

Physical Education Teacher Training Institution and its Role in the Development of Professional Attitude among the Physical Education Professionals; A Comparative Study of Private and Public Sector institutions

AbdurRehman *

Faheemullah Khan †

Faisal Islam ‡

Abstract

This research work was intended to analyze the role of public and private teacher training institutions in developing professional attitude among the enrolled candidates. Key objective of the study was to analyze the professional attitude level of both sector's professionals and to point out the dominant sector on the basis of performance. Sample was selected by purposive sampling techniques and data was collected through questionnaire. Gomal University was selected as a public sector teacher training institution and Sarhad University was selected as private sector teacher training institution. Further enrolled students were selected as trainee professionals. Collected data was analyzed through SPSS and conclusion was drawn. The researcher concluded that both sector public and private are working purposively to develop professional attitude among professionals of health and physical education. Furthermore the results also indicated that that public sector organization is more efficient as compare to private sector.

- Vol. I, No. 1 (2018)
- Pages: 1 – 6

Key Words: Professional attitude. Physical Education Professionals. Gomal University. Sarhad University.

Introduction

In Pakistan, the physical education teacher training programs are exclusively around the improvement of teacher's information and teaching abilities. There is likewise an accentuation on information or knowledge about different discipline as curriculum development, educational psychology, techniques of measurement and evaluation, teaching tactics, administration of universities and down to earth expertise in physical training instructing. Physical education teacher instructor preparing programs should not perform just the capacity of including teaching skills; yet in addition take a stab at advancing "teacher like" demeanor in the understudies. Alexander (1978) has expressed that the disposition of instructor impacts the desires and conduct of the students. In the result the student's scholarly execution and mental self-view are impacted by these demeanors and practices. As indicated by Khan (2008) early models of specialists representing impact at teacher conduct and little validity are given to states of mind". Similarly Martua (2005) stated that, the nature of the learning and teaching communication has a huge connection with the instructors' instructive capabilities, expert mentalities, professional attitudes and qualifications of teachers. Shah (2002) stated that positive improvement in professional attitudes advances the educators proficiency as well as aides in making the schools alluring for students and teachers. Attitude measurement is a complex process because it is related with human behaviors, which is difficult to observe and transmit into quantitative terms. The educators and researchers have tried to assess human attitudes through different techniques. Leslie Kish (1982) expressed around an American instructor and psychologist Rensis Likert that in (1932) he built up a scale named as Likert Scale for the work of his PhD thesis. This review scale (Likert Scale) as a method for estimating states of mind, demonstrating that it caught more data than contending techniques and the 1-5 Likert Scale would in the end turn into Likert's best-known work. Accordingly, the Likert compose scale will be utilized for this research work.

Literature

Professional Development

Proficient advancement alludes to an assortment of instructive encounters identified with a person's work and is

*M.Phil. Scholar,

† Ph.D. Scholar,

‡ Assistant Professor,

Intended to enhance practice and results (Dear Hammond and McLaughlin, 2011). These open doors might be willful or obligatory, individual or community, and formal or casual (Desimone, 2011). Nabhanian and Bahous (2014) distinguish a few implanted models of expert advancement that have been appeared to improve showing rehearses: activity examine/request, organizing, training systems, and self-observing/self-reflection. Inspecting these systems and their conceivable effect on instructor improvement and change are a beneficial chairman try as these increasingly contemporary cycles of expert advancement are viewed as an incredible component for educator development and advancement.

Professionals identify of teacher

Knowles (1992); Nias (1989) it appears that the idea of expert personality is likewise utilized in various courses in the area of instructing and instructor training. In a few examinations, the idea of expert personality was identified with instructors' ideas or pictures of self. Goodson & Cole (1994); Volkmann & Anderson (1998), it was contended that these ideas or pictures of self emphatically decide the manner in which educators instruct, the manner in which they create as instructors, and their frames of mind toward instructive changes. In different investigations of other individuals, incorporating extensively acknowledged pictures in the public arena about what an instructor should know and do, yet additionally to what educators themselves find critical in their expert work and lives dependent on both their encounters practically speaking and their own experiences.

Teachers' professional development

Avalos (2011) this article centers around the expert advancement of educators after they have finished their essential instructor preparing. Educator proficient advancement implies instructors' realizing, how they figure out how to learn and how they apply their insight by and by to help understudy learning. OECD (2005) instructors can learn through support in different courses, in school when they reflect all alone educating and in perception of and reflection on others' instructing in co-task with partners. Learning can happen in arranged reflection gatherings between educators, or instructors can gain from impromptu discussions with different associates previously or in the wake of instructing, or in parent– instructor gatherings. Hence, learning may happen in different ways, both formally and casually.

Professional development linked to teacher engagement

Darling-Hammond & McLaughlin (2011); Poekert (2011) there is general agreement that to be successful, proficient advancement should concentrate on changing member recognized necessities into new learning, abilities, qualities, and convictions. Parker, Patton & Tannehill (2012) a distinctive element of successful expert improvement is educators' dynamic contribution in distinguishing their very own adapting needs and creating learning encounters to encourage addressing those requirements. Darling-Hammond & McLaughlin (2011); Deglau & O'Sullivan (2006); Parker, Patton, Madden & Sinclair (2010) giving chances to educators to partake in settling on choices about what they will realize, how they will learn, and how they will utilize what. This sort of expert advancement recognizes educators' earlier learning and experience and is delivered in a variety of formats and modes to meet the wide range of teachers' learning needs.

Professional development linked to teaching practice

Garet et al. (2001) for educators to take part in dynamic learning are additionally identified with the adequacy of expert improvement. Garet et al. (2001) educators themselves judge proficient advancement to be most important when it gives event to do "hands-on" work that manufactures their insight into scholastic substance and how to instruct it to their understudies' unique situation. O'Sullivan & Deglau (2006); Patton et al. (2012) such conceivable outcomes incorporate activity examine, watching and accepting input, assemble exchange, and making introductions or potentially composing for distribution; instead of latently sitting through addresses. Though proficient improvement is regularly intended to transmit information and instructors are seen as uninvolved beneficiaries of thoughts and educational module, compelling proficient advancement places educators in the job of dynamic students, with an attention on request and reflection, developing their very own significance and comprehension through community oriented commitment in important assignments.

Physical education as a profession

Tan (2008) stated that we can arrange callings as indicated by various criteria. In connection to the paradigm of anticipated, required and requested planning for expert practice, they can be either in fact or scholastically arranged callings. In fact, situated callings require a secondary school instructive dimension, generally offered by auxiliary specialized schools. Tan (1996) stated that physical mean or to comprehend the procedure of information creation. The present situation puts in uncertainty the conventional model of showing focused on transmission of data that endures in the college. It is important to survey the targets so as to present significant changes in the showing substance and to adjust the procedures to the advanced occasions. The college desperately needs to adjust the training procedure to the requests and offices given by both the information and correspondence upheavals.

Attitudes toward profession, physical education and sport, pre-service teacher

Kagan (1992) stated as expressed in the writing, the adequacy of the instructing calling is reliant on three vital variables (i) calling decisions of pre-administration educators, (ii) nature of instructor preparing, and (iii) educators' close to home convictions towards the showing calling (Şişman, 1999). Tsangaridou (2006) analyzed that the conviction system is expanded from various parts that impact the idea of ecological item, social issue or experience. In accordance with these definitions" Kirel (2011) clarified frame of mind as "individual emotions, thoughts and receiving specific practices to other individuals, circumstances or articles". Pajares (1992) educators' frames of mind can lead their choices and may influence instructor's practices along these lines. Pehlivan (2008) stated that the physical instruction instructor training program is with regards to brandish. Taking into account that most physical instructors and pre-administration physical training educators share athletic foundations, it is essential to research viability this regular game culture on frames of mind toward educating.

Objectives

1. To identify the extent of professional attitude of the students admitted in the physical education teacher training institutions (PETTI) of Gomal University and Sarhad University, before training and after training.
2. To compare the extent of professional attitude of the students admitted in the physical education teacher training institutions (PETTI) of Gomal University and Sarhad University before training and after training.

Hypotheses of the study

- H_{A1}**: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions of Gomal and Sarhad University pre-training.
- H_{A2}**: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions of Gomal and Sarhad University post-training.
- H_{A3}**: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions of Gomal University (pre and post-training).
- H_{A4}**: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions of Sarhad University (pre and post-training).

Method and Material

The research methodology is the logical structure or source on which the research is focused (Brown, 2006). There are two types of teacher training institutions public and private providing programs of physical education so researcher selected Gomal University from public sector and Sarhad University from private sector. All students enrolled in this 186. Therefore, due to approachable nature the researcher selected all the population as sample of the study. A Likert compose scale containing five options i.e. Very Much Unaware, Much Unaware, Neutral, Much Aware & Very Much Aware was created by the researcher under the supervision of research supervisor. A professional attitude scale was developed/constructed uses the available research material and the study of the scales already used in the field of professional attitudes and the help and guidance of the research supervisor. In the development of the scale expert's opinion also is taken from the experts in the field. The researcher used face validity as shown by (8/10) agreement between nine experts in the field of physical education

and sports sciences. Although Cronbach Alpha was applied to determine the internal consistency of each items. The questionnaire's reliability coefficient was found to be extremely satisfactory.883. The author received a permission from the Head of the Department of Sports Sciences and Physical Education, Gomal University to perform surveys at both Universities before the data are to be collected. For instance, electronic mailing delivery and personal visits the researcher access every possible source for data collection. The researcher communicated with all physical education Teachers about the purpose of this survey. The consent form was sought from each respondent who decided to participate in the survey. The researcher told them, apart from these, that their ideas will only be used for academic resolves, but will keep very confidential. The researcher further managed the properly filled questionnaires in the data analysis. Independent sample t-test, Paired sample t-Test was applied for the purpose to accept or reject the hypotheses in (SPSS) version 24.00.

Analysis

H_{A1}: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal and Sarhad University pre-training.

Table 1. Independent sample t-test

Professional Attitudes	University	N	Mean	Std.	t	Sig
Pre-Training	Sarhad University	125	3.0681	.65107	-.151	.882
	Gomal University		3.0778	.64439		

Table 4.56 shows the comparison of Pre-test in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal and Sarhad University pre-training. The above data have shown the mean difference and Std were noted as $3.0681 \pm .65107$ & $3.0778 \pm .64439$ in turn for Pre-testing. Correspondingly, $t = -.151$ which signify the sig-value, Sig-value = .882 which is greater than the alpha value of 0.05. Therefore, the data reveal that there is no significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal and Sarhad University pre-training.

H_{A2}: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal and Sarhad University post-training.

Table 2. Independent Sample t-test

Professional Attitudes	University	N	Mean	Std.	t	Sig
Post-Training	Sarhad University	125	3.2182	.11947	7.296	.034
	Gomal University		3.7177	.10086		

The above table indicates the mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal and Sarhad University post-training. The above data have shown the mean difference and STD were recorded that Gomal University has a higher mean value as compare to Sarhad University ($3.2182 \pm .11947$ & $3.7177 \pm .10086$) in order of Post-testing. Similarly, $t = 7.296$ which signify the sig-value, Sig-value = .034 which is lower than to the alpha level 0.05 ($.034 < 0.05$). Hence, the above results indicate that there is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal and Sarhad University post-training.

H_{A3}: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal University (Pre and Post-training).

Table 3. Paired sample t-test.

Testing variable	University	Test	N	Mean	Std.	t	Sig
Professional Attitude	Gomal University	Pre	125	3.0778	.64439	3.849	.039
		Post		3.7177	.10086		

The above data shows the mean difference Pre and Post-training in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal University. According to the analyzed data, the Mean and Standard Deviation were recorded as $3.0778 \pm .64439$ and $3.7177 \pm .10086$ respectively for pre- and post-tests. In the same way, $t = 3.849$ which signify the Sig-value, Sig-value = .039 that was lesser than to alpha-value 0.05 ($.039 < 0.05$). The researcher found that after the analyses, the mean difference Pre and Post training in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Gomal University.

H₄4: There is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Sarhad University (Pre and Post-training).

Table 4. Paired Sample t-test.

Testing variable	University	Test	N	Mean	Std.	t	Sig
Professional Attitude	Sarhad University	Pre	125	3.0681	.65107	2.498	.047
		Post		3.2182	.11947		

The above table shows the mean in difference Pre and Post-training in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Sarhad University. According to the analyzed data, the Mean and Standard Deviation were recorded as $3.0681 \pm .65107$ and $3.2182 \pm .11947$ respectively for pre- and post-tests. Likewise, $t = 2.498$ which signify the Sig-value, Sig-value = .047 that was lower to alpha-value 0.05 ($.047 < 0.05$). Hence, it can be concluded from the above data that there is a significant mean difference in professional attitudes of students enrolled in physical education teacher training institutions (PETTI) of Sarhad University (Pre and Post-training).

Conclusion

The data reveal that at pre-training level there is no significant mean difference found between Gomal and Sarhad University. But at post-training level significant mean difference was found Gomal University found more successive as compare to Sarhad University. There for Gomal University is playing a dominant role as compare to Sarhad University. After the analysis of both institutions separately at pre and post level significant mean difference was found in post-training level. That indicates that both institutions are playing a key role.

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