



ANALYSIS OF KNOWLEDGE ON VOLLEYBALL GAME ATTITUDE TOWARDS PHYSICAL EDUCATION AND EMOTIONAL INTELLIGENCE OF SCHOOL STUDENTS

***Dr. R. Krishnaveni, Principal, Government Degree College for Women, Madanapalli, Annamayya Dist, Andhra Pradesh, ** Mr S. Sreenivasulu, Lecturer in Physical Education, Government Degree College for Women, Madanapalli, Annamayya Dist, Andhra Pradesh.**

Abstract: The study may help the school curriculum to understand the attitudes of the students regarding physical education. The attitudes, emotional intelligence values and skills which stimulate satisfactory participation in a full range of daily activities may be developed based on the findings of the study. This study will enable one to find out the knowledge on volleyball game and attitude towards physical education. The carry over value of school physical education. The effectiveness of school physical education in developing a positive attitude in the minds of the students can be assessed. This will help in streamlining the physical education programmes.

Introduction

The physical education profession is entering one of the most exciting dynamic eras in its history. Traditionally the physical profession has been viewed as providing services within the educational field, specifically to the schools and to the school-aged population. However, within the last 15 years the scope of physical education has expanded tremendously. This growth has led not only to substantial increases in knowledge but also to the expansion of programs and the populations served. Employment opportunities have grown from the traditional career of teaching and coaching in the schools to teaching and coaching careers in non school settings, health and fitness-related careers, sport management careers, and sport media careers.

This growth has been influenced by many factors. The fitness boom and the increase in leisure time has created a market for physical education programs to serve individuals of all ages and needs. The emphasis by society on achieving and maintaining optimal health and well-being throughout one's lifespan and on disease prevention and health promotion has also served as the impetus for expansion of professional opportunities. Appropriate physical activity is acknowledged to be an important factor in the attainment of optimal health for people of all ages.

Concept of Attitude

The word 'attitude' is derived from Latin 'aptus'. Attitude has several meanings. It is a mental state of preparation for action. But in modern psychology it is often referred to as 'mental attitudes' and occasionally as 'motor attitudes'. Attitude is one of the Psychological terminology which is often mis-interpreted. Attitudes serve as an important function. It helps us to adjust our complex environment to protect our ego or self-esteem by allowing us to express our values and to help us to understand our world thinking. The qualities of beliefs and attitude are different from each other. Attitudes are always tied with insights and interpretations and opinions and action. Attitudes are acquired by the co-ordination or integration of many similar experiences.

Methodology: Statement of the Problem

The purpose of the study is to analyse the knowledge on volleyball game attitude towards physical education and emotional intelligence of the school students.

Hypothesis

1. It is hypothesized that there would be significant difference between boys and girls on knowledge, attitude and emotional intelligence.
2. It is hypothesized that there would be significant relationship among knowledge, attitude and emotional intelligence.

Delimitation

1. The study was confined to sixty randomly selected subjects, 30 subjects from each 8th and 9th standards among the each 15 subjects were boys and 15 were girls.
2. The study was delimited to 13 to 15 years of age group students.
3. The variables of the study were confined to
 - i) Knowledge on Volleyball game.
 - ii) Attitude towards physical education.
 - iii) Emotional intelligence.
4. Questionnaire method was used for collection of data there were no subjecti ion.

Limitations

1. The selected subjects were belonging to different family background, their socio-economical and socio cultural background was different, which recognized as a limitation of the study.
2. The information available were depends on the sincere replies by the respondents.

Results

This chapter contains the methodology and procedure adopted for the selection of the subjects, procedure for administering the test items and the statistical technique employed for analyzing the data.

Selection of Subjects

Sixty students were randomly selected as subjects from Government High School, Palamaner, Chittoor District, Andhra pradesh, in which 30 subjects from each 8th and 9th standards. Among 30 subjects in each class 15 subjects were boys and 15 were girls. The age of subjects is ranged from 13 to 15 years.

Selection of Variables

The investigator reviewed the available literature pertaining to the problem under study from books, journals, magazines and research papers and also taking into consideration of the feasibility criteria and relevance of the variable to the present study. The following variables were selected.

1. Knowledge on volleyball game.
2. Attitude towards Physical Education.
3. Emotional Intelligence.

Selection of Questionnaire

TABLE I

SL.	Variables	Questionnaire
1.	Knowledge on volleyball game.	Self made Questionnaire
2.	Attitude towards Physical Education	Wear's Attitude scale
3.	Emotional Intelligence Scale.	Cooper Emotional Intelligence Scale.

Description of Questionnaire

1. Knowledge on volleyball game (self made Questionnaire).

The Self made of Questionnaire was used to assess the knowledge on volleyball game of the subjects. This test consists of 25 statements. Each statement given one mark. If the subject gives wrong answer zero marks were given. A pilot study was conducted to standardise questionnaire. A copy of the questionnaire is given in appendix III.

2. Wear's Attitude Scale Towards Physical Education

The standard psychological tool devised by Wear was used to assess the attitude towards physical education of the subjects. This test consists of 40 statements. Each statement has five responses namely a) Strongly agree, b) Agree, c) Undecided, d) Disagree and e) Strongly disagree. It includes both positive and negative statements. The students have gone through each statement carefully and expressed their first reaction. Reliability was computed by using test and retest method. The reliability obtained was 0.86. Hence the test in its original form was made use of in this study. A copy of the questionnaire is given in appendix III.

Scoring

This test was scored with the help of a scoring key. Separate scoring system was followed for positive and negative statements, which is given below. The score obtained for each statement was added and the total is the attitude score towards physical education. The range of score is 40 to 200. The larger the score the higher the attitude towards physical education

Response	Scoring key (value)	
	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

3. Cooper Emotional Intelligence Scale

Description

The standard psychological tool devised was used to assess the Emotional Intelligence of the subjects. This test consists of 34 statements. Each statement has five responses namely a) Strongly agree, b) Agree, c) Uncertain, d) Disagree, e) Strongly disagree.

The subjects have gone through each statement carefully and expressed their first reaction. Reliability was computed by using test and retest method. Hence the test in its original form was made use of in this study. A copy of the questionnaire is given in appendix IV.

Scoring

This test was scored with the help of a scoring key. The score obtained for each statement was added and the total is emotional intelligence. The range of score is 34 to 170. The larger the score is the higher emotional intelligence.

Response	Score
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

ANALYSIS OF DATA AND RESULT OF THE STUDY

This chapter describes statistically analysed data, results, findings of the study and discussion of hypothesis with regard to, measures of knowledge on volleyball game, attitude towards physical education and emotional intelligence among school students. The scores obtained from 30 boys and 30 girls randomly selected from Government High School, Palamaner, Chittoor District, Andhra pradesh on the basis of the response to the questionnaires. The collected data were subjected to statistical analysis such as 't' ratio and Pearson product moment correlation, so as to compare the selected criterion variables between boys and girls, and to find out the relationship among selected criterion variables.

Analysis of Data on Knowledge on Volleyball Game

The analysis of 't' ratio for significant mean difference and relationship between knowledge on volleyball game have been presented in table II.

TABLE II

THE MEAN, STANDARD DEVIATION AND 'T' RATIO ON KNOWLEDGE ON VOLLEYBALL GAME

Gender	N	M	SD	DM	ODM	't' ratio
Boys	30	16.90	3.54	-.83	.82	1.02
Girls	30	17.73	2.73	.83	.82	

The required table value for significance at 0.05 level of confidence for of 58 is 2.002.

N-> No of Subjects, M-> Mean, SD-> Standard Deviation DM-> Difference between mean ODM-> Overage Difference between Mean

The mean values of boys and girls were 16.90 and 17.73 respectively. The obtained 't' ratio of required table value of 2.002 for significance with df of 58 at 0.05 levels of confidence. The result of study showed that there was no significant difference between boys and girls on knowledge of the game volleyball.

Analysis of Data on Attitude Towards Physical Education

The analysis of 't' ratio for significant mean difference and relationship between attitude towards physical education have been presented in table III

TABLE III

THE MEAN, STANDARD DEVIATION AND 'T' RATIO ON ATTITUDE TOWARDS PHYSICAL EDUCATION

Gender	N	M	SD	DM	ODM	't' ratio
Boys	30	140.60	13.11	2.13	3.32	0.64
Girls	30	138.47	12.62	2.13	3.32	

The required table value for significance at 0.05 level of confidence for df of 58 is 2.002.

N-> No of Subjects, M-> Mean, SD-> Standard Deviation DM-> Difference between mean ODM-> Overage Difference between Mean

The mean values of boys and girls were 140.60 and 138.47 respectively. The obtained 't' ratio of 0.64 on attitude towards physical education was lesser than the required table value of 2.002 for significance with df of 58 at 0.05 level of confidence. The result of study showed that there was no significant difference between boys and girls on attitudes towards physical education.

Analysis of Data on Emotional Intelligence

The analysis of 't' ratio for significant mean difference and relationship between attitude, emotional intelligence have been presented in table IV.

TABLE IV

THE MEAN STANDARD DEVIATION AND 'T' RATIO ON EMOTIONAL INTELLIGENCE

Gender	N	M	SD	DM	ODM	't' ratio
Boys	30	126.03	14.31	8.23	3.30	2.50
Girls	30	117.80	11.01	8.23	3.30	

The required table value for significance at 0.05 level of confidence for df of 58 is 2.002

N-> No of Subjects, M-> Mean, SD-> Standard Deviation DM-> Difference between mean ODM-> Overage Difference between Mean

The mean values of boys and girls were 126.03 and 117.80 respectively. The obtained 't' ration of 2.50 on emotional intelligence was greater than the 0.05 level of confidence. The result of study showed that there was a significant difference between boys and girls on emotional intelligence.

TABLE V

CO-EFFICIENT OF CORRELATION BETWEEN KNOWLEDGE, ATTITUDE AND EMOTIONAL INTELLIGENCE

Variables	Obtained 'r' value
Knowledge and attitude	0.183
Knowledge and emotional intelligence	0.001
Attitude and emotional intelligence	0.076

Required table value for significance at 0.05 level of confidence for df of 58 and 2 is 0.255.

The obtained correlation co-efficient for knowledge and attitude, knowledge and emotional intelligence, attitude and emotional intelligence are found to be insignificant at 0.05 level of confidences, since the obtained 'r' value of 0.183, 0.001 and 0.076 respectively. were lesser that the required table value of 0.255 for 58 and 2 degrees of freedom. It reveals that there is no significant relationship between knowledge, attitude and emotional intelligence.

Discussion on Findings

The result obtained from the comparative analysis on knowledge on volleyball and attitude toward physical educational of boys and girls were found to be significant whereas, emotional intelligence of boys are significantly better than the girls. The results of the study also show that there was no significant relationship between knowledge attitude and emotional intelligence.

Discussion on Hypothesis

In the first hypothesis, it was stated that there would be significant difference between boys and girls on knowledge, attitude and emotional intelligence. The result of the study indicates that there is no significant difference between boys and girls on knowledge of the game volleyball and attitude towards physical education. However, the result of the study also reveals that there is a significant difference between boys and girls on emotional intelligence. In the second hypothesis it was stated that there would be significant relationship among knowledge, attitude and emotional intelligence, but the result of the study reveals that there is no significant relationship among knowledge on of the game volleyball game, attitude towards physical education and emotional intelligence.

Conclusions

The following conclusions were made based on the analysis and results of the data. The result of the study indicates that there is no significant difference between boys and girls on knowledge of the game volleyball and attitude towards physical education. However, the result of the study also reveals that there is a significant difference between boys and girls on emotional intelligence. Further, the result of the study reveals that there is no significant relationship among knowledge on of the game volleyball, attitude towards physical education and emotional intelligence.

Recommendations

1. Similarly study may be done on the basis of game age and level of participation involving comprehensive variables such as skill, anthropometric measurements, physiological, psychological, bio-mechanical, bio-chemical, sociological and social-economical status.

2. Coaches and physical directors should take adequate steps to improve knowledge on the games, and fitness, attitudes towards physical education and emotional intelligence.

REFERENCES

- C.W.Allport,, Hand Book of Social Psychology, Clark University Press, p.195, U.S.A., 1935.
- Charles A. Bucher, Deborah A. Wuest. Foundations Of Physical Education and Sport, Times Mirror Collage Publishing, pp. 7 - 11.2 1987.Charles A. Bucher, Foundation of Physical Education, CV Mosby Company, p. 9, London 1983. James G.Maresell, Psychology For Modern Education, Sterliong Publishers Private Ltd., p.283, Delhi 1968.
- John Lawther, Sports Psychology, Amaravathi Suyog prakesh, pp.75-78, India 1875.
- P.P. Ranganathan Volleyball A Guide To Playing & Coaching, Published in India in by Friends Publications pp. 1-3 India 2000.
- R. Cooper and A. Sawaf, Orient Books, Executive EQ, New York 1997,
- Rain Rothward (1971), A study of the Attitude Towards Physical Education of Selected Groups of College women, Completed Research in Health, Physical Education and Research 7, P.55
- Reet Howell et al., Foundation of Physical Education, Times Mirror College Publishing, p.5, India 1994.
- S.K.Mangal, Psychological Foundation of Education, Prakash Brothers Educational publishers p,276, Ludhiana 1994.
- Suresh Kutti, Encyclopedia Sports Vol 5, Lokesh Tani Sports Publication, pp.84-86, India 2004.
- Sushil Gosain, Volleyball A Guide to Playing & Coaching, Published In In For And On Behalf Of Friends Publications India pp. 21 – 26 India 2000.
- V.Kanchan Psychology, Booklive Publishers for Competitive Exams p.11, New Delhi 1967.
- Wagher and Shewood. The Study Of Attitude Change: Wordsworth Publishing Company, p.2, London 1969.

JOURNALS

- Alicia S.M. Leurg, Emotional Intelligence, A study of a Chinese Professional Service, Psychological thesis 20 January 2002.
- D.A. Adeyemo, Emotional Intelligence and Self-efficacy as predictors of occupational stress among academic staff in a Nigerian University, Psychological Thesis 20 June 2002.
- Barton, G.V., Fordyce, K., & Kirby, K. (1999). The importance of the development of motor skills to children.Teaching Elementary Physical Education, 10(4), 911.
- Calfas, K. & Taylor, W. (1994). The effects of physical activity on psychological variables in adolescents. Pediatric Exercise Science, 6, 302-314.California Department of Education. (1987). Caught in the middle:Educational reform for youngadolescents in California public schools.
- Darred Grose, An Analysis of Professional Interests and Attitudes of Male Physical Education Teachers in the Public Secondary Schools of Ohio. Completed Research in Health Physical Education and Recreation 9, p.91 1967.
- Dauna White, Emotions Intelligencer and Self-Monitoring Determinations of Influence Tactic Choice, Physiological Theses 20 July 2002.
- Edith Cowan University (1991, August).Youth Studies 10(3), 1-8.
- Eggen, P. & Kauchak, D. (1999). Educational psychology: A window on classrooms (4thed.). Upper Saddle River, NJ: Prentice-Hall, Inc.
- Evans, J. & Roberts, G. (1987).Physical competence and the development of children's peer relationships. Quest, 39, 23-25.

- Gruber, J.J. (1985). Physical activity and self-esteem development in children: A meta-analysis. The Academy Papers, 19, 30-48.
- Hannafor, C. (1995). Smart Moves. Arlington, VA. Great Ocean.
- Heyward V. Reid, An Evaluation of Attitude Towards Physical Education and an Appraisal of the Personnel, Facilities and Programme in Selected Junior High School in Carolina, Completed Research in Health, Physical Education and Recreation 4, p.61 April 1963.
- J.R. Ronton and C. Sherrill, Attitude Towards Physical Education and Self concepts of Asthmatic and Non Asthmatic Children Taught by Physical Education Specialists. Percept.Mot. Skills, Jun; 68 (3 p+2), pp.130 – 132 1989.
- Jack Keogh, Extreme Attitude Towards Physical Education, Research Quarterly 34, pp27-33 1963.
- James P.Schwarte, Attitude Towards Required Physical Education of Selected Group of College Women, Completed Research in Health, Physical Education and Research 7. P.55 April. 1971.
- Jianmin Guan, Chinese Teachers' Attitudes Towards Teaching Physical Activity and Fitness, Asia-Pacific Journal of Teacher Education 33, p.147-157 July 2005.
- Jiri stelzer, James M. Ernest, Mark J. fenster, George Langford, College Students, P.55 June 2004.
- John A. Hickman, Social class Attitude Towards Physical Activity and Physical Activity of College Students, Completed Research in Health, Physical Education and Recreation 6, p.109 1964.
- Malcolm Higgs, A Study of The Relationship Between Emotional Intelligence Performance in, Journal of Managerial Psychology, p.442-454, UK June, 2004.
- Mary L. Rockwood, A comparison of Attitude of Freshman and Sophomore College Women Towards Physical Education. Completed Research in Health. Physical Education and Recreation, p.75 May 1969.
- Matin Hagger, Children's physical activity levels and Attitudes towards physical activity, "European Journal of Special Delivery Children Education .p 300-310 Jun, 2005.
- Nada Abisamra, Emotional Intelligence and Academic Achievement, Research in Education FFD 661 March, 2000.
- Neale C.Daniel et al., Physical Fitness, Self Esteem and Attitude Towards Physical Activity. Research Quarterly 10, p.13 January, 1969.
- R. Cooper and A Sawaf, Executive EQ, New York , Orient Book, p.10 1997.
- Rain Rothward, A study of the Attitude Towards Physical Education of Selected Groups of College women, Completed Research in Health, Physical Education and Research 7, P.55 1971.
- Samuel, M. Chambers, The Appraisal of Attitude of Teachers and Students Towards Physical Education, Journal of Education Research 7, p.75 1965.
- Sanna Pasnen, Emotional Intelligence, Conscientiousness and Integrity as predictor of organizational citizenship behaviour, Research in Emotional Education Augusts 2000.
- Trudeau F, Contribution of School Programmes to Physical Activity Levels and Attitudes in Children and Adults, Research Quarterly, P. 100-105 March-2002.
- V.Kanchan, Psychology, Bookhive Publishers, p.119, New Delhi 1954.
- Victor Delewhlite, Emotional Intelligence a Review and Evluations' Journal of Managerial Psychology, p. 341-372 Jun 2000.
- Wessels and Janet Nelson, "Relationship between strength and Attitude Towards Physical Education Activities Among College Women Students. Research Quartery 35, pp.562-568 1954.
- William F. Straub and Thomas Felock Attitudes Towards Physical Education Activity of Delinquent and Non-delinquent Junior High School Age Girls. Research Quarterly 45, p.54 1974.
- Xiaofen Deng Keating, The Development of an Instrument Measuring Preservice Physical Education Teacher Attitudes Towards Fitness Tests in school, Asia-pacific Journal of Physical Education p.310-312 August-2004.Yeshayahu, Physical Education Students Attitudes and Self-Efficiency Towards the Participation of Children with Special Needs in Regular Classes, European Journal of Special Needs Education20, p. 309-327 August, 2005.