Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
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Summary

The higher education system in Kerala has been undergoing changes over the last two decades. We need colleges with professional teachers with expertise, commitment and leadership. Professionalism has a positive impact on teaching but the burnout produces a negative impact on college physical education system. Raising professional standards and avoiding burnout, teacher need preparation programs and participation. On this background the study aimed to investigate the present degree of professionalism and level of job burnout among the members of college physical education faculty in Kerala.

The purpose of this study was to determine the professionalism and burnout among full-time college physical education faculty who are employed in government and private aided colleges belonging to both gender and different age groups. The following research objectives were proposed and derived two major research assumptions: (a) there is a difference in the perception of the degree of professionalism between the government and private aided sector physical education faculty, as manifested within work environments, and (b) there are other variables which exert an influence upon attitudes toward professionalism and burnout among them.

1. To examine the differences that exist in professionalism and burnout among the members of physical education faculty from government and private aided colleges in Kerala state.
2. To investigate the difference between the gender and age groups in professionalism and burnout dimensions among the members of physical education faculty from government and private aided colleges in Kerala state.

3. To examine the factors which predict professionalism and burnout among the members of college physical education faculty.

4. To analyse the relationship between professionalism and burnout dimensions among the members of college physical education faculty in Kerala state.

The sample for the study consists of 178 members of physical education faculty employed in government and private [aided] colleges affiliated to four universities in Kerala viz. Mahatma Gandhi University, Kerala University, Calicut University, and University of Kannur. 146 male and 32 female members of physical education faculty were participated in this study. Three instruments were used, namely: (1) Halls Professionalism Scale Survey, (2) Maslach Burnout Inventory - Educator's survey and (3) Demographic Information questionnaire.

Halls professionalism scale assesses five attitudinal attributes toward professionalism. Schack & Hepler (1979) added the sixth attribute viz; the scale consisted of six attitudinal dimensions: 1. use of the professional organization as a major referent 2. belief in service to the public 3. belief in self-regulation 4. sense of calling to the field 5. autonomy 6. belief in continuing competence and Maslach burnout Inventory - Educator's survey include three sub scales namely; 1. emotional exhaustion 2. depersonalization 3. personal accomplishment.
The data pertaining to the professionalism and burnout were tested using Multivariate Analysis of Variance (MANOVA) and Analysis of Variance (ANOVA) was computed to assess differences on mean scores on professionalism and burnout dependent variables. Comparisons of mean professionalism and burnout sub scale scores were evaluated between the three age groups, sex and category basis. Generalized linear model regression analysis was utilized to learn more about the contribution of each dependent variable to the total professionalism and burnout scores. In order to know the strength of relationship between dependent variables, product moment correlation coefficient was computed. The data were analyzed by using IBM-SPSS Version 20.0. LSD post hoc analysis was performed when statistical significance (p< .05) was obtained to identify significant pair wise differences.

Using MANOVA, category differences and age wise groups on professionalism scale dependent variables examined and the result was found significant. At the same time between sex MANOVA result was not found significant. The overall effects were found significant in category and age so the subsequent univariate analysis were performed. A significant differences were found in professionalism dimensions, belief in self-regulation, sense of calling to the field, autonomy and belief in service to the public between of faculty members employed in government and private colleges. In Professionalism subscales, belief in self-regulation only shows significant difference between genders and professional organization as a major referent in various age groups.

Linear Regression estimates the coefficients showed that, the selected variables, sense of calling to the field contribute 73.9%, belief in self-regulation
contributes 16.7%, service to the public contributes 6.6% and professional organization as a major referent” 1.5% to the total score in professionalism scale. Finally included variable to the 5th model autonomy $R^2$ value 1.000 which adds 0.013 to the total professionalism score give only 1.3%.

Emotional Exhaustion scores < 13 represent a low degree of burnout, which means that the average score of 10.98 of teachers in physical education faculty belonging to low degree of burnout. Maslach Burnout Inventory- Educators Survey (MBI-ES). Depersonalization scores between 3-8 represent the medium degree of burnout, which means that the average score of 5.24 of teachers in physical education faculty belonging to medium degree of burnout. Maslach Burnout Inventory- Educators Survey (MBI-ES). Personal Accomplishment scores between 36-42 represent the medium degree of burnout, which means that the average score of 37.97 of teachers in physical education faculty belonging to medium degree of burnout. Maslach Burnout Inventory-Educators Survey (MBI-ES)

The sex and age wise groups MANOVA results was found significant and category differences on burnout scale dependent variables result was not significant. The overall effects were found significant in age and sex and so the subsequent univariate analysis were performed. Significant differences were seen between the members of the physical education faculty, only on personal accomplishment and on all other variables F ratio was not significant. In case of female and male physical education teachers at college level all the three burnout sub scales, i.e. emotional exhaustion, depersonalization and personal accomplishment were found significant. Meantime no statistically significant differences were observed between different age groups.
The linear regression predicts that, the selected variable emotional exhaustion contributes 64.3%, depersonalization contributes 30%, and personal accomplishment 5.7% to the total burnout score.

Pearson's product moment correlations were conducted to examine the relationships between the subscale scores of professionalism and burnout among members of college physical education faculty. There was a significant positive relationship between the professionalism subscales, use of the professional organization as a major referent, belief in self-regulation, autonomy, belief in continuing competence and also a significant negative correlation between belief in service to the public and sense of calling to the field. Between the professionalism subscales, use of the professional organization as a major referent was negatively correlated to burnout subscales, emotional exhaustion and depersonalization. Another professionalism subscale, sense of calling to the field had a significant negative correlation with burnout variable, depersonalization. Finally autonomy was positively correlated to emotional exhaustion and reduced personal accomplishment. Analyzing the burnout subscales, revealed that emotional exhaustion had significant positive correlation with depersonalization and a negative relation with personal accomplishment. A significant negative correlation also exists between depersonalization and reduced personal accomplishment scores of college physical education teachers in Kerala.

Targeting measurable professionalism and burnout behaviors can be used to improve the quality of physical education in college level. Physical educators along with human resource and higher education administration can work together to reduce burnout and increase in professionalism to support this profession.
Conclusions

Based on the results of this study, the following conclusions were made:

1. There were overall significant difference in professionalism and burnout between the members of physical education faculty working in government and private aided colleges affiliated to four universities in Kerala state.

2. There were significant differences in professionalism level between the age group of government and private college physical education faculty.

3. Among the professionalism variables, sense of calling to the field was the most important predictor of the members of physical education faculty followed by belief in self-regulation.

4. In professionalism dimensions, belief in self-regulation only found significantly differ between genders.

5. Between the age groups, a significant difference was found in professionalism dimension; professional organization as a major referent.

6. Significant differences were found in professionalism dimensions: professional belief in self-regulation, sense of calling to the field, autonomy and belief in service to the public between the full-time members of physical education faculty employed at government and private aided colleges.

7. There were significant differences in burnout level between male and female members of physical education faculty.

8. Among the burnout variables, emotional exhaustion was the most important predictor of the members of physical education faculty, followed by depersonalization.
9. There was significant positive relationship between the burnout variables of emotional exhaustion and depersonalization.

10. There was significant negative relationship with the burnout variables of emotional exhaustion and depersonalization between personal accomplishments of physical education faculty.

11. Burnout scores of members of college physical education faculty showed low degree of emotional exhaustion, medium degree of depersonalization and personal accomplishment in their profession.

12. Professionalism dimension, professional associations as major referents were negatively related to burnout variables, emotional exhaustion and depersonalization.

13. Professionalism dimension sense of calling to the field and service to the public were found negatively related to burnout dependent variable, depersonalization.

14. Professionalism dimension, autonomy was found to have positive relation to burnout variable, personal accomplishment.

15. Members of physical education faculty in government and private colleges of Kerala exhibit modest degree of professionalism and low degree of burnout.

**Recommendations**

In the light of the conclusions drawn, the following recommendations are made.

1. The study identified that faculty in physical education seem to know the demands of professionalism and causes of burnout. The researcher therefore
felt that in order to maintain and enhance their professionalism, they must talk and make it an issue for debate in their meetings.

2. This study revealed that physical education has become one of the most challenging professions. Therefore it requires one to belong to a community of professionals that provide space for sharing experiences. Teachers community and associations need to provide a platform where members of physical education faculty can learn to debate issues of professionalism and burnout.

3. Members of physical education faculty must work cooperatively with other faculty members as a team in their respective colleges. Planning together may ease the problem of the alleged lack of support and monitoring. Moreover for professional accountability. The faculty is obliged to do whatever is best for their students and public, not what is easier and most convenient.

4. Members of physical education faculty need support and monitoring for the implementation of the new curriculum policy. This is a call to the government to put systems and procedures of support in place. Such systems and procedures must include frequent workshops to empower them with the new curriculum changes.

5. The government must ensure that the members of physical education faculty remain up to date with all the latest developments in the field, conduct in-service programs and refresher courses. It is also important that the department of physical education of the university must open up forums to debate issues pertaining to teacher professionalism and causes of burnout. The experiences and problems of the faculty can be heard directly from grassroots level.
6. If teacher professionalism is to be improved and burnout to be reduced, it is necessary to pay attention to the kind of work environment that enhances the sense of professionalism among faculty. College must be provided with adequate working conditions, infrastructure facilities.

7. Establish and maintain open lines of communication and provide administrative support and performance feedback that may act as a buffer against stress.

8. Allow and encourage professional development activities such as mentoring and networking by providing release time and reducing workloads during certain times or semesters.

**Recommendations for future studies**

Because there are few studies on professionalism and burnout among the members of college physical education faculty college faculty in India, there is still a need for future research. Recommendations for future research may explore the following:

1. Replicate this study utilizing a larger sample, including unaided college physical education teachers in Kerala.

2. Comparisons between national vs. Kerala faculty to explore the role culture plays in professionalism and burnout levels. This would help evaluate the cultural impact that must be playing a role.

3. A replicated study that includes additional survey questions pertaining to current lifestyle habits and stress reduction practices, which would be beneficial in designing effective stress management programs.
4. Comparison studies can be conducted using different populations from different areas, such as rural and urban colleges in India.

5. Comparisons between international vs India faculty to explore the role culture plays in professionalism and burnout levels. This would help evaluate the cultural impact that may be playing a role.

6. A longitudinal study measuring changes in professionalism and burnout levels among fulltime members of physical education faculty throughout their college teaching career.

7. A comparison study using equal samples of full-time college physical education faculty currently employed in unaided college campuses and government/and private (aided) college campuses.

8. A replicated study that includes additional survey questions pertaining to current lifestyle habits and stress reduction practices, which would be beneficial to reduce burnout and increase in professionalism.

Stress is a major concern for faculty members across the India. Excessive, prolonged stress can lead to job burnout. The results of this study serve as a needs assessment for the members of physical education faculty and present opportunities for physical educators to work with college and university administrators to develop and implement effective programmes to reduce the burnout and promote professionalism. As one of my colleague said, I'd like to see us less isolated from one another-talking more, learning from each other and feeling encouraged by those relationships."