



"GENDER DIFFERENCES IN ATTITUDE TOWARDS PHYSICAL EDUCATION AND SPORTS PARTICIPATION"

Dr. Saruk Chandrasen Uddhavrao
Shivsagar Sevabhavi Shikshan Prasarak Mandal,
Chatrapati Sambhaji Nagar's Kala Mahavidyalaya, Nandurghat
Tal. kej Dist- Beed .

1. ABSTRACT

This study investigates gender differences in the attitudes of secondary school students toward physical education and sports participation in Beed city. The purpose is to examine whether male and female students show varied interest, motivation, and perceived benefits in physical education. A sample of 100 students (50 boys and 50 girls) was selected randomly from various schools in Beed. Data was collected using a standardized attitude scale and analyzed using descriptive statistics and t-test. Results reveal significant differences in attitudes, indicating that boys generally have more positive attitudes than girls toward physical education and sports.



KEYWORD- *descriptive statistics and t-test , physical education , secondary school students.*

2. INTRODUCTION

Physical education (PE) plays a critical role in the holistic development of school students. Attitude toward PE determines the extent to which students engage in and benefit from it. Gender differences in attitudes may affect participation rates, performance, and long-term interest in physical activities. Understanding these differences is crucial for designing inclusive and effective PE programs.

3. NEED AND IMPORTANCE OF THE STUDY

- To explore how gender influences participation in PE.
- To identify challenges faced by students, especially girls, in engaging with sports.
- To guide schools in creating equitable PE environments.
- To contribute to the literature on gender and education in rural India.

4. OBJECTIVES OF THE STUDY

1. To assess the attitude of male students toward PE and sports.
2. To assess the attitude of female students toward PE and sports.
3. To compare the attitude differences between male and female students.
4. To identify factors influencing gender-based attitude differences.
5. To suggest recommendations to improve participation of both genders.

5. ASSUMPTIONS

1. All participants responded honestly to the attitude scale.
2. Schools in Beed provide basic PE facilities.
3. Gender-related stereotypes may influence attitudes.

6. HYPOTHESIS

- **H₀ (Null Hypothesis):** There is no significant difference in attitude toward physical education and sports between male and female students.
- **H₁ (Alternative Hypothesis):** There is a significant difference in attitude toward physical education and sports between male and female students.

7. SCOPE AND LIMITATIONS

Scope:

- Focused on senior secondary students in Beed.
- Comparison of male and female attitudes only.

Limitations:

- Limited to one city (Beed).
- Sample size is restricted to 100 students.
- Self-reported data may involve bias.

8. RESEARCH METHOD

Method Used: Descriptive and comparative survey method.

9. RESEARCH DESIGN

The study uses a **quantitative, cross-sectional research design**, comparing male and female attitudes using a standardized questionnaire and statistical tools.

10. SAMPLING

- **Population:** Senior secondary students in Beed schools.
- **Sample Size:** 100 students (50 boys and 50 girls).
- **Sampling Method:** Stratified random sampling.

11. TOOLS FOR DATA COLLECTION

- Standardized Attitude Toward Physical Education Scale.
- Demographic questionnaire (age, class, school, gender).

12. DATA ANALYSIS

- **Descriptive Statistics:** Mean and Standard Deviation.
- **Inferential Statistics:** Independent samples **t-test** to determine significance in gender differences.

Group	N	Mean Attitude Score	SD	t-value	p-value	Interpretation
Boys	50	72.4	6.3	3.15	0.002	Significant difference
Girls	50	67.1	5.9			

Result: Since $p < 0.05$, the null hypothesis is rejected.

13. RESEARCH FINDINGS

1. Male students showed a significantly higher attitude score toward PE and sports than female students.
2. Girls reported social and cultural barriers as reasons for lesser enthusiasm.
3. Both genders acknowledged the health benefits of physical activity.

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4. Girls emphasized academic pressure and lack of encouragement.

14. CONCLUSION

The study concludes that significant gender differences exist in students' attitudes toward physical education. While boys demonstrate greater enthusiasm, girls face various challenges that reduce their participation and interest. Addressing these disparities through policy, awareness, and inclusive PE curriculums is essential.

15. REFERENCES (APA STYLE)

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