

# Comparison of Attitude towards Physical Education between Male and High School Female Subject Teachers

Subrahmanya B G

Student Department of Physical Education, Jnana Sahyadrishankaraghatta, Shimogga, Karnataka, India

Email id: [subrahmanya42\[at\]gmail.com](mailto:subrahmanya42[at]gmail.com)

**Abstract:** Attitude was described as an emotional tendency towards objects and ideas. Attitude is the willingness to react to or in front of certain situations, people or things in a certain way with a certain intensity. Attitude is the degree of positive effect associated with a psychological object. The teacher's attitude towards the teaching profession must be good. Ellen has been the director of the Santa Cruz Consortium for the past two years. The New Teacher's Project was a report of the new teachers to know their attitudes towards teaching and it was divided into four different phases. Teachers' attitudes have also been found to be influenced by gender. Teaching is perceived by people as a difficult task. There are many reasons for this perception. It can be said that teachers face various difficulties when they start teaching. **Purpose:** The purpose of the present study was to investigate attitude of other subject teachers towards physical education at high school level of Malnad region. The study further compared attitude of Male and Female subject teachers towards physical education. **Procedure:** For the purpose of this study eighty - five subject teachers working in various High Schools of Malnad region were selected. Purposive sampling was employed to gather information on attitude towards physical education from subject teachers working in various High Schools of Malnad region. Male (N=34) and female (N=51) subject teachers working in various High Schools of Malnad region were included in the study. Their age ranged between 25 - 55 years. These subject teachers working during the year 2019 - 20 in various High Schools of Malnad region were the subjects for the present study. **Statistical techniques:** Descriptive statistics like Mean and Standard Deviation were employed and results on mobile phone addiction was obtained. Further, for understanding the differences in stress between male and female subjects 't' test was employed.

**Keywords:** Physical Education, Attitude, Psychology, Motivation, Active Lifestyle

## 1. Introduction

Attitude has been described as an emotional attachment to objects and ideas. Attitude is the willingness to react to or in front of certain situations, people or things in a certain way with a certain intensity. Attitude is the degree of positive effect associated with a psychological object. The teacher's attitude towards the teaching profession must be good. Ellen has been the director of the Santa Cruz Consortium for the past two years. The New Teacher's Project is a report of new teachers to find out their attitudes towards teaching, and it has been divided into four different phases. Teachers' attitudes have also been found to be influenced by gender. Teaching is perceived by people as a difficult task. There are many reasons for this perception. It can be said that teachers face various difficulties when they start teaching. Attitude is judgment. They are developed according to the "ABC" model (affective behavior and cognition). The effective response is an emotional response that expresses a person's level of achievement for an entity. Behavioral intention is a verbal cue or a typical behavioral tendency of an individual. The cognitive reaction is a cognitive evaluation of the entity that constitutes the attitudes towards objects. Most of the time, attitudes are the result of direct experience or observed learning from the environment. Attitudes are not directly observable, but are derived from overt behavior, both verbally and non - verbally. You cannot see the prejudice, but you can observe the behavior of a person who is prejudiced. Therefore, based on the observations of the constant behavior pattern of a person towards a stimulus, we would conclude that he exhibits this or that attitude. Adjustments are learned because they are learned; they can be changed if necessary. Attitudes are

contagious; Children are great imitators of attitudes caught up in teaching. They learn many of their attitudes from their parents, their teachers, and other older employees. Parents may try to impose their attitudes on their children, often with little or no success. However, because family members live together and elders express their attitudes towards current people and problems, children tend to develop the same or similar attitudes without realizing it. A child tends to adapt to accepted group attitudes. He acts with little understanding of the reason for his behavior. What you do is often out of your best interests. Attitudes can be described as a means of simplification that reflects underlying values and personality traits along with learned responses. These are usually related to the knowledge and experience of the stimulating phenomenon, which leads to some degree (between positive and negative) of the intention and, ultimately, an action towards the phenomenon (Allport 1935, 1954; Eiser and van der Pligt 2016; Triandis 1971). Attitudes are formed by people as a result of certain learning experiences, if the experience is positive there is a positive attitude and vice versa. People's attitudes can often determine how they behave personally and in broader situations. For this reason, administrators, psychologists, and sociologists are concerned with the development of attitudes, how they influence behavior, and how it can be changed. This is the cross roads of physical education as an academic subject. Research has shown that most parents do not like to hear their children and pupils talk about physical education and exercise. Parents should be aware of academic physical education programs. Some non - physical education teachers in teacher training colleges and universities believe that physical education is not for intelligent students, they see it as dropouts, even parents

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often say: "I do not send you to school to play sports, soccer or jumping and running in the field". The attitude of the principal reflects the role of the school and towards the teachers. Teachers of other subjects also have a great influence on students' attitudes. School and school management also make a difference. There are important and indispensable characteristics of an effective school that are attributed to leadership. Significant school improvement begins with a culture change and a culture change, which is always initiated by the school leadership. The most effective school leaders can work together to create and sustain change that continually improves student

## 2. Methodology

For the purpose of this study eighty - five subject teachers working in various High Schools of Malnad region were selected. Purposive sampling was employed to gather information on attitude towards physical education from subject teachers working in various High Schools of Malnad region. Male (N=34) and female (N=51) subject teachers working in various High Schools of Malnad region were included in the study. Their age ranged between 25 - 55 years. These subject teachers working during the year 2019 - 20 in various High Schools of Malnad region were the subjects for the present study.

The two methods most commonly used in scoring attitude scales are the Thurston and Chave method and the Likert method. A study by Adams (1) shows how each method is applied to measuring attitude toward physical education.

In the Thurston and Chave method, the statements would appear as follows on the student statement list: 10. Physical education is a necessary subject, Agree ( ) Disagree ( ) Thus, to score the items, the teacher merely considers the statements marked as "agree". The other items are ignored. 10. Physical education is a necessary subject (8.65), Thus if "agree" is checked for statement number 10, the score awarded is 8.65, and the finer score is the sum of all of the statement scores divided by the number of "agree" items checked. Statement scores should never appear on the student's questionnaire copy. In the Likert method, each statement is followed by a line of "boxes" as follows: 10. Physical education is a necessary subject. +3 +2 +1 0 - 1 - 2 - 3, +3=Very strongly agree +2=strongly agree +1= Agree 0=neither agree nor disagree - 1= Disagree - 2=strongly disagree - 3=Very strongly disagree Positive statements are weighted so that a favorable response will result in a higher score than unfavorable one as seen, 10. Physical education is a necessary subject. +3, +2, +1, 0, - 1, - 2, - 3 Weighted pts 6, 5, 4, 3, 2, 1 For negative statements, the entire procedure is reversed as follows: 15. Physical education is of no value to students. +3 +2, +1, 0, - 1, - 2, - 3, Weighted pts.0 1 2 3 4 5 6 General physical education attitude scale Several practical attitude scales directed toward general physical education include those by wear, Carr, and Adams. Wear's Attitude scale with Equivalent Forms

### Scoring

The five possible responses to each inventory item are as follow: strongly disagree, undecided, disagree, and strongly disagree. The responses are scored five - four—three - two -

one when the item is worded positively and one - two - three - four - five worded negatively. Thus, a high score would indicate a favorable attitude toward physical education.

### Statistical analysis

Descriptive statistics like Mean and Standard Deviation were employed and a result on mobile phone addiction was obtained. Further, for understanding the differences in stress between male and female subjects 't' test was employed. The result were present in the following table and graph

## 3. Results and Discussion

**Table 1:** Descriptive results of attitude towards physical education of Physical Education Trainees

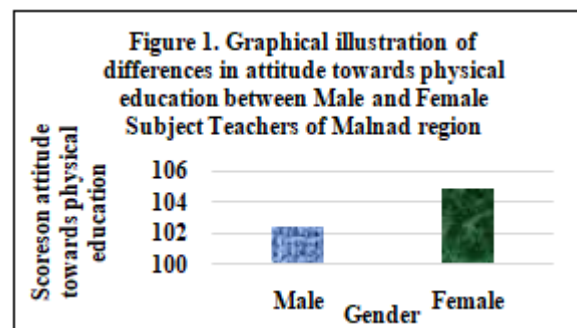
Gender	N	Mean	Std. Deviation
Male	18	102.38	18.79
Female	15	104.84	19.62

From table 1 it is evident that the Mean Mobile phone addiction of subject teachers at High schools of Malnad region in male is  $102.38 \pm 18.79$  and in female is  $104.84 \pm 19.62$ . The results in the above table is normally distributed and exhibits acceptable homogeneity of sample. The above results were further subjected to independent sample 't' test in order to find significant differences in attitude towards physical education between male and female subject teachers with .05 levels of significance. The results are provided in table 2.

**Table 2:** Summary of comparison of attitude towards physical education between male and Female subject teachers of Malnad region

T	df	Sig. (2 - tailed)	Mean Difference	Std. Error Difference
-.576	83	.566	- 2.46078	4.27199

From table 2 it is evident that there is No significant difference in attitude towards physical education between male and female subject teachers of Malnad region. It is found that the obtained 't' value is lesser than the table value 1.984. The above results are graphically depicted in Figure 1 as below.



## 4. Discussion on Findings

There was No significant difference between male and female subject teachers of Malnad region in terms of attitude towards physical education. This fact makes it clear that the sex is Not a determining factor for attitude towards

physical education for subject teachers of Malnad region. In other words, the attitude towards physical education in subject teachers of Malnad region is dependent of gender.

## 5. Conclusion

Based on the results of the present study, it can be concluded that there is no significant difference in attitudes towards physical education between teachers of subjects in the Malnad region.

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