

ATTITUDE OF STUDENTS TOWARDS PHYSICAL EDUCATION IN RELATION TO THEIR PARENTAL ENCOURAGEMENT

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ABSTRACT

The purpose of the present study was to investigate the relationship between attitude of student towards physical education and parental encouragement. The study was descriptive-coreational in nature. The data were collected using attitude questionnaire and parental encouragement scale. The sample of the study was 100 students selected through random sampling technique. A significant positive relationship was found between attitude and parental encouragement among students. The study revealed significant difference on attitude and parental encouragement among male and female senior secondary school students. Attitude towards physical education and parental encouragement of male students had higher as compared to their female counterparts.

Keywords: Parental encouragement, attitude, students.

1. INTRODUCTION

Physical education provides the rationally required foundation for each individual to enable to develop their personality domains on the concept of all-round development. Physical education provides significant contribution to become an integral part of the total educational development process which aims for the development of physically, mentally, spiritually, emotionally and socially fit citizens through the medium of physical activities (Mohammad, Abraham, & Singh, 2011). Attitudes are ideas or feeling that one may have about something as a result of part experience or as a result of imaginative likes and dislikes. When condition or change in the environment occurs, whether for better or worse, we can usually expect to see a change in attitudes. In physical education, we are

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mainly concerned with the attitudes of students towards the physical education activities and programs as well as towards individual activities within the programme. Attitude is taken as learned tendencies that make individuals exhibit specific behaviors in the face of specific people, objects and situations (Demirel, & Un, 1987). A study of Aicinena (1991) points out that several factors like teacher's behavior, class, family, and school management have an influence on positive students' attitude towards physical education class. Figley's (1985) study analyses the attitudes of high school students, and explains that when the students sense a lack of interest from their teachers, they develop negative attitude. It is also given in the same study that the reasons behind students' positive attitudes are 41.6% teacher, 31.2% instructional program, and 27.2% consecutively class environment, students' self-perception, others and peer behavior; while the reasons behind negative attitudes are 35.6% instructional program, 33.3% teacher, and 31.1% consecutively class environment, peer behavior, students' self-perception and others. Most of these researches reveal that male students have more positive attitude towards physical education classes than female students (Carlson, 1994; Weinberg, Tannebaum, McKenzie, Jakson, Ansel, Grove, & Gogarty, 2001; Koca, & Demirhan, 2004. Although it is found that male students present more positive attitude towards physical activities requiring challenge and bearing risk element, it is observed that female students display more positive attitude towards physical activities emphasizing aesthetics and improving social skills (Smoll, & Schutz, 1980). Shajie, Raof, Nayerabadi, and Houshyar, (2014) showed that there was significant difference between parents attitude toward physical activity in motor activity subscale whit separate of active, hyper-active and inactive students, also there was no significant relationship between parents attitude and their physical education participation, age, gender and education. Coknaz, (2015) revealed that students' attitude scores towards physical education class are high. Also it is obtained that there is a statistical difference in students' attitude scores towards physical education class according to their school type, grade and gender. Bhushan, (2015) showed that physical education in school can increase physical activity levels during youth and later in life. Consequently, physical education not only contributes to a healthy body, but a healthy mind. Also, research indicates that physical education has the ability to impact self-esteem, well-being and reduce stress, depression and anxiety.

Parental encouragement is the treatment provided by the parents to their child which can nurture the hidden potentialities within them. It can be in the form of guidance, concern, care as approved by them which can act as a driving force for the students to take a particular decision in life. Involvements of parents and encouragement have impact on educational attainment and success. Encouragement of younger children also adds to the probability of a specified

outcome of their eventually graduating from high school. There are three most important ways parents can get involved in supporting their children's learning: Learning at home, school /home partnership and parental representation. Kotnala, (2014) investigated the influence of parental encouragement on self-confidence of adolescents. Results revealed that rural adolescents, whether male or female, perceive less parental encouragement which leads to lesser self-confidence. On the contrary urban adolescents, whether male or female, perceive high parental encouragement which leads to higher self-confidence. Bindu, and Aruna (2014) explored the relationship among process skills and parental encouragement of secondary school students and showed that parental encouragement is positively related to process skills of adolescent students. Another study by Gupta, (2014) revealed that there is a significant relationship among mental health and parental encouragement among secondary students. Parental encouragement is positively related to process skills of adolescent students (Bindu, & Aruna 2014). Singh (2015) found that parental encouragement of urban secondary school students was significantly better than rural students and adjustment of rural secondary school students was found significantly better than urban students. The parental encouragement was significantly and positively related to adjustment in case of female and urban secondary school students. Mahajan, (2015) showed that academic stress was significantly and negatively correlated with parental encouragement. Mishra, (2015) revealed that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups. It was concluded that academic achievement of middle school students may be enhanced by parental encouragement. When we come to the literature there is hardly any study measuring attitude of students towards physical education in relation to their parental encouragement and work needs to be done in this area, so the researcher found it feasible to explore aforementioned variables.

Keeping in view above all the objectives of the present study were to evaluate the relationship of attitude of senior secondary school students towards physical education with their parental encouragement, and to compare the senior secondary school students of district Shopian of Kashmir with respect to their- (a) attitude, and (b) parental encouragement.

2. METHODS AND MATERIALS

2.1 Subjects

The study was descriptive-correlational in nature and the data were collected through survey method. The sample of the study was 100 senior secondary school students of district Shopian selected through random sampling technique. The age

range of participants was from 15-17 years. Participants were drawn from five schools of district Shopian.

2.2 Tools

Following tools were employed to this study:

2.2.1 Attitude Scale: This scale was developed by Narwariya (2008). It was used to measure attitude among senior secondary school students towards physical education. It contains thirty items based on different types of attitude aspects as; physical aspects, mental aspects, social aspects, emotional aspects, general and recreational aspects.

2.2.2 Parental Encouragement Scale: Parental encouragement scale standardized by Sharma (2010) to measure the degree/amount of encouragement which a child perceives from parents and also to categorize the students in terms of the degree/amount of their parental encouragement. It contains forty (40) items.

2.3 Collection of Data

The data was collected randomly from participants studying in different schools of district Shopian. The investigator took the permission from the principal of senior secondary schools for the conducting the tests. The investigator make clear the purpose of data collection and give directions regarding the attempt of statements in the instruments namely, attitude scale and parental encouragement scale. The investigator ensured the students that information provided by them will keep confidential. Due care was taken that the respondents did not leave any item unmarked. Finally, scoring of each questionnaire was done manually.

2.4 Data Analysis

The data was analyzed by using SPSS-20 Version. Pearson coefficient of correlation and *t*-test were used to analyze the data.

3. RESULTS

After the data was accumulated and processed, the results are presented in following tables:

Table 1: Relationship between attitude and parental encouragement of senior secondary school students

| Variables | Mean | SD | N | df | r |
|-------------------------------|-------------|-----------|----------|-----------|----------|
| Attitude | 23.98 | 3.84 | | | |
| Parental Encouragement | 32.68 | 6.51 | 100 | 98 | 0.28* |

*Significant at 0.01 level of significance

Tab $r= 0.23$

The above Table 1 shows the correlation coefficient of attitude and parental encouragement of senior secondary school students of district Shopian. The coefficient of correlation is 0.28 which is significant at 0.01 level of significance. Result suggests that with the increase of parental encouragement, the attitude of students will increase.

Table 2: Difference in attitude towards physical education between male and female senior secondary school students

| Group | n | Mean | SD | MD | SE | df | t-value |
|---------------|----------|-------------|-----------|-----------|-----------|-----------|----------------|
| Male | 50 | 26.04 | 3.29 | | | | |
| Female | 50 | 22.02 | 3.52 | 4.02 | 0.68 | 98 | 5.90* |

*Significant at 0.01 level of significance

Tab $t= 2.37$

The results of the investigation on the differences in attitude towards physical education between male and female senior secondary school students have been presented in table 2. The result showed that there is significant difference between male and female senior secondary school students in attitude. Result suggests that male students have more attitudes towards physical education than their female counterparts.

Table 3: Difference in parental encouragement between male and female senior secondary school students

| Group | n | Mean | SD | MD | SE | df | t-value |
|---------------|----------|-------------|-----------|-----------|-----------|-----------|----------------|
| Male | 50 | 35.94 | 6.16 | | | | |
| Female | 50 | 29.42 | 5.10 | 6.52 | 1.13 | 98 | 5.78* |

*Significant at 0.01 level of significance

Tab $t= 2.37$

The results of investigating the differences in parental encouragement of male and female senior secondary school students in district Shopian have been presented in table 3. The results showed that there is significant difference between male and female students in parental encouragement among senior secondary school

students. Result suggests that male students perceive more parental encouragement than their female counterparts.

4. DISCUSSION

The study has been done to investigate the relationship between attitude of students' towards physical education and parental encouragement. The results of the study revealed that there is a significant positive relationship between attitude and students' parental encouragement. Also the result showed that there is a significant difference between male and female students on attitude towards physical education. In other words, male students had more attitude towards physical education as compared to their female counterparts. Another part of the results indicated significant difference between male and female students' parental encouragement. Male students perceived more parental encouragement than their female counterparts. The results of our study are consisted with the findings of Carlson (1994); Weinberg, *et al.* (2001); Koca and Demirhan, (2004) revealed that male students have more positive attitude towards physical education classes than female students. Aicinena, (1991) points out that several factors like teacher's behavior, class, family, and school management have an influence on positive students' attitude towards physical education class. Coknaz, (2015) revealed that students' attitude scores towards physical education class was high. Also it is obtained that there is a statistical difference in students' attitude scores towards physical education class according to their school type, grade and gender. Gupta, (2014) revealed that there is a significant relationship between parental encouragement and mental health of students. It can be interpreted that when parents can encourage to their child's that makes a significant contribution for the development of physical, mental, spiritual, emotional and social fit through the medium of physical activities. Bhushan, (2015) showed that physical education in school can increase physical activity levels during youth and later in life. Consequently, physical education not only contributes to a healthy body, but a healthy mind. Also, research indicates that physical education has the ability to impact self-esteem, well-being and reduce stress, depression and anxiety.

5. CONCLUSIONS

There was a significant positive relationship of attitude of students towards physical education and parental encouragement. The senior secondary school students of district Shopian differ significantly with respect to their attitude. The mean score of male students on attitude is higher as compared to female students. The senior secondary school students of district Shopian differ significantly with

respect to their parental encouragement. The mean score of male students on parental encouragement is higher as compared to their female counterparts. Our result suggests that parental encouragement can develop attitude of students towards physical education. It implies that parental encouragement have a considerable role to play in the student's day today lives. Because physical education provides significant contribution for the development of physical, mental, spiritual, emotional and social fit through the medium of physical activities. The study suggested that both parents and school authorities, especially teachers should join hands together, so as to improve the attitude of students especially female students because our differential analysis suggests that female students have low attitude towards physical education as compared to their male counterparts. It is the joint responsibility of both parents and teachers to work towards the betterment of children rather should assist each other for the all-round development of children.

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