

Comparison of Aptitude for Physical Career between Physical Education and Non-Physical Education Girls



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Abstract

Physical education is a specialized area of learning in which variety of motor skills, movement skills, sports & athletic skills are acquired to perform and applied by the students at school with a view to a maintain a good level of health and fitness. The aim of the study was to find out the difference in physical education career aptitude between physical education and non-physical education female youth. It was hypothesized that there exist no difference in aptitude for selecting physical education as a career between physical education girls (undergoing physical education professional courses) and non-physical education girl students. This ex-post-facto study was conducted on 300 college youth (150 in each group) with 18+ ages (mean age 22 years). Their aptitude was assessed through newly constructed and standardized Aptitude for Physical Education Career Inventory by the investigator. The reliability of the test is 0.89 and validity axiomatic. Data were statistically treated and analyzed as per the objectives of the study, mean, SD. SE and t ratio were calculated and comparisons made. Results show significant difference between physical education and non-physical education girls in aptitude for physical education career. Physical education girls are superior in physical education aptitude to the non-physical education girls.

Keywords: Physical Education, Aptitude, Physical Career.

Introduction

Teaching Aptitude in Physical Education

Physical education is a specialized area of learning in which variety of motor skills, movement skills, sports & athletic skills are acquired, performed, practiced and applied by the students at school with a view to (a) maintain a good level of health and fitness, and (b) to develop such abilities as might be important to shape up as good sportspersons within limits of one's genetic potential. Physical education does entail classroom teaching as general education, but by and large, it is replete with diverse physical activities performed in the gymnasiums, athletic track, playing courts, swimming pools, etc. Therefore, only the people with special aptitude for physical activity, skill learning and teaching, engaging in sport and play activities, plus teaching aptitude should need to adopt physical education as professions.

The focus of testing for teaching aptitude is to determine/ select students who genuinely wish to teach. Such individuals need to possess qualities like open mindedness, curiosity, love for children and knowledge about teaching as a profession and people (thinkers and educational psychologists). Recent studies have provided substantial evidence in favour of two propositions: teacher quality is an important determinant of student achievement; and teacher aptitude has declined substantially over the past generation. Briefly, an aptitude is a person's ability acquired or innate, to learn or develop knowledge or a skill in some specific area (Singh, 1987). Like intelligence, it is both a concept and a construct - a combination of different factors..

Objective of the Study

The major objective of the study was to find out the differences in physical education career aptitude between physical education girls (undergoing professional physical education courses) and non-physical education girls.

Hypothesis

It was hypothesized that there would be no difference in aptitude for selecting physical education as a career between physical education and non physical education girls.

Material and Methods

The population identified for the study was college youth of 18+ age (mean age 22 years) of local and nearby physical education and arts colleges of Patiala. Out of it, a convenient sample of 300 young girls was taken as subjects for the study. 150 Physical education girls undergoing physical education bachelor and master's courses and 150 young non-physical education girls studying arts and science subjects.

Aptitude was assessed by using a specially constructed and standardized Aptitude for Physical education career Inventory on these subjects who volunteered to readily respond to the questionnaire.

The typical steps in the construction of the test included (1) Defining the domain in specific terms, (2) Defining the population on which test is meant to be used, (3) Collecting and creating pool of items which adequately cover the domain, (4) Validating the items (using the panel of experts who may add or delete some items and suggest changes, if deemed necessary, (5) Pilot testing

First a pool of 100 statements (in English & vernacular) was developed which then pruned to 70 (seventy). With item analysis, the final inventory was shortened to 40 items covering six sub factors. The internal consistency of the sub-factors is given below (Table no.1). Each item was to be scored on 5-point Likert Scale. The scoring scale was reversed in case of items which ran in the opposite direction.

**Table -1
Internal Consistency of the sub-factors**

Sr. No.	Name of the Sub-Factor	Validity Coefficient	RawandStandardized
1	The Influence of the personality of school physical education teacher	.47	(.49)
2	Inherent interest in physical activity	.67	(.69)
3	Attraction towards active teaching profession	.52	(.52)
4	Faster job opportunity	.15	(.15) *
5	Expansive social canvas for recognition	.54	(.55)
6	Opportunity for keeping healthy and fit	.47	(.50)
7	Making sports as career	.53	(.55)
8	Individual personality (Body Build)	.26	(.29) *

***indicates Deleted Sub-Factors**

The data collected on the initial sample of 300 subjects were statistically treated, analyzed and interpreted keeping the purpose of the study in view. The test reliability and validity were calculated to strengthen test construction procedure. The 40-item Inventory is reliable (.89 Cronbach Alfa) and axiomatically valid with internal consistency shown in table -1. Thus the test is capable of differentiating between those who have aptitude for choosing physical education as a career and those who do not have such an aptitude.

Data Analysis

Statistically treated data in respect of the sample 150 physical education girls and 150 non-physical education girls are presented and analyzed as per the objectives of the study. Descriptive statistics and t ratio are depicted in table no.2.

**Table no.2
Descriptive Statistics and t Ratio of the Sample**

Group	Type of group	N	Mean	S.D.	S.E.	t ratio at .05 level
1.	Phy.edu. girls	150	168.23	12.51	1.02	1 and 2 (15.47)
2.	Non Phy. edu.girls	150	152.75	14.81	1.21	10.20*

***indicates significant t at .05 level**

Table -2 shows that the mean score of physical education girls is 168.23± 12.51 and in case of non-physical education girls' mean score is 152.75± 14.81 clearly reveal the superiority of the physical education girls in aptitude over the non-physical education girls.

Statistical results of the study clearly reveal the superiority of physical education girls in aptitude over the non-physical education girls .A visible incongruence such as unusually higher mean score in case of physical education girls or comparatively low mean score in case of non-physical education girls may possibly be there due to sampling error. The t ratio between two sub-samples in case of physical education girls and non-physical education girls has been found to be significant at 0.05 level of confidence. This is a straight reflection on the discriminating power of the aptitude.

Conclusion

In last, it was concluded that students with physical activity background are superior in aptitude in physical education as a career option than those having no physical activity background.

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