Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The emphasis on education gradually paved way for development of modern science. This proved a potential force in the direction of further advancement in all areas and aspects of life. Out of science came technology which paved way for industrial revolution. This revolution brought in its wake increased divisions of labour and occupational complexities. Simultaneously, there were further changes and advancement in education itself. Such forces resulted in too many occupations and professions.

The industrial revolution also brought changes in the way of life with main impetus to practical education and utilization of human resources. This has created a vast number of branches and specialization in every walk of human endeavour and professions. Professions focus on application of knowledge for the welfare of mankind. Teaching is one such profession that has come up as a social necessity right from the past.

The teacher is the pivot around whom the entire educational system revolves. The success of the educational system depends upon the quality and capability of the teacher who is an indispensable force in the society. That is why, teaching has been the most respected profession. Teaching process is a complex one and demands the teacher to
possess efficiency in school work which depends upon a number of factors – personal, social, cultural, and so on.

Psychological factors also play a dominant role in determining the quality, capacity, and efficiency of teachers. This is because there is a constant interplay between the students and the teacher in a school. The personality of the teacher can influence his students and in turn the personality of the teacher is also influenced by their students. The students spend a considerable amount of time with the teachers. The teachers set the stage for students’ learning in an educational setting.

To set the stage for learning mere possession of qualification and knowledge may not be enough for a teacher. He should have certain unique characteristics to influence his students. Favourable attitudes and positive interests, behaviour and personality of the teacher play an important role.

Physical education is an important and indispensable part of total education. Physical education teachers also carry out the responsibilities as teacher in a school, which is distinct from that of a general education teacher. Physical education teacher takes up different responsibilities and plays different roles in an institution - the roles of a teacher, leader, supervisor and at times an administrator. This may demand the teachers to have, apart from other characteristics, some unique psychological dispositions that may go a long way in influencing their children all through their stay in an educational setting. Therefore, the research scholar was interested in making an attempt to develop a
psychological profile of physical education teachers. The research scholar also felt that
there may be certain unique differences among physical education teachers working at
primary and high school levels of education. The research scholar, therefore, has made
an attempt to develop a psychological profile of physical education teachers working at
various grade levels of education.

To achieve the purpose of developing psychological profiles of physical education
teachers, the research scholar selected a total of 682 subjects using stratified purposive
random technique that consisted of, 412 male physical education teachers and 270 female
physical education teachers; out of which 293 were male primary school physical
education teachers and 119 female primary school physical education teachers; there
were 243 male high school physical education teachers and 23 female high school
physical education teachers. The selected subjects were administered Eysenck’s
Personality Inventory, Dr. Raj Kumar Saraswati’s Self-concept Questionnaire, Self-
conflict Scale developed by Dr. Rama Tiwari, Employees Motivation Schedule
developed by Dr. Srivastava, and the Job Satisfaction Scale developed by Dr. Sudha and
Dr. Satyanarayana. Leadership effectiveness scale developed by Dr. (Mrs.) Haseen Taj
was served to the heads of institutions and the colleagues of subjects who volunteered to
respond to the scale in respective institutions where the subjects were working. The
criterion variables selected to be measured were extroversion – introversion dimension of
personality, leadership effectiveness, self-concept, self-conflict, motivation and job
satisfaction, and the respective sub factors of each criterion variable selected.
Achievement of physical education teachers in sports was considered as the dependent
variable. Achievement of physical education teachers in sports was rated by a panel of five experts. All the sub factors of different criterion variables selected were considered for predicting the achievement of physical education teachers. Only school type and sex were the secondary variables considered for the present study.

The data in response to the questionnaires was collected and statistically analysed through the following techniques. Chi-square for percentage distribution of selected physical education teachers on each variable for the school types; Two-Way ANOVA for finding out the significant differences among teachers belonging to two types of schools and either sex. Regression analysis to predict the sports achievements of physical education teachers; and, hierarchical cluster analysis to know the trend of formation of clusters of different sub factors of the selected criterion variables and to know the mutual relationship among the sub factors.

Conclusions

1. Irrespective of the sex and school type the physical education teachers were found to be, ambiverts; moderate in leadership characteristics and effectiveness; had higher self-concept were average in perceived-self and ideal-self and therefore, average in self-concept and had low motivation levels.

2. There was a significant difference between male and female physical education teachers in neuroticism dimension of personality were where the
female teachers displayed neurotic tendency as compared to male physical education teachers.

3. Though the male and female teachers did not differ significantly in self-concept, a significant interaction effect between school type and sex was found where the female primary school teachers and male high school teachers were found to have high self-concept.

4. There was a significant difference between male and female physical education teachers, where the female teachers were more satisfied in relation to their job.

5. All the physical education teachers displayed extroversion dimension of personality in relation to sports achievement.

6. The physical education teachers’ sports achievement was best predicted by self-actualisation characteristic, ethical and moral strength, social affiliation and perceived-self apart from extroversion dimension of personality.

7. Primary school physical education teachers’ sports achievement were best predicted by self-actualisation, ethical and moral strength, behavioural and emotional stability apart from extroversion dimension of personality.

8. The high school physical education teachers’ sports achievement was best predicted by adequacy of communication, interpersonal cooperation and professional growth apart from extroversion dimension of personality.

9. Almost all the sub factors of selected personality variables were found to be mutually related except for perceived self and a few sub factors of leadership effectiveness.
Recommendations

1. Studies may be undertaken to find out why the physical education teachers have low motivation levels.

2. Studies may be undertaken to find out why female physical education teachers tend to be neurotic.

3. Studies may be undertaken to find out why the female physical education teachers of primary schools have better self-concept.

4. Studies may be undertaken to find out why the male physical education teachers of high schools have a better self-concept.

5. Studies may be undertaken to find out the relationship among selected psychological variables in respect of physical education teachers.

6. Studies may be undertaken to find out the significant factors of school organizational climate that are related to the teachers' personality.

7. Studies may be undertaken on adjustment of physical education teachers.

8. Studies may be conducted on job stress and coping strategies of physical education teachers.

9. Further studies on psychological profiles of teachers at higher levels of education may be undertaken.