

A Survey Study To Analyze Physical Literacy In Physical Educators

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ABSTRACT

The purpose of the study was to analyze physical literacy among physical educators. For the purposes of research N =117, physical education teachers were selected by snowball sampling technique. The age of the subject was (23-45± 2.09). For the collection of data Perceived, Physical Literacy Instrument (PPLI) questionnaire by Waisum (et al., 2016) was used to investigate physical educators' perception of physical literacy. The questionnaire consists of 9 items with 3 factors measuring 1) motivation, 2) confidence, and physical competence and 3) engagement with the environment. The reliability of this questionnaire range from 0.73 to 0.76. Questionnaires were sent through google forms and were also circulated physically. To know the nature of data and for testing the assumption of normality, descriptive statistics (mean, standard deviation, skewness, kurtosis, etc.) and Shapiro-Wilk's test was used. All data are presented as mean with standard deviations. For further analysis chi-square, Non-parametric statistics was used to analyze the data. The result was shown after analyzing the (PPLI) tool on physical educators' perception of their physical literacy in regard to the sense of self and self-confidence, self-expression and communication with others, knowledge and understanding. As the analysis of the result carried out on the chi-square test was found to be significant at a 0.05 level for all three factors in the questionnaire.

Keywords – PPLI Questionnaire, Physical Education, Physical Literacy, snowball sampling, Three-Factor.

INTRODUCTION

Students are equipped with the knowledge and skills necessary to participate in physical exercise and sports, both to maintain a healthy lifestyle throughout their lives and achieve success in athletics. The physically literate kid reflected the drive, confidence, movement competence, knowledge, awareness to appreciate and participate in physical exercise throughout their unique life journey. This may be stated as the child having physically literate characteristics. According to a study, to understand if an individual will attract physical activity in the later stages of his/her life, can be comprehended by the confidence, in a play or an activity setting. The most common source of confidence in adults is the acquisition of a variety of distinct motor skills during childhood. The ability of young people to thrive in spite of being exposed to adversity is dependent, according to a condition characterized and cultural awareness of resilience, on the quality of their interactions with aspects of their environment, as well as the degree to which those environments provide the resources for the development or maintenance of optimal psychological, social, and physical well-being. In other words, the ability of young people to thrive in spite of being exposed to adversity is dependent on the quality of their interactions with aspects of their To put it another way, resilience is the ability to flourish in spite of being subjected to hardship (1). Since the concept of physical literacy was first brought to light, there has been an explosion of interest in this subject within the fields of health and physical education all around the world. The growing acceptability and use of the phrase have been analyzed by specialists [1–2] from a variety of nations, and their findings are presented here. In England and Canada, the many-faceted idea of physical literacy known as "physical literacy" has been embraced and given the significance for several years.[3] In 2015, the Journal of Sport and Health Science issued a special edition on physical literacy. This issue included ten papers that reviewed various aspects of physical literacy, including its ideas and its application. [4-5] Indeed, physical literacy has emerged as a major concept in the fields of physical education, sports, and other forms of physical activity, and it is now extensively utilized and acknowledged in the industry. Additionally, the United Nations Educational, Scientific, and Cultural Organization [6] indicates that quality physical education (QPE) is an important section of school curriculum, which plays significant role to students who are going to schools and is particularly appropriate for those who are responsible for health and well-being of students, i.e., physical educators. As a result, the development of a tool that can be used to test the general public's and, in particular, the profession that is responsible for instructing pupils in physical education's perceptions of their level of physical literacy is an essential priority.

In light of the significance of physical literacy in the aforementioned aspects, the motive of this quintessential piece of study was to analyze the three fundamental characteristics of a physically literate human that support each other: 1) motivation, 2) confidence, and physical competence, and 3) engagement with the environment. Perceived Physical Literacy Instrument (PPLI) is a by WaiSum (et al., 2016) which was applied to investigate physical educators' self-perception of physical literacy in India.

METHODOLOGY

For the purpose of research N =117, physical education teachers were selected by snowball sampling technique. The age of the subject was (23-45± 2.09). For the collection of data Perceived Physical Literacy Instrument (PPLI) by WaiSum (et al., 2016) was used to investigate physical educators' self-perception of physical literacy. Hence, reliability of this questionnaire ranges from 0.73 to 0.76. The questionnaire consists of 9 items with 3 factors measuring "1) motivation, 2) confidence, and physical competence and 3) engagement with the environment". Questionnaires were sent through google forms and were also circulated physically.

STATISTICAL ANALYSIS

The statistical analysis to understand the nature of data and testing the assumptions of normality, Descriptive statistics and Shapiro-Wilk's test was used. All the measured data were presented as mean with standard deviations. for further assessment chi-square, non-parametric statistic was used to analyze the data.

RESULT AND DISCUSSION

When the measurements are not too large as compared to their standard errors a small deviation from zero is not a problem. Hence the data computed for normality was far zero and potentially does not follow the normal distribution. Apparently, on the Likert scale, the data cannot be distributed normally. Its values are bound to the left and the right. And is discrete in nature. Due to a violation of the normal distribution the further analysis of chi-square a non-parametric statistic was used to analyze the data.

Table 1: Descriptive Statistics and Test of Normality

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| N Valid | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | 4.8803 | 4.8632 | 4.8803 | 4.8034 | 4.6154 | 4.6154 | 4.2137 | 4.1368 | 4.2479 |
| Std. Error of Mean | .03013 | .03190 | .03013 | .03690 | .04517 | .04517 | .06955 | .06639 | .07069 |
| Std. Deviation | .32596 | .34506 | .32596 | .39912 | .48860 | .48860 | .75234 | .71807 | .76458 |
| Skewness | -2.374 | -2.142 | -2.374 | -1.547 | -.481 | -.481 | -.375 | -.209 | -.455 |
| Std. Error of Skewness | .224 | .224 | .224 | .224 | .224 | .224 | .224 | .224 | .224 |
| Kurtosis | 3.700 | 2.633 | 3.700 | .399 | -1.800 | -1.800 | -1.142 | -1.028 | -1.151 |
| Std. Error of Kurtosis | .444 | .444 | .444 | .444 | .444 | .444 | .444 | .444 | .444 |
| Maximum | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |

The above-mentioned table 1 shows the descriptive statistics scores of physical education teachers on the Perceived Physical Literacy Instrument (PPLI)

TABLE 2 CHI- SQUARE TEST

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------|---------|---------|---------|---------|--------|--------|--------|---------|---------|
| Chi-Square | 67.701a | 61.752a | 67.701a | 43.085a | 6.231a | 6.231a | 9.897b | 13.128b | 11.128b |
| Df | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| Asymp. Sig. | .000 | .000 | .000 | .000 | .013 | .013 | .007 | .001 | .004 |

CONCLUSION

The result was shown after analyzing the (PPLI) on physical educators' perception of their physical literacy according to their "sense of self and self-confidence, self-expression and communication with others, and knowledge and understanding". Thus, the analysis of the result carried out on the chi-square test was found to be significant at a 0.05 level for all three factors in the questionnaire. Items 2, 7, and 8: which expressed that all physical educators or physically literate individuals had a better sense of self and self-confidence. Items 11, 12, and 13: showed that all physical educators or physically literate individual do possess better self-expression and communication skills. Items 4, 5, and 17: have indicated that all physical educators or physically literate individuals had a much better level of understanding and knowledge about the advantages of being physically active. The aforementioned three characteristics had similarities with the other three characteristics, which serve as the fundamental building blocks of the idea of physical literacy established by Whitehead *9+. Other qualities that are mutually reinforced include a "sense of self and self-confidence, self-expression and communication with others, as well as knowledge and understanding". Motivation, confidence, and physical competence, as well as interaction with the environment, are the characteristics in question. [9]

Through the above-mentioned conclusive evidence, it is evident physical teachers do possess an optimum level of knowledge about physical literacy by performing well on 9 items and 3 factors.

RECOMMENDATION

There is a need for other studies that can assess the relation between perceived physical literacy for physical educators and psychological attributes such as self-efficacy, self-concept, and motivation. A potential research point to investigate students' learning outcomes as a result of their participation in physical education classes is the influence that shifting perceptions of physical literacy and self-efficacy among teachers of physical education have on students' reasons for engaging in physical activity.

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