5

CHAPTER V

5.1 SUMMARY

5.2 CONCLUSIONS

5.3 RECOMMENDATIONS
CHAPTER - V

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

5.1 SUMMARY:

Education is a never ending process of inner growth and development, and its period stretches from the cradle to the grave. Through education man the animal is transformed into human, social, moral and spiritual being. Self-concept is the most important simple attribute and the key to understand the behaviour of the individual. Most of the present day educators and psychologists consider that an individual's self-concept is a critical facet of his personality adjustment, academic achievement and general behaviour. These developmental features of the individual are subject to the influence of his self-concept. Physical movements help the children in expressing themselves effectively, promote creativity, develop self-concept thereby giving a better understanding of their individual selves.

Intellectual ability of a child plays a vital role in one's attitudes, approaches and actions. And an idea about one's intellectual ability can be gathered through theoretical tests, promotions and ranks in school examination which refers to academic or scholastic achievement. There was continuous effort by psychologists to find out what relationship existed between intellectual and physical function, whether basic motor and sensory measures could predict the degree of academic and cognitive abilities possessed by individuals along the scale of intelligence.

One of the objectives of physical education and sports is enhanced physical fitness and physical well-being which increases one's body image. As body image is positively related with self-concept, increase in physical fitness through physical movements or sports improves one's self concept. Thus body oriented activities or movements indirectly can change a person (self).
Humphrey advocated introduction to children many advanced academic skills and concepts through motor activities as vehicle of learning because it promotes faster learning. Child's learning is the result of interaction with environment—physical and social. Through physical activities the child experiences sensations, has new feelings, develops new interests, satisfies curiosities and thereby improves positive self-image.

It evoked a longtime interest among curious investigators as regards how intellectual and physical functions, physical functions and self-concept, self-concept and intellectual ability were inter-related. The review of literature confirmed some studies in this direction. Some investigators like Jomdth found that academic achievement was not significantly related with physical fitness while investigations like Feng, Lombardo found educational outcome was positively related with self-esteem. Young, Sorenson, Martinek, Cheffers and Zaichkowsky found significant positive relationship between self-concept and motor proficiency. On the contrary Parker, Floyed, Mason found no relationship between self-esteem and physical fitness. The investigator of the present study was not aware of any study which might have been conducted in this country in respect of the influence of scholastic achievement, self-concept and motor fitness among adolescents in the context of gender, age, locality & regional culture.

For the present study 480 students, both boys and girls, were chosen in stratified sampling method from rural and urban areas of four distinctly different regions e.g., Central Gangetic Valley, Western Table Land, Southern Sea-Coast, and Northern Hill Area. The criterion measures chosen were:

1. North Carolina Motor Fitness Battery consisting of 5 test items to determine the Motor Fitness of the subjects.
2. Self-concept Questionnaire consisting of 48 questions as standardised by Raj Kumar Saraswat to determine self-concept.

3. Scholastic achievement of the subjects was determined by the marks obtained in the Madhyamik Examination.

The obtained data for each test items were converted into standard scores were summed-up to get a single score for each variable, and then were put to statistical treatment for analysis leading to logical conclusions and suitable recommendations. The confidence level for all statistical conclusions were set at .05 level of confidence which was deemed to be adequate for the present study. The statistics used for the study were computation of Mean and Standard deviation, Three-Way Analysis of Variance to determine mean difference amongst the groups followed by a post-hoc ‘t’ test whenever a significant difference was observed in Analysis of Variance. To ascertain correlation among the parameters the coefficient of correlation were computed.

5.2 CONCLUSIONS

The statistical treatment of the collected data and analysis of the results led to the following conclusions:

1. Significant difference in respect of Scholastic Achievement was evident amongst the subjects when differentiated on the basis of locality, region and sex factors as noted hereunder:

(a) Significant difference was observe between rural boys of CGV & WTL, CGV & NHA, WTL & NHA, and SSC & NHA. It was found that rural boys of NHA were significantly inferior to other regions in respect of scholastic achievement.
(b) Significant difference were found between urban boys of CGV & SSC, CGV & NHA, WTL & SSC and WTL & NHA.

(c) Distinct difference existed between rural girls of CGV & NHA, and SSC & NHA on Scholastic achievement.

(d) Urban girls subjects of Central Gangetic Valley were inferior to those of other regions in respect of scholastic achievement.

2. Irrespective of locality and sex difference, except between CGV & SSC, subjects residing in the four regions differed from each other on Scholastic Achievement.

3. Irrespective of locality influence, except between boys of CGV & SSC, other subjects differed significantly from each other whereas non-significant difference was observed between subjects of CGV & WTL, CGV & SSC on scholastic achievement.

4. In respect of Motor Fitness it was evident that locality, region and gender influence on the subjects were different, as noted hereunder:

   (a) Rural boys when differentiated regionwise showed significant difference amongst themselves except between CGV & SSC. Motor fitness of rural boys residing in NHA was found the lowest.

   (b) Urban boys differed in motor fitness in almost all regions except when differentiated between CGV & WTL.

   (c) Rural girls other than between WTL & SSC differed when differentiated among themselves.
(d) Urban girls of each region differed from each other, and the lowest score being those of urban girls of NHA.

5. Taking all the subjects together and differentiating them (irrespective of locality and sex difference) it was found that subjects of NHA differed significantly from subjects of other regions on Motor Fitness and they were found inferior to others.

6. Boys of one region differed from every other region in respect of Motor Fitness.

7. On the basis of regional influence (irrespective of locality) it was found that in respect of Motor Fitness girls of almost all the regions differed except that of CGV & SSC.

8. It was found that locality influence had nothing to do with self-concept of the subjects chosen for the study.

9. Results indicated different regional and gender influence on self-concept of the subjects, as noted hereunder:

(a) Subjects residing in NHA differed from other regions significantly on self-concept and it was found that they were distinctly superior to others in respect of self-concept.

(b) Boys of WTL & NHA regions were found superior to boys of CGV & SSC regions in respect of self-concept.

(c) Girls residing in NHA showed a distinctly superior score to the girls of WTL & SSC; girls of WTL showed the lowest score in self-concept.
10. Significant correlation between Scholastic Achievement and self-concept was found amongst the subjects of Western Table Land (WTL), but not in case of other regions.

11. No relationship was established between Motor Fitness and Scholastic Achievement through the present study.

12. Significant correlation between Motor Fitness and Self-concept was found in Western Table Land (WTL), but not in other regions.

5.3 RECOMMENDATION

1. The present study was conducted on subjects selected from four distinctly specific regions only; to get a viable and more meaningful result more region within the State with other typical physical and climatic conditions might be considered in future investigations.

2. Similar study might be taken up with subjects from different educational levels and age groups.

3. The present study was conducted with only 480 subjects; to get more reliable result larger number of subjects might be selected beyond the state jurisdiction from all over the country.

4. Similar studies might be conducted with atypical subjects also.

5. Educationists and teachers should take cognizance of the results and deal with the subjects of different localities of different regions accordingly.