

A Comparative Study of Attitudes Toward Physical Education Among Indian and Bangladeshi Secondary School Students in Salalah

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Abstract

The present study aimed to conduct a comparative analysis of attitudes toward physical education among Indian and Bangladeshi secondary school students studying in Salalah. A descriptive comparative research design was adopted for the study. A total sample of 100 students was selected using a purposive sampling technique, which included 50 Indian and 50 Bangladeshi students. The attitude toward physical education was assessed using the standardized questionnaire developed by Silverman and Subramaniam (1999). For statistical analysis of the collected data, descriptive statistics such as mean, standard deviation, and standard error of the mean were used. For comparative analysis, the Independent Samples t-test was applied using SPSS software. The mean attitude score toward physical education for Indian students was 63.90, with a standard deviation of 6.139 and a standard error of the mean of 0.868. Similarly, the mean attitude score for Bangladeshi students was 65.12, with a standard deviation of 5.780 and a standard error of the mean of 0.817. To examine the significance of the difference between the two groups, an independent samples t-test was conducted. Levene's Test for Equality of Variances revealed an F-value of 0.000 with a significance value of 0.993, indicating that the variances were equal. The obtained t-value was -1.023 with 98 degrees of freedom, and the significance value ($p = 0.309$) was greater than the 0.05 level of significance. The findings indicated that there was no statistically significant difference in attitudes toward physical education between Indian and Bangladeshi secondary school students. Hence, the null hypothesis was accepted. The results suggest that students from both countries exhibit a comparable attitude toward physical education when exposed to a similar educational environment.

Keywords: Physical education, attitude, Indian students, Bangladeshi students, secondary school.

Introduction

Physical education is an integral component of the school curriculum and plays a vital role in the physical, psychological, emotional, and social development of students. It contributes not only to physical fitness and motor skill development but also to the cultivation of values such as teamwork, discipline, leadership, and self-confidence. In the contemporary educational context, physical education is increasingly recognized as a medium for promoting lifelong physical activity and healthy lifestyles among young people.

Attitude toward physical education is a critical psychological factor that influences students' participation and performance in physical activities. A positive attitude encourages regular involvement, enthusiasm, and sustained engagement, whereas a negative attitude often results in avoidance and low participation levels. Several factors shape students' attitudes toward physical education, including teaching methods, curriculum design, availability of facilities, peer influence, cultural norms, and societal perceptions of physical activity.

In multicultural educational environments such as Salalah, students from diverse national and cultural backgrounds interact within the same schooling system. Indian and Bangladeshi students represent two significant expatriate communities in the region, each bringing distinct cultural values, educational experiences, and perceptions toward physical education. While both countries emphasize academic achievement, physical education has traditionally received varying degrees of importance within their educational systems. These differences may influence students' attitudes toward physical education when they study in a common international setting.

Comparative studies on students' attitudes toward physical education help educators and policymakers understand whether nationality and cultural background play a role in shaping perceptions of physical activity. Such insights are valuable for designing inclusive physical education programs that cater to the needs of

diverse student populations. Although several studies have examined attitudes toward physical education within individual countries, limited research has focused on cross-national comparisons between Indian and Bangladeshi students in an international context.

Therefore, the present study aims to compare the attitudes toward physical education among Indian and Bangladeshi secondary school students studying in Salalah. By using a standardized attitude questionnaire and appropriate statistical techniques, the study seeks to determine whether a significant difference exists between the two groups and to contribute to the existing body of knowledge in physical education research.

Objectives of the Study

1. To assess the attitude toward physical education among Indian secondary school students in Salalah.
2. To assess the attitude toward physical education among Bangladeshi secondary school students in Salalah.
3. To compare the attitudes toward physical education between Indian and Bangladeshi secondary school students.

Material & methods

Research Design

The descriptive comparative research method was employed to compare the attitudes toward physical education among Indian and Bangladeshi secondary school students.

Participants

The sample for the present study consisted of 100 secondary school students studying in Salalah. Out of these, 50 students were from India and 50 students were from Bangladesh. The participants were selected using a purposive sampling technique.

Variables

- Independent Variable: Country (India and Bangladesh)
- Dependent Variable: Attitude toward physical education

Tool

The attitude toward physical education was measured using the standardized questionnaire developed by Silverman and Subramaniam (1999). The questionnaire consists of 20 items based on a 5-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The total score ranges from 20 to 100, with higher scores indicating a more positive attitude toward physical education.

Procedure

Permission was obtained from the concerned school authorities before conducting the study. The questionnaire was administered to the selected students using the paper-and-pencil method. Clear instructions were provided, and students were encouraged to respond honestly. The collected data were coded and analysed using SPSS software.

Statistical Techniques

Descriptive statistics such as mean, standard deviation, and standard error of the mean were used. The Independent Samples t-test was applied to compare the attitudes of Indian and Bangladeshi students. Levene's Test for Equality of Variances was also performed.

Result

Table No. 1
Descriptive Statistical Analysis of Attitudes Towards Physical Education

School type	Total	Mean	Standard Deviation	Standard Error of Mean
India	50	63.90	6.139	.868
Bangladesh	50	65.12	5.780	.817

Table No. 1 shows that the mean attitude score of Bangladeshi students (65.12) is slightly higher than that of Indian students (63.90). The standard deviation values indicate moderate variability in attitudes within both groups.

Table No. 2
Comparative Statistical Analysis of Attitudes Towards Physical Education

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F-value	Significance Value	t-value	Significance Level	Significance Value (2-tailed)	Mean Difference	Standard Error Difference
Equal variances assumed	.000	0.993	-1.023	.98	.309	-1.220	-1.192
Equal variances not assumed			-1.023	.97648	.309	-1.220	-1.192

According to Table No. 2, Levene's Test indicated that the variances between the two groups were equal ($p > 0.05$). The obtained t-value (-1.023) was not significant at the 0.05 level ($p = 0.309$). Therefore, no significant difference was found between the attitudes of Indian and Bangladeshi students toward physical education.

Discussion

The findings of the present study revealed that although Bangladeshi students demonstrated a marginally higher mean attitude score toward physical education compared to Indian students, the difference was not statistically significant. This suggests that students from both countries exhibit a similar level of attitude toward physical education while studying in a common educational environment.

The similarity in attitudes may be attributed to the shared schooling context in Salalah, where students are exposed to similar curricula, facilities, teaching methods, and extracurricular opportunities. A structured physical education program and uniform teaching strategies can minimize cultural differences and promote comparable learning experiences among students from diverse backgrounds.

Previous studies have emphasized that students' attitudes toward physical education are influenced more by instructional quality, teacher behaviour, and learning environment than by nationality alone (Silverman & Subramaniam, 1999). The present findings support this view, indicating that when students are provided with equal opportunities and resources, their perceptions of physical education tend to converge.

Cultural background may still play a subtle role in shaping students' early experiences with physical activity. However, prolonged exposure to an inclusive and supportive educational environment appears to balance these differences. The results also highlight the role of physical education teachers in fostering positive attitudes by creating engaging, student-centered, and motivating learning experiences

Conclusion

The present study concluded that there is no significant difference in attitudes toward physical education between Indian and Bangladeshi secondary school students studying in Salalah. Both groups demonstrated a moderately positive attitude toward physical education. The findings suggest that nationality alone does not significantly influence students' attitudes when they are exposed to similar educational conditions. It is recommended that schools continue to provide well-structured and inclusive physical education programs to promote positive attitudes and lifelong participation in physical activity among students from diverse backgrounds.

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