Chapter V

SUMMARY AND CONCLUSIONS

In this chapter, the study is summarized by including the purpose of this investigation, the method used to collect data and the major findings. In addition to this from the findings of this study, conclusions are put forward and future investigations are suggested.

5.1 Summary

Physical activity and physical fitness has been linked with longevity since ancient times. It has been an area of interest of several researchers as physical activity is influenced by varied factors in coexistence. A number of position statements and global strategy suggests that appropriate regular physical activity is important in prevention of lifestyle diseases. They recommend 30 minutes moderate intensity physical activity daily and suggest that increased physical activity can lead to curtail the cost on health. Despite the common knowledge that exercise or physical activity is helpful, many people are not regularly active. Adolescent activity level decreases with age and vary between genders (Lindner 1998). ACSM in 1988 particularly recommended development of appropriate school physical education programs that emphasize lifetime exercise habits. Teachers have a powerful impact on their students’ attitudes on engagement in physical activity. This impact includes teachers’ behavior, their understanding and knowledge of the skill and their role in promoting an active lifestyle as well as their concern for the needs of their students (Cale, 2000). The study of attitudes in physical education is a growing area of research. The physical education teacher plays a vital role in the education process hence he must possess certain competencies and a congenial mental makeup. It is the teacher’s attitudes toward his profession that plays a key role in the development of students’ attitudes. Physical education teachers have a tremendous opportunity to help students change health related behaviors (Aicinena, 1991). Hence it demands a scientific inquiry in the area of psychological attributes like attitudes and the teaching and learning process.

The purpose of the researcher was to investigate attitudes toward physical activity and physical fitness of sixth and ninth grade school students and attitude towards teaching physical activity and physical fitness of pre-service and in-service physical education teachers’ from English medium schools from Pune City. It is, therefore, the researcher
embarked to study the research entitled; "Teachers’ and Students’ Attitudes toward Physical Activity and Physical Fitness"

This study intended to measure the attitudes of students toward physical activity and physical fitness and teachers’ attitude towards teaching physical activity and physical fitness; hence the researcher developed two different scales for assessing the same. They were namely Students’ Attitudes toward Physical Activity and Physical Fitness (SAPAPF) & Teachers’ Attitude towards Teaching Physical Activity and Physical Fitness (TATPAPF). The attitude measurement then was subjected to comparisons between groups of students. The researcher also has examined attitude of pre-service and in-service teachers towards teaching physical activity as per gender, and length of teaching experience. The study has also studied the relationship between the teachers’ attitude and its influence on students’ attitudes.

The present study was carried out in three phases; scale development for assessing students’ attitudes toward physical activity and physical fitness, scale development for assessing the teachers’ attitude towards teaching physical activity and physical fitness and the last phase consisted of a descriptive survey of the school students and in-service teachers from selected schools and pre-service teachers.

For the descriptive survey, a large sample was selected in multiple phases. From 28 schools selected using convenience sampling technique, a total of 2911 students from one division each of Grade VI and Grade IX were selected using random sampling technique. Seventy two in-service P.E teachers from the selected schools offered to participate in the survey while 116 pre-service P.E. teachers participated in measurement of attitude toward teaching physical activity and physical fitness.

5.2 Major Findings

On observing the descriptive statistics for groups of students it can be seen that the mean attitude scores of all the students in all the dimensions was positive. Gender wise analysis showed that participant and non-participant girls in both grades outperformed boys in social experience, health and fitness, catharsis and aesthetic experience.

Further, a clear inclination in the dimensions of attitudes toward physical activity and physical fitness can be seen in the grades in both boys and girls. As the students progress from grade VI to grade IX, it is seen that students of grade IX possess more positive
attitudes except that for ascetic experience. Among the students, sports participants showed higher attitude score on all the dimensions except aesthetic experience (grade VI boys and girls, grade IX girls) than that of non-participants.

The analysis of the teachers’ attitude towards teaching physical activity and physical fitness showed no significant difference in gender wise comparisons, whereas, significant differences were found in pre-service and in-service teachers’ attitude. The length of experience in years did not seem to be a deterrent in the attitude scores of the in-service teachers. The pre-service teachers showed more positive attitude than the in-service teachers.

All the groups of students have been found to have significant relation with the attitude of teachers on the dimension of ascetic experience. Teachers’ attitude seemed to be highly related to that of students’, more in higher grades and sports participants.

5.3 Conclusion

Within the scope of this study, the researcher concluded that school children’s attitudes toward physical activity and physical fitness are positive across all the groups of students. It was also concluded that girls’ attitudes were characterized by social experience, health & fitness, catharsis and aesthetic experience while that of boys’ was characterized by pursuit of vertigo and ascetic experience. Higher grade students possessed more positive attitudes except for ascetic experience. The study also concludes that sports participants show more favorable attitudes in all the dimensions except aesthetic experience.

It was concluded that gender and length of teaching experience do not influence teachers’ attitude towards teaching physical activity and physical fitness but the stage of service influences the attitudes, the pre-service teachers showed more positive attitude towards teaching PA & PF.

It was also concluded that teachers’ attitude towards teaching physical activity and physical fitness has an impact on students’ attitudes toward physical activity and physical fitness.
5.4 Generalization

The results of the present study can be used to generalize that

1. The students’ attitudes toward physical activity and physical fitness are positive and do not decline but the attitudes are more positive in students of higher grades.
2. The environment in SSC Board English medium schools from Pune city is congenial to attitude development of the students.
3. Teachers’ attitude toward teaching physical activity and physical fitness is a significant predictor of students’ attitudes.
4. Attitude of the teachers does not differ significantly according to length of teaching experience.
5. The pre-service teachers exhibit more positive attitude towards teaching physical activity and physical fitness.

5.5 Contribution to knowledge

- The present research has proved to be very significant with respect to its contribution in the form of scales developed for attitude measurement of students and teachers.
- Present study on attitudes of students and teachers is relevant in the context of attitude development in students at appropriate ages.
- It also asserts the importance of physical education in providing experience of physical activity and sports participation in influencing the attitude and thereby developing congenial attitude for continuance of physical activity in adulthood.
- The study also reveals the influence of teacher on attitudinal development of students.

5.6 Recommendations

- The present investigation throws light on the essentiality of attitude assessment on a regular basis. The research provides tools for attitude assessment.
- The curriculum framework should cater to develop congenial attitude towards physical activity so as to adopt healthy lifestyle. It can be suggested that school authority and teachers should provide for positive physical education learning environment that influences attitude development.
The present investigation has also substantiated the association of teacher and student attitude, it is thereby recommended that the teacher training institutions shall include affective domain measurement in the curriculum.

The teacher training programs must ensure content development of the student teacher which will lead to increased efficacy, confidence and positive attitudes toward teaching Physical Education ensuring development of positive attitude toward teaching physical activity and physical fitness.

5.7 Future Research

This study added to the limited research on school physical education by investigating students’ attitudes toward physical activity and physical fitness and teacher’s attitude towards teaching physical activity and physical fitness. The insights gathered from this study, although helpful, are in no way exhaustive. It is therefore imperative that future research in this area continue.

An obvious starting point would be to further investigate the role of curriculum content on school students’ attitudes toward physical activity and physical fitness. Future research in this area could be conducted according to grade level, gender, curriculums of different boards of education or perceived competency just to name a few. Insight into attitude development through the teacher education programs and related factors could be an important avenue of research.

Although this study provided some rich insights into students’ attitudes toward physical activity it was only representative of a small sample. Therefore, a second recommendation for future research is the replication of this study with various populations from various locations. More specifically, attitudes toward physical activity and physical fitness should continue to be examined according to school location (urban, rural, or suburban) and according to different student backgrounds.
References


