CHAPTER II
THEORETICAL PERSPECTIVE

CONTENTS

2.0 INTRODUCTION

2.1 PHYSICAL EDUCATION

2.1.1 Misconceptions About Physical Education
    2.1.1.1 Physical Training
    2.1.1.2 Physical Culture
    2.1.1.3 Gymnastics
    2.1.1.4 Drills
    2.1.1.5 Sports
    2.1.1.6 Games
    2.1.1.7 Health Education
    2.1.1.8 Recreation

2.1.2 Concept of Physical Education

2.1.3 Definitions of Physical Education

2.1.4 Scope of Physical Education

2.2 ATTITUDE

2.2.1 Concept of Attitude

2.2.2 Characteristics of Attitude

2.2.3 Importance of Attitude

2.2.4 Definitions of Attitude

2.2.5 Measurement of Attitude
    2.2.5.1 Method of Direct Questioning
2.2.5.2 Method of Direct Observation of Behaviour

2.2.6 Attitude Scale
2.2.6.1 Thurstone Method of Equal-Appearing Intervals
2.2.6.2 Likert's Method of Summated Ratings

2.3 PERSONALITY
2.3.1 Misconception Regarding Personality
2.3.2 Definitions of Personality
2.3.3 Development of Personality
   2.3.3.1 Role of Family
   2.3.3.2 Role of School
   2.3.3.3 Role of Peers
   2.3.3.4 Role of Society
2.3.4 Measurement of Personality
   2.3.4.1 Psychometric Techniques
      2.3.4.1.1 Cattell 16 Personality Factors Inventory
      2.3.4.1.2 The Minnesota Multiphasic Inventory

2.4 ATTITUDE, PHYSICAL EDUCATION AND PERSONALITY: THE PRESENT STUDY

2.5 REFERENCES
CHAPTER II

THEORETICAL PERSPECTIVES

2.0 Introduction

In order to have the proper idea of the terms or terminology, it is essential to look into the meaning, concepts and definitions given by various eminent Psychologists, Educationists and the comments made by the Educomentricians. Really, the clear concept would definitely help the investigator to collect and coin statements depicting the various degrees of spectrum regarding the terms: Physical Education, Attitudes and Personality. Some of the conceptions about the terms in the past are also discussed in this chapter. Moreover, the measuring techniques of Attitude and Personality have been viewed along with the development process. Thus the three-faceted model of this study would give a clear picture of the theoretical perspectives. Therefore, an attempt is made to summarize the theoretical views in the following orders:

1. Physical Education
2. Attitude
3. Personality
2.1 Physical Education

Biological discoveries have opened new dimensions of knowledge about human organism emphasising the fact that there has certainly been reduction in human physical efficiency and verve since the time he started depending on machine. Modern man, in comparison to the primitive man, is poorer and inferior with regard to physical powers and skill. No doubt, machines have done and can do much of human work and yet the assumption that the basic existence of man is physical, cannot be ruled out, for man there is nothing more beautiful and valuable than his physique and in the time to come, whether he would lose the body and still keep himself existent, is a question which is, at present, very difficult to answer. Later on, we shall see that the proper use of body is necessary if humans wish to grow and develop to their optimum level.

This is why, today's education is not merely a vast sea of mental acrobatics but also a source of physical activity that leads to all-round, perfection of an individual. Modern thinkers in education, now-a-days, emphasise that the best individual is one who is physically fit, mentally sound and sharp, emotionally balanced and socially well adjusted. Out of the myriads of new facts concerned with educational process, the fact that human being needs
a well-planned curriculum of Physical Education experiences, deserves much consideration. It, then becomes imperative that the newly born 'discipline' of Physical Education should be put into proper perspective and thoroughly studied for the welfare of the humanity at large.

2.1.1 Misconceptions About Physical Education

The problem of defining Physical Education is not only that the term is broad based and complex, including so many kinds of phenomena, but also it means different things to different people. Some one has suggested that Physical Education is whatever Physical Educators do. Although defining a discipline may be the effective way of ending an argument, the fact remains, however, that no one has been able to put forth a definition of Physical Education, that should at least be accepted to all Physical Educators.

Throughout the history, Physical Education has been misunderstood and misconstrued. More often that not it has been confused with Physical Training, Physical Culture, Games, Play, Recreation, Health Education etc., but as we go deep into the edict Education, we find that Physical Education is much more than merely these.

2.1.1.1 Physical Training

Generally used as synonym for Physical Education, but
in fact is only a part of it. This word has taken its
evidence from "ARMY" where Physical Training is essential
to produce vigorous and robust man to perform very hard
duties. Certain kind of training is called 'Physical
Training'. This includes the following:

(a) Conditioning Exercises, (b) Calisthenics (Free-
hand exercise), (c) Drill and Marching, (d) Gymnastics.

The main aim of the exercises is to toughen the man
make him robust and vigorous, and to improve fitness.

2.1.1.2 Physical Culture

Physical Culture aims at the development of body
beautiful "through the development of shapely muscles".
This word is commonly used in relation to Physical Education
in the U.S.S.R. Certain kinds of apparatus may be used to
shape the muscles and to develop particular muscles. Now-a-
days much of weight-training exercises are being utilized
for this purpose.

2.1.1.3 Gymnastics

In the beginning, in Gymnastics those exercises were
included which can be performed only in Gymnasium. In
to-day's Gymnastics, those exercises are included, for which
the rules are framed internationally. In fact, the simple
definition can be:
Exercises done on various kinds of gymnastics apparatus such as Parallel Bars, Pomelled Horse, Roman Rings, Horizontal Bar, Long Horse, Essymetric Bars, Balance Beam etc. Now-a-days competitions in gymnastics is held separately for men and women.

2.1.1.4 Drills

Drills denote particular type of activities done with cadence. It is a process of repetition. It helps in bringing co-ordination and balance. Through this we can develop discipline. It is generally used in the army for development of good posture of standing, walking and fighting etc. with or without arms.

2.1.1.5 Sports

It comes from disporate meaning "Carrying away from work". When we think of pleasure only. Now-a-days "sports" is a wide term which includes games, athletics and swimming. It is used in terms of recreation. Actually sports means such activities where the pattern of movement does not change as in Athletics a runner goes on running in the same style with least change in body movements. Now-a-days in sports, swimming and Athletics are also included. Sports are generally individualistic.
2.1.1.6 Games

Where the movement of the body change from one action to another action as in case of games like Football, Hockey, Basketball etc. In these games all of a sudden certain movements are done to outwit the opponent. They require more elaborate organization and strategies based on intense competition.

2.1.1.7 Health Education

It is a way through which we can keep ourself "Will". It is defined as "State of live most and serve best". If an individual is healthy, he will be able to work nicely and can guide the fellows in other walks of life. Health Education is knowledge about good health, sleep, rest and keeping the body away from impact of deadly diseases. Health Education is an integral part of Physical Education, since an unhealthy person cannot think of his total development.

2.1.1.8 Recreation

It is meant to regain lost vigour and get a sense of joy, refreshment, solace and satisfaction.

Recreation is life itself, without Recreation, life is meaningless. The modern age is full of complexities and in order to survive man has to do a lot of hard work with the
result that he feels fatigued, and becomes a victim of stress. Through recreation he can regain the lost energy and verve. Recreation includes playing, singing, camping, linking, tracking and such activities.  

2.1.2 Concept of Physical Education

The old concepts of Physical Education in the United States have undergone a change. In the colonial period, little regard was had for any planned programme of activity, but to-day, programmes are required in the public schools of most of the States and when Physical Education is becoming a respected profession.  

It is now realized that a new pattern of Physical Education must develop that relates more to the latter part of the term, that is, Education. A new Physical Education must relate to such concepts as academic achievement, learning and knowledge as well as to skill and physical well being. Physical Education must be identified as an important part of the Education of each student. It must be understood that Physical Education is closely linked with the educational process and is essential in preparing a person to meet life's challenge. Modern Physical Education is a dynamic subject which derives its strength from its deep foundation in the sciences like psychology, anatomy, growth and development, genetic and
evaluation. It is closely related to Health Education and Recreation and can contribute more to the goals of general education than any other school subject.

It is generally acknowledged that Physical Education helps in the development of physical, mental and emotional health and physical fitness. No one can deny the significance of games and sports in the development of neuro-muscular and social skills, which aid in the making of well adjusted and useful member of the society.

Physical Education contributes in no small measure to bring about social and national integration, and to instil the worthy ideal of responsible citizenship, which forms the basis of a good democracy.

Systematic Physical Education enhances understanding of self. It fosters intellectual, creative and expressive powers. It develops behavioural pattern that aid in liberating man from burdens of forces of modern day life such as leisure time, high pressured living and sedentary habits.

Conditioning the body through regular exercise enables the individual to meet emergencies more effectively, to preserve health, and to avoid disability. The fit or conditioned person lives a more productive and satisfactory life. He is better able to cope with the emergencies of modern living, is more resistant to degenerative diseases.
Physical Education is a misinterpreted field and misunderstood by many people. In underdeveloped as well as in developing countries, the value and the need of Physical Education are not being appreciated properly even now. Indeed, it is a sad fact that Physical Education is not given its due importance or an equal status with other academic subjects, though it is a compulsory subject in all the schools of Gujarat State. This may be due to any one or more of following factors: programme; personnel; equipment; facilities; finance; the attitude of students, Physical Educators, other subject teachers, school administrators, parents and the public.

2.1.3 Definitions of Physical Education

The term "Physical Education" is much broader and more meaningful for day-to-day living. It is more closely allied to the large area of Education, of which it is a vital part. It implies that the programme consists of something other than mere exercises done to command. A Physical Education programme under qualified leadership aids in the enrichment of an individual's life.

Before formulating a definition of Physical Education, it is interesting to note how a few leaders in the field of Physical Education have defined this term.
Hetherington\textsuperscript{5} listed two things with which Physical Education is concerned. First Physical Education is concerned with big muscle activity and the benefits which may be derived therefrom, and, second with its contribution to the health and growth of the child so that he may realize as much as possible from the educational process without having growth handicaps.

Sharman\textsuperscript{6} points out that Physical Education is that part of education which keeps place through activities which involve the motor mechanism of the human body and which results in the individual's formulating behaviour pattern.

Nash\textsuperscript{7} points out that Physical Education is one phase of the total education process, and that it utilizes activity drives that are inherent in each individual to develop a person organically, neuromuscularly, intellectually, and emotionally. These outcomes are realized whenever Physical Education activities are conducted in such places as the playground, gymnasium and swimming pool.

Voltmer and Esslinger\textsuperscript{8} refer to Physical Education as that phase of education which takes place through physical activity.

Bucher\textsuperscript{9} proposes the following as a definition of Physical Education:
"Physical Education, an integral part of the total education process, is a field of endeavour which has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes".

Smith and Clifton\textsuperscript{10} explain Physical Education as the Science and skill of movement.

William and Brownell\textsuperscript{11} point to the fact that Physical Education implies selected physical activities which are conducted with reference to the benefits that may be derived from participation in these activities.

Nixon and Cozen\textsuperscript{12} describe Physical Education as that phase of the total education process which pertains to vigorous activities involving the muscular system and the learning that result from participation in these activities.

According to Mason and Ventre\textsuperscript{13} Physical Education is the interaction of persons and social group with certain ends in view for the development of persons and the welfare of society through the medium of psychomotor activity.

Thomas\textsuperscript{14} defines Physical Education as essential aspect of general education in which physical activities are used as a means of educating or modifying a person for better and fuller living.
Mathews defines Physical Education as "education through or by means of the physical".

Physical Education is an organised experience related to general education which attempts to lead the individual and the group into situation affording opportunities for learning of neuro-muscular skills, acquisition of organic vigour, development of desirable social attitude and the enjoyment of creative experience through big muscle activity.

From the various definitions of Physical Education, it can be seen that any definition of the term should incorporate such concepts as selected physical activities and related learning that are realized through participation in these activities and should show that it is a part of the educational process.

These definitions, though they differ significantly with regard to emphasis on different aspects, still have many common elements. Some of them are noted below:

1. Physical Education is a phase of total educational process.

2. It is a sum of total experiences and their related responses.

3. It includes experiences grown and responses developed out of participation in big muscular activities.
4. 'Allround development of the individual' - physical, mental, social, moral is the real aim of Physical Education. It is the same as in case of general education.

2.1.4 Scope of Physical Education

In the modern age in the sphere of Physical Education not only physical activities, gymnastics, drill and marching are included but for development of human personality emphasis is laid on his physical, mental, moral and social sides too. These are developed through participating in activities. This shows that the scope of Physical Education is now vast, which can cover almost all the requirements of an individual.

The following comes under the scope of Physical Education:\n
1. Corrective Exercises: Through these the deformities in the body of the students are removed. Sometimes these defects are because of defects in muscles and for these we use light corrective exercises.

2. Games and sports and swimming: This includes Athletics, Table-tennis, Hockey, Football, Basketball, Swimming, Cauding etc.

3. Self Defence Activities: This includes Dunds, Boxing, Lathi, Gadka, Judo, Karate, Wrestling etc.
4. Fundamental Gynnastics: Through these activities the balance of the body is maintained. For this, running, walking, climbing like activities are recommended.

5. Rhythmics: In this, Lezium, Tipri and dances are included.

6. Recreation: This includes the activities like Camping, Hiking, Fishing, Nature study etc.

7. Yoga: This includes Asanas, Pranayamas, and other Yogic exercises.

It is obvious that the scope is very vast and through these activities the all round development of an individual can be achieved.

2.2 Attitude

People often speak of attitude in their every day life. They ask what the attitude of a particular person is towards another person, his job, his employer, etc., and they are told that it is one of dislike, of hate, of fondness, of affectiveness, of disgust, of preference or indifference.

Psychologists, Sociologists, Educationists and even Politicians have had their concern with attitudes. Some have made comparison of attitudes of members of different groups. Some have reported upon the theory and nature of attitudes.
and the way in which attitudes are defined. Many are interested in the methods by which attitudes might be measured. Thus the concept of attitudes occur in both scientific investigation and common talk.

2.2.1 Concept of Attitudes

The concept of attitudes is an old one in psychology, and we tend to associate it more directly with the area of social psychology. It was an important concept in general psychology in Germany at the turn of the twentieth century. It was first used in America by Franklin H. Giddings, the Sociologist, and was introduced into social psychology by William I. Thomas. The first American psychologist to use the concept in a general text book was Howard C. Warren, in his "Human Psychology". The concept of attitudes, no doubt gained more general acceptance by American psychologists as a result of the influence of Giddings and Thomas both of whom were professional sociologists.

The concept of attitudes has several characteristics that differentiate it from other concepts referring to internal states of the individual. Sherif and Sherif state:\[18:\]

1. Attitudes are innate. They belong to that domain of human motivation variously studied under the labels of 'social drives', 'social needs', 'social orientation', and the like. It is assumed that the appearance of an attitude is dependent on learning.
2. Attitudes are not temporary states but are more or less enduring once they are formed. Of course, attitudes do change; but once formed they acquire a regulatory function such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism or with every first-noticeable variation in stimulus conditions.

3. Attitudes always imply a relationship between the person and objects. In other words, attitudes are not self-generated, psychologically. They are formed or learned in relation to identifiable referents, whether these be persons, groups, institutions, objects, values, social issues, or ideologies.

4. The relationship between person and object is not neutral but has motivational-affective properties. These properties derive from the context of highly significant social interaction in which many attitudes are formed, from the fact that the objects are not neutral for the participants and from the fact that self, as it develops, acquires positive value for the person. Therefore, the linkage between self and the social environment is seldom neutral.

5. The subject-object relationship is accomplished through the formation of categories both differentiating between the person's positive or negative relation to objects in
the various categories. The referent of an attitude constitutes a set that may range, theoretically, from one to the large number of objects. However, in actuality the formation of a positive or negative stand towards one object usually implies differential attachment to others in the same domain.

Aggarwal summarizes the concept of attitudes in the following characteristics:

1. There is no limited range of attitudes, our likes, dislikes, food we take, deity we worship, everything is an aspect of attitude.
2. It is a position towards the objects, either for or against.
3. There are individual differences in attitudes.
4. Attitudes are the basis of behaviour as they lead to strike, war, voting etc.
5. Attitude may be overt or covert.
6. They are integrated into an organised system.
7. They are acquired and not in born.
8. Attitude toward an object is not necessarily based on its utility. For example, attitude toward food is not based on its nutritional value.
9. Attitudes differ from culture to culture.
10. They are more or less lasting but they can be modified.
11. They always imply a subject-object relationship.
12. Reference of an attitude may be one item or a number of items. For example, in case of fighting against a nation, most of its members are enemies.

2.2.2 Characteristics of Attitude

Gordon W. Allport selected some representative characteristics of attitude which are listed below:

1. It is a readiness for attention or action of a definite sort (Baldwin - 1901-1905).
2. Attitudes are literally mental postures, guides for conduct to which each new experience is referred to before response is made.
3. An attitude is a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set or readiness to act to a person because of varied experiences (Chave - 1928).
4. An attitude is a mental disposition of the individual to act for or against a definite object (Droba-1933).
5. An attitude denotes the general set of the organism as a whole towards an object or situation which calls for adjustment (Lundberg-1924).
6. Attitudes are modes of emotional regard for object and motor "set" or slight tentative reaction towards them (Cwer-1929).

7. An attitude is more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any object or situation with which it is related.

2.2.3 Importance of Attitude

The importance of attitude is very great. They permeate our whole life and our self-concept is essentially the sum total of attitudes by which we live. They make a great difference in almost everyone's life. They offer great possibilities for successful achievement as well as failure in life. Efficiency results when a person is impelled by his attitude to start, continue, and complete a project rather than to avoid an unpleasant task.

The attitude of an individual toward his work affects his worthwhileness in the activity. The businessman depends upon the favourable attitude of his customers towards his product and services to keep his business going. The politician must have favourable attitudes towards his personality, ability and political behaviour in order to count on his re-election. The hard-working person has favourable attitudes towards all those experiences and situations in which hard
work is necessary. The successful teacher has favourable attitudes towards his students, his friends, his subjects and his principal. The person who considers himself very clever tries to be clever in all situations.

Attitudes are considered as an important motivator of behaviour and affect all human values. Crow and Crow writes:

"His attitude towards others determines his social values. If the individual can learn to forget self and to be of service to those who need help, he has achieved personality characteristics that are essential to the gaining of appreciation from others. If he does not feel superior to the work that he is doing or to the people with whom he is associated, he is likely to succeed in his work in his social relationship."

There are, indeed, very few acts or decisions in everyday affairs that do not some how take account of the way in which attitudes may be affected. Therefore, the cultivation of attitude toward these values and ideas which society cherishes and appreciates is the best way of promoting behaviour consistent with the accepted codes and morals of the social order.

Attitudes play an important role in Physical Education. From the point of view of learning attitudes are important in as much as they facilitate further learning and thus contain
within themselves the source of further motivation. Attitude must be aroused and developed for a child and every school cannot escape from its responsibility of organizing a deliberate plan and programme of influencing for good the attitudes of the child.

The child should not be permitted to do completely as he wishes. He should be stimulated towards desirable activity through the arousal of interest in worthwhile projects. Constructive, objective attitudes during childhood serve well during adolescence. The attitude of the teacher, of the parent, or of a group leader is important. Each should display the kind of objective but understanding attitude that will be a good attitude for the child to imitate.

Education of the child, therefore, must include the development of right attitudes as well as the acquisition of behaviour habits that are socially desirable. Not only should rules and regulations concerning good conduct and effective playing habits be taught, but they should be understood and appreciated in the light of their values to the individual and society. Counts states the importance of values in these words:

"The essence of any civilization is found in its values - in its performances, its moral commitments, its aesthetic judgements, its deepest loyalties, its conception of the good life, its standard of excellence, its measure
of success, its teachings regarding the things for which and by which men should live, if need be, die. The issue at stake in the coming years is nothing less than the birth, the death, and the survival of values".

Promoting favourable attitudes, therefore, in an individual is an asset both to him and society. Promoting favourable attitude towards Physical Education is to encourage him to play better and harder, and promoting favourable attitude towards Physical Education is to encourage him to take part in Physical Education programme still further. The individual should be aided in making deliberate choice of behaviour in harmony with his own and society's betterment. He should strive to create favourable attitudes and eliminate unfavourable ones.

2.2.4 Definitions of Attitude

The term 'Attitude', like most abstract terms in the English language, has more than one meaning.

Derived from the Latin word 'Aptus' it has on one hand the significance of fitness or connotes a subjective or mental state of preparation for action. Herbert Spencer was one of the earliest psychologists to employ this term.

On the other hand, an attitude is an affective by-product of an individual's experience and has its base in
inner urges, acquired habits and environmental influences by which an individual is surrounded. In other words the attitude is a result of personal desires and group stimulations. It is the part of an individual's personality. But an individual is affected by the attitude and behaviour of the groups with which he is associated.

There are many opinions about attitude, but one can define attitude as a periodical measure of one's own mental state. The attitude is a concept of belief. One believes that something is wrong. One does or does not favour a particular object. One accepts some path or rejects it. All these beliefs, favourableness and acceptance are the expression of an attitude.

Fowler and Fowler^{23} gives the meaning of 'Attitude' as: "Behaviour or conduct regarding some matters".

Atkinson^{24} defines attitudes as "reaction that may or may not reflect the individual's observations of his own behaviour. Attitudes are often called unspoken opinion".

Hariman^{25} states:

"An attitude is defined as a mental set to respond to a situation with a proper reaction, whereas sets may be temporary matters, attitudes are more or less stable".
According to Walter:

"An attitude means mental or neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".

G.W. Allport defines attitude as:

"Mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects with which it is related".

Thurstone and Chave define attitude as:

"The sum total of man's inclinations and feelings, prejudices or biases, preconceived notions, ideas, fears, threats and convictions about any specific topic".

According to Woodworth:

"An attitude is a set or disposition (readiness, inclination, tendency) to act towards an object according to its characteristics so far as we are acquainted with them".

J.M. Stephens explained, "An attitude means something that is learnt without any intention whatever it is".
David Krech defines an attitude as an enduring system of positive or negative evaluations, emotional feelings, and pro or con action tendencies with respect to a social object.

According to Charles Skinner, an attitude is defined as "Generalized disposition towards group of people and it is emotionally tended".

Norman Marris presents, "Attitudes are associated with likes, dislikes and consequently have an emotional content".

R. Brown has defined attitude as "an acquired and relatively fixed tendency to react in a given way in relation to other persons or things".

Glimer writes, "An attitude is a tendency to respond positively or negatively to other people, to decisions, to institutions, and to organizations".

J.P. Guilford says, "An attitude is a disposition a person has to favour or not to favour a type of social object or social action".

W. John defines, attitude as "implicit, drive producing response considered socially significant in the individual's society".
A.L. Edwards defines attitude as "a degree of positive or negative affect associated with some psychological object".

According to Thorndike and Hagen, "An attitude means feeling of favourableness or unfavourableness towards some groups, institutions or proposition".

According to Rammers, "An attitude may be defined as an emotional tendency, organized through experience, to react positively or negatively towards psychological object or feelings for or against something".

According to Crow and Crow, attitudes are important, for they are "affective by-products of an individual's experience, have their basis in his inner urges, acquired habits and the environmental influence by which he is surrounded... they are a part of an individual's own personality but are affected by the attitudes and behaviour of the group or groups with which he associates".

H.R. Bhatia defines an attitude as "a state of readiness for motive aroused".

V.V. Akolkar has given the definition of attitude as "a state of readiness to act towards the object or person in a certain way".
2.2.5 Measurement of Attitudes

To use the concept of attitude in understanding and predicting action, one needs reliable and valid measurement. The measurement of attitudes, like the measurement of all psychological determinants is necessarily indirect. Attitude can be measured only on the basis of inference drawn from the responses of the individual towards the object, his overt actions and his verbal statements of beliefs, feelings and disposition to act with respect to the object. Several methods have been employed to measure attitudes, they are as follows:

2.2.5.1 Method of Direct Questioning

In this method, the individual is asked directly how he feels about the object. By means of direct questioning one might be able to classify individuals into three groups: those with favourable attitudes, those with unfavourable attitudes, and those who say that they are doubtful or undecided about their attitudes towards the object. This technique may be employed as a schedule or questionnaire of the open or closed form. It may be employed as the interview process in which the respondent expresses his opinion only.

2.2.5.2 Method of Direct Observation of Behaviour

This method is to observe the behaviour of individuals
with respect to a psychological object. There are limitations to this approach. The researcher interested in the attitudes of a large number of individuals towards the object may not have the opportunity to observe in detail the behaviour of all the individuals in whom he is interested. In many cases an individual may conceal his real feeling and express socially acceptable opinions. Individuals are all aware of situations in which they have acted contrary to the way in which they felt because of various reasons. If a politician kisses babies in public, his behaviour may not be a true expression of affection towards infants. Attitudes, as factors influencing or determining behaviours may be one of many such, and not necessarily the most prepotent, factors. If one expects to predict behaviour from feelings or attitudes, then those other factors must be taken into account. And similarly, if one expects to infer attitudes or feelings from direct observations of behaviour, one must always consider the possibility that our inference may be incorrect simply because the behaviour may be determined by factors other than the individual's feelings.

2.2.6 Attitude Scales

Of all the methods for the measurement of attitudes, by far the most widely used and the most carefully designed and tested is the attitude scale, which typically yields a total score indicating the direction and intensity of an
individual's attitude towards the object. An attitude scale consists of a set of statements or items to which the person responds. Each of statements is assigned with a set of numerical values. The pattern of an individual's responses provides a way of inference, something about his attitude.

The development of attitude scale has involved several techniques. Each has its own merits and demerits. Two of these techniques have been used extensively in attitude or opinion research, and warrant a brief description. They are:

- Thurston's Method of equal-appearing intervals.
- Likert's method of summated ratings.

2.2.6.1 **Thurston's Method of Equal-Appearing Intervals**

The first method of attitude assessment is known as the Thurston Technique of scale values or the Method of Equal-Appearing Intervals. The first step in constructing the Thurston type scale is to collect the statements that express various points of view towards the particular object. These statements are edited and then submitted to a panel of judges and each one of them arranges the statements in eleven groups, ranging from the most favourableness to the most unfavourableness in position. This
sorting by each judge yields a composite position for each of the items. The median of the judged locations for a statement, is its scale value. Statements that are judged to be ambiguous or irrelevant to the continuum are eliminated.

Before inclusion in the final scale, each question is analysed for consistency with the general attitudes found by the total score. For example, on a scale to determine attitudes toward Churches, if it is found that many persons having an unfavourable attitude check a statement that is apparently favourable, then that item is considered irrelevant and is discarded. Statements having approximately the same values in the scale should show high consistency in degree of endorsement by each subject. This is essentially a simple method of item analysis. Ambiguity of an item is determined by the spread of range of judges rating in the original eleven point scale, given in terms of Q (quartile deviation). If an item's Q is high, it is eliminated. For items that are retained, each is given its median scale value, between one and eleven as established by the panel.

The list of statements, twenty or twenty two, is then given to the subjects, who are asked to check the statements with which they are in agreement. The median value of the statements that they check establishes their score, or quantifies their opinion. The person who has the
large score is more favourably inclined towards the attitude object than the person with a lower scale.

2.2.6.2 Likert's Method of Summated Ratings

The Likert type scale presents a number of positive and negative statements regarding the attitude object. In responding to the item on this scale, the subjects indicate whether they strongly agree, agree, undecided, disagree or strongly disagree with each statement. The numerical value assigned to each response depends on the degree of agreement or disagreement with individual statement. The score of a person is determined by means of a summing of the values assigned to individual responses. For example, one may score a Likert type scale by assigning a value of five points to each response indicating strong agreement with favourable statements, a value of four for agreement with these statements, three for being undecided, two for disagreement, and one for strong disagreement. For unfavourable statements one reverses the scoring procedure, since disagreement with an unfavourable statement is assumed to be psychologically equivalent to agreement with a favourable statement.

To construct a Likert-type scale, the following steps are usually taken:

1. Collect a large number of favourable and unfavourable statements regarding the attitude object.
2. Select from these approximately equal number of favourable and unfavourable statements.

3. Administer these items to a number of individuals, asking them to indicate their opinions regarding each statement by determining whether they strongly agree, agree, undecided, disagree or strongly disagree with each statement.

4. Compute the score of each individual using the scoring procedure discussed previously.

5. Carry out the item analysis to select those items that yield the best discrimination. Through item analysis one finds the correlation between the subjects' total scores and their response to each item.

The Likert scale uses items worded for or against the position, with five points rating response indicating the strength of the respondent's approval or disapproval of the statement. The check or ticks on the five point rating responses are weighed simply 1 to 5. Items are summated over the total number of items and a summative score obtained. This procedure makes the Likert Method very much like an ordinary test. Eysenck and Crown (1949) have proposed a combination of the two methods - Thurston's and Likert's - by giving the statements, the Thurston scale
value and response, the Likert weight. Both Thurston and Likert scales are specific as to the issue or object the attitude towards which is measured.

2.3 Personality

The word 'Personality' is derived from the Greek word 'Persona'. It originally denoted the theatrical mask used in Greek drama by the actor to indicate the role played by them. It was adopted a hundred years before Christ by Roman players. The Greek term for the 'mask' was 'prosopen' which has the same connotation as persons. Some Philologists think it as a derivation from the word 'perisona' which means 'around the body'. Some other Latin words are 'Pereuna' meaning 'head or face' and 'persona' meaning 'self-containing'. In the writings of Cicero are found at least four distinct meanings of persons:

(a) as one appears to others (but not as one really is),
(b) the part some one plays in life (e.g. a philosopher),
(c) an assemblege of personal qualities that fit a man for his work,
(d) distinction and dignity (as in a style of writing).

The first meaning, of course, has the original significance of the mask; the second suggests the real status...
and not mere pretence; the third signifies the inner psychic qualities of the player himself; and the final meaning connects importance and prestige which later were conveyed by the derivative term 'personage.'

One often identifies personality with the "externals" of an individual, his looks, his voice, dress, manners and gestures (body movement to create an effect on others) when one remarks, "So and so has a wonderful personality or so and so has a poor personality". The externals such as physique and appearance constitute only one of the factors in one's personality; they do not constitute the whole that is implied by the term 'personality'.

In a lay man's terminology, by personality one means the sum total of the ways of behaving especially towards others. Popularity it is understood to mean that in which one person differs from another. For instance a person may have beautiful physical appearance, a good character, a robust physique, aggressive or pleasant manners and accordingly he is a fine strong or a magnetic personality. Philosophically if a person believes in ideals of life and talks of spiritual values, he is said to have a divine or spiritual personality.

Psychologically, personality is an integrated and dynamic organization of the physical, mental, moral and social qualities of the individual as it manifests (apparent
to the eye) itself to others in social life. His physique and chemique, his emotionality, his intelligence, his character, his sociability, all make-up his personality.

A man's real personality includes what he wishes to be, how he wishes to appear how he appears to others and how he appears to himself. Personality is the behaviour of the individual, the way in which man walks, thinks and acts.

2.3.1 Misconceptions Regarding Personality

Many a times people claim, that so and so has a pleasing personality and what they really mean is that the person has a good physique. Here, the physical feature, which is well developed though, and is a component of personality is used to connote the total personality. There are many such misconceptions. These can be grouped under four main heads for classification and for better understanding, which are as follow:

1. Physical Appearance: Chandi Ram, Dara Singh or King Kong have very impressive physique and people look at them with awe. But personality is more than physique and a psychologist knows that mere physical appearance does not describe one's personality because personality of the person is much more than mere description of physical attributes.
2. Purely Related to Intellectual Abilities: The scholarly work of Dr. Radhakrishnan, the ever imposing work of R.K. Laxman and many others may reflect this aspect of personality, but they do not shed light on the whole personality.

3. Leadership Qualities: Jawaharlal Nehru, J.K. Kennedy, R. Nixon, U. Thant, Goldameir and many others have led people and with their persuasive techniques made people follow them meekly and obediently. Even this quality can never be equal to the whole personality, though it contributes to total personality.

4. Achievement in Specialised Field: General Manek Shaw, Sir Huvert, Mihil Sen, Mark Splitze and many have achieved immortality by exhibiting courage, dedication and achieved fame in their respective fields. Though it shows an aspect of the individual's through his achievement in specialized field, it should never be mistaken for personality of the person because it is more than that.

2.3.2 Definitions of Personality

M.A. May defines personality as "the response made by others to the individual as a stimulus that defines his personality".
P.F. Valentine\textsuperscript{47} says, "Personality is the sum total of one's habit dispositions".

According to K. Menniger\textsuperscript{48} "personality is used to describe almost everything from the attributes of the soul to those of a new talcum powder. As one shall use it, it means the individual as a whole, his height and weight, loves and hates, blood pressure and reflexes; his smile and hopes and bowel, legs and enlarged tonsils. It means all that he is and all that he is trying to become".

M. Schoen\textsuperscript{49} writes, "Personality is the organized system, the functioning whole or unity of habits, dispositions and sentiments that mark off any one member of a group as being different from any other member of the same group".

R.H. Wheeler\textsuperscript{50} defines, personality as "that particular pattern of balance of organized reactions which sets one individual off from another".

According to Daniel and Schanch\textsuperscript{51}, "Personality is the concept under which we subsum the individual's characteristics ideational, emotional and motor reactions and the characteristic organization of these responses.

Dashiel\textsuperscript{52} defines a man's personality as "the total picture of his organized behaviour, especially as it can be characterised by his fellowmen in a consistent way".
2.3.3 Development of Personality

The personality of an individual is developed by both heredity (nature) and environment (nurture). It is a process which starts from birth and goes on till death.

Furthermore it can be stated that an individual acquires his personality through three influences:

1. Capacities: His capacities depend on his structures, his brain and rest of the nervous system, his muscles, glands, senses and all that make-up the human body.

2. Potentialities: Intelligence, talents, sensory acuteness and health, all influence his development of characteristics, way of responding to himself and to the environment.

3. Experiences: His varied experiences provide the way of learning, how to regard people, how to meet difficulties, how to feel about all the different objects and problems of life, what kind of behaviour will bring rewarding experiences.

For the development of personality, the home, family, school, gang, society etc., play an important part peers.

2.3.3.1 Role of Family

i. Development of habits and attitudes: It is due to the
parents that an individual forms certain habits in life. If the parents have good habits, naturally the child will also acquire decent habits. Children from broken homes often show a basic insecurity through their anxieties and fears.

ii. Building self-expression: It is due to the family that an individual builds up control over emotions. He learns how to make the best use of his abilities. The child gets affection from his family members and then with the same affection he works in the outer field.

iii. Development of close human relationship: It is the family which teaches a child how to have relationship with people and why this relationship is required. The child learns how to behave with elderly and younger people.

2.3.3.2 Role of School

In school child continues the process of learning. In school the child learns the behaviour towards other people which is socially accepted. In the school children's needs are neither supressed nor repressed but are sublimated. It is here that the child learns how to control his emotions.

2.3.3.3 Role of Gang : Peers

Gang is a group which acts like a school or a family
as it trains its members to develop a certain type of personality which may encourage anti-social activities. For example the eldest member or the leader of the gang teaches the members how to steal, how to escape etc. The leader psychologically speaking puts in the mind of the members a feeling of hatred towards society. He prepares them to go against society every time.

2.3.3.4 The Role of Society

The society also contributes to the development of personality of an individual. The individual interacts with the society. Due to these interactions he learns many things.

2.3.4 Measurement of Personality

The techniques of assessment for systematically gaining information about the personality of an individual are examined and classified by the psychologists as follows:

1. Projective Tests.
2. Subjective Tests.

Out of these four kinds of tests to measure personality, the psychometric tests are mostly used for the purpose of educational researches.
2.3.4.1  Psychometric Techniques

Psychometric techniques utilise structured and voluntary personality tests. Such tests tend to consist of questionnaires associated with the empirical development of a personality theory. Self-report questionnaires fall into this category because they consist of a limited number of response options (agree-disagree, yes-no). The subjects choose the options they most agree with or feel are most descriptive of themselves. Such tests are thus both structured and voluntary.

2.3.4.1.1  Cattell 16 Personality Factor Inventory (16 P.F.I.)

Cattell uses the concept of trait to account for regularities and consistencies in behaviour. He identifies personality traits through factor analysis, and the 16 P.F. represents his major effort to develop a personality questionnaire.\(^53\)

2.3.4.1.2  The Minnesota Multiphasic Personality Inventory (MMPI)

The Minnesota Multiphasic Personality Inventory or MMPI, is another example of the self-report personality questionnaire developed on statistical or empirical grounds. The MMPI used in many industrial, business, educational and mental health settings - is the most frequently used personality questionnaire. The MMPI was originally constructed as part of an effort to develop a practice screening device for psychiatric settings.\(^54\)
2.4 Attitude, Physical Education and Personality:

The Present Study

The investigator has referred to several concepts and misconceptions regarding the necessary terms viz., Physical Education, Attitude of children and the Personality traits, clarified by leading psychologists and educationalists. From these references, the investigator has adopted the following concepts for the present study:

1. Attitude: Attitude is mental disposition of an individual to act for or against a definite object. Thus, the attitude is a product of a life long interaction between inherited predispositions and environmental experiences.

2. Physical Education: Physical Education is a field of endeavour which aims at the development of physically, mentally, emotionally and socially fit citizen through the medium of Physical Activities concerning sports and games, athletics and gymnastics.

3. Personality: The investigator has taken into account the concept of personality determined by R.B. Cattell. Cattell uses the concepts of personality traits to account for regularities and consistencies in behaviour. He identifies 16 P.F. through factor analysis, which have been adopted for the purposes of this study.
2.5 References


2. Ibid., pp. 15-16.


4. Ibid., p. 63.


