

ATTITUDE AND INTEREST OF CRICKET PLAYERS PARTICIPATING AT DIFFERENT AGE GROUPS

Mr. Rohit

Assistant Professor, Indus College of Education, Rohtak

ABSTRACT

The present study was an attempt to investigate the significant mean difference between the attitude and interest of cricket players which are participating at different age levels. The sample of 320 Cricket Players (160 of urban area and 160 of rural area) selected from different districts of Haryana, with age ranges between 16 to 24 years. They were administered with Sonstroem Physical Estimation and Athletic Scale (PEAS) modified version according to Indian condition as used by Mohan Rao, Jetly Ram at Gwalior (1989). To see the significant mean difference, t-test was used. Result shows that the urban cricket players are more interested and have a more positive attitude as compared to rural cricket players which belongs to the age group 16 to 18 years and 18 to 20 years. . But both rural and urban cricket players exhibit comparable attitude and interest towards cricket which belongs to age group of 20 to 22 years. On the other hand, there is no significant difference was found regarding attitude and interest of rural and urban cricket players towards cricket which belongs to the age group of 22 to 24 years.

INTRODUCTION

Attitudes have a direct relationship and it is in this evidence that unless verbal attitudes are made to change through deliberate and conscious training the behavior of an individual will remain subsequently the same. Attitudes are passed from generation to generation in so many societies. A mother happens to be the most powerful instrument in bringing about favorable attitudes among her children. If that mother is educated, it will be an additional force in her to develop the right sort of attitudes not only in her own children but also in others whom she comes in contact with. Relationship between attitude and sports was explained by Bhullar (1976), Alston (1981), Haywood (1981), Kaufman (1990), Underwood (1990), Evans (1993), Robert (1991), Soltani (1984) but according to Allport (1985), "Attitudes are a mental and natural state of readiness, organized through experience, exerting a directive or dynamic influences upon the individuals responses to all objectives and situations with which it is related." Attitudes are relatively enduring system of evaluating, effective, reactions based upon and reflecting the evaluations of concepts which have been learned about the characteristics of a social object or class of social objects. Attitudes fall within the realm of personality and are different from other personality constructs. Attitudes are rational their referents are specific. They possess an evaluative functions are avert responses serving as predispositions to respond over fly. They are measured indirectly; on the psychological scale attitude occupy a location between concept and trait.

Interest is the central force that drives the whole machinery of teaching-learning process. In Latin, the word “interest” means “it matters”, or “it concerns”. Now a thing that interests us is just something that “concerns us or matters to us”. Interest means making a difference. We are interested in objects because they make a difference to us and concern us”. Draver (1958) and Applebee (1993) explain the concept of interest but in the view of Crow and Crow (1969), “Interest may refer to the motivating force that impels us to attend to a person, a thing or an activity, or it may be the effective experience that has been stimulated by the activity itself.” In other words “interest can be the cause of an activity and the result of participation in that activity”. Interest is that inner force within an individual, which attracts him or retracts him from the objects persons and activities, within his environment. Interest can be most safely defined as the felt value to an end, as the feeling which accompanies special attention to some objects. It is the feeling which promotes us to spontaneous activities. It is both cognitive and effective. When we are interested in an object, we observe and study it, we want to know more about it. It gives us a feeling of satisfaction and we may act to change it or keep it uncharged. A pleasant feeling of satisfaction and a dynamic tendency to seek the object, to understand more about it and to do something with it always accompanies our interest. One’s interest is also a measure of what one will do or what can do. As a driving force, it not only helps students to acquire certain learning experiences but also colors and fashion their attitudes, aptitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities. Cricket is a wonderful word that creates learning situations in which the participants learn and modify certain qualities in unique manner. Right attitude and interests are as important to cricket players as a steady steering of the speedy car. As far as rural cricketers are concerned, they have less opportunity to learn cricket and substandard equipment as compare to their urban counterparts. The playing environment in both categories is different. So, it was thought appropriate to study attitude and interest in these two groups of cricket players participating at different age levels.

METHODOLOGY

A sample of three hundred twenty cricket players (160 of urban area and 160 of rural area) were collected randomly from various colleges of Haryana State. Their age ranges from 16 to 24 years. The data has been divided into four age groups each having 80 subjects in it. The date of birth of each subject was obtained from the college records which in turn was converted into decimal age i.e. all the boys who ranged between 16.500 to 18.499 have grouped in the age group of 16 to 18 years. Thus the different age groups were formed in the same way. Table 1 shows the different age groups and the number of subjects studied.

The collected data were subjected to the following statistical analysis pertinent to research objectives of the study. In order to test the significance of mean difference between urban cricket players and rural cricket players on measures of attitude and interest, t-test was used.

In the results indicated in table 2, it is observed that the means of urban cricket players is 68 while the mean of rural cricket players is 64. Similarly S.D. of urban cricket players is 4.05, while S.D. of rural cricket players is 4.88. So, the means of urban cricket players is higher than that of the rural cricket players and the value of „t“ computed is 4, which is highly significant at 0.01 level of significance, therefore the hypothesis no.1 is rejected. It may be said that urban cricketers are more interested in cricket as compared to rural cricketers and have a more positive attitude towards cricket, which belongs to the age group of 16 to 18 years. This easily can be explained as the urban cricketers have greater opportunity to know about cricket.

Table 3 shows that the mean scores of urban cricket players and rural cricket players are 35 and 33 respectively. While S.D. of urban and rural cricket players are 2.37 and 3.5 respectively. So, the mean scores of urban cricket players are higher than that of rural cricket players and the value of „t“ computed is 3.03 which is highly significant at 0.01 level of significance. The evidence thus necessitates the rejection of hypothesis no.2. In other words, it may be said that urban cricketers are more interested in cricket as compared to their rural counterparts. There is greater concern about cricket among urban cricketers as compare to Rural Cricketers, which belong to the age group of 18 to 20 years.

Table 4 reveals that the mean scores of urban and rural cricket players belonging to the age group 20 to 22 years is similar i.e. 10. The t-ratio is thus 0, indicating that there is no significant difference between the two groups vis-à-vis their attitudes and interests towards cricket. The hypothesis no.3 is thus retained as the two groups of cricketers exhibit comparable attitudes and interests towards cricket which belongs to the age group 20 to 22 years.

The results indicated in table 5 shows that the mean scores of urban cricket players is 23 and mean scores of rural cricket players is 22. While S.D. of urban and rural cricket players are 2.76 and 2.32 respectively. It indicates that the t-ratio between the means of two groups is not significant even at 0.05 level of significance. This is an encouraging result as it indicates that both the rural and urban cricket players have positive attitude and interest towards cricket. Thus the hypothesis no.4 is retained. There is no difference regarding attitudes and interests of rural and urban cricket players which belong to the age group 22 to 24 years towards cricket.

CONCLUSIONS

In the present study, urban cricketers are found more interested and have a more positive attitude towards crickets as compared to rural cricketers which belongs to the age groups 16 to 18 years and 18 to 20 years. But both rural and urban cricket players exhibit comparable attitude and interest towards cricket which belongs to age group of 20 to 22 years. On the other hand, there is no significant difference is found regarding attitude and interest of rural and urban cricket players towards cricket which belongs to the age group of 22 to 24 years.

Based on the findings of the study it is recommended that cricket players belonging to rural area may be considered as potential. Thus may be provided with greater opportunities and exposure to learn the skills of cricket.

REFERENCES

1. Allport, G.W. (1985), Hand Book of Social Psychology, Worcester; Classic University Press.
2. Alston, W.G. (1981), The Relationship between Children's Attitudes toward Physical Activity and the Presence of a Physical Education Specialist in the Elementary School, Dissertation Abstract International, Vol.42, No.2.
3. Applebee, A.C. (1993), the relationship of values, attitudes and interests to participation in interscholastic athletics among selected American, Indian youth. Dissertation abstracts international, 44:1:103-A.
4. Bhullar, J. (1976), A comparative study of attitudes towards physical education of the male and female students of Punjab University, SNIPES R.Q. N.I.S. Patiala, Vol.5, No.1.
5. Crow L. D. & Crow A. (1969), Educational Psychology, New Delhi, Eurasia Publishing house.
6. Evans, E. (1993), Attitudes of gifted middle school students toward physical education in connection public schools. Dissertation abstracts international, 44:2,427-A.
7. Haywood, J.T. (1981), The Relationship of self-Concept and Attitudes Towards Physical Education of Freshmen students in a Private Church-Related University, Dissertation Abstract International, Vol.41, No.8.
8. Kaufman, W. (1990), A comparison of sportsmanship attitudes of fifth through twelfth grade male athletes and non-athletes. Completed research in health, physical education and recreation, 20:306.
9. Robert, D.V. (1991), Relation between sports participation, attitude towards sports socio-economic status and the self concepts of male problem youth, Vol. 31, No.8.
10. Soltani, J.A. (1984), Comparison of Freshman and Senior College Students' Attitudes Towards Required Physical Education Courses, Dissertation Abstract International, Vol.45, No.6.
11. Underwood, S.A. (1990), Change of student attitudes towards physical education following enrolment in a concepts of physical education course. Dissertation abstracts international, 50: 12:3890-A.