Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes summary of the previous chapters, conclusions drawn on the basis of the results obtained and the commendations for further research.

Summary

Physical education is now recognized as an integral part of the total education process all over the world. It has been accepted as a separate profession (Physical Culture). Ex-army personnel who acted as drill masters and terrified the school children by their brutal system of discipline are being replaced by qualified teachers who impart education along the scientific lines and adopt sound educational procedures to prepare the children as worthy citizens.

The training of would-be physical educators has been known as professional preparation and this professional preparation involves two facets. One is concerned with the product of education, which is the physical education teacher and the other facet is the process of education. A change in the process of education can make a difference
to the product of education. Physical education in our country started with one year Diploma Course after graduation, later it was converted into one year Degree course with slight modifications was a step forward. The Certificate course fulfilled certain purposes but it didn't enhance the status of the profession till Master's programme was introduced. In the mean time three years professional course came into existence.

The role of various courses of different duration may differ but the ultimate aim of the education is the wholesome development of personality. Adequate training efforts are needed for developing good quality teachers. Just upgrading their knowledge with regard to the latest development in the field of specialization and education is not sufficient. Apart from acquainting them with all modern trends and technical specialties it needs a boost in their social awareness, personality, teaching effectiveness and a positive attitude towards profession to prepare a real professional.

"The training period for preparation of a professional can be crucial and make a big difference." This thought led the research scholar to take up the present study entitled, "A Cross-Sectional
Comparison of Selected Sociological, Psychological and Professional Attributes of Physical Education Students."

For the purpose of present study the research scholar investigated the selected sociological, psychological and professional attributes of physical education students pursuing their courses in Bachelor of Physical Education I year or equivalent (B.P.E. I year), Bachelor of Physical Education III year or equivalent (B.P.E. III year) and Master of Physical Education M.P.E. Final or equivalent (M.P.E. Final year) classes, at eight selected institutions from all over the country. From each region, north, south, east and west two institutions were selected which are following:

1. Indira Gandhi Institute of Physical Education and Sports Sciences, Delhi.

2. Govt. College of Physical Education, Patiala.

3. Lakshmibai National College of Physical Education, Trivendrum.

4. Department of Physical Education, Annamalai University, Annamalai Nagar.
5. Department of Physical Education, Banaras Hindu University, Varanasi.

6. Department of Physical Education, Visva-Bharati University.


8. Hanuman Vyayam Prasarak Mandal, Amravati.

A sample of 30 students was selected from each institution, which was comprised of 10 B.P.E. I year, 10 B.P.E. III year and 10 M.P.E. Final year students. A total of 240 students (30 from each institution) participated in the study. The selection was done by random sampling.

The variables selected and tools employed to assess them are following:

**Sociological**

1. **Social Intelligence** was assessed by Social Intelligence Scale developed by N.K. Chadha and Usha Ganeshan.

**Psychological**

2. **Selected Personality Dimensions** were assessed by using Dimensional Personality Inventory developed by Mahesh Bhargava.

The dimensions are following:
(a) Activity - Passivity
(b) Enthusiastic - Non-enthusiastic
(c) Assertive - Submissive
(d) Suspicious - Trusting
(e) Depressive - Non-depressive
(f) Emotional Instability - Emotional stability.

3. **Self-concept** was measured by using Self-concept Questionnaire developed by R.K. Saraswat.

4. **Career Maturity** was assessed by employing Career Maturity Inventory (Adapted version) developed by Nirmala Gupta.

5. **Teacher Attitude not in hold** was assessed by administering eacher Attitude Inventory developed by S.P. Ahluwalia.

6. **Teaching Aptitude** was measured by employing Teaching Aptitude Test Battery developed by R.P. Singh and S.N. Sharma.

7. **Teacher Values** were determined by using Teacher Values Inventory developed by Harbhajan L. Singh and S.P. Ahluwalia. This inventory measured the Teacher Values in six aspects which are as follows:
(a) Teacher Value (Theoretical);

(b) Teacher Value (Economic);

(c) Teacher Value (Aesthetic);

(d) Teacher Value (Social);

(e) Teacher Value (Political);

(f) Teacher Value (Religious).

8. Attitude Towards Physical Education not in hold was assessed by Attitude Inventory developed by the research scholar.

The present study was based on the following hypotheses. There would be significant differences in the selected sociological, psychological and professional attributes among B.P.E. I year, B.P.E. III year and M.P.E. Final year students.

It was further hypothesized that there would not be significant differences in the selected attributes, among the students of different institutions.

The Attitude Inventory developed by the research scholar was a Likert instrument which consisted of 50 items. Scoring was based on Likert continuum of strongly Agree (SA) to Agree (A), Undecided
(U), Disagree (D) and Strongly Disagree (SD). The reliability established by Split-Half method was 0.82 for the whole test, and was found enough to use the inventory. Validity was established by expert's opinion and Likert's method of summated ratings.

The research scholar visited all the institutions and collected data in form of scores obtained on the tests. The tests were administered to the subjects through personal contacts. The help of lecturers of the institutions and the senior students was taken in the administration of tests. The subjects responded enthusiastically to the tests and performed as per the instructions written on the questionnaires or given by the scholar.

The data was analysed in the following two sections:

1. Cross-sectional comparison of students of different classes were made on the selected variables to meet the specific purpose of the study.

2. An additional Inter-institutional comparison of responses was done, because the institutions belonged to different regions of the country.
The descriptive and graphical representation of the data, one way analysis of variance and subsequent post-hoc were carried out to analyze the data and meet the specific purpose of the study. For testing the significant differences of selected variables, the level of significance was set at 0.05.

Statistical analysis of data revealed the following results:

(a) In two personality dimensions namely, (Activity - Passivity) and (Suspicious - Trusting) the hypothesis was rejected as no significant differences were found among the different classes.

(b) In all other variables and sub-variables, the hypothesis was accepted by the results, as significant differences were observed among the students of different classes.

(c) In variables namely Social Intelligence, Personality Dimension (Assertive - Submissive), Career Maturity and Teacher Values (Economic, Aesthetic and Religious), the hypothesis was rejected, as significant differences were found among the students.

(d) Hypothesis was accepted in variables namely Personality Dimensions (Activity - Passivity, Enthusiastic - Non-enthusiastic, Suspicious - Trusting, Depressive - Non depressive and Emotional
Instability - Emotional stability), Self-concept, Teacher Attitude, Teaching Aptitude, Teacher Values (Theoretical, Social and Political) and Attitude Towards Physical Education as significant differences existed among institutions.

**Conclusions**

On the basis of the results obtained with in the limited scope of the present study, the following conclusions have been arrived at:

1. M.P.E. Final year students possessed more Social Intelligence than the B.P.E. I year and B.P.F. III year students, which indicated that a significant duration of training in physical education developed social intelligence of the students.

2. Personality Dimensions (Activity - Passivity and Suspicious - Trusting) did not differ among the students of various classes.

3. M.P.E. Final and B.P.E. III year students were equally better than the B.P.E. I year students in Personality Dimensions namely, Enthusiastic - Non-enthusiastic, Assertive Submissive, Depressive - Non-depressive and Emotional Instability - Emotional stability. This might have been the result of participation in physical education course.
4. There was a trend of betterment in Self-concept of students as they advanced to higher classes. M.P.E. Final year students showed better self-concept than B.P.E. III year students, which were found better than B.P.E. I year students in self-concept.

5. The M.P.E. Final year students appeared most matured concerning their career followed by B.P.E. III year students, which possessed more career maturity than the B.P.E. I year students. There seemed to be a development in career maturity of the students from B.P.E. I year through to M.P.E. final year.

6. The subjects did exhibit differences in Teacher Attitude. A favourable attitude development was observed as the students advanced to higher classes. M.P.E. Final year students possessed more favourable Teacher Attitude than B.P.E. III year students while, B.P.E. I year students exhibited less favourable attitude than even B.P.E. III year students.

7. A gradual increase in Teaching Aptitude has been observed as the students stepped up to higher classes. B.P.E. III year students were significantly lower in Teaching Aptitude whereas, they were far better than the B.P.E. I year students.
8. Teacher values namely Theoretical, Economic and Social varied among the students of various classes and developed with progression of their courses. M.P.E. final year students were more inclined towards these values rather than B.P.E. III year students whereas, B.P.E. I year students possessed the least of these values.

9 Teacher values namely Aesthetic, Political and religious declined with the increase in duration of course in Physical Education. A declining trend in these values was observed as B.P.E. I year students possessed these values more than the B.P.E. III year students which were in better possession of these values than M.P.E. Final year students.

It can be concluded that as the course advanced the preferences of students shifted from Aesthetic, Religious and Political values towards Social, Economic and Theoretical values.

10. The students exhibited positiveness in their attitudes towards physical education as they advanced to the higher classes. M.P.E. Final year students exhibited most positive attitude towards physical education than B.P.E. III year students while,
B.P.E. III year students possessed more positive attitude towards physical education than the B.P.E. I year students.

For inter-institutional differences the following can be concluded:

1. The students of different institutions were same efficient on variables namely Teacher Attitude, Teaching Aptitude, Self-concept, Attitude of Physical Education Students towards physical education, Personality Dimensions (Activity - Passivity, Enthusiastic - Non-enthusiastic, Suspicious - Trusting, Depressive - Non-depressive, Emotional Instability - Emotional stability) and Teacher Values (Theoretical, Social and Political)

2. A difference in Personality Dimension (Assertive - Submissive) and Social - Intelligence was observed as the institutions were from different states.

3. A difference in Career Maturity of students among different institutions might be the result of social structure, culture, job opportunities in the states.
4. A difference in Teacher Values (Economic, Aesthetic and Religious) existed Southern and Eastern regions were found more inclined towards these values.

**Recommendations**

In the light of the conclusions drawn and within the limitations of the study the following recommendations have been made:

1. A similar study can be undertaken with a larger population including more institutions.

2. A similar study can be undertaken covering all Indian states and Union Territories.

3. A study can be undertaken on variables other than the present study.