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"A COMPARATIVE STUDY OF RURAL AND URBAN PU COLLEGE BOYS ATTITUDE TOWARDS PHYSICAL EDUCATION AND MOTOR FITNESS"

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INTRODUCTION :

From ancient man is for his lives strength, exhibition, physical fitness, beauty for protection of involve in physical skills further importance of body by known physical education got importance.

Physical education and sports casually back bone of education. Not only special back bone will be proving. Body is basement of us therefore if we want whichever education through physical activities we should get because activity is future of life. Through five senses experiences will come is through body we will say therefore whatever experience of life is source of body to such body education provide then excellences through that remain lives is giving great nursing is giving back bone of education.

There is instrument for mans education body of body is such achievement and it is more excellence instrument all rivers together end into vast ocean like that all education achievements vindicate into job mans progress zeal. Mans whole personality is improved lot achievement there for its and whole source will have done that will have reached end.

Whole mans progress is education goal like wise physical educations goal is not except common education. From mans beginning leisure time will part there physical activities only parts for happiness but involver amateurism but they more mans leisure time number of participate increasingly participate attitude will improve from that more sports will profession.

These days in to sports very part participating is there. mans activities and according to other if has most physical ability there cant become excellent sports person it means if man because great sportsperson to him more intellective qualities that much importance. To become success sport man he is intellectual read. These intellectual qualities mingle into attitude whichever that is sport activities he is taking activity by self interest and he has to good attitude.

Whichever subject, thing, work ness and salutatory of mans what has intellectual situation of feeling of attitude is called improvement determination of attitude is main this comes from experience every person has attitude his own.

Physical fitness is recognized as important component of health and it is important for performance of functional activities and quality of life. Low physical fitness may result in high physical strain during the performance of activities. As a consequence activity level may decrease due to fatigue and discomfort thus result in lower physical fitness.

Urbanization influences the physical fitness of the men and women alike. Rural and urban environment there food, there way of living, culture influenced the growth and physical fitness of the girls

and boys. Urban boys all facilities but not work, except perhaps going to PU COLLEGE . On the other hand the rural boys are always in their domestic and field work along with the PU COLLEGE education. May be this is one of the reason way the rural boys are perceived to be more physically fit.

Tanner (1989) found that children in urban areas to be usually larger and have more rapid tempo of growth than children in villages of the surrounding countryside. This was perhaps due to better nutrition, affluence and psychological liberation.

Choudhary(1998) studied the deference in physical fitness of rural and urban students in the class 9th and 10th and found that rural students were batter in physical fitness than urban students. However, over the past one decade, both urban and rural India has undergone a considerable change.

Uppal and serene (2000) investigated cardiovascular fitness between rural and urban students also found that students with rural background performed better than that of their counter parts in urban area.

Every person has a deferent level of physical fitness which may change with time, place of work and situation. There also in an interaction between the daily activities and the fitness of an individual from the psychological point of view. Physical fitness may be conceived as ability of the body to adopt and recover from strenoures exercise or work.

Good health provides sound foundation on which fitness rests. At the same time, fitness provides one of the most important key to health and living ones life to fullest. In village which formed the first habitation of civilised man rural sports grew out of sheer necessity. Joint defences against on slights of a common enemy or dangerous animals must have given birth to the sports like wrestling, running, jumping, weight lifting and such performing arts as measuring strength by holding wrist twisting hands etc. It is noticed that there is lot of deference in the interest of children from deferent areas. For example in rural area children indulge in minor indenopuns activities and field games like football, kabaddi, kho-kho, wrestling, athletics etc. While in urban areas was find children playing the basketball, swimming, badminton, tennis, squash, golf, cricket etc.

In summary we may say that rural; boys are more physically fit than urban boys because in urban ereas unlimited facilities are available the needs of the boys are met very easily. On other hand the rural boys are always busy in the domestic works. In some villages physical education facilities are also not available. The boys are required to go the PU COLLEGE physical education facilities also not available. The boys are required to go the by bus or by walk. Thus these activities purportedly result in better physical fitness of rural boys.

However if we compare the motor fitness of the rural and urban PU COLLEGE boys we can find that urban PU COLLEGE boys are more attitude towards physical education than rural boys because new technology, quilting physical education teachers and as a compulsory subject in all PU COLLEGE s good sports facilities' provided by the urban PU COLLEGE s. Additionally urban boys take good nutrition food, which make them fit. These even get good sports training.

The main reason for difference is the availability of facilities and financial support of urban parents. Urban PU COLLEGE s advance technology is used that enhance the physical performance of the students are always motivated by their teacher and coaches. Additionally the urban boys enjoy liberation from cultural constrain of tradition which thus rural counterparts to not. The regular sports practice helps to improve performance in sports with better physical components.

Earlier research shows that when compared with boys from surrounding villages urban children are taller and heavier than their rural counterparts. Therefore rural boys are having good food but then they are busy in work. Hence they are not heavier and teller.

Advance in information and entertainment technologies like style. Further the demand for fast food, high calories food and fast has raised more concerns about human health (Faith et al, 2001).

Pfaundler (1916) described the phenomenon of secular trends in growth in urban children i.e. the urban boys are taller, grow faster and earlier than their rural conntemarts.

In this study student has which type of attitude towards physical education and motor fitness how much their activities have come to know. These both mean attitude and motor fitness abilities like same we

will identify because if he has attitude towards physical education he will be able in participate into physical activities like that who has motor ability he has to positive physical attitude.

PURPOSE OF THE STUDY

Therefore, in the light of contradicting reports, the main purpose of this study was to compare the attitude towards physical education and motor fitness of rural and urban PU COLLEGE boys.

STATEMENT OF THE PROBLEM

Studying some previous research it was found that urban area PU COLLEGE boys appear to be more attitude towards physical education and motor fitness then rural PU COLLEGE boys and also it's found that rural area PU COLLEGE boys appear to be more attitude towards physical education and motor fitness then urban PU COLLEGE boys. Therefore following questions arises.

1) Urban area PU COLLEGE boys have more attitudes towards physical education and motor fitness than the rural PU COLLEGE boys?

HYPOTHESES

1) Those are good in motor fitness are also good or positive attitude towards physical education.
2) Urban boys have significantly higher motor fitness than the rural boys.
3) Urban boys have significantly higher or positive attitude towards physical education than the rural boys.

LIMITATION

This study limited in the following aspects and this limitation will be taken in to consideration while interpreting the data. Growth of rural and urban PU COLLEGE boys' environment, food, and economical condition sports facilities is assumed to be deferent.

DELIMITATION

The study is delimited to only for Belagavi & Dharwad district rural 50 (govt PU COLLEGE masguppi) and urban 50 (govt PU COLLEGE navalur) boys in the age group of 14-15 (8th) year.

SIGNIFICANCE OF THE STUDY

Physical fitness players a very significant role in the today's world good health provide sound foundation on which fitness rest and at the same time provides one of the most important key to healthy living and live once life to the fullest. Lack of physical fitness result many risk factors to health including coronary heart disease certain forms of cancer, diabetes, hypertension, strokes gall bladder diseases respiratory problems etc.

The study is significant in the following ways;

- This will help coaches and physical education teachers in selecting the good players.
- This will help physical education teachers and coaches in preparing training programme.
- The result of the study will give the clear idea about rural and urban PU COLLEGE boy's attitude towards physical education and motor fitness.
- Classification of students.

DEFINITIONS OF THE SPECIAL TERMS

ATTITUDE: An attitude is an expression of favour is disfavour to word parson place or event.

MOTOR FITNESS: Motor fitness refers to the ability of an athlete to perform successfully at their sports.

RURAL AREA: Rural area is referred to as the area under the jurisdiction of Mandal panchayat having population of less than 20 thousand.

URBAN AREA: Urban area is generally referred to as the area under the municipal organization of the town.

REVIEW OF LITERATURE

The revive of related literature is very important in constructing the theoretical model. It helps to get clear idea and support the findings with regards to a problem. A study of relevant therefore is an essential step to realize a full picture of what has been done with regard to the problem addressed in the study. The investigator has made an honest attempt to locate a number of research articles of similar nature by various scholars, some samples of which have been presented in the context of present investigation.

Therefore in this section, research investigation related to attitude toward physical education and motor fitness of rural and urban population are reviewed. The literature is reviewed in two sections.

Some earlier researches show that rural boys are more physically fit than urban boys because in urban areas unlimited facilities are available. The needs of urban girls are met very easily. On other hand rural boys are always busy in the domestic and field work.

Subramaniamet. al. (1946) conducted a study with a purpose to determine the attitudes of middle PU COLLEGE students'toward physical education using an attitude instrument grounded in attitude theory. In addition, this investigation also sought to ascertain if gender and grade level influence student attitudes toward the subject matter. Participants for this study were 995 students from grades 6 to 8. A previously validated attitude instrument based on a two-component view of attitude with scores that showed evidence of reliability and validity was used. Overall students had moderately positive attitudes toward physical education. There was, however, a decline in attitude scores as students progressed in grade level. Higher grades had lower mean scores.

Subramaniamet. al. (1952) the purposes of this study were to develop an Instrument to assess student attitude toward physical education and to provide psychometric evidence of reliability and validity of the interpretation of scores from the attitude instrument. The study was conducted in multiple phases: (a) elicitation study, (b) preliminary study, (c) content validity study, and (d) reliability and validity study. Participants for the elicitation study were 110 middle PU COLLEGE students. Enjoyment and Perceived Usefulness emerged as the primary factors, whereas the physical education teacher, curriculum, and peers were found to be the primary sub-factors through student elicitation. The preliminary study utilized 33 students. Participants for the content validity study were 35 experts in physical education pedagogy. The reliability and validity study involved 995 students (Grades 6, 7, and 8). Results indicate that this instrument produces reliable and valid scores based on the 2-component view of attitude. The hypothesized factor structure is a good fit to the observed data.

Carpenter and Morgan (1954) conducted a study with a purpose to assess the motivational climate, personal goal perspectives, and cognitive and affective responses in physical education lessons. A total of 118 male and female secondary PU COLLEGE physical education students from the United Kingdom were involved in the study. The students completed a survey assessing the class motivational climate, their personal goal perspectives, beliefs about the causes of success, satisfaction and boredom, self-rated improvement and effort exertion, and attitude toward athletics. Students who viewed the climate as mastery-oriented evidenced a more motivationally adaptive pattern of responses. They were more task-involved, believed success was due to effort, experienced greater satisfaction and less boredom, rated their improvement higher, and had a positive attitude toward athletics. In comparison, students who viewed the climate as performance-oriented were more ego-involved, believed success was due to deception, and rated their improvement as low. Based on the findings of this study, physical educators need to emphasize mastery-oriented cues and de-emphasize performance-oriented cues.

Haggeret. al. (1954) conducted a study to investigate the relationship Between attitude towards physical activity and physical activity behaviour and the influence of gender and season on physical activity level in 45 primary PU COLLEGE children, aged 9 to 11 years. Attitudes towards physical activity were assessed using two different theoretical approaches: the Children's Attitudes towards Physical Activity (CATPA) inventory and the Theory of Reasoned Action (TRA) questionnaire. Physical activity behaviour was measured by using Cali's (1994) self report measure of physical activity. Approximately 50% of the children were categorized as 'inactive' based on cut-off points developed by Blair (1984). A 2 x (gender x season)

factorial analysis of variance showed that children participated in more moderate physical activity in the summer than in the winter ($F(1,44) = 6.29$, $p<.05$) but there were no gender differences in physical activity levels. Descriptive statistics for the CATPA inventory showed that children generally exhibited positive attitudes towards physical activity. Mann-Whitney U tests for two independent samples revealed significant differences between the high-active and low-active children for the catharsis, health and fitness, vertigo and aesthetic sub domains from scathe CATPA inventory ($p<.05$). None of the TRA variables showed any significant differences for activity level. Present results suggest that some attitude variables from the CATPA inventory differ according to children's physical activity levels and thereby emphasizes the need for physical educators to foster positive attitudes towards physical activity in order to encourage children to adopt and maintain healthy and active lifestyles.

Shropshire (1960) conducted a study with a purpose to examine possible Gender differences with respect to primary PU COLLEGE children's attitudes towards physical education and to identify those factors that influence interest. The Preadolescent Attitude to Physical Education Questionnaire (PAAPEQ) was completed by 924 children (aged 10-11 yean). This instrument measures general interest and environmental adjustment in physical education, how the physical education teacher is perceived and views concerning assessment and the organization of the curriculum. Employing multi-vitiate analysis of variance techniques boys were found to be significantly more interested in physical education than the girls and were less affected by environmental factors. The girls had more positive attitudes towards the teacher than the boys and were less concerned about the organization of the curriculum. Multiple regression analyses identified pupils' views with regards to assessment as being the most important variable for interest in physical education for boys and girls.

Luke and Sinclair (1962) studied with a purpose to identify and examine the potential determinants of male and female adolescents' attitudes toward PU COLLEGE physical education. Students (N=4SS), randomly selected from four large metropolitan PU COLLEGE s, were asked to comment on their PU COLLEGE physical education experience from kindergarten through Grade 10. A systematic content analysis was used to categorize these responses. Three main questions were addressed: What factors in the K-10 physical education experience of male/female students contribute to the development of positive/negative attitudes toward physical education? Are these factors different for males and females? Are they different for students electing to take PU COLLEGE physical education? Five main determinants of attitude were identified in ranked order: curriculum content, teacher behaviour, class atmosphere, student self-perceptions, and facilities. Overall, male and female students identified the same determinants in the same order of priority.

Isenberger (1962) conducted a research with a purpose to determine the Relationship between the self- attitude of women physical Education major students and those of women Physical teachers, subjects used in the study were 277 women Physical Education major students from the institution and 167 women Physical education teacher. —Who am I?‖ test a twenty statement of self –attitude (TST) was used as a measure of self-attitude. The result of the study indicated that there was a significant difference between the self-attitude of students groups with in a PU COLLEGE between PU COLLEGE s. It was indicate that the self-attitude of the teacher differed significantly from those of students enrolled in a liberal arts college or a teacher college connected with a university but were similar to those of students in teaching education institution.

Holden (1962) conducted a study on attitudes of PU COLLEGE students toward women's participation in sports. The students were divided into atomic, sex and age group. In general, whites were the most accepting of women in sports, blacks were in the middle, and Hispanics were the least accepting. The biggest difference occurred in white males between the ages of 15 and 18 white females started at the highest level and had only slight differences. Hispanics were reflective of the male dominated culture and supported a strong sex-role stereo type. Black males have viewed sports as an escape from the ghetto and were hesitant about allowing females for the same access to sport.

Onifade (1962) has conducted a study to investigate the relationship among selected demographic factors, physical activity belief and meaning of physical activity (attitude). Kenyan attitude inventory was used to assess students'attitude toward physical activity and the physical activity behaviour scale which was adopted from Zaichkows KY's (1979) of women physical education major students and those of women physical education teachers. Subjects used in the study were 277 women physical education major students from three institutions and 167 women physical education teachers. The —Who Am I‖? Test, a ‗Twenty Statements Test'of self attitude
(TST), was used as a measure of self-attitudes. The result of this study Indicated that there was a significant difference between the self-attitudes of students groups with a PU COLLEGE and between PU COLLEGE s. It was also indicated the self attitudes of teachers differed significantly from those of students enrolled in a liberal art college or a teachers college connected with a university but were similar to those a students in a teacher education institutions.

Merriman (1964) determined the relationship of the influence of social Systems, attitude toward physical activity and physical education placement to the degree of participation in physical activity of emotionally disturbed PU COLLEGE students. 206 emotionally disturbed male and female students, aged 14-21 attending public PU COLLEGE in New York City served as subjects. The degree of participation was measured by the physical activity socialization inventory. Attitude toward physical activity and measured by the Children's physical attitude toward physical activity inventory. The analysis of data revealed that.

1. The influence of social system was related to the degree of participation.
2. The attitude toward physical activity was related to the degree of participation.
3. The influence of social system and attitude toward physical activity, in combination contributed to variance in participation.
4. Attitude toward physical activity and physical education placement in combination contributed to variance in participation.
5. The influence of social system, attitude toward physical activity and physical education placement, in combination contributed to variance in participation.
6. The total variance of participation occurred for the three predictor variables, the influence of social system makes the largest unique contribution. The purpose of research conducted by Brumbach (1985) was to measure the attitude toward Physical Education of all male lower division students entering the University of Bergen in September 1996. The wear attitude inventory short from ‗A'was the instruments used. The result indicated that as a group, these students had a rather favourable attitude toward Physical Education. By comparing the scores of this group with the mean reported for two somewhat similar groups, the Oregon students score was significantly higher while comparing various such groups. The following conclusion was made athletes have better attitudes than non- athletes.

Barros (1965) has conducted a study on principal attitude towards physical education; wear inventory (1951) was administered on 352 elementary PU COLLEGE principals to assess their attitude toward physical education. The results showed that participations in physical education classes are a matter that has significant influence in attitude toward physical education. The results showed also, that participation in physical education classes and PU COLLEGE enrolment had a positive relationship with attitude of elementary PU COLLEGE principals toward physical education and length of experience as a PU COLLEGE principal had a negative one. The analys is Showed that there were a positive significant relationship of the principal attitude toward physical education with his/her opinion of the importance of physical education and sports in the elementary PU COLLEGE curriculum, agreement with the scholastic sports games, and physical education teacher performance.

Applebee (1956) designed a study to identify the relationship between values, attitudes and interests to decisions about participation in interscholastic athletics among selected American Indian Youth. Three role groups were identified for comparison: participants in inter-scholastic athletic, non-participants in interscholastic athletics and dropouts from inter-scholastic athletics. Data were gathered by means of a questionnaire. Non-participants were found to be significantly different from the other two groups. In sports

activities they perceived less support from coaches. They were more likely to prefer to watch sports contests than participate and they were less likely to intend to participate beyond PU COLLEGE or college.

Balance (1958) has conducted a study on administrators teachers and students attitude toward physical education, 25 administrators, 50 teachers and 100 students in the Bertie country PU COLLEGE system in NC were given the wear attitude inventory. There was no significance difference between the attitude of administrators and teachers toward had significance higher (P < .05) attitudes toward physical education than did the students.

Basu (1958) has conducted a study to determine the attitudes of parents Toward physical education programme and to find out their opinions (negative or positive), if any. The investigator prepared a questionnaire comprising 100 statements based on a very simple pattern viz-a viz Yes/No. which converted 10 aspects of physical education. The study revealed that majority of the parents had a favourable attitude towards all aspects of physical education. Parents had highly favourable attitude toward physical education because it promoted physical health and fitness, mental maturity and alertness, personality development, sociability, efficient use of leisure, their opinion was political interference in sports was undesirable. They wanted physical education programme for all.

Goodson (1960) conducted a study to assess the attitude of adult male community college students toward physical education activity and to develop implication for community college physical education programmes from an analysis of the result, the McPherson - Yuhasz Attitude inventory consisting of fifty statements was administered to106 male ranging in age from forty through sixty five. The inventory consisted of twenty six negative statements and twenty four positive statements.

Ray (1961) conducted a study in order to find out the attitude of PU COLLEGE girls and their parents towards physical education. The evidence indicated that their parents who achieved high fitness scores and their parents viewed to contribution of physical education class for more favourably than did the students who were less physically fit and their parents, and the parents and students differ in their views of the mental, emotional contributions. Parents and students for both groups had similar views about the physical psychological outcome and the social contribution, while with regard to the emphasis placed on physical education in the total PU COLLEGE programme. The parents of the low fitness group viewed this more favourable than their daughters. It was just the opposite with the high fitness group. Attitudes toward physical education were positively related to the senior PU COLLEGE girl's achieved physical fitness score. A lower score regulated in a lower attitude towards physical Education.

Wright (1966) conducted a study by using wear attitude inventory to the Nineteen physical education teachers and 1440 tenth grade girl's to determine if significant different existed between the expressed attitudes of students and the teacher's perception of the student's attitudes. Differences between the expressed attitudes of the teachers and the students'perception of the teachers were also investigated. Analysis revealed that teachers had a better attitude toward physical education than did the classes as a group. There was no significant difference in the attitudes of students and their teachers'perception in the expressed attitudes of teachers and the students'perceptions of the teachers'attitude students perceived a less favorable attitude than the teachers expressed.

Tomik (2007) the purpose of the educational process is to promote pro-fitness lifestyle, which means that an adult will engage in different 1 forms of physical activity on a regular basis, resulting in health enhancement. Several authors have investigated the attitudes of Polish children and adolescents to physical education and sport, and compared their results to those of investigations on instrumental goals. Different aspects of attitudes towards physical education and sport were also studied by researchers from numerous countries using diagnostic questionnaires. The purpose of the present study was to identify the educational effects of PU COLLEGE sports clubs (SSC). The differences of attitudes towards physical education and sport were compared between members of SSC and youth of the same age that did not participate in the activities of the clubs. The study questionnaire was sent out to 623 randomly selected PU COLLEGE sports clubs in Poland. A cover letter explained the purpose and procedure of testing. Correctly filled questionnaires were obtained from 103 PU COLLEGE sports clubs. 2704 questionnaires were selected for statistical analysis. The

research tool, (i.e., diagnostic questionnaire), had been developed by Strzyżewski (1990). The obtained results indicate the attitude of questionnaire respondents towards physical education and sport is positive but reserved. Despite the strength of the cognitive component (cognitive scores were highest), the actual participation in out of PU COLLEGE sports activities was insufficient (low values of behavioral scores). SSC members have more positive attitudes towards physical education and sport than their non-SSC Counterparts.

Demirhan (1985) conducted a study to assess the attitudes of PU COLLEGE students toward physical education with regard to sex and sport participation. A total of 440 sport participants (175 girls and 265 boys) and of 427 non-sport participants (227 girls and 200 boys), all of whom were 15 yr. old, voluntarily participated. The Attitudes toward Physical Education Scale was administered to assess participants' attitudes toward physical education. The results of 2 x 2 (Sex x Sports Participation) analysis of variance indicated a significant difference in attitudes toward physical education between sport participants and non-sport participants, with the former scoring higher, and a difference between boys and girls, with boys scoring higher. However, there was no significant interaction between sex and sports participation on attitudes toward physical education. In general, sport participants had more favourable Attitudes toward Physical Education scores than non-sport participants, and PU COLLEGE boys scored significantly higher than girls. There was a significant difference in Attitudes toward Physical Education scores between female and male PU COLLEGE students, with boys having more favourable attitude scores.

Silverman (1987). Psychometric evidence of validity and reliability for the instrument was provided in the pilot study. Participants in the pilot study were 502 urban secondary PU COLLEGE students. The results from the pilot study indicated that the G-C alpha reliability coefficient for the factors to assess urban secondary PU COLLEGE students' attitudes toward physical education ranged from 0.97 affect (enjoyment) to 0.96 cognition (usefulness). Fit statistics indicated that the scores from the instrument for attitudes toward physical education showed properties of construct validity for PU COLLEGE students. The study to investigate urban secondary PU COLLEGE students' attitudes toward physical education consisted of 3656 students from 17 high PU COLLEGE s in the New York City Department of Education. The results suggested that students in the 9th grade scored higher than students in the 10th, 11th, and 12th grades. Additionally, males scored higher than females for all sub-factors (enjoyment-teacher, enjoyment-curriculum, and usefulness-teacher and usefulness curriculum). Scores for males remained stable as they progressed through grades while scores for females decreased as grade level increased. Scores for students were moderate indicating that these students, may possess less than positive attitudes toward physical education.

Meeriman (2002) determined the relationship of the influence of social systems, attitude toward physical activity and physical education placement to the degree of participation in physical activity of emotionally disturbed PU COLLEGE students. 206 emotion of adjestment disturbed male and female students aged 14-21 attending public PU COLLEGE s in New York City served as subjects. The degree of participation was measured by the Physical Activity Socialization Inventory. Attitude toward physical activity was measured by the Children's Physical Attitude toward Physical Activity Inventory. The analysis of data revealed that (1) the influence of social system was related to the degree of participation. (2) The attitude toward physical activity was related to the degree of participation. (3) The influence of social systems and attitude toward physical activity, in combination contributed to variance in participation. (4) Attitude toward physical activity and physical education placement in combination contributed to variance in participation. (5) The influence of social systems, attitude toward physical activity and physical education placement, in combination contributed to variance in participation and (6) the total variance of participation occurred for the three predictor variables, the influence of social system makes the largest unique contribution

Bhullar (2002) in the year 1982 under took a study entitled "A Comparative study of attitude towards physical activity of university male and female students". The purpose of this evaluation was to discover the structure of attitude towards physical activity of male and female students living in the same environment. Subjects for this study included both male and female students. The 200 (100 male & 100 female) subjects who participate were drawn randomly from various teaching departments of the Punjab

University campus, Chandigarh. Their age ranged from 16 to 23 years. To measure attitudes, physical activity attitude scale constructed and standardized by the author was used which consisted of 70 items. Scoring was done on the basis of „Scale Product Technique by giving weight for each response category in the Likert fashion and then multiplying the same with scale value of the statement. Derived: A lot of PU COLLEGE s had no physical education teachers. There was a serious shortage of physical education teachers. In the boy PU COLLEGE s, the mean people teacher ratio was 460: 1 and in the girls PU COLLEGE s the same was 988: 1 as against the recommended ratio

Young (2004) studied the relationship between the personal, social adjustment, physical fitness and attitude towards physical education among PU COLLEGE girls with varying socio-economic levels. She concluded that there was no significant difference between socio-economic status groups with reference to physical fitness or attitude towards physical education. There was significant positive correlation between physical fitness and attitudes towards physical education for the entire population at .001level, within the high and low socio-economic groups at the .05 level and within the middle group at the .01 level. There was a significant correlation at .05 level but physical fitness and personal social adjustment for the population and within the low socio-economic status groups; there was an inverse and significant correlation between social adjustment and attitudes towards physical education at .01 level.

Mehta (2004) conducted a study of" A Probe into the Views of Heads of High and Higher Secondary PU COLLEGE s of Patiala District towards the introduction of Physical Education as a Compulsory Subject in PU COLLEGE s" and he found that the attitude of the heads of the institutions was not favorable towards physical education. Most of the heads of institutions did not take interest in promoting physical education. Private PU COLLEGE s seemed to provide more facilities for physical activities and a sport to the students than the Government PU COLLEGE s in Delhi State.That was the reason that the private PU COLLEGE s possessed good and outstanding players. It was found that better and sufficient grounds, coaching facilities and incentives were helpful in popularizing and attracting the students for the games and physical activities. The students who got better and sufficient facilities were only helpful to raise the sports standard of higher secondary PU COLLEGE s in Delhi State.

Singh Harjinder (2006) evaluated the development of physical education programme in high/higher secondary PU COLLEGE s of Bhatinda District during the period 1966 to 1978. The investigator found that: The number and qualifications of physical education staff (teachers and coaches) in any institution were not adequate to co-operate with the work of compulsory physical education and games programme. In some institutions there were no qualified teachers. Almost all the PU COLLEGE s did not have adequate grounds. If they had, there were not proper facilities available to maintain them for use. As far as equipment was concerned most of the PU COLLEGE s had not sufficient equipment. Medical check up and such other facilities were not provided properly and regularly. Sixty five percent heads of high/higher secondary PU COLLEGE s had unhealthy attitude towards physical education activities and games.

Mize (2007) determined the relationship between attitude towards physical activity and sex role orientation of college students. Scores on the Kenyan Attitude toward Physical Activity Inventory (ATPA) and the Bem Sex Role Orientation Inventory (BSRI) were processed by inter correlation, t-test, ANOVA, Duncan's Multiple Range Test and Chi-square. Her subjects were 267 college age students (M=179, F=88). All variables of ATPA were inter related except chance and athletics for the total group. Analysis of the male and female groups yielded some different results for various factors of the ATPA. Significant difference between males and females was found.

Overman and Rao (2009) studied the PU COLLEGE students to determine the most significant factors that influence the extent of participation of youth in organized sports from their initial experience through PU COLLEGE and to determine their motivations for participation in sports and recreation. On the basis of the regression analysis, a general conclusion was that personal attributes of the subjects and the influence of parents as socializing agents both accounted for significant variance in the dimensions of sports participation. The structure of the family as a socializing situation accounted for a very minor proportion of the variance in sport participation.

Nakornkhet (2010) compared the attitude toward the six sub domains of physical activity as proposed by Kenyon (1986 b), among adults from China, Japan, Korea, Malaysia, Thailand and U.S.A. A comparison was also made of the attitude towards the six sub-domains of physical activity are : (1) physical activity as social experience, (2) physical activity for health and fitness (3) physical activity as pursuit of vertigo, (4) physical activity as an aesthetic experience, (5) physical activity as catharsis and (6) physical activity as ascetic experience. The subjects of the study were 606 adults from six different countries who had enrolled in classes at selected university in the state of Indiana. The data were subjected to discriminate analysis technique. The results of the study indicated that the attitude towards physical activity i.e. a function of socio-cultural difference, but it is not a function of gender. The American subjects have a more positive attitude to physical activity than those subjects from East Asia and South-East Asia.

Underwood (2012) investigated the change in attitude toward physical education for students who were enrolled in a one semester, concepts-oriented physical education course at the University of Tennessee. The experimental group consisted of 119 students enrolled in physical education concepts and application in physical education. Further 128 students enrolled in psychology, Introduction to Psychology during the same term served as the control group for this investigation. All the subjects were administered the Wear Physical Education Attitude Inventor (Form A) as a pre-test at the beginning of the semester and again as a post- test at the end of the semester. Analysis of covariance and t-test were utilized to analyze change scores. In conclusion, student attitudes towards physical education indicated positive changes as a result of being enrolled in physical education.

METHODOLOGY

The procedure of sample selection from rural and urban areas, are explained in this chapter. Following the selection, the test items and testing procedures are explained and finally the statistical treatment of data is explained in the following section of the chapter.

Selection of subject

100 students from various 4 PU COLLEGE s of Belagavi & Dharwad district (Karnatak) were selected for the present study of which 50 were rural PU COLLEGE boys and 50 were urban PU COLLEGE boys.

Two rural and two urban PU COLLEGE s were selected at random and 25 students from each of the PU COLLEGE s, during the physical education period with the help of physical education teachers and staffs, as furnished in

Table 1.number of subjects selected for the study from rural and urban PU COLLEGE s.

Rural PU COLLEGE		Urban PU COLLEGE		Total
Name of the PU COLLEGE	**No of students**	**Name of the PU COLLEGE**	**No of students**	
Govt PU COLLEGE masaguppi	50	Govt PU COLLEGE navalur	50	100
total	50	total	50	100

Statistical technique

The performance in each of test items of the battery was converted to score provided by the author of the test.

Table 2. Selected variance and there criterion measures

Sl.no	Variables	Criterion measures	units
1	Speed and agility	160 yard potato race	In seconds
2	Explosive power	Standing vertical jump	In cm
3	Shoulder strength	Pull-ups	In numbers

ADAMS QUESTIONNAIR

Object-To provides a means for assessing individual and group attitude towards physical education.
Age and gender- PU COLLEGE for boys and girls.
Validity- 0.77
Reliability-0.71

Direction- This is questionnaire to measures your attitudes physical education. There are a number of statements about physical education below, each one followed by a pair of brackets under two heading, "agree or disagree". You asked to check one of these brackets to show whether you agree or disagree with the statement. Please consider each statement carefully and in you answers indicate your present feeling about physical education as you know it.
Scoring- Consider only the agree item checked. The final score is the sum of all of the statement scores divided by the number of agrees item checked.

Motor Fitness Tests

The Oregon state department of education provides a manual of motor fitness test batteries and norms for age groups. Standing vertical jump, 160 yard potato race and pull-ups for PU COLLEGE students.
1)160 yard potato race- is conducted in an area requiring 70 feet for running plus some space for finishing. There circles arches are drawn on the floor in a line each circle is 1 foot diameter. The first circles id drawn immediately behind the starting line. The second circle is 50 feet and third circle 70 feet away. A small block or eraser 2 by 4 inches is placed in circle two and another circle in three. The subject runs to place in the first circle. He than runs to circle three picks up the block and placed it in the circle he grabs the first block and returns it to circle two runs back and gets the remaining block, and carries it to circle three. He finishes the race by aching across the finish line. The score is in seconds.
2) Standing vertical jump (sergeant chalk jump)-objective to measure the power legs in jumping vertically upward. Reliability-an of .97 was found for this test.

Validity-an of .80 was found when the distance score test was correlated with the vertical power pull test (work or ti me).

Objectivity-an of .99 indicate high degree of objectivity. Equipment- a climbing rope, marking tape, a tape measure.

Method-record the performs name and then have him assume a setting position on a chair or bench and grasp as high up the rope as possible without raising the buttocks from the chair or bench seat. Concerning the grasp the hand of the preferred arm should be just above the opposite hand.
Scoring-the tester should allow each performer three trails and disregard any traial where the feet touch the floor during the pull. Measure in cm.
3)Pull-ups-to measure the endurance of the arms and shoulder girdle.
Reliability-the authors failed to find a coefficient of reliability reported for this test.
Objectivity-an of .99 was reported for this test.
Equipment and materials at on the floor.

Directions-from a straight arm front learning rest position, the performer lowers the body until the mat and then pushes upward to the straight arm support. The exercise is continued for as many repetitions as possible without rest.

Scoring-the score is the number of correct pull-ups executed.

Data analysis and results

However valid, reliable and adequate the data may be, it does not serve any useful purpose unless it is carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently concluded. After the data had been collected it was processed and tabulated using Microsoft excel-2007 software. The data collected on attitude questionnaire and 160 yard potato race, standing vertical jump and pull-ups from rural and urban boys of high PU COLLEGE s. The main purpose of the study was "A comparative study on

rural and urban PU COLLEGE boys' attitude towards physical education and motor fitness". Then data were analyzed with reference to the objectives and hypotheses by using SPSS 21.0 statistical software and the results obtained thereby have been interpreted.

It is the intention of the investigator and find the out whether difference in the independent variables namely group (Attitude and Motor Fitness)and Rural and Urban with respect to agility 160 yard potato race, explosive power standing vertical jump and strength pull-ups from rural and urban PU COLLEGE boys and consequently others.

Table 3. Mean and standard deviation (x -+ SD) of Composite score of attitude towards physical education and motor fitness scores of Rural and Urban boys.

Report

Sereal no		160 yard Potato race In second	Standing verticle Jump in cm	Pull-ups In no	Motor Fitness Total Score	Attitude Score
Rural	Mean	29.0746	34.3200	6.6600	8.4000	6.8886
	N	50	50	50	50	50
	Std. Deviation	1.5533	6.6928	2.9389	1.7843	.7557
Urban	Mean	27.2998	33.6276	9.8000	9.7600	7.1946
	N	50	50	50	50	50
	Std. Deviation	2.3489	7.6384	6.3567	2.4207	.5972
Total	Mean	28.1872	33.9738	8.2300	9.0800	7.0416
	N	100	100	100	100	100
	Std. Deviation	2.1727	7.1533	5.1735	2.2233	.6948

Hypotheses 1

1) Those are good in motor fitness are also good or positive in attitude towards physical education.

To test have first hypothesis data is subjected to co-efficient of correlation to find whether have fitness of have student is positively and significantly correlated to attitude towards physical education. The students who scored more than fitness composite marks ware considered as physically fit students. Among 100 students 27 students were physically fit according to our criteria. Those 27 students attitude score was correlated with physically fitness composite score. Following table shows that correlation index of physically fit and less fit student's correlation with their attitude towards physical education.

Correlation matrix (fit and less fit students) table

Correlations

		fitness index	Atrtitude towards pe
fitness index	Pearson Correlation	1.000	-.040
	Sig. (2-tailed)	.	.842
	N	27	27
Atrtitude towards pe	Pearson Correlation	-.040	1.000
	Sig. (2-tailed)	.842	.
	N	27	27

From above table we can observe that the students who are physically fit are having negative correlation with their attitude towards physical education and it is also not up to have significant level. So have proposed first hypothesis for the study is rejected.

Hypothesis 2

Urban boys are higher motor fitness than rural boys.

Mean and Sd table of physical fitness composite score of rural and urban students.

Group Statistics

	Sereal no	N	Mean	Std. Deviation	Std. Error Mean
Motor Fitness Total Score	Rural	50	8.4000	1.7843	.2523
	Urban	50	9.7600	2.4207	.3423

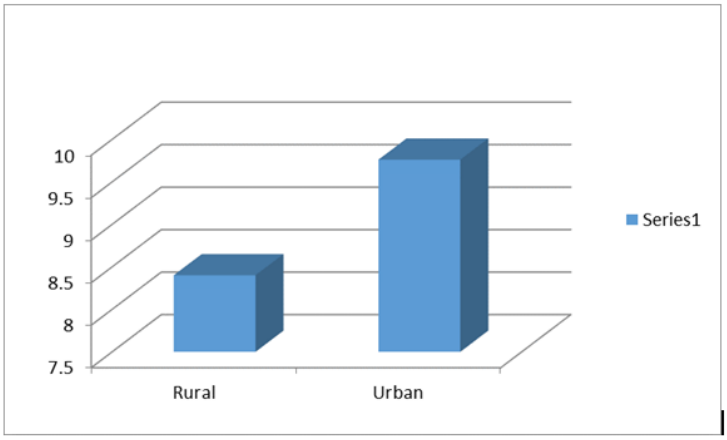
From above table we can observe that the mean score of urban students is higher than the rural students. To test whether heavy are significantly different data is subjected to independent sample T-test.

T-test table of physical fitness

Independent Samples Test

		evene's Test fo uality of Varianc		t-test for Equality of Means					
									5% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. 2-tailed)	Mean ifference	td. Erro ifference	Lower	Upper
Motor Fitness T	Equal varia assumed	7.102	.009	-3.198	98	.002	-1.3600	.4253	2.2040	-.5160
	Equal varia not assum			-3.198	90.110	.002	-1.3600	.4253	2.2049	-.5151

Motor fitness



From the table we observe that significant difference occurred between the fitness mean score of rural and urban students so scored hypothesis is accepted.

Hypotheses 3

1) Urban boy's higher or positive attitude towards physical education than rural boys.
2) Mean and Sd table urban and rural students attitude towards physical education.

Group Statistics

	Sereal no	N	Mean	Std. Deviation	Std. Error Mean
attitude score	Rural	50	6.8886	.7557	.1069
	Urban	50	7.1946	.5972	8.446E-02

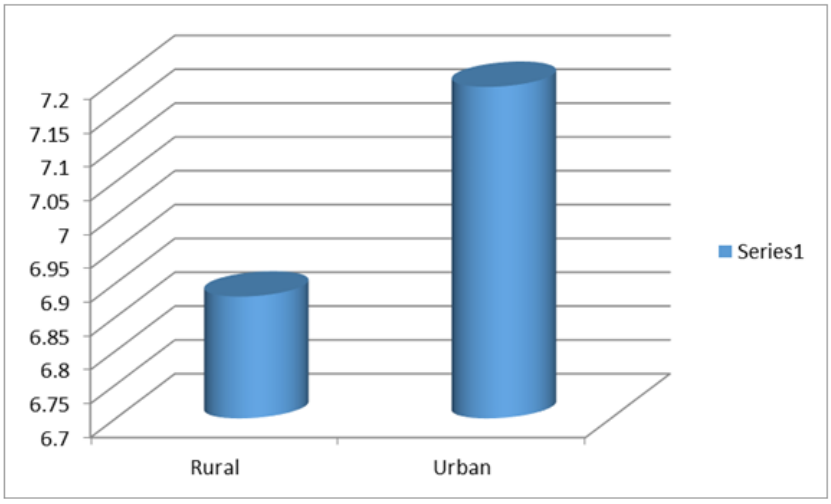
From above table we can observe that urban students attitude towards physical education is higher than the rural students. To test whether both are significantly differ from each other data is subjected to indipendent sample t-test.

t-test table of urban and rural students attitude towards physical education.

Independent Samples Test

		Levene's Test for quality of Variance		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
attitude sc	Equal variance assumed	1.111	.294	-2.246	98	.027	-.3060	.1362	-.5763	57E-02
	Equal variance not assumed			-2.246	93.030	.027	-.3060	.1362	-.5765	55E-02

Attitude



From the above table we can observe that rural and urban students mean attitude score towerds physical education significantly differ from each other. So the proposed third hypothesis is accepted.

Summary, conclusion, discussion and recommendations.

A person having better fitness can run, climb, jump dodge, carry loads, lift the weight and can continue the sustained efforts in a variety of activities much more effectively. It is a capacity to do physical work and recover quickly and completely from fatigue including by work.

Purpose of the study

The broad purpose of the study was to compare the attitude towards physical education and motor fitness of rural and urban PU COLLEGE boys.

Statement of the problem

A study of previous research it was found that urban boys appears to be more physically fit than rural boys and also it found that rural boys appears to be more physically fit than urban boys. Than also urban boys more attitude towards physical education than rural boys.

Rural boys were found to be superior in above motor fitness components than urban boys. But Urban boys appear to better in pull-ups rural boys.

Hypotheses

Attitude: Urban boys has more positive attitude towards physical education than rural boys and there is no relationship between attitude and motor fitness.

Motor Fitness:

1) 160 yard potato race the rural boys are more superior to urban boys.
2) Standing vertical jump the rural boys are more superior to urban boys.
3) Pull-ups the urban boys are more superior to rural boys.

Method

Subject and samples: the data collected for the comparative study of attitude and motor fitness between rural and urban PU COLLEGE boys from various 2 PU COLLEGE s of Belagavi & Dharwad district (Karnatak) were selected for the present study of which 50 were rural PU COLLEGE boys and 50 were urban PU COLLEGE boys.

Data collection and data transformation

These 100 boys' PU COLLEGE boys tested in the belagavi & dharwad district. Adams Attitude scale (12 statement) and Oregon Motor Fitness Test (3 test)

1) 160 yard potato race (in second)
2) Standing vertical jump (in cm)
3) Pull-ups (in numbers)

Statistical Technique

The performance in each of items of the battery was converted to scores by the author of the test. The score each of the test item total score and were subject to analysis of T-test using SPSS (ver.9.0) on computer.

Results

There is not co-relation between attitude towards physical education and motor fitness.

There is significant difference between attitude and motor fitness among rural and urban PU COLLEGE boys.

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