<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Introduction</td>
<td>262</td>
</tr>
<tr>
<td>6.2</td>
<td>Level of the participation in physical education activities</td>
<td>262</td>
</tr>
<tr>
<td>6.3</td>
<td>Levels of attitude towards life</td>
<td>272</td>
</tr>
<tr>
<td></td>
<td>6.3.1 Levels of the attitude towards life of secondary school students in total score and in each statement</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>6.3.2 Levels of the attitude towards life of secondary school students belonging to different levels of the participation in physical education activities</td>
<td>283</td>
</tr>
<tr>
<td>6.4</td>
<td>Comparison between mean scores of the attitude towards life rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td>6.4.1 Comparison between mean scores of the attitude towards life (total score) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td>6.4.2 Comparison between mean scores of the attitude towards life (achieving goals and attaining success) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>6.4.3 Comparison between mean scores of the attitude towards life (health and wellness) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>293</td>
</tr>
<tr>
<td></td>
<td>6.4.4 Comparison between mean scores of the attitude towards life (enjoy life) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>296</td>
</tr>
<tr>
<td></td>
<td>6.4.5 Comparison between mean scores of the attitude towards life (accountability) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>298</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6.4.6</td>
<td>Comparison between mean scores of the attitude towards life (work on the whole person) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>300</td>
</tr>
<tr>
<td>6.4.7</td>
<td>Comparison between mean scores of the attitude towards life (self-esteem) rated by secondary school students belonging to different levels of the participation in physical education activities</td>
<td>302</td>
</tr>
<tr>
<td>6.5</td>
<td>Conclusion</td>
<td>305</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>306</td>
</tr>
</tbody>
</table>
6.1 INTRODUCTION

The present chapter is devoted to the analysis of data and interpretation concerning to objectives and hypotheses of the study mentioned in the beginning of the report. The major concerned of the present investigation was to study the attitude towards life of secondary school students in relation to the participation in physical education activities. The hypotheses were tested through employing suitable statistical techniques and pertinent results were interpreted. For the process of analysis, the researcher has made a careful attempt to study the characteristics of data and to design the method of analysis which was appropriated for the data. Mean (\( \bar{X} \)), standard deviation (S.D.), ANOVA, and Studentized Range Statistic Test (q) were used for testing of the null hypotheses. The researcher has planned to present the results of the present study as follow:

1. Level of the participation in physical education activities.
2. Level of the attitude towards life of secondary school students in total score and classified into six aspects i.e. achieving goals and attaining success, health and wellness (physical health, mental health, social health), enjoy life, accountability, work on the whole person, and self-esteem.
3. Comparison of mean scores of the attitude towards life rated by secondary school students belonging to different levels of the participation in physical education activities.

Results of the study are shown in form of table followed by the interpretation and graph.

6.2 LEVEL OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

To identify the level of the participation in physical education activities, the responses of secondary school students in terms of mean and standard deviation was calculated. The results of the analysis were shown in total score and in each aspect of the participation in physical education activities i.e. physical education activity in curriculum setting, physical education activity in classroom instruction, and physical extracurricular activity. The results of the analysis of data would be useful for grouping of the sample...
in to different levels of the participation in physical education activities i.e. high, moderate, and low.

There were 60 statements included in the scale which measure the participation in physical education activities. The data were scored by summing the weight assigned to the statements of the scale. For the total score of the scale which measure the participation in physical education activities, the maximum possible score of each respondent was thus 300 whereas the minimum possible score of each respondent was thus 60. There were three aspects of the participation in physical education activities i.e.

1. Physical education activity in curriculum setting
2. Physical education activity in classroom instruction
3. Physical extracurricular activity

For the score of different aspects of the participation in physical education activities, the maximum possible score of each respondent was thus 105, 85, and 110 whereas the minimum possible score of each respondent was thus 21, 17, and 22. The scores of the participation in physical education activities were calculated to find out the mean and standard deviation.

The score thus divided by the number of statements in the scale as follow:
1. Physical education activity in curriculum setting (divided by 21)
2. Physical education activity in classroom instruction (divided by 17)
3. Physical extracurricular activity (divided by 22)

To decide the level of the participation in physical education activities, the score was converted into the following criteria suggested by Boonchom Srisa-ard and Boonsong Nilkaew (1992):

* The mean scores between 1.00 up to 2.49 were considered to be low level of the participation in physical education activities.
* The mean scores between 2.50 up to 3.49 were considered to be moderate level of the participation in physical education activities.
* The mean scores between 3.50 up to 5.00 were considered to be high level of the participation in physical education activities.
The sample of the present research was 2,552 secondary school students. The result of the analysis of the participation in physical education activities in total score and in each statement is given in table 6.1 and interpretation has been given after the table.

**TABLE 6.1**
STATEMENTWISE, MEAN AND STANDARD DEVIATION OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES IN TOTAL SCORE, IN EACH ASPECT AND IN EACH STATEMENT

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Χ</th>
<th>S.D.</th>
<th>Level of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Physical education activity in curriculum setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>I participate in physical education activities in order to enhance my capacity in physical strength, knowledge, and morality.</td>
<td>3.42</td>
<td>0.76</td>
<td>Moderate</td>
</tr>
<tr>
<td>2.</td>
<td>I search the guidelines for self-development and the excellent way to cope up with health wellness.</td>
<td>3.46</td>
<td>0.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>3.</td>
<td>I analyze the conditions of physical and mental growth of teenagers with standard criteria.</td>
<td>3.44</td>
<td>0.7</td>
<td>Moderate</td>
</tr>
<tr>
<td>4.</td>
<td>I participate in kinesthetic activities, physical exercises, playing games and sports in physical education subject.</td>
<td>3.43</td>
<td>0.84</td>
<td>Moderate</td>
</tr>
<tr>
<td>5.</td>
<td>I reduce hour of participation in physical education activities, but emphasizes on academic achievement.</td>
<td>3.47</td>
<td>1.03</td>
<td>Moderate</td>
</tr>
<tr>
<td>6.</td>
<td>I search for acquisition of knowledge and accurate understanding with proper attitude for acquiring hygienic habits.</td>
<td>3.27</td>
<td>0.89</td>
<td>Moderate</td>
</tr>
<tr>
<td>7.</td>
<td>I select appropriate methods for self-adjustment and sexual development through physical education activities.</td>
<td>3.46</td>
<td>0.84</td>
<td>Moderate</td>
</tr>
<tr>
<td>8.</td>
<td>I participate in physical education activities in order to avoid obesity and against diseases.</td>
<td>3.43</td>
<td>0.86</td>
<td>Moderate</td>
</tr>
<tr>
<td>9.</td>
<td>I analyze the nature of human growth and physical activity factors which affected the growth and development of teenage.</td>
<td>3.47</td>
<td>0.82</td>
<td>Moderate</td>
</tr>
<tr>
<td>10.</td>
<td>I investigate the processes of strengthening and maintaining efficient functions of various organs systems.</td>
<td>3.41</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
<tr>
<td>11.</td>
<td>I feel shy to discuss with others about sexually transmitted disease, sex problem, and unwanted pregnancy.</td>
<td>3.45</td>
<td>0.74</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
### TABLE 6.1 (Continued)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>X</th>
<th>S.D.</th>
<th>Level of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>I play various kinds of Thai and international sports in individual and in team using the basic skills of the sports.</td>
<td>3.49</td>
<td>0.84</td>
<td>Moderate</td>
</tr>
<tr>
<td>13.</td>
<td>I participate in moderate and vigorous intensity physical education for benefits to physical fitness and health wellness.</td>
<td>3.42</td>
<td>0.73</td>
<td>Moderate</td>
</tr>
<tr>
<td>14.</td>
<td>I have no chance to participate in physical education activity because I don’t have aptitude and don’t want to maintain sound physical fitness.</td>
<td>3.45</td>
<td>0.99</td>
<td>Moderate</td>
</tr>
<tr>
<td>15.</td>
<td>I apply the kinesthetic skills in physical education activities to strengthen my health continuously and my daily life.</td>
<td>3.36</td>
<td>0.58</td>
<td>Moderate</td>
</tr>
<tr>
<td>16.</td>
<td>I choose to consume food suitable to my age and health strengthening.</td>
<td>3.43</td>
<td>0.9</td>
<td>Moderate</td>
</tr>
<tr>
<td>17.</td>
<td>I analyze the problems arising from the nutritional status affecting physical and mental health.</td>
<td>3.49</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>18.</td>
<td>I analyze the balance between physical activities and physical and mental health to protect me from illness.</td>
<td>3.23</td>
<td>0.79</td>
<td>Moderate</td>
</tr>
<tr>
<td>19.</td>
<td>I recommend the self-conduct methods to manage emotions and stress through the physical education activities.</td>
<td>3.48</td>
<td>1.08</td>
<td>Moderate</td>
</tr>
<tr>
<td>20.</td>
<td>I am unable to analyze the risk factors affecting physical and mental health, and the methods of prevention.</td>
<td>3.47</td>
<td>1.15</td>
<td>Moderate</td>
</tr>
<tr>
<td>21.</td>
<td>I apply the physical education activities skills to protect the dangerous situation of taking drugs and consuming alcohol.</td>
<td>3.49</td>
<td>0.82</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td><strong>(2) Physical activity in classroom instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I enjoy physical education activity which integrated in classroom routines in order to activate, energize, relaxing and motivate me to learn.</td>
<td>3.45</td>
<td>1.1</td>
<td>Moderate</td>
</tr>
<tr>
<td>23.</td>
<td>I participate in physical activities in classroom such as alternatives to sit in desks or take turns working throughout the day etc.</td>
<td>3.25</td>
<td>0.66</td>
<td>Moderate</td>
</tr>
<tr>
<td>24.</td>
<td>While learning in the classroom, I am emphasized to sit quietly at my own desks.</td>
<td>3.48</td>
<td>0.82</td>
<td>Moderate</td>
</tr>
<tr>
<td>25.</td>
<td>I enjoy simple exercises while sitting and standing in the classroom such as jumping jacks, hop three times etc.</td>
<td>3.45</td>
<td>0.6</td>
<td>Moderate</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>X</td>
<td>S.D.</td>
<td>Level of Participation</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----</td>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Physical education activity in classroom instruction (Continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>I move around the classroom to tape worksheets on the wall, to view learning material, and to communicate with the friends.</td>
<td>3.39</td>
<td>0.58</td>
<td>Moderate</td>
</tr>
<tr>
<td>27.</td>
<td>I have to sit quiet at my desk and engage my mind at lessons when entering the classroom.</td>
<td>3.46</td>
<td>0.9</td>
<td>Moderate</td>
</tr>
<tr>
<td>28.</td>
<td>I jump on the floor or stand up and run in place by my desk for a quick movement break in between lessons.</td>
<td>3.45</td>
<td>0.86</td>
<td>Moderate</td>
</tr>
<tr>
<td>29.</td>
<td>I participate in Daily Physical Activity (DPA) programme in the classroom for students' more activeness and fight obesity.</td>
<td>3.36</td>
<td>0.86</td>
<td>Moderate</td>
</tr>
<tr>
<td>30.</td>
<td>Activities during breaks/recess cannot make me better feeling and doing better work.</td>
<td>3.45</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>31.</td>
<td>I participate at least 10 minute physical activity during breaks/recess to address my need and to avoid the rigors of traditional study.</td>
<td>3.51</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td>32.</td>
<td>I spend short time between lessons for physical activities in order to maintain a physically active lifestyle.</td>
<td>3.45</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>33.</td>
<td>I walk around the classroom between the regular brakes in order to reduce the time spent on sedentary activity.</td>
<td>3.34</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>34.</td>
<td>I am not doing the same physical activities every day because I want to keep myself from getting bored.</td>
<td>3.46</td>
<td>0.99</td>
<td>Moderate</td>
</tr>
<tr>
<td>35.</td>
<td>Between the lessons, I am not eager to participate in physical activities because I want to take rest.</td>
<td>3.24</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td>36.</td>
<td>I stretch my body parts as I am likely to be sore from sitting in hard chairs in classroom all day.</td>
<td>3.48</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td>37.</td>
<td>I participate in jumping jacks activity during the brake/recess to avoid the sedentary lifestyle.</td>
<td>3.41</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>38.</td>
<td>I pay my attention on the lessons and take sufficient less at home after the school hours in the evening.</td>
<td>3.33</td>
<td>0.8</td>
<td>Moderate</td>
</tr>
<tr>
<td>(3)</td>
<td>Physical extracurricular activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>I participate in extracurricular activity throughout the course of one year school.</td>
<td>3.55</td>
<td>0.78</td>
<td>High</td>
</tr>
</tbody>
</table>
TABLE 6.1 (Continued)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>X</th>
<th>S.D.</th>
<th>Level of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.</td>
<td>I participate in physical extracurricular activities which are usually held at school but they are not part of the mandatory academic curriculum.</td>
<td>3.34</td>
<td>0.84</td>
<td>Moderate</td>
</tr>
<tr>
<td>41.</td>
<td>I participate in sports which conducted outside of the regular school day.</td>
<td>3.27</td>
<td>0.99</td>
<td>Moderate</td>
</tr>
<tr>
<td>42.</td>
<td>I do not have enough time to spend for physical extracurricular activity due to the more busy with the home work.</td>
<td>3.50</td>
<td>0.98</td>
<td>High</td>
</tr>
<tr>
<td>43.</td>
<td>I prefer to pass my leisure time by physical extracurricular activities for improving of higher levels of social, emotional, and healthy behaviour.</td>
<td>3.53</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>44.</td>
<td>Lack encouragement, support, or companionship from family are my barriers for participation in physical extracurricular activity.</td>
<td>3.52</td>
<td>0.89</td>
<td>High</td>
</tr>
<tr>
<td>45.</td>
<td>I participate in after-school physical activities for reducing the prone to negative peer pressure and have higher levels of self-esteem.</td>
<td>3.48</td>
<td>0.90</td>
<td>Moderate</td>
</tr>
<tr>
<td>46.</td>
<td>I play basketball, climbing, field hockey, football, horse riding, softball, tennis, volleyball, running etc outside of the regular school day.</td>
<td>3.49</td>
<td>0.94</td>
<td>Moderate</td>
</tr>
<tr>
<td>47.</td>
<td>I make physical activity as a regular part of my daily or weekly schedule and write it on my calendar.</td>
<td>3.41</td>
<td>1.08</td>
<td>Moderate</td>
</tr>
<tr>
<td>48.</td>
<td>Lack self-motivation, do not find exercise enjoyable, and find exercises boring are barriers for participation in physical extracurricular activity.</td>
<td>3.47</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>49.</td>
<td>Involving in physical extracurricular activities make me less likely to get involved in bad habits such as smoking, drugs or drinking.</td>
<td>3.56</td>
<td>0.98</td>
<td>High</td>
</tr>
<tr>
<td>50.</td>
<td>If I cannot participate in out door physical extracurricular activity, I participate in indoor cycling, aerobic dance, indoor swimming, stair climbing, rope skipping etc.)</td>
<td>3.51</td>
<td>0.65</td>
<td>High</td>
</tr>
<tr>
<td>51.</td>
<td>Physical extracurricular activity makes me more energetic level and more likely to be active after school and on weekends</td>
<td>3.47</td>
<td>1.12</td>
<td>Moderate</td>
</tr>
<tr>
<td>52.</td>
<td>After joining in the sports team, I developed my social skills and mental health.</td>
<td>3.50</td>
<td>0.72</td>
<td>High</td>
</tr>
</tbody>
</table>
TABLE 6.1 (Continued)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>X</th>
<th>S.D.</th>
<th>Level of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Physical extracurricular activity (Continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>Do not have parks, sidewalks, bicycle trails, and pleasant walking paths are my barriers for joining in physical extracurricular activity.</td>
<td>3.62</td>
<td>0.88</td>
<td>High</td>
</tr>
<tr>
<td>54.</td>
<td>Joining in physical extracurricular activity gives me a chance to enjoy and enhances physical and mental health.</td>
<td>3.57</td>
<td>1.05</td>
<td>High</td>
</tr>
<tr>
<td>55.</td>
<td>After joining physical extracurricular activities, I improved my better grades, good habit mobility skills, and self-esteem.</td>
<td>3.55</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>56.</td>
<td>I make more emphasis in academic performance rather than physical extracurricular activity for my learning achievement.</td>
<td>3.53</td>
<td>0.93</td>
<td>High</td>
</tr>
<tr>
<td>57.</td>
<td>One great benefit of my being involved in physical extracurricular activity is that I have learned about time management and prioritizing things in my life.</td>
<td>3.56</td>
<td>0.7</td>
<td>High</td>
</tr>
<tr>
<td>58.</td>
<td>Physical extracurricular activity gives me a relaxing environment and promotes healthy methods for dealing with stress.</td>
<td>3.37</td>
<td>0.81</td>
<td>Moderate</td>
</tr>
<tr>
<td>59.</td>
<td>Participating after school physical extracurricular activities are a great way to increase my balance responsibilities.</td>
<td>3.46</td>
<td>0.94</td>
<td>Moderate</td>
</tr>
<tr>
<td>60.</td>
<td>I participate in extracurricular activity for my scholastic, not for positive emotional and physical health benefits.</td>
<td>3.39</td>
<td>0.85</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.44</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Form table 6.1, It can be seen that after having the responses on the participation in physical education activities rated by 2,552 secondary school students, the obtained mean scores between 3.23 – 3.57 indicated the moderate to high level of the participation in physical education activities. The total mean score of the participation in physical education activities rated by 2,552 secondary school students is 3.44 (S.D. = 0.88) which is at moderate level.

There are three aspects of the participation in physical education activities i.e. physical education activity in curriculum setting, physical education activity in classroom instruction, and physical extracurricular activity. The mean scores of the three aspects of the participation in physical education activities rated by secondary school students are shown in the forthcoming table.
TABLE 6.2
MEAN AND STANDARD DEVIATION
OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES
IN TOTAL SCORE AND IN DIFFERENT ASPECTS

<table>
<thead>
<tr>
<th>NO.</th>
<th>Aspects of the participation in physical education activities</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>Level of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical education activity in curriculum setting</td>
<td>3.43</td>
<td>0.87</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>Physical education activity in classroom instruction</td>
<td>3.41</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>Physical extracurricular activity</td>
<td>3.48</td>
<td>0.89</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3.44</strong></td>
<td><strong>0.88</strong></td>
<td><strong>Moderate</strong></td>
</tr>
</tbody>
</table>

From table 6.2, it can be seen that the total mean score of the participation in physical education activities rated by secondary school students obtained the mean scores at moderate level (\( \bar{X} = 3.44 \), S.D. = 0.88). There are three aspects of the participation in physical education activities i.e. physical education activity in curriculum setting, physical education activity in classroom instruction, and physical extracurricular activity. The obtained mean scores of physical education activity in curriculum setting was 3.43, S.D. = 0.87 whereas the obtained mean scores of physical education activity in classroom instruction and physical extracurricular activity were 3.41(S.D. = 0.88) and 3.48 (S.D. = 0.89) respectively.

The responses of secondary school students on the scale to measure the participation in physical education activities was analyzed, the maximum possible score of each respondent was thus 500 in total score and 105, 85, 110 in different aspects whereas the minimum possible score of each respondent was thus 100 in total score and 21, 17, 22 in different aspects. The scores of the participation in physical education activities were calculated to find out the mean and standard deviation. There were 2,552 secondary school students to be the sample of the study. The score of the participation in physical education activities of each student was analyzed in order to find out the level of participation in physical education activities in total score and in different aspects. Mean and standard deviation of the participation in physical education activities of each student was converted into the criteria mentioned in the beginning of this chapter. The results of the analysis of data would be
indicated the number of secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate, and low.

**TABLE 6.3**
NUMBER AND PERCENTAGE OF SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

<table>
<thead>
<tr>
<th>Level of the Participation in Physical Education Activities</th>
<th>Number of Secondary School Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) High</td>
<td>0528</td>
<td>20.69</td>
</tr>
<tr>
<td>(2) Moderate</td>
<td>0855</td>
<td>33.50</td>
</tr>
<tr>
<td>(3) Low</td>
<td>1169</td>
<td>45.81</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2552</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From table 6.3, it can be seen that the sample of the present study is 2552 secondary school students. There were 528 secondary school students (20.69%) obtained mean scores of the participation in physical education activities at high level whereas the other 855 secondary school students (33.50%) obtained mean scores of the participation in physical education activities at moderate level. Out of 2,552 secondary school students, 1169 students (45.81%) obtained mean scores of the participation in physical education activities at low level.

The information of the above table would be useful for the calculation of the attitude towards life in relation to the participation in physical education activities i.e. high, moderate, and low.

For better understanding, the number of secondary school students belonging to different levels of the participation in physical education activities is shown in graph 6.1.
GRAPH 6.1

NUMBER OF SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES
6.3 LEVELS OF ATTITUDE TOWARDS LIFE

To identify the levels of attitude towards life of secondary school students which consisted of six aspects, the responses of secondary school students in terms of mean and standard deviation was calculated. The results of the analysis were shown in total score and in each aspects of attitude toward life.

There were 100 statements included in the scale which measure the attitude towards life. The data were score by summing the weight assigned to the statements of the scale. For the total score of the scale to measure the attitude toward life, the maximum possible score of each respondent was thus 500 whereas the minimum possible score of each respondent was thus 100. There were 6 aspects of attitude toward life i.e. achieving goals and attaining success, health and wellness (physical, mental, social), enjoy life, accountability, work on the whole person, and self-esteem.

For the score of different aspects of attitude towards life, the maximum possible score of each respondent was thus 65, 180, 80, 50, 55, and 70 whereas the minimum possible score of each respondent was thus 13, 36, 16, 10, 11, and 14. The scores of the attitude towards life rated by secondary school students belonging to different levels of the participation in physical education activities were calculated to find out the mean score and standard deviation. The score obtained from the responses of the respondents thus divided by the number of statements of the scale i.e. 13, 36, 16, 10, 11, and 14.

To decide whether the score indicates the level attitude towards life (i.e. high, moderate, low); the score was converted into the following criterion suggested by Boonchom Srissa-ard and Boonsong Nilkaew. (1992)²:

* The mean scores between 1.00 up to 2.49 were considered to be low level of the attitude towards life.

* The mean scores between 2.50 up to 3.49 were considered to be moderate level of the attitude towards life.

* The mean scores between 3.50 up to 5.00 were considered to be high level of the attitude towards life.
6.3.1 Levels of the attitude towards life of secondary school students in total score and in each statement

To identify the levels of the attitude towards life, the responses of secondary school students in terms of mean and standard deviation was calculated. In the following table, the results of the analysis of attitude towards life are given in total score and in each aspect.

**TABLE 6.4**
STATEMENTSWISE, MEAN AND STANDARD DEVIATION OF THE ATTITUDE TOWARDS LIFE IN TOTAL SCORE, IN EACH ASPECT AND IN EACH STATEMENT

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>X</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I always make the best of my time to enjoy my life on this earth.</td>
<td>3.54</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>My attitude towards life lies on the work achievement and wellness life.</td>
<td>3.69</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>I desire my life goals on the financial prosperity and expertise as well as the health wellness and professional growth.</td>
<td>3.63</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>The success of making lots of money and accumulating vast amounts of wealth are my achieving goals.</td>
<td>3.36</td>
<td>1.03</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>My achievement - oriented does not concern to job satisfaction and the family well-being.</td>
<td>3.68</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>I prefer to be well educated and having growth in future career path.</td>
<td>3.35</td>
<td>0.99</td>
<td>Moderate</td>
</tr>
<tr>
<td>7</td>
<td>My achieving goals and attaining success is about the “attaining wealth, favour, or eminence and prosperity”.</td>
<td>3.49</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
<tr>
<td>8</td>
<td>The accomplishment in social status, personally, emotionally, spiritually and thoughts are my achieving life goals.</td>
<td>3.51</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>The grasping and mastering advance in technology are my favorite life goals.</td>
<td>3.42</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>10</td>
<td>Self-confidence, self-directed, optimistic, talented, lightning speed, well skills are my achievement-oriented.</td>
<td>3.54</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>11</td>
<td>I do not want to have ability of focusing, analyzing more lengthy, and considering more complex information.</td>
<td>3.60</td>
<td>0.87</td>
<td>High</td>
</tr>
<tr>
<td>12</td>
<td>Diversity and equality are not the fundamental way for achieving of my life goals.</td>
<td>3.57</td>
<td>0.84</td>
<td>High</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>( \bar{X} )</td>
<td>S.D.</td>
<td>Level of Attitude</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>(2) Health and Wellness (Physical health)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Loyalty to organization and engagement at work are the priority factors for my attaining success.</td>
<td>3.58</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>14.</td>
<td>I consider the physical health is an essential part of my overall health, which include everything from physical fitness to overall wellness.</td>
<td>3.66</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>15.</td>
<td>I take lots of care of the external part of my body to function properly as it is commonly supposed to function.</td>
<td>3.52</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>16.</td>
<td>I belief that physical health wellness depend on the performance of the body system, nutrition, right environment, life habits, physical activities, timely rest, and clean air and water.</td>
<td>3.56</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>17.</td>
<td>I sit in a place for long duration without changing posture and using technology beyond the limits.</td>
<td>3.59</td>
<td>0.87</td>
<td>High</td>
</tr>
<tr>
<td>18.</td>
<td>I am unable to spend time for physical activities like walking, jogging, running, bicycling, doing yoga, and exercising.</td>
<td>3.47</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>19.</td>
<td>I feed my body with right type of food and drinks for my physical health.</td>
<td>3.62</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>20.</td>
<td>I participate in physical activities regularly i.e. aerobic, walking, swimming, running, cycling, and other expenditure energy activities for the benefits of healthy life.</td>
<td>3.39</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>21.</td>
<td>I engage myself with vigorous physical activities for leading my present healthy life and in adulthood.</td>
<td>3.65</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>22.</td>
<td>I take a balanced diet and limit my intake of saturated fats and cholesterol to avoid obesity weight.</td>
<td>3.71</td>
<td>0.66</td>
<td>High</td>
</tr>
<tr>
<td>23.</td>
<td>If I do not avoid the sedentary lifestyle, my health can easily be at risk to many diseases like chronic heart disease, hypertension and diabetes.</td>
<td>3.68</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>24.</td>
<td>It is unnecessary to join in physical activities at an early age for the value of self preservation and choosing a lifestyle.</td>
<td>3.63</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>$\bar{X}$</td>
<td>S.D.</td>
<td>Level of Attitude</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>25.</td>
<td>I participate in moderate and vigorous intensity physical activities for improving of physical health i.e. bone, muscles strength, flexibility, and reduce the risk for cardiovascular.</td>
<td>3.45</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>26.</td>
<td>I maintain good mental health which includes a state of emotional and psychological well-being.</td>
<td>3.56</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>27.</td>
<td>I get involved with physical activities for the benefits of ability to express emotions, maintain a balance of emotions, and mental health.</td>
<td>3.38</td>
<td>0.87</td>
<td>Moderate</td>
</tr>
<tr>
<td>28.</td>
<td>I engage in physical activities and get an adequate amount of rest/sleep to maintain my emotions and mental health.</td>
<td>3.48</td>
<td>0.79</td>
<td>Moderate</td>
</tr>
<tr>
<td>29.</td>
<td>I am unable to maintain a balance of emotions so that negative emotions such as depression, stress, anxiety, fear and anger are dominant.</td>
<td>3.32</td>
<td>1.07</td>
<td>Moderate</td>
</tr>
<tr>
<td>30.</td>
<td>I have less substance abuse, lower rate of depression and anxiety for the recovery of mental wellness.</td>
<td>3.17</td>
<td>1.14</td>
<td>Moderate</td>
</tr>
<tr>
<td>31.</td>
<td>I generally have a positive outlook which enhanced levels of mental wellness condition.</td>
<td>3.22</td>
<td>1.11</td>
<td>Moderate</td>
</tr>
<tr>
<td>32.</td>
<td>I work hard for the whole day and never schedule my day to allow time for leisure activity.</td>
<td>3.46</td>
<td>0.87</td>
<td>Moderate</td>
</tr>
<tr>
<td>33.</td>
<td>I am very serious when stress and anxiety becomes too difficult to manage.</td>
<td>3.37</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
<tr>
<td>34.</td>
<td>I do something different that will refresh and restore my energy for work, as well as to release anxiety and enjoy the peace.</td>
<td>3.24</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>35.</td>
<td>I forgive other, forgive myself, free from negative thought, and countered with a thought of gratitude.</td>
<td>3.50</td>
<td>0.89</td>
<td>High</td>
</tr>
<tr>
<td>36.</td>
<td>I give the impression of intelligence and do not let problems around me to bother me.</td>
<td>3.32</td>
<td>1.02</td>
<td>Moderate</td>
</tr>
<tr>
<td>37.</td>
<td>I respond to challenges and feel a sense of fulfillment that makes me the daily living worthwhile.</td>
<td>3.46</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
(2) Health and Wellness (Social health)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>I have the mutual social support to contribute the positive adjustment, and encourage personal growth for maintaining the social health.</td>
<td>3.37</td>
<td>1.05</td>
<td>Moderate</td>
</tr>
<tr>
<td>39.</td>
<td>I have a feeling of mutual trust and reciprocity in a community which is an important indicator of social health.</td>
<td>3.38</td>
<td>0.78</td>
<td>Moderate</td>
</tr>
<tr>
<td>40.</td>
<td>I collaborate with others in society only if it seems appropriate and convenient.</td>
<td>3.30</td>
<td>1.11</td>
<td>Moderate</td>
</tr>
<tr>
<td>41.</td>
<td>I am unsure to participate in social networking sites and instant messaging with strangers.</td>
<td>3.49</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>42.</td>
<td>I interact and make friends with people in areas around and thrive in social settings which affect the social health.</td>
<td>3.38</td>
<td>0.89</td>
<td>Moderate</td>
</tr>
<tr>
<td>43.</td>
<td>I believe that the improving of the social health of the individuals can improve the social health of the society.</td>
<td>3.28</td>
<td>0.78</td>
<td>Moderate</td>
</tr>
<tr>
<td>44.</td>
<td>I cannot adjust myself with the society and do not have ability to perform normal roles in society.</td>
<td>3.43</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>45.</td>
<td>Social interactions cannot assist in improving relationships with others and cannot assist in improving the social wellness.</td>
<td>3.32</td>
<td>0.97</td>
<td>Moderate</td>
</tr>
<tr>
<td>46.</td>
<td>I socialize with other people and form the mutual relationships for the benefits of the social health.</td>
<td>3.20</td>
<td>1.11</td>
<td>Moderate</td>
</tr>
<tr>
<td>47.</td>
<td>I have equal access to obtain the contributions, to maintain my life, and to be protected from the society.</td>
<td>3.23</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
<tr>
<td>48.</td>
<td>I feel the support offered by being a part of the society encourages me for better growth of social wellness.</td>
<td>3.38</td>
<td>0.89</td>
<td>Moderate</td>
</tr>
<tr>
<td>49.</td>
<td>I feel happy when I cooperate and work with others in society and adjust myself to the requirement of my society.</td>
<td>3.54</td>
<td>0.83</td>
<td>High</td>
</tr>
</tbody>
</table>

(3) Enjoy life

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td>I have a positive outlook on what happens which help to realize the meaning of life.</td>
<td>3.47</td>
<td>0.81</td>
<td>Moderate</td>
</tr>
<tr>
<td>51.</td>
<td>I enjoy life because I have positive look at the things, gadgets and environment around.</td>
<td>3.37</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

TABLE 6.4 (Continued)
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>$\bar{X}$</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.</td>
<td>I believe that nature is an amazing healer for the stresses and strains of modern life.</td>
<td>3.35</td>
<td>0.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>53.</td>
<td>I think, the most wasted of all days is one without laughter and I am not too busy to laugh, or too serious to smile.</td>
<td>3.38</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>54.</td>
<td>I motivate to master new skills, seek out new challenges, and maintain a sense of creativity and curiosity.</td>
<td>3.43</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>55.</td>
<td>Social networking sites and instant messaging contribute me to pass my meaningful days.</td>
<td>3.46</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>56.</td>
<td>I always spend time for a simple pleasure such as playing with pets, planting or cooking a nice meal with the family.</td>
<td>3.29</td>
<td>0.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>57.</td>
<td>My hard work does not allow me to spend time to appreciate the ordinary events and consider them a special beauty.</td>
<td>3.26</td>
<td>1.03</td>
<td>Moderate</td>
</tr>
<tr>
<td>58.</td>
<td>I participate in clubs, activities, and sports for increasing the relationship with people instead of sitting bored at home and wallowing in self-pity.</td>
<td>3.31</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>59.</td>
<td>I view or rethink about my routine work in the morning and evening and adjust them suitable to my life.</td>
<td>3.24</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>60.</td>
<td>I celebrate successes of my difficult work because I believe that the enjoy feeling success is the route to happiness and enjoyment of life.</td>
<td>3.30</td>
<td>0.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>61.</td>
<td>When things go bad, I try to appreciate the blessings I have and try to live my life with joy.</td>
<td>3.23</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>62.</td>
<td>I frequently take into consideration the most troubles or dissatisfactions, or the negative things in life.</td>
<td>3.24</td>
<td>1.03</td>
<td>Moderate</td>
</tr>
<tr>
<td>63.</td>
<td>Before starting a new important work or new activities I am frequently afraid that it will go wrong or unable to make it.</td>
<td>3.28</td>
<td>0.78</td>
<td>Moderate</td>
</tr>
<tr>
<td>64.</td>
<td>I consider the world is not a nice place to live in, so I do not make a plan or imagine what and how I have to do in future.</td>
<td>3.20</td>
<td>1.11</td>
<td>Moderate</td>
</tr>
<tr>
<td>65.</td>
<td>I generally distrust the mankind and believe that mankind will face more violence, wars and injustices.</td>
<td>3.33</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

**TABLE 6.4 (Continued)**
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) Accountability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>I talk openly and regularly about the positive and negative consequences of the actions, performances, expectations and accountabilities.</td>
<td>3.40</td>
<td>0.98</td>
<td>Moderate</td>
</tr>
<tr>
<td>67.</td>
<td>I take the responsibility for my production, my behaviour and my performance.</td>
<td>3.56</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>68.</td>
<td>I evaluate my behaviour and performance on a regular basis.</td>
<td>3.59</td>
<td>0.87</td>
<td>High</td>
</tr>
<tr>
<td>69.</td>
<td>I fully trust in capacity of other people to solve problems or manipulate the failure and difficulty.</td>
<td>3.18</td>
<td>1.11</td>
<td>Moderate</td>
</tr>
<tr>
<td>70.</td>
<td>If I do well at something, I tend to put to luck, but If I do badly at something, I believe it's all are my faults.</td>
<td>3.47</td>
<td>1.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>71.</td>
<td>I make excuses for my mistake and think that there is no need to improve the mistakes.</td>
<td>3.62</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>72.</td>
<td>I monitor the workforce to ensure all of the positive and negative consequences around accountability are perceived as real.</td>
<td>3.65</td>
<td>0.78</td>
<td>High</td>
</tr>
<tr>
<td>73.</td>
<td>I always make an excuse for the behaviour, provide an apology or acknowledge shame for the results.</td>
<td>3.56</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>74.</td>
<td>I take the balance between obedience, loyalty, and participation between all parties involved.</td>
<td>3.51</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td>75.</td>
<td>I have mind set on promoting the notion that each person in a workplace has a set of tasks and functions that define the expectations of their role.</td>
<td>3.33</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>(5) Work on the whole person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76.</td>
<td>I belief that human being are made up of body, mind, heart and spirit. These four parts can't be well unless the whole is well.</td>
<td>3.60</td>
<td>0.87</td>
<td>High</td>
</tr>
<tr>
<td>77.</td>
<td>It is difficult to enjoy life, if the body, mind, heart and spirit are unhealthy.</td>
<td>3.52</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>78.</td>
<td>I take into account the whole person that body, mind, heart and spirit have to work together not separately.</td>
<td>3.58</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>79.</td>
<td>Without a healthy body, one becomes lethargic, lazy and unmotivated.</td>
<td>3.57</td>
<td>0.84</td>
<td>High</td>
</tr>
</tbody>
</table>

**TABLE 6.4 (Continued)**
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>𝜇</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Life without problems would be a bare existence, without the opportunity for the growth of the whole person.</td>
<td>3.60</td>
<td>0.87</td>
<td>High</td>
</tr>
<tr>
<td>81</td>
<td>Taking care of the body means the development of physical body. It can be done separately from to others elements such as mind, heart and spirit.</td>
<td>3.54</td>
<td>0.83</td>
<td>High</td>
</tr>
<tr>
<td>82</td>
<td>Positive attitude brings constructive changes into life, makes happier, brighter and more successful</td>
<td>3.42</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>83</td>
<td>I get involved with physical activities for the benefits of ability to express emotions and maintain a balance of emotions.</td>
<td>3.19</td>
<td>1.12</td>
<td>Moderate</td>
</tr>
<tr>
<td>84</td>
<td>One can make happy life without taking into account the whole person i.e. body, mind, heart and spirit.</td>
<td>3.33</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>85</td>
<td>I need to learn a living to get by in life because they are all part of the whole picture, and this must be part of my attitude towards life.</td>
<td>3.65</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>86</td>
<td>For quality of life and well being, one should think in terms of taking care of the whole person.</td>
<td>3.62</td>
<td>0.82</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(6) Self-esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>I have ability to perform normal roles in society.</td>
<td>3.54</td>
<td>0.86</td>
<td>High</td>
</tr>
<tr>
<td>88</td>
<td>I generally feel anxious in new social situations where I may not know what is expected of me.</td>
<td>3.70</td>
<td>0.71</td>
<td>High</td>
</tr>
<tr>
<td>89</td>
<td>I find it difficult to hear criticism about myself.</td>
<td>3.51</td>
<td>0.92</td>
<td>High</td>
</tr>
<tr>
<td>90</td>
<td>I act according to my best choice, trusting my own judgment, and not feeling guilty when others don’t like my choice.</td>
<td>3.37</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
<tr>
<td>91</td>
<td>I do not lose time worrying excessively about what happened in the past, but I plan for the future and live in the present intensely.</td>
<td>3.32</td>
<td>1.01</td>
<td>Moderate</td>
</tr>
<tr>
<td>92</td>
<td>I frequently feel depressed about things I’ve said and done, or things I’ve failed to say or do.</td>
<td>3.46</td>
<td>0.97</td>
<td>Moderate</td>
</tr>
<tr>
<td>93</td>
<td>I avoid making changes in my life because I fear of making mistake or failing.</td>
<td>3.26</td>
<td>1.06</td>
<td>Moderate</td>
</tr>
<tr>
<td>94</td>
<td>I trust in my capacity to solve problems and not hesitating after failures and difficulties.</td>
<td>3.52</td>
<td>0.87</td>
<td>High</td>
</tr>
</tbody>
</table>

TABLE 6.4 (Continued)
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>I frequently review and analyze what I said or did for my day, and I have negative thoughts on my appearance.</td>
<td>3.66</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>96</td>
<td>I am easily embarrassed, procrastinate, and too sensitive.</td>
<td>3.67</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>97</td>
<td>I feel discouraged and inferior when I compare myself with others.</td>
<td>3.63</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>98</td>
<td>I often refrain from sharing my opinions, my ideas, and rely on the opinion of others to make decisions.</td>
<td>3.68</td>
<td>0.76</td>
<td>High</td>
</tr>
<tr>
<td>99</td>
<td>It is hard for me to take criticism from other people and criticize someone to their face.</td>
<td>3.50</td>
<td>0.92</td>
<td>High</td>
</tr>
<tr>
<td>100</td>
<td>I face life with more confidence, benevolence and optimism, and thus I can easily reach my goals and self-actualize.</td>
<td>3.49</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3.46</strong></td>
<td><strong>0.90</strong></td>
<td><strong>Moderate</strong></td>
</tr>
</tbody>
</table>

Form table 6.4, It can be seen that after having the responses on the scale which measure the attitude towards life rated by 2,552 secondary school students, the obtained mean scores between 3.17 – 3.71 indicated the high and moderate level. The total mean score of the attitude towards life rated by 2,552 secondary school students is 3.46 (S.D. = 0.90) which is at moderate level.

There are six aspects of the attitude towards life i.e. achieving goals and attaining success, health and wellness (physical, mental, social), enjoy life, accountability, work on the whole person, and self-esteem. The mean scores of the six aspects of the attitude towards life rated by secondary school students are shown in the forthcoming table.

**TABLE 6.5**
MEAN AND STANDARD DEVIATION
OF THE ATTITUDE TOWARDS LIFE IN TOTAL SCORE
AND IN DIFFERENT ASPECTS

<table>
<thead>
<tr>
<th>NO.</th>
<th>Aspects of the Attitude towards Life</th>
<th>$\bar{X}$</th>
<th>S.D.</th>
<th>Level of Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achieving goals and attaining success,</td>
<td>3.53</td>
<td>0.86</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Health and wellness (physical, mental, social)</td>
<td>3.43</td>
<td>0.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy life</td>
<td>3.32</td>
<td>0.94</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Accountability</td>
<td>3.48</td>
<td>0.91</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>Work on the whole person</td>
<td>3.51</td>
<td>0.86</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>Self-esteem</td>
<td>3.52</td>
<td>0.88</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.46</td>
<td>0.90</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

From table 6.5, it can be seen that the total mean score of the attitude towards life rated by secondary school students obtained the mean scores at moderate level ($\bar{X} = 3.46$, S.D. = 0.90). There are six aspects of the attitude towards life i.e. achieving goals and attaining success, health and wellness (physical, mental, social), enjoy life, accountability, work on the whole person, and self-esteem. The obtained mean scores of the achieving goals and attaining success is 3.53, S.D. = 0.86 which was at high level whereas the obtained mean scores of the health and wellness (physical, mental, social), enjoy life, and accountability are at moderate level (3.43 (S.D. = 0.91), 3.32 (S.D. = 0.97), 3.48 (S.D. = 0.92). The obtained mean scores of the work on the whole person and self-esteem are 3.51 (S.D. = 0.88) and 3.52, S.D. = 0.87 which are at high level.
Achieving goals and attaining success,
Health and wellness (physical, mental, social)
Enjoy life
Accountability
Work on the whole person
Self-esteem
Total

Graph 6.2
Mean scores of the attitude towards life of secondary school students in total score and in six aspects
6.3.2 Levels of the attitude towards life of secondary school students belonging to different levels of the participation in physical education activities

There are three levels of secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low. To identify the levels of attitude towards life, the responses of secondary school students in terms of mean and standard deviation was calculated. In the following table, the results of the analysis of attitude towards life of the secondary school students belonging to different level of the participation in physical education activities are given in total score and in each aspect.

**TABLE 6.6**
MEAN AND STANDARD DEVIATION OF ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO THREE LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES (HIGH, MODERATE, LOW)

<table>
<thead>
<tr>
<th>Level of the Participation in Physical Education Activities</th>
<th>Number of Students</th>
<th>Attitude towards Life</th>
<th>Levels of Attitude towards Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) High</td>
<td>0528</td>
<td>4.51</td>
<td>0.75 High</td>
</tr>
<tr>
<td>(2) Moderate</td>
<td>0855</td>
<td>3.43</td>
<td>0.89 Moderate</td>
</tr>
<tr>
<td>(3) Low</td>
<td>1169</td>
<td>2.44</td>
<td>1.06 Low</td>
</tr>
<tr>
<td>Total</td>
<td>2,552</td>
<td>3.46</td>
<td>0.90 Moderate</td>
</tr>
</tbody>
</table>

From table 6.6, it can be seen that the total mean score of the attitude towards life of secondary school students is 3.46 (S.D. = 0.90) which is at moderate level. The total mean score of the attitude towards life of secondary school students belonging to high level of level of the participation in physical education activities is 4.51 (S.D. = 0.75) which is at high level whereas the total mean score of the attitude towards life of secondary school students belonging to moderate and low levels of level of the participation in physical education activities are 3.43 (S.D. = 0.89) and 2.44 (S.D. = 1.06) which are at moderate and low level respectively.
For better understanding, total mean scores of the attitude towards life of secondary school students belonging to high, moderate and low levels of level of the participation in physical education activities are shown in graph 6.3.

Table 6.7 shows mean and standard deviation of six aspects of the attitude towards life rated by secondary school students belonging to different levels of the participation in physical education activities.
**TABLE 6.7**
MEAN AND STANDARD DEVIATION OF ATTITUDE TOWARDS LIFE IN TOTAL SCORE AND IN DIFFERENT ASPECTS RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES (HIGH, MODERATE, LOW)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Attitude towards Life</th>
<th>Mean and Standard Deviation of the Attitude toward Life Rated by Secondary School Students Belonging to Different Levels of the Participation in Physical Education Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$\bar{X}$</td>
</tr>
<tr>
<td>1</td>
<td>Achieving goals and attaining success,</td>
<td>4.64</td>
</tr>
<tr>
<td>2</td>
<td>Health and wellness (physical, mental, social)</td>
<td>4.32</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy life</td>
<td>4.50</td>
</tr>
<tr>
<td>4</td>
<td>Accountability</td>
<td>4.59</td>
</tr>
<tr>
<td>5</td>
<td>Work on the whole person</td>
<td>4.51</td>
</tr>
</tbody>
</table>

H = High
M = Moderate
L = Low

From table 6.7, it can be seen that the total mean score of the attitude towards life rated by secondary school students belonging to high level of the participation in physical education activities is 4.51 (S.D. = 0.75) whereas the mean score of the attitude towards life rated by secondary school students belonging to moderate and low level of the participation in physical education activities are 3.43 (S.D. = 0.89) and 2.44 (S.D. = 1.06) respectively.
There are six aspects of the attitude towards life of secondary school students. The analysis of each aspect of the attitude towards life is as follow:

The mean score of the attitude towards life (achieving goals and attaining success) rated by secondary school students belonging to high level of the participation in physical education activities is 4.64 (S.D. = 0.74) whereas the mean score of the attitude towards life (achieving goals and attaining success) rated by secondary school students belonging to moderate and high level of the participation in physical education activities are 3.48 (S.D. = 0.86) and 2.47 (S.D. = 1.02) respectively.

The mean score of the attitude towards life (health and wellness) rated by secondary school students belonging to high level of the participation in physical education activities is 4.43 (S.D. = 0.79) whereas the mean score of the attitude towards life (health and wellness) rated by secondary school students belonging to moderate and high level of the participation in physical education activities are 3.45 (S.D. = 0.96) and 2.41 (S.D. = 1.02) respectively.

The mean score of the attitude towards life (enjoy life) rated by secondary school students belonging to high level of the participation in physical education activities is 4.32 (S.D. = 0.79) whereas the mean score of the attitude towards life (enjoy life) rated by secondary school students belonging to moderate and high level of the participation in physical education activities are 3.28 (S.D. = 0.90) and 2.36 (S.D. = 1.11) respectively.

The mean score of the attitude towards life (accountability) rated by secondary school students belonging to high level of the participation in physical education activities is 4.50 (S.D. = 0.73) whereas the mean score of the attitude towards life (accountability) rated by secondary school students belonging to moderate and high level of the participation in physical education activities are 3.46 (S.D. = 0.93) and 2.48 (S.D. = 1.07) respectively.

The mean score of the attitude towards life (work on the whole person) rated by secondary school students belonging to high level of the participation in physical education activities is 4.60 (S.D. = 0.74) whereas the mean score of the attitude towards life (work on the whole person) rated by secondary school students belonging to moderate and high level
of the participation in physical education activities are 3.47 (S.D. = 0.84) and 2.46 (S.D. = 1.05) respectively.

The mean score of the attitude towards life (self-esteem) rated by secondary school students belonging to high level of the participation in physical education activities is 4.59 (S.D. = 0.81) whereas the mean score of the attitude towards life (self-esteem) rated by secondary school students belonging to moderate and high level of the participation in physical education activities are 3.48 (S.D. = 0.81) and 2.49 (S.D. = 1.07) respectively.

For better understanding, total mean scores of the attitude towards life (in total and in six aspects) rated by secondary school students belonging to high, moderate and low level of the participation in physical education activities are shown in graph 6.4.
GRAPH 6.4
MEAN SCORES OF THE ATTITUDE TOWARDS LIFE (IN TOTAL AND IN SIX ASPECTS)
OF SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE
PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES
(HIGH, MODERATE, LOW)
6.4 Comparison between mean scores of the attitude towards life rated by secondary school students belonging to different levels of the participation in physical education activities

6.4.1 Comparison between mean scores of the attitude towards life (total score) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (total score), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (total score) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.

**TABLE 6.8**

**SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES**

(_TOTAL SCORE_)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>2</td>
<td>1626.54</td>
<td>813.27</td>
<td>903.63**</td>
</tr>
<tr>
<td>Within Group</td>
<td>2549</td>
<td>2287.73</td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2551</td>
<td>3914.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F 0.05 = 2.99
F 0.01 = 4.60

**∗∗ = Significant at 0.01 level of confidence**

From table 6.8, it reveals that the _F - ratio_ on ANOVA of the attitude toward life (total score) of secondary school students belonging to different levels of the participation in physical education activities is 903.63 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the
mean score of the attitude toward life (total score) of secondary school students. Therefore, the null hypothesis No. 1 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method (The Studentized Range Statistics Test: q) was applied to ANOVA. The summary is given in table 6.9 and the interpretation has been given after the table.

TABLE 6.9
SUMMARY OF STUDENTIZED RANGE STATISTICS TEST (q) APPLIED TO ANOVA
FOR DIFFERENT PAIRS OF MEAN SCORES OF THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES
(TOTAL SCORE)

<table>
<thead>
<tr>
<th>Mean scores of Attitude towards Life</th>
<th>Levels of the participation in physical education activities and mean scores of the attitude towards life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>2.44</td>
</tr>
<tr>
<td>Moderate</td>
<td>3.43</td>
</tr>
<tr>
<td>High</td>
<td>4.51</td>
</tr>
<tr>
<td>F 0.05</td>
<td>2.77</td>
</tr>
<tr>
<td>F 0.01</td>
<td>3.64</td>
</tr>
<tr>
<td>q 0.05</td>
<td>0.10</td>
</tr>
<tr>
<td>q 0.01</td>
<td>0.12</td>
</tr>
</tbody>
</table>

$n = 769$

** = Significant at 0.01 level of confidence

From table 6.9, the following relationship between the mean scores of the attitude toward life (total score) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (total score) rated by secondary school students belonging to low level
of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (total score) of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (total score) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (total score) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.4.2 Comparison between mean scores of the attitude towards life (achieving goals and attaining success) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (achieving goals and attaining success), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (achieving goals and attaining success) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.

TABLE 6.10
SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES
(ACHIEVING GOALS AND ATTAINING SUCCESS)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>2</td>
<td>1776.46</td>
<td>888.23</td>
<td>1057.42**</td>
</tr>
<tr>
<td>Within Group</td>
<td>2549</td>
<td>2137.81</td>
<td>0.84</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2551</td>
<td>3914.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F 0.05 = 2.99
F 0.01 = 4.60

** = Significant at 0.01 level of confidence

From table 6.10, it reveals that the F – ratio on ANOVA of the attitude toward life (achieving goals and attaining success) of secondary school students belonging to different levels of the participation in physical education activities is 1057.42 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the mean score of the attitude toward life (achieving goals and attaining success) of secondary school students. Therefore, the null hypothesis No. 2 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method (The Studentized Range Statistics Test: q) was applied to ANOVA. The summary is given in table 6.11 and the interpretation has been given after the table.

<table>
<thead>
<tr>
<th>Mean scores of Attitude towards Life</th>
<th>Levels of the participation in physical education activities and mean scores of the attitude towards life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>2.47</td>
<td>3.48</td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>F 0.05</td>
<td>2.77</td>
</tr>
<tr>
<td>F 0.01</td>
<td>3.64</td>
</tr>
<tr>
<td>q 0.05</td>
<td>0.09</td>
</tr>
</tbody>
</table>

TABLE 6.11
SUMMARY OF STUDENTIZED RANGE STATISTICS TEST (q) APPLIED TO ANOVA
FOR DIFFERENT PAIRS OF MEAN SCORES OF THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES
(ACHIEVING GOALS AND ATTAINING SUCCESS)
From table 6.11, the following relationship between the mean scores of the attitude toward life (achieving goals and attaining success) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (achieving goals and attaining success) rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (achieving goals and attaining success) of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (achieving goals and attaining success) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (achieving goals and attaining success) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.4.3 Comparison between mean scores of the attitude towards life (health and wellness) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (health and wellness), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (health and wellness) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.
TABLE 6.12
SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY
SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL
EDUCATION ACTIVITIES
(HEALTH AND WELLNESS)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>2</td>
<td>1580.39</td>
<td>790.20</td>
<td>858.91**</td>
</tr>
<tr>
<td>Within Group</td>
<td>2549</td>
<td>2333.88</td>
<td>0.92</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2551</td>
<td>3914.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F 0.05 = 2.99
F 0.01 = 4.60
** = Significant at 0.01 level of confidence

From table 6.12, it reveals that the $F$-ratio on ANOVA of the attitude toward life (health and wellness) of secondary school students belonging to different levels of the participation in physical education activities is 790.20 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the mean score of the attitude toward life (health and wellness) of secondary school students. Therefore, the null hypothesis No. 3 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method (The Studentized Range Statistics Test: q) was applied to ANOVA. The summary is given in table 6.13 and the interpretation has been given after the table.
TABLE 6.13
SUMMARY OF STUDENTIZED RANGE STATISTICS TEST (q) APPLIED TO ANOVA
FOR DIFFERENT PAIRS OF MEAN SCORES OF THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY
SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL
EDUCATION ACTIVITIES
(HEALTH AND WELLNESS)

<table>
<thead>
<tr>
<th>Mean scores of Attitude towards Life</th>
<th>Levels of the participation in physical education activities and mean scores of the attitude towards life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>2.41</td>
</tr>
<tr>
<td>Low</td>
<td>-</td>
</tr>
<tr>
<td>Moderate</td>
<td>3.45</td>
</tr>
<tr>
<td>High</td>
<td>4.43</td>
</tr>
<tr>
<td>F 0.05</td>
<td>-</td>
</tr>
<tr>
<td>F 0.01</td>
<td>-</td>
</tr>
<tr>
<td>q 0.05</td>
<td>-</td>
</tr>
<tr>
<td>q 0.01</td>
<td>-</td>
</tr>
</tbody>
</table>

\( \bar{n} = 769 \)

** = Significant at 0.01 level of confidence

From table 6.13, the following relationship between the mean scores of the attitude toward life (health and wellness) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (health and wellness) rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (health and wellness) of
secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (health and wellness) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (health and wellness) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.4.4 Comparison between mean scores of the attitude towards life (enjoy life) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (enjoy life), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (enjoy life) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.

TABLE 6.14
SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

(ENJOY LIFE)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>2</td>
<td>1451.96</td>
<td>725.98</td>
<td>748.43**</td>
</tr>
<tr>
<td>Within Group</td>
<td>2549</td>
<td>2462.31</td>
<td>0.97</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2551</td>
<td>3914.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F 0.05 = 2.99
F 0.01 = 4.60

** = Significant at 0.01 level of confidence
From table 6.14, it reveals that the $F$-ratio on ANOVA of the attitude toward life (enjoy life) of secondary school students belonging to different levels of the participation in physical education activities is 748.43 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the mean score of the attitude toward life (enjoy life) of secondary school students. Therefore, the null hypothesis No. 4 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method (The Studentized Range Statistics Test: $q$) was applied to ANOVA. The summary is given in table 6.15 and the interpretation has been given after the table.

**TABLE 6.15**

**SUMMARY OF STUDENTIZED RANGE STATISTICS TEST ($q$) APPLIED TO ANOVA FOR DIFFERENT PAIRS OF MEAN SCORES OF THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES (ENJOY LIFE)**

<table>
<thead>
<tr>
<th>Mean scores of Attitude towards Life</th>
<th>Levels of the participation in physical education activities and mean scores of the attitude towards life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>2.36</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>3.28</td>
</tr>
<tr>
<td><strong>Moderate</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>4.32</td>
</tr>
<tr>
<td>F 0.05</td>
<td></td>
</tr>
<tr>
<td>F 0.01</td>
<td></td>
</tr>
<tr>
<td>q 0.05</td>
<td></td>
</tr>
<tr>
<td>q 0.01</td>
<td></td>
</tr>
</tbody>
</table>

$n = 769$

**$*** = Significant at 0.01 level of confidence**
From table 6.15, the following relationship between the mean scores of the attitude toward life (enjoy life) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (enjoy life) rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (enjoy life) of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (enjoy life) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (enjoy life) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.4.5 Comparison between mean scores of the attitude towards life (accountability) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (accountability), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (accountability) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.

**TABLE 6.16**

SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

(ACCOUNTABILITY)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>2</td>
<td>1554.37</td>
<td>777.19</td>
<td>835.69**</td>
</tr>
</tbody>
</table>
Within Group Total

<table>
<thead>
<tr>
<th></th>
<th>2549</th>
<th>2359.90</th>
<th>0.93</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2551</td>
<td>3914.27</td>
<td></td>
</tr>
</tbody>
</table>

\[ F_{0.05} = 2.99 \]
\[ F_{0.01} = 4.60 \]

** = Significant at 0.01 level of confidence

From table 6.16, it reveals that the \( F - ratio \) on ANOVA of the attitude toward life (accountability) of secondary school students belonging to different levels of the participation in physical education activities is 835.68 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the mean score of the attitude toward life (accountability) of secondary school students. Therefore, the null hypothesis No. 5 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method (The Studentized Range Statistics Test: q) was applied to ANOVA. The summary is given in table 6.17 and the interpretation has been given after the table.

**TABLE 6.17**

**SUMMARY OF STUDENTIZED RANGE STATISTICS TEST (q) APPLIED TO ANOVA FOR DIFFERENT PAIRS OF MEAN SCORES OF THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES (ACCOUNTABILITY)**

<table>
<thead>
<tr>
<th>Mean scores of Attitude towards Life</th>
<th>Levels of the participation in physical education activities and mean scores of the attitude towards life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>2.48</td>
<td>3.46</td>
</tr>
<tr>
<td>Low</td>
<td>2.48</td>
</tr>
<tr>
<td>Moderate</td>
<td>3.46</td>
</tr>
<tr>
<td>High</td>
<td>4.50</td>
</tr>
<tr>
<td>Low</td>
<td>2.02**</td>
</tr>
<tr>
<td>F 0.05</td>
<td></td>
</tr>
<tr>
<td>F 0.01</td>
<td></td>
</tr>
</tbody>
</table>
From table 6.17, the following relationship between the mean scores of the attitude toward life (accountability) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (accountability) rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (accountability) of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (accountability) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (accountability) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.4.6 Comparison between mean scores of the attitude towards life (work on the whole person) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (work on the whole person), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (work on the whole person) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.

**TABLE 6.18**
SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>q 0.05</th>
<th>0.10</th>
<th>0.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>q 0.01</td>
<td>0.13</td>
<td>0.14</td>
<td></td>
</tr>
</tbody>
</table>

\[ \bar{n} = 769 \]

\[ \star \star \star = \text{Significant at 0.01 level of confidence} \]
From table 6.18, it reveals that the $F$-ratio on ANOVA of the attitude toward life (work on the whole person) of secondary school students belonging to different levels of the participation in physical education activities is 1007.57 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the mean score of the attitude toward life (work on the whole person) of secondary school students. Therefore, the null hypothesis No. 6 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method (The Studentized Range Statistics Test: q) was applied to ANOVA. The summary is given in table 6.19 and the interpretation has been given after the table.
Moderate 3.47 - 1.13**

High 4.60 -

F 0.05 2.77 3.31

F 0.01 3.64 4.12

q 0.05 0.09 0.11

q 0.01 0.12 0.14

\( \bar{n} = 769 \)

** = Significant at 0.01 level of confidence

From table 6.19, the following relationship between the mean scores of the attitude toward life (work on the whole person) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (work on the whole person) rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (work on the whole person) of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (work on the whole person) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (work on the whole person) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.4.7 Comparison between mean scores of the attitude towards life (self-esteem) rated by secondary school students belonging to different levels of the participation in physical education activities

To compare the mean scores of the attitude towards life (self-esteem), the respondents had been classified into different levels of the participation in physical education activities. The comparison of the mean scores of the attitude towards life (work on the whole person) rated by secondary school students belonging to different levels of the participation in physical education activities i.e. high, moderate and low had been identified by F-test (the analysis of variance or ANOVA). The result of the analysis is presented in forthcoming table and the interpretation has been given after the table.
TABLE 6.20
SUMMARY OF THE RESULTS OF ANOVA FOR THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY
SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL
EDUCATION ACTIVITIES
(SELF-ESTEEM)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>2</td>
<td>1668.42</td>
<td>834.21</td>
<td>947.97**</td>
</tr>
<tr>
<td>Within Group</td>
<td>2549</td>
<td>2245.85</td>
<td>0.88</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2551</td>
<td>3914.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F 0.05 = 2.99
F 0.01 = 4.60

** = Significant at 0.01 level of confidence

From table 6.20, it reveals that the $F$ ratio on ANOVA of the attitude toward life (self-esteem) of secondary school students belonging to different levels of the participation in physical education activities is 947.97 which is significant at 0.01 level of confidence. Hence, it can be concluded that the participation in physical education activities does effect on the mean score of the attitude toward life (self-esteem) of secondary school students. Therefore, the null hypothesis No. 7 is rejected.

For finding out the pairs having significant difference, the Newman Keuls Method
(The Studentized Range Statistics Test: q) was applied to ANOVA. The summary is given in table 6.21 and the interpretation has been given after the table.

### TABLE 6.21
SUMMARY OF STUDENTIZED RANGE STATISTICS TEST (q) APPLIED TO ANOVA
FOR DIFFERENT PAIRS OF MEAN SCORES OF THE ATTITUDE TOWARDS LIFE RATED BY SECONDARY SCHOOL STUDENTS BELONGING TO DIFFERENT LEVELS OF THE PARTICIPATION IN PHYSICAL EDUCATION ACTIVITIES (SELF-ESTEEM)

<table>
<thead>
<tr>
<th>Mean scores of Attitude towards Life</th>
<th>Levels of the participation in physical education activities and mean scores of the attitude towards life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>2.49</td>
</tr>
<tr>
<td>Low</td>
<td>2.49</td>
</tr>
<tr>
<td>Moderate</td>
<td>3.48</td>
</tr>
<tr>
<td>High</td>
<td>4.59</td>
</tr>
<tr>
<td>F 0.05</td>
<td></td>
</tr>
<tr>
<td>F 0.01</td>
<td></td>
</tr>
<tr>
<td>q 0.05</td>
<td></td>
</tr>
<tr>
<td>q 0.01</td>
<td></td>
</tr>
</tbody>
</table>

\( \bar{n} = 769 \)
From table 6.21, the following relationship between the mean scores of the attitude toward life (self-esteem) of secondary school students belonging to different levels of the participation in physical education activities can be derived. It reveals that the mean score of the attitude toward life (self-esteem) rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (self-esteem) of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life (self-esteem) rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life (self-esteem) of secondary school students belonging to high level of the participation in physical education activities. The differences between the mean scores of the pairs mentioned above are significant at 0.01 level of confidence.

6.5 CONCLUSION

The present chapter was devoted to the analysis of data and interpretation concerning to objectives and hypotheses of the study. Mean ($\bar{X}$), standard deviation (S.D.), ANOVA, and Studentized Range Statistic Test ($q$) were used for testing of the null hypotheses. It was found that the participation in physical education activities and the attitude towards life rated by 2,552 secondary school students were at moderate level. The mean scores of the attitude towards life in total score and in six aspects rated by secondary school students belonging to different levels of the participation in physical education activities were significantly difference. The mean score of the attitude toward life in total score and in six aspects rated by secondary school students belonging to low level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life in total score and in six aspects of secondary school students belonging to moderate and high levels of the participation in physical education activities. The mean score of the attitude toward life in total score and in six aspects rated by secondary school students belonging to moderate level of the participation in physical education activities has smaller value than that of the mean score of the attitude toward life in total score and in six
aspects of secondary school students belonging to high levels of the participation in physical education activities.

Reference


2. Ibid.