

A comparative study on attitude towards physical education program between urban and rural higher secondary girls

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ABSTRACT

Physical education is the fundamental aspects of human life, which is included games and sports, physical fitness. The study has shown the importance of physical education and their implication in schools. It has also discussed about the National Education policy on physical education. This study based on Higher secondary girls' students' attitude towards physical education program between Urban and Rural areas from selected three districts of Tripura i.e. North district, Sepahijala district and Unakoti District. The researcher has been selected 140 higher secondary girls students in random basis for the study as a subject and 70/70 girls in urban and rural higher secondary. The data has been collected with Opinionnaire by Raut's Attitude Opinionnaire (2007) towards physical education program and the responses were employed by Likert scale method. For analysing the data and 't' test was used. It has found out that the girls' students of Urban areas have more positive attitude towards physical education program than the rural girls and there was significant difference between urban and rural girls of selected districts of Tripura. The study has found the low attitude on rural girls' than the urban.

Keywords: Physical education, Physical fitness, Physical activity, Games and sports, National education policy.

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INTRODUCTION

Teaching should not be based only on improving or expanding the use of textual materials, visual aids, and technology tools and apparatus. During this phase, pupils engage in cognitive, interpersonal, and physical activities. However, because they directly and indirectly affect students' social, mental, emotional, and physical development, sports and physical education are highly valued within the context of educational activities. Given that the core values of athletics are perseverance in the face of adversity and an unwavering desire for achievement.

Since physical activity is essential to human survival, physical education has existed for the same amount of time as people. Regardless of whether it is organised or not, physical education has always been an essential part of human life, dating back to prehistoric times.

Physical education is widely recognised as an essential element of education. Fundamentally, humanity is a physical species. One of the earliest lessons given to a human child is physical education. No education, no matter how flawless and aspirational its objectives, is complete if motor exercise is not prioritised. The human body is a precious gift from nature. Much of its development, growth, and efficiency are determined by its ability to engage in both high-quality and high-volume motor activity.

According to C.I Brownell, "*Physical education is the accumulation of wholesome experience through participation in large muscle activities that promote optimum growth and development*" (Singh, et al., 2003).

There has been a link between physical activity and longevity since prehistoric times. Since a multitude of coexisting factors influence physical activity, this topic has attracted the attention of many scholars. Even though young people are the most active group, there have been questions about how much they actually exercise. A review of studies on children's and adolescents' participation in physical activity conducted globally reveals that girls are less active than boys and that at least 50% of kids and teenagers do not engage in enough physical activity for their health. In spite of differences in measurement and methods, as well as a notable decline during the adolescent years, these results are robust and appear to be true worldwide (Mutrie and Biddle 2008).

Children's dispositions towards various courses in the educational curriculum are bound to change with time, impacting their physical and cognitive development.

Within the educational system, physical education has a significant role, as outlined in the National Policy on Education (1986). The government plans to build sports facilities that support sports practice in order to encourage physical exercise among pupils. The policy additionally attempts to include studies pertaining to sports in the curriculum. Hiring coaches and sports instructors is another option being explored in order to provide specialised care and improve chances going forward. The user's material cannot be rewritten in an academic way because it is too brief.

The government has put in place a number of initiatives to support and encourage athletes, ranging from the Education Policy of 1986 to the National Education Policy (NEP) 2020. The construction of sports facilities, the supply of gear, and the hiring of trainers and coaches to offer direction and instruction are some of these actions. The importance of physical education, games, and sports in promoting students' holistic development—which includes both their mental and physical well-being—is being increasingly recognised, according to the National Education Policy (NEP). To guarantee the active engagement and comprehensive

development of students, the government has required that physical education, games, and sports be included in the curricula of all educational institutions.

There has been a great deal of research in the subject on attitudes around physical activity and fitness.

However, most studies examine children's attitudes towards physical education, instructors' behaviours, and physical exercise by using variables such as age, gender, and grade level.

According to Morgan et al. (2003), school physical education curricula are ideally situated to offer opportunities for physical activity and to foster the knowledge and abilities necessary for leading an active lifestyle.

Physical education programs must meet the needs of youth within a changing environment while discovering ways to motivate them to develop life-long exercise habits. The physical education programme encompasses various components such as physical activity, physical fitness, exercise, games, and sports. Additionally, a comprehensive understanding of physical education enables individuals to gain knowledge about their health, nutrition, body organs, bones and muscles, wellness, lifestyle, sports psychology, and biomechanics. Consequently, it can be argued that physical education contributes to the holistic development of individuals. Physical education is a discipline that use scientific principles to facilitate the systematic movement of the human body. Engaging in physical activities, games, and sports serves as a means to achieve this objective.

According to contemporary theories, an attitude is a concise evaluation of the information related to the attitude object, which in this case is physical education. An individual's behaviours are directed towards the attitude object by it (Fazio, 2007).

The importance of students' attitudes towards physical education comes from the fact that coaches, teachers, and other professionals must consider attitude on a daily basis while evaluating and analysing the potential of others (Ryan et al., 2003).

Every area of our lives is influenced by the notion of attitude, which is shaped by both our current views towards a particular subject and our past experiences with it. For example, our attitudes impact how we develop and react to our preferences for particular cuisines, clothing items, political candidates, television shows, and even romantic partners (Silverman). Students also have opinions about the physical environment in which they receive their education, their classrooms, and their instructors. These viewpoints could be positive or negative (Albarracín, 2019).

An urban area, also known as a built-up area or an urban agglomeration, is a human settlement that is distinguished by a sizable population concentration and a sophisticated built environment infrastructure.

As per the guidelines devised for the 2011 Indian Census, an urban area is characterised as a place where there is a minimum population of 5,000 people and a population density of at least 4,000 people per square kilometre, or 1,000 people per square mile. Furthermore, the minimum percentage of male workers in an urban region who are employed in non-agricultural activities is 75%. Areas under the control of a notified town area committee, cantonment board, or municipal corporation are referred to as urban areas.

In India, the term "*countryside*" or "*village*" is frequently used to describe rural areas where there is a notably low population density. Agriculture is the main source of income in rural areas, with fishing, cottage industries,

pottery, and other related pursuits rounding out the list. Generally speaking, a rural area or countryside is any geographic area that is not inside of a municipality or an urban area. Examining the effect of a focused intervention on a certain population is the main goal of this study. Rural areas are characterised by the presence of tiny villages and a relatively low population density. Generally speaking, rural areas are defined as those where forestry and agriculture are the main industries. Different countries exhibit unique perspectives on rural areas, which are employed for administrative and statistical functions.

MATERIALS AND METHOD

Statement of the problem

This study aims to compare the attitudes of higher secondary girls towards the physical education programme in a few selected Tripura districts, with a focus on urban and rural areas.

Purpose of the study

The primary goal of the research is to compare the attitudes of upper secondary students towards physical education programmes in a few selected Tripura districts, with a focus on urban and rural areas.

Objectives of the study

To compare the higher secondary girls' students' attitudes towards Physical Education program in selected districts of Tripura with special reference to Urban and Rural.

Hypotheses

It was hypothesised that there will be no significant difference in the mean scores of Higher Secondary Girls Students Attitude towards Physical Education between Urban and Rural.

Scope of the study

- i) Both boys and girls in high school may participate in the study.
- ii) College students can also be the subject of it.
- iii) Postgraduate students can likewise be subjected to it.
- iv) It can be carried out in additional Tripura districts.
- v) It is also possible to carry out in other states.

Sources of data

For the study 140 higher secondary girls (70 from urban areas from North, Sepahijala and Unakoti district and 70 from the rural areas from North), Sepahijala and Unakoti district were chosen as participants.

Sampling procedure

To gather the data simple random sampling was used for the selection of subjects.

Selection of the test and scoring procedure

To collect the data Opinionnaire by Raut (2007) attitude towards physical education program were used and the responses were employing by Likert Method.

Positive and Negative items were recorded separately for each dimension. Items measuring particular dimension positively and as "Very strongly agree" "strongly agree", "Agree", "Disagree", "Strongly disagree", and "very strongly disagree" were given the scores for positive statement 6,5,4,3,2,1 and for negative statement 1,2,3,4,5,6 respectively.

Statistical tools

To analyse and draw the conclusion the percentile, Mean, Standard Deviation and t-test technique were used.

RESULTS AND DISCUSSION

According to the questionnaire, there are two possible scores: 390 and 65. The high number indicates a positive attitude towards the physical education programme, while the low score indicates a negative attitude.

Table 1 shows that the mean value of the Urban and Rural are 271.54 and 257.56 and SD is ± 25.304 and ± 27.720 respectively. It is also shows that calculated 't' value is 3.118 and tabulated 't' value is 1.984 at .05 level of significance for 138 df. Where calculated value is greater than tabulated value. It was discovered that there is a notable distinction between the two groups and that urban students have more favourable sentiments than rural pupils. The alternative hypothesis is therefore accepted and the null hypothesis is rejected. The reason behind this could be the school's physical education programme, teachers, facilities, or students' awareness of it. Figure 1 representing the mean difference.

Table 1. Mean, SD & t-Value of the attitude of urban and rural higher secondary girls.

| Group | N | Mean \pm SD | df | t- Value |
|-------|----|---------------------|-----|----------|
| Urban | 70 | 271.54 \pm 25.304 | 138 | 3.118 |
| Rural | 70 | 257.56 \pm 27.720 | | |

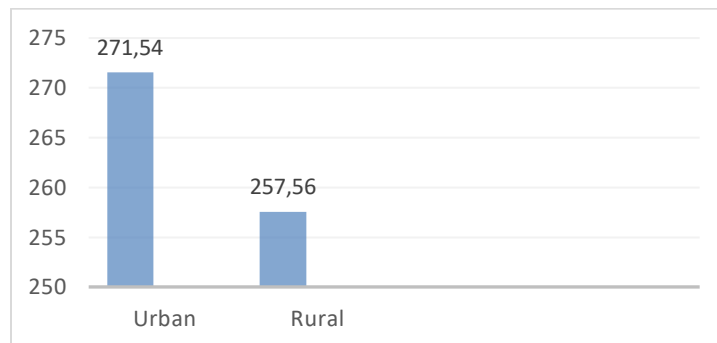


Figure 1. Attitude of the urban and rural students.

Findings

Based on the analysis and interpretation, the null hypothesis was rejected and the alternative hypothesis was accepted. It was found that there is a significant difference in the attitudes of urban and rural higher secondary girls' students towards physical education in a particular Tripura district, where there is also a difference in their mean and "t" value.

Based on the aforementioned conversation, the researcher discovered that, in contrast to their rural counterparts, the students who attend urban schools have a more positive outlook. It is due to a number of factors, including the students' lack of knowledge about physical education, the inadequate infrastructure for games and sports, misconceptions held by students, parents, and even teachers about physical education, a lack of motivation, and possibly even their socioeconomic status, which may be the cause of their negative attitudes towards physical education.

Suggestion

- i) Comparable research can be conducted on a variety of students, including those in elementary, middle, high school, graduate, and post-graduate programmes.
- ii) Instructors ought to encourage their pupils to participate in physical education lessons and exercises.
- iii) Parents ought to be better knowledgeable about the advantages of sports, games, and physical education programmes.
- iv) Every day's curriculum should include a mandatory physical education session as well as games.
- v) Every school should have a physical education teacher hired by the government.
- vi) More parent and student education programmes should raise awareness of the value of physical education.
- vii) Enough equipment should be available so that students can play the games of their choice.
- viii) Every school should announce a prize and a reward at the outset for taking part in and winning a competition.

CONCLUSION

This study looks into the attitudes of female students in higher secondary school with regard to physical education. Following statistical analysis, the researcher discovered that urban students exhibit a more optimistic outlook than those of rural girls. The outcome shows that there is a notable change in how they feel about the physical education programme. For urban kids compared to rural students, the attitude score is noticeably higher.

AUTHOR CONTRIBUTIONS

Corresponding author of the study, Suparna Debbarma led the study's design, data collection, manuscript preparation, statistical analysis, and fund collection. Laishram Shila Devi, contributed to the study design, manuscript preparation and statistical analysis. The combined efforts of the authors ensured comprehensive approach to the advancing scientific knowledge in the field of physical education.

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DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

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