

A Study of Motives for Choosing Physical Education as a Profession among Students of Different Courses

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Abstract

A study was carried out to find the different motives for choosing physical education as career among the C.P.ED, B.P.ED AND M.P.ED Students . A total of 150 students by selecting 50 from each class were taken as a subject of the study. The study concluded that there is a significant difference among the Intrinsic and Extrinsic motives for different class students. It was also concluded that as the level of classes increase the level of both type of motivation also increases.

The modern concept of physical education in about two hundred years old, and its introduction in the country is about seventy years old. Although it started as an educational trial for developing human personality and to fulfill social purpose.

During the last few years the profession of physical education had been considered to be a source of great dissatisfaction for individuals who involves with the preparation of physical education teachers. In India graduates of physical education department find it hard to get job as teacher in the various school and college. If they joins any institution they get lower salaries than their other counterparts in India our country and specially in Haryana state.

But recently the physical education profession has gained some popularity among prospective teachers. It is been seen as “the renaissance of the new millennium” in the 21st century. It is due to the outstanding work done by physical education specialists, as this will provide a link between associated with participation in physical activities in the present and those in the future. Well qualified physical education teachers with a high motivation to the teaching profession and having positive attitude toward physical activities help in achieving the real goals and objectives of physical education programme (Aicinena, 1991; Chen, 2001; Treasure and Roberts, 2000; Murcia, Coll and Perez, 2009).

Research have studied motives and reasons why students pursue the teaching profession; they found that most students were motivated intrinsically and extrinsically.

In recent years there has been an increasing interest in exploring the reasons why student teachers choose to become teachers (Kyriacou et al., 1999) or PE teachers, in particular (Dodds et al., 1991 and Lawson, 1991]. According to different sources (Yong, 1995; Dewar, 1989 and Kyriacou et al., 1999) these reasons can be grouped into three categories: altruistic (Lortie’s service and interpersonal themes), intrinsic (Lortie’s continuation theme and, in general, aspects of the job inherent in the work itself), and extrinsic (Lortie’s time compatibility and material benefits themes).

There were studies which have identified intrinsic as well as extrinsic rewards for teaching. For example, Nwagwu (1981), Chivore (1988), and Yong (1995) reported that

the most frequent reasons for entering teacher training were extrinsic (salaries, job security, vacation hours, and influence of others). Similarly, Chuene et al. (1999) found that most of student teachers went to teacher training colleges because they could not afford tuition fees at other institutions.

Research on teacher socialization in PE yields similar results. undergraduate majors (Americans or Singaporeans), interested in teaching PE or coaching, rated the altruistic (working with children, help others) and the intrinsic (staying in touch with sports, learning about PE and sports) reasons highest (Dodds et al., 1991; O'Bryanat et al., 2000; Wright, 2001). Similarly, Belka et al. (1991) found that Physical Education Teacher Education (PETE) recruits rated intrinsic (to have fun at work) as well as altruistic reason (to be helpful to others) highest, whereas extrinsic reasons (plenty of vacation time, summers off) were ranked low. Apparently, these studies indicate that attraction of altruistic, intrinsic, and extrinsic motives (Yong, 1995).

Although the above research on teacher socialization has been conducted in different parts of the world (USA, England, Jamaica, Norway, Brunei, Japan, South Africa, Zimbabwe, Cameroon and Slovenia), in India such research has been almost nonexistent and, therefore, little has been known about the Haryana student teachers' reasons for pursuing a PE teaching career.

These considerations show the need for analyzing students' attitudes (in this case physical education students) towards their future profession and their motives for choosing the teaching profession. This special profession requires from its candidates definite characteristic –love of children, emotional stability, empathy, self acceptance, reliability, creativity etc.

The aim of the research was to verify students' attitudes towards their future profession in physical culture and some reasons for choosing their field of studies and to compare the different motives of choosing Physical education as a profession between different class students.

Objective of the study :

The first objectives of the present study was to find out the difference in intrinsic motives between the students of different classes C.Ped, B.Ped and M.Ped, who joined physical education as a profession.

The second objectives of the present study was to find out the difference in externsic motives between the students of different classes C.Ped, B.Ped and M.Ped, who joined physical education as a profession

METHODS

The present investigation was conducted on a total subject of (150) one fifty of Haryana state students, who had joined the different Physical Education Institutions in Haryana. The total sample was divided into three groups C.P.Ed. (50), B.P.Ed. (50) and M.P.Ed. (50). A questionarie proposed by Naeomi Feijgin having 30 questions was used to collect the date on motivations. These 30 statements were again group into two major categories, intrinsic motives (self realization, calling, talent) and extrinsic motives (economic, social status, training convenience).

RESULTS AND DISCUSSION

Table 1

Analysis of Variance for the Data on Intrinsic Motives

Source	D.F.	S.S.	M.S.	F-ratio
Group	2	145.85	72.92	6.0
Error	147	1787.94	12.16	
Corrected	14.9	1933.79		

Significant at 0.01 level

Significant at 0.05 level

$F_{.01}(2,147) = 4.75$

$F_{.05}(2,147) = 3.06$

Table 1 show F ratio (6.00) of internal motivation is more than the table value of F (4.75) with (2.147) degree of freedom at .01 level. It shows that there is a very high significant difference in intrinsic motives among the student of C.Ped, B.Ped, M.Ped classes. Thus positive hypothesis is accepted at .01 level.

Table 2

Mean Shows Critical Difference of C.Ped, B.Ped and M.Ped on Intrinsic Motives

C.Ped	B.Ped	M.Ped	Critical difference
38.00	39.56	42.00	1.37

Form the above table 2 it was concluded that the mean difference between every class is more than the critical difference. So it shows that the student of different classes have significant difference among them on intrinsic motives.

The higher mean value (42.00) of M.Ped students as compared to the mean values of B.Ped (39.56) and C.Ped (38.00) students shows that they have significantly higher intrinsic motives as compared to B.Ped and C.Ped students.

Above table also show that the mean value of B.Ped (39.56) student is significantly more as compare to C.Ped students. Herefore the intrinsic motivation in students is higher as compare to C.Ped students.

Table 3

Analysis of Variance for the Data on Extrinsic Motives

Source	D.F.	S.S.	M.S.	F-ratio
Group	2	280.65	140.32	11.02
Error	147	1871.54	12.73	
Corrected	14.9	2152.19		

Significant at 0.01 level

Significant at 0.05 level

$$F_{.01}(2,147) = 4.75$$

$$F_{.05}(2,147) = 3.06$$

Table 1 show F ratio (11.02) of external motivation is more than the table value of F (4.75) with (2.147) degree of freedom at .01 level. It shows that there is a very high significant difference in extrinsic motives among the student of C.Ped, B.Ped, M.Ped classes. Thus positive hypothesis is accepted at .01 level.

Table 4

Mean Shows Critical Difference of C.Ped, B.Ped and M.Ped on Extrinsic Motives

C.Ped	B.Ped	M.Ped	Critical difference
38.00	39.44	41.34	1.37

Form the above table it was concluded that the mean difference between every class is more than the critical difference. So it shows that the student of different classes have significant difference among them on extrinsic motives.

The higher mean value (41.34) of M.Ped students as compared to the mean values of B.Ped (39.44) and C.Ped (38.00) students shows that they have significantly higher extrinsic motives as compared to B.Ped and C.Ped students.

Above table also show that the mean value of B.Ped (39.44) student is significantly more as compare to C.Ped students. Herefore the extrinsic motivation in students is higher as compare to C.Ped students.

CONCLUSION

On the basis of data given in Table 1 and 2 it was conducted that there is a high significant difference in the intrinsic motives among the students of C.Ped, B.Ped and M.Ped classes. The intrinsic motives among the students increase as the level of class increase. The results of the Table 3 and 4 shows that there is a high significant difference between the extrinsic motive among the students among of C.Ped, B.Ped and M.Ped classes. The intrinsic motives among the students increase as the level of class increase.

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