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Manipur School Student's Attitude Towards Physical Education

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Abstract
The study's overarching goal was to use a self-validated tool to observe 7th through 10th grade male and female students' and teachers' perspectives on PE in Manipur, India.
Physical education enthusiasm among Manipur schoolchildren was measured using a self-validated tool. The results revealed that all the classes included in this research had a positive outlook on PE. There were no discernible variations in how they felt about PE from one class to the next. It seems that students' enthusiasm for PE decreases with their grade level, as shown by earlier research. The results of this survey showed no significant variations in attitudes about PE across grade levels, which may indicate that the tendencies are similar but not guaranteed. Differences in physical education setting (curriculum) and in salient behavioural ideas across regions may explain why this research conflicts with others (integration of yoga and physical education in the general physical education curriculum itself).

Keywords : Mood, Manipur, and Phys. Ed.

Introduction

Attitude is defined as the propensity to respond positively or negatively to a psychological object. Attitude objects may be anything perceivable to the person, such as actions or objects (Fishbein & Ajzen, 2010).

Physical education may benefit greatly from research on attitudes. If you have a positive outlook on an activity, Ajzen and Fishbein (1980) say you should actively strive to partake in it; if you have a negative outlook, you should work to avoid it.

According to research conducted by Katapally et al. (2016), the vast majority of youngsters in India are not physically active enough. Among students, an optimistic perspective on PE might have a significant influence in reducing the prevalence of inadequate physical exercise. First and foremost, having good experiences in physical education is crucial because, as stated by Fishbein and Ajzen, beliefs are formed based on one's experiences, which may either result in a favourable or unfavourable attitude toward an item (1975).

Students should feel like they are actively learning and have a meaningful connection to the physical activities they participate in during physical education, as stated by Subramaniam and Silverman (2007). Teens may be prepared for a lifetime of physical exercise if they are actively and meaningfully engaged. Positive experiences in physical education and the development of positive attitudes toward physical activity have been suggested as prerequisites for encouraging students to engage in physical activity outside of school, according to studies such as those conducted by Solmon and Lee (1996) and Wallhead and Buckworth (2004) (as cited in Phillips & Silverman, 2012).

This matters because getting daily exercise, including the kinds of exercises taught in physical education classes, is just as important as having such classes take place in schools.

Students' feelings on PE matter because they may provide light on whether or not PE is seen as a positive experience at school. Because of this, those in charge of physical education can better determine what measures to take to improve students' outlooks.

Subramaniam and Silverman (2000), Montalvo and Silverman (2008), and Phillips and Silverman (2012) all created instruments with similar structures and similar attitude and psychometric theory, but it has been suggested that instruments developed through salient behavioural beliefs be created from scratch (Ajzen) (1991). This is due to the fact that fundamental assumptions about appropriate conduct may vary from one geographical location to another or from one set of circumstances to another.

Thus, we have created our own instrument to gauge the perspective of Manipuri schoolchildren on P.E. rather of relying on an already-existing one or modifying an existing one. Validity and reliability testing has been conducted on our instrument, Mario & Das (2022).

The researchers wanted to see how Manipur schoolchildren felt about PE using a self-validated scale based on key behavioural attitudes.

Methodology

All data was obtained during Covid-19, and because of that, it had to be collected online using Google forms. Only one answer was allowed.

Validity and reliability of the utilised instrument have been established in earlier studies (Mario & Das, 2022). Items may be shown in Appendix 1, model fit indices in Appendix 2, and overall reliability and construct validity in Appendix 3. (discriminant and convergent validity).

Schools were chosen for the research using a purposive selection technique, and only those were considered where yoga was already part of the regular physical education curriculum. There were eleven Manipur state high schools included in this analysis.

Principals gave their approval to the collecting of data before the instrument was even administered. After getting permission from everyone involved (parents and kids), we generated a link to the instrument (built in Google Forms) and started collecting responses. The relevant schools' physical education teachers conducted the survey online (WhatsApp).

Both males and females from grades 7-10 took part. Both the school and the students were kept anonymous, and only gender and grade level were used as indicators of demographic characteristics. In all, 433 students participated in the survey. Non-usable student replies included, but were not limited to, those that were incomplete or showed erratic patterns of response. Twenty-four student replies were also eliminated throughout the instrument validation procedure. That's why we looked at data from 353 different students. 113 students responded in 7th grade, 100 in 8th, 68 in 9th, and 72 in 10th.

To compare how different grade levels felt about PE, a one-way ANOVA was conducted in Manipuri schools. Classes 7–10 served as independent variables, while respondents' average item scores served as the dependent variable.

Findings

Normality testing was performed before doing a one-way analysis of variance. Because the significance level was less than 0.001, the Shapiro-Wilk test suggested that the data did not follow a normal distribution. To counter this non-normality, Norman (2010) argued that parametric statistics may still be used to Likert data.

In table 1, N represents the sum of all students enrolled in all sections of the table. Standard deviation (SD) and standard error (SE) are abbreviations. Mean class ratings for P.E. were all over 4, indicating that students generally enjoyed their experiences in the subject.

Since the p-value was more than 0.05 (table 2), it indicated that the variances were similar across groups. Thus, a one-way analysis of variance was performed.Table 1:
Descriptive statistics

Classes	N	Mean	SD	SE
7	113	4.19137	0.431098	0.040554
8	100	4.19375	0.449949	0.044995
9	68	4.26471	0.419627	0.050887
10	72	4.22917	0.405725	0.047815
All classes	353	4.21388	0.428506	0.022807

Table 2: Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Mean	Based on Mean	.419	3	349	.739
	Based on Median	.421	3	349	.738
	Based on Median and with adjusted df	.421	3	339.495	.738
	Based on trimmed mean	.403	3	349	.751

In table 3, one-way ANOVA revealed there were no statistically significant differences between group means since p-value was greater than 0.05 ($F(3,349) = 0.525$, $p = 0.666$). Owing to this a post hoc test was not conducted.

Table 3: ANOVA

Mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.290	3	.097	.525	.666
Within Groups	64.343	349	.184		
Total	64.633	352			

Conclusion

Attitudes about PE among Manipur schoolchildren did not change significantly across grade levels. Previous research has shown that when class sizes grow, children become less enthusiastic about participating in PE. This trend can be seen in studies by Subramaniam and Silverman (2007), Montalvo and Silverman (2008), and Phillips and Silverman (2015). This research provides evidence that it's not always the case that trends will be consistent. Moreover, the discrepancy between this research and others is likely attributable to the fact that people's most strongly held ideas about physical activity vary considerably from one geographic location to the next, as well as to the fact that each school's physical education curriculum is unique (integration of yoga and physical education in the general physical education curriculum itself).

The limitation of this study was that we have not performed statistical analysis such as MANOVA, discriminant function analysis, etc. in order to see differences in the three constructs(appendix 4).These statistical analyses will be used in future.

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Appendices

Appendix 1: The items with a 5 point Likert scale

1. I enjoy exercise in physical education class.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
2. I enjoy exercise with my friends in physical education class.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
3. I enjoy yoga in physical education class.
    - Strongly disagree

- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

4. Physical education class teaches me how to keep myself healthy.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
5. Physical education class gives me knowledge on health.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
6. I enjoy playing games with my friends in physical education class.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
7. I don't enjoy playing games with my friends in physical education class.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
8. Physical education class helps me to learn teamwork.
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree

Appendix 2: Model fit indices:

GFI(Goodness of fit index) = 0.959
RMSEA(Root mean square of error approximation) = 0.059
AGFI (Adjusted Goodness of Fit) = 0.914
CFI (Comparative Fit Index)= 0.916
CMIN/DF (Chi-square fit statistics/degree of freedom) = 1.568
SRMR(Standardized Root Mean Square Residual) = 0.018

Appendix 3: Composite reliability, convergent and discriminant validity

	CR	AVE	MSV	MaxR(H)	H	OA	G

H	0.782	0.642	0.354	0.788	0.801		
OA	0.801	0.577	0.560	0.833	0.595	0.760	
G	0.800	0.573	0.560	0.815	0.453	0.748	0.757

Note: OA = Other activities, H = Health, G = Games, MSV = Maximum shared variance, CR = Composite reliability, AVE = Average variance extracted, MaxR(H) = Maximum reliability

Appendix 4: Items under each constructs

Construct 1: Other activities (OA)

I enjoy exercise in physical education class.

I enjoy exercise with my friends in physical education class.

I enjoy yoga in physical education class.

Construct 2: Health (H)

Physical education class teaches me how to keep myself healthy.

Physical education class gives me knowledge on health.

Construct 3: Games (G)

I enjoy playing games with my friends in physical education class.

I don't enjoy playing games with my friends in physical education class.

Physical education class helps me to learn teamwork.