



PERSONAL EFFECTIVENESS PROFILE OF PHYSICAL EDUCATION STUDENTS IN MANGALORE UNIVERSITY AND ALVAS COLLEGE OF PHYSICAL EDUCATION MOODBIDIRE

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ABSTRACT The study 124 physical education trainees studying in Mangalore University and Alva's College of Physical Education Moodbidri. the procedure adopted for the selection of subjects, construction and development of Questionnaire, Selection of variable, administration of Questionnaire and collection of data, and Statistical treatment of data or described. Methodologies that have been used in research on teaching effectiveness were the perfect teaching method, process-product and mediating-process designs, and ecology mode. The result indicate that as a whole the majority of Physical Education trainees in Mangalore University are ineffective .when it comes to comparison Alva's College of Physical Education College trainees have lower hand in terms of ineffectiveness .

KEYWORDS : effectiveness, ecology, mediating,

INTRODUCTION

The purpose of the paper was the review of the literature on effectiveness in physical education. Methodologies that have been used in research on teaching effectiveness were the perfect teaching method, process-product and mediating-process designs, and ecology model. According to the current literature the effective physical educator is enthusiastic, warm, fair, and able to observe and communicate, state objectives, check for cognitive understanding.

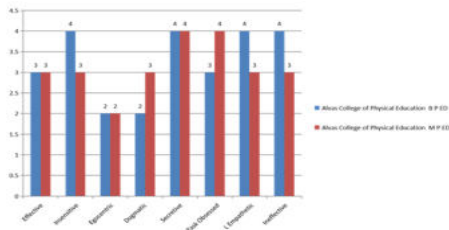
Many are reviewed that, counsellor training programs are built on the assumption that the learning process is essentially one of skills acquisition. Questions about the adequacy of this assumption have come from a number of sources. Carl Rogers (1980) concluded that "appalling consequences have resulted from focusing on the techniques of the therapist" (p. 39). Mahon and Altman (1977) observed that counsellor training programs have not provided for transfer of the acquired skills primarily because the personal qualities underlying these skills have not been emphasized appropriately. Our concern is not whether certain skills are desirable, but rather with the process used for developing them. In our opinion too little is yet known about what differentiates an effective process from an ineffective process. It seems possible that too many trainers are making the jump from skill description to skill development without fully understanding how to most effectively complete this transition, (p. 43) Their emphasis on the process used for developing the skills leads them to recommend that the impact on trainees be considered so that the skills can be used with meaning and flexibility. However, this recommendation was not accompanied by specific instructional guidelines which would have given clearer direction to trainers. In a provocative article, Plum (1981) considered that teaching people to communicate by prescribing specific behaviors has led to "the displacement of the interpersonal by the technological" (p. 5). He presented the reminder that "the essence of personal communication is the understanding and expression of meaning, not behavioral skillfulness.... Learning certain behavioral skills guarantees nothing about the meaning this behavior will have in actual interpersonal situations" (p. 7). The provision of three characteristics of training programs is proposed to restore the emphasis on the interpersonal. First, general communication principles should be presented with encouragement to participants to experiment with them "to allow their own means to emerge" and "to think more carefully in regard to the specifics in their lives" (p. 16). Second, a perspective should be developed about the reason the various techniques are considered to contribute to human communication. Third, participants should be given experience with the behavioral 178 Marcia D. Hills skills in the learning setting with encouragement to "notice and talk about the emotional reaction to their partners and to themselves which the assignments arouse in them" (p. 17). In fact, the experiences recommended in this third point could be used to achieve the objectives described in the first two characteristics. The attainment of this personal meaning for each of the participants could become the focus of communication-skills training. Following from the argument presented above it would be expected that achievement of this meaning would provide for more effective learning and personal integration than achieved by approaches which emphasize behavioural

skillfulness. The learning theory of Arthur Combs (1982) has focused directly on the importance of the discovery of personal meaning in order to understand the impact of information on a learner. Further, Combs presented clear statements of the conditions which provide for this discovery of personal meaning; an application of Combs' theory to communication skills training is provided by Hills (in preparation). This rationale about communication-skills training was put to test in a doctoral dissertation entitled "Improving the Learning of Parents' Communication Skills by Providing for Discovery of Personal Meaning" (Hills, 1984). Parents were chosen as the participants in the training program so that a meaningful test of the transfer of skills to a natural setting, namely interactions at home with their own children, could be made with minimum complications about professional ethics and confidentiality. A n innovative program called the Integrative Approach was developed to present communication skills (empathy responding, I messages and questioning) and awareness-raising activities (parenting styles and values) in a way that applied Combs' learning theory. The learning experiences were designed to provide for the discovery of personal meaning. The learners were encouraged to explore the meaning of content as it was presented by the group leader and, following principles of effective communication, to derive their own ways of responding to situations occurring with their own children. Parents of 10-12-year-old children were recruited and randomly assigned either to the Integrative Approach Group or to a group which focused on behavioural skillfulness, the Technique Group. The two programs had such similar features as program objectives, content, meeting places, and length and duration of sessions. Each group was conducted by a woman leader who had relevant experience leading groups and was committed to the particular approach that she applied. Parents in the two groups were pretested on several attitude measures (e.g., Parental Attitude Research Instrument) and behavioural measures (e.g., Guernsey's Empathic Behaviour Scale) based on a videotaped interaction with their own children. After a five-week training session, post testing was conducted. To assess the retention of the learning, Provoking Personal Meaning 179 follow-up testing was carried out six weeks after the program ended. Few changes in attitude occurred, due in part to the presence at the beginning of the program of attitudes considered to be appropriate to a parenting style which was consistent with the skills being taught. Marked improvement in the use of communication skills occurred for parents in the Integrative Group. In contrast, behavioral scores of parents in the Technique Group showed less improvement and, further, decreased during the follow-up period to the pretest level. Further information about the empirical support for these general results is reported in Hills (1984) and Hills and Knowles (in preparation). The retention of skill learning which occurred only in the Integrative Group supports the conclusion that attempts to provide for the discovery of personal meaning facilitate learning. The central issue in communication-skills training which was addressed in the study was the process of moving from "skill I description to skill development" (Mahon & Altman, 1977). A n effective transition was accomplished in the Integrative Approach by involving learners in the process of discovering the personal meaning of the skills in their lives. Leadership: Position as a leader of a group, organization, etc. The time when a person holds the position of leader the power or ability to lead

other people. Personal Effectiveness: While Personality measurement helps us to see a consistent pattern in a person's orientation, individuals with different types of personalities can be equally effectiveness what are the aspects of personal effectiveness? One precondition for personal effectiveness is better self-awareness. But only understanding oneself does not make a person effective.

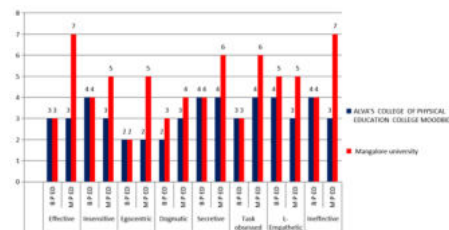
METHODOLOGY

In this chapter, the procedure adopted for the selection of subjects, construction and development of Questionnaire, Selection of variable, administration of Questionnaire and collection of data, and Statistical treatment of data or described. The information is furnished section wise as below. Selection of Subjects For the purpose of the study 124 physical education trainees studying in Mangalore University and Alva's College of Physical Education Moodbidri during the Academic year 2017-18 served as subjects. Equal representation was given to students studying in the department of physical education at university level i.e. Mangalore University College of physical education and Private Alva's college of physical education. Selection of Test Item In order to assess the personal effectiveness of Physical education Trainees studying in Mangalore university colleges during the academic year 2017-2018, personal effectiveness scale was used. The personal effectiveness scale was developed by UdaiPareek (2007) PERCENTAGE WISE GRAPHICAL REPRERNTATION SHOWING EFFECTIVENESS TYPE OF TRAINEES AT ALVA'S COLLEGES OF PHYSICAL EDUCATION MOOBBIDRI.



It is very clear from above figure that majority of student at Alva's College belong to ineffective category of personal effectiveness and proportion of trainees belong to effective category. In order to compare the students effectiveness at Mangalore University and Alva's College of Physical Education Moodbidri tabular analysis was conducted and the information is presented.

GRAPHICAL REPRERNTATION OF PERSONAL EFFECTIVENESS IN MANGALORE UNIVERSITY COLLEGE AND ALVA'S COLLEGES OF PHYSICAL EDUCATION



It is clear that majority of students both at Mangalore University and Alva's college of Physical Education belong to ineffective category of personal effectiveness. It is also evident that a meagre proportion of students both at Mangalore University and Alva's College of Physical Education belong to effective category of personal effectiveness.

Discussion of Findings:

It is evident that the majority of students of Mangalore University College are ineffective of students belong to lonely –Empathetic category of students Task –obsessed, students are secretive of student are Dogmatic of student are Egocentric of student are insensitive and only of Trainees are effective. In the present context Mangalore University College trainees are higher when compared to Alva's College of Physical Education trainees in the category of Egocentric, dogmatic, Task obsessed and Secretive. The result indicate that as a whole the majority of Physical Education trainees in Mangalore University are ineffective. When it comes to comparison Alva's College of Physical Education College trainees have lower hand in terms of ineffectiveness. Thus the hypothesis stated that there will be difference in personal effectiveness of Physical Education trainees in Mangalore University and Alva's College of Physical Education is

completely rejected. Personal effectiveness is considered to be most essential trait of any human being. It is of utmost importance for any teacher to be successful in his profession. In case of Physical Education teacher, personal effectiveness has a major role to play in his professional life. As we know a Physical Education teacher cannot work in isolation, he has to mingle with a variety of students, colleagues and administration. This places much higher demand on Physical Education teacher to possess an effective personality. In India, not many studies have been conducted on personal effectiveness of Physical Education personnel. In the present study, an attempt was made to analyze the personal effectiveness of Physical Education trainees in Mangalore University. The finding of the present study indicates that the majority of the students, irrespective of colleges they belong to, are in the ineffective category.

CONCLUSIONS:

* Majority of Physical Education trainees at Government College belong to "effective" category of personal effectiveness, which was not all expected. * A very small proportion of Physical Education trainees at Government College belong to "ineffective" category of personal effectiveness, contrary to popular opinion. * Similar was the case with Physical Education trainees at private College. Even here, the majority of the students came under "ineffective" category, and a very small proportion belonged to "Effective" category. * When Physical Education trainees at Government and private Colleges are compared, it was observed that the proportion of students belonging to the ineffective category was higher in private colleges as compared to Government Colleges. On the other hand, the proportion of students belonging to the effective category was higher in private Colleges as compared to Government Colleges. **RECOMMENDATIONS:** * The present research and finding of the study here are some recommendations for Physical Education trainees, lecturers, and administrators of various institutions. * There is a need for Physical Education trainees at Government as well as private Colleges to enhance their personal effectiveness status. * Teachers at Physical Education training Colleges should adopt innovative measures to uplift the personal effectiveness standard of their students. * Teachers at various training colleges should identify students with "ineffective" personal effectiveness and tactfully make them realize their weakness. * In order to uplift the standard of trainees, expert counselling should be made use of by administrators. * National level study of similar nature may be conducted to assess personal effectiveness of Physical Education personnel at various levels. * Similar study may be conducted on a larger sample within Karnataka.

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