

A critical study of Attitude toward job lecturers of Physical Education working in senior colleges

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Abstract

The purpose of the study was to investigate the Attitude toward job of lecturers of Physical Education working in senior colleges. This study was conducted on randomly selected 172 lectures of Physical Education working in seniors colleges affiliated to R.T.M. Nagpur University. The tool used for the study was a structural questionnaire, Attitude toward teaching profession (Dr. UmmeKulsum). The scores for the scale of attitude towards teaching for male and female physical education lecturers were 162.1 ± 14.70 and 163.9 ± 13.36 respectively. The comparative assessment did not indicate any significant difference in the test scores and thus indicated that the male and female lecturers of physical education have similar attitude towards teaching profession. ASTTP test scores of urban and rural physical education lecturers were observed to be 164.1 ± 14.47 and 158.0 ± 12.98 respectively. The comparative evaluation indicate significant ($P < 0.05$) difference in the test scores. Experience wise comparison indicated the mean score of lecturers below 10 years experiences was 160 ± 14.2 , those having 10 to 20 years experiences was 163 ± 15.23 and those having above 20 years' experience was 164 ± 11.89 . The results showed that the mean Attitude towards teaching profession score for Academic training physical education lecturers was 162.5 ± 14.49 , while for training Phy.Edu. Lecturers, it was 162.7 ± 14.21 .

KEYWORDS: Positive attitude, lecturer, senior college

INTRODUCTION

Any profession is based on certain basic disciplines and there exists a relationship between those disciplines and the professional skills. Attitude determines the life style of a person. Attitude means how you represent in a particular situation. With a positive attitude you see the bright side of life become optimistic and expect the best to happen. It is a certainly state of mind that is well worth developing and strengthening. Positive attitude help to cope more easily with the daily affairs of life. A positive attitude leads to happiness and success and can change your whole life. A positive attitude in the workplace can help you whether you are in your own business, work as an employees, or manage others with a business environment. With a positive attitude you see the bright side of life, become optimistic and expect the best to happen. A positive attitude in the workplace can help you whether you own your own business, work as an employee, or manage others within a business environment. You'll enjoy your work more and achieve your workplace or business related goals more easily and faster.

An attitude has three basic components. The first part of an attitude is the affective components. It concerns how many a people like or dislikes the object of the attitude. The second component is a cognitive component which consists of beliefs about the attitude

object's relationship to some important goal. The third components are behavioral components of an attitude. This is a person's feeling about how he and others should act towards the attitude objects and his actual behavior toward the object. Emotional Intelligence helps to create positive outcome in your relationship with others & yourself. Emotional Intelligence helps to increase the positive attitude in your work place and make a good relationship in the peoples and society. There are various factors, which affect our attitudes to our work likes, Working Conditions, Status Effective Supervision, Job Security, Advancement/ Promotion, Job Satisfaction, Personal Life Outside Work, Salary, Achieving Targets, Responsibility, Company Policy & Administration, Relationship with Peers, Recognition, Relationship With Boss, Relationship with Subordinates etc.

Method and material

- **Selection of the subject:** This study was conducted on randomly selected 172 lectures of Physical Education working in seniors colleges affiliated to R.T.M. Nagpur University. Out of 172 sample male 123 & female 49, urban 128 & rural 44, academic collage 93 & training collages 79. The Three groups on the basis of their experience were prepared as less than 10 years, 10 to 20 years and more than 20 years.
- **Tool Used:**
 1. Attitude toward teaching profession (Dr. UmmeKulsum)
 - **Administration of Scale:** A set of questionnaire was prepared with request letter and sent to all the lecturers by hand, through post, through friends, teacher.

Results of the study:

It is hypothesized that there is no significant difference between attitude toward job of male & female, rural & urban and academic and training colleges & Experience wise physical education lecturers working in senior colleges. The comparative assessments were made on the basis of gender (Male/Female lecturers of physical education) and their rural/urban background.

Table 1. Comparative assessment of the Male and Female Physical Education Lecturers Attitude towards Teaching Profession

ASTTP - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Total Scores	Male	123	162.1	14.70	1.33	127	215	0.564	.454
	Female	49	163.9	13.36	1.91	141	195		

The scores for the scale of attitude towards teaching for male and female physical education lecturers were 162.1 ± 14.70 and 163.9 ± 13.36 respectively. The comparative assessment did not indicate any significant difference in the test scores and thus indicated

that the male and female lecturers of physical education have similar attitude towards teaching profession. The comparative assessment of male and female physical education lecturers working in senior colleges showed a similar attitude towards teaching profession. Because in teaching profession, both are given equal importance to teaching and hence better performance.

Table 2. Attitude Scale Towards Teaching Profession - Total Scores of Rural & Urban Physical Education Lecturers

ASTTP - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Total Scores	Urban	129	164.1	14.47	1.28	133	215	5.987	.015
	Rural	43	158.0	12.98	1.98	127	202		

However, the ASTTP test scores of urban and rural physical education lecturers were observed to be 164.1 ± 14.47 and 158.0 ± 12.98 respectively. The comparative evaluation indicate significant ($P < 0.05$) difference in the test scores. It is interesting to note that the female physical education lecturers showed relatively more favorable attitude towards teaching than that observed with male lecturers.

Table 3. Attitude towards Teaching – Experience wise Comparison of Physical Education lecturers

	Experience	N	Mean	±SD	SE	Min	Max	F	Sig.
ASTTP - Total Score	< 10 yrs	28	160	±14.21	2.69	133	194	0.539	0.584
	10 to 20 yrs	103	163	±15.23	1.50	127	215		
	> 20 yrs	41	164	±11.89	1.88	143	190		

Experience wise comparison indicated the mean score of lecturers below 10 years experiences was 160 ± 14.2 , those having 10 to 20 years experiences was 163 ± 15.23 and those having above 20 years' experience was 164 ± 11.89 . The results revealed no significant difference in the test scores of physical education lecturer for attitude towards job. Thus, it may be concluded that the level of professional experience of the physical education lecturers did not affect significantly in their respective attitudes towards teaching and consequently their job.

Table 4 : Comparison of Attitude towards Teaching of Training & Academic College Physical Education Lecturers

	College	N	Mean	SD	SE	Min	Max	F	Sig.
ASTTP - Total	AC	95	162.5	14.49	1.51	127	211	0.008	0.93
	TC	77	162.7	14.21	1.60	133	215		

- AC: Academic college
- TC: Training College

The results showed that the mean Attitude towards teaching profession score for male physical education lecturers was 162.5 ± 14.49 , while for female lecturers, it was 162.7 ± 14.21 . The comparative assessment indicated that there was no significant difference in the means obtained from two groups: academic and training colleges' lecturers.

**Table 5. Attitude Scale towards Teaching Profession (Academic dimension)
Male Female & Rural Urban Physical Education Lecturers**

ASTTP - Dimension		N	Mean	\pm SD	Std. Er.	Min	Max	F	P
Academic	Male	123	30.5	3.47	0.31	21	40	.689	.408
	Female	49	31.0	3.28	0.47	24	38		
	Urban	129	30.7	3.40	0.30	24	40	.409	.523
	Rural	43	30.3	3.47	0.53	21	40		

The scores for the academic dimension of the scale of attitude towards teaching for male and female physical education lecturers were 30.5 ± 3.47 and 31.0 ± 3.28 and scores of urban and rural physical education lecturers were observed to be 30.7 ± 3.40 and 30.3 ± 3.47 respectively. The comparative assessment did not indicate any significant difference in the test scores of male & female and urban & rural lecturers of physical education have similar attitude towards teaching profession with respect to academic dimension.

**Table 6 Attitude Scale Towards Teaching Profession
Administrative dimension
Male Female & Rural Urban Physical Education Lecturers**

ASTTP - Dimension		N	Mean	\pm SD	Std. Er.	Min	Max	F	P
Administrative	Male	123	18.1	2.04	0.18	14	24	0.082	.775
	Female	49	18.0	1.98	0.28	14	22		
	Urban	129	18.3	2.00	0.18	15	24	9.976	.002
	Rural	43	17.2	1.86	0.28	14	21		

The scores for the administrative dimension of the scale of attitude towards teaching for male and female physical education lecturers were 18.1 ± 2.04 and 18.0 ± 1.98 and scores of urban and rural physical education lecturers were observed to be 18.3 ± 2.00 and 17.2 ± 1.86 respectively. The comparative assessment did not indicate any significant difference in the test scores. But the comparative evaluation of urban & rural area indicated significant ($P < 0.05$) difference in the test scores.

Table 7.
Attitude Scale Towards Teaching Profession Social & Psychological Dimension
Male Female & Rural Urban Physical Education Lecturers

ASTTP - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Social & Psychological	Male	123	80.7	8.44	0.76	61	112	.517	.473
	Female	49	81.7	7.02	1.00	68	99		
	Urban	129	81.8	8.08	0.71	65	112	5.080	.025
	Rural	43	78.6	7.56	1.15	61	104		

The scores for the Social & Psychological dimension of the scale of attitude towards teaching for male and female physical education lecturers were 80.7 ± 8.44 and 81.7 ± 7.02 and scores of urban and rural physical education lecturers were observed to be 81.8 ± 8.08 and 78.6 ± 7.56 respectively. The comparative assessment did not indicate significant difference in the test scores and thus revealed that the male and female lecturers of physical education have dissimilar ASTTP with respect to social & psychological dimension. Based on the data it is evident that female physical education lecturers show more favourable attitude towards teaching than their male counterparts. Furthermore, the ASTTP test scores of urban and rural physical education lecturers were observed to be 81.8 ± 8.08 and 78.6 ± 7.56 respectively. The comparative evaluation indicate significant ($P < 0.05$) difference in the test scores.

Table 8. Attitude Scale towards Teaching Profession (Co-curricular dimension)
Male Female & Rural Urban Physical Education Lecturers

ASTTP - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Co-curricular	Male	123	15.0	1.90	0.17	11	20	.288	.592
	Female	49	15.2	1.85	0.26	11	20		
	Urban	129	15.3	1.90	0.17	11	20	7.501	.007
	Rural	43	14.4	1.70	0.26	11	18		

The scores for the Co-curricular dimension of the scale of attitude towards teaching for male and female physical education lecturers were 15.0 ± 1.90 and 15.2 ± 1.85 and scores of urban and rural physical education lecturers were observed to be 15.3 ± 1.90 and 14.4 ± 1.70 respectively. The comparative assessment indicate no significant difference in the test scores and indicated that the male and female lecturers of physical education have similar attitude towards teaching profession with respect to co-curricular dimension. Furthermore, the comparative evaluation indicated significant ($P < 0.05$) difference in the test scores.

CONCLUSION: In the present study, the physical education lecturers Attitude towards teaching were successfully understood. The result of the study showed that the male and female physical education lecturers working in senior colleges showed a similar attitude towards teaching profession, because in teaching profession, both are given equal

importance to teaching and hence better performance but urban people have more positive attitude toward their job. The studies provide a valuable insight for improving the attitude towards job of the male & female, rural & urban physical education lecturers of different age and experience.

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