IJARSCT
ISSN (Online) 2581-9429
International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
Impact Factor: 7.301
Volume 3, Issue 1, October 2023

A Study on the Attitude of Teacher-Students Towards Physical Education

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Abstract: *Reported is the study of teacher-students' attitude towards Physical Education at present day context. The present paper aims to study teacher-students' attitude towards Physical Education. Because without positive attitude of teacher-students' Physical Education will not be successful in future. The researcher collected data from 100 teacher-students' of Howrah, West Bengal. Data were analyzed by using qualitative methods. Results showed that majority of the teacher- students have positive attitude towards Physical Education.*

Keywords: teacher-students, attitude, yoga education

I. INTRODUCTION

Modern science and technology is trying day by day top make our life easier. Now the whole world appears to be living a more and physically inactive life. Even the children are using their leisure not by playing games and sports rather they are watching cartoons, or learning computer. Thus there is an urgent need to bring about positive changes in the present day life-styles by participating in physical education programmes. The Bhagavad Gita points out three aspects of Gyan, Bhakti and Karma, based on the facilities of man, intellect, emotion and physique. Almost two decades ago, the fitness industry rediscovered this ancient form of physical activity and a new category called mind-body exercise was created. In todays unhealthy ere stroke and heart diseases are very dangerous diseases for us. But regular practice of yoga and also physical exercises can control our blood pressure and heart disease and keep out heart healthy.

Physical activity and fitness plays a vital role in developing the brain during childhood. Children respond faster and with greater accuracy to a variety of cognitive tasks after participating in a session of physical activity. Participating in moderate physical activity is found to increase neural and behavioural concomitants associated with the allocation of attention to a specific cognitive task. In some experimental study, children who participated in 30 minutes of aerobic physical activity outperformed those children who watched television for the same amount of time. Physical activity which is generally used as a break from academic learning time, post engagement effects of it includes better attention, increased on-task behaviours and improved academic performance.

1.1 STATEMENT OF THE PROBLEM:

The problem of the present study was specified and state as, **"A study on the attitude of Teacher-Students towards Physical Education."**

II. REVIEW OF LITERATURE

Joseph (2011) emphasizes the fact that the potential for physical activity behaviours that are learned in childhood, if carried over to adulthood, which positively affect health coupled with the age-related decline in physical activity from childhood to adolescence, makes for a critical need for understanding the predictors and antecedents. A child or a group of children could be identified accurately as a target for intervention.

Broman (2005) refers to recent studies which indicate that college students experience distinctive stressors and this stress is linked to substance abuse, lower self-esteem, academic problems, depression, and many other ailments. In addition, during college days, a shift occurs from parental supervision to a more independent life style. Students always find problems with time management, work issues, as well as learning to cope with a variety of social role changes as new friendships and relationships are developed. For many, new challenges arise as they have their first opportunity to

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develop their own daytime patterns and sleep schedules. In addition, new financial changes as well as pressure for academic success occur. These unique stressors have been associated with anxiety and may ultimately have a negative impact on a students' learning ability.

Carlson (1995) carried out a study of a cross section of students and their attitude towards physical education is now in the public domain. The study demonstrated that a majority of students did not regard physical education in the same way as they did many of their subjects such as Math or Geography. However, researches on adolescents with negative attitudes toward physical education are very limited.

Onifade (1985) states that, given the many benefits of vigorous physical activity and the resultant improvement in the general health of the people it is imperative that early intervention on the part of the authorities is ensured. Fitness programmes need to be designed keeping in mind the requirements of individual trainees. The general physical activity recommended to enhance physical fitness is 30 minutes of moderate-intensity physical activity on a daily basis. The physiological benefits of physical activity and fitness exercise are very important since they enhance energy, strength, endurance, bone mass and the ability to participate in sports.

Pathan & Iqbal (2010) examined the relationship between sport activities, academic achievements and personality dynamics of high school students in Sindh. The study analyses the relationship between educational performance of a person and his grooming in the society with sports activities especially at early education levels of schooling. Some valid inferences have been drawn to indicate that sports activities in the early schooling age has significant impact on personality traits in later professional life of an individual.

2.1 OBJECTIVE:

To study the teacher-students' attitude towards Physical Education.

2.2 HYPOTHESIS:

- **$H_0$1:** There is no significance difference between Male and Female teacher-students' attitude towards Physical Education.
- **$H_0$2:** There is no significance difference between Urban and Rural teacher-students' attitude towards Physical Education.

III. METHODOLOGY

- **Research Method:** It is a descriptive study in nature.
- **Population of the study:** In the present study, all the B.Ed Teacher-students' of Howrah district, West Bengal, are constituted as the target population.
- **Sample of the study:** The sample is chosen from the population and it is the representative of the population. The sample of the present study was 100 B.Ed Teacher-students'.
- **Sampling of the study:** In this present study the researcher used simple random sampling to collected data from population.
- **Tool of the study:** The researcher used self-made questionnaire for data collection in this present study.

3.1 Statistical Techniques:

The researcher used for data analysis various statistical techniques in this present study. The statistical Techniques are Mean, Standard Deviation (SD), t-test.

IV. ANALYSIS AND INTERPRETATION OF DATA

4.1 Testing of Hypotheses:

$H_0$1: There is no significance difference between Male and Female teacher-students' attitude towards Physical Education.

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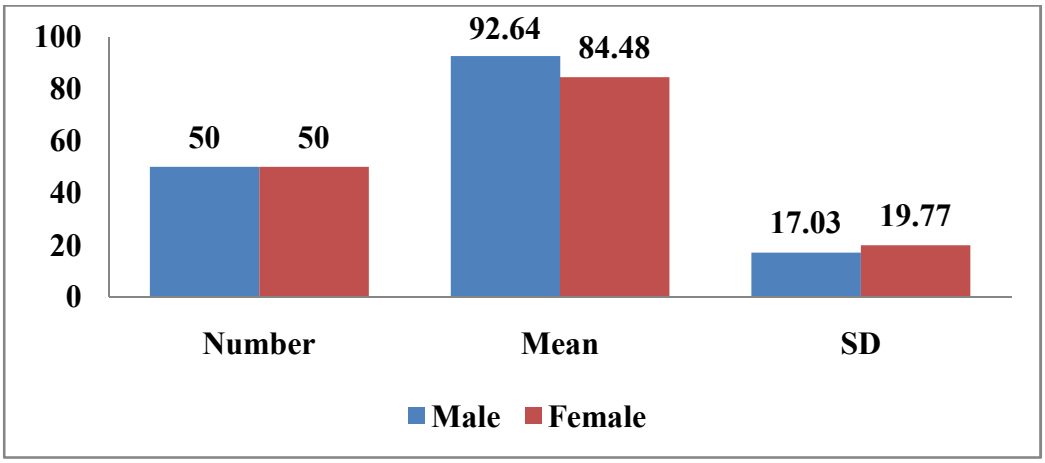
Table 1: Mean, Standard deviation and t-value of 50 male and 50 female teacher-students' attitude towards Physical Education

Pair	N	Mean	SD	Mean Difference	df	t- value (Calculated)	Table t-value	Remark
Male	50	92.64	17.03	8.16	98	2.79	1.97 (0.05) 2.60 (0.01)	Significant in both level
Female	50	84.48	19.77					



It is found that the mean scores of male and female are 92.64 and 84.48 respectively. When the t- test is applied to compare the mean scores of both the groups, it is found that the calculated't' value 2.79 is significant at both level. Hence $H_0$1 is rejected i.e. there is significant difference between Male and Female teacher-students' attitude towards Physical Education.

$H_0$2: There is no significance difference between Urban and Rural teacher-students' attitude towards Physical Education.

Table 2: Mean, Standard deviation and t-value of 50 Urban and 50 Rural teacher-students' attitude towards Physical Education

Pair	N	Mean	SD	Mean Difference	df	t- value (Calculated)	Table t-value	Remark
Urban	50	85.64	16.87	4.31	98	1.38	1.97 (0.05) 2.60 (0.01)	Not Significant in both level
Rural	50	81.33	17.62					

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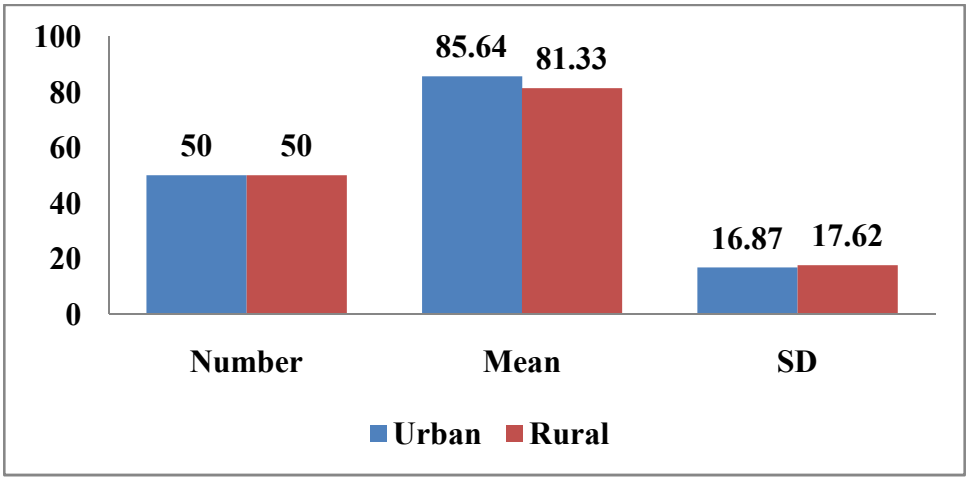

It is found that the mean scores of urban and rural are 85.64 and 81.33 respectively. When the t- test is applied to compare the mean scores of both the groups, it is found that the calculated 't' value 1.38 is not significant at both level. Hence $H_0$2 is accepted i.e. there is significant difference between Urban and Rural teacher-students' attitude towards Physical Education.

V. MAJOR FINDINGS

It is found that the mean scores of male and female are 92.64 and 84.48 respectively. When the t- test is applied to compare the mean scores of both the groups, it is found that the calculated 't' value 2.79 is significant at both level. Hence $H_0$1 is rejected i.e. there is significant difference between Male and Female teacher-students' attitude towards Physical Education.

It is found that the mean scores of urban and rural are 85.64 and 81.33 respectively. When the t- test is applied to compare the mean scores of both the groups, it is found that the calculated 't' value 1.38 is not significant at both level. Hence $H_0$2 is accepted i.e. there is no significant difference between Urban and Rural teacher-students' attitude towards Physical Education.

VI. DISCUSSION & CONCLUSION

In this present study measure A study on the attitude of Teacher-Students towards Physical Education. The findings of the present study indicate that there is significant difference between Male and Female teacher-students' attitude towards Physical Education and also found that there is no significant difference between Urban and Rural teacher-students' attitude towards Physical Education.

VII. SUGGESTIONS FOR FURTHER RESEARCH:

1. The Studies can also be taken up at various levels i.e. school, college.
2. The study is conducted with normal children. The study can be conducted within the groups of creative and intellectually gifted children.

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