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AN ASSESSMENT OF EDUCATION AND RESIDENTIAL STATUS OF PHYSICAL EDUCATION TRAINEES IN KARNATAKA STATE

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ABSTRACT :

The purpose of the study was to analyse the socio-economic diversity of future physical education teachers in the state of Karnataka. For the purpose of the study 553 physical education trainees studying in various universities of Karnataka during the academic year 2008-09 served as subjects. Equal representation was given to students studying in the department of physical education at university level i.e. university college of physical education (U.C.P.E.) and private physical education training colleges in Karnataka. In order to systematically depict the results, tabular analysis was made and quantitative percent analysis was done to assess percentage wise belongingness to various categories of personal effectiveness. The researcher constructed and standardized the questionnaire considering the socio-economic related variables with due care. **Results:** It was observed that there is a spurt of rural talent (about eighty eight percent) into the profession of physical education. As far as parent's educational qualification is concerned about thirty to percent are uneducated and about thirty nine percent have education only up to S S L C or below.

KEYWORDS : Socio-Economic Status, Education, Residential Status.

1. INTRODUCTION

Instructors are relied upon to utilize the prescribed procedures and systems to satisfy test needs of their vocation. In the event that the instructors are all around prepared and profoundly energetic, learning will be upgraded. The encouraging calling requests clear define objectives, love for calling and clearly the more good mentality towards the calling. Financial status is generally conceptualized as the social standing or class of an individual or gathering. Usually estimated as a mix of training, salary and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control (www.apa.org).



A family's financial status depends on family pay, parental training level, parental occupation, and societal position in the network, (for example, contacts inside the network, bunch affiliations, and the network's impression of the family), note Demarest, et.al (1993). Families with high financial status frequently have more achievement in setting up their young youngsters for school since they regularly approach a wide scope of assets to advance and bolster youthful kids' improvement. They can give their young kids astounding kid care, books, and toys to empower youngsters in different learning exercises at home. Likewise, they have simple

access to data with respect to their youngsters' wellbeing, just as social, enthusiastic, and subjective advancement. Also, families with high financial status regularly search out data to enable them to all the more likely set up their young youngsters for school.

Whatever terms are used, it is essential to appreciate that SES is more difficult to define in the complex world of the 21st Century than it was in, say, the early 19th century or before. In the pre-modern era, SES may have been based on physical strength, intelligence, and/or choice of parents (a quip worthy of considerable thought). In the modern era, wealth, income, educational attainment, and occupational prestige have been defensible indicators of SES. But in our current post-industrial era, it is not altogether clear what indicators signal access to what resources and whether there is sufficient social consensus on the desirable resources themselves.

A final point about the definition of SES revolves around the issue of quantifying social inequality. One can define SES in a certain way and then measure how different or unequal persons or groups are given the definition. Alternatively, one can construct more direct measures of inequality, such as the Gini coefficient and Theil Index. Inequality measures such as these tend to tap just one dimension of SES, typically income or wealth, and serve as summary measures of variance or dispersion. Given their relative simplicity, inequality measures appear to be critical to address questions of whether socioeconomic inequality causes health to decline (Adler and Ostrove 1999; Bowles and Gintis 2002). However, the validity of inequality measures is not only based on their computational utility but also on their underlying conception of SES, which is clearly multi factorial.

Financial Status Socioeconomic status (SES) is regularly estimated as a mix of instruction, salary, and occupation. It is normally conceptualized as the social standing or class of an individual or gathering. At the point when seen through a social class focal point, benefit, power, and control are underlined. Moreover, an examination of SES as an inclination or nonstop factor uncovers disparities in access to and dispersion of assets. SES is pertinent to all domains of conduct and sociology, including research, practice, instruction, and promotion. Socio-economic status is the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields (Bhardwaj, 2001). The International Dictionary of Education (1977) explains socio-economic status as a person's position in any given group, society or culture as determined by wealth, occupation, education and social class where social class is the grouping of the people on a scale of prestige in a society according to their social status. It is determined by many actors such as occupation, income, moral standing, family history, social grouping and organization, type of schooling and area of residence.

Low SES and its relates, for example, lower training, neediness, and weakness, at last influence our general public all in all. Inequities in wealth distribution, resource distribution, and quality of life are increasing in the United States and globally. Society profits by an expanded spotlight on the establishments of financial imbalances and endeavors to diminish the profound holes in financial status in the United States and abroad. Conduct and other sociology experts have the instruments important to contemplate and distinguish methodologies that could reduce these differences at both individual and societal dimensions.

2. METHODOLOGY

The purpose of the study was to analyse the socio-economic diversity of future physical education teachers in the state of Karnataka. For the purpose of the study 553 physical education trainees studying in various universities of Karnataka during the academic year 2008-09 served as subjects. Equal representation was given to students studying in the department of physical education at university level i.e. university college of physical education (U.C.P.E.) and private physical education training colleges in Karnataka. In order to systematically depict the results, tabular analysis was made and quantitative percent analysis was done to assess percentage wise belongingness to various categories of personal effectiveness. The researcher constructed and standardized the questionnaire considering the social, economic related variables with due care.

3. FINDINGS:

The raw data collected socio-economic diversity of future physical education teachers in the state of Karnataka was statistically treated and the results are presented in following tables.

Table – 1. Cumulative data pertaining to educational back ground of P.E. Trainees in Karnataka

Sl.No	Stream	No. of Students	Percentage
1	B.A.	530	95.84
2	B.Com	22	3.98
3	B.Sc	01	0.18
Total		553	100

From the above table it is evident that majority of students had a basic degree of Arts stream (N=530), this is followed by B,com (N=22) and lastly only one student was form B Sc. The above information is graphically represented in figure 1 as below.

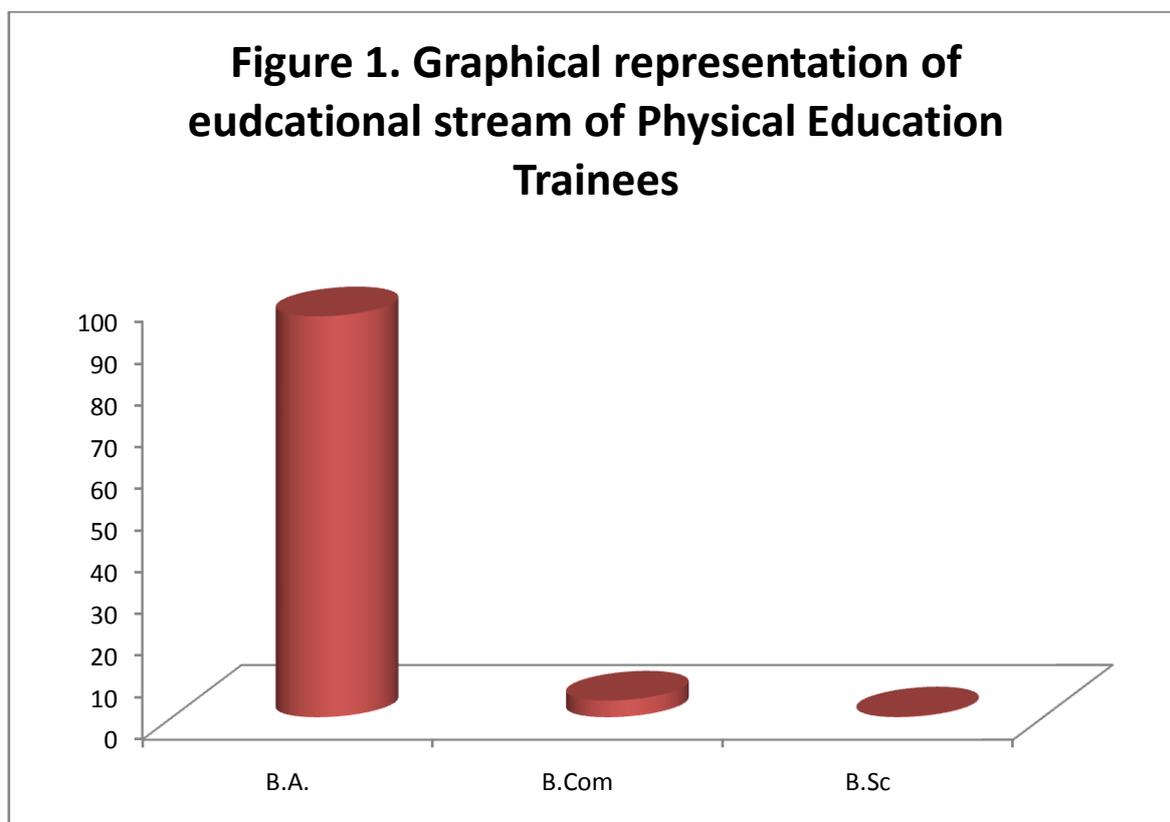
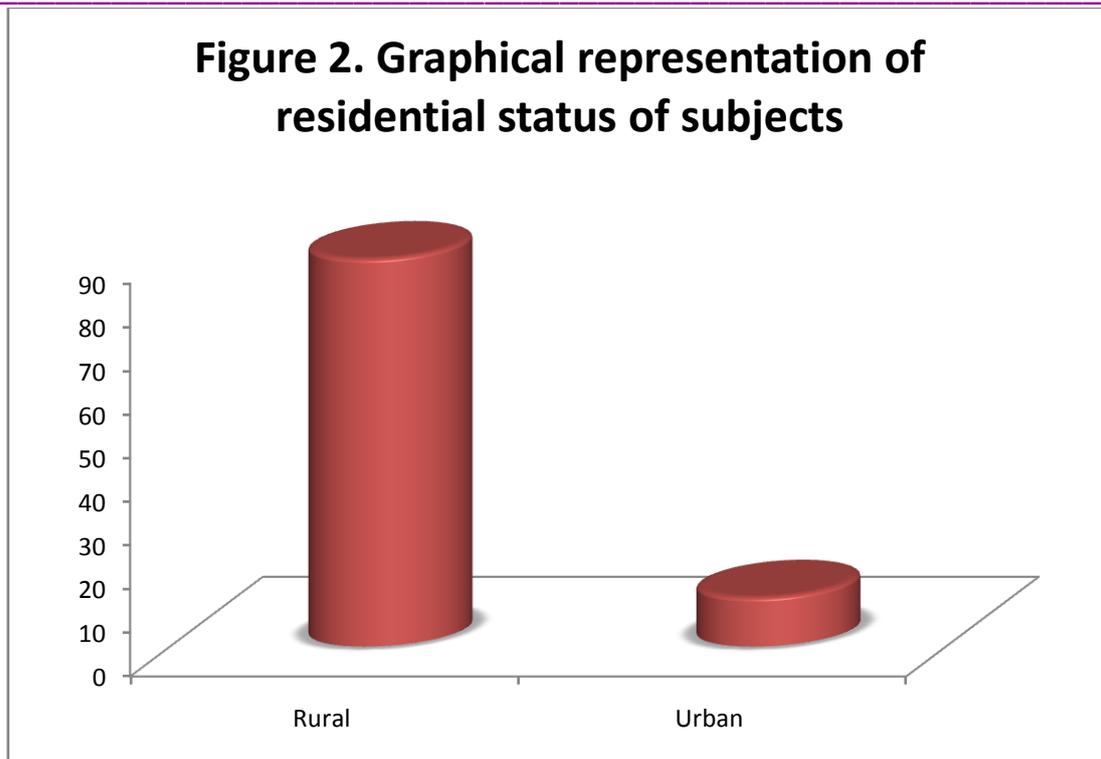


Table-2. Cumulative data pertaining to residential status of P.E. trainees in Karnataka

Sl.No	Residential Status	No of Students	Percentage
1.	Rural	491	88.79
2.	Urban	62	11.21
Total		553	100

Table 9 shows the fact that majority of the students (N=91) who pursue physical education degree come from rural area. On the other hand only a small proportion of trainees (N=62) are form urban area. This means 88.79% of trainees are form rural area and 11.25% are form urban area. This information is graphically represented in figure 2 as below



4. CONCLUSION

It was observed that there is a spurt of rural talent (about eighty eight percent) into the profession of physical education. As far as parent's educational qualification is concerned about thirty two percent are uneducated and about thirty nine percent have education only up to S S L C or below.

5. REFERENCE

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