

# ANALYSIS OF PHYSICAL EDUCATION TEACHERS ATTITUDE TOWARDS THEIR TEACHING PROFESSION

M. Murugan<sup>1</sup> Reg no.12428, Dr. C. Durai<sup>2</sup>

<sup>1</sup> Ph.D Scholar, Department of Physical Education and Sports, Manonmaniam Sundaranar University,

Tirunelveli, Tamilnadu, India – 627 012

<sup>2</sup> Assistant Professor & Head, Department of Physical Education and Sports, Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu, India – 627 012

## Abstract

The purpose of this study was to investigate attitude of physical education teachers towards their teaching profession with respect to their gender, grade level, occupation schools and their qualifications. Research was conducted on 230 physical education teachers out of which 124 male (Mean  $\pm$  SD = 51.36  $\pm$  11.52) and 106 female (Mean  $\pm$  SD = 55.34  $\pm$  10.57) physical education teachers from in around Tamilnadu State, India. The selected participant's age was ranged from 23-55 years only. After analyzing the related literature, the researcher decided to continue ahead with the readymade tool such as Attitude Questionnaire invented by S.P. Ahluwalia (1974) seemed to be appropriate. In the present study Likert Type Scale with five responses range was used by the researcher to study the attitude of teachers towards their profession. The data was collected from the physical education teachers who are working in schools minimum one year experience. In the statistical analyzing of data the SPSS 22.0 package program was used. The results were evaluated at (p-0.05) value and distributed in normal way. For this reason, from parametric tests; t-test and one-way variance analysis (ANOVA) were applied to the variables. It was concluded that the teacher who have high and very high financial status have more positive attitude towards teaching profession than those who have medium financial status. The teacher who have high and moderate qualification, working sectors status and those who had good experience towards their profession would have positive attitude toward their teaching profession.

## 1. Introduction

Physical education, also known as Phys Ed., PE and in some Commonwealth countries as physical training or PT is a class that pupils are required to take at school (**The Daily Telegraph 2008**).

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society (**World Health Organisation 2002**).

Physical Education in school plays an important role in educating and developing students' attitudes and awareness towards sports, as the student learn and practice sports in school or in pastime will enable him to practice it in his daily life outside school (**Alison Schembri. (2013)**).

The NASPE (2003) recommends that children obtain a minimum of 60 minutes of physical activity in a day. It is not possible in most schools to provide the 60 minutes of daily physical activity for every student through the physical education program alone; this has led to development of the idea of having comprehensive school physical activity programs (**The NASPE, 2003**).

Attitudes mean the individuals' prevailing tendency to respond favorably or unfavorably to an object, person or group of people, institutions or events" (**Morris & Maistro, 2005**). Factors which bear influence on the attitude of the teacher are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc (**Barros & Ela, 2008**).

The teachers play a pivotal role in ensuring that students have positive experience of physical activity in school settings. These findings, however, focus only on physical activity which is just one component of Physical Education (**Bucher, 2003**).

The teacher's attitude towards the subject and student is significant in creating desire to learn in the students. Gender and type of training are the paramount factors influencing the attitude of the teacher (**Capa, 2007**).

Attitude towards works are the feelings that the workers have toward different aspects of the work environment. There is some element which influencing the attitude towards works, namely personality, job characteristics, psychological contract, organizational justice, work relationship, and stress (**Akbulut & Karakus, 2011**).

## **2. Methodology**

### **2.1 Research Model**

The research was evaluated with a general survey model. The general survey model is based on the purpose of making generalizations and having ideas about the population through the data gathered from the sample (Simsek, 2012).

### **2.2 Research group**

The research group consisted of totally two thirty (230) physical education teachers were subjects as selected randomly from Tamilnadu, India, their age ranged from 23 – 55 years.

### **2.3 Data Collecting Tools**

The investigator gone through the available literature and had discussions with various experts and his research supervisor before selecting variables. After analyzing the related literature, the researcher decided to continue ahead with the readymade tool such as Attitude Questionnaire invented by S.P. Ahluwalia (1974) seemed to be appropriate. In the present study Likert Type Scale with five responses range was used by the researcher to study the attitude of teachers towards their profession. The questionnaire of two parts: the first, and include personal information about the study sample, such as race and stage of teaching experience, and the second consists of 16 items distributed on two areas, namely: (classroom management, personal competence) describe each paragraph, including trends teachers of physical education toward the effectiveness of sports activities, and after data collection and discharge have been processed using statistical methods and descriptive and analytical occasion.

### **2.4 Analyzing of Data**

The data was collected from the Physical Education Teachers who are working in schools minimum one year experience. In the statistical analyzing of data the SPSS 22.0 package program was used. The results were evaluated at (p-0.05) value and distributed in normal way. For this reason, from parametric tests; t-test and one-way variance analysis (ANOVA) were applied to the variables.

### 3. Results

In the tables below, the average scores of the physical education teacher from Attitude Scale toward Teaching (ASTT) are presented.

**Table-1**  
**Inferential analysis of data on Attitude Levels General Scores of Teachers Candidates towards Their Profession**

	Gender	Number	Mean $\pm$ Standard Deviation	Percent	t-ratio	Sig
Attitude	Male	124	51.36 $\pm$ 11.52	53.9	3.087*	0.02
	Female	106	55.34 $\pm$ 10.57	46.1		

(Note= \* Significant at 0.05 level. Tab t value at 0.05 (df 228 =1.65).

The descriptive statistics as presented in table 1 reveals that the mean and standard deviation for male and female were 51.36  $\pm$  11.52 and 55.34  $\pm$  10.57 respectively. The percentage score for male was 53.9% and female was 46.1% respectively. The significant level of the male and female groups were 0.02 which was lesser than 0.05 level of significance which determined that there was a significant difference between male and female on attitude level of teacher towards their teaching profession.

**Table-2**  
**Descriptive analysis of data on Attitude Levels General Scores of Teacher's Working Sectors**

	Schools	Number	Mean $\pm$ Standard Deviation	Percent
Attitude	Government	84	50.56 $\pm$ 10.06	36.5
	Government Aided	64	53.48 $\pm$ 14.01	27.8
	Private	82	55.67 $\pm$ 9.36	35.7

The descriptive statistics as presented in table 2 reveals that the mean and standard deviation for teacher's working in government, government aided and private sectors were 50.56  $\pm$  10.06, 53.48  $\pm$  14.01 and 55.67  $\pm$  9.36 respectively. The percentage score for teacher's working in government school was 36.5%, teachers working in government aided were 27.8% and those working in private sector were 35.7% respectively.

**Table-3**  
**Analysis of Variance on Attitude Levels Scores of Teacher's Working Sectors**

Attitude	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	1091.399	2	545.700	4.47*	.013
Within Groups	27852.797	227	122.700		

(Note= \* Significant at 0.05 level. P<0.05).

In according to table 3, the teacher's working sectors status was (p<0.05). The value also confirms that there was significant difference between the teacher working on government, government aided and private sector schools in relation to attitude.

**Table-4**  
**Scheffe's Post Hoc Analysis on Attitude Level among Teacher's Working Sector**

Dependent Variable	(I) School Sector/Type	(J) School Sector/Type	Mean Difference (I-J)	Sig.
Attitude	Government	Government Aided	-2.92485	.284
		Private	-5.11121*	.013*
	Government Aided	Government	2.92485	.284
		Private	-2.18636	.498

	Private	Government	5.11121*	.013*
		Government Aided	2.18636	.498

(Note= \*. The mean difference is significant at 0.05 level).

The results presented in table 4 proved that there was significant difference between government and private sector on attitude level of the teachers. There was no significant difference between government and government aided, private and government aided sector on attitude level of the teachers. This result indicates that there was mean difference between only on teachers those working on government and private sector on the level of attitude.

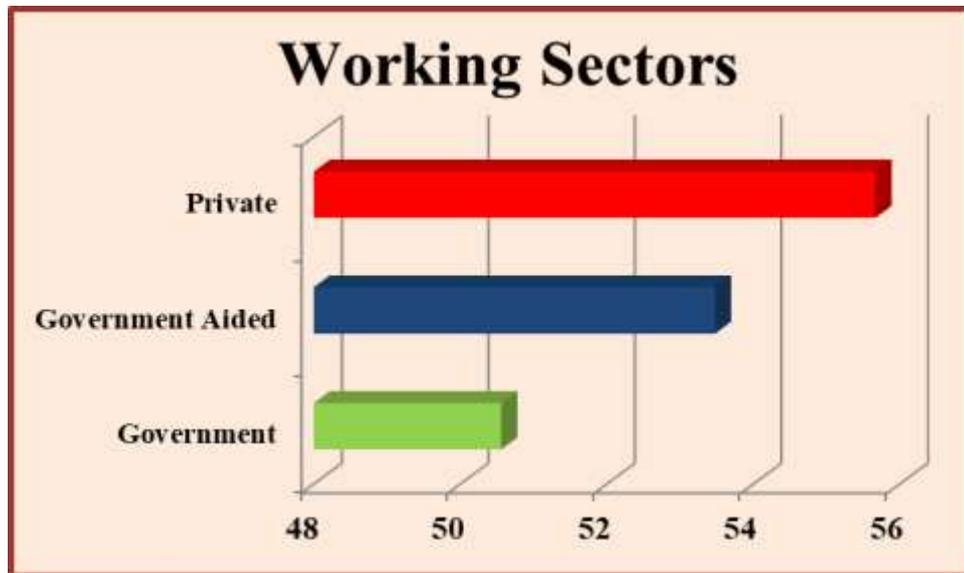


Figure-1: Mean values of Teacher's working in different sectors

**Table-5**

**Descriptive analysis of data on Attitude Levels General Scores of Teacher's Working Experience**

	Working Experience	Number	Mean ± Standard Deviation	Percent
Attitude	Above 10 Years	76	54.25 ± 11.93	33.0
	5-10 Years	63	54.24 ± 11.68	27.4
	Below 5 Years	91	51.59 ± 10.23	39.6

The descriptive statistics as presented in table 5 reveals that the mean and standard deviation for teacher's experience on above 10 years, 5-10 years and below 10 years were  $54.25 \pm 11.93$ ,  $54.24 \pm 11.68$  and  $51.59 \pm 10.23$  respectively. The percentage score for teacher's experience on above 10 years was 33.0%, 5-10 years was 27.4% and below 10 years was 39.6% respectively.

**Table-6**

**Analysis of Variance on Attitude Levels Scores of Teacher's Working Experience**

Attitude	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	386.561	2	193.281	1.536	.217
Within Groups	28557.635	227	125.805		

(Note= \* Significant at 0.05 level.  $P > 0.05$ ).

From table 6, it is evident that the obtained p value 0.217 was greater than the significant level ( $p > 0.05$ ). The value also confirms that there was no significant difference between the teacher's working on government, government aided and private sector schools in relation to attitude.

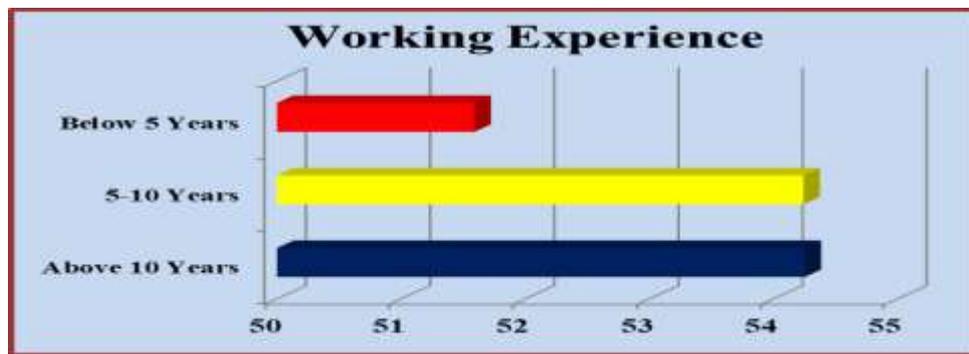


Figure-2: Mean values of Teacher's working Experience

Table-7

Descriptive analysis of data on Attitude Levels General Scores of Teacher's Salary

	Salary	Number	Mean ± Standard Deviation	Percent
Attitude	Below 15k	76	53.74 ± 11.36	33.0
	15-30k	65	53.83 ± 10.44	28.3
	Above 30k	89	52.27 ± 11.76	38.7

The descriptive statistics as presented in table 7 reveals that the mean and standard deviation for teacher's salary on below 15k, 15-30k and above 30k were 53.74 ± 11.36, 53.83 ± 10.44 and 52.27 ± 11.76 respectively. The percentage score for teacher's salary on below 15k was 33.0%, 15-30k was 28.3% and above 30k was 38.7% respectively.

Table-8

Analysis of Variance on Attitude Levels Scores of Teacher's Salary

Attitude	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	124.792	2	62.396	0.491	.612
Within Groups	28819.403	227	126.958		

(Note= \* Significant at 0.05 level. P >0.05).

From table 8, it is evident that the obtained p value 0.612 was greater than the significant level (p>0.05). The value also confirms that there was no significant difference between the teacher's salary on 15k, 15-30k and above 30k in relation to attitude.



Figure-3: Mean values of Teacher's Salary Details

**Table-9****Descriptive analysis of data on Attitude Levels General Scores of Teacher's Qualification**

	Qualification	Number	Mean $\pm$ Standard Deviation	Percent
<b>Attitude</b>	B.P.Ed	95	54.90 $\pm$ 11.34	41.3
	M.P.Ed	87	51.93 $\pm$ 11.28	39.8
	MPhil	48	52.13 $\pm$ 10.77	20.9

The descriptive statistics as presented in table 9 reveals that the mean and standard deviation for teacher's qualification as B.P.Ed, M.P.Ed and MPhil were 54.90  $\pm$  11.34, 51.93  $\pm$  11.28 and 52.13  $\pm$  10.77 respectively. The percentage score for teacher's qualification as B.P.Ed was 41.3%, teacher's qualification as M.P.Ed was 39.8% and teacher's qualifications MPhil were 20.9% respectively

**Table-10****Analysis of Variance on Attitude Levels Scores of Teacher's Qualification**

Attitude	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	468.412	2	234.206	1.867	0.157
Within Groups	28475.784	227	125.444		

(Note= \* Significant at 0.05 level. P >0.05).

From table 10, it is evident that the obtained p value 0.157 was greater than the significant level (p>0.05). The value also confirms that there was no significant difference between the teacher's qualification as B.P.Ed, M.P.Ed and MPhil in relation to attitude.



Figure-4: Mean values of Teacher's Qualification

**Discussion on Findings**

When the results in Table 1 are examined, it is concluded that both male and female teacher's attitudes towards teaching profession are high. This result can be interpreted as the 53.9% of male physical education teacher and 46.1% of female physical education teacher were taken in this study. Overall the selected teacher's attitude towards the profession is positive and they will do it voluntarily and willingly. When the results in Table 2 are examined, it is concluded that selected teacher working sector could be classified in to three category which was the government, government aided and private sector physical education teacher. From the result of the table 2, it denotes that the 36.5% government school physical education teacher, 27.8% of government aided school physical education teacher and 35.7% of private physical education teachers had good attitude toward their teaching profession. According to table 3, it was concluded that there was a significance difference between three different working sectors of physical education teacher on attitude towards their profession. From table 4, it describes that the government and private sector physical education teacher had good positive attitude towards their profession and government aided and government school physical education teacher had equally positive attitude. From the results in Table 5 are examined, it is concluded that selected teacher

experience could be classified in to three different years which was the above 10 years, 5-10 years and below 5 year experienced physical education teacher should selected for this study. From the result, it denotes that the 33.0% of physical education teacher had above 10 years of experience towards their profession, 27.4% of physical education teacher had 5-10 years of experience towards their profession and 35.7% of physical education teacher had below 5 years of experience towards their profession. From the result of table 6, it was concluded that there was no significance difference between three different working experiences of physical education teacher on attitude towards their profession. From the results in Table 7 are examined, it is concluded that selected teacher salary details could be classified in to three different pay scale which was the below 15 thousand (k), 15-30k and above 30k salaried physical education teacher had been taken for this study. From the result, it denotes that the 33.0% of physical education teacher had below 15k of salary, 28.3% of physical education teacher had 15-30k salary and 38.7% of physical education teacher had above 30k salary towards their profession. From the result of table 8, it was concluded that there was no significance difference between three different categories of salary packages of physical education teacher on attitude towards their profession. From the results in Table 9 are examined, it is concluded that selected teacher qualification details was classified in to three different level of education such as the B.P.Ed, M.P.Ed and MPhil qualification physical education teacher had been taken for this study. From the result, it denotes that the 41.3% of physical education teacher had completed B.P.Ed, 39.8 of physical education teacher had completed M.P.Ed and 20.9% of physical education teacher had completed MPhil which was supported them to have positive attitude towards their profession. From the result of table 10, it was concluded that there was no significance difference between three different categories of qualification of physical education teacher on attitude towards their profession. There are some studies that show that physical education teachers have positive and high attitudes towards teaching profession (Doganer and Ozbek, 2019; Nakip, 2015; Kalemoglu Varol et al., 2014; Sever, 2013; Abbasoglu, 2011). Research findings supporting physical education teacher candidates were found Nakip (2015) could not find a significant difference in terms of gender in the attitudes of physical education teacher candidates towards teaching profession. Ugurlu and Polat (2011) found that there was no difference between the attitudes of male and female physical education teacher candidates, but about female candidates they were more prone to teaching. In addition, the results of performed studies on teacher candidates from different branches have been reported (Demirtas et al., 2011; Ozder et al., 2010, Capa and Cil, 2000).

## Conclusion

Consequently, it was determined that the attitudes of physical education and teachers towards teaching profession were high, but it was determined that physical education teacher candidates had higher attitudes. Besides, it has been determined that teacher candidates who have high and very high financial status have more positive attitude towards teaching profession than those who have medium financial status. The teacher who have high and moderate qualification, working sectors status and those who had good experience towards their profession would have positive attitude toward their teaching profession.

## Reference

1. The Daily Telegraph, 25 July 2008, "Physical training in schools should be compulsory, says leading head" Linked 2014-04-09. P. 11.
2. World Health Organization 2002, Physical Activity and Health. Fifty-fifth World Health Assembly, Document WHA 55.23, WHO, Diet, Geneva.
3. Alison Schembri. (2013). Teachers' attitudes towards teaching of physical education in the junior years of primary education. University of Malta Library – Electronic Theses & Dissertations (ETD) Repository.

4. The NASPE, (2003). The role and responsibilities of the physical education teacher in the school physical activity program. Retrieved from: <<https://us.humankinetics.com/blogs/excerpt/the-role-and-responsibilities-of-the-physical-education-teacher-in-the-school-physical-activity-program>>. [22 January 2021].
5. Morris, C G & Maistro, A A 2005, Psychology: An Introduction 12th Ed, New Jersey: Pearson, Prentice Hall.
6. Barros & Elia 2008, Teacher's Attitude effect. Retrieved from: <<http://www.physics.ohio-state.edu/~jossem/ICPE/D2.html>>. [18 December 2020].
7. Bucher, C A 2003, Foundations of physical education and sport (8th ed), St. Louis: The Moseby Company.
8. Capa, Y & Cil, N 2000, Teachers' Attitudes towards teaching profession an investigation of different variables, Hacettepe University, Journal of Educ, vol. 18, pp. 69-73.
9. Akbulut, O., & Karakus, F., (2011). The investigation of secondary school science and mathematics pre-service teachers' attitudes towards teaching profession, Educational Research and Reviews, vol. 6(6), pp. 489-496.
10. Simsek, A. (2012). Arastirma modelleri. [Research models]. In A. Simsek (Ed.), Sosyal bilimlerde arastirma yontemleri. [Research methods in social sciences]. Eskisehir, Turkey: Anadolu University Publishing.

