Chapter - 1

INTRODUCTION
CHAPTER-1

INTRODUCTION

1.1 PROLOGUE:

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. 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 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

\[^1\] Joshep Dr. Gennaro, "The Purpose of Physical Education in the 70's", The Physical Education, 28 (October 1971) 125.

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.

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 feedback, 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 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 living, 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 wholesome 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, physical fitness and physical education activities than persons who are less well adjusted socially.

---

7 Ibid p. 224.
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 channelize this desire, interest or motivation for participation into activities that encourage personal achievement.

Modern physical education is a dynamic subject, which derives its 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 and recreation and can contribute more to the goals of general education than any other school subject.

It is generally acknowledged that physical education help 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.\textsuperscript{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 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

\textsuperscript{10}Agasthya, "A Hand Book of Education in India", 2nd ed. p. 224.

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.

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.\(^\text{12}\)

Physical education is apart 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.

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.\(^\text{13}\)

\(^{12}\)Jerry Freisehlag, "Basic considerations in changing Attitudes towards Physical Education Credibility- Success, consequences and self-Discovery", The Physical Education, 30 (March 1973) 19.

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 and sociology to the study of physical activity but also as discipline in its own body of knowledge, rightly utilizes appropriate aspect of those disciplines.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 only the fit could survive, thereby bringing about a physically fit society.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.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 became free to realize limitations to find out the means of solution and contribute to improve the quality of life for him self and others.\(^\text{17}\)

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.\(^\text{18}\)

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.\(^\text{19}\)

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 need of physical education are not yet understood and appreciated property.


\(^\text{18}\)B.C. Rai, "Theory of Education", (Lucknow : Prakashan Kendreas) p.3

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, in spite 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 schools 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 schools.

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.

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.

Physical education and sports are important means to develop and improve the concept of overall personality of the students. The concept of overall development includes various aspects such as physical, mental, social, intellectual and emotional etc. These factors should also be the part of the educational curriculum as well as physical education and sports curriculum for various levels.

The agenda of National Government for promotion of sports and development of physical education and sports stated that -
"A comprehensive educational plan must be centered around the child in a manner, which should aim at enabling the child to attain good health, high degree of fitness and all round development by improving all of his physical, mental, social, emotional and spiritual faculties. However, till date, it is observed that education is restricted mainly to the mental faculty with little emphasis on the other aspects of human development.\textsuperscript{20}

1.2 ATTITUDE

Attitude is a settled mode of thinking. A ‘mental set' held by an individual which affects the ways that, the person responds to events and organizes their cognitions. Attitudes are commonly held to have three essential components or dimensions: a cognitive dimension, involving the beliefs and rationalizations which explain the holding of the attitude: an affective dimension involving the emotional aspects of attitude, such as likes, dislikes, feelings of distaste or affection, and a cognitive, or behavioral dimension which involves the extent to which the individual is prepared to act on the attitude that they hold.\textsuperscript{21}

It is assumed that attitude is an important psychological factor affecting behaviour According to Leuba (1961) attitudes are behavioural pre dispositions which exert an enduring controlling influence over behaviour. Laycock and Munro (1996) are of the view


point that are emotional, intellectual and motivational components of attitudes.\textsuperscript{22}

Attitude may be considered as a state of readiness to activity (a kind of pre motivation stage) and also as a manifested social relation showing itself in certain acts of behaviour. It indicates emotionally and cognitively structured relations towards things; beings; activities and other phenomena of reality.

An individual's everyday experience, specially his interpersonal experience, is a deciding factor in the creation of attitude. Attitudes are modified in the process of integrating many specific relations of a similar kind and they are, therefore, the product of the evaluation of many specific relations of a similar kind and the products of the evolution of many recurrent impressions, emotions, perceptions and ideas imitation of significant role in the development of attitudes in their genesis and in their development, are markedly influenced by persons who occupy significant positions in an individuals life. The creation and shaping of attitudes are functionally associated with factors, past and present, that "Specially influence different attitude states."\textsuperscript{23}

Attitudes are about feelings and behaviour. However, the study of attitudes in social psychology has a log, yet controversial,


history, particularly when attempting to predict behaviour from stated attitude change as a clearly stated goal in situations such as health care and education, presumably because of the belief that attitude change will lead to behaviour change of course, things are not quite as simple as that and it is necessary to explore the theoretical research in the social psychology of attitudes in order to develop a clearer understanding.

The study of attitudes has interested sport and exercise scientists for quite a long time although the initial research efforts were primarily descriptive.

For example, Kenyon (1968) in his widely cited research, developed the attitudes towards physical activity (ATPA) inventory in which he identified six sub-domains. These domains reflected Kenyon’s belief that physical activity could be reduced to more specific components based on their "perceived instrumentality.

Simplified diagram of the three component view of attitudes. (Adapted from Havland and Rosenberg (1960).)

Functionally speaking, an attitude is not a response but more or less a persistent set to respond in a given way to a situation. It is an organised and consistent manner of thinking, feeling and reacting with regard to any event in surrounding. The pressures, forces and dynamics of one's surroundings are therefore, contributory to the developments of attitude, which in turn gives a shape to one's behaviour. The soundness of healthy attitude will largely depend upon the social, cultural and economic status and education of person living in a society.\textsuperscript{25}

An attitude is directed toward an object. The object of the attitude may be of any kind - a policy, person, group, event, abstract entity (such are freedom or God) or material object.

\textbf{A schematic conception of attitudes:}

\begin{tabular}{|c|c|c|}
\hline
Stimuli (observed events or symbolic representation of events) relating to attitude objects (individual, situations, social issues, social groups, etc.) & Affect & Behavioural indices of cognitive processes verbal statements of beliefs. \\
\hline
Attitudes & Cognitions & Physiological indices of emotional reaction verbal statements of affect. \\
\hline
Action tendencies & & Over actions verbal statements concerning action. \\
\hline
\end{tabular}

An attitude is a positive or negative tendency in relation to an object. An attitude varies in degree from being extremely unfavourable. One which is neither for nor against something is neutral. An attitude which include both positive and negative tendencies is Ambivalent.

An attitude is a tendency to react in a certain way, a readiness or disposition to have certain positive or negative reactions aroused in relation to the object.\(^{26}\)

An attitude may be defined as a tendency to react favourably or unfavourably toward a designated dam of stimuli, such as a national or social group, a customs or an institution. It is evident that, when so defined, attitudes cannot be directly observed, but must be inferred from overt behaviour, both verbal and nonverbal. In actual practice, the term "attitude" has been most frequently associated with social stimuli and with emotionally toned responses.\(^{27}\)

1.3 FACTORS AFFECTING ATTITUDE :

1] **Grading** :- The individuals getting the best grades would be those students most nearly achieving objectives, which have been listed as desirable goals for the course. In physical education the physical, motor, mental, and human relations objectives would all be kept in mind.


A further recommendation is that, as far as possible, the degree to which desired objectives are achieved should be determined objectively rather than subjectively. This means that wherever possible scientific evaluation and measurement techniques should be utilized. Since there is a dearth of such techniques, some subjective judgements will have to be made.

The grade in physical education should be an accurate reflection of how well the pupil has achieved the objectives. It is suggested that the following points be considered in grading:

(a) The system for reporting grades should conform to the system generally used by the school as a whole

(b) Basis for the grade:
   50%, Achievement of physical skill and activity.
   30%, Specific health and social qualities.
   20%, Knowledge of rules and techniques.

An 'A' student is superior in that he:

(a) Is keenly enthusiastic. Persists industriously at his tasks.

(b) Acts intelligently on his own initiative.

(c) Shows positive-leadership.

(d) Carries out responsibilities faithfully and honestly.

(e) Displays superior general ability and form.

(f) Is well liked by most of his fellow students, tactful to those in authority and to those he leads.

(g) Is a gracious winner and a good-leader and encourages the same in others.
A 'B' student is excellent in that he:

(a) Is usually enthusiastic and generally industrious.
(b) Cooperates well with leaders.
(c) Follows directions intelligently without much help.
(d) Generally carries out his share of group activity.
(e) Has good general ability and form.
(f) Has few enemies and gets along well with others.
(g) Seldom displays poor sportsmanship.

A 'C' student is average in that he:

(a) Is passive as a rule. Willing to do as told.
(b) Is not outstanding in understanding. A little slow at times.
(c) Usually cooperates. Never assumes leadership.
(d) Will work with assistance.
(e) Have some friends and some enemies but none outstanding.
(f) Has fair ability. Learns slowly at times.
(g) "Displays-poor sportsmanship occasionally.

'A 'D' student is below average-in that he:

(a) Is disinterested and reticent. Tends to avoid work.
(b) Does not understand directions. Makes frequent errors.
(c) Must be led and watched.
(d) Will avoid responsibility frequently.
(e) Have poor ability and little form. A slow learner.
(f) Tends to be reclusive or unsociable.
(g) Is poor in skill, either has no skill or won't use it.
In the field of physical education and sports no athlete can win the condition of an environment. Right attitude and interests are as important to education as a steady steering car. It is important to know how children develop physically because physical development influence children’s behaviour directly by determining what they can do directly by influencing their attitude towards self and others.

Attitudes are the dynamics of human action. Unless people have favourable attitudes and interests towards what they set out to learn, they cannot drive full benefit out of what is being taught. The development of healthy, favourable attitudes is itself a phase of education.

Indian society is very complex with various social groups; diversified with the backgrounds of religion, religious languages, culture, status etc. all those have different impact on attitude towards physical education.

In view of the above discussion a need to objectively access the attitude and achievement among the students is felt by the present researcher.

The role of education in its varied dimension is very important in the life of human beings. Education has different aspects to carry with the educational schedule. The development and maintenance of various allied aspects of education may prove very much important because they have their own purpose and identity to
the concept of overall development of a child. Each educational system and educationists refer to the overall development of child, which may be denoted as: mental development (Cognitive development), physical and physiological development (Non-Cognitive development), social development, intellectual development, spiritual and economical development etc.

In the present day, all individuals feel the importance of educational values in their life. In the process of education, many people who follow the concept of education. They feel that literacy and theoretical knowledge is the only channel of education, whereas, education includes the mental, physical, social, spiritual, intellectual and economical etc., dimension to the process of learning the education.

Education means the modification in behaviour. The statement refers to the various alterations and modification, which may be conducted with the help of education, environment, teaching or training. Education may only be achieved, when the various systems are engaged and involved in a coordinative and systematic form. The educational concept of all round development of a human being refers to various dimensions in which the physical dimension plays an important role to provide practical shape to the education process.

Each child should be well equipped to release the full genetic potential through a well-designed educational programme. In
this regard, various educational planners and educationists are of the view that a comprehensive education plan should be implemented. Therefore, the central idea, of child development should be in a manner which aims at enabling the child to attain the goals in reference to health, high degree of physical fitness and all round development by improving all of his physical, mental, social, emotional and spiritual faculties.

Education is considered not merely as a vast resource of knowledge, but as a source of human development in all aspects, adding to the highest achievements by all round development of the child to his full potentials of body, intellect mind and soul. An educated individual is physically fit, mentally alert, intellectually sharp, emotionally balanced, socially well adjusted and spiritually stable. Physical well-being is an important factor for an individual. The present concept of physical well being is not only freedom from disease but also to maintain enough strength, ability, flexibility, endurance, skill to meet the demands of daily life and sufficient reserve to withstand stress and strain following healthy life style.

In National Educational Policy[^28] – 1986, further reserved the detailed theme, regarding physical education and sports for proper placing in the educational programme for various level of education. Keeping in view the importance of physical education and

sports along with physical fitness, the Policy explained it as “Sports and Physical Education”. It is an integral part of the learning process and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the education edifice. The infrastructure will consist of play fields, equipment, coaches and teachers of physical education, as part of the school improvement programme. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports-related studies along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games.

The state agenda\textsuperscript{29} of Government of National Capital Territory of Delhi for development of physical education also stated that, a comprehensive educational plan must be centered around the child in a manner, which should aim at enabling the child to attain good health, high degree of fitness and all round development by improving all of his physical, mental, social, emotional and spiritual faculties. However, till date, it is observed that education in restricted mainly to the mental faculty with little emphasis on the other aspects of human development.

\textsuperscript{29}`State Agenda of GNCT of Delhi for Promotion of Sports and Development of Physical Education", (Delhi : Dept. of Education, Publication, GNCT, 1997) p. 01.
Delhi state Agenda, stated that, the physical education enables the students to achieve a state of physical, mental and social well being. Furthermore, it has been a well-established fact that physical education programme improves one's health, physical fitness and work efficiency. It serves as a means of beneficial recreation, strengthens, social harmony and discipline. The need of every child, irrespective of age and sex should be developed to good standard of physical health, which would help him for better performance in all areas.

As efforts have been made by the Government of India and the State Government in respect to physical fitness programme under physical education and sports promotion campaign, the educationists and planners are of this opinion that sound body contains a sound mind. So, various programmes may be initiated to maintain the concept. The effect of physical fitness on fitness of opinions of various educationists. The physical education and fitness programme are also useful for various purposes— for overall development of a child and also to protect the child from boredom during the educational tenure. The participation in physical fitness programme may probably contribute for their academic excellence.

Physical fitness is a basic requirement for good programme in various achievements. It should not be forgotten that man is an individual unit, wherein all parts act and react as an integrated whole i.e. we cannot possibly divide him into different
components. Numerous researchers in this connection have related physical traits to the total effectiveness of the individual physically, mentally, psychologically and socially. Medical authorities have universally emphasized that in order to maintain a sound mind throughout one's life, physical activity is a must. Nutritionists advice exercise for weight control, psychologists insist that strong person tend to be socially and psychologically well adjusted, while weaker ones show tendencies towards social deficiency, inferiority complex and other symptoms of such mal-adjustments. Physical educators of organic integrity, which again is an entirely complex matter as we know that gross components of the physical, mental and psychological are not only integrated in innumerable combinations but separately as well as in combinations are affected fundamentally by a number of their influences.

The essential organic ingredients of physical fitness include muscular power, endurance, strengths, flexibility, cardiovascular fitness and neuromuscular co-ordination. The human body is built for movement and vigorous activity and not for rest. It functions more efficiently, when it is active.

Physical fitness increases academic performance, assertiveness, confidence, emotional stability, independence, memory, perception, body image, self-control, work efficiency, hostility, psychotic behaviour, tension, and work errors. AAHPERD defines fitness on "a state, which characterizes the degree to which a
person is able to function efficiently. Fitness is an individual matter. It implies the ability of each person to live most effectively within his potentialities. Ability to function depends upon the physical, mental, emotional, social and spiritual components of fitness, all of which are related to each other and are mutually interdependent.

Thus, every person has some idea of physical fitness though the concept of physical fitness may not be clear to him. Not only people of present age but even those of the ancient times were well aware of the importance of physical fitness. Ancient people did not have any systematic approach or programme to develop physical fitness. Yet they were used to keeping themselves fit by participating in myriad activities involving jumping, running, throwing etc. These activities not only keep them fit but also enables them to meet the requirements of their primitive life. There were occasions when the ancient man had to run at a considerable speed to save himself from the wild beasts and in the process of running and movement he had to jump over bushes and ditches to perform those life saving skills efficiently. There was hardly any other way to keep himself physically fit. Only fit individuals would survive. Surrounded by natural boundaries and unfriendly animals and plants, man believed in the key to survival.

As a primitive objective of physical education is the attainment of total fitness, it has overwhelming implication on the growth and development of youth. A child, who is fit, enjoys robust
health, a good-looking physique, a satisfactory level of social and emotional adjustment and proficiency in the basic skill of movement. (Mathews 1978).\(^\text{30}\)

Lorine (1978)\(^\text{31}\) states that physical fitness is that condition of the body which will permit the youngster to maintain good health, respond favorably to physical efforts and physical stress, enjoy the sensation of his/her own body, and function to an optimal mental and physical level.

Physical fitness in the words of Clarke\(^\text{32}\) is considered as the ability to carry out daily tasks with vigor and alertness without undue fatigue, and with ample energy to enjoy, leisure time permits and to meet unforeseen emergencies.

Today almost every nation in the world attaches great significance to the development of sports in order to improve the nation’s health and for the well being of the future generation. Certain nations like former GDR and USSR, has tried to project the superiority of their political ideology and social system through the field of sports. Like them, India is also trying to attain such level of performance in various sports.

---


\(^{32}\)H. Harrison Clarke, "More on the Physical Fitness Definition", Physical Fitness Newsletter, 25, 1979, 7.
There is tremendous awakening regarding the value of physical fitness for better performance in almost all the games. This is the outcome of the research undertaken by the scientists and physical educators during the last three decades. It is an accepted fact that a fit player is likely to perform better, have less injuries, play with more confidence and will be consistent in his efforts than an unfit or less fit player.

The reasons why people begin exercise programme are many and varied. They depend on the particular needs and interest that change from time to time. An individual may simply want to get into shape or back into shape. Maybe the person does not like the way he or she looks in front of a mirror.

Fitness is a broad term denoting dynamic qualities that allows us to satisfy our needs regarding mental and emotional stability, social consciousness and adaptability, and spiritual and moral fiber and organic health consistent with our heredity.

Physical fitness means that the organic system of the body is healthy and functions efficiently so as to enable the fit person to engage in vigorous tasks and leisure activities. Beyond organic development, muscular strength, and stamina, physical fitness implies efficient performance in exercise or work and a reasonable measure of motor skill in the performance of selected physical activities.
The same degree of physical fitness is not essential for everyone. It depends on the factors such as the tasks you must perform and your potential for physical efforts. Physical fitness varies with the individual and with the demands and requirements of specific tasks and also according to the circumstances of a person at different times in his life. Because no set standard of physical fitness applies to all people, an optimal level depends on your age, sex, body type, vocation, or physical limitations such as those associated with diabetes or asthma.

Physical fitness is not entirely dependent on exercise. Desirable health practices also play an important role. The role to physical fitness includes proper medical care, the right kind of food in the right amounts, good oral hygiene, appropriate physical activity adopted to our individual needs, satisfying work and study, healthy play and recreation, and proper amounts of rest and relaxation.

Physical fitness is not entirely dependent on exercise. Practically anyone can improve his fitness status, but physical activity is essential to achieving physical fitness. Physical fitness cannot be store up. It requires daily attention.

To be successful in a higher educational experience, an optimal level of fitness is necessary. Physical ailments and emotional depression or a lack of stamina that detract from mental efforts are drains on the student and can result in decreased functioning or failure in school or college.
A philosopher Duran advised, "Health is mostly within each person's will. In many cases sickness is a crime. We have done something physiologically foolish, and nature is being hard put to it to repair our mistakes. The pain we endure is the tuition we pay for our instruction in living."

Fitness is not developed in a day or in one easy lesson. It takes time and hard work. If you have overlooked this essential to success, a good start would be to determine the contribution that physical fitness can make to you as a school student.

Many school students live a sedentary existence and gear their exercise to the demands of everyday life. Because the physiological demands of today's society are relatively easy, little activity is experienced. Because of this lack of activity, body processes may deteriorate. Medical problems such as coronary heart disease, hypertension, obesity, lower back pain, and insufficient rest may be directly or indirectly linked with a lack of physical fitness activity.

The benefits of physical fitness are well documented. Research since the late 1960's has focused on the benefits that result from a vigorous programme. It has been found that individuals, who adhere to the requirements for exercise behaviour specified by

---

the American College of Sports Medicine in 1990, achieve dramatic changes in their physical fitness status under the health people 2000. National Health Promotion and Disease Prevention objectives text stated very clearly in its physical activity and fitness section that a number of significant benefits are associated with physical activity.

Seefedt and Vogel in their text entitled, the value of physical activity, provide a host of statements on the value of physical activity for school age children. Their statements support twenty outcomes that can be obtained through our appropriately designed programme of physical activity. The statements cover six areas:

- Motor skill Acquisition.
- Physical growth and maturation.
- Skilled performance and health-related fitness.
- Neuromuscular function and academic achievement.
- Mental, social and moral development.
- Special conditions on aging and activity

The twenty outcomes are listed as follows:

Benefits of participation in appropriate kind and amounts of fitness activity.

- Promotes changes in brain structure and functioning of infants and young children. Sensory stimulation through physical activity is essential for the optimal growth and development of the young nervous system.
- Promotes early cognitive function through limitation, symbolic play, the development of language, and the use of symbols.
- Amity in the development and refinement of perceptual abilities involving vision balance and tactile sensations.
- Enhance the function of the Central nervous system through the promotion of a healthier neuronal network.
- Aids the development of cognition through opportunities of develop learning strategies, decision-making, acquiring, retrieving and integrating information and solving problems.
- Fortifies the mineralization of the skeleton and promotes the maintenance of loan deposition of fat.
- Leads to proficiency in the neuromuscular skills that are the basis for successful participation in games, dances, sports and leisure activities.
- Is an important regulator of obesity because it increases energy expenditure, suppresses - appetite, increase metabolic rate, and increases the lean body mass.
- Improves aerobic fitness, muscle endurance, muscle power, and muscle strength.
- Is an effective deterrent to coronary heart disease due to its effects on blood lipids, blood pressure, obesity and capacity for physical work.
- Improves cardiac function as indicated by an increased stroke volume, cardiac output, blood volume, and total hemoglobin
• Is associated with a reduction in atherosclerotic disease.

• Promotes a more positive attitude towards physical activity and leads to a more active lifestyle during unscheduled leisure time.

• Enhances self-concept as self-esteem and indicated by increased confidence, assertiveness, emotional stability, independence and self-control.

• Is a major force in the socializing of individuals during later childhood and adolescence.

• Is instrumental in the development and growth of moral reasoning, problem solving, creativity, and social competence.

• Is an effective deterrent to mental illness and the alleviation of mental stress.

• Improves the psychological and physiological functions of mentally and physically handicapped individuals.

• Deters the depletion of bone mineral and lean body tissue in the elderly individuals.

• Prevents the onset of some disease and postpones the debilitating effects of old age.

Barrette (1974) mention that, “Evidence is mounting that physically fit persons live longer have better performance records, and participate more fully in life than those who are unfit”.

Different studies are also mentioned and presented as the reference, relevant to the present study. Hanford\textsuperscript{35}, 1974 who studied about the impact of athletic participation at the college level, however, presented a mixed conflicting picture. Some studies show that college athletes have higher grade point averages and better chances of graduating than non-athletes. Other indicate just the opposite: athletes are poor students. Thus, a review of some studies had led to the conclusion, “that college athletes as a group tend on the average to beat their academic predictions and to have higher persistence (to graduation) rate than students who are engaged in intercollegiate sports”.

A more recent study however casts doubt on this conclusion. After analyzing more than 2000 athletes over ten years at major universities sociologists – Deam Purdy, Stanley Eitzen, and Rick Hufnagel, (1982)\textsuperscript{36} found that athletes entered the university with poor academic backgrounds, received lower grade, and were less likely to graduate than the general student population. Scholarship athletes and participants in the revenue producing sports of football and basketball had the poorest academic potential and performance, primarily because they were under tremendous pressures to win at


the expense of their schoolwork. But athletes in non-revenue sports as well as female athletes had the same scholastic achievement as their non-athlete peers.

Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge. Academic achievement refers to the progress a child makes in school measured by scores or achievement tests, promotion from grade to grade and development of proper attitude.

The attainment ability degree of competence in school tasks usually is measured by standardized tests and expressed in age or grade units based on norms derived from a wide sampling of pupils’ performance.

In other words, it is the percentage of aggregate marks scored at the annual examination in the subjects offered by a student for the said examination. “Achievement is the change in ability attributable to one’s activity”. Academic achievement will therefore mean the acquisition of knowledge, skill and aptitudes, which a person is supposed to gain as a consequence of formal instruction in an academic subject, such as English, Math, Hindi, etc.

Attitude and aptitudes, interest, and abilities, innate or acquired, have their significant roles to play in life. Attitude has two basic characteristics – valence and intensity. Valence can be either positive, which is the representation of favorable attitude, or negative representing an unfavorable attitude. Intensity is the strength or
weakness depending upon the variance from high to low degree. They have been described as the effective side of men's nature, which results from his inner urges, his desires, his training and the particular environment in which a person lives and grows. "Attitudes affect the entire person, his well being, his thinking, his emotions, and his behaviour as influenced by his feeling tones."  

Attitude puts great influence upon behaviour and determines the direction of it. Hence their impact is more forceful on action than upon knowledge. They provide various shades of colours to the texture rather than affect the wisdom.

Moreover the measurement of attitude and opinions has become a vital part of the educational system. "The use of opinion and attitude measurement in education has become very widespread. It helps all concerned, pupils, parents, classroom teachers, physical education teacher, guidance personnel and administrators within the school system."

The need for measuring the attitude can never be over emphasized and the measurement of attitudes of students towards physical education has become a dire necessity under the present circumstances.

In the field of physical education no athlete/player can win the condition on environment. Right/positive attitude and interest

---

are as important to education as a steady steering to a car. It is important to know how children develop physically because physical development influence children’s behaviour directly by determining what they can do directly by influencing their attitude towards self and others.

Clearly people are not born with attitude, and just as clearly, we all have attitudes toward people and events with which we have had no experience. Finally attitudes are the dynamics of human action. Unless people have favourable attitude towards what set out to learn, they couldn't drive full benefit out of what is being taught. The development of healthy, favourable attitude is itself a phase of education.

Children are most affected by their peers. When they start school, they begin to spend more time with peers in the classroom, on the playground, and in other formal and informal groups. Peers supply the child with new information and present different ways to look at issues. This is itself would influence the child’s attitudes.

Parents influence their children’s attitudes in two ways. First, they use rewards and punishments. Children who voice the “right” attitudes are likely to get praise and smiles, while children who express the “wrong” attitudes are likely to be greeted with frowns and scolding. Parents are especially powerful sources of influence for children because they have almost total control over the reward and
punishment in their child’s world. Secondly parents are able to control the information that reaches their children. Many parents decide which work/activity and books their children will do and read.

A survey conducted by Opinion Research Corporation International of Princeton, NJ, for the National Association for Sport and Physical Education. Major findings of survey regarding the attitudes were:

- Nearly eight in ten (79%) parents feel that their own attitudes towards physical activity will in turn affect their child’s attitude towards physical activity.

- Parents who are more affluent (household income of $50K or more) are more likely to agree (86%) their attitudes affect their child’s when it comes to physical activity than those parents (67%) in less affluent households (under $25K).

- Nearly the same eight in ten (77%) parents feel that their attitudes towards physical education will in turn affect their child’s attitude towards physical education.

Indian society is very complex with various social groups; diversified with the backgrounds of region, religion, languages, culture, social status etc. all these have different impact on attitude towards physical education.
Attitude towards physical activity in advance countries of the world is evidently clear from the work of researchers in field. But in India, things are much different. The attitude towards physical education is greatly decided by the parents. Here in this country the parents generally guard the life and working up of their teenage children after which a little relaxation in their thinking is granted to them. Mostly Indian parents, instead, think of physical education as a necessity for the development. But this ideology of the parents does affect the attitude of the persons towards physical education. In order to answer the question raised above, as regards physical education, it is proposed to investigate these aspects in the present study. In view of above discussion there is a need to objectively access the physical fitness, attitude and academic achievement among the students.

1.4 STATEMENT OF THE PROBLEM

A number of studies have been conducted on relationship between physical fitness and academic achievement of the students. The purpose of the study in hand is to verify the influence of academic achievement and attitude towards physical education, and relationship between academic achievement and attitude towards physical education.
Hence the problem for the present study can be stated as:

The present researcher has been the student of Higher Secondary School in Maharashtra and was a regular participant of physical education and sports programme. As Higher Secondary Student's in Maharashtra belong to various social status viz. rich, middle and poor economical classes, so their aim of life also differs accordingly rich families student's have their aim to become doctors and engineers, hence they take more interest in academic activities. They like to attend tuitions for mathematics, physics, chemistry and so on, Instead of going to the playground for participation in games and sports activities. But it cannot be the situation with all the students. Hence to know whether they voluntarily take part in games and sports or they are enforced to do so by the concerned authorities has become the grave concern for the present researcher.

With this in view and to find out the answers of different questions in researchers mind regarding student's academic achievement and their attitude towards participation in physical education and sports programmes, the present researcher has taken this study for investigation and stated the problem as under-

"A STUDY OF THE HIGHER SECONDARY STUDENT'S ACADEMIC ACHIEVEMENT AND THEIR ATTITUDE TOWARDS PHYSICAL EDUCATION AND SPORTS IN MAHARASHTRA".
1.5 OBJECTIVES OF THE STUDY

The present study was intended:

1.1 To construct an academic achievement format for students to collect information regarding academic achievement in the opinionnaire.

1.2 To construct the attitude scale (opinionnaire) for measuring the attitude of students towards the physical education and sports.

1.3 To prepare an interview schedule for experts in related to collect information.

1.4 To study the attitude of the students towards physical education and sports.

1.6 HYPOTHESES

1.1 Students with good, average and poor achievement do not differ significantly in respect to their attitude towards physical education and sports.

1.2 Students of different streams viz. science, commerce and Arts will not differ significantly with respect to their attitude towards physical education and sports.

1.3 The sportsman and non-sportsman students will differ significantly with respect to their attitude towards participation in physical education and sports programme.
1.7 DEFINITION OF THE TERMS

Academic Achievement -

The academic achievement is greatly known as the academic performance attained during the previous year in terms of the total marks obtained. The academic achievement is very important aspect and dimension, which require special attention to the student of various classes. The attachment of academic achievement is also lesson as the academic evaluation or assessment of the academic proficiency. The term of “Academic Achievement” is also defined by following some educationist, educational profession experts and researches of various educational areas.

According to Chaplin (1968)\(^\text{38}\), defined on the dictionary of psychology as “Educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by teacher by standardized tests or by combination of both”.

In border sense, it may be explained as, “All changes is the academic level of students is the academic achievement”. In the present investigation academic achievement has operationally defined as the marks obtained by the senior secondary students in their previous year examination.

The knowledge attained or skills developed in school subject, usually designed by the test scores, or by marks assigned by teachers or by both.

**Attitude -**

An attitude may be defined as a relatively lasting tendency to react to a person, object, or event in a particular way. This reaction includes three point components: cognitive, affective and behavioural tendencies.

Attitude "denotes a functional state of readiness which determines the organism to react in a characteristic way to certain stimuli or stimulus situation."^39

**Sports -**

"Lay defines sports as "A game occurrence as an institution and as a social situation or social system"^40.

In the present research the researcher means by sports as the sports activities conducted in Higher Secondary Schools in Maharashtra.

**Opinion -**

"As defined in fundamentals of educational research "What a person says about his attitude towards some phenomenon."

---


Attitude is estimated from his statement made about his option.  

Programme -

"The programme is a package of service information both that is intended to produce a practical result. In present research the programmes means physical education and sports programmes run in the Higher Secondary schools in Maharashtra." 

Higher Secondary Students -

In the present research Higher Secondary students means students studying in 11th and 12th classes of Higher Secondary Schools of Maharashtra.

Physical Education -

"Physical education is an integral part of total education process in a field of endeavour which has its aim in the development of physically, mentally, emotionally and socially fit citizen through the medium and physical activities which has been selected with a view to realize these outcomes".

---

1.8 DELIMITATIONS OF THE STUDY

- The present study was confined to higher secondary school level students of Maharashtra State viz. students of XIth and XIIth standard only.
- Students ranging between 15-18 years were selected for the study
- The present study were delimited to 70 schools equally selected randomly basis from different districts of Maharashtra.
- The present study was further delimited to 700 students (Male and Female) equally selected at stratified random sampling basis 10 students from each school selected for study from Maharashtra State.

1.9 LIMITATIONS OF STUDY

- Age of the student’s was considered as per age-record available in the school.
- In case of attitude the authenticity of data were depended upon the honesty of the subjects and in case of academic achievement on their mark sheets of concerned examination collected from the students or school record.
- No motivational techniques were used which might have affected the results of the present study.

1.10 PURPOSE OF STUDY

The main purpose of the present research was to study the Higher Secondary Student’s Academic Achievement and their attitude towards physical education and sports in Maharashtra.
1.11 SIGNIFICANCE OF THE STUDY

This study would be significant in the following manner:

- This study would be helpful to enlighten the school authorities about the academic achievement and attitude of students towards participation in physical education and sports programmes of their schools.

- The finding of this study would be helpful to suggest a new programme as per interest and needs of students.

- This study would be helpful to the physical education teachers, instructors and related officers of games and sports to know the attitudes of their students towards the profession of physical education and to work accordingly.

- Attitude of Male and Female students, students of Science, Commerce and Arts Streams would be known to the authorities for further action.

- The study would be helpful in revitalizing the intramural programmes of the schools.

- It would be helpful in adding the additional sports in school programme