Chapter V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The human body and its efficiency in different situations is perhaps the most important single factor in the history of mankind. In primitive age fitness was must for survival whereas today it is needed to raise the level of performances in different games and sports and to maintain good health. In modern age there are numerous labour saving devices. Our physical activity has been reduced drastically. People are experiencing weaker bodies with many physical and mental disorders. Increasing incidence of hypokinetic diseases are avoidable by daily exercise and countering the stresses of present day life.

It is important to lay foundation for fitness at an early year. Such fitness counter-checks degenerations of body organs and systems due to aging. The fitness programme should be optimal with many choices, less vigorous, without special equipment, require less time and space.

The Physical Education curriculum must give due place for fitness programme. This will enable children to form habit for fitness like other habits formed in this period.
Once they are motivated towards physical fitness, they are most likely to continue to take part in their later lives.

It is not possible to engage the entire school population in major games and sports. But, it is very much possible and desirable to run a fitness programme for the entire school. Every student need not excel in games and sports but good health is must for all. There are hundreds and thousands of schools without adequate play field, fund and Physical Education teacher. They need a fitness programme which requires small area, less or no equipment and least administrative complications.

There is a move to include Physical Education as an optional or compulsory subject by different state boards of education in India. Universities have also started introducing Physical Education as an elective subject at undergraduate level. Evaluation in Physical Education is a constant problem. Students enjoy their progress more when there is standard scale or norms to judge their performances.

A scale or norms must be simple to administer. Many scales are based on age, height and weight factors. These scales are not useful in practice. For instance a class does not report to a teacher agewise or heightwise or weightwise.
Norms are prepared separately for different regions. It is not scientific to use norms prepared for a particular area in different regions. In fact, every school must have its own norms. Norms must be revised after a set period. In India normative studies on motor fitness are negligible. No such norms have ever been constructed in Varanasi.

 Keeping in mind above points, motor fitness norms for classes nine and ten boys of Higher Secondary Schools and Intermediate Colleges of Varanasi town have been prepared on eight motor fitness tests. The eight motor fitness tests are useful in developing motor fitness required for competitive games and sports. But students interested in health-related physical fitness may be given practice in only four items (included in the study) namely Sit and Reach for flexibility, Bent Knee Sit up and Push up for muscular strength and endurance, and Nine Minute Run/Walk for cardio-respiratory endurance.

 For this purpose the researcher collected data from four thousand twenty one subjects on eight motor fitness tests and constructed Percentile Scale, 6 Sigma Scale and Hull Scale on each test separately. Besides preparing the norms a co-relation was also shown among age, height, weight and all the motor fitness tests.
Conclusion

Based on the findings and within the limitations of this study it is concluded that the different Percentile Scales, 6 Sigma Scales and the Hull Scales have been constructed for classes nine and ten boys of Varanasi township in respect of each motor fitness test included in this study. The scales are presented in Chapter IV.

Recommendations

In the light of the findings of the present study, the following recommendations are made:

1. The test items included in this study may be introduced to the boys of classes nine and ten of Higher Secondary Schools and Intermediate Colleges of Varanasi town to raise the levels of their motor fitness and the scales constructed may be used to evaluate their performances.

2. Schools having Physical Education as a compulsory subject (in Varanasi town) may use these norms to evaluate the motor fitness of their class nine and ten boys.

3. The health related physical fitness programme may be introduced to classes nine and ten boys of Higher Secondary Schools and Intermediate Colleges at mass level, using test items recommended for the same and scales constructed for these test items may be used to evaluate their performances.
4. Research studies may be taken to construct similar norms for the boys of other classes.

5. Similar research may be carried out to construct norms for girls in all the classes.

6. Research studies may be undertaken to construct norms in different places in Uttar Pradesh so that it may help in establishing only one motor fitness norm for the whole state which may subsequently be used with the similar norms of other states to construct a National Norm.

7. Research studies may also be taken to construct motor fitness norms for boys of classes nine and ten of those Higher Secondary Schools and Intermediate Colleges which were excluded from this study due to acute shortage of space in these institutions.