



Attitude of teachers towards physical education

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Abstract

Physical Education is now acquiring its new facet and its importance has been greatly felt in enhancing the effectiveness of the education programs in educational institutions. According to World Health Organization (2010)^[8], lack of physical activity is one of the leading risk factors of global mortality, and increase in physical activity is seen as one of the top priorities. In recent years, schools have been called upon to expand their efforts to increase physical activity related opportunities for children and adolescents. Teachers are important components of educational system. Success of a profession is possible only through loving it. Another factor affecting the success is the attitude of teachers towards the profession. Complying to the recommendations of World Health Organization, Government of Karnataka has formulated a separate curriculum in Physical Education along with Text Books for sixth to tenth grades. The physical education teachers are teaching it since 2011. In this context, attitude of other subject teachers towards physical education was felt essential. Majority of the studies focused on attitudes of children and parents towards physical education. None of the studies were found on attitude of subject teachers on physical education. The purpose of the present study was to investigate attitude of other subject teachers towards physical education at high school level of Malnad region. The study further compared attitude of Male and Female subject teachers towards physical education. For the purpose of this study eighty-five subject teachers working in various High Schools of Malnad region were selected. Purposive sampling was employed to gather information on attitude towards physical education from subject teachers working in various High Schools of Malnad region. Male (N=34) and female (N=51) subject teachers working in various High Schools of Malnad region were included in the study. Their age ranged between 25-55 years. These subject teachers working during the year 2019-20 in various High Schools of Malnad region were the subjects for the present study. General physical education attitude scale was used to assess the subject's attitude towards physical education. The scale consisted of 30 statements. Each statement had seven answers ranging from, "Very strongly agree" and "Very strongly disagree". The respondents made a tick (✓) mark on any one of the responses that best fit to their response. Descriptive statistics like Mean and Standard Deviation were employed and results on mobile phone addiction was obtained. Further, for understanding the differences in stress between male and female subjects 't' test was employed. On the basis of the results of the present investigation it can be concluded that there is No significant difference in attitude towards physical education between male and female subject teachers of Malnad region.

Keywords: Attitude, teacher, profession, physical education, gender

Introduction

Physical Education holds an important place in modern education system. Physical Education is now acquiring its new facet and its importance has been greatly felt in enhancing the effectiveness of the education programs in educational institutions. Physical education programs are related to the educational objectives. The needs of the physical are inextricably related to the activities of the mental. Movement does not take place without something happening to personality and social behavior (Agarwal, 2009^[1]; and Agarwal, 2015)^[2].

According to World Health Organization (2010), lack of physical activity is one of the prominent risk factors of global mortality, and increase in physical activity is given utmost importance. This can be most effectively accomplished through physical education within the system of compulsory education, as it includes almost entire population. In most curricula the goals of physical education encompass development of physical, motor, affective, cognitive and social aspects, as well as development of physically active lifestyle (Hardmann, 2007^[9]; Herrmann,

Gerkach, & Seelig, 2015^[10]; Lumpkin, 2014)^[11]. The goals of physical education are accomplished by means of physical activity (Liukkonen & Auweele, 2007)^[12].

In recent years, schools are striving to enhance their efforts to increase physical activity related opportunities for children and adolescents. Schools are recognized as important set ups in which public health interventions should target change in physical inactivity related health risk behaviors (Green & Reese, 2006)^[3]. Schools play a decisive role in making physical activity possible through quality physical education and other school-based physical activity opportunities (Wechsler, McKenna, Lee, & Dietz, 2004)^[4].

Teachers are important components of any educational system (Kavcar, 2005)^[13]. While Küçükahmet (2001)^[14] designates that "the magic wand in teaching is teacher's himself"; Yılmaz, Köseoğlu, Gerçek and Soran (2004)^[15] emphasize that teachers are indispensable elements of educational system as the ones who change and improve behaviors of students. Furthermore, they indicate that the success of an educational system cannot be considered

separately from the teacher who realizes and carries out the system.

Success of a profession is possible only through loving it (Çiçek- Sağlam, 2008) [16]. Another factor affecting the success is the attitude of teachers towards the profession (Güneyli & Aslan, 2009) [17]. Attitudes are “one of the personality characteristic of teachers affecting their students; in particular, attitudes towards the profession, student and school studies dramatically affect the learning process and personal character of the student” (Küçükahmet, 2003) [18].

Attitude of children, parents, teachers and administrators towards physical activity are a factor that has shown to impact the amount of physical activity in which a child engages (Moore *et al.*, 1991 [6]; Pyper, Harrington, & Manson, 2016) [5]. Subject teacher’s attitude towards physical education play a significant role in child’s health behaviors, including physical activity. When teachers value physical activity and promote participation in physical activity, children are often more physically active. Very less research has been conducted on eliciting teacher’s perceptions of physical education activity. It is believed that many teachers still perceive physical education as less important than other academic subjects (Sheehy, 2011) [7].

Complying to the recommendations of World Health Organization, Government of Karnataka has formulated a separate curriculum in Physical Education along with Text Books for sixth to tenth grades. The physical education teachers are teaching it since 2011. In this context, attitude of other subject teachers towards physical education was found essential. Majority of the studies focused on attitudes of children and parents towards physical education. None of the studies were found on attitude of subject teachers on physical education.

Significance of the study

The present investigation was significant for the following reasons:

- To find out the attitude of high school subject teachers towards physical education subject.
- This study is an attempt to reveal the attitudinal differences on the basis of gender in subject teachers of high schools in Malnad region towards physical education.
- The study also might help to explore the levels of interests and motivation towards physical education which may have a positive impact on the Physical education and sports.
- This study may help to create awareness and develop positive attitude towards physical education.

Objective of the study

The purpose of the present study was to investigate attitude of other subject teachers towards physical education at high school level of Malnad region. The study further compared attitude of Male and Female subject teachers towards physical education.

Hypothesis

On the basis of research review gone through and the insight of the investigator it was hypothesized that there will be significant difference in attitude towards physical education

between male and female other subject teachers of Malnad region.

Methodology

Sample

For the purpose of this study eighty-five subject teachers working in various High Schools of Malnad region were selected. Purposive sampling was employed to gather information on attitude towards physical education from subject teachers working in various High Schools of Malnad region. Male (N=34) and female (N=51) subject teachers working in various High Schools of Malnad region were included in the study. Their age ranged between 25-55 years. These subject teachers working during the year 2021-22 in various High Schools of Malnad region were the subjects for the present study.

Tool

General physical education attitude scale was used to assess the subject’s attitude towards physical education. The scale consisted of 30 statements. Each statement had seven answers ranging from, “Very strongly agree” and “Very strongly disagree”. The respondents made a tick (√) mark on any one of the responses that best fit to their response. The Likert method was used for scoring the questionnaire. For positive statements the following scoring key was used.

Sl. No.	Response	Score
1	Very strongly agree	6
2	Strongly agree	5
3	Agree	4
4	Neither agree nor disagree	3
5	Disagree	2
6	Strongly disagree	1
7	Very strongly disagree	0

For negative statements, the entire procedure was reversed as follows.

Sl. No.	Response	Score
1	Very strongly agree	0
2	Strongly agree	1
3	Agree	2
4	Neither agree nor disagree	3
5	Disagree	4
6	Strongly disagree	5
7	Very strongly disagree	6

The score obtained for each statement were added and it was treated as individual score. The low score indicated low level of attitude and high score indicated high level of attitude towards physical education. The data required for this study was collected at respective schools during spare time of the subjects. The questionnaire was distributed personally to selected subjects and received back after filling it. Any ambiguity in understanding the questions was cleared by the investigator. The entire filled in questionnaire were collected from the participants and scored according to the scoring key. The total scores obtained were tabulated and statistically treated to obtain meaningful conclusions.

Statistical technique

Descriptive statistics like Mean and Standard Deviation were employed and results on mobile phone addiction was

obtained. Further, for understanding the differences in stress between male and female subjects ‘t’ test was employed.

Findings and Interpretation

Table 1 provides descriptive results including Mean and Standard Deviation of subject teachers on attitude towards physical education.

Table 1: Descriptive results of attitude towards physical education of Physical Education Trainees

Gender	N	Mean	Std. Deviation
Male	34	102.38	18.79
Female	51	104.84	19.62

From table 1 it is evident that the Mean scores on attitude towards physical education of subject teachers at High schools of Malnad region in male is 102.38±18.79 and in female is 104.84±19.62. The above results were further subjected to independent sample ‘t’ test in order to find significant differences in attitude towards physical education between male and female subject teachers with .05 levels of significance. The results are provided in table 2.

Table 2: Summary of comparison of attitude towards physical education between male and Female subject teachers of Malnad region

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-.576	83	.566	-2.46078	4.27199

From table 2 it is evident that there is No significant difference in attitude towards physical education between male and female subject teachers of Malnad region. It is found that the obtained ‘t’ value is lesser than the table value 1.984 required for significance at .05 levels of significance.

Discussion on findings

There was No significant difference between male and female subject teachers of Malnad region in terms of attitude towards physical education. This fact makes it clear that the gender of the teacher is not a determining factor for attitude towards physical education. In a similar study by Heinemann (2017) ^[19] the results showed that parents in all different schools have a positive attitude about physical education activity. In another study by Radhamani and Pushparajan (2010) ^[20] the overall finding of the study reveals that the boys studying in non-professional colleges showed higher positive attitude towards physical education than boys studying in professional colleges. According to Zeng, Hipscher and Leung (2011) ^[21] the current attitudes toward Physical Education Activity status of the participants appears to be positive. There are some crucial factors that structure the participants’ attitudes toward Physical Education Activity. These factors are related to students’ perception, benefit, care and value about physical education programs and sports activities.

The results of study by Sedai (2012) indicated that both parents and students had positive attitudes towards Physical Education. The students valued Physical Education as a means of health promotion and enjoyment and showed a desire to participate, which increased as they became older. Both students and parents were concerned about the status

of Physical Education in colleges, the limited curriculum time devoted to Physical Education, the narrow choice of activities offered, and parental attitude.

Educational implications

The results of the study make it evident that male as well as female subject teachers both have to be taken into consideration while studying attitude towards physical education.

Conclusion

On the basis of the results of the present investigation it can be concluded that there is No significant difference in attitude towards physical education between male and female subject teachers of Malnad region.

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