

Influence of Physical Education Teacher's Qualification on Student's Attitude towards Physical Education

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Abstract

Introduction: The purpose of this study was to assess the influence of physical education teacher's qualification on the student's attitude towards physical education. **Material and Methods:** A total of ten (10) schools from Srinagar were selected randomly for the study, out of which 5 schools had post graduate physical education teachers (M.P.Ed.) and 5 schools had graduate physical education teachers (B.P.Ed.). 200 students were selected randomly as sample from this study from selected schools. Subramaniam and Silverman attitude scale was administered to measure the attitude of the students toward physical education. The collected data was statistically analyzed by using 't' test **Results and Discussion:** Significant difference was found in the attitude of the students studying in the schools where post graduate physical education teacher were employed in comparison to schools with graduate physical education teachers. Further results showed that the students studying in the schools where post graduate physical education teachers are employed had better attitude towards physical education than the students who were studying in the schools where graduate physical education teachers are employed.

KEYWORDS: Physical Education, Attitude, Stress

Introduction

Physical education (PE) has under gone a number of forms and changes since its inclusion in the school curriculum in the late 19th century. Early forms of PE were called drill and physical training (Davis et al., 200). The physical education was introduced in 1945 when the then department of education took over the responsibility of the subject from the ministry of health. Since its introduction into schools, the subject achieved a variety of aims for many years The PE trainers where free to select a specific aim towards which they worked. PE develops confidence & competence among pupils to take part in a range of physical activities that became a central idea of their lives both in & out of school.

PE helps the pupils to develop physically and socially. They work as individuals, in groups and in teams, developing concepts of fairness of personal and social responsibilities. They take up different roles and responsibilities including leadership, coaching and officiating. Through the range of experiences that physical education offers, they learn how to be effective in competitive, creative and challenging situations. Regular physical activity is one of the most important ways to maintain and improve one's physical health, mental health, and overall well-being. (According to the U.S. Surgeon General) Physical education, therefore, can serve as a medium to influence student's attitude towards physical activity. Since it has the potential to reach most of the children (McKenzie, 2003). For some students, physical education is the only subject where they engage in physical activity (Gallahue & Donnelly, 2003; Graham et al., 2004). Impact of students' attitudes towards physical activity through school physical education programs is logically the first step in helping the students to participate in physical activity—both now and in the future. (Subramanian)

Students Attitude toward Physical Education

Attitudes may be thought of a person's feelings, biases, notions, ideas, fears, and convictions about any topic (Hill, 1971). It is generally agreed that attitudes are acquired through positive experiences, negative experiences and modeling (Woolfolk, 1987; Williams & Smith, 1980). In regard to student attitudes towards physical education, many practitioners would find the statement made by Brumbach and Cross (1965) reflective of their feelings, While the objectives of a good physical education programme are somewhat broader than affecting a favorable attitude towards our profession, it is generally accepted as being one of the several desirable outcomes of a good programme. serious investigation into student attitudes towards physical education began with Alden's (1932) research into the attitudes of female university students concerning various aspects of their physical education experiences. Latter researchers attempted to identify factors which correlated with positive or negative attitudes towards physical education. The result of research into student attitudes has much to offer to modern physical educators. It would be wise to become cognizant of the factors which make physical education enjoyable for students and of those factors which affect negatively upon student attitudes. Physical educators have long observed that students leave programs with negative views towards physical education (Bullock & Alden, 1933; Goc-Karp, Kim & Skinner, 1985; Nemson, 1949; Smith, 1933). More recently, professionals have indicated the importance of teacher behavior in affecting positive student attitudes towards physical education (Dauer & Pangrazi, 1989; Harrison & Blakemore, 1989).

Effect of teacher's qualification

The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students, and this belief will serve as the central focus of this study. By examining past educational experiences, teachers can discuss what they should or should not do with a class of students. Stein Hardt (1992) states a better understanding of student's attitude and beliefs about PE can greatly be influenced by teacher's effectiveness. Because of their desire to be successful or to spend their time without pressure of academic success in PE lessons. Despite the apparent commonality in the roles of actors and lecturers, there have been limited and intermittent discussions over several decades associated with the relationship between a teacher's use of performance techniques and students' learning gains. Teachers, who illustrate enthusiasm towards their subject, and towards improving engagement and learning, are usually implementing performance techniques such as facial expression and gestures (Tauber & Mester, 2007; Murphy & Walls, 1994). Additionally, students are generally remotivated by teachers who use performance based teaching practices than those who do not. (Bolton, 1979; Charles, 1979; Felman, 2001; O'Toole & Lepp, 2000; Tauber & Mester, 2007; Whatman, 2000). Carlson 1994) found student attitudes toward PE were influenced by culture, society and school teacher behavior (Tulsidas).

METHODOLOGY

The purpose of the present study was to find out the influence of physical education teachers qualification on students attitude towards physical education. 200 subjects were selected randomly from the 10 higher secondary schools of Srinagar city. Male and female students of 11th and 12th grade were selected as subjects for the study. The

schools were identified on the basis of teacher's qualification in which 5 schools were those schools where bachelor's degree teachers were teaching the subject and other 5 schools were those schools where master's degree teachers were teaching.

For the collection of data the investigator administered the questionnaire of Silverman and subramaniam on children's attitude towards physical education. The data of children's attitude scale of bachelors' degree teacher's and masters' degree teacher's was compared by using T test and results were analyzed and interpretations drawn. The level of significance was kept at 0.05 to test the hypothesis. Statistical analysis and interpretations were found by mean, standard deviation and T test was applied to measure the significance of difference between the two groups.

RESULTS

The present study deals with the influence of physical education teacher's qualification on student's attitude towards physical education physical. . Researcher presented the significance features of the results available and further facts obtained from the results. The data collected were analyzed by using the 't' test .

Table No..1

Descriptive Statistics of mean and standard deviation of Bachelor degree teacher's students and Master Degree teacher's Students on Attitude score.

Variables	N	Mean	Standard Deviation	St. Error	Mean
Bachelor degree teacher's Students	100	61.63	5.89753	0.58975	
Master Degree teacher's Students	100	63.67	4.53506	0.45351	

In the above table no .1, there were 100 Bachelor degree students having mean of 61.63 with standard deviation of 5.89753 and standard error of mean 0.58975. Similarly there were 100 Master Degree Students having mean of 63.67 with standard deviation of 4.53506 and standard error of mean 0.45351 respectively. (In the table N means number of students).

Table no .2

Independent sample't' test of Attitude

t	df	Sig. (2-tailed)	Mean Difference	Std. Error
2.742	198	0.007	2.04	0.74396

In the table no .2, mean differences for the Attitude of Bachelor degree teacher's students and Master Degree teacher's Students was 2.04. This deference when tested by Independent't' test,'t' value was found 2.742 which was statistically significant at 0.05 ($p=0.05$) significance level for 198 degree of freedom. Therefore the hypothesis H_1 , there will be significant difference in student's attitude towards physical education is accepted.

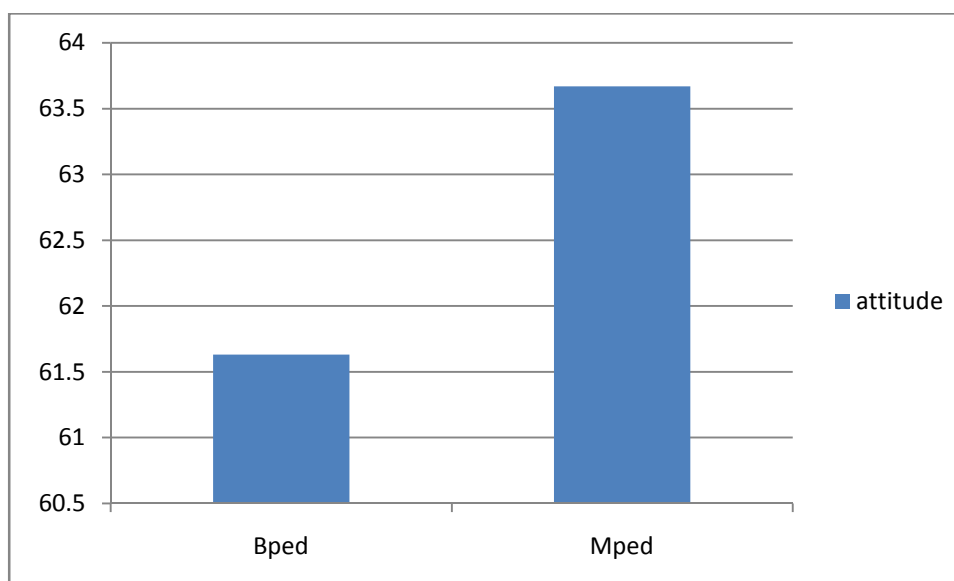


Figure no .1

Comparison of mean of Attitude of Bachelor degree teacher's students and Master Degree teacher's Students

Discussion of Findings

It was observed from the finding that the attitude of Bachelor degree teacher's students and Master Degree teacher's Students from table .2, that there were significant differences between the attitude of Bachelor degree teacher's students and Master Degree teacher's Students. The hypothesis H_1 was accepted. In the mean scores attitude of Bachelor degree teacher's students and Master Degree teacher's Students; it shows that Master Degree teacher's Students have high degree of attitude towards physical activity than Bachelor degree teacher's students.

On the basis of the result obtained in this study the investigator concludes the scores of attitude of Master Degree teacher's Students are more positive towards physical education as compared to Bachelor degree teacher's students. Thus it shows the teacher's high qualification plays a vital role in molding the attitude of students

In the present study we found that there were significant differences between the attitude of Bachelor degree teacher's students and Master Degree teacher's Students. This finding is supported by Polk, B.(2009) who studied the influence of the teachers training and teacher attitude on the academic achievement of African American and Hispanic students in mathematics. Based on the findings derived from the results of this empirical study the following conclusions were reached. in general ,it appeared that African American middle school students whose teachers had 6 to 15 years of training are the ones more likely to perform better on the mathematics section of the TAKS test than their counterparts whose teachers had 5 years or less training of 16 years or more of training. It appeared that Hispanic middle school students whose teachers had 6 to 10 years of training are the ones more likely to score better on the mathematics section of the TAKS test than those Hispanic students whose teachers had 5 years or less of training or 16 years or more of training.

Conclusion

The observation of the survey data, with in limitation of the present study, the following conclusion has been drawn

On the basis of the result obtained in this study the investigator concludes the scores of attitude of Master Degree teacher's students are more positive towards physical education as compared to Bachelor Degree teacher's students. Thus it shows the teacher's higher qualification plays a vital role in molding the attitude of students.

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