

An Analysis of Secondary School Students' Attitudes towards Physical Education Course According to Some Variables in secondary schools of Fiji

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Abstract: *The purpose of this research is to analyze the attitudes of secondary school students towards physical education course using some variables. This study was carried out in secondary schools of Ba in Fiji Islands. Out of 2833 students, using Morgan's sample size table, 200 students (100 boys and 100 girls) were selected as sample groups, within the age limit of 14 -19 years participated in the research. The Attitude Scale for Secondary School Students was used to determine the attitudes. The statistical analyses of the data were done using SPSS. The findings stated that attitudes towards physical education courses did not differ significantly, according to Fijian and I-Taukei males ($p > 0.05$). The average attitude of male students was higher than the females. Fijian males have a much higher attitude towards ratings in physical education than Fijian females. Relative to I-Taukei females, the I-Taukei males have a significantly higher disposition towards grades in physical education. The disposition of I-Taukei females towards physical education scores is significantly higher than that of Fijian females. According to the results of this study, specific socio-demographic characteristics affect the secondary school students' attitude levels towards physical education classes.*

Keywords: *Attitude, sports, student I-Taukei (natives on Fiji), physical education, Fijian (Fijian of Indian descent)*

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I. Introduction

Physical Education (PE) researchers indicated that the identification and understanding of factors associated with the participation of children in physical activity is critical to the promotion of current and lifelong participation in physical activity (Chung and Phillips, 2002; Ding et al., 2006; Sallis et al., 2000). The attitude of children is considered a key factor influencing the participation of physical activity among many factors (Zeng, Hipscher, & Leung, 2011).

Attitudes to a situation or thing are positive or negative approaches. Attitudes can be arranged in different degrees, both positive and negative. Positive attitudes have positive thoughts on a situation, whereas negative attitudes have negative thoughts on a situation. Individuals fail to demonstrate their knowledge and skills on a subject for which they have negative attitudes. Showing their knowledge and skills in circumstances for which they have positive attitudes is always easier for them. Consequently, attitudes should not be ignored and improved positively during the educational process in order to change and improve the habits of a person in the course required. Attitudes are not born by individuals; attitudes are formed. Attitudes can shift and form at all times.

Rikard and Banville (2006) said attitudes are born from assumptions about him or herself and things. Attitudes influence the actions of others in several stresses to perform or not perform the behavior based on other people's assessments. Thus, an attitude consideration and normative consideration are developed that exert different degrees of power to manipulate one's attitudes for more positive or negative reactions

Researchers reported that children with more positive attitudes about physical activity are more likely to participate outside of school in physical activity (Jurišin, Malčić, & Kostović, 2017) and show higher levels of physical activity (Hagger et al., 19985) than those with less positive attitudes. According to Solmon's (2003) analysis of literature on children's attitudes towards physical education/activity (ATPEA), the characteristics of children and social influences are two significant factors related to the attitudes of children. The characteristics of children refer to the age, gender, and sporting ability of children.

Commonly, the community, other subject teachers, and even some students ignore and look down on physical education classes and sports. It is a class that does not give a lot of importance and value. Often it is seen that many students neglect sports participation and physical education classes and instead opt to sit under the tree or in the shade, and surprisingly, through observation from the last practicum and discussion from other Physical Education Music Art & Craft (PEMAC) trainee teachers, most of these students belong to Fijian of Indian descent (Cagivinaka, 2015).

School students communicating positive emotions about PE consider it to be an opportunity to have a great time, associate with companions, and make new companions (Prusak, Davis, Pennington, & Wilkinson, 2014). Understudies particular inclination that PE was fun in light of new and fascinating amusements they figured out how to play.

Ministry of Education Fiji has a national curriculum framework that mandates the schools to take physical education to develop physically and mentally balanced and healthy, free individuals with scientific and contemporary thinking power that are democratic and respectful of our national principles (Dorovolomo, 2015). Attitudes can be considered in the acquisition, maximization, and consistency of this equilibrium among the most critical factors. Positive attitudes can, therefore, lead to productive lessons being taught and inspire teachers and students.

While PE is part of the school curriculum, as stated by the Ministry of Education, many claims are made as to why these groups of students often ignore and neglect physical education and sports. Thus This research will look at the perception of students towards physical education and sports participation in schools in Fiji, its causes and effects, and recommendations. The students would include the I-Taukei, who are the natives of the Republic of Fiji, and the Fijian students would refer to Fijian of Indian descent.

1.1 Objectives of the study

To analyze the attitudes of secondary school students towards physical education courses between Fijian Males and Females, I-Taukei males and females, Fijian and I-Taukei males, and the comparison among the overall I-Taukei and Fijian of Fiji.

II. Materials and Methods

2.1 Research Technique Used

The descriptive investigative approach was used in this analysis.

2.2 Participants

The participants for the study consisted of 100 girls (50 I-taukai and 50 Fijian), and 100 boys (50 I-taukai and 50 Fijian), of secondary schools in a district from Fiji. The researcher adopted Survey and analytical (descriptive) methods of research for the present study.

2.3 Tools Used

For the present study Attitude Scale for Secondary schools physical Education (ASSSPE) by Mohammad Ahsan (2015) is used to gather relevant data to assess students' attitudes to physical education

2.4 Procedure for Collecting the Data

For collecting the data, the investigator personally approached the Ministry of Education Fiji, where permission was granted to collect data from secondary schools in Fiji. Furthermore, permission was sought from the Principals of respective schools, and consent for the collection of data was obtained from the parents. The researcher told the students that this data collection would only be used for research work purposes in order to be able to respond reasonably. Guidelines were read out to the students, and the students were given the physical education attitude scale for secondary schools. The researcher cleared all the students' queries and doubts. All answer sheets have been thoroughly checked to leave no item out. The entire device was done without any break in between in one sitting. The answer sheets were recorded according to the directions given in the manual after the administration of the tool.

2.5 Statistical Techniques Used

The data were subjected to the following techniques in order to have a clear and expressive picture for the explanation of the data and the testing of the hypotheses: numerical determinants of normality such as Mean, Median, Mode, and Standard Deviation were used to determine the nature and distribution of scores on the students' attitude variable. The significance test ('t' test) was used to determine if the difference between the means of I-taukai boys and Fijian boys was significant or not at any level of significance. There was an analysis community for the different sexes

III. Interpretation and Discussion

An Analysis of Secondary School Students' Attitudes towards Physical Education Course According ..

This research sought to investigate the attitudes of secondary school students concerning ethnicity and gender towards physical education. The descriptive statistics are discussed in the tables below for each result.

Fig 3.1 Results of t-test for Comparison of attitude towards physical education of secondary school students Between Fijian Genders

	Classification	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Attitude	Fijian Female	50	.3837	.08030	.01136	-9.934	.000
	Fijian Male	50	.6414	.16493	.02332		

*p<0.05

From the outcomes of the above table, it can be seen that a significant difference is observed between Fijian males and Females student's attitudes towards physical education ($t=-9.934$, $p<0.05$) at a 5% level of significance. Hence, the null hypothesis is disallowed, and the alternative hypothesis is accepted. It means that the Fijian Males have a significantly higher attitude towards physical education scores as compared to Fijian Females. The mean and SD scores of attitude towards physical education are also presented in the following figure.

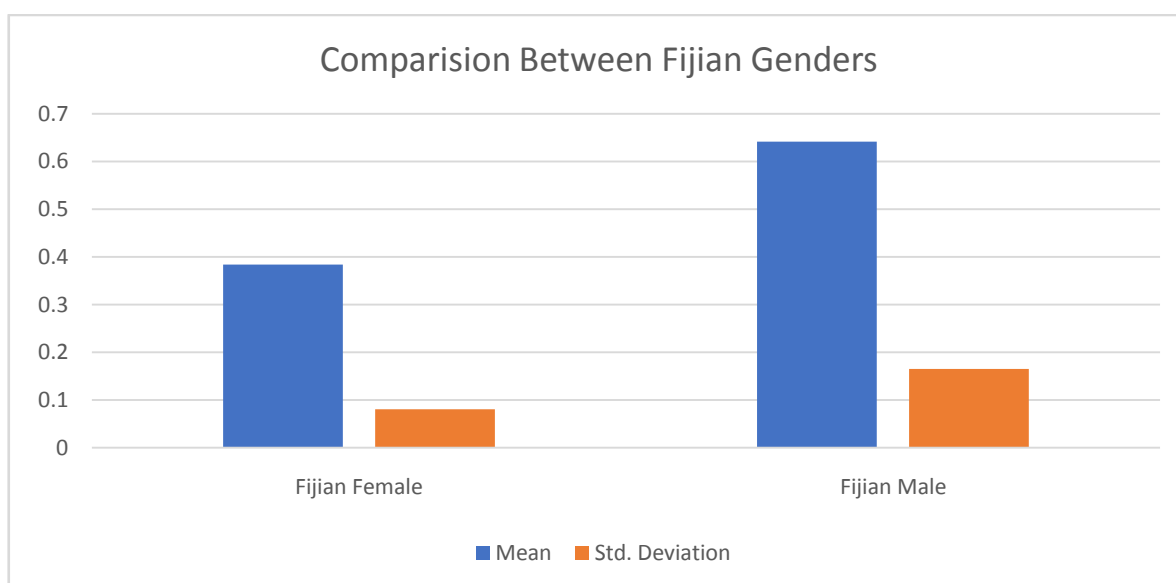


Fig3.2 Results of t-test for Comparison of attitude towards physical education of secondary school students Between I-Taukei Genders

	Classification	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Attitude	I- Taukei Female	50	.6158	.05409	.00765	-3.316	.001
	I-Taukei Male	50	.6983	.16742	.02368		

*p<0.05

From the results of fig3.2, it can be seen that a significant difference is observed between I- Taukei males and Females student's attitudes towards physical education ($t=-3.316$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is disallowed, and the alternative hypothesis is accepted. It means that the I- Taukei Males have a significantly higher attitude towards physical education scores as compared to I- Taukei females. The mean and SD scores of attitude towards physical education are also presented in the following figure.

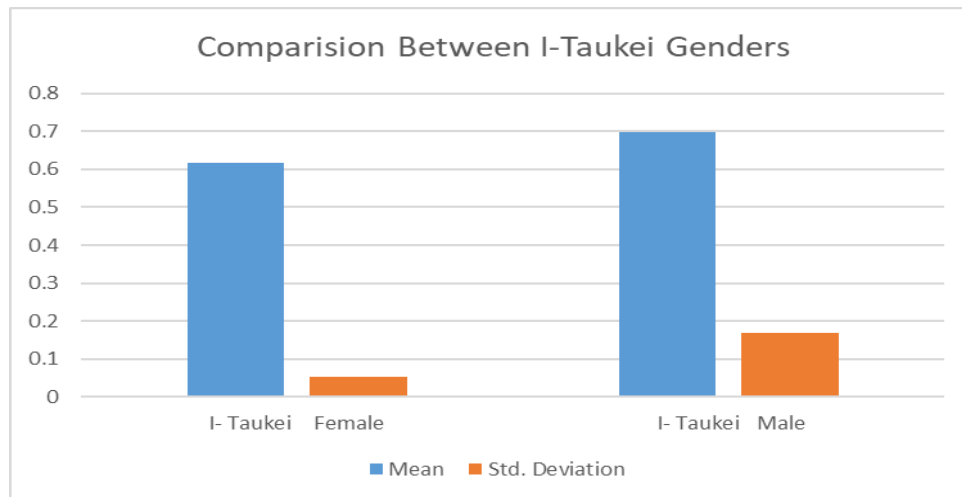


Fig3.3 Results of t-test for Comparison of attitude towards physical education of secondary school students Between Fijian and I- Taukei Female

	Classification	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Attitude	I-Taukei Female	50	.6158	.05409	.00765	16.956	.000
	Fijian Female	50	.3837	.08030	.01136		

From the results of fig3.3, it can be seen that a significant difference is observed between Fijian and I-Taukei Female student's attitudes towards physical education ($t=16.956$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is disallowed, and the alternative hypothesis is accepted. It means that the I- Taukei females have a significantly higher attitude towards physical education scores as compared to Fijian females. The mean and SD scores of attitude towards physical education are also presented in the following figure.

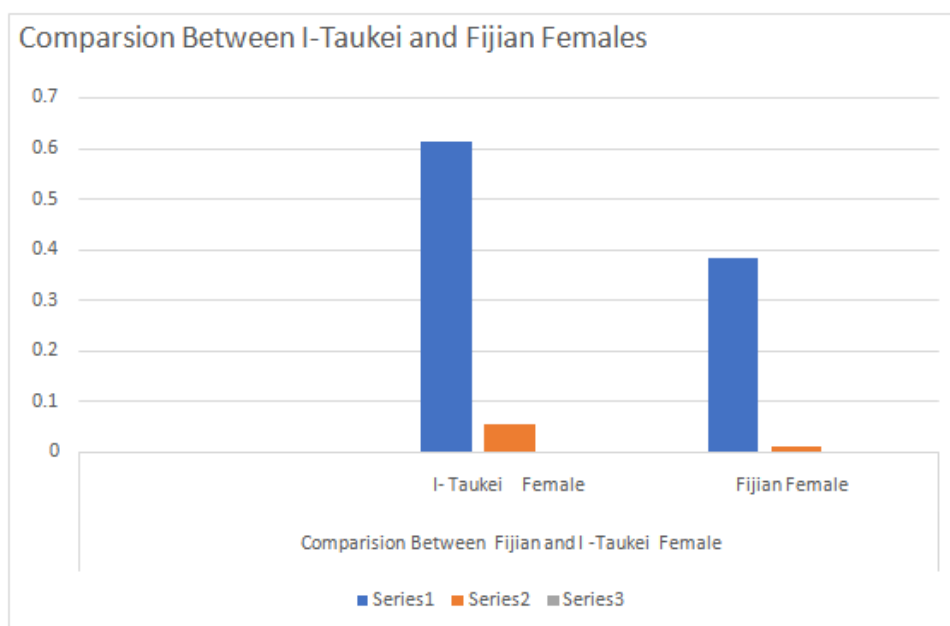


Fig3.4 Results of t-test for Comparison of attitude towards physical education of secondary school students Comparison Between Fijian and I- Taukei Male

	Classification	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Attitude	I-Taukei Male	50	.6983	.16742	.02368	1.714	.090
	Fijian Male	50	.6414	.16493	.02332		

From the results of fig 3.4, it can be seen that a non-significant difference is observed between Fijian and I-Taukei Male scores ($t=1.714$, $p>0.05$) at a 5% level of significance. Hence, the null hypothesis is accepted, and the alternative hypothesis is rejected. It means that the Fijian and I-Taukei Male have similar attitude scores. The mean and SD scores of attitude towards physical education is also presented in the following figure.

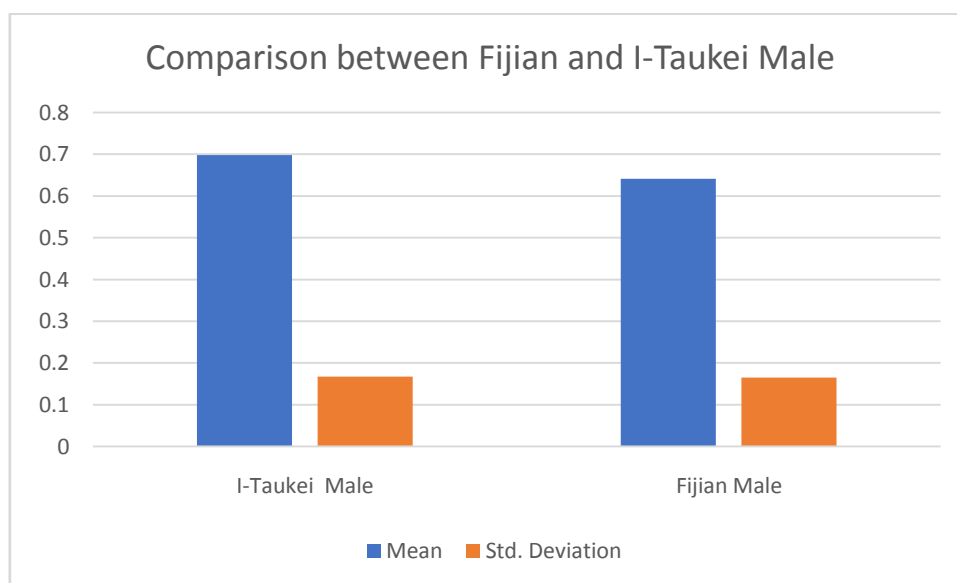
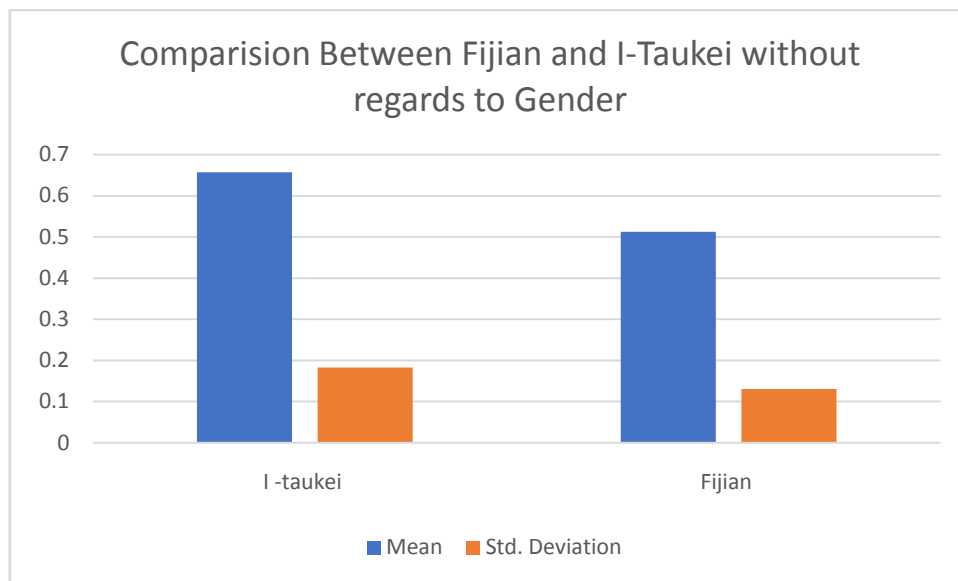


Fig3.5 Results of t-test for Comparison of attitude towards physical education of secondary school students Comparison Between Fijian and I-Taukei without regards to gender

	Classification	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Attitude	Fijian	100	.5125	.18283	.01828	-6.435	.000
	I- Taukei	100	.6571	.13054	.01305		

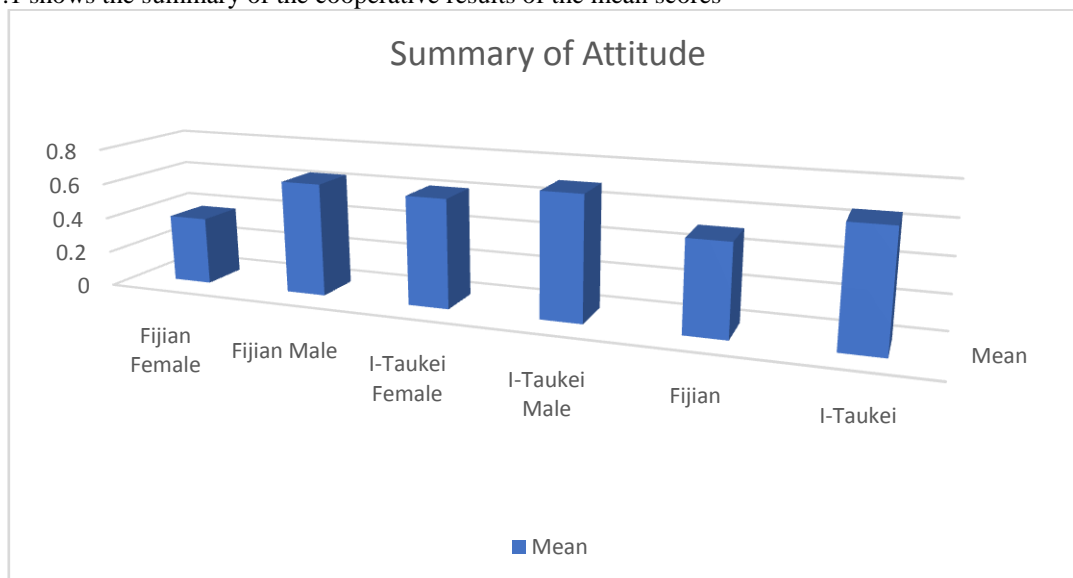
From the results of fig3.5, it can be seen that a significant difference is observed between Fijian and I-Taukei student's attitudes towards physical education ($t=16.956$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is disallowed, and the alternative hypothesis is accepted. It means that the I-Taukei have a significantly higher attitude towards physical education scores as compared to Fijian. The mean and SD scores of attitude towards physical education are also presented in the following figure.



IV. Discussion

Given that the highest point a participant would obtain from the scale was one as the sum for the mean, the lowest as 0, it can be deduced that the participants obtained points above and below the average from the scale of the attitude seeing the tables implies. It was found that the average level of attitude of the children involved in the survey ranged from 0.4 to 0.8, as shown in figure 4.1. It was found that the attitude rates of the students who participated in the study showed a tremendous statistical difference in terms of physical education and sports course. The male students had a higher attitude average than the females. Fijian Males have a significantly higher attitude towards physical education scores as compared to Fijian Females. The I-Taukei Males have a significantly higher attitude towards physical education scores as compared to I-Taukei females. I-Taukei females have a significantly higher attitude towards physical education scores as compared to Fijian females. Fijian and I-Taukei Male have similar attitude scores.

Fig 4.1 shows the summary of the cooperative results of the mean scores



In Fiji secondary schools, the curriculum is typically dominated by team sports such as rugby, soccer, netball, and volleyball. An issue emerging from the study is that females are having a lower attitude towards physical education, and one of the reasons for that might be the curriculum, which is dominated by sports which requires complex skills. If minor sports are encouraged as much as the 'major' ones. Then the attitudes of female students might change towards Physical Education. The Fiji syllabus does not incorporate minor sports like badminton, basketball, or table tennis into the secondary curriculum. These should be promoted purposefully as well as active activity practices such as walking, swimming, canoeing, dance, martial arts, and

aerobics .The inclusion of such sports may generate interest in the students who do not have a positive attitude towards physical education. On the other hand, Treanor and Housner (1999) stated that there is nothing inherently wrong with team sports, but when they are the only alternative and offered year after year in the same way, with little progress or relationship between classes, the curriculum becomes stale and students lose interest which brings negative attitude among them who are not able to take part in that competitive sport.

The attitude of Fijians might change If physical education aims at the pleasure of skill learning, which will lead to application in sport and lifetime physical activity. Physical education is where necessary movement skills are learned in sequence and to the ability of the student as many Fijian girls answered they being humiliated for not doing the activity well was the primary cause of them being losing interest

The quest to "win at all costs" thrives among school-based sports where teachers and parents are always engaged in deviant behaviors with the sole purpose of achieving the highest level of excellence . Winning at all costs makes Teachers often look for elite players from the students and neglect the ones who are not skillful. Thus students having a negative attitude towards physical education

V. Conclusion

As a conclusion, the cultural identity plays a significant role in the development of attitudes of children towards physical education in Fiji. It is due to the different cultural values which are followed by different ethnic groups. A further study can be done on identifying what changes can be done in the curriculum to close the gaps of culture in physical education

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