

Motives for Teaching Physical Education as a Career and Participation in Physical Activities' Attitudes

DR.KIRAN,Lavanya,

Professor,Assistant Professor,

Department of humanities and Science,

Samskruti College of Engineering and Technology, Ghatkesar.

ABSTRACT:

Teachers' opinions regarding physical activity involvement and their motivations for pursuing a career in teaching physical education will be examined in this research. In order to gather data, two questionnaires with a total of 98 participants were used. The findings of this research indicated that participants had a positive outlook on physical activity. There was a combination of internal and external reasons why people chose the physical education profession, as well. A correlation was found between participants' views about physical exercise and their motivations for pursuing a career in the field of physical education.

Key Words: Teachers' Attitudes, Motives, Physical Education, Teaching Profession, Physical Activities

INTRODUCTION

Physical education has recently been a popular career choice for aspiring instructors. According to the 21st century, it's considered the beginning of the "new millennium" renaissance. Physical education professionals' great work, according to proponents, will serve as the foundation for accomplishing this goal since it will connect the present-day advantages of physical activity with those that will accrue in the future (Masurier & Corbin, 2006). Physical education professionals are the only ones who can help our generation lead a more active and healthy lifestyle via purposeful physical education exercises.

It is important to have well-qualified, motivated, and happy physical education instructors in order to achieve the goals of the physical education course (Aicinena, 1991; Chen, 2001; Treasure & Roberts, 2001; Murcia, Coll & Perez, 2009). Assumptions and motivations are linked together to produce action. Everyone has an impact on one other's attitudes, and our drive is a major factor in this (Piipari, Watt, Jaakkola, Liukkonen, Nurmi, 2009; McKenzie, 2007; Dishman, Motl, Saunders, Felton, Ward, & Pate, 2005). According to Tuckman (1999), there is no desired conduct without good thoughts. That is to say, no action should be anticipated if a person's attitude toward an item is negative. Our expectations for physical education teachers are lower if the applicants don't have strong feelings about participating in physical activities.

This survey was conducted among students at Sultan Qaboos University who were interested in pursuing a profession in physical education and who were already active in physical exercise. The study's goal was to see whether engaging in physical activities affected the career choice of future physical education instructors. Study participants' attitudes toward physical activity participation, as well as their motivation to pursue a career in physical education, were examined in this study. The study also looked at how attitudes and motivation toward physical activity differed based on various variables, including gender, GPA, year of study and time spent practising sports.

LITERATURE REVIEW

Physical education instructors must have both a strong desire to educate and a strong desire to engage in physical activities since teaching physical education entails both teaching and participating in physical activities. The influence of attitude on motivation has been discussed by a number of academics. Furthermore, according to Tuckman (1999), a good attitude leads to action, and so, students who want to become physical education teachers must have a favourable attitude toward physical activity. In light of

the many health advantages of partaking in physical activities, it is thought that people develop positive attitudes about exercise. Increasing numbers of people with chronic illnesses are being blamed on a lack of physical activity and a bad attitude toward physical activity, according to health professionals worldwide. Studies show that physical activity may help prevent a variety of ailments, including cardiovascular disease, diabetes, stroke, cancer, obesity, and respiratory disease. Over 35 million individuals died in 2005 from chronic illnesses that may have been prevented with regular exercise, according to *Sport and Health: Preventing and Managing Non-Communicable Diseases* (2010, p. 34). Sixty percent of the recorded fatalities are a result of this. Infectious disease-related mortality are now twice as high as deaths from chronic conditions, according to worrying new data. More than five times as many people die from heart disease as from HIV/AIDS. According to the WHO, fatalities from chronic diseases cost developing nations billions of dollars in lost national revenue.

Researchers in physical education settings categorised people's motivations for participating in various physical activities into several groups. Scientific evidence shows that participating in physical activities improves the quality of life by improving cardiovascular and respiratory function; increasing performance at work; enhancing feelings of well-being; decreasing stress, anxiety, and depression; and reducing total (Armstrong, Balady, Berry, Davis, Davy, & Davy, 2006). Bairly (2009) demonstrates the social advantages of physical activity by proving that involvement in physical activities gives possibilities to interact with others, to enhance motivation, self-concept, self-efficacy, and well-being.

According to Carlson (1994), 51% of junior high school students' views toward physical education were favourably impacted by society, culture, and participation in school sports. Undergraduate students of Sultan Qaboos University were studied by Zayed, Jebali, and Alshaili (2004). Students' views about physical activity were found to be generally good, according to the findings. Fitness and health, social interaction, recreation, anxiety, physical appearance, competitiveness, and challenge ranked highest on the list of motivations for being active, according to the study's findings.

In addition, the research found a similarity in views between men and women, which supports the above finding. Many studies have revealed that health advantages are a common incentive for people to engage in physical activity (Blair, 1984). Relieves stress and strain; socialises; looks good; has fun; challenges oneself and others; makes one feel accomplished.

Gorna (2001) found that people who participated in school sports had more favourable views about participating in physical exercise than those who had professional sports experiences. Tomik (2007) discovered that students who were members of a sports club had more favourable views about physical education and sports than students who were not members of a sports club. The physical education grade had a significant impact on both attitude and involvement in leisure time sport activities, according to Shropshire, Carroll, and Yim (1997). Male and female physical education pupils were found to have a substantial difference in gender differences. Males outperformed females in terms of competitiveness, while females outperformed males in terms of pleasure, challenge, and accomplishment. According to many research (Froowicz, 1994; Koca, Hiilya, Demirhan, 2005; Gorna, 2001; Shropshire et al., 1997; Koca & Demirhan, 2004; Stewart & Green, 1991), men generally show more positive views than women.

Researchers have examined the reasons students choose to become teachers, and they have discovered that the majority of them are driven by both internal and external factors. There are three sorts of motivation that drive individuals to select one activity over another, according to the self-determination theory (Deci & Ryan, 2008). Intrinsic motivation, on the other hand, is defined by an individual's desire to engage in an activity for its own sake. Those that are intrinsically driven have a high level of autonomy, relatedness, and competence in their work. Those who are motivated by external factors, such as monetary gain or avoiding punishment, may be said to be motivated by extrinsic factors. External factors

compel and constrain them. Motivation is the third category, which is characterised by passivity or lack of action.

When asked why they chose physical education as a career, intrinsically driven students mentioned interpersonal service, whereas extrinsically motivated students cited sports and physical activities. Demotivated students highlighted the ease of entrance as a factor in their decision to leave. Females claimed intrinsic motivation more often than guys (Spittle, Jackson, Casey, 2009). Ten motivations for pursuing a career as a teacher were examined in four different programmes by Koh, Wang, Erickson, and Cote (2012). Love for children/young people, an interest in teaching, an opportunity to fulfil a purpose, and work fit or altruistic and intrinsic drive were the four most common reasons given. It is thus a logical conclusion that their results confirm the findings of Zounhia et al (2006). To teach physical education in Greece, they discovered that the pupils' motivations to do so were both intrinsic and altruistic. They discovered that instructors enter the field in order to achieve personal fulfilment and contribute to the advancement of society.

People in charge of designing physical education programmes might benefit from researching the potential attractiveness of physical education as well as the reasons for entering the profession of physical education and attitudes toward participation in physical activities. Thus, the study's objectives are as follows: To begin, we surveyed Sultan Qaboos University's prospective physical education instructors on their views toward physical activity. Secondly, it is important to know why they decided to become physical education teachers in the first place. Last but not least, it's important to figure out how students' views about physical activity and their desire to pursue a career in physical education are connected.

METHOD

Sample

At Sultan Qaboos University, a total of 98 students enrolled in the physical education department completed the two measures used in this research, which represents a response rate of 77%, with 57 male and 41 female students participating.

Instruments

Two questionnaires were utilised in this investigation. Attitudes toward physical activity were measured using a five-point Likert scale in a first study utilising the Kenyon ATPA instrument (modified by Alawee, 2000). A translation by Kanon was used to update the original questionnaire (1968). Previously, an Arabic researcher used the same tool to study attitudes about physical exercise, but with a different set of participants.

For the second instrument, researchers devised a questionnaire that asked participants why they wanted to become physical education teachers. By completing a pilot research on 20 physical education student instructors at Sultan Qaboos University, the final draught of this questionnaire was established. They were required to write out their reasons for wanting to become a physical education teacher and their reasons for enrolling in the programme. Their replies yielded a variety of explanations.

The surveys were examined by six physical education experts in order to ensure their validity. People's feedback was collected and utilised to evaluate each instrument and to see whether it could be used to answer specific research questions. After consulting with experts, the questionnaires were reworked and approved in their final form following this method. A pilot research was conducted on 30 new physical education instructors who had just graduated from Sultan Qaboos University in order to ensure the validity of the results. Attitude and Motives Teaching Instruments both have Cronbach's Alpha scores of 0.71 and 0.86, respectively. The instruments were deemed adequate for the study's goals since both of their p-values surpassed 0.60.

RESULTS

Attitude toward Participation in Physical Activities

Table 1 below shows that students with an aesthetic experience attitude had the highest mean score, with a 3.85 0.78 average. Gymnastics, for example, is an example of an activity that provides an aesthetic experience. Students who are interested in health and fitness had the second-highest mean of 3.73039. 3.61049. This is the third-highest average score. It's the sensation of dizziness that occurs when individuals engage in activities that require rapid direction change, speed, acceleration, or risky exposure. The fourth average is 3.52048. Participants in this subcategory agree that physical education helps alleviate the burdens of daily living. P.E. helps students relax and is important to them, according to the students. As a final note, the fifth and final mean is 3.51 0.39, representing students who feel that physical education benefits their social well-being because it allows them to interact with others in their immediate environment, therefore improving their quality of life. Students who mentioned anxiety and danger had the lowest mean. There are some students, however, who feel that participating in physical activities would alleviate their stress and anxieties. With 68 percent of the scores falling between 3.25 and 3.99, and 95 percent of the scores falling between 2.28 and 4.36, the overall mean for the six groups is 3.62034. Overall, the Sultan Qaboos University students' attitude toward participating in physical activities is good, as seen by their high overall mean.

Table 1: Means and standard deviation of students' attitudes toward participation in physical activities

<i>The domain</i>	<i>Means</i>	<i>Standard Deviation</i>	<i>Order</i>
Social experience	3.51	0.39	5
Health and fitness	3.73	0.41	2
Reduction the tension	3.52	0.48	4
Tension and risk	3.48	0.48	6
Pursuit of vertigo	3.61	0.49	3
Aesthetic experience	3.85	0.78	1
Scale as a whole	3.62	0.37	

Motives towards Physical Education Teaching Profession

As seen in Table 2 below, physical education teachers' motivations for entering the field are detailed. The students who said that physical education classes were enjoyable and enjoyable had the highest mean of 4.86 5.17. This indicates that they choose a profession in physical education because of this motivation. The second mean comes from those students who said that they had always had a passion for sports, which resulted in a 4.42 0.82 average. A mean of 4.39 0.78 ranks third among students who say they've wanted to improve their sports talents since infancy. Students are highly motivated to pursue a career in physical education because of the aforementioned intrinsic factors. A mean of 4.22 0.82 ranks altruism at the top of the list. This is a group of kids whose replies said that they like physical education and that they want to help others enhance their sports experiences. The mean of the lowest altruistic motive was 3.811.15. This was the part of the survey when students said that they had a great time working with youngsters. Physical education teachers have a broad range of employment options, according to the top ranking extrinsic factor with a mean of 3.890.90. The students who said that their ratios in high school could only enable them to study the physical education teaching programme had the lowest mean of 1.821.21.

Table 2: Means in descending order and standard deviations of the responses of respondents to motives toward physical education teaching profession

<i>Statements</i>	<i>Mean</i>	<i>St.Dev</i>
1 Because study of physical education is fun and pleasure	4.86	5.17
2 Because I love sport since childhood	4.42	0.82
3 Desire to learn new sports skills	4.39	0.78
4 Because I appreciate the positive benefits resulting from my study of Physical Education	4.39	0.86
5 Because I love sport as part of my future career	4.37	0.79
6 Because I enjoy learning skills of various sports	4.28	0.89
7 Because I believe deeply that sport plays an important role in the lives of others	4.23	0.94
8 Because I believe that studying physical education is thrilling and fun	4.22	0.82
9 Because I believe that I will have a positive impact in the life of others	4.12	0.82
10 Because I need to develop my abilities and my skills in various sports	4.11	1.05
11 Feeling that I can help others with regards to sports life	4.08	0.98
12 Feeling comfortable working with beginners and professional athletes	4.03	0.88
13 To be more relevant to the world of sport	4.03	1.02
14 To maintain my fitness level on a regular basis	4.02	0.84
15 Chosen profession because I will be specializing in the care of the health of others in terms of physical	3.97	0.95
16 Because it offers me the opportunity to be coach of a sports	3.91	1.06
17 Career opportunities available with many of the jobs that can be joined by	3.89	0.90
18 Enjoying working with young children	3.81	1.15
19 Job guaranteed after graduation	3.57	1.06
20 The nature of the study in physical education is more practical than theoretical	3.55	1.15
21 Showing the people around me that I am an athlete distinct	3.49	1.21
22 Showing my skills and my abilities in front of my fellow sports	3.20	1.29
23 For I will be the happiest of my family and my friends to optional career teaching physical education.	3.17	1.24
24 Because it is a profession characterized by safe and secure pension after the end of the service	3.15	1.10
25 Because the salary received by the physical education teacher is adequate	3.13	1.15

26	Because the profession of teaching physical education allows me to spend more time with my family	2.71	1.18
27	I think that the study of physical education is easy compared to other disciplines	2.38	1.20
28	Because the profession of teaching physical education gives me a long summer holiday	2.45	1.20
29	The large number of holidays in the teaching profession	2.45	1.09
30	I do not know a particular reason that made me choose the profession of teaching physical education	2.41	1.31
31	The effort physical education teachers make is less compared to the efforts of teachers of other subjects	2.07	1.26
32	Because of encouragement by my relatives Physical Education teacher	2.01	1.19
33	Because the ratios in the high school did not qualify me to study a different subject	1.82	1.21
Total mean		3.54	0.43

Relationship between attitude toward participation in physical activities and motives of choosing physical education as a profession

Table 3 below shows the results of the study examining whether views toward sports involvement and motivations to become a physical education teacher are linked. There is a correlation coefficient of 0.36 and a significance level of 0.001 in the Pearson coefficient correlation. Here, we can see how important this connection really is. Student engagement in physical education is likely to be a career choice for a student who has a favourable attitude about the subject. Positive attitudes about physical activity were shown in the high levels of enthusiasm for physical education instruction. There have been other studies that have shown similar outcomes, so these findings aren't surprising. Our attitude toward physical activities and education is an important element in whether or not we participate in them, according to Silverman and Ennis (2003). The research found that students who have a high interest in physical activity and drive are more likely to pursue a career in physical education.

Table 3: The correlation coefficient between attitudes toward participation in physical activity and motives towards choosing the physical education teaching profession

Total average score on attitudes	Total average score on motives scale	correlation coefficient	significance level
3.62	3.54	0.36	0.001

Variation of attitude toward participation in physical activities and motives towards teaching physical education based on gender

A table of t-test results is shown in Table 4. The purpose of the experiment was to see whether gender effects attitudes about physical activity participation and motivations for pursuing a career in physical education teaching. 57 men had a mean attitude toward physical activity of 3.600.40 whereas 41 women had a mean attitude toward physical activity of 3.660.33; this results in a T-value of 0.811 and a P-value of 0.42 for the gender test. This reveals that there is no substantial difference in attitudes about physical activity between men and women. In the second test, 57 male respondents had a mean of 3.610.41 and 41 female respondents had a mean of 3.450.43, which resulted in a T-value of 1.56 and P-value 0.07,

respectively, for the second test. Gender and motivations for becoming a physical education teacher seem to be indistinguishable.

Table 4: Significant differences between male and female on attitude towards physical activities and motives towards physical education teaching career

Scale	Gender	Number	Means	Standard Deviation	T-value	Sig-level
Attitudes toward participation in physical activity	male	57	3.60	0.40	.811	.42
	female	41	3.66	0.33		
Motives towards choosing PE teaching profession	male	57	3.61	0.41	1.56	0.07
	female	41	3.45	0.43		

Variation of attitudes and motives with respect to GPA, study year, sports days per week, time participating per week and sports activities

Table 5 below illustrates how GPA, year of study, sports days per week, time spent practising sport, and kind of physical activity affect attitudes toward physical activity and motivations for teaching physical education. On the attitude and motivation measures, P-values of 0.98 and 0.12 were found, respectively. As a result, there is no correlation between students' attitudes about physical activity and their intentions to pursue a career in physical education. Results for attitude and motivations scale P-values are 0.79, and 0.50, for the year of research, respectively. P-values of 0.78 and 0.45, respectively, have been calculated for the weekly variation in sports attitude and motivation measures. Sports practise time had a p-value of 0.80 and 0.84 on the attitude and motivation measures, respectively. P-values for attitude and motivation are 0.20 and 0.51, respectively, for the kind of physical exercise. GPA, year in school, sports days per week, and kind of physical activity all had a P-value above (≥ 0.05) which indicates that there is no statistically significant difference between the scales for attitude and motivation.

Table 5: Significant difference between the averages of responses of respondents on the study scales according to above mentioned variables

Source of variance	Scale		Sum of squares	Degree of freedom	Mean of squares	T-value	Sig-level
GPA	Attitudes scale	Between the groups	0.02	3	0.01	0.06	0.98
		Within the groups	13.46	94	0.14		
		Total	13.84	97			
Motives scale	Attitudes scale	Between the groups	1.07	3	0.36	2.03	0.12
		Within the groups	16.54	94	0.18		
		Total	17.61	97			
Study year	Attitudes scale	Between the groups	0.15	3	0.05	0.34	0.79
		Within the groups	13.33	94	0.14		
		Total	13.48	97			
Motives scale	Attitudes scale	Between the groups	0.43	3	0.14	0.79	0.50
		Within the groups	17.18	94	0.18		
		Total	17.61	97	0.04		

Sport days per a week	Attitudes scale	Between the groups	0.07	2	0.14	0.25	0.78
		Within the groups	13.41	95			
		Total	13.48	97	0.15		
	Motives scale	Between the groups	0.29	2	0.18	0.78	0.45
		Within the groups	17.32	95			
		Total	17.61	97			
Time practicing sport	Attitudes scale	Between the groups	0.06	2	0.03	0.23	0.80
		Within the groups	13.42	95	0.14		
		Total	13.48	97			
	Motives scale	Between the groups	0.06	2	0.03	0.17	0.84
		Within the groups	17.55	95	0.18		
		Total	17.61	97			
Types of physical activity	Attitudes scale	Between the groups	0.45	2	0.22	1.64	0.20
		Within the groups	13.03	95	0.14		
		Total	13.48	97			
	Motives scale	Between the groups	0.25	2	0.13	0.69	0.51
		Within the groups	17.36	95	0.18		
		Total	17.61	97			

DISCUSSION

Sport and exercise participation need a positive attitude toward physical activity. Findings from our study demonstrate that kids in physical education have a positive outlook on physical activity. In line with this, we've discovered the following: Malaysian sports science students were shown to have high favourable views regarding physical activities by Mea and Hoe (2005, p. 100) and by Zeng, Hipscher, and Raymond (2011, p. 532). However, their views fluctuate depending on the subject matter. Our research demonstrates that the students' attitude is strong in the area of aesthetic enjoyment, but poor in the area of stress and danger. In contrast to our results, Mea and Hoe in 2005 found social experience to be the greatest attitude toward involvement in physical activities, and aesthetic experience to be the lowest. Sports exposure, encouragement from parents, and assistance from physical education instructors may have contributed to their positive outlook on life. As stated by Trudeau and Shephard (2005), students that participate in physical activities have a positive outlook on them. Pre-adolescent pupils who were forced to participate in physical activities by their instructors are more likely to have a negative attitude about physical activities in their adulthood, according to the authors of the study. More physically active teenagers who got moral support from their families than those who received little or no moral support were found in Martin-(2010) Matillas's study on adolescents. In this case, social support plays a critical role in altering a person's attitude toward physical activity.

Motivation, according to Madejski, Kosiba, and Majer (2009, p. 27), has a favourable impact on students' job choices. There are three types of motivation: intrinsic, extrinsic, and altruistic. In our research, we found that the students' motivations for pursuing a career in physical education were both personal and charitable. A study conducted by Zounhia, Chatoupis, Amoutzas, and Hatziharistos (2006) indicated that Greek physical education students identified both intrinsic and extrinsic factors in their decision to become physical education teachers. There were surprisingly few people who decided to enter the sector for the sake of employment stability or extended vacations. First and foremost, prospective students in the profession have a lifelong passion for sports and desire to be associated with it for the rest of their lives.

Secondly, they may be feeling a love for athletics, as well as a desire for teaching, and last, a sense of social support. Because of their passion for athletics and the support of instructors or family members, pre-service teachers in the Republic of Ireland choose to pursue a career in physical education. Compared to female pre-service teachers, male pre-service teachers are found to have a love for sports but lack a passion for teaching, whereas female pre-service teachers are shown to have a love for sports and a passion for teaching.

There is a correlation between one's attitude toward physical activity and one's interest in pursuing a career in physical education. As a result of the students' high interest in physical activities, it is likely that they will pursue a career in physical education teaching, especially if they enjoy teaching and get moral support. Attitudes such as "self-efficacy" and "self-confidence" may have a significant impact on how well people do and how motivated they are. This shows that motivation and attitude have a favourable connection, which supports this study's conclusion. Women's lack of enthusiasm to participate in physical activity was caused by a negative cultural value in South Korean culture, according to Cho (2004). High levels of enthusiasm for sports engagement were implanted by cultural beliefs, which emphasised the need of physical activity among males.

It is clear that attitudes regarding physical activity participation are not gender-specific. Many research disagree with this conclusion. Only gender has an impact on involvement in physical activities, according to Ransdell, Vener, and Sell (2004). Gender stereotypes are exacerbated by the fact that society has a bias against males participating in physical sports, as was previously stated. That's what Daigle (2004, p. 26) points out in his dissertation, "Gender Differences in Participation in Physical Activities: A Comprehensive Model Approach." Unlike previous researchers, our results may be attributed to the following possible reasons: The society encouraged children of both genders to engage actively in physical activities from an early age, resulting in a strong attitude toward physical activities in the students. Bailey, Wellard, and Dismore (2005, pp. 4-6) argue that the amount of physical activity engagement of children is strongly influenced by their families. A child's ability to engage in physical activity was likely influenced by the presence of physically fit parents or siblings. Throughout one's life, one has a positive outlook on physical activity.

According to the findings, attitudes about physical activity and interest in becoming a physical education teacher are unaffected by factors such as GPA, year of study, number of days spent participating in sports, or kind of physical activity. Several studies, however, contradict our results. For example, Mea and Hoe (2005, pp. 104-105) observed that the opinions of Malaysian students studying sport science change with the year in which they are enrolled. Compared to the previous years, third-year students had a far more positive outlook on physical activity. This validates our results that motivation does not change with the number of years of study, according to Spittle, Jackson, Casey (2008, pp. 193-194). A study conducted by Trudeau and Shephard (2008, p. 9) on the relationship between exercise and academic performance indicated a small but statistically significant improvement in academic performance when students participated in physical activities. A high GPA does not alter a person's attitude toward participating in physical activities, as previously stated by our researchers. Students who have a strong desire to engage in physical activities, regardless of their GPA, are more likely to do so (Murcia et al., 2009, p. 2). Society's encouragement for students to seek a career in physical education may be a possible explanation for the discrepancy in results from the prior study. There is a possibility that all of the students who entered the physical education profession had previous sports experience, and therefore no other variables would have an impact on their attitude toward physical activities or their willingness to enter the profession. Last but not least, certain physical education pupils may exhibit sporting prowess. A lack of variety in students' attitudes toward physical activity and their lack of enthusiasm for a career in physical education might be attributed to their perceptions of teachers' and students' physical aptitude. Physical activity ability has a significant impact on engagement in physical activities, according to Kalaja, Jaakkola, Liukkonen, and Watt (2010, p. 80). Physical activities are more appealing to those who feel they have the physical ability to participate in them.

CONCLUSION

Exercise and sports are the most common forms of physical activity participation. People that participate in physical activities, such as exercising or participating in sports, have a positive outlook on physical activity. In order to pursue a profession in physical education, students must have a strong interest in physical activity and a desire to teach. According to the data, pupils have a positive outlook on physical activity. This may be due to students participating in physical activities as a form of recreation and sports as children. They may have been encouraged to engage in physical exercise by supportive instructors in their physical education courses, or by their parents, who realised their physical ability and the inherent advantages of physical activity. Finally, there are personal causes for the decline. Students' attitudes regarding participating in physical activities are favourably influenced by physical education classes (Trudeau and Shephard, 2005, pp. 98-100). Research by Trudeau and Shephard shows that students' attitudes toward physical activity improve when they participate in exercises that acknowledge their unique strengths. Physical education students' strong attitudes are attributed to their purported physical qualities in sports and physical training, according to Kalaja et al. (2010, p. 80). Trudeau and Shepherd (2005, p. 5) indicate that pre-adolescent kids who were compelled to participate in physical exercise as a form of physical activities had a negative attitude toward physical activities in their maturity. These findings support the hypothesis that people who have a positive attitude toward physical activity are more likely to engage in it.

Female and male students' views about physical activity and their ambition to pursue a career in physical education are shown to be comparable, according to the research. Other studies have shown the opposite, thus this is up for debate. In a study of children's attitudes toward physical activity, Marques, Martins, Costa, Sarmiento & Carreiro (2011) found that gender exhibits substantial differences in attitudes toward physical activity, with boys displaying greater attitudes than girls. The lack of interest in physical activity and the lack of drive for a career in physical education may most likely be attributed to a shared love of sports and a commitment to teaching that cuts across gender lines. Pre-service teachers in Ireland who have a love for sports and a desire to teach participated in physical education programmes (Ralph, 2011, p. 77).

Clearly, students who choose physical education are driven by their own desire to improve their well-being. It's clear that the students are drawn to physical education because they have a lifelong passion for sports and a want to inspire others to participate in physical activity, thus they pursue a career in the field. Furthermore, the study found that the factors that influence men's and women's decision to pursue a career in physical education teaching are strongly linked. Students' attitudes about physical activity and their desire to pursue a profession in physical education have been shown to be linked in this research.

LIMITATIONS AND FUTURE DIRECTION

Like other educational research, this one has its flaws as well. It is based on a single scientific data gathering procedure at the methodological level. Surveys and other scientific methodologies seem to lack in depth insight. A lack of face-to-face interaction with participants is preventing researchers from getting a complete picture of their tales or voices. Another drawback to this research is the selection of a small sample size. However, despite the fact that the research included a significant number of participants, the results cannot be generalised.

The findings of this study serve as a foundation for future research. Prior to entering teacher preparation programmes, prospective physical education teachers should undergo extensive examinations that consider their views and motivations for teaching physical education. Candidates' attitudes and motivations have a crucial impact in forming and altering their future commitment to physical education teaching. Furthermore, additional research is required to examine how teachers' instructors at pre-service training programmes might influence, modify, and shape candidates' attitudes and motivations.

Tsangaridou's (2006) request for attention to teachers' beliefs is in agreement with this approach. When additional research results disclose the circumstances and possibilities of how to influence teachers' beliefs, "information acquired from the teachers' beliefs field of study will have a substantial effect on teaching practises" (498). Triangulation approaches such as interviews and observations should be used instead of depending on one method in research aimed at investigating motivations and attitudes.

REFERENCES

1. Aicinen, S. (1991). 'The teacher and student attitude toward physical education'.
2. *Physical Educator*, 48 (1), 28-32. Ajzen, I. (2002). 'Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior'. *Journal of Applied Social Psychology*, 32, 665-683.
3. Armstrong, L., Balady, G., Berry, M., Davis, S., Davy, B. & Davy, K. (2006). *ACSM's guidelines for exercise testing and prescription (7th ed.)*. Baltimore: MD. Lippincott Williams & Wilkins.
4. Bailey, R., Wellard, I. & Dismore, H. (2005). 'Girls' participation in physical activities and sports: benefits, patterns, influences and ways forward': *Centre for physical education and sport research. World Health Organization Report*, 4-6.
5. Baily, R. (2009) 'Physical education and sport in schools'. In R. Baily & D. Kirk. *Routledge physical education reader* (pp. 29-38). London and New York: Routledge Taylor & Francis Group.
6. Bandura, A. (1997). *Self efficacy: The exercise of control*. New York: W.H. Freeman.
7. Carlson, T. B. (1994). 'Why students hate, tolerate, or love gym: A study of attitude formation and associated behaviors in physical education' (Doctoral dissertation, University of Massachusetts, 1994). *Dissertation Abstracts International*, 55-03A, 0502.
8. Chen, A. (2001). 'Theoretical conceptualization for motivation research in physical education: An integrated perspective'. *Quest*, 53(1), 35-58.
9. Cho, M. (2004). 'The Strength of motivation and physical activity level during leisure time among youth in South Korea', *Youth and Society*, 35(4):492.
10. Corbin, C. & Lindsey B.R. (2006). *Fitness for Life*. Illinois: 4
11. Daigle, K.G. (2003). 'Gender differences in participation of physical activities: a comprehensive model approach'. (Doctoral Dissertation, Louisiana State University and Agricultural and Mechanical College, 2003). [Online] Retrieved from: http://etd.lsu.edu/docs/available/etd-0702103-114837/unrestricted/Daigle_dis.pdf26.
12. Deci, E.L. & Ryan, R.M. (2008). 'Self-determination theory: A macrotheory of human motivation, development, and health'. *Canadian Psychology*, 49(3), 182-185.
13. Dishman, R.K., Motl, R.W., Saunders, R., Felton, G., Ward, D.S. & Pate, R.R. (2005). 'Enjoyment mediates the effects of a school based physical activity intervention among adolescent girls'. *Medicine and Science in Sport and Exercise*, 37, 478-487.
14. Frołowicz, T. (1994). *Skuteczność procesu wychowania fizycznego w szkole podstawowej* (The efficacy of physical education in primary school. AWF, Gdańsk. (In Polish).
15. Górna, K. (2001). *Przygotowanie młodzieży do uczestnictwa w kulturze fizycznej* Preparation of adolescents for participation in physical education and sport. AWF, Katowice. (In Polish).
16. Hoffman, S.J. (2008). *Introduction to Kinesiology: Studying physical activity*. 3rd edn., USA: Premier Print Group.
17. Kalaja, S., Jaakkola, T., Liukkonen, J. & Watt, A. (2010). 'The role of gender, enjoyment, perceived physical activity competence, and fundamental movement skill as correlates of the physical activity engagement of Finnish physical education students', *Scandinavian Sports Studies Forum*, 1, 69-87.

18. Koca, C., Hülya, F. & Demirhan, G. (2005). 'Attitudes toward physical education and class preferences of Turkish adolescents in terms of school gender composition'. *Adolescence*, 40(158), 456-374.
19. Koca, C. & Demirhan, G. (2004). 'An examination of high school students' attitudes toward physical education with regard to sex and sport participation'. *Perceptual and Motor Skills* 98 (3), 754-758.
20. Koh K. T., Wang, C. K., Erickson, K., Cote, J. (2012). Experience in competitive youth sport and needs satisfaction: The Singapore Story. *International Journal of Sport Psychology*, 43, 15-32.
21. Madejski, E., Kosiba, G. & Majer, M. (2009). 'Present attitude of physical education students towards future employment in their profession'. *Acta Univ. Palacki. Olomuc., Gymn.* 40(2), 27.
22. Martin-Matillas, M., Ortega, F.B., Ruiz, J.R., Martinez-Gomez, D., Marcos, A., Moliner-Urdiales, D., Politi, A., Pedrero-Chamizo, R., Beghin, L., Molnar, D. & Sjostrom, M. (2010). 'Adolescent's physical activity levels and relatives' physical activity engagement and encouragement'. *European Journal of Public Health*, 21(6), 705-712. doi:10.1093/eurpub/ckq143.
23. Marques, A., Martins, J., Martins, M., Costa, J., Sarmiento, H. & Carreiro da Costa, F. (2011). 'The importance of attitudes towards physical activity and its relationship with practice of physical activity'. *Journal of Sports Medicine*, 45(15), 1-2. doi:10.1136/bjsports-2011-090606.21.
24. Masurier, G. & Corbin, C. (2006). 'Top 10 reasons for quality physical education'.
25. *JPOPERD*, 6, 44-53.
26. Mea, K.K. & Hoe, W.E. (2005). 'Attitude toward physical activities: an investigation of sport science students in Malaysian Public Universities'. *Social Management Research Journal*. 2(1), 104-105.
27. McKenzie, T.L. (2007) 'The preparation of physical educators: A public health perspective'. *Quest*, 59, 346-357.
28. Murcia, J., Coll, D. & Perez, L. (2009). 'Self-determined motivation and physical education importance'. *Human Movement*, 10(1), 1-7.
29. Piipari, S.Y., Watt, A. Jaakkola, T., Liukkonen, J. and Nurmi, J. (2009). 'Relationship between physical education students' motivational profiles, enjoyment, state anxiety, and self-reported physical activity'. *Journal of Sport Science and Medicine*. 8, 327-336.
30. Ralph, A., (2011). 'Pre-service teachers' interests and disposition towards involvement in a physical teacher education programme', M.Ed. Thesis, University of Limerick, Limerick, Ireland. 77.
31. Ransdell, L., Vener, B. & Sell, K. (2004). 'International perspectives: the influence of gender on lifetime physical activity participation'. *Journal of the Royal Society for the Promotion of Health*, 124 (1), 12-14.
32. Shropshire, J., Carroll, B. & Yim, S. (1997). 'Primary school children's attitudes to physical education: Gender differences'. *European Journal of Physical Education*, 2(1), 23-38.
33. Silverman, S.J. & Ennis, C.D. (2003). *Students learning in physical education: Applying research to enhance instruction*. 2nd edn., United States of America: Sheriden Books.
34. Spittle, M., Jackson, K., Casey, M. (2008). 'Applying self-determination theory to understand the motivation for becoming a physical teacher'. *Teaching and Teacher Education*, 25, 103-104.
35. 'Sports and Health: Preventing and Managing Non-Communicable Disease', (2010). *Right to Play International*, 34.
36. Stewart, M.J. & Green, S.R. (1991). 'Secondary student attitudes toward physical education'. *Physical Educator*, 48(2), 72-79.

37. *Treasure, D. C. & Roberts, G. C. (2001). 'Students' perception on the motivational climate, achievement beliefs and satisfaction in physical education'. Research on Quarterly Exercise and Sports, 72(2), 165-172.*
38. *Trudeau, F. & Shephard R. J. (2008). 'Physical education, school physical activity, school sports and academic performance', International Journal of Behavioral Nutrition and Physical Activity 5(10), 9. doi10.1186/1479-5868-5-10.*
39. *Trudeau, F. & Shephard, R. J. (2005). 'Contribution of school programmes to physical activity levels and attitudes in children and adults'. Journal of Sports Medicine 35(2), 98-100.*
40. *Tsangaridou, N. (2006). Teachers' beliefs. In D. Kirk., D. Macdonald & M. O'Sullivan (Eds.), The handbook of physical education (pp.486-501). London: Sage Publications.*
41. *Tuckman, B. W. (1999). 'A Tripartite Model of Motivation for Achievement: Attitude/Drive/Strategy.*
42. *Zayed, K., Jebali, M. & Alshaili, A. (2004). 'Attitudes of SQU students toward physical activity and its relationships with some variables'. Series of Psychological and Educational Studies, 48-77.*
43. *Zeng, H. Z., Hipscher, M. & Raymond, W. L. (2011). 'Attitudes of high school students towards physical education and their sport activity preferences'. Journal of Social Sciences, 7(4), 532-533.*
44. *Zounhia, K., Chatoupis, C., Amoutzas, K., & Hatziharistos, D. (2006). 'Greek physical education students' reasons for choosing teaching as a career'. Studies in Physical Culture and Tourism, 13(2), 103.*