

## A STUDY OF PHYSICAL FITNESS AND TEACHER EFFECTIVENESS OF TEACHER TRAINER

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### ABSTRACT

*The purpose of this study was to study Physical Fitness and Teacher Effectiveness of Teacher Trainer. The subjects (n = 426) Male selected were from two B.Ed. colleges from University of Pune. The subjects were selected on the basis of stratified random sampling technique. It was concluded that the Health related Physical Fitness is significantly associated with one's Teacher Effectiveness. There exists a positive relationship between Physical Fitness and Teacher Effectiveness. Health Related Physical Fitness has significant relationship with Teacher Effectiveness.*

*Keywords: Physical fitness, and Teacher Effectiveness and Teacher Trainer*

### INTRODUCTION:

As the physical fitness is positively associated with one's Teacher Effectiveness and well being (Morgan & Goldstone, 1987), recent trend of extremely comfortable as well as sedentary lifestyle is bound to affect the coordinated functioning of body and mind. As a result a person loses his psycho-physical homeostasis and persistent state of such an imbalance resulting to decline one's physical and mental health. Literature reveals that lot of works has been done on different dimensions of mental health, however, no report regarding the association of 'health related physical fitness and Teacher Effectiveness is available so far. The topic undertaken for investigation in this piece of research, therefore, seems to be justified. 'A good teacher is one who does not teach but guides the students how to learn' There was once a time when it was taken for granted that a quiet class is a learning class. Authoritarian teaching or teacher-centered teaching approach was supposed to be best-suited approach. Researches in the field of education are now proving that the student-centered approaches are the best suited for the development of the learners. Delor's<sup>i</sup> commission appointed by UNESCO guides the educational field of 21<sup>st</sup>

century by saying “The basic framework for global curriculum has been identified in terms of the four pillars of education as,

- Learning to Know
- Learning to Do
- Learning to live together
- Learning to grow

To achieve the above objectives traditional teaching methods that are based on teacher-centered methods of teaching do not give justice. Motivation to learner is also one of the most important variables as pointed out by Silverman that affect learning of a student. To faster the motivation Bhalwankar<sup>ii</sup> (1999) identifies four conditions.

1. The student sees a purpose for learning
2. Accepts the purpose as worthwhile
3. Believes that he can succeed
4. Knows that someone cares.

For effective teaching one has to consider the above conditions also.

Academic learning time in physical education is also one of the main variables, which strongly affect teaching learning effect. McLeish<sup>iii</sup> (1981) categorized 104 physical education lessons into best (n=18), average (n = 48), and poor (n = 38). It indicated that the major determining factors distinguishing the best from the poor were higher rates of appropriate learning time and lower rates of waiting time. Time spent in a knowledge focus did not discriminate among the three groups. McLeish reached the following conclusions,

- Learning is maximized in direct proportion to the number and type of opportunity to learn.
- We learn the best by concentrating on practicing the motor, cognitive or psychomotor skill by actually doing, or
- By observing others performing the skill.
- There is no advantage to be gained in practicing the skill at a difficulty level that results in a level of failure rate greater than 10 percent.

Sidentop<sup>iv</sup> (1991) has written about the research findings related to Academic Learning Time in Physical Education (ALT-PE) that “Research has shown that there are large ranges of student engaged time as low as 10-15 percent to as high as 70-80 percent of class time. The average amount of engaged time is 25-30 percent. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower. When only ALT-PE time is reported, an average class of students gets no more than 10-20 percent of class time in functional engagement in activity.”

From above views and thinking we can conclude that student-centered learning process is more beneficial for the success of the education. To incorporate this ideas in education, teaching method that can give justice, should be implemented in the teaching learning process. Therefore it will be better to know about teaching methods and teaching process.

#### METHODOLOGY:

For the purpose of the study B.Ed. colleges, age ranged from 22 to 35 years males were the subjects (N = 426). The subjects were selected on the basis of stratified random sampling technique. The names of all the B.Ed. Colleges in University of Pune were listed region-wise as strata and then 20 Colleges were selected randomly. Colleges were selected by applying Fisher's Random Sampling technique without considering caste, creed and color.

Table No.1. Statistical Analysis of Physical Fitness and Teacher Effectiveness

Variable	Mean	Median	S. D.
Total Fit	200.27	200.42	24.46
BMI	4.82	5.00	.291
Push Ups	24	24.00	7.60
Sit Ups	25	24.00	4.75
Sit and Reach	42.49	43.00	8.35
12 min. Run / Walk	1910.03	1817.00	458.48
Teacher Effectiveness	203.80	200.50	27.60
N = 426			

Table No.2. Co-relation of variable Physical Fitness &amp; Teacher Effectiveness

VARIABLE	Push Ups	Sit Ups	Sit & Reach	12 min. Run/Walk	Teacher Effectiveness
Total Fit	-	-	-	-	.822(**)
	-	-	-	-	.000
BMI	.124(*)	.088	.007	.088	.074
	.010	.069	.890	.071	.129
Push Ups	1	.034	.026	.113(*)	.106(*)
	.	.489	.589	.019	.028
Sit Ups		1	-.071	.974(**)	.972(**)
		.	.144	.000	.000
Sit and Reach			1	-.084	-.060
			.	.082	.216
12 min. Run / Walk				1	.993(**)
				.	.000
Teacher Effectiveness					1
					.
N = 426					

\* Correlation is significant at the 0.05 level (2-tailed) \*\* Correlation is significant at the 0.01 level (2-tailed)

#### CONCLUSION:

1. There exists a highly significant and positive correlation between health related physical fitness and Teacher Effectiveness ( $r=0.822$ ) ( $p=0.000$ ) ( $p>0.01$ )

2. Correlation between BMI and Push Ups was positive and statistically significant ( $r=0.124$ ) ( $p=0.010$ ) ( $p>0.05$ )
3. Positive as well as significant correlation was found between Push Ups and 12 min. run/walk ( $r=0.113$ ) ( $p=0.019$ ) ( $p>0.05$ )
4. Correlation between Push Ups and Teacher effectiveness was positive and statistically significant ( $r=0.106$ ) ( $p=0.028$ ) ( $p>0.05$ )
5. Correlation between Sit Ups and 12 min. run/walk was positive and statistically significant ( $r=0.974$ ) ( $p=0.000$ ) ( $p>0.01$ )
6. Positive as well as significant correlation was found between Sit Ups and Teacher effectiveness ( $r=0.972$ ) ( $p=0.009$ ) ( $p>0.01$ )

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