

Students' Attitude towards Sports and Its Relationship with Their Personality Development at Post Secondary Level

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Abstract: This study was conducted to find out students' attitude towards sports and its relationship with their personality development at post secondary level. The research design was quantitative and carried out through descriptive way. The population of the study was all the Government higher secondary schools of Sargodha Division with total number of 78 institutions. The multi stage sampling technique (proportional, cluster, stratified and convenience sampling) was used for the study. The sample of the study consisted of 300 boys and girls of Govt. Higher Secondary Schools students. A self developed questionnaire based on five point Likert scale was used. The questionnaire was validated through five experts' opinion. Then after pilot study, value of Cronbach's Alpha was found 0.726. Collected data was screened, tabulated, coded for analysis using software statistical package for social sciences (SPSS) version 20. It was analyzed using frequency, percentage, and mean score. The study originated that students have positive attitude towards sports. Participation in sports makes them emotionally strong and it develop balanced personality. It was suggested that sports are indispensable for balanced physical growth of every individual. Therefore, it should be equally mandatory for every growing adolescent along with the academic reverence. Also, open grounds may be made to prevent students from injuries and proper equipment may be provided to students.

Keywords: Students' attitude, Sports activities, Personality development

1. INTRODUCTION

It is widely accepted that physical activities and sport play a major role in physical, social and mental growth (Mirsafian et al., 2014). The educational institutions play immense role in shaping and improving sports attitudes (Balyan, Balyan & Kiremitci, 2012). Sport is a part of human life by its nature. People are engaged in sports by playing games in the early stages of his/her life. Later on, he/she develops an attitude towards sports with the effect of hereditary characteristics, environment and education. This attitude determines the dimension of the relationship between people and sport throughout his/her life (Koçak, 2019).

Sarwar, Hussain, and Mehmood (2010) mentioned that Quaid-i-Azam considered the endeavor of physical education and sports to be an essential component of the educational procedure; it makes a person physically, mentally and morally powerful. Hartmann, (2008) mentioned that the powerful impact of interscholastic sports in general and players in particularly on American school culture. Gorman, (2010) stated that school sports contribution positively influenced educational success, job, position, and potential of earnings. He urged the schools to similarly organize their academic and sport environments.

In the study of McMorris (2016), it was found that physical exercise increases the intellectual capacity of students resulting in a positive attitude towards these activities. Recent studies on high school students found that students' attitudes fluctuate in relation to their geographic areas, for example; students living in urban areas have the highest level of attitude (Eraslan, 2015).

According to Daniel (2016), the effects of sport participation on academic performance may be more explicit on females than males at that level. He pointed out that the relationship between sports participation and academic performance had always been very profound that school sports play a tremendous role in fulfilling the responsibilities of pragmatic life and they also embellish an individual morally. He encouraged the school authorities to re-evaluate the participation of girls so that they may not suffer academically. Further, he found that playing sports proved inspirational in every walk of life and he also highlighted positive impacts of sports participation on academic performance.

1. Literature Review

Tiwari, Kumar, and Tiwari (2014) very clearly defined that "attitude being developed by people as a consequence of some sort of acquired behavior and act according to their situation. This situation can be positive or negative and ultimately it shapes the experience, if the results are positive and vice versa." The attitude of people set the way of action in larger and personal situation. As we all know experience is supposed to be the best teacher and a guide line, it makes the people to attitude of an individual.

Rikard and Banville, (2010) stated that we create attitudes from the opinions we have about people and things. We frame our actions in many ways and describe our participation in activities, the goals we set and those we want to leave. It was further explained by the Theory of Reasoned Action that an attitude flows from convictions and produces expectations and acts of two fundamental determinants, one is personal attitude towards behavior, and the attitude of others towards that behavior, including peers and parents. This thing reveals that attitudes are inborn attributes which shape the personality of an individual. They help an individual to be groomed individually and collectively.

Tomik (2008), studied three aspects regarding sports, for instance, he evaluated the attitude towards sport as a social phenomenon. He peeped into the temperament of students towards their own participation in different sports activities. At third level, he analyzed the attitude of juveniles towards school sports. He launched the survey in 623 clubs and indicated positive impacts of sports on students' understanding of both work and school. He found that sports participants have an extraordinary self-control and those who do not participate are not capable to resist unacceptable behaviors. He found that attitudes of students towards sports universally and discovered positive approach everywhere in this regard.

Bernstein, Phillips, and Silverman (2011), examined the attitude and point of views of students toward competitive sports. Three major threads were explored which influence the academic achievement of students. They posited that students take sports as a fun; all students are not well-equipped and the structure of competitive sports also impacts the experience of students.

It was stated by Meredith and Welk (2010), that improving physical fitness in physical education classes may be a crucial part of the educational process, helping students to improve physical skills, self-confidence, a healthy physical image, and a more positive attitude towards physical education and sports in general. Attitude is a spiritual condition involving beliefs and emotions and is considered an important concept in understanding human behavior (Latchanna & Dagneu, 2009). According to researchers, sport activities are a useful discipline that contributes to the positive development of personality and characteristic features. Sport is an integral part of education in the education of healthy generations and thus in the creation of contemporary societies (Yetim, 2000). Our personal attitudes are directed towards our positive-negative feelings about events, people, objects or subjects that are happening around us. Attitudes occur before the behavior and direct the behavior. Attitudes cannot be observed but behavior can be evaluated and the features and characteristics of the attitude can be understood (Kalkan, 2011). Personal attitude includes emotional and logical considerations (Liñán & Chen, 2009).

In the study of Sarwar, et al., (2010), it was found that sports participation can positively influence the academic attainment of students. They tried to wipe out negative rumors and existing superstitious notions against sports participation. Sports participation enables a student to get grapple with ever emerging challenges of modern era. The students who do not participate in sporting activities lack many qualities. They could not organize their time properly. Their life becomes ambiguous. Further, it was found in their study that physical teachers have positive attitude towards sports excepting gender discrimination. Besides these the factors were also highlighted which are becoming stumbling blocks in the way of sports participation like lack of facilities, space, fund etc. The issue of interscholastic and intercollegiate sports is very innovative and appealing. Sports help the students to improve their educational performance and become more proficient reactive to the increased demands. They try to keep pace with the changing qualities of diligence, bold and determined personality, enthusiasm, educational performance, discipline which are Integral for successful and influential academic attainment. This study was conducted to find out students' attitude towards sports and its relationships with their personality development.

Objectives of the Study

Objectives of the study were to:

1. Determine the attitude of students towards sports.
2. Access the effects of sports on students' personality.

Delimitations

Due to financial and time resources the study was delimited to the male and female student players of intermediate level from 25 different Government higher secondary schools of Sargodha Division.

3. Methodology

The research design was quantitative with a descriptive nature. The numerical elements of studies consist of Likert scale items. The population of the study was all the Government higher secondary schools of Sargodha Division with total number of 78 institutions including District Mianwali (08 male, 05 female), District Bhakkar (05 male, 04 female), District Khushab (06 male, 04 female), and District Sargodha (22 male, 24 female). The multi stage sampling technique (proportional, cluster, stratified and convenience sampling) was used for the study. The researcher made try to collect data from student players who were of intermediate level. The sample of the study consisted of 300 boys and girls students of Govt. Higher Secondary Schools. The sample was taken from the sampled institutions of District Mianwali (03 male, 02 female), District Bhakkar (02 male, 02 female), District Khushab (02 male, 02 female), and District Sargodha (05 male, 07 female). A self developed questionnaire on five-point Likert scale was used. After the developing process five experts gave valuable pieces of advice for the improvement of the questionnaire. Firstly, questionnaires were applied to 40 respondents. Then collected data was applied and judged the reliability and coefficient Cronbach's Alpha was searched out. After pilot study, value of Cronbach's Alpha was 0.726. Collected data was screened, tabulated, coded for analysis using software statistical package for social sciences (SPSS) version 20. It was analyzed using frequency, percentage, and mean score.

4. Results of the study

Following results of the study were made:

Table 1: Attitude of students towards sports

Sr. #	Statements	SA	A	UD	DA	SDA	Mean
1	Sports are source of entertainment.	147	140	03	06	04	4.40
2	My school provides the opportunities for sports activities.	83	164	15	26	12	3.93
3	My school fellows encourage me to participate in sports.	73	176	13	28	10	3.91
4	I will get better grades in examination if I participate in sports activities.	65	160	40	28	07	3.82
5	My parents encourage me to participate in sports.	61	140	32	53	14	3.60
6	I spend more time in sports activities than studies.	13	91	43	130	23	2.81
7	Participation in sports activities is a waste of time.	12	42	55	112	79	2.32

Table 1 indicates the perceived responses of study participants about the attitude of students towards sports. According to the response sports are source of entertainment, school provides the opportunities for sports activities, and school fellows encourage the students to participate in sports, the mean scores of 4.40, 3.93, and 3.91 support the statements respectively. Further, students did not spend more time in sports activities than studies, and their participation in sports activities is not waste of time, the mean values of 2.81, 2.32 were also in favor of these statements.

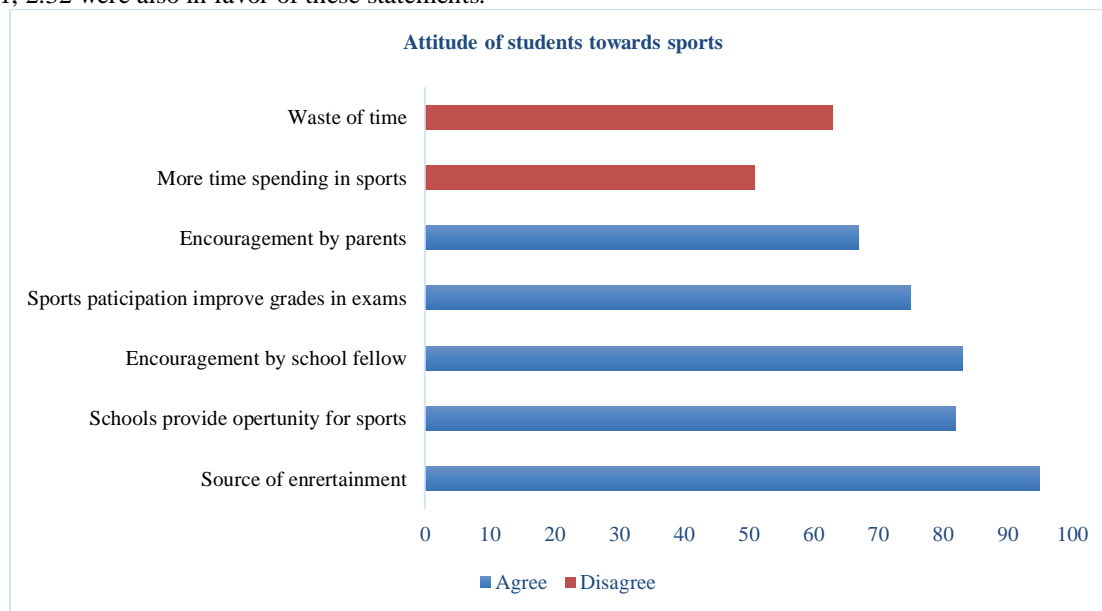


Fig.1 Participants' responses percentage about statements

The graph was developed on the perceived responses in percentage and it indicates that students have positive attitude towards sports.

Table: 2 Effect on personality development

Sr. #	Statements	SA	A	UD	DA	SDA	Mean
1	Sports activities have created discipline in my life.	100	173	12	09	06	4.17
2	Sports help me to become a good human being.	119	139	14	17	11	4.12
3	Participation in sports has made me ethically good.	101	163	17	11	08	4.11
4	Sports create patience in me.	146	124	13	12	05	4.03
5	Sports have positive effect in the development of my habits.	74	188	20	11	07	4.03
6	Participation in sports creates confidence in me.	123	145	20	07	05	4.02
7	Sports create aesthetic sense in me.	87	141	44	20	08	3.93
8	Sports are helpful in my social development.	87	161	23	18	11	3.09

Table 2 shows the perceived responses of study participants about the effect of sports on students' personality development. According to the response the sports activities have created discipline in students' life, these help them to become a good human being and participation in sports has made them ethically good, the mean values of 4.17, 4.12, and 4.11 support the statements.

Further, sports create aesthetic sense in the students and these are helpful for their social development, the mean scores of 3.93, 3.09 were in favor of the statements.

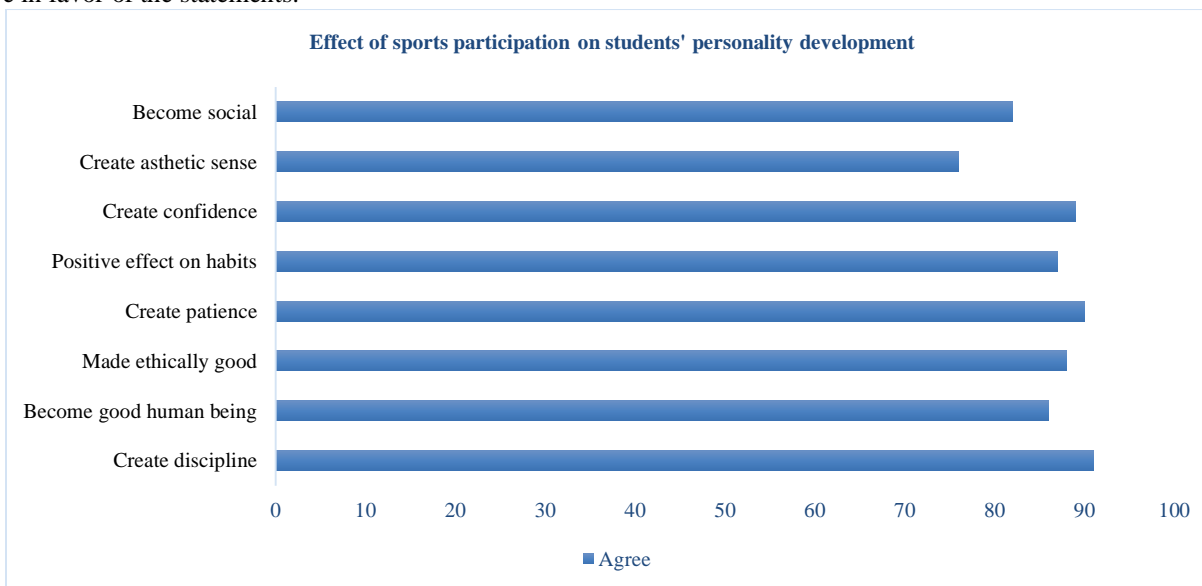


Fig.2 Participants' responses percentage about statements

The graph was developed on the perceived responses in percentage and it shows that participation in sports have positive effect on the personality development of students.

5. Discussion

On the base of study result, it is originated that students have positive attitude towards sports. They took sports and various sport activities as source of entertainment. They participated in the sports actively and have shown far better results academically. Their school provides the opportunities for sports activities and their school fellows and parents encourage them to participate in sports. It is confirmed with the study results of Balyan, Balyan and Kiremitci, (2012) that role of education institutions in shaping and improving sporting attitudes is immense. They do not take sports as time wastage and they did not spend more time on sports than studies. It was stated by Eraslan, (2015) that students' attitudes fluctuate in relation to their geographic areas, for example students living in urban areas have the highest level of attitude towards sports. Sports activities have created discipline in their life; it makes them good human being, ethically good and social. It creates patience and aesthetic sense in them and positive effect in the development of their habits. According to them, sports have built confidence in them and sharpened their mental capabilities. The development of balanced personality is the product of sports participation. The students who participated in different sport activities became more resolute and determined. Their perseverance led them to achieve sublimity in every field of life. In the previous study of Tomik (2008), Yetim (2000), and Meredith and Welk (2010) it was confirmed that sports participants have an extraordinary self-control and those who do not participate are not capable to resist unacceptable behaviors. The study results of Sarwar, et al., (2010), confirms the study results. In their study it was stated that Quaid-i-Azam considered the endeavor of physical education and sports to be an essential component of the educational procedure; it makes a person physically, mentally and morally powerful. It develops learning discipline and habit of team work. Thus, we can build a strong nation only when we have strong citizens and this is what guaranteed by sports education which enables every citizen to perform his duties like a soldier.

6. Conclusion

It is concluded that students manifested positive attitude towards sports. They took sports and various sport activities as an encouraging tool. Sports helped them to sort out all the approaching challenges of life. Sports participation enabled them to confront all the critical situations with cool composure. Positive attitude of students towards sports boosted up the academic productivity of juveniles. They took life as a game and enjoyed its every moment wholeheartedly. Sports participation and academic achievement has a very strong relationship. They participated in sports actively and have shown far better results academically. According to them, sports have built confidence in them and sharpened their mental capabilities. Sports helped them to overcome all the possible hurdles like shyness, fear of defeat, irritated behavior, and unusual stress of routine matters of life and served them as a landmark to reach their destination of maintaining balance and stability between physical and mental powers by means of sports participation. Development of balanced personality is the product of sports participation. The students who participated in different sport activities became more resolute and determined. Their perseverance led them to achieve sublimity in every field of life. The student players had been healthy, strong, and active throughout the process.

7. Recommendations

In the light of findings, the researcher made the following recommendations.

1. Sports facilities may be improved in the schools and colleges.
2. Sports competitions may be arranged in schools to develop positive attitude among students towards sports.
3. This study may be carried out at Punjab level.
4. Physical education teachers may be present in schools.
5. Open grounds may be made to prevent students from injuries and proper equipment should be given to students.
6. Sports are indispensable for balanced physical growth of every individual. It should be equally mandatory for every growing adolescent along with academic reverence.

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