

Attitude of Faculty and Students of University and Colleges of Physical Education towards Curriculum of the Academic Program

Muhammad Athar Hussain^{*}, Imtiaz Ahmad[†] & Syed Munir Ahmad[‡]

Abstract

The purpose of this study was to analyze the attitudes/opinions of lecturers and students of University Teaching Department and colleges of Physical Education towards curriculum of physical education at the Bachelor's level. For this purpose, a questionnaire was administered to 548 participants, which included 82 faculty members, 88 master degree students and 378 BS students. Based on the results, it was concluded that there was a difference in attitude of lecturers and students of University Teaching Department and Colleges of Physical Education, towards the overall curriculum of Physical Education. The study also indicates that the majority of the respondents had unfavorable attitudes towards the total curriculum of the academic program.

Keywords: Physical Education, Faculty Members, Students, Curriculum, Academic Program, Attitude

Introduction

In different cultural milieus, a variety of terms and expressions are used as alternatives for physical education but in the global context, they are simply archaic, obsolete and misnomer (Poortinga, 1989). Physical education, in fact, is a very comprehensive field of activity and encompasses everything, which these terms singularly underscore (McKenzie, 2003). A segment cannot be an alternative for the whole.

In a study Adams, Higgins, Adams & Graves (2004) concluded that “physical education is an integral part of the educational process, which uses physical activity as a primary means to promote psychomotor, cognitive and socio-affective growth in order to enhance the quality of life”. An understanding of this definition can have a significant influence on type of programs that their prospective teacher will ultimately develop. For instance, the realization that physical activity can serve as a means to an end is significant because it forces the curriculum planner to consider the end as well as means (Lee, 2004).

The recognition that the end includes cognitive and socio-affective as well as psychomotor, dimensions, will encourage the planner to include learning objectives in all learning domains (Tannehill, Romar, O’Sullivan, England, & Rosenberg, 1994). The

^{*} Department of Education, The Islamia University of Bahawalpur

[†] Department of Teacher Education, University of Karachi

[‡] Institute of Education & Research, University of Peshawar

awareness that the overall purpose of physical education is the enhancement of the quality of life will likely encourage a broader view of physical education is the enhancement of the quality of life will likely encourage a broader view of physical education one that is not totally controlled by seasonal sports and the inertia of traditions (Chen, 2010).

Biddle & Mutrie (2008) further clarified the concept that the goal of physical education is not the activity itself, but achievement of the human potentials contained within the activity. In other word, the goal is human development of all personal qualities that are essential for successful and satisfying participation in physical activity. The participant however, may not be aware of this ultimate goal, his interest is generally in the activity alone, and this is as it should be. It is the teacher or professional leader, who will channel this desire, interest or motivation for participation into activities that encourage personal achievement.

The students develop interest in habits and activity more by what they observe in the behavior of the teachers, by what the teacher instruct them is unlike academic subjects where information may not have direct application to day to day life. Physical education on the other hand has concepts and skills that have immediate and vital application in one's daily living. Seeing the principal and targets being observed by teachers themselves will have a greater impact on the motivation of the students to learn those activities well (Carlson, 1995).

Moreover, what type of programme in physical education is followed in an institution depends on the attitude of the faculty of that Institution. "Attitudes are contagious, and children are great imitators of attitude which are caught as they are taught. They learn many of their attitudes from their parents, teacher and other older association" (Kjonnixsen, Fjortoft, & Wold, 2009).

How the individual will react to a given stimulus depends much upon his attitudes or the physical and mental condition that he is in at that time. Even the continuance of an activity is closely related to individual's state of body and mind at a particular point of time. Siedentop (2004) stated that well-fed cat goes to sleep in the cage, while a hungry one would strive to get out of it and search out of food. This is situational aspect of learning .The experienced players and novices, individuals with good health and those with ill health, and native and intelligent, significantly differ in their attitude to react to the same situations. Thus an attitude is a settled way of thinking.

At present, no study related to the attitude of students and teachers towards curriculum of Physical education has been taken particularly in the metropolitan city of Karachi. To bridge up this gap, the scholar made an attempt by analyzing the attitude of lecturers and students of university teaching department and colleges of physical education towards total curriculum of physical education of the metropolitan city of Karachi.

Hypothesis

It was hypothesized that there will be differences in attitudes/opinions among the lecturers and students of the physical education colleges and universities towards the total curriculum of the institute.

Methodology**Participants**

The lecturers and students of BS and MS who are either studying at Department of Physical Education, University of Karachi or College of Physical Education were selected as participants for the study. Total of 548 students and teachers responded to the questionnaire.

Instrument

Questionnaire method was employed to collect the relevant data regarding the attitude/opinions of lecturers and students of the college of physical education and the Department of Physical Education, University of Karachi.

Questionnaire was prepared keeping in view the various aspects of the curriculum. The questionnaire was arranged in a logical order and each question was worded clearly to enable the subjects to understand and answer those questions without much difficulty. Great care was taken to frame each question in such a manner that it was precise and without any ambiguity. The answers to the questions were “Agree”, “Disagree” and “Undecided”. Subjects only have to tick (✓) mark according to their choices.

The following aspects of the curriculum were included in the questionnaire:

1. Syllabus (Theory and Activity)
2. Duration of classes (Theory and Activity)
3. Intramural
4. Extramural.
5. Activity Specialization at under graduate level.
6. Co-curricular activities (Cultural and Literary Program).
7. Leadership training camp.
8. General.

Besides the aspects mentioned above, suggestions were also invited on the following areas:

1. Duration of classes (Theory and Activity)
2. Intramural
3. Syllabus (Theory and Activity).
4. Extramural
5. Specialization - at graduate level.
6. Co-curricular activities
7. Social activities.

Procedure

The questionnaire was administered individually by the researchers to all the subjects. All of them answered the questionnaire separately, without consulting others. The subjects were exhorted to give their frank and true opinion and the researchers assured the respondents that the information given by them would be kept confidential and utilized for the research purposes only.

Analysis of Data

The data obtained after administering the questionnaire were analyzed using percentage analysis.

Findings of the Study

The responses of the subjects for the each statement are presented in the table below:

Table 1 Respondents' perceptions about physical education curriculum

Statement	Agree		Disagree		Undecided	
	f	%	f	%	f	%
The theory syllabus offered in the institution provides all round development.	334	60.95	202	36.86	12	2.18
The activity syllabus offered in the institution provides all round development.	391	71.35	143	26.09	14	2.55
The proper link or relevance of the subjects has to be maintained throughout the course of study in the institution.	226	41.24	291	53.10	31	5.65
Non-Professional subjects such as Introduction to Education, Sociology, Psychology, Maths, Statistics and General Science have any relevance to our profession.	476	86.86	58	10.58	14	2.55
Library provides sufficient text books/ reference material regarding the content of syllabus.	336	61.31	200	36.49	12	2.18
You are satisfied with the number of classes provided at present for activities	339	61.86	199	36.31	10	1.82
The duration of time provided for match practice is sufficient	158	28.83	376	68.61	14	2.55
Use of teaching aids audio-visual aids, multimedia, and projectors etc. makes teaching more effective along with lectures.	481	87.77	47	8.57	20	3.64
Practical implication of theory classes such as test and measurement, sports training etc. are necessary	510	93.06	25	4.56	13	2.37
Activity classes exhaust the students so						

much that their concentration in a theory class is hampered.	315	57.48	212	38.68	21	3.83
You are satisfied with number of activities offered in intramural program.	338	61.67	192	35.03	18	3.28
Participation in intramural activities is helpful for individual efficiency in profession.	482	87.95	56	10.21	10	1.82
The teams for extramural should be selected in beginning of the session and should be given extra practice throughout the year.	336	61.31	204	37.22	8	1.45
You are satisfied with the number of build-up competitions provided to every team of our Institution.	233	42.51	285	52.00	30	5.47
The students concentrate mainly on participation in order to get a certificate, to find good jobs	352	64.23	173	31.56	23	4.19
You are in favor of the continuation of the present system of specialization.	315	57.48	214	39.05	19	3.46
The number of classes provided for specialization in under graduation is sufficient.	375	68.43	145	26.45	28	5.10
There should be more than one specialization in under graduation level.	376	68.61	145	26.45	27	4.92
Students will be confident in coaching and training after graduating with specialization.	467	85.21	62	11.31	19	3.46
Camping and Trekking should be organized every academic year for all the students of the institute.	518	94.52	23	4.19	7	1.27
Leadership training camp plays a significant role in preparation of good physical education teachers.	526	95.98	20	3.64	2	0.36
Physical education teachers/instructors have a poor social status in our society.	346	63.13	190	34.67	12	2.18
If you feel Physical education teachers/instructors have a poor social status in our country than do you agree that they are themselves responsible for that.	368	67.15	128	23.35	52	9.48
It is a sufficient degree to teach physical education as subject in schools.	290	52.91	186	33.94	72	13.13
You are satisfied with planning and organization of physical education and sports program run by our Government at national level.	177	32.29	343	62.59	28	5.10

As the findings above suggest, there was a difference in the attitude of lecturers and students of University Teaching Department and Colleges of Physical Education, towards total curriculum of Physical Education. The results also indicate that the majority of the respondents had unfavorable attitudes towards the total curriculum of the academic program. A majority of the respondents favored the syllabus (Theory: 60.95%, Activity: 71.35%): offered by their institute for all round development but they did not favor the contents of theory (36.86%) and activity (20.09%) syllabus at BS and MS level. The respondents (41.24%) were of the opinion that the proper link of the subjects has to be maintained throughout the course of the study. They also agreed to the fact that the institute failed to provide proper link of subjects in the course of study.

Similarly, the respondents (86.86%) felt that Psychology, Statistics, Mathematics, Introduction to Education, Sociology and General Science should not be eliminated from the syllabus. Along with this, they also felt the first aid should be introduced in the syllabus. Faculty Members and Students (61.31%) agreed that their institution's library provides sufficient text-books and reference material regarding the contents of syllabus. They (63.68%) further expressed that text-book and reference material are not suitable to local condition. The respondents (77.13%) were of the view that duration of theory classes is sufficient but according to them, duration of match practice period should be increased. The respondents (87.77%) were of the opinion that audio-visual aids, multimedia, films, projectors etc. makes teaching more effective and practical implication of subjects such as Test & Measurement, Sport Training etc. is necessary.

Likewise, the faculty members and students (79.19%) emphasized mass participations in the intramural program. A majority of the respondents (61.67%) were satisfied with the number of the activities of intramural program but the emphasis has to be given on the organization of the intramural program. Moreover, a majority of the respondents (63.86%) favored the participation of good standard team in extramural and agreed to the selection of the teams in the beginning of the session. However, the respondents (52.00%) were unsatisfied with the number of buildup competitions. Similarly, most respondents (88.86%) also agreed that poor understanding and co-operation of the coaches lead to poor performance in extramural program. A little more than half of the respondents (57.48%) were of the opinion that the present system and number of classes of specialization were favorable. They also favored more than one specialization in under-graduation level and specialization classes should be practically oriented.

Faculty members and students (73.17%), no longer think that proper emphasis is given on co-curricular activities and literary programs. They were of the opinion that more number of co-curricular activities and literary program should be organized. Faculty members (64.41%) failed to show interest in these programs. Most respondents (95.98%) were of the view that leadership training camp and trekking plays a vital role in physical education. They (90.87%) felt that such camps and trekking should be organized every academic year for all students, more over duration of camp should be increased. A majority of the respondents (63.13%) agreed that physical educators / instructors have a poor social status and they are themselves responsible for this. The study revealed that

Bachelor in Physical Education is a sufficient degree to teach physical education in school.

Recommendations

On the basis of the findings of this study, following recommendations regarding its implications and suggestions for further studies are made.

1. Similar type of study may be conducted in other cities also.
2. The present study may be compared with similar studies in other countries.
3. Similar study may be conducted on school teachers and students.
4. Similar study may be conducted taking female as subjects.
5. The attitudes of the parents towards physical education may be studied.
6. Similar study may be conducted on different language speaking students, parents and teachers.

Limitations

The present study involved collection of relevant information through a questionnaire administered to the respondents selected for the study. Deliberate hiding of information or furnished incorrect responses might yield distorted facts, which was recognized as a limitation of the problem.

References

- Adams, T. M., Higgins, P. M., Adams, H. J., & Graves, M. M. (2004). Effects of a required conceptually-based basic physical education course on University students' attitudes, exercise habits, and health-related fitness knowledge. *Research Quarterly for Exercise and Sport*, 75(1), A-55.
- Biddle, S. H., & Mutrie, N. (2008). *Psychology of physical activity: Determinants, well-being and interventions (4th ed.)*. New York, NY: Routledge.
- Carlson, T. B. (1995). We hate gym: Student alienation from physical education. *Journal of Teaching in Physical Education*, 14, 467–477.
- Chen, Y. (2010). Analysis and strategies of College physical education reform. *Asian Social Science*, 6(11), 209–212.
- Kjønniksen, L., Fjørtoft, I., & Wold, B. (2009). Attitude to physical education and participation in organized youth sports during adolescence related to physical activity in young adulthood: A 10-year longitudinal study. *European Physical Education Review*, 15(2), 139–154.
- Lee, A.M. (2004). Promoting lifelong physical activity through quality physical education. *Journal of Physical Education, Recreation & Dance*, 75(5), 21–26.
- McKenzie, T. L. (2003). "Health-related physical education: Physical activity, fitness, and wellness". In S.J. Silverman & C.D. Ennis (Eds.), *Student learning in physical education: Applying research to enhance instruction*, Champaign, IL: Human Kinetics, (pp. 207–226).
- Poortinga, Y. H. (1989). Equivalence of cross-cultural data: An overview of basic issues. *International Journal of Psychology*, 24, 737–756.
- Siedentop, D. (2004). *Introduction to physical education, fitness, and sport (5th ed.)*. New York, NY: McGraw-Hill.
- Tannehill, D., Romar, J., O'Sullivan, M., England, K., & Rosenberg, D. (1994). Attitudes toward physical education: Their impact on how physical education teachers make sense of their work. *Journal of Teaching in Physical Education*, 13(4), 406–420.