

# To study the Attitude of Adolescent towards Sports

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**Abstract:** The current study aims to study the attitude of adolescence towards sports of 150 subjects (75 males and 75 females) between the age group of 14-16 years from five government schools of Amritsar. The tool used to study the attitude of adolescent toward physical education was Attitude scale for physical education by Dr. G.P. Thakur and Manju Thakur, 1978 and Godin Leisure-time Exercise questionnaire by Godin and Shepherd, 1985, Sallis et al. 1993. Results indicate that boys have more positive attitude towards physical education and girls have positive attitude towards leisure-time activities. The objective of the study is the attitude of adolescence towards physical education and leisure-time exercises and the impact of gender on attitude towards physical education and leisure time exercises.

**Keywords:** anxiety, adolescence, physical education, leisure time.

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## 1. INTRODUCTION

The word Adolescence is derived from Latin: *adolescere* meaning “to grow up” and it is transitional age of physical and psychological human development generally occurring during the period from puberty to legal adulthood. The period of adolescence is most closely associated with the teenage years, though its physical, psychological and cultural expressions can begin earlier and later. Psychologists believe that development is a lifelong process. Adolescence is defined as life between childhood and adulthood. Erik Erickson has proposed that the principal task of an adolescent in terms of social development is to form a clear identity consisting of a robust sense of self and an image of one’s future direction. Firstly, adolescence as a period cannot be defined in a way that makes it a period of development independent or immune of human judgement. Secondly, that it usually has to be defined with the sort of ambiguity that has left the door open for rival theories of adolescence [Vanes, 1960]. An adolescent is challenged to make a number of adjustments. With the onset of puberty, former, child becomes capable of reproduction. G. Stanley Hall, one of the principal founders of developmental psychology in the United States, called adolescence a time of “storm and stress” during which the individual was thrown about by opposites such as action versus inaction, excitement versus calm, elation versus depression, self-confidence versus doubts about self esteem and the need for authority versus the need to rebel against authority. From the point of view of cognitive development, the adolescent becomes capable of formal operations, consisting of ability to use symbols with flexibility and think in abstract terms. Adolescence is a time when personal limits are explored and lifetime attitudes and patterns of living being to be established. For this reason there is current concern about the low levels of fitness among adolescents and their attitudes toward physical activity, as these factors are considered to be crucial in the development of a healthy and active adult lifestyle.

According to social cognitive theories, attitudes are important predictors of human behaviours (Ajzen, 1988). Attitudes are born from beliefs that we have about people and things. They shape our behaviours in countless ways and determine our involvement in activities, the goals that we set and those we decide to abandon. People express beliefs and attitudes daily through their behaviours and their language. In physical education, gaining insight into students beliefs is a critical source for understanding their attitudes and their interests and involvement toward the curriculum

(Strand and Scantling, 1994). Attitudes are composed from various forms of judgements. Attitudes develop on the ABC model (affect, behavioural change and cognition). The affective response is a physiological response that expresses an individual's preference for an entity. The behavioural intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an attitude. Most attitudes in individuals are a result of observational learning from their environment. There are 3 components of attitudes. Cognitive Component: It is the belief segment of an attitude. When someone forms an opinion or perception about any person, object, or situation; the cognitive component comes into play. The opinion may be favourable or unfavourable, positive, or negative. Affective Component: It is the feeling segment of an attitude. When someone attaches his/her emotions to the opinion that has been formed about my person, object, or situation; the affective component comes into play. Behavioural Component: As the word itself suggests, it's the behaviour segment of an attitude. When a person attaches a desire to behave or act in a certain way based on the emotions he has attached to the opinion about any person, object, or situation; the behavioural component comes into play.

Thus, adolescence have positive and negative attitude toward sports. Positive Attitudes are: has a positive physical self-concept, satisfied from participation in sport, believe sport promotes health, success in sport, willing to try new activities, encouraged by significant others, participates regularly, opportunity to participate. Negative Attitudes are: had negative experience at sport, have lifestyle which makes regular sport difficult, find sport frustrating, lack encouragement, unlikely to participate in sports, have a negative self concept, find sport boring.

Attitudes are positive, negative or neutral views of an "attitude object": i.e. a person, behaviour or event. It is an expression of favour or disfavour towards a person, place, things or events. Eagly and Chaiken, for example, define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." Strand and Scantling(1994) pointed out that people express their beliefs and attitudes daily through behaviours and language. Researchers indicated that children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school (Chung and Phillips, 2002) and demonstrate higher physical activity levels (Hagger et al., 2001) than those with less positive attitudes.

Sport is all forms of physical activity which, through casual or organised participation, aim to use, maintain or improve physical fitness and provide entertainment to participants. Some non-physical activities, such as board games and card games are sometimes referred to as sports, but a sport is generally recognised as being based in physical athleticism. Sports are usually governed by a set of rules or customs. Sports are often played just for fun or for the simple fact that people need exercise to stay in good physical condition. However, professional sport is a major source of entertainment. Attitudes toward Physical Education: Student attitudes toward physical education have been under investigation since the 1930's. Traditionally, the purpose of such inquiry has been to identify factors that contribute to positive and negative feelings toward physical education. Investigators believed that having such information would improve the quality of physical education by allowing teachers to consider student insights when making curricular or program decisions. "Physical fitness is the ability

to carry out daily tasks with vigour and alertness, without undue fatigue, and with ample energy to enjoy leisure time activities and to meet unforeseen emergencies"(United States Department of Health and Human Services, 1996). Since 1990, there has been an increase in the body of knowledge in students' attitude toward physical education/activity (ATPEA). Researchers reported that enjoyment in physical education and activities appear to associate with school children (Stucky-Ropp and DiLorenzo,1993). In an attempt to combat the decline in physical activity during adolescence, health professionals are calling upon physical education to equip students with the skills and knowledge to maintain a physically active lifestyle. In a broader context, physical education is defined as process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, sportsmanship, and emotional intelligence. Physical education is that part of education which takes place through activities, which involves the motor mechanism of human body which results in an individual's formulating behaviour patterns (Jackson R. Sharman). In physical education, gaining insight into student beliefs is a critical source for understanding their attitudes and their interests and involvement toward the curriculum (Strand and Scantling, 1994). Attitude studies have spanned school grades in elementary and secondary physical education. Gender difference is another factor that has been addressed in adolescent attitude toward physical education research. In the studies comparing the differences of attitudes toward physical education between girls and boys by Birtwistle and Brodie (1991), and Hick et al.(2001), girls were found more favourable attitude toward physical education emphasizing aesthetics, whereas boys

were found more positive attitude toward physical education in challenging and challenging and risk-taking activities (Folson-Meek,1992; Papaioannou,1994).

Physical fitness is one of the most important factors for the living with a healthy lifestyle. Physical education promotes the importance of regular fitness activity in the routine and also helps the students to maintain their fitness, develop their muscular strength, increase their stamina and thus stretch their physical abilities to an optimum level.

Regular physical activity is associated with enhanced health and reduced risk of all cause mortality (Blair, Kohl, Barlow, Paffenbarger, Gibbons and Macera, 1995). Regular physical activity improves aerobic capacity, muscular strength, body agility and coordination, and metabolic functioning, exemplified by improvements in bone density, lipid profiles, insulin levels, and immune function (U.S. Department of Health and Human Services, 1996). Insufficient physical activity is becoming a major public health concern (Pangrazi,2000).It improves psychological health and immune status during childhood, enhances bone development, and affects precursors of various lifestyle diseases (Rocchini, 1999). Regular physical activity can improve health-related fitness components in children, especially for children with obesity, diabetes or heart diseases (Sallis and Owen,1999). Leisure has also been defined by attitude or the state of the mind: an activity primarily chosen for its own sake (J.R. Kelly and Freysinger, 2000). Neulinger (1981) has identified three attitudinal dimensions: perceived freedom, intrinsic-extrinsic motivation and affect goals. Adolescents could be motivated by developing skills in leadership, team work and organisation, positive body image, and improving academic performance. Adolescents should be made aware of their physical activity levels e.g. by self-monitoring with a step counter.

Prithwi Raj Subramaniam et al., (2007) studied Middle school students' attitudes toward physical education. The purpose of this study was to determine middle school students' attitudes toward physical education using an attitude instrument grounded in attitude theory. In addition, this investigation also sought to ascertain if gender and grade level influence student attitudes toward the subject matter. Participants for this study were 995 students from 6 to 8. Overall all students had moderately positive attitudes toward physical education.

Deniz Hunuk (2010) studied Turkish adolescent attitude toward physical education 1,163 middle school students (586 girls, 577 boys; Grades 6-8) were selected through a stratified random sampling method to examine their attitudes toward education by grade, student's sex, sports participation characteristics, and teacher's sex. They were administered the Attitude Toward Physical Education Scale for Children. Factorial analysis of variance indicated that Grade 8 student's mean attitude scores were less positive than those of Grade 6 students, but the attitudes of boys and of sports participants were more positive than of girls and non sports participants. Findings were similar regardless of the teacher's sex.

Howard Z. Zeng et al;(2011) studied attitude toward physical education of Urban high school students. This study was to investigate the attitude toward physical education (ATPE) and sports/activities preference of high school students in urban public schools. Participants were 589 grades 9-12 high school students (354 boys and 235 girls) aged  $16.80 \pm 1.60$  years from a public school district in New York City. An adapted version of the Physical Education Activity Scale (PEAAS) originated developed by Valdez (1998) was administered to the participants. The PEAAS possess 20 items with 5-point Likert-type scales. Results showed that the mean PEAAS score over the 20 items was  $68.26 \pm 9.94$ , indicating participants' overall positive ATPE. The three items with the highest scores were: PE is the best way to obtain a young looking and agile body ( $M=78.20 \pm 17.42$ ); being serious about PE is smart ( $M=76.74 \pm 19.48$ ); and PE benefits those who regularly participate in it ( $M=76.60 \pm 20.68$ ). As for sports preference, 65.4% of the participants preferred team sports; 19.5% preferred individual sports; 15.1% preferred dual-game sports. Males scored higher than females regarding their enjoyment of strenuous exercises.

Tibor Balga (2015) studied Attitudes of school girls towards Physical and Sport Education. The aim of this study was to find out level of the attitudes of schoolgirls at primary schools in the Bratislava Region. The research sample consisted of 247 schoolgirls attending urban and village primary schools. The basic research tool we have used was the standardized attitudinal questionnaire designed for the primary schools pupils. They had found out that in the 5th and 9th grade of primary schools the positive attitudes toward physical and sport education prevail over the indifferent attitudes. At primary schools in the Bratislava Region, the schoolgirls in the 5th grade showed more positive attitudes than schoolgirls in the 9th grade.

Ahmet Atalay (2016) studied The analysis on sport attitudes of students at high school education in Turkey. The research objective is to determine different variables on sport attitudes of the 1st, 2nd, 3rd, and 4th grade high school students throughout Turkey. Data were collected using face to face survey method with students studying in 21 provinces within

seven different geographical regions of Turkey. 5862 randomized students were selected throughout Turkey for this research. Frequency analysis, reliability analysis, factor analysis, nonparametric Mann-Whitney and Kruskal-Wallis

comparison tests were conducted to determine the sport attitudes of students. Reliability analysis is made regarding the questions on the sportive attitude scale and Cronbach's alpha coefficient is calculated as 0.923. With respect to research results of sport habits of students at high school in secondary education level throughout Turkey, it is determined that students who were studying in higher grades, had medium-income family and whose mother's educational status was relatively on a higher level, were more positive towards sport participation.

Mehmet Yanik, (2018) studied Attitudes of University Students Towards Sport. The aim of the study is to examine the attitude levels of students receiving education at university level towards the sport with regard to certain variables. The research was designed with the scanning model. A "sport attitudes scale" was applied to a total of 547 students, selected by random sampling method, who were studying at Balikesir University. The research findings revealed that the participants' attitude levels regarding sport were at a "high attitude" level, with an average of  $3.70 \pm 0.58$ . It was determined that participants who did sport regularly had a higher attitude level. It was also determined that according to the education department variable, students receiving sports education together with those in the economics faculty had higher attitude levels. As for the grade level variable, it was revealed that the lowest attitude level belonged to third-grade students.

## **2. DESIGN AND METHODOLOGY**

Research design helps overcome the queries of research in the most apt and rational manner. It is mandatory to comprehend which research design is most useful and fulfils the purpose of research finding of data collection. Its significant also lies in its ability to influence the analysis and validity. Methodology plays a very significant role in making a research successful and reliable. It includes the samples, procedure, questionnaire and statistical analysis.

## **3. STUDY DESIGN**

### **Type of study**

The Survey Method is applied in the present research work.

### **Sample**

The study was carried out on 150 subjects (75 males and 75 females) between the age group of 14-16 years were randomly selected from five government schools of Amritsar. The informed consent has been taken of each subject for their participant in the research after being thoroughly informed about the purpose, requirements and procedure of the study.

### **Data Collection**

The data collection was undertaken in the month of October-December. Permission was taken from the school authorities covering the different schools of Amritsar.

## **4. METHODOLOGY**

### **Tools for Evaluation**

1. Attitude scale for physical education: This scale constructed and standardized by Dr. G.P. Thakur and Manju Thakur. In this test an attempt has been made to study the attitude of adolescent toward physical education. This scale was proposed to develop in Hindi language. The scale consists of 16 questions. This scale assessing attitude of adolescent using the likert's 5 point scale which ranged from strongly to strongly disagree. Subjects were asked to go through the items of the scale one by one. Read them carefully and tick any one responses pertaining to each one.

2. Godin Leisure-time Exercise questionnaire: Godin and Shepherd,(1985), Sallis et al. (1993).

This questionnaire consists of two items:

a.) Considering a 7 day period how many times on the average an individual do exercise for more than 15 minutes during the free times. This item consists of further 3 questions. Individual was asked to fill each question with appropriate number.

b.) Individuals were asked to tick the response of how often he or she engages in any regular activity to work up a sweat.

The individual is asked to complete a self-explanatory, brief four item query of usual leisure time exercise habits.

For the first item, weekly frequencies of strenuous, moderate and light activities are multiplied by 9,5 and 3 METs respectively. Total weekly leisure activity is calculated in arbitrary units by summing the products of the separate components.

The second question is used to calculate the frequency of responses to the question regarding the frequency of weekly leisure-time activity “long enough to work up a sweat”.

### Procedure

The subjects were seated comfortably and instructions were given to them. The subjects asked to complete both the questionnaires. After that the scoring has been done according to the scoring manual.

### Statistical Analysis

The various statistical formulae, which have been used for the analysis of present data, are presented as follows:

#### 1. Arithmetic Mean

Arithmetic mean gives the average value of the whole range of data given by adding together all the items and dividing this total by the number of items.

#### 2. Standard Deviation

It gives the degree of dispersion or deviation of the recorded data from the mean.

#### 3. Standard error

The standard error is the deviation of the sampling distribution of a statistic. The term may also be used to refer to an estimate of that standard deviation.

#### 4. Student's 't' test

It gives the differences between two independent random sample of size  $n_1$  and  $n_2$  with the means  $X_1$  and  $X_2$  and standard deviations  $S_1$  and  $S_2$ . This test enables us to test the hypothesis whether the sample comes from the same normal population or not.

#### 5. Correlation coefficient

A measure of the strength of linear associated between two variables. Correlation will always between -1.0 and +1.0. If the correlation is positive, we have a positive relationship. If it is negative, the relationship is negative. It gives the degree of nature of association between sets of data.

## 4. RESULTS

**Table 1: Mean and t-value of males and females on physical education and leisure activities (N=150, males=75, females=75)**

VARIABLES	BOYS		GIRLS		t-value
	Mean	S.D.	Mean	S.D.	
Physical education	66.30	7.80	58.89	5.25	6.8**
Leisure-time activity-1	84.74	19.39	93.58	24.58	2.4*
Leisure-time activity-2	1.52	.62	2.16	.63	6.2**

\*\* Significant at 0.001 level.

\*Significant at 0.05 level.

In order to find gender differences, it was necessary to compare the male and female subjects on all the measured variables. The mean and the standard deviations of the physical education boys are more than that of girls while mean and standard deviation of leisure-time activity-1 and leisure-time activity-2 girls are higher than that of leisure-time activity and leisure-time activity-2 boys

**Table 2: Correlation of males and females on physical education and leisure activities.**

Variables	Phy.edu	Leisure1	Leisure2	Phy.edu	Leisure 1	Leisure2
Phy.edu	1	-.244*	.077	-.357**	.114	-.033
Leisure1	-.244*	1	-.221	-.028	-.001	-.120
Leisure2	.077	-.221	1	-.158	.094	.126
Phy.edu	-.357**	-.028	-.158	1	-.247	.172
Leisure1	.114	-.001	.094	-.247*	1	.066
Leisure2	-.033	-.120	.126	.172	.066	1

(Phy.edu= physical education, leisure 1=leisure time activity 1, leisure 2=leisure time activity 2)

\*Correlation is significant at the 0.05 level

\*\*Correlation is significant at the 0.01 level.

## 5. CORRELATION ANALYSIS

The raw score of 150 subjects, 75 boys and 75 girls on all the tested variables were further analyzed separately. The correlation coefficients are significant at 0.01 and 0.05 levels.

Physical education boys have negative correlation with leisure-time activity-1 boys and physical education girls. Leisure-time activity-1 girls have negative correlation with physical education boys.

Results indicate that boys have more positive attitude towards physical education and girls have positive attitude towards leisure-time activities. This partially supports hypothesis.

## 6. DISCUSSION

Results indicate that boys have more positive attitude towards physical education and girls have positive attitude towards leisure-time activities. Boys have more positive attitude toward physical education because they take games as carrier and because of their physique they have chosen the play games which are more risky and challenging. Boys always like to accept risks therefore boys have more positive attitude toward physical education whereas girls have positive attitude toward leisure-time activities because if they want to take games as carrier they are not socially acceptable. Secondly, because of physiological reasons girls cannot participate in risky sports due to its negative effects on their health.

The results of the study supported by James Athan Krouscars, Jr.(1999) studied middle school student's attitude toward a physical education program. Results indicate that positive attitude towards physical education decline between grades six and eight. This trend was more apparent for females than for males.

## 7. CONCLUSION

Results indicate that boys have more positive attitude towards physical education and girls have positive attitude towards leisure-time activities: If the current trend of attitude is tracked from children to adolescent, as described in various studies then the attitude of girls can be changed by defining the positive effects of physical activities.

The benefits of physical activity and the connection of physical activity to quality of life are important and should be provided in all physical education classes. Teachers are important in the process of attitude medication for students.

### LIMITATION OF THE STUDY

1. All the samples required for the study were from 14-16 years old.
2. Sample size is too small to conclude for the entire region.

### SUGGESTIONS AND FURTHER RELEVANCE

1. Similar study can be taken with larger sample size.
2. This study helps us to understand the attitudes of adolescent towards sports. It also gave worth to other researches to explore the factors that lead to encourage adolescent towards sports especially girls.
3. This study also explained, if we do physical activities in routine, it will help us to become physically fit and avoid various physical problems.
4. Physical activities decrease the pre-mature death rate.
5. It also guides coaches to prepare the attitude of adolescence for sports specifically girls.

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