



A Comparative Study On The Physical Education Programs Of The Government And Private Schools In Tripura

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Abstract

The present research examines the physical education programs of the government and private schools in Tripura. For this study, the researcher has selected 88 nos. of government schools, which are under Vidyajyoti schools, and 28 nos. of private schools (government unaided). 88 nos. of Vidyajyoti schools (government) were selected by using the purposive sampling method: 55 nos. of Vidyajyoti schools, which are located in rural areas, and 33 nos. of Vidyajyoti schools, which are located in urban areas in Tripura. On the other hand, 28 nos. of private schools were selected by the same method: 18 nos. of private schools, which are located in rural areas, and 10 nos. of private schools, which are located in urban areas in Tripura. To obtain the data, the researcher used a questionnaire on the physical education program that was constructed and standardized by Dr. S. K. Paul under the name of S. K. Paul's Physical Education Program Scale. This scale was administered to the physical education personnel of the rural and urban Vidyajyoti schools and private schools in Tripura. The obtained data was analyzed using descriptive statistics and inferential statistics (t-test). Descriptive statistics implied that the data was more or less normal. And a t-test revealed that there were significant differences in the physical education programs of Vidyajyoti and private schools in Tripura. So, the present study suggests that larger-scale studies are required for more generalization.

Keywords: Physical Education Program, Government Schools, Private Schools, Rural area, Urban area.

Introduction

Exercise or just plain boredom is two possible interpretations of physical education. It's critical to spread knowledge about the real goals of physical education. "Physical education" is a phrase that combines the terms "physical" with "education." The dictionary defines "physical" as having to do with the body; it might pertain to any or all of a person's physical characteristics. The requirements might include physical strength, physical endurance, physical attractiveness, physical health, or fitness. The term "education" may also mean deliberate instruction, training, or becoming ready for a certain work or life. Physical education as a whole is defined as the methodical teaching or training in physical activities or in programs of activities necessary for the growth and maintenance of the human body.

The National Education Policy 2020 places a heavy emphasis on integrating physical education and sports into an institution's curriculum. The physical components are restricted to in-person education sessions, and it is acknowledged as a subject that has to be taught. The concept is much the same as what is presently in place. All that the regulation does is enforcing what many schools would have otherwise allowed as an option.

Union Minister of Education and Skill Development Dharmendra Pradhan said that the National Education Policy (NEP) 2020 sees sports as part of the curriculum and emphasizes sports-integrated learning as well as promoting fitness as a lifelong attitude.

In an effort to modernize and enhance them, the Tripura government has authorized the conversion of 100 existing government upper secondary and high schools to "Vidyajyoti Schools." These educational establishments will have state-of-the-art equipment to provide excellent instruction. The Project "Mission 100" of Vidyajyoti schools in Tripura is to strengthen and improve the state's educational system by converting 100 existing high and upper secondary schools into state-of-the-art facilities and first-rate instruction. The government will provide services to more than 1.2 lakh students in preschool to class XII as part of Project "Mission 100." PM Modi launches Vidyajyoti Schools' Project Mission 100 in Tripura.

It is expected that the Vidyajyoti schools would be affiliated with the CBSE, with a project cost estimated at Rs 500 crore. The three main pillars of the effort are:

1. Improving the infrastructure;
2. Inspiring intelligence; and
3. Rising the future generation.

Secondary school students attending Mission 100 schools will get individualized learning objectives, a thorough education, and assistance in achieving their career aspirations. The government intends to improve education in Tripura by providing students with access to a state-of-the-art educational system through this initiative. Establishing a first-rate facility with a focus on ensuring a child's holistic development and empowering them to reach their full potential in an environment of unrelenting positivity is the main objective. This will promote academic excellence, originality, and a feeling of national and state duty.

Vidyajyoti is a combination of the terms "light" (Jyoti) and "correct knowledge" (Vidya), which signify "clarity" or "correct knowledge." The government believes that even a first-generation student from the poorest family can become a highly accomplished member of society if provided with modern facilities and a supportive environment. This belief is embodied in the creation of "Vidyajyoti Schools" under Mission 100.

In order to foster creativity, academic brilliance, and a sense of responsibility to the state and the country, the goal is to establish an institution of such excellence where no effort is spared to ensure the child's all-around development and to ensure that children can achieve their highest potential in an atmosphere of unconditional positive regard.

Urbanization, a high population density, and a vast infrastructure define urban regions. These regions consist of towns, cities, and suburbs; the cities and their surroundings make up the majority of these regions. Metropolitan regions like Delhi, Bangalore, and Mumbai are made up of several urban areas. The area that encircles a city is known as the urban zone. Most people who live in cities work in non-agricultural sectors. Urban environments are home to large man-made structures including homes, stores, roads, bridges, and trains. Megalopolis is the result of the union of metropolitan areas, typically referring to adjacent cities.

Rural regions sometimes consist of vast stretches of undeveloped land and are sparsely inhabited, in sharp contrast to metropolitan areas. The RBI defines rural regions as tier-3 to tier-6 cities with fewer than 49,000 residents. India's rural population, which makes up around 70% of the total population, is a major economic force in the nation thanks to self-employment, agriculture, services, and construction. Due to the reduced demand for agricultural labor, technological advancements have caused a significant global trend of people moving from rural to urban regions, which has boosted urban economic growth. However, most people on the earth continue to reside in rural regions.

The Vidyajyoti program is seeking a grant of Rs. 146 crore for 58 schools located in rural areas and Rs. 105.9 crore for 42 schools located in urban areas for the purpose of improving their facilities.

Physical education staff refers to the human resources required for the effective execution of sports-related activities, including sports coaches, physical education teachers, physical instructors, sports rehabilitation experts, and sports trainers.

There are undoubtedly aspects of any career that lead to professional satisfaction as well as others that bring about discontent. Teaching is the most so of all occupations. It is possible to identify that unhappy source. It is possible to either modify the unsatisfactory conditions or lower their severity in order to strengthen the profession's holding power and promote teacher effectiveness through increased work satisfaction.

The National Association for Sports & Physical Education (NASPE) recommended that at least 60 minutes of light to vigorous physical activities should be given to school children. But it is not possible in most of the schools to provide the daily physical activity classes for every student through the physical education program alone. Thus, this has led to the development of the idea of having comprehensive school physical activity programs.

Private schools, also referred to as "independent schools," are educational institutions that are financially independent of either the federal or local governments. Unless privately held, they usually have a governance structure that guarantees their independence and a board of governors.

Instead of relying on taxes to fund public education, private schools maintain the autonomy to choose their students and are entirely or partially funded by tuition fees from their students. In certain cases, students attending private schools may be eligible for scholarships that reduce the cost of tuition, depending on their skills or abilities (sports, art, or academic scholarships, for example), their need for financial aid, or any potential tax credit scholarships. For the past 100 years, around one in ten American families have chosen to send their kids to private school.

Some private schools have ties to certain religious groups or denominations, including Judaism, Roman Catholicism, or different branches of Protestantism. The phrase "private school" does not include parochial (and other) schools if its government is subservient to or dependent on other groups, even though these institutions may have a religious affiliation. Both elementary and secondary education may benefit from these criteria, in most cases.

Purpose of the study:

The main purpose of the study would be to compare the physical education program of government and private schools in Tripura.

Objectives of the study:

The objectives were:

1. Comparing the variations in the physical education program between government and private schools in Tripura is the purpose of this study.
2. This research compares Tripura's urban and rural schools with regard to the physical education program.

Hypothesis:

H₁: The hypothesis states that there would be a notable differentia in the physical education program between government and private schools in Tripura.

H₂: The hypothesis states that there would be a notable differential in the physical education program between the urban and rural schools in Tripura.

Delimitations of the study:

The present study would delimit:

1. To the secondary and higher secondary schools of Tripura.
2. To the physical education teachers, physical instructors, principals, and those in charge of games and sports in the schools of Tripura.
3. To the government Vidyajyoti schools of Tripura.
4. To the CBSE schools in Tripura.
5. To the government-unaided private schools of Tripura
6. To the Physical Education Program Scale which was constructed and developed by Dr. S.K. Paul.

Significance of the study:

The present study would be significant:

1. The result of the present study would help to understand the present physical education program of government schools and private schools in Tripura.
2. The result of the present study would give feedback to the authorities of government schools and private schools regarding the present physical education program of their schools.
3. The result of the present study would help the government schools and private school authorities restructure the existing scale or system or adopt new ideas for upcoming sessions.

Scope of the study:

The scopes were:

1. A similar study can be compare among the TBSE and CBSE government schools in relation to the program in physical education.
2. A similar study can be compare among the government-aided private schools and government-unaided private schools in relation to the program in physical education.
3. A similar study can be compare among the TBSE and CBSE private schools in relation to the program in physical education.
4. A similar study can be compare among the government and private colleges in relation to the program in physical education.

Methodology:**Sources of data:**

For the present study, the data were collected from Vidyajyoti Schools (government) and private schools (government-unaided) in Tripura.

Selection of subject:

The subjects were selected for the present study from 88 nos. of vidyajyoti schools and 28 nos. of private schools in Tripura.

The 88 nos. of vidyajyoti schools were selected in the following ways: a) 55 nos. of schools were selected from rural area, and b) 33 nos. of schools were selected from urban area.

And the other 28 nos. of private schools were selected in the following ways: a) 18 nos. of schools were selected from rural area, and b) 10 nos. of schools were selected from urban area.

Sampling method:

For the present study, the subjects were selected by the purposive sampling method.

Collection of data:

For the present study, a standard questionnaire of Physical Education Program Scale was used, which was constructed and developed by Dr. S. K. Paul.

Scoring of data:

The physical education program of the schools was measured by a standardized questionnaire. For each item, a score of '1' is assigned for a positive response and a score of '0' for a negative response. The sum of all the values gives the physical education program of the schools. The total score varies from 0 to 55, showing the lowest to the highest program in physical education in the schools.

Level of Significance:

At 0.05 of the level of significant was considered adequate for the purpose of this study. The purpose ‘t’ value of the questionnaire was compared with tabulated ‘t’ values at 114 degrees of freedom, which are 1.984.

Analysis of data:

The statistical analysis of data gathered for the comparison of physical education program of the rural government schools and rural private schools as well as urban government schools and urban private schools in Tripura. The mean and standard deviation of both groups were found. These items were converted into a composite score. The researcher again calculated the mean and standard deviation from the composite score of the groups. Thus, the scholar found the mean difference in physical education program of the rural and urban government schools as well as private schools in Tripura, and the researcher further proceeded with statistical analysis by using SPSS version 20.

Objective 1: Comparing the variations in the physical education program between government and private schools in Tripura is the purpose of this study.

H₁: The hypothesis states that there would be a notable differentia in the physical education program between government and private schools in Tripura.

Table 1

Mean, standard deviation, and t-value of mean score of Physical Education Program between Government Schools and Private Schools in Tripura

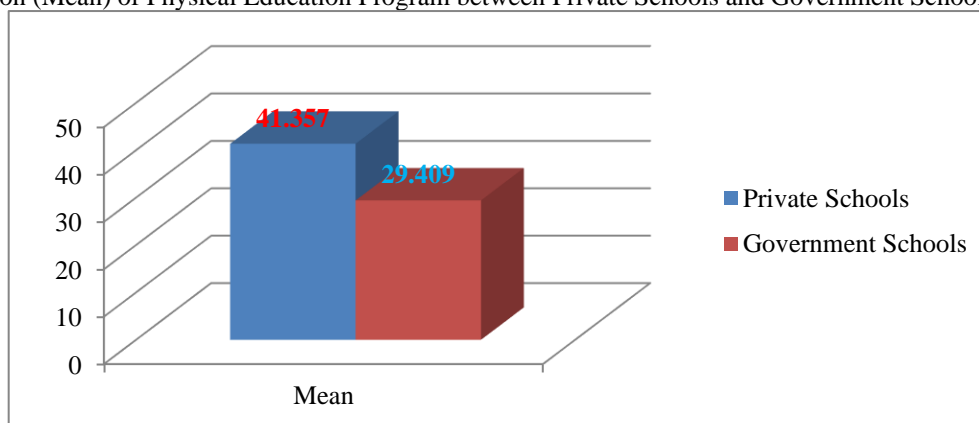
Group	N	Mean	Standard Deviation	Mean Difference	Standard Error	Calculated ‘t’
Private Schools	28	41.357	5.478	11.948	0.928	12.874
Government Schools	88	29.409	3.828			

* At 0.05 level of significant, 114 degree of freedom is 1.984

From the above table 4.3, the mean of the Physical Education Program in Private Schools is 41.357, and the mean of the Physical Education Program in Government Schools is 29.409, which is less than the mean of the Physical Education Program in Private Schools of 11.948. To check for a significant difference among the Physical Education Program in Private Schools and Government schools in Tripura, the data was again analyzed by applying the t-test. Before applying the t-test, the standard deviation was calculated. The standard deviation of the Physical Education Program in Private Schools is 5.478, and the Physical Education Program in Government Schools is 3.828. There was a significant difference in Physical Education Program between Private Schools and Government schools in Tripura because the value of calculated ‘t’ = 12.874 is greater than the value of tabulated ‘t’ = 1.984 at the 0.05 level of significant, so it is clarified that there was a significant difference in Physical Education Program between Private Schools and Government schools in Tripura.

Figure 1

Comparison (Mean) of Physical Education Program between Private Schools and Government Schools in Tripura



Objective 2: This research compares Tripura's urban and rural schools with regard to the physical education program.

H₂: The hypothesis states that there would be a notable differential in the physical education program between the urban and rural schools in Tripura.

Table 2

Mean, standard deviation' and t-value of mean score of Physical Education Program between Urban Schools and Rural Schools in Tripura

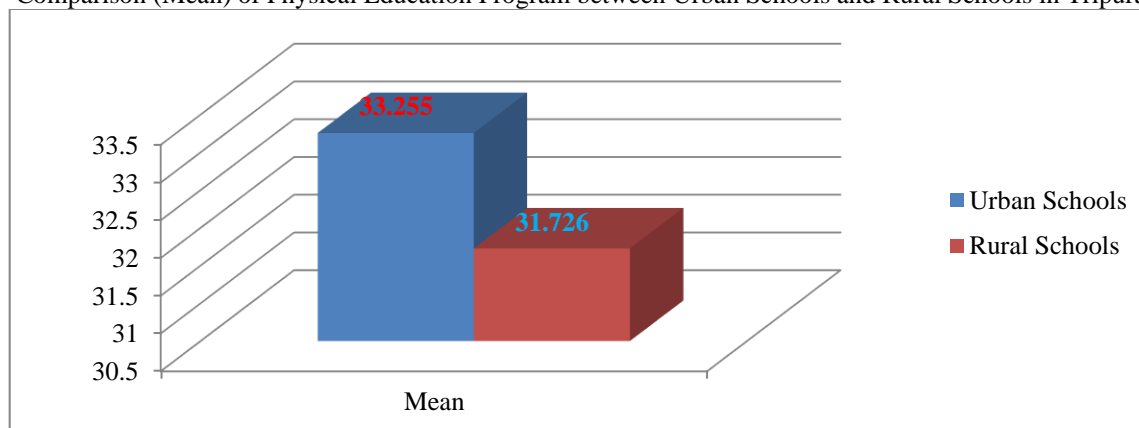
Group	N	Mean	Standard Deviation	Mean Difference	Standard Error	Calculated 't'
Urban Schools	43	33.255	7.280	1.529	1.280	1.195
Rural Schools	73	31.726	6.267			

* At 0.05 level of significant, 114 degree of freedom is 1.984

From the above table 4.4, the mean of the Physical Education Program in Urban Schools is 33.255, and the mean of the Physical Education Program in Rural Schools is 31.726, which is less than the mean of the Physical Education Program in Urban Schools of 1.529. To check for a significant difference among the Physical Education Program in Urban Schools and Rural schools in Tripura, the data was again analyzed by applying the t-test. Before applying the t-test, the standard deviation was calculated. The standard deviation of the Physical Education Program in Urban Schools is 7.280, and the Physical Education Program in Rural Schools is 6.267. There was no significant difference in Physical Education Program between Urban Schools and Rural schools in Tripura because the value of calculated 't' = 1.195 is less than the value of tabulated 't' = 1.984 at the 0.05 level of significant, so it is clarified that there was no significant difference in Physical Education Program between Urban Schools and Rural schools in Tripura.

Figure 2

Comparison (Mean) of Physical Education Program between Urban Schools and Rural Schools in Tripura



Discussion of Result:

1. In the first hypothesis, there will be a significant difference between private and government schools in Tripura in relation to the program in physical education.

On the basis of statistical analysis, found that the physical education program in private schools were significantly difference from physical education program in government schools in Tripura. Hence, the hypothesis is accepted.

2. In the second hypothesis, states that there would be a notable differential in the physical education program between the urban and rural schools in Tripura.

On the basis of statistical analysis, found that the physical education program in urban schools was no significantly difference from physical education program in rural schools in Tripura. Hence, the hypothesis is rejected.

Summary:

For the Present study, the subjects were selected from Rural and Urban Government schools as well as Rural and Urban Private schools in Tripura. In order to fulfill the study, the researcher received total 116 forms, of which 88 nos. of forms from government schools and 28 nos. of forms from private schools. The 88 forms from government schools, of which 55 were from Rural Government schools and 33 were from Urban Government schools of Tripura. On the other hand, 28 form from private schools, of which 18 were from Rural Private schools and 10 were from Urban Private schools of Tripura. The subjects were selected by the purposive sampling method. For the present study, the researcher used a questionnaire of Physical Education Program, which was constructed and standardized by S. K. Paul and the name of S. K. Paul's Physical Education Program Scale, was administrating to the selected subjects. The data pertaining to the study was collected by administering the standardized Questionnaire.

The Questionnaire was personally distributed to various Government and Private Schools' principal of Tripura. In this study, out of 130 forms, 95 were sent to Government schools and another 35 were sent to Private schools, of which 88 were received from Government schools and 28 were received from Private schools.

Conclusion:

With the limitations of the study and statistical analysis, the conclusion was drawn that there was a significant difference in physical education program of Rural Government and Rural Private Schools in Tripura as well as Urban Government and Urban Private Schools in Tripura.

Suggestions:

1. A similar study may be conducted in TBSE board schools also.
2. A similar study may be conducted in other board schools also.
3. A similar study may be conducted at the state level to get feedback from the professional training institutes.
4. A similar study may be conducted on colleges and universities.

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