

# ATTITUDE TOWARD PHYSICAL EDUCATION AMONG PRIMARY TEACHERS WITH REGARDS TO GENDER, AREA OF RESIDENCE AND AGE

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**INTRODUCTION** : The word attitude (derived from the Latin word aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear think and do. They are rooted in experience and do not become automatic routine conduct.

Katz defines attitude as “a predisposition of the individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner.”

Thurstone says that “attitude denotes the sum total of man’s inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic.”

The term attitude is defined by Freeman as “a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one’s typical mode of response. So, according to the above definitions, we can say that an attitude is a sensitively toned tendency to react in a certain way towards a person, an object, an idea or a situation. Attitude is a 9 point of view, sustained or not, true or false which one holds towards a person, object, task etc.

**PHYSICAL EDUCATION:** Meaning and importance of Physical Education The primary aim of physical education is physical fitness of the individual. The method can content in physical education to improve physical fitness are to be visualized. Physical education is a process through which an individual obtain optimal, physical, mental and social skills and fitness physical activity.

Lumpkin (1986) Physical education is a meaningful and worthwhile experience obtained through participation in physical activities that are physically wholesome mentally stimulating and satisfying and socially sound William (1966).

Physical education is necessary because it will make all physically fit to healthy to stimulate and satisfying the mind to keep all the socially sound and to give leadership training. It is a must for youngster like students who like to have mental stimulation and satisfaction. There has been a keen awareness of the need for physical fitness on a nationwide basis.

The education is taking place in three learning domains, cognitive affective and psychomotor, physical education contributes domains, social needs, trends and for force which influence the objective of education and also sport within a society as well within the educational process. Recent years have been marked by calls for educational reform. Specially revitalization and strengthening of educational process. The nature of educational reform that are being implemented may have for reaching consequence on the conduct of physical educational programmes in schools and colleges Bucher and other (1987).

**THE NEED FOR FITNESS EDUCATION:** Fitness is that state which characterizes the degree to which a person is able to function efficiently. Fitness is an individual matter. It implies the ability of each person to live most effectively within his potentialities.

Falls (1980) Physical activities help a man achieve high degree of physical conditioning. In schools there is a compulsory physical activities programme for all boys and girls, so it would be interesting to find out which of the components have better physical fitness. There are many physical fitness tests to evaluate the ability of the students to carry out daily tasks without undue fatigue.

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Bhullar (1982) in the year 1982 under took a study entitled “A Comparative study of attitude towards physical activity of university male and female students”. The purpose of this evaluation was to discover the structure of attitude towards physical activity of male and female students living in the same environment. Subjects for this study included both male and female students. The 200 (100 male & 100 female) subjects who participate were drawn randomly from various teaching departments of the Punjab University campus, Chandigarh. Their age ranged from 16 to 23 years. To measure attitudes, physical activity attitude scale constructed and standardized

by the author was used which consisted of 70 items. Scoring was done on the basis of „Scale Product Technique by giving weight for each response category in the Likert fashion and then multiplying the same with scale value of the statement.

Young (1969) studied the relationship between the personal, social adjustment, physical fitness and attitude towards physical education among high school girls with varying socio-economic levels. She concluded that there was no significant difference between socio-economic status groups with reference to physical fitness or attitude towards physical education. There was significant positive correlation between physical fitness and attitudes towards physical education for the entire population at .001 level, within the high and low socio-economic groups at the .05 level and within the middle group at the .01 level. There was a significant correlation at .05 level but physical fitness and personal social adjustment for the population and within the low socio-economic status groups; there was an inverse and significant correlation between social adjustment and attitudes towards physical education at .01 level.

Jack (1946) opined that factors, such as number of years or required physical education also of playground and making system used in physical education showed no significant differences between large and small. The small schools had an advantage over the large schools in regard to such factors as location of playgrounds and size of physical education classes. The large school was superior to small school in regard to number of periods per week number of activities, length of periods, the presence of Gymnasium in school building, number of teachers, and the number of supplementary indoor physical education facilities.

Phillips (1967) in the year 1966 has conducted a survey of the physical activity background and present participation and the attitudes towards sports and recreational activities of resident graduate students of Michigan state. An interview questionnaire concerning previous Sports participation and attitude was administered to 84 graduate students. Frequency and percentage tables were prepared for each item. Activity preferences were ranked and reason for and against participating were tabulated. Selected variables were tested with chi-square, but none was significant at the 0.10 level. The result indicated similar participation and attitude patterns despaired widely varying family and school background.

#### **OBJECTIVES:**

1. To study and compare attitude towards physical education between male and female primary teachers.
2. To study and compare attitude towards physical education between urban and rural primary teachers.
3. To study and compare attitude towards physical education between below 35 and above 35 primary teachers.
4. To study interaction effect between gender and area of residence of primary teachers with regards to attitude towards physical education.
5. To study interaction effect between gender and age of primary teachers with regards to physical education.
6. To study interaction effect between area of residence and age of primary teachers with regards to attitude towards physical education.
7. To study interaction effect among gender and are of residence and age of primary teachers with regards to attitude towards physical education.

#### **HYPOTHESIS:**

1. There will be no significant difference between male and female primary teachers with regards to attitude towards physical education.
2. There will be no significant difference between urban and rural primary teachers with regards to attitude towards physical education.
3. There will be no significant difference between below 35 age and above 35 age group of primary teachers with regards to attitude towards physical education.
4. There will be no significant interaction effect between gender and area of residence of primary teachers with regards to attitude towards physical education.
5. There will be no significant interaction effect between gender and age of primary teachers with regards to attitude towards physical education.
6. There will be no significant interaction effect between area of residence and age of primary teachers with regards to physical education.
7. There will be no significant interaction effect among gender, area of residence and age of primary teachers with regards to attitude towards physical education.

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**SAMPLE:** The sample of present research was comprised of 400 primary teacher of Ahmedabad city were selected randomly. Total sample was equally categorized according to gender, area of residence and age of primary teacher. The distribution of total sample was categorized as under.

	Male		Female		Total
	Urban	Rural	Urban	Rural	
<b>Below 35</b>	50	50	50	50	<b>200</b>
<b>Above 35</b>	50	50	50	50	<b>200</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>

**Variables:** Following variable were studied in present research work.

Name of Variable	Nature of Variable	Number of Variable	Level of Variable
Gender	Independent Variable	2	Male Female
Area of residence	Independent Variable	2	Urban Rural
Age	Independent Variable	2	Below 35 Above 35
Physical education	Dependent variable	1	Scores of Physical education

**TOOL:** Following tool was used for data collection.

**Attitude scale towards yoga by Mahendra kumar M. Patel**

**Scoring:**

The scoring of the scale is very simple the scoring is to be done on 5 point rating scale for the positive statement the five digits i.e 5,4,3,2, and 1 are assign to strongly agree, agree, neutral, disagree, strongly disagree and for negative statement i. e 1,2,3,4, and 5 are assign to strongly disagree, disagree, neutral, agree, strongly agree. The sum of all the 30 items will be the indicator of individual's attitude towards Physical education.

**Reliability:**

Reliability co-efficient of attitude toward Physical education scale was calculated by test retest reliability and reliability found to be 0.86.

**Validity:** Content and constant validity has been determined on the basis of judgment by the experts in the field of Physical education.

**Procedure:**

After establishing the rapport with selected primary teachers attitude towards Physical education scale was administered in small manageable group of primary teacher. After completion of data collection scoring was done according to the manual of tool.

**Statistical Analysis:**

To analyzed the data analysis of variance (ANOVA) was used in order to study the main and interaction effect of three independent variables such as gender, area of residence and age. To analyzed the data SPSS was used and all Hypotheses were tested at 0.01 and 0.05 level of significant.

**Results and Discussion:**

Showing Results of ANOVA on attitude towards Physical education of Various Groups of Primary Teachers

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Sig.
Gender	6480.25	1	6480.25	31.58	0.01
Area of residence	739.84	1	739.84	3.61	0.01
Age	104.04	1	104.04	0.51	NS
Gender x Area of residence	1482.25	1	1480.25	7.22	0.01
Gender x Age	470.89	1	470.89	2.30	NS
Area of Residence x Age	1730.56	1	1730.56	8.43	0.01
Gender x Area of Residence x age	127.69	1	127.69	0.62	NS
Error	80443.480	392	205.21		
Tss	91579.00	399			

The above table shows the results of ANOVA on attitude towards Physical education of various group of primary teachers. F ratio for attitude towards Physical education of gender is 31.58 which is significant at 0.01 level. It means male and female primary teachers differ significantly on attitude towards Physical education. The mean scores of male primary teachers is 132.53 on attitude towards Physical education and mean scores of female primary teachers is 140.58 on attitude towards Physical education. It clearly indicates that significant difference exists between male and female primary teachers on attitude towards Physical education. Female primary teachers have more positive attitude than male primary teachers on Physical education.

The above table shows the results of ANOVA on attitude towards Physical education of various group of primary teachers. F ratio for attitude towards Physical education of area of residence is 3.61 which is not significant. It means urban and rural primary teachers do not differ significantly on attitude towards Physical education. The mean scores of urban primary teachers is 135.19 on attitude towards Physical education and mean scores of rural primary teachers is 137.91 on attitude towards Physical education. It clearly indicates that significant difference does not exist between urban and rural primary teachers on attitude towards Physical education.

F ratio for attitude towards Physical education of age is 0.51 which is not significant. It means below 35 and above 35 age group primary teachers do not differ significantly on attitude towards Physical education. The mean scores of below 35 age group of primary teachers is 136.04 on attitude towards Physical education and mean scores of above 35 age groups of primary teachers is 137.06 on attitude towards Physical education. It clearly indicates that significant difference does not exist between below 35 age group and above 35 age group of primary teachers on attitude towards Physical education.

F ratio for attitude toward Physical education of gender and area of residence is 7.22 which is significant at 0.01 level. It means gender and area of residence of primary teachers interact significantly on attitude toward Physical education. The mean scores of male urban primary teacher is 129.24 on attitude toward Physical education, mean scores of male rural primary teacher is 135.81 on attitude toward Physical education, mean scores of female rural primary teacher is 141.14 on attitude toward Physical education, mean scores of female urban primary teacher is 140.01 on attitude toward Physical education. It clearly indicates that significant interaction effect exists between gender and area of residence of primary teacher on attitude toward Physical education. Female rural primary teachers have more positive attitude toward Physical education than remaining groups of primary teachers.

F ratio for attitude toward Physical education of gender and age is 2.30 which is not significant. It means gender and age of primary teachers do not interact significantly on attitude toward Physical education. The mean scores of male below 35 age group of primary teachers is 133.10 on attitude toward Physical education, mean scores of male above 35 age group of primary teachers is 131.95 on attitude toward Physical education, mean scores of female below 35 age group of primary teachers is 138.98 on attitude toward Physical education, mean scores of female above 35 age group of primary teacher is 142.17 on attitude toward Physical education. It clearly indicates that significant interaction effect does not exist between gender and age of primary teacher on attitude toward Physical education.

F ratio for attitude toward Physical education of area of residence and age is 8.43 which is significant at 0.01 level. It means area of residence and age of primary teachers differ significantly on attitude toward Physical education. The mean scores of male below 35 age group of primary teachers is 132.60 on attitude toward Physical education, mean scores of male above 35 age group of primary teachers is 137.78 on attitude toward Physical education, mean scores of female below 35 age group of primary teachers is 139.48 on attitude toward Physical education, mean scores of female above 35 age group of primary teacher is 136.34 on attitude toward Physical education. It clearly indicates that significant interaction effect exists between gender and age of primary teachers on attitude toward Physical education. Female below 35 age group of primary teachers have more positive attitude toward Physical education than remaining groups of primary teacher.

F ratio for attitude toward Physical education of gender, area of residence and age is 0.62 which is not significant. It means gender, area of residence and age of primary teachers do not interact significantly on attitude toward Physical education. The mean scores of male urban below 35 age group of primary teachers is 128.30 on attitude toward Physical education, mean scores of male urban above 35 age group of primary teacher is 130.18 on attitude toward Physical education, mean scores of male rural below 35 age group of primary teachers is 137.90 on attitude toward Physical education, mean scores of male rural above 35 age group of primary teachers is 133.72 on attitude toward Physical education, mean scores of female urban below 35 age group of primary teachers is 136.90 on attitude toward Physical education, mean scores of female urban above 35 age group of primary teachers is 145.38 on attitude toward Physical education, mean scores of female rural below 35 age group of primary teachers is 141.06 on attitude toward Physical education, mean scores of female rural above 35 age group of primary teacher is 138.96 on attitude toward Physical education. It clearly indicates that significant interaction effect does not exist among gender, area of residence age of primary teachers on attitude toward Physical education.

**CONCLUSIONS:**

1. Significant difference exists between male and female primary teachers on attitude towards Physical education. Female primary teachers have more positive attitude than male primary teachers on Physical education.
2. Significant difference exists between urban and rural primary teachers on attitude towards Physical education.
3. Significant difference exists between below 35 and above 35 age group of primary teachers on attitude towards Physical education.
4. Significant interaction effect exists between gender and area of residence of primary teacher on attitude toward Physical education. Female rural primary teacher have more positive attitude toward Physical education than remaining groups of primary teacher.
5. Significant interaction effect does not exist between gender and age of primary teacher on attitude toward Physical education.
6. Significant interaction effect exists between gender and age of primary teacher on attitude toward Physical education. Female below 35 age group of primary teacher have more positive attitude toward Physical education than remaining groups of primary teacher.
7. Significant interaction effect does not exist among gender, area of residence age of primary teacher on attitude toward Physical education.

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