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Studying Middle School Student's Attitude towards Physical Education Program in Chhattisgarh State.

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ABSTRACT

To battle the diminishing levels of physical action in numerous youthful individuals, wellbeing experts are calling upon center and secondary school physical instruction to outfit understudies with the aptitudes and learning important to wind up physically dynamic for a lifetime. To achieve this objective in physical instruction, it is basic that understudy disposition be considered when making curricular and program choices. Consequently, the reason for this study was to inspect center school understudies' disposition to a physical training project what's more to focus the different parts of the program that seem to help positive and negative state of mind towards center school physical training. Understudies from one center school found in a Chhattisgarh state finished a review in regards to their disposition to physical training. All reactions were classified utilizing a discriminating occurrence system. Results demonstrate that uplifting state of mind towards physical instruction decrease between evaluations six also eight. This pattern was more evident for females than for guys. Major

classes connected with positive and negative state of mind towards physical instruction incorporate educational program substance, class climate, educator conduct, dressing out, toward oneself.

INTRODUCTION

Early immaturity is a novel and captivating period in human advancement. This time of extraordinary move denote the end of adolescence and the presentation into youthful adulthood. As youngsters make the conversion into grown-ups numerous developmental progressions will happen. For example, youthful adolescents encounter a period of quickened development approve just to early stages (Carnegie Council on Adolescent Development [ccad], 200s), the parts of associates and family will tackle new implications (Schickedanz, Schickedanz, Forsyth, & Forsyth, 2008), and speculation examples will be adjusted (Adams &Gullotta, 2009).

The Call to Physical Education

In an endeavor to battle the decrease in physical action throughout immaturity, wellbeing experts are calling upon physical instruction to furnish understudies with the aptitudes and information to support a physically animated lifestyle. The National Center for Chronic Disease Prevention and Health Promotion [NCCDPHP] (2007) proposes that physical training execute "curricula and direction that stress agreeable interest in physical movement" [and] "help scholars create the information, mentality, engine abilities, behavioral aptitudes, and trust required to receive and look after physically animated lifestyles" (p. 2os). The report which is expected "to guide the improvement of sound instructional practices in physical instruction" (NASPE, 2002a, p. S), offers the accompanying meaning of a physically taught individual:

1. Has taken in abilities important to perform a mixture of physical exercises.
2. Is physically fit.

3. Does take an interest consistently in physical movement.

4. Knows the significances of and the profits from association in physical exercises.

5. Values physical movement and its commitments to an invigorating lifestyle. Taking after the conclusions venture, Guidelines for center school physical instruction (2002b) was produced by the scholar.

Statement of Purpose

Along these lines, the reason for this study was to inspect center school learners' demeanor to a physical training project and to focus the different parts of the program that seem to help positive and negative state of mind to school physical instruction.

Research Questions

What aspects of physical education do sixth, seventh, and eighth grade boys and girls with positive attitudes toward physical education find most and least enjoyable?

What aspects of physical education do sixth, seventh, and eighth grade boys and girls with negative attitudes toward physical education find most and least enjoyable?

Significance of the Study

Through the examination of learner state of mind to a physical instruction program, and the incidents which impact those mentality, it is trusted that center school physical training projects will be better prepared to give a significant physical training background to all scholars by acknowledging such data when making curricular, pedagogical, or other system choices.

Delimitations

The sample for this study was delimited to those students attending middle school located in a in the districts of the Chhattisgarh.

Limitations

Because of moral contemplations, this study was constrained to those understudies who give composed consent and parental assent

structures. Moreover, this study was restricted by the reactions given by the center school people tested. Despite the fact that subjects were swayed to react genuinely and truly to review questions, reaction earnestness may differ.

REVIEW OF LITERATURE

The purpose of this study was to examine middle school students' attitudes toward a physical education program and the factors which contribute to those attitudes. In this chapter the literature that serves as the groundwork for this current study is reviewed. It has been divided into five sections. In section one the physical, cognitive, social, and emotional development that occurs during early adolescence is discussed. In section two the history and philosophy of the middle school and how it attempts to meet the specific needs of early adolescents is described.

Development during Early Adolescence

Adolescence is one of the most fascinating and complex periods in the human life span. This period of great development, is a time of accelerated growth and change (CCAD, 1995). Physical, cognitive, social and emotional development transpires during early adolescence. Physical development is triggered with the onset of puberty, a period of growth more rapid than any other time in life with the exception of infancy (Strasburger & Brown, 1991). Although not as visible, but equally important is cognitive development. Growth in this domain is highlighted by the enhanced capacity to think in the abstract (Adams & Gullotta, 1989).

Physical Domain

Sometime during late childhood and prior to puberty (the point at which sexual reproduction is made possible) many physical changes begin to takeplace. This period is commonly referred to as pubescence. The increase in height and weight is so rapid during pubescence that the term "growth spurt" has

been coined (Atwater, 1983; Manning, 1993; Schickedanz et al., 1998). The pubescent growth spurt begins at about age nine or ten for girls and at about eleven or twelve for boys. By the time the accelerated growth ends girls will have grown an average of 13 inches, while boys will have grown an average of 12 to 14 inches (Tanner, 1978).

Physical development during adolescence is marked by an extreme and rapid growth spurt which will increase body size and effect body shape. With the onset of puberty, adolescents are able to successfully pro-create. Although, all adolescents experience these physical changes, the rates and intensity will vary among individuals (Manning, 1993).

Cognitive Domain

In explaining cognitive development Jean Piaget and Barbellnhelder (1969) theorized that maturing children pass through four developmental stages: sensory-motor (birth to 2), preoperational (2 to 7), concrete operational (7 to 12) and formal operational (12 and beyond). The concrete operational and formal operational stages are most applicable to the cognitive development of the early adolescent and will therefore be elaborated upon.

The Middle School

Throughout the most recent century, researchers, scientists, and teachers have recognized the exceptional physical, cognitive, social, and passionate needs of the early youthful (Alexander, 1968; Alexander, 1970; Alexander & George, 1981; Alexander & Mcewin, 1989; Alexander, Emmett, Compton, Hines, Prescott, & Kealy 1968; CCAD, 1989; Eichhorn, 1966; Manning, 1993). Generally, schools have not recognized the developmental needs of the pubescent when arranging educational module, projects, or guideline. In light of this carelessness, educational victory throughout the transitional years for some understudies has been minor. Inside the most recent century a move towards

developmentally fitting educational practices for promptly teenagers has started. To see how the center school endeavors to achieve this objective, its history and present day status was examined.

METHODOLOGY

The reason for this study was to examine center school scholars' mentality to a physical instruction system and the elements which help those state of mind. This part portrays the discriminating episode strategy as connected to this study, blueprints the advancement of the review instrument utilized for this study, gives the effects of a late pilot mull over in which the overview instrument was utilized, examines the setting from which the last example was drawn, frameworks the methods utilized for specimen determination and information accumulation, and depicts the factual examination that was utilized on the gathered information.

The Critical Incident Technique

The critical incident technique "comprises of a set of methodology for gathering immediate perceptions of human conduct in such a route as to encourage their potential advantage in taking care of viable issues and creating expansive mental standards" (Flanagan, 1954, p. 327). The critical incident technique method starts by spotting and addressing those people most included with a given marvel under examination. Since the aim of this study was to uncover center school people's mentality to a physical instruction project, and the components which help those state of mind, the critical incident technique was utilized for this study also.

Pilot Study

The purpose of the pilot study was to determine (1) if problems existed with the wording of the preliminary survey instructions that were read to the subjects by the researcher (2) if problems existed within the wording of the MSPECIS (3) the time needed to complete the survey and (4) if the survey was capturing the

information needed to successfully answer the respective research questions for this study. Considering this, a pilot study was directed at various schools in Chhattisgarh State. Partaking sixth (n=22), seventh (n=28), and eighth (n=23) grade students were given the MSPECIS throughout one we

Validity and Reliability

The researcher and two physical instruction instructor instructors separately dissected and grouped 60 arbitrarily chose episodes. The assertion of the two instructor instructors with the specialist was .85, which created the legitimacy of the arrangement framework. A dependability score of .96 was created when the specialist characterized 60 arbitrarily chose occurrences on two separate events.

DATA ANALYSIS

Presentation of Sixth Grade Data

The sixth evaluation example was 124 subjects (n=47 Boy, n=77 female). Because of the theoretical inquiry, "If physical education was an alternative one year from now, might you decide to take it?", 87.2% (n=41) of all Boys and 72.7% (n=56) of all girls addressed certifiably.

Composition of Sixth Grade Sample: Frequency and Percentage

Group	N	% gender	N	%gender	%total group
Boys electing to take PE	41	87.2			33.1
Boys electing not to take PE	6	12.8			4.8
Girls electing to take PE	56	72.7			45.2
Girls electing not to take PE	21	27.3			16.9

Presentation of Seventh Grade Data

The seventh evaluation example involved 112 subjects (n=57 Boy, n=55 female). Because of the speculative inquiry, "If physical education was an alternative one year from now,

might you decide to take it?", 51 Boys (89.5%) and 36 young ladies (65.5%) addressed absolutely .

Composition of Seventh Grade Sample: Frequency and Percentage

Group	N	% gender	% total
Boys electing to take PE	51	89.5	45.5
Boys electing not to take PE	6	10.5	05.4
Girls electing to take PE	36	65.5	32.1
Girls electing not to take PE	19	34.5	17.0

Presentation of Eighth Grade Data

The eighth assessment example incorporated 112 subjects (n=46 Boy, n=66 female). In light of the hypothetical request, "If physical education was an elective one year from now, may you choose to take it?", 33 Boys (71.7%) and 31 young ladies (47.0%) tended to decidedly .

Composition of Eighth Grade Sample: Frequency and Percentage

Group	N	%gender	%total
Boys electing to take PE	33	71.7	29.5
Boys electing not to take PE	13	28.3	11.6
Girls electing to take PE	31	47.0	27.7
Girls electing not to take PE	35	53.0	31.2

DISCUSSION & IMPLICATIONS

The motivation behind this study was to analyze learners' demeanor to a middle school physical education program, and to recognize calculates that help positive and negative disposition towards physical education. Information was gathered through the critical incident technique and was introduced in the past section. This section will give an examination of that information. The discourse will start with a review of the subjects' state of mind to their physical education program and will proceed with an examination of the

significant classes joined with those demeanor.
State of mind Toward the Physical Education Program

To focus the scholars' state of mind to their middle school physical education system, subjects were asked to react to the accompanying theoretical inquiry, "If physical education was nonobligatory one year from now, might you decide to take it?" An examination of subject reactions uncover that about 90 percent of sixth and seventh evaluation young men demonstrated that they might decide to select in physical education. By eighth review, this figure had dove to simply under 72 percent. Moreover, for females there was an unflinching and reliable drop off in those choosing to select in physical education. In the sixth evaluation, a little more than 72 percent of the young ladies demonstrated that they might select in physical education the accompanying year. In review seven, the rate had tumbled to simply under 66 percent and by evaluation eight it was down to 47 percent.

Their discoveries likewise demonstrated that this marvel was clearer for young ladies than young men. Furthermore, the patterns reported in this study parallel the physical movement patterns of young people as reported in the National Health Interview Survey-Youth Risk Behavior Survey (NHIS-YRBS) likewise reported that lower levels of physical action was more predominant in females. These studies verify the discoveries of this study, which show that as scholar's advancement in evaluation, mentality to physical education are less good. This is much more purported with females.

CONCLUSIONS

For the subjects in this study, general attitudes to physical education declined between evaluations six and eight. This pattern was clearer for females than for guys. Significant classes connected with preferring and disdaining physical education included educational module substance, class climate,

educator conduct, dressing out, and distinguishment toward oneself. Educational module substance was the top positioned real classification connected with both preferring and disliking physical education.

Subcategories demonstrated that group, individual, and double games were the top classifications connected with positive physical education encounters and warm-up running and the mile run were the top classes connected with negative encounters. Curricular decision was additionally referred to in association with both positive and negative encounters.

The second most noteworthy positioned real classification connected with positive Physical education encounters for both guys and females was class environment. Numerous subjects referred to incidents identified with a friendly and agreeable class

Environment as encounters throughout physical education that were certain in nature. The second most noteworthy positioned significant class connected with negative encounters for guys was instructor conduct. For females, dressing out was the second most astounding positioned significant classification connected with hating physical education. The conclusions drawn from this study offer knowledge into understudy attitudes to middle school physical education and elements which help those attitudes. Despite the fact that this study will help the exploration around there, extra examinations are require.

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E – Shopping – A New Trend of Shopping

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Introduction

Shopping is an activity in which customer browses the available goods and select appropriate goods according to his demand. Shopping is a recurring activity of any individual and family. Generally shopping is time consuming activity you have to spare some time for shopping. In today's modern world ever one is busy and there is no time available for shopping. Today number of nuclear families are increasing both husband and wife are working so they have less time for shopping, to overcome this difficulties new form of shopping has emerged that is 'E-Shopping'. E-Shopping means shopping products and services online with the help of Internet. In the past purchasing online was expensive, but today, online retailing sites providing more convenience to customers and they are now providing more sophisticated services like Cash On Delivery, flexible delivery, replacement guarantee. Because of increasing rate of Internet broadband services (20%), busy lifestyles, urban traffic congestion and lack of time for offline shopping online shopping is increasing in India.

Traditional Shopping V/s E- Shopping

In traditional shopping customer has to go to shop to purchasing the product in which our most of time spent but people prefer to do shopping personally. In traditional shopping, we