

# CONSTRUCTION AND STANDARDIZATION OF A SCALE ON CULTURAL ATTITUDE TOWARDS SPORTS

*Thesis*

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**DOCTOR OF PHILOSOPHY IN PHYSICAL EDUCATION**

*By*

**AMAL C H**

*Research Supervisor*

**Dr. BIPIN G.**

Deputy Director  
Department of Physical Education  
University of Calicut



**DEPARTMENT OF PHYSICAL EDUCATION  
UNIVERSITY OF CALICUT**

**2025**



**AMAL C H**

Department of Physical Education  
University of Calicut  
Calicut University P.O.  
Kerala - 673635

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## **DECLARATION**

I hereby declare that the work presented in the thesis entitled **“CONSTRUCTION AND STANDARDIZATION OF A SCALE ON CULTURAL ATTITUDE TOWARDS SPORTS ”** is based on the original work done by me under the guidance of **Dr. BIPIN G.**, Deputy Director, Department of Physical Education, University of Calicut and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.

Place:  
Date:

**Amal C H**



**Dr. BIPIN G.**  
Deputy Director  
Department of Physical Education  
University of Calicut

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## **CERTIFICATE**

This is to certify that the thesis entitled “**CONSTRUCTION AND STANDARDIZATION OF A SCALE ON CULTURAL ATTITUDE TOWARDS SPORTS**” submitted to the University of Calicut, in fulfilment of the requirements for the award of the degree of Doctor of Philosophy in Physical Education is recorded of original research work done by **Amal C. H.**, during the period of 2019 – 2026 of his study in the Department of Physical Education, University of Calicut, Thenhipalam, under my supervision and guidance and the thesis has not been previously submitted elsewhere for the award of any Degree/Diploma/Associate ship/Fellowship or any other similar title and it represents entirely an independent work on the part of the candidate.

The examiners have not recommended any modifications or suggestions and therefore the original thesis is resubmitted as such. Soft copy attached is the same as that of the resubmitted copy.

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*(Research Supervisor)*



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*Dedicated to the Martyrs  
who gave their lives  
fighting for equality  
and standing up for the oppressed everywhere.*



# **PREFACE**

The present doctoral research, titled *Construction and Standardization of a scale on Cultural Attitude Towards Sports*, is an effort to develop a psychometrically sound and culturally grounded instrument to assess how individuals' perceptions, participation and engagement in sports are shaped by socio-cultural contexts. The study emerged from the recognition that attitudes toward sports are not merely personal preferences but are significantly influenced by cultural values, traditions, and belief systems. Despite the global expansion of sports, there remains a lack of tools that account for cultural variability in understanding sports attitudes. This study attempts to address that gap through the systematic construction and standardization of a culturally sensitive attitude scale. The thesis is structured into five core chapters, each contributing to the theoretical foundation, methodological process, analytical rigor, and practical implications of the research.

## **Chapter I: Introduction**

The first chapter provides a brief introduction to the topic and explores the interrelationship between sports and culture, offering the conceptual foundation for the study. It introduces the process of conceptualizing the construct "Cultural Attitude Towards Sports", based on both theoretical insights and empirical understanding. The statement of the problem is clearly defined, establishing the gap in the existing literature and the need for a standardized tool. The objectives of the study were outlined, guiding the overall direction of the research. It also sets clear limitations and delimitations, defining the scope and boundaries of the work. Also, the chapter details the need and significance of the study in contemporary academic and policy-making contexts. Finally, it provides the operational definition of key concepts and an explanation of important terms, ensuring conceptual clarity and consistency throughout the thesis.

## **Chapter II: Review of Literature**

This chapter explores the theoretical and empirical foundations relevant to the constructs of culture, attitude, and sports. Drawing on diverse fields such as sociology, psychology, cultural studies, and physical education, the literature review highlights the intersectionality of cultural identity and sports behaviour. Various existing attitude scales are examined, and their limitations in capturing culturally rooted perspectives are discussed. By identifying research gaps, this chapter establishes the need for a new instrument that reflects the socio-cultural realities of diverse populations.

## **Chapter III: Methodology**

Chapter III outlines the research design and methodological framework adopted for the study. A mixed-methods design was employed, comprising both qualitative and quantitative phases to ensure conceptual depth and psychometric rigor. The research was conducted in three phases:

1. **Planning Phase** - In this phase, a comprehensive literature review, semi-structured interviews with scholars and practitioners, and a focus group discussion were conducted to conceptualize the term *Cultural Attitude Towards Sports* and identify its key dimensions.
2. **Construction Phase**- Based on the qualitative findings, 90 items were initially developed. These items were reviewed and refined with the help of experts, resulting in a 60-item draft scale. A pilot study was conducted to evaluate the clarity, cultural appropriateness, and relevance of each item. Feedback from this pilot study informed further refinements. The revised items were then administered to 400 participants, and item analysis was conducted using two key criteria: (a) discriminative power (via independent samples t-test) and (b) corrected item-total correlation. Sixteen items were removed based on the results, resulting in a 44-item version of the scale.
3. **Standardization Phase** - The refined scale was administered to a larger sample of 1,600 participants. The data were subjected to Exploratory Factor

Analysis (EFA) to extract underlying dimensions, followed by Confirmatory Factor Analysis (CFA) to validate the factor structure. Reliability and validity analyses, along with the development of normative data, were also completed during this phase.

#### **Chapter IV: Results and Discussions**

This chapter integrates both qualitative insights and quantitative results with theoretical interpretation. The findings from the review of literature, semi-structured interviews with scholars and practitioners. These sources collectively revealed that attitudes toward sports are deeply embedded within cultural frameworks shaped by factors such as family support, social beliefs, media influence, religious belief and gender norms. A focus group discussion was foundational in conceptualizing the term *Cultural Attitude Towards Sports*. The planning phase formed the theoretical basis for item construction and were empirically validated through quantitative methods. The chapter presents findings from Pilot Study, Item Analysis, Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA), Reliability, Validity, Norms and objectivity of the study.

#### **Chapter V: Summary, Conclusions, and Recommendations**

Chapter V offers a summary of the entire research process and key findings. It emphasizes the significance of the validated scale and discusses its implications in four areas: research, education, policy, and psychosocial and community development. The chapter concludes with recommendations for future research and practice.

This research represents an interdisciplinary and methodologically rigorous effort to understand and measure how culture shapes attitudes toward sports. It is hoped that the scale on Cultural Attitude Towards Sports will serve as a valuable tool for both academic inquiry and practical application, promoting culturally responsive approaches in sports education, policy-making, and community engagement.



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## **ABBREVIATION**

Abbreviation	Full Form
AGFI	Adjusted Goodness of Fit Index
AMOS	Analysis of Moment Structures
ANOVA	Analysis of Variance
AVE	Average Variance Extracted
CATS	Cultural Attitude Towards Sports
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CR	Composite Reliability
df	Degrees of Freedom
EFA	Exploratory Factor Analysis
FGD	Focus Group Discussion
FFT	Feminist Film Theory
GFI	Goodness of Fit Index
ICC	Intraclass Correlation Coefficient
IFI	Incremental Fit Index
KMO	Kaiser-Meyer-Olkin Measure of Sampling Adequacy
MEFA	Menstrual Experiences of Female Athletes
MMSS	Managing Menstruation in Sports Study
NFI	Normed Fit Index
NFI-TLI	Non-Normed Fit Index (Tucker-Lewis Index)
PCA	Principal Component Analysis
PSCIC	Portrayal of Sportswomen in Contemporary Indian Cinema
RMSEA	Root Mean Square Error of Approximation
RMR	Root Mean Square Residual
SD	Standard Deviation
SEM	Structural Equation Modelling
SRMR	Standardized Root Mean Square Residual
t-test	Student's t-Test
TLI	Tucker-Lewis Index
UN	United Nations
WHO	World Health Organization



# CHAPTER 1

## INTRODUCTION

Thrissur Pooram is perhaps one of the most celebrated events in history. With millions of people swarming the place, it is a marvel like no other. What makes the 2023 Thrissur Pooram so special to the global football enthusiasts is the very special appearance of a football legend. During the Kudamattam ceremony, a visual treat where decorated umbrellas are rapidly changed on top of an elephant, the Thiruvambady side caught the audience by surprise by illuminating a cutout of Lionel Messi. He was proudly holding the FIFA World Cup. This Argentine football star had won the World Cup the previous year, and this homage to him shows the impact of world sports. His influence and contributions were so much that he was celebrated during one of the grandest temple festivals in India.

Thrissur Pooram is conducted in the Malayalam month of Medam (April-May). It is held in the historical Thekkinkadu Maidhanam, located at the heart of Thrissur city. It is a festival that showcases the cultural richness of Kerala. The Thrissur Pooram is a festival that shows off the cultural richness of Kerala. Kudamattom showcases the rich culture of the state, and each year its appeal keeps increasing. By featuring a cutout of Lionel Messi, 2023 Kudamattom showcased an interrelation of local culture and international sports.

The 2022 FIFA World Cup has had a significant impact and changed the social and cultural perceptions of society around the world. The situation in Qatar is no different. It became a catalyst for the changes of nature and political practice of the hosting nation. Here the sports event provides an opportunity to contemplate on the interaction between sports and religion (Hassan, 2022). Qatar was regulate their existing conservative social norms and the demands of the global spotlight, especially with regard to human rights and inclusivity such as Labor rights, LGBTQ+ rights, alcohol consumption, freedom of expression, dress code etc. The most highlighting discourse occurred on the women's' engagement and participation in sports. The world cup illustrates notable cultural transformations and persistent

challenges related to women's roles, especially in sports and public life. The greater involvement of women in organisational, volunteer, and fan activities was significant during the World Cup.

Here the football makes numerous impacts on the social and cultural aspect of the society. Not only football, but also several sporting event make changes the existing situation of the society all over the world. 1968 Mexico summer Olympic venue become platform for a discussion about inequality and justice. Two African American athletes Tommie Smith and John Carlos made powerful statement against social injustice and races. Smith and John finished first and third respectively in the 200m dash, during the medal ceremony raised their fist by wore black socks and no shoes to symbolise black unity and poverty. It generated controversy as well as praise, with many people criticising the athletes of politicising the Olympics.

The athletes were suspended from the Olympic team America. But this black power salute had significant after effects all over the world. It has become an iconic gesture of resistance against social injustice and racism (Bass, 2023). This protest raised critical thinking about the existing social and cultural norms and value about social injustice and racism (Osmond & Phillips, 2011). After the few months later, The International Olympic Committee (IOC) has expressed regret for how Smith and Carlos were treated and acknowledged the importance of their protest. This established the foundation for many future athlete activisms in numerous sports events.

These all above mentioned incidents demonstrates that sports serve as an international phenomenon, significantly influencing contemporary society and culture. According to Eitzen (1993) on his book 'Sport in Contemporary Society: An anthology' said that, "it is impossible to fully understand contemporary society and culture without acknowledging the importance of sport". Sports is not only a form of competition but also a microcosm of society that reflects social, cultural, and political issues. It is linked to various aspects of society, including gender, race, class, and nationalism (Jarvie, 2017).

Sports matter; they hold a singular position among leisure time activities and have an unparalleled impact on the everyday lives of billions of people (Queenan, 2003, p. 5). It is a multifaceted field encompassing a wide range of sporting activities, competitions, and games that occupies a permanent place in people's lives for several compelling reasons. From entertainment to developing physical fitness to fostering a competitive spirit and social interaction, sport plays an exemplary role in leisure activities. Among the countless ways to spend one's spare time, sports stand out from other hobbies and pastimes because of several features. Above all, sport is about competition, teamwork, physical exertion, and an enthusiastic fan base.

Sports are physical or mental activities that may be governed by a set of rules and involve competition. Sports can be enjoyed by people of all classes and statuses. It rejuvenates the mind and the body at the same time. The Council of Europe's European Sports Charter (1993) defines: "Sport is any form of physical activity designed to express or improve physical fitness and mental well-being through occasional participation, to establish social relationships or to achieve results in competition at all levels." By this definition, it is clear that sports are something that improves both mental and physical fitness through any sort of physical activity. This activity need not be under an organised or formal group. As long as the body and mind are engaged, it can be called sports. The main objective is to have a healthier mind and body. This can be achieved by playing them regularly.

Adding to this, the definition also focuses on the social aspect of sports. Sports can be seen as a means of building social relationships. By interacting with people with similar interests, a community feeling and a sense of belongingness can be nurtured. Sports create a pathway to make new friends and build new relationships. Even at a competitive level, sports can be enjoyed by everyone. People with different skill sets and talents can take part in sports and test their abilities. It is not necessary that people should play sports solely to win; they can also participate just for the fun of it. Different people have different reasons for taking part in sports.

Sport has been a part of human society since the beginning of civilization and documented evidence of sports- like activities can be traced back to ancient societies (Coubertin, 2000). Physical training was not the only feature of sports and games. Sports can even help build human civilizations. Sport was used as a means to promote physical fitness, socialisation, and teamwork, and to strengthen national pride and identity. It also provided a platform to test man's physical limits and demonstrate human determination and perseverance. In today's world, sport is still an integral part of our society. Millions of people around the world participate in recreational and professional sports. Sport is used to bring people from different backgrounds together, bridge cultural differences, and promote international peace and understanding. It is also used to raise money for charitable causes and to boost the economy.

Sports have a long and rich history, dating back to ancient civilizations and involving activities similar to sports. In ancient Greece and Rome, running competitions were a common part of religious festivals, laying the foundation for the development of track and field events. Starting with a single short foot race that took place in Olympia in 776 BC, the ancient competitions expanded in program and significance. The Olympic Games were a great example of the highest level of excellence and prestige that was important to all of Greek civilisation, even before the Golden Age of Classical Athens. For more than a thousand years, the Olympic Games kept this cultural and symbolic meaning of excellence alive in Greco-Roman antiquity (Young & Wamsley, 2005).

It is also believed that wrestling has been part of human society for thousands of years, with evidence of wrestling-like activities dating back to ancient civilizations such as Egypt and Greece (Young, 2004, pp. 24-32). For the ancient Greeks, a 'real' sporting competition was one athlete competing against all the others and trying to achieve what the others could not. The slogan "It is more important to participate than to win" is often used to emphasise ethical aspects in the modern Olympics and sports, and athletes may express this sincerely. However, this sentiment did not apply to the ancient form at all. On the contrary, there was no

medal or recognition for second place; athletes either won or lost, and the only thing that mattered was the outcome.

Early sport was practised as preparation for military or labour activities. The early sports were also believed to be a way to demonstrate respect for the gods and create a feeling of community spirit and camaraderie. These sports acquired a more solid form as entertainment activities and later as part of competition in organised sports. These contests worked well to bring the people together and create a sense of belonging and unity.

People in the middle Ages played a lot of games and sports; also, sports in medieval times were more common than people nowadays think. Events such as jousting and tournaments were particularly popular among the nobility and were used to teach knights how to fight and prepare for battle. Activities were paying; football, fighting sports and archery appealed to both the nobility and to social groups outside the nobility, and provided leisure to the population in general. By bringing people from different classes and strata of society, these sports ensured the mingling of people from different walks of life and built a sense of community. (Lambert, 2023).

Sport remains deeply entrenched within the societal fabric, according to various scholars like Jarvie in 2017 and Leonard D.J. in 2016. It manifests in ability quite remarkably, bringing people together, thereby fostering social cohesion and a strong sense of community naturally. Sport provides a platform for interaction across diverse backgrounds, whether you're rooting for a local squad or playing a pick-up game recreationally. Shared passion can bridge social chasms fairly effectively and foster deep empathy amongst different individuals who might never cross paths ordinarily. Sport shapes social norms pretty significantly and fosters various relationships, meanwhile influencing societal values in a somewhat profound manner. Like everything else, sports also reflect the culture of the society. Building friendships and sportsmanship would not only influence the field of sports but also society.

Sport can also address and combat social inequalities. It serves as a platform to raise awareness of issues such as gender inequality, racism, and social injustice. Athletes and organisations can use their influence to advocate for change and promote positive social change. The impact of sport goes far beyond the immediate competition. It contributes to the social fabric by promoting physical and mental well-being, developing valuable life skills, providing a sense of identity and belonging, and even contributing to economic development. By recognising and harnessing the unique power of sport, we can create a society that is more inclusive, fairer, and healthier for all. Sport is not just a game; it is a force for positive change in our communities.

Sports serve as a reflection or explanation of a society in terms of its interests, its history, and its character. Elements of economics, politics, technology and media, religion, family, social issues such as gender or race, geography, and ethics can be recognized in the rules and dynamics of sports. Changes in these factors have a direct impact on sporting activities (McComb, 2004). Sport thus functions as a multifaceted mirror that reflects the complex web of values and dynamics of a society.

### **Sports and Culture**

People have a tendency when they hear the word ‘culture’ to think of things that are physical or artistic forms that have been produced by a range of various groups of people. This is because people have a predisposition to conceive of culture as referring to anything that can be seen and touched. People have a propensity for slipping into the fallacy of believing that the term ‘culture’ can only refer to more sophisticated forms of art, such as those that are shown in museums or performed in operas and ballets. This is a common misconception that people have. However, from the perspective of anthropologists, culture consists of a great deal more than simply the ways in which people go about their daily lives.

The word ‘culture’ raises many ideas in people's minds when it comes to physical or artistic expressions produced by a wide range of different groups. This is because people have a tendency to read cultures as relating to anything physical and

tangible that can be seen and touched. As a whole, the term 'culture' tends to be viewed as a catch-all term for more sophisticated forms of art, such as those produced by museums or those displayed in operas and ballets, that can only be referred to by those who make these forms of art their livelihood. There is a misconception among people that is commonly held. In spite of this, from the perspective of anthropologists, culture is a far more complex concept than simply the ways in which people go about their daily lives.

Ralph Linton (1945) defined the culture of a society as 'the way of life of its members: the collection of ideas and habits which they learn, share and transmit from generation to generation'. According to this definition, culture is a way of life, and is not limited to the practices and customs of a specific society, but is also defined as the collection of ideas, customs, and behaviours that are learned, shared, and passed on from one generation to the next.

'Sports and Culture' is a topic that has been discussed and researched in many academic fields like sociology, anthropology and history. Sports and culture can be said to have a symbiotic relationship where they share their values, lifestyles, and ceremonies by coexisting and influencing each other (Jarvie, 2017). Hence, it is vital to understand the culture and its nuances on a deeper level and learn about its various meanings and interpretations.

Furthering this study will enable us to identify and elaborate on how they influence each other. From a sociological perspective, sports are not simply physical activities, but manifestations of deeply rooted cultural expressions. Whether it's the pre-game rituals, the symbolism embedded in team logos, or the values reflected in the rules of the game, sport is a microcosm of social norms. From an anthropological perspective, the study of 'Sports and Culture' invites us to immerse ourselves in the unique ways in which communities express their identity through sporting activities. From traditional sports that have been meaningful for generations to modern, globalized sporting events that transcend borders, each carries a cultural story. The cultural angle leads us to explore how sports serve as a conduit for the transmission of cultural heritage and acts as a living repository of shared traditions.

Historically, the study of 'Sports and Culture' reveals a chronicle of evolving practices and changing power dynamics. Sporting events have been central sites for the assertion of cultural identity, from the ancient games at Olympia to the multicultural celebrations of the modern Olympic Games. The historical perspective encourages us to trace the development of sport as a cultural phenomenon and to show how it reflects social change and serves as a vehicle of cultural continuity or transformation.

Crucially, the notion of culture encourages researchers and students to take a comprehensive approach and consider the operationalization of cultural analysis at different levels. Whether studying sport in the context of a nation, a local community, or through cross-cultural comparisons, the cultural lens allows for a nuanced study tailored to specific circumstances and facilitates a deeper understanding of how sport is embedded in the complex web of different societies.

### **Conceptual Framework of Cultural Attitudes Towards Sports**

The term 'Cultural Attitude' is often employed in study and literature; nonetheless, a definitive definition remains elusive. This is because it may be used in many fields, such as sociology, anthropology, psychology, and marketing, each of which has its own way of looking at it. Culture is made up of shared beliefs and habits, whereas attitudes are personal evaluations. This means that the two can change in any way. Cultural Attitude means different things in various contexts and morphs gradually over time with shifting societal norms and values. People have wildly varying perspectives on phrase definition, making it rather ridiculously difficult. Researchers often utilise the phrase Cultural Attitude loosely, highlighting a need for clearer definitions in discussions amongst academics lately.

Cultural Attitude signifies aggregate convictions, norms and mores that profoundly influence individuals' perceptions within a societal framework or cultural setting. These attitudes alter thought processes, acts and decisions profoundly within cultures marked by vastly different values, customs and practices. Comprehending cultural attitudes deeply is crucial for grasping how individuals in disparate societies think and behave remarkably differently sometimes. Historical, social,

socioeconomic and political elements shape cultural attitudes pretty significantly, influencing thought patterns, behaviour and interactions within various surroundings. They exert considerable influence on interpersonal dialogue quite significantly and shape decisions, and foster the evolution of artistic expression and literary works. Cultural attitudes diverge markedly across societal boundaries and evolve rather slowly within a given community over fairly long periods of time.

Cultural Attitudes Towards Sports are the shared attitudes, beliefs, and behaviours that a group of people or a society has about sports and physical activity. These attitudes can change how people in a culture see, do, and value sports. Historical background, societal conventions, and the role of sports in education and entertainment can influence attitudes, leading to varying degrees of enthusiasm, support, and engagement in sporting activities among countries.

The researcher seeks to construct and standardize a scale entitled Cultural Attitude Towards Sports. In this study, delineating five principal sub-dimensions through a comprehensive literature review and expert consultations (including semi-structured and focus group interviews): family, media, social beliefs, religious belief, and gender norms.

Constructing a scale on Cultural Attitude Towards Sports necessitates a clearly articulated and multifaceted conceptual framework that captures the intricacies of individual and societal perceptions and interactions with sports. Cultural Attitude Towards Sports encompasses the array of values, beliefs, emotions, and normative judgments influenced by cultural contexts that affect individuals' perceptions, participation, and interpretations of sports activities. These attitudes are not simply individual preferences; they are ingrained in social structures, influenced by cultural institutions, and disseminated through diverse agents of socialization.

According to the literature, Cultural Attitude is described as “a learnt tendency to evaluate certain practices or phenomena based on one’s cultural background and social experiences” (Ajzen & Fishbein, 1980). When talking about sports, this means how cultural norms, past experiences, religious views, gender

ideology, and how the media shows sports all come together to shape how people feel about who should play sports, what kinds of sports are important, and how sports fit into everyday life. Cultural attitudes on sports are fluid and differ throughout communities, geographies, faiths, and generations. They are influenced by prevailing discourses, but also incorporating enduring conventional values and nascent progressive ideas (Williams, 1977). In this study investigator determine five sub- variables of Cultural Attitude Towards Sports. Family Supports, Social Beliefs, Media Influence, Religious Beliefs, and Gender Norms.

### **Sports and Family**

In the world of sports, athletes draw strength from various sources: their determination, their coaches, their teammates, their clubs, and family support is one of the most important sources. Family plays an important role in a person's sporting life. According to research, athletes from families that had a positive outlook towards sport outperformed their peers considerably (Dong et al., 2018). Families with good attitude towards sport influences their children's overall development (Timperio et al., 2013).

The family plays a crucial role in shaping children's attitude towards sports, with various factors contributing to this influence (Golan, 2006; Biddle et al., 2004). One of the most important factors in sports is the influence of the family. If physical activity and sports are something that is enjoyed by the family, there is a greater sense of instilling a love for it in the children. The children will view physical activity as a part of their daily life and will participate more in it. They would also find it more enjoyable. Research by Kalakanis et al. (2001) and Krahnstoever, Davison et al. (2003) highlights the significance of parental modelling in influencing children's activity levels. It is important to ensure that both the parents and the children participate together in the activity, as it instils a positive outlook in the children. It will help in creating deeper connections with your family members as well as develop a love for physical activities altogether. (Cleland et al., 2011).

The support of the family can manifest in many forms. Family can accompany the children to the games, buy them the necessary sporting gear, enrol

them on classes or provide the financial aid required for participation. (Jago et al., 2011; Motl et al., 2006). The sports and physical environment within the home can significantly impact children's activity levels. There are several factors that can affect the overall performance of a child in sports. Van der Horst et al.'s (2010) research suggests that multiple factors come into play that affect the performance of the child. These include access to sports equipment, availability of space to perform these physical activities, presence of sports facilities, and so forth. If these factors are present in the home itself, it will influence the chances of the children liking sports.

In short, the role of the family in shaping the children's attitude towards sports is not small. By taking part in the children's sports, by creating an environment that cherishes a sporting attitude, parents can instil in the kids a love for physical activity. The first step is to realise the importance of physical activity and take the necessary actions that will help the children create and sustain an active lifestyle.

### **Sports and Social Beliefs**

As a central element of social action and social structure as sociologist Max Weber (1922) has defined, belief is an individual's subjective sensation regarding the presence, truth, or legitimacy of something. That is, it is a collection of implied convictions or beliefs that influence a person's behaviour and conduct within society. Weber further argued that beliefs are very important in determining social organization and social action. He was of the view that beliefs determine how people perceive and interpret the world around them and thereafter impact action and behaviour. For instance, belief among a society that education is key will lead to high investment in education as well as care about the level of education.

Sociologists Light et al. (1967), in their book 'The Social Construction of Reality', believe that not only are beliefs socially determined, but also by individuals themselves. They believe that individuals actively participate in forming and perpetuating their beliefs through interaction with other individuals. Indeed, beliefs are not merely imposed on society but formed by individuals through individuals'

interaction. They there explained that beliefs are not only individual mental occurrences, but also socialized by and rooted in social structures and institutions. They claim that beliefs are not only possessed by individuals, but also shared and consolidated by groups, and shared beliefs contribute to a shared sense of understanding and reality. Second, the beliefs are not invariant or fixed, but are constantly negotiated and renegotiated by the groups, and do have a powerful impact on creating and sustaining social order.

Social beliefs regarding sport can play a powerful role in the conceptualization and practice of sport. They can influence the attitude towards playing sport and the extent to which support and facilities are made available to the players.

On the other hand, social perceptions that the sport constitutes promotion of physical fitness and healthy living can result in high sports participation and spending on programs and physical fitness-promoting facilities. The perception can foster a culture that holds the value of the good impacts of participating in sports, for instance, enhanced physical health and well-being, and offer individuals a chance to enhance their physical fitness. It is possible that the belief that sport plays a significant role in developing and educating the individual could explain a high level of participation in sport and advocacy for sports programs in school and college. This would enable individuals to develop skills such as cooperation and leadership, as well as benefits from exercise. Alternatively, negative social perceptions of sports will be likely to lead to negative implications on the sport business. For instance, perceiving sports to be violence and aggression will reduce sport participation and result in being unable to finance sports programs and sporting centers. The perception that sport is elitist and can be enjoyed only by the privileged and the wealthy might result in not letting marginalized communities have access to sport and discouraging people from doing sport.

Social attitudes to the value of sport will also define the development of the sporting industry. If, for example, sport is greatly valued as a component of education and self-development in a society, then such a society will be willing to

invest in sporting programs and facilities, and make sporting opportunities available to all sections of society. Having this belief is crucial as it will increase engagement in sports. At the same time, if this importance to sports is not given by society, then there is an increased chance that the funding of these sports programmes and facilities might be minimal.

### **Sports and Media**

Media is a means of informing the public about sports through a narrative that can move the public in as far as understanding sports is concerned. Thus, in a society, sports perception is derived from the media. The media are constantly flooded with sports content and tales in a number of various mediums such as television, print media, radio, and the Internet (Brown & Billings, 2013; Pilar et al., 2019). These contexts influence the manner in which individuals comprehend and use sport, so that their perspectives towards the world of sport are influenced. Sport has turned out to be an extremely popular form of recreation in the past two decades due to the expansion and increase of the media. The media have built a platform where the sports became more accessible and visible, thus have roused greater interest and participation (Shank, 2002).

Media coverage of sporting events, athletes, and teams can have a profound effect on the public's understanding of and interest in sport. Positive portrayals of the achievements of athletes and teams through the media can motivate individuals to develop a passion for sports and view them positively (Carvalho & Fazenda, 2018). The media often portray sports personalities as heroes, role models, and sources of inspiration. Their achievements, skills, and personal stories are highlighted to create a positive image for society. This portrayal can influence people in various ways. It can motivate individuals to pursue their own athletic goals, encourage fans to adopt healthier lifestyles, and promote values like teamwork, perseverance, and dedication. Moreover, the behaviour of sports personalities, both on and off the field, can influence public perceptions of sportsmanship, ethics, and social responsibility. Overall, the media's portrayal of sports personalities can significantly impact their audience's attitudes and behaviours.

Sports can influence social norms and sports values through media coverage. Media representation of gender roles in sport, for instance, can influence gender equality attitudes and women's status in sport (Santoniccolo et al., 2023). Schedler, T., & Wagstaff, A. (2018) report how greater media coverage of women's sport is altering perceptions of women's sport and women sportspeople. There is exponential growth in the number of women and girls involved in sports over the last 40 years, and as the number of women and girls expands to participate in the world of sports, sports spectators have an increasing interest in women's sport.

However, it is a fact that the media do not offer as much coverage of women's sports as they do of men's sports. There is a belief that the misrepresentation of women's sports is accountable for women's sports' appeal to sports enthusiasts (Coakley, 2007; Cuneen & Sidwell, 1998). The lack of coverage of women's sports can deter sports fans from developing interest in women's sports and from adopting fan affiliations with women's sports teams and athletes. Studies also point out that society's expectations encourage a divide between boys and girls during adolescence, arguing that the issue is not just a media problem (Tuggle et al., 2002; Greendorfer 1993). The media themselves explain that this is because many sports fans and critics argue that women's sports are boring and they complain that women's sports are not as exciting as men's sports. News staff may not realize they are blatantly discriminating against female athletes. The media can play an important role in changing the inequalities faced by women in sports.

Media coverage of sports can influence the way fans interact with and support their favourite teams. Through Media, fans can receive live updates and highlights of games, access player interviews, and participate in online discussions and debates. The influence of social media is huge in this. In this age of technology, sports organizations and players have well understood the importance of using social media technologies to connect with their fans. They provide news feeds, blogs, interactive websites, discussion boards, and establish a social network through social media. This method helps to increase the relationship with the fans, the promotion of the team and various events, and the growth of the sports sector (Williams et al.,

2014). It has the power to shape public opinion, create sports heroes, and influence the overall culture surrounding sports (Marani et al., 2022).

Media coverage can also influence the commercialization of sports by promoting certain brands or products associated with athletes or teams (Finn, 2020). As a result, such teams or players are likely to gain acceptance among the masses. Through this, the said sport will also get the conditions to grow. Media might influence attitudes towards sports by way of promotion chances and consumer engagement (Mohseni et al., 2016).

Generally, the media have a significant contribution towards attitude towards sport through sports message exposure, social norms and values formation, and fan support and engagement (DiTizio, 2016).

### **Sports and Religion**

According to Clifford Geertz (1973), 'Religion is a system of symbols which acts to establish powerful, pervasive, and long-lasting moods and motivations in men by formulating conceptions of a general order of existence and clothing these conceptions with such an aura of factuality that the moods and motivations seem uniquely realistic'. According to this definition, religion helps people to understand themselves and the external world through a set of symbols, ceremonies, practices, and institutions. It is not just a set of beliefs but a complex system that helps to make sense of the world. Religion helps in creating a sense of purpose in the individual, and it also offers a framework with which they can understand reality and existence and their place. Religion has had its roots ever since human beings had cognitive independence, and it has played a huge part in our history. It has been a tool in shaping the beliefs, motivations, and purpose of human beings.

Religion and sports are two fractions of our culture that have always been intertwined. Sports competitions and events were closely associated with religious ceremonies or festivals. These events functioned as powerful symbols or metaphors beyond their literal interpretation. For example, the Olympic Games held by the ancient Greeks were more than just a sporting event; they were a festival or

celebration to worship their gods. At that time, it was propagated in the same way as worship of God (Ancient Olympics, n.d.). Although sports today have become more secular, religion still has a large influence. Several studies show that religion can be helpful in enhancing athletic performance on a psychological level. When athletes are faced with difficulties, they have shared their gratitude to their religion in conquering them and overcoming their hardships.

Religion and sports have had a close relationship in some cases. According to Christianity, one's body is a sanctuary of the Holy Spirit. Hence, it is important to honour the body by taking care of it, and taking care of it comes from engaging in physical activities. In this regard, religion has aided in promoting the importance of sports and physical fitness. When looking at the Eastern religions like Buddhism and Hinduism, it is clear that they also saw great value in maintaining good physical fitness. Practices like Yoga and Tai Chi are both spiritual and physical practices. While this is true, this cannot be stated for all religions. For some faiths, physical activity is forbidden and hence should not be practised.

Religion can strongly influence an athlete's participation in sport and sometimes lead to situations where they have to give up competing altogether. This overlap between religion and sport depends on the athlete's personal beliefs and values, which are often guided by the principles of their faith. Different religions have specific codes of behaviour and obligations that athletes must adhere to. These may include rules on dress, where certain items of clothing are required or prohibited during competitions in order to comply with religious observances. In addition, religious observances may designate certain days as sacred for worship, forcing athletes to prioritise their spiritual duties over sporting events.

Moreover, religious holidays and celebrations can also overlap with significant competitions such that the players are confronted with whether to maintain their religious convictions or continue their sporting engagements. Fasting durations, which are central in most religious faiths, also affect a player's physical energies and endurance, thus influencing their court or field performance. Aside from that, regulations on interaction between the sexes, mandated by some religious

doctrines, may affect sporting involvement, especially in team sports for both genders. The relationship between sport and religion leads to the multi-dimensional and complex manner in which individuals' religiosity and sporting occasions engage and shape decisions and experiences of sport personalities across the globe.

## **Sports and Gender**

When it comes to sports, gender plays a pivotal role in how it is perceived. These two topics have been debated and discussed profusely in the past decade. Gender refers to the social and cultural roles, behaviours, and identities that a society or culture assigns to individuals based on their sex (i.e., biological characteristics, UN GLOBE, 2020). Sports have traditionally been seen as a male-dominated field, and the promotion of gender equality in this area has been hindered by social constructions of femininity and masculinity, often associated with 'male' characteristics such as athleticism, resilience, speed, being very competitive, and sometimes confrontational. Society tends to view women who participate in sports as 'masculine,' while men who are not interested in sports are considered 'unmanly' (European Institute for Gender Equality, 2024). Existing gender stereotypes influence not only women's participation in decision-making processes in sports organizations, but also their participation in sports activities. Traditional gender roles can dictate how many hours women spend on caring responsibilities; there is no discussion whether women participate or not in sporting activities.

Throughout history, women have encountered systematic barriers that prevented their participation in sports. From the ancient Olympics, where they were excluded from even being spectators, to the modern era, where their involvement was limited, women often found themselves relegated to supporting roles, primarily serving the male athletes. This exclusion didn't stop there. Women were only given entry into the Olympics in 1900 in Paris. Although they were given participation, there were only 22 female athletes. Compared to their male counterparts, who were 1000 in number, their representation was very minimal.

Even though the progress was slow, it did have a good start. In the 2020 Olympics that were conducted in Tokyo, gender parity among the athletes'

participation was achieved. According to the International Olympic Committee, this was a case for the history books. This achievement was a direct reflection of all the initiatives undertaken by the IOC to ensure gender equality. They had transparent policies that advocated gender equality in the field of sports, and the Tokyo 2020 Olympics is a direct result of that.

Although development has been made in this department, more changes are to be made to ensure 100 per cent success at gender equality. While the IOC has taken policies and measures to ensure the participation of women in sports, some countries are still not willing to open their mind-sets to women's sports. Some countries are still bothered by the attire of women in sports, while others have issues with women taking part in sports altogether. These restrictive practices show how deeply ingrained certain mind-sets and societal attitudes are. Hence, there is still work to be done to ensure that women have equal access to engage in sports like their male counterparts. Women should be free from discrimination and prejudice for pursuing their athletic dreams.

### **1.1 Statement of the Problem**

The purpose of the study was to construction and to standardization of scale on Cultural Attitude Towards Sports (CATS)

### **1.2 Objectives of the Study**

The following are the objectives of the study.

1. To construction of a scale on Cultural Attitude Towards Sports
2. To Standardization of a scale Cultural Attitude Towards Sports
  - a) Establishing the Reliability of the scale
  - b) Establishing the Validity of the scale
  - c) Setting up the Norms
  - d) Establishing the Objectivity

### 1.3 Delimitations

1. To reflect the distinct research goals, the study included varying numbers of participants across its different stages
  - Semi-structured interview is delimited to total of 10 eminent scholars and experts from various field such as Physical education, Sports, Psychology, Sociology, Sports Psychology, and Cultural studies were participated in this stage.
  - Focus Group Discussion is delimited to 10 expert form different profession include physical education, Sports, Psychology, Sports Psychology, media, education, sociology and cultural studies were participated.
  - Ranking of the theme delimited to of 10 experts from different filed physical education, sports, psychology, Psychometrics, sociology and cultural studies.
  - The process review and editing of the item is delimited to 10 experts in the fields of sports, psychology, sociology education, and English language.
  - Pilot study was delimited to 50 subjects form Calicut university campus were participated in this stage.
  - Try out of the scale delimited to a sample of 400 from seven northern districts of Kerala (Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur and Palakkad).
  - Final try out the scale is delimited to total number of 1600 subjects from seven northern districts of Kerala (Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur and Palakkad).
2. The age of the participants was ranged from 18 to 55 years.

3. The Sub- dimensions of Cultural Attitude Towards Sports was delimited to:
  1. Family Support
  2. Social Beliefs
  3. Media Influence
  4. Religious Beliefs
  5. Gender Norms
4. The response of the constructed scale is defined using a 5-point Likert-type scale. It limits how attitudes are measured and recorded.

#### **1.4 Limitations**

1. The assessments were done based on filled-up statements by the subject according to their honesty.
2. Metal stage of the subjects may affect the responses
3. Self-Reported Data: Responses may be influenced by social desirability bias, where participants provide answers they perceive as socially acceptable rather than their true opinions.
4. Influence of External Factors: Government policies, media influence, and recent sports events may temporarily impact participants' responses, affecting the stability of findings.

#### **1.5 Significance of the Study**

To encourage people to play sports, make policies, and get everyone involved, it's important to understand how different cultures feel about sports. Even though a growing number of individuals throughout the world see sports as a way to improve their health, social life, and economy, cultural ideas and social norms have a big impact on how people and communities think about and participate in sports. There is no standardized tool for measuring these cultural attitudes, which makes it

hard to compare how different social and demographic groups see things. This study seeks to address a significant deficiency in sports sociology and psychology by constructing and standardizing of a scale on Cultural Attitude Towards Sports, thereby offering a dependable framework for assessing the influence of cultural influences on sports participation, support, and development.

The study offers several contributions:

- **Theoretical Contribution:** The research enhances the domains of sports sociology, cultural studies, and psychology by formulating and quantifying Cultural Attitude Towards Sports. It improves the theoretical understanding of how cultural factors affect participation in sports.
- **Development of a Standardized Scale:** The study presents a psychometrically verified instrument to evaluate Cultural Attitudes Towards Sports, furnishing researchers, educators, and policymakers with a dependable tool for subsequent investigations.
- **Informing Policy and Sports Development Programs:** The results will assist policymakers, sports organizations, and educational institutions in customizing initiatives that enhance sports participation by tackling cultural obstacles and utilizing cultural facilitators.
- **Improving Gender and Social Inclusion:** The study can help make sporting venues more welcoming and fair by identifying cultural attitudes that may inhibit some groups (such as women and marginalized populations) from taking part.
- **Educational Implications:** The findings of the study might be included into physical education curricula to cultivate favourable attitudes towards sports from an early age, highlighting the influence of culture on student engagement.

- **Cross-Cultural Comparisons:** The standardized scale can be modified for application in diverse cultural contexts, facilitating comparative analyses that investigate variations in sports attitudes across regions and societies.

## **1.6 Operational Definition and Explanation of Terms**

### **Test Construction**

Test construction refers to the process of developing a measurement instrument by defining the construct, generating items, and evaluating their psychometric properties to ensure reliability and validity. -Downing & Haladyna (2006)

### **Standardization**

The condition where the procedure, equipment, and scoring are fixed so the same test can be given at different times and places. -Cronbach & Snow, (1977).

### **Scale**

A scale is a set of items designed to measure a latent variable or construct, typically by assigning numerical values to responses in a systematic way that allows for the quantification and comparison of individual differences. - DeVellis (2017)

### **Culture**

According to Samovar and Porter (1994), "Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving."

Raymond Williams states: "Culture includes the organization of production, the structure of the family, the structure of institutions which express or govern social relationships, the characteristic forms through which members of the society communicate."

## **Attitude**

An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related Allport, (1935).

An attitude is a tendency to act toward or against something in the environment, which becomes thereby a positive or negative value –Bogardus (1931).

## **Sports**

Sports encompasses all types of physical activities that, whether through casual or organised participation, aim to express or enhance physical fitness and mental well-being, foster social relationships, or achieve competitive results at any level ( Association for Applied Sports Psychology)

## **Family Support**

The term Family Support describes unpaid assistance or caregiving given to a family member. Here the sub-dimension describe how the family supports affect one's cultural attitude towards sports.

## **Social Beliefs**

Societal beliefs about sports can have a significant impact on the way sports are perceived and practiced. These beliefs can shape attitudes towards sports participation and influence the level of support and opportunities available to athletes

## **Media Influence**

Media is a way to make the public aware of sports by providing a narrative that can influence the public about the concept of sports.

## **Gender Norms**

Gender norms are unwritten rules and collective beliefs that influence anticipations regarding individuals' behaviour, actions, and presentation according to

their gender. This explains the pervasive and entrenched concepts regarding gender roles, power dynamics, and societal norms, and their impact to engage on sports.

### **Religious Beliefs**

The complex and varied ways that religious beliefs influence the decisions and experiences of athletes around the world are highlighted by the relationship between religion and sport.

## CHAPTER II

### REVIEW OF LITERATURE

The researcher made every attempt to read all of the literature pertinent to the current investigation that was available from multiple sources. Almost all source has been examined in this study. While reviewing the literature, it was discovered that very little work had been done on a questionnaire related cultural attitudes toward sports.

This chapter presents the review of previous studies conducted in the area of construction and standardization of scale, attitude towards sports, cultural attitude, cultural elements and its influence on sports etc.

**Snyder, E. E., & Spreitzer, E. A. (1973)** investigated the family influence and involvement in sports. A total of 540 persons were participated in this study. A self-administrated questionnaire were used to collect appropriate data. It was found that active participation in sports decreased with age, affective and cognitive involvement in sports remained relatively constant throughout the age cycle. It was found that among male, there was a substantial positive relationship between cognitive involvement and both education and occupation, but not among females. In other words, males have a greater level of sports knowledge than females, but the degree of that knowledge varies more with education and occupation for male than for female

**Coakley (1980)** provides a foundational analysis of sport and the social sciences, emphasising the need for an interdisciplinary approach to understanding sport in society. The author shows how sport can be used to critique class, race, gender, and power in this early but influential work. Sport has grown as an academic subject, and sociology, anthropology, psychology, and political science have all contributed to its study. Sport reflects cultural norms and values and promotes socialisation, identity formation, and ideology, according to Coakley. This article is useful for cultural and institutional analysis of sport. Coakley's insights show sport

as a dynamic social institution with far-reaching effects, not just entertainment. He uses social science perspectives to analyse how sport reflects and influences societal attitudes like gender, nationalism, and media representation. As this study examines cultural attitudes towards sports and their portrayal, Coakley's work provides useful conceptual tools for understanding the complex relationship between sport, culture, and social structure.

**Hargreaves (1990)** examined the gender on sports agenda. This paper is focus on the female sports in contemporary societies. Here author referring the theory and practices of western sports and most particularly to sports in the UK. In order to understand present practices author discussed theoretical and practical dimensions' sports and its issue. The dimensions are gender distinction in sports, opportunity, separatism, positive discrimination unnecessary divisions, class and sexuality and hegemony.

**Anderssen, N., & Wold, B. (1992)** conducted the parental and peer influence on adolescents' self-reported levels of leisure-time physical activity. A sample of 498 boys and 406 girls of seventh grade were participated in the study. The data were collected through seven multiple choice questionnaire. The result revealed that parental and peer physical activity levels have consistent and tenacious influences on young adolescents. Boys reported doing more physical activity in their leisure time than girls, and they said they were given greater motivation to engaging physical activity

**Brustad, Robert J. (1993)** investigated the Parental and Psychological Influences on Children's Attraction to Physical Activity. A sample of the study consist of 42 girls and 39 boys and their parents. A conceptual framework were developed for the collection of data. It was found that the amount of encouragement children received to be physically active was substantially connected to parental activity inclinations and the child's gender. Boys were more likely than girls to be encouraged to be physically active. Parents' self-reported fitness levels and the value of physical activity to their children were not found to be significantly associated to parental encouraging features.

**Cuneen and Sidwell (1998)** conducted a content analysis to examine gender representation in Sports Illustrated for Kids ads. Their study examined the frequency and role of male and female models in ads as central or supporting figures. The main goal was to determine if children's sports media visuals perpetuated gender stereotypes. The findings showed a gender gap in athlete portrayal. Male figures, often in active, dominant roles, outnumbered female figures, who were more likely to be passive or supporting. These patterns reinforced gender roles, with male athletes being portrayed as normative in youth-targeted media. This study is essential for understanding how early sports media exposure affects children's ideas of gender roles in sports. It supports feminist and media studies critiques that female athletes are marginalised in sports culture due to under-representation and stereotyping. In the current study on media portrayal and cultural attitudes towards sports, Cuneen and Sidwell show how visual media for young audiences can subtly reinforce gendered hierarchies. It emphasises the importance of critically analysing sports media as a site of socialisation and ideological reproduction.

**Côté, Jean (1999)** examined the family influence and the sports talent development of talent. The purpose of this study is to assess the role of families in the development of young sports person. 15 subjects from 4 different families were participated in the study. To collect data from each family member, in-depth open-ended interview were conducted.

**Dunning and Coakley's (2000) *Handbook of Sports Studies*** examines sport as a social and cultural phenomenon from multiple perspectives. The editors gather scholarly essays on globalisation, gender, race, identity, media, and commercialisation in sports sociology. The volume uses classical sociological theories and contemporary debates to examine sport as a powerful institution that shapes society. The book uses critical theory, symbolic interactionism, structuralism, and others. It synthesises research and prepares for future study, but it is not empirical. The critical approach to understanding how sport reproduces or challenges power dynamics in society makes the work valuable. This book contextualises sport within socio-cultural and political processes, explaining how

media portrayal, gender norms, and institutional structures affect sport attitudes. It is essential for studying sports culture and media representations due to its comprehensive coverage.

**Gajjar et al. (2000)** develop a scale to assess people's beliefs and attitudes about epilepsy. The scale's content was founded on the hypothesis that cultural diversity and epilepsy experience would be linked to variances in people's epilepsy beliefs and attitudes. The sample consist of 228 subjects. Collected data were analysed using appropriate statistical technique. The Cronbach's coefficient for the scale items was 0.85. And the Neurological, Enviro-psycho-physical, and Metaphysical subscales were established using factor analysis to emphasise the underlying themes of ideas and attitudes they represented.

**Welk, Gregory J.; Wood, Kherrin; Morss, Gina (2003)** studied Parental Influences on Physical Activity in Children. The sample consist of 505 boys and 489 girls and parents were participated in the study. Physical Activity Questionnaire for Children, Children's Physical Activity Correlates, and The first activity measure were used to collect the data. It found that, correlations between parent and child activity levels, children of active parents scored higher on parental influence measures and psychosocial correlates than children of inactive parents. This study adds to the growing body of evidence that parents have a significant impact on their children's physical activity habits.

**Jarvie (2006)** *Sport, culture and society: An introduction*, provides a thorough examination of the ways in which sport interacts with social, political, and cultural institutions. In order to investigate issues like identity, globalisation, gender, race, politics, and the economy in sports cultures, the author uses a sociological lens. He contends that sport is a deeply ingrained cultural practice that reflects and shapes social structures and ideologies, rather than just being a kind of entertainment or physical exercise. The book is a useful resource for comprehending sport as a social institution and cultural product because it offers theoretical insights backed by case studies and empirical examples. Its emphasis on how the media, nationalism, and commercialisation shape public opinions about sport and athletes is especially

pertinent. Jarvie stresses how crucial it is to examine sport critically in order to identify underlying power dynamics and social injustices. Because it places these topics within larger global and social frameworks, this text is important for studies looking into cultural attitudes towards sports and how athletes are portrayed in the media.

**Kassing, J. W., & Barber, A. M. (2007)** investigated the sportsmanship messages provided by youth soccer parents, officials and coaches. Sample consist of 72 subjects who are associated with youth soccer as official, coaches or parents. Data were collected through structured interview. Participant provided 264 messages and content analysis were conducted. The findings shows that youth athletes may be receiving nine different types of sportsmanship messages. That covers variety of topics related to Participation in athletics entails adequate preparation, composure, fair play, and respect for officials, coaches, opponents, and teammates, all of which embody established principles of sportsmanship.

**Tomik, R. (2007) investigated** the attitude of school sports club members towards physical education and sports. The study aims to determine the administrative effect of school sports club. Attitude of school sports club members and non- school sports club members towards physical education and sports. A total number of 2704 data were analysed for this study. The result shows that, all the subject are relatively favourable attitude towards physical education and sports. But sports club member have more favourable attitude than others.

**Choi et al. (2007b)** add to cultural value measurement by developing an attitudinal scale to measure public perceptions of culture and the arts. The authors used theoretical and empirical frameworks to develop their scale because cultural economics often lacks rigorously validated tools to assess public sentiment. They stressed cultural value's intrinsic, instrumental, and institutional dimensions, as cited in cultural policy and economics literature. The study builds on previous research on how people interact with and perceive culture in society, which often used economic valuation or simple opinion surveys. A robust psychometric approach, including exploratory and confirmatory factor analyses, helped Choi et al. validate their scale.

They cite cultural studies, arts policy, and behavioural economics scholars like Throsby (2001), who advocated for multidimensional valuation of cultural goods, and DiMaggio and Useem (1978), who studied cultural consumption patterns and social class. The scale described in the paper was tested on a representative Australian sample and showed strong internal consistency and construct validity. Attitudinal data can meaningfully assess cultural values, allowing policymakers to incorporate public opinion into arts and culture funding decisions. Their methodology is also useful for attitudinal research in other cultures. This study is important in cultural participation, identity, and national policy discussions. It provides a foundation for future research on culture, public opinion, and policy evaluation and informs current debates on how to justify state support for cultural programs in pluralistic societies.

**Tomik, R. (2008)** conducted a study on adolescent attitudes regarding various features of sports in relationship to gender, school level, and involvement in a school sports club. A total number of 2704 subject from 623 clubs were participated in the study. Youth's Attitude towards Physical Education and Sport developed by Strzyżewski was used to collect the data. Three dimensions of attitudes toward sport as a phenomenon of society, personal involvement in sports activities, and school sports were investigated. From the result, it can be revealed that the level of school does not influence adolescence attitude towards sports. Gender and involvement in sports club activities influence attitudes.

**Rajmund Tomik (2008)** investigate how school level, gender, and involvement in school sports clubs affect adolescents' attitudes towards sports. The data was gathered using Strzyżewski's (1990) Questionnaire for Testing Youth's Attitude to Physical Education and Sport. There are 2704 adolescents from 623 clubs in the sample. From this database, 291 respondents were senior high school students (ages 16–19), 1008 were junior high school students (ages 13–16), and 1435 were primary school students (ages 12–13). The sample was divided into 1214 males (44.0 %) and 1490 females (55.1%). School sports club (SSC) members made up 53.7 % (1452) of the study population, while their non-SSC counterparts made

up 46.3 % (1252). Three facets of sports were investigated in the study: attitudes towards school sports, attitudes towards sports as a social phenomenon, and attitudes towards personal involvement in sports. The results show that the majority of the respondents had positive attitudes towards all three aspects of sport. The attitudes of some non- School sports club respondents showed no differences. Based on the findings of the study, it can be concluded that adolescent attitudes toward sport are not affected by school level. And also seen that Gender of the respondents is influence participation in sports club activities.

**Roy Chaudhury, S (2009)** conduct a study on Public attitude of physical education and sports at the school level in both rural and urban areas. For the collection data self-prepared questionnaire was used. The questionnaire consisted of thirty items of which expected responses of fifteen items were "True" and "False" type and another fifteen items were "Agree" and "Disagree" type. Items consist of four aspects of physical education and sports (Education, Health, Sociology, and Attitude). Around 5000 subject from 17 district of West Bengal were participated in this study. The main aim of the study was to examine the attitude towards physical education and sports. After the appropriate statistical analysis, the study revealed that general public of rural and urban areas of West Bengal have favourable and positive attitude towards the physical education and sports. Comparing to rural people urban people become more informative about health, health measures and its problem because of their higher level of education. Study also revealed that people in urban area are more sensible and alert about their social status and social recognition than the people in rural area. Comparing to urban area rural people promote sports participation. They believe that participation in sports and game improve all-round development of their children. But in urban area children are concentrated on their academic activity and their parents not ready to find to time for sports and game.

**Hashemi, S., & Moradi, R. (2011)** conduct a study on role of the family in socialization of sports. It was a qualitative study. A total of 400 sports person were participated in the survey. Data were collected through questionnaire. The findings

reveal that there is a significant association between the degree of being a sports family, family support, and family perceptions of sports, family acceptance, and sports socialisation. In order to understand the importance of socialising factors in motivating people to participate in sports, as emphasised by sports sociologists, and the significant role played by the family in the individual's socialisation process, sports activity can be viewed as a behavioural pattern that emerges under the influence of the overall socialisation process.

**Joseph (2011)** investigates the differences between genders in Kerala higher secondary school students' attitudes towards physical activity, sport orientation, and locus of control. A total of 649 athletes and 2633 non-athletes aging from 16 to 19 were participated in this study. Three standardized scale named Children's Attitude toward Physical Activity Inventory (Simon and Smoll, 1974), Sport Orientation Questionnaire (Gill, D. L., & Deeter, T. E, 1988) and Rotter's Locus of Control Scale were used for the data collection. Different statistical methods were used to find out the result of the study. A substantial difference was observed in the attitudes of athletes compared to non-athletes among higher secondary students. Both athletes and non-athletes concurred that physical activities provide an exhilarating experience, although with an inherent risk of injury. Here children's attitudes towards physical activity were positive and favourable for both male and female. But female had stronger positive feelings about the aesthetic and training intensity subdomains than male. The results indicate that there are notable distinctions between athletes and non-athletes, as well as between males and females. The study also demonstrates that while there is a significant main effect on locus of control related to gender, there is no significant main effect between athletes and non-athletes.

**John V Roy (2011)** examined a study on gender discriminations faced by women athletics in India. The sample consist of one thousand one hundred athletes in different state of India. The sample comprises national-level athletes who participated in the All India Inter University and open national athletic meets. The questionnaire regarding gender discrimination encountered by athletes in sports

participation (DFAPS) and the questionnaire addressing gender discrimination experienced by athletes in other aspects of life (DFAL). This questionnaire was employed to gather the data.

**Wheeler, S. (2011)** investigates the relation of family culture and sport. The data was gathered through 16 semi-structured interviews conducted with eight different families. The interviews were verbatim transcribed and coded using grounded theory. After the intervention the study indicate that the parents had a big role on their children's sports engagement. For various reasons, nowadays parents spent more amount of money, time and energy for their children's' sports activities. The parents, in particular, had a clear set of goals, methods, and procedures in place to encourage their children to participate in sports.

**Alshamli et al. (2012)** investigates how the mass media may promote sporting culture and exercise across various segments of society in order to enhance health in Sultanate of Oman. A total number of 470 people were participated in the study. The data were collected using sport mass media questionnaire. It was found that the media has a strong potential to impact and raise public awareness in the field of sports culture. Furthermore, the media did not provide individuals with appropriate training programmes that would allow them to exercise without the assistance of a coach. In addition, the data revealed that a decrease in athletic involvement among the participants and media do not offer individuals with enough knowledge about the relevance of sports participation and its role in public health promotion.

**Sukhwinder R (2012)** compare the media portrayal of female and male athletes. For collection of data all articles, reports, stories, and images on the Olympic Games that were published in the five daily newspapers during the three Olympic Games (Sydney -2000, Athens-2004 and Beijing- 2008) were examined. It is found that male athletes had much more daily media attention in terms of overall column space, photo space, and news item than female athletes and mixed gender groups.

**Johnson L (2013)** developed a sportsmanship attitude scale using item discrimination technique by Edwards and Kilpatrick. This method consists of three construction phases. Firstly, obtaining unit-dimensional scale rankings from a substantial number of judges for the item pool; secondly, assessing item discrimination power through item analysis; and thirdly, evaluating the test forms via scale analysis. For developing sportsmanship attitude scale, 152 item related to critical sportsmanship behaviour were prepared. The items were administered to 208 junior high school boys and girls. Response from subject were item analysed. And dichotomized and the phi coefficient value of each item were determined. Form these analysis 42 item were selected for final scale. To determining reliability, reproducibility, and empirical validity the two scale for were evaluated. The final scale was administered to 500 students. A correlation coefficient of 0.86 was identified between the scores of Form A and Form B for the singular test administration. The coefficient of reproducibility for Form A was 0.81, while for Form B it was 0.86. The empirical validity coefficients between the test scores and behaviour ratings ranged from -.01 to .43.

**Lin yi-hsiu and chen chen-yueh (2013)** examined how peer attitudes and fear of negative evaluation affect sports engagement among Taiwanese college students. Gender norms, peer views, and fear of negative assessment affect masculine/feminine sports participation, according to this study. Two early research with 224 individuals explained male and female sports. Basketball and aerobics were chosen from early research. Many studies show that aerobics is a feminine sport while basketball, which involves physical contact, is male. Basketball and aerobics were chosen for Studies 1 and 2. Both studies included 452 undergraduate students from four Taiwanese universities. Data was collected using two-stage sampling. In Study 1, 138 men (40.4%) and 204 women (59.6%) participated; in Study 2, 46 men (41.8%) and 64 women (58.2%). The studies examined gender stereotype, peer attitudes, fear of negative evaluation, and athletic participation intention in masculine and feminine sports. Data analysis included independent sample t test and three-way ANOVA. The data showed that male students are more prone to play masculine sports and girls feminine sports. This study showed that

society affects student sports participation. Due to gender preconceptions, certain students may be excluded from sports. Another study found that men with good peer attitudes are more inclined to play manly sports. Females who fear negative appraisal are less inclined to play masculine sports.

**Randolph Feezell (2013)** *Sport, Religious Belief, and Religious Diversity* examines the ethical and philosophical implications of athletes' public religious expressions, using the example of NFL quarterback Tim Tebow. He raises five major concerns: whether such displays are consistent with the spirit of sport, their potential divisiveness, the risk of trivialising religion, the secular nature of sport, and the challenges of religious diversity. The principle of epistemic humility is central to Feezell's argument, as it acknowledges the diversity and disagreement in religious beliefs while encouraging athletes to express faith with respect and fallibility.

Feezell connects religion and sport, urging athletes, particularly those viewed as role models, to consider their public impact in diverse societies. While his article focusses primarily on evangelical Christianity in American sports, it raises important questions about the appropriateness of religious expression in global, multicultural athletic contexts. Although it lacks empirical audience perspectives and broader religious representation, Feezell's work serves as a solid foundation for future research on religion, inclusion, and ethical responsibility in sports.

**Abdul Gafoor, K & Abidha Kurukkan (2014)** was developed and validated scale to measure perceived parenting styles. The item was prepared on the basis of theories of Baumrind and dimensions of parenting style proposed by Maccoby and Martin. The draft scale contains of twenty responsiveness items and twenty control items. To find out the t-value separate item analysis conducted for responsiveness and control items. Two items were removed after the analysis, which has t-value less than 2.58. The final scale contains 38 items. The scale has good criterion related validity and test-retest reliability.

**Chinurum, etal: (2014)** conduct a study on Gender and Sports in Contemporary Society. To explain relation between sports and gender following points discussed: ideas about gender and sports, traditional stereotypes of women, stereotypes about women athletes: historical development, gender roles in women's sports, and the ways in which sports can help address gender issues. Normally society have been established a gender norms and stereotypes about women and men. That is men are typically seen to be powerful, independent, and physically active, whilst women are thought to be silent, attractive, obedient, and nurturing. When these gender norms are violated society disturbed, they ask several questions. At present society is varied about female participation in sports. According to a study, female athletes are starting to make an identity for themselves in the sports industry in nowadays. They had big challenge to exist in the field of sports. But nowadays females have started to participating sports including male dominant sports. Here study concluded that women's sports appear to be gaining traction in our society, owing to the significant shift in gender roles not just in sports but also in other sectors of our culture.

**Sneh Lata (2014)** studied Haryana's gender discrimination in sports. Political, social, economic, and psychological factors affecting female sports participation are the study's main focus. Most scholars have ignored gender in sports, and research on women's sports engagement is weak. Gender roles, stereotypes, social prejudices, and masculine research biases have reduced such study. However, current research has addressed this. This study examines social system questions. What structures form gender identity and its social role? How do societal institutions combat sports gender discrimination? What issues do men and women athletes confront throughout time? Politics affect sports participation how much? How do social, political, and economic issues affect sports gender participation? This survey included 432 students (198 men and 234 women) from 12 UGC-recognized Haryana universities (11 state and 1 central). Data analysis showed a strong positive correlation between sports involvement and financial dependency and family motivation. Also noticed sports gender discrimination. Team selection in

Haryana is influenced by religion and politics. Most respondents feel that men play macho sports like wrestling, boxing, rugby, cycling, and football better than women.

**Starcher, Shawn C. (2015)** focussed on the lasting impressions that sons and daughters say they get from their fathers when actively or passively participating in sports. The study were examined the messages that fathers give to their children and see how they might affect their sons and daughters' relationship happiness later in life. 30 males and 35 female subjects were participated in the study. Participants were asked to share a memorable message received from their father or stepfather while actively or passively participating in the sport together. It was found that fathers interacted with their children in different ways using memorable messages throughout the sporting environment. Fathers has found that they encourage their children to work harder and never give up, while directing them to be good athletes and stay loyal to others. These are significant values that children need to learn and accept in order to be productive members of society, and the sporting environment provides the context for communicating these messages.

**Lewis, N.; Weaver, A. J. (2015)** investigated the sports media framing effects on Attitude intentions and enjoyment. 39 females and 35 males Undergraduate subjects aged from 17 to 32 were participated in this study. Three important elements were investigated; the featured athletic affiliation, dimensions of sports fan ship among the audience and narrative focus of the stories. The result of the study indicate that narrative frames that focus on personal traits rather than athletic achievement have an impact on subsequent attitude towards featured athletes, reported behavioural intension to support them in the feature and enjoyment of sports media texts. The work provide more information about the effect of sports news media frames while considering the moderating elements of featured athletes and the processing audience qualities.

**Ceyda and marley (2017)** developed the Women's Sports Attitude Scale to assess individuals' evaluations of women's sports through cognitive and affective dimensions. The scale was developed in two phases: initially, the Attitude towards Women's Sports (ATWS) scale was created based on Bagozzi and Brunkrant's

(1979) Two-Component Model of Attitude, followed by an assessment of the validity and reliability of the scores as recommended by educational and psychological testing standards. The Attitude towards Women's Sports (ATWS) scale was created in two phases. The initial phase involved the development and assessment of items. The items were generated through theoretical analysis and literature review, followed by evaluations from subject matter experts and two pilot studies to refine the remaining items. Phase two involves the assessment of construct and criterion validity of the scale, along with the reliability scores obtained from the ATWS scale, utilising exploratory factor analysis and Cronbach's Alpha.

**Zaman, S., Mian, A. K., & Butt, F. (2018)** conducted a study on the attitude of Pakistan students towards sports and physical activities. Students Attitude toward Physical Activity scale were used to collect data of 384 subjects. SPSS and AMOS were used for various tests and analysis. And Structural Equation Modelling (SEM) was used to examine the relationship between the variables. Based on analysis, students in Pakistan revealed a positive attitude toward physical activity. Students are more concern about their health and fitness and these leads to a favourable attitude towards sports and physical activity. This study's authors concluded that social experience has a significant positive correlation with physical activities, indicating that social mobility greatly affects the patterns and trends of students' physical activities.

**Thomas and Joseph (2019)** developed a physical activity attitude scale. The study aims that to construct and standardise a physical activity attitude scale for professional college students. Three thousand engineering students were participated in the study. The study adopted a qualitative field survey research approach. To design a model depicting the method for the construction and standardisation of Scale, Experts in the field of research were consulted, and educational and physical education literature was examined. To preparing the items, item content item phrasing, item sequencing and item layout were used. Then prepared statement examined by, item pooling, item discrimination, item analysing and item selection. After the pilot study, validity, reliability and objectivity were established.

**Ronkainen, Ryba, and Tod (2019)** examine the influence of Christian faith on athletes' experiences during life transitions in their study titled “‘Don’t ever mix God with sports’: Christian religion in athletes’ stories of life transitions.” Through narrative interviews with two elite Christian athletes, the authors demonstrate that although the participants intentionally maintained a separation between religion and sport, fundamental Christian values and beliefs nonetheless offered continuity, significance, and identity amid significant career and cultural transitions. Over time, the athletes transitioned from organised religion to personalised spirituality, reformulating their belief systems to align more closely with their developing athletic and personal identities. The study emphasises the necessity for sport psychology practitioners to acknowledge the intricate, individual intersections of faith and sport, even when athletes externally uphold a distinction between the two. Despite its constrained sample size and exclusive focus on Christianity, the study enhances comprehension of how individual religiosity, as opposed to institutional affiliation, fosters resilience and meaning-making during athletic transitions.

**Menevse and Ablay (2019)** study sports media attitudes towards women's sports. This study examines sports media and managers' views on women's sports. Sports newspapers, universities, and Milliyet's Istanbul sports website are under investigation. Skorer tv, Fanatik newspaper, and Esenyurt and Istanbul University faculty are sampled. This study had 161 participants. Our country's sports media's attitudes towards women's sports were measured. The scale has 16 items. Survey responses were on a five-point Likert scale (5-stronglyagree, 4-agree, 3-neutral, 2-disagree, 1-stronglydisa ANOVA and descriptive statistics were used to analyse the data. A significant difference was found in the attitudes of sports media employees towards women's sports, as measured by the frequency of doing sports, watching women's sports events and following up on news), and comments about women's sports. The group means of three variables frequency of sports participation, watching of women's sporting events, and following up on news and comments regarding women's sports were found to differ significantly from the sports managers' survey scores on "attitudes of sports media towards women.

**Pilar, P. M., Rafael, M. C., Félix, Z. O., & Gabriel, G. V. (2019)** reviewed various studies on the effect and influence of sports content on the audience. The study were analysed 313 international studies published between 2007 and 2018. Found that beneficial influences on motivation to improve one's lifestyle, also found an association with other behavioural factor such as competitiveness, Violence's, self-improvement related effort, beauty stereotypes and healthcare.

**Noh and Shahdan (2021)** used grounded theory to develop a Religion and Sport Performance (RSP) model that examines how religion influences sport performance among 21 elite Malaysian athletes from Islamic, Christian, Buddhist, and Hindu backgrounds. The model identified three foundational factors: religious practices, belief intensity, and religious culture, as well as six contributing components such as coping strategies, psychological effects, and performance outcomes. The study found that religion improved athletes' mental health, motivation, stress management, and recovery, though some risks of negative coping were identified. The authors suggest incorporating religious dimensions into coaching and sport psychology can improve athlete support. However, they recognise limitations such as cultural specificity and a lack of quantitative validation. Overall, the study offers a useful framework for comprehending the complex, yet often beneficial, relationship between religion and athletic performance.

**Marani et al. (2022) investigated** Social functions of mass media in developing citizen sports. A total number of 600 media expert and sports expert were participated in the study. The data were collected through social function questionnaire composed of 40 items. The result indicate that there were a considerable difference between the actual and ideal state of social functions of mass media in accordance with the subscales of information, correlation, continuity and mobilization to build citizen sports.

**Marani et al. (2022)** conduct a study on the effects of mass media on sports. This study aimed to assess the impact of mass media on competitive sports with the objective of attaining optimal athletic performance. The sample comprises

Indonesian national badminton players, consisting of 25 male and 24 female athletes. The data were collected using two instruments: one to assess the effects of mass media and another to evaluate the performance of Indonesian national badminton athletes. The results indicated that the media influences sports performance. Sports and the news media maintain a symbiotic or interdependent relationship. The principal role of sports media is to convey sports information. The sports media must cultivate a championship sports culture within society.



## CHAPTER III

# METHODOLOGY

This methodology chapter describes the methodologies and procedures used in carrying out the present study. The research methodology denotes the basic pattern for conducting an empirical study and the approach for gathering valid and reliable data for the subject under inquiry. It describes the systematic approach the researcher employs from the moment the problem is identified until its resolution. As a result, a well-designed methodology is required to conduct the inquiry in an appropriate direction or way.

### **3.1 Research design**

"A research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures" Green, P. E., & Tull, D. S. (1970). Research design is the blueprint of the detailed procedure of an investigation. The research design is the overarching method adopted to integrate the many components of the study in a logical format, ensuring that the research challenge is adequately addressed.

The research design provides an overview of how the research was conducted. This includes determining the methods by which information will be collected, the types of instruments to be constructed, how the instruments were administered, and what statistical analysis was used, etc. This detailed design enables the investigator to work systematically. According to Jahoda et al. (1951) "A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure".

The present study employs a mixed methods approach. It combines methodologies from the quantitative and qualitative perspectives to solve research concerns that are best answered by combining these two established approaches.

When quantitative and qualitative methodologies are employed in the same research study, several forms of data are merged to answer the research question. Quantitative methods are related to deductive reasoning, positivism, data variance, and factual causality. Qualitative techniques use inductive procedures, constructivism, and textual data (Fashiya PS, 2017). In general, quantitative design depends on comparing measurements and frequencies across categories, as well as correlations between variables, whereas qualitative design focuses on occurrences within a context and relies on meaning and process (Pinto, 2010; Salkind, 2010). Formulating the concept, Sub-dimensions of cultural attitudes towards sports and related variables were collected through qualitative methods. The quantitative method is followed after data collection and the obtained data were subjected to statistical analysis.

The present work aimed at the construction and standardization of a scale on Cultural Attitude Towards Sports (CATS). Based on the examination of the relevant theoretical and empirical literature, the scale was developed with three distant phases; Planning phase, Construction phase, and Standardization phase.

### **3.2 Selection of Samples**

The present study employed a multi-stage sampling approach; each stage has different sample size. It was determined based on the objectives of and statistical power requirement.

1. Semi- structured interview: 10 eminent scholars and expert from different Universities and colleges in Kerala participated in the semi-structured interview. Convenient sample methods were used.
2. Ranking of the elements: A total of 10 people participated in this step, including teachers, experts, and researchers. Convenient sampling methods were used
3. Focus Group Discussion: A total of 10 experts from various disciplines participated in the focus group discussion.

4. Review and editing of the item: 10 experts in the fields of sports, psychology, sociology education, and English language participated in these steps. Convenient sample methods were used.
5. Pilot study: in this stage, a sample of 50 subjects was selected using convenience sampling technique from Calicut university campus.
6. Try out: A sample of 400 participant was selected using stratified sampling from seven northern districts of Kerala (Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur and Palakkad).
7. Final try-out: A total number of 1600 subject were participated in this stage using random sampling. There are from seven northern districts of Kerala (Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur and Palakkad).

### **3.3 Statistical Analysis**

Various statistical techniques were planned in accordance with different objectives of the study. In the pilot study, mean and standard deviation and reliability was found out to determine adequate variability and internal consistency of the items respectively. Independent sample t-test and total item correlation was done in the item analysis stage to check the quality and effectiveness of each of the items. After the final try-out Exploratory Factor Analysis was done to identifying underlying factor. The Kaiser-Meyer-Olkin (KMO) test Bartlett's test of sphericity was performed to confirm adequacy and suitability of the sample respectively. Principal Component Analysis (PCA) with Varimax rotation was employed. Factor loadings equal to or greater than 0.40 were deemed significant.

CFA used for confirm the factor identified in the EFA. A number of fit indices to check how well the model fit:- Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), the Normed Fit Index (NFI), the Root Mean Square Error of Approximation (RMSEA), the Standardized Root Mean Square Residual (SRMR), the Goodness of Fit Index (GFI) and the McDonald Fit Index (MFI). Acceptable

model fit was determined based on conventional criteria (e.g., CFI, TLI, NFI, GFI and  $MFI \geq 0.90$ , RMSEA and  $SRMR \leq 0.08$ ).

The reliability of the scale was determined using Coefficient omega and coefficient alpha. A coefficient of 0.70 or above was considered acceptable. To assess the construct validity, two approaches were employed: convergent validity and discriminant validity (covariances). Convergent validity was assessed through Average Variance Extracted (AVE). Discriminant validity observed covariance between latent constructs in the CFA model. Then another Discriminant validity was found using Fornell-Larcker criterion, the inter-construct correlation was assessed by calculating the square root of AVE. Percentile method and standard scores (e.g., z-scores or T-scores) used to establish norms of the scale.

**1. The Planning phase:** - This phase aims to obtain the subsequent objectives.

- A. Literature review
- B. Semi-structured Interview
- C. Focus group discussion
- D. Ranking of the elements
- E. Methodology of scale construction.

#### **A. Literature review**

In preparing the literature review for the construction of a scale on ‘Cultural Attitude Towards Sports’, an exhaustive investigation was conducted across many scholarly sources, including books, research articles, magazines, newspapers and other supplementary materials that are relevant to the topic.

#### **B. Semi-structured interview**

The reading from earlier literature, the researcher gained information and knowledge about Cultural Attitudes Towards Sports. Investigator decided to identify the cultural factors that influence sports and to describe the sub-dimensions of the

Cultural Attitude Towards Sports. The investigator planned to interact with eminent scholars with the supervisor's guidance. Thus, semi-structured interviews were conducted.

**Participants:** Identify the Teachers and eminent scholars who can contribute to the topic. 10 eminent scholars and expert from different Universities and colleges in Kerala participated in the semi-structured interview. All of them are from various fields, such as sports psychology, sociology, and cultural studies. Convenient sampling methods were used participants. Six teachers, and the rest were research scholars. Only four female members participated in this sample.

**Measures:** A pre-planned semi-structured interview schedule was employed to collect data for the current study. The investigator planned the schedule based on the information based on the literature review.

**Procedure:** All the participants were contacted individually a few days before the interview, and the nature and aims of the interview were explained. The convenient date and time for the interview were fixed after the participants gave their consent. Interviews were conducted according to a predetermined schedule. The aim and objective of the study were re-explained. The interviews were recorded with their consent. All the interviews took 60 to 75 minutes and concluded after asking no further questions.

### **C. Ranking of the elements**

This step involves ranking the information obtained through the literature review, semi-structured interview. Several factors determining a person's Cultural Attitude Towards Sports are obtained, but it is impractical to make a scale with all of them so, it was decided to rank the elements that were obtained.

**Participants:** A total of 10 people participated in this step, including teachers, experts, and researchers. 5 members were female. Convenient sampling methods were used

**Procedure:** The investigator approached teachers, experts and researchers and briefly introduced the topic. Ask them to rank the elements obtained from detailed enquiry. 10 to 15 minutes were taken for each response. Investigators examine the data and select the most suitable elements.

#### **D. Focus group discussion**

The focus group discussion is an extension of the semi-structured interview. It is aimed to conceptualize and to establish the operational definition of the term Cultural Attitude Towards Sports. The focus group discussion aims to gather different perspectives on research topics within a time frame of 60-90 minutes and create an atmosphere in which participants feel comfortable sharing opinions (Hennink et al., 2011, p. 136).

**Participants:** A total of 10 experts from various disciplines participated in the focus group discussion. Four were in sports and physical education, and the rest were experts in various fields. Only five females participated in this group discussion.

**Procedure:** The group discussion was held at Sree Kerala Varma College conducted. All the participants were contacted personally in advance to receive their appointment. Everyone was given a brief description of the discussion. Convenient dates, times and venues were fixed. The discussion sessions, a semi-circular seating arrangement was implemented. The interaction begins with the aim and objective of the discussion.

#### **E. Methodology of the scale construction**

The present scale construction method selected to develop the scale was the summated rating technique (Likert's, 1932). This technique is widely used for the data collection of behavioural science studies, especially surveying and descriptive investigations. Likert's scale, a commonly used five-point rating system featuring a spectrum of alternative responses, which range from 'strongly agree' to 'strongly disagree'. The scoring involves assigning numerical weight from 1 to 5. 5 indicates the most favourable, and 1 represents the least.

**2. Construction Phase:** - This phase involves the following steps.

- A. Item formulation
- B. Review and Editing of the items.
- C. Pilot study
- D. Try out the scale
- E. Item analysis
- F. Selection of items for the final draft.

**A. Item formulation**

The investigator studied and understood the guidelines for the item writing of Haladyna & Downing (2011) and from the literature review, semi-structured interviews, ranking of the elements, focus group discussion, and interaction with eminent scholars and intellectuals provide numerous ideas for formulation of items to assess Cultural Attitudes Towards Sports. The researcher faced ‘three questions related to item formulation’ what range of content should the item cover, and how many items should be written in total and for each content area covered? (Cohen & Swerdlik, 1999).

**B. Review and Editing of the items**

Even the most carefully written test questions, even those made by experienced item writers, should be carefully checked before they are given. Proofreading is important, but editing and revising should happen throughout the test development process, not just at the end (DeVellis, 2017). According to Haladyna (2004) there are several specific steps that should occur during the item review process.

**Participants:** The preliminary draft was shown to experts to review the items. 10 experts in the fields of sports, psychology, sociology education, and English language participated in these steps. Convenient sample methods were used.

**Procedure:** The investigator asks an expert to check the items for grammatical mistakes, repetition and ambiguity. The experts were asked to seriously reflect on each statement and how closely they related to the intended meaning. A note was provided explaining the concept of cultural attitude towards sports and its dimensions. Furthermore multiple sessions were conducted with experts to convey the intended meaning effectively. All experts were asked to approach this task objectively and critically by providing observations and comments. Each expert was assigned the responsibility of assessing whether each item was accepted, rejected, or required modification.

### **C. Pilot study**

A pilot study, a preliminary investigation were conducted to evaluate the preliminary psychometric properties of the drafted scale. The scale was administered to a sample of 50 subjects from Calicut University campus. Participants were selected using simple random sampling method to represent the target population. Mean and standard deviation were calculated for evaluating central tendency and variability of responses. And internal consistency reliability were assessed using Cronbach's alpha coefficient to examine the overall scale reliability.

### **D. Try out the scale**

The adequacy of the scale depends on the care of the test items selected. The second draft scale was administered.

**Participants:** 450 subjects from both rural and urban areas participated in this step. Seven districts were selected for this purpose: Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur, and Palakkad. 225 were female and 225 males.

**Procedure:** The administration was carried out in educational institutions, community centres, and sports clubs. Each participant was provided with a questionnaire designed to measure cultural attitudes towards sports. A five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) were rated the items. Before the scale administration, purpose of the study and assured of the confidentiality and anonymity of their responses were explained. Participation were entirely voluntary, and informed written consent was obtained from all respondents.

## E. Item analysis

The evaluation of items is a critical phase in the test construction process. A test is composed of several items that must be analysed in order for it to be effective. The statistical approach used to analyse items is called item analysis. Item analysis is the most suitable method for improving measurement outcomes, according to Harper and Stevens (1948). It is beneficial for enhancing instructors' demeanor, comprehension of their charges, and assessment of the teaching-learning process. Item analysis is the best strategy for selecting the final items in a test (Guilford, 1954).

**Procedure:** Participants were provided with a questionnaire designed to measure Cultural Attitudes Towards Sports. The items were evaluated using a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Prior to the administration of the questionnaire, participants were informed about the study's objectives and guaranteed the confidentiality and anonymity of their responses. Participation was entirely voluntary, and informed written consent was obtained from all respondents. Ethical protocols were strictly followed throughout the process, in line with institutional guidelines. The collected data were statistically evaluated for the psychometric characteristics of the items by employing two major techniques:

- a) Independent samples t-test: it was performed to evaluate the discriminative power of each item. Participants' overall scores were ranked, and the top 27% (high scorers) and bottom 27% (low scorers) were determined. An independent samples t-test was employed to compare the mean item scores of the two groups for each item. Items with statistically significant differences ( $p < .05$ ) between high and low scorers were deemed to possess strong discriminative ability, effectively distinguishing between respondents with elevated and diminished levels of the examined construct. Items that did not demonstrate discrimination were marked for additional evaluation.
- b) Internal consistency reliability: it was determined using Cronbach's alpha coefficient for both the overall scale and its sub-dimensions. This statistic

measures the degree to which all items in a scale assess the same underlying construct. An alpha value of 0.70 or more was deemed acceptable (Nunnally & Bernstein, 1994). Items that significantly reduced the Cronbach's alpha were meticulously scrutinised for possible modification or removal. The internal consistency results facilitated, item pool was refined by confirming that the retained items significantly enhanced the overall reliability of the scale.

#### **F. Selection of items and preparation of the final draft.**

The item analysis conducted to determine the discriminative potential of each item served as the basis for the final draft scale of the Cultural Attitude Towards Sports. The items with a discriminatory power 0.70 or higher were selected for further processing. This may occasionally result in some of the items in the second drafted scale having to be eliminated.

**3 . Standardization Phase:** - This phase involves the following steps.

- A. Final try-out of the scale
- B. Exploratory Factor Analysis
- C. Confirmatory Factor Analysis
- D. Establishing the Reliability of the Scale
- E. Establishing the validity of the scale
- F. Setting up the norms
- G. Establishing the Objectivity

#### **A. Final try-out of the scale**

The researcher conducted a final try-out on a sizable sample of subjects, all randomly chosen from the target population for which the test was being developed so that a large sample size could be used. In this trial, 1700 subjects were selected from seven districts of Kerala; Kasargod, Kannur, Wayanad, Kozhikode,

Malappuram, Thrissur, and Palakkad. A primary objective of this phase was to establish both the instructional procedure for administering the test in the classroom the appropriate duration for applying it empirically over a period of time. The validity and reliability of the test were also assessed during this phase of the development process.

### **B. Exploratory Factor Analysis**

Exploratory Factor Analysis (EFA) were used to find the underlying structure of the Cultural Attitude Towards Sports. This analysis was used to find the scale's dimensions and the items' latent factors. EFA is a method based on data that helps find groups of items that tend to be close to each other, which may show sub-dimensions of the construct.

The dataset's suitability was evaluated using the Kaiser-Meyer-Olkin (KMO) sampling adequacy measure and Bartlett's Test of Sphericity before EFA. Data suitable for factor analysis were indicated by a KMO value above 0.6 and a significant Bartlett's Test ( $p < .05$ ).

Principal Axis Factoring with Varimax rotation assisted interpret EFA. Eigenvalues greater than 1, scree plot analysis, and theoretical relevance extracted factors. Removed items had factor loadings below 0.40 or significant cross-loadings on multiple factors. EFA used participant responses to refine the scale and identify cultural attitudes towards sports.

### **C. Confirmatory Factor Analysis**

After EFA, Confirmatory Factor Analysis (CFA) were employed to validate the factor structure that came out of the exploratory phase. CFA is a theory-based method that checks if the data fits a proposed measurement model. This is how it checks the construct validity of the tool. Investigator used JASP (Jeffreys's Amazing Statistics Program) to do CFA on a different sample for validation.

A number of fit indices to check how well the model fit:- Comparative Fit Index (CFI), the Tucker–Lewis Index (TLI), the Normed Fit Index (NFI), the Root

Mean Square Error of Approximation (RMSEA), the Standardised Root Mean Square Residual (SRMR), the Goodness of Fit Index (GFI) and the McDonald Fit Index (MFI). Acceptable model fit was determined based on conventional criteria (e.g., CFI, TLI, NFI, GFI and MFI  $\geq 0.90$ , RMSEA and SRMR  $\leq 0.08$ ). Factor loadings were expected to be  $\geq 0.50$  to ensure convergent validity.

#### **D. Establishing the Reliability of the scale**

The reliability refers to the overall consistency of the scale or test. The reliability of the scale Cultural Attitude Towards Sports was computed through internal consistency analysis employing both Coefficient Omega ( $\omega$ ) and Coefficient Alpha (Cronbach's  $\alpha$ ). Internal consistency denotes the extent to which items within a scale are homogeneous and assess the same underlying construct.

Internal consistency Cronbach's Alpha ( $\alpha$ ) is the most common measure of internal consistency, and it is the resulting average of all possible item-total correlations in a scale. While Alpha assumes tau-equivalence (equal factor loadings), it can be informative to regard it as a lower bound on the reliability estimate. A threshold of  $\alpha \geq .70$  are considered to be acceptable.  $.80$  for good reliability (Nunnally & Bernstein, 1994).

When the assumption of equal factor loadings does not hold, however, Cronbach's Alpha will artificially deflate reliability. Therefore, McDonald's Omega ( $\omega$ ) was also computed since it represents a more accurate estimate of internal consistency since it takes into consideration the real factor loadings of the variables (McDonald, 1999). Omega in particular is relevant when a scale is based on a factor model, because it does not assume equal loading of each of the items. Like Alpha, Omega  $\geq .70$  for most research applications is considered acceptable.

The subsequent criteria were employed to analyse the outcomes:

**Table 3.1*****Reliability Coefficient table***

<b>Reliability Coefficient</b>	<b>Value Range</b>	<b>Interpretation</b>
Coefficient $\omega$ (Omega)	$\geq 0.90$	Excellent internal consistency
	0.80 – 0.89	Good internal consistency
	0.70 – 0.79	Acceptable internal consistency
	0.60 – 0.69	Weak internal consistency
	$< 0.60$	Unacceptable internal consistency
Coefficient $\alpha$ (Alpha)	$\geq 0.90$	Excellent reliability
	0.80 – 0.89	Good reliability
	0.70 – 0.79	Acceptable reliability
	0.60 – 0.69	Questionable reliability
	$< 0.60$	Poor reliability

**E. Establishing the validity of the scale**

Validity is the ability to measure what a device is designed to measure. H.E. Guilford (1956) defines that the validity of test or of any measuring instrument depends on the reliability of measuring what it proposes to measure. To establish the construct validity of the scale Cultural Attitude Towards Sports, two procedures were used: convergent validity and discriminant validity. These are highly important for assuring that the scale correctly assesses the intended latent constructs and that the constructs are differentiated from one another.

Convergent validity was assessed through Average Variance Extracted (AVE). An AVE value of 0.50 or higher signifies that the construct accounts for over 50% of the variance in its observed indicators.

Discriminant validity represents the degree to which a construct is empirically separate from other constructs within a measurement model. This study employed two methods to measure discriminant validity: Factor Covariance derived from Confirmatory Factor Analysis (CFA) and the Fornell-Larcker criterion.

Discriminant validity was first measured by analysing covariance and correlations among latent factors derived from the CFA. Correlations below 0.85 (Kline, 2011) signify that constructs are empirically distinct and not overly overlapping. Furthermore, the importance and orientation of factor covariances were assessed, revealing weak or negative correlations among theoretically distinct factors, thereby reinforcing discriminant validity.

The Fornell–Larcker criterion was used to look at it. This compares the square root of the AVE of each construct to its correlations with other constructs. This criterion states that if a construct's square root of the AVE is higher than its highest correlation with any other construct (Fornell & Larcker, 1981), discriminant validity has been established. This guarantees that the constructs are empirically distinct in addition to being internally consistent.

#### **F. Setting up the Norms**

Norms were established using percentile scores to provide a significant interpretation of individual scores on the Cultural Attitude Towards Sports. Norms provide as a reference framework for categorising respondents' attitudes in relation to the distribution of scores within the sample. Here, the Percentile norms were calculated for each sub-dimensions and overall scale score, reflecting the comprehensive cultural disposition towards sports.

Percentile scores (e.g., 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup>) facilitate the classification of individuals into varying levels of cultural attitudes, including very low, low, average, high and very high.

**Table 3.2**

***Percentile table***

<b>Percentile</b>	<b>Interpretation</b>
10 <sup>th</sup>	Very Low
25 <sup>th</sup>	Low
50 <sup>th</sup>	Average
75 <sup>th</sup>	High
90 <sup>th</sup>	Very High

### **G. Establishing the Objectivity**

Objectivity refers to the degree to which a scale is administered, scored, and interpreted without examiner bias, resulting in consistent results regardless of who conducts or evaluates the test.



## CHAPTER IV

### RESULTS AND DISCUSSION

In this chapter, the investigator presents the culmination of an extensive process aimed at constructing and standardizing a scale on cultural attitude toward sports. In this chapter, the investigator also presents the results obtained from each phase of the scale development process and engages in a comprehensive discussion of their implications. Through the lens of relevant theoretical frameworks and empirical findings, we reflect on the strengths and limitations of our methodology, interpret the significance of our results, and offer insights into the broader implications for theory, research, and practice in the field of sports.

The journey towards this goal has been divided into three distinct phases: Planning, Construction, and Standardization phase. Each phase has been meticulously designed and executed to ensure the development of a reliable and valid instrument for assessing attitudes within the target population.

The Planning Phase is the foundational stage for the scale development process. In this this phase aims to a comprehensive exploration of the relevant theoretical and empirical literature, to develop the conceptual frame work, identify the factor influencing cultural attitude towards sports, and scale format, including the type of items and response options. Detailed steps involved this phase.

- A. Literature review
- B. Semi-structured Interview
- C. Pilot study
- D. Ranking of the elements
- E. Methodology of scale construction.

In the Construction Phase, we translated the insights gathered from the Planning Phase into a preliminary version of the scale on cultural attitude towards sports, meticulously crafting items and response options to capture the complexity of attitudes within our target population. This phase involves the following steps.

- A. Item formulation
- B. Review and Editing of the items.
- C. Pilot Study
- D. Try out the scale
- E. Item analysis
- F. Selection of items and preparation of the final draft.
- G. Scoring system

Finally, the Standardization Phase involved rigorous psychometric testing to evaluate the reliability and validity of the scale. Through a series of analyses, we assessed the internal consistency, content validity, construct validity, and criterion-related validity of the scale, making necessary adjustments to refine its measurement properties. This phase involves the following steps.

- A. Final try-out of the scale
- B. Establishing the Reliability of the scale
- C. Establishing the validity of the scale
- D. Setting up the norms.
- E. Establishing objectivity

## **4.1. Planning Phase**

### **A. Literature review**

“The strength of the research design depends on the clarity of the research question and the extent to which the variables of interest are specified. To get there, you immerse yourself in the literature on the topic of interest” (Galletta, 2013). In preparing the literature review for developing a scale on Cultural Attitude Toward Sports, a comprehensive exploration was undertaken across various scholarly sources. This included a detailed examination of books, research journals, and relevant supplementary materials. Through careful analysis, the findings from the existing literature were synthesized to support the construction of a scale on Cultural Attitude Towards Sports. The literature review addressed various dimensions of Cultural Attitude Towards Sports and included theoretical frameworks, empirical studies, and methodological approaches used in previous research. By synthesizing the findings and identifying gaps in the existing literature, the literature review serves as a foundational step in the design and development of a robust scale on cultural attitude tailored to the nuances of sports attitudes. Through this rigorous examination of scholarly work, the literature review aims to contribute valuable insights to the understanding and measurement of Cultural Attitude Towards Sports.

The literature review conducted in this study has provided valuable insights into the Cultural Attitude Towards Sports, serving as a foundational framework for the construction of a new attitude scale within this domain. Drawing upon a diverse array of scholarly sources, the review synthesized key findings and theoretical perspectives to inform the development of an instrument aimed at assessing attitudes toward sports within specific cultural contexts. One of the prominent themes that emerged from the literature review is the recognition of sports as a culturally embedded phenomenon, with attitudes toward sports often reflecting broader societal values, norms, and traditions. Studies across different cultural contexts have highlighted the multifaceted nature of attitudes toward sports, encompassing dimensions such as participation, spectatorship, gender roles, and societal perceptions of athleticism.

Moreover, the literature review underscored the importance of adopting a culturally sensitive approach to understanding and measuring attitudes toward sports. Cultural factors, including language, beliefs and values, Media, family, religion gender, institution, policy, customs, and historical contexts, play a significant role in shaping individuals' attitudes and behaviours related to sports. Researchers have emphasized the need for nuanced and contextually relevant measures that capture the diverse range of attitudes prevalent within distinct cultural communities.

Informed by the principles of classical test theory, the construction of the attitude scale in this study is guided by established psychometric principles aimed at ensuring the reliability and validity of the instrument. By adhering to the writing guidelines for multiple-choice items proposed by Haladyna (2004) and Haladyna & Downing (1989), researchers can systematically design items that effectively capture the underlying constructs of interest while minimizing response biases and measurement errors.

The utilization of classical test theory represents a methodological rigor in scale construction, allowing for the systematic evaluation of item properties such as item discrimination, and reliability. By employing rigorous psychometric procedures, researchers can enhance the credibility and trustworthiness of the attitude scale, thereby bolstering its utility for both research and practical applications.

In summary, the literature review has illuminated the complex interplay between culture and attitudes toward sports, underscoring the need for culturally informed measurement tools. By integrating insights from diverse disciplinary perspectives and methodological approaches, the construction of a culturally sensitive attitude scale holds promise for advancing our understanding of the intricate dynamics surrounding sports participation, perception, and engagement within diverse cultural contexts.

## B. Semi-structured interviews

After an initial literature review, the investigator conducted sets of interviews. The semi-structured interviews aimed to identify cultural factors that influence attitudes towards sports. Ten participants from various fields were interviewed to gather diverse perspectives. The semi-structured interviews yielded a wealth of information on cultural factors influencing attitudes towards sports. The data were analyzed using thematic analysis, and the following themes emerged.

### i. Media Influence

*"The media projects cricket as the only sport that matters in India. Women's sports or tribal games get minimal coverage unless there's an international medal." - Participant 4*

Media emerged as a dominant cultural force in shaping public perceptions of sports, athletes, and legitimacy. The overwhelming coverage of certain sports, especially cricket, was seen as a key reason for their popularity. Participants emphasized how promotional narratives and commercial sponsorships amplify select sports while sidelining others, particularly women's sports and indigenous games.

Social media was acknowledged for enabling athletes to self-represent and engage audiences directly. However, access to such platforms remains unequal due to disparities in digital infrastructure and social capital.

*"Media visibility directly affects public support and even funding for sports. It is a powerful cultural filter." - Participant 9*

### ii. Gender Norms

*"There's still a belief in many families that sports are not 'suitable' for girls. It's a battle against stereotypes." - Participant 1*

Cultural constructions of gender significantly influence who participates in sports and how they are perceived. Traditional notions of femininity, societal expectations around modesty, and patriarchal norms create barriers for girls and

women. Sports requiring strength or physicality are often associated with masculinity, which discourages female participation.

These gendered perceptions are reinforced in families, schools, and media, where male achievements are valorized while female athletes struggle for visibility.

*"Even in schools, boys get the playground while girls are told to stay quiet during lunch break."- Participant 3*

### iii. **Family Support**

The family plays a critical role in shaping sports engagement. Participants highlighted how parental values and priorities can either nurture or restrict athletic involvement. Families focused solely on academics often view sports as a distraction, especially for daughters. In contrast, those with a sporting background or members actively involved in sports show higher levels of support.

Support extends beyond encouragement and includes finances, logistics, emotional reinforcement, and social validation.

*"If parents value sports, the child is likely to engage. But if the focus is solely on studies, sports take a back seat." –Participant 2*

*"When my cousin became a state-level footballer, suddenly our whole family started encouraging everyone to play." -Participant 8*

### iv. **Institutional Support and Policy**

*"We have excellent sports policies on paper, but the ground reality is very different. Poor infrastructure, lack of coaches, and political interference continue to be challenges."- Participant 6*

Institutions and policies frame the structural conditions under which sports can develop. Interviewees expressed concern over inconsistent policy implementation, corruption, favouritism, and a lack of sustained funding, especially at the grassroots level.

Participants noted how urban bias in the allocation of resources further excludes rural and underrepresented communities, reinforcing systemic inequities.

*"Grassroots programs lack consistent funding and follow-up. That is where we lose most of our talent." - Participant 3*

#### v. **Religious Beliefs**

*"There are religious objections to certain uniforms or physical contact in sports. This limits what girls can play in those communities." -Participant 2*

Religious belief systems were found to either limit or enable sports participation. In conservative communities, restrictions on gender interaction and dress codes discourage female involvement. At the same time, certain indigenous physical practices rooted in tradition, such as Kalaripayattu, are revered and supported.

This duality reflects the complex interface between spirituality, tradition, and athletic practice in diverse cultural settings.

*"Interestingly, traditional martial arts like Kalaripayattu are respected even in conservative spaces." -Participant 5*

#### vi. **Socioeconomic Status**

Socioeconomic barriers heavily affect access to sports. Participants shared that children from lower-income families often lack access to quality coaching, equipment, and travel support. Survival needs and academic aspirations typically take precedence over sports.

Despite structural challenges, participants acknowledged that talent exists across all economic backgrounds. NGOs and exceptional familial support occasionally help talented individuals overcome these barriers.

*"Talent exists everywhere, but opportunities do not. A child from a village may never play nationally because he cannot afford the basics."- Participant 1.*

*"Without economic backing, even the most talented athletes struggle to move forward."- Participant 6*

vii. **Education System**

*"In many schools, the sports period is the first to be cut during exam season. That shows the system's priorities." -Participant 9*

The Indian education system's prioritization of academics over physical education significantly affects cultural attitudes toward sports. Participants noted how sports are treated as extracurricular activities, with little integration into the formal curriculum. Additionally, standardized academic pressures leave no space for athletic exploration or development.

The undervaluing of physical education teachers further diminishes the seriousness with which sports are viewed by students and parents.

viii. **Peer and Community Influence**

Peer groups and community attitudes strongly shape participation in sports. Positive peer support can motivate involvement, while ridicule or apathy can deter it. Community celebrations of local victories help build a sports-positive culture, whereas academic or career-centric environments often marginalize sports.

*"I started playing because all my friends were in the school team. That social motivation is huge."- Participant 8*

*"When communities celebrate even small victories, it builds a strong culture of participation."- Participant 3*

ix. **Nationalism and Identity**

Sports serve as powerful instruments of national pride and collective identity. Major victories, especially in cricket or Olympic events, foster national unity and enthusiasm. However, this nationalism often prioritizes certain sports while overlooking others.

Participants cautioned that athletes are sometimes burdened with the expectation of being national symbols. This can lead to stress and selective investment by the state.

*"Athletes are expected to be patriotic symbols. This can be a burden as well." - Participant 5*

x. **Health and Body Image Norms**

Cultural ideals around appearance and health affect sports engagement, particularly among girls. Societal pressures to remain slim, fair, or “non-muscular” discourage participation in strength-based or outdoor sports. These norms perpetuate harmful stereotypes and disconnect health from fitness and function.

*"Girls are told not to get 'too muscular' or tanned. That directly affects who plays what." -Participant 7*

*"Health is often understood in cosmetic terms. Sports can change that understanding." Participant 9*

xi. **Regional and Ethnic Identity**

Participants highlighted how sports are deeply embedded in regional and ethnic identities. While traditional games contribute to local pride and cohesion, they are often marginalized at the national level. Selection processes also reflect regional biases, favouring athletes from politically influential areas.

*"In the northeast, football is a way of life, but those players often do not get national recognition."- Participant 6*

*"Our traditional games define who we are, but they are often seen as inferior to global sports like tennis or cricket." -Participant 2*

xii. **Historical and Colonial Legacy**

*"Cricket's legacy is not just about talent. It is also about how colonialism shaped our tastes."-Participant 5*

India's colonial past has profoundly shaped sports preferences and hierarchies. British-introduced sports continue to be seen as elite and modern, overshadowing indigenous games. This legacy influences everything from school sports programs to national-level funding priorities.

*"There is a lingering idea that 'modern' means Western, even in sports." - Participant 8*

#### xiii. **Technology and Digital Culture**

The digital revolution has transformed how sports are consumed and promoted. Participants noted that while social media allows athletes to independently build their image, access to technology remains unequal. Urban athletes benefit disproportionately from online visibility and sponsorship opportunities.

Additionally, e-sports and fitness apps have shifted youth interest from physical play to digital engagement, sometimes at the cost of traditional sports culture.

*"You need an online presence now to even be noticed. Skill is not enough." - Participant 9*

#### xiv. **Social Beliefs**

*"Our culture respects knowledge more than physical skill, which affects how sports are prioritized." - Participant 7*

Deep-rooted cultural values such as humility, collectivism, or resistance to competition shape sports practices. These values can sometimes clash with the aggressive competitiveness associated with modern sports culture. Participants acknowledged that reconciling traditional values with contemporary sports systems is essential for holistic development.

*"In my village, humility is everything. So showing off in sports is not appreciated." -Participant 6*

The semi-structured interviews provide a rich, layered understanding of how diverse cultural forces influence attitude towards sports. From media visibility and gender norms to regional pride and colonial legacies, the findings highlight that sports culture is not shaped in isolation. It is moulded by intersecting values, systems, identities, and inequalities.

These fourteen themes reveal not only barriers but also cultural pathways that can be leveraged to make sports more inclusive and meaningful. Recognizing and addressing these cultural dimensions is essential for policymakers, educators, and sports institutions that aim to nurture a healthier and more equitable sports ecosystem.

The results of this study illustrate the complex interplay of cultural factors that influence sports participation. The results show that the family and social environment, educational institutions, media, historical and traditional values, religious beliefs, government policies, gender norms, social beliefs and values, and economic conditions play an important role in shaping attitudes towards sport. These support previous research on cultural factors influencing sports participation ( Dobbins et al, 2013)

The emphasis on family and social environments, educational institutions, and the media suggests that early exposure and social support are critical to the development of interest in sport. The influence of historical and traditional values, religious beliefs, social beliefs, and values emphasizes the importance of cultural and social norms in shaping sport participation.

The results on gender norms and economic conditions suggest that there are still barriers to participation in sports, particularly for those from marginalized groups. The impact of government policies and initiatives suggests that there are opportunities for policy interventions to increase sport participation. Overall, the study emphasizes the need for a holistic approach that considers the interplay of cultural factors in promoting sport participation and cultural attitudes towards sport.



Based on the aggregated rankings, the top five sub-dimensions selected for inclusion in the final scale are:

1. Media influence
2. Gender Norms
3. Family Support
4. Religious Beliefs
5. Social Beliefs

The prioritization exercise aimed to distil a manageable and theoretically grounded set of dimensions for constructing a reliable scale on Cultural Attitude Towards Sports. The five highest-ranked sub-dimensions Media Influence, Gender Norms, Family Support, Religious Beliefs and Social Beliefs reflect the multifaceted and socio-culturally embedded nature of sports participation and perception.

Media emerged as the most influential factor, with participants emphasizing its pervasive role in shaping public consciousness about sports. Given the current context, media plays a pivotal role in shaping public consciousness and strongly influences how individuals think and form perspectives particularly in relation to sports. Consequently, media plays a crucial role in shaping societal attitudes toward sports, as it is continually saturated with sports-related content and narratives disseminated through various platforms, including television, print, radio, and the Internet (Pilar et al., 2019; Brown & Billings, 2013). Media not only frames the visibility and desirability of certain sports but also mediates societal narratives about gender, nationalism, and achievement in sports (Fink, 2015).

Gender followed closely, reinforcing scholarly consensus that cultural attitudes towards sports are heavily gendered. The term "gender" refers to the social and cultural roles, behaviours, and identities that are established for individuals by a society or culture on the basis of their sexual orientation. Societal expectations and stereotypes continue to regulate who is encouraged or discouraged from participating in specific types of sports (Messner, 2002).

Family was ranked third, affirming the family unit as a primary socializing agent. Participants noted that family encouragement, or lack thereof, has a profound impact on both early sports participation and long-term attitudes (Coakley, 2009). The importance of the family of an individual in their sporting life cannot be overstated. Dong et al. (2018) conducted a study in which they discovered that athletes who came from families that had a positive attitude towards sports and physical activity performed significantly better than those who did not have such a supportive upbringing.

Religion rounded out the top six, with participants noting that religious norms and teachings often shape views on bodily autonomy, time management, and gender roles, all of which influence sports participation (Amara, 2008). Religion is a complex system of symbols, practices, and institutions that shape people's understanding of themselves and the world around them. This idea is brought to light by the concept that religion is more than just a collection of beliefs.

Social Beliefs, encompassing both traditional and contemporary values, were ranked sixth. Participants stressed that these cultural, moral, and historical beliefs shape how people and communities view and participate in sports. Cultural views on discipline, perseverance, teamwork, physical exertion, and the moral purpose of sports greatly affect whether sports are valued as character-building, social mobility, or recreational. Sports can be seen as distractions from academic or religious duties in some cultures, but in others, they symbolise honour, respect, and national pride. These belief systems, often passed down through generations, subtly shape attitudes about who should play sports, what types are appropriate, and what societal outcomes are expected from athletic engagement. Beliefs shape sports interpretation and practice, sometimes implicitly.

Lower-ranked dimensions, such as institution and policy, technology, language, and colonial history, were acknowledged as relevant but considered secondary or indirect in influence. The ranking exercise thus validated the conceptual importance of the selected five dimensions while ensuring the scale remains focused and operationally manageable.

#### **D. Focus Group Discussion:**

To construct and standardise a scale on Cultural Attitude Towards Sports, the investigator held a focus group discussion (FGD) on sports to (a) conceptualise the construct and (b) formulate an operational definition. These conversations included comprehensive, multidisciplinary perspectives from specialists in fields like sports sciences, physical education, sociology, psychology, cultural studies, and education.

The justification for using FGD derived from their effectiveness in leveraging participant's collective insights and knowledge to convey abstract concepts and clarify domain-specific language through interactive engagement (Krueger and Casey, 2015).

Before the focus group discussion began, participants were informed about the purpose and objectives of the study and the importance of their contributions. The discussions were audio-recorded with their permission, and participants were assured of confidentiality.

The following questions guided the discussion.

- How would you define “cultural attitudes” in general?
- In your view, what does “cultural attitudes towards sport” imply?
- What cultural, social, or institutional factors do you think shape attitudes towards sport?
- What would be an operational definition that fits this construct?

Some expert opinions from the focus group discussion were listed below.

*"When we talk about cultural attitudes, we are not just referring to opinions. We are talking about deep-rooted beliefs and values that are passed down through generations, and they often unconsciously influence how people view sports." - Participant 4*

*"Cultural norms shape whether sports are seen as a worthwhile pursuit or as a distraction from academics or work. That perception varies across societies." - Participant 2*

*In many homes, whether rural or urban, playing sports is still seen as a luxury or a waste of time, and such attitudes certainly determine attitudes towards it. - Participant 1*

*The symbolic meaning of sports can vary – sometimes it is associated with nationalism, sometimes with resistance, sometimes with modernity. That symbolism is crucial to understanding attitudes." - Participant 10*

*"The media plays a huge role in reinforcing cultural attitudes by making decisions. Which sports to show, which athletes to glorify, and whose stories are told or ignored." - Participant 5*

*Schools often reflect the cultural values of society. If the school system does not prioritize sports, it sends a message to students and parents about its importance."- Participant 6*

In the focus group discussion, the investigator conceptualised and derived definitions of cultural attitudes towards sports.

‘Cultural attitudes as a socially acquired and transmitted way of thinking about, participating in, and evaluating sports and physical activities. It reflects how people within a society understand and respond to various aspects of their sporting activities and how they shape their individual and collective identities. It is influenced by the values, norms, ideologies and experiences of a society or group. It is transmitted from generation to generation.’

‘Cultural Attitude Towards Sports are the collective beliefs, values, and social expectations embedded in a society or community that influence the perception, preference, and engaging in sport.’

The FGD provided important qualitative support for the concept of Cultural Attitude Towards Sports. It revealed that attitudes are not isolated opinions but rather part of deeply embedded structures and collective memories.

The operational definition developed in this FGD serves as a research-anchored but grounded foundation for future empirical testing. The five elements provide a multidimensional view of the construct and serve as themes for item pool generation.

The focus group discussion provided an essential link between theoretical exploration and empirical scale development. The collaborative knowledge generated through various disciplinary lenses ensured that the construct Cultural Attitude Towards Sports is conceptually rich and culturally situated.

#### **4.2 Construction Phase**

This phase includes the formulation of items, reviewing and editing those items, providing instructions for participants, analysing the items, selecting the final items, and preparing the final draft.

##### **A. Item Formulation**

The formulation of items is considered a fundamental phase in the construction of a scale on Cultural Attitude Towards Sports. An integrative approach that combines theoretical insights, empirical findings, and qualitative data from literature reviews, semi-structured interviews, ranking of the elements and focus group discussions resulted in the generation of an initial pool of 90 items. The items were developed to encompass a wide range of cultural factors that affect attitudes towards sports, such as Media Influence, Gender Norms, Family Support, Religious Beliefs and Social Beliefs

##### **B. Review and Editing of the items**

After the formulation of 90 items with the purpose of measuring Cultural attitudes Towards Sports, the draft scale was subjected to a stringent expert review procedure to evaluate the clarity, conceptual relevance, cultural appropriateness, and

redundancy of each individual item. A panel consisting of ten subject-matter experts from different field, including as sociology, physical education, cultural studies, sports psychology and English, was enlisted to evaluate the degree to which each item aligned with the defined construct. Clarity of wording, conceptual strength, cultural sensitivity, and redundancy were the four primary criteria with which the experts evaluated each question. The experts provided thorough qualitative feedback about the items.

The responses of the respondents led to the identification of thirty questions that were deemed unclear due to confusing wording or complex phrasing. These items were later reworded to improve the semantic clarity and respondent comprehension. In addition, eleven items were deemed to be conceptually weak. This were due to the fact that they did not have any direct relevance to the construct and because they did not reflect any meaningful component of cultural attitudes. These items were disregarded and removed from the scale.

Here, ten items were identified as being culturally sensitive, with a special emphasis placed on those that dealt with issues like religion, gender roles, and traditional belief. These fifteen items were also removed.

The other nine items were found to have meanings that were either identical or redundant, and as a result, they were removed from the scale in order to reduce the number of redundant items and increase scale efficiency.

The number of items in the pool were cut down from 90 to 60 as a consequence of the systematic expert evaluation and revision procedure that was described before. On the basis of their clarity, intellectual significance, and cultural sensitivity, the remaining entries were kept in the list. It was through this procedure that the content validity of the scale was considerably improved. This was accomplished by ensuring that each item was representative, free of ambiguity, and contextually grounded. In order to examine psychometric qualities such as internal consistency, item discrimination, and factorial structure, it was determined that the updated set of 60 items was suitable for administration during the pilot study. The process of Refinement reflects best practices in scale creation, emphasising the

importance of expert validation for improving concept representation and reducing measurement error (Haynes, Richard, & Kubany, 1995; DeVellis, 2017).

### C. Pilot study

A pilot study, also known as pilot testing, is a small-scale study that is done before the full-scale instrument is used. The principal aim of the pilot study is to assess the degree to which the instrument can deliver data of adequate quality and quantity to meet the research objectives (Hunt et al., 1982). Based on the expert feedback and suggestions 60 items were retained for further studies. The drafted scale were administrated on 50 subjects to describe the central tendency and variability of responses, and internal consistency reliability.

**Table 4.2**

*Descriptive Statistics of Pilot Study*

<b>Item Statistics</b>			
<b>Items</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Item 1	4.34	.658	50
Item 2	3.14	1.355	50
Item 3	3.36	1.453	50
Item 4	3.02	1.450	50
Item 5	3.74	.777	50
Item 6	3.12	1.380	50
Item 7	3.10	1.313	50
Item 8	3.06	1.361	50
Item 9	3.10	1.403	50
Item 10	3.18	1.453	50
Item 11	3.06	1.268	50
Item 12	3.00	1.370	50
Item 13	3.62	1.028	50
Item 14	3.12	1.394	50
Item 15	3.02	1.348	50
Item 16	3.02	1.348	50
Item 17	2.92	1.383	50
Item 18	3.06	1.420	50

<b>Item Statistics</b>			
<b>Items</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Item 19	3.58	.859	50
Item 20	3.16	1.517	50
Item 21	2.86	1.400	50
Item 22	2.84	1.218	50
Item 23	3.06	1.331	50
Item 24	3.08	1.469	50
Item 25	2.68	1.477	50
Item 26	2.78	1.055	50
Item 27	2.52	1.328	50
Item 28	2.64	1.425	50
Item 29	2.58	1.372	50
Item 30	2.64	1.522	50
Item 31	2.60	1.325	50
Item 32	2.64	1.509	50
Item 33	2.86	1.525	50
Item 34	2.76	1.479	50
Item 35	3.54	.838	50
Item 36	2.56	1.358	50
Item 37	2.62	1.383	50
Item 38	3.34	1.022	50
Item 39	2.60	1.294	50
Item 40	2.64	1.336	50
Item 41	2.50	1.266	50
Item 42	2.72	1.278	50
Item 43	2.74	1.306	50
Item 44	3.78	.764	50
Item 45	2.76	1.408	50
Item 46	2.84	1.330	50
Item 47	3.78	.679	50
Item 48	2.76	1.333	50
Item 49	3.76	.938	50
Item 50	3.00	1.355	50
Item 51	3.28	1.429	50
Item 52	2.76	1.255	50

<b>Item Statistics</b>			
<b>Items</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Item 53	3.18	1.574	50
Item 54	3.22	1.516	50
Item 55	3.26	1.382	50
Item 56	3.04	1.355	50
Item 57	3.22	1.582	50
Item 58	3.18	1.410	50
Item 59	3.28	1.457	50
Item 60	3.76	.916	50

The table 4.3 presents the descriptive statistics for the scale items of the pilot study. It can be seen that, the mean ranged from 2.5 to 4.35, demonstrating moderate to high levels of the construct across items. Standard deviations ranged from 0.658 to 1.582, showing adequate variability in responses.

**Table 4.3**

***Internal Consistency Reliability of the pilot study***

<b>Reliability Statistics</b>	
Cronbach's Alpha	No. of items
0.883	60

The table 4.3 shows the reliability statistics of the pilot study; it reveals that the value of Cronbach's alpha (0.883) were significantly greater than the usual threshold of 0.70, that is the internal consistency reliability of the drafted scale were acceptable. Which means that the items consistently measure the same underlying construct. This level of reliability means that the scale is stable and the items work well together.

The overall results of the pilot study show that the scale is likely to be reliable and valid. The means and standard deviations are in a good range, the items have strong internal consistency. These all suggest that the items are good for measuring the target construct. Based on these results, the scale seems ready to be

used in a bigger main study. However, if more validity tests show that it is necessary, small changes could be made.

#### **D. Try out of the scale**

The investigator conducted a try-out on a sample of 450 subjects, all randomly selected from the target population. In this stage, subjects were chosen from seven districts of Kerala: Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur, and Palakkad. From this data set certain responses are removed due to inconsistencies, missing data, or multiple answers to a single statement. Following the exclusion of incomplete or irrelevant responses, the data set contains 400 responses. This set of data was used for further analysis.

#### **E. Item analysis**

Item analysis is a systematic procedure conducted to evaluate individual test items or questions and to improve the overall quality of a test. It provides essential information that can guide test refinement and is instrumental in the development of an item or question bank, which can be used for constructing more reliable and valid assessments (Anastasi, 2001). According to Lamark, item analysis refers to ‘the procedure used to judge the quality of an item,’ emphasizing its role in ensuring the effectiveness of each question. A high-quality test is built upon strong test items that align with the objectives of the assessment and demonstrate both reliability and validity. The main aim of item analysis is to identify and select such items to ensure the usefulness of the test.

Item analysis serves several important functions. Firstly, it helps in identifying and rejecting weak or ambiguous items that may confuse respondents or fail to measure the intended construct accurately. Secondly, it ensures that each selected item contributes meaningfully to the overall purpose of the test, thereby enhancing content representativeness. Thirdly, it aids in determining the optimal number of items needed to maintain balance between comprehensiveness and test length. Lastly, it reveals patterns or defects in student responses, allowing educators to refine or replace problematic items. As noted by Harper and Chauhan (1974),

‘Test analysis is a general term which covers a wide range of statistical and analytical techniques which may be applied for the purpose of improving tests, examinations, quizzes and other mental measurement devices.’ In essence, item analysis is an indispensable tool for enhancing the quality, fairness, and effectiveness of educational and psychological assessments.

In the previous try out test, the objective was to remove ambiguities, but being the final stage for the selection of items, statistical calculation were involved to check all the items.

The responses of all subjects in each item were entered into a spreadsheet. The investigator calculated and arranged the total scores of all 400 respondents in ascending order to identify the statements that most effectively captured the required information and to eliminate less effective ones. From this distribution, the top 27% and bottom 27% of scorers were selected as the 'criterion groups' for evaluating the quality of individual items. Then the data were loaded into statistical software.

There are several established methods for item selection in scale construction. In this study, the investigator chose to employ three key statistical criteria for selecting the most appropriate items from the draft scale: discriminating power and the internal consistency reliability.

#### **a. Discriminating power**

Discriminating power refers to an item's ability to differentiate between respondents who score high and low on the overall scale. Items with higher discrimination indices are more effective in distinguishing between individuals with different levels of the underlying construct (Anastasi & Urbina, 1997). The result were showed on the table 1

**Table 4.4*****Independent Samples t-Test Results for Discriminatory Power***

<b>Items</b>	<b>t-value</b>	<b>p-value</b>
Item 1	2.121	.035
Item 2	6.540	0.000
Item 3	5.227	0.000
Item 4	5.699	0.000
Item 5	2.448	.015
Item 6	5.953	0.000
Item 7	5.909	0.000
Item 8	5.937	0.000
Item 9	6.786	0.000
Item 10	6.507	0.000
Item 11	6.007	0.000
Item 12	5.668	0.000
Item 13	0.154	0.861
Item 14	7.290	0.000
Item 15	7.759	0.000
Item 16	6.926	0.000
Item 17	7.379	0.000
Item 18	7.281	0.000
Item 19	0.170	0.865
Item 20	8.285	0.000
Item 21	6.742	0.000
Item 22	6.813	0.000
Item 23	8.488	0.000
Item 24	6.789	0.000
Item 25	12.031	0.000
Item 26	0.560	0.576
Item 27	10.825	0.000
Item 28	9.818	0.000
Item 29	12.236	0.000
Item 30	10.336	0.000
Item 31	10.508	0.000
Item 32	10.198	0.000
Item 33	10.285	0.000

<b>Items</b>	<b>t-value</b>	<b>p-value</b>
Item 34	11.113	0.000
Item 35	1.447	0.149
Item 36	10.246	0.000
Item 37	8.774	0.000
Item 38	0.788	0.431
Item 39	8.857	0.000
Item 40	8.606	0.000
Item 41	8.739	0.000
Item 42	9.382	0.000
Item 43	7.970	0.000
Item 44	1.901	0.059
Item 45	9.184	0.000
Item 46	9.506	0.000
Item 47	0.558	0.577
Item 48	8.608	0.000
Item 49	0.752	0.453
Item 50	7.153	0.000
Item 51	8.426	0.000
Item 52	0.656	0.512
Item 53	7.547	0.000
Item 54	7.101	0.000
Item 55	7.086	0.000
Item 56	7.456	0.000
Item 57	7.829	0.000
Item 58	6.949	0.000
Item 59	7.365	0.000
Item 60	2.172	.031

Table 4.4 shows that Independent Samples t-Test Results for Discriminatory Power of all the item in the scale on Cultural Attitude Towards Sports. This analysis aimed to identify items that can differentiate between individuals exhibiting higher and lower levels of the underlying construct. Items demonstrating statistically significant differences ( $p < .05$ ) between the two groups were identified as effective discriminators.

Table 4.4 revealed that nine items were eliminated because they did not show statistically significant differences between the high and low scoring groups (Item 13, Item 19, Item 26, Item 35, Item 38, Item 44, Item 47, Item 49, and Item 52). These eliminated items had  $p$ -values  $< .05$ , indicating that they failed to discriminate effectively between individuals with high and low levels of the measured construct. Only the items with  $t$ -values significant at 0.05 were retained for the further analysis.

### **b. Corrected item-total correlation**

Corrected item-total correlation assesses how well each item correlates with the total score of the scale, excluding the item itself from the total. A higher corrected correlation indicates that the item is consistent with the overall scale and contributes meaningfully to the construct being measured. All the items in the scale on Cultural Attitude Towards Sports were analysed corrected item total correlation. The details of corrected item total correlation are presented in the table 4.5.

**Table 4.5**

***Corrected Item-Total Correlations and Reliability Statistics for Scale Items***

	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
Item 1	.680	.889
Item 2	.331	.887
Item 3	.283	.888
Item 4	.271	.888
Item 5	.760	.889
Item 6	.300	.888
Item 7	.315	.887
Item 8	.296	.888
Item 9	.329	.887
Item 10	.339	.887
Item 11	.307	.887
Item 12	.288	.888
Item 14	.367	.887

	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
Item 15	.393	.886
Item 16	.374	.887
Item 17	.396	.886
Item 18	.365	.887
Item 20	.408	.886
Item 21	.341	.887
Item 22	.353	.887
Item 23	.399	.886
Item 24	.358	.887
Item 25	.442	.886
Item 27	.374	.887
Item 28	.365	.887
Item 29	.440	.886
Item 30	.391	.886
Item 31	.419	.886
Item 32	.386	.886
Item 33	.385	.886
Item 34	.409	.886
Item 36	.403	.886
Item 37	.402	.886
Item 39	.349	.887
Item 40	.355	.887
Item 41	.361	.887
Item 42	.381	.886
Item 43	.350	.887
Item 45	.394	.886
Item 46	.387	.886
Item 48	.364	.887
Item 50	.320	.887
Item 51	.379	.886
Item 53	.332	.887
Item 54	.333	.887
Item 55	.341	.887
Item 56	.331	.887

	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
Item 57	.340	.887
Item 58	.333	.887
Item 59	.349	.887
Item 60	0.160	.890

The table 4.5 contains information of item corrected item-total correlation and internal consistency (reliability) of the test items called Cronbach's Alpha. A selection criterion of 0.30 was established, meaning that items with a corrected item-total correlation of 0.30 or above were considered acceptable for further analysis. Items falling below this threshold were identified as potentially weak indicators of the construct and candidates for removal.

From the table 4.5, it can be seen that seven items showed a correlation below 0.30, suggesting that these items do not align well with the construct and may reduce the reliability of the scale if retained. Therefore, these seven items (Item 1, Item 3, Item 4, Item 5, Item 8, Item12, and Item 60) were excluded from further analysis and scale refinement. Eliminating such items enhances the reliability and coherence of the scale, guaranteeing that all retained items assess facets of the same underlying dimension. This step was crucial in enhancing the scale prior to performing additional psychometric assessments, including exploratory factor analysis.

### **4.3. Standardisation Phase**

During this standardisation phase, the investigator performed several procedures: a final try-out of the scale, exploratory factor analysis, confirmatory factor analyses, establishment of the scale's validity, establishing of the scale's reliability, and establishment of the norms.

#### **A. Final try-out of the scale**

The investigator executed a final try-out on a substantial sample of 1700 subjects, all randomly selected from the target population for which the test was being developed to ensure a large sample size. In this stage, subjects were chosen

from seven districts of Kerala: Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur, and Palakkad.

Data were collected from 1,700 respondents; however, during screening, it was determined that several participants did not fully complete the scale, necessitating the exclusion of certain responses due to inconsistencies, missing data, non-compliance with inclusion criteria, or multiple answers to a single statement. Following the exclusion of incomplete or irrelevant responses, the final sample used for statistical analysis consisted of 1600 data set. This set of data was used for further analysis.

### **Exploratory Factor Analysis**

The findings of the Exploratory Factor Analysis offer significant empirical evidence for the multi-faceted character of the Cultural Attitude Towards sports. The comprehensive five-factor solution offers an in-depth look at the element of cultural attitude, which is essential for this scale development initiative. The preliminary evaluation of the data's adequacies for EFA, via the KMO and Bartlett's Test, produced exceptionally positive outcomes.

**Table 4.6**

#### ***Kaiser-Meyer-Olkin (KMO) Measure and Bartlett's Test of Sphericity***

<b>Test</b>	<b>Value</b>
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.893
Bartlett's Test of Sphericity: Approx. $\chi^2$	46,537.584
Bartlett's Test of Sphericity: df	946
Bartlett's Test of Sphericity: p	< .001

The Kaiser-Meyer-Olkin (KMO) test was carried out to confirm sample adequacy which was found to be 0.893. Bartlett's test of sphericity was performed and a score of 46537.584 ( $p < .001$ ) was obtained. The significant p-value less than 0.05 indicate that data set does not generate any identity matrix. Similarly, it also revealed that the data set is suitable for factor analysis.

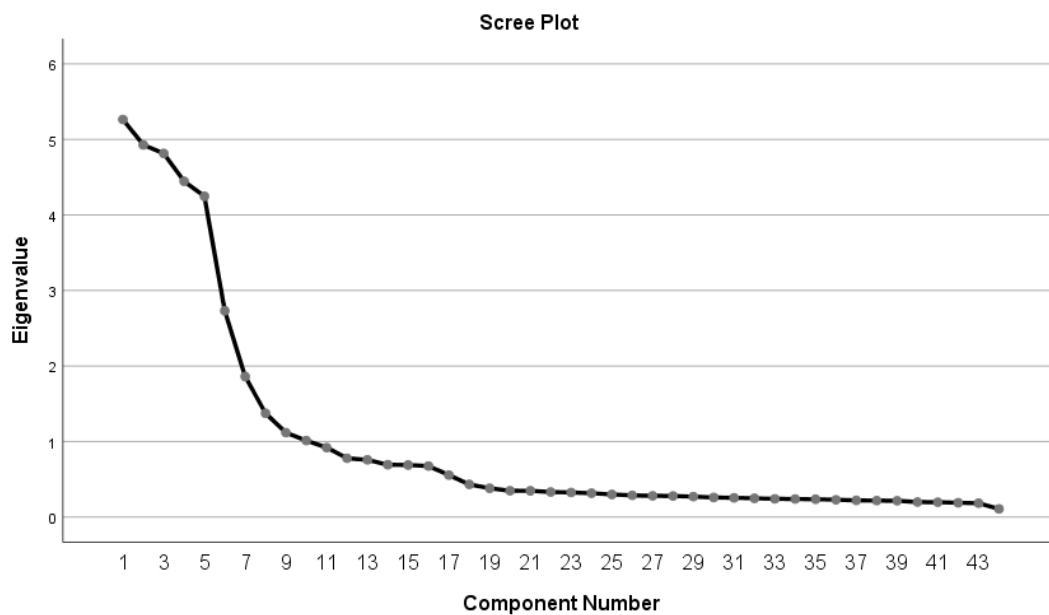
**Table 4.7*****Total Variance Explained by Each Component***

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.264	11.963	11.963	5.264	11.963	11.963	5.057	11.492	11.492
2	4.927	11.199	23.162	4.927	11.199	23.162	4.704	10.692	22.184
3	4.815	10.943	34.105	4.815	10.943	34.105	4.682	10.641	32.825
4	4.446	10.105	44.210	4.446	10.105	44.210	4.646	10.560	43.385
5	4.247	9.652	53.862	4.247	9.652	53.862	4.610	10.477	53.862

Principal Component Analysis was employed as the extraction method for Exploratory Factor Analysis (EFA) to find the underlying structure of the items. The Kaiser criterion helped us decide which factors to keep. This means that components with eigenvalues greater than 1 ( $>1$ ) are important. The analysis showed that five components met this requirement that they indicate greater eigenvalue (5.264, 4.927, 4.815, 4.446, and 4.247). These five components collectively represented 53.86% of the total variance, signifying an adequate level of explained variance for a multidimensional construct in the study.

**Figure 4.1**

*Scree-Plot of Exploratory Factor Analysis – Cultural Attitude towards Sports*



The scree plot displays the Eigen values in a downward curve, ordering the Eigen values from largest to smallest. According to the scree-test, the ‘elbow’ of the graph where the Eigen values seem to level off is found and factors or components to the left to this point should be retained is significant. Here, five factors have Eigen value greater than 1 and it can be shown in the scree plot in elbow shape.

**Table 4.8*****Rotated Component Matrix from Principal Component Analysis with Varimax Rotation***

	<b>Rotated Component Matrix</b>				
	<b>Factor</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Item 2	-.005	.876	.019	-.001	.003
Item 6	-.023	.888	.004	-.017	-.021
Item 7	-.015	.875	.014	-.004	-.014
Item 9	-.004	.877	.004	.007	-.011
Item 10	-.009	.883	-.019	.000	.002
Item 11	-.018	.878	.001	-.008	-.019
Item 15	-.002	.005	.879	-.031	-.005
Item 16	.011	-.004	.292	.655	-.044
Item17	.005	-.013	.245	.095	-.020
Item 18	.046	.003	.319	.038	.006
Item 19	.025	-.028	.275	.023	-.005
Item 20	.039	.025	.871	-.032	.019
Item 21	.021	.009	.871	-.043	-.013
Item 22	-.018	-.006	.867	-.038	.000
Item 23	.022	.023	.879	-.038	-.019
Item 24	.018	.019	.285	.050	.003
Item 25	-.024	.020	.661	-.016	.284
Item 27	-.051	-.078	.034	.101	.540
Item 28	-.058	-.101	.056	.115	.524
Item 29	-.036	-.083	.037	.089	.516
Item 30	-.019	-.020	.015	.021	.305
Item 31	.059	.075	.012	-.043	.820
Item 32	.058	.068	-.028	-.050	.815
Item 33	.059	.065	-.019	-.062	.812
Item 34	.062	.052	.004	-.069	.810
Item36	.035	.062	-.035	-.057	.793
Item 37	.336	.056	-.002	-.035	.461
Item 39	.892	-.036	.015	-.026	-.016
Item 40	.892	-.028	.015	.003	-.014
Item 41	.895	-.032	.016	-.018	-.018

<b>Rotated Component Matrix</b>					
	<b>Factor</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Item 42	.890	-.012	.015	-.024	.017
Item 43	.885	-.019	.017	-.023	-.013
Item 45	.887	-.023	.026	.009	-.009
Item 46	.277	.017	.012	.010	.059
Item 48	.278	.002	.054	.060	.002
Item 50	.022	-.014	-.023	.318	.014
Item 51	-.025	.025	-.001	.311	.090
Item 53	.007	.001	.030	.863	-.021
Item 54	.025	.001	-.032	.297	.025
Item 55	-.002	-.009	.047	.870	-.036
Item 56	.038	.004	.054	.858	-.055
Item 57	-.005	.001	.042	.872	-.024
Item 58	.003	.006	.067	.864	-.029
Item 59	-.027	-.084	.016	.333	.293

Factor loadings of items with 0.4 and above were retained as the meaning of factors are better pronounced as the factor loading is 0.4 and above (Ford et al., 1986). As recommended by Harvey et al. (1985), to assess the homogeneity of items within each latent construct at least 4 items per scale are appropriate. Hence, the top five items with the highest factor loading were retained for the final scale.

The first factor underlies the items are Item 39, Item 40, Item 41, Item 42, and Item 45 which were related to the support of an individual's family their willingness to engage in sports together, how they view sports, and the importance of sports. So the factor named as "Family Support." The family is a primary agent of socialisation, and therefore, this certainly influences one's attitude towards sports, this aligns with study of Rhodes and Quinlan (2014).

Familial support is a significant determinant of an individual's engagement in sports. Support may appear in various forms, such as emotional encouragement, financial assistance, and logistical aid. A supportive family environment might

promote a favourable attitude towards sports, whereas insufficient support may inhibit participation. Family supports have a significant impact on children's sports attitude formation and involvement in physical activity (Lian et al., 2021, Timperio et al., 2013). Parent's sports evaluation and peer influences have a greater impact on children's sports participation. Parents play an important role in children's physical activity in the early years (F and Li, 2004; Brown and Larson, 2009).

The most loaded five items in the second factor are The Item 15, Item 20, Item 21, Item 22, and Item 13, which are related to the media. So, the factor was named as 'Media Influence'. The media has consistently had a major influence on public perceptions, cultural values, and social dynamics globally. The convergence of sports and media in India transcends mere score reporting and game broadcasting; it encompasses aspects of national pride, identity, and social impact. The visual representation of athletes, their challenges, achievements, and the narratives underlying their victories frequently surpass the confines of sport, impacting the nation's cultural framework and the ambitions of countless individuals (Kohli, 2024).

Pilar et al. (2019b) explained that the media influences and controls society's perception of sports. In a specific way, the media provide a narrative that has a didactic impact on the concept of sport and physical education. The mass media serves as a source of information about recent events, leading to a surge in interest. Furthermore, the transmitted message is developed according to the criteria of timeliness, objectivity, and simplicity, which aim to produce the broadest possible message. In this sense, what is determined as "newsworthy" content in sport is governed by these criteria Hyuk-Lee et al. (2009).

Through various types of media, a high level of interest among spectators in sports is generated, and research makes it possible to identify the conditions under which modern culture and the communication industry develop. Contemporary digital culture presents a complex network of hyper mediations.

The growth of different social sport networks enables journalists from different media groups to publish information with enthusiasm. This way, they can connect directly with customers and have more influence.

Items related to social Beliefs loaded on the third factor. These are the five most loaded items; Item 2, Item 6, Item 9, Item 10, and Item 11. Social Beliefs about sports have a significant impact on how athletes are perceived and played, how they are supported and given opportunities, and how each person feels about playing. Overemphasising sportsmanship and competition in a society frequently results in increased funding for athletes, sports infrastructure, and other initiatives that promote an atmosphere conducive to participation and engagement in sports. On the other hand, resources and enthusiasm for participation may be reduced if sports are perceived as less significant, possibly as a secondary goal to academic objectives, or if they carry negative connotations like excessive commercialisation. Positive or negative, these societal views have an impact on individuals and influence their interest, dedication, and general mind-set when it comes to participating in sports.

The fourth factor was comprised of most loaded items are Item 53, Item 55, Item 56, Item 57, and Item 58, that were associated with religious Beliefs. Religion has a significant influence on a person's attitudes and behaviours towards various aspects of life, including moral decision-making, social interactions, and personal values. Religion can shape moral frameworks, provide a sense of community, and provide a framework for understanding the world and one's place within it. However, attitudes can vary widely depending on individual interpretations, the specific religion, and the broader social context. Therefore, we can assert that the influence of religion on attitudes is multifaceted.

This complexity certainly influences attitudes towards sports. However, the influence of religion on attitudes is complex and can vary widely depending on individual interpretations, the specific religion, and the broader social context.

Historically, there has been a deep connection between sport and religion. Many sports, including the Olympics, developed as part of religious festivals. There are those who believe that, like religion, sports provide important lessons about

values and culturally appropriate behaviour, and that these are symbolic systems that emphasize similar values and goals, including overcoming limited personal desires in order to achieve non-material gains or experiences, and emphasizing cooperation and personal sacrifice for the good of the group.

However, there are also those around us who believe that many of the characteristics, rules, and regulations of sports are contrary to religious values. They point to various issues, such as interaction with people of other religions, dressing, and the importance of women. Therefore, religion plays a very important role in one's attitude towards sports.

Items associated with gender norms were clustered under the fifth factor, most loaded five items are Item 31, Item 32, Item 33, Item 34, and Item 36. An individual's attitude towards sports is influenced by a complex interaction of gender-related social expectations, cultural norms, socialisation, and media representation. Historically, sports in numerous regions have been distinctly gendered, resulting in varied attitudes and opportunities for individuals of differing genders.

Men's attitudes towards sports frequently highlight competition, strength, aggression, and accomplishment. Boys are frequently socialised into culturally "male" sports, such as football, wrestling, or combat sports, from a young age. This frequently encompasses societal pressure to engage and succeed, as athletics may be associated with the formation of a "masculine" identity and social standing. Parents, peers, and the media frequently perpetuate the notion that participation in sports is an admirable quality for boys, and that achievement in athletics leads to social acknowledgement and a feeling of inclusion. Consequently, men may cultivate attitudes that emphasise success, physical fitness, and direct competition; they may also experience shame or humiliation if they fail to meet these standards.

Various social expectations, which persist in some instances, have historically shaped women's attitudes towards sport. Conventional gender stereotypes have frequently linked women with elegance, adaptability, and physically strenuous pursuits, resulting in sports like gymnastics, figure skating, and dance being deemed "feminine." This has frequently led to diminished opportunities,

reduced funding, and limited media exposure in women's sports relative to men's, this affects the motivation and credibility of female athletes. Despite advancements in confronting these stereotypes (e.g., heightened involvement in traditionally male-dominated sports), social stigma, and body image issues, diminished self-confidence, and perceptions of inferiority regarding the quality of experience in sports programs persist. Consequently, women's perspectives on sports may emphasize health, social enjoyment, personal well-being, and skill enhancement rather than competition, and they may exhibit a heightened sensitivity to disparaging remarks from coaches or peers.

Significantly, gender socialization is instrumental in forming these attitudes at a young age. Children acquire knowledge of "masculine" and "feminine" sports through cultural conventions, parental influence, peer interactions, and media representations. The media frequently depict male athletes as robust and authoritative, whereas female athletes are often sexualized or their achievements minimized, thereby perpetuating gender stereotypes and shaping perceptions of gender roles in sports. Deconstructing these stereotypes and guaranteeing equitable opportunities, funding, and representation is essential for cultivating positive and inclusive attitudes towards sports across all genders.

The results of the exploratory factor analysis provide substantial empirical support for the multidimensional nature of the scale Cultural Attitudes to Sports. The analysis yielded five factors, which were labelled Family Support, Social Beliefs, Media Influence, Religious Beliefs, and Gender Norms. A comprehensive five-factor framework would provide a deeper understanding of the cultural attitude component that is critical to this scale development process.

The next step were to conduct a Confirmatory Factor Analysis (CFA) for the scale on Cultural Attitude towards Sports construct and its dimensions (factors) identified from the Exploratory Factor Analysis (EFA) to assess whether the factors generated from the results align with the intended measurement structure, which includes the underlying factors of each construct within the same dimensions.

### Confirmatory Factor Analysis

A Confirmatory Factor Analysis (First Order CFA) is applied to validate the measurement of the scale Cultural Attitude Towards Sports. CFA is a multivariate statistical method used to check the relationship between measured constructs and their dimensions. It explains the quality of the factor structure for measuring the construct. The result of Confirmatory Factor Analysis explained with the help of the proposed & measurement model, model fit indices and validity & reliability results.

**Table 4.9**

*Model Fit Summary (Confirmatory Factor Analysis)*

<b>Model</b>	<b><math>\chi^2</math></b>	<b>df</b>	<b>p</b>
Baseline	32,443.231	300	—
Factor Model	422.572	265	< .001

The chi-square test for model fit was statistically significant,  $\chi^2$  (265) = 422.572,  $p < .001$ , suggesting that the model does not perfectly reproduce the observed covariance matrix. However, the chi-square test is highly sensitive to sample size. Therefore, with larger samples, it is more likely to get statistically significant results. Therefore, while the significant chi-square may indicate some level of misfit, it should not be interpreted in isolation. Additional fit indices were examined to assess the overall adequacy of the model.

**Table 4.10*****Model Fit Indices for the CFA***

<b>Fit Index</b>	<b>Value</b>	<b>df</b>	<b>p</b>
CFI (Comparative Fit Index)	0.995	300	—
TLI (Tucker–Lewis Index)	0.994		
NNFI (Non-normed Fit Index)	0.994		
NFI (Normed Fit Index)	0.987		
PNFI (Parsimony Normed Fit Index)	0.872		
RFI (Relative Fit Index)	0.985		
IFI (Incremental Fit Index)	0.995		
RNI (Relative Noncentrality Index)	0.995		
GFI (Goodness-of-Fit Index)	0.980		
MFI (McDonald's Fit Index)	0.952		
ECVI (Expected Cross Validation Index)	0.339		
SRMR (Standardized Root Mean Square Residual)	0.013		
RMSEA	0.019		
RMSEA 90% CI	[.016, .023]		
RMSEA p-value	1.000		
Hoelter's Critical N ( $\alpha = .05$ )	1151.933		
Hoelter's Critical N ( $\alpha = .01$ )	1218.225		

The Comparative Fit Index (CFI) was 0.995, exceeding the conventional cutoff of 0.95, suggesting a very good fit relative to the null model. The Tucker–Lewis Index (TLI) and Non-Normed Fit Index (NNFI) were both 0.994. This indicates excellent fit. The Normed Fit Index (NFI) and Relative Fit Index (RFI) were 0.987 and 0.985, respectively, which is well above the recommended threshold of 0.90. The Incremental Fit Index (IFI) and Relative Non-centrality Index (RNI) were both 0.995. This implies excellent incremental improvement over the baseline model. The Goodness-of-Fit Index (GFI) was 0.980, signifies strong absolute fit. The McDonald's Fit Index (MFI) was found to be 0.952, suggesting satisfactory fit. The Parsimony Normed Fit Index (PNFI) was 0.872, which is acceptable and ensures a balance between model fit and parsimony. The Standardized Root Mean

Square Residual (SRMR) was 0.013. This score is below the recommended cutoff of 0.08, indicating excellent residual fit. The Root Mean Square Error of Approximation (RMSEA) was 0.019, with a 90% confidence interval of [.016, .023] and a non-significant close-fit test ( $p = 1.000$ ). Values below 0.05 suggest close fit to the data. The Expected Cross-Validation Index (ECVI) was observed to be 0.339. This shows a model which is stable and potentially generalizable. Hoelter's critical N was large ( $N = 1151.933$  at  $\alpha = .05$ ), suggesting adequate sample size for the model to hold.

**Table 4.11*****Standardized Factor Loadings***

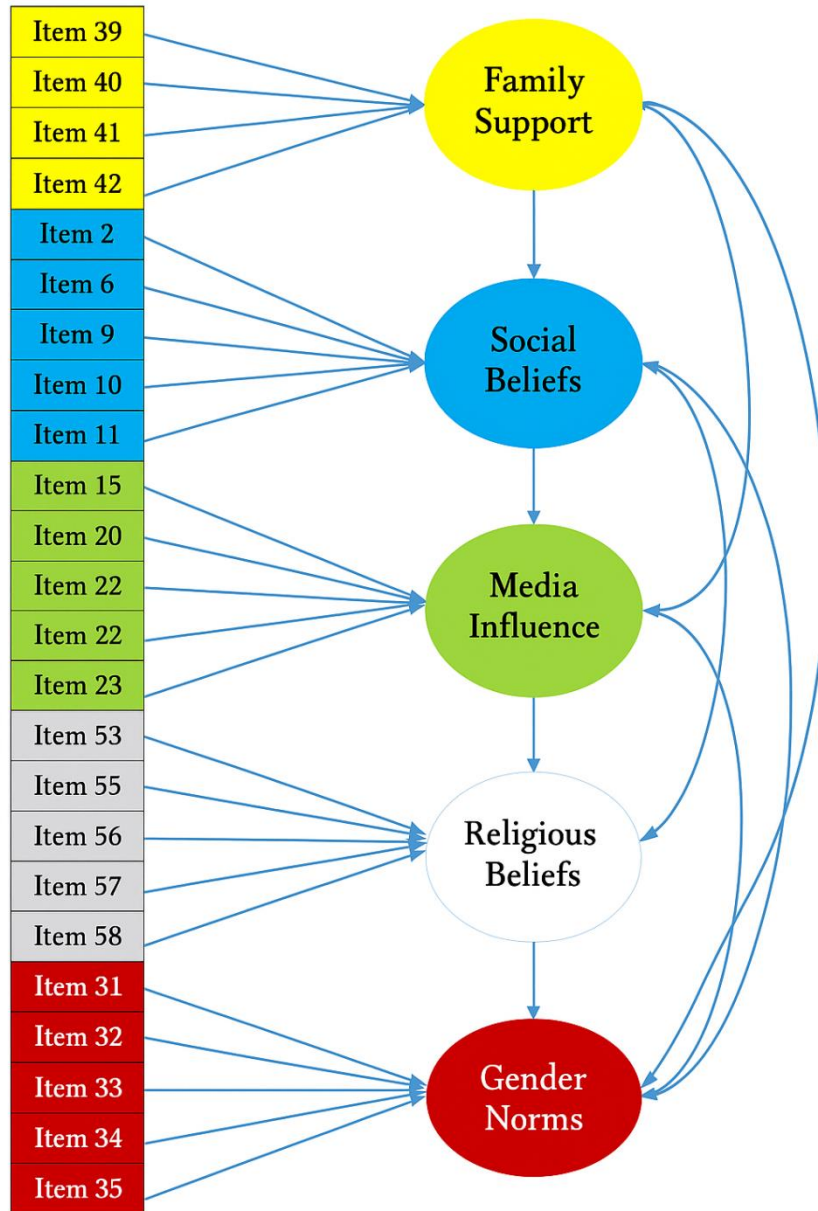
Factor	Indicator	Estimate	Std. Error	z-value	P	95% CI
Family Support	Item 39	1.000	—	—	—	—
	Item 40	0.992	0.020	50.200	< .001	[0.953, 1.030]
	Item 41	0.991	0.020	50.308	< .001	[0.952, 1.030]
	Item 42	0.982	0.020	49.405	< .001	[0.943, 1.021]
	Item 43	0.984	0.020	48.814	< .001	[0.944, 1.023]
Social Beliefs	Item 2	1.000	—	—	—	—
	Item 6	1.008	0.022	45.289	< .001	[0.964, 1.051]
	Item9	1.006	0.023	43.343	< .001	[0.960, 1.051]
	Item10	1.019	0.023	44.809	< .001	[0.974, 1.063]
	Item 11	0.992	0.022	44.211	< .001	[0.948, 1.036]
Media Influence	Item 15	1.000	—	—	—	—
	Item 20	1.014	0.023	44.031	< .001	[0.969, 1.059]
	Item 21	0.990	0.022	44.145	< .001	[0.946,

Factor	Indicator	Estimate	Std. Error	z-value	P	95% CI
						1.034]
	Item 22	0.986	0.023	43.317	< .001	[0.942, 1.031]
	Item23	1.021	0.022	45.742	< .001	[0.977, 1.065]
Religious Beliefs	Item 53	1.000	—	—	—	—
	Item 55	0.991	0.022	44.178	< .001	[0.947, 1.035]
	Item 56	0.974	0.022	43.556	< .001	[0.931, 1.018]
	Item 57	1.001	0.022	44.745	< .001	[0.957, 1.045]
	Item 58	0.987	0.023	43.283	< .001	[0.943, 1.032]
Gender Norms	Item 31	1.000	—	—	—	—
	Item 32	0.998	0.022	44.455	< .001	[0.954, 1.042]
	Item 33	0.977	0.022	44.207	< .001	[0.934, 1.020]
	Item 34	0.978	0.022	43.925	< .001	[0.934, 1.021]
	Item35	0.919	0.023	39.961	< .001	[0.874, 0.964]

A confirmatory factor analysis was performed to assess whether the observed variables accurately measure their respective latent constructs. All standardized factor loadings were found to be high, which ranges from 0.919 to 1.021, and it was observed that all the indicators were statistically significant ( $p < .001$ ). This implies that the items are strong indicators of their respective factors.

**Figure 4.2**

***Confirmatory Factor Analysis Model with Five Latent Factors and Observed Indicators***



The figure 4.1 represents the confirmatory factor analysis (CFA) model tested in the study. There are five latent factors namely; Family Support, Social Beliefs, Media Influence, Religious Beliefs, and Gender Norms. Each latent factor is measured by five observed indicators.

## B. Establishing the Reliability of the Scale

Reliability is a fundamental characteristic of a research tool or scale. A scale must provide a reliable estimate of the activity. The reliability of a scale pertains to its ability to yield stable and consistent results when administered to various groups, at different times, and in diverse locations. When obtained, it is deemed consistent each time. Therefore, it is dependable.

Garrett says that the reliability of a measuring instrument depends on how consistently it assesses the subject's ability. As Anastasi & Urbina (2002) explain, "Reliability refers to how consistent the scores are for the same people when they take the same test again at different times, with different but similar questions, or in different testing situations."

To establishing the reliability of the scale on Cultural Attitude Towards Sports, Internal consistency reliability were assessed. Internal consistency describes the degree to which items within a scale assess the same fundamental construct. Two commonly recognised reliability coefficients were employed: Coefficient Omega ( $\omega$ ) and Cronbach's Alpha ( $\alpha$ ).

**Table 4.12**

### *Reliability Statistics*

<b>Sub-dimensions</b>	<b>Coefficient <math>\omega</math> (Omega)</b>	<b>Coefficient <math>\alpha</math> (Alpha)</b>
Family Support	0.920	0.920
Social Beliefs	0.933	0.933
Media Influence	0.872	0.849
Religious Beliefs	0.952	0.952
Gender Norms	0.932	0.932
Overall	0.927	0.774

Table 4.11 shows the reliability statistics of the scale Cultural Attitude Towards Sports. The internal consistency of the scale was determined using Cronbach's Alpha and Coefficient Omega. All sub-dimensions exhibited acceptable to excellent reliability, with coefficients omega ranging from 0.872 to 0.952; that is, confirming the internal consistency of the scale and provides a accurate estimate by considering factor loading proposed by McDonald (1999). The coefficients alpha between 0.849 and 0.952, which demonstrates acceptable to excellent reliability according to the established threshold of 0.70 (Cronbach, 1951). The overall scale's coefficient omega and coefficient alpha were 0.927 and 0.774 respectively. The results demonstrate that the items within each dimension consistently assess their respective constructs, thereby confirming the scale's internal reliability.

It is very important to include coefficient omega and coefficient alpha because they give an accurate estimate of reliability by considering the asymmetric factor loading, an assumption that is often violated in real data. Here the sub-dimension Religion has high omega and alpha value, which means each set of items reliably measures its composition.

### **C. Establishing the Validity of the scale**

Validity, commonly referred to as construct validity, denotes the degree to which a measure accurately reflects the underlying construct it aims to assess. To assess the construct validity of the scale Cultural Attitude Towards Sports, two approaches were employed: convergent validity and discriminant validity. The results are show below

**Table 4.13**

***Convergent Validity (Average Variance Extracted)***

Sub-Dimension	AVE
Family Support	0.771
Social Belief	0.731
Media Influence	0.737
Religious Belief	0.735
Gender Norms	0.714

The table 4.13 revealed that Average Variance Extracted (AVE) was calculated for each latent construct to evaluate convergent validity. All constructs surpassed the advised threshold of 0.50, signifying acceptable convergent validity (Fornell & Larcker, 1981). AVE values were in the range of 0.714 to 0.771, indicating that a significant proportion of the variance in observed items was accounted for by their corresponding latent variables. The Family sub-dimension has highest value of AVE.

The consistently high AVE values show that the items for each construct match well with the underlying concepts they are meant to measure. This substantiates the construct validity of the scale and reinforces the sufficiency of the measurement model for subsequent analysis. No construct had an Average Variance Extracted (AVE) below the acceptable level, which eases worries about weak connections between items and factors.

**Table 4.14**

***Discriminant validity***

<b>Factor Pair</b>	<b>Correlation</b>	<b>p-value</b>
Family Support ↔ Social Beliefs	-0.058	0.150
Family Support ↔ Media Influence	0.055	0.171
Family Support ↔ Religious Beliefs	-0.010	0.798
Family Support ↔ Gender Norms	0.055	0.190
Social Beliefs ↔ Media Influence	0.020	0.604
Social Beliefs ↔ Religious Beliefs	-0.023	0.557
Social Beliefs ↔ Gender Norms	0.055	0.171
Media Influence ↔ Religious Beliefs	0.037	0.346
Media Influence ↔ Gender Norms	-0.008	0.838
Religious Beliefs ↔ Gender Norms	-0.087	0.034

As shown in the table 4.14 most covariances are non-significant ( $p > .05$ ). This suggest a weak relationship between most factor pairs. The only statistically significant relationship was found between Religious Beliefs and Gender Norms (Estimate =  $-0.087$ ,  $p = .034$ ), suggesting a weak but significant inverse relationship between these two latent constructs.

All other factor pairs, including Family Support with Social Beliefs, Media Influence, Religious Beliefs, and Gender Norms, showed non-significant covariance estimates ( $p > .05$ ). This implies that these latent constructs are relatively independent in this model. These results give preliminary evidence for discriminant validity among the latent constructs.

### **Fornell-Larcker criterion**

In order to assess the Fornell-Larcker criterion, the inter-construct correlation was calculated (Table 4.15). Then, the square root of AVE for each construct was assessed (Table 4.16). The square root AVE for each construct was compared with each correlation involving that construct (Table 4.17). The square root of AVE values should be higher than any inter-construct correlation. This implies satisfactory discriminant validity.

**Table 4.15**

#### *Inter-Construct Correlation Matrix*

<b>Construct</b>	<b>Family Support</b>	<b>Social Beliefs</b>	<b>Media Influence</b>	<b>Religious Beliefs</b>	<b>Gender Norms</b>
Family Support	1.000	0.033	0.030	0.015	0.030
Social Beliefs	0.033	1.000	0.013	0.014	0.033
Media Influence	0.030	0.013	1.000	0.022	0.017
Religious Beliefs	0.015	0.014	0.022	1.000	0.055
Gender Norms	0.030	0.033	0.017	0.055	1.000

**Table 4.16***Average Variance Extracted (AVE) and Square Root of AVE*

Construct	AVE	$\sqrt{\text{AVE}}$
Family Support	0.771	0.878
Social Belief	0.737	0.858
Media Influence	0.734	0.857
Religious Belief	0.735	0.857
Gender Norms	0.714	0.845

**Table 4.17***Fornell-Larcker Matrix*

Construct	Family Support	Social Beliefs	Media Influence	Religious Beliefs	Gender Norms
Family Support	<b>0.878</b>	0.033	0.030	0.015	0.030
Social Beliefs	0.033	<b>0.858</b>	0.013	0.014	0.033
Media Influence	0.030	0.013	<b>0.857</b>	0.022	0.017
Religious Beliefs	0.015	0.014	0.022	<b>0.857</b>	0.055
Gender Norms	0.030	0.033	0.017	0.055	<b>0.845</b>

The table 4.15 shows the *Inter-Construct Correlation Matrix* of the five sub-dimensions. The highest observed correlation between constructs was found to be 0.055 (Religious Beliefs - Gender Norms). Across cultures, religious beliefs have a big impact on gender roles and expectations. Religious institutions had historically played a substantial role in the establishment and reinforcement of gender norms (Ali, 2023). The religions have conventional beliefs that state that what men and women should do, which affects how society thinks about gender. The numerous studies supports this result about the relation between Religious Beliefs and Gender Norms (Inglehart & Norris 2003).

The table 4.17 shows the Fornell-Larcker Matrix, the square roots of the AVE (bold diagonal elements) exceed the corresponding inter-construct correlations

(off-diagonal elements) in all cases. According to Fornell-Larcker criterion this result indicates that each construct is empirically distinct and describes unique variance, thereby confirming the discriminant validity of the scale.

#### **D. Setting up the Norms**

In psychological assessment, norms are standards or score ranges obtained from a substantial, representative sample of individuals, used to evaluate an individual's test results by contrasting them with the performance of that reference group. Norms explain a raw test score by illustrating an individual's performance in relation to the typical performance of peers. Cohen & Swerdlik (2013) define that 'In a psychometric context, norms refer to the performance data of a specific group of test takers, utilised as a benchmark for evaluating or interpreting individual test scores.'

In this study, the investigator were created a normative table to interpret individual scores on this scale Cultural Attitude Towards Sports, utilising scores from a standardised sample (N = 1600). The raw scores were transformed into percentile ranks and standardised z-scores for enhanced interpretability. Interpretive categories were established by segmenting the score range into units of standard deviation (z-scores), based on the characteristics of the normal distribution.

Norms were established for each sub-dimension of the scale Cultural Attitude Towards Sports. Percentile rank, raw score, z-score and the interpretation are presented in Table 4.18

**Table 18**

*Descriptive statistics (Mean and Standard Deviation)*

<b>Dimension</b>	<b>Mean</b>	<b>SD</b>
Family Support	15.00	6.21
Social Belief	14.82	6.26
Media Influence	15.00	6.25
Religious Belief	15.28	6.22
Gender Norms	15.03	6.25
Cultural Attitude Towards Sports (CATS)	75.26	14.00

**Table 19***Normative data*

<b>Dimension</b>	<b>Percentile</b>	<b>Raw Score</b>	<b>Z-Score</b>	<b>Interpretation</b>
<b>Family Influence (F)</b>	10th	6	-1.45	Very Low
	25th	10	-0.82	Low
	50th	15	-0.04	Average
	75th	21	+0.89	High
	90th	24	+1.36	Very High
<b>Social Belief (B)</b>	10th	6	-1.41	Very Low
	25th	10	-0.77	Low
	50th	15	0.03	Average
	75th	20	+0.83	High
	90th	24	+1.46	Very High
<b>Media Influence (M)</b>	10th	6	-1.44	Very Low
	25th	10	-0.80	Low
	50th	15	0.00	Average
	75th	20	+0.80	High
	90th	24	+1.44	Very High
<b>Religious Belief (R)</b>	10th	6	-1.45	Very Low
	25th	10	-0.82	Low
	50th	15	0.00	Average
	75th	21	+0.93	High
	90th	24	+1.41	Very High
<b>Gender Norms(G)</b>	10th	6	-1.44	Very Low
	25th	10	-0.80	Low
	50th	15	0.00	Average
	75th	20	+0.80	High
	90th	24	+1.44	Very High
Cultural Attitude Towards Sports (CATS)	10th	57	-1.29	Very Low
	25th	66	-0.66	Low
	50th	75	-0.02	Average
	75th	85	+0.69	High
	90th	93	+1.26	Very High

Norms were set for all five sub-dimensions of the scale Cultural Attitude Towards Sports by figuring out percentile rank, raw score, and z-score based on how a representative group performed. Each sub-dimension, including Family Support, Social Beliefs, Media Influence, Religious Beliefs, and Gender Norms, were analysed separately to ensure precise interpretations of individual differences.

The 10th percentile score indicates that the individual outperformed merely 10% of the sample, categorising them as ‘Very Low’. This indicates a markedly low degree of endorsement or existence of the construct being assessed, such as cultural support for sports. A 25th percentile is categorised as ‘Low’, signifying that the individual outperformed 25% of their peers, yet remains below average, indicating insufficient support or consensus regarding the subscale’s content.

A score at the 50th percentile is deemed ‘Average’, indicating that the individual is positioned at the midpoint of the distribution, with half the population scoring beneath them. This indicates a balanced or neutral stance, neither markedly positive nor negative. A score at the 75th percentile is designated as ‘High’, signifying that the individual outperformed 75% of the sample. This level of performance generally signifies a positive or robust correlation with the evaluated construct, such as progressive gender norms or substantial familial support for sports. The 90th percentile denotes the ‘Very High’ classification. Individuals in this range achieved scores exceeding 90% of the normative group, indicating a robust endorsement or internalisation of the specified attitude or belief system.

These categories help figure out if a person falls into a low, average, or high range on different parts of a psychometric scale, which is useful for both studying and real-world use.

#### **D. Establishing the Objectivity**

In this study, Constricting and standardising the scale on Cultural Attitude Towards Sports, objectivity was a big issue that was dealt with during both the design and administration phases. To make sure that the results were as objective as possible, all of the questions were written in a closed-ended, Likert-type format.

This meant that the examiner or scorer didn't have to guess what the answers meant. Also, all participants were given the same set of instructions, and the way the tests were given was the same in all places.

Using a fixed-response format made sure that scoring was based only on set criteria, which lowered the chance of scorer bias. This method makes sure that different administrators would give the same score to the same set of responses, which proves that the scale is fair.

Objectivity helps make psychological and attitudinal measurements more reliable and fair (Anastasi & Urbina, 1997). The fact that the scores were consistent across respondents shows that the scale is a reliable way to measure people's cultural attitudes towards sports, no matter who gives the test or where it is given. So, the scale meets one of the most important requirements for standardised tools: it can give results that are not based on personal opinion or interpretation.

### **Objectivity of the scale**

#### **Test Purpose**

The purpose of the test is to find out Cultural Attitude Towards Sports. It will give people's views and attitudes about sports according to their culture.

#### **Instruction**

Read the following instructions carefully and indicate your agreement or disagreement. There are five response categories, ranging from strongly agree (5) to strongly disagree (1). There are no right or wrong answers. Provide the response that comes to your mind first. There is no time limit. Try to complete it as fast as possible.

**Table 4.20*****Item Distribution across Sub-Dimensions***

<b>Sub-dimension</b>	<b>Positive Items</b>	<b>Negative Items</b>
Family Support	3	2
Social Belief	3	2
Media Influence	4	1
Religious Belief	3	2
Gender Norms	3	2

**The scale**

The scale Cultural Attitude towards Sports consist of five sub-dimension, Family Support, Social Beliefs, Media Influence, Religious Beliefs, and Gender Norms. Total 25 items are in the scale, each have five items. Family Support, Social Beliefs, Religious Beliefs, and Gender Norms have three positive items and two negative items respectively. Media Influence consist of four positive items and one negative item.

**Scoring**

All items were closed-ended and scored on a five-point Likert Scale, thereby reducing the necessity for subjective interpretation. For each positive items, assign score as follows: Strongly Disagree- 1, Disagree- 2, Neutral -3, Agree- 4, Strongly Agree- 5. And for Negative items, score as follows: Strongly Disagree- 1, Disagree- 2, Neutral -3, Agree- 4, Strongly Agree- 5

# CHAPTER V

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summery**

Sports and culture are crucial aspects of human life; they develop and symbolize identities and values in society. In many cases, sports function as a universal language, bridging geographical and cultural divides by offering a shared experience for individuals to appreciate and celebrate. However, cultural beliefs, values, and customs shape how people participate in, watch, or engage in sports, influencing their attitude towards sports.

Culture comprises collective beliefs and practices, while attitudes represent individual assessments; both can undergo transformation in various manners. The significance of Cultural Attitude fluctuates with context and adapts to cultural transformations. In this context, Cultural Attitude refers to the collective beliefs, values, norms, practices, and social behaviours that influence individuals' perceptions of themselves and their surroundings within a specific culture or society.

In this present study investigator aims to construct and standardise an instrument titled 'Cultural Attitude towards Sports.' Cultural attitudes towards sports encompass the collective beliefs, values, and behaviours that a society or group holds regarding sports. These attitudes can influence cultural perceptions, practices, and valuations of sports.

#### **Statement of the Problem**

The purpose of the study was to construction and to standardization of a scale on Cultural Attitude towards Sports.

## **Objectives of the Study**

The following are the objectives of the study.

1. To construct a scale on Cultural Attitude Towards Sports
2. To Standardize scale on Cultural Attitude Towards Sports
  - a) Establishing the Reliability of the scale
  - b) Establishing the Validity of the scale
  - c) Setting up the Norm
  - d) Establishing the Objectivity

## **Delimitations**

1. To reflect the distinct research goals, the study included varying numbers of participants across its different stages
  - Semi-structured interview is delimited to total of 10 eminent scholars and experts from various field such as Physical education, Sports, Psychology, Sociology, Sports Psychology, and Cultural studies were participated in this stage.
  - Focus Group Discussion is delimited to 10 expert form different profession include physical education, Sports, Psychology, Sports Psychology, media, education, sociology and cultural studies were participated.
  - Ranking of the theme delimited to of 10 experts from different filed physical education, sports, psychology, Psychometrics, sociology and cultural studies.
  - The process review and editing of the item is delimited to 10 experts in the fields of sports, psychology, sociology education, and English language.
  - Pilot study was delimited to 50 subjects form Calicut university campus were participated in this stage.

- Try out of the scale delimited to a sample of 400 from seven northern districts of Kerala (Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur and Palakkad).
  - Final try out the scale is delimited to total number of 1600 subjects from seven northern districts of Kerala (Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur and Palakkad).
2. The age of the participants was ranged from 18 to 55 years.

The Sub- dimensions of Cultural Attitude Towards Sports were delimited to:

1. Family Support
  2. Social Believes
  3. Media Influence
  4. Religious Believes
  5. Gender Norms
3. The response of the constructed scale is defined using a 5-point Likert-type scale. It limits how attitudes are measured and recorded.

### **Limitations**

- The assessments were done based on filled-up statements by the subject according to their honesty.
- Self-Reported Data: Responses may be influenced by social desirability bias, where participants provide answers they perceive as socially acceptable rather than their true opinions.
- Influence of External Factors: Government policies, media influence, and recent sports events may temporarily impact participants' responses, affecting the stability of findings.

## **Research Design**

The purpose of this research was to construct and standardise the scale on Cultural Attitude Towards Sports. The study used a mixed-method design that combined qualitative and quantitative techniques in order to accomplish the objectives. The study proceeded through three distinct phases: the planning phase, the construction phase, and the standardization phase.

### **Planning Phase**

In order to conceptualise 'Cultural Attitude Towards Sports and determine its fundamental dimensions, preparatory work was done during the planning phase. A thorough analysis of the body of existing literature was conducted. Through the literature review, investigator was able to understand the close relationship between sports and culture. It is not possible to create a culture or learn about culture by keeping sports aside.

Semi-structured interviews were done with academicians and professionals to identify the prominent factors which influence the cultural attitude towards sports. There were ten expert participated in this procedure. All participant made significant contribution, and the data obtained from this stage were analysed using thematic analysis. Fourteen factors were identified from this semi- structured interview; Media Influence, Gender Norms, Family Support, Religious Belief , Social Beliefs, Institutions & Policies, Socioeconomic Status, Education System, Peer & Community Influence, Nationalism & Identity, Health & Body Image Norms, Regional/Ethnic Identity, Historical/Colonial Legacy and Technology/Digital Culture.

Ranking of the theme, a prioritisation exercise was conducted with ten experts and stakeholders in sports sociology, education, and policy to facilitate the development of the scale on Cultural Attitude Towards Sports. Participants were requested to evaluate 14 sub-dimensions according to their perceived significance and impact in shaping cultural attitudes towards sports. The rankings were compiled and examined to identify the five dimensions that garnered the most consistently

high ratings; Media Influence, Gender Norms, Family Support, Religious Belief and Social Beliefs.

Focus group discussion were conducted to conceptualise and formulate the operational definition for Cultural Attitude Towards Sports. A total of 10 experts from various disciplines were participated in this discussion. Focus group discussion were held at Sree Kerala Varmma College, Trissur. Investigator started the discussion to bring in to a common focus of thing related sports and culture. This were provided a rich and collective understanding of cultural attitudes towards sport as a multifaceted construct.

### **Construction phase**

The construction phase includes the various steps related to scale construction, such as formulation of items, reviewing and editing those items, providing instructions for participants, pilot study, analysing the items, selecting the final items, and preparing the final draft.

Initially 90 items of draft scale were formulated using the summated rating technique called Likert's scale. Then the draft scale was subjected to an expert review procedure to evaluate the clarity, conceptual relevance, cultural appropriateness, and redundancy of each individual item. A panel consisting of ten subject-matter experts from different field, including as sociology, physical education, cultural studies, and sports psychology, was enlisted to evaluate the degree to which each item aligned with the defined construct. After the expert review, some item were removed and some were rewrite based on their suggestion. Then the second draft scale consist of 60 items.

A pilot study were conducted to investigate the feasibility and reliability of the using the second draft scale. Fifteen subjects were participated in this procedure, mean, standard deviation and reliability is measured. Its results all the item has good feasibility and reliability. So the result revealed that the second draft scale were suitable for further procedure.

The drafted scale contain 60 items were administrated on a sample of 400 participants. Item analysis was conducted to assess the quality of each individual items. Two primary criteria were used for item analysis: (a) discriminative power using the independent samples t-test and (b) corrected item-total correlation. The scale was then refined by removing seven items because of low inter-item correlation and 12 items based on the t-test.

First conducted independent samples t-test for evaluate the discriminative power. Items demonstrating statistically significant differences ( $p < .05$ ) between the two groups were identified as effective discriminators. Here nine items (Item 13, Item 19, Item 26, Item 35, Item 38, Item 44, Item 47, Item 49, and Item52) were eliminated because they did not show statistically significant differences between the high and low scoring groups. Then corrected item-total correlation is carried out, a selection criterion of 0.30 was established. Seven items showed a correlation below 0.30, suggesting that these items do not align well with the construct and may reduce the reliability of the scale if retained. Therefore, these seven items (Item 1, Item 3, Item 4, Item 5, Item 8, Item12, and Item 60) were excluded from further analysis and scale refinement. After the item analysis, sixteen item were eliminated and final draft contain 44 items.

### **Standardization Phase**

During this standardisation phase, the investigator performed significant psychometric analyses: a final try-out of the scale, exploratory factor analysis, confirmatory factor analyses, establishment of the scale's validity, establishing of the scale's reliability, and establishment of the norms.

The final draft was administrated to a larger sample of 1700 participants. In this stage, subjects were chosen from seven districts of Kerala: Kasargod, Kannur, Wayanad, Kozhikode, Malappuram, Thrissur, and Palakkad. However, during screening hundred data were excluded due to incomplete or irrelevant responses, the final sample used for statistical analysis consisted of 1600 data set.

Exploratory Factor Analysis (EFA) were employed to identify the basic structure of the Cultural Attitude Towards Sports, which may show sub-dimensions of the construct. The dataset's suitability was evaluated using the Kaiser-Meyer-Olkin (KMO) sampling adequacy measure and Bartlett's Test of Sphericity before EFA. Data suitable for factor analysis were indicated by a KMO value above 0.6 and a significant Bartlett's Test ( $p < .05$ ).

Factor loadings of items with 0.4 and above were retained as the meaning of factors are better pronounced as the factor loading is 0.4 and above (Ford et al., 1986). As recommended by Harvey et al. (1985), to assess the homogeneity of items within each latent construct at least 4 items per scale are appropriate. Hence, the top five items with the highest factor loading were retained for the final scale. The results of the exploratory factor analysis provide substantial empirical support for the multidimensional nature of the Cultural Attitudes to Sports Scale. The analysis yielded five factors, which were labelled Family Support, Social Beliefs, Media Influence, Religious Belief, and Gender Norms.

A Confirmatory Factor Analysis (First Order CFA) is applied to validate the measurement of the Cultural Attitude Towards Sports. CFA is a multivariate statistical method used to check the relationship between measured constructs and their dimensions. The results of the CFA indicate that, The chi-square test for model fit was statistically significant,  $\chi^2(265) = 422.572$ ,  $p < .001$ , suggesting that the model does not perfectly reproduce the observed covariance matrix. And the Key fit indices attained widely recognised thresholds.

The Tucker–Lewis Index (TLI) and Non-Normed Fit Index (NNFI) were both 0.994. This indicates excellent fit. The Normed Fit Index (NFI) and Relative Fit Index (RFI) were 0.987 and 0.985, respectively, which is well above the recommended threshold of 0.90. The Incremental Fit Index (IFI) and Relative Non-centrality Index (RNI) were both 0.995. This implies excellent incremental improvement over the baseline model. The Goodness-of-Fit Index (GFI) was 0.980, signifies strong absolute fit. The McDonald's Fit Index (MFI) was found to be 0.952, suggesting satisfactory fit. The Parsimony Normed Fit Index (PNFI) was

0.872, which is acceptable and ensures a balance between model fit and parsimony. The Standardized Root Mean Square Residual (SRMR) was 0.013. This score is below the recommended cutoff of 0.08, indicating excellent residual fit. The Root Mean Square Error of Approximation (RMSEA) was 0.019, with a 90% confidence interval of [.016, .023] and a non-significant close-fit test ( $p = 1.000$ ). Values below 0.05 suggest close fit to the data. The Expected Cross-Validation Index (ECVI) was observed to be 0.339. This shows a model which is stable and potentially generalizable. Hoelter's critical N was large ( $N = 1151.933$  at  $\alpha = .05$ ), suggesting adequate sample size for the model to hold.

The standardized factor loadings were found to be high, which ranges from 0.919 to 1.021, and it was observed that all the indicators were statistically significant ( $p < .001$ ). This implies that the items are strong indicators of their respective factors.

### **Establishing the Reliability of the scale**

The reliability of the scale was determined through internal consistency reliability. Two commonly recognised reliability coefficients; Coefficient Omega ( $\omega$ ) and Cronbach's Alpha ( $\alpha$ ) were employed. All sub-dimensions showed acceptable to excellent reliability, with coefficients omega ranging from 0.872 to 0.952; that is, confirming the internal consistency of the scale and provides a accurate estimate by considering factor loading proposed by McDonald (1999). The coefficients alpha between 0.849 and 0.952, which demonstrates acceptable to excellent reliability according to the established threshold of 0.70 (Cronbach, 1951). The overall scale's coefficient omega and coefficient alpha were 0.927 and 0.774 respectively. The results demonstrate that the items within each dimension consistently assess their respective constructs, thereby confirming the scale's internal reliability.

### **Establishing the validity of the scale**

Validity, commonly referred to as construct validity, denotes the degree to which a measure accurately reflects the underlying construct it aims to assess. To

assess the construct validity of the scale Cultural Attitude Towards Sports, two approaches were employed: convergent validity and discriminant validity. Convergent Validity: Average Variance Extracted (AVE) was calculated for each latent construct to evaluate convergent validity. All constructs surpassed the advised threshold of 0.50, signifying acceptable convergent validity.

Discriminant validity: Discriminant validity was first measured by analysing covariance and correlations among latent factors derived from the CFA. All other factor pairs, showed non-significant covariance estimates ( $p > .05$ ). This implies that these latent constructs are relatively independent in this model. These results give preliminary evidence for discriminant validity among the latent constructs. Secondly Fornell–Larcker criterion were used; the high observed correlation between constructs were found. The square roots of the AVE exceed the corresponding inter-construct correlations in all cases. This demonstrates satisfactory discriminant validity among the constructs.

### **Setting up the Norms**

The scale standardisation process led to the development of norms for how to read scores on the Cultural Attitude Towards Sports Scale. These norms from a big, representative sample and showed them as percentile ranks, z-scores, and interpretive categories (like very low, low, average, high, and very high). A score in the 90th percentile shows a very positive cultural attitude towards sports, while scores below the 20th percentile may show that people don't care about sports or have negative views of them. So, the normative data makes the scale more useful in both research and real-world settings.

### **Establishing the Objectivity**

Psychometric quality objectivity was considered when developing the scale Cultural Attitude Towards Sports s. To reduce examiner bias in administration, scoring, and interpretation, the scale were created. For all testing conditions, the same instructions and Likert-type response format were used. No matter who gives or scores the test, the results can be repeated because the items were scored based on

set criteria without personal judgement. The scale is more reliable, fair, and useful in research and real life due to its objectivity.

## **5.2. Conclusion**

1. Semi structured interview identified fourteen cultural factors that influence attitudes towards sports.
2. The stage ranking of the elements prioritize five dimensions constructing a reliable scale on Cultural Attitude Towards Sports.
3. Focus Group Discussion conceptualised and formulate an operational definition Cultural Attitude Towards Sports
4. Initially total of 90 items were formulated.
5. The number of items in the pool were cut down from 90 to 60 as a consequence of the systematic expert evaluation and revision procedure.
6. Total of Sixteen items were eliminated during the item analysis.
7. Exploratory Factor Analysis result clear factor structure with five factor explaining: Media Influence, Gender Norms, Family Support, Religious Belief and Social Beliefs.
8. Confirmatory Factor Analysis confirm the structural validity of the scale.
9. The final scale on Cultural Attitude Towards Sports consist of 25 items, 16 positive items and 9 negative items.
10. The reliability of the scale was determined through internal consistency reliability. Two commonly recognised reliability coefficients; Coefficient Omega ( $\omega$ ) and Cronbach's Alpha ( $\alpha$ ).
11. The scale Cultural Attitude Towards Sports validated through convergent validity and discriminant validity.

12. Norms were established for each sub-dimension of the scale Cultural Attitude Towards Sports using percentile rank and raw score, z-score.
13. The test uses standardised procedures that ensure the measurement is consistent and fair across different populations and settings.

### **5.3. Implication**

1. **Research Implication:** The constructed scale provides a standardised, empirically validated instrument for measuring cultural attitudes toward sports. It provides opportunities to conduct interdisciplinary research examining how family support, media influence, religious beliefs, gender norms, and cultural belief shape individuals' and societies' participation and engagements in sports. Future researchers can use the scale to explore cross-cultural comparisons, and the effect of interventions.
2. **Educational implication:** This scale can be utilized by teachers, coaches, and administrators to assess students' cultural attitudes towards sports. It aims to assist in the modelling of culturally relevant sports curriculum and initiatives that promote the all-round development of every individual.
3. **Policy implication:** The findings highlight the influence of family support, social belief, religious beliefs, media, and gender norms on sports participation and perception. Such insights can help policymakers come up with sports policies that are sensitive to different cultures and that break down barriers and encourage participation and engagement in sports programs at all levels, from local to national.
4. **Implication on psychosocial and community development:** Understanding societies' cultural attitudes towards sports helps to develop community sports programs that are not only physically but also culturally beneficial. Culturally relevant sports messages can strengthen community ties and promote healthy lifestyles.

#### **5.4. Recommendations**

1. The standardised scale can be applied to a variety of demographic groups across various regions, ages, and communities in future research to investigate the differences in cultural attitudes towards sports.
2. Researchers could investigate additional variables, including institution and policies, socio-economic status, or education system to analyse their relationship with cultural attitudes towards sports.
3. The scale may be translated and validated in more languages to enhance its applicability in multilingual and multicultural research settings.

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## THE MANUAL

### Cultural Attitude Towards Sports

Cultural Attitudes Towards Sport are the collective beliefs, values, and social expectations embedded in a society or community that influence the perception, preference, and engaging in sport.

#### The Scale

The scale Cultural Attitude Towards Sports had been constructed and standardized to find out the collective belief, values, and social expectation embedded in a society that influence the perception, preference, and engaging in sports. The scale was developed using the summated rating method introduced by Likert (1932) and consists of a five-point scale. The scale consist of 25 items as indicated in the table below.

Sl. No.	Statements	SA	A	N	D	SD
1	My family is interested in sports.					
2	My family is gets together to watch sporting events.					
3	Conversations about sports are frequent in my household.					
4	Sports are not considered important in my family.					
5	Sports are seen as a waste of time in my home.					
6	Involvement in sports can distract students from academics.					
7	Participating in sports is essential for all-round development.					
8	People who play sports are generally more disciplined.					
9	Sports promote equality among different social groups.					
10	Sports competitions can encourage aggressive behaviour.					
11	I am very interested in sports related news.					

12	The use of social media impact my approach towards sports.					
13	I became interested in sports through media coverage.					
14	Watching sports in media motivates me to engage.					
15	Media focuses too much on male athletes.					
16	Sports have the power to resolve religious conflicts.					
17	Religious belief negatively influence my decision to involve in sports.					
18	I see no conflict between my faith and playing sports.					
19	Involving sports disrupt regular religious routines.					
20	My religious beliefs encourage me to participate in sports.					
21	All gender are treated equally in sports					
22	Women involving in sports is not acceptable					
23	I believe that women are not competitive as men sports.					
24	Female athletes are as capable as male athletes.					
25	I Encourage girls to participate in sports.					

### The Sub-dimensions

The statements included in the scale were constructed on the basis of the following five components.

1. **Family Support:** Families and domestic settings are the main ways that people engage with society. Families are typically where the process of organising one's life starts. As a result, family support is very important in forming a person's attitude towards something. The term Family Support describes unpaid assistance or caregiving given to a family member. Here the sub-dimension describe how the family supports affect one' cultural attitude towards sports.

2. **Social belief:** Societal beliefs about sports can have a significant impact on the way sports are perceived and practiced. These beliefs can shape attitudes towards sports participation and influence the level of support and opportunities available to athletes
3. **Media Influence:** Media is a way to make the public aware of sports by providing a narrative that can influence the public about the concept of sports. Therefore, in a society, the media plays a crucial role in shaping the attitude towards sports.
4. **Religious Belief:** Religion is a complex system of institutions, rituals, and symbols that influence how individuals view the world and themselves. It gives people a framework for comprehending the nature of existence and their place in it, and it assists them in establishing a sense of reality and purpose in their lives. So the complex and varied ways that religious beliefs influence the decisions and experiences of athletes around the world are highlighted by the relationship between religion and sport.
5. **Gender Norms:** Gender norms are unwritten rules and collective beliefs that influence anticipations regarding individuals' behaviour, actions, and presentation according to their gender. This sub-dimension explains the pervasive and entrenched concepts regarding gender roles, power dynamics, and societal norms, and their impact to engage on sports.

### **The reliability**

The reliability of the scale were determined through internal consistency reliability. Two commonly recognised reliability coefficients; Coefficient Omega ( $\omega$ ) and Cronbach's Alpha ( $\alpha$ ) were employed. The overall scale has Coefficient  $\omega$  (Omega) 0.927 and Coefficient  $\alpha$  (Alpha) 0.774

### **The validity**

1. **Cconvergent Validity:** Average Variance Extracted (AVE) was calculated for each latent construct to evaluate convergent validity. All constructs surpassed the advised threshold of 0.50, signifying acceptable convergent validity.

2. **Discriminant validity:** Discriminant validity was first measured by analysing covariance and correlations among latent factors derived from the CFA. Here all other factor pairs, showed non-significant covariance estimates ( $p > .05$ ). This implies that these latent constructs are relatively independent in this model. These results give preliminary evidence for discriminant validity among the latent constructs. Secondly Fornell–Larcker criterion were used; the high observed correlation between constructs were found. The square roots of the AVE exceed the corresponding inter-construct correlations in all cases. This demonstrates satisfactory discriminant validity among the constructs.

### **The Norms**

The scale standardisation process led to the development of norms for how to read scores on the Cultural Attitude Towards Sports Scale. These norms from a big, representative sample and showed them as percentile ranks, z-scores, and interpretive categories (like very low, low, average, high, and very high). A score in the 90th percentile shows a very positive cultural attitude towards sports, while scores below the 20th percentile may show that people don't care about sports or have negative views of them. So, the normative data makes the scale more useful in both research and real-world settings.

### **Objectivity**

Psychometric quality objectivity was considered when developing the Cultural Attitude Towards Sports s. To reduce examiner bias in administration, scoring, and interpretation, the scale were created. For all testing conditions, the same instructions and Likert-type response format were used. No matter who gives or scores the test, the results can be repeated because the items were scored based on set criteria without personal judgement. The scale is more reliable, fair, and useful in research and real life due to its objectivity.

## Appendix 1

### Items and Statements Related to Cultural Attitude towards Sports

Sl. No.	Items	Statements
1	Item 39	My family is interested in sports.
2	Item 40	My family is gets together to watch sporting events.
3	Item 41	Conversations about sports are frequent in my household.
4	Item 42	Sports are not considered important in my family.
5	Item 43	Sports are seen as a waste of time in my home.
6	Item 2	Involvement in sports can distract students from academics.
7	Item 6	Participating in sports is essential for all-round development.
8	Item9	People who play sports are generally more disciplined.
9	Item10	Sports promote equality among different social groups.
10	Item 11	Sports competitions can encourage aggressive behaviour.
11	Item 15	I am very interested in sports related news.
12	Item 20	The use of social media impact my approach towards sports.
13	Item 21	I became interested in sports through media coverage.
14	Item 22	Watching sports in media motivates me to engage.
15	Item23	Media focuses too much on male athletes.
16	Item 53	Sports have the power to resolve religious conflicts.
17	Item 55	Religious belief negatively influence my decision to involve in sports.
18	Item 56	I see no conflict between my faith and playing sports.
19	Item 57	Involving sports disrupt regular religious routines.
20	Item 58	My religious beliefs encourage me to participate in sports.
21	Item 31	All gender are treated equally in sports
22	Item 32	Women involving in sports is not acceptable
23	Item 33	I believe that women are not competitive as men sports.
24	Item 34	Female athletes are as capable as male athletes.
25	Item35	I Encourage girls to participate in sports.



## LIST OF PUBLICATION

	<p><b>Amal, C. H.,</b> Bipin, G., &amp; Demir, G. T. (2024). Adapting the motivation scale for participation in physical activity. <i>Physical Education Theory and Methodology</i>, 24(3), 396–403. <a href="https://doi.org/10.17309/tmfv.2024.3.07">https://doi.org/10.17309/tmfv.2024.3.07</a></p>
	<p><b>Amal, C. H.,</b> &amp; Manoj, K. P. (2024). Factor Structural Study on Mental Toughness of Men Softball Pitchers. <i>JOURNAL OF THE INDIAN ACADEMY OF APPLIED PSYCHOLOGY</i>, 50(2), 146-152.</p>
	<p>CH, A., &amp; G, B. (2024). Impact of High-Intensity Interval Training on Aerobic Capacity and Lipid Profile among Male Football Players. <i>International Journal of Zoological Investigations</i>, 10(Special Issue 2), 83–87. <a href="https://doi.org/10.33745/ijzi.2024.v10ispl2.014">https://doi.org/10.33745/ijzi.2024.v10ispl2.014</a></p>
	<p>Abraham, M., KK, S., PA, A., Thottathil, P., &amp; <b>CH, A.</b> (2024). Impacts of aerobic exercise interventions on the lipid profile of obese female college students. <i>International Journal of Zoological Investigations</i>, 10(Special Issue 2), 30–36. <a href="https://doi.org/10.33745/ijzi.2024.v10ispl2.006">https://doi.org/10.33745/ijzi.2024.v10ispl2.006</a></p>

### List of presentation

1. Paper presentation in ‘Beyond the books: The transformative role of libraries in promoting sports and fostering inclusive community’. International seminar organised by Pondicherry University in collaboration with Indian Council of Social Science Research (ICSSR)
2. Paper presentation in ‘Drawing the lessons from Title IX: Advancing women’s’ sports in India’. International conference jointly organised by National Sports University and Goa University.

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3. Paper presentation (poster) Libraries as catalysts for the promotion of sports and physical literacy. 22nd Biennial Conference of the International Society for Comparative Physical Education and Sport (ISCPES) organised by SAI LNCPE,