

RELATIONSHIP OF ATTITUDE WITH EXPERIENCE, QUALIFICATIONS, AND GENDER OF DIRECTORS OF PHYSICAL EDUCATION

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ABSTRACT

The purpose of the study was to investigate the relationship of experience, qualifications, and gender with professional attitude of Directors Physical Education working in government colleges of NWFP Pakistan. For data collection, a professional attitudes scale having 57 items was developed from the available literature and from different instrument already used for attitude measurement. In order to make the instrument reliable the instrument was sent to 70 experts in all over the country out of which 50 responses were received. The responses were analyzed for reliability in statistical program "STATISTICA". Out of 57 items, only 39 items were selected as reliable having the Cronbach alpha 0.90. The 39 items professional attitudes scale was administered among 90 Directors of Physical Education working in the government colleges of NWFP at the time of conducting this study. Responses were quantified with 1= strongly disagree 2= disagree 3= undecided 4= agree and 5= strongly agree. Main objectives were (1) to find out the extent of professional attitudes of Directors of Physical Education regarding their profession, (2) To investigate the relationship of professional attitude with experience, qualifications, and gender of Directors of Physical Education. The main research question was is there any relationship of Professional Attitudes with experience, qualifications, and gender of Directors of Physical Education. In order to analyze the data multiple correlation statistical technique was used.

INTRODUCTION

The main purpose of this study was to ascertain the Relationship of experience, qualifications, and gender of Directors Physical Education with their Professional attitudes. Attitudes play an important role on two levels the individual classroom level and the larger program level. On the classroom level, teacher attitudes affect teaching and students.

Alexander and Strain (1978) has stated that teacher's attitudes influence both their expectations for their students and their behavior towards them. These attitudes, expectations, and behaviors influence both student's self-image and academic performance. Positive teachers' attitudes create positive actions towards institutional goals. As attitudes deteriorate so do commitment, loyalty, and most importantly performance. Teacher's personality in the attitudinal sense is a significant factor in teacher behavior and it has great impact on students' achievements. Muhammad Shah (2004) has stated that the enhancement of positive

professional attitudes not only promotes the teacher's efficiency, but also helps in making the institutions attractive for students and teachers. Caillods, (1989), Sergiovanni & Strarratt, (1993) have identified the teacher as a key in the teaching process. According to (Doyle 1987) traditionally, three major approaches have used to research teaching effectiveness: examining the teacher's characteristics, their methods of teaching and their attitudes.

Attitude is a feeling one has about a specific object, such as a situation, a person, an activity, and so forth. Interest in the measurement of attitudes in physical education is not surprising, since it is often assumed that a person with a positive attitude reflects desirable behavior. It not always true that attitude reflects behavior. For example, when people are asked about their attitude toward physical activity in general, most will express a positive view, yet many of these people lead sedentary lifestyle. Although attitudes certainly have some bearing on