



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2016; 2(11): 444-446  
www.allresearchjournal.com  
Received: 03-09-2016  
Accepted: 04-10-2016

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## Study of interest towards physical education among school students considering their gender and locale

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### Abstract

The aim of the present study was to compare the level of interest towards Physical Education among the students in relation to their gender and locale. The population of the study was 300 school students including 100 (5<sup>th</sup> grades) students, 100 (7<sup>th</sup> grades) students and 100 (9<sup>th</sup> grades) students. Interest level was measured using the Physical Education Interest Questionnaire (PEIQ). SPSS 22 software was used for the analysis of data. The results showed that all the students have a positive interest towards Physical Education regardless of their gender, but the male students possessed a significantly higher interest towards Physical Education in comparison to the female students. There was an insignificant difference between the rural and urban students concerning the interest level towards physical education.

**Keywords:** Interest, physical education, gender, locale

### 1. Introduction

For the promotion of wholesome education, quality Physical Education programs are needed primarily to promote physical health, physical skills, healthy lifestyle, social skills, and overall wellbeing of students (Gyeltshan, D. 2008) [3]. The nature and the designs of other core academic subjects like language, science and mathematics may not provide skills and experiences that students may need in promoting a healthy lifestyle and wellbeing (Pangrazi, 1992) [4]. So without a Physical Education curriculum in schools, students may be deprived of well-developed sets of physical skills necessary for leading healthy lifestyles.

Interests and goals have been identified as two important motivational constructs that influence students' engagement and achievement in learning (Chen *et al*, 2001) [2]. Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Ajzen, 2001) [1]. In other words, a student's attitude toward a particular subject in school can be shaped by his/her perception of the teacher or instructional setting. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity (Silverman and Subramaniam, 1999) [5].

Every country is looking forward and working really hard in promoting the Physical Education programs by creating awareness among its citizens in order to overcome the health related issues due to sedentary lifestyles. The efforts have been made from every country's Health and Education Ministries, and various studies have also been conducted in order to find out its successful implementations. Despite the fact of the advantages and benefits of Physical Education programs of the student's life, growth and development; especially in the three domains of learning (cognitive, psychomotor and affective), it is very important to study and find out the interest of the student's towards this program in order to make it more successful.

### 2. Methodology

In the present study the stratified random sampling procedure was adopted by the investigator for the collection of the data. The total sample of present study comprises of 300 subjects including 100 (5<sup>th</sup> graders) primary school students, 100 (7<sup>th</sup> graders) lower secondary school students and 100 (9<sup>th</sup> graders) middle secondary school students. Total number of schools selected for the present study is 12; 6 located in rural areas and 6 from

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urban areas. The Physical Education interest Questionnaire designed by (Van *et al*, 1992) [7] was applied to measure the interest level towards Physical Education among the students. The Ministry of Education in Bhutan, District Education office concern, school administration, teachers, and the student’s parents was informed regarding the data collection, the instrumentation and the purpose of the survey

before the conducting the survey. For the analysis of data, Independent ‘t’ test was applied for the comparison of two mean values. The level of significance was set at 0.05 levels ( $p < 0.05$ ).

**3. Results**

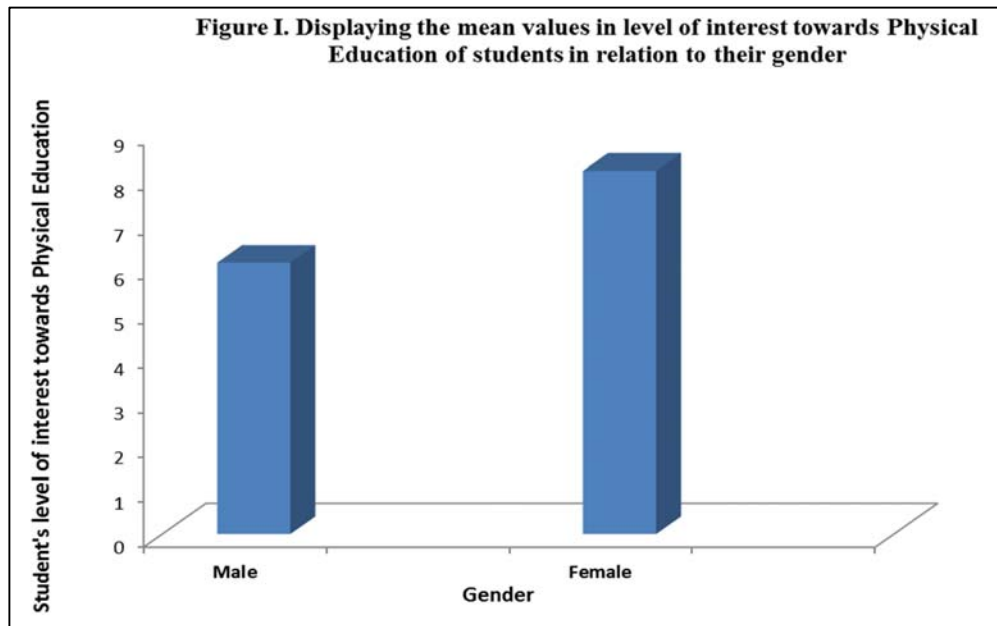
**Table I:** Analysis of level of student interest towards Physical Education in relation to gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's interest towards Physical Education	Equal variances assumed	32.177	.000	-15.533	298	.000	-2.06000	.13262	-2.32099	-1.79901
	Equal variances not assumed			-15.533	257.894	.000	-2.06000	.13262	-2.32116	-1.79884

N.B-Level of significance taken at 0.05 level

Table-I exhibits the result in a tabular figure with regard to the level of significant difference in student’s level of interest towards Physical Education in relation to gender. Statistical deduction stated, the significance value was .000, which denotes that there was a statistically significant

difference in student’s level of interest among boys and girls students. The graphical representation of mean values of the level of interest for male and female students is presented in figure-I.



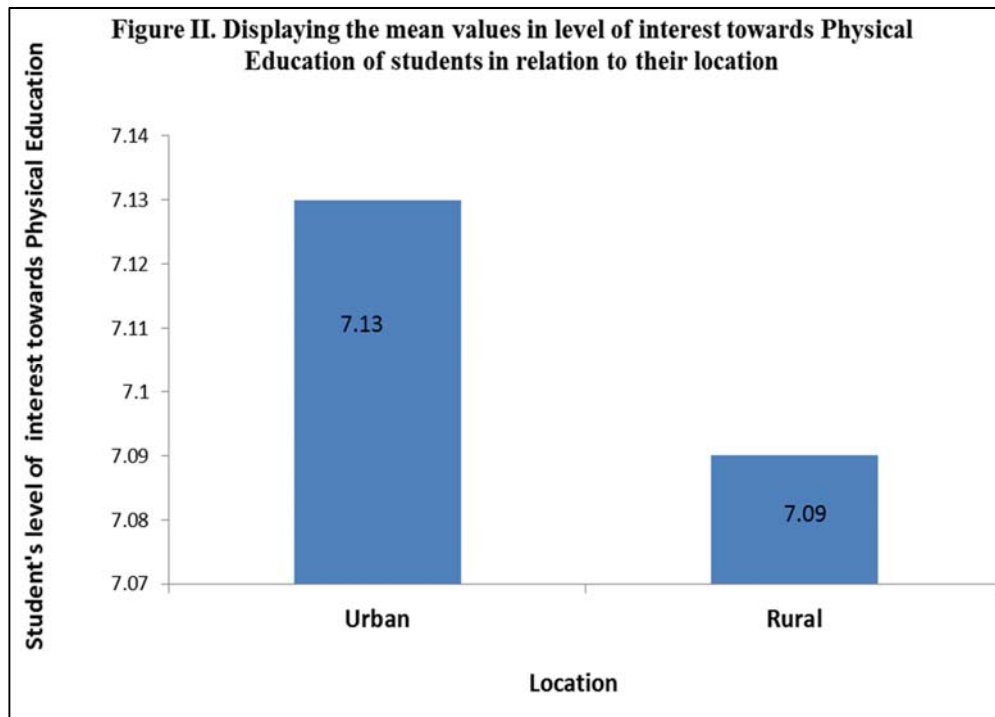
**Table II:** Analysis of level of students’ interest towards Physical Education in relation to location of schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's interest towards Physical Education	Equal variances assumed	3.190	.075	.262	298	.794	.04667	.17839	-.30439	.39772
	Equal variances not assumed			.262	297.676	.794	.04667	.17839	-.30439	.39772

N.B-Level of significance taken at 0.05 level

Table-II corresponds to the level of significance in student's interest towards Physical Education in relation to the location of the schools. It has been observed that the significance level was .075 ( $p = .075$ ), which is above 0.05, indicates that statistically there was an insignificant

difference in the level of interest towards Physical Education between students of rural and urban location schools. The graphical representation of mean values of level of interest for urban and rural location school students are presented in figure-II.



#### 4. Discussion

While analyzing the mean values of both the groups from the table-I, it has been observed that there is a significant difference in the level of students' interest towards Physical Education in relation to their gender. The result stated that all the students have a positive interest towards Physical Education regardless of their gender, but the male students possessed a higher interest towards Physical Education in comparison to the female students. These results are in line to the studies done by (Sirohi, 2011) [6], who agreed that the boys were more involved and had more interest towards Physical Education than the girls in the schools.

A perusal at the findings of table-II, it has been observed that there is an insignificant difference in the level of interest towards Physical Education in relation to the locality of the students. However, rural school students demonstrate slightly more positive interest than urban school students. Above results might be due to non-availability of more entertainment source in rural areas, and students found more satisfactions in physical activities or sports.

#### 5. Conclusions

In spite of gender, students sustained positive interest towards Physical Education but male students maintained a significantly higher interest in comparison of the female students towards Physical Education. In terms of the location of the school, all the students in the rural and urban students maintained the near about the same level of interest towards Physical Education as there was an insignificant difference exist between them.

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