



Attitude of physical education teachers towards physical activities

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Abstract

This paper is based on the fact, experience and concern of many physical education & teachers about the severe in levels of physical activity and the ways in which, incorporation & teaching of physical activity is carried out. This paper deals with the theoretical psychological basis of physical activity and interactive carried out in measurement of this dimension. This paper tries to bring out the relevance of psychological determinates of physical activity and how these need to substantially dealt with so as to bring about a major shift in physical activity level of individual, it also tries to bring to liked the various instruments measuring the affective domain related to physical activity and substantiates the importance of assessment of affective domain in physical activity.

Teacher personality patterns shaped in the form of characteristics attributed to particular groups of teachers of the given subject, as if they were accept in school practice.

Such opinions are generally formulated by pupils. The present study is an attempt to analyse, opinions on distinguish characteristics of physical education teachers as they are perceived by teachers of other subjects and to compare them with the PE teachers self-assessment.

However, teachers of other subjects assess these features much lower. In their opinion, the strongest distinguish feature of physical education teachers in the school is mainly their outfit, they are also identified by dynamics in action opinion, lifestyle, innovation at work and courage. This means that-either the physical education teachers have a very high opinion of their value or their peers teaching other subjects underestimate the assessment, Undoubtedly, the self perception factor and related mechanisms of self-promotion and depreciation play certain role in this case.

Keywords: attitudes, physical activities, perception, self-promotion, perception, attribution, self-promotion, depreciation

Introduction

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities.

PE is offered as an elective examination subject at senior secondary education level. It emphasizes the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society.

The curriculum for PE builds on the prior knowledge and skills that students will have obtained through the Basic Education PE Curriculum and other key learning areas. The concept on physical fitness and health will be strengthened and new elements on sports psychology, biomechanics and sports and recreation will be added. The senior secondary PE curriculum will continue to enhance the six strands in PE and develop students' collaboration and communication skills, creativity and critical thinking skills as a basis for further studies and career development.

It is generally accepted that encouraging a healthy lifestyle characterised by regular physical in children is a world-wide priority for future health to overcome the challenges posed by sedentary lifestyles. Like many other major cities in the world, Hong Kong is facing the same problems. The PE

Curriculum is designed to address the problems of obesity and lack of physical fitness, by providing students with the knowledge to make an informed choice of lifestyle. Through a combination of theory and practical work, the PE curriculum will foster healthy living and contribute to the development of well-being.

The PE Curriculum will also help to promote the development of a life-long interest in sports participation. Over the past few years, a culture of sports participation has been growing. This is partly in response to increased government provision of recreational facilities, physical activities and health education programmes, and better access to them, making them more popular. At school level, our students in general enjoy participating in physical activities, as a result of the unfailing efforts of school, parents and various agencies (e.g. sports governing bodies, Hong Kong School Sports, parents and various agencies Dance Association). In order to sustain this new sportive culture, the PE Curriculum aims to provide the knowledge and skills needed by those who are interested in participation in sports safety and enjoyably.

The PE Elective is a three-year course leading to a public examination. It not only builds on the strengths of the existing PE curriculum at Basic Education level but also helps students with an interest in PE and sports to establish a solid foundation for further studies and advancement. The breadth of the Curriculum, with its variety and flexibility, enables students to advance smoothly to higher education and to possible future careers in human biology, nursing, physiotherapy, occupational therapy, PE, sports and

recreation etc. The PE curriculum will contribute to the development of generic skills as well as positive values and attitude, especially perseverance and sportsmanship. All of this is in line with the appeal from the World Health Organisation (WHO), for the building of a long-term capacity for a healthy community.

Physical activity forms the crux of any major physical education at school levels. Regular physical activity and the attitudes towards it can only be developed in the school years. As children make the transformation into adults many development changes occur. Importance of roles of family members subside while the peers take the charge leading to change in thinking pattern, mental makeup. Social support, influence from the peers in this phase serve as a basis for establishment of some lifelong behavior patterns or habits carried through the adulthood. Once such behavior pattern or habit is maintaining a physically active lifestyle. Physical educators recognized the influence attitudes have on the performance and exercise behavior of students. Most of the time, the teacher is interested in the students' behavior during active participation in some forms of movement experience.

Attitudes

Health promotion campaigns are often aimed at changing beliefs or knowledge on the assumption that such changes are necessary to bring out a change in behavior, although they may be an important step in such process. (Biddle 2008) Although any inference of a casual link between beliefs and behavior cannot usually be sustain, it does seem reasonable that belief and attitude will have some influence on our actions.

Attitude has been defined as a psychological tendencies that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken 1993), Suggesting that the affective element of attitude is key. The term attitude is used extensively but offers different connotations. Over use of the term has rendered it prone to misinterpretation. Allport defines attitude connotes a neuropsychic state of readiness for mental and physical activity. Thurston defines attitude as the intensity of positive or negative affect for or against a psychological object. It has also been defined as a consistency among responses to a specified set of stimuli or social objects, and enduring system of positive or negative evaluation, emotional feelings, and pro or connection tendencies with respect to a social object, and as an the acquired behavioral disposition. This paper holds attitudes to be a latent, non-observable, complex but relatively stable behavioral disposition. This paper holds attitudes to be a latent non-observable, complex but relatively stable behavior disposition reflecting both direction and intensity of feeling toward a particular object, whether it is concrete or abstract.

Attitude measurement is pervasive. Social psychologist routinely measure attitude when studying their cause. How they change and their impact on cognition and behavior. To gauge people attitude, researchers have used a wide variety of measurement techniques. When attitude measurement was first formulized, the pioneering scholars presumed that an attitude could be accurately assessed only using a large set of questions that were selected via an elaborate procedure. But today attitudes are most often assessed using single question with relatively simple wording and structure and the variability of the approaches is striking. Suggesting

that there is not necessarily one optimal way to achieve the goal of accurate measurement.

Variables

Physical activity as an independent variable and attitude as a dependent variable.

Objectives

- To know the attitude of physical education teacher towards physical activity.
- To find out the mean score of physical education teacher towards physical activity.
- To find out the significant difference between male and female physical education teacher towards physical activity.
- To explore the significance difference between government and private school physical education teacher towards physical activity.

Procedure

Current studies on personality characteristics of physical education teachers are mainly focused on recognition of their personal and competence traits on the basis of pupils opinion or self-analysis of responders teachers. Studies among other people outside the school environment are very rare. If pupils are other people opinions are analyzed such studies are based on the experience granted as a result of direct contact with the teacher and related with it expectation fulfillment. It is a study of social identity based on the perception of a teacher by pupils. It's objectively depends on relation between these two subjects. However, It self-assessment of own identity is carried out a relation with our own ego occurs a compromise between the perfect I and real I.

Depending on the level of aspiration and self-criticism the positive self-creation can be the issue from a methodological point of view, this is a study of personal identity. Both of these types of studies are linked by a very close relation between the observer and the observed are even the identity of the 'actor' and the 'observer'. Therefore they have high educational value but they are not devoid of a certain amount of subjectivism. Thus it seems to be introducing in undertake comparative studies with an observer situated a little bit outside, but at the same time, close enough, so he/she could easily determine the strength of identity attributes of the Physical Education teacher.

In surveys, the physical education teachers have often emphasized not only the specific character of their distinguish them in the school environment. Consequently, they indicated examples of traits distinguishing them among other teachers. Therefore, besides the other studies, an attempt to verify this purpose, thirteen identity attributes which in the opinion of Physical Education teachers distinguish them in the school were subject to self and peer assessment. The questionnaire consisted of scale questions and to determine the strength of certain trait the Five-point Likert scale was used where the lowest nominal values was assigned to one, and the highest results were described by the number of five. The average value of the scale is 3. Results lower than the average have low connotations and the results with greater numbers were perceived as possible. In the study, Physical Education teachers were perceived as a monogamous group without distinction of females and males. Teachers of other subjects seen as 'observer' and

Physical Education Teacher in a dual role 'actor' and 'observer' were the independent variables. Percentage index of the respondents opinions and calculated average values of the Five-point Likert scale (VS) were used to analyse the results of the study. They indicate the strength of each dependent variable value. Statistical significance of difference between the independent variables was determined by the X² test at p<0.05.

The investigator contacted and obtained permission from the principal of government and private school. The willingness and co-operation of the respective teachers are also sought. The data were collected personally by the investigator, from randomly selected 20 teachers from private and 20 teachers from government schools, proper instructions were given to the teacher before starting to fill the questions.

Table 1: Scaring criteria of attitude

Criteria(Mean Scare)	Quality Measures
20-25	Positive Attitude
15-20	Moderate Attitude
10-15	Negative Attitude

Hypothesis

- There is no significant difference between the mean scares of male and female physical education teachers towards physical activity.
- There is no significant difference between the mean scores of government and private school physical education teachers towards physical activity.

Methodology

- The investigator has used the survey method to collect the data. The research has selected 40 teachers from the government and private school where 20 teachers are selected.

Sample

- The sample consists of teachers selected from government and private school from the Lucknow city only

Tool: For this study a self-made tool was developed by the researcher to access the attitude of physical education teachers towards physical activities.

Data analysis and interpretation

Hypothesis 1: There is no significant difference between the mean scares male and female physical education teachers towards physical activity.

Table 2

Variable Gender	Number	Mean	S.D.	D.f.	T-Value	Level of Significance
Male	16	17.12	2.02	38	0.66	Not Significant
Female	24	17.50	1.56			

The above table 2 reveals the calculated 't' value 0.66 is less than the table value at 0.05 level of significance. There is no significance difference between male and female physical education teachers towards physical activity.

Hypothesis 2: There is no significant difference between the mean scares of government and private school physical

education teachers towards physical activity.

Table 3

Variable Sector	Number	Mean	S.D.	T-Value	Level of Significance
Government	17	17.88	1.74	1.69	Significant
Private	23	16.69	1.69		

The above table 3 reveals that the calculated 't' value 1.69 is less than the table value at 0.05 level of significance. There is no significant difference between the mean scares of government and private school sector physical education teachers towards physical activity.

Result

In this study the researchers find out there is positive attitude of physical education teachers towards the physical activity. Finally researcher draw result on the basis findings that physical education teacher have positive attitude for physical activity.

Educational Implication

- Physical activities are helpful for the growth and mentor development in the children.
- Teacher should realize that physical growth and mentor development have an important effect on the behavior of children.
- Good schools and teachers should see that children have proper physical growth.
- Regular medical and health examination should be conducted in schools.
- Class and Co-Curricular activities as involve physical strengthen for mentor development.

Conclusion

The main aim of the study was to verify the opinions of PE Teachers towards physical activities. The result show that, according to PE Teachers, the strongest values are their organizational ability towards physical activity.

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