

HABITAT AND TEACHING EXPERIENCE DIFFERENCES IN ATTITUDE TOWARDS PHYSICAL EDUCATION OF GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS IN IMPHAL VALLEY REGION OF MANIPUR

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Abstract

This study examines the differences in attitudes toward Physical Education (PE) among government higher secondary school teachers in the Imphal Valley region of Manipur, focusing on habitat (rural vs. urban) and teaching experience (less than 10 years vs. more than 10 years). A descriptive survey design was employed, with data collected from 100 teachers using a self-developed questionnaire rated on a five-point Likert scale. Independent samples t-tests revealed that rural teachers exhibited significantly more positive attitudes toward PE compared to their urban counterparts ($p < .001$, $d = 2.01$). Similarly, teachers with less than 10 years of experience demonstrated significantly higher positive attitudes than those with more than 10 years of experience ($p < .001$, $d = 2.12$). These findings suggest that environmental and professional experience factors play a crucial role in shaping teachers' perceptions of PE. Implications for teacher training and professional development are discussed to enhance PE delivery in diverse educational settings.

Keywords: *Physical Education, Teacher Attitudes, Habitat Differences, Teaching Experience, Higher Secondary Schools*

1. Introduction

1.1 Research Background

Physical Education (PE) plays a crucial role in promoting students' physical health, social skills, and overall well-being. Teachers' attitudes toward PE significantly influence its implementation and effectiveness in schools. Factors such as teaching environment and experience can shape these attitudes. For instance, a study by Quay et al. (2024) suggests that PE teachers' perceptual skills are influenced by the field of teaching affordances, which can vary between different environments. Additionally,

the organizational environment and time constraints have been identified as barriers affecting teachers' attitudes toward sustainability and education for sustainable development, which can be related to PE (Boeve-de Pauw et al., 2024). Understanding how habitat (rural vs. urban) and teaching experience impact teachers' attitudes toward PE is essential for developing targeted interventions to enhance PE delivery in diverse educational settings.

1.2 Rationale of the Study

Physical Education (PE) is a critical component of school curricula, contributing to students' physical well-being, cognitive development, and social skills (Bailey et al., 2019). However, teachers' attitudes toward PE significantly influence its implementation, effectiveness, and students' engagement (Puhse & Gerber, 2019). Research suggests that environmental factors such as school location (rural vs. urban) and professional experience can shape teachers' perceptions and commitment to PE (Alvarez-Bueno et al., 2020). In rural schools, community-oriented environments may foster a greater appreciation for physical activity, while urban schools may encounter space constraints and competing academic priorities that affect PE delivery (Hills et al., 2021).

Similarly, teaching experience plays a pivotal role in shaping educators' pedagogical beliefs and instructional practices (Richards et al., 2018). Less experienced teachers often exhibit enthusiasm and willingness to adopt innovative PE methods, whereas more experienced teachers may be influenced by institutional constraints or traditional teaching approaches (Hagger et al., 2020). Given these influences, understanding how habitat and teaching experience impact PE attitudes is crucial for policy development, teacher training, and curriculum design. This study aims to fill this gap by examining PE attitudes among government higher secondary school teachers in the Imphal Valley region of Manipur.

1.3 Statement of the Problem

Despite the recognized importance of Physical Education (PE) in holistic student development, its effective implementation in schools often faces challenges related to teachers' perceptions, institutional priorities, and environmental factors. Previous studies have highlighted that teacher attitudes significantly influence students' engagement and learning outcomes in PE (Morgan et al., 2019). However, limited research has examined how habitat (rural vs. urban) and teaching experience shape these attitudes, particularly in Manipur's government higher secondary schools.

Thus, the problem addressed in this study is:

“Do habitat (rural vs. urban) and teaching experience (less than 10 years vs. more than 10 years) significantly influence government higher secondary school teachers' attitudes toward Physical Education in the Imphal Valley region of Manipur?”

By investigating this issue, the study aims to provide empirical evidence to support educational reforms, targeted teacher training programs, and policy interventions to enhance PE instruction across diverse educational settings.

1.4 Objective:

To examine the differences in attitudes towards Physical Education among government higher secondary school teachers in the Imphal Valley region of Manipur based on their habitat (rural/urban) and teaching experience (less than 10 years/more than 10 years).

1.5 Hypotheses

Hypotheses for attitude differences by habitat

- **Null Hypothesis (H_{01}):** There is no significant difference in teachers' attitudes toward Physical Education between rural and urban government higher secondary school teachers in the Imphal Valley region of Manipur.
- **Alternative Hypothesis (H_{11}):** There is a significant difference in teachers' attitudes toward Physical Education between rural and urban government higher secondary school teachers in the Imphal Valley region of Manipur.
Hypotheses for attitude differences by teaching experience
- **Null Hypothesis (H_{02}):** There is no significant difference in teachers' attitudes toward Physical Education between teachers with less than 10 years and more than 10 years of teaching experience.
- **Alternative Hypothesis (H_{12}):** There is a significant difference in teachers' attitudes toward Physical Education between teachers with less than 10 years and more than 10 years of teaching experience.

2. Materials and Methods

2.1 Research Design:

This study employed a descriptive survey design to assess teachers' attitudes toward Physical Education in government higher secondary schools.

2.2 Population of the Study:

The target population consisted of government higher secondary school teachers from the Imphal Valley districts of Manipur.

2.3 Sample of the Study:

A random sample of 100 teachers from various government higher secondary schools in the Imphal Valley districts was selected. The sampling method used was simple random sampling to ensure an unbiased representation of the population.

2.4 Instrument Used for the Study:

A self-developed questionnaire was used to measure teachers' attitudes toward Physical Education. It contained 20 items rated on a five-point Likert scale:

- Strongly Agree (5)
- Agree (4)
- Undecided (3)
- Disagree (2)
- Strongly Disagree (1)

The items were designed to ensure clarity, relevance, and alignment with the study's objectives. The questionnaire underwent expert validation for content validity before administration.

2.5 Procedure for Data Collection:

The questionnaires were distributed to the 100 selected teachers from government higher secondary schools in the Imphal Valley region. Participants were given clear instructions to ensure accurate responses. Data collection took place over three months (July to October 2024) while adhering to ethical standards, including informed consent and participant anonymity.

2.6 Data Analysis Procedure:

1. Data Screening and Preparation:

- Data were screened for completeness and accuracy before analysis.

- Missing data were handled using mean substitution or list-wise deletion, depending on the extent of missing values.
 - Outliers were identified and addressed to prevent distortions in the analysis.
2. **Descriptive Statistics:**
- Means, standard deviations, and variances were calculated for each item.
 - Teachers' attitudes toward Physical Education were analyzed overall and separately by habitat (rural/urban) and teaching experience (≤ 10 years vs. > 10 years).
3. **Reliability Analysis:**
- Internal consistency was assessed using Cronbach's alpha (≥ 0.70 considered acceptable).
 - Split-half reliability (Spearman-Brown coefficient and Guttman split-half coefficient) was also calculated.

Table 1: Reliability Statistics of Teachers' Attitude towards Physical Education (TAPED) Questionnaire

Measure	Part 1	Value	Part 2	Value	Total Items
Cronbach's Alpha	10 items (1-10)	0.784	10 items (11-20)	0.724	20
Correlation Between Forms	-	0.648	-	-	-
Spearman-Brown Coefficient	Equal Length	0.619	Unequal Length	0.619	-
Guttman Split-Half Coefficient	-	0.67	-	-	-

4. **Habitat and Teaching Experience Comparison (T-test):**
- An independent samples t-test was conducted to determine significant differences in teachers' attitudes toward Physical Education between:
 - a) Rural vs. Urban teachers
 - b) ≤ 10 years vs. > 10 years teaching experience
 - The t-test results were evaluated based on:
 - p-value (≤ 0.05 considered statistically significant)
 - Effect size (Cohen's d):
 - Large effect: $d \geq 0.80$
 - Medium effect: $d = 0.50$ to 0.79
 - Small effect: $d < 0.50$
5. **Data Interpretation and Reporting:**
- Results were interpreted based on both descriptive and inferential statistical outcomes.
 - Findings were compared with existing literature on teachers' attitudes toward Physical Education.
6. **Software Used:**
- Data analysis was conducted using IBM SPSS Version 22 to ensure accurate statistical testing.
 - Tables and figures were used for clear visualization of results.

3. Results

3.1 Attitude differences by habitat

Table 2: Attitude differences by gender

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>	<i>t</i>	<i>p-value</i>	<i>Cohen's d</i>
Rural	45	88.80	0.99	0.14	10.04	.000	2.01
Urban	55	86.40	1.37	0.19			

An independent samples t-test was conducted to compare teachers' attitudes toward Physical Education based on habitat (rural vs. urban). The results indicated a statistically significant difference in attitudes between rural teachers ($M = 88.80$, $SD = 0.99$) and urban teachers ($M = 86.40$, $SD = 1.37$), $t(98) = 10.04$, $p < .001$, $d = 2.01$.

The effect size (Cohen's d) was large ($d = 2.01$), suggesting a substantial difference in attitudes toward Physical Education between rural and urban teachers. These results indicate that rural teachers reported significantly more positive attitudes toward Physical Education compared to their urban counterparts.

3.2 Attitude differences by teaching Experience

Table 3: Attitude differences by gender

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>	<i>t</i>	<i>p-value</i>	<i>Cohen's d</i>
Less than 10 years	47	89.70	0.89	0.15	11.04	.000	2.12
More than 10 years	53	85.50	1.47	0.18			

An independent samples t-test was conducted to compare teachers' attitudes toward Physical Education based on teaching experience (less than 10 years vs. more than 10 years). The results revealed a statistically significant difference in attitudes between teachers with less than 10 years of experience ($M = 89.70$, $SD = 0.89$) and those with more than 10 years of experience ($M = 85.50$, $SD = 1.47$), $t(98) = 11.04$, $p < .001$, $d = 2.12$.

The effect size (Cohen's d) was large ($d = 2.12$), indicating a substantial difference in attitudes toward Physical Education between the two groups. These results suggest that teachers with less than 10 years of experience reported significantly more positive attitudes toward Physical Education compared to those with more than 10 years of experience.

4. Discussion of Findings

The findings of this study reveal significant differences in attitudes toward Physical Education (PE) among government higher secondary school teachers in the Imphal Valley region of Manipur, based on habitat and teaching experience. Specifically, rural teachers and those with less than 10 years of teaching experience exhibited more positive attitudes toward PE compared to their urban and more experienced counterparts.

Attitude differences by habitat

The observation that rural teachers hold more favorable attitudes toward PE aligns with existing literature emphasizing the unique challenges and opportunities in rural educational settings. Rural schools often have closer-knit communities, which can foster a greater emphasis on holistic education, including physical activity. A study by the University of Kansas highlighted that PE teachers significantly influence students' perceptions of physical activity, which can have long-term effects on their engagement in such activities

(Krings, 2023). This influence may be more pronounced in rural areas where community involvement is integral to school activities.

Attitude differences by teaching experience

The finding that teachers with less than 10 years of experience possess more positive attitudes toward PE is consistent with research indicating that newer educators often bring enthusiasm and contemporary pedagogical approaches to their teaching. A study examining pre-service teacher attributes found that attitudes toward providing physical activity opportunities are crucial for promoting PE in schools (Centeio, Jung, & Castelli, 2023). Less experienced teachers may be more receptive to innovative methods and inclusive practices, contributing to their favorable disposition toward PE.

5. Implications for Practice

These findings suggest a need for targeted professional development programs aimed at urban and more experienced teachers to enhance their attitudes toward PE. Such programs could focus on introducing innovative teaching strategies, fostering community engagement, and emphasizing the long-term benefits of physical activity for students. Additionally, creating mentorship opportunities where less experienced teachers share their enthusiasm and contemporary practices with veteran educators could be beneficial.

6. Conclusion

Understanding the factors that influence teachers' attitudes toward PE is essential for developing interventions that promote positive perceptions and effective teaching practices. By addressing the disparities identified in this study, educational stakeholders can work toward ensuring that all students, regardless of their school's location or their teachers' experience levels, receive high-quality PE instruction that encourages lifelong physical activity.

7. Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

8. Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Due to ethical considerations, participant confidentiality, and institutional guidelines, access to raw data may be restricted.

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