Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Traditional Physical Education plays its vital role in the allround development of children. Movement Education which developed initially in England has become a viable alternative in Jr. School level, to educate these young ones before they embark on their adolescent period of life. Once these young ones are acquainted with refined pattern of movement in their lives they are seen to be conducive to the development of such traits as creativity, poise, control and the like. Though in our country Movement Education is still in its infancy stage, there is a great need to put more light on Movement Education in the school curriculum. The relevant literature revealed that the utility and effectiveness of movement education in the sociocultural pattern of our country had yet to be documented.

Hence the present investigation was undertaken to compare the effects of Traditional Physical Education Programme and Movement Education
on self-concept of school boys and girls.

Subjects for the study were 200 (100 boys and 100 girls) students randomly selected from classes fifth, sixth and seventh of Delhi Public School, Noida. A random group design was use in the investigation. The subjects were classified into two groups (A and B) consisting of 50 subjects each in both the sexes. Group-A was dealing with the Traditional Physical Education programme which was a regular feature in the school programme and group-B were given training programme for 6 months based on Movement Education. The Movement Education programme consisted of Movement Experiences based on problem solving and guided discovery. Traditional Physical Education programme comprised minor games, tag games, relays, stunts and self testing activities.

Pre and post-tests were conducted using Cratty Adaptation of Piers-Harris self-concept scale. Inter group comparisons were made for pre and post-test scores to test the equality of the two groups before and after the experiment. Intra group comparisons were made to test the significance of the improvement made by each
group separately. The 't' test was used for comparison to statistically analyzed the data. The level of significance was set at .05.

The results indicate no significant difference between pre and post-test of Traditional Physical Education and Movement Education groups on self-concept of school boys and girls after the experiment conducted for the period of 6 months.

There is no real difference between the Traditional Physical Education and Movement Education groups of boys with regard to self-concept either before or after the experiment as the obtained 't' value for boys (i.e., 0.21 and 0.16) are far below than the value required for the significance (i.e., t.05 (98)=1.98).

Where as the 't' ratios for both pre and post-test between the Traditional Physical Education and Movement Education groups of girls are far below the value required for significance. Calculated 't' is showing lesser value (i.e., 0.26 and 0.28) for pre and post-tests for girls where as tabulated 't' (1.98)
is higher that the calculated value.

Results further indicate that comparison between pre and post-test scores in self-concept of Traditional Physical Education and Movement Education group of school boys have not made any significant improvement as calculated 't' is showing lesser value (i.e., 0.41 and 0.44 of pre and post-test of Traditional Physical Education and Movement Education) respectively where as tabulated 't' is higher (1.98; at .05 level of confidence) for boys.

It is in the same manner in girls group the result shows that obtained significance difference of Traditional Physical Education and Movement Education groups for girls are far below (i.e. 0.57 and 0.62) the value required to be significant (1.98) at .05 level of confidence.

Conclusions

In the light of the results of the present study wherein no positive changes have been indicated by the Traditional Physical Education and Movement Education programme the following conclusions were drawn :-
1. Traditional Physical Education and Movement Education has not affected the self-concept of school children of 11 years through 13 years of age.

2. Implementation of Physical Education and Movement Education programmes without proper emphasis on the realization of pre-set objectives may not bring about quality changes in a child and thus physical education may remain confined to mere play and thus forgo its real value.

3. Implementation of Physical Education and Movement Education programmes with proper emphasis on realization of its pre-determined objectives over a fairly long period of time and by integrating such exposure into his daily life style inside and outside school situations may only bring about positive changes in the self-concept of a child.

Recommendations

Recommendations for Application

1. It is recommended that all Junior Schools include Movement Education in their curriculum to provide the opportunity to each child so that they can get equal chance and bring more refined pattern of movements in
their life style.

2. To ensure effective implementation of Movement Education it is recommended that professional physical institutions include a course of Movement Education in their curriculum.

3. It is also recommended that guidelines for administration of Movement Education programme be included in the National Plan of Physical Education.

Recommendations for Further Research

1. It is recommended that a similar study be conducted at junior level for a longer duration of time to see the long term effects of Movement Education especially with regard to attitude towards physical activity and participation in games and sports.

2. Similar study may be conducted to see the effects of Movement Education on other psychological variables such as motor ability, motor educability, skill learning, intelligence, creative and other affective traits may be investigated.

3. It will be of great interest to study the effects of Movement Education on other
developmental aspects (Physiological aspects) and it will enable to find out the cause-effect relationship at various age groups levels.

4. It is also recommended that a similar study can be conducted on a wider sample at various age groups than the one employed in this study.