# CHAPTER 2
THEORETICAL ORIENTATION

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2.1 INTRODUCTION

Attitude is one of the most important factors in determining the quality of life or success of life. William James (1907)\(^1\) an American psychologist and philosopher stated that "human beings can alter their lives by altering their attitudes of mind." Attitude is a habitual way of thinking that can either lean towards an optimistic or pessimistic viewpoint. Attitudes are evaluations people that make about objects, ideas, events, or other people. Attitudes generally express positively or negatively. It is the science in psychology that deals with mental processes and behaviour. Attitude can be identified into three basic types: (1) attitude concerning to ourselves, (2) attitude concerning to others or objects, and (3) attitude towards life itself. The major part of one’s life concerns to the attitudes towards life. Fulfillment in attitudes can contribute to lead a satisfying and successful life or well-being life. Factors involved in having satisfying or successful life or well-being life are achievement of goals, physical and mental wellness, and self-esteem.

This chapter provides the theoretical orientation concerned to the attitude towards life and it’s relation to the participation in physical education activities.

2.2 ATTITUDE TOWARDS LIFE

2.2.1 Meaning of attitude

A variety of meaning has been developed in an attempt to conceptualize the term "attitude" both in theoretical and operational terms.

Jung (1921)\(^2\) described that attitude is a "readiness of the psyche to act or react in a certain way". The main definitions of attitude given by are as follow:

- Consciousness and the unconsciousness. "presence of two attitudes is extremely frequent, one conscious and the other unconscious. This means that consciousness has a constellation of contents different from that of the unconscious, a duality particularly evident in neurosis"
- Extroversion and introversion. This pair is so elementary to Jung's theory of types that he labeled them the "attitude-types".
Rational and irrational attitudes. The rational attitude subdivides into the thinking and feeling psychological functions, each with its attitude. The irrational attitude subdivides into the sensing and intuition psychological functions, each with its attitude.

Thurstone (1929) defined attitude as: "The degree of positive or negative effect associated with some psychological object". In psychology, attitude means any symbol phrase, slogan, person, institution, ideal, or idea toward which people can differ with respect to positive or negative effect. In short, attitude is the affect for or against a psychological object.

Lundberg (1929) denotes that “attitude” is the general set of the organism as a whole toward an object or a situation which calls for adjustment.

Bogardus (1931) defined that an attitude, roughly, is a residuum of experience, by which further activity is conditioned and controlled.

Warren (1934) stated that “attitude” is a condition of readiness for a certain type of activity.

Cantril (1934) mentioned that “attitude” is a more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way.

Allport (1935) gave the comprehensive definition of “attitude” that it is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related. He further stated that attitudes are private. It is formed and organized through experience. An attitude is not passive, but rather it exerts a dynamic or directive influence on behaviour. It is believed that attitude directly influence behaviour. Allport wrote that “the concept of attitude is probably the most distinctive and indispensable concept in contemporary American social psychology”.

Smith, Bruner, & White (1956), in his view, an attitude is a predisposition to experience, to be motivated by, and to act toward, a class of objects in a predictable manner.

Aggarwal (1964) summarized that “attitude” are likes and dislikes. There is no limited range of attitudes. It is a position toward outer objects, either for or against.
There are individual differences in attitudes. Attitudes are the basis of behaviour which integrated into an organized system. Attitude toward an object is not necessarily based on its utility. Attitude is always a subject-object relationship.

Bem (1970)\textsuperscript{11} gave the short definition that attitudes are likes and dislikes.

Anderson (1983)\textsuperscript{12} stated that “attitudes” are part of the brain’s associative networks, the spider-like structures residing in long term memory that consist of affective and cognitive nodes linked through associative pathways. He suggests that the inter-structural composition of an associative network can be altered by the activation of a single node. Thus, by activating an affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be intertwined. In primarily affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change. (Anderson: 1983)\textsuperscript{13}

Fazio (1986)\textsuperscript{14} defined that attitudes are summary judgments of an objector event which aid individuals in structuring their complex social environments.

Breckler and Wiggins (1992)\textsuperscript{15} defined “attitude” as mental and neural representations, organized through experience, exerting a directive or dynamic influence on behaviour”. Attitudes are functions of cognitive, affective and conative components.

Eagly & Chaiken (1995)\textsuperscript{16} mentioned that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour.

Exforsys Inc. (2007)\textsuperscript{17} explained that attitudes express the likes and dislikes towards particular people, things, and occurrences. Attitudes can be positive, negative, or neutral. It is also common to have more than one of these feelings towards something. Attitudes are typically derived from judgments, which everyone makes. In psychology, it is believed that attitudes are rooted in an ABC approach: that is, affective, behavioral change, and cognitive. The affective response to something is a physiological response to a particular stimulus that effectively expresses that person’s preference. The behavioral component is that individual’s verbal indication of what they intend to do.

Wikipedia the free encyclopedia (2010)\textsuperscript{18} defines that an attitude is a hypothetical construct that represents an individual’s degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event. People
can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes. Attitudes are composed from various forms of judgments. They develop on the ABC model (affective, behavior, and cognitive). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

Dewey (2010)\textsuperscript{19} gave some definitions of attitude proposed by various social psychologists as follow:

- An attitude is a positive or negative orientation toward a target.
- An attitude is a disposition to respond in a favorable or unfavorable manner to given objects.
- Attitude is not just a neutral stance; it is a value judgment, favorable or unfavorable, for or against.
- Attitudes are innate. They belong to that domain of human motivation variously studied under the labels of "Social drives", "Social needs", "Social orientation" and the like. It is assumed that the appearance of an attitude is dependent on learning.
- Attitudes are not temporary states but are more or less enduring once they are formed. Attitudes do change; but once formed they acquire a regulatory function such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism or with every first-noticeable variation in the stimulus conditions. Attitudes always imply a relationship between the person and objects.
- Attitude is the relationship between person and object. It is not neutral but has motivational affective properties. These properties derive from the context of highly significant social interaction in which many attitudes are formed, from the fact that the objects are not neutral for other participants, and from the fact that the self, as it develops, acquires positive value for the person. Therefore, the linkage between self and the social environment is seldom neutral.
- Attitude is the subject-object relationship in accomplished through the formation of categories both differentiating between the objects and between the people's
positive or negative relation to objects in the various categories. The reference of attitudes constitutes a set that may range, theoretically from one to a large number of objects. However, in actually the formation of a positive or negative stand toward one object usually implies differential attachment to others in the same domain*

♦ Attitude is the mental or neural state of readiness organized through experience, expecting a directive or dynamic influence upon the individual's response to all projects and situation with which it is related.

♦ Attitude is the sum total of man's inclination and feeling, prejudice or bias, preconceived motions, ideas, fears, treats and conviction about any specific topic.

♦ Attitude means feeling of favourableness or unfavourableness the sum total of man's inclination towards some groups, institutions or situations.

♦ Attitude is an implicit, drive producing response considered socially significant in the individual.

♦ Attitude is a disposition whether a person has to favour or not to favour a type of social object or social action.

♦ Attitude is a mental set to response to a situation with a proper reaction. Whereas set may be temporary matters, attitude is more or less stable.

♦ Attitude is acquired and relatively fixed tendency to react in a given way in relation to other persons or things.

♦ Attitude is a positional readiness to respond to certain situation, persons or objects in a consistent manner which has been learn and has become one's typical mode of response.

♦ Attitude is a personal disposition common to individuals, but possessed to different degrees, which impels them to react to objects, situations, or propositions in ways that can be called favourable or unfavourable.

♦ Attitude is a tendency to respond positively or negatively to other people, to decisions, to institutions and to organizations.

♦ Attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to asocial objects.
From the definition of attitude mentioned above, it can be concluded that attitude means feeling of favorableness or unfavorableness the sum total of man’s inclination or the individual response to all types of social object or social action towards situation to which it is related. Attitude is a mental state relative to personals believe and disposition common to individuals, but possessed to different degrees, which impels to react to objects, situations or propositions in ways of entire life. It is a tendency to respond positively or negatively to other people, to decisions, to institutions and organizations. Attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to social objects, ideas, events or other people.

2.2.2 Meaning of life

Life is a characteristic that distinguishes objects that have signaling and self-sustaining processes (i.e., living organisms) from those that do not, either because such functions have ceased (death), or else because they lack such functions and are classified as inanimate. It is the way a person lives to ones own ability. Accurate and reliable dictionary (2011) gives various definition of “life” as follow:

- The state of being which begins with generation, birth, or germination, and ends with death; also, the time during which this state continues; that state of an animal or plant in which all or any of its organs are capable of performing all or any of their functions; used of all animal and vegetable organisms.

- The union of the soul and body; also, the duration of their union; sometimes, the deathless quality or existence of the soul; as, man is a creature having an immortal life.

- The potential principle, or force, by which the organs of animals and plants are started and continued in the performance of their several and cooperative functions; the vital force, whether regarded as physical or spiritual.

- Figuratively: The potential or animating principle, also, the period of duration, of anything that is conceived of as resembling a natural organism in structure or functions; as, the life of a state, a machine, or a book; authority is the life of government.

- A certain way or manner of living with respect to conditions, circumstances, character, conduct, occupation, etc.; hence, human affairs; also, lives,
considered collectively, as a distinct class or type; as, low life; a good or evil, or of miners.

♦ A characteristic state or mode of living; "social life"; "city life"; "real life"
♦ The period between birth and the present.

The free dictionary (2011)\textsuperscript{21} states the meaning of "life" as follow:

♦ The property or quality that distinguishes living organisms from dead organisms and inanimate matter, manifested in functions such as metabolism, growth, reproduction, and response to stimuli or adaptation to the environment originating from within the organism, and the characteristic state or condition of a living organism.
♦ The physical, mental, and spiritual experiences that constitute existence (the artistic life of a writer)
♦ The interval of time between birth and death, the interval of time between one's birth and the present, a particular segment of one's life, and the period from an occurrence until death
♦ Something that actually exists regarded as a subject for an artist and the actual environment or reality; nature.

Daniel E. Koshland Jr. (2002)\textsuperscript{22} suggested that something could be considered “alive” if it meets the following seven conditions.

♦ Living things must have a programme to make copies of themselves from generation to generation. This programme would describe both the parts that make up the organisms and the processes that occur between the various parts. These processes are of course the metabolic reactions that take place in a living thing allowing it to function over time. In most living systems, the programme of life is encoded in DNA.

♦ Life adapts and evolves in step with external changes in the environment. This process is directly connected to life’s programme through mutation and natural selection. This condition allows life-forms to be optimized for gradual changes in the environment.

♦ Organisms tend to be complex, highly organized, and most importantly have compartmentalized structures. Chemicals found within their bodies are synthesized through metabolic processes into structures that have specific purposes. Cells and their various organelles are examples of such structures. Cells are also the basic functioning unit
of life. In multi-cellular organisms, cells are often organized into organs to create higher levels of complexity and function.

- Living creatures respond to environmental stimuli through feedback mechanisms. Cues from the environment can cause organisms to react through behaviour, metabolism, and physiological change. Further, responses to stimuli generally act to increase a creature's chance for day-to-day survival.

Heylighen, F. (2011)\textsuperscript{23} denotes that life means the human being here on earth. It can be generalized to include life as a particular type of organization and development characterizing biological organisms, and even more universally as organization and development in general. According to him the point of life is happiness. All the people are trying to find happiness by earning money or fame or getting married. The point of life is to stay as happy as possible in any given circumstance and to create a better tomorrow. The meaning of life is to grow physically, mentally and spiritually. It's about traveling down different paths of life and making decisions. Everyone has their own meaning and their own perception of life.

Britannica says it's the sequence of physical and mental experiences that make up the existence of an individual, one or more aspects of the process of living, or a way or manner of living. The meaning of life is to live life and to make life meaningful.

From the definition of life mentioned above, it can be concluded that “life” means the human being here on earth. It is a characteristic that distinguishes objects that have signaling and self-sustaining processes (i.e. living organisms) from those that do not, either because such functions have ceased (death), or else because they lack such functions and are classified as inanimate. life is the state of being which begins with generation, birth, or germination, and ends with death. It comprised of physical, mental, and spiritual which adapts and evolves in step with external changes in the environment. This process is directly connected to life’s programme through mutation and natural selection. Life can be generalized as a particular type of organization and development characterizing biological organisms, and even more universally as organization and development in general.

2.2.3 Meaning of attitude towards life

Attitude towards life means feeling of favorableness or unfavorableness
the sum total of the individual response to the life. It is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to human life. Attitudes are greatly influenced on human life. The point of attitude towards human life is to stay as happy as possible in any given circumstance and to create a better tomorrow. The meaning of life is to grow physically, mentally and spiritually. Everyone has their own meaning and their own perception of life. The meaning of life is to live life and to make life meaningful.

2.2.4 Importance of attitude towards life

Attitude towards life is very great. It makes a great difference in almost every one’s life. It offers great possibilities for successful achievement as well as failure in life. Attitudes aroused and developed for the better performance of a person. Efficiency results when a person is impelled by his attitude to start, continue, and complete a project rather than to avoid an unpleasant task. Thus, attitudes are considered as an important motivator of behaviour and affect all human values. (Crow and Crow :1969)

People must develop the right attitudes and must be encouraged to have feeling of favourableness of the positive attitude towards life. One who have positive attitude towards life will make deliberate choices of behaviour in harmony with their own and social betterment.

Anurag Aggarwal (2010) mentioned that positive attitude can do wonders. It can make possible what is seemingly impossible for the others. There is an intimate link between success & positive attitude. The mind is a machine of thoughts and ideas. If a person do not fills it up with positive, inspiring and motivating thoughts, it will turn into a jungle of negative thoughts. People with a negative attitude have a hard time keeping friendships, jobs and relationships. They create a negative environment at home and work and become a liability to society. There is something positive in every person and every situation. When anyone feels good within, his performance goes up, relationships improve both at home and at work. The world looks nicer.

There is a direct correlation between feeling and behaviour. Whenever people succeed in life, petty people will take cracks at them and try to pull them down. Therefore, if a person wants to succeed in the life, he should have a positive attitude and build up the confidence and to increase the self. Positive attitude is important to the social
status, health, work, and to challenge the obstacles. It brings more positive opportunities into the life. In a world that revolves around, a winning attitude can make a star in social network and the opportunity of a lifetime. It attracts successful people who share the same goals. A positive attitude will help body to heal faster from illness.

Noe, D.P. (2010) described that maintaining a positive attitude at work is not always easy to accomplish. If the majority of time one can maintain a positive attitude, it will help to manage those challenging and difficult situations at the workplace. One has to control and need to make the personal decision to look for the positive side of situations that occur in the workplace. Maintaining a positive attitude will help to pave the way for positive changes that need to occur. A positive attitude can guide everyone to look at solutions in a whole new light. Working in an environment with a positive attitude will increase productivity and job satisfaction and foster creativity. The importance of keeping a positive attitude at work can make the difference of having a successful career in a successful organization.

Pawan Kumar (2010) viewed that attitude is the state of mind with which we approach a task, a challenge, a person, love, life in general. Robert, E Hunter (2011) said that a winner is someone who is a positive-thinking. Winners are confronted with just as many problems in life as losers, but the difference is when a problem arises, a winner will take stock of the situation, put in place a plan for overcoming the problem, and implement their plan to deal with it. Most importantly, a winner is someone who is happy and counts themselves blessed for all of the gifts.

Zack Lim (2011) described that positive attitude is very important as it will make the life easier. In life, not everything goes as smoothly. There will be times of facing problems and obstacles. The most challenging part is not when the life goes smoothly but how problems and difficulties. Those who have positive attitude will treat any problem as a challenge. Instead of being discourage, they will treat each failure as a lesson learn and they will be motivated to achieve the goal. As for those who do not have the positive attitude, they will see problems and difficulties in an entirely different mind frame. Life itself is already hard, it will be much better if one have positive attitude which will make the life happier and easier. One who have a positive attitude towards everything, he will be happier. It is already proven that those who have a positive attitude will have a healthier body and they will live longer. People will generally prefer to mix around with people who has positive attitude as being
happy is very infectious. Everybody will be affected by the energy of positive attitude and they too will have a positive attitude.

Max Shapiro (2011) gives the opinion that in the current scenario, the real challenge in a workplace is to handle and overcome the obstacles and learn from hard and tough experiences. The problems can be tackled by a person only with positive attitude, with focused mind, and with efforts to overcome obstacles. A person with positive attitude can easily survive in many tough situations of life. The person with positive attitude will become a role of encouragement to others. Developing positive attitude helps in overcoming stress, increases self esteem, confidence, and makes a person more productive or dynamic. There are many advantages of positive attitude at workplace.

Creates A Positive Environment: In general, employers put effort to make their employees happy, keep their principles high, and strive to create a positive environment for them to work so that they can experience the benefits of higher productivity and as a result, higher profitability can be achieved.

Helps to Achieve Goals: If a person has positive attitude about achieving goals and success, they are more prone to take action in order to achieve it. Positive thinking is conspicuous in an achiever. Positive thinking with motivation helps in reaching different goals. It earns more benefits even after the goal is achieved.

Increases Productivity Levels: A positive attitude can be achieved by improving relationships with colleagues in positive way and remembering the job's "good side". By rethinking the "good side" of a job, it is possible to regenerate enthusiasm in it, which results in increase of productivity. Change of perception or thinking about something more positive, can remove stressful feelings. If stress is reduced among the employees, then better health can be achieved, as stress can have a serious negative impact on health. This results in less sick days, and better productivity.

Positive Attitude and Team Building: Many business leaders have an impression that promoting and instilling positive thinking in the workplace will help in team building. If ideas of members are encouraged and a positive attitude is taken up, team members will get along with one another more frequently, leading to fewer conflicts. At workplace, if a person is not positive, co-workers are not interested to be around him.
Therefore, if a person has positive attitude towards work and others around, then co-workers can feel that is a pleasant person to be around.

In conclusion, attitudes are greatly influenced on human life. The best way to develop a positive mental attitude is to surround oneself with optimists. Positive people have a magnetic influence which attracts help and support that assist them in achieving their goals. They have developed a ‘can do’ attitude and a resilient nature that propels them forward. One who begin with positive attitude thinking, one will develop a positive mental attitude that will greatly accelerate the future success. Positive attitude has an impact in the workplace. Therefore, being positive makes a person stronger, happier, and healthier. The power of positive thinking is crucial for happiness in life and a successful career. One will love to work more and achieve the goals at workplace more easily and faster with positive attitude.

2.2.5 Aspects of attitude towards life

Many common problems are caused by wrong attitudes. People see themselves as the center of the universe and judge everything as it relates to them. For the human being, it can be summarized the aspects of attitude towards life as follow.

Ron Kurtus (2000) states that factors involved in having satisfying attitudes towards life are that (1) enjoy life, (2) be accountable for well being, and (3) taking care of the whole person.

♦ Enjoy life:

One can have a happy life when he has enjoyment in life. Life is not enjoyable when one has taken the wrong path and slowly lost confidence. The days go by and they are years, and the years finally become the whole life. Therefore, one has to ensure to make the best of time in the life on this earth. One should have a positive outlook on what happens which will help to realize the life. It should be recognized that joy in life, and not the length of life, is the most important thing. The enjoyment of life is a state that allows someone to thrive and flourish. "It's a result of things going well and the cause of things going well. The people getting better in life and life is also feeling better. The following points are the behaviour of the people who enjoy life. (Peter Clemens: 2011)
• **Appreciate beauty.** Each day the people come across beauty in a number of shapes and forms. It’s a shame, then, that many people have become so accustomed to this beauty that it largely goes unappreciated. People who want to enjoy life are suggested to have positive looking at the things, plants, gadgets, and buildings around and taking a moment to appreciate what makes them so special and beauty.

• **Connect with nature.** Nature is an amazing healer for the stresses and strains of modern life. Eating lunch in the park, attending to a vegetable garden in backyard, or watching the sunset is just a few simple ideas for enjoyment the outdoors on a daily basis.

• **Laugh.** It is to remember that the most wasted of all days is one without laughter. The enjoyable people will never be too busy to laugh, or too serious to smile. They will make things as simple as possible, but not simpler.

• **Have simple pleasures.** The people who enjoy in life will spend time for a simple pleasure such as playing with pets or cooking a nice meal for the family. If the people take the time to appreciate these ordinary events, life becomes instantly more enjoyable.

• **Connect with people.** The relationships with people can give the happiness in life. Perhaps, then, the best way to enjoy the work more is not to get a raise or a promotion, but rather to build rewarding relationships with the co-workers. Participating in clubs, activities, and sports will increase the chances of meeting friends. Participating gives something to do instead of sitting bored at home and wallowing in self-pity.

• **Learn.** There is a strong link between learning and happiness. Given this, there is no excuse not to be stimulating the brain and learning something new each day.

• **Rethink the mornings and evenings.** The people who enjoy life will establish a routine in the morning and evening. For example, in the morning the people are rush to get out the door, they may choose to wake an hour earlier and spend the time working the homework or exercising. In the evening, consider spending some time just before bed reviewing the day or in meditation.

• **Celebrate successes.** Perhaps the people have successfully dealt with a difficult work or received a nice compliment for the work. These aren’t events worth throwing a party for, but why not take a moment to celebrate the success? Share the experience with someone else, or reward with a nice lunch, or just give a mental pat on the
back. So, enjoy feeling of success or proud is also the route to happiness and enjoyment in life.

- **Stop doing things that do not enjoy.** Make a list of the things that don’t give enjoyment, and try to stop doing them. If it’s not possible to stop, try to see the positive side of those things and find ways to make them entertaining.

- **Find a hobby or sports.** The people might take up collecting stamps or coins, or might learn more about photography or art for enjoyment of life. Singing is also a wonderful way to make life more enjoyable. Try to pick up some of favorite songs, learn the lyrics by heart, sing those songs for the better feeling, singing karaoke, taking some singing lessons or listening to music would make the life more interesting and more enjoyment. Play a sport can make the enjoyable life and make a healthy body leads to a healthy, happy mind, and happy life.

- **Appreciate the littlest things.** Whether it’s having a computer, having friends, having a good supply of food, a bed to sleep on, loving family, having a decent education or simply being born onto Earth, remember that these are the points of life to enjoy it.

- **Accountability:**

  Accountability is the product of an organization’s values and beliefs. It is about; what is important to them or the obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. It refers to the responsible behaviours for the state of human-being which every human being has the ability to choose in order to make the happiness, satisfaction, and success. Accountability depends on the free flow of appropriate information and on effective forums for discussion and cross-examination. (Gray: 1995)\(^{33}\) For accountable person, the thought process is about whether or not to justify the action, make an excuse for the behaviour, provide an apology or acknowledge shame for the results. Accountable person is considering to the person’s self-concept and their level of desirability to engage with others over the issue or task. It requires a balance between obedience, loyalty, and participation between all parties involved. (Scott and Lyman: 1968)\(^{34}\) It is a mind set that promotes the notion that each person in a workplace has a set of tasks and functions that define the
expectations of their role. Examples of some best practices for accountable person are as follow: (Eileen Dowse: 2011)

- Talk openly and regularly about the positive and negative consequences of the actions, performance, expectations and accountabilities
- Responsible for the production, behaviour and performance
- Evaluate the performance on a regular basis.
- Do not make excuses for mistake but try to improve the mistakes.
- Monitor the workforce to ensure all of the positive and negative consequences around accountability are perceived as real.

♦ Work on the whole person:

Work on the whole person refers to the ability of human being to combine the body, mind, and spirit to work together as a whole picture for the healthy life. One must remember that human being is made up of body, mind, heart and spirit. The part can’t be well unless the whole is well. One cannot separate these four parts. They all (body, mind, heart and spirit) have to work together. The attitude toward everything must take into account the whole person. It is difficult to enjoy life, if the body or spirit is unhealthy. Therefore, human being needs to earn a living in life. They are all part of the whole picture, and this must be part of the attitude toward life. (Dean, L. Forbes: 2010)

- The body represents health, goods and services. Taking care of the body is crucial to the personal growth and success simply. Without a healthy body, one becomes lethargic, lazy and unmotivated. As it relates to body, it is also important to understand the underlying symbol such as goods and services. If goods and services are below standard, have little value and meet the needs of no one, they are useless. In other words, taking care of the body does not just mean the physical body; but also that of the goods and services. These are also elements of the body. Organization that put in place a strategic focus on health, work-life balance and the importance of a healthier lifestyle continue to see increases year after year in productivity, efficiency and overall morale. No matter what else is going on in the economy, when the needs of the body are met, increases in almost every area is automatic. This is the reason it is so important not only to nurture and develop the body in positive ways but also help others to do the same.
• **The mind**: The truth is that it is extremely imperative for growth that focuses on tapping into and building the minds. Too often, people's true gifts and talents are overlooked because someone is following what it meant to be a guide as if it's the end of knowledge. Find out what other people are truly good at and then help them to cultivate an effort to create and distribute value to others in unique ways. Instead of telling people how to do something, simply relay on the results you are trying to achieve and then turn them loose to find the best ways to accomplish the task. Give them the mission, make sure that they buy and then refrain from policing their methods in how they achieve the goal.

• **The heart**: The heart is where the true passion lives; it is where the innermost desires are born. Countless people go about their lives every day wishing for the moment when they will get the opportunity to truly do what they are passionate about.

• **The spirit**: In order to make significant strides in the personal growth, it is to consider about the spirit. The spirit is where the conscience lives. This is the inner compass. The core values and beliefs are formed here. The spirit tells about what to do the right. It validates the choices; either they are aligned with the true beliefs or they are not. When the people make choices that are directed by their spirit, the results achieved will most certainly be greater by leaps and bounds. Just to be clear, the spirit does not necessarily have anything to do with the religious beliefs. It is more about making choices that come from the inner blueprint. The spirit is at the nucleus of body, mind and heart. Working together, they are more powerful than most can imagine.

Therefore, the work on whole person is to look at the people in their wider settings, as whole person, and understanding that good health is not just related to clinical matters but that it is affected by complex parts such as body, mind, heart, and spirit.

Remez Sasson (2011) describes that positive attitude towards life helps to cope more easily with the daily affairs of life. It brings optimism into life, and makes it easier to avoid worry and negative thinking. The positive attitude brings constructive changes into life, and makes happier, brighter and more successful. With a positive attitude one can see the bright side of life, become optimistic and expect the best to happen. It is certainly a state of mind that is well worth developing and strengthening. In his view, the people at all age have
positive attitude towards life i.e. achieving goals and attaining success, health and wellness, and self-esteem.

- **Achieving goals and attaining success** refers to the status of having achieved and accomplished goals or aim or objective. Being successful means the achievement of desired visions and planned goals. Furthermore, success can be a certain social status that describes a prosperous person that could also have gained fame for its favorable or desired outcome. Everybody wants to achieve the goals and attaining success in life. People can call success only when they are fully satisfied with their life goals. It can be said that the achieving goals and attaining success is the “attaining wealth, favour, or eminence and prosperity”. In general, the achieving goals and attaining success concerned to the success of: (1) making lots of money and accumulating vast amounts of wealth, (2) being happy with everything desired, (3) attaining deep enlightenment and realizing enlightenment, and (4) achieving or accomplishing social status, personally, emotionally, spiritually and thoughts. (Migue Verma. 2011)

- **Health and wellness** refers to physical health, lifelong mental health, emotional, and behavioral performance at a satisfying level of competency. Developing one's identity is a basis for actualizing the potential one has in personal accomplishments, including the roles one will be ready to play in the larger society. Enhancing quality of achievements is part of creating a quality lifestyle, which must include taking risks and making the commitments that will result in sustainable and satisfying relationships and full enjoyment of important achievements in life, such as maintaining a home and one's position in a community or society. Therefore, health and wellness can be referred to physical health, mental health, and social health. (World Health Organization: 2010)

**Physical health**

Physical Health Care Association (2010) states that physical health is an essential part of overall health of an individual, which include everything from physical fitness to overall wellness. A good physical health means every external part of body functions properly as it is commonly supposed to function. Physical health also indicates wellness of the internal body organs and their mutual cooperation. When the internal organs cannot communicate/coordinate properly then it is a sign of serious health issue, which is one of the major reasons of illness/health problems/disease. Physical health wellness
depend on the performance of the organs/body system which depends on nutrition, right environment and habits, physical activities, timely rest/sleep, clean air and water. It also depends on habits or lifestyle such as the way of doing the things, watching too much television, working for long durations without rest, sitting in a place for long duration without changing posture, using technology beyond the limits, too much use of computers, mobile phones etc. Physical activity is a way to maintain the health and wellness with the activities or lifestyle like walking daily, jogging, running, bicycling, exercising, doing yoga and feeding body with right type food and drinks. There are so many ways to maintain and retain physical health which also improve overall health and thus improving immunity system and reducing chances of illness, disease and injury. It also helps in faster and better recovery for person under medication.

**Mental health**

World Health Organization (2005)\(^ {41}\) defines that mental health is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. Mental health describes either a level of cognitive or emotional well-being or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism mental health one may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health can be referred to emotional health and spiritual health. It can be concluded that mental health is an expression of emotions and signifies a successful adaptation to a range of demands.

Martin E.P. Seligman (2010)\(^ {42}\) states that mental health can be called “psychology health”. There are nine characteristics of one who has mental health:

- Ability to express all emotions appropriately: able to express emotions and to maintain a balance of emotions so that negative emotions such as depression, stress, anxiety, fear and anger are not dominant.

- Ability to enjoy life: live in the moment and appreciate the “now” able to learn from the past and plan for the future without dwelling on things.

- Resilience: able to bounce back from hard times; manage the stress of a serious life event without losing the optimism and a sense of perspective.
- **Balance**: able to juggle the many aspects of life, able to make changes to restore balance when necessary.
- **Self-actualization**: develop the strengths to reach the full potential. Mental healthy persons are in the process of actualizing their potential.
- **Flexibility**: able to change expectations of life, able to solve the problem and feel better, when problems arise.
- **Emotional state (feelings and moods)**: able to adapt to circumstances, development of sense of meaning of life compassion, unselfishness.
- **Mental state (thoughts, perception of reality and response to it)**: able to function and carry out responsibilities rationally, logical thought processes.
- **Less substance abuse, lower rate of depression and anxiety, quicker recovery from injury or illness, and longer life expectation**

  Zivkovic, Edward (2010) mentions that mental health can be defined as a state or condition on which an individual feels a sense of wellbeing. This gives them the capacity to live life in fulfillment of what they want to achieve in accordance to the available resources. This condition also provides an individual the capacity to be resilient to the stresses of life and respond to these challenges without having compromise with their health or wellness. This also makes the person productive and fruitful to themselves and the community. There are different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common. (Kitchener, B.A. and John, A.F. : 2002)

**Social health**

Social health refers to a characteristic of a society, and of individuals. "A society is healthy when there is equal opportunity for all and access by all to the goods and services essential to full functioning as a citizen" (Russell: 1973). Indicators of the health of a society might include the existence of the rule of law, equality in the distribution of wealth, public accessibility of the decision-making process, and the level of social capital. The social health of individuals refers to “that dimension of an individual’s well-being that concerns how he gets along with other people, how other people react to him, and how he interacts with social institutions" (Russell:1973). This definition is broad, it incorporates elements of
personality and social skills, reflects social norms, and bears a close relationship to concepts such as "well-being," "adjustment," and "social functioning."

World Health Organization (2005) defines social health as social beings who live in a complex social context. Social health has become relevant with the increasing evidence that those who are well integrated into their communities tend to live longer and recover faster from disease. Conversely, social isolation has been shown to be a risk factor for illness. Hence, social health may be defined in terms of social adjustment and social support or the ability to perform normal roles in society.

Social Health Maintenance Organization (2011) defines that social health is how the person interact with people in areas around. This can affect the physical, mental, emotional and spiritual health. To be socially healthy, one can make friends easily and work with people happily and friendly together in a group. Social health is a term generally used to refer to two different concepts, though they are somewhat interrelated as well. In one sense it refers to the health of a person in reference to his or her ability to interact with others and thrive in social settings. It can also refer to the health of a society in general, and how the members of that society are treated and behave toward each other. Social health is often considered of great importance in regards to individual health, especially as further information and research has established how social interactions can assist in improving other forms of health.

Along with physical health and mental health, social health forms the last of the three fundamental and vital forms of health for a person. Physical and mental health typically deal with an individual and how well his or her body and mind are functioning and keeping his or her various systems running properly. Social health, on the other hand, often indicates how that person interacts with other people, as well as the consequences or benefits of such interactions in relation to the well-being of that person. While it is still heavily invested in individual health, it also considers the interconnected nature of society in general. So, social health often deals with how people relate to each other, and how an individual is able to socialize with other people and form relationships. This includes the ability to interact effectively with other people, ability to develop satisfying relationships, and ability to participate in one’s community.
Self-esteem

Robert B. Burns (2008)\textsuperscript{49} considers that self-esteem is a collection of the individual's attitudes toward life. Self-esteem is the basis of the people's well being. In psychology, self-esteem reflects a person's overall self-appraisal of the worth.

Nathaniel Branden (1969)\textsuperscript{50} illustrates that self-esteem is the experience which is appropriate to life and to the requirements of life. More specifically, self-esteem is the confidence in the ability to think and to cope with the basic challenges of life and the confidence in the right to be happy, the feeling of being worthy, deserving, entitled to assert the needs and wants and to enjoy the fruits of the efforts. According to Branden's description of self-esteem includes the following primary properties:

\begin{itemize}
\item Self-esteem as a basic human need, i.e., "...it makes an essential contribution to the life process", "...is indispensable to normal and healthy self-development, and has a value for survival."
\item Self-esteem as an automatic and inevitable consequence of the sum of individuals' choices in using their consciousness something experienced as a part of, or background to, all of the individuals thoughts, feelings and actions.
\end{itemize}

Branden's concept of self-esteem involved three main levels:

\begin{itemize}
\item To have a high self-esteem is to feel confidently capable for life, or, in Branden's words, to feel able and worthy, or to feel right as a person.
\item To have a low self-esteem corresponds to not feeling ready for life, or to feel wrong as a person.
\item To have middle ground self-esteem is to waver between the two states above, that is, to feel able and useless, right and wrong as a person, and to show these incongruities in behaviour, acting at times wisely, and at rashly others, thus reinforcing insecurity.
\end{itemize}

Connie Paladino (2010)\textsuperscript{51} denotes that self esteem is a state of mind. It is confidence in the efficacy of mind, in ability to think. It is the confidence in ability to learn, make appropriate choices and decisions, and respond effectively to change. It is also the experience of success, achievement, fulfillment, and happiness. To trust one's mind and to know that one is worthy of happiness is the essence of self esteem.
Don Simmermacher (2011)\textsuperscript{52} states that self esteem means having a positive image of self. It is a key to the success and the foundation of well-being. Self-esteem is a particular way of experiencing the self. It is a good deal more than a mere feeling, which must be stressed. It involves emotional, evaluative, and cognitive components. It also entails certain action dispositions: to move toward life and consciousness rather than away from it; to treat facts with respect rather than denial; to operate self-responsibly rather than the opposite. It is the feeling at the center of the being of self-worth, self-confidence, and self-respect. High self-esteem means the good feeling about self. Having high self esteem is crucial to experience love and success in life. When the self-esteem is high, the sense of self-worth is also high.

Mark Pettinelli (2011)\textsuperscript{53} illustrates the attitude towards life of five generations i.e. veteran, baby boomer, generation X, generation Y, generation Z.

\begin{itemize}
\item Veteran Generation: The members of veteran generation were born between 1922 and 1945 (66-89 years of age). Accordingly, this oldest generation has been instilled with the expectation that sacrifice and hard work are rewarded. They are also known as the greatest generation, loyalists, and traditionalists. Members of the Veteran Generation have adapted to a dramatically changing world around them, they have, like subsequent generations, continued to rely on early lessons in the workplace. Their early work environments were large, bureaucratic organizations with clearly delineated hierarchies. Rules, roles, policies, and procedures were plainly outlined. This standardization and structure contributed to the ability of organizations to grow, develop, and succeed. The attitude towards life lies on the work achievement and wellness life. The achievement in this hierarchical structure was dependent upon employees who obeyed the rules and practiced within established parameters. Over time, veterans learned that they were rewarded if they obeyed the rules and worked hard. Consequently, veterans today value loyalty, respect authority, expect rewards for hard work and keep the healthy life. (McKay Hugh: 2006)\textsuperscript{54}
\item Baby Boomer Generation: The members of baby boomer generation were born between 1946 and 1964 (47-65 years of age). Baby Boomers were born into the post-World War II economic prosperity and opportunity. The most noticeable difference between this generation and their predecessors was the introduction of television. In contrast to the Golden Age of Radio and the Silver Screen experienced by the Veteran Generation, Baby
Boomers watched variety shows, movies, and sitcoms within their own home. From an early age, Boomers viewed the future with optimism and promise. As part of a large generational cohort and a member of smaller families, Boomers were doted on by parents, schools, and society as a whole. For the most part, they grew up in two-parent households where the father earned the family income and the mother was the home caretaker. The attention and prosperity afforded the Baby Boomer generation, along with changing world and societal values, created an emphasis on freedom to be yourself and the "me" generation. Lack of conformity to the old rules became an established pattern.

The attitude towards life of members in baby boomer generation is to desire financial prosperity and expertise as well as the health wellness and professional growth. They interest in long-term career, corporate loyalty or status symbol. (McKay Hugh: 2006)

- Generation X: The members of generation X were born between 1965 and 1980 (46-31 years of age). In contrast to the classic household experienced by Baby Boomers, many Generation X children lived in two-career households. Rising divorce rates resulted in 40% of Generation X children being raised in a single parent household. In spite of this parenting change, the infrastructure for working mothers and single parents remained underdeveloped, resulting in a "latch key" generation. Many Generation Xers grew up as underprotected children in overly permissive homes in which parents frequently were absent. Consequently, at a young age they learned to manage on their own, becoming adept, clever, and resourceful. Their friends became increasingly important, as well. Without the support of a large and extended family, teenage members of Generation X developed a reliance on a cadre of long-standing, close friends.

In addition, for this generation, the role of children was changing. Rather than being "seen and not heard," Generation X members were often allowed to be equal participants in family discussions. Members of this generation learned at an early age to participate in conversations, advocate for their point of view, and expect to have their opinions considered. Not only are the Generation Xers today assertive and self-directed, they are also comfortable with technology. Having grown up with microwaves, video games, and computers, they are adept at using technology and expect instant access to information. They are very media savvy, having matured surrounded by television and media messages. For this generation, the most haunting television image is that of the spaceship Challenger
disaster, an event that most watched in the classroom. As people born after men landed on the moon, they intuitively understand that the world is one small ecology and one large, global economy. Most significantly, members of Generation X understand employment in a very different way than their predecessors. Whereas their Veteran elders expected that career success involved long-standing loyalty to one organization, with a corresponding guaranteed employment for life, Generation Xers expect success from short term employment with less permanent relationships. As young children, Generation Xers watched their parents work extremely long hours and sacrifice leisure time for success at work. This alone has motivated them to desire employment where they can create a balance in their work and personal live. Reinforcing this perspective was the dramatic downsizing, reengineering, and layoffs experienced by their more senior colleagues, parents, and grandparents observed just as Generation Xers were entering the workforce. Generation Xers also faced limited growth prospects as members of previous generations were increasing salaries and fringe benefits by moving up the organizational ladder. Facilities had already begun flattening the hierarchical structure, eliminating promotional opportunities for young people.

Attitude towards life of members in generation X is to make money and have job satisfaction for the family well-being. They prefer to be a well educated and growth in career path as well as to have the high power in social and communication. They like to have tertiary qualification and are resourceful, individualistic, self reliant and skeptical of authority. Further, they assume the responsibility to keep themselves employable by constantly updating their skills. They are extremely loyal to their profession and career. Generation Xers' belief in their own responsibility for their employability and in the free agent work relationship, they have come to manage their own benefits and have strong peer friendships, technical sophistication, and adaptability to change for increasingly value of life. It can be said that the members in generation X focus on relationship, outcomes, well-being, and the rights & skills. (Tinker Barnett: 2011) 

Generation Y: The members of generation Y were born between 1981 and 1995 (30-16 years of age). The generation Y is also known as Millennial Generation. The people who make up Generation Y are often the children of baby boomers and are therefore called echo boomers. Most of them are in their late teens or twenties and totally different from
other generations. This generation has grown up with new technology wise and can use it in their jobs much better than the older generation can. Blackberrys, cell phones, iPods are normal to this generation. They like to communicate via text messaging, Facebook and other online technology. The members in this generation can be described as ambitious and self-confident. They have high expectations and seek new challenges.

Generation Y youths have a different attitude towards work. It means something different to them than it did to their parents or grandparents. They do not want to work as hard as their parents but spend their life in a meaningful way. They are open minded, the most accepting of diversity, and unafraid of change. They do not live to work, they work to live. Young people expect a different type of workplace than their parents had. They want jobs that are flexible, not always having to work from 9 to 5. Communication through technology and internet is a cornerstone for this generation with cell phones, text messaging, and email creating a constantly connected environment. It can be said that today Millennials demonstrate a renewed sense of interest in contributing to the collective good and are volunteering for community service and joining organizations in record numbers. They can be described as sociable, confident, optimistic, talented, well-educated, collaborative, open-minded, and achievement-oriented. Members of the Millennial Generation are being welcomed into the workplace as shortages exist in numerous settings.

- Generation Z: The members of generation Y were born after the year 1995 (1-15 years of age). This is the first generation to be born with complete technology. They were born with PCs, mobile phones, gaming devices, MP3 players and the ubiquitous Internet. They do not know life without technology. Hence, they are often termed as digital natives and are extremely comfortable with technology. They can email, text and use computers without any problems. In addition, members of Generation Z can understand and master advancement in technology. They rather stay indoors and use their electronics than play outdoors. They are leading a sedentary life that can result in health problems later on. For them, social media platforms are a way to communicate with the outside world. They are not bothered about privacy and are willing to share intimate details about themselves with complete strangers. They have virtual friends and for them hanging out with friends mean talking to them over the cell phones, emails and text messages. However, at the same time,
this generation is considered to be highly creative and collaborative and will have a significant impact on the way companies work when they join the workforce.

2.3 MEASUREMENT OF ATTITUDE

2.3.1 Components of measurement of attitude

Attitude is an important concept that is often used to understand and predict people’s reaction to an object or change and how behaviour can be influenced. An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related (Allport, 1968). A learned orientation, or disposition, toward an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation. People have likes and dislikes and have them in varying degrees. When measuring attitude, there are three components are needed to take into account.

(a) Affective component: The affective component is that part of the attitude where people experience emotions and make choices based on what they feel. Affective questions may thus offer emotion-based statements to determine how emotionally involved people are with a product or context.

(b) Behavioral component: The behavioral component is that part of the attitude where people say and do things, or at least show intent towards these. Questions about behaviour can be about the past and what people have done or about the future and their intent.

(c) Cognitive component: The cognitive component is that part of the attitude that controls how the person understands and thinks consciously about things. Cognition includes beliefs, models, preferences and other aspects that shape how a person interprets the world. Measuring cognition may come through open questions about the thought. It can also be determined through focused questions about beliefs and other motivators.

It can be concluded that three of the generally accepted components of the term 'attitude' (Triandis, 1971) appear in some of the above definitions, these are:

- Affective - the person’s feelings about the attitude object
- Behavioural - the person’s inclination to act toward the attitude object on a particular way
- Cognitive - the person’s beliefs or knowledge about the attitude object
2.3.2 Method of measurement of attitude

Attitudes are action tendencies and as such they can facilitate or hinder action at all levels: individual, group, community, state, and national. Attitude can be measured in several ways and by various methods. Attitudes are revealed in the behaviour of an individual. So they can be measured by direct observation, direct questioning, and scales measurement. (Arul, M.J. 2004)

(a) Direct observation: This method involves recording the actual behaviour of people whose attitude is to be studied. It is indeed an objective method and well suited for certain kinds of issues. Direct observation of behaviour is not practicable if we want to have data on a large number of individuals. In addition to the difficulty of observing every individual in a large sample, there is no telling as to when an individual will exhibit the behaviour which is relevant to the study in question. Thus, over and above the intense effort and cost involved, indefinite patience may also be called upon. It is also difficult to establish the reliability of behavioural measures of attitudes. The observers’ perception as well as their ability to report what they have observed vary considerably. All these weaknesses, however, do not suggest that observation of overt behaviour is futile for assessing attitudes. Therefore, care needs to be taken in deciding upon the suitability of this method to a given situation.

(b) Direct questioning: This method try to know how people feel about a certain thing, it seems most natural to ask them straight away as to what their feelings are. Direct questioning, therefore, has an appeal as a method of studying attitudes. But, however logical and smooth this technique may seem to be, it serves only a limited purpose of roughly classifying respondents as favourable, unfavourable, and indifferent with regard to a psychological object. Direct questioning might be able to classify individuals into three groups: those with favourable attitudes, those with unfavourable attitudes and those who say that they are doubtful or undecided about their attitudes towards the object. This technique may employ a schedule or questionnaire of the opened or closed form. It may employ the interview process, in which the respondent expresses his opinion orally.

2.3.3 Types of attitude rating scales

There are two major types of attitude rating scales:
(a) **Graphic Rating Scale**: The respondents rate the objects by placing a mark at the appropriate position on a line that runs from one extreme of the criterion variable to another. This is also known as continuous rating scale.

Example 1:

0 1 5 7
(poor quality) (bad quality) (neither good nor bad) (good quality)

Example 2: The respondents can occupy any position.

poor good

The line of the scale can be vertical or horizontal and scale points may be provided. No other indication is there on the continuous scale. A range is provided. Its limitation is that coding and analysis will require substantial amount of time, since the first have to measure the physical distances on the scale for each respondent.

(b) **Itemized rating scales**: These scales are different from continuous rating scales. They have a number of brief descriptions associated with each category. They essentially take the form of the multiple category questions. The most common are: Methods of summated rating (Likert, (1932)\(^61\), Semantic differential (Osgood et al., 1957)\(^62\), Stapel’s scale (Stapel, Jan, 1950)\(^63\), Multi dimensionial scaling (Edwards and Kilpatrick, 1948)\(^64\), Equaling intervals (Thurstone, 1929)\(^65\), Scalogram analysis (Guttaman, 1944)\(^66\), Q Sort technique (William Stephenson, 1935)\(^67\) etc.

**Different types of itemized rating scales for measuring of attitude**

(a) **Likert Scale (Summated Scale)**: The Likert Scale was developed by Rensis Likert in 1932. An important distinction must be made between a Likert Scale and a Likert item. The Likert Scale is the sum of responses on several Likert items. Because Likert items are often accompanied by a visual analog scale (e.g., a horizontal line, on which a subject indicates the response by circling or checking tick-marks), the items are sometimes called scales themselves. This is the source of much confusion; it is better, therefore, to reserve the word ‘Likert scale’ to apply to the summated scale, and ‘Likert item’ to refer to an individual item.
A Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. Often five ordered response levels are used, although many psychometricians advocate using seven or nine levels; a recent empirical study found that data from 5-level, 7-level and 10-level items showed very similar characteristics in terms of mean, variance, skewness and kurtosis after a simple transformation was applied.

In general, the Likert scale requires the individuals to make a decision on their level of agreement, generally on a five-point scale with a statement. The number beside each response becomes the value for that response and the total score is obtained by adding the values for each response, hence the reason why they are also called 'summated scales' (the respondents score is found by summing the number of responses). The respondents are asked to indicate a degree of agreement and disagreement with each of a series of statement. The five-point scale or five responses categories are as follow:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Indifferent</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Each statement is assigned a numerical score ranging from 1 to 5. Each degree of agreement is given a numerical score and the respondents total score is computed by summing these scores. This total score of respondent reveals the particular opinion of a person. Therefore, the pattern of an individual’s responses provides a way of inference, something about the respondent’s opinion. Likert Scale is of ordinal type, they enable one to rank attitudes, but not to measure the difference between attitudes. A typical Likert scale has 20 - 30 statements. While designing a good Likert Scale, first a large pool of statements relevant to the measurement of attitude has to be generated and then from the pool of statements, the statements which are vague and non-discriminating have to be eliminated. Thus, Likert scale is a five point scale ranging from ‘strongly agree’ to ‘strongly disagree’. No judging gap is involved in this method. Dumas (1999) suggests that the Likert scale is the most commonly used question format for assessing respondents’ opinions of usability.
Scoring and analysis of Likert scale

After the questionnaire is completed, each item may be analyzed separately or in some cases item responses may be summed to create a score for a group of items. Hence, Likert scales are often called summative scales. Whether individual Likert items can be considered as interval-level data, or whether they should be considered merely ordered-categorical data is the subject of disagreement. Many regard such items only as ordinal data, because, especially when using only five levels, one cannot assume that respondents perceive all pairs of adjacent levels as equidistant. On the other hand, often (as in the example above) the wording of response levels clearly implies a symmetry of response levels about a middle category; at the very least, such an item would fall between ordinal- and interval-level measurement; to treat it as merely ordinal would lose information. Further, if the item is accompanied by a visual analog scale, where equal spacing of response levels is clearly indicated, the argument for treating it as interval-level data is even stronger.

Responses to several Likert questions may be summed, providing that all questions use the same Likert scale and that the scale is a defendable approximation to an interval scale, in which case they may be treated as interval data measuring a latent variable. If the summed responses fulfill these assumptions, parametric statistical tests such as the analysis of variance can be applied. These can be applied only when the components are more than 5.

Data from Likert scales are sometimes reduced to the nominal level by combining all agree and disagree responses into two categories of "accept" and "reject". The Chi-Square, Cochran Q, or McNemar-Test is common statistical procedures used after this transformation. The five response categories are often believed to represent an Interval level of measurement. But this can only be the case if the intervals between the scale points correspond to empirical observations in a metric sense.

(b) Semantic Differential Scaling: The now-classic research by Osgood (1957) and Tannenbaum, based on extensive factor-analytic studies across cultures, has shown that people understand, or give meaning to, words or concepts along three dominant dimensions: the evaluative (good-bad) dimension, the potency (strong-weak) dimension, and the activity (active-passive) dimension. It can be said that the semantic differential scaling concerned with the measurement of meaning. It can be used to measure attitudes from the
meaning (semantic = meaning or psychological significance) which people give to a word or concept that is related to an attitude object. The respondent is required to mark on a scale between two opposing opinions (bipolar adjectives) the position they feel the object holds on that scale for them. It has also been found that scores on the evaluative dimension correlate highly with other measures of attitude toward a particular social object. The Semantic Differential scaling consists of a series of bipolar adjectives such as fair-unfair, pleasant-unpleasant, good-bad, clean-dirty, valuable-worthless, etc. Each pair constitutes a continuum of seven points, the endpoints being the opposites of the adjective pairs and the midpoint being the neutral position. A sample of the bipolar continuum is given below:

- Fair: 1_____2_____3______4______5_______6_______7 Unfair
- Valuable: 1_______2_______3______4______5_______6_______7 Worthless
- Good: 1_____2_______3______4______5_______6_______7 Bad

In order to measure an individual's attitude towards legalized abortion suppose, the respondent is given a set of bipolar adjectives (such as the ones sampled above) and the respondent is asked to indicate as to where for the given attitude object (legalized abortion) falls in each continuum. The numeral corresponding to the position checked by the subject is her/his score for that continuum. One's overall attitude score is the sum (or the mean) of the scores on all the continuum.

It can be concluded that Semantic Differential Scaling is a seven point scale and the end points of the scale are associated with bipolar labels. Bi-polar means two opposite streams. Individual can score between 1 to 7. Mean and median are used for comparison. This scale helps to determine overall similarities and differences among objects. When Semantic Differential Scale is used to develop an image profile, it provides a good basis for comparing images of two or more items. The big advantage of this scale is its simplicity, while producing results compared with those of the more complex scaling methods. The method is easy and fast to administer, but it is also sensitive to small differences in attitude, highly versatile, reliable and generally valid.

(c) Stapel's Scale: It was developed by Jan Stapel (1950)\textsuperscript{70}. This scale has ten response categories. Each item has only one word/phrase indicating the dimension it represents. Each item has an even number of categories and the response categories have
numerical labels but no verbal labels. The respondents are asked to rank from +5 to -5. Select a plus number for words which best describe the thing accurately. Select a minus number for words which do not describe the thing accurately. Thus, the respondents can select any number from +5, for words which they think are very accurate, to -5, for words which they think are very inaccurate. This scale is usually presented vertically. This is a unipolar rating scale.

+5 +4 +3 +2 +1 High Quality -1 -2 -3 -4 -5

(d) Dimensional Scaling: This type of scale developed by Edwards and Kilpatrick (1948). It consists of a group of analytical techniques which are used to study the respondents’ attitudes related to perceptions and preferences. It is used to study:

- The major attributes of a given class of products perceived by the respondents in considering the product and by which they compare the different ranks.
- To find out whether the respondents would like a new brand with a combination of characteristics not found in the market.
- What would be the respondent’s ideal combination of product Attributes?
- What sales and advertising messages are compatible with respondents brand perceptions?

It is a computer based technique. The respondents are asked to place the various brands into different groups like similar, very similar, not similar, and so on. A goodness of fit is traded off on a large number of attributes. Then a lack of fit index is calculated by computer programme. The purpose is to find a reasonably small number of dimensions which will eliminate most of the stress. After the configuration the respondent’s preference has been developed, the next step is to determine the preference with regards to the product under study. These techniques attempt to identify the product attributes that are important to respondents and to measure their relative importance.

This scaling involves an unrealistic assumption that a respondent who compares different brands would perceive the differences on the basis of only one attribute. Whenever we choose from a number of alternatives, go for multi-dimensional scaling. There are many possible uses of such scaling like in market segmentation, product life
cycle, vendor evaluations and advertising media selection. The limitation of this scale is that it is difficult to clearly define the concept of similarities and preferences.

(e) Equaling appearing intervals scales (Thurstone, 1929)
Thurstone’s scale also known as Equals appearing intervals scales. It is developed by Louis L. Thurstone and E.J. Chave by using the method of equal-appearing intervals. They are used to measure the attitude towards a given concept or construct. For this purpose a large number of statements are collected that relate to the concept or construct being measured. The judges rate these statements along an 11 category scale in which each category expresses a different degree of favourableness towards the concept. The items are then ranked according to the mean or median ratings assigned by the judges and are used to construct questionnaire of twenty to thirty items that are chosen more or less evenly across the range of ratings. The statements are worded in such a way so that a person can agree or disagree with them. The scale is then administered to assemble the respondents whose scores are determined by computing the mean or median value of the items agreed with. A person who disagrees with all the items has a score of zero. So, the advantage of this scale is that it is an interval measurement scale. But it is the time consuming method and labour intensive. They are commonly used in psychology and education research. Thurstone scales typically present the reader with a number of statements to which they have to respond, usually by marking a tick mark in a true/false box, or agree/disagree, i.e. a choice of two possible responses.

To construct the Thurstone scale, a large number of statements is collected which express various possible opinions about the issue or object of study. These statements, after an editing for relevance and clarity, are given to judges, who are to independently sort them into eleven sets along a continuum that ranges from most unfavourable, through neutral, to most favourable. The eleven sets of statements are to occupy positions in the continuum in such a way that the positions are at equal intervals; that is, the difference between any two adjacent positions is the same as the one between any other two adjacent positions. For the final form of the scale, only those items are retained that have high inter-judge agreement and fall at equal intervals. The judges are to assign the statements to appropriate positions on the scale only on the logical basis of how favourable or unfavourable an opinion every statement expresses by itself and not how far the judges personally agree or disagree with the statements. The average judged position of a statement
on the eleven-point continuum is the scale value for that statement. Thus, when a
Thurstone scale is ready, every statement in it (there are usually about twenty statements) has
a numerical value already determined. When administered, the respondent just checks the
items she/he agrees with and her/his attitude score is the mean value of the items she/he
checked.

(f) Scalogram analysis (Guttman, 1944) Guttman developed this scale in the
1944 in order to determine if a relationship existed within a group of items. The items are
ordered from low to high according to difficulty so that to approve or correctly answer the last
item implies approval or success of all prior ones (e.g. self-efficacy scale). The respondent
selects an item that best applies. The list contains items that are cumulative, so the
respondent either agrees or disagrees, if he/she agrees to one, he/she probably agrees to
the previous statements.

With a view to ensuring a cumulative measure of attitudes, Guttman developed
a more refined Scalogram to measure unidimensional attitudes. The scalogram consists of a
set of statements related to the attitude in question and arranged in increasing order of
difficulty of acceptance. It is based on the same logic as the one in the Standford-Binet test of
intelligence: if persons solve a difficult item, they should be able to solve all simpler items.
The same way, if persons agree with a statement that expresses a higher degree of a given
attitude, they must be agreeable to all other statements which express lower degrees of the
same attitude. Obviously, this logic holds good only if all the items in the scale are from one
and the same universe, that is, the scale measures the same aspect of a particular attitude.

To construct the scalogram, opinion statements are collected and arranged in
such a way that most people would accept the first statement and, going down the list, fewer
and fewer persons would accept the subsequent statements. The list of statements, thus
arranged, is given to sample subjects in order to test the increasing degree of acceptance.
Based on the "accept" responses of respondents, the items are accordingly modified,
arranged, and tested again on sample subjects. This process continues till a scalable (i.e.,
empirically tested for increasing degree of acceptance) set of items is developed. The final
set of statements with their particular order is the scalogram. When this instrument is used for
measuring a person's attitude, the persons check all the items they accept. The persons'
score are the total number of successive or nearly successive items they have checked. In practice, however, it has been observed that rarely respondents check items without skipping one or more items. This phenomenon confirms the difficulty involved in preparing a perfectly unidimensional scale. It may also point to the probable fact that people in real life respond not to a single dimension of reality, but to peculiar combinations of them.

(g) Q Sort technique (William Stephenson, 1935) The instrumental basis of Q methodology is the Q-sort technique, which conventionally involves the rank-ordering of a set of statements from agree to disagree. Q methodology is a means of extracting subjective opinion. It was invented in 1935 by British physicist/psychologist William Stephenson from factor analytic theory. It has since been applied outside the field of academic psychology, most notably in the fields of communication and political science, and more recently in the behavioural and health sciences. Stephenson was interested in providing a way to reveal the subjectivity involved in any situation. It is life as lived from the standpoint of the person living it that is typically passed over by quantitative procedures and it is subjectivity in this sense that Q methodology is designed to examine. Although there is plenty of evidence of controversy and peer criticism regarding Q methodology and Stephenson’s work in the literature, particularly until the late 1960s, it is now being widely adopted as a means of investigation, predominantly in North America. The Q-sort technique grew out of a more general methodology for the study of verbalized attitudes, preferences etc. The peculiar characteristic of this methodology is that here it is more important to make comparisons among different responses within respondents than between respondents. Thus it is a comparative rather than an absolute rating method.

2.3.4 Categories of attitude measurement technique

There are four widely used and accepted categories, or approaches, for collecting attitude information. (AECT:2001) These approaches are:

- Self-reports: Where the members of a group report directly about their own attitudes. Self-reports include all procedures by which a person is asked to report on his or her own attitudes. This information can be provided orally through the use of interviews, surveys, or polls, or in written form through questionnaires, rating scales, logs, journals, or diaries. Self-reports represent the most direct type of attitude assessment and should be
employed, unless the people who are being investigated are unable or unwilling to provide the necessary information.

- Reports of others, where others report about the attitudes of a person or group. When the people whose attitudes are being investigated are unable or unlikely to provide accurate information, others can be questioned using interviews, questionnaires, logs, journals, reports, or observation techniques. Parents of children can be asked how their children feel about X, where X is the attitude construct under investigation.

- Sociometric procedures: Where members of a group report about their attitudes toward one another. Sociometrics are used when the researcher desires a picture of the patterns within a group.

- Records, which are systematic accounts of regular occurrences, such as attendance reports, sign-in sheets, library checkout records, and inventories. Records are very helpful when they contain information relevant to the attitude area in question.

Within each of these categories, there are strategies for measuring attitude-related behaviors. Most commonly, attitude measurement is accomplished by one of the following techniques: (AECT:2001)

- Questionnaires and rating scales are instruments that present information to a respondent in writing and then require a written response, such as to put tickmark, a circle, a word, a sentence, or several sentences. Attitude rating scales are special kinds of questionnaires. They are developed according to strict procedures that ensure that responses can be summed to yield a single score representing one attitude. Questionnaires and rating scales are often used because they anonymity permit the responder about the time to answer, can be given to many people simultaneously, provide uniformity across measurement situations, permit relatively easy data interpretation, and can be mailed or administered directly.

- Interviews are face-to-face meetings between two or more people in which the respondent answers questions. A survey is a highly structured interview. Often surveys are conducted over the telephone, an approximation of face-to-face interviewing. A poll is a headcount. Respondents are given a limited number of options and asked to select one. There are two major problems with interviews. First, they are very time consuming. Second, it is possible that the attitude of the interviewer may influence the respondent.
Written reports: It is such as logs, journals, and diaries. Logs, journals, and diaries are descriptions of activities, experiences, and feelings written during the course of the programme. Generally they are running accounts consisting of many entries prepared on an event, on a daily or weekly basis. The main advantage of this approach is that reports provide a wealth of information about a person's experiences and feelings. The main problem is in extracting, categorizing, and interpreting the information. Written reports require a great deal of time by both the respondent and the researcher.

Observations. These procedures require that a person dedicate his or her attention to the behaviors of an individual or group in a natural setting for a certain period of time. The main advantage of this approach is its increased credibility when pertaining; disinterested, unbiased observers are used. Formal observations often bring to attention actions and attitudes that might otherwise be overlooked. Observations are extremely time consuming, and sometimes observers produce discomfort in those they are observing. The presence of an observer almost always alters what is taking place in a situation.

2.3.5 Measuring attitude towards life

 Attempts at measurement, including the evaluation of attitude, require that a systematic process be followed. Using structured procedures increases the likelihood of an effective measurement taking place. Guidelines for attitude measurement usually recommend that at least six steps be followed (Henerson, Morris & Fitz-Gibbon, 1987):

(a) Identify the construct to be measured. A construct is simply defined as the attitude area of interest. It is usually best to identify specific attitude constructs. In the present study, the attitude area to be measured is the attitude towards life of secondary school students.

(b) Find an existing measure of the construct. Once a certain attitude construct has been identified, an attempt should be made to locate an instrument that will measure it. Published tests are the first choice for measuring attitudes because they have usually been tried out in other instructional situations and include some statement of test validity and reliability additionally, instructions for administration of published tests often are available. The use of standardized measures simplifies the job of attitude evaluation.
Possibly the best source of published tests is the research literature. Researchers who have conducted attitude research will often have developed or identified measures of their dependent variables that can be used in new experimental situations. If the research literature does not yield an appropriate measure of an attitude construct, then published indexes of tests can be reviewed.

(c) Construct an attitude measure. In the present study, there was no existing test of the relevant attitude is available, and then it is necessary to construct a new test. Of the many types of attitude measurement possible, the present researcher used technique that seems to possess most of the characteristics of a good measure is the Likert Scale. This technique involves the use of statements about the attitude that are either clearly favorable or unfavorable. Each student responds to each test item according to his or her perceived attitude "intensity" toward the statement. Often, respondents are asked to answer test items using a five-point scale that has responses varying in the amount of agreement to the statement from "strongly disagree" to "strongly disagree." Advantages of this technique are ease of scoring and ease of summarizing the information obtained.

(d) Conduct a pilot study. While it is possible to obtain validity and reliability data during the actual testing portion of the instructional activity, it is preferable to administer attitude instruments to a pilot audience before any formal use is undertaken. This is done to obtain appropriate data, and to uncover minor and potentially troublesome administrative problems such as misspellings, poor wording, or confusing directions. A group of learners similar to those who are the target group for the attitude scale should be given the measure. Results should be used to revise the test and to determine validity and reliability information.

(e) Revise scales for use. Results of pilot testing are used to revise, and refine, attitude instruments. Once problems are eliminated, the measure is ready to be used with its intended target audience.

(f) Summarize, analyze, and display results. After testing is completed, the resulting data should be interpreted. Attitude scale results are handled similarly to any other quantitative scale information. Attitude responses should be summarized, analyzed, and displayed in such a manner that results are easily and quickly understood by others.

Descriptive statistics should be reported about the attitude scale results. Most often, means, standard deviations, and the range of scores should be reported. In
experimental situations, tests of inference are often performed using the results of attitude scales. Most attitude scale results can be analyzed using standard parametric tests, such as t-tests and analysis-of-variance tests. However, attitude data about instructional method or content area are often useful even if they are only averaged and compared to other averages. Displaying data is another effective method of analysis. Charts, graphs, and bar diagrams are examples of data display techniques that are useful in assisting the reader in developing an understanding of what test results indicate. Whatever the process, the developer of an attitude scale should make every effort to decipher the results of the measure and to explain apparent conclusions and implications derived from the test.

2.4 PHYSICAL EDUCATION PARTICIPATION

2.4.1 Meaning of physical education

Physical education means education of, and through, movement by carrying out activities such as sports and dance. It is a range of instructions on how best to care and manage the body by carrying out physical activities and the knowledge to get in peak physical condition and stay healthy. Physical education is the process by which changes in the individual are bought about through movement’s experiences. Physical education aims not only at physical development but is also concerned with education of the whole person through physical activities.

George, J.W. (2009) states that physical education is learning in emotional, psychomotor and cognitive ways and the goals of physical education are different depending on the requirements of place and time. The objectives of most schools are to provide students with skills, values, and knowledge together with the interest in maintaining a healthy lifestyle. On the other hand, some schools require physical education to promote weight loss. Activities involved in physical education are designed to develop motor skills and promote physical fitness as well as to understand concepts, rules, and strategies.

Answers.com (2011) defines physical education as an integral part of educational programme design to provide individual physically, socially, emotionally, mentally, and spiritually through properly selected physical activities whereas the American Heritage Dictionary (2011) defines physical education as an education in the care and development of the human body, stressing athletics and including hygiene.
Oxford Dictionary (2011)\textsuperscript{61} gives two definitions of physical education:

(i) Any planned programme of motor activities that helps individuals to develop and control their bodies. Physical education is a process through which favourable adaptation and learning (organic, neuromuscular, intellectual, social, cultural, emotional, and aesthetic) result from and process through, fairly vigorous activity.

(ii) A formal area of educational activity in which the main concern is with bodily movements and which takes place in an educational establishment.

Webster Dictionary (2011)\textsuperscript{82} mentions that physical education is an instruction in the development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games.

From the definition of physical education mentioned above, it can be concluded that “physical education” is an education organized for the contribution of physical growth and health wellness. It is an integral part of educational process design to develop individual physically, socially, emotionally, mentally, and spiritually through properly selected physical activities which involves the motor mechanism of human body to maintain physical fitness as well as an ongoing part of a healthy lifestyle.

2.4.2 Physical education activity

Currently, there is a focus in schools and society on the extent of physical education activity. Lack of physical education activity in school, it started to have an impact on the obesity rate and signs of negative stress in students. An excellent way to cope with physical and health wellness is through being physically active. Therefore, physical education activity plays a vital role in \textit{physical health and well-being} and is essential factor in the promotion of a positive approach to \textit{physical and mental health}. (Alfonso Jimenez: 2010)\textsuperscript{83}

Physical education activity is the activity which provides the learners with the knowledge and skills necessary to perform a variety of physical activities, to maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. Physical education includes curriculum, instruction and assessment that is sequential from kindergarten through high school and meets the standards outlined. The
implementation considerations of physical education comprises of the following: (Charles A. Bucher: 2007)

(i) Physical activity in an educational setting includes regular instruction in physical education and co-curricular activities.

(ii) Physical education classes should be offered with moderate to vigorous physical activity being an integral part of the class.

(iii) Co-curricular activities include physical activity integrated into areas of the school programme: classroom, gymnasium and/or outdoor activity spaces.

Physical education activity instructs the learners to work as an individual or as part of team. The definition of physical education activity is the same in different countries in the world in terms of its goals in promoting discipline. This helps introduce children into fitness, teamwork and sports, which are necessary for their adulthood. Physical education activity plays a significant function in enlightening the learners and providing the learners to understand of its importance. The physical education activity provides the learners with instruction that are individualized and challenging, which can advance the confidence, skills, motivation, and knowledge necessary in life. Another value of physical education activity for learners is the health benefits they can get from the activities. Physical education activity can prevent obesity and improve self-esteem and mental health. (Kevin Huffman: 2009)

2.4.3 Participation in physical education activity

Participation in social science refers to different mechanisms for the public to express opinions and ideally exert influence on the social decisions. Participation activities may be motivated from an administrative perspective or a citizen perspective. From the administrative viewpoint, participation can build public support for activities. It can educate the public about an agency’s activities. It can also facilitate useful information exchange regarding local conditions. Furthermore, participation is often legally mandated. From the citizen viewpoint, participation enables individuals and groups to influence agency decisions in a representational manner. (Glass, J.J.:1979)

In the present study, participation in physical education activity means any planned programme of motor activities provide for students to participate with knowledge and skills necessary to develop and maintain physical fitness, and healthy lifestyle. Participation in
physical education activity includes the participation in curriculum, classroom instruction, and extracurricular. It refers to the activities organized by the secondary school for better health and well-being. The participation in physical education activities has three aspects i.e. (1) Physical education activity in curriculum setting, (2) Physical education activity integrated in classroom instruction, and (3) Physical extracurricular activity.

The details of three aspects of participation in physical education activity are as follow:

1. Physical education activity in curriculum setting

Physical education activity in curriculum setting is as important for preparing a student’s mind and body for learning. The Thai Basic Education Core Curriculum A.D. 2008 is aimed at enhancing capacity of all learners in all respects - physical strength, knowledge, morality, wisdom, happiness, and potentiality for further education and livelihood. Therefore, the following goals have consequently been set for achievement upon completing the studying physical education. (Ministry of Education: 2008)

- Good physical and mental health, hygiene, preference for physical exercise, and morality, ethics, desired values, self-esteem, and self-discipline;
- Patriotism, awareness of responsibilities and commitment as healthy citizens and members of the country and world community.

Physical education in Thai Basic Education Core Curriculum A.D. 2008 refers to knowledge, skills and favourable attitude towards strengthening one’s own health and that of others; prevention and proper treatment of various things affecting one’s health; and life skills. Health means the human condition with full development in all respects - physical, mental, social and intellectual. Health is therefore important, as it is linked to all dimensions of life. Students have to learn about physical education for acquisition of knowledge, accurate understanding with proper attitude, morality and appropriate values, as well as practical skills in health for acquiring hygienic habits, resulting in the achievement of a society having quality. Physical education is to study about physical activity and health growth development with the aims of maintaining and strengthening health and sustainable development of quality of life of individuals, families and communities.
(2) Physical education activity integrated in classroom instruction

Physical education activity can be integrated in the classroom instruction. It will increase the self-esteem and self-confidence, improve morale, and plus fun for students. Opportunities for physical activity can be cooperated into every subject lessons such as (a) get students moving around the classroom, (b) provide alternatives to sit on desks, (c) provide small pieces of exercise equipment that students can use at their desks while working. Stress balls and hand exercises are great ways for students to do exercise quietly, (d) engage all students in some energizing physical activity such as: let the students juggling with balls or scarves. Keep the balls and scarves in a bin at the back of the room, or keep three juggling scarves (or plastic grocery bags) in each student’s desk. Short juggling helps students to energize their bodies, engage their minds and develop their juggling skills or hand-eye coordination, and (e) participate in desk dancing for the students moving.

Margaret Rice (2007) gives ten simple activities to encourage physical education activity in the classroom as follow:

- Secret Password: Every day establish a secret password activity such as five jumping jacks, stand on one foot for 5 seconds, hop three times, etc. Then establish when the student needs to use the secret password - i.e. after a drink of water, before receiving a hand out, when entering the classroom, in between subjects, etc.

- Walking Worksheets: Tape worksheets on wall, easel and chalkboard, students move from worksheet to worksheet and answer the different questions.

- Opposite Hunt: Divide the class in half. Half of the class writes a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student. The students must move around the classroom and match the word with the definition. For younger students match up sight words, letter or numbers, try math problems and solutions.

- Pencil Jumps: For a quick movement break in between lessons have each student place a pencil on the floor. Jump over the pencil a designated number of times.

- Race in Place: When reviewing material, have the students to stand up and run in place by their desks. On the teacher’s signal, student stops running in place, listens to question and writes down the answer on paper.
- Daily Rule: Establish new daily rule that includes physical activity. i.e. walk backwards to water fountain, tip toe to the bathroom, stretch before sitting in chair.
- Shredder: Cut up worksheets in quarters. Students can help to scatter the worksheets around the floor. On the teacher’s signal, the students can crawl around the floor, find the four quarters of the worksheet, complete the worksheet and give it to teacher.
- Push Up Line Up: When the students line up against the wall to leave the classroom, have each student face the wall and perform 10 wall push ups. After all push ups completed, the class can walk in the line.
- Mobile Math: Divide the class in half to review math problems. The students can stand at their desks (paper and pencil on desk). Call out a math problem such as $4+5=$. One half of the class jumps 4 times and the other half jumps five times. Each student writes down answer on paper. Continue with other math problems. Vary movements.
- Q and A Stretching: Provide students with paper at desk. Students can stand or sit. Ask a question and student writes down the answer (very large) on one sheet of paper. Each student holds paper up, with two hands overhead to stretch.

Mary Johnson (2010) suggests the Daily Physical Activity (DPA) programme for teachers to make a fun physical activity breaks in the classroom which help students stay active and fight obesity. Active children feel better and, therefore, do better work. Allowing for short physical activity breaks during the day helps students regain focus on desk work. Building in natural movement breaks throughout the day also helps the teacher to manage over-active children. It will complement physical education activity by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities. Classroom teachers can provide short physical activity break/recess between lessons as appropriate.

Llana Waters (2011) gives an opinion that these days, it is often not enough to increase the knowledge in a student’s mind. Teachers must be prepared to address students’ need for physical activities as well. Several reasons exist as to why this is beneficial: first, such activities give students a much-needed break from the rigors of traditional study. Second, there is the belief that keeping students’ bodies in good shape allows them to have more energy, focus, and knowledge retention. Teachers can provide the physical education activity as follow:
Break it up: Having regular breaks for physical activity during the day can be a wise idea, especially if teachers teach younger grades (where students are with the same teacher all day). Lunchtime is an especially appropriate period to schedule in such activities, but don’t forget to include a mid-morning and mid-afternoon break as well. The activities don’t have to be complicated, nor the breaks especially long -- ten or fifteen minutes is plenty of time in which to accomplish them. The important thing is to disperse them throughout the day on a regular basis.

Ask the students: Another smart idea to increase physical activity in the classroom is to ask students what activities they like to do. Students are more likely to be eager participants if they helped to come up with the exercises. This can be done on the first day of class -- make a list on the board of all the physical activities the students would like to do on a regular basis or throughout the year. Offer tangible rewards for appropriate participation, such as extra credit.

Add variety: Not doing the same activities every day will also increase student participation and keep the class from getting bored. A walk around the school grounds one day, jumping-jacks the next and similar exercises keep students guessing about what to expect. The only activity that might want to consider doing everyday is stretching, as the students are likely to be sore from sitting in hard chairs all day.

Part of the Programme: Build physical activities into educational ones. For instance, hold competitions between two sides of the class. Each time a student gets a wrong answer; tell them to do five jumping jacks. If all the students score a certain number of right answers, on the other hand, tell them to celebrate at the end of the competition with a brief dance.

(3) Physical extracurricular activity

Extracurricular activities are activities performed by students that fall outside the realm of the normal curriculum of school. Students have to participate in a minimum of one extracurricular activity throughout the course of one school year. Therefore, extracurricular activities are those sponsored by and usually held at school but that are not part of the academic curriculum. They often involve some time commitment outside of the regular school day. (Tonya Cunningham: 2011)
In many schools, participating in band is an optional extracurricular activity. Extracurricular activities are options provided to students at a school, but are conducted outside of the regular school day and not as part of a mandatory curriculum. Sports are the example of physical extracurricular activities. Students who participated in physical extracurricular activities had higher levels of social, emotional, and healthy behaviour than students who did not participate. Studies show that students who participate in one or more after-school physical activities are less prone to negative peer pressure and have higher levels of self-esteem than students who do not participate. Studies have also shown that physical extracurricular activities can boost students’ academic performance and provide students with a way to feel proud of themselves and their capabilities.

Cee Donohue (2011) advises that most students at one time or another engage in an extracurricular activity. Physical extracurricular activity such as sports or a physical exercise, being involved in an activity that takes place after school brings many benefits. Encouraging the students to get involved in physical extracurricular activity is a good way to help them to develop the skills and habits as follow:

♦ Social skills: Extracurricular activities help to develop social skills, because most of the time other students are involved. If the students join the sports team, they will learn the importance of teamwork. If it’s a club, they will share a particular interest or activity with others and it can lead to developing new friendships.

♦ Avoid bad habits: Research shows that children involved in extracurricular activities are less likely to get involved in bad habits such as smoking, drugs or drinking. Children of all ages, but especially teens, are exposed to peer pressure. If a child is engaged in an extracurricular activity that he enjoys, and has the support of a group or team, it will promote positive behaviour. Often children get involved with the wrong crowd or develop bad habits out of boredom; participating in an extracurricular activity can help to avoid that.

Meredith Burgio (2011) mentions that sports and volunteering are all extracurricular activities in which students can be involved. Not only can extracurricular activities be fun and educational for students, but also the activities can be beneficial in the long run. The skills that students develop and strengthen through extracurricular activities are as follow:
♦ Developing life skills: Holding a leadership position, organizing meetings and promoting events are a few responsibilities students have when they participate in extracurricular activities. The responsibility, time-management and teamwork involved with extracurricular activities are essential skills that students will use long after they leave school. Students will have to learn how to juggle the responsibilities of school, home and extracurricular activities.

♦ Increasing self-esteem: Participating in extracurricular activities can increase a student’s self-esteem. Placing well in a competition, organizing a fundraiser or leading a club can improve a student’s self-image.

♦ Socializing: Being a part of a club or sport can help student to develop their social skills. Extracurricular activities can improve their ability to work well with others. Those in leadership positions will develop necessary leadership skills. Additionally, each leadership role has requirements that will increase a student’s responsibilities.

2.4.4 Relationship between attitude towards life and participation in physical education activity

Physical education activity is a healthy activity that gives participants a chance to experience enjoyment and acquire positive outcomes such as enhanced physical and mental health, social interactions, and self-esteem. Shephard, R.J. (1997) has found the improvements for many students in academic performance when time for physical activity is increased in their school day. He emphasizes that ‘academic performance is maintained or even enhanced by an increase in a student’s level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material. There is considerable evidence of a positive relationship between students’ participation in physical activities and learning achievement. The students who participate in physical activities are more likely to achieve academic success than those who do not participate in physical activities. High school students who obtained better school grades have greater involvement in physical extra-curricular activities.

Center for Disease Control and Prevention (2000) illustrates that child physical activity is one of the most enjoyable ways for children to participate in good health practices. Student’s physical activity contributes to a range of health benefits, experiences and challenges. Student’s physical activity has a positive impact on their physical development.
and also on their cognitive (intellectual) development and social/emotional development. Students have plenty of natural energy and need lots of opportunities to move, play and participate in student’s physical activities. They need to be provided with safe and suitable opportunities for active play both indoor and outdoor so a positive relationship can be forged between student’s enjoyment of physical activity and their own unique abilities. In the longer term, regular participation in child physical activity can assist with:

- weight management
- maintenance of healthy bones, muscles and joints
- increased efficiency of the heart and lungs
- preventing and controlling anxiety and depression
- combating chronic diseases including heart disease, type 2 diabetes, high blood pressure and cholesterol and some cancers.

Combined with healthy eating, student’s physical activity can help to decrease the risk of childhood obesity. Active participation in student’s physical activity is a major preventative of weight issues. Obesity in student is a major concern, not only due to short-term health and social problems, but also because of the high risk it will continue into adulthood bringing with it an increased risk of chronic diseases. The relationship between student’s physical activity and mental function has been mentioned. Students who have been physically active show improved concentration and awareness during the day and sleep better at night. Students’ physical activity triggers the release of endorphins, the ‘feel good’ hormones, which results in happier children. If student develop a confidence in their own physical abilities they not only feel good about themselves, they are also more able to enjoy physical activities with their peers. A healthy attitude towards life includes engaging in the fun and participation of healthy lifestyles through exercise. Physical activity is one of the most important features of a child’s development.

Bailey, R.P. (2004) illustrates that physical education activity plays a vital role in health and well-being and is an essential factor in the promotion of a positive approach to physical and mental health. Creating a habit in childhood of regular physical activity can make it easier to continue such behaviour in later years, thus preserving a healthier life for a longer period of time. By providing students with the opportunity for social and personal development, a society lays the foundation for improving their well-being.
Steven Allender, Gill Cowburn, and Charlie Foster (2006) studied about the participation in physical activities among children shows evidence that physical activity confers benefits to psychosocial health, functional ability and general quality of life and has been proven to reduce the risk of coronary heart disease and some cancers. Weight management, social interaction and enjoyment were common reasons for participation in physical activity of students. Concerns about maintaining a slim body shape motivated participation among young girls.

For the mental health, Bailey, R., Wellard, I. & Dismore, H. (2010) describe that there has been evidence of disturbingly high rates of mental ill-health among adolescents and even younger children, ranging from low-self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. Research suggests two ways in which physical activities can contribute to mental health in students. Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon students’ psychological well-being. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressants, and psychotherapy. Similarly, a variety of non-clinical studies have found that higher levels of activity were related to lower rates of depression. A position statement of the International Society of Sport Psychology drew out numerous mental health benefits of physical activity from the research literature, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression, and various kinds of stress.

Sharon Huddleston, Jane Mertesdorf, Kaori Araki (2011) found from their study that relationship between good health and participation in physical activity was recently emphasized. The students’ attitudes toward participation in physical activity were extremely positive.

2.4.5 Summary

From the above mentioned, it can be summarized that attitude towards life means feeling of favorableness or unfavorableness the sum total of the individual response to the life. It is an enduring system of positive or negative evaluations, emotional feelings, and
action tendencies with respect to human life. In the present study, attitude towards life refers to attitude towards life of secondary school students which divided into five aspects i.e.

(a) **Achieving goals and attaining success** refers to the status of having achieved and accomplished goals or aim or objective. Being successful means the achievement of desired visions and planned goals.

(b) **Health and wellness** refers to physical health, mental health, and social health. **Physical health** refers to every external part of body functions properly as it is commonly supposed to function. Physical health also indicates wellness of the internal body organs and their mutual cooperation. **Mental health** refers to a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. **Social health** refers to the social beings that live in a complex social context at a satisfying or accomplishments of playing roles in the society.

(c) **Enjoy life** refers to the feeling of favourableness or the positive outlook on the happiness of life which will help to realize the life and offers great possibilities for successful achievement in life.

(d) **Accountability** refers to the responsible and behaviours for the state of human-being which every human being has the ability to choose in order to make the happiness, satisfied and success.

(e) **Work on the whole person** refers to the ability of human being to combine the body, mind, and spirit to work together as a whole picture for the healthy life.

(f) **Self-esteem** refers to the experience which is appropriate to life and to the requirements of life. It is the confidence in the efficacy of mind, in the ability to think to learn, to make appropriate choices and decisions, to cope with the basic challenges of life and the confidence in the right to be happy, the feeling of being worthy, deserving, entitled to assert the needs and wants and to enjoy the fruits of the efforts.

**Participation in physical education activity** refers to any planned programme of motor activities provide for students to participate with knowledge and skills necessary to develop and maintain physical fitness, healthy lifestyle and well-being. The participation in physical education activities has three aspects i.e. Physical education activity in curriculum setting, Physical education activity integrated in classroom instruction, and Physical
extracurricular activity.

(a) Physical education activity in curriculum setting refers to the physical education in Thai Basic Education Core Curriculum A.D. 2008 which provided the students about the knowledge, skills and favourable attitude towards strengthening one’s own health and that of others; prevention and proper treatment of various things affecting one’s health; and life skills.

(b) Physical education activity integrated in classroom instruction refers to the physical education activity which cooperated into every subject lessons

(c) Physical extracurricular activity refers to the activities performed by students that fall outside the realm of the normal curriculum of school.

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