

COMPARATIVE STUDY OF PHYSICAL ACTIVITY ATTITUDE AMONG RURAL AND URBAN MALE STUDENTS

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Abstract

The present study investigated the differences of Physical Activity Attitude among Rural and Urban Male Students. The investigation's secondary goal was to compare attitude towards Indian classical music among students in rural and urban areas. The sample was composed of 176 male students (102 Rural & 74 Urban) from Senior Secondary Schools of Amritsar district, Punjab. The participants participated in the study voluntarily and all the subjects were also informed about the objective and protocol of the study. Physical Activity Attitude Scale (PA-AS) constructed by Jatinder Bhullar (1976) was used by the investigator to measure the attitude of students. Attitude towards Indian classical music scale developed Dr. Mritunjay Sharma was used in this investigation. A descriptive analysis was used in the first section to describe the data distribution. The G*Power 3.1.9.7 software was used in the second section to compute statistical power analysis. The hypothesis testing with t-test was included in the third section. The data were statistically analyzed using SPSS (Statistical Package for the Social Sciences) version 17 to draw conclusions. It is evident from the results that insignificant differences were noted among rural and urban school going students on the domain, "Physical activity for health and fitness" and "Physical Activity Attitude (Total)". Significant differences were noted among rural and urban school going Students on the domain "Physical activity as a pursuit of Vertigo", "Physical Activity as catharsis", "Physical activity and its place in university", "Physical activity as a social experience", "Physical activity as an aesthetic experience" and "Physical activity as an ascetic experience". However, significant differences were noted among rural and urban school going students concerning attitude towards Indian Classical Music.

Keywords: Physical Activity Attitude, Physical Inactivity, Indian Classical Music, Rural, Urban, Students, Vertigo, Catharsis, Aesthetic, Ascetic.

INTRODUCTION

Physical inactivity is a modifiable risk factor for cardiovascular disease and a widening variety of other chronic diseases, including diabetes mellitus, cancer, obesity, hypertension, bone and joint diseases, and depression [1, 2]. There is consensus that regular physical activity (PA) can improve physical fitness (PF) and health and assist in the prevention of disease [3, 4]. Several studies have shown that physically active adults are healthier and have a higher PF than inactive adults throughout different nations and populations groups [5, 6]. Physical education should be part of every individual's total education. Vigorous activity is a physiological necessity for optimum health and well-being. Through physical education, a person learns the satisfaction and joy of movement, exercise and activity [7]. The current understanding of the relationship among PA, PF, and health can be visualized using the model from Bouchard et al, [8]. The economic consequences of physical inactivity on healthcare cost are substantial mainly due to indirect costs such as the value of reduced

economic output because of illness, disease related work disabilities and premature death [9, 10]. Music plays a key role in lifting the mood. It is a gift from God healthy life of people. Music is a composition of melodious sounds that delight the human mind. In human life, attitude is a learned trait that can constantly change and change during socialization. In today's technological age, many students listen to music while studying. This trend raises the question of how music affects concentration and performance while studying. Classical music according to Chamber's 20th Century Dictionary (1970) is that, music which is played according to some principles, characters or tendency such as seen in Greek classical literature, marked by beauty of form, good taste, restraint and clarity opposed to romanticism.

MATERIAL AND METHODS

SAMPLE

The sample was composed of 176 male students (102 Rural & 74 Urban) from Senior Secondary Schools of Amritsar district, Punjab. The participants participated in the study voluntarily and all the subjects were also informed about the objective and protocol of the study. The informed consent of participants was not conducted or granted in this study because all participants' privacy and personal identity information were maintained. The students were included if they were healthy, physically active. The students were excluded if they had any history of back or neck pain, musculoskeletal disorders or neurological diseases or were obese as defined by a standard definition for child overweight and obesity worldwide.

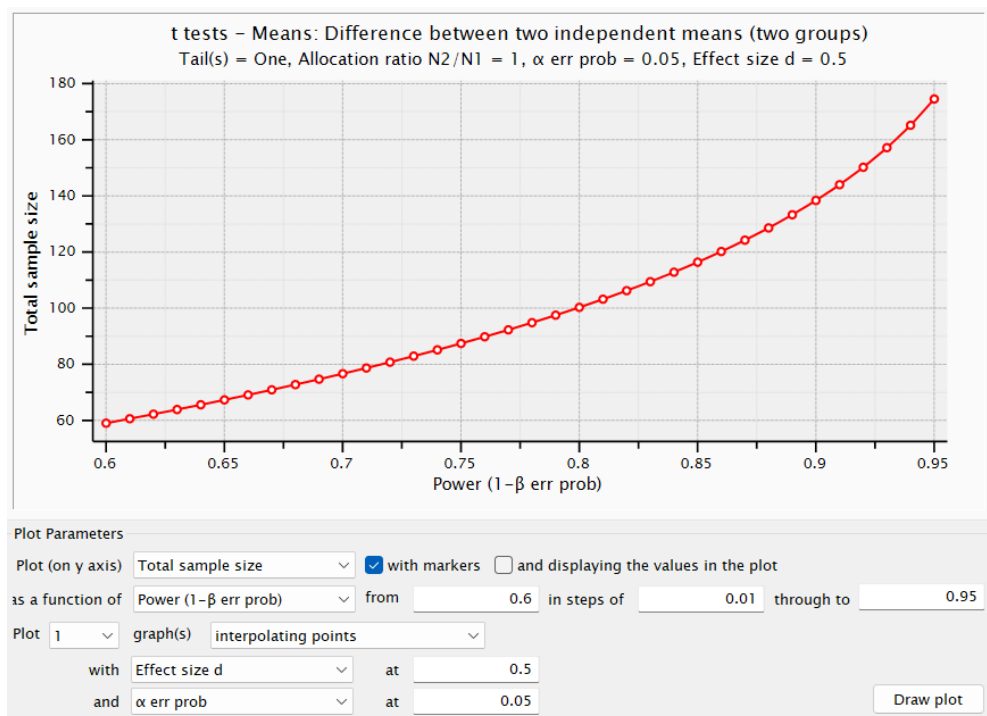


Figure-1: Protocol of power analysis.

PHYSICAL ACTIVITY ATTITUDE SCALE (PA-AS).

Physical Activity Attitude Scale (PA-AS) constructed by Jatinder Bhullar (1976) was used by the investigator to measure the attitude of students. The initial scale had 140 statements and the final scale consisted of 70 items. The attitude scale represents seven broad sub-domains of physical activity. There are 10 statements in each sub-domain and therefore, a total of 70 statements. Each statement is accompanied by six response categories namely strongly disagree, disagree, mildly disagree, mildly agree, agree and strongly agree. The following are the sub-domains of the Physical Activity Attitude Scale:

- Physical activity and its place in university.
- Physical activity as a social experience.
- Physical activity for health and fitness.
- Physical activity as a pursuit of vertigo.
- Physical activity as an aesthetic experience.
- Physical activity as catharsis.
- Physical activity as an ascetic experience.

INDIAN CLASSICAL MUSIC SCALE

Attitude towards Indian classical music scale developed Dr. Mritunjay Sharma was used in this investigation.

STUDY DESIGN

The current research design is intended to provide an appropriate framework for a study with the objective to compare the physical activity attitude and attitudes towards Indian classical music among male students from Senior Secondary Schools of Amritsar district, Punjab. Hence, this study employs a descriptive research design. Therefore, this research design enabled the researchers to gather data from a wide range of respondents on Physical Activity Attitude.

DATA ANALYSIS

This study's data analysis procedure was divided into three sections. A descriptive analysis was used in the first section to describe the data distribution. The G*Power 3.1.9.7 software was used in the second section to compute statistical power analysis. The hypothesis testing with t-test was included in the third section. The data were statistically analyzed using SPSS (Statistical Package for the Social Sciences) version 17 to draw conclusions.

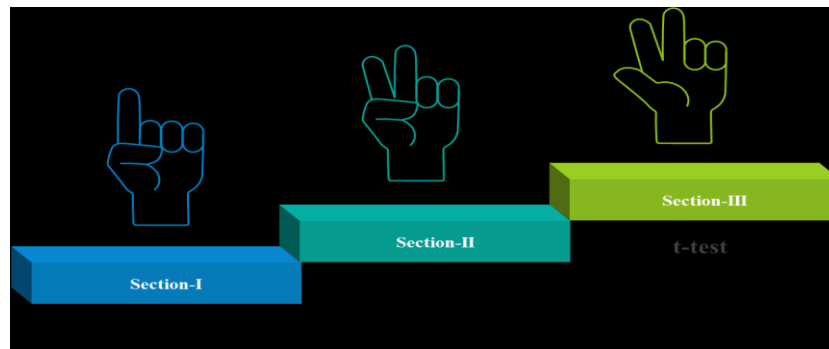


Figure-2: Data analysis method.

RESULTS

The results pertaining to Physical activity attitude on domains (viz., Physical activity and its place in university, Physical activity as a social experience, Physical activity for health and fitness, Physical activity as a pursuit of vertigo, Physical activity as an aesthetic experience, Physical Activity as catharsis, Physical activity as an ascetic experience and Physical Activity Attitude (Total) are presented in below mentioned table

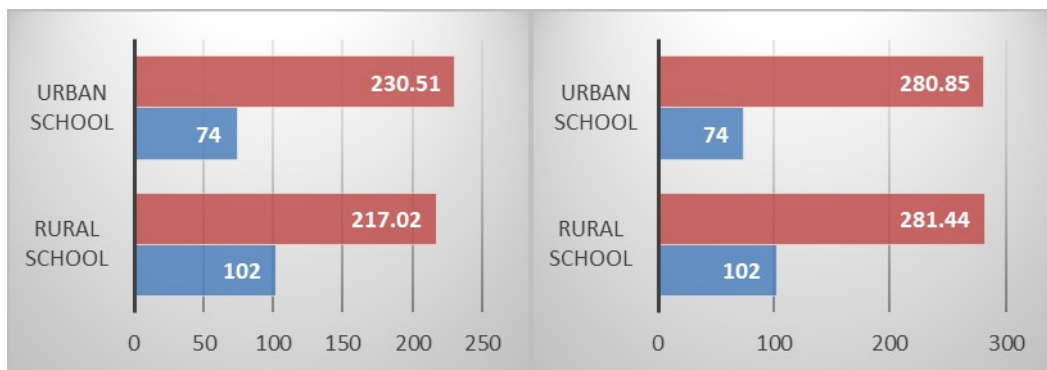
Table-1: T-Test Statistics for 2 Independent Means concerning Physical Activity Attitude among Rural and Urban School going Students.

Physical activity and its place in university						
Group	N	M	SS	S ²	t-value	p-value
Rural School	102	217.02	977523.96	9678.46	0.89851	0.185078
Urban School	74	230.51	705536.49	9664.88		
Physical activity as a social experience						
Rural School	102	281.44	1750157.15	17328.29	0.03041	0.487889
Urban School	74	280.85	1058013.36	14493.33		
Physical activity for health and fitness						
Rural School	102	282.2	1752224.08	17348.75	-1.78318*	.03815
Urban School	74	317.31	1141491.85	15636.87		
Physical activity as a pursuit of vertigo						
Rural School	102	291.87	1395773.34	13819.54	-0.41488	.339372
Urban School	74	299.47	1108644.45	15186.91		
Physical activity as an aesthetic experience						
Rural School	102	273.11	1177373.81	12814.88	-1.35082.	.089253
Urban School	74	295.84	935486.05	12814.88		
Physical Activity as catharsis						
Rural School	102	232.57	768624.16	10529.1	-0.41781	.3383
Urban School	74	225.82	1175594.82	11639.55		

Physical activity as an ascetic experience						
Rural School	102	263.16	941092.05	12891.67	-1.12372.	.131339.
Urban School	74	243.62	1316266.09	13032.34		
Physical Activity Attitude (Total)						
Rural School	102	1815.08	9601079.37	95060.19	-2.04752*	.021055.
Urban School	74	1919.72	9887987.04	135451.88		

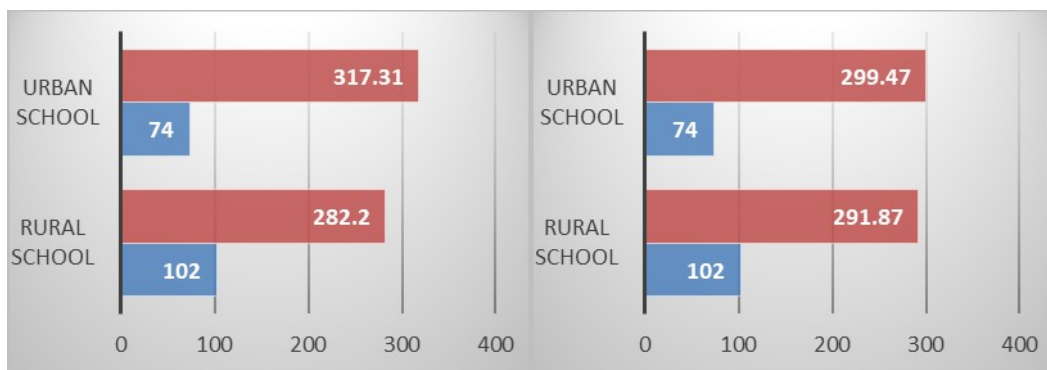
Table-2: T-Test Statistics for 2 Independent Means concerning attitude towards Indian Classical Music among Rural and Urban School going Students.

Indian Classical Music						
Group	N	M	SD	SEM	t-value	p-value
Rural School	102	67.350	3.690	0.365	5.738*	0.000
Urban School	74	70.810	4.280	0.467		



(a)

(b)



(c)

(d)

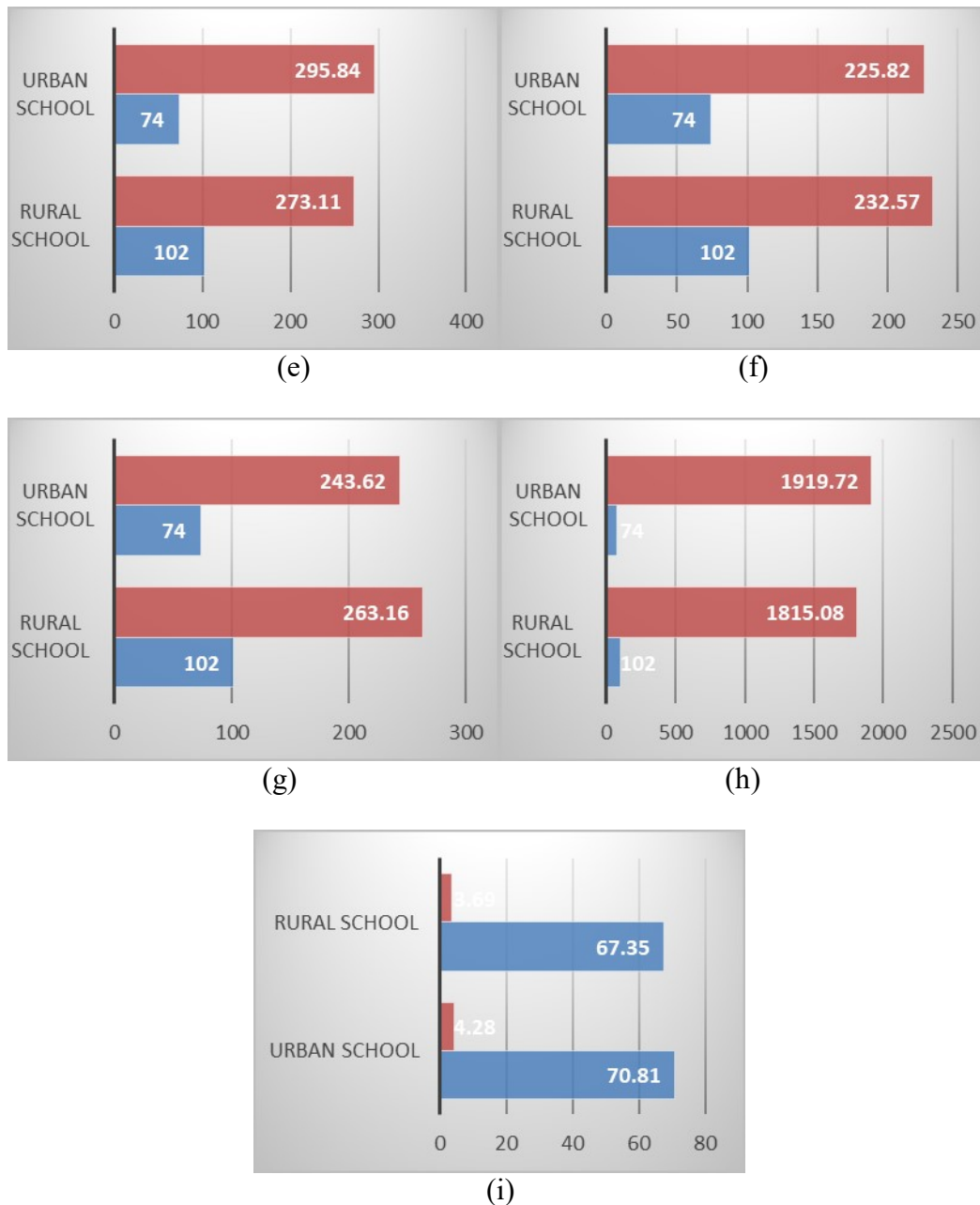
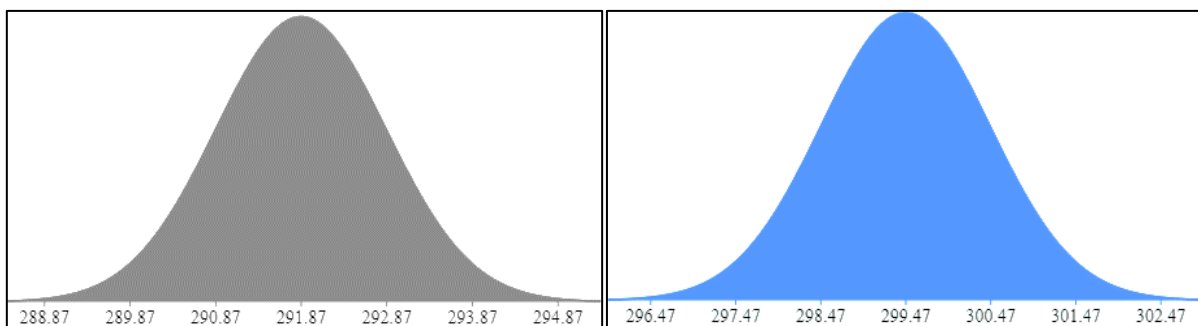
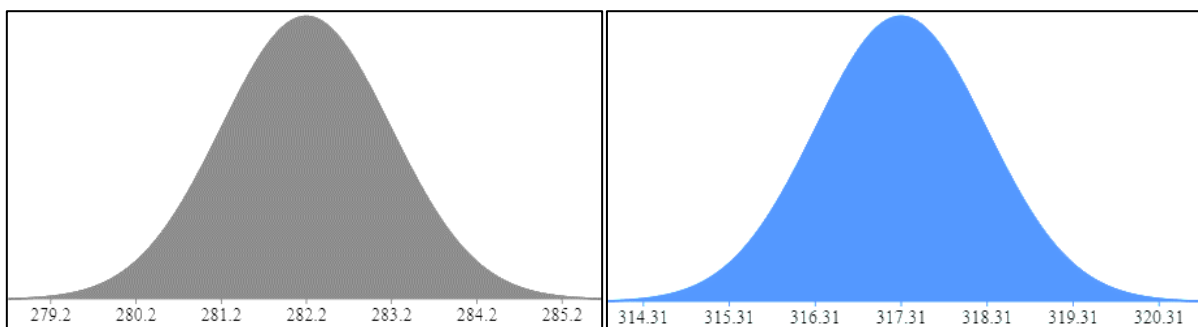
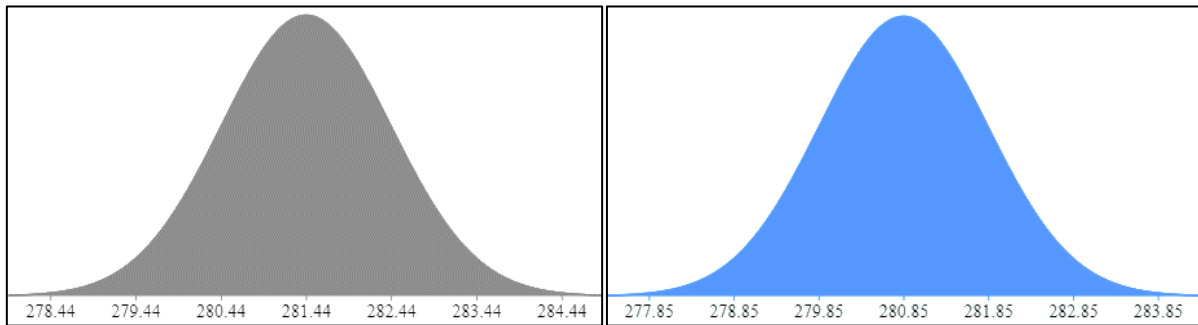
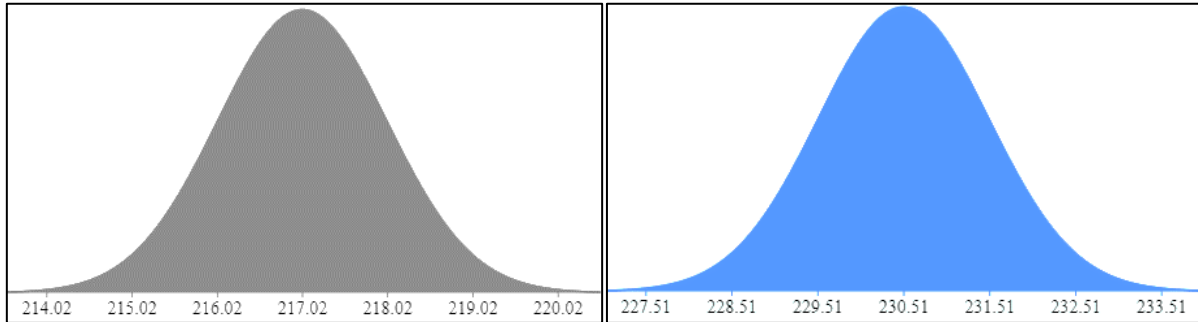


Figure-3: Means differences of Physical Activity Attitude among Rural and Urban School going Students (a). Physical activity and its place in university. (b). Physical activity as a social experience. (c). Physical activity for health and fitness. (d) Physical activity as a pursuit of vertigo. (e). Physical activity as an aesthetic experience. (f). Physical Activity as catharsis. (g). Physical activity as an ascetic experience. (h). Physical Activity Attitude (Total) and (i). Attitude towards Indian classical music.

It is evident from the results that insignificant differences were noted among rural and urban school going students on the domain, “Physical activity for health and fitness” and “Physical Activity Attitude (Total)”. However, significant differences were noted among rural and urban school going students on the domain, “Physical activity as a pursuit of Vertigo”, “Physical Activity as catharsis”, “Physical activity and its place in university”, “Physical

activity as a social experience”, “Physical activity as an aesthetic experience” and “Physical activity as an ascetic experience”. However, significant differences were noted among rural and urban school going students concerning attitude towards Indian classical music.



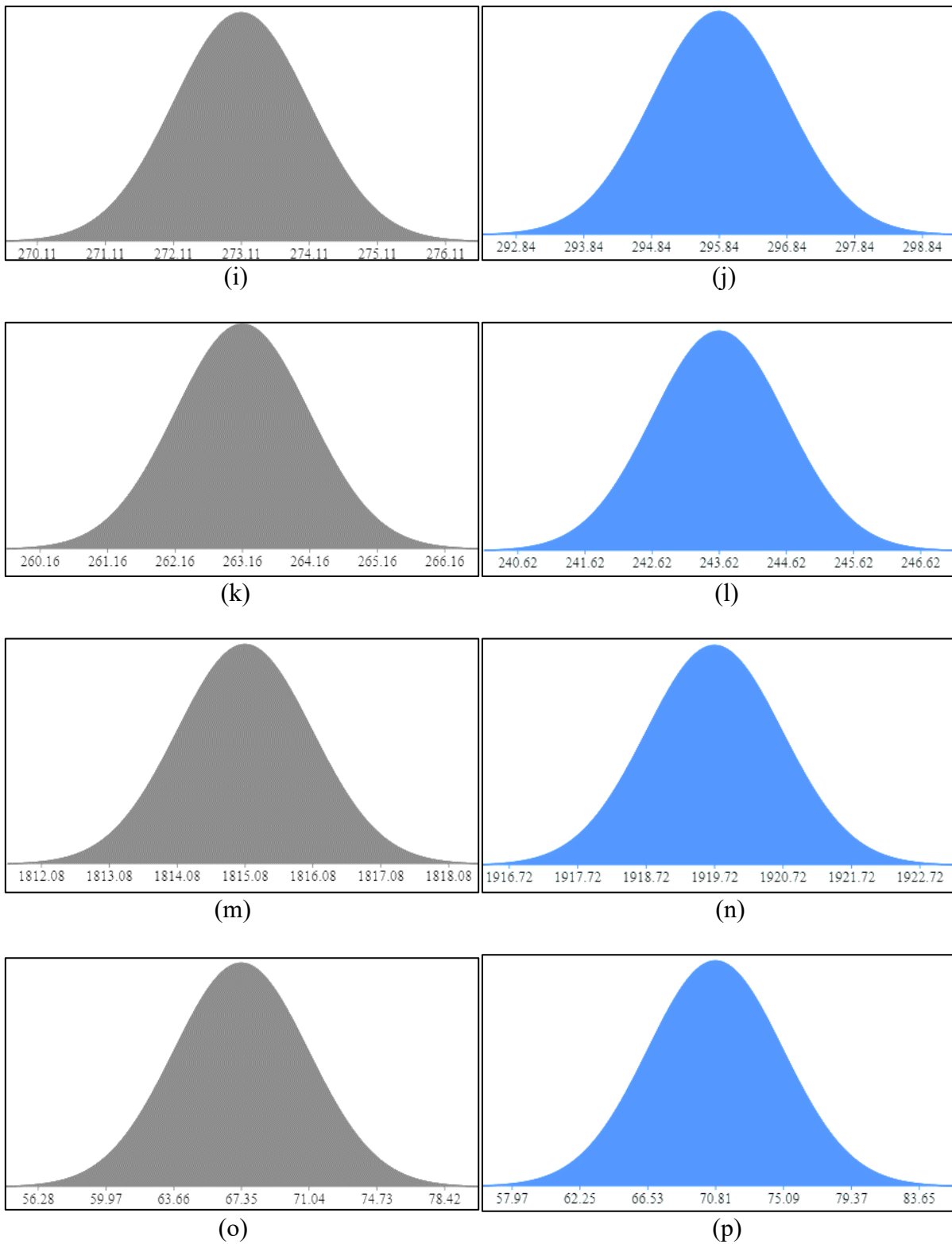


Figure-4: Normal Distribution and Independent Means concerning Physical Activity Attitude among Rural and Urban School going Students and Attitude towards Indian classical music.

DISCUSSION

Insignificant differences were noted among rural and urban school going students on the domain, “Physical activity for health and fitness” and “Physical Activity Attitude (Total)”. The influence of attitude towards Physical activity and sports studied by Araujo and Dosil (2015) showed the results were more positive in younger male individuals who didn’t attended any university or college but regularly engaged in physical activity [11]. The authors also worked on parent’s attitude towards physical activity and found that those parents’ who themselves engaged in any form of physical activity positively influenced their children’s as well [12]. However, Significant differences were noted among rural and urban school going Students on the domain, “Physical activity as a pursuit of Vertigo”, “Physical Activity as catharsis”, “Physical activity and its place in university”, “Physical activity as a social experience”, “Physical activity as an aesthetic experience” and “Physical activity as an ascetic experience”. The study was conducted on Rural and Urban College Female students towards Physical activity and sports was conducted by Desai (2019) in which it was found that there was a significant amount of difference found in attitude among Rural and Urban female college going students in which Urban female students exhibited more positive attitude towards Physical activity than their Rural counterparts [13]. Significant differences were noted among rural and urban school going students concerning attitude towards Indian classical music. Although there has been extensive research in the field of students' cognitive characteristics, there is a lack of research on motivational aspects of students' personality, so it is important to examine students' attitudes toward classical music. In public school music education, the implementation of multiculturalism has been considered in various ways in the research literature over the past several decades. Multiculturalism continues to be a popular topic among researchers, teachers, teacher trainers, and policy makers. The idea of incorporating music from cultures other than Western classical music into U.S. public school music programs gained momentum in his 1960s during the civil rights movement [14].

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