



## GENDER DIFFERENCES IN ATTITUDE TOWARDS PHYSICAL EDUCATION OF HIGH SCHOOL STUDENTS

**Mr. Ananda M. S.** , Research Scholar

**Dr. Appanna M. Gasti**, Retired Physical Culture Instructor

Department of P. G. Studies & Research in Physical Education, Kuvempu University, Shankaraghatta, Shimoga, Karnataka

### Abstract

The purpose of the present study was to compare the attitude towards physical education in male and female high school students from Government and Aided schools of Bangalore and Mysore Educational divisions of Karnataka. Male and female students attending high schools in the state of Karnataka during 2021-22 were selected as subjects for the present study. Subjects from two educational regions of Karnataka i.e Bangalore and Mysore were included in the study. The subjects attended government and aided schools of Karnataka. All together 800 students were selected for the present study through purposive random sampling technique. Equal number of male and female students were selected in the present investigation. An attitudinal scale was specifically constructed for assessing the attitude of high school students towards physical activity and sports in particular and Physical Education in general. Standardized procedure was employed to develop the intended attitude scale. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in Government schools. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in Government schools. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in both type of schools wholly.

**Keywords:** Gender, Attitude, Physical Education, Government schools and Aided schools.

### Introduction

The prevention and treatment of adolescent obesity is mainly done through physical activity and exercise. Participation in sports, exercise and recreational pursuits are most important in dealing obesity and its related problems. Positive attitudes towards physical activity and exercise are a key and should be considered when evolving interventions related to obesity (Kopczynski, Chen-Stute & Kellmann, 2014).

The prevalence of physical inactivity is on the increase, and is classified as one of the top ten leading global causes for disease and death. The World Health

Organization stated that a sedentary lifestyle is a risk factor, not only for death, but also for development of certain diseases for example cardiovascular disease and type 2 diabetes. Two million deaths each year are related to physical inactivity, further physical activity plays an important role in reducing the risk of these diseases (WHO, 2012).

Physical education has taken a prominent place in the present situation. Physical Education has taken an important place in the field of education from Primary school to secondary education and to Higher Education. Currently the need for physical education has immensely increased due to its values. Physical Education helps to Concentrate and maintain focus, fight against Childhood obesity, relieve stress and anxiety, promotes Leadership skills, Self-discipline, confidence and develop motor skills in children. It helps in overall development of their individual personality.

Physical education is an integral part of education. The government has said that physical education should be made compulsory subject due to its immense contributions for the overall development of children. Children and parents and many teaching teachers on physical education activities have positively stated that physical activity is essential in school, and that physical activity in their day-to-day lives is beneficial for their health, recreation, and physical fitness.

Dietary changes in diet and lifestyle have increased the risk of many problems in children and adults, and the consumption of junk food and other foods has had a physiological and psychological impact. Increased Mobile phone usage is creating a lot of problems in the present scenario.

Attitudes have long been considered a central concept of social psychology. In fact, early writers have defined social psychology as the scientific study of attitudes (e.g., Thomas & Znaniecki, 1918). The initial definitions were broad and encompassed cognitive, affective, motivational, and behavioral components. Some sociologists (e.g., Fuson, 1942) and psychologists (e.g., Campbell, 1950) even defined attitudes simply in terms



of the probability that a person will show a specified behavior in a specified situation. A growing body of literature suggests that attitudes may be much less enduring and stable than has traditionally been assumed. Self-reports of attitudes are highly context-dependent and can be profoundly influenced by minor changes in question wording, question format or question order. Attitudes are a hypothetical construct, invented by researchers to account for a body of phenomena (Schwarz & Bohner, 2001).

### Methodology

Male and female students attending high schools in the state of Karnataka during 2021-22 were selected as subjects for the present study. Subjects from two educational regions of Karnataka i.e Bangalore and Mysore were included in the study. The subjects attended government and aided schools of Karnataka. All together 800 students were selected for the present study through purposive random sampling technique. Equal number of male and female students were selected in the present investigation. An attitudinal scale was specifically constructed for assessing the attitude of high school students towards physical activity and sports in particular and Physical Education in general. Standardized procedure was employed to develop the intended attitude scale. The methodology suggested by Likert and Edward was used in this study for scale construction and for ascertaining the response of the scale. The technique chosen to construct the attitude scale was of "scale Product Method" which combines the technique of Equal Appearing Interval Scale of Thurston for selection of the items and Likert's techniques of summated rating for ascertaining the responses on the scale. The selected subjects were tested in the class room setting after prior permission from the Head of the concerned institution. The leisure time was made known and the researcher himself approached all the selected subjects at their schools personally. Prior to the collection of data the researcher oriented the subjects on the objectives of the study and sought honest responses. Suitable statistical techniques were employed by the researcher in order to test the duly formulated hypotheses. Mean, Standard Deviation and 't' test for independent samples were used in the present investigation.

### Findings of the study

Table 1  
COMPARISON OF ATTITUDE TOWARDS PHYSICAL EDUCATION  
BETWEEN GOVERNMENT HIGH SCHOOL BOYS AND GIRLS

Groups	Mean	Std. Deviation	Mean Difference	Std. Error Difference	df	t
Government school Boys	147.55	6.31	9.50500	1.01187	398	9.394
Government school Girls	138.05	12.84				

From table 1 it is evident that there is significant difference in Attitude towards physical education between Government school boys and girls. The obtained 't' value 9.394 is higher than the tabulated 't' value 1.962 required at .05 levels of significance. Gender based significant differences were found in Attitude towards Physical Education scores of High School Students in Government schools. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in Government schools.

The differences in attitude towards physical education between Aided high school boys and girls was examined through 't' test for independent variables. The results are provided in table 2.

TABLE 2  
COMPARISON OF ATTITUDE TOWARDS PHYSICAL EDUCATION  
BETWEEN AIDED HIGH SCHOOL BOYS AND GIRLS.

Groups	Mean	Std. Deviation	Mean Difference	Std. Error Difference	df	t
Government school Boys	147.54	6.26	4.96500	.77987	398	6.366
Government school Girls	142.58	9.08				

From table 4 it is evident that there is significant difference in Attitude towards physical education between Aided school boys and girls. The obtained 't' value 6.366 is higher than the tabulated 't' value 1.962 required at .05 levels of significance. Gender based significant differences were found in Attitude towards Physical Education scores of High School Students in Aided schools. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in Government schools.

The differences in attitude towards physical education between overall high school boys and girls was examined through 't' test for independent variables. The results are provided in table 3.



TABLE 3.  
COMPARISON OF ATTITUDE TOWARDS PHYSICAL EDUCATION  
BETWEEN OVERALL HIGH SCHOOL BOYS AND GIRLS

Groups	Mean	Std. Deviation	Mean Difference	Std. Error of Difference	df	t
Government school Boys	147.55	6.28	7.23500	.64796	798	11.166
Government school Girls	140.31	11.34				

From table 3 it is evident that there is significant difference in Attitude towards physical education between overall High school boys and girls. The obtained 't' value 11.166 is higher than the tabulated 't' value 1.962 required at .05 levels of significance. Gender based significant differences were found in Attitude towards Physical Education scores of High School Students in both type of schools wholly. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in both type of schools wholly.

### Discussion

Physical activity also is an integral part of education. According to the curriculum, one of its main aims is to get students to have positive attitudes towards Physical activity so that they will adopt a permanent athletic lifestyle. Kruscas' (1999) survey, aimed on the examination of senior high school students' attitudes towards physical education programme. Another aim was to specify these program points which seem to contribute to the development of the positive and negative attitudes towards physical education and Physical activity, in senior high school. Results showed that the positive attitudes towards physical education and Physical activity were decreased between the last class of primary school (around 12 years old) and the second class of junior high school (around 14 years old). Such a result was more obvious to girls rather than boys. Samouel and Lee (2001) conducted a survey whose target was to determine the models of personal computers' usage among adolescents in Hong Kong and to examine whether it is connected to less Physical activity and less occupation with the social relations among adolescents.

### Conclusion

Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in Government schools. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in Government schools. Boys were significantly better in Attitude towards Physical Education scores as compared to Girls in both type of schools wholly.

### References:

- Campbell, D.T. (1950). The indirect assessment of social attitudes. *Psychological Bulletin*, 47, 15-38.
- Fuson, W.M. (1942). Attitudes: A note on the concept and its research consequences. *American Sociological Review*, 7, 856-857.
- Kopczynski, S., Chen-Stute, A., & Kellmann, M. (2014). Attitudes Towards Physical Activity and Exercise Participation--a Comparison of Healthy-Weight and Obese Adolescents. *German Journal of Sports Medicine/Deutsche Zeitschrift fur Sportmedizin*, 65(5).
- Krouscas, J. A. (1999). Middle school student's attitudes toward a physical education program. Doctorate of Philosophy in Curriculum and Instruction. Virginia.
- Samouel, M. Y. and Lee, T. M. C. (2001) Computer usage and its relationship with Adolescent lifestyle in Hong Kong. *Journal of adolescent health*, 258-266.
- Schwarz, N., & Bohner, G. (2001). The construction of attitudes. *Blackwell handbook of social psychology: Intraindividual processes*, 1, 436-457.
- The World Health Organization. Physical inactivity a leading cause of disease and disability, warns WHO (electronic) (2012, 03/28) Available: <http://www.who.int/mediacentre/news/releases/release23/en/>
- Thomas, W.I., & Znaniecki, F. (1918). *The Polish peasant in Europe and America* (Vol 1). Boston, MA: Badger.