

A COMPARATIVE STUDY
Aptitude for Physical Education and Sports Career
between Male and Female Physical Education Trainees

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ABSTRACT

An aptitude is a person's ability, acquired or innate, to learn or develop knowledge or a skill in some specific area (Singh, 1987)

The purpose of the study was to find out the difference in Physical Education career aptitude between Physical Education male and female trainees. It was hypothesized that there existed no difference in aptitude between male and female candidates, for selecting Physical Education as a career.

This ex-post-facto study was conducted on college youth of 18+ age (mean age = 22 years). 150 boys and 150 girls undergoing Physical Education professional courses from local govt. College of physical education and nearby Physical colleges of Patiala served as a sample.

Aptitude was assessed through newly constructed and standardized 'Aptitude for Physical Education career Inventory' by Kamla devi, 2014, research scholar of Kurushetra University, Kurukshetra. The reliability of the test is 0.89 and validity was worked out by axiomatic and content validity data was statistically treated and analyzed. As per the objectives of the study, Mean, S.D., S.E. and t ratio were calculated and made necessary comparisons.

Results show significant difference between male and female aptitude in physical education career. Female Physical Education Students are superior in Physical Education aptitude to the male Physical Education Students.

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INTRODUCTION

The focus of testing for teaching aptitude is to determine / select students who genuinely want to teach. They possess qualities, such as open mindedness, curiosity, love for children and have some basic knowledge about teaching as a profession and people (thinkers and educational psychologists) who have contributed to the field of education. 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. Notably, good teaching is, in fact, complex and challenging; and even the best teachers face difficulties translating formal knowledge into effective practice (Blase, 2006).

Teaching Aptitude in Physical Education

Within the ambit of education, Physical Education is a specialized area of learning in which variety of motor skills, movement skills, sports and 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 does general education, but by and large, it is replete with endless diverse physical activities performed in the gymnasiums, athletics 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 a profession.

While the ability of a subject teacher (e.g. in English, physics, chemistry, history or biology) is decided in classrooms while presentation, the worth of Physical Education teacher is better known on the field of play where does practical teaching of wide variety of activities such as minor and major games, sports, gymnastics, swimming. and so on, and also teach some theoretical concepts in the classroom setting. So, it is natural for young men and women with good sport and activity background to come for training in Physical Education. Even a cursory look at the physical education teachers in schools and colleges and the under-trainees at the colleges / university departments of Physical Education, it is easy to make out what kind of individual these people are - strong, sturdy, muscular, agile, energetic and athletic - engaging in various activities, almost five to six hours a day, besides attending theory lessons.

In simple words, 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. Often, we find the people who have some special abilities or potentialities which enable them to do well in certain fields of activity. Such people have special types of aptitude and therefore, they are able to learn and acquire the necessary skills in a specialized field. They are also interested in such activities as are of their liking, further success or achievement in a given field of knowledge or activity depends to a great extent upon attitude and interests.

Aptitudes are the special skills, knowledge and interests in one or more areas such as business, mechanics,

administration, defense service, teaching or anything else. In Webster's Medical Dictionary (2002), is defined as 'a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand'

Objective of the Study

To find out the differences in Physical Education career aptitude between Physical Education male and female Students. (undergoing professional physical education courses).

Hypothesis

It was hypothesized that there existed no difference in aptitude for selecting physical education as a career between male and female physical education Students.

METHODOLOGY

Sample

The population identified for this ex-post-facto study was college youth of 18+ age (mean age 22 years) of local Physical Education college and nearby Physical Education colleges of Patiala. From this vast but finite population, was randomly taken a convenient sample of 150 young boys and 150 young girls undergoing Physical Education courses (i.e.D.P.Ed, B.P.Ed and M.P.Ed).

Tool used

Aptitude was assessed through newly constructed and standardized "Aptitude for Physical Education Career Inventory" by Kamla Devi, 2014; Research scholar Kurukshetra University, Kurushetra, Haryana.

This ex-post-facto study was initially conducted on 100 collegiate youth (50 physical education boys and girls undergoing Physical Education professional courses and 50 non-physical education boys and girls) 18 plus Age (mean age 22 years)

for the construction and standardization of an aptitude inventory for such students who would opt to adopt Physical Education as a career in life. The sample was drawn from local colleges of Patiala.

The typical steps in the construction of the test are given below:

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 your items
6. Validating and norming your items (after pilot test)

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 scoring scale was reversed in case of items which ran in the opposite direction. The data collected on the initial sample of 100 subjects were statistically treated, analyzed and interpreted with the purpose of the study, reliability and validity, were calculated to draw results and make necessary comparisons.

The 40-item Inventory is quite reliable (.89 Cronbach Alfa) and valid (Axiomatic and sub factor validity) shown in above mentioned Table.

In other words, 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. Each item was to be scored on 5 - Point Likert Scale.

Internal Consistency of the sub-factors

Sr. No.	Name of the Sub-Factor	Validity Coefficient Raw and Standardized	
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 following 5-point LIKERT SCALE was developed to be used for scoring each item:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

RESULTS & DISSUSSION

Statistically treated data, in respect of the sample 150 boys and 150 girls, are presented and analysed as per the objectives of the study.

Descriptive statistics and 't' ratio are depicted in Table 1.

Table-1 : Descriptive statistics and t ratio of the sample.

Group no.	Type of group	N	Mean	S.D.	S.E.	t ratio at .05 level
1.	Phy.edu. boys	150	154.22	17.37	1.41	1 and 2 (14.00) 8.74*
2.	Phy.edu. girls	150	168.23	12.51	1.02	

*significant t at .05 level

Table 1 shows that the mean score of Physical Education boys is $154.22 + 17.37$; and in case of girls mean score is $168.23 + 12.51$. It clearly reveals the superiority of the Physical Education female students in aptitude over the Physical Education male students.

Descriptive statistics of the study clearly reveal the superiority of Physical Education female students in aptitude over their male counterparts. A visible incongruency such as unusually higher mean score in case of Physical Education female students or comparatively low mean score, in case of male Physical Education trainees, may possibly be there due to sampling error.

The 't' ratio between two sub-samples in case of Physical Education female students and male students has been found to be significant at .05 level of confidence. This is straight reflection on the discriminating power of the aptitude.

CONCLUSION

There is a significant difference in Physical Education career aptitude between male and female students undergoing Physical Education professional courses, at .05 level of confidence.

The female students have a higher aptitude for selecting Physical Education as a career than the male Physical Education Students.

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