Urban-Rural Contrasts in Attitudes, Motives and Sport Preferences in Adolescents

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Abstract

This study focuses on the attitudes, motivation for physical activity (PA), structure of sport preferences and physical activity of students of two selected high schools (rural area; urban area). There were several questionnaires employed in this study: Dimension of Attitude for Children and Youth (DIPO-J), Motivation for Physical Activity Questionnaire (MPAM-R) and Sport Preferences Questionnaire. The research group (in total 300 respondents) consisted of 150 students from a rural area and 150 students from an urban area. According to the results, adolescents at both the schools have moderately positive attitudes toward physical education. The most frequently chosen attitude was the one to performance, health and fitness in both girls and boys. The results of the sport preferences survey indicate that the adolescents, in terms of different types of physical activity, preferred most the category "Individual Sports", in which they placed swimming on the top. In terms of evaluation of PA, we found that boys are more physically active than girls are. After comparing the PA between the rural and urban areas, the respondents from the urban area have scored better in the category "Total PA" than the respondents from the rural area.

Key words: physical education, health, lifestyle, DIPO-J, MPAM-R, sport preferences.

Abstrakt

Předložená studie se zaměřuje na postoje, motivaci k pohybové aktivitě (PA), strukturu sportovních preferencí a pohybovou aktivitu studentů dvou vybraných středních škol (venkovská oblast, městská oblast). Výzkumný soubor představuje celkem 300 studentů středních škol (150 studentů z venkovských oblastí a 150 studentů z městské oblasti). V rámci dotazníkového šetření byly aplikovány Dotazník DIPO-J (Dimenze postojů pro juniory), Dotazník motivace k pohybové aktivitě MPAM-R, dotazník IPAQ a Dotazník sportovních preferencí. Zpracování výsledků bylo provedeno v programu Statistica 12.0 CZ. Byl použit neparametrický test Kruskal-Wallis, pro zjištění vztahu mezi závisle a nezávisle proměnou byl použit Spearmanův koeficient pořadové korelace a k posouzení „effect size" koeficient η^2. Výsledky ukazují, že adolescenti obou škol mají mírně pozitivní postoje k tělesné výchově. Pro dívky i chlapce byl nejčastěji hodnocený postoj k výkonu, zdraví a kondici. Výsledky průzkumu sportovních preferencí ukazují, že adolescenti, pokud jde o různé druhy pohybové aktivity (PA), upřednostňovali nejvíce kategorii „individuální sporty", v níž nejvíce dominuje plavání. Z hlediska hodnocení PA bylo zjištěno, že chlapci jsou pohybově aktivnější než dívky. Po srovnání PA mezi venkovskými a městskými oblastmi respondenti z městské oblasti zaznamenali lepší výsledky v kategorii „Celková PA" než respondenti z venkovských oblastí. Výsledky přeložené studie budou zohledněny a implementovány do edukační praxe sledovaných probandů.

Introduction

Currently we are witnessing a rapid increase in the number of mass non-communicable diseases, such as the ischaemic heart disease, cerebrovascular attack, hypertension, or diabetes mellitus type II, etc. These diseases are collectively referred to as 'lifestyle diseases', which according to WHO (2014) cause 60 % of all deaths worldwide (Hallal et al., 2012; Kohl et al., 2012).

The health benefits of physical activity include the cumulative effects of physical activity (PA) on health, health profits, gains, advantages or values resulting from regular physical activity of recommended intensity and frequency (Hendl & Dobrý et al., 2011; Janssen & LeBlanc, 2010; Warburton, Nicol, Bredin, 2006).

Recently a project was launched in the UK called GP Exercise Referral Scheme, under which a physician diagnoses a patient with one of the above mentioned lifestyle diseases and, suggesting that regular physical activity could minimize the consequences of the disease, refers the patient to a physical activity specialist, who in cooperation with the physician prescribes adequate physical activity (National Institute for Health and Care Excellence, 2017). The importance of appropriate PA dosing is also emphasised by Blahutková, Řehulka and Dvořáková (2005), as it supports the overall immunity

system and systematically improves performance under load (Swain & Brawner, 2014; Thompson, Arena, Riebe, & Pescatello, 2013).

Health is highly individual and every person is responsible for their own development, their everyday activities, and their health. The level of health is strongly associated with behavioural characteristics (Glanz, Rimer, & Viswanath, 2015). Health-affecting behavioural characteristics primarily include lifestyle, followed by other factors such as genetic predispositions, the environment, or health-care services. A fact that should be reflected upon and subjected to a deep analysis is that a majority of the population place health at the top of their scale of values, but their active efforts to maintain their health are negligible and rather prefer passive care for their health by using health-care services (Hodaň, 2000).

Modern school-based PE focuses on the assessment of individual physical activity preconditions, improvement of physical skills, and the development of physical fitness. Schoolchildren should be encouraged to engage in positive and pleasant physical activity and to maintain a positive attitude to such activity (Centers for Disease Control, 2013; Redelius, Quennerstedt, & Öhman, 2015; Roth, Zittel, Pyfer, & Auxter, 2017). This implies that physical education should not be limited merely to children's performance and competitiveness. PE is a school subject that can directly affect the health of young people and later adults. Ideally, school-based PE should also support and increase regular physical activity among young people and act as a means of health prevention. The information on PA and PA skills gained in school should be applicable at any later stage in life (transferability), just like grammar or numerical operations. Blahutková, Řehulka and Dvořáková (2005) emphasise that PE should promote health rather than performance, because especially in the second stage of elementary school, performance is given preference. As a result, a number of less talented children are greatly frustrated after initial failures in PE, which can lead to serious life transformations (loss of identity, confidence, etc.) This also leads to a loss of motivation and to a decrease in an individual's natural desire for movement. This adverse situation may persist into adulthood, when continuous rejection of movement becomes a life principle.

According to the World Health Organization (2012), physical inactivity is one of the leading risk factors affecting the health of the population. Research has shown that more than a half of the population of Europe do not achieve sufficient PA levels (Dishman, Washburn, & Heath, 2004), and that two-thirds of the population over the age of 15 years do not achieve the recommended weekly PA levels. It is estimated that only 31 % of the European population carry out health-promoting PA. Europeans aged 11, 13 and 15 years prefer a sedentary lifestyle, and only 34 % of them meet the current PA guidelines (Kalman et al., 2011; Csémy et al., 2013). In most countries, women tend to be more active in this respect, but with increasing age their amount of daily PA decreases as well. As a result of hypokinesia, a total of 6 % of the population of the Czech Republic die. This finding ranks physical inactivity fourth in the ranking of human death causes (Lee, Shiroma, Lobelo, Puska, Blair, & Katzmarzyk, 2012).

Motivated behaviour of an individual brings satisfaction and is targeted, which means that it has a certain direction and objective. The results of a controlled trial entitled The Physical Activity Counselling (PAC) have confirmed the irreplaceable role of the amount and quality of motivation, as interactions between PA and mental constructs can contribute to increase PA. Similarly, self-determination theories suggest an effect of motivation on physically active behaviour (Fortier et al., 2011).

Should adolescents become involved in everyday physical activity, individual motives must be changed to encourage voluntary engagement in physical activity, and specific physical activity programmes must be developed according to the findings (Centers for Disease Control, 2013). The motivation component should go hand in hand with sports preferences, which is an area however that does not receive the required amount of attention both in the Czech Republic and internationally. In the Czech Republic, the issue of sports preferences was addressed primarily by Frömel, Novosad and Svozil (1999), Kudláček and Frömel (2012), and Rychtecký (2006).

The main objective of the research was to analyse the relationships, attitudes, motives and preferences concerning physical activity in students in a rural school and urban school.

1 Methods

1.1 Research Sample

The research was conducted in two high schools in the Olomouc region. The Grammar School Kojetín (150 students; 74 boys, 76 girls) – rural area; and the Grammar School Čajkovského (150 students; 70 boys, 80 girls) – urban area. The research sample consisted of 300 students of 16–18 years of age.

1.2 Data Collection Methods

All the research data were obtained by means of a questionnaire. To determine the motives that encourages students for physical activity, the Motives for Physical Activity Measure (MPAM-R) was used. The respondents' attitudes to physical education as a school-based subject were identified by means of the DIPO-J (junior attitude dimensions) questionnaire. The attitudes to physical activity were monitored in the following areas: Dimension I – Attitudes to performance, capacity, health and fitness; Dimension II – Attitudes to the development of personality, character, abilities; Dimension III – Attitudes to social experience, behaviour and conduct, friendship; Dimension IV – Attitudes to stress, risk, courage and adventure; Dimension V – attitudes to aesthetic experience in PE and sport, beauty and grace of movement; Dimension VI – Attitudes

to relaxation, compensation, decreasing tension. To make a comprehensive picture of the data, the International Physical Activity Questionnaire (IPAQ) and Sports Preferences Questionnaire were used.

1.3 Statistical analysis

The results were processed using the Statistica 12.0 CZ programme. The non-parametric Kruskal-Wallis ANOVA was used to identify any dependences between the values. To determine the correlation between dependent and independent variables, the Spearman's rank correlation coefficient was used; the η^2 coefficient was used to assess 'effect size'. This coefficient (η^2) might be applied in the Kruskal-Wallis ANOVA test with the following interpretation: $\eta^2 = 0.01$ small effect, $\eta^2 = 0.06$ medium effect and $\eta^2 = 0.14$ large effect (Morse, 1999).

The Spearman's correlation coefficient was also used to measure the strength of two variable values. It is a non-parametric method which uses the principle of ordering individuals by their size with respect to two monitored quantities. If the order is identical, the 'r' coefficient has a maximum value of 1; if the order is reversed the value is -1. If the measured values of the correlation coefficient are close to zero, the orders are random without any mutual dependence. The degree of association was assessed according to Hendl (2006): 0.1–03 weak, 0.3–0.7 medium and 0.7–1.0 high.

2 Results

Attitudes towards Physical Activity

Table 1
Comparison of average values in the DIPO-J dimensions by s school location (rural, urban), gender, physical activity level, and BMI

School	*n*		I	II	III	IV	V	VI
Rural area	150	*M*	13.79	11.75	13.2	10.83	8.53	13.04
		SD	0.663	0.907	0.778	0.866	0.36	4.513
		order	1st	4th	2nd	5th	6th	3rd
Urban area	150	*M*	14.34	11.14	12.68	10.9	9.53	13.63
		SD	2.634	3.491	3.121	3.373	3.933	3.826
		order	1st	4th	3rd	5th	6th	2nd
		p	0.279	0.341	0.42	0.907	0.131	0.427

Gender	*n*		I	II	III	IV	V	VI
Boys	144	*M*	13.33	12.02	12.46	11.34	7.44	13.31
		SD	2.954	3.879	2.998	3.478	3.314	4.675
		order	1st	4th	3rd	5th	6th	2nd
Girls	156	*M*	14.62	11.3	13.4	10.45	10.25	13.29
		SD	2.763	3.432	4.147	3.476	3.644	3.83
		order	1st	4th	2nd	5th	6th	3rd
		p	0.010*	0.121	0.145	0.143	**0.001***	0.974
Physical activity	***n***		**I**	**II**	**III**	**IV**	**V**	**VI**
More active	177	*M*	14.14	12.75	13.13	11.61	8.52	14.43
		SD	2.942	3.337	3.957	3.275	3.513	3.985
		order	2nd	4th	3rd	5th	6th	1st
Less active	123	*M*	14	10.55	12.98	10.32	9.82	12.45
		SD	2.654	3.458	3.424	3.442	4.06	3.979
		order	1st	4th	2nd	5th	6th	3rd
		p	0.788	**0.001**	0.833	**0.042**	0.065	**0.008**
BMI	***n***		**I**	**II**	**III**	**IV**	**V**	**VI**
< 18.5	46	*M*	14.4	11.65	13.6	10.35	10.45	12.65
		SD	2.703	3.588	4.173	3.453	4.019	4.258
		order	1st	4th	2nd	6th	5th	3rd
18.5–24.9	231	*M*	14.13	11.51	12.77	11.09	8.76	13.72
		SD	2.92	3.701	3.728	3.563	3.771	3.956
		order	1st	4th	3rd	5th	6th	2nd
25.0 <	23	*M*	12.82	11.55	14	9.91	8.36	11.46
		SD	3.157	3.328	2.236	3.113	3.009	5.538
		order	2nd	3rd	1st	5th	6th	4th
< 18,5 a 18,5–24,9		*p*	0.7	0.877	0.376	0.396	0.073	0.279
<18.5 and 25.0<		*p*	0.152	0.937	0.771	0.723	0.144	0.507
18.5–24.9 and 25.0<		*p*	0.164	0.976	0.288	0.294	0.734	0.087

Note: n – size of the research sample, p – statistical significance, M – mean, SD – standard deviation, * statistically significant values in bold

The results in Table 1 describe that the students' attitudes to physical education in both the schools are rather slightly positive than negative. The only area with other than positive attitudes was dimension V (*attitudes to aesthetic experience in PE and sport, beauty and grace of movement*) with slightly negative attitudes in the rural school. On the contrary, the students in the urban school had neutral attitudes. The attitude with

the best assessment was dimension I (*attitudes to performance, capacity, health and fitness*). The following order was almost identical, the only difference was that the second place in the rural school was occupied by dimension III (*attitudes to social experience, behaviour and conduct, friendship*), in the urban school the second place was occupied by dimension IV (*attitudes to relaxation, compensation, decreasing tension*). In the third place the dimensions mentioned above were again reversed. However, no significant inter-school differences were identified in any of the areas.

Table 2
Comparison of mean values in the DIPO-J dimensions by age

Age	*n*		I.	II	III	IV	V	VI
16 years	100	*M*	14.36	12.22	13.34	11.36	7.84	13.81
		SD	2.537	3.367	2.695	3.545	3.777	3.711
		order	1st	4th	3rd	5th	6th	2nd
17 years	104	*M*	14.31	11	13.34	10.98	9.66	13.83
		SD	2.883	3.601	4.262	3.560	3.954	3.971
		order	1st	4th	3rd	5th	6th	2nd
18 years	96	*M*	13.24	11.68	12	10.19	8.73	11.92
		SD	3.218	4.014	3.283	3.365	3.220	4.856
		order	1st	4th	2nd	5th	6th	3rd
16 years & 17 years		*p*	0.911	0.113	0.995	0.612	0.033	0.983
16 years & 18 years		*p*	0.113	0.548	0.070	0.159	0.297	0.077
17 years & 18 years		*p*	0.089	0.384	0.102	0.271	0.225	**0.034**

Note: n – size of the research sample, p – statistical significance, M – mean, SD – standard deviation, * statistically significant values in bold

Based on the results presented in Table 2, with specific focus on age aspects, we can state that the order of assessment of dimensions I–IV from positive to negative attitudes in all the age groups was almost identical, see as follows: 1) dimension I – *attitudes to performance, capacity, health and fitness*; 2) dimension II – *attitudes to relaxation, compensation, decreasing tension*; 3) dimension III – *attitudes to social experience, behaviour and conduct, friendship*; 4) dimension II – *attitudes to the development of personality, character, abilities*; 5) dimension IV – *attitudes to stress, risk, courage and adventure*; 6) dimension V – *attitudes to aesthetic experience in PE and sport, beauty and grace of movement*. The only difference was that the 18-year-old individuals ranked dimension III as the second one and dimension VI as the third one. The only significant difference was measured in dimension VI in the category of 17-year-old individuals with an average value of 13.83, and in the category of 18-year-old individuals with an average value of 11.92.

2.1 Motives for physical activity

The results (Figure 1) suggest that the core PA motive for the students of both the schools is 'experience'. On the other hand, the least important motive for the students of both the schools is the motive of 'fitness', which is in significant contrast with the results of Janssen and Leblanc (2010); and for students from the urban area it is also 'social'. The differences between the results of the two schools were statistically insignificant.

Figure 1
Comparison of motives for physical activity by schools

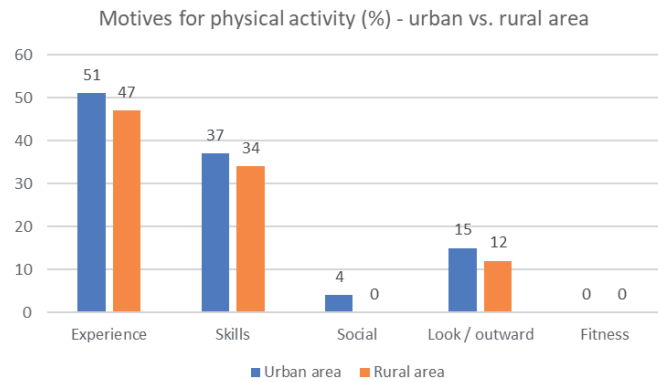
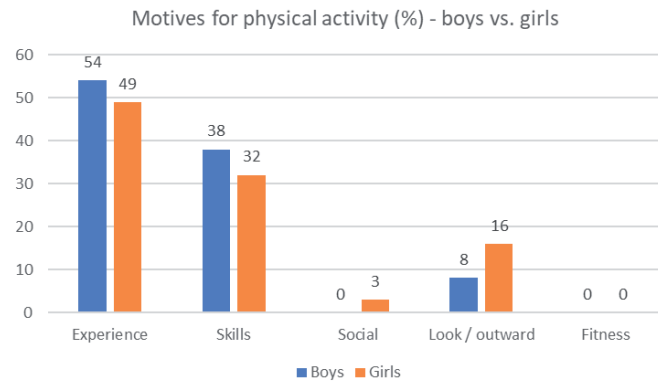
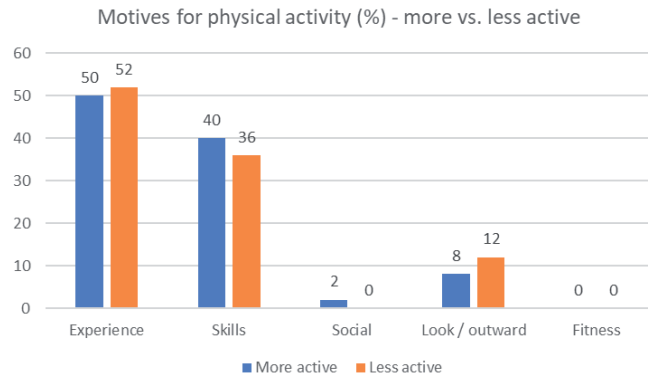


Figure 2
Comparison of motives for physical activity by gender



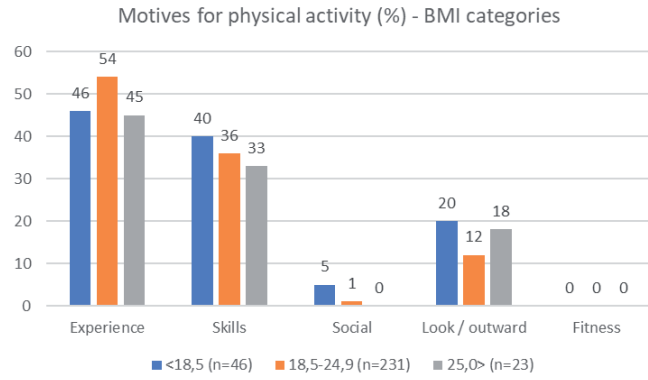
The dominant motive for both the boys and girls is 'experience' (Figure 2). A significant factor also is the motive of 'ability', which was ranked as the second one by both the genders. A more significant difference was observed in the motive 'appearance', which was mentioned more often especially by girls.

Figure 3
Comparison of motives for physical activity by PA level



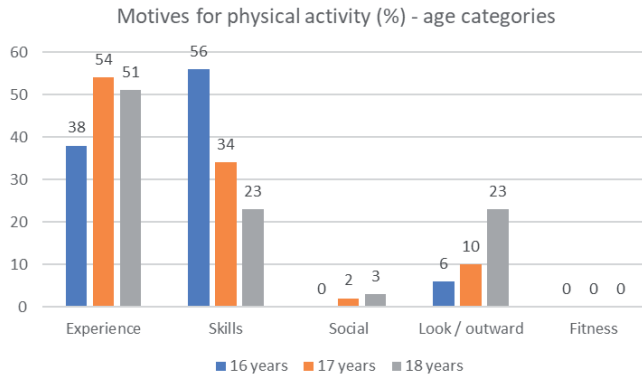
In terms of dichotomization into more active and less active individuals, no significant differences were observed between the groups.

Figure 4
Comparison of motives for physical activity by BMI



In terms of BMI (Figure 4), the results in the category of 'BMI 18.5–24.9' and 'BMI 25.0' were similar; the first three positions were occupied by the following motives: 'experience', 'ability' and 'appearance'. In the category of 'BMI < 18.5', the first was 'ability', followed by 'experience' and 'appearance'. In the category of 'BMI 25.0' the motives with the lowest score were 'social' and 'fitness'. However, the differences between the categories in terms of BMI were not statistically significant.

Figure 5
Comparison of motives for physical activity by age



In terms of age (Figure 5), some differences were observed in the students in the category of '16 years' in relation to the remaining two categories; the youngest students ranked their PA motives as follows: 'ability', 'experience' and 'appearance'. In the category of '17 years' and '18 years' the first one was 'experience' followed by 'ability'; in the category of '18 years' the same percentage was also achieved by the motive 'appearance'. The third place in the category of '17 years' was occupied by the motive 'appearance'. The differences were not significant in this category.

2.2 Sport preferences

The most popular individual sports include swimming, which was ranked first by the students from the rural area and third by the students from the urban area (Table 3). A high score was also achieved by cycling and surprisingly badminton, which was ranked first by the students from the urban area. A considerable difference was observed in downhill skiing, which was ranked second by the students from the urban area, but eighth by students from the rural area. A similar difference was also observed

in athletics, which was ranked third by the students from the rural area but tenth by the students from the urban area. In terms of individual sports, the degree of correlation was high (r = 0.75).

Table 3
Sport preferences – Individual sports ranking

Individual sports	Rural	Urban	Overall
Swimming	1	3	1
Cycling	2	4	2
Athletics	3	10	7
Badminton	4	1	3
Skating	5	7	5

Note: The list presents the most preferred activities

Table 4
Sport preferences – Team sports ranking

Team sports	Rural	Urban	Overall
Baseball, softball	1	2	1
Floorbal	2	4	3
Handball (dodgeball)	3	6	5
Volleyball (beach-, netball)	4	3	4
Basketball	5	1	2
Football	6	5	6
Ice hockey (in-line hockey)	7	8	7

Note: The list presents the most preferred activities

The most preferred team sports among the rural students were baseball, floorball and handball (dodgeball), meanwhile among the urban students it was basketball, baseball and volleyball (Table 4). This result (in rural school) was expected because baseball was played quite often in PE lessons and the school organizes regular floorball tournaments. Surprisingly, football occupied the sixth position. In terms of team sports, the degree of correlation between schools was high (r = 0.84).

Table 5
Sport preferences – Fitness activities ranking

Fitness activities	Rural	Urban	Overall
Resistance/strengthening exercise	1	1	1
Running (jogging)	2	2	2
Yoga	3	3	3
Conditioning walking (Nordic walking)	4	4	4
Bodystyling	5	6	5

Note: The list presents the most preferred activities

In the category of fitness activities (Table 5), no significant differences were observed, which explains the high value of the correlation coefficient (r = 0.83). In both schools, the top positions were occupied by resistance/strengthening exercises, jogging and yoga.

In the area of outdoor physical activities, the top three positions were occupied by swimming, skating and cycling. Similary to the category of individual sports, the differences concerned skiing, which was more popular among the students from the urban are (fourth place), while the students from the rural area preferred board sports to skiing. In terms of favourite activities, a different assessment was achieved by golf, which was more popular among the students from the urban area. A surprisingly high score was achieved by climbing as assessed by the students from the rural area as the opposed to students from the urban area. In terms of outdoor physical activities, a medium degree of correlation was observed (r = 0.66).

Discussion

We examined the motives, attitudes and physical activity (PA) patterns of urban and rural adolescents living in the Czech Republic, particularly in the Olomouc Region. Our findings from the motives and attitudes part of the study suggest that although some differences may exist between adolescents residing in urban and rural areas, their magnitude was rather small and are not likely to influence the approach of teachers, instructors, coaches in a significant manner as well as urban planning and other related activities.

The domain of attitudes towards PA/PE suggests that particular attitudes differing according to children's PA levels emphasize the need for physical educators to foster positive attitude towards physical education and PA in order to encourage children to adopt and maintain healthy and active lifestyles.

Regarding motives towards PA there were five main motives explored within our study – fitness, body image, ability, social reasons, experience. One of the most relevant motives is body image. Relationships between body image and PA were also described in previous studies (Finne et al., 2011; Fountoulakis & Grogan, 2014). Adolescents with a more positive body image may engage in PA because they do not perceive barriers to exhibit their bodies in a public places/settings. Above all of that, PA may be a consequence of body image.

Our emphasis was put on gender differences as well as on the activity level and BMI index. In accordance with our assumption, the motive of body image was more frequent among girls (16 %) than among boys (8 %), but we assumed that this motive will be the leading motive for girls. This leading position was grabbed by the motive of experience and the motive of ability, which was quite a surprising result for us.

One of the possible explanations for this result can be the tendency of girls to use other weight control techniques, such as dieting. Wertheim and Paxton (2012) found that a significant proportion of adolescent girls tend to be thinner although they are more likely to use unhealthy and not very effective methods to achieve their goals, which can be seen as a gender specific strategy.

In contrast with our findings, Holsen, Carlson Jones, & Skogbrott Birkelnad (2012) as well as Monteiro Gaspar et al. (2011) published their findings, and girls reported more negative body image within the inter-gender comparison. The topic of body image seems to be one of the key aspects in teaching approaches and intervention programs planning since we are living in Western culture (Markland & Ingledew, 2007)

Our finding are in contrast with findings from other studies showing no differences in PA patterns between urban and rural children. In these studies, similar percentages of students were classified as active or inactive (Plotnikoff et al., 2004). On the other hand these authors found that rural children were at the same or even higher risk of being overweight or obese, which is in accordance with our findings, because our results proved that rural adolescents are less physical active compared to urban adolescents. In contrast to our findings, Tognarelli et al. (2004) concluded that PA choices of rural children mirrored those of urban children.

Other studies have indeed found differences in the PA patterns between urban and rural children. Proctor et al. (1996) reported that rural children in Cameron were twice as active as urban children. Similarly, in Turkey, fewer urban children were reported to engage in PA compared to rural children (Ozdirence, 2005).

The findings from these studies reveal an interesting pattern, in which differences in PA habits between urban and rural children are usually observed in developing countries but not in westernized ones.

The more social conditions change, however, the milder the difference between children from urban and rural areas is likely to become (Bathrellou, Lazrou, Panagiotakos, & Sidossis, 2007).

A possible explanation of our findings can be seen in better leisure time infrastructure and a wider range of facilities for leisure time, sports club and other opportunities for PA.

Conclusion

Attitudes

- The attitudes of the students to PE in both the monitored areas (urban and rural) are slightly positive. The only area with other than positive attitudes was Dimension V (Attitudes to aesthetic experience in PE and sport, beauty and grace of movement) with slightly negative attitudes of the students from the rural area. On the contrary, the students from the urban area had neutral attitudes. The attitude with the best assessment was Dimension I (Attitudes to performance, capacity, health and fitness). No significant differences were identified in any of the areas.
- The attitudes of the boys and girls to PA are almost identical. A noticeable difference was observed only in Dimension V (Attitudes to aesthetic experience in PE and sport, beauty and grace of movement), which was considered slightly negatively by boys but neutrally by girls. In both the genders, the attitude with the best assessment was Dimension I (Attitudes to performance, capacity, health and fitness). Significant differences were observed in Dimension I (Attitudes to performance, capacity health and fitness), and in Dimension V (Attitudes to aesthetic experience in PE and sport, beauty and grace of movement) – in both the cases in favour of girls.
- In terms of BMI, none of the dimensions shows significant differences between the monitored groups in any of the areas.
- In terms of age, the order of specific PA motives is almost identical in the monitored age groups. In all the categories, the first position was occupied by Dimension I (Attitudes to performance, capacity, health and fitness). The only significant difference was observed in Dimension VI (Attitudes to relaxation, compensation, decreasing tension).

Motives

- The dominant motive for the implementation of PA in both the monitored areas was the motive of experience, both in terms of gender and dichotomization into 'active' and 'less active' individuals.
- In terms of BMI, the first position in the categories 'BMI 18.5–24.9' and 'BMI 25.0>' was occupied by 'experience'. In the category of 'BMI < 18.5' the first motive was 'ability'.

- In terms of age, the dominant PA motive for the category of '16 years' was 'ability'. In the categories of '17 years' and '18 years' the first motive was 'experience'.

Sports preferences

- In the category of 'Individual sports', the top positions as assessed by the students from the rural area was swimming, followed by cycling and athletics. In contrast to these results, the students from the urban preferred badminton, downhill skiing and swimming.
- In the category of 'Team sports', the students from the rural area preferred baseball, floorball and handball. The students from the urban area preferred basketball, followed by baseball and floorball.
- In the category of 'Fitness activities', the students from both the areas preferred muscle strengthening exercises, jogging and yoga.
- In the category of 'Sports activities in nature', the students from both the areas preferred swimming, skating and cycling.

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The Socio-Cultural and Historical Motifs and Types as well as The Reconciliation of The World Experiences in Czech, Slovenia, and Madura Folktales/Fairy Tales To Adapt and Reconstruct The New Perspectives of The Stories for Learning

Imron Wakhid Harits

Lynch-Brown and Tomlinson (1999) are defined children literature as good – quality trade books for children from birth to adolescence, covering topics of relevance, and interest to children of those ages, through prose and poetry, fiction and non-fiction (p. 2). Many children stories are scattered around and it can be easily found today, but not all of such children stories are suitable for the children mental development. In this case, the theme including the content of the stories should be becoming the salient consideration to choose the best stories according to the level of an age. For example the theme, it is truly essential problem in the way of choosing the stories for children. The themes in the children stories usually are the childhood world and problem such as telling their new toys and pets, talking the scary things like the ghost, their excitement of the new friends and school, and so forth. Or, the themes can also be the common themes that are loved by the children, like the imaginative themes about big dragon, giant lizard, and dinosaur till the super hero. The sentimental problems and other rough themes are inappropriate for the children, because such themes are not engaging with their world and ages, like the suicide, love stories, and so forth. Further, Hunt (2005) gives the more detailed definition of the children stories and book, Children's books are different from adults' books: They are written for a different audience, with different skills, different needs, and different ways of reading: Equally, children experience texts in ways which are often unknowable, but which many of us strongly suspect to be very rich and complex (p. 3).

Further the educated theme and the cultural identity content of children stories usually are the reflection of custom, culture, and belief from one society. In consequences, even though the social values standard is universal but their way to accomplish their idea will be different each other. The cultural history of the society will affect to the children stories a lot. For instances, the

society with its history of the royal family life will dominate the children stories from one generation to the next generation, thus in the next phase, the children stories will tell about the noble life of the king, queen, prince, and princess as well as their characters. The theme will deliver the ideas of the royal family problem such as the good princess, the wise king, the cruel queen, the brave prince, and so forth. On the other hand, the children stories that are not rooted from the royal society environment, they will take away from the noble, kingdom, and palace themes. The ordinary people in this case will be the hero and heroine in the children stories. The hard worked farmer, the tough young man, the smart boy and girl, the diligent woman, the patient lady and so on usually will become the favorite themes for the children stories sourced from the common society. Then, related with the educated themes, the children stories have to teach the young generation with kindnesses such as giving motivation, teaching and sharing knowledge, learning the world, giving experiences, and teaching the kindness.

At the very beginning the folktales and the fairy tales as well according to Jack Zipes (2012) intertwine the culture, tradition and social values. It makes the role of oral tradition such as folktales/fairy tales important as the social identification. Folktales/fairy tales is the fruit of the cultural process and experiences of one society. That is why the oral tradition is strongly believed and told from one generation to the next generation. Brother Grimm tales as an example was published firstly in 1812 as the literary fairy tales, but eventually the oral tradition has been existed hundreds years in Germany and Europe before. The oral tradition process is also connected with the universality context or in Jack Zipes term called cultural transmission. The folktale/fairy tale is interconnected with other stories from the whole parts of the world. There is the dialogic process among of them. Such as *Yeh Hsien* or well known as Chinese Cinderella was found in 618–907 AD during the Tang Dynasty in China, and transform it into literary tradition in 9th century by You Yang. In Europe this literary tradition found it in Charles Perrault tales published in 1697 or around 8 centuries after the Chinese Cinderella. It was such a long dialog and process in cultural adaptation and transmission.

The adaptation and the transformation from the oral tradition to literary tradition is a kind of effort to bring the oral tradition into the pedagogic context besides it also is very useful to preserve the richness and the diversities of the culture. Some of famous transformations into the literary tradition were the Brothers Grimm fairy tales written by Jacob and Wilhelm Grimm from Germany, Mother Goose tales from Perrault (French), fairy tales from Andersen (Denmark), Němcová (Czech), and Kavčič (Slovenia). Mostly the literary folktales/fairy tales were adapted from the oral tradition that has been existed in Europe for hundreds years ago. Some of the writers also employed the additional elements in the story as the process of adaptation and dialog among the stories. Such as in Němcová stories, her fairy tales has been through the long process of adaptation and dialogic with other stories, not only from Europe but also from other parts of the world. Němcová fairy tales are also much more interesting because as the literary tradition she created the conflicts among the characters and designed the characterization by her own. While in Indonesia particularly in Madura Island, eventually it is rich with the oral tradition because of its strong tradition and its long history from Pagan, Hindu and Muslim cultural combination. Unfortunately, during this time it is only one literary folktale was found written by D. Zawawi Imron entitled *Cerita Rakyat Madura*. This book is not for the children either due to its content was only the compilation of some popular folktales from Madura Island and mostly it does not precise for the children and out of pedagogical context. Also, the book has no illustrations and consequently it is not really interesting for the children to read. That's the starting point to design the new concept of teaching the stories for children.