

ANALYSIS OF THE ATTITUDE OF THE PRINCIPALS TOWARDS PHYSICAL EDUCATION IN THE COLLEGES OF THE UNIVERSITY OF LUCKNOW

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INTRODUCTION

Attitude means, having a feeling about something or an opinion whether it is positive or negative. It is a conscious or unconscious physical posture that is displayed while interacting with others. Attitude is ideas or feeling that one may have about something a result of past experience or as a result of imaginative likes and dislikes. When conditions or changes in the environment occur, whether for better or worse, we can usually expect to see a change in attitudes. In physical education, we are concerned with the attitude of students, teachers and principals towards the Physical Education activity programme as well as towards individual activities within the programme.

PROCEDURE AND METHODOLOGY

For the purpose of the study, 18 Principals were selected as the subjects. Principals working in different Colleges of University of Lucknow, (U.P.). The variable selected for the purpose of this study was: Attitude. Attitude of the principals towards Physical Education was assessed by the Self- made Questionnaire.

Table No. 1

RESPONSES COLLECTED FROM PRINCIPALS

S. No.	Statements	Respondents (%)					Total No. of Responses	Observed X^2 Value
		SA	A	U	D	SD		
1.	Physical education programme lay stress on games and sports only.	11.11	33.33	5.56	50	0	18	11.91*
2.	The implementation of physical education programme depends upon the attitude of the head of the institution.	27.77	50	0	22.22	0	18	12.25*
3.	Periods for physical education programme should be included in the college time table.	11.11	55.55	0	27.77	5.55	18	14.14*
4.	A minimum of one period should be set aside for physical education.	11.11	55.55	11.11	16.66	5.55	18	11.64*
5.	The physical education programme should be conducted outside the college time table.	5.55	44.44	0	44.44	5.55	18	12.25*
6.	Physical education programme make students physically fit.	38.89	61.11	0	0	0	18	13.59*
7.	Physical activity develops the competitive spirit in the student.	27.78	72.22	0	0	0	18	30.24*
8.	Physical education activities make a student more sociable.	0	88.89	5.55	5.55	0	18	46.8*
9.	Participation in the physical education programme develops the personality of an individual.	22.22	77.78	0	0	0	18	30.02*
10.	Participation in physical education programme is merely a waste of time.	0	0	0	61.11	38.89	18	23.35*
11.	Excellence in physical education activities should be rewarded by a scholarship.	16.66	77.77	0	5.56	0	18	33.57*
12.	Student's participation in physical education programme are at loss with regard to the total time available for studies.	0	11.11	11.11	50	27.78	18	10.25*
13.	Coaching camps should be conducted in the entire sports discipline in which inter collegiate competitions are held.	16.66	72.22	0	11.11	0	18	27.68*
14.	Coaching camps in various sports should be conducted during summer and winter vacation.	11.11	83.33	0	5.55	0	18	39.91*
15.	Physical education programme develops the health of an individual.	16.66	83.33	0	0	0	18	41.02*
16.	Emotional expression can be brought under control through participation in games.	11.11	61.11	11.11	16.66	0	18	16.58*
17.	Physical Education programme does little in developing desirable standard of conduct.	0	22.22	16.66	50	11.11	18	09.69*
18.	Tolerance, obedience and respect for the rights for others are learned in physical education.	33.33	55.56	0	11.11	0	18	16.35
19.	Activities in physical education offer student opportunities to make quick decision and responses.	11.11	77.78	5.55	5.55	0	18	32.7
20.	There is little carry-over value from physical education programme.	0	16.66	16.66	44.44	22.22	18	06.91
21.	Physical Education classes provide challenging activities.	11.11	61.11	0	22.22	5.55	18	17.47*
22.	Physical Education is mainly for physically gifted.	5.55	5.55	22.22	55.66	11.11	18	12.47*
23.	Playing hard help to work off bad feeling.	5.56	83.33	0	11.11	0	18	39.91*
24.	Physical Education skills bring more enjoyment to life.	16.66	77.77	5.55	0	0	18	33.81*
25.	Physical Education is just as important for boys as it for girls.	33.33	66.67	0	0	0	18	26.35*
26.	Appointment of lecturer for Physical Education is merely wastage of the funds.	0	0	5.55	61.11	33.33	18	20.8*
27.	Every College must developed sports facilities.	33.33	66.67	0	0	0	18	26.35*
28.	Physical Education should be introduced as an elective subject	0	61.11	0	33.33	5.55	18	20.8*
29.	The performance of student in Physical Education activities should be evaluated.	22.22	72.22	5.55	0	0	18	28.57
30.	Physical Education grades must be reflected in the annual Examination.	16.66	66.66	5.55	11.11	0	18	22.48*

Scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree were included. The level of significance was set at 0.05. The data was analysed by using the Descriptive Technique in term of the Frequency Percentage for Likert's Scale responses and to examine the divergence in the attitude the Chi Square Test (X^2) was applied on the Likert's Scale responses.

RESULTS

The questionnaire consists of 30 statements and the results/responses of questions are as follows-

N= 18, Degree of Freedom = 4, Level of Significance= 0.05 level $X^2 = 9.49$

Discussion of findings

The results of the study may be attributed to the fact that as the Physical Education programme has been in existence for last so many years, the subjects (principals) have over observed the working of the physical education program in some of the colleges and have come to the conclusion that the Physical Education Program is being implemented as envisaged.

The finding shows that the Physical Education program has been considered to develop Social, Emotional and Healthy qualities in an individual and also developed awareness regarding health and fitness. The results shows that the Physical Education is important for boys as well as girls might be attributed to the gradual increase in awareness as the respondent's progress through the entire questionnaire.

DISCUSSION OF HYPOTHESIS

The hypothesis earlier set that the principals will have favourable attitude towards physical education in the college of University of Luknow is accepted.

The hypothesis pertaining to the statement that Physical Education has very little carried over value has been rejected, While hypothesis pertaining to all other statements of questionnaire has been accepted.

CONCLUSION

On the basis of findings of the study, the following conclusions are drawn:

Majority of the subjects (Principals) 100% fevered that the physical Education develops competitive spirit, social behaviour, health and fitness of an individual.

They also fevered that the physical activities bring more enjoyment in life and excellence in physical activities should be rewarded by the scholarship and

physical education grades must be reflected in annual examination. The subjects (Principals) also had positive attitude towards Physical Education.

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