



AN ATTITUDE OF FEMALE MUSLIM STUDENTS TOWARDS PHYSICAL EDUCATION AND SPORTS – AN ANALYSIS

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ABSTRACT

For many Muslim women religious beliefs and values give meaning to the ways in which they structure and approach their life. Islam is a fundamental aspect of their identity and their approach to sport is often determined by religious, cultural and ethnic factors. The purpose of the study was to analyse an attitude of female Muslim students towards physical education and sports.

Methods: The study involved sixty Muslim women who were studying colleges in Tirunelveli, Tamilnadu, India. All new cases were evaluated on admission using a personal information questionnaire well as Students attitude Scale which is contains 50 questions developed by Dechamma. M.M, (2009). The data was Tabulated for Positive Questions Strongly Agree 5 points to strongly disagree 1 point, and the negative questions strongly agree 1 point to strongly disagree 5 points to analyse the attitude of the female Muslim students towards physical education and sports, Descriptive statistics and Analysis of Variance was calculated followed by Post hoc Test. The level of significance was set at 0.05.

Results: The above table further exposed that out of the 60 female students, 64.77% of students strongly agreed and agreed respectively that physical education and sports will help in maintaining academic achievement. 3.06% don't have idea to decide, and only 32.17% of the students strongly disagreed and disagreed respectively the questions on the academic aspects of attitude. Similarly, in Psychological aspects 69.57% of students strongly agreed and agreed, 2.16% of students undecided and 28.27% of the students strongly disagreed and disagreed respectively the questions on the Psychological aspects, of attitude. in General aspects 73% of students strongly agreed and agreed, 3.21% of students undecided and 23.79% of the students strongly disagreed and disagreed respectively the questions on the General aspects, of attitude, in Social aspects 78.63% of students strongly agreed and agreed, 5.58% of students undecided and 15.79% of the students strongly disagreed and disagreed respectively the questions on the Social aspects, of attitude, and in Health aspects 70.17% of students strongly agreed and agreed, 1.74% of students undecided and 28.09% of the students strongly disagreed and disagreed respectively the questions on the Psychological aspects, of attitude.

The obtained F-ratio of Attitude among the Muslim Female Students towards physical education and sports and the P value is 0.0001 which is lesser than the table value of 2.53 with df 4 and 59 at 0.05 level of significance. It was concluded that there was significant difference were found between groups in the total score of all the five aspects of attitude from the results of the study that an Attitude of female Muslim students towards physical education and sports.

Conclusions: Attitude is an unobservable, psychological concept which can evident itself in related believes, state of mind and behavioural components. The positive attitude and perception of students towards physical education and sports programmes are the main component in evaluating the success of physical education programmes. The colleges students' academic performance and self-image are influenced by these attitudes, expectations and behaviour.

KEYNOTES: Attitude, Muslim Women, Psychology, Physical Education, Sports

INTRODUCTION

For many Muslim women religious beliefs and values give meaning to the ways in which they structure and approach their life. Islam is a fundamental aspect of their identity and their approach to sport is often determined by religious, cultural and ethnic factors.

Participation of Muslim women in sports depends upon many factors such as country of origin, religious orientation, gender norms, culture, parents, family, relatives and society member support, (Dagkas, Symeon, & Tansin, 2010). These are the factors which shape different attitude and beliefs on physical activities, sports and athletics. Some Muslim women participate in sports without any hurdle, while



some other Muslim women face numerous problems, hurdles and challenges for sports participation. It depends on country to country. In some Muslim countries Muslim women face various problems and hurdles for participation in sports due to religious and cultural reasons, mixed gender sports, dress codes, attitude towards sports and limited resources (Dagkas, Symeon, and Tansin, 2010). In recent times there exist quite a number of girls and women who have broken loose of culture and other inhibitions to assume their rightful place in the world of sports, (Adeyanju, 1993).

In addition to sports providers considering how to design their services in order to appeal to Muslim women, the attitudes of Muslim women and girls towards sport and activity need to be sensitively developed in order to increase participation. Comparisons between Muslim women's attitudes towards sport in different countries have provided interesting results. In traditional Muslim countries attitudes are actually far more positive towards PE than in the UK. Young Muslim women in the UK seem to have very negative views regarding PE in schools. Research conducted with Muslim girls in the school environment has demonstrated that the girls were put off participating in sporting activities to the point where some were skipping classes. This was due to a requirement to shower communally and wear clothing which was considered as 'inappropriate' to the children's cultural traditions and beliefs (Stelzer, et. al., 2004).

There are many reasons, both objective and subjective. These could include the competence and professionalism of a teacher, good material base, the availability of the necessary equipment, etc. But we are interested in another point: when the student says he/she doesn't want to do it, doesn't like this subject, the teachers "accept it with understanding". But the moment a practicing Muslim says that "my religion does not allow me to engage in this activity due to breach of some conditions", a lot of questions and assumptions arise. Therefore, one comes to such judgment: Islam is against physical education and a healthy lifestyle. This circumstance suggests that it is necessary to bring the correct information about Islam to the knowledge of people, and in our case, the attitude of this religion to the physical culture, sports, and a healthy lifestyle (Ilnur A. Galimov., 2016)

The researchers (Carroll and Hollinshead) found that 'for the devout Muslims there is a real feeling of guilt and shame at exposing their bodies and legs which had not been fully appreciated by the teachers.' This and similar studies

help to demonstrate that young Muslim women's attitudes towards sport and fitness activities in the UK are heavily influenced by the way activities are delivered and whether due regard is given to cultural sensitivities. Muslim women attitudes towards sports are also inevitably affected by a lack of visible role model. However, in recent years this has started to change, Muslim women athletes competed in and were involved with the organization of the Beijing Olympic Games.

STATEMENT OF THE PROBLEM

The purpose of the study was to analyse an attitude of female Muslim students towards physical education and sports.

METHODOLOGY

To achieve this purpose, 60 Women Muslim students who is studying in colleges were randomly selected from Tirunelveli district of Tamilnadu, India. The selected subjects were aged between 18 to 22 years. It was hypothesized that there would be significant difference among the female Muslim students' attitude towards physical education and sports.

Tool Used

In order to achieve the objective of the study, Students attitude Scale developed by Dechamma. M.M, (2009). It contains 50 questions which was administered on a sample of total 60 female Muslim students who have been studying Colleges in the Tirunelveli district of Tamilnadu.

Statistical Procedure

The data obtained through questionnaire was tabulated aspect wise and percentage was work out according to the subjects' strength of feelings. The data was Tabulated for Positive Questions Strongly Agree 5 points to strongly disagree 1point, and the negative questions strongly agree 1 point to strongly disagree 5 points to analyse the attitude of the female Muslim students towards physical education and sports, Descriptive statistics and Analysis of Variance was calculated followed by Post hoc Test. The level of significance was set at 0.05.

ANALYSIS AND DISCUSSIONS

In this study to analyse the attitude of Women Muslim students towards Physical Education and Sports.

Table 1
Percentage Distribution of Responses of Muslim Women Students Attitude towards Physical Education and Sports

ATTITUDE	Agree & Strongly Agree	Undecided	Disagree & Strongly Disagree
ACADEMIC	64.77%	3.06%	32.17%
PSYCHOLOGICAL	69.57%	2.16%	28.27%
GENERAL	73%	3.21%	23.79%
SOCIETY	78.63%	5.58%	15.79%
HEALTH	70.17%	1.74%	28.09%

Table 1 shows the Attitude percentage in Academic aspect of attitude among 60 women Students towards physical education and sports. Out of ten questions in each aspects of attitude totally 50 questions were asked about their opinion on 5 points Likert Scale revealed that majority of the subjects had positive attitude towards physical education and sports and accepted that physical education and sports contribute to the academic excellence, Psychological, General, Social and Health aspects of Attitude. The above table further exposed that out of the 60 female students, 64.77% of students strongly agreed and agreed respectively that physical education and sports will help in maintaining academic achievement. 3.06% don't have idea to decide, and only 32.17% of the students strongly disagreed and disagreed respectively the questions on the academic aspects of attitude. Similarly, in Psychological aspects 69.57%

of students strongly agreed and agreed, 2.16% of students undecided and 28.27% of the students strongly disagreed and disagreed respectively the questions on the Psychological aspects, of attitude. in General aspects 73% of students strongly agreed and agreed, 3.21% of students undecided and 23.79% of the students strongly disagreed and disagreed respectively the questions on the General aspects, of attitude, in Social aspects 78.63% of students strongly agreed and agreed, 5.58% of students undecided and 15.79% of the students strongly disagreed and disagreed respectively the questions on the Social aspects, of attitude, and in Health aspects 70.17% of students strongly agreed and agreed, 1.74% of students undecided and 28.09% of the students strongly disagreed and disagreed respectively the questions on the Psychological aspects, of attitude.

Figure 1
Percentage Distribution of Responses of Muslim Women Students Attitude Towards Physical Education and Sports

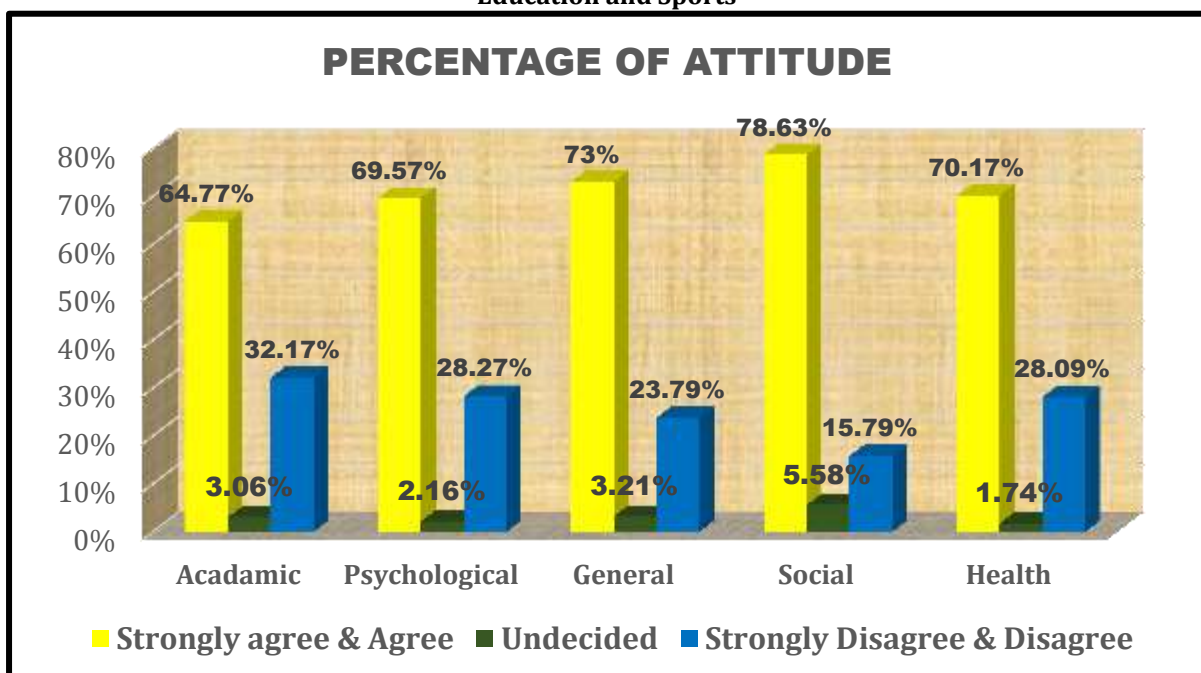




Table II
Oneway Anova Score For an Attitude of Muslim Women Students towards Physical Education and Sports

Source	SS	df	MS	F	P
Between groups	1554.2133	4	388.5533	34.99	<.0001
Within group	2649.9467	59			

* Significant at 0.05 level. Table value required for significant with df 4 and 59 is 2.53

The obtained F-ratio of Attitude among the Muslim Female Students towards physical education and sports and the P value is 0.0001 which is lesser than the table value of 2.53 with df 4 and 59 at 0.05 level of significance. It was concluded that there was significant difference were found between groups in the total score of all the five aspects of attitude from the results of the study that an Attitude of female Muslim students towards physical education and sports.

The table II indicates that, there was no significant difference exists among the Muslim females on attitude towards Physical education and sports.

Attitude is an unobservable, psychological concept which can evident itself in related believes, state of mind and behavioural components. The positive attitude and perception of students towards physical education and sports programmes are the main component in evaluating the success of physical education programmes. The colleges students' academic performance and self-image are influenced by these attitudes, expectations and behaviour.

DISCUSSION OF FINDINGS

Attitude is a specific mental state of the individual towards something according to which their behaviour towards it. Several influences affect the strength of the relationship between attitudes and behaviour, some of these relate to the situation in which the attitudes are activated and some of the aspects of the attitudes themselves. The positive attitude and perception of the Muslim women students of Tirunelveli towards physical education and sports programmes are the main component in assessing the success of a physical education and sports programmes. Attitude development is important because teachers, coaches and the society often regard daily attitudes as a form of assessment for them and for evaluating other people's strength.

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