



DEVELOPMENT OF PROFESSIONAL ATTITUDES SCALE FOR COLLEGE DIRECTORS OF PHYSICAL EDUCATION IN NWFP PROVINCE

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ABSTRACT

The main purpose of this study was to develop a reliable Professional Attitudes Scale for Directors of Physical Education (PASDPE) working in Government colleges of North West Frontier Province of Pakistan. In the study all the necessary procedure/steps taken are given in details that how a reliable Professional Attitudes Scale for Directors of Physical Education can be developed. As a result, a 39 items Professional Attitudes Scale was developed with a Cronbach alpha of .90 for administration/collecting of Data.

Key Words: - Item correlation, reliability, Cronbach alpha, STATISTICA, Professional Attitudes, Directors of Physical Education



INTRODUCTION

A variety of attitudes scales are used to measure the attitudes of teachers in all over the world. Teacher's personality in the attitudinal sense has a significant factor in teacher behavior and it has a great impact on student's achievements. Positive teachers' attitudes create positive actions towards institutional goals. As attitudes, deteriorate, so do commitment, loyalty, and most importantly performance (Baumgartner, 1995). According to Shah (2004), "the enhancement of positive professional attitudes not only promotes the teacher's efficiency, but also helps in making the institutions attractive for students and teachers". Alexander (1978) has stated that the attitudes of teachers influence the expectations and behavior towards their students. The student's academic performance and self-image are influenced by these attitudes, expectations, and behaviors.

Much of the Physical Education research in the affective domain has focused on attitudes and their performance. "Attitudes concerned feelings about particular social objects, physical objects, types of people, particular persons, social institutions, and government policies" (Nunnally, 1978). Keating (2004) stated that it has been widely accepted that the affective and cognitive domains are required to constitute an attitude. According to Eagly (1993) "the affective component of attitude is associated with relatively stable favorable or unfavorable feelings toward an attitude object". Attitude must be considered multidimensional. There are several different types of attitude toward an object and that the composite score must be split into several scores to measure validly of each dimension (Kenyon, 1968 b).



The researcher intends to develop a reliable PASDPE working in government colleges of North West Frontier Province Pakistan (keeping in view the environment and situation of the area). The scale developed and after making it reliable would then used to know the professional attitudes of Directors of Physical Education (DPEs) towards their profession. In this study the researcher has given all the necessary procedure/method in details that how a reliable Professional Attitudes Scale can be developed. The scale may be helpful to investigate the extent of Professional Attitudes of Directors of Physical Education in relation to their profession.

OBJECTIVES OF THE STUDY

1. To develop a reliable Professional Attitudes Scale for Directors of Physical Education.
2. To determined the extent of Professional Attitudes of Directors of Physical Education using the Scale.
3. To collect data using the Professional Attitudes Scale for PhD research work.

PROCEDURE OF THE STUDY

Validation evidence was gathered through pilot studies. In estimating the internal consistency of the scales, the Cronbach's coefficient alpha formula was used and results were calculated with the help of computer. To measure a respondent's perception of the usefulness of scale, a professional attitudes scale having 57 items (Appendix A) based on previous research, current practices, and available literature (Baumgartner *et al* (1995), Corbin *et al* (2004), Bucher (1972), Mathews (1978), Best John W. (1977), Safrin (1981), Barry L. Johnson *et al* (1988) and Shah M (2004), and (Evaluation of Student Teaching Final Report form of Towson University Maryland), was developed using likert-



style. Responses were categorized on a 5-point scale ranging from "Strongly agree" to "Strongly disagree".

The following steps were taken in the development of PASDPE.

For determining reliability and validity of the Scale, it was sent to 70 experts in the field of Education and Physical Education in all over the country. The responses of the experts received were 50 out of 70; the percentage of received responses was 71.42%. The received responses were tabulated in the computer Excel program.

In the Scale, every item has five options (1, 2, 3, 4, 5) to respond, showing the intensity of the opinion. According to the respondent's opinion the number "1" Means Strongly disagree "2" Shows Disagree "3" Shows the Undecided response of the respondent "4" Reveals Agree and "5" Means Strongly Agree.

Professional Attitude Scale was to be responded on five point Scale from 1 to 5 responses. Items showing positive attitude include item no, 1, 2, 3, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 36, 37, 38, and 39. Similarly, the responses showing negative attitudes are converted as 1 into 5, 2 into 4, 3 into 3, 4 into 2, and 5 into 1. Items number 4, 5, 8, 13, 30, and 33 fell under this category.

The tabulated data then feed to another computer program "STATISTICA" for Reliability/item analyses (Appendix B).

Reliability of PASDPE

"One important quality of a measurement is reliability. A reliable test or instrument measures whatever it measures consistently. That is if an individual whose ability has not changed is measured twice with a perfectly reliable



measuring device, the two scores will be identical” (Baumgartner 1995, P-114).

According to Baumgartner (1995) “an attitude scale is a self-report measure and suffers from the weaknesses typical of this type of instrument. Its principal limitation is that it reflects only what individuals know and willing to relate about their attitudes. Students who like a teacher tend to response more favorably than their true attitudes may warrant, and often-favorable responses on a self-report scale are accompanied by contrary behavior. For example, students may express a favorable attitude toward physical activity and fitness yet is inactive and unfit” (P-420). The author further describes that it is unrealistic to establish a parallel validity of the attitude scales with its actual behavior, the majority scales claim face validity. The process involves defining the content area to be measured and develop attitude statements that logically relate to it. The total score on the scale usually represent an individual’s attitude toward the content area. “Unfortunately, this has created a serious problem of validity on physical education attitude scale. If you sum all the scores on the scale, it is essential that all statements measure the same general attitude” (P-420).

Numerous Physical Education teachers and exercise specialists have published attitude scales. The Physical Education attitude scales by (Keating, 2004; Kulinna, 1999; Nasr A. *et al*, 1994;). These published scales report high reliability estimates (≥ 0.85), but their validity has not been established.

The reliability alpha coefficient of Professional Attitudes Scale of Directors of Physical Education used in this study was obtained from the responses of twenty five (25) DPEs which were included in the pilot study and again in final study. Their responses were nearly the same as were in pilot study. The alpha co-efficient in pilot study was



measured as 0.88, and in the final data collected from sixty two (62) DPEs were 0.90. Thus, the result of the reliability coefficient shows that the scale for Professional Attitudes of Directors of Physical Education is reasonably reliable.

Validity of PASDPE

“A test or measuring instrument/scale is valid if it measures what it is supposed to measure. To have validity, then, a test must be relevant and reliable- relevant to the trait being tested and reliable as a measurement of that trait” (Baumgartner, 1995. P-140). The literature on validity remains very fluid and not perfectly conclusive. The validity issue seemed to have focused on the construction of instruments to defer items and subscales, which were intended to measure student-learning outcome (Aleamoni & Hexner, 1980).

The validity of the Professional Attitudes Scale was determined through applying the scale on the thirty-five (35) Physical Education Teachers of the higher secondary schools (grade XI-XII) after four weeks that of original data was gathered from the seventy- (70) DPEs working in the degree (graduate) colleges of North West Frontier Province Pakistan. The scale has measured the same results as were gathered from the DPEs except few of the items shows fewer responses i.e. item No 14, 20, 25, and 34.

CONTENT VALIDITY OF PASDPE

Content validity incorporates estimates of the extent to which the content of an instrument/Scale relates to what it is designed to measure. Construct validity evaluates the degree to which the scores from an instrument correspond to other measures of the theoretical trait (Baumgartner 1995).



Content validity of the final version of the scale was designed through review of related literature (Keating, 2004; Kulinna, 1999; Nasr A. *et al*, 1994; Baumgartner & Jackson 1995, Corbin *et al* 2004, Bucher 1972, Donald 1978, Best 1977, Safrit, 1981, Barry L, *et al* 1988, Shah, 2004), and (Evaluation of Student Teaching Final Report form of Towson University Maryland). Comments, suggestion of the staff in the Department of Sports Sciences & Physical Education, Institute of Education and Research Gomal University, and experts in the field of Physical Education, Sports and research.

DISCUSSION AND CONCLUSION

Two methods are commonly used to develop an attitude scale items or its sub domains (Keating 2004). The first method recommended by Rosanberg (1956 in Keating), and it began by gathering domains from target respondents, followed by developing relevant items according to the domains. The second method required pooling relevant items from previous studies on the topic and then generating new items based on conceptual model (Babbie, 1990 in Keating). Both methods have advantages to generate items and sub domains. It ensures that all the items and sub domains are taken into consideration at the beginning of the scale development. Hence, both of the methods were used to generate the items and sub domains. Several Physical Education and others Attitudes Scale were developed by different authors/researchers, some of them are following.

The Kenyon (1968a in Baumgartner) Attitude towards Physical Activity (ATPA) six dimensional measured scales for men consists of 59 items and the parallel scale for women consists of 54 items. The complete instrument with instructions is provided in other scores



(Baumgartner & Jackson 1982; Kenyon 1968b; Safrit 1981 in Baumgartner)

Kulinna (1999) have developed a reliable and valid instrument to examine Teacher's attitudes toward teaching physical activity and fitness.

A study by Kulinna (1999) has discussed both quantitative and qualitative tools with a particular focus on developing of a reliable and valid instrument for the measurement of students' Attitude toward Physical Education and Physical Activity.

The Attitude toward Effective Teaching (AET) survey instrument and Teaching Performance (TP) instruments were developed by Nasr *et al* (1994), the AET instrument comprises of 37 items on a five-point scale and the TP instrument was comprises of 23 items.

Hans et al (2004) constructed a 71-item scale, to focus group sessions with social nurses and paraprofessionals who had experience with underprivileged families. The final version contained 20 items. The scale showed high internal consistency ($\alpha = 0.92$) and high inter-rater reliability ($r=0.97$).

Shah (2002) has developed a reliable scale of Professional Attitudes to study the effectiveness of teachers' training in enhancing the professional attitudes of B.Ed Students with a Cronbach alpha of .78.

In this study the researcher has developed a valid Professional Attitudes scale of 39 items (Appendix C) with Cronbach Alpha of .90. Initially the scale's items were 57. Eighteen those items deleted whose values were (Item Total Correlation) in minus or less than .25, as those items were not valid and the items having values in pluses or more than .25 (Item Total Correlation) were considered as valid and were included in the final scale of Professional Attitudes for Directors of Physical Education.

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**Appendix -A**

**PILOT STUDY
SCALE FOR PROFESSIONAL ATTITUDES OF
DIRECTORS OF PHYSICAL EDUCATION**

1	To tell one of your colleagues that I am fully aware of your problems related to discipline and I am ready to help you.	1	2	3	4	5
2	During the course of instruction, activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.					
3	The students may be afforded freedom in their activities in order to remove any sign of boredom.					
4	Punishment may be given to those students who deserve it.					
5	The parents and relatives of students may not be allowed free entry in the college.					
6	The problems related to discipline may be dealt on one's own accord rather than looking to higher authorities for their solution.					
7	By selecting and adopting physical education as a profession one remains economically depressed.					
8	The DPE may adopt the decisions of his Principal, which they themselves consider irrelevant.					
9	The role of DPE may be central in all teaching learning process.					
10	The group discussion among students may be encouraged.					
11	Conversation with the students at a playground should be avoided so that it may not disturb discipline.					
12	The haphazard questioning of the students may be tolerated.					
13	In order to maintain individual status of the DPE their contact with common men of society may be avoided particularly on the occasion of National and annual sports day of the college and other celebration.					
14	Causes of academic deficiencies and violation of discipline among the students may be identified and efforts may be made to remove them.					
15	Punishment may be given to the pugnacious students who inflict violence on other students.					
16	To maintain individual status the DPE should avoid close intimacy with the students because it lowers his honor.					
17	The skills and techniques may develop by the DPE, so that the students can easily enhance their performance in the games.					
18	In view of desires of parents, the students may be prevented from going out for games or may not be allowed to play.					



THE SHIELD



19	Participation in sports enhances the physical conditions of an individual.					
20	The DPE must participate in customs and conventions of the community.					
21	Strict discipline may be maintained by a newly trained Director Physical Education and with the passage of time when the students learn respect for that DPE; they may be allowed close intimacy.					
22	Taking part in sports activities promotes knowledge of the essential of games.					
23	Individual differences of the students may be kept in mind while giving instruction about Physical Education.					
24	Needs and interest of the students may be given due importance for effective teaching.					
25	The students may be encouraged to adopt such attitudes and values related to sports, which they cannot adopt in their homes.					
26	Some times violation of the rules and regulations of the games by the students may be ignored.					
27	As Director of Physical Education priority may be given to the teaching of basic skills of the particular game.					
28	The DPE may accept any office of responsibility in any sports association and federation.					
29	The DPE should accept the responsibilities in a college located in some backward and for flung area.					
30	The practice of the game is necessary to promote basic skills in sports.					
31	To promote better health conditions, the students may take part in the sporting activities.					
32	The students may be allowed for prolonged discussions in the ground/gymnasium, so that they may enhance their skills in the game.					
33	DPEs may change a college after every two or three years in order to gain experience of new environment.					
34	Publicity is necessary for the encouragement of the students in sporting activities.					
35	The students may be allowed to adopt their own techniques even if these techniques are incorrect from their DPEs point of view.					
36	The DPE may admonish students in a playground in order to maintain his dominance over them.					
37	The DPE may not be discriminatory while evaluating performance of students.					
38	The games have negative impact on moral behavior and educational abilities of the students, as such; they should be prevented from participation in sports.					
39	The tem captain must be a hard master so that strict discipline can be maintain in the absence of Director Physical Education.					



DEVELOPMENT OF PROFESSIONAL ATTITUDES SCALE



40	A variety of techniques may be used for teaching of physical education curriculum.						
41	The DPE must avoid demonstrating physical education activities at playground.						
42	A comparison of the athletes with one another in their games and sports achievements may be made for the purpose of motivation in learning.						
43	The students may be educated to comply immediately with the orders of their DPE without any hesitation.						
44	The word of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.						
45	The DPE may visit parents of his students to discuss problems and difficulties faced by the students.						
46	The DPE may incorporate suitable responses and ideas of students in his instructions.						
47	The planning and design of a program of activities may be prepared before instructions.						
48	Despite lack of interest in the physical education profession it may be adopted for economic earning only.						
49	The DPE may leave the profession of physical education and accept other profession as and when chance occurs for economic benefits only.						
50	Taking part in sporting events give you a personal satisfaction.						
51	Posture deformities can be improved by taking part in physical education activities.						
52	Sports give the knowledge of how the body functions and its relationship to physical education.						
53	Growth and development factors affected by movement can be enhanced through understanding sports.						
54	Engagement in sporting activities is the worthy use of leisure.						
55	Participation in sports develops self-control in trying situations.						
56	The instructions of physical activities may be made more effective on the basis of logical arguments.						
57	The D.P.E may assist parents or other members of community in solution of student's problems through effective discussion.						



Appendix -B

Summary for Scale of Professional Attitudes of Directors of Physical Education

Summary for scale: Mean=208.940 Std.Dv.=22.5438 Valid N: 50
 Cronbach alpha: .908200 Standardized alpha: .906124
 Average inter-item corr.: .151196

	Mean if deleted	Var. if deleted	stDv. If deleted	Item-Totl Correl.	Alpha if deleted
CASE1	205.2600	494.9924	22.24842	0.060876	0.909328
CASE2	204.8200	467.2676	21.61637	0.666017	0.903584
CASE3	204.6800	478.6176	21.87733	0.466092	0.905806
CASE4	206.0600	492.1364	22.18415	0.115296	0.909127
CASE5	205.4000	491	22.15852	0.114665	0.909585
CASE6	204.6000	471.44	21.71267	0.654143	0.904077
CASE7	205.1400	481.4004	21.94084	0.348955	0.906894
CASE8	205.1400	482.5604	21.96726	0.297042	0.907499
CASE9	204.7600	468.5424	21.64584	0.589719	0.904248
CASE10	204.7800	479.8916	21.90643	0.451051	0.905981
CASE11	205.1400	482.4004	21.96362	0.319295	0.907209
CASE12	204.7800	484.9716	22.02207	0.317615	907156
CASE13	206.9800	493.4596	22.21395	0.127497	0.908538
CASE14	204.7200	475.9216	21.81563	0.557407	0.905039
CASE15	207.1000	496.13	22.27398	0.040044	0.909243
CASE16	207.0000	494.36	22.23421	0.08822	0.908939
CASE17	204.7600	473.7824	21.76654	0.550447	0.904906
CASE18	205.4600	485.0884	22.02472	0.233462	0.908264
CASE19	204.6800	476.9776	21.83982	0.508046	0.905419
CASE20	205.0400	490.9984	22.15848	0.18629	0.908178
CASE21	205.0000	470.48	21.69055	0.561081	0.904606
CASE22	204.5000	471.45	21.7129	0.679699	0.903955
CASE23	204.5600	467.4464	21.62051	0.581071	0.90426
CASE24	204.5000	473.01	21.74879	0.65601	0.904245
CASE25	204.9600	472.7584	21.74301	0.565016	0.90473
CASE26	205.2400	483.3024	21.98414	0.280037	0.90769
CASE27	204.7200	472.9616	21.74768	0.575568	0.904675
CASE28	204.7000	474.89	21.79197	0.525265	0.905159



DEVELOPMENT OF PROFESSIONAL ATTITUDES SCALE



CASE29	206.8000	494.16	22.22971	0.095676	0.908862
CASE30	206.8200	497.3476	22.30129	0.007991	0.909287
CASE31	204.7200	472.7216	21.74216	0.544563	0.904876
CASE32	205.1400	469.6804	21.67211	0.552547	0.904638
CASE33	206.7800	496.8516	22.29017	0.022663	0.909237
CASE34	204.9800	476.0596	21.81879	0.452416	0.905813
CASE35	205.3800	468.8756	21.65354	0.419325	0.906454
CASE36	205.4200	484.5236	22.0119	0.216903	0.908724
CASE37	204.7400	468.5124	21.64515	0.587146	0.904268
CASE38	206.8800	495.4256	22.25816	0.060786	0.909092
CASE39	205.3200	478.9376	21.88464	0.331836	0.907248
CASE40	204.7800	474.1316	21.77456	0.533878	0.905047
CASE41	206.8600	504.0004	22.44995	-0.184041	0.911063
CASE42	204.8800	474.9856	21.79416	0.501872	0.905341
CASE43	204.9400	478.2964	21.86999	0.387355	0.906513
CASE44	205.0000	480.8	21.92715	0.325495	0.907214
CASE45	206.5800	500.1636	22.36434	-0.070707	0.910805
CASE46	204.7400	480.6724	21.92424	0.434885	0.906133
CASE47	204.4400	475.4864	21.80565	0.540196	0.905103
CASE48	205.1000	484.13	22.00295	0.231098	0.908477
CASE49	204.9200	483.4336	21.98712	0.275995	0.907741
CASE50	204.6400	476.9104	21.83828	0.563829	0.905099
CASE51	204.6600	481.2244	21.93683	0.514745	0.905757
CASE52	204.8400	484.7344	22.01669	0.383583	0.906672
CASE53	204.5800	473.4836	21.75968	0.598685	0.904583
CASE54	204.7200	482.8816	21.97457	0.373089	0.90667
CASE55	206.4800	490.0896	22.13797	0.213069	0.907971
CASE56	204.6800	476.1776	21.82149	0.612174	0.904802
CASE57	206.3400	493.8244	22.22216	0.1055	0.908787

**Appendix -C**

Name: ----- Qualifications: -----

Experience: - -----

Working College/District/City: - -----

**After Validation from Pilot Study
A Reliable and Validated Professional Attitudes Scale
for Directors of Physical Education**

1	During the course of instruction, activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.	1	2	3	4	5
2	The students may be afforded freedom in their activities in order to remove any sign of boredom.					
3	The problems related to discipline may be dealt on one's own accord rather than looking to higher authorities for their solution.					
4	By selecting and adopting physical education as a profession one remains economically depressed.					
5	The DPE may adopt the decisions of his Principal, which they themselves consider irrelevant.					
6	The role of DPE may be central in all teaching learning process.					
7	The group discussion among students may be encouraged.					
8	Conversation with the students at a playground should be avoided so that it may not disturb discipline.					
9	The haphazard questioning of the students may be tolerated.					
10	Causes of academic deficiencies and violation of discipline among the students may be identified and efforts may be made to remove them.					
11	The skills and techniques may develop by the DPE, so that the students can easily enhance their performance in the games.					
12	Participation in sports enhances the physical conditions of an individual.					
13	Strict discipline may be maintained by a newly trained Director Physical Education and with the passage of time when the students learn respect for that DPE; they may be allowed close intimacy.					
14	Taking part in sports activities promotes knowledge of the essential of games.					
15	Individual differences of the students may be kept in mind while giving instruction about Physical Education.					
16	Needs and interest of the students may be given due importance for effective teaching.					
17	The students may be encouraged to adopt such attitudes and values related to sports, which they cannot adopt in their homes.					



DEVELOPMENT OF PROFESSIONAL ATTITUDES SCALE



18	Some times violation of the rules and regulations of the games by the students may be ignored.					
19	As Director of Physical Education priority may be given to the teaching of basic skills of the particular game.					
20	The DPE may accept any office of responsibility in any sports association and federation.					
21	To promote better health conditions, the students may take part in the sporting activities.					
22	The students may be allowed for prolonged discussions in the ground/gymnasium, so that they may enhance their skills in the game.					
23	Publicity is necessary for the encouragement of the students in sporting activities.					
24	The students may be allowed to adopt their own techniques even if these techniques are incorrect from their DPEs point of view.					
25	The DPE may not be discriminatory while evaluating performance of students.					
26	The team captain must be a hard master so that strict discipline can be maintain in the absence of Director Physical Education.					
27	A variety of techniques may be used for teaching of physical education curriculum.					
28	A comparison of the athletes with one another in their games and sports achievements may be made for the purpose of motivation in learning.					
29	The students may be educated to comply immediately with the orders of their DPE without any hesitation.					
30	The word of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.					
31	The DPE may incorporate suitable responses and ideas of students in his instructions.					
32	The planning and design of a program of activities may be prepared before instructions.					
33	The DPE may leave the profession of physical education and accept other profession as and when chance occurs for economic benefits only.					
34	Taking part in sporting events give you a personal satisfaction.					
35	Posture deformities can be improved by taking part in physical education activities.					
36	Sports give the knowledge of how the body functions and its relationship to physical education.					
37	Growth and development factors affected by movement can be enhanced through understanding sports.					
38	Engagement in sporting activities is the worthy use of leisure.					
39	The instructions of physical activities may be made more effective on the basis of logical arguments.					