

Research Paper :

## Attitude of college students towards physical education and sports

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### ABSTRACT

The main purpose of this study was to analyze the attitude of college students towards the physical education and sports and the secondary purpose of the study was to examine the divergences in the attitudes' from the equal probability occurrence. One hundred subjects were selected from the Lucknow Christian P.G. College, Lucknow for this study. The age of the subjects were ranging from 18 to 25 years. These subjects were administered a self-developed questionnaire. The entire questionnaire comprised of thirty statements with a cover page, a covering letter and a personal information sheet for respondents. The attitude of respondents towards the physical education and sports were analyzed using the descriptive frequency percentage technique for each of the thirty statements of the questionnaire on the two alternative choices *i.e.* 'Yes' and 'No'. With regard to the secondary purpose of the study, chi-square test ( $\chi^2$ ) was used to determine the significance of the divergence in the attitudes of respondents from that of equal probability occurrence. Results of this endeavour revealed that college students exhibited a positive attitude towards physical education and sports. The results of this study might be in favour of the good prospective of physical education but its dose not depict the actual picture of the scene. Students of the college know the benefit of taking part in physical education and sports programme but do not participate in it. Thus it's a great area of concern for a physical educationalist to encash the great opportunity to make popular and fruitful the physical education and sports in our society, so we all can live in a healthy society as well.

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Developing a habit of regular participation in sport and recreational activities at school age is essential for proper health and development. However, participation in organized or spontaneous leisure-time competitions in various sport disciplines depends on a variety of movement skills and a positive attitude towards sports.

Physical education and sports, at least in its origin, has existed since human society. However, it has been a historic category as a whole but as a matter of fact, physical education and sports in India is still in the formative stage. Physical education and sports, in general, dose not has the same status as the other academic subjects in the education curriculum in our education institutions. Though it has been generally accepted as a matter of policy that physical education and sports should be in harmony with the total education pattern and should be complimentary to the ultimate aim of education.

Physical activity is essential for life. If the organism

is not physically active; the functions of the body will gradually diminish from desirable levels until there is difficulty in moving even under minimal conditions. Without physical activity, their regression in bodily function will continue until death results.

Physical activity is a part of the society and an integral part group of the culture. It varies in each nation, community and group. It has been a part of life of all people from early times to the present. The influence of international sports has made physical activity a part of life in all cultures and nations.

Attitude is a feeling one has about a specific object, such as a situation, a person, an activity, and so forth. Attitudes are judgments. They develop on the ABC model (affect, behaviour, and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a

cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

Interest in the measurement of attitudes in physical education is not surprising, since it is often assumed that a person with a positive attitude reflect a desirable behaviour. It is not always true that attitude reflects behaviour. For example, when people are asked about their attitude toward physical activity in general, most will express a positive view, yet many of these people lead sedentary lifestyle. Although attitudes certainly have some bearing on behaviour, the linkage between the two is complex.

If we thoroughly observe our schools and colleges how much students have taken part in any kind of physical activity then we found very few, because in our society we follow the phrase *i.e.* “*Padhoge likhoge banoge nawaab, kheloge kudoge hoge kharab*” which means if you study then you will become a king (means you have almost every thing which is essential for better living or survival) and if you play only then you will become bad person (means you don't have much things for better living in a desired manner). This phrase clearly indicates the feeling of our society about sports and physical activity. But today the concept is changed about sports and physical activity and the phrase is changed as “*Paddoge likhoge banoge nawaab, aur kheloge kudoge to bhi banoge navab*”, but which extend that is the purpose of taking this study to ascertained the college students attitude towards physical education and sports. However students' attitude toward physical education has been under investigation since 1930's. Traditionally, the purpose of such inquiry has been to identify factors that contribute to positive and negative feelings toward physical education and sports. Investigators believed that having such information would improve the quality of physical education by allowing teachers to consider student insights when making curricular or physical education programme. Subsequently, research in this area has been plentiful. The preponderance of attention, however, has focused on Middle, Secondary and High School students (Arabaci, 2009; Christodoulos *et al.*, 2006; Kocak and Hurmeric, 2006; Koca *et al.*, 2005; Otomo, and Ogawa, 2003; Portman, 2003), teachers (Eminovic *et al.*, 2009) and college (Mohammad, 2009; Omar-Fauzee *et al.*, 2009; Ng, *et al.*, 2003; Krouscas, 1999, Mowatt, *et al.*, 1988; Burling, 1970; Brumbach, 1968; Brumbach and Cross, 1965; Marion *et al.*, 1955; Bell and Walters, 1953; Bullock and Alden, 1933; Alden, 1932).

## METHODOLOGY

### Subjects:

One hundred students were selected from Lucknow Christian P.G. College, Lucknow (LCC, Lucknow) to serve as the subjects for this investigation. The age of the subjects were in the range of 18 to 25 years.

### Tools:

To measure the attitude towards physical education and sports (PES) of the subjects a questionnaire developed by Narwariya (2008 and 2009) was used. Narwariya developed this questionnaire for the use of their M. Phil. Dissertation at LNUPE, Gwalior.

The questionnaire comprised of a cover page, which states the confidential nature and the purpose of the study and also directions for responding on the questionnaire. The second page consisted thirty statements which provides five separate dimensions of attitude towards PES *viz.*, physical, mental, social, emotional and general and recreational aspects to be answered with two alternatives choices *i.e.* 'Yes' and 'No'.

### Data acquisition:

The questionnaire was administered during the college hours, it was distributed to all selected subjects of the LCC, Lucknow and they were instructed to fill the questionnaire within certain time limit. As the subjects were well matured they were explained orally about the method of answering questions. The investigator assured the subjects that the scores obtained in the test were kept confidential, after acquiring their cooperation the test was administered.

### Analysis of data:

To determine the difference in the students' attitudes of LCC, Lucknow, towards PES, the acquired data were subjected to the descriptive technique in the terms of the frequency percentage for responses and to examine the divergence in the attitudes the chi-square ( $\chi^2$ ) test was employed to examine the divergence of the responded from that of equal probability occurrence (Null hypothesis) on each statement of the questionnaire.

## OBSERVATIONS AND DISCUSSION

The frequency percentages and the overall findings for responses of the subjects on each of the statements of the questionnaire have been presented in Table 1-5.

The finding of statistical analysis regarding physical aspect is presented in Table 1. Finding pertaining to first statement indicated that out of 100 respondents 76% says “Yes” while 24% says “No”, on the second statement

**Table 1: Descriptive frequency percentage of the attitudes' towards PES of the college students on physical aspect**

Sr. No.	Statements	Res	EF	OF	$\chi^2$
1.	Physical education and sports is mainly to do with physical development	Yes	50	76	13.52
		No	50	24	13.52
		Total	100	100	27.04*
2.	Physical education programme contributes to development of wellness	Yes	50	93	36.98
		No	50	07	36.98
		Total	100	100	73.96*
3.	Physical education and sports is nothing to do with education	Yes	10	50	32.00
		No	90	50	32.00
		Total	100	100	64.00*
4.	Physical education and sports is mainly concerned with muscle building	Yes	25	50	12.50
		No	75	50	12.50
		Total	100	100	25.00*
5.	Organic and muscular development is possible without physical education and sports	Yes	29	50	8.82
		No	71	50	8.82
		Total	100	100	17.64*
6.	Neuro-muscular coordination can be developed through physical education and sports	Yes	86	50	25.92
		No	14	50	25.92
		Total	100	100	51.84*

\*indicates significance of value at P=0.05

 $\chi^2_{05}(1) = 3.84$ S.No.-Statement Number, Res-Response, EF-Expected Frequency, OF-Observed Frequency,  $\chi^2$ - Chi-square

93% says "Yes" while 7% says "No", on the third statement 10% says "Yes" while 90% says "No", on the fourth statement 25% says "Yes" while 75% says "No", on fifth statement 29% says "Yes" while 71% says "No", on sixth statement 86% says "Yes" while 14% says "No".

The corresponding Chi-square ( $\chi^2$ ) values of all six statements relating to physical aspect of attitudes towards PES indicates that significant divergence occurs among the respondents as the all obtained values are higher than the required value.

**Table 2: Descriptive frequency percentage of the attitudes' towards PES of the college students on mental aspect**

Sr. No.	Statements	Res	EF	OF	$\chi^2$
1.	Physical education and sports make important contributions to mental health	Yes	98	50	46.08
		No	2	50	46.08
		Total	100	100	92.16*
2.	A student who is good in sports activities may not be bright in studies	Yes	21	50	16.82
		No	79	50	16.82
		Total	100	100	33.64*
3.	Physical education helps in the intellectual development of the students	Yes	96	50	42.32
		No	4	50	42.32
		Total	100	100	84.64*
4.	For relaxation, it's better to participate in a programme of physical education rather than to watch television	Yes	95	50	40.50
		No	5	50	40.50
		Total	100	100	81.00*
5.	Those who participate in physical education activities are alert and receptive	Yes	93	50	36.98
		No	7	50	36.98
		Total	100	100	73.96*
6.	Lack of motivation is the reason for poor participation in physical education and sports programme	Yes	83	50	21.78
		No	17	50	21.78
		Total	100	100	43.56*

\*indicates significance of value at P=0.05

 $\chi^2_{05}(1) = 3.84$ S.No.-Statement Number, Res-Response, EF-Expected Frequency, OF-Observed Frequency,  $\chi^2$ - Chi-square

The findings of the analysis of data regarding mental aspects of the subjects are presented in Table 1 and 2. The results of seventh statement showed that out of 100 respondents 98% said “Yes” while 2% said “No”, on the eighth statement 21% said “Yes” while 79% said “No”, on the ninth statement 96% said “Yes” while 4% said “No”, on the tenth statement 95% said “Yes” while 5% as “No”, on the eleventh statement 93% said “Yes” while 7% as “No”, on the twelfth statement 83% said “Yes” while 17% said “No”.

The corresponding Chi-square ( $x^2$ ) values of all six statements relating to mental aspects indicated that significant divergence occurred among the respondents as the all obtained values were higher than the required value.

The findings of statistical analysis of subjects score concerning social aspects are presented in Table 3. Analysis findings of statement first showed that out of 100 respondents 92% said “Yes” while 8% as “No” and similarly from second to sixth the statements 83% said “Yes” while 17% as “No”, 87% as “Yes” and 13% as “No”, 88% said “Yes” while 12% as “No”, 86% said “Yes” while 14% as “No”, 94% said “Yes” while 6% as “No”.

The corresponding Chi-square ( $x^2$ ) values of all six statements relating to social aspects indicated that significant divergence occurred among the respondents as the all obtained values were higher than the required value.

The findings of statistical analysis of subjects score concerning emotional aspects are presented in Table 4. The analysis of statement first showed that out of 100 respondents, 68% said “Yes” while 32% said “No”, the statement fourth showed that 35% said “Yes” while 65% said “No”, and similarly fifth showed 68% as “Yes” while 32% as “No”, and statement sixth showed as 74% said “Yes” while 26% as “No”.

The corresponding Chi-square ( $x^2$ ) values of statements 4, 5 and 6 relating to emotional aspects indicated that significant divergence occurred among the respondents as the all obtained values were higher than the required value. Whereas statement second showed that out of 100 respondents 50% said “Yes” while 50% stated “No”, the third one showed 48% as “Yes” while 52% as “No”.

The corresponding Chi-Square ( $x^2$ ) values of the statement 2 and 3 indicated that no significant divergence occurred among the respondents as the obtained values of the both statement were lower than the required value for being significant.

Results of general and recreational aspects of the subjects are presented in Table 5. The findings of the statement first showed that out of 100 respondents 23% said “Yes” while 77% as “No”, statement second 86% as “Yes” while 14% as “No”, statement third showed that 64% as “Yes” while 36% as “No”, and fourth showed 87% as “Yes” while 13% as “No”, fifth showed 87% as “Yes” while 13% as “No”, and the last

**Table 3 : Descriptive frequency percentage of the attitudes’ towards PES of the college students on social aspect**

Sr. No.	Statements	Res	E F	O F	$x^2$
1.	Physical education and sports promotes better interpersonal relationship	Yes	92	50	35.28
		No	8	50	35.28
		Total	100	100	70.56*
2.	Social acceptance within a group at college/university level is significantly related to the ability to perform in physical education activities	Yes	83	50	21.78
		No	17	50	21.78
		Total	100	100	43.56*
3.	Physical education programme develops followership ability in students	Yes	87	50	27.38
		No	13	50	27.38
		Total	100	100	54.76*
4.	Students will emerge from college/ university as better after having undergone a good programme of physical education	Yes	88	50	28.88
		No	12	50	28.88
		Total	100	100	57.76*
5.	Physical education and sports programme enables boys and girls to adjust better in the society	Yes	86	50	25.92
		No	14	50	25.92
		Total	100	100	51.84*
6.	Moral values can be developed through organized and systematic programme of physical education and sports	Yes	94	50	38.72
		No	6	50	38.72
		Total	100	100	77.44*

\*indicates significance of value at P=0.05  $x^2_{05}(1) = 3.84$

S.No.-Statement Number, Res-Response, EF-Expected Frequency, OF-Observed Frequency,  $x^2$ - Chi-square

**Table 4 : Descriptive frequency percentage of the attitudes' towards PES of the college students on emotional aspect**

Sr. No.	Statements	Res	E F	O F	$\chi^2$
1.	Physical education and sports help to develop emotional stability	Yes	68	50	6.48
		No	32	50	6.48
		Total	100	100	12.96*
2.	Competitive sports often result in hostile outburst of motional behaviour	Yes	50	50	0.00
		No	50	50	0.00
		Total	100	100	0.00
3.	Play is not a healthy medium for emotional expression	Yes	48	50	0.08
		No	52	50	0.08
		Total	100	100	0.16
4.	A person would be better of emotionally if he/she does not participate in a physical education programme	Yes	35	50	4.50
		No	65	50	4.50
		Total	100	100	9.00*
5.	Participation in physical education programme is emotionally satisfying	Yes	68	50	6.48
		No	32	50	6.48
		Total	100	100	12.96*
6.	Physical education and sports activities provide an outlet for pent-up emotions	Yes	74	50	11.52
		No	26	50	11.52
		Total	100	100	23.04*

\* indicates significance of value at P=0.05

 $\chi^2_{05}(1) = 3.84$ 

one (6th) showed 92% as “Yes” while 8% as “No”.

The corresponding Chi-square ( $\chi^2$ ) values of all statements relating to general and recreational aspects indicated that significant divergence occurred among the respondents as the all obtained values were higher than the required value.

The discussion on findings is very important and

empirical aspect on any endeavors. Thus, the finding pertaining to physical education and sports mainly to do with physical development might be attributed to the fact that it is a negative statement and the respondent which might be confused to understand the statement. Physical education programme has been considered to develop wellness which might be attributed to the values and

**Table 5 : Descriptive frequency percentage of the attitudes' towards PES of the college students on general and recreational aspects**

Sr. No.	Statements	Res	E F	O F	$\chi^2$
1.	Modern life provides us with enough experiences of recreation. Therefore physical education is not necessary in college/ university	Yes	23	50	14.58
		No	77	50	14.58
		Total	100	100	29.16*
2.	The successes of the physical education programme depends upon the encouragement and cooperation of the head of the institution	Yes	86	50	25.92
		No	14	50	25.92
		Total	100	100	51.84*
3.	Subject teachers (Non-physical education teacher) are generally interested in the academic career of their students but not in higher achievement in physical education and sports	Yes	64	50	3.92
		No	36	50	3.92
		Total	100	100	7.84*
4.	Physical education programme develops skills, which have carry over values	Yes	87	50	27.38
		No	13	50	27.38
		Total	100	100	54.76*
5.	Physical education and sports are desirable as means of providing relaxation after concentrated academic load	Yes	87	50	27.38
		No	13	50	27.38
		Total	100	100	54.76*
6.	Physical education and sports provide good opportunities for all round development of the personality	Yes	92	50	35.28
		No	08	50	35.28
		Total	100	100	70.56*

\*indicates significance of value at P=0.05

 $\chi^2_{05}(1) = 3.84$

qualities developed in a student as a result of participation in physical education programme. Physical education and sports to do with education might be attributed that physical education and sports are integral part of total phase of education. The finding that neuron-muscular coordination can be developed through physical education and sports might be attributed that regular participation in a programme of physical education and sports is good to enhance the efficiency of nervous system for proper functioning of our muscular system. Physical education and sports make an important contribution to mental health which might be attributed that an individual develops balance personality and emotional attitudes which enable him to live harmoniously with his fellow beings. Physical education and sports help in the intellectual development which might be attributed that the learning of skill, games, rules, techniques and strategies and judgments making equipped an individual to interpret new situations effectively.

Physical education also make an individual aware regarding the importance of sanitation, health and hygiene, prevention of disease, balance diet and health habits thereby improving his/her intellectual development. The finding that physical education and sports promote better interpersonal relationship might be attributed that physical education programme are structured in such a way that they teach the essential unity in the diversities of national life and games and sports try to inculcate in term essential quality of communal harmony and fellow feelings. The finding that moral values can be developed through organized and systematic programme of physical education and sports might be attributed that group effort, loyalty to team and strong ties are much in evidence in play and physical activities which provide a valuable contribution to the development of good moral values. The finding that physical education and sports helps to develop emotional stability which might be attributed that individual who participates in physical education programme be always positive with his/her emotions and has full control over his/her emotions.

The findings that physical education and sports activities provide an out let for pent up emotions might be attributed that sports provide a platform where individuals express their creativity by utilizing body as a means of expressing one's feelings and creating new and innovative pattern of movement and ideas. The findings that physical education and sports is necessary in College/University for experiences of recreation might be attributed that a lot of luxuries provided by the advance technological development on one hand and facing lot of physical, mental, emotional and social disturbances on the other hand. The

finding that success of physical education programme depends upon the encouragement and cooperation of the head of the institution might be attributed that head of the institution being the final in implementation of any programme in college. The finding that physical education and sports is desirable means of providing relaxation might be attributed that physical activities such as yoga, aerobics, fitness programme, recreational activities, sports and games help in releasing and reducing mental tension caused by academic load. The finding that physical education and sports provides good opportunities for development of personality might be attributed that the person's uniqueness from the point of their characteristic, thought, feelings and behaviour that distinguishes him/her from another and that persists over time and situation.

### Conclusion:

On the basis of the findings and within the limitations of this study the following conclusion with regard to the attitude towards the physical education and sports has been drawn:

Majority of the subject favoured *i.e.* 76% that physical education and sports are mainly to do with physical development, therefore we can say that there is misconception among the subjects that physical education and sports only concerned with physical development rather than wholesome development of the personality. A vast majority of the subject favoured *i.e.* 93% that physical education and sports programme contributed to the development of wellness. Only 10% subjects favoured that "Physical Education and Sports" are nothing to do with Education. Majority of the subjects not favoured *i.e.* 75% that "Physical Education and Sports" are mainly concerned with muscle building. Majority of the subjects not favoured *i.e.* 71% that organic and muscular development is possible without physical education and sports. A vast majority of the subject favoured *i.e.* 86% that neuro-muscular coordination can be developed through physical education and sports.

Majority of the subjects favoured *i.e.* 98% that physical education and sports makes important contributions to develop the mental health. Majority of the subjects not favoured *i.e.* 79% that the students who are good in sports activities may not be bright in studies. A vast majority of the subjects favoured *i.e.* 86% that physical education and sports helps in the intellectual development of the students. Majority of the subjects favoured *i.e.* 95% that it's better to participate in a programme of physical education and sports rather than to watch television for relaxation. Majority of the subjects favoured *i.e.* 93% that those who participate in physical

education and sports activities are alert and receptive. Majority of the subject favoured *i.e.* 83% that lack of motivation is the reason for poor participation in physical education and sports programme.

A vast majority of the subjects favoured *i.e.* 92% that physical education and sports promote better interpersonal relationship. Majority of the subjects favoured *i.e.* 83% that social acceptance within a group at College/ University level is significantly related to the ability to perform in physical education activities. Majority of the subjects favoured *i.e.* 87% that physical education programme develops follower-ship ability in students. Majority of the subject favoured *i.e.* 88% that students will emerge from College/University as better after having undergone a good programme of physical education and sports. Majority of the subjects favoured *i.e.* 86% that physical education and sports programme enable boys and girls to adjust better in the society. A vast majority of the subjects favoured *i.e.* 94% that moral values can be developed through organized and systematic programme of physical education and sports.

Majority of the subjects favoured *i.e.* 68% that physical education and sports help to develop emotional stability. Fifty per cent subjects favoured that competitive sports often result in hostile outburst of emotional behaviour. Forty eight per cent subjects favoured that play is not a healthy medium for emotional expression. Only 35% subjects favoured that a person would be better of emotionally if he/she does not participate in a physical education programme. Majority of the subjects favoured *i.e.* 68% that participation in physical education and sports programme is emotionally satisfying. Majority of the subjects (74%) favoured that physical education and sports activities provide an outlet for pent-up emotions.

Only 23% subjects favoured that modern life provides us with enough experiences of recreation, so physical education is not necessary in College/University. Vast majority of the subject favoured *i.e.* 86% that the successes of the physical education and sports programme depend upon the encouragement and cooperation of the head of the institution. Majority of the subjects (64%) favoured that subject teachers (non-physical education teachers) are generally interested in the academic career of their students but not in higher achievement in physical education and sports. Majority of the subject (87%) favoured that physical education and sports programme develop skills, which have carry over values. Majority of the subjects (87%) favoured that physical education and sports are desirable as means of providing relaxation after concentrated academic load. A vast majority of the subjects (86%) favoured that physical education and sports

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