

Impact of Sports Club Membership on Building of Attitude towards Physical Education and Sports

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Abstract: The ultimate aim of any educational system is to ensure and incorporate an overall development of an individual by inculcating not only academic excellence but also physical fitness by promoting pro-fitness life- style, which means that an adult will engage in different forms of physical activity on a regular basis, resulting in health enhancement. Relevant researches have been carried out by multiple authors to investigate attitude of school going children and adolescents towards physical education and sports. Different aspects of attitudes towards physical education and sport were also studied by researchers from numerous countries using diagnostic questionnaires. The current study was undertaken to study the impact of school level sports clubs (SLSC) membership on building of attitude towards physical education and sports. The differences of attitudes towards physical education and sports were compared between members of school level sports club and youth of the same age that did not participate in the activities of those clubs. The study questionnaire was sent out to 623 randomly selected school level sports clubs (SLSC) in Jharkhand (India). A covering letter explaining the purpose and procedure of testing was also dispatched along with the questionnaire. However, only 103 school level sports clubs responded by reverting back with correctly filled questionnaires. 2704 questionnaires were selected for statistical analysis. The research tool, (i.e., diagnostic questionnaire) developed by Strzyzewski (1990) was used to make further studies. The obtained results indicate the attitude of questionnaire respondents towards physical education and sport is positive but reserved. Despite the strength of the cognitive component (cognitive scores were highest), the actual participation in out of school sports activities was insufficient (low values of behavioral scores). School level sports club (SLSC) members have more positive attitudes towards physical education and sport than their non-SLSC counterparts.

Keywords: Attitude, Educational process, Physical education, Sports, School level sports club (SSLC), Questionnaire.

1. INTRODUCTION

Physical education is meant to exhibit and inculcate among masses major personal dispositions among other goals, such as the development of instrumental personal dispositions, acquirement of movement skills, physical fitness, and knowledge in physical education and sport.

The purpose of the educational process is to promote pro-fitness lifestyle, which means that an individual will engage himself in different forms of physical activity on a regular basis purely for the purpose of health enhancement. An attitude can be defined as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan 2005, p. 150) or "...a psychological tendency

that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly, & Chaiken, 1993, p. 1). Attitudes structure can be described in terms of three components as follows.

- **Affective** component: this involves a person's feelings / emotions about the attitude object.
- **Behavioral** (or conative) component: the way the attitude we have influences how we act or behave.
- **Cognitive** component: this involves a person's belief / knowledge about an attitude object.

New Indian Education Policy (2015), which also apply to physical education, emphasize the importance of personality formation; the following educational goals are specified: "developing responsibility for own and other individuals' health"; "understanding the significance of body, health, and beauty care, and physical fitness as a basis of self-respect, and respect for others".

Attitude towards physical education and sports has been investigated upon by several authors, and compared their results to those of investigations on instrumental goals. Thus, the enthusiasm to participation in physical education as well as the efficiency of the programs was also determined (Bhushan R, 2015). Questionnaires on Likert Scale for Testing Youth's Attitude to Physical Education and Sports have been developed and tested (Subramaniam & Silverman, 2000) and presenting the attitudes of selected population fractions (Kodura, 1989; Koj, 1992; Marszołek, 1992, Skalik, 1992; Strzyżewski, 1990). Other research methodology was used by Wojciechowski (1990), who adapted Mercer's questionnaire, which was developed to evaluate the attitude of female adolescents towards psychological, sociological, moral, and spiritual values of physical education. All aforementioned authors characterized their respondents' attitude as moderately positive and unformed.

The goals of physical education, including generation of positive attitudes towards physical education and sport, can be realized not only during physical education lessons, but also in leisure-time activities in a school level sports club (SLSC). School level sports club (SLSC) activities are within the framework of the school curriculum set up by various school bodies; the clubs are subject to registration with respective districts sports bodies. The objective of school level sports clubs is to organize sports activities and events at school, and encourage all students to participate in leisure time sports and recreational activities. Availability of sports equipment as well as an easy access to the financial resources of the program "Sport for all" spurred rapid development of school level sports clubs (SLSC). Organisational and financial support from local administration also played a considerable role.

The purpose of the present study was to identify the educational effects of school level sports clubs. The differences in attitude towards physical education and sport were compared between members of SLSC and those boys and girls who did not participate in the activities of the clubs.

The following research issues were considered during course of present study:

What are SLSC members' attitudes towards physical education and sport as compared to their peer groups who do not participate in school level sports club activities (here forward referred to as non-SLSC students).

Are there any gender differences in attitudes towards physical education and sport among SLSC members and non-SLSC students?

Further, it was hypothesised during the study that SLSC members will have more positive attitudes towards physical education and sport than their non-SLSC counterparts.

2. MATERIAL AND METHODS

Subjects:

The study questionnaire along with a covering letter explaining the detailed guidelines was sent out to 623 randomly selected school level sports clubs in Jharkhand (India). Correctly filled questionnaires were received from 103 school level sports clubs. 2704 questionnaires were selected for statistical analysis (Table - 1).

Methods:

The diagnostic questionnaire developed by Strzyżewski (Questionnaire for Testing Youth's Attitude towards Physical Education and Sport) were utilized during current study. Its accuracy, reliability, and selectivity have been verified

previously in various population fractions (Skalik, 1989; Witek, 1989; Strzyzewski, 1990; Górna, 2001). The questionnaire consisted of 67 questions. The evaluation were carried out in context of global score (total score) and cognitive, affective, and behavioral scores (a set of 26, 21, and 20 questions, respectively for each component).

Table – 1 Number of respondents depending on SLSC membership, gender, and school level

School Level	Total number of students		No. of SSC members		Total	
	Girls	Boys	Girls	Boys	n	%
Elementary School (9-13 Years)	387	278	357	413	1435	53.07
	665		770			
Junior High School (13 – 16 Years)	306	154	317	231	1008	37.28
	460		548			
High School (13 – 16 Years)	43	84	80	54	261	9.65
	127		134			
Total	736	516	754	698	2704	100.00
	1252		1452			
%	46.30		53.70		100.00	

Responses were sought on a Liker Scale pattern. Respondents were asked to choose among five predefined responses (i.e., certainly YES, YES, I do not know, NO, and certainly NO). Each particular response was assigned a point value (4, 3, 2, 1, 0, respectively). Individual scores were calculated as a product of all point values gained for a particular set of questions and the number of question sets. Attitude strength was determined based on Wojciechowski's range as per following scheme:

- 0 – 0.49 – highly negative;
- 0.5 – 1.49 – negative;
- 1.5 – 2.49 – neutral;
- 2.5 – 3.49 – positive;
- 3.5 – 4.0 – highly positive.

Statistics:

The Kolmogorov-Smirnov test was used to determine the consistency of strength distributions in the whole study population, and then separately in boys and girls of elementary, junior high, and high school levels, as well as SLSC members and non-SLSC students. The distributions of attitude component scores differ significantly from the normal distribution ($p < 0.01$), except the global score ($p < 0.1$). However, low skewness and curtosis, and the large number of study participants allowed the use of variance analysis (Lindman, 1974). The four attitude scores (global, cognitive, affective, and behavioral) consisted of the dependent variables, while the independent variables of interest were SLSC membership and gender.

Statistical significance was analysed based on parametric test results. Double classification analysis of variance was used to determine the effect of the independent variable, (i.e., whether the latter had caused significant differentiation of the means of dependent variables). Post hoc Bonferroni's test was then carried out to determine interactions between particular attitude components. Significant interaction between two variables indicates that the amount of variance in the dependent variable accounted for by a single factor is different in groups accounted for by the other factor.

3. RESULTS

The value of the global score, (i.e., 2.69), revealed a moderately positive attitude to physical education and sport among all subjects. The cognitive score had the highest value (2.83), and behavioral the lowest (2.48), which shows a tendency towards a neutral attitude (Table - 2). Mean global scores were 2.82 and 2.55 in SLSC members and non-SLSC students, respectively. SLSC members also scored higher in the remaining components; their cognitive, affective, and behavioral scores were 2.92, 2.86, and 2.65 as compared to respective values of 2.74, 2.56, and 2.29

obtained by their non-SLSC counterparts. The difference between behavioral scores was the highest (0.36), suggesting between- group disparity regarding enthusiasm to pro-fitness behaviour.

Table – 2 Scores of attitude towards physical education and sport in the whole studied population

Score	n	x	Min.-max	SD	Sk.	Cu.
Global	2704	2.69	0.67-3.91	0.39	-0.176	0.468
Cognitive	2704	2.83	1.00-4.00	0.38	-0.046	0.350
Affective	2704	2.72	0.48-3.90	0.47	-0.396	0.327
Behavioral	2704	2.48	0.45-4.00	0.47	-0.121	0.341

Global Score (GS):

Global scores of boys were higher than those of girls. In both groups, SLSC members showed more positive attitudes toward physical education and sport than non-SSC students (Table - 3).

Table – 3 Mean global scores depending on gender and SLSC membership

	x	n	SD
Girls	2.64	1490	0.39
Non-SLSC students	2.50	736	0.38
SLSC members	2.79	754	0.35
Boys	2.75	1214	0.38
Non-SLSC students	2.62	516	0.41
SLSC members	2.84	698	0.34
Total	2.69	2704	0.39

Variance Analysis:

Gender and SLSC membership are significant determinants of the global score. These two variables interact significantly which implies that general attitude toward physical education and sport (as reflected by the global score) is more affected by SLSC membership in girls than in boys (Table - 4).

Table – 4 Double classification analysis of variance – the effect of SSC membership and gender on the global score

	MS Effect	MS Error	F	P
Gender	5.359406	0.13399	39.99858	< 0.001*
SSC membership	43.87709	0.13399	327.4656	< 0.001*
SSC membership & Gender	0.862425	0.13399	6.436492	0.01124*

*Statistically Significant

Table 5 Post hoc Bonferroni's test for mean global scores; comprehensive comparison between boys and girls

Gender	SLSC membership	1	2	3	4
		(2.50)	(2.79)	(2.62)	(2.85)
Girls	No		< 0.001*	< 0.001*	< 0.001*
Girls	Yes	< 0.001*		< 0.001*	0.03011*
Boys	No	< 0.001*	< 0.001*		< 0.001*
Boys	Yes	< 0.001*	0.03011*	< 0.001*	

*Statistically Significant

Attitude structure:

The cognitive score was higher in boys than in girls. Also, its values were higher in both female and male members of SLSC than in non-SLSC students. Interactions between gender and SLSC membership and affective scores were similar as in the case of the other scores. Boys and SLSC members show more positive attitudes than their counterpart peer groups, (i.e., girls and non-SLSC students). Mean behavioral scores are lower than those of other

attitude components; however, the effect of gender and SLSC membership is identical. Thus, boys scored higher than girls, and SLSC members scored higher than non-SLSC students (Table - 6).

Table 6 Mean scores of attitude components in girls / boys, and SLSC members / non-SLSC students

	N	%	Cognitive Component		Affective Component		Behavioral Component	
			X	SD	X	SD	X	SD
Girls	1490	55.10	2.81	0.37	2.67	0.47	2.41	0.47
Non-SLSC students	736	49.40	2.71	0.36	2.50	0.48	2.22	0.46
SLSC members	754	50.60	2.91	0.35	2.84	0.41	2.59	0.41
Boys	1214	44.90	2.87	0.40	2.78	0.45	2.57	0.46
Non-SLSC students	516	42.50	2.78	0.41	2.64	0.49	2.40	0.48
SLSC members	698	57.50	2.93	0.37	2.88	0.39	2.70	0.40
Total	2704	100.00	2.83	0.38	2.72	0.47	2.48	0.47

Variance analysis:

Although gender and SLSC membership are important determinants of the cognitive score, no significant interactions were found between these factors. The differences in cognitive scores between boy and girl SLSC members and their non-SLSC counterparts did not reach the level of statistical significance.

The effect of gender and SLSC membership on the affective score was statistically significant; similarly, the interaction between these factors. The difference between SLSC- and non-SLSC girls was more significant than that between their boy counterparts.

Independent variables (gender and SSC membership) had a significant effect on the behavioral scores; their mutual interaction was also significant. Similarly SSC membership also had a stronger effect on the behavioral score of girls than of boys (Table - 7).

Table – 7 Double classification analysis of variance – the effect of SLSC membership and gender on attitude component scores

	MS Effect	MS Error	F	P
Cognitive Component				
Gender	1.497577	0.138911	10.78081	< 0.001*
SLSC membership	20.70921	0.138911	149.0821	< 0.001*
SLSC membership & Gender	0.344117	0.138911	2.477242	0.11562
Affective Component				
Gender	5.279537	0.193304	27.31216	< 0.001*
SLSC membership	53.06308	0.193304	274.5065	< 0.001*
SLSC membership & Gender	1.755359	0.193304	9.080846	0.00261*
Behavioral Component				
Gender	14.07667	0.190069	74.06083	< 0.001*
SLSC membership	74.40283	0.190069	391.4518	< 0.001*
SLSC membership & Gender	0.916414	0.190069	4.82148	0.02819*

*Statistically Significant

All population fractions analysed differed significantly regarding mean cognitive scores (Table - 8) as well as mean affective scores (Table - 9), except for boy and girl SLSC members. As shown by mean behavioral scores, all population fractions differ regarding the enthusiasm to pro-fitness behaviour (Table - 10).

Table – 8 Post hoc Bonferroni’s test for mean cognitive scores; comprehensive comparison between boys and girls

Gender	SLSC membership	1	2	3	4
		(2.71)	(2.91)	(2.78)	(2.93)
Girls	No		< 0.001*	0.01283*	< 0.001*
Girls	Yes	< 0.001*		< 0.001*	0.59966
Boys	No	0.01283*	< 0.001*		< 0.001*
Boys	Yes	< 0.001*	0.59966	< 0.001*	

*Statistically Significant

Table – 9 Post hoc Bonferroni’s test for mean affective scores; comprehensive comparison between boys and girls

Gender	SLSC membership	1	2	3	4
		(2.50)	(2.84)	(2.64)	(2.88)
Girls	No		< 0.001*	< 0.001*	< 0.001*
Girls	Yes	< 0.001*		< 0.001*	0.37383
Boys	No	< 0.001*	< 0.001*		< 0.001*
Boys	Yes	< 0.001*	0.37383	< 0.001*	

*Statistically Significant

Table - 10 Post hoc Bonferroni’s test for mean values of the behavioral component; comprehensive comparison between boys and girls

Gender	SLSC membership	1	2	3	4
		(2.22)	(2.59)	(2.40)	(2.70)
Girls	No		< 0.001*	< 0.001*	< 0.001*
Girls	Yes	< 0.001*		< 0.001*	< 0.001*
Boys	No	< 0.001*	< 0.001*		< 0.001*
Boys	Yes	< 0.001*	< 0.001*	< 0.001*	

*Statistically Significant

4. DISCUSSION

The obtained results indicate that the attitude of questionnaire respondents towards physical education and sport is positive but reserved. Despite the strength of the cognitive component (cognitive scores were the highest), the actual participation in school sports activities was insufficient (low values of behavioral scores). In the context of the objectives of physical education including lifelong engagement in pro-fitness activities, the tendency observed in the present study, (i.e., the attitude towards physical education and sports being predominantly rooted in its cognitive component), is unfavorable. However, the situation might improve through the activities of school level sports clubs. SLSC members and their non-SLSC counterparts mostly differ in the behavioral component, which implies that systematic participation in sports might possibly result in taking up physical exercise during leisure time. This, in turn, should reduce the negative consequences of sedentary lifestyle.

The same observations apply to gender differences with boys scoring higher than girls in all attitude components. The cognitive component was the most influential element, while the behavioral component was the least; boys showed more positive attitudes than girls.

What are the causes of the more favorable attitudes towards physical education and sport among SLSC members? Although beyond empirical inquiry or proof, one can safely assume that joining a sports club evidences a positive attitude towards physical activity. Bhushan R. (2015) demonstrated that the sense of coherence among adolescents was another strong determinant of positive attitudes towards physical education. Participation in sport, training sessions, and competitions has a powerful effect on the development of positive relationships between team members, and between competitors and their coaches. Considering these results, it seems obvious that, irrespective of gender, both global attitude towards physical education and sports and its cognitive, affective and behavioral components will always be more favorable among SLSC members.

In conclusion, the present results seem to confirm that SLSC members will have more positive attitudes towards physical education and sport than their non-SLSC counterparts. And hence the hypothesis selected during the current study was accepted.

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