



ANALYSIS OF ATTITUDE TOWARDS PHYSICAL EDUCATION AMONG THE DIFFERENT SUBJECTS TEACHERS OF SCHOOL IN ASHOK NAGAR DISTRICT (M.P.)

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Abstract

Education brings modification in the behavior of an individual for his own personal happiness, for his better adjustment in society and for making him a successful citizen, contributing something to the society. 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.

The objectives of the study are to compare the attitude, views and thinking, degree of liking and disliking, of different subject teachers towards Physical Education. It will help in highlighting the aspects of the profession. The study was delimited age group between 25 to 60 male and female teachers of schools in Ashok Nagar District (Madhya Pradesh). 100 subjects from Ashok Nagar District Madhya Pradesh were selected randomly for this study. The present study involves collection of relevant information through a questionnaire administered to the respondents selected for the study. 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 data obtained after administering the questionnaire was analyzed using percentile method. On the basis of findings of the study, the conclusions were drawn that there was a difference in the attitude of subject's teachers towards different aspects of Physical Education. Majority of the respondents have recognized the physical, social, economic, cultural educational and vocational values of Physical Education while some disagree with the hypothesis.

Keywords: Attitude, Physical Education, Sports and Curriculum.

Introduction

Education brings modification in the behavior of an individual for his own personal happiness, for his better adjustment in society and for making him a successful citizen, contributing something to the society.

The curriculum for a good education is prepared from a number of disciplines in humanities, science, arts, technical, vocational areas, health education in reading, writing arithmetic, hygiene and recreational skills are imparted at primary level of education. A mixture of imparted in the secondary level with



either emphasis on vocational preparation or specialization in academic vocational streams at the end of the secondary school stage. 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. (Van Holst, 1993)

Studies have revealed that socially well-adjusted persons tend to be more successful in athletics, physical fitness and physical education activities than persons who are less well adjusted.

The interaction and interdependency of various components of the human being are better appreciated today than ever before. Intellectual, social, emotional and spiritual as well as physical factors are recognized as integrated aspect of personality. What affects one phase of personal health must also exert some influence on other aspects. (Hein and Ryan, 1960)

Hence, in measuring the attitude of faculty members towards physical education, an 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.

Objectives of the study

- To Compare the Attitude of different subject teachers towards Physical Education.

- To know about the views and thinking about physical education of different education fields teachers.
- To determine the degree of liking and disliking of faculty members towards physical education.
- It will help in highlighting the aspects of the profession.
- To find out some guideline for preparing efficient and practicable curriculum of physical education for the institute.

Methodology

The study was delimited age group between 25 to 60 male and female teachers of schools in Ashok Nagar District (Madhya Pradesh). 100 subjects from Ashok Nagar District Madhya Pradesh were selected randomly for this study. The present study involves collection of relevant information through a questionnaire administered to the respondents selected for the study. 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.

ANALYSIS OF DATA AND RESULTS

The data were collected from different school of Ashok Nagar District Madhya Pradesh to know the attitude of different school teachers



towards Physical Education. The responses of the questionnaire were analyzed in percentages. Frequency of responses was determined and percentage was calculated. The responses of the subjects for the statements for no.1 to 16 have presented in below table which shows the percentage analysis of responses collected from subjects on 1 to 16 statements:

TABLE NO 1
PERCENTAGE ANALYSIS OF RESPONSES COLLECTED
FROM SUBJECTS ON 1 TO 16 STATEMENTS

S. No	Statement	Responses (%)				
		SA	A	U	D	SD
1	Physical Education should be given equally to boys and girls.	27	65	0	2	6
2	Physical Education should be compulsory in school.	27	70	1	1	1
3	Education is equally important for students as Physical Education.	14	85	0	1	0
4	Sports is good for only boys not for girls	23	61	1	5	10
5	In spite of Physical Education students should concentrate on study.	21	75	1	3	0
6	In Physical Education students should also concentrate on psychological deformities.	16	75	2	5	2
7	Girls should also do regular exercise in the morning like boys.	21	76	0	1	2
8	Girls should also participate in sports as boys do.	24	74	0	1	1
9	There is no objection for wearing less cloth by girls during exercise.	22	53	7	6	12
10	The characterless is increased in girls due to participation in sports girls.	13	76	1	7	3
11	From the social point of view girls participation in sports is not right.	11	79	2	0	5
12	Given Physical Education to boy and girls has not any advantage in spite they waste their in it.	15	71	1	10	3
13	Information of physical changes in adolescence should be compulsory given to children.	23	72	1	4	0
14	Physical Education is not important for girls as boys.	15	74	0	6	5
15	Due to difference in physical capabilities both boys and girls are unauthorized to take Physical Education equally.	18	73	2	3	4
16	In college curriculum Physical Education should be a compulsory subject.	27	72	0	1	0

DISCUSSION OF FINDING

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.

CONCLUSIONS

The researcher undertook the study to determine the Attitude towards Physical Education among the different subject teacher. On the basis of findings of the study, the conclusions were drawn that there was a difference in the attitude of subject's teachers towards different aspects of Physical Education. Majority of the respondents have recognized the physical, social, economic, cultural educational and vocational values of Physical Education while some disagree with the hypothesis.

Majority of respondents 65% were of the opinion that Physical Education should be given equally to boys and girls; whereas 70%

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 85% of Respondents disagreed that sport is good for only boys not for girls,

Majority of respondents 61% emphasized that in Physical Education students should also concentrate on Psychological deformities. This will make them physically and mentally healthy. Whereas; 75% of faculty members were of positive opinion that girls do regular exercise in morning like boys.

75% 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 76% 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.

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