CHAPTER I
INTRODUCTION

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INTRODUCTION

1.0 Background

For over 150 years, the educational system of our country was based on the Western pattern. It was primarily academic in content, did not take into account the actual needs of the student with the object of developing his wholesome personality. During the pre-independence period Physical Education did not find a place in the pattern of education. Activities such as Western gymnastics exercises were organised in schools and colleges on a voluntary basis. However, private institutions such as Gymnasia and Akhadas played a significant role in providing physical fitness and skill development programme for the youth of their localities and in developing in them a sense of patriotism for the honour and liberation of the country.

Whereas the majority of countries have shown significant progress and improvement in Physical Education including Games and Sports, India on the other hand, has been exhibiting marked deterioration in this field. This deterioration is not limited to any particular game or activity, but is present in almost all spheres of sports and Physical Education.
The training of youth in high schools is so inadequate that very few young players are available to reinforce the old stock. This is due to the general attitude of students towards Physical Education, and their wrong perception of its place in the prevalent education system. Our National Leaders are never tired of raising the slogan of "Sound Mind in a Sound Body", but it is strange that the whole premium in the examination is put on "Mind" only.

It has been observed that majority of the institutes imparting Physical Education training in India, do not devote as much time to train the students for Physical Education as is desired.

With the introduction of 10+2 pattern of education in the country it has been accepted by all concerned that Physical Education should be one of the 7 compulsory subjects in the school curriculum and it should be properly integrated in the new pattern of education.

The Review Committee on curriculum at the 10-year level headed by Shri Ishwarbhai J. Patel has emphasized the need for special guidance to teachers on Physical Education, particularly at the primary stage. The Committee's opinion is quoted below:
"In the field of Physical Education we find that at the primary level proper guided activities are not provided, so that when children come to the next sub-stage, their body capacity is not developed sufficiently to undertake Physical Education which is provided by the specialist teacher".

Various such Committees have been appointed in the past, to review Physical Education as one of the subjects in the school curriculum. So it is useful to look into the reports of the Committees appointed by State as well as Central Government. This skeleton review of Physical Education is presented in the section that follows.

1.1 Skeleton Review of Physical Education

After independence, education as a whole has gone through radical changes. Education was organized to promote national goals of Democracy, Socialism, Secularism and to inculcate amongst the youth the value of our society, develop skills and attitudes required for good citizenship.

In the reorganization process Physical Education has been regarded as an essential part at all levels of education. A number of Commissions and Committees have recommended the need and importance of Physical Education including sports in the pattern of education, and suitable measures for the development of leadership, infrastructure
facilities and curriculum, organization of the programme at different levels have also been suggested.

Soon after independence, in their effort of reorganization of educational set-up, a separate division for Physical Education was established under the Ministry of Education.

The University Education Commission (1950) and The Secondary Education Commission (1952) were constituted which suggested measures for developing Physical Education and Sports for the youth at different stages of education.

The Ministry set up, the Central Advisory Board of Physical Education and Recreation (1950). This Board has prepared a National Plan for Physical Education in which specific recommendations were made for training of teachers in Physical Education, Curriculum, etc. These recommendations have helped State Governments to develop facilities for this discipline in their respective areas.

The Ministry also set up, "The All India Council of Sports" (1954). This Council helped the Ministry of Education in evolving a coaching programme for prospective workers in the field, and in developing infrastructure facilities such as Stadiums, Swimming Pools, Indoor Halls and the like in the country. The Council played a significant role in encouraging Sports Federations in the Country to develop their programmes.
Two institutions were established at the national level, (a) Lakshmibai College of Physical Education (L.C.P.E.), Gwalior (1957), subsequently known as Lakshmibai National College of Physical Education (L.N.C.P.E.), Gwalior and (b) Netaji Subhas Institute of Sports (N.I.S.), Patiala (1958), subsequently known as Netaji Subhash National Institute of Sports (N.S.N.I.S.), Patiala to develop high level leadership in Physical Education and Sports respectively.

Special Committees such as The Ad-hoc Inquiry Committee for Games and Sports (1958) and The Kaul and Kapoor Committee (1960) were appointed to examine and suggest measures for development of Physical Education and Sports and improving quality in the field.

A special Co-ordination Committee under Pandit Kunzru was appointed in 1959 to recommend measures for the effective co-ordination of different schemes in force for the development of youth in the country.

The National Fitness Corps syllabus for schools was framed and made available to states for implementation in the secondary schools in the country.

The National Physical Efficiency Drive, subsequently known as National Physical Fitness Programme was started in 1960 and conducted every year.
C.D. Deshmukh Committee was appointed to suggest measures for developing Physical Education and Sports in Universities and Colleges in the country (1963).


The Society for the National Institutes for Physical Education and Sports (SNIPES) was set up (1965), for the maintenance and administration of the two National Institutes (L.N.C.P.E. and N.S.N.I.S.)

The National Council of Educational Research and Training framed a curriculum in Physical Education and Sports for Standards I to X.


Upon the recommendation of the SNIPES Board suitable measures are being taken for the promotion of Yoga.

Schemes of the Government of India such as award of scholarships to talents in the field of Sports, and Arjun Awards, have proved to be incentives to Sportsmen and Sportswomen.
Finally, the Central Government established in 1982, a Ministry for Sports with a Department of Sports and Sports development authority.

In the National Institutes, Research Wings have been started to provide research facilities in a scientific manner. Financial assistance to Universities and Colleges of Physical Education is also given to encourage Research.

This skeleton review is intended to present a picture of how, with great concern our country is taking progressive steps to develop Physical Education and Sports in line with the modern trend in other developing countries.

1.2 The Role of Physical Education

Physical Education is a vital part of the total Education. The significance of Physical and Health Education can hardly be over emphasized in view of the development of both the body and mind. Some recent experiments have demonstrated the relationship between physical activity and the development of intelligence in early childhood.

Physical Education contributes to the development of all aspects of the personality of the child, physical, mental, emotional and social. In striving to develop physical fitness, it provides opportunities for emotional
release and happiness. Further, team games and sports provide valuable training in the democratic way of life.

Physical Education is both means and methods of creating some sentiments that arouse motor impulses and tendencies to behave in a disciplined manner. The activities like games and sports are rewarding in as much as they develop mental powers, qualities of alertness, initiative, resourcefulness, courage, co-operation, understanding of people, tolerance, self-knowledge and self-control resulting in the development of healthy interests and attitudes towards issues, institutions and group.

In this context it may be emphasised that systematic physical activities be organized so as to foster attitudes and habits of participation in games and sports. On the strength of such attitudes the participants are prompted to respond in a manner that keeps them in a state of readiness guiding their own actions and acting as a determinant of their reaction to the behaviour of the others. Among the complex of variables and factors affecting successful implementation of physical activity programme the attitude of pupils towards Physical Education in general by and large the most significant factor to develop the individual's personality.
Physical Education is to-day accepted as an essential and integral part of Education, not on paper but in practice by introducing the Physical Education as one of the compulsory subjects at Secondary School Certificate Examination (S.S.C.E.) in Gujarat State. However, it may be pointed out that this subject swings to and fro i.e., made compulsory to voluntary and voluntary to compulsory in the secondary school curriculum. This fluctuation in policy has obviously caused a kind of uncertainty.

In this situation, it seems worthwhile to study the attitudes of secondary school children toward Physical Education in relation to their personality traits. Hence, the investigator has modestly ventured to undertake this study.

1.3 Statement of the Problem

"A Study of the Attitude of the School-going Adolescents towards Physical Education Programme in the Schools with reference to Personality Characteristics".

1.4 Definitions of Key Words

For the purposes of this study, the main terms of the problem are defined as under:
1.4.1 Study

The Reader's Digest Great Encyclopedia Dictionary defines the term "Study" as follows:

1. Devotion of time and thought to acquisition of information, pursuit of some branch of knowledge, careful examination or observation of subject, question etc.

2. Literary composition devoted to detailed consideration of a subject or problem or executed as exercise or experiment in style.

3. Careful sketch made for practice in technique or as preliminary experiment or part of it, compositions designed to develop player's skill.

4. Make a study of, take pain to investigate or acquire knowledge of subject or assure, examine carefully, investigate, apply oneself to study, take pains to do deliberate, intentional, effort."

1.4.2 Attitude

Attitude is normally understood as feeling, mood or opinion towards something. It is liking or disliking, love or hatred, beliefs or disbeliefs of an idea of someone toward a subject or an object of an individual or group of individuals.
According to Charles C. Cowell\textsuperscript{3}, "An attitude is an implicit response or predisposition to act toward or away from an individual or social value".

Nunn's\textsuperscript{4} definition of attitude is as under:

"Attitudes are learned predispositions toward aspect of our environment. They may be positively or negatively directed towards certain people, issues or institutions. An attitude usually is considered as consisting of three basic components - thinking, feeling and reacting".

According to Woodworth\textsuperscript{5}, "An attitude is a set of dispositions (readiness, inclination, tendency) to act toward an object according to its characteristics so far as we are acquainted with them".

1.4.3 Adolescent

The time of life from the onset of puberty to the achievement of full adulthood. It is the period during which social pressures of complex citizen from family ties, of finding a place in the vocational life of the community, and of making sex, adjustments; hence social psychologists regard adolescence as a by-product of social pressures, not as a unique period of biological strain and stress.\textsuperscript{6}
1.4.4 Physical Education

Physical Education has been defined in various ways by several experts in this field.

Mathews defines Physical Education as "Education through or by means of the Physical".  

Bucher and Reade have defined Physical Education as follows:

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

1.4.5 Personality

Of the various aspects of psychology that are related to sport, personality comes to mind more frequently than most others.

Gordon Allport's definition of personality (1961) ranks as one of the most often quoted and accepted. He defines personality as: "The dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment".
Cattell (1965) the noted personality psychologist, writes that "a man's personality indicates what he will do when he is in a given mood and is placed in a given situation".

1.4.6 Characteristics

The term 'Characteristic' means that the conduct in question is more a function of the individual than of the immediate stimulating situation. "Characteristic" refers to the habitual way of thinking, feeling and acting. The casual and incidental forms of behaviour are not characteristic. According to Ralph

"Characteristic means a comparatively stable or permanent way of behaving, which is more or less uniformly and consistently displayed. The only ground for assuming the existence of personality as operative entities persisting through time is the consistency in the overt behaviour of individual".

1.5 Objectives of the Study

The following objectives were laid down for the study:
1. To construct a valid and reliable scale to measure the attitude toward Physical Education of the school-going adolescents.

2. To study the attitude towards Physical Education of the school-going adolescents in context of their body-built.

3. To study the attitude towards Physical Education of the school-going adolescents coming from rural and urban areas.

4. To study the attitude towards Physical Education of the school-going adolescents in the context of personality characteristics.

5. To investigate whether there are any sex differences with regards to attitude towards Physical Education of the school-going adolescents.

6. To investigate whether family interest in sports and games has any relation to attitude towards Physical Education of the school-going adolescents.

1.6 Limitations of the Study

The present study has the following limitations:
1. The study is confined to the school-going adolescents of different schools situated in Kheda District of Gujarat.

2. The study is limited to the Gujarati speaking children of the secondary schools.

3. The attitude scale construction towards Physical Education was made by the investigator himself on the lines of Likert Method.

1.7 Scheme of Chapterization

The entire report of the present study is divided into eight chapters as shown below:

The first chapter is devoted to the general background of the field. A skeleton review of Physical Education in India has been presented. The statement of the problem is given and the key-words, used in the problem are carefully defined. Specific objectives are formulated the study has been delimited. The significance of the research problem is discussed. Thus, the first chapter aims to present a pre-view of the research study.

The second chapter presents a theoretical perspective of Physical Education - the misconceptions of Physical Education, definitions of Physical Education, scope of
Physical Education. It also presents a theoretical discussion on Attitude concept of Attitude, Definitions of Attitude, Measurement of Attitude. It also deals with the theoretical aspects of personality - the misconceptions regarding personality, definitions of Personality, Measurement of Personality and Development of Personality.

The third chapter deals with the review of past studies undertaken in the area which have both direct and indirect bearing upon the attitudinal measurement of students, researches done on Physical Education in context of attitude as well as Personality. This chapter includes studies carried out both in India and abroad.

The fourth chapter describes the planning and procedure of the study. The planning of scale construction, the sample, tools and the statistical techniques used to test the built-up hypotheses are described in this chapter.

The fifth chapter deals with the preparation of the final Attitude scale form, analysis of data gathered to establish various norms of the scale and establishment of its reliability and validity too.

The sixth chapter deals with the main study viz., Study of Attitude towards Physical Education in relation to 16 personality traits to have good solution of a regression equation and of a multiple 'R' by Doolittle Method.
The seventh chapter describes the selected study in Attitude towards Physical Education in context of the body-built, family interest in sports and games and the school facilities. For this study 2x2x3 factorial design has been used for statistical analysis and interpretation.

On the basis of observation and analysis of the data, some conclusions have been drawn. The suggestions based on these observations and conclusions are given in the eighth chapter.

Thus the entire report contains a description of all the essential steps for the construction and standardization of a reliable and valid scale to measure the attitude towards Physical Education of the school-going adolescent in relation to their personality traits, the data collected with the help of this tool, and a detailed analysis and interpretation of the data, along with a set of suggestions based on the investigation.

1.8 References


