ABSTRACT

INTRODUCTION

The physical education teacher today has to perform various duties and responsibilities irrespective of their gender at home and outside home. They are seen as brother/sister, mother/father, wife/husband etc. Moreover all these responsibilities/duties are normal societal norms, which he/she is required to perform. Over the years, formal attentions have been paid to the problems of the family adjustment. Physical education teachers are confronted with problems regarding their school, domestic life-style, school experiences, interaction with colleagues and social relationships. But these roles and responsibilities often create several kinds of stresses, mal-adjustment and affect their psychic well-being which is responsible for mental conflicts. A person with least mental conflict will be in a better position to concentrate and perform whole-heartedly in other pursuit of his life. Indirectly it can be inferred that in physical education and sports a person with less family problems will perform his professional responsibility more efficiently than a person who is suffering from mental conflicts. Therefore, this variable has been considered to one of the important parameter to be included in this study.

A person with better psychological well-being is considered to be balanced person. He will perform his all responsibilities intelligently, diligently and efficiently. The investigation of this characteristic will provide insight for the
physical education teachers to modify their life style to achieve the quality of becoming a psychologically well being person, to be successful in the profession and achieve job satisfaction.

Aspirations are the characteristic which motivates and inspires an individual to fix up the goal his life and achieve them with their honest efforts and afterwards again reset the fresh goals to be achieved. Further, in this way a person goes progressing step by step in his professional carrier which provides him a great solace to become a successful person in his professional life. Therefore, these two variables namely psychological well being and aspiration level has also been considered most appropriate in this thesis.

The scholar has tried to include such variables which are non traditional and have been given least consideration in the profession of physical education for their scientific investigation.

METHODOLOGY

For the present study random sampling method was used for the collection of data, the sample of the subject consisted of two hundred (N=200) male and female, married and unmarried physical education teachers living in joint or nuclear family belonging to western Uttar Pradesh (U.P.) of different private and government senior secondary schools of rural and urban areas are selected as the universe of the investigation.

1. Data was collected through the questionnaires

Abstract

3. Aspiration level scale by Ansari and Ansari (1964)

4. Family adjustment scale by Brunda Amrithraj and Indra Jai Parkash (1985)

DATA ANALYSIS

Data is analysed by means of Z-test to determine the significance of differences between the mean scores of (a) Teachers of Private Schools and Teachers of Government Schools. (b) Teachers of Joint Family and Teachers of Nucleus Family (c) Teachers of Rural areas and Teachers of Urban areas. On the various dimensions of Psychological Well-being, Aspiration level and Family adjustment inventory and the overall scores obtained on their scales. Further T-test was applied to find the relationship between these variables.

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

CONCLUSIONS

On the basis of the critical inferences we can conclude that:

1. There is no significant difference between male and female physical education teachers on the variable of psychological well being.

2. On the variable of family of adjustment there is no significant difference between male and female physical education teachers.

3. Male and female physical education teachers significantly differ on the variable of aspiration level.
Abstract

4. There is no significant difference on the variable of psychological well being between physical education teachers working in government and private schools.

5. Family adjustment amongst the physical education teachers working in government and private schools are almost the same as there is no significant difference.

6. On the variable of aspiration level there is significant difference between teachers working in government and private schools.

7. Teachers of physical education living in urban areas do not differ from the teachers living in rural areas on the variable of psychological well being.

8. Physical education teachers working in urban areas do not differ from their counterparts working in rural areas on the variable of family adjustment.

9. There is significant difference on the variable of aspiration level among the physical education teachers working in urban and rural areas.

10. The relationship is not significant between the variables, psychological well being and family adjustment of the physical education teachers working in government and private schools.

11. There is no significant relationship between psychological well being and aspiration level among the physical education teachers working in government and private schools.

12. Relationship between aspiration level and family adjustment is not significant of the teachers working in government and private schools.
Abstract

13. Variables psychological well being and family adjustment has no significant relationship amongst the physical education teacher living in joint families.

14. There is no significant relationship between psychological well-being and family adjustment among the physical education teachers living in nuclear family.

15. The relationship between psychological well-being and family adjustment among the teachers working in urban areas are not significant.

16. There is no significant relationship between psychological well-being and family adjustment among the teachers working in rural areas,

17. Psychological well-being and family adjustment has no significant relationship among the teachers working in private schools.

18. There is no significant relationship between psychological well-being and family adjustment of physical education teachers working in government institutions.

19. Psychological well-being and aspiration level has positive relationship among the physical education teachers living in joint family.

20. Relationship between variables psychological well-being and aspiration level among physical education teachers living in nuclear family is not significant.

21. The relationship is not significant between psychological well-being and aspiration level of physical teachers working in urban area.
22. There is a significant positive relationship between psychological well-being and aspiration level of physical education teachers of rural area.

23. No significant relationship exists between psychological well-being and aspiration level of physical education teachers working in private institutions.

24. Positive relationship exists between psychological well-being and aspiration level of physical education teacher of government institutions.

25. Relationship is not significant between aspiration level and family adjustment of physical education teachers living in joint family.

26. There is no significant relationship between aspiration level and family adjustment of physical education teachers living nuclear family.

27. Aspiration level and family adjustment has no significant relationship in physical education teachers living in urban areas.

28. There is a significant relationship between psychological well-being and aspiration level in the teachers working in rural areas.

**SUGGESTIONS**

Keeping in view the findings of the present study, the following suggestions are being put forward:

1. As it is found from the analysis of data that male teachers are more aspired than the female teachers so the authorities should pay attention to female so that their aspiration may be enhanced, as if they lacks in aspiration level
there is very bleak chance that physical education activities can be practiced.

2. Teachers residing in urban areas have less aspiration level compared to the teachers living in urban areas, it is because of people’s interest in the villages so it is suggested that teachers of physical education during the parent teachers meeting in the schools should address the parents to let their children participate in physical education activities and teachers should prepare such type of programs that should let the parents to realize the importance of it.

3. To let the program of physical education be practiced in a systematic way is possible only if the teachers residing in urban or rural area are free from the family obligations so the authorities should adopt such type of system where they can remain free from the burden of family’s responsibilities, as it is evident from the analysis of the data that teachers residing in joint families have shown that psychological well being and aspiration level have significant relationship.

4. Teachers working in government institutions have shown that there is relationship between psychological well being and aspiration level, it is because in government institutions the way of executing any task is quite lengthy and in addition to his daily work he has to perform various others duties too like preparation census, election duties etc. So it is suggested that the government should not engage the teachers other than his main duty.
RECOMMENDATIONS

1. It is recommended that other factors like health status, job satisfaction, achievement motivation etc, should also be considered in future studies.

2. The similar nature of studies may be conducted in other states of the country.

3. Such studies should also be conducted for the college teachers.

4. It is recommended that educational institutions should pay special attention physical education teachers in addition to the programmes of physical education.