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Attitude of public and private school students and teachers towards physical education

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Abstract

Physical Education nowadays is considered as an important and integral part of general education which aims at the harmonious development of the man. But, in practice and from a functional point of view, it has not yet received due recognition or status as an academic subject. Many reasons could be attributed to this state of affair.

The purpose of the study is to determine the attitude towards the physical education and sports of public and private school teachers and students (considered as subjects) and to find-out their opinions through a questionnaire.

It was hypothesized that the participants of private and public school students will not have any changes in attitude towards Physical Education and Sports but in the category of teachers there will be a significant difference in attitude towards physical education.

The investigator prepared a questionnaire comprising of 30 statements which covered 5 aspects i.e. Physical, Mental, Social, Emotional and General Recreational aspects of Physical Education. The process of finalization of questionnaire was completed with the help of experts of the field.

In total, 180 questionnaires were filled from 6 schools; 3 private and 3 public schools. That of 20 students and 10 teachers were selected as the subject, the scholar has 180 complete questionnaires without any ambiguity has been considered for the present study.

Keywords: attitude, public, private school students, teachers towards physical education

Introduction

“Sports for All” has become a very popular slogan all over the world today. It is an ever-expanding arena of human life. Sports cannot be practiced in isolation. It is a social experience. There is an increasing recognition at all the potentials throughout the life cycle. Sports only could socialize the individuals. Sports not only provide fun, recreation, and competitive spirit but also it develops greater understanding fellowship and friendship. Besides this, it builds up character and morals to the learner etc.

Student attitude toward physical education has been under investigation since the 1930's. Traditionally, the purpose of such inquiry has been to identify factors that contribute to positive and negative feelings toward physical education. Investigators believed that having such information would improve the quality of physical education by allowing teachers to consider student insights when making curricular or program decisions. Subsequently, research in this area has been plentiful.

As physical educators, we have to believe that we can have a major impact on this disturbing trend if we develop appropriate physical education programs. However, in order to maximize the success that physical education can have it is important that students perceive physical education in a positive manner and learn to enjoy being physically active. Enjoyment of physical activity has been identified as one of the crucial factors for our youth and adolescents to remain active (Molt, Dishman, Saunders, and Dowda, 2001; Sallis, Prochaska, Taylor, Hill and Geracci, 1999). This is seen as a critical concern for many of these students will become influential members of the community who will need to be supportive of our physical education programs for our efforts to continue.

In order to continue to improve our physical education programs we must remember to listen to the students. We must then mesh their feedback with the standards so that we can help students become healthy, active adults. Failure to accomplish these goals is likely to result in

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the continuation of the alarming increase in obesity rates. Our students must learn while physical activity is important to helping them become healthy and productive adults. We must also continue to monitor how the most and least active of our students are responding to the curricular changes that have been brought about by the development of state physical education standards. It is hoped that as the students become more familiar with a fitness-based curriculum that they will learn more about physical activity is so important, as well as how to exercise safely. As these changes are made, developing programs that are more effective for all of our students may lead to students gaining an appreciation for the importance of healthy active lifestyles that may carry on into adulthood.

Methodology

The present study was designed to assess the attitude of students and teachers of private and government schools. It was tried to consider the rational and random sampling for the present study. In this chapter, the procedure and methodology have been explained.

The chapter contains the process of conducted present research in line with theselection of the subjects, selection of the variable, construction of the questionnaire, administration of the questionnaire and statistical technique has been discussed.

Selection of the subjects

For the present study, Twenty students and Ten teachers from Three private and Three government schools from Malappuram district were selected as subjects.

CBSE Schools

- Guidance public school, Edakkara
- Markazul uloom english school, Kondotty
- Praisewill public school, Edavanna

Government Schools

- GMVHSS, Nilambur
- GHSS, Muthuvallur
- GHSS, Tanur

The, a total number of thesubjects selected for the study was 180.

Selection of the variables

The present study was designed on the variable of “Attitude”. In this study, the attitude of students and teachers of private and public schools towards physical education and sports was assessed and considered. The selection of the proper variable was of vital importance for the study. Since the aim was to assess the attitude of students and teachers of private and public schools towards physical education, it was decided to adopt questionnaire method. For this purpose, the investigator obtained the reflection of theattitude of the selected subjects towards physical education. The validity of responses received from the subjects was greatly depended upon the integrity of the respondents. The subjects were requested to provide the true response so that the rational findings may come out.

Questionnaire Selection

Before preparing the questionnaire, the research scholar had gone through with the numerous books and literature related to the present study. Under the guidance of asupervisor and with help of various experts, the questionnaire developed by Aravind Kumar of Sri Jagadish Prasad Jhabarmal Tiberewala University for the award of his Ph.D. degree were selected in this related field.

In the questionnaire, provision was made on the right side of each statement to note the attitude of the respondent by ticking one response viz.” yes”/”no” at the respective place. The sub-variables were designed as per the requirements of the present study. The total six statement were grouped in each sub-variable, presented below

The collection of data

For the collection of data, the questionnaire method was adopted. The selected subjects were confirmed about their voluntary participation during the process of collection of data. As the collection of data was purely based on the responses provided by the selected subjects so, the will full participation was an important factor to get the actual responses. Efforts were initiated to observe the hearty participation in the process of collection of data. Therefore, before distribution of questionnaire, the purpose of the present study was explained and requested to fill the actual respond.

Table 1: Projection of sub-variables of attitude

S. No	Sub-variables	Number of statements
1.	Physical aspect	06
2.	Mental aspect	06
3.	Social aspect	06
4.	Emotional aspect	06
5.	General and recreational aspect	06

Administration of the questionnaire

In total, 6 secondary schools (3 private and 3 government schools) were randomly selected. Research scholar has personally visited all the selected schools for the collection of data in a single academic year with the prior permission from the authorities of the concerned school.

Twenty students and 10 teachers have been randomly selected from each school for collection of data and obtained the responses of questionnaires. Selected students and teachers have been accommodated in a classroom with required number of pens. They have been distributed questionnaire, Thereafter scholar has narrated them about the purpose of the present study and its aim. It was further

directed to read questionnaire carefully and answer each question without consulting anybody. In the case of any question or query raised by the students or teachers, the research scholar has explained it.

Statistical Procedure

Keeping in view, the nature of the present study, the basic information was sought in the shape of responses. Further, the responses were converted into raw data with the help frequency distribution technique. The data were tabulated as results of the study and for analysis purpose through t ratio, mean and standard deviation

Table 2: Attitude of private and public school students towards physical education

Group Statistics					
	Group	N	Mean	Std. Deviation	t
Attitude_Of_Private_And_Public_School_Students	Private School Students	60	22.0833	2.87769	1.131
	Public School Students	60	21.5667	2.06148	

The t-value is 1.131 the p-value is 130265. The result is not significant at $<.05$

*significant at .05 level $t_{.05}(118) = 1.65$

Table shows the number of subject, mean, standard deviation and 't' value of attitude of private and public school students. The mean values of private school students were 22.0833 and public school students was 21.5667. the standard deviation were 2.87769 and 2.06148 respectively.

The above table indicate that there was no significant difference between the attitude of private and public school students towards Physical education since the obtained t value is 1.131. This obtained value was not greater than the t-value of 1.65 that required for result to be significant at 0.5 level

Table 3: Attitude of private and public school teachers towards physical education

Group Statistics					
	GROUP	N	Mean	Std. Deviation	t
Attitude of	Private School Teachers	30	19.3000	2.08690	7.27**
	Public School Teachers	30	22.9667	1.80962	

The t-value is -7.27065. The p-value is $<.00001$. The result is significant at $p <.05$.

*significant at .05 level $t_{.05}(58) = 1.67$

Table shows the number of subject, mean standard deviation and 't' value of attitude of private and public school teacher. The mean values of private school teachers were 19.3000 and public school teachers were 22.9667. the standard deviation were 2.08690 and 1.80962 respectively.

The above table indicate that there was a significant difference between the attitude of private and public school teachers towards physical education, since the calculate t value is 7.27 this value was greater than the t-value of 1.67 that required for result to be significant at <0.5 ., So it was significant. So there was significant difference between this group. The study was significant, so the hypothesis accepted.

Summary

Physical Education nowadays is considered as an important and integral part of general education which aims at the harmonious development of the man. But, in practice and from a functional point of view, it has not yet received due recognition or status as an academic subject. Many reasons could be attributed to this state of affair.

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Conclusions

- The study has indicated that private and public school students have same level of positive attitude towards physical education. but if we take mean of attitudes of both schools, public school has a little higher attitude than private school students but it is not significant.
- In the study of teachers attitude towards physical education there was a significant difference between public schools and private school, public school was having more positive attitude towards physical education than private school.

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