Chapter-V

Summary, Conclusions and Recommendations

Under new education policy, the physical education has been considered as an academic discipline and an integral part of total educational process. Therefore, recently it has been introduced as a teaching subject in schools and colleges in few states of India.

Apart from teaching and coaching, physical education teacher is playing a number of diverse as well as specialized roles as an administrator, teacher, organiser, official, etc.

In the modern scientific and mechanized age, the man has become inactive and slave to the machines. He is interested to perform all his activities through the press of a button. As a result of this, his health and fitness are deteriorating considerably. Under the circumstances the importance of physical education teacher has increased manifolds. Only physical education teacher is knowledgeable to play a useful role in raising the general fitness standards of the people, thus making a strong nation.

Inspite of the above listed facts and importance of physical education teacher, the old concept of physical education stamped in the minds of the people that it is only throwing the ball and blowing the whistle, has not changed. People still believe that it is not more than jumping, throwing and playing sports activities. They are not aware of the fact that it has developed into full-fledged discipline which comprises of art and science subjects.
Evan educated people including administrators, organisers, heads of the institutions, still express surprise over physical education as teaching subject and sometimes ask flimsy questions that what can be taught about running, jumping and throwing.

In colleges, despite the fact that the qualifications of physical education teachers, eligibility conditions, appointment procedure, designation, seniority being the same as other subject teachers, physical education teachers are still called as DPEs/PETs and not as Lecturers or Professors as other subject teachers are called.

Other teachers have readymade things at their disposal whether it is classroom, laboratory or other things whereas physical education teacher has to manage all alone whether it is preparation and maintenance of grounds, purchase of equipments, maintenance of records, preparation of teams, teaching of the subject, etc.

It is stupendous task to search the talented students and motivate them to take up right sports because discouragement from the parents and other subject teachers occupy the minds of the students with wrong impressions which drive them away from grounds. Physical education teacher has to function under pressing circumstances and he always remains hard-pressed for time.

In modern times when fierce competition is there and victory or trophy is the only yard-stick to measure capabilities, physical education teacher remains under constant and tremendous stress. If team wins, the credit either goes to the players or head of the institution but if team loses, physical education
teacher becomes the scape-goat. He is digged at, taunted for the failure which is considered as discredit to the institution.

Lack of facilities, infrastructure, paucity of funds, load of work, non-cooperation from others and diverse roles make him job stressed and dissatisfied. He finds little time for socialization due to which he gets alienated from society.

Present research scholar during his long service as Lecturer in physical education in Himachal Pradesh has visited many colleges in Himachal Pradesh, Punjab and Chandigarh. He has seen the facilities, infrastructure of the colleges and has personally talked to many teachers of physical education. His observation prompted him to undertake the present study.

The purpose of the study was to compare the job stress, job satisfaction and adjustment among physical education teachers working in the colleges of Himachal Pradesh, Punjab and U.T. Chandigarh.

To achieve the objectives of the study, 110 teachers of physical education were randomly selected from colleges of Himachal Pradesh, Punjab and Chandigarh. Three test scales were applied on them. Job stress scale developed by T.R. Paliwal, job satisfaction by B.C. Muthaya and adjustment scale by Dr. S.K. Mangal were used. The responses of the teachers were converted into scores as per the instructions given in respective manuals. The data were analysed and subjected to statistical application. An analysis of variance was used followed by application of F-test to test the hypothesis. Inter-correlation was also found out among three variables.
Conclusions

With limits and limitations of the study, the following conclusions were drawn:

1. Significant positive difference was observed in job stress between Himachal Pradesh physical education teachers and physical education teachers of Punjab state. Physical education teachers of Himachal Pradesh state experienced more job stress than physical education teachers of Punjab state.

2. Significant positive difference was observed in job satisfaction between physical education teachers of Himachal Pradesh and physical education teachers of Punjab and also between physical education teachers of Himachal Pradesh and Chandigarh. Physical education teachers of Punjab and Chandigarh experienced better job satisfaction than physical education teachers of Himachal Pradesh.

3. No significant difference was observed among physical education teachers of Himachal Pradesh and Punjab and Chandigarh colleges with academic and general environment adjustment.

4. Social-psycho-physical adjustment of Punjab and Chandigarh physical education teachers was better than the physical education teachers working in the colleges of Himachal Pradesh.

5. No significant difference was observed in professional relationship adjustment among physical education teachers working in the colleges of
Himachal Pradesh, Punjab and Chandigarh.

6. No significant difference was observed in personal life adjustment among physical education teachers working in the colleges of Himachal Pradesh, Punjab and Chandigarh.

7. Financial adjustment of physical education teachers working in Punjab and Chandigarh colleges was found better than physical education teachers working in the colleges of Himachal Pradesh.

8. Teachers of physical education working in the colleges of Punjab and Chandigarh were found overall better adjusted than physical education teachers working in the colleges of Himachal Pradesh state.

As far as inter-relationship between job stress, job satisfaction and adjustment of physical education teachers working in Himachal Pradesh, Punjab and Chandigarh is concerned, following conclusions were drawn:

Conclusions pertaining to Himachal Pradesh:

1. Significant negative relationship was found between job stress and job satisfaction.

2. Job stress was found negatively related to various dimensions of adjustment as listed below:

   a) Academic and general environment adjustment of the institution.
   b) Socio-psycho-physical adjustment.
c) Professional relationship adjustment.
d) Personal life adjustment.
e) Financial adjustment.
f) Overall adjustment.

3. Significant positive relationship was found between job satisfaction and professional relationship adjustment.

4. No significant relationship was observed between job satisfaction and following dimensions of adjustment:
   a) Academic and general environment adjustment of the institution.
   b) Socio-psycho-physical adjustment.
   c) Personal life adjustment.
   d) Financial adjustment.
   e) Overall adjustment.

Conclusions pertaining to Punjab state:

1. No significant relationship was observed between job stress and job satisfaction.

2. Significant negative relationship of job stress was observed with following dimensions of adjustment:
   a) Academic and general environment of the institution.
   b) Professional relationship adjustment.
   c) Financial adjustment.
   d) Overall adjustment.
Job stress was not found significantly related to socio-psycho-physical adjustment and personal life adjustment.

3. Significant positive relationship was observed between job satisfaction and following dimensions of adjustment:
   a) Academic and general environment of the institution.
   b) Professional relationship adjustment.
   c) Total adjustment.
   d) Job satisfaction was not significantly related to socio-psycho-physical adjustment and personal life adjustment.

Conclusion pertaining to U.T. Chandigarh:

1. No significant inter-correlation was observed among job stress, job satisfaction and adjustment dimensions including overall adjustment.

Recommendations

1. The Himachal Pradesh government should formulate policy to provide conducive atmosphere so that their physical education teachers are able to perform their duties under reasonable job stress. This will help them to make their better socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and overall adjustment. Their job satisfaction will also improve considerably. All these conditions will come at par with their counter-parts working in the colleges of Punjab and U.T. Chandigarh.
2. The similar studies may be conducted at school levels also.

3. The similar studies may also be conducted related to female physical education teachers.

4. The scope of study may further be extended by including more variables such as attitude, job anxiety and aspirations of physical education teachers working in the colleges of Himachal Pradesh, Punjab and U.T. Chandigarh.