



A COMPARATIVE STUDY OF ATTITUDE OF GENERAL AND PHYSICAL EDUCATION TEACHERS TOWARDS PHYSICAL EDUCATION AT FIRST DEGREE LEVEL IN MUZAFFARNAGAR

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ABSTRACT

"It is not a soul, it is not a body that we are training up, it is a man and we ought not to divide him into two parts".

The purpose of the study was to compare the attitude of physical education and general education teachers towards Physical education in the city of Muzaffar nagar.

For this study 30 subject (15 from physical education and 15 from general education teachers) were selected. The attitude of subjects towards Physical education was measured by self made questionnaire. The research scholar prepares this questionnaire with the help of experts. The research scholar was send questionnaire to expert, for providing the suggestions and corrections in questionnaire.

The significance difference between physical education and general education teachers were determined through Descriptive statistics and independent 't' test and level of significance was set at 0.05. This study was an attempt to analyze the selected personality dimensions, self concept, career maturity, social intelligence and other professional attributes namely, teacher attitude, teaching aptitude, teacher value and attitude towards physical education of physical education teachers.



KEY WORDS : Attitude, Physical Education, independent variables, dependent variables, questionnaire.

INTRODUCTION

Physical education has long been recognized as an integral part of the total process of education. Man is indivisible integration of body, mind and soul and education must attempt to strengthen this integration. The whole man should have a whole education. Any narrow interpretation of term "Education" so as to mean curriculum followed in schools extends of schooling or development of intellectual aspects along would defeat the very purpose of education. No individual, no community, no nation can depend upon one aspect of life for the whole of living. Man is a psycho-physical organization and mind and body should not be conceived as two separate entities. It has been very appropriately summed by Montaigne.

"It is not a soul, it is not a body that we are training up, it is a man and we ought not to divide him into two parts".

Physical education is an important part of the educational process. It is not a "frill" or an "ornament" tacked on to the school program as a means of keeping children busy instead, is a vital part of education. Attitudes are ideas or feeling that one may have about something as a result of part experience or as a result of imaginative likes and dislikes. When condition or change in the environment occurs, whether for better or worse, we can usually expect to see a change in attitudes. In physical education, we are mainly concerned with the attitudes of students towards the physical education activities and programmers as well as towards

individual activities within the programme. The role of training in enhancing the capabilities of student teachers is crucial in view of our present tasks and challenges of educational development. Adequate training efforts are needed for developing good quality teachers. Just upgrading their knowledge with regard to the latest development in the field of specialization and education is not sufficient. Apart from acquainting them with all modern trends and technical specialties it needs a boost in their social awareness, personality, teaching effectiveness and a positive attitude toward teaching profession.

OBJECTIVES OF THE STUDY

The objective of the study was to find out the attitude of general education teaches and physical education teachers towards physical education.

Limitation of the study

- The study was limited to the subjects to Muzaffar nagar.

Hypotheses

- There is no difference of attitude of general and physical education teachers towards physical education.

Attitude towards Physical Education

- The attitude of the subjects towards physical education was measured by the attitude inventory developed by the research scholar. The procedure for construction of the attitude inventory have been discussed below:

Description of attitude inventory

- The inventory is a 50 items likert instrument. These 50 items measure the attitude towards physical education. The inventory deals with the five aspects of physical education and each aspect is present by 10 statements in the final form of the inventory.

Response mode and scoring on the final draft

The final form of this attitude inventory is in the form of consumable inventory along with instructions and abbreviations on the very front page. The inventory consists of 50 items. 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. Out of total 50 items, 22 items were negatively worded and showed unfavorable attitude towards the profession. For favorable and unfavorable attitude statements the response and scale value in presented in table 1.

Table 1
Response and scale values for favorable (positively worded) and unfavorable (negatively worded) items of attitude inventory

S.No.	Response	Scale value for favorable items	Scale value for unfavorable items
	Strongly agree (SA)	1	5
	Agree (A)	2	4
	Undecided (U)	3	3
	Disagree (D)	4	2
	Strongly disagree (SD)	5	1

Collection of data

The data was collected by administering of the questionnaire through post and personal meeting to physical education and general education teachers by researcher scholar. The data was collected from government and private college of Muzaffar nagar.

FINDINGS OF THE STUDY

Descriptive statistic and independent 't' test ware use to analyze the data at 0.05 level of significance. The result of Descriptive statistic was present in table-2

Table 2
Descriptive statistics of Physical Education and General Education teacher in relation to attitudes towards physical education

	Physical Education teacher	General Education teacher
Mean	191.3000	193.1600
Std. Error of Mean	1.51940	1.42288
Median	190.8000 ^a	193.8889 ^a
Mode	179.00	199.00
Std. Deviation	15.19403	14.22881

Table -2 reveals the Descriptive statistics of attitudes towards physical education, mean and standard Deviation of Physical education teachers (191.30±15.194) and General Education teachers (193.160±14.228) respectively.

To observe the difference between Physical Education and General education teachers in relation to attitude towards physical education, the independent 't' test was adopted and data pertaining to these have been presented in Table 3.

Table 3.
't' value of attitude towards physical education between Physical Education and General education teachers

	t-test for Equality of Means				
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Attitude towards Physical Education	4.978	28	.000	14.45000	1.81131

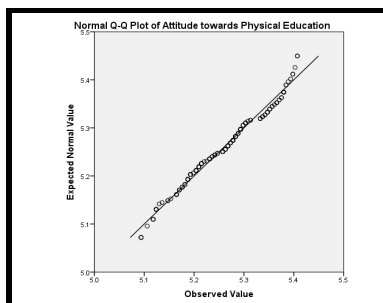
*Significant at .05 level of confidence

Table 3 reveals that the calculated "t" 4.978 is higher than at 0.05 level of significance.

It also reveals that the calculates 't' is higher than tabulated 't'.

Thus it may conclude that Physical Education teachers are having higher attitude towards physical education compare to General education teachers.

Figure 1
Testing Normality of data by Q-Q Plots of Attitude towards Physical Education



The Q-Q Plot compares the quantiles of a data distribution with the quantiles of a standardized theoretical distribution from a specified family of distributions (in this case, the normal distribution). In the above Q-Q plots, the points are plotted along a line. The Q-Q plots also verify that the distribution is normal.

CONCLUSIONS

On the basis of the interpretation of data the following conclusion were drawn from this study.

➤ difference was found between physical education and general education teachers in relation to attitude towards physical education and general education teachers.

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