

ATTITUDES OF PHYSICAL EDUCATION TEACHERS TO THE PROFESSION IN THE LIGHT OF EMPIRICAL STUDIES

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- teacher,
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- school

Abstract:

The study of attitudes of contemporary physical education teachers to the profession is a priority in terms of assessing the quality of contemporary physical education at every level of education. At this point, one could quote the words of Professor Julius Kleiner, who wrote that *A good program, a good book and a bad teacher is a combination of a lot worse than a bad program, bad book and a good teacher* [3].

It seems that the quoted statement of the eminent Polish linguist - by analogy – also captures the essence of the dispute about the meaning of relationships, behaviours, values and attitude to the profession of current physical education teachers. On the one hand, we observe a systematic increase (quantitative and qualitative) of school sports infrastructure, ability to use professional literature, rich offer of forms of continuing education, and on the other hand, low didactic, educational, fitness, and health effects that are achieved by the physical education teachers in their daily work with children and youth.

In this study, we decided to analyse the attitudes of physical education teachers to the profession. The study included 300 physical education teachers from across the podkarpackie voivodeship region. They were teachers employed in primary schools and gymnasiums in rural areas and in the city. A diagnostic survey method was used to collect the empirical data. Verification of the hypothesis was based on the selected statistical methods.

INTRODUCTION

Attitude can be defined as relatively permanent relation of a person to other people, objects or phenomena [2]. Motivations have a significant influence on the formation of attitudes. However, in relation to the full personality, attitudes should be regarded as an expression of orientation towards values. Where in some values will be approved and the other discarded. Understanding the attitudes of contemporary teachers of physical education is becoming one of the priority tasks in the context of understanding the essence of everything that we call or that we would like to call physical education. Successive reforms, organizational, program and system changes may not be enough if you do not know the real motives of action of people who in a subjective way - often one-person, are responsible for preparing the young generations to physical activity in adulthood.

Attitudes and values are now also one of the most important features of the reformed education system. Both categories must be considered with reference to the two main entities of the process of education and teaching, i.e. teacher and student. Each of these entities pursues different objectives, tasks or functions. The teacher educates, teaches, cares about

security, creates appropriate external conditions, motivates, encourages, passes his/her particular system of attitudes and values. Student – learns, manifests a variety of behaviours, actively or passively participating in the life of a particular school community, creates own system of relation to the surrounding reality and recognizes, but also rejects certain values. And the common good - resulting, inter alia, from a complex pedagogical process, will be brought up and educated young man, having adequate knowledge of the facts, principles, theories and practices, with powers and abilities that allow him to use the knowledge to solve a variety of tasks and problems, while persistent attitudes and habits will condition the efficient and responsible functioning in the modern world [4].

The calling of every teacher is to serve progress. His/her attitude should be innovative, not only reproductive and imitative [6].

OBJECTIVES OF THE STUDY, MATERIAL AND METHOD

The primary objective of this study is to analyse the attitudes of physical education teachers to the profession. For the main objective of the study formulated in such way, the following hypotheses were adopted:

1. Experience in work as a teacher of physical education determines the behaviour of the indicator of attitude.
2. Physical education teachers' attitudes are conditioned by the type of school (primary school, junior secondary school).
3. Volatility of global indicator of attitudes of physical education teachers depends on whether the school is located in an urban or rural area.
4. Number of students in the school affects the attitude of physical education teachers to the profession.

The study was participated by physical education teachers working in primary and secondary schools in podkarpackie voivodeship. Due to the object of study, that is, getting to know the attitudes of physical education teachers to the profession - stratified sampling was used, which involves selecting from the studied population of a relatively disjoint and exhaustive subgroups, called stratum [1]. The empirical material was collected in 2012 and 2013. The structure of the study group is presented in the following table.

Table 1. The structure of the study group

No.	Type of school	Location of school	N=300
1.	primary school,	rural area	90
2.	junior secondary school	rural area	90
3.	primary school,	urban area	60
4.	junior secondary school	urban area	60

To analyse the attitudes of teachers of physical education the method of diagnostic survey was used, while in developing the test results the selected statistical methods were also use. Empirical research based on *Questionnaire for studying the attitudes of physical education teachers to the profession* - by Stanislaw Strzyżewski [5]. The questionnaire contains 10 indicators constituting the internal structure of the global indicator of attitude towards the profession of a physical education teacher. The first indicator is the direct relationship to the profession. In the second one, teachers express their attitude to the students. Questions of the third indicator relate to the preferred relation to the school. The fourth indicator covers issues related to professional improvement. Relation to professional duties are expressed by the surveyed teachers in the fifth indicator. The sixth indicator refers to the attitudes of teachers to the school sport infrastructure. The teacher as a model of physical culture is the problem contained in the seventh indicator. Eight indicator refers to the relation

of teachers to the main objectives of physical education of children and youth. The problem of attitude to innovation in teaching and education is undertaken in the ninth indicator. The last - tenth indicator questions about attitudes of teachers to after-school activities.

STUDY RESULTS AND THEIR INTERPRETATION

Basic statistical measures and, above all, the average value of the following indicators of attitude, leads to the conclusion that the number of expected responses, which determine the positive attitude of a physical education teacher to the selected area of professional activity, is at a high level. This is presented in Table 2, where: \bar{x} - mean, Me -median, Q_1, Q_3 - quartiles, sd - standard deviation, V - coefficient of variation.

Tabela 2. Basic statistical measures

Indicator [range]	Statistics							
	\bar{x}	Me	x_{min}	x_{max}	Q_1	Q_3	sd	V
W1 [6-30]	29,07	29	27	29	28	29	0,727	2,50
W2 [7-35]	30,99	30	29	33	30	31	1,066	3,44
W3 [7-35]	29,92	29	28	31	29	30	0,915	3,06
W4 [9-45]	36,42	36	34	39	35	38	1,543	4,24
W5 [8-40]	35,79	35	35	36	35	36	0,478	1,34
W6 [7-35]	22,32	21	21	24	21	23	1,022	4,58
W7 [7-35]	28,00	28	28	28	28	28	0,000	0,00
W8 [9-45]	41,11	40	39	43	40	43	1,381	3,36
W9 [6-30]	26,80	26	25	28	26	27	0,777	2,90
W10 [6-30]	28,00	28	28	28	28	28	0,000	0,00

The attitude of physical education teachers expressed with a direct relationship to the profession (W 1) does not depend on the location of the school and the seniority of the respondents. This is evidenced by statistically insignificant value of F. Direct relationship to the profession is more positive in the group of primary school teachers - the higher value of the arithmetic mean. Analysis of the detailed data contained in Table 3, allows to notice one more regularity - the quality of a direct relation to the profession decreases with an increase in the number of students in the school. It is worth emphasizing that seniority and location of schools have no impact on the quality of the attitudes of physical education teachers.

Table 3. The direct relationship to the profession (W1)

Specification	Mean	F
Location of school	rural area	0,092
	urban area	
Type of school	primary school,	7,979*
	junior secondary school	
Number of students	<100	4,600*
	100-300	
	>300	
Seniority of teachers	1-10 years	1,969
	11-20 years	
	>20 years	

*- statistical significance ($p < 0,05$)

The study shows that the direct relation to the students does not depend on the location of the school and the type of school (statistically insignificant F values). A more positive attitude was observed in the group with the number of teachers up to 100 students. Another

regularity which was noted is the growth of quality of relation to students together with an increase in the number of years of work in the school.

Table 4. The direct relation to the students (W2)

Specification		Mean	F
Location of school	rural area	31,21	1,937
	urban area	30,67	
Type of school	primary school,	31,12	0,415
	junior secondary school	30,87	
Number of students	<100	32,20	8,493*
	100-300	30,97	
	>300	30,42	
Seniority of teachers	1-10 years	30,18	7,692*
	11-20 years	31,08	
	>20 years	31,72	

*- statistical significance ($p < 0,05$)

The relation of teachers to school does not depend on the location of the school, the size (number of students) and the type of school (statistically insignificant F values). A more positive attitude to school occurred in the group of teachers with experience of over 20 years.

Table 5. The relation of teachers to school (W3)

Specification		Mean	F
Location of school	rural area	29,84	0,346
	urban area	30,04	
Type of school	primary school,	29,87	0,099
	junior secondary school	29,97	
Number of students	<100	29,42	1,347
	100-300	30,16	
	>300	29,93	
Seniority of teachers	1-10 years	29,56	8,872*
	11-20 years	29,48	
	>20 years	30,72	

*- statistical significance ($p < 0,05$)

Relation to professional improvement does not depend on the location and size of the school and on seniority - statistically insignificant F values. Primary school teachers have a more positive attitude to professional improvement.

Table 6. Relation to professional improvement (W4)

Specification		Mean	F
Location of school	rural area	36,45	0,013
	urban area	36,38	
Type of school	primary school,	37,19	4,487*
	junior secondary school	35,66	
Number of students	<100	37,50	2,226
	100-300	36,37	
	>300	35,94	
Seniority of teachers	1-10 years	35,74	2,499
	11-20 years	36,33	
	>20 years	37,20	

*- statistical significance ($p < 0,05$)

Based on statistical analysis of the collected empirical material, it was stated that the relation of teachers to professional duties does not depend on the location of the school, its size and the type of school. The quality of relation to professional duties increases with the number of years worked in the school.

Table 7. The relation of teachers to professional duties (W5)

Specification		Mean	F
Location of school	rural area	35,80	0,019
	urban area	35,77	
Type of school	primary school,	35,96	1,215
	junior secondary school	35,62	
Number of students	<100	36,02	2,547
	100-300	35,57	
	>300	35,90	
Seniority of teachers	1-10 years	35,48	4,859*
	11-20 years	35,82	
	>20 years	36,07	

*- statistical significance ($p < 0,05$)

The relation of teachers to sports devices and equipment does not depend on the location of the school and its size. Primary school teachers presented a more positive attitude. Attitudes towards sports devices and equipment improves with increasing seniority.

Table 8. The relation of teachers to sports devices and equipment (W6)

Specification		Mean	F
Location of school	rural area	22,40	0,269
	urban area	22,20	
Type of school	primary school,	22,71	3,871*
	junior secondary school	21,93	
Number of students	<100	22,75	0,694
	100-300	22,15	
	>300	22,27	
Seniority of teachers	1-10 years	21,53	7,135*
	11-20 years	22,48	
	>20 yeras	22,95	

*- statistical significance ($p < 0,05$)

Table 9. Attitude of teachers to being the model of physical education (W7)

Specification		Mean	F
Location of school	rural area	22,41	0,249
	urban area	21,20	
Type of school	primary school,	21,71	3,471*
	junior secondary school	21,94	
Number of students	<100	21,73	0,594
	100-300	21,22	
	>300	21,27	
Seniority of teachers	1-10 years	21,44	6,135*
	11-20 years	22,34	
	>20 years	21,95	

*- statistical significance ($p < 0,05$)

Attitude of teachers to being the model of physical education does not depend on the location of the school and its size. Primary school teachers presented a more positive attitude in this regard.

Treatment of the main objectives of education and physical education does not depend on the location of the school and its size. A more positive relation was observed in the group of primary school teachers.

Table 10. Treatment of the main objectives of education and physical education (W8)

Specification		Mean	F
Location of school	rural area	41,33	1,160
	urban area	40,77	
Type of school	primary school,	41,85	6,134*
	junior secondary school	40,36	
Number of students	<100	41,82	1,190
	100-300	40,76	
	>300	41,10	
Seniority of teachers	1-10 years	40,12	5,331*
	11-20 years	41,37	
	>20 years	41,83	

*- statistical significance ($p < 0,05$)

Surveys showed no significant correlation between the location of the school and its size and attitude to innovation. In turn, seniority of teachers affects the quality of approach to innovative solutions.

Table 11. Attitude to innovation (W9)

Specification		Mean	F
Location of school	rural area	22,40	0,269
	urban area	22,20	
Type of school	primary school,	22,71	3,871*
	junior secondary school	21,93	
Number of students	<100	22,75	0,694
	100-300	22,15	
	>300	22,27	
Seniority of teachers	1-10 years	21,53	7,135*
	11-20 years	22,48	
	>20 years	22,95	

*- statistical significance ($p < 0,05$)

Table 12. attitude of teachers to after-school activities (W10)

Specification		Mean	F
Location of school	rural area	22,40	0,269
	urban area	22,20	
Type of school	primary school,	22,71	3,871*
	junior secondary school	21,93	
Number of students	<100	22,75	0,694
	100-300	22,15	
	>300	22,27	
Seniority of teachers	1-10 years	21,53	7,135*
	11-20 years	22,48	
	>20 years	22,95	

*- statistical significance ($p < 0,05$)

The last of the studied indicators did not reveal a significant correlation between the location of the school and its size and attitude of teachers to after-school activities. In contrast, seniority of teachers affects the quality of attitude to conducting after-school activities.

SUMMARY AND CONCLUSIONS

The analysis of axiological and directional dispositions, that is, the attitudes of physical education teachers to the profession, is essential in the process of physical education. The didactic, educational and organizational effects of teacher's work depend largely on the attitude to the main professional duties and responsibilities. The presented results of empirical studies and reflections on the socio-professional status of work of physical education teacher show the area of issues, circumstances and relationships that may significantly affect the quality of education and physical education in the modern school.

It seems that the level of school or environmental physical culture depends primarily on the personality of the teacher of physical education and the global attitude to the profession. Substantive justification of this statement may be the conclusions resulting from this study:

1. Seniority of the teacher was important in the analysis of the following indicators of attitudes: approach to the students, to school, to professional duties, to the main objectives of physical education and relation to innovation in teaching and education.
2. The attitude of physical education teachers was conditioned by the type of school (primary school, junior secondary school) with regard to: a direct relation to the profession, professional improvement, to professional duties and to the purposes of physical education.
3. The adopted third hypothesis was not confirmed. Location of school (city, village) had no significance in shaping the subsequent indicators of attitudes of surveyed teachers.
4. Number of students in school has an impact on the attitude of teachers to the profession. This relation, however, occurred only in the study of a direct attitude to the profession and to students. In the analysis of other indicators of attitudes, such correlation was not confirmed.

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