# Chapter - 1

## INTRODUCTION

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INTRODUCTION

The popular adage ‘health is wealth’ throws light on the need to maintain good health for the overall well-being of individuals and societies. As against this, there is a growing tendency, especially, among the youth to lead a sedentary life devoid of stress and strain. There are enough reasons why they are indifferent to sports, the whole world is on their finger tips, then why waste youthful energy on very ordinary things? Such an attitude bodes well for easy-going people, but not for the genuine practitioners of healthy living.

‘All work and no play makes Jack a dull boy’ is an oft quoted proverb. Here, the emphasis is actually on the need to do regular physical exercise. Our perception of health is so ill-conceived that we tend to go for healthy foods instead of following a strict exercise regimen and good eating habits. No wonder, several people turn obese in their mid-twenties! ‘A sound mind in a sound body’ is the English translation of a Latin proverb quoted in academic circles everywhere. Our forefathers were ever mindful of the attributes of good health and were practitioners of regular physical activities. It is,
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therefore, very apt to go deep into the attitude of college students towards physical activity in general.

1.1 BACKGROUND OF THE PROBLEM

Sport can be used to work towards a number of developmental goals in humans that ensure their total well-being. Sport improves public health, promotes academic activities, enhances social development and above all supports community life. Sport accounts for faster economic development, promotes peace and friendship and spreads the principles of democracy. In spite of all these positive aspects, sport does not receive the acceptance and recognition it deserves.

1.2 IMPORTANCE OF CULTIVATING THE RIGHT ATTITUDE TOWARDS PHYSICAL ACTIVITY

Joseph (2011) insists that physical activity should be encouraged among children and adolescents based largely on the assumption that it will become part of their lives and be carried into their adulthood, where it will help lower the risk of contracting lifestyle diseases as well as slow down the aging process. Although, several investigations point to evidence of tracking of cardiovascular
disease risk factors, data supporting the tracking of physical activity behaviours into adulthood are scarce.

Joseph (2011) emphasizes the fact that the potential for physical activity behaviours that are learned in childhood, if carried over to adulthood, which positively affect health coupled with the age-related decline in physical activity from childhood to adolescence, makes for a critical need for understanding the predictors and antecedents. A child or a group of children could be identified accurately as a target for intervention.

Zeng & Raymond (2011) investigated the attitudes of high school students toward physical education and their sport activity preferences. The investigators were of the opinion that identifying and understanding correlates of school children’s physical education activity participation are critical to promoting current and lifelong physical activity participation of children. Among other factors, children’s attitudes are considered to be a key element influencing physical activity participation. Children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school and demonstrate higher physical activity amounts than those with less positive
attitudes. Fostering children’s positive attitudes toward physical activity would be conducive to the promotion of current and lifelong physical activity participation of children.

Broman (2005) refers to recent studies which indicate that college students experience distinctive stressors and this stress is linked to substance abuse, lower self-esteem, academic problems, depression, and many other ailments. In addition, during college days, a shift occurs from parental supervision to a more independent lifestyle. Students always find problems with time management, work issues, as well as learning to cope with a variety of social role changes as new friendships and relationships are developed. For many, new challenges arise as they have their first opportunity to develop their own daytime patterns and sleep schedules. In addition, new financial changes as well as pressure for academic success occur. These unique stressors have been associated with anxiety and may ultimately have a negative impact on a students’ learning ability.

Bandura (1977,1986) in his social cognitive theory states that adolescents form their attitudes from the influences around them. In early adolescence they are primarily influenced by their parents but as
the students mature during adolescence they tend to become more influenced by others like their teachers, coaches and peers.

Figley (1985) confirms that teachers influence their students’ attitude towards the subjects they teach. Some studies have demonstrated that environment can influence attitude formation.

Henry (1993) Hawkins & Catelano (1980) & Rovegno (1994) in their studies have described how the school community and the school ethos can affect the attitude of students within it. For example, students who did not relate and adapt to the school environment developed a negative attitude towards school. This would suggest that environment has a powerful influence on student attitude formation.

Carlson (1995) carried out a study of a cross section of students and their attitude towards physical education is now in the public domain. The study demonstrated that a majority of students did not regard physical education in the same way as they did many of their subjects such as Math or Geography. However, researches on adolescents with negative attitudes toward physical education are very limited.

Carlson (1995) found that students’ attitudes were often linked to their expectations of the subject. The students said that they saw
physical education as a break from their other studies, not as a real subject that would aid their likelihood of getting a good job or a placement at the university and thus not as important as other subjects.

Carlson (1995); Portman (1995) & Smith (1995) focused on special populations of students such as those of low ability or those socially isolated or alienated. However, there has been very little in-depth examination of competent students and their attitude towards physical education. Teachers tend to recognize the students who are talented and try to encourage and stimulate those students to reach their full potential. The assumption of most teachers is that competent students enjoy and like physical education. However, Bain (1980) found that students needed to be positively socialized into physical education to have a positive attitude towards it.

Langer & Warheit (1992) have provided an inclusive framework on how attitudes are formed. Their model incorporates a myriad of bio-psycho-social factors that influence attitude formation. These factors interact to determine the knowledge and beliefs that each individual student will have. They believe that there is no set prescription for attitude formation as each individual will have their
own unique experiences based upon the interaction of their bio-
psycho-social factor and their unique perception of what different
events mean to them. Since little research has focused on competent
students who have negative attitudes towards physical education, this
study set out to examine factors that influence the formation of
neutral or negative attitudes in physically competent tenth grade
students toward physical education and physical activity. Many
factors seem to influence attitude formation.

Life style diseases are on the increase, even in third world
countries. Rapid industrialization and the consequent changes in
lifestyle have had a debilitating effect on the general health of people
all over the world. By the grace of God, there is a general awareness
of the need to insulate people against the threat of lifestyle diseases.
Naturally, people turn to physical exercises with a view to fighting
the possible ill-effects of a sedentary lifestyle. The psychological,
physical, mental, social, intellectual and emotional wellness of an
individual is dependent on lifestyle. The mushrooming of health
clubs, though looked upon with suspicion, is a clear indication of how
health conscious the younger generation is.
1.3 PHYSICAL ACTIVITY, PSYCHOLOGICAL ATTRIBUTES AND ACADEMIC ACHIEVEMENT

Detailed studies have been carried out in several countries to assess the relationship between attitude towards physical activity and achievement in academics at various levels. The investigator feels that no serious attempt was made in our country in this regard and therefore there is ample scope for a study of this kind, especially, in the state of Kerala, given its primacy in the sporting arena.

Okuneye (2002) confirms that physical activity behaviour of people has been tremendously altered due to modernization and development of society. Despite the overwhelming evidence of the positive effect of fitness exercise, well-intentioned people still drop out of exercise programmes at an alarming rate of 40 to 60%.

Dishman (2006) Sports psychology tells us how psychological factors affect performance in sports and games. Human behaviour is conditioned by various factors. The behavioural effects of motivation are vital to all achievement-oriented tasks, whether it is in the classroom, laboratory or the playing field. How motivation functions in achievement setting is an important question for parents, teachers, coaches and scientists alike. It is not surprising then that a common
goal in social psychology is knowledge to the extent that motivation can be optimized for all individuals facing achievement tasks. If this goal is achieved and equality of motivations and achievement striving is obtained each individual will have the opportunity of reaching their athletic potential. Within sports psychology, motivation is of crucial importance as researchers attempt to understand and explain human behaviour within the realm of physical activity via participation and discontinuation motives, intrinsic, extrinsic orientation and achievement goals. Motivation sustains life; it acts as a catalyst for our growth and development from a mere zygote state to adulthood. It inspires and empowers us to accomplish and achieve incredible things. It is a directing agent for our actions that aim at something higher, better, greater.

Butler (1999) believes that all life activity can be explained on the basis of motivation that we express in greater or lesser degree in one situation or the other, and for one thing or the other.

Lindelof (2013) found that they did not perceive their increasing inactive lifestyle as hindering weight loss as they consider such activities as futile compared with vigorously hard exercise. It is
argued that obese adolescents need a positive attitude toward physical activity if they are to be more active.

Vishnu, Sharaddha & Sanjeev (2010) have confirmed that attitude towards physical activity is a matter of great concern for physical educators and teachers alike. The paper on *Attitude toward Physical Activity and its Measurement* tries to bring out the relevance of psychological determinants of physical activity and how these need to be substantially dealt with so as to bring about a major shift in physical activity and substantiate the importance of assessment of the affective domain in physical activity.

Sathe (2012) subjected cricket players at various levels to a study of their sports achievement motivation. Achievement motivation has been conceptualized in many ways. Achievement motivation effects cognition and behaviour and are in concordance with one another instead of competing. The study reveals that there was significant difference between the mean score of cricket players participating at different levels.

Abbyrhamy, Pyne, Falron & Peter (2011) in their research report on *Attitude of Medical Students, Clinicians, and sports Scientists* compares the amount of exercise undertaken by medical
students, clinicians, and sports scientists with the National Australian Physical Activity guidelines. Another aim of the study was to compare attitudes to exercise counselling as a preventive medicine between university and clinic-based professionals. The result of the study revealed that sports scientists and other respondents who were highly active in childhood has a more positive attitude towards exercise counselling. Despite the important role of doctors in health promotion, the degree of exercise counselling to patients is very low.

Clement; Brooks & Wilmoth (2009) in their study entitled Parental Attitude towards Physical Activity suggest that parental attitudes play a very vital role towards active participation in various forms of physical activity.

Dennison (2002) has found more specifically that children, who have been exposed to sedentary behaviours within the home, are much more likely to develop these behaviours. Regular physical activity is known to have positive effects on health and can help minimize the harmful effects of many illnesses. These positive effects also been displayed in improvement in other areas. Recent studies in children have shown that physical activity can improve cognitive functioning, particularly academic or learning process. Although
A STUDY ON ATTITUDE TOWARDS PHYSICAL ACTIVITY, SELECTED PSYCHOLOGICAL ATTRIBUTES AND ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

these studies have identified a link between physical activity and academic performance, little data is available with regard to students in the higher education arena. Over the last few decades, studies have indicated that academic performance can be improved with physical activity. Although the majority of these studies have examined children and youth, a few studies have examined the relationship between physical activity and academic performance in college students. These effects, whether occurring from physiological or psychological changes is providing the same results: improvement in academic performance. Numerous studies have examined physical activity, stress and their relationship with academic performance in children, yet extending the finding from children to young adults is speculative.

High academic performance is related to successful careers upon graduation and physical activity behaviour patterns are well established by the time one graduates from a college. As the college population has steadily increased over the last three decades it is imperative to understand how physical activity and stress can affect academic performance. Physical activity may be a cost-effective way to promote stress relief and enhance academic performance for the
college student, given the resources widely available on college campuses. If college students can experience the positive benefits of physical activity, both physiologically and psychologically, their academic experience may be enhanced, which may result in higher GPAs. Studies are warranted in this area as this is a specific population that is exposed to specific challenges and stressors that are not experienced by other populations.

Epidemiological studies have shown that physical activity protects against premature mortality and on an average physically active people live longer than those who are sedentary. Moreover, physical activity positively influences physical and psychological health at all stages of the life cycle and also helps to enhance the quality of life for people of all ages.

Bray & Born (2004) found that 56% among university students in Canada were not active and over 30% had become inactive despite having been regularly active during their first year of high school. Studies that investigated physical activity patterns among adolescents suggested a difference between genders (Malina, 1996). Similarly, relationship of physical activity with gender had been reviewed and
observed that female adolescents were 15% to 20% less active than their male counterparts.

Deflandre; Antonioni & Lorant (2004) perceived barriers and benefits are likely to influence a person’s decision to participate in physical activity and adopt a recommended preventive health action. Thus it is important to examine what the perceived barriers and benefits are, because it influences an individual’s physical activity level, which subsequently can lead to an action. Similarly, the Centre for Disease Control (CDC, 1999) reported that more than 60% of adults do not exercise regularly and 25% were not active at all. Such surveys give credence to the notion that there is a negative attitude among people toward physical activity and fitness exercise.

Sedentary lifestyle has been identified as one of the leading preventable causes of early death. There exists a strong relationship between physical activity and mortality rates. Moreover, participation in regular physical activity decreases the risk of cardio-vascular diseases, type II diabetes and obesity, and above all, reduces blood glucose levels and improves overall health and well-being. Despite the numerous benefits of physical activity and the recent attention to specific guidelines only very few adults and adolescents engage in
leisure time physical activity and fitness exercise. Lack of exercise and generally poor physical fitness is considered to be the key reasons for the rise in heart ailments and type II diabetes.

Moode & Finkerberg (1994) conducted a study of participation in wellness courses and attitude towards physical activity. 70 women and 46 men enrolled in a college physical education course emphasizing concepts of wellness were administered the attitude towards physical education inventory at the beginning and end of a semester. Gender difference at the end of the semester was obtained on social experience, health and fitness, aesthetic experience and ascetic experience with the scores for men significantly higher than those for women. No significant differences were found in regard to attitude towards physical activity between men and women.

Politino & Smith (1989) conducted a study investigating the relationship between attitudes toward physical education, gender and self-concept. The Children’s Attitudes toward Physical Activity inventory (CATPA) and Piers-Harris self-concept scale were administered to 80 emotionally disturbed and 390 normal children aged 8-13 years. The result showed that attitudes toward physical activity and self-concept were not associated but a significant
difference was found among emotionally disturbed children. The emotionally disturbed had a more negative attitude toward physical activity and a lower self-concept. As regards gender, there was a significant difference between normal boys and girls.

Onifade (1985) states that, given the many benefits of vigorous physical activity and the resultant improvement in the general health of the people it is imperative that early intervention on the part of the authorities is ensured. Fitness programmes need to be designed keeping in mind the requirements of individual trainees. The general physical activity recommended to enhance physical fitness is 30 minutes of moderate-intensity physical activity on a daily basis. The physiological benefits of physical activity and fitness exercise are very important since they enhance energy, strength, endurance, bone mass and the ability to participate in sports.

Dishman (1985) conducted a study to develop and refine a psychometric measure of self motivation and its relationship with adherence to programmes of habitual physical activity. Following the construction of a self-motivation inventory, a series of studies were conducted involving the pre-testing of undergraduate males and females and subsequent validation work involving inter collegiate...
women athletes and adult males in actual exercise settings. Results of the psychometric work provided evidence for the logical validity, internal consistency, and test retest reliability of the self-motivation construct.

Achievement motivation is very high on every human’s agenda, be it in the field of art or sport, science or industry. Individuals are driven by the passion to succeed in the area they concentrate on. The human society is now in a state of flux. No individual can move forward without a high amount of achievement motivation.

Parietti (2015) in their article entitled ‘Motivating Athletes: A new Model of Motivation’ discusses two achievement motivation theories usually applied in sports by coaches, namely, achievement goal theory and self-determination theory. The topics discussed include a motivational theory review, the model of motivation which includes aspects such as the task approach, task-avoidance, and ego approach, and the implications for the model of motivation.

Sigmund, Martins (2013) affirms that understanding personality variables and other important psychological traits in the university population appears topical, particularly with regard to
personality, motivation, health as well as overall academic achievement University students specialized in physical culture showed significantly lower values of achievement debilitating anxiety than the students of education and natural sciences. It appears that there are variances in personality traits among students of physical culture, education and natural sciences. But in the case of achievement motivation, the differences are negligible.

Jiteshwor (2013) made a comparative study of the sports achievement motivation of male and female school basketball players of Pune city. The multiple choice questions measured the extent to which students were motivated towards sports achievement. Considering the nature of the population, stratified random sampling technique was employed. The sample consisted of forty boys and forty girls of city schools. An independent ‘t’ test was the statistical tool used for the analysis. The result of the study showed no difference in regard to achievement motivation between male and female basket ball players.

Khan (2011) considers motivation as an important psychological variable in sports and its need to achieve high level of competition. A study was carried out to investigate the effect of
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gender difference on achievement motivation of university badminton players. The study was based on the performance of inter-university players who participated in north zone inter university badminton tournament held at Aligarh Muslim University. The result of the study showed that there was no difference between male and female badminton players on achievement motivation.

‘Moral reasoning and achievement motivation in sport- a qualitative inquiry’ appeared in the Journal of Sport Behaviour, September 2001. The study clearly showed that individuals whose goal profiles were dominated by an ego orientation tended to use a less mature level of moral reasoning that was influenced by self-centredness and a win-at-all-costs attitude. In contrast, individuals whose goal profiles consisted of a combination of task and ego goal orientations tended to use more mature levels of moral reasoning. However, all participants’ moral reasoning was influenced by situational variables. Thus the results revealed that an individual achievement goal orientation profile appeared to influence the level of moral reasoning used.

Self-esteem is something that no individual can disregard. People who have confidence in their ability to achieve something in
life are the ones who maintain a positive attitude to life. It is imperative that individuals possess the right amount of self-respect and self-confidence to be able to go ahead in their pursuit of excellence. Individuals differ in many ways and react differently to situations and therefore generalizations on how they are likely to respond to challenges are not possible. One’s self-esteem is a measure of the approval or disapproval of self for oneself. It is the belief in one’s ability to succeed and one’s personal social worth which is conveyed by the way one talks and the attitudes one adopts in everyday life. Man seems to be the only animal that is self-conscious and so highly self-esteemed.

Schwenk (2000) has stated that self-esteem refers to overall assessment of worth as a person; it is the evaluative component of self-concept. It is global evaluation that blends many specific evaluations about one’s adequacy as a student, as a spouse, as a parent, or whatever is relevant to him or her. If one feels basically good about oneself, they would be said to have high self-esteem under their command. When people have a positive attitude towards themselves, they are considered to have high self-esteem. Low self-esteem and related negative attitudes towards oneself seems to
promote loneliness, and people with low self-esteem and high anxiety have a tendency to report more symptoms of illness than others. High self-esteem is associated with good physical health and well-being. Self esteem is how we feel about ourselves. Our own opinion of ourselves critically influences everything from our performance at work, our relationship, and our accomplishments to our role as a parent.

Wagnsson (2014) studied the relationship between sports participation and self-esteem across adolescents addressing the mediating role of perceived sports competence from a developmental perspective. The results confirmed that sports performance and self-esteem are related across time and that perceived sports competence has an important mediating role on this relationship both from a skill development and a skill enhancement perspective.

Self-esteem is a major component determining success or failure; high self-esteem leads to a happy, gratifying and purposeful life. Self-esteem is a set of attitudes and beliefs that a person brings with him when facing the world. Such a set of attitudes and beliefs includes a person’s belief about whether they should be put forth,
whether failure at a task will hurt them or whether they will become more capable because of accumulation of different experiences.

However, self-esteem is quite complex and studies suggest that certain sub-components exist such as perceived sport competence, physical condition, attractive body, and strength, which may differ with person to person. In other words, a person may highly value their physical condition and yet have a negative evaluation of their body. Healthy self-esteem is a realistic appraisal of one’s capacity and has its roots in commanding respect from others.

Garcia-Dantas & Quested (2015) in their experimental study on teacher feedback and self-efficacy in the dance setting provided ample evidence of positive or negative results depending on the nature of the feedback. Those in the accurate feedback group reported positive change in self-efficacy, whereas, those in the lower evaluated group showed no significant change in self-efficacy during the course of the experiment. Self-efficacy appears most likely to increase in students when feedback is accurate.

Samson (2014) *Sources of self-efficacy during marathon training: A qualitative, longitudinal investigation*, investigated the psychological and emotional states of candidates undergoing a
training programme to assess the evolution of efficacy during the course of the programme. The investigation yielded positive results.

Bao; Luo (2014) hypothesized that individuals’ proactive personality would moderate the relationships among job search self-efficacy, job search clarity and job search activities. However, for those with strong proactive personality, active job search activity was predicted to be positively related to job search self-efficacy and clarity.

Meeus; Schoot; Klimstra & Branje (2011) have stated that the anxiety issue of adolescent students has been increasing a concern in teachers and society. The analysis of the reasons affecting a poor emotional state, anxiety processes and low self-esteem of adolescents’ leads to the following factors: socio-economic status, parenting styles, insecure attachment and non-functional beliefs, adaptation difficulties, relationship with peers, and emotional pressures at school. Meanwhile it was found that involvement in sports activities positively affects adolescents’ self-esteem, contributes to adolescents’ identity and positive self-evaluation development, encourages co-operation with peers, develops physical
skills, character, creativity, and value system distracts from harmful habits and helps to integrate into society.

Luszczynska & Schwarzer (2005) say that general self-efficacy is the belief in one’s competence to tackle novel tasks and to cope with adversity in a wide range of stressful or challenging encounters as opposed to specific self-efficacy which is constrained to a particular task at hand. Self-efficacy makes a difference as to how people feel, think, and act. High self-efficacy allows people to choose challenging tasks and explore their environment or create new ones.

Steinmayr; Meibner; Weidinger & Wirthwein (2014) affirms that academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. Therefore, academic achievement should be considered to be a multi-faceted construct that comprises different domains of learning.

Lackaye & Maraglit (2006) have identified self-efficacy as a predictor of academic effort. Moreover, lower self-efficacy scores have been linked to negative learning experiences i.e., lower grades, decreased effort, and increase in negative moods and reduced hope.
Hampton and Manson (2003) surveyed via questionnaires, 278 students, with and without learning disabilities, and discovered that students who were labelled as learning disabled expressed significantly lower self-efficacy scores in a variety of areas. This includes reduced exposure to peer models, lack of positive reinforcement, lower levels of accomplishments, and less interest in school activities. More importantly the researchers pointed out that these students’ scores were related to lower achievement in Math and English Language.

Streche; Becker; Devellis & Rosenstock (1986) have defined self-efficacy as the conviction that one can successfully engage in physical activity. Self-efficacy was said to be the strongest mutable predictor of physical activity among older adults and adults in general (Clark & Notwehr, 1999). The effects of self-efficacy on exercise seem obvious. If one is going to undertake an exercise regimen one must have a certain level of motivation to do so and the confidence to perform necessary tasks. The expected benefits of the chosen course of action are also considered. The questions that many people ask are ‘Can you do this?’ ‘Will doing this lead to the results I am looking for?’ The opportunity to see others succeed in a similar course of
action, especially when the comparison person is homogenous with
the individual considering which action to take, is viewed by some to
be an effective way to increase various forms of self-efficacy,
including exercise self-efficacy.

Feltz; Short; Joseph & Sullivan (2001) have pointed out that
an individual with a higher level of self-efficacy will persist longer
and be more robust in their efforts than those with lower self-efficacy.
As such it follows that a high level of self-efficacy would be essential
in a strenuous activity such as distance running. Self-efficacy, also
called perceived ability, refers to the confidence people have in their
abilities for success in a given task. If they possess the ability to
successfully perform, then that task will be attempted. The task will
be avoided if it is perceived to be too difficult. Although inefficacious
individuals usually avoid challenging tasks, when they do attempt
them, they give up more easily than individuals with high efficacy.
When inefficacious individuals fail, they attribute the unsuccessful
result to a lack of ability and tend to lose faith in their capabilities
and if they succeed, they are most likely to attribute their success to
external factors. If students master a challenging task with limited
assistance their levels of self-efficacy rise.
Bandura (1994) & Baron (2004) have been convinced that, modelling is the idea that seeing someone else succeed, may actually raise the viewer’s self-efficacy. Seeing someone fail, would tend to lower self-efficacy. The effect is stronger when the persons perceive themselves as similar to their model.

Gill (2000) refers to modelling as the process of demonstration and guided performance. Gill states that participant modelling was the most effective way of increasing self-efficacy, reducing anxiety, and improving performance. For example, practising and performing a task correctly is a highly effective way to increase self-efficacy. Social persuasions relate to the effect of positive and negative persuasions. This source is less powerful than experience, but coaches and instructors are often able to encourage performers with their statements.

Bandura (1994) & Baron (2004) state that it is generally easier to decrease someone’s self-efficacy than it is to increase it. The fourth effect is labelled physiological factors. These factors relate to the signs of stress that people in unusual or uncomfortable situations. These responses include shakes, increased heart rate, fear, nausea, and even ache and pains. A person’s perception of these responses
can markedly alter a person’s self-efficacy. Changes in self-efficacy, in turn, affect actual behaviour. The role played by emotional arousal is less clear.

Bandura (1997) suggests that arousal, or more precisely, perceptions of arousal affect behaviour through efficacy expectations. For example, if a performer notices that his knees are shaking, or the heart is pounding before an event, that person may feel less confident.

Kear (2000) states that self-efficacy is shaped by perceptions and personal beliefs. He states that the roots of self efficacy research can be traced back to early psychological literature on motivation. Self-efficacy is related to the concept of self-control. Individuals make judgments about the amount of control they have in a given situation.

Bandura (1997) further states that people are contributors, rather than the sole determinants of what happens to them. Positive reinforcements increase self-efficacy and are often a powerful effect when the comments come from a respected source.

Bradley John; Keane & Crawford (2013) are of the firm conviction that physical education and school sport can promote cognitive function and provide educational benefits. The team
investigated how participation in school sport influences the leaving certificate points’ score in an Irish secondary school. In particular, the study was aimed at finding out how a particular sport chosen by students participating in school sport during their leaving certificate years influenced the leaving certificate results. The results of the study were as follows: Participation in sports during the leaving certificate years conferred a 25.4-point benefit to the final leaving certificate score. However, participation in rowing, the only individual sport available in the study, resulted in significantly higher leaving certificate scores than rugby, soccer and no sport, conferring an additional 73.4-benefit over the next higher group, rugby. Promoting participation in school sport throughout the secondary school years may be a beneficial way to improve students’ leaving certificate results.

Chih; Jui-Fu-chen & Chen (2011) examined the relationship between physical education and academic achievements, physical fitness and sports participation. The result of the study underscored the positive and significant relationship between students’ academic achievement, physical education and physical test. The investigators strongly believe that the study may be of help in estimating the
relationship between academic achievement, physical education and fitness tests, as well as in providing powerful evidence to parents, teachers and officers while rethinking the significance of physical activities in future life.

Fox & Dianne (2010) acknowledge that higher physical activity is associated with greater academic achievement. However, it remained unclear whether associations were due to physical activity itself or sports team participation, which involved requirements for maintaining certain grades, for example. Hence the study to examine the associations between sports team participation, physical activity, and academic outcomes in middle and high school students. The results showed that for high school girls, both physical activity and sports team participation were each independently associated with a higher GPA. As for high school boys, only sports team participation was independently associated with a higher GPA. For middle school students the positive association between physical activity and GPA could not be separated from the relationship between sports team participation and a higher GPA. Therefore it was concluded that, regardless of whether academic success was related to the physical activity itself or to participation in sports team, positive associations
between physical activity involvement and academic achievement exist among students.

Rivkin & Kain (2005) in their article entitled ‘*Teacher, Schools and Academic Achievement*’ disentangles the impact of schools and teachers in influencing academic achievement with special attention given to problems of omitted or mismeasured variables and of student and school section. Unique matched panel data from the UTD Texas Schools Project the identification of teacher quality based on student performance along with the impact of specific, measured components of teachers and schools. Semi-parametric lower bound estimates of variance in teacher quality based entirely on within-school heterogeneity indicate that teachers have powerful effects on reading and mathematics achievement, though little of the variation in teacher quality is explained by observable characteristics such as education or experience. The results suggest that the effects of a costly ten student reduction in class size are smaller than the benefit of moving one standard deviation up the teacher quality distribution, highlighting the importance of teacher effectiveness in the determination of teacher quality.
1.4 STATEMENT OF THE PROBLEM

The purpose of the study is to investigate the differences between the students studying arts, and science subjects, athletes (team, individual games), non-athletes of both the genders on attitude towards physical activity, achievement motivation, self-esteem, self-efficacy and academic achievement. Hence the study is entitled as “A study on attitude towards physical activity, selected psychological attributes and academic achievement among college students”.

1.5 OBJECTIVES OF THE STUDY

1. To find out the differences between the students studying arts and science subjects on attitude towards physical activity, achievement motivation, self-esteem, and self-efficacy and academic achievement.

2. To find out the differences between athletes (team and individual games), and non-athletes on attitude towards physical activity, achievement motivation, self-esteem, self-efficacy and academic achievement.

3. To investigate the differences between the genders on attitude towards physical activity, achievement motivation, self-esteem self-efficacy and academic achievement.
4. To find out relationship athletes and non-athletes between achievement motivations, self-esteem self-efficacy with academic achievement.

1.6 DELIMITATIONS OF THE STUDY
1. The study was delimited to students studying in the various affiliated colleges of Mahatma Gandhi University, Kottayam, Kerala, India.
2. This study was further delimited to a sample size of 600 students studying in various colleges of Mahatma Gandhi University, Kottayam.
3. This study was also delimited to selected questionnaires in assessing the attitude towards physical activity, achievement motivation, self-esteem and self-efficacy.
4. The age level of the sample group selected for the study was between 17 and 22 years.
1.7 LIMITATIONS OF THE STUDY

1. Questionnaire research has its limitations, any bias that may have entered into the study may be considered as a limitation.

2. Another limitation of this study is the life style of the subjects, which was beyond the control of the researcher.

3. Socio-economic and religious factors which cannot be controlled by the researcher might have affected the responses of the students; these are considered as limitations of this study.

1.8 HYPOTHESES

H₁. There would be significant differences between the students studying in arts and science streams in their attitude towards physical activity, achievement motivation, self-esteem, self-efficacy and academic achievement.

H₂. There would be significant differences between the genders in their attitude towards physical activity, achievement motivation, self-esteem, self-efficacy and academic achievement.

H₃. There would be significant differences exists between athletes (team and individual games), and non-athletes in their attitude
towards physical activity, achievement motivation, self-esteem, self-efficacy and academic achievement.

H$_4$. There would be a positive relation between achievement motivation, self esteem, self efficacy and academic achievement.

1.9 DEFINITIONS AND EXPLANATION OF THE TERMS

1.9.1 Physical Activity

Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure (WHO 2015).

1.9.2 Achievement Motivation

Achievement motivation is an individual’s need to meet realistic goals, receive feedback and experience a sense of accomplishment (David Mc Clelland’s Achievement Motivation Theory).

1.9.3 Self-Esteem

Self-esteem is the belief and confidence in your own ability and value. Self-esteem refers to the overall assessment of worth as a person; it is the value evaluative component of self-concept (Cambridge Dictionary Online).
1.9.4 Self-Efficacy

Self-efficacy is the belief in one’s ability to perform a task, or to execute a specified behaviour successfully (Bandura, 1997). The phrase ‘self-efficacy’ means how confident you are in your ability to assert your competency.

1.9.5 Academic Achievement

Academic achievement or (academic performance) is the outcome of education: the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are the most important—procedural knowledge such as skills or declarative knowledge such as facts (Annie Ward, Howard W. Stoker, Mildred Murray-Ward, 1996).

1.10 SIGNIFICANCE OF THE STUDY

The proposed study will help to understand the present status and attitude towards physical activity, achievement motivation, self-esteem, self-efficacy and academic achievements of students who study arts and science subjects. The study will contribute to giving an idea about the attitude of athletes (team and individual games) and
non-athletes. The study will also further enable coaches/trainers to get a better understanding of gender differences in attitude towards physical activity, achievement motivation, self-esteem, and self-efficacy and academic achievement.

The study will definitely enhance awareness on the value of physical activity and prove that a positive attitude towards the physical activity will in turn result in better academic performance. Furthermore, attitudinal changes are desirable in so far as dynamism is incorporated into sports curriculum. Sports administrators and policy makers are sure to find the study a source of valuable input in the formulation of new policies.