



Attitude of Female Physical Education Teachers towards Profession

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Abstract:

The study in hand was an attempt to investigate the Female Physical Education Teachers (FPET) Attitude towards profession. For the purpose a substantial sample from the population was selected using available sampling technique. A five point Likert-type Attitude Scale of Physical Education Teachers towards Profession (ASPETP) was developed, ranging from completely agree (CA = 5 points) to completely disagree (CDA = 1 point). Main objectives of the study were to investigate the Attitudes of FPET towards Profession, to investigate the Professional Background of FPET, to know the awareness level of FPET regarding Physical Education profession, and to know the level of interest for achieving the goals set for physical education in the curriculum.

The study investigated that FPET who are working in the Government schools of Punjab State of India have no professional background, which means that the teachers have no sports background; neither have they had any interest in sports related areas. Their attitudes towards the profession were also found negative. The study also find out that FPET did not feel comfortable as a physical education teacher. The majority of respondent did not aware of the goals set for physical education curriculum in the schools. They came to the field by chance to get a job easily, and not by choice.

Key Words: - Attitude, Physical Education, Profession

.INTRODUCTION

Teaching is a planned enterprise designed to achieve a specific outcomes. If teachers know what outcomes they want to achieve, they can plan how to get these (Susan, 2000). The author further affirmed that teaching must have a rationale, a basis from which planning takes place. Teaching without a clear intention will result in random activity without coherence or progression (P-8). Teaching of Physical Education (PE) also needs planning. Physical education teachers should also possess all the qualifications and qualities the same as the general teachers have. Presently, in India a rapid growth has been seen in PE and sports programs. Along with increasing programs, the environment is also changing and more and more peoples are taking interest in these activities. Keeping in view the greater interest of people, the field of sports and physical education needs more adoptability and greater academic knowledge to cope with the present situation. This includes sophisticated facilities of playing surface, equipments, much improved skills on the part of sportsmen/sportswomen, the use of advanced technology, and coverage of the mass media, and sponsorships have changed the scenario of sports. The revolution in the environment of PE and sports has given rise for the need of capable Personnel in the field that can function effectively in the above stated areas. He/she should be furnished with an advanced education and knowledge, be capable to use the advanced technology and skills in the field of PE and Sports. This was a main reason behind the study to evaluate the attitude of the personnel who are responsible for the betterment and promotion of PE and other sports related activities in the educational institutions. Today the educators have accepted that to cope with

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the rapid changes in the modern world the school/colleges curriculum must include and accommodate the relevant life skills (Heyman 2002). In the framework of PE, this involves that the discipline should be redefined in order to cope with the technology-based lifestyle, (Bain 1988 and Pain 2001). Indeed, in recent years there has been a growing trend to regard "Physical Education as an integrative discipline, encompassing both practice and theory of health education subjects" (Sondag 1997 and Missouri State Dept 1997).

In present's lifestyle, where not only the children but the adults and youth of our society also spend most of their precious time in front of TV or Computer screen. The effect of sedentary lifestyle leads to improper posture, as well as insufficient and harmful movements and loss of basic physical skills. Furthermore, in India, the lives of the people are more frustrated due to many factors, in which, the threat of terrorism, insufficient income of the people, improper and adulteration of food and lack of playing fields are most important ones. The PE offers the types of physical activities to the children and to youth through which they can enhance their physical strength and functionality (Cited in Heyman 2002).

The nature of job of Female Physical Education Teachers (FPET) is dual, they organized the sports events and at the same time teach the PE theory classes. Therefore, the job is tougher as compare to other subject teachers. In every field of life attitude of the concerned personnel play a significant role in the promotion or deterioration. If the attitude is positive towards the field then the results are positive and vice versa. Teacher's personality in the attitudinal sense has a significant factor in teacher behaviour and it has great impact on student's achievements (Smith, 2004). Positive teachers' attitudes create positive actions towards institutional goals. As attitudes, deteriorate, so do commitment, loyalty, and most importantly performance (Baumgartner, 1995). According to Asuman (2004 P-61) "people's attitudes towards their profession have an effect on their performance. This case is also valid for the profession of teaching".

The study in hand was an attempt to investigate the Female Physical Education Teachers Attitude towards their profession. For the purpose a substantial sample from the population was selected using available sampling technique. A five point likert type Attitude scale was developed and distributed among the sample of the study. Mean value was calculated and used for the analysis of data. A negative attitude of the FPET towards profession was found. FPET are not enjoying the respect and prestige from the society as compared to other subject teachers. FPET does not feel comfortable as a PE teacher. They came to the field by chance to get a job easily, and not by choice.

2. OBJECTIVES OF THE STUDY

- I. To investigate the Attitudes of FPET towards Profession
- II. To investigate the Professional Background of FPET
- III. To know the awareness level of FPET regarding Physical Education profession
- IV. To know that whether FPET have selected the profession by choice or by chance
- V. To know the level of interest for achieving the goals set for physical education in the curriculum.

3. PROCEDURE OF THE STUDY

3.1 Population

Population of this study was comprised of all the FPET working in Government schools of Punjab State of India.

3.2 Sample

Sample of 65 Teachers were selected from the population using convenient sampling technique.

3.3 Data Collection Tool

The major data collection instrument was the Attitude Scale of Physical Education Teachers towards Profession (ASPETP) developed by the researcher. The instrument sought the general attitudes of physical education teachers towards their profession. The level of agreement with each 22 statements was measured on 5 point Likert-type scale ranging from 1 to 5 (I completely Agree, I Agree, I cannot decide, I Disagree, and I completely Disagree). The ASPETP was developed using the available literature and practices regarding physical education attitudes. The ASPETP has a clear direction on its first page for respondents. The respondents were taken into confidence that their reply would be used only for research purposes and would not be used for any other purpose.

3.4 Mode of Data Collection

The ASPETP was personally distributed among the FPET, and after a week time it was collected back from the members dully filled by them.

3.5 Analysis of Data

The coded data was tabulated and analyzed by utilizing a Statistical Package for Social Sciences (SPSS-12). The mean of the items was calculated and conclusions were made on the basis of the calculated

Mean. As the ASPETP was a five point Likert scale, FPET who received mean score lower than 2.70 (I Disagree to I Completely Disagree) were considered a Negative attitude toward the items and the instrument and also at the end the overall agreement (overall attitude towards ASPETP negative attitude). Similarly, the FPET who received the mean score higher than 2.70 and lower than 3.30 were considered as Neutral attitude towards the items and the overall attitude towards ASPETP, and the FPET who received the mean score higher than 3.30 (I Agree and I Completely Agree) were considered as positive attitude towards items and the overall attitude towards the ASPETP. (Chang, 2000)

Table 1 Presentation and Analysis of Data

S.No.	Statements	Mean
1	I feel great about being a Teacher in Physical Education	2.03
2	Physical Education Teachers are not well remunerated	2.44
3	I opt the Physical Education profession by choice	1.21
4	The profession provides me the opportunity for attainment of respect in society	1.22
5	Physical Education Teaching environment is poor in schools	1.45
6	As a Physical Education Teacher, I have sense of belonging to the profession	2.34
7	I became a Teacher in Physical Education by chance	3.89
8	Society is not paying respect to Physical Education Teachers as a whole	2.33
9	Physical Education profession is regarded as a low category profession in society	4.34
10	I have Lack of confidence about subject content	3.12
11	I have Lack of consistency between classroom practices and expressed educational beliefs	3.22
12	I have Lack of commitment towards good learning	3.25
13	Physical Education Teachers have no innovative thinking about new curricula and methodologies	2.78
14	Professional and social status of Physical Education Teachers are not up to the mark	3.44
15	Physical Education Teachers are not presenting a good picture about what goes on in the classroom and on the play field	3.11
16	The attitude of the head of the institution towards physical education is negative	4.88
17	I am trying to improve the negative attitudes of the head of institution towards positive with my interest and ability in the profession	3.77
18	The infrastructure of the institution is one of the cause of low status of physical education profession in the society	4.33
19	The lack of interest of the head of the institution in physical education and sports is one of the main cause of low status of the profession	4.14
20	Insufficient funds provided by the authorities for physical activities and sports are also effect the status of the profession	4.55
21	Misuse of the provided funds by the concerned personnel are also one of the factor of affecting the profession	4.35
22	Physical Education Teachers are not equipped with the modern technology and techniques used in the profession	4.12
	Overall Attitude of Female Physical Education Teachers	2.34

The above table shows the mean score of each statement, and overall attitude mean score of ASPETP.

4. RESULTS AND DISCUSSIONS

Generally in India the teaching profession loses its respect and interest, and particularly the field of Physical Education. According to Awanbor, (1996) and Osunde, (2006) that traditional respect and prestige enjoyed by teachers in the society have been tough quite considerably and indeed, loss of interest and attraction to the teaching profession. The study in hand investigated that FPET who are working in the schools of Punjab State of India have no professional background, which means that the teachers have no sports background, neither they have any interest in sports related areas. Their attitudes towards the profession were also negative. Nwaokolo (1993) has categorized few factors which are responsible for poor conditions of education services. This includes the teachers' negative personal and professional attitudes towards profession.

The result of this study shows that FPET are not enjoying the respect and prestige from the society as compared to other subject teachers. The profession is regarded as a frill. One of the main reasons of less respect from the society is the quality of teachers; most of the physical education teachers have not shown achievements in the field.

This research verifies that majority of the respondents were of the view that they did not feel comfortable as a physical education teacher. They came to the field by chance to get a job easily, and not by choice.

In our schools and colleges the last activity, which is to be schedule and first to be cancelled, is sports and physical education activities. This study reveals the negative attitude of the administrators/Head of the educational institutions. Patrick et al (1992) stated that in order to have positive development of physical education and sports in the educational institutions, the supports of the head of the institution are very important. The Head of the institutions are the personnel who set the manners in the institutions. The Head of the institutions have significant influence on the attitude of both teachers and students towards physical education. Siedentop (1987) reported that secondary school principals, in general, seemed to be unconcerned about physical education programs. According to Barros, (1982) and Sum, (1992) that those principals who have participated in any type of physical activities and sports have positive attitude toward physical education. Majority of the respondents were of the view that one of the factors which are also responsible for the low status of physical education in the educational institutions is the poor infrastructure for the field of sports and physical education. Richard (1999) suggested that significant groups such as Head teachers, other teachers, and parents revealed sometimes indifferent and non-supportive attitudes towards Physical Education & School Sports (PESS). Some Head teachers were even reported to prioritize sports performance achievement rather than quality PESS programs. Similar negative attitudes were held by other teachers, who believed that apart from allowing the students "to let off steam after or before intellectual classes", the subject is not important. Parents often saw it, "as a waste of time".

This study concluded that the majority of respondent did not aware of the goals set for physical education curriculum in the schools. Awanbor, (1996) argue that some teacher-trainees in the college of Education did not appear to be particularly enthused by the training goal of teaching as they indicated that the teaching profession was really not an attractive profession to them.

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