a less favourable attitude. The high percentages of these students who were of the opinion that physical education activity classes contribute to social development mental and physical health agree with results found at the University of Michigan.

Bucher (1975) conducted a survey covering 100 teachers, parents, the general superintendents and principals of school and directors of physical education to determine the expected role of physical education in
American School and Colleges. Following were the conclusions of the study:

(i) 89 percent of the persons surveyed gave a overwhelming support for physical education as a part of education.

(ii) Sixty one percent believed that physical education should be scheduled once a day.

(iii) Only two group professions and parents indicated that they might have possibly suggested in favour of three times a week.

(iv) Most of the persons surveyed, thought that all types of activities, including term reports, carry over activities, individual activities and recreational activities should be part of physical education programme.

(v) Principals and superintendent thought that physical education class should be larger than the subjects.

(vi) A majority of the opinion was that physical education grades should be reported separately from the other education offerings.

(vii) School administrators and professors were the only group who believed that it should correspond to the marking in other subjects.

Craening (1984) in a study concluded that:

(i) Principals showed more favourable attitude toward physical education than superintendents.
(ii) Principals of large school districts have a more favourable attitude toward physical education than principals of small districts

(iii) Principals of Northwest Region were more favourable toward athletics than principals of the Delta region, but less favourable toward physical education than principals of both Delta and Central / Southwest Regions

(iv) Principals who had physical education degrees showed a more favourable attitude toward both athletics and physical education than principals having no such degree. In the same way superintendents who had physical education degrees were more favourable toward physical education than superintendents having no such degrees

(v) Both principals and superintendents who had previous athletic coaching and / or athletic directing experiences had a more favourable attitude towards both physical education and athletics than those who did not have such experience.

In a study on the appraisal of the attitudes of the principals, teachers and students toward physical education as a secondary school subject, Chamber (1965) revealed that teachers and students, unlike the principals, have favourable attitude toward physical education as a secondary school subject. Teachers and students realized the importance of physical education in developing fitness.
Balance (1981) studied on administrators' teachers' and students' attitudes toward physical education. 25 administrators, 50 teachers, and 100 students were given the wear attitude inventory. The results showed that there was no significant difference between the attitude of administrators and teachers toward physical education. However, administrators and teachers had significant higher (P < .05) attitudes towards physical education than did the students.

Cyrus Mayshark (1956) presented the steps that were followed in organising a seventh grade health and safety attitude scale, in two statistically equivalent forms. This measurement technique employed was the situation response item used successfully in the research fields of Psychology and Sociology. The alternate forms after extensive refinement, proved to be satisfactorily valid and reliable.

Delforge (1973) conducted a study to assess the attitude of 100 male and female graduate and undergraduate students who were grouped as:

(i) Ambulatory physically handicapped
(ii) Wheel chair physically handicapped
(iii) Non handicapped
(iv) College athletes

The investigator found no significant differences in attitudes toward physical activity in general or toward each
of the six dimensions of physical activities among the four main study groups. He also found no significant difference between male handicapped and male non handicapped and between male handicapped and female handicapped students. Attitude expressed by male students and by male and female handicapped students toward physical activity as an ascetic experience was significantly less positive than for all other dimensions.

David Light Shields, Nicole M. LeVoii, Brenda Light Bredemeier, and F. Clark Power (2007) conducted a study on ‘Predictors of Poor Sportspersonship in Youth Sports: Personal Attitudes and School Influences’. The study examines personal and social correlates of poor sportsperson-ship among youth sport participants. Male and female athletes (n=676) in the fifth through eighth grades from the three geographic regions of the U.S. participated in the study. Young athletes involved in basketball, soccer, football, hockey, baseball/softball, or lacrosse completed a questionnaire that tapped poor sportspersonship behaviors and attitudes, team sportspersonship norms, perceptions of the poor sportspersonship behaviors of the coaches and spectators, and the sportspersonship norms of the coaches and parents. Preliminary analyses revealed significant gender, grade, sport area, and location differences in self-reported unsportspersonlike behavior. The main analyses revealed that self-reported poor sport behaviors were based and predicted by perceived coach and spectator behaviors, followed by team norms, sportspersonship attitudes, and the perceived norms of parents and coaches. Results are discussed in relation to the concept of moral atmosphere.
Das (1996) conducted a study to assess the degree of liking and disliking of Fresher’s of LNIPE towards the physical education. The objective of the study was also to reveal modification in physical education programmes, if any. Subjects of the study were the students of first year degree course of LNIPE. A questionnaire was administered on hundred subjects. The results showed that majority of the respondent recognized the importance of physical education. The subjects also opined that physically fit persons only select this profession.

Ervin (1981) has conducted a study on visually impaired adults to understand the opinions about physical education and physical recreation. 37 questions concerning past and present experiences in physical education and recreation and factors relating to this experience were administered on 30 legally blind adults, age ranging between 16 and 50. 3 judges independently rated the responses having positive or negative effect toward physical education and recreation, 2 values (P < .05) were obtained for responses to 24 of the 37 interview questions. Of these, 14 were favourable and 10 were unfavourable. It was concluded that the subjects had positive feelings about their remembered school based childhood and adolescent physical education and recreation experiences and negative feelings about their past and present involvement and /or inclusion in family, neighborhood community and church physical education and recreation. ANOVA showed no significant difference in opinion as related to school placement (Public v/s residential).
In a study to assess the attitude of adult male community college students toward physical education activity and to develop implications for community college physical education programmes from an analysis of the result Goodson (1975) administered the Mopherson-Yuhasm Attitude inventory consisting of fifty statements on 106 male ranging in age from forty through sixty five. The inventory consisted of twenty six negative statements and twenty four positive statements. The findings revealed that adult males did not show a favourable attitude toward physical activity, although the combined group mean (190.5) was much closer to the score necessary to favourable (200) than it was to the score required to be unfavourable (100). Twenty three of the fifty inventory items received a mean score high enough for favourable agreement (4.0 or above) while none was in the non favourable category (2.0 or below). An analysis of variance revealed no significant difference among the three groups of adult males.

Greendorfer conducted an interesting study to examine whether there are differences between the systems of socializing agents' family peers of school during three life cycle stages. She found that during childhood, the female participation is more influenced by peers and family respectively than by teachers and coaches. At the adolescent stage the influence of family was not significant, while peers and teachers and during young adulthood, the most influential agent was the peer group.

She also found out the relationship between fathers level of education and the socio-economic status, occupation
of father and type of sports participation. She also found that the lower the father's educational and occupational status, the more likely the girl was a team sports participant, while higher education and occupation level were associated with the individual and dual sport participation.

More recently, Greenockle, Lee and Lomax (1991) have observed student attitudes at the middle school level as being strongly influenced by their peers and less positive compared to those of past students. Eighth grade students (13 to 14 years of age) were seen to be at the crucial incipient stage of dissatisfaction with physical education programs. The researchers recorded various types of negative student comments reflecting these growing dissatisfaction such as the "discomforts of exercise", "lack of choice of sports", the inconvenience of clothing changes, "getting seatty", "messing up make-up", and "getting messed up here". Other researchers conclude that as middle school students matriculate to high school these attitudes tend to become more negative and participation on physical activity declines. For example, Tannehill and Zakrajsek (1993) investigated middle school and high school students' attitudes toward physical education and found that while students imply that physical education was important to their overall education, they participated in competitive sports less frequently in high schools than in middle schools.

Haque (1980) conducted a study to assess the attitude of the heads of secondary schools of Bangladesh toward physical education. The result revealed that the heads of government and non-government schools had favourable
attitude towards physical education. The heads of government schools had more favourable attitude than those of non-government schools toward educational, economic, vocational and personality aspects of Physical Education, while the heads of non-government schools had more favourable attitude towards physical, mental, social, political, cultural and general aspects of physical education. The differences between the favourable attitudes of the heads of government and non-government schools are significant with respect to the physical, social, economical, emotional and general aspects of physical education whereas, they were insignificant in the case of mental, educational, political, vocational, personality and cultural aspects. Majority of the heads of both categories of schools believed in the all-round development of the children through physical education. They also stressed on the physical social, educational and emotional contributions of Physical education. They advocated in favour of physical education as a compulsory examination subject and did not consider it as an extracurricular and preschool activity. They believed in the possibility of general physical education programmes in schools even without extra fund, considered physical education as drill/mass Physical Training/free hand exercise and some recreational games. They also supported the need to teaching physical education in schools even without being asked by the government of school authority. They felt that the bachelor degree should be the minimum general qualification for a physical education teacher in secondary schools. They opined that the physical education teachers should be the assistant head and heads of secondary
schools. They held that the status of physical education in school depends mainly on the attitude of the heads of the school towards this subject. They expressed their opinion in favour of introducing physical education as one of the major important subjects in teacher's training colleges. They expressed the need of the theoretical knowledge and some practical background in physical education for heads of the secondary schools. They did not believe in the interference of politics in sports.

Helen M. Zimmerman (1954) conducted a study on 267 fresh college women to record their attitude towards participation in physical activities during high school years. While trying to identify the activities they had liked or disliked and those which they wished to learn or to continue, it was found that three team sports dominated the high school years and that experience in rhythmic activities and individual sports was meager or lacking.

Holden Laura Lee (1986) conducted a study on attitudes of high school students toward women's participation in sports. The students were divided into ethnic, sex and age groups. In general, whites were the most accepting of women in sports, blacks were in the middle, and Hispanics were the least accepting. The biggest difference occurred in white males between the ages of 15 and 18 white females started at the highest level and had only slight differences. Hispanics were reflective of the male dominated culture and supported a strong non-role stereotype. Black males have viewed sports as an escape from the ghetto and
were hesitant about allowing females the same access to sports.

Holden (1986) conducted a study on about 900 Los Angeles high school students to know their attitude towards women’s participation in sports. In contradiction to previous studies, this group agreed that sports were an acceptable human activity and could not be labeled as masculine or feminine.

The wear attitude inventory was administered to 188 college women in a variety of physical education activities by Vicent (1967). The final grade received for the activity courses was used as the success factor. Attitudes were analyzed both as to values and as to activity groups and correlations were computed between attitude and success. Attitudes toward physical education were generally favourable, with the contributions of physical education to the physiological–physical value being higher than other values examined. There was a significant relationship between attitude and success at the .05 level. The higher significance accrued to those students having more favourable attitudes.

Jack Keogh (1963) conducted the study to analyze the attitude responses and selected descriptive information in relation to two groups of men and women who demonstrated extreme attitude towards physical education. From an original group of 266 subjects, 69 men and women were selected whose scores on the Physical Education Attitude Inventory were extreme of high or low. Additional data were
obtained through a group interview and questionnaire. There were no male-female differences within the extreme groups. The low groups offered some minimum support for the outcomes of physical education, but they vigorously questioned the relative value of physical education as a school programme. There was no evidence to indicate that negative attitudes were related to non-participation.

In a study on ‘Attitudes toward physical education - a study of high school students from four countries—Austria, Czech Republic, England, and USA’, Jiri Stelzer, James M. Ernest, Mark J. Fenster, George Langford(2004) investigated the attitude toward physical education of 1107 high school students from 4 countries, Czech Republic, Austria, England and the United States. The Adams Scale survey instrument (Adams, 1963) was used to measure the survey data. While the data revealed individual differences, the overall sample indicated a decidedly positive attitude toward physical education. Students from the Czech Republic had significantly higher attitude score than both US and English respondents (p<.001), and males showed a more favourable attitude toward physical education than females (p<.001). Several notable differences were also found when the combined effect of gender and country of origin was measured.

Kapers (1953) administered an attitude inventory on 739 college women student of Oklam University. He found that college women had a favourable attitude towards physical education.
Luke and Sinclair (1991) in a study investigated potential determinants of male and female high school students’ attitudes toward physical education. They identified 5 main factors to determine attitude: curriculum content, teacher behavior, class atmosphere, student self-perception and facilities. Both male and female students identified these determinants in the same order. Scantling et al. (1990) also identified related factors which contribute to negative attitude towards physical education. These factors were boredom and monotony with activities, not wanting vigorous activities, not wanting to dress out and the perception of discriminatory treatment to athlete.

Martin (1979) has conducted a study on three hundred seventy three elementary school teachers and administrators to determine the attitudes of elementary school teachers and administrators toward athletics for female. The results showed that

(i) Teachers and Administrators did not agree with items which presented negative statements about female athletes and agreed with items presenting positive views toward female athletes.

(ii) Teachers and administrators found a difference existing between the personality of the female athletes and non athletes.

(iii) The investigator also found that females participated in sports which were traditionally accepted for female involvement. Male teachers and administrators
established a pattern of participation in sports which have traditionally been reserved for men.

(iv) No particular pattern of attitude was found among the teachers and administrators in this study.

(v) Sub-group responses indicated that the certain teachers and administrators were either more positive or more negative than others. It was concluded that elementary school teachers and administrators have a positive attitude towards female participation in athletics though teachers appeared more positive than the administrators.

Metto (1979) assessed the attitude of graduate trainees toward physical education. She prepared an opinionnaire consisting of 70 statements and distributed them to 578 teachers studying in the six training colleges in Madras. He concluded that graduate teacher trainees, men and women did have a positive attitude towards physical education.

Marion R. Broer, Katharine S. Fox and Eunice Way (1955) made a survey of the attitude of 1,149 college fresh women towards physical education as an activity. Study of the total scores showed that they indicated a very favourable attitude towards physical education. The students in swimming and tennis seem to have a more favourable attitude. The high percentage of those students who indicated that physical education activity classes contribute to social development, mental and physical health agree with results found at the University of Michigan.
Marie Hart (1972) found that attitude towards women in sports has been slow to change because of misconception about muscle myth. It has become difficult to remove the fear that sports activities will produce bulging muscle, which implies masculinity. Young girls are frightened away from the sport.

Melcher (1976) conducted study (1) to understand the relationship between girls whose scores on the Scott Motor Ability Test were in the upper or lower motor ability grouping and the attitudes of their mothers, fathers and themselves toward the six dimensions of physical activity as measured by Kenyon’s semantic differential scales of ATPA. (Attitude Toward Physical Activity) and (2) to investigate the attitudes toward physical activity of tenth grade girls in relation to their mothers and fathers through the use of the ATPA inventory.

It was revealed form the study that a father’s attitudes toward physical activity are more related to their daughters motor ability scores than are a mothers’s attitudes when their daughter is in the upper 31% or lower 32% of the motor ability scores of upper-middle class tenth grade girls. Also tenth grade girls’ attitude towards physical activity are significantly related to their own motor ability scores. It was also found that mothers and their tenth grade daughters, and fathers and their tenth grade daughters are similar in their attitudes toward Kenyon’s six dimensions of physical activity. The low significant relationship indicates that
familial attitudes in regard to physical activity can be identified.

The purpose of the Isenberger’s study (1990) was to determine the relationship between the self-attitudes of woman physical education major students and those of women physical education teachers. Subjects used in the study were 277 women physical education major students from three institutions and 167 women physical education teachers. The “Who Am I?” test, a Twenty Statement Test of self attitude (TST), was used as a measure of self attitudes. The result of this study indicated that there was a significant difference between the self-attitudes of a student groups within a school and between schools. It was also indicated the self attitudes of teachers differed significantly from those of students enrolled in a liberal art college or a teachers college connected with a university but were similar to those students in a teacher education institutions.

Morgan, Bourke and Thompson (2001) conducted a study on ‘The Influence of Personal School Physical Education Experiences on non-Specialist teachers’ attitudes and beliefs about physical education’. They observed in the study that there is a causal relationship between personal school experiences in physical education and commitment to physical activity with four main outcomes of interest, attitudes towards physical activity (ATPA), attitudes towards physical education (ATTPE), beliefs about the benefits of physical education (BEBEN) and perceived confidence teaching physical education (COTCHPE). Quantitative data
were collected from non-specialist teachers in the years 2, 3 and 4 of pre-service education (n=386) and in-service (n=53) teachers. Hypothesized relationships between the variables were tested using the multilevel structural equation modeling techniques. Results indicated that the quality of an individual’s school physical education experience directly predicted their current attitudes and beliefs about physical education and commitment to physical activity. Commitment to physical activity was a strong predictor of all attitudinal measures and mediated the effects of primary and high school physical education. Total variance explained for each construct included ATPA (41.0%), BEBEN (25.4%), ATTPE (41.7%) and COTCHPE (29.8%). The implementations concerning the quality of school physical education will be addressed.

In an investigation to explore the relationship between attitude toward physical education and participation in physical activity as well, Macintosh and Albinson (1982) compared the attitude to two groups of eighth grade students (N=670); those opting out of secondary school physical education and those electing to take it. They arrived at the conclusion that students who chose not to take part in physical education reported less positive attitudes toward physical activity and physical education and were less pleased with the aspects of program than students electing to participate.

According to Biddle & Chatzisarantis (1999), McKenzie (2003), Portman (2003), US Department of Health and Human Services (1996), one area where attitude is
particularly important is physical education. There is emerging evidence to suggest that students who exhibit a more positive attitude toward physical activity in physical education are more likely to participate in physical activity outside of school. Telama, Yang, Laakso, & Vilkari (1997) observed that this carry over value in terms of attitude toward physical activity is critical to participation in lifetime physical activity. Positive attitudes formed toward physical activity in physical education can play an important role in maintaining an active lifestyle outside school. In addition, active children are more likely to become active adults. McKenzie (2003) stated that physical education, therefore, can serve as a medium to influence student attitudes toward physical activity since it has the potential to reach most children. For some students physical education is the only place where they engage in physical activity. According to Gallahue & Donnelly (2003) and Graham et al. (2004) impacting upon student attitudes toward physical activity through school physical education programs is a logical first step in helping students to participate in physical activity – both now and in the future.

McKenzie (2003) emphasized that “by engaging children and adolescents in enjoyable physical activity and teaching them the skills related to developing and maintaining appropriate physical activity, physical education could help future generations of adults avoid becoming so sedentary”. In addition, people’s attitudes have been found to be the key influence in the formation of intentions to participate in physical activity (Biddle & Chatzisarantis, 1999; Biddle & Mutrie, 2001; Hagger et al., 2002). Impacting
students’ attitudes toward physical activity in physical education, therefore, could have a major effect on public health (McKenzie, 2003).

It has been documented that participation in moderate to vigorous physical activity on a regular basis provides numerous physical and mental health benefits (American health Association, 1995; Biddle, 1999; Centers for Disease Control and Prevention, 1997; McKenzie (2001) and McKenzie (2002); National Association for Sports and Physical Education, 2004; Sallis et al., 1999; US Department of Health and Human Services, 1996). According to healthy people 2010 (US Department of Health and Human Services, 2000), the number of overweight children in the United States has nearly doubled in the past two decades. Quality physical education programs, therefore, can play a pivotal role in efforts to address the increase in physical inactivity among youth by impacting their attitudes and intentions to participate in physical activity (Hagger et al., 2002; McKenzie, Sallis, Kolody, & Faucette, 1997; McKenzie et al., 2001; Prochaska, Sallis, Stymen, & McKenzie, 2003). Sports, Play an Active Recreation for Kids (SPARKS), Child and Adolescent Trail for Cardiovascular Health (CATCH), and Middle School Physical Activity and Nutrition (M-SPAN) are invention programs that were specifically designed to impact students’ attitudes physical activity participation. In the CATCH study, moderate to vigorous physical activity during lessons in intervention schools increased from 37% to 52% and moderate to vigorous physical activity in M-SPAN increased by 18%. The SPARKS program also reported gains on most variables compared to controls (McKenzie,
2003). Interestingly students in the CATCH intervention schools continued to report compared with students in control schools (Nader et al., 1999).

Students enter the physical education setting with different attitudes based on the beliefs and feelings toward the subject matter. This difference in attitude may be attributed to previous experiences in physical education, skill level, gender, grade level, social class, ethnicity and disability. There is evidence to suggest the existence of gender and grade level influence on attitude toward physical education and physical activity (Biddle & Chatzisarantis, 1999; Biddle & Goudas, 1996; Biddle & Mutrie, 2001; Chung & Phillips, 2002; Greenwood & Stillwell, 2001; Hicks, Wiggins, Crist, & Moore, 2001). Biddle & Mutrie (2001) documented several studies that have reported gender differences in relation to physical activity participation based upon attitude. In general, boys were reported to display more positive attitude toward physical activity than girls. There are other studies that have reported gender differences in physical activity participation based on activity type. Boys are reported to display more positive attitude toward physical activities that are challenging and had an element of risk (Birtwhistle & Brodie, 1991; Colley, Comber, & Hargreaves, 1994; Folsom-Meek, 1992; Smoll & Schutz, 1980; Wersch, Trew, & Turner, 1992) while girls have been found to exhibit favorable attitudes toward activities emphasizing aesthetic or graceful movements (Folsom-Meek, 1992; Hicks et al., 2001).
Some studies investigating student attitudes in relation to age have reported that attitudes toward physical education declined as a function of grade level (Biddle & Chatzisarantis, 1999; Biddle & Goudas, 1996; Biddle & Mutrie, 2001; Butcher & Hall, 1983; Portman, 1990; Prochaska et al., 2003; Schempp, Cheffers, & Zalchkowsky, 1983; Wersch et al., 1992), while others have not found this to be the case (Rice, 1988; Ryan, Fleming, & Maina, 2003). Outcomes of research on student attitudes toward physical education and physical activity as a function of gender and grade level have produced mixed findings. The mixed findings in this area could be attributed to a lack of theory guiding instrument development for measuring student attitudes.

Organ (1976) administered the wear attitude inventory on 206 students to determine students’ attitude toward required physical education in the liberal arts programme at Howard University. The study concluded that the students had a strongly favourable attitude toward physical education.

He arrived at the following conclusions:

(1) There was no significant difference between the students’ attitudes and their classifications.

(2) There were no significant differences between the students and the activity area in which they were currently enrolled.
(3) There were no significant difference between the students’ age and their attitudes towards required physical education.

(4) There were no significant differences between the male and female attitudes toward required physical education.

He concluded that:

(1) The students at Howard University who participated in this study had favourable attitudes toward physical education.

(2) No significant differences in attitudes concerning physical education can be predicted by the classification, sex age or course enrollment.

(3) The majority of the students (50 percent) had favourable attitudes toward physical education.

Onifade (1985) conducted a study to investigate the relationship among selected demographic factors, physical activity belief and meaning of physical activity (attitude). Kenyan attitude inventory was used to assess students attitude toward physical activity behaviour scale which was adopted from Zaichkows Ky’s (1970) study was used to measure physical activity behavior. The result revealed that Nigerian male students could be expected to seek physical activity that would be of a social experience while the female students would probably seek experiences related to health and fitness. The Nigerian student attending universities in the Metropolitan Washington, D.C. area has valuable
attitudes that seem to be expressed through different behaviours for different beliefs.

Perris (1968) in an attempt to investigate the attitude of Monitoba high school principals toward physical education used wear attitude inventory which incorporated into a questionnaire, and the same was administered on 91 of 100 principals of high schools. These principals had differential educational background as well as sports background the result should that as an entire group, the principals had a favourable attitude toward physical education. No statistically significant attitude differences were found between the different comparison groups.

Roy (1970) conducted a study in order to find out the attitudes of high school girls and their parents towards physical education. The results of the study indicated that the parents of students who achieved high fitness scores viewed favourable contributions of the physical education classes while the parents of those who scored less in physical fitness viewed less favourable contribution of physical education. The parents and students differ in their views of the mental and emotional contributions of physical education. Parents and students of both groups had similar views about the physical and psychological outcomes and the social contributions with regard to the emphasis placed on physical education in the total school programme. The parents of the low fitness group favoured it more than their children. It was just the opposite with the high fitness group. Senior high school girl's obtained physical fitness score had a positive relation towards physical education while the
group having a lower fitness score had a lower attitude towards physical education.

In 1987, Siedentop from his experience cautioned that high school physical education was increasingly losing importance and it might gradually become extinct in secondary curriculum. He argued that an increasing lack of expectations for significant outcomes in high school physical education and even more alarming concern that students have stopped caring about physical education would aggravate the situation and will cause its decay. Physical educators have a duty to alter the expectations of high school students, but the best curriculum and the most heroic expectations will be ineffective if a negative attitude toward the course lead students to ignore its value, then is the agent that can change perceptions and the catalyst that can make physical education a positive educational experience. Although some of the researchers questioned the correlation between attitudes and actual behavior (Lapiere, 1934; Wicker, 1971) most researchers suggested that attitude and the individual’s underlying belief system are considered the best indicators of the decisions people will make throughout their lives (Vandura, 1986; Dewey, 1933; and Pajares, 1992).

Soltani (1984) in a study to determine the attitudes of college and university students toward required physical education activity class programmes administered. Wear (1955) inventory. The results showed that there was a significant favourable attitude among students toward physical education activity classes. Moreover, the attitudes
of senior students were significantly more favourable (P < .02) compared to freshman’s attitudes and social science student attitudes were significantly more favourable (P < .01) than science student attitudes.

In a study Suttan Smith, Rosenberg and Morgan (1963), found that from puberty onwards playing games was a predominantly masculine phenomenon in the American culture and games and sports were positively associated with the male and negatively associated with female.

Wright (1970) conducted a study on 19 physical education teachers’ ad 1440 tenth grade girls to determine if there is significant difference between the expressed attitudes of students and the teacher’s perception of the student’s attitudes. He also studied the differences between the expressed attitudes of the teachers and the student’s perception of the teachers. The results showed that teachers had a better attitude toward physical education compared to the classes as a group. No significant difference was found in the attitudes of students and their teachers’ perception of their attitudes; however, a difference in the expressed attitudes of teachers and the students' perceptions of the teachers' attitudes was noticed. Students perceived a less favourable attitude than the teachers expressed.

The results revealed that most of the students showed favourable attitude towards their intramural programme. In some statement, respondents expressed same view and hence no valid conclusions could be drawn.