

A Comparative Study of Motives for Choosing Physical Education as a Profession

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Abstract: A Study was undertaken with an aim to find out the different motives for choosing Physical Education as Career among C.P.Ed., B.P.Ed. and M.P.Ed. Students. A total of 150 students by selecting 50 from each class were taken as a subject of study. The study concluded that M.P.Ed. Students have higher Intrinsic and Extrinsic motives as compare to B.P.Ed. and C.P.Ed. students. The Intrinsic and Extrinsic motives of B.P.Ed. and C.P.Ed. students were found equal when compared each other

Keywords: Physical Education, Teaching Profession, Motives, Intrinsic, Extrinsic

1. Introduction

Nowadays, everyone has to make a decision about the choice of their career. Surely, making such a decision can have a great impact on one's life as work is considered to be an integral part of one's identity and determines, to a great extent one's economic and social position.

Choosing their future profession, people, in most cases, decide by motives, normally not just one motive, but a whole group of them. Motives as defined by Duraj-Nowakowa (7) "are some kind of expression showing one's attitude towards a profession, and also an estimation of one's own possibility to fulfill it". A good choice will depend on a unity of talents, predispositions and interests of the candidate with profession's requirement (Cieslinski,(4). The present economic situation and social convictions have caused the fact that the common values preferred while choosing a profession are material profits and stability of work. This opinion is absolutely consistent with, who in addition mentions the possibility of one's creative development.

One reason for failure in the choice of one's main subject are different educational chances : "students (in particular differences in interests, motivation, aspirations, health, etc.), their parents (who are different in education, financial situation, educational awareness, professional prestige, etc.), schools (differences in the grades of educational functions, professional orientation, technical infrastructure, social infrastructure, etc.) childhood background (differences in ecological factors, social and cultural skills, the status of the local community for realizing one's educational aims, etc.)"Duraj-Nowakowa(8).

According to Lawson's theory about occupational socialization, the attractions (economic and symbolic benefits associated with teaching) are part of subjective warrants, namely a person's perception of the requirements and benefits of working in a given profession weighed against self-assessment of aspiration and competence {5, 10}.

In recent years there has been an increasing interest in exploring the reasons why student teachers choose to become teachers {9} or PE teachers, in particular {6, 10}.

According to different sources {14, 5, 9} these reasons can be grouped into three categories: altruistic (Lortie's service and interpersonal themes), intrinsic (Lortie's continuation theme and, in general, aspects of the job inherent in the work itself), and extrinsic (Lortie's time compatibility and material benefits themes). There were studies which have identified intrinsic as well as extrinsic rewards for teaching. For example, Nwagwu {11}, Chivore {2}, and Youg {14} reported that the most frequent reasons for entering teacher training were extrinsic (salaries, job security, vacation hours, and influence of others). Similarly, Chuene et al. {3} found that most of student teachers went to teacher training colleges because they could not afford tuition fees at other institutions

Research on teacher socialization in PE yields similar results. Undergraduate majors (Americans or Singaporeans), interested in teaching PE or coaching, rated the altruistic (working with children, help others) and the intrinsic (staying in touch with sports, learning about PE and sports) reasons highest {6, 12, 13}. Similarly, Belka, Lawson, and Lipnickey {1} found that Physical Education Teacher Education (PETE) recruits rated intrinsic (to have fun at work) as well as altruistic reasons (to be helpful to others) highest, whereas extrinsic reasons (plenty of vacation time, summers off) were ranked low. Apparently, these studies indicate that attraction of altruistic, intrinsic, and extrinsic motives {14}.

Although the above research on teacher socialization has been conducted in different parts of the world (USA, England, Jamaica, Norway, Brunei, Japan, South Africa, Zimbabwe, Cameroon and Slovenia), in India such research has been almost nonexistent and, therefore, little has been known about the Haryana student teachers' reasons for pursuing a PE teaching career.

These considerations show the need for analyzing students' attitudes (in this case physical education students) towards their future profession and their motives for choosing the teaching profession. This special profession requires from its candidates definite characteristic – love of children, emotional stability, empathy, self acceptance, reliability, creativity etc.

The aim of the research was to verify students' attitudes towards their future profession in physical culture and some

reasons for choosing their field of studies and to compare the different motives of choosing Physical Education as a profession between different class students.

2. Methods

The present investigation was conducted on a total subject of (150) One Fifty of Haryana State Students, who had joined the different Physical Education Institutions in Haryana. The total sample was divided into three groups C.P.Ed. (50), B.P.Ed. (50) and M.P.Ed. (50). A questionnaire proposed by Naeomi Feijgin having 30 questions was used to collect the data on motivations. These 30 statements were again group into two major categories, intrinsic motives (self realization, calling, talent) and extrinsic motives (economic, social status, training convenience).

3. Results & Description

Table 1: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Intrinsic Motives

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
37.86	39.96	42.00	1.37

Table 1: shows that there is significant mean difference between M.P.Ed. and C.P.Ed. students and even in M.P.Ed. and B.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more intrinsic motives as compare to B.P.Ed. and C.P.Ed. students. It also shows that B.P.Ed. students have more intrinsic motives as compare to C.P.Ed. students.

Table 2: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Self Realization

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
12.92	14.24	14.50	0.54

It was observed from Table -2 that there is significant mean difference between M.P.Ed. and B.P.Ed. students when compared with C.P.Ed. Students. The Higher mean value of M.P.Ed. & B.P.Ed. students shows that they have more self realizing motives as compare to C.P.Ed. students. But M.P.Ed. & B.P.Ed. students have equal self realizing motives.

Table 3: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Calling Motives :

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
13.00	14.32	14.98	0.63

Table -3 shows that there is significant mean difference between M.P.Ed. and C.P.Ed. students and even in M.P.Ed. and B.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more Calling motives as compare to B.P.Ed. and C.P.Ed. students. It also shows that B.P.Ed. students have more Calling motives as compare to C.P.Ed. students.

Table 4: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Talent Motives :

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
11.96	12.46	14.00	0.65

Table -4 tells that there is significant mean difference between M.P.Ed. and C.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more Talent motives than C.P.Ed. students. But B.P.Ed. & C.P.Ed. students have same level of Talent Motives.

Table 5: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Extrinsic Motives :

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
38.00	39.44	41.34	1.41

Table 5 : shows that there is significant main difference between M.P.Ed. and C.P.Ed. students and even in M.P.Ed. and B.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more Extrinsic motives as compare to B.P.Ed. and C.P.Ed. students. It also shows that B.P.Ed. students have more Extrinsic motives as compare to C.P.Ed. students.

Table 6: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Economic Motives

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
12.04	13.90	15.00	1.01

Table -6 shows that there is significant main difference between M.P.Ed. and C.P.Ed. students and even in M.P.Ed. and B.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more Economic Motives as compare to B.P.Ed. and C.P.Ed. students. It also shows that B.P.Ed. students have more Economic Motives as compare to C.P.Ed. students.

Table 7: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Status :

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
12.50	13.25	14.00	0.63

Table -7 shows that there is significant main difference between M.P.Ed. and C.P.Ed. students and even in M.P.Ed. and B.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more Status Motives as compare to B.P.Ed. and C.P.Ed. students. It also shows that B.P.Ed. students have more Status Motives as compare to C.P.Ed. students.

Table 8: Means and Critical Different of C.P.Ed., B.P.Ed. & M.P.Ed. students on Training Convenience :

C.P.ED.	B.P.ED.	M.P.ED.	C.D.
11.76	12.14	12.52	0.77

Table 8: tells that there is significant mean difference between M.P.Ed. and C.P.Ed. students. The Higher mean value of M.P.Ed. students shows that they have more Training Convenience than C.P.Ed. students. But B.P.Ed. & C.P.Ed. students have same level of Training Convenience.

4. Conclusions

On the basis of present research, it was concluded that M.P.Ed. students have more intrinsic and extrinsic motives as compare to B.P.Ed. and C.P.Ed. students in many other sub categories such as B.P.Ed. students have higher motivation level as compare to C.P.Ed. students so it was

clear that as the level of classes increased motivation level also increases.

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