CHAPTER V

SUMMARY, CONCLUSIONS & IMPLICATIONS
SUMMARY:
The teacher is one of the most important instruments in the process of bringing about changes in the behaviour of students. While the teacher is important in the process of education in general, a physical education teacher is of still greater importance because of the role that physical education activities play in the overall development of a young person. In order to make physical education a forceful instrument in bringing about behaviour changes amongst students, physical education teachers must be evaluated so as to improve upon their professional skills. With this end in view, we thought it appropriate that steps leading to an assessment of the socio-psychological characteristics of successful physical education teachers are worked out. Thus a research project entitled "Socio-Psychological Characteristics of Successful Physical Education Teachers" in the State of Punjab and the Union Territory of Chandigarh came into being. The objectives of the study were as follows:

Objectives of the study:
1. To construct a test to determine teachers' success in physical education.
2. To find out how the scores of successful and less successful physical education teachers differ as far as creative thinking is concerned.

3. To find out differences in the total adjustment of successful and less successful physical education teachers.

4. To find differences in the socio-economic background of successful and less successful physical education teachers.

5. To study the inter-relationship among the variables of adjustment, socio-economic background and creativity of physical education teachers.

6. To predict the creativity of a physical education teacher on the basis of adjustment and socio-economic background.

Hypotheses:

1. Significant differences will exist in the total adjustment of successful and less successful physical education teachers.

2. Significant differences will exist on creative thinking between successful and less successful physical education teachers.

3. The socio-economic background of physical education teachers will have a significant relationship with success in teaching.
4. Male and female teachers will differ significantly with regard to their adjustment, socio-economic status and creativity.

5. Government and private school teachers will differ significantly with regard to their adjustment, socio-economic status and creativity.

6. The creative thinking abilities of physical education teachers can be predicted from their adjustment scores and socio-economic scores.

7. Significant differences will exist in the interrelationship among the variables of adjustment, socio-economic status and creative thinking of physical education teachers.

**Delimitations of the study:**

1. The study was delimited to high and higher secondary school physical education trained teachers of both sexes teaching in Government and private recognised institutions of Punjab and Chandigarh.

2. The teaching effectiveness scores of high and higher secondary school physical education teachers were calculated through the use of a self-prepared and validated scale for the purposes of investigation.
3. The study was confined to only three socio-psychological variables: creative thinking ability, total adjustment in various life situations and socio-economic background of the subjects.

4. It was confined to samples identified in the academic years 1987-88 and 1988-89.

Method and Procedure:

In order to conduct this investigation a request was made to the headmasters or principals of government and private recognised high and higher secondary schools of Punjab State and the Union Territory of Chandigarh to evaluate the physical education teachers' working in their institutions on the scale provided to them. Complete information was provided by 267 Headmasters and Principals pertaining to 617 physical education teachers. All these 617 teachers were evaluated by their heads on the specially prepared teachers' success scale. This scale was scored and arranged according to seniority and the standard deviation worked out. Two extreme groups of successful and less successful teachers were created by leaving a buffer group of 1/2 SD on each side of the mean. As a result of this processing, 406 teachers were left, comprising 242 successful teachers and 164 less successful teachers. A further division of the 406 teachers indicated that 241 were government and 165 private school teachers. The sex-wise
distribution of the 406 teachers was 234 males and 172 females.

The physical education teacher success scale was specially constructed and validated for this investigation. Out of 171 items constructed on the body of the scale, 68 items were retained by the process of elimination and combination as a result of expert opinion of physical education teachers, Principals, Headmasters and specialists in the field of games and sports. The item validity of all the 68 items was carried out by the point biserial method. The reliability coefficient of the scale by the test re-test method was established at .97 and by split-half method at .88. The validity coefficient of performance of the physical education teachers, based on the positions achieved indistrict-level competitions by the teams of their schools and the evaluation made by their Heads on the scale was found to be .73. The scale was seen as usable as no difficult was experienced by those heads of institutions who worked on it. The scale was finally administered after observing all code formalities.

All these teachers were administered three tests on the variables—the teacher Adjustment Inventory by S.K.Mangal (1982), the Socio-Economic Status Schedule by Srivastava (1978) and Thinking Creatively with Words by E. Paul Torrance (1966).

The data thus collected was given statistical treatment and the 't' values worked out after calculating the means standard deviations and standard errors of different groups in
order to be compared these with each other. Multiple correlations were computed to find out the relationships among the studied variables and to make predictions about teachers success or about the variables that lead to teacher success.

Comparison of successful and less successful male & female and government & private physical education teachers:

A comparison of successful and less successful teachers on the variable of adjustment depicted significant differences between these two groups. The 't' value was 3.57 and the mean of successful teacher was higher than the less successful teachers. This did indicate that successful teachers were better adjusted than less successful teachers. Again, when these groups were compared on the variable socio-economic status, a significant 't' value (t=4.64) was depicted and the means indicated that successful teachers belonged to higher socio-economic status than less successful teachers. The study of composite creativity (t = 2.82) and the different components of creativity, i.e. fluency (t=5.12), flexibility (t=4.08) and originality (t=5.93), indicated that the successful teachers were significantly more creative than less successful teachers.

The comparison of male and female physical education teachers indicated that when physical education teachers were compared on the basis of their sex, the male teachers were found to be better adjusted than the female teachers (t=2.17). However, the male and female physical education
teachers did not differ from each other on the variable socio-economic status ($t = .65$). Again, when female and male physical education teachers were compared on composite creativity ($t = .45$) and on the different components of creativity, i.e., fluency ($t = .61$), flexibility ($t = 0.50$) and originality ($t = 2.33$), the groups did not differ from each other, the 't' value being insignificant in all cases except, the originality aspect of creativity was found to be more developed in the male teachers than in the female teachers, the 't' value being statistically significant ($t = 2.33$) and mean of the male teachers being higher.

The comparison of Government and private school physical education teachers on the variable of adjustment ($t = 4.52$), socio-economic status ($t = 5.60$), fluency ($t = 7.75$), flexibility ($t = 5.07$), originality ($t = 9.09$) and creativity ($t = 4.51$) and the higher values of Government physical education teachers indicated that Government school teachers had excelled the private school teachers on all these variables.

In order to predict creativity from the variables adjustment and socio-economic status, the regression equation was worked out as follows:

$$x_3 = 97.015 + 0.05697 x_1 - 0.06354 x_2$$

The relationship between adjustment and creativity, and the combined effect of adjustment and socio-economic
status on creativity were worked out. The relationship between adjustment and creativity was found to be positive and statistically significant \((R = .121)\). The relationship between socio-economic status and creativity was found to be negative but insignificant \((R = -.0079)\). However, the combined effect of socio-economic status and adjustment on creativity was again statistically significant \((R = .122)\).

As the multiple correlation coefficient of 0.121 and 0.122 showed a significant positive relationship between adjustment and creativity and the combined effect of socio-economic status and adjustment on creativity, it was evident that adjustment and the combination of adjustment and socio-economic status could be utilised as predictors of creativity.

**CONCLUSIONS:**

1. Successful physical education teachers belong to a higher socio-economic status are more creative and better adjusted than less successful teachers.

2. Male and female physical education teachers belong to similar types of socio-economic status and are equally creative.

3. Male physical education teachers are better adjusted and more original than female physical education teachers.

5. Regression equation results demonstrate that creativity could be predicted on the basis of scores of adjustment and socio-economic status.

6. Regression equation results show that adjustment is positively and significantly related to creativity. As such, adjustment can be a predictor of creativity. The relationship of socio-economic status and creativity, however, is insignificant and negative, and as such socio-economic status alone cannot be a reliable predictor of creativity. The combined effect of the relationship of adjustment and socio-economic status on creativity is significantly positive. As such, this combination can also be used as a predictor of creativity.

IMPLICATIONS:

(A) Possible further investigations

1. More such studies on different types of schools, i.e. government schools, private schools, public schools, central schools, navodaya vidyalayas and convent schools could be carried out to establish the creativity, adjustment and socio-economic status of successful and less successful physical education teachers.
2. The physical education faculty of colleges and universities should also be evaluated so as to work out the adjustment, socio-economic status and creativity of successful and less successful teachers at these levels.

3. Successful and less successful teachers of universities, colleges and schools could be studied for other psychological variables such as extroversion, introversion and related personality traits in order to have a comprehensive personality profile of a successful teacher in physical education.

4. The value system in our social set up is undergoing a rapid change. It would thus be worthwhile to study teachers of different age groups on a variety psychological variables.

5. In order to categorise teachers as successful and less successful, it is recommended that other criteria, such as evaluation based on the perceptions of students, should also be identified so as to make the entire exercise more fruitful.

6. All physical education teachers do not have the same kind of academic qualifications. Some have diplomas while others are graduates or postgraduates. It would be worthwhile if the groups of teachers are formed on the basis of training and compared on the variables of the present investigation and also for other psychological features.
7. In order to be more objective in locating successful and less successful teachers of physical education those teachers whose school teams win prizes in national, State, district and inter-school competitions could be categorised as successful teachers and the teachers of those school teams which do not win at any of these levels could be categorised as less successful teachers and then compared on the socio-psychological variables discussed in this work.

8. Studies on the data of rural and urban teachers could be conducted on different socio-psychological variables.

9. Investigations need to be conducted on the teachers of different geographical areas like hills, plains, tropical, desert and so on.

10. Research could be conducted to evaluate the personality characteristics of coaches of different games.

(B) Policy implications:

1. At the time of recruiting physical education teachers, in addition to giving weightage to their examination scores, personality evaluations could be made by means of psychological tests. However, utmost care will have to be taken that the tests are administered by competent persons and are objective in nature.

2. Admissions to the colleges of physical education should not be given on the basis of university or school board results.
or performance in sports alone. Due weightage should also be given to socio-psychological variables like adjustment, creativity, etc.

3. Government school teachers have excelled the private school teachers on all the variables of this study, indicating thereby the need to nationalise the education system or to take appropriate steps to provide more funds and better facilities for improving the physical education activities in private schools.

4. Some positive incentives should be provided to those physical education teachers who excel in their areas so that a demonstrative effect is exerted on those teachers who lag behind in their work.

5. Effective in-service teachers training programmes like summer schools, seminars, workshops, etc. should be organised frequently.

6. Admissions to all colleges of physical education should also be regulated on the lines of entrance examinations like the Pre-Medical Test (PMT) and Pre-Engineering Test (PET), but due care should be taken that the examinations are conducted on both practical and theoretical basis.

7. Physical education degrees or diplomas should not be considered sufficient to continue in the teaching profession lifelong. Refresher courses of a few months duration should
be made compulsory after every five years or so, so as to refresh and update the teachers' knowledge of their subjects, especially their specialisations, to acquaint them with the latest techniques, rules and regulations of various sports disciplines and to inform them about new schemes, projects and competitions being introduced by governments, sports federations and the international sports movement.