



Sustainable attitude in the direction of physical education and health concepts of high school students in Kerala

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Abstract

The objectives of this study are to identify the sustainable attitude in the direction of physical education and health concepts of high school students in Kerala. The investigator was select a minimum of 600 subjects [300 boys & 300 girls] from different schools of Kerala. The age group of the selected subjects was between 13 to 15 years. Data was collected through the Multidimensional Health Questionnaire (MHQ). Questions were evaluated through Toulmin Elementary Physical Education Attitude Scale [TEPEAS]. Data were analysed through the statistical package of social sciences (SPSS) version 20 then data was transfer to Microsoft excel to compile final results. Overall results of a general attitude towards physical education and health concepts show that among high school students boys and girls showed a positive attitude towards physical education and health concepts. Among them, boys showed more positive than girls in both attitudes towards physical education and health concepts. The present study concludes that the students have a positive attitude towards physical education health concepts. Students are aware of the importance of physical education and health maintenance and they have also a positive attitude toward the importance of physical activity for quality of life and wellbeing.

Keywords: physical education, general attitude, health concepts, benefits

Introduction

Sports become such a prominent a part of their culture that the Greeks created the Olympic Games, which in past were held every four years during a small village in Peloponnesus called Olympia. Where do we begin with the history of sports? When the history of sports is as old as humankind. To begin with, what has been recorded or documented within the history of sports takes us back a minimum of 3,000 years. The primary antiquity of sports frequently involved the homework and training for combat or chasing. Hence there are sports games that involved the throwing of spears, stakes, and rocks, and actually many play-fighting. Ancient Greece introduced formal sports, with the primary Olympic Games in 776 BC that included sports like human and chariot races, wrestling, jumping, disk and javelin throwing, and more. Sports contribute towards the all-round development of personality and enhance the horizons of awareness among the competing sportsman with regard to that they are representing a particular state country of their origin.^[1]History, Math, English, are all important topics, however, the knowledge needed to complete problems, reading, or facts from history can all be found online now. Motivation and positive physical experiences cannot. There is a flood of research proving that being moderately physically active a few times per week not only affects physical but also social-emotional health. Whether you work on computers, or in a cubicle, being physically active will make you better at your future job and make you happier while doing it. Depression will be the next epidemic to sweep across the United States that physical activity has been proven to prevent and fix this problem^[2]

Physical Education, now a day is considered an important and integral part of general education which aims at the harmonious development of the man. But, in practice and from a functional point of view, it has not yet received due recognition or status as an academic subject. Many reasons could be attributed to this state of affair^[3]. The term physical education is generally confused with physical training, physical culture, gymnastics, sports and mass drills, etc. but it is not so. Physical education is more than meaningful and much broader than any one of these terms. It includes all the vital part of the larger process of education^[4]

Health concepts such as stopping smoking, moderation of alcohol intake, healthy eating, and physical activity can reduce the risks of developing serious illnesses such as cancer, heart disease, and type 2 diabetes. Starting from the consideration of what's meant by attitudes to science, it considers the issues inherent to their measurement, what's known about students' attitudes towards science, and the many factors of influence like gender, teachers, curricula, cultural and other variables. the literature itself points to the crucial importance of gender and quality of teaching. Given the importance of the latter, we argue that there's a greater need for research to spot those aspects of science teaching that make school science engaging for pupils. In particular^[5]

Attitude is formed by people as a result of some kinds of a learning experience if the experiences favorable a positive attitude is found and vice versa. The attitude people hold can frequently determine the way they act in person and a larger situation^[3].

Attitudes imitate a set of beliefs, feelings, and behaviors related to an objective or event that may be approving or disapproving. Attitude can be dynamic, constructive, taught, adapted, or even replace or changeable [6].

Attitude is one of the motivating factors to improve learning and the use of skill and information related to learning [7]. Attitudes toward education contains five elements, fitness, self-actualization, social development, education curriculum, education teachers [8]. A physical education person is one who has the knowledge, skills, and confidence to enjoy lifetime healthy physical activities and develop the standards for physical education [9]. Educators recommended that physical education curricula should implement in a way that participation in physical Education program becomes an enjoyable and meaningful learning experience for students and help to develop knowledge and motor skill [10]. "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease and exhaustion". (WHO). When working on the study of the health status of the population and in particular the degree of utilization of individual type of health care, traditional, and sometimes exclusively biomedical approach that is oriented toward clinically overt disease or lethal outcome became not solve, especially in a situation of the high prevalence of chronic diseases and the growing number of old, sick and disabled persons [11]. The holistic concept of health is contained in the expression of wholeness. Health may be a relative state during which one is in a position to function well physically, mentally, socially, and spiritually to precise the complete range of one's unique potentialities within the environment in which one lives [12].

Statement of problem

The purpose of the study was to find out the attitude in the direction of physical education and health concepts of high school students in Kerala. The study was further delimited (N=600) subjects [300 boys & 300 girls]. The age range between 13-15. The questionnaire method was used for collecting data. The family back ground, socio-economical and socio-cultural environment of student are different in various schools.

Hypothesis

It was hypothesized that there may be a significant difference in attitudes and health concepts of high school students in Kerala and who belongs to students belongs to different religion, back ground and types.

Methodology

This chapter describes the methodology and procedure was adopted for the selection of subjects, collection of data, administration of test items, and statistical technique employed for analysis of data.

Selection of Subjects

The investigator was select minimum 600 subjects [300 boys & 300 girls] from different schools of Kerala. Age group of

the selected subjects was between 13 to 15years.

Selection of variables

From the selection of variables for the study, the research scholar have reviewed the available scientific literature pertaining to books, journals, periodicals, magazines, research abstracts papers according to the discussion with experts, availability of instrument and relevance of the study, the attitude psychological variable and three health behavior variables were selected.

Selection test items

Toulmin Elementary Physical Education Attitude Scale [TEPEAS]

Scoring [TEPEAS]

Six points scale are given below;

Options	Positive statements	Negative statements
Strongly agree	6	1
Agree	5	2
Slightly agree	4	3
Slightly disagree	3	4
Disagree	2	5
Strongly disagree	1	6

The Multidimensional Health Questionnaire (MHQ)

Three points scale are given below;

Options	Positive statements	Negative statements
Strongly agree	6	1
Agree	5	2
Slightly agree	4	3
Slightly disagree	3	4
Disagree	2	5
Strongly disagree	1	6

Statistical techniques

The data was statistically analyzed by comparative statistics that is independent't'

Analysis of data

The data pertaining to attitude measure and health behavior measure of 300 boys and 300 girls were subjected to statistical analysis and comparative statistics't' ratio. the statement analysis is given below:

Table 1: Descriptive scores on health behavior of boys and girls

Gender	N	Mean	Std. Div.	Range	Min.	Max.
Boys	300	88.17	6.82	52	68	120
Girls	300	81.47	7.67	53	55	108

It is observed from table 1 that the mean value of health behavior for boys is 88.17 and for girls, it is 81.47. The standard deviation is 6.82 and 7.67 respectively for boys and girls. The range of boys is 52 and that of girls is 53.

Table 2: Comparison of health behavior of boys and girls

Control Factors	Boys			Girls			DM	sDM	T-ratio
	N	Mean	SD	N	Mean	SD			
Health behavior	300	88.17	6.82	300	81.47	7.67	6.69	0.59	11.34*

From table 2, health behavior shows that the t ratio of boys and girls was a significant since these values of 11.34 was

higher than the critical value of 1.96. It is concluded that boys have more health behavior with compared to girl students.

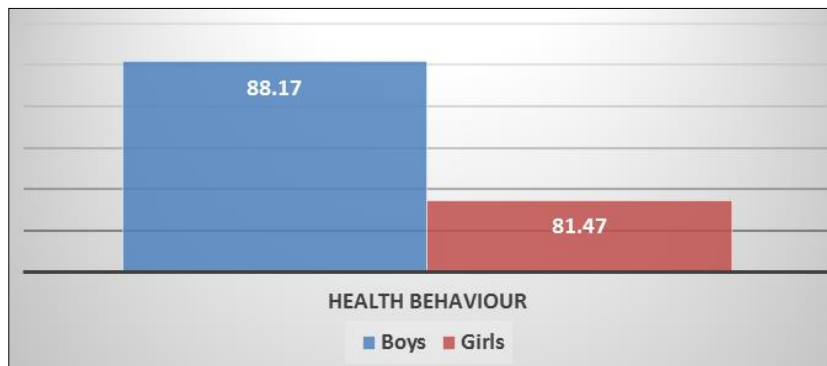


Fig 1: Comparison of health behavior of boys and girls

Table 3: Descriptive scores on physical education attitude of boys and girls

Gender	N	Mean	Std. Div.	Range	Min.	Max.
Boys	300	216.27	21.07	150	126	276
Girls	300	206.65	27.76	146	128	274

It is observed from table 3 that the mean value of physical education attitude for boys is 216.27 and for girls, it is 206.65. The standard deviation is 21.07 and 27.67 respectively for boys and girls. The range of boys is 150 and that of girls is 146.

Table 4: Comparison of physical education attitude of boys and girls

Control Factors	Boys			Girls			DM	sDM	T-ratio
	N	Mean	SD	N	Mean	SD			
physical education attitude	300	216.27	21.07	300	206.65	27.76	10.23	2.05	4.99*

From table 3, physical education attitude shows that the t ratio of boys and girls was a significant since these values of 4.99 was higher than the critical value of 1.96. It is concluded that boys have more physical education attitude with compared to girl students.

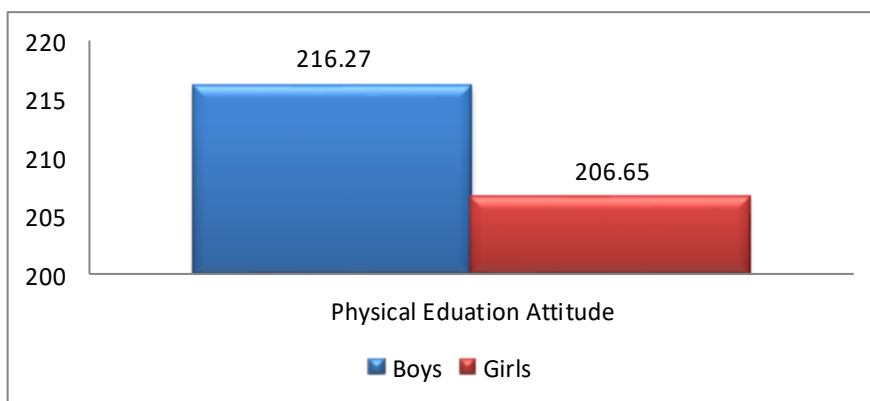


Fig 2: Comparison of physical education attitude of boys and girls

Summary

Physical education is unique in the educational process as the only aspect of education that is primarily concerned with the body and the development of attitude and abilities that will give on the desired to be physically active throughout life. Toulmin Elementary Physical Education Attitude Scale [TEPEAS] stated that the maximum score possible are 300. Those students scoring 150 above has expressed a favorable attitude toward the physical education and if below 150

indicates unfavorable. Out of 50 questions; 24 statements are positive and 26 statements are negative. 1, 3, 4, 8, 13, 15, 16, 19, 20, 24, 25, 27, 28, 30, 32, 34, 37, 38, 41, 44, 45, 48 and 49 are positive statements. The Multidimensional Health Questionnaire (MHQ) stated that the maximum score possible are 135. Those students scoring 68 above has expressed a favorable health behavior and if below 68 indicates unfavorable. Out of 45 questions; 21 statements are positive and 24 statements are negative. 14,

10, 14, 15, 19, 23, 24, 25, 27, 29, 30, 32, 35, 36, 38, 39, 40, 41, 42 and 42 are positive statements and rest of the questions are negative.

Conclusion

1. In general boys and girls showed positive attitude towards physical education.
2. In comparison; boys showed more positive attitude towards physical activity than girls
3. In general, both boys and girls have high health behavior concept
4. In comparison; boys showed high health concept than girls

Recommendations

1. This study may help to conclude physical education in the school curriculum since the high school students both boys and girls showed positive attitudes towards physical education.
2. Similar study may be conducted by taking larger samples than those used in the present study.
3. Studies may be also conducted by employing subjects belongs to different areas [rural, urban, and different socio-economic status].

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