

## Decline of Female Student's Enrollment In Physical Education Colleges

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### ABSTRACT

*Knowledge of physical education [PE] is an essential for promotion of every physical activity. However, enrollment of female gender in all PE courses has significantly decreased. The purpose of the study was to identify intention of perceived barriers and facilitators to enroll in PE among females. Unaided PE colleges of Amravati city affiliated to SGBAU were purposely selected for this study. By selecting colleges with the highest and lowest enrollment of female candidates for last 3 academic years, the perceived barriers and facilitators were identified. Subjects from total 3 unaided colleges (N=33) enrolled & wants to get enrolled for PE Course were selected for study. Findings revealed that at the individual level (i.e., intrapersonal) four factors were associated with enrollment intention: past experience, self-efficacy, personal choice: scheduling, and knowledge. As PE has potential to play an important role in the development of healthy lifestyles. However, when given a choice, the majority of females avoid to enroll in PE courses. The studies explored that enrollment in PE have focused primarily on factors that discourage enrollment among females. Several social environmental factors (interpersonal, institutional, & community) were also reported which includes parents, friends, teammates/coaches, teacher, course curriculum, and activity opportunities.*

**Key word:** enrollment, female candidates, PE Course, perceived barriers, facilitators,

### Introduction

Physical activity plays an important role in optimal growth and development of candidates (Watts, Jones, Davis, & Green, 2005; Wharf Higgins, Gaul, Gibbons, & Van Gyn, 2003). An active lifestyle, physical activity contributes to quality of life; psychological health, ability to engage in leisure activities, etc. are few benefits. Research has indicated 85% of females are not sufficiently physically active at admission levels. Regardless of specific requirements, the steepest decline in enrollment rates in PE occurs after NCTE having failed to improved the quality of curriculum & acted just as an post office between the Central Govt. & Management of colleges. Previous researches suggest that physical activity is influenced by three domains: intrapersonal, social, and environmental (Sallis & Owen, 1999). However, a limitation of the use of these models is the broad categorization of social and environmental factors.

### Statement of The Purpose

The overall objective of this study was to explore factors that were associated with intention to enroll in PE course among females. Specifically, the purpose of this study was to identify perceived barriers and facilitators to enroll in PE course. Participants who had no intention to enroll were asked questions regarding the factors that they perceived as inhibiting their intention to enroll (i.e., barriers). Participants who had an intention to enroll in PE were asked questions regarding the factors that they perceived as promoting their intention to enroll (i.e., facilitators). To achieve the purpose, three research questions were examined:

1. What are the barriers for enrollment in PE courses

among female?

2. What are the facilitators for enrollment in PE courses among female?
3. What are the similarities & differences among colleges having high and low enrollment?

### Importance

PE programs provide students with an opportunity to develop the attitudes, skills, and knowledge needed to lead active healthy lifestyles within a school setting that encompasses the majority of youth (Cale, 2002; Gibbons & Gaul, 2004). By understanding what hinders and/or promotes students' enrollment in physical education, specific barriers and facilitators can be targeted, which in turn should increase intention and actual enrollment in elective school-based physical education programs (Baranowski, Anderson, & Carmack, 1998), hence research is needed in this field.

### Methodology

**Participants:** The sample of thirty three respondents (N=33) is taken from 3 Unaided PE colleges of Amravati city affiliated to S.G.B. Amravati University. **Data Collection:** In qualitative research the researcher is the key person in obtaining data from the participants (Denzin & Lincoln, 2000). The depth of the data analysis depends on the researcher's sensitivity, perceptivity, informed judgments, insight and knowledge (Morse & Field, 1995). The qualitative interview & to get questionnaire dully filled was used for the study. The respondents were free to share their feelings to agree or disagree with the issue. The demographic questionnaire was also used to thoroughly describe the participants and provide a better understanding of

factors influencing enrollment intention. Data Analysis: In this study a content analysis was conducted from the interview and questionnaire. As it is a procedure of coding raw data from the interviews into blocks that represent a common theme.

**Results And Discussion** :- Using a qualitative framework, the present study identified a wide range of factors influencing enrollment intention in physical education. In the present study, female participants discussed several factors that are perceived barriers for enrollment in PE.

1. Participants revealed that their senior's experience in previous years PE courses was a prevalent intrapersonal barrier to their intention to enroll for PE courses.
2. Participants expressed dissatisfaction about repetitiveness of courses content and their frustration with teachers'. Lack of knowledge in the activities within outdated curriculum too effects enrollment.
3. Co-educational structure of PE classes also effects enrollment, female feel their male classmates dominated activities and creates a competitive environment where they could not be themselves.
4. Female participants revealed that their lack of self-confidence in physical activity & self-efficacy is closely related to motivational factor which is a barrier to enrollment. This resulted in female students being reluctant to participate in physical activities in front of others & desire to be physically active alone.
5. Friends influence is a prominent interpersonal barrier to enrollment intention among female students. As their close friends were not intending to enroll in PE courses they did not want to enroll. Female participants revealed that since they were not confident participating in physical activity in front of others & would feel more comfortable if their friends were in the class with them.
6. Parental influence is also an interpersonal barrier to enrollment intention as they are not in favor to enroll in PE courses & felt that PE was not a priority in

comparison to other subjects.

7. The PE courses curriculum was also inhibiting the enrollment. As female participants are unaware where they would use the information gained from PE course.
8. Female participants explained that if they wanted to be active they would choose to be active within their community as opposed to choosing to be active in PE field.
9. The findings from this study suggest that enrollment intention was more related to the lack of desire to enroll in PE than the lack of accessibility.

### **Conclusions**

1. It is suggested that PE content for females should include a more diverse choice of PE activities beyond the traditional sports & must include individual activities in contrast to team sports may be more meaningful to female students.
2. The lack of awareness of PE suggests that educators should strive to ensure that parents understand the value of a physically active lifestyle. There should be contact with coaches and teammates who supported and encouraged females to enroll in PE. This support will be a facilitator to their enrollment intention.
3. The community is still reported as barrier to enrollment intention in PE.
4. Teacher influence is an important factor among females intending to enroll.
5. Female participants discussed their dislike of new activities within the course. They expressed their lack of self-confidence in their abilities to participate in physical activities they have never tried before.
6. Desire for a non-competitive PE environment became evident in interviews. A distinctive institutional barrier among female was the dislike of competition in PE classes.
7. These facilitators included the course curriculum, the new activities within the curriculum, a break from their other classes, and the limited amount of home work in PE class.

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