CHAPTER - V

SUMMARY, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS
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SUMMARY, CONCLUSION, SUGGESTIONS AND
RECOMMENDATIONS

This chapter aims at summarizing the matter of the preceding chapter; the purpose of this study was to investigate a critical analysis of the students of physical education and socio-economic status.

For this purpose 500 male students of three physical education college namely Shri Shivaji College of Physical Education, Amravati, Dr.Babasaheb Nandurkar College of Physical Education, Yavatmal and B.P.Ed. College Shivaji Nager Yavatmal, H.V.S.K.M. College of Physical Education. Yavatmal were selected as subjects randomly. Out of 500 students, 250 students were from B.P.E. course and 250 students from B.P.Ed. Course.

The data were collected pertaining to physical fitness AAHPER Youth fitness test and Harvard Step test were administered, to asses the scholastic standard of B.P.E. Students, Average marks obtained in Secondary and Higher Secondary Examination, for B.P.Ed. Students Average marks obtained in Graduation and Terminal examination were recorded. To measure the socio-economic status Kulshresthas Questionnaires were administered.

To find out the relationship of physical fitness to scholastic standard and socio-economic status pearson's product Moment correlation of coefficient (r) statistic and to compared the physical fitness among the different
socio-economic and scholastic standard t-test and one day Analysis of variance (F-test) statically techniques were employed. While F-test was found to be significant scheffee's post Hoc Test was computed to find out the paired means difference between the group. The level of significant was set at .05 level of confidence.

One way Analysis of Variance for the data on AAHPER Youth of three difference groups in socio-economic status of B.P.E. students was found significant difference as the obtained F-value of 90.42 is greater as compared to tabulated F_{05}(2,247) = 3.0353. The paired mean difference table had shown that there were significant mean difference among the three socio-economic groups as the obtained mean difference values are 61.58, 75.286, and 13.706 are greater than the confidence interval values of 12.57, 14.16 and 12.66.

The F-test for the data on Harvard step test of three difference socio-economic groups of B.P.E. students was found significant as the calculated F-value of 135.96 is greater then the tabulated F-value. Those the application of Post hoc test it was observed that Low and Average socio-economic group is superior in physical fitness as computed to high socio-economic group, where as no significant mean difference was found in between Low and Average socio-economic group. As the mean difference values of 16.51 and 18.94 are greater then the critical interval values of 3.04 and 2.95, whereas mean difference value of 2.43 is lesser than the value of 2.64.

The difference between the means of two different scholastic group A (Below 45% of marks obtained) and group B(45% and marks obtained ) was found insignificant in the case of AAHPER Test as well as Harvard step test,
as the calculated t-value of 1.41 and 1.93 are less than the tabulated t-value of 1.97 at .05 level of confidence.

The students belonging to High and Average socio-economic status had AAHPER fitness test as well as Harvard step test score. As the calculated value are .161, .221, .508 and .234 are greater as computed to the tabulated r-value of .134 and insignificant relation was found for the Low socio-economic group because the obtained r-value of -.063, -.056 are lesser then the tabulated r-value t socio-economic .134. The physical fitness significantly related to scholastic standard too. Those belonging to group A (Below 45% of marks) had shown a significant relationship with physical fitness while Harvard step test score is considered but insignificant with the AAHPER test scores, as the calculated r-value. Group B (45% and about marks) had shown significant relationship but negatively with AAHPER test and Harvard step test score. Because the obtained r-value of -.158 and -.186 are greater than that of tabulated r-value of .134.

The F-ratio for the data on AAHPER physical fitness test of three difference groups in socio-economic status of B.P.Ed. students was found significant. Because the obtained F-ratio was 5.534 which was higher then the tabulated F-value of 3.0353 at .05 level of confidence. Hence, there was a significant mean difference among the three difference table had shown that there were significant mean differences in between High and Average socio-economic group as (MD = 19.94> C.I of 15.59) as well as High and Low socio-economic group (MD = 18.37> C.I of 16.15), whereas insignificant mean difference was found in between Average and Low socio-economic group as MD = 1.57 < C.I of 17.56.
Analysis of variance for the data on AAHPER physical fitness test of three different scholastic group of B.P.Ed. Students had shown a significant difference as the calculated F-value of 15.37 is greater then that of tabulated F-value of 3.0353 at .05 level of confidence. As the F-ratio was found to be significant scheffee's post hoc test was employed to find out the paired mean difference. The students belonging to group C (Belong 45% 0f marks) and Group-D (45% to 49% of marks) are superior to Group-E. (50% and about marks) as the mean difference of 43.58 and 29.64 respectively at .05 level of confidence. Insignificant mean difference in between Group C & D was found as the obtained difference value 13.94 is lesser then the critical interval value of 20.67.

The F-test for the data on Harvard step test of three different socio-economic groups of B.P.Ed students was found significant. As obtained F-ratio of 9.53 was higher than that of tabulated F-value of 3.0353 at .05 level of confidence. The paired mean difference table had shown that the students average and low socio-economic groups are superior in Harvard step test score while compared with high socio-economic groups is 6.83 and in between Low and high socio-economic group is 6.04 are higher in corresponding to confidence interval values of 4.02 and 4.53 at .05 level of confidence, whereas insignificant means difference was found in between average and low socio-economic groups as the obtained mean difference (.79) is less then the critical interval value of 4.17.

One way analysis of variance for the data on Harvard step test of three difference scholastic groups of B.P.Ed students had shown significant difference as the calculated F-value of 3.0535 at .05 level of confidence.
From the paired mean difference table it is clear that the means performance of Group-C (Below 45% of marks) and Group D (45% to 49% of marks) are superior compared to Group-E. (50% and about marks) as the obtained mean difference are 11.85 and 6.72 are higher than the confidence interval value of 5.77 and 3.84 respectively at .05 level of confidence. The table also shown an insignificant mean difference in between Group-c and D as the calculated mean difference of 5.06 is less than that of confidence interval value of 5.22 at .05 level of confidence.

Correlation of coefficient table had shown that the students of high socio-economic strata were negatively significant with the AAHPER physical fitness scores as the obtained r-value of -.16 is greater than the tabulated r-value of .134. The students belong to Average and Low socio-economic status did not show significant relationship with the AAHPER fitness test scores as the computed r-value of .09 and .05 are less than that of tabulated r-value of .13416. Significant correlations were found in between scholastic standard and AAHPER fitness test. The students of Group -C (Below 45% of marks) and Group-E (50% and above) were significantly related with the AAHPER fitness test scores. Because the computer r-value of .43 and .219 respectively are greater than the tabulated r-value of .13416. The students of Group-D (45% to 49% of marks) did not show significant relationship with the AAHPER fitness test scores as the computed r-value of .01 is less than that of tabulated r-value of .13416. The average socio-economic status had shown a significant relationship with the Harvard step test score as the obtained r-value of .46 is higher is higher than the tabulated r-value of .13416 at .05 level of confidence.
The students to high and low socio-economic status did not show any significant relation with the Harvard step test scores. Because the calculated r-values of .12 and .04 are less than that of tabulated r-value of .13416.

The students of Group C scholastic standard (Below 45% of marks) had shown a significant relationship with the Harvard step test scores as the computed r-value of .39 is greater than that of tabulated r-value of .13416 at .05 level of confidence. While other two groups (D&E) did not show any significant relationship with the Harvard step test scores. Because the computed r value of .08 and .02 respectively are lesser than the tabulated r-value of .13416.

The student of B.P.E. course to low and average socio-economic status are superior in physical fitness than the students of high socio-economic status may be due to nature of living style in the society which required for the development of physical fitness. Those students who are good in scholastic standard are very poor in physical fitness may be because they could not pay due attention to develop physical fitness.

The students of B.P.Ed course beloned to Group-C scholastic standard (Below 45% of marks) are superior in physical fitness then the student of group D (45% and 49% of marks) and Group E.(50% and above). It may be attributed to the fact that the students of group-C might be busy with their game or sports practice. The students of Average socio-economic strata also superior in physical fitness compare to high and low socio-economic groups socio-economic status, maybe due to the nature of their life style.
CONCLUSION

With in the limitations of the present study and on the basis of the findings the following conclusions are drawn:

1. The students of B.P.E course belonged to Low socio-economic status were superior in physical fitness (while AAHPER Test was administered) than the Average and High socio-economic status.

2. The student's of Average socio-economic status were also superior in physical fitness than the High socio-economic group.

3. While Harvard step test was administered on all the selected groups, then Low and Average socio-economic group's students had shown superior performance than the High socio-economic status.

4. There was no significant difference was found in Low and Average socio-economic group, while Harvard step test was administrated.

5. Insignificant differences in Physical Fitness were found between two different scholastic groups.

6. The students belonged to High socio-economic status had shown significant relationship with the physical fitness.

7. The students belong to Average socio-economic status had shown significant relationship with the physical fitness.

8. Insignificant relationship was found in physical fitness with the students of Low socio-economic status.

9. The students who obtained below 45% marks had shown insignificant relationship with the AAHPER Test performance in the case of B.P.E. course.
10. The students who obtained 45% and above marks had shown significant relationship negatively with the AAHPER fitness and Harvard step test performance in the course of B.P.E course.

11. The students who scored below 45% of marks had shown a significant relationship with the Harvard step test performance.

12. The B.P.Ed students who belonged to Average and Low socio-economic status were superior in physical fitness than the High socio-economic status (AAHPER and Harvard step test performance is concerned).

13. Insignificant mean differences were found in physical fitness (AAHPER and Harvard step test performance is concerned) between the students of Average and Low socio-economic status.

14. Insignificant mean differences were found in physical fitness among the students or three scholastic groups for the B.P.Ed. course.

15. The students of Group-C (Below 45% of marks) and Group D (45% to 49% of marks) were superior in physical fitness than the Group-E.(50% and above marks) students.

16. Insignificant mean differences were found in between the students of Group-C and Group-D in AAHPER and Harvard step test performances are concerned.

17. The B.P.Ed students belonged to the High socio-economic status had shown negatively significant relationship with the AAHPER fitness test performance.

18. The B.P.Ed students of High socio-economic status had shown a negatively insignificant relationship with the Harvard step test performance.
19. The B.P.Ed students of Average socio-economic status had shown an insignificant relationship with the AIPPER and Harvard step test performance.


21. The B.P.Ed students belong to Group - C (Below 45% of Marks) had shown significant relationship with the AIPPER fitness and Harvard step test performance.

22. The B.P.Ed students belonged to Group -D (45% to 49% of marks) did not show any significant relationship with the AIPPER fitness and Harvard step test performance.

23. The B.P.Ed students of Group-E.(50% and about marks) had shown a significant relationship with the AIPPER test performance whereas insignificant relation with Harvard step test performance.

SUGGESTIONS

1. The selection of the students for physical education college must be based on any standard physical fitness test.

2. Those students who are physically fit but poor in scholastic standard may be considered for their admission in the college.

3. Meritorious students with average physical fitness must be given priority for the admission in the college.

4. For the excellent players in the school must be given incentive marks so as to they can secure good percentage in the final results.
5. Freeship provision for the good sports man should be kept in the physical education college.

6. Students who belong to low socio-economic status but very good in scholastic standard as well physically fit must be encouraged for the admission in the physical education institution by providing all supports.

7. A systematic conditioning programme should run throughout the year in every training institute.

8. Every college should follow certain criteria of physical fitness & scholastic standard.

9. Balance diet must be provided so as to students can enjoy their sound health.

10. Appropriate sports facilities with the suitable time table must be provided for the around development of the student.

11. Physical education course should be recognized with equal status like other professional course by the society.

12. Equal status should be given to the physical education teacher

13. Parents should encourage their children to take part in the sports activities or any physical fitness programme.

14. Parents of the student should be educated as the worth of sports participation.

15. It is suggested that the students of Low and Average socio-economic status are more suited for three years Degree course in Physical Education (B.P.E.) as physical fitness is concerned.

16. It is also suggested that any standard physical fitness test must be administered while selecting the students for the physical education
college and based on the test performance admission should be given to those students who are physically fit.

17. It is further suggested that scholastic standard of the students must be considered while selecting the students for the physical education college.

RECOMMENDATIONS

On the basis of findings and conclusions some recommendations for further study are stated below:

1. To make the study more authentic and valid the similar study may be repeated with the larger sample from similar population else were in the country.

2. A Similar study may be undertaken by selecting girls students also.

3. The similar research may be conducted by selecting the variables other than those employed in this study.

4. A comparative study may be undertaken by selecting the subjects of physical education from different universities or states.

5. Similar study may be undertaken by selecting subjects to other professional and vocational course.

6. It is also recommended that the similar study may be undertaken by selecting the students of Master degree course in physical education.

7. Similar study may be conducted on the students of B.Ed. Colleges of Amravati as well as other university.