

A COMPARATIVE STUDY OF ATTITUDE TOWARD PHYSICAL EDUCATION AMONG PHYSICAL EDUCATION STUDENTS

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Abstract

The purpose of this study was to compare attitude toward physical education among physical education students of different classes. For the present study, physical education students, pursuing their courses in physical education in three different years (80 from each year) namely, Bachelor of Physical Education I year or equivalent (U.G. I Year), Bachelor of Physical Education Final year or equivalent (U.G. Final Year) and Master of Physical Education Final year or equivalent (P.G. Final Year) were randomly selected as subjects for the study. The data was collected from a total of 240 students. The self-reported inventory (APEI) was used as measure for collection of data. The data was analyzed by employing one way analysis of variance (ANOVA), and obtained F-ratio of 472.55 was significantly higher. Post-Hoc analysis by Least Significant Difference test exhibited that Mean value was significantly higher in P.G. Final year group in comparison to U.G. I year and U.G. Final year groups, whereas mean value of U.G. Final year group was significantly higher than the U.G. I year group of students. Therefore the hypothesis stated could not be accepted. This can be concluded that students in physical education developed significantly more favourable attitude toward physical education during the course of study, as students progressed from graduation I year through to Post graduation final year.

Keywords: Quality, Favourable, Post-Graduation and Teaching

Introduction

The preparation of the young ones for later life is an activity to which almost all living species give considerable attention, time and energy. In human beings, this process is fairly prolonged and is termed 'education'. In this connection, the statement of Swami Vivekananda is worth quoting. He opined, "Education is the manifestation of perfection already in man." Therefore the aim of education is considered to produce the humans who possess wisdom, knowledge, compassion, conviction and the ability to distinguish between genuine and the counterfeit.

Though every individual is born with a collection of abilities and talents, it is the teacher who helps individuals in identifying their potential. (Wanekezi, Okoli and Mezieob 2011) stated that, "the role of the teacher in sustainable development cannot be quantified, especially in training personnel in various areas of the workforce. However, the teacher needs to be properly educated and trained for professional efficiency and inculcated with a positive attitude

that will enable him/her go through the training properly and come out well equipped for the responsibility ahead". (Rajan and Dhunna 2000) have also stated in this regard that, "the teacher is blessed with task of not only training the students in the fundamental field of knowledge, but also providing them with critical quality of mind and character that will serve them in the hour of crisis". The teacher is supposed to be endowed with multiplicity of skills and versatility in adapting suitable techniques and methods of teaching according to mental makeup, temperament and learning style of the students and should be able to counsel the students as a friend, philosopher and guide.

A person's attitude may be positive or negative depending on the behavioral pattern, interpretations and understanding of conditions as a consequence of the process which is termed education of the individual. The way a teacher acts in educational institution results in a number of effects. The attitude not only can determine one's ability to express and intensity of indulgence in work but also the work quality, work relationship with others teachers and students, achievement levels and overall success in the field of education. Even if one dislikes the profession it is necessary for a teacher to exhibit and display positive and professional attitude is altogether very important because it can give a bad impact on the students under process of learning. Moreover maintaining a positive attitude might create a more productive in terms of academic performance or sports performance of the students. A good teacher believes in profession and possesses an appropriate attitude towards teaching which continuously inspires him and keeps on the track. These qualities of the teacher may provide the ethical basis for teacher's professional behavior and are generated from within the teachers' personality through the process of education and professional training. The attitudes and actions of teachers' might create an impression can make a positive difference on the beliefs and attitudes of their students. The student teachers entering the professional college of teacher education are expected to be equipped with these qualities during their courses of preparation. Therefore the teacher education in the field of physical education should aim at the development of healthy teacher attitude and attitude toward physical education among teachers of physical education and perspective teachers of physical education. According to Luke and Cope (1994), programs organized on interests, needs and opinions have positive impact on the efficiency of the teacher in teaching and developing positive attitude and believe in the importance of physical education.

Of interest in this present study is the cross-sectional comparison (comparison between physical education students of different classes in their course of program) of Attitude toward Physical Education of physical education students. It was hypothesized that there will not be any significance differences in Attitude toward Physical Education among the physical education students studying in graduation I year, graduation final year and M.P.E. Final year of their educational program.

Methodology

For the present study, physical education students, pursuing their courses in physical education in three different years namely, Bachelor of Physical Education I year or equivalent (U.G. I Year), Bachelor of Physical Education Final year or equivalent (U.G. Final Year) and Master of Physical Education Final year or equivalent (P.G. Final Year) were randomly selected as subjects for the study. A convenient sample of 370 physical education students enrolled at 8 different institutions of physical education in India participated as subjects in the study. These eight institutions were selected keeping in view the feasibility of collection of data, representation of all four regions namely, West, South, East and North regions by selecting two institutions from each region and finally, the similarity of syllabus and curriculum structure among all the institutions. The subjects were selected randomly. Not all the subjects filled the questionnaires completely and therefore the final sample size reduced to 240 comprising of 80 freshmen, 80 from final year of their graduation and 80 from final year of their post graduation courses.

The Attitude toward Physical Education was measured by self – constructed inventory, Attitude toward Physical Education Inventory (APEI). The inventory is meant to assess the attitude toward physical education of physical education students. The inventory is a 50 items Likert instrument. These 50 items measure the attitude towards physical education. Likert's method of summated ratings (Internal Consistency) has been used to ascertain the homogeneity of the test and establish content validity. The items discriminating significantly have been included in the inventory. The reliability has been established by split-half method and found as 0.70 using Pearson's Product Moment Correlation formula which was stepped up to 0.82 using Spearman - Brown prophecy formula. The subjects responded to inventory on Likert continuum. For each statement a value on 5 point scale was assigned, running from strongly agree (SA) to agree (A), undecided (U), Disagree (D) and strongly disagree (SD). These abbreviations were in front of statement. The subjects responded to inventory by (√) ticking on the desired option. Higher score denoted more positive attitude.

Statistical technique:

To find the significant differences among means, the One Way Analysis of Variance (ANOVA) was employed. To find the exact location of difference of means, the Post-Hoc Analysis was carried out by using Least Significant Difference

Test. For testing the significant differences of selected variables, the level of significance was set at 0.05 levels. The data was analyzed using SPSS version 20.

Results

The one way analysis of variance (ANOVA) was employed to find the significant differences among means of the groups. The results of ANOVA are being presented in table-II.

Table- II
ONE WAY ANALYSIS OF VARIANCE OF SCORES ON ATTITUDE TOWARD PHYSICALEDUCATION AMONG GRADUATION I YEAR, GRADUATION FINAL YEAR AND POST GRADUATION FINAL YEAR STUDENTS

Source of Variation	Sum of Squares	Mean Sum of Squares	df	F-ratio calculated	F- ratio tabulated
Between Means	44091.01	220454.50	2	472.511*	3.03
Within Classes	11057.48	46.65	237		

*Significant at 0.05 level. { $F_{.05}(2,237) = 3.03$ }

It is evident from table-II that the significant differences in means of Attitudes toward Physical Education among the students of U.G. I year, U.G. Final year and P.G. Final year exist, as the calculated F-ratio of 472.511 is very much higher than the tabulated F-ratio of 3.03 at 0.05 level. In order to find the exact location of difference where 'F' ratio is significant, pair wise mean comparison analysis was done by using Least Significant Difference (LSD) Test. The data pertaining to this is presented in table- III.

TABLE-III
PAIRED MEAN DIFFERENCES IN ATTITUDE TOWARDS PHYSICAL EDUCATION AMONG U.G. I, U.G. FINAL YEAR AND P.G. FINAL YEAR

U.G. I YEAR ADJ. MEAN	U.G. FINAL YEAR ADJ. MEAN	P.G. FINAL YEAR ADJ. MEAN	DIFFERENCE OF MEANS ADJ. (DM)	CRITICAL DIFF. ADJ. (CD)
176.725	193.487		16.762*	2.128
176.725		209.925	33.200*	2.128
	193.487	209.925	16.438*	2.128

*Significant at 0.05 level

Table- III shows that a significant difference exists between mean values in Attitude towards Physical Education of classes U.G. I year and U.G. Final year (DM = 16.762), between U.G. I year and P.G. final year (DM = 33.200) and also between U.G. Final year and P.G. Final year (DM = 16.438) as their respective mean differences (DM) were higher than the critical difference of 2.128 at 0.05 level.

Discussion of Findings

The findings revealed that the P.G. Final year students possessed significantly more favorable attitude toward physical education than the U.G. I year and U.G. final year students, whereas U.G. final year students possessed

significantly more positive attitude in comparison to U.G. I year students. (Chakraborty, Nandy and Adhikari 2012) conducted study on B.P Ed students and found that as the course progressed the attitude of the physical education students got significantly positive toward physical education. The findings of the above studies support the findings of the present study. The logical explanation of possessing significantly favourable attitudes of P.G. final year students in comparison to U.G. I year and final year students might be that the P.G. final year students were in the professional training for a significantly longer duration than the U.G. Final year students, which were in professional training for longer duration than U.G. I year students. This course of time in professional training might have made the difference. A person under professional training gains knowledge regarding the field and supposed to be well informed about its scope and misfits (misconceptions) and likely to develop more positive attitude toward physical education. Verma 1996 reported in her comparative study of attitude of coaches, physical education teachers and students towards coaching, that ethics, innovation and behavior towards athletics were significantly higher in coaches than physical education teachers and students. This concludes that, as the person goes professional he tends to be more positive towards profession and this could be the other possible reason that practical programme during the course of study might have made senior physical education students more convinced towards the developmental values of physical education, its job prospects and the acceptance of physical education as a profession in the society. This might have made the senior students to accept the profession with more positive outlook.

Conclusion

The students exhibited more positive attitude toward physical education as they advanced from lower to the higher classes during their professional courses. P.G. Final year students exhibited most favorable and positive attitude towards physical education than U.G. final year students while, U.G. I year students possessed least positive attitude towards physical education. Therefore it can be concluded that the hypothesis stated could not be accepted as significant differences in the mean values of the variable (Attitude toward Physical Education) exist among the groups under study.

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