



Analysis of Interest Towards Physical Education Among Bhutanese Students in Relation To Their Class Standard

KEYWORDS

Interest, Physical Education and Class standard

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ABSTRACT *The aim of present study was to compare the level of interest towards Physical Education among the students in relation to their class standard. The population of the study was 300 school students including 100 (5th grades) students, 100 (7th grades) students and 100 (9th grades) students. Interest level was measured using the Physical Education Interest Questionnaire (PEIQ). SPSS 16 software was used to analysis of data. The results showed that there exists a significant difference in interest level among Bhutanese students in relation to their class standard. The significantly higher positive interest towards physical education has been found in 5th grade students in comparison to 7th and 9th grade students. It has also been found that 7th grade students revealed notably higher positive interest than 9th grade students. It has been found that the level of interest towards Physical Education decrease as the class standard increases.*

Introduction:

One of the most important contributions to education is the development of motor skills which is an aid for our school children. A physical educator has the vital role of creating and implementing successful Physical Education activities which would motivate the learners to participate successfully. The prime aims and objectives of Physical Education program in schools is to engage the students in regular physical activities which would make the students to have higher academic performance, social development, self esteem, weight control, motor skill development and stress management.

The importance and significance of the Physical Education are well enunciated within the concept of the promotion of wholesome education with the prime aim of promoting holistic development, well being, and opportunities for students to realize the development philosophy of Gross National Happiness (GNH). 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 (Gyeltshen D, 2008). 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 and Dauer, 1992).

The importance of Physical Education has been proven worldwide as one of the gateways to a healthy body with a healthy mind. The crucial time for the development of healthy lifestyles, habits and patterns is childhood. On the other hand, there are numbers of factor which influence the children's participation in physical activity (Armstrong N,1997). So, it is critical to comprehend the students' interest and perceptions towards Physical Education, since they will be future individuals from the workforce, who should utilize their knowledge to maintain their healthy lifestyle.

Similarly, the public speculations about the increasing incidences of sedentary lifestyles among Bhutanese youth

have prompted and necessitated the introduction of the HPE curriculum in primary schools Gyeltshen D, 2008., CAPSD, 2000). The Bhutanese population, especially in urban areas, is now reported to be facing various health problems related to sedentary lifestyles (Cowan, M, 2009). Given these increasing health-related problems faced by both adults and youth in Bhutan, the HPE curriculum could be an important medium to empower students to combat these problems, and thus, contributing to the promotion of health and wellbeing as guaranteed in the constitution of the Kingdom of Bhutan (Bhutan, R.G, 2008).

The purpose of this study was to study the interest level of Bhutanese students towards Physical Education and to identify differences between primary, lower secondary and middle secondary school students in relation to their demographic variables.

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 (5th graders) primary school students, 100 (7th graders) lower secondary school students and 100 (9th graders) middle secondary school students. Total number of schools selected for the present study is 12; 6 located in rural areas and 6 from urban areas. The Physical Education interest Questionnaire designed by (Van et al, 1992) 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, One Way Analysis of Variance (ANOVA) was used to find out the difference among the students of different levels of schools and Independent 't' test was applied for the comparison of two mean values. The level of significance was set at 0.05 levels ($p < 0.05$).

Results

Table I: Analysis of level of interest towards Physical Education among the students in primary; lower secondary and middle secondary schools

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	119.120	2	59.560	29.868	.000
Within Groups	592.250	297	1.994		
Total	711.370	299			

N.B-Level of significance taken at 0.05 level

Table-I interprets the analysis of level of interest towards Physical Education in relation to the class standard. Statistically, the above table showed the significance level was 0.00 ($p = .000$), which is below 0.05 significance level and therefore, a significant difference exist in the level of interest among Bhutanese students in relation to their class standard. The graphical representation of mean values of level of interest for students of 5th class, 7th class & 9th class are presented in figure-I.

Table - I.I: Multiple Comparisons through Scheffes Post hoc test for comparison of level of interest towards Physical Education among the students in primary, lower secondary and middle secondary schools.

(I) Class Stand- ard	(J) Class Stand- ard	Mean Differ- ence (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Class 5	Class 7	-.68000*	.19971	.003	-1.1713	-.1887
	Class 9	-1.54000*	.19971	.000	-2.0313	-1.0487
Class 7	Class 5	.68000*	.19971	.003	.1887	1.1713
	Class 9	-.86000*	.19971	.000	-1.3513	-.3687
Class 9	Class 5	1.54000*	.19971	.000	1.0487	2.0313
	Class 7	.86000*	.19971	.000	.3687	1.3513

*. The mean difference is significant at the 0.05 level.

Table-I.I, shows the significant difference between 5th and 7th grade students ($p=.003$), between 5th and 9th grade students ($p=.000$) and between 7th and 9th grade students ($p=.000$). It has also been found that 5th grade students show significantly greater positive interest in Physical Education in comparison to 7th and 9th grade students. Similarly, 7th grade students showed significantly greater positive interest in Physical Education than 9th grade students.

Discussion

It is evident from the findings of the table-I that students in primary, lower secondary and middle secondary school students expressed positive interest towards Physical Education and showed significant difference in the level of interest among class standard. The results of the present investigation are similar to findings of (Rice PL, 1988), who found that in Physical Education classes more than 85% students favourably responded. It has been also found that 5th grade students demonstrate significantly greater interest in Physical Education as compared to 7th and 9th grade students. It was clearly revealed that the students' interest decreased, with the increase of grade level. The findings of (Prochaska JJ et al., 2003, Silverman S et al., 1999 and Stewart MJ et al., 1991) supports the results of present study. They reported that age of students is positive perception of Physical Education seemed to fade.

Conclusion

From the finding of the study it has been concluded that the students of different grades maintained positive interest towards Physical Education although significant differ-

ence was found among all the grades. Students in fifth grade maintained greater positive interest in Physical Education in comparison to seventh and ninth grade students.

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