

## Attitude of university lecturers towards total curriculum (Syllabus and duration) of physical education in J&K state

Asma Hassan

Research Scholar, Bhagwant University, Rajasthan, India

### Abstract

The present study was analyzed the attitude among university lecturers towards total curriculum of physical education in J&K State. Samples of 548 lecturers university teaching department of J&K State were selected as subjects for the study. Questionnaire method was employed to collect the relevant data regarding the attitude/ opinions of lecturers of the colleges of physical education and university teaching department of J&K State. The study revealed that the majority of the university lecturers agreed that theory and activity offered institute for all round development but they did not favor the contents of theory and activity with less duration of time.

**Keywords:** Attitude, University lecturers, Curriculum, Physical Education, J&K

### 1. Introduction

Education is a never ending process, it is a growth, a progress, and a development which never stops and goes on all through the life and even travels from one generation to another and ultimately inculcates in an individual the creative thinking, reasoning power and analytical ability which enables him to act and adapt to changing social scenario in the best possible way for the further enhancement and development of his personality. John Dewey also holds the view, "Education is the process of living through a common reconstruction of experiences it is the development and fulfill his possibilities. Barrow and McGee have defined education as "a change, a modification or an adjustment on the part of an individual as a result of experience.

The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, and rhythms and dance. Students are encouraged to continue to explore those activities in which they have a primary interest. In these areas, a planned sequence of learning experiences is designed to support a progression of student development.

Attitudes arise out of experiences and therefore the institute seeks to develop opportunities for relevant experiences. Right attitudes are as important in education as steady steering wheel is to a speeding car. They are the dynamic of human action unless pupils have favorable attitudes towards what they set out to learn. They cannot drive the full benefit out of what is taught. The development of health favorable attitudes is itself a phase of education, for facilitate learning and serve as a cause for further motivation.

An attitude is normally understood as feeling, mood or opinion towards something. It is liking or disliking, love and hatred. Belief or disbelief of an idea of someone towards a subject or an individual or group of individuals. When we build feeling for or against something we are developing an attitude is an implicit response or predisposing to act forward or away from an individual or social values.

The curriculum for a good education is prepared for a number of disciplines in humanities, sciences, arts, technical, vocational areas, health education, physical education, religious education. A basic education in reading, writing, arithmetic, hygiene and recreational skills is imparted at primary level of education. A mixture of arts and sciences, health and physical education and citizenship is imparted in the secondary level with either emphasis on vocational preparation or specialization in academic vocational streams at the end of the secondary school stage.

### 2. Sample

The sample for the present study was consists of 548 respondents university lecturers who are engaged in teaching department of J&K State were selected as subjects for the study.

### 3. Method Employed

Questionnaire method was employed to collect the relevant data regarding the attitude/ opinions of lecturers of the colleges of physical education and university teaching department of J&K State.

### 4. Development of the Questionnaire

Questionnaire was prepared under the supervision of the guide, 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.

### 5. Analysis and Discussion

**Table 1:** The theory syllabus offered in the institution provides all round development

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
334	60.95	202	36.86	12	2.18

The above table indicated that 60.95 % of the subjects agreed to the statement that the theory syllabus offered in the institution provides all round development whereas 36.86 % of the subjects disagreed to the statement and 2.18 % of the subjects were neither in favour nor against the statement.

**Table 2:** The activity syllabus offered in the institution provides all round development

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
391	71.35	143	26.09	14	2.55

The above table indicated that 71.35 % of the subjects agreed to the statement that the activity Syllabus offered in the institution provides all round development whereas 26.09 % of the subjects disagreed with the statement and 2.55 % of the subjects were neither in favour nor against the statement.

**Table 3:** The contents of your theory syllabus are in enough details

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
245	44.70	290	52.91	13	2.37

The above table revealed that 44,70% of the subjects agreed to the statement that the contents of the theory syllabus were in enough details whereas 52.91% of the subjects disagreed with the statement and 2.37 % of the subjects were undecided.

**Table 4:** The contents of your activity syllabus are in enough details

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
244	44,52	289	52.73	15	2.73

The above table showed that 44.52 % of the subjects agreed to the statement that the contents of the activity syllabus were in enough details whereas 52.73% of the subjects disagreed and 2.73 % of the subjects were neither in favour nor against the statement.

**Table 4:** The proper link or relevance of the subjects has to be maintained throughout the course of study in the institution

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
226	41.24	291	53.10	31	5.65

41.24 % of the subjects agreed with the statement as demonstrated by the above table, that the proper link or relevance of the subjects has to be maintained throughout the course of study in the institution whereas 53.10% of the subjects disagreed with the statement and 5.65 % of the subjects were undecided.

**Table 6:** Non-Professional subjects have any relevance to our profession

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
476	86.86	58	10.58	14	2.55

The above table clearly indicated that huge majority (86.86%) of the subjects agreed to the statement that non-professional

subjects such as Introduction to Education, Sociology, Psychology, Maths, Statistics and General Science had relevance to their profession whereas 10.58 % of the subjects disagreed to the statement and 2.55 % of the subjects were neither in favour nor against the statement.

**Table 7:** You are in favour of the removal of non-professional subjects

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
142	25.91	392	71.53	14	2.55

Above table showed that 25.91 % of subjects were of the opinion that non-professional subjects such as Introduction to Education, Sociology, Psychology, Maths, Statistics and General Science should be removed whereas 71.53 % of the respondents disagreed with the statement and 2.55 % of the subjects were neither in favour nor against the statement.

**Table 8:** First-Aid should be included in the syllabus

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
424	77.37	113	20.62	11	2.00

The above table indicated that 77.37 % of the subjects agreed to the statement first aid should be included in the syllabus whereas 20.62 % of the subjects did not favour the inclusion of first aid and 2.00 % of the subjects didn't respond either way.

**Table 9:** Students should be encouraged to prepare notes instead of spoon-feeding

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
342	60.41	180	32.84	26	4.74

The above table indicated that 60.41 % of the subjects agreed to the statement that students should be encouraged to prepare notes instead of spoon feeding whereas 32.84 % of the subjects disagreed to the statement and 4.74 % of the subjects were neither in favour nor against the statement.

**Table 10:** Library provide sufficient text books/reference material regarding the content of syllabus

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
336	61.31	200	36.49	12	2.18

61.31 % of the subjects agreed to the statement as evident from above table, that the library provided sufficient text books/reference materials whereas 36,49 % of the subjects disagreed with the statement and 2,18 % of the subjects were neither in favour nor against the statement.

**Table 11:** The Books available in our library provide information in accordance with Indian conditions

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
172	31.38	349	63.68	27	4.92

The table indicated that 31.38 % of the subjects agreed to the statement that the books available in library are in accordance

with Indian conditions whereas 63.68 % of the subjects disagreed 4.92 % of the subjects had expressed no opinion.

**Table 12:** Physical Therapy is included in your syllabus

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
380	69.34	135	24.63	33	6.02

The above table revealed that 69.34 % of the subjects agreed that physical therapy should be included in the syllabus whereas strangely 24.63 % of the subjects disagreed and 6.02 % of the subjects were undecided.

**Table 13:** Mediating factors related to physical activity is included in your syllabus

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
352	64.23	180	32.84	16	2.91

Above table indicated that 64.23 % of the subjects agreed with the statement whereas 32.84 % of the subjects disagreed and 2.91 % of the subjects were neither in favour nor against the statement.

**Table 14:** Civil Defense should be included in the syllabus

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
356	64.96	179	32.66	13	2.37

The above table showed that 64.96 % subjects agreed that civil defense should be included in the syllabus whereas 32.66 % of the subjects disagreed with the statement and 2.37 % of the subjects were undecided.

**Table 15:** Three theory classes per day of 55 min. duration are sufficient

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
426	77.73	113	20.62	9	1.64

77.73 % subjects agreed that three theory classes per day of 55 minutes, are sufficient whereas 20.62 % subjects disagreed with the statement and 1.64 % were neither in favour nor against the statement, as shown in the above table.

**Table 16:** You are satisfied with the number of classes provided at present for activities

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
339	61.86	199	36.31	10	1.82

The table demonstrated that 61.86 % subject were satisfied with the number of classes provided at present for activities whereas 36.31 % subjects disagreed and 1.82 % subjects were undecided.

**Table 17:** The duration of time provided for match practice is sufficient

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
158	28.83	376	68.61	14	2.55

28.83% subjects agreed with the statement that the duration provided for match practice was sufficient but 86.61% subjects disagreed and small %age of 2.55 subjects were neither in favour nor against the statement.

**Table 18:** Use of teaching aids audio-visual aids, films, and projectors etc. makes teaching more effective along with lecturers.

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
481	87.77	47	8.57	20	3.64

Huge majority of 87.77% agreed that use of teaching aids audio-visual aids, films, projectors etc. makes teaching more effective along with lecturers as revealed by above table and 8.57% of the subjects disagreed with the statement and 3.64 % subjects were undecided.

**Table 19:** Practical implication of theory classes such as test and measurement, sports training etc. are necessary

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
510	93.06	25	4.56	13	2.37

The above table clearly demonstrated that 93.06 % subjects agreed that practical implication of theory classes such as test and measurement, sports training etc. were necessary whereas 4.56 % of the subjects disagreed with the statement and 2.37 % of the subjects were neither in favour nor against the statement,

**Table 20:** Activity classes exhaust the students so much that their concentration in a theory class is hampered

Agree		Disagree		Undecided	
N	%age	N	%age	N	%age
315	57.48	212	38.68	21	3.83

It is evident from the above table that 57.48 % subjects agreed that activity classes exhaust the students so much that the concentration in theory classes is hampered but 38.68 % disagreed with the statement. 3.83 % subjects were undecided.

## 6. Conclusion

1. There was a difference in attitude of University Lecturers Teaching Department and Colleges of Physical Education, towards total curriculum of Physical Education.
2. The study indicated that the majority of the respondents had unfavorable attitudes towards the total curriculum of the State.
3. 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 B.P.E., B.P.Ed., D.P.Ed. and M.P.E. level.
4. 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.
5. The respondents (86.86%) felt that Psychology, Statistics, Maths, 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.

6. Faculty Members (61.31%) agreed that their institution's library provides sufficient text-books and reference material regarding the contents of syllabus. They (63.68%) have further expressed that text-book and reference material are not suitable to Indian condition.

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