

AN ANALYSIS OF ATTITUDE TOWARDS PHYSICAL EDUCATION AMONG THE SUBJECT TEACHERS**(Received on: 12 July 2013, Reviewed on: 16 Aug 2013 and Accepted on: 19 September 2013)**

Mr. Sudhansh, Physical Education Teacher
Pilibhit, U.P.

Mr. Jitender Kumar, Ph.D Research Scholar
Sun Rise University, Alwar, Raj.

Dr. Brij Kishore Prasad, Associate Professor
Institute of Professional Studies, Gwalior (M.P.)

**Abstract**

Measuring the attitude of faculty members towards physical education, a analysis of this type is essential as the study would reveal not only the attitudes of the faculty members but also the impact it has over the students regarding views of physical fitness. The environment and the personality of teachers and administrators exercise a great influence on the development of the student. Purpose of this study was to analyze the attitude of subjects' teachers towards physical education subject and programs. Total 50 different stream teachers both male and female were selected as subject for this study and their age ranged between 25 to 50 years. A standardized scale "Attitude Scale for Physical Education" constructed by Dr G.P. Thakur and Manju Thakur in year 1978 was used for the data collection. There was a difference in the attitude of faculty members towards different aspects of Physical Education. Majority of the respondents have recognized the physical, social, economical, cultural educational and vocational values of Physical Education. Majority of respondents agreed (96%) that physical education must be compulsory part of college curriculum.

Keywords: Attitude, Stream, Environment and Sports.

Introduction

Education in its broadest sense as preparation for life; it should help each individual to become all he is capable of being. Education must be concerned with developing optimum organic health, vitality, emotional stability, social consciousness and knowledge, and wholesome attitude, spiritual and moral qualities. Physical education is an integral part of educational process that uses physical activity as a primary means to promote psycho motive, cognitive and socio-affective growth in order to enhance the quality of life. The awareness that the overall purpose of physical education is the enhancement of the quality of life will likely encourage a broader view of physical education, one that is not totally

controlled by seasonal sports and the inertia of tradition. Right attitude are as important in education as steady steering wheel is to a speeding car. They are the dynamics of human action. Unless pupils have favorable attitudes towards what they set out to learn, they cannot derive full benefit out of what is taught. The development of health favorable attitude is itself a phase of education to facilities learning and serve as a cause for further motivation. Attitude, however, can be changed by the influence of a particular teacher, the peer group or even a single event. Of course, not all changes are desirable. But, the key to progress may be had if it could be determined how unfavorable attitudes may be changed for the better. One of the main problems confronting physical education in India is that of educating the educationists and public about the educational significance and contribution of physical education. Progress has been achieved, but still many regards physical education as a fringe area of education. There has been a lack of outstanding leaders who could mobilize. Professional personal in physical education. In underdeveloped and developing countries this is all because physical education sometimes fails to withstand needs of society and nation.

Methodology

Purpose of this study was to analyze the attitude of subjects' teachers towards physical education subject and programs. Total 50 different stream teachers both male and female were selected as subject for this study from greater Gwalior (M.P.) and their age ranged between 25 to 50 years. A standardized scale "Attitude Scale for Physical Education" constructed by Dr G.P. Thakur and Manju Thakur in year 1978 was used for the data collection. The questionnaire was administered individually by the Research Scholars to all the subjects. All the subjects answered the questionnaire separately, without consulting others. The subjects were exhorted to

give their frank and true opinion and the research scholar assured the respondents that the information given by them would be kept confidential and utilized for the research purposes only. The data obtained after administering the questionnaire was analyzed using percentile method.

Finding of Study

The responses of the questionnaire were analyzed in percentages. Frequency of responses was determined and percentage was calculated.

S. No	Statement	S.A	A	UD	D	S.D.
1	Physical Education should be given equally to boys and girls.	40 80%	09 18%	00 00%	00 00%	01 02%
2	Physical Education should be compulsory in school.	40 80%	09 18%	01 02%	00 00%	00 00%
3	Education is equally important for students as Physical Education.	38 76%	09 18%	02 04%	01 02%	00 00%
4	Sports are good for only boys not for girls.	02 04%	06 12%	00 00%	11 22%	31 62%
5	In spite of Physical Education students should concentrate on study	02 04%	07 14%	06 12%	18 36%	17 34%
6	In Physical Education students should also concentrate on Psychological deformities.	07 14%	27 54%	09 18%	02 04%	05 10%
7	Girls should also do regular exercise in the morning like boys.	34 68%	15 30%	01 02%	00 00%	00 00%
8	Girls should also participate in sports as boys do	35 70%	13 26%	01 02%	01 02%	00 00%
9	There is no objection for wearing less cloth by girls during exercise	14 28%	12 24%	06 12%	15 30%	03 06%
10	The characterless is increased in girls due to participation in sports girls	02 04%	04 08%	01 02%	14 28%	29 58%
11	From the social point of view girls' participation in sports is not right	01 02%	01 04%	03 06%	14 28%	30 60%
12	Given Physical Education to boys and girls has not any advantage in spite they waste their in it	01 02%	01 02%	02 04%	12 24%	39 68%
13	Information of physical changes in adolescence should be compulsory given to children	28 56%	20 40%	01 02%	01 02%	00 00%
14	Physical Education is not important for girls as boys	04 08%	04 08%	03 06%	19 38%	20 40%
15	Due to difference in physical capabilities both boys and girls are unauthorized to take Physical Education equally	03 06%	03 06%	05 10%	20 40%	19 38%
16	In college curriculum Physical Education should be a compulsory subject	35 70%	13 26%	02 04%	0 00%	0 00%

Above table indicates that majority of respondents strongly agreed (80%) that Physical Education should be given equally to boys and girls; whereas 38% of subjects disagreed and 40% of the subjects strongly disagreed to the statement that "Physical Education is not important for girls as much for boys. This reflects the need of physical education for the development of children; equally as well as 62% of respondents are strongly disagreed; meanwhile 12% of respondents agreed that sports are good for only boys not for girls. Respondents agreed (80%) that Physical Education should be compulsory in schools, this will give equal

opportunities to boys and girls both; whereas 76% of respondents strongly agreed that education is equally important as physical. This makes clear that the importance of physical education for the wholesome development of the child. Respondents disagreed (36%) and strongly disagreed (34%) that in spite of Physical Education students should concentrate on their study. Majority of respondents agreed (54%) that in Physical Education students should also concentrate on Psychological deformities. This will make them physically and mentally healthy. Whereas; 68% of respondents are strongly agreed the girls do regular

exercise in morning like boys. The result shows positive attitude of majority of respondents towards the need of regular exercise for girls like boys. Respondents agreed (70%) that girls should participate in sports also like boys. The result reflects that respondents have positive attitude towards the participation of girls in sports. Majority of respondents agreed (52%) whereas disagreed (30%) that there is no objection for wearing less clothes by girls during exercise. Majority of respondents disagreed (86%) that girls become characterless due to their participation in sports activities whereas most of respondents disagreed (60%) that the participation of girls in sports is not right socially. Most of respondents disagreed (68%) that to provide Physical Education to boys and girls is the wastage of time and energy. Majority of subjects agreed (96%) that the information of physical changes in adolescence should be given compulsorily to the children. This result also shows the need of physical education of the children. Most of respondents disagreed (78%) that due to the differences in physical capabilities among the boys and girls they don't have right to study Physical Education equally". Majority of respondents agreed (96%) that physical education must be compulsory part of college curriculum. Based on the finding of the study, the researcher recommends that these findings may be attributed to the facts that respondents who served as subjects for the study were highly qualified and had wide experience of various fields of academics. Their vision for the better and all round development of the students is in the total education.

Conclusion

There was a difference in the attitude of faculty members towards different aspects of Physical Education. Majority of the respondents have recognized the physical, social, economical, cultural educational and vocational values of Physical Education while some disagree with the hypothesis.

Majority of respondents 80% were of the opinion that Physical Education should be given equally to boys and girls; whereas 78% of subjects give their opinion that Physical Education is not important for girls as much for boys. This reflects the need of Physical Education for the development of children; equally as well as 62% of respondents disagreed that sport is good for only boys not for girls.

Majority of respondents 54% emphasized that in Physical Education students should also concentrate on Psychological deformities. This will make them physically and mentally healthy. Whereas; 68% of faculty members were of positive opinion that girls do regular exercise in morning like boys.

70% of respondents that girls should participate in sports also like boys. They emphasized the equal participation of boys and girls in sports equally. Majority of faculty members 96% felt the need of Physical Education in making aware the children regarding the information of physical changes in adolescence. Majority of respondents emphasized 96% that Physical Education is equally important like other subjects in school curriculum, it is also helpful in making children healthy therefore Physical Education must be compulsory part of school curriculum.

Reference

- Alston, L. Joseph (1976), "Attitude of Teachers towards Physical Education Requirement in Selected Schools in Virginia", Completed Research in Health, Physical Education and Recreation, Vol. 9, p 255.
- Bhatia, Raj Hans (1977), "A Textbook of Education Psychology", The MacMillan Company of the India New Delhi.
- Bucher, A. Charles and Evelyn, E. Reade (1964), "Physical Education and Health in the Elementary School", The MacMillan Company, New York.
- Bucher, A. Charles (1959), Foundation of Physical Education. Cowell, C. Charles, Research method in Health, Physical Education and Research. Washington D.C. AAHPER.
- Chamber, H. Samuel (1965), "The Appraisal of the Attitude of the Principals, Teachers and Students towards Physical Education as a Secondary School Subjects", Completed Research in Health Physical Education and Recreation, Vol. 23, p75.
- Crow, D. Lesten and Crow Alice (1969) , Education Psychology, Revised ed. Eurasia Publishing house, New Delhi,
- Dennis, William (1973) "Faculty Attitudes towards the Role of Inter- Collegiate Athletics in selected Institutions of Higher Education" Dissertation Abstracts International, Vol. 34, p 3123.
- Larson, A. Leonard, (1970) Curriculum Foundations and Standards for Physical Education, Englewood Cliffs; N.J. Prentice Hall Inc.,
- Mackenzie, M. Martin (1969), A New Curriculum in Physical Education, McGraw Hill Book Company, New York,.
- Nixon, G. Engine and Cozens, W. Frederick, (1942), An Introduction to Physical Education, 2nd Ed., Philadelphia and London W.B.Saunders Company,.
- Poitras, Jean Guy, (1984) "The Attitude of Students, Parents and Teachers Towards Physical Education in New Brunswick", CAPHER Journal, Vol. 50, p. 12.

