CHAPTER I

INTRODUCTION

Man's curiosity about the unknown is probably as old as man himself. Yet it is only in a relatively recent times that man has been able to offer plausible explanations of what he observed in nature. True, scholars in some ancient civilizations sought logical explanations of what they observed. They noted that there was order in the universe. They observed relationships and were concerned with causes and predictions. But it was not until well after the dark ages that science as we know it today began to flourish. Systematic observation provided data against which hypothesis could be tested. Theories were developed and scientific laws established. The scientific method was born.

With the advent of scientific method, knowledge accumulated rapidly. From the very beginning scientists classified like things together for systematic and detailed study. Thus separate fields of knowledge began to emerge on which scholars concentrated their attention. Each in his own fields sought to extend the scope of knowledge. Knowledge thus gained has become a part of our cultural heritage, passed from generation to generation in formal courses of study, each dealing with a separate body of knowledge. Thus, we have come to recognize segments of knowledge known as disciplines.

The intellectual climate that prevailed during the past can be traced back to the time of ancient philosophers when the intellectual and social precursors of the modern world were only uncertainly established. With the passage of time there was a great
emphasis on education. This emphasis on education gradually paved way for development of modern science, which proved a potential force in the direction of further advancement in all areas and aspects of life. Out of science came technology and this technological advancement paved way for industrial revolution. This revolution brought in its wake-increased division of labour and occupational complexities. Simultaneously there were further changes and advancement in education itself. Such forces resulted in too many occupations and professions.

In modern society various professions have sprung up. 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 subsequent specialization and super-specialization, in each and every vocation and profession.

In a vital and rapidly evolving and changing society, the word "profession" and professional elude precise definition. For a long period in the west there were three recognized learned professions - Theology, Law and Medicine. They had a prestige which was highly prized and jealously guarded. Then Architecture and later Engineering came to be accepted as professions. With the recognition that there are numerous callings, which demand disciplined and scholarly training, the designation profession has come to be claimed by still other occupations. Dentistry, teaching, journalism, forestry, nursing, are some callings which the status of profession is generally conceded to in mature societies, and the list is by no means complete. More recently, physical
education, sports and coaching came to be considered as professions. The profession of teaching at least in our country, is the oldest and most sacred. Teaching profession has been respected and revered profession in our country and indispensable part of education, physical education, sports and coaching.

The world of physical education, games and sports is ever expanding with increasing complexity and skill and intense competitions besides enlarging scientific studies of human movement and movement behaviour. The time when physical activities and sports were nothing more than survival, developmental and recreational activities and enjoyable competitions for individuals and groups of people is irrevocably past. Modern physical education is very wide in its scope and has assumed importance as a field of human endeavour. Physical education, as we know today, has experienced an enormous expansion both qualitatively and quantitatively.

As has already been stated advancement in science and intellectual curiosity have lead to many disciplines. Many professions have also come up with a multi-disciplinary basis and approach. There are many more fields that are claiming to be professions and that expect professional status. Disciplines focus on knowledge and professions emphasise on application of knowledge for the welfare of mankind.

Teaching is a complex process that involves teachers' ability to deal with students, efficiency in school work, interest in gathering knowledge and the ability to develop cordial relationship with one's colleagues and a host of other factors.
One of the most important resources of any country is its human resource. Education aims at the development of human resources to the fullest possible extent. A sound educational system is considered as vital to any developing country. The teacher is the pivot around which the entire educational system revolves. The success of the educational system depends upon the quality and capability of the teacher who is indispensable force in the society.

The job of the teacher is to organize learning materials and stimulate the students for learning, direct the learning process, motivate them, guide them in the learning process and supervise the process. Teacher therefore sets the stage for learning on the part of students.

To quote the University Education Commission (1948-49) “The success of the educational process depends so much on the character and ability of the teacher that in any plan of University reform the main concern must be for securing an adequate staff with qualification necessary for the discharge of its many sided duties. The Secondary Education Commission (1952-54) has also observed "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the Community."
As National Education Commission (1964-66) has pointed out, “that education is for reconstruction, which wholly depends upon the worthwhileness of the teacher. Teacher is the one who shapes the destiny of the whole country through the process of education.”

The report of this commission has also observed that the teacher is the most potent factor in developing children on sound lines. Highlighting the need and significance of quality teacher in education, it stated, “of all the different factors which influence the quality of education and contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.” Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible preparation and creating satisfactory conditions of work in which they can be fully effective. The National Policy Resolution on Education (1986) has pointed out that of all the factors, which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important one. It is on his personal qualities and character, his educational qualifications and professional competence, that the success of all educational endeavour must ultimately depend.

It is an accepted fact that the teacher is the maker of future citizens of a society. He or She is the ‘Pivot’ of a school. The quality of any educational institution is largely determined by the quality of teachers who make it. The personality, attitude, competency and the efficiency of a teacher assume a paramount significance in determining the
quality of education. The operative efficiency of a teacher is determined by his own personal factors such as, intellect, personality, attitudes, interest, aptitude and a deep concern about the future of the students who he proposes to teach; social factors such as inter-relationship with the fellow-teachers, head of the institution as well as students, and socio-emotional environment of the school etc.

'No system of education can rise higher than its teacher.' Teachers have always had a most difficult task to perform. They are the ultimate arbiters of the educational process and unless they are sincere, no scheme and no programme, can be successful. The teacher is both an agent and a scholar. The orderly transmission of a body of knowledge, skills and values is done only under the able guidance of the teacher. His students are the middlemen as well as consumers. Both are sensitive towards the sovereign principle, virtuous and malleable of meeting individual and social needs and to develop a standard for adjudicating their competing demands. The teacher seeks to transform his students into committed personalities. The importance of teacher is well depicted in the Mudaliar Commission Report (1952-53). According to the report every bit of every aspect of a teacher is most important in order to reconstruct the very system of education.

Teaching is an art and teacher is an Architect. As no art is complete without positive or favourable attitude towards the particular piece of an art, so is teaching. Teachers' attitude, satisfaction, aptitude, interest, behaviour, personality etc. count at a greater level in order to complete the very task of teaching. Sir John Adams rightly
believed that no one exercises a greater influence upon the minds of young persons than a teacher. The attitude of their teachers to life problems, and the teacher's philosophy of life have an important bearing on the life of the pupils. It does not matter what subject a teacher teaches. It is his attitude, ideas and ideals that impress upon his pupils.

Physical Education is an important aspect of the total educational process that has as its aim the development of physically fit, mentally alert, emotionally balanced, socially useful and morally correct individuals. It is a process of educational endeavour. It occupies an important place in the lives of all people as it is related to and contributes to many of the educational objectives. Modern physical education has many potentials to realize the objectives of education. It claims both the status of a discipline and profession. As a profession, it has expanded its base with a multi-disciplinary approach. Profession of physical education caters to the needs of society by training professional leaders in the field of physical education. Physical education teachers are trained as practitioners and professionals. The practitioners usually work in schools at various levels of education. The professional person generally is concerned with research and application of knowledge.

The physical education profession needs teachers who possess the enthusiasm, culture, and other qualities along with knowledge of subject matter, skills and the ability to articulate and commanding the respect of their students. The specific qualifications include academic degree, intelligence, health and personality (Bucher, 1983).
The goals of professional preparation have been set forth by many organisations. These goals include the need to graduate educated men and women who are prepared and committed to teaching, to influence not only the intellectual life of students but also the emotional and ethical aspects of their professional careers, and to acquaint prospective teachers with the rights and responsibilities of professional service (Bucher, 1983).

Teaching offers many rewards. Probably most important is that it offers an opportunity to help shape young people’s lives. Other rewards include the privilege of being a member of a profession that has respect and importance in the world. The rewards that accrue from teaching depend to a large degree on the individual and what each person makes of his or her opportunities. The inner rewards, plus the financial and other benefits, can be great for the person who applies himself or herself diligently and sincerely to assigned tasks.

The science of teaching involves an understanding of human behaviour, behaviour modification, instructional design, delivery and management. It is here that most of the personal traits of the teacher come into play. The traits like working with people, scholarship, sense of humor, good physical and mental health, helping and serving others and to be a leader, all play their role in teaching (Bucher, 1983).

Many other personal qualities are important for teaching. Communication, discipline, motivation, character, love for children, dedication, personality and good
appearance are some of the important qualities that may bear a significant influence in teaching (Bucher, 1983).

Physical education teachers particularly working in schools have multifaceted responsibilities. Apart from physical education classes they may have to take up some sundry responsibilities. They have to be effective as managers, coaches, teachers, supervisors and even as organizers. They will be assisting school administration quite regularly. To carry out such responsibilities, the teacher should have professional training, required qualifications, knowledge, skill, favourable attitudes and interests, courage, genuine interest in, the profession, students, school and community. The teacher's behavioural characteristics influence his teaching and education imparted by him to his students. There are many individual factors of behaviour, which are interrelated, all of which individually and in certain combinations influence the entire educational process and product in the educational system of the school.

Apart from the qualification, experience and professional training, it is the working efficiency of physical education teachers that will have a lasting effect on their students. The working efficiency of teachers depends upon their personality, which involves a number of factors or traits like self-concept, motivation, levels of aspiration, leadership skills and effectiveness, and above all the satisfaction that the teachers or administrators derive from their job or work. Eventhough the working efficiency depends upon factors like age, maturity, professional qualification, training and
background, one's personality make up with attitudes and interests and various other traits of personality will be the contributing factors.

Personality has been studied in various forms and has received a widespread recognition in the present day world. It is a complex blend of many factors or traits. Personality becomes even more complex because it is neither exclusively biological nor exclusively social, but depends upon the complex interplay between naturally endowed factors and environmental experiences.

According to Bucher (1983) the candidate should possess a personality suitable for teaching. Enthusiasm, friendliness, cheerfulness, industry, cooperation, firmness and forcefulness in supporting one's convictions, dependability, self-control, integrity and social adaptability are factors that can determine in great measure whether an individual will be a success or a failure as a teacher. Whether the right social traits are developed in children will depend largely on the personality of the leader. Therefore it is essential that the physical education teacher be able to enlist the respect, cooperation and admiration of the students through his or her personality, magnetism and leadership.

No profession can stand on its own, unless it is guided by competent leaders. Leaders are the backbones of any program. In physical education and sports teachership is of great importance because of the students can learn movement skills and activities and show greater performance under capable and skilled leadership. Leadership is one of
the very conspicuous factors, which determines the success of individuals as well as groups of people.

According to Bucher (1983) the term leadership represents the art of influencing people to work together harmoniously in the achievement of professional goals that they endorse. Leadership influences a person's feelings, beliefs, and behaviour. In a sense, a leader is a person who can help a group to achieve goals with as little friction as possible, have a sense of unity, and provide an opportunity for self-realization. Leadership involves motivating and vitalizing the members of the profession to contribute a maximum effort. It taps resources and higher levels of achievement. It eliminates inertia, apathy, and indifference and replaces them with inspiration, enthusiasm and conviction. It provides for self-fulfilment and satisfying endeavour. It results in power with the members not power of the leader.

According to Bucher (1983) some personality characteristics of leaders include scholarship, intelligence, dependability, sociability, initiative, persistence, self-confidence, adaptability, insight, emotional stability, communication skills, cooperation and knowing how to get things done. It is within the power of most students to develop the essential qualities for strong leadership.

The psychology of personality harbors an awesome enigma - the problem of the self. The self is something of which we are immediately aware. We think of it as the warm, central, private region of our life. As such it plays a crucial part in our
consciousness (a concept broader than self) our personality (a concept broader than consciousness), and in our organization (a concept broader than personality). Thus, it is some kind of core in our being. And yet it is not a constant core. Some times the core expands and seems to take command of all our behaviour and consciousness; some times it seems to go completely off-stage, leaving us with no awareness whatsoever of self (Allport, 1963).

Self-concept may be defined simply as the total collection of attitudes, judgements, and values which an individual holds with respect to his behaviour, his ability, his body, his worth as a person - in short, how he perceives and evaluates himself (Byrne, 1979).

The ideal self or the self-ideal is the kind of person the individual hopes to be or would like to be (Strang, 1957).

Phenomenal self is also called the conscious-self and is referred to as how an individual perceives himself and his environment.

When there is a discrepancy in one's perceived-self and ideal self, conflict arises. Conflict in psychology is the arousal of two or more strong motives that can not be solved together. Psychologically, a conflict exists when the reduction of one motivating stimulus involves an increase in another, so that a new adjustment is demanded (Encyclopaedia Britannica, 2002).
Conflict is a psychological state of indecision, which occurs when a person is influenced simultaneously by two opposing forces of approximately equal strength. In psychology the word conflict refers mainly to a situation in which an individual is motivated to engage in two or more mutually exclusive activities (Encyclopaedic Dictionary of Psychology, 1983).

Motivation is a characteristic related to the general state of arousal and subsequent level of attention paid to a problem or task faced by an individual. It is also defined as the general level of arousal to action in an individual. Motivation is a process by which an individual is guided to do some activity and it is the study of some activity of an individual and his persistence in that activity until some goal is reached. Motivation which is a psycho-physical condition propels an individual to work or strive to fulfil his needs and such motives are directed towards the achievement of certain predetermined goals or objectives. Motivation appears to be the key to achievements and accomplishment in any area.

According to Bucher (1972) the term motive refers to a condition within the individual that initiates activity directed toward a goal. Needs and drives form the basic framework for motivation. When the individual senses an unfulfilled need, he is moved to do something about it. The desire within a human being prompts him to seek a solution to his recognized need through an appropriate line of action. From the phenomenological point of view, certain needs can arise from the environment. These
forces are from the outside. This line of action may require practice, effort, mastery of knowledge, or other behaviour in order to be successful. The needs are arranged in order from the most immature to the most mature needs. At the lowest level are the physiological needs. At the level of safety needs the individual must establish feelings of security. The need for affection, love, and friendship fall in the group of love and belonging needs. The individual desires to be accepted by others and having their approval enhances his feeling of adequacy and worth. The need to be respected by others appears at the level of esteem needs. The desire to be recognised as important is dominant and the individual engages in activities that he hopes will lead him to situations where he can win the respect of his peers. Self-actualization is the highest level of maturity. Here the individual is truly himself. At this level the individual develops to his full potential and becomes all that he is capable of becoming.

Teacher works in an environment within a school setting with the head of the Institution, fellow colleagues, and, students who are the raw materials. Teacher interacts with these people with his unique characteristics. A mere possession of desirable attitudes and competencies may not guarantee teacher effectiveness. It is important for the teacher to make adjustments to, the teaching profession, teaching, the school, students, other personnel in the school set up, and to personal and social life. Such adjustments determine the teachers' satisfaction, achievements, successes and failures.

Every individual displays a tendency to formulate goals in life and aspires to achieve them and seek satisfaction and enjoyment through that. This results in a sense of
achievement and success. The efforts put forward to obtain satisfaction of these desires may vary from one person to the other, and in the same person from one situation to the other. The realization of a goal, which has cost more sustained efforts, provides immense satisfaction, just as failure to realize it leads to a sense of frustration.

One of the major aspects of adult experience is job satisfaction. Occupations differ strikingly in the amount of pure satisfaction that they give. Many surveys have shown that workers in some occupations get more enjoyment and satisfaction, while others express least satisfaction in relation to their jobs.

Job satisfaction and dis-satisfaction is a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering (Indiresan, 1981).

According to (Blum, 1985) the factors contributing to job satisfaction are wages, supervision, steadiness of employment and job security, conditions of work, advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer and many other similar factors that determine the employees’ attitude towards his job.

The teacher comes into the educational setting with his or her previously established patterns of behaviour, which is a complex blend of hereditary disposition and socio-cultural influences in the environment. The teacher comes into the educational
setting with a blend of many unique characteristics within his or her personality make-up. There is a constant interplay of many factors when the teacher is dealing with students during the teaching-learning process. John Adams has expressed that education is a bipolar process wherein the personality of the teacher constantly influences the personality of the educand. Conversely, the teacher is being influenced by the pupils.

The teacher takes up various roles in the teaching-learning process. The roles can be many-sided. In playing these roles the teachers will have to possess many favourable qualities and characteristics like, a good personality make-up, leadership ability, a sound self-concept, high levels of motivation and a reasonably good level of job satisfaction to be effective as a teacher and to influence their students and pupils positively to mould their character for future citizenship. The teacher with least self-conflict can deliver the goods better. This demands the teacher to make an analysis of his or her ownself.

The major concern of psychology is studying behaviour. Education and physical education aim at modification of behaviour of individuals. Therefore, psychology and psychological principles have application and practical utility in education and physical education. On the one hand education demands the teachers to know the psychological make-up of students, and on the other hand it demands the teachers to develop a unique personality make-up with which the teachers can directly influence their students. There is a unique and constant interplay of personality make-up of teachers and pupils. This is
more so in respect of physical education personnel who are usually in close association with the pupils in schools and educational settings.

Physical education personnel at lower levels of education lay the foundation for an individuals’ favourable growth and development. The physical education personnel at higher levels of education augment the potentials of their pupils by utilizing and mobilizing the potentials. In the process, they influence the pupils directly.

The psychological variables selected for the present study are highly inter-related, and are factors that contribute to the effectiveness of teachers in influencing their pupils. Eventhough, there are differences among individuals, the physical education teachers may be committed to a certain psychological profile involving certain common characteristics. There have been a few attempts made to draw and identify and to determine the psychological profiles of coaches. The investigator has not come across studies conducted to determine the psychological profiles of physical education personnel. In the above context, the research scholar felt that there may be a need to draw out and determine the psychological profiles of physical education personnel working at various levels of education.

Statement of the Problem

The purpose of the present study was to understand the psychological profiles of physical education personnel working at various levels of education. The present study
was designed with the purpose of determining the psychological profiles of physical education personnel working at various levels of education.

Objectives of the Study

The following objectives were setforth for achieving the purpose of the study.

1. To understand the nature of physical education teachers in respect of the selected criterion variables, such as, extroversion - introversion, neuroticism, leadership effectiveness, self-concept, self-conflict (self-analysis), motivation, and job satisfaction.

2. To find out the influence of various secondary variables like school type and sex on the selected criterion variables.

3. To identify the major sub-factors of selected criterion variables, which best predict the achievement of physical education teachers in school sports.

4. To establish the relationship among several sub-factors of the selected criterion variables and to find out whether any relationship existed among the several sub-factors of the selected criterion variables.

5. To identify and develop the psychological profile of physical education teachers emerging out of the study.
Delimitations of the Study

1. The title of the study is related to psychological profiles of physical education personnel working at various levels of education. As the term 'personnel' is all pervasive, the study was basically delimited to physical education teachers.

2. The study was further delimited to physical education teachers of primary schools and high schools. The study could have been extended to include junior college and degree college physical education teachers. But the research scholar felt that there would be a vast difference in the age as well as experience among them and even the number of subjects in each category. Hence, the study was delimited to only the physical education teachers of primary and high schools i.e. only two grade levels of education.

3. The study was delimited to draw out a psychological profile in respect of personality, leadership, self-concept, self-conflict (self-analysis), motivation, and job satisfaction, and the various sub-factors constituting each major criterion variable.

4. The study was delimited to the administration of the tools such as, Eysencks Personality Inventory (1962), Leadership Effectiveness Scale, designed and developed by Dr. Haseen Taj (2001), Self-concept Scale, designed and developed by Dr. Rajkumar Saraswath (1984), Self-analysis Test, designed and developed by Dr. Rama Tiwari (1986), Employees Motivation Schedule,
designed and developed by Dr. A.K. Shrivastava (1982), and Job Satisfaction Scale, designed and developed by Dr. S. Dha and Dr. Satyanarayana (1985).

5. The study was delimited to 682 physical education teachers who volunteered as subjects for the present study. The study had to be delimited to 682 subjects as a few incomplete questionnaires and tools answered by some of the subjects had to be discarded.

6. The study was further delimited to 412 male physical education teachers and 270 female physical education teachers.

7. It was further delimited to 293 male primary school physical education teachers, and 119 female primary school physical education teachers; and 243 male high school physical education teachers, and 27 female high school physical education teachers.

8. The study was delimited to two secondary variables - school type and sex.

9. Only achievement was taken into consideration for regression analysis. Achievement was considered a dependent variable. Achievement was considered a dependent variable.

Limitations of the Study

1. The tools used in the present study were administered to the selected subjects during the free time when the teachers had come for inter-school sports meets with their school teams. The stress and anxiety that the subjects may have experienced because of their teams' participation in inter-school tournaments
might have affected the emotional states of the subjects. This might have influenced their responses to various items of different tools and questionnaires administered to them. This, in turn, might have influenced the data gathered. This was a major limitation of the present study.

2. The research scholar had no control over the responses of the subjects to the different items of the questionnaires and tools administered. Because, the subjects might have expressed the feelings or responses other than the true ones which may influence the data gathered for the present study.

3. The research scholar had to consider the responses of the subjects to various items of the questionnaires and scales, as genuine.

4. The research scholar had no control over the other internal and external factors and circumstances acting on the subjects while they were filling questionnaires and the tools administered to them i.e., the research scholar had no control over the moods, temperament and emotional states of the subjects while subjects responded to various items of different questionnaires and tools administered to them.

5. The research scholar had to discard the questionnaires and tools where the answers were incomplete.

6. In certain cases where adequate critical literature was not available, only allied literature and peripheral literature has been presented in the second chapter of the thesis.
7. The leadership effectiveness scale was to be administered to the heads of the institutions and colleagues of the selected subjects. Any bias on the part of heads of the institutions and colleagues effecting the data gathered and its influence on the results of the study, was a limitation.

**Definition and Explanation of the Terms**

**Psychological Profiles**

Rivenes (1978) defines psychological profiles as, "the broad personality factors that govern the way one thinks, feels or behaves".

Cox (1985) writes that based upon a number of inventories, the profile is a distinct pattern of responses that a particular group of subjects, such as elite athletes, displays.

**Physical Education**

Bailey and David (1976) define physical education as, "a process through which favourable adoptions and learning - organic, neuro-muscular, intellectual, social, cultural, emotional and aesthetic result from and proceed through selected and fairly vigorous activities."

Oberteuffer and Ulrich (1962) write that physical education serves as a medium for man's total education - intellectual, emotional, developmental, using experiences centered in movement.
Personnel

According to Websters dictionary (1987) the term personnel is defined as, "the body of employees in a service"

Physical Education Personnel

For the purpose of the present study, the term physical education personnel means, a body of professionally trained and qualified persons who after their successful completion of professional course in the field, in institutions that offer teacher training or teacher education, are employed in an official capacity being officially recognised for the award of an appropriate teaching certificate and are presently working as physical education teachers at various levels of education.

Teacher

According to Goods (1959) the definition of the term teacher "is a person who has completed a professional curriculum in a teacher education institution and whose training has been officially recognised by the award of an appropriate teaching certificate."

Teacher is a person who because of rich experience or education or both in a given field is able to contribute to the growth and development of other persons who come in contact with them.

Teacher is a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils in an educational institution whether public, private, or government.
School

For the purpose of the present study the term school means, an organised group of pupils pursuing defined studies at defined levels and receiving instructions from one or more teachers usually housed in a single building or a group of buildings.

Primary School

For the purpose of the present study, primary school means, an organisation housed in a building or group of buildings, where a group of pupils pursue formal education at a defined level from grades I through VII.

High School

For the purpose of the present study, the term high school means, an organisation housed in a building where a group of organised pupils after completing their previous schooling upto to VII standard pursue further formal education at defined levels from grades VIIi through X and receive instructions from the teachers.

Physical Education Teacher

In the present study, physical education teacher means, a person who has successfully completed a professional curriculum or course in physical education and who is employed in any institution or school in an official capacity and who is officially recognised and certified to discharge duties in the institution where he is employed.
**Personality**

Hilgard, Atkinson, and Atkinson (1975) define the term personality as, "the individual characteristics and the ways of behaving that, in their organisation or patterning account for an individual's unique adjustment to his total environment."

**Leadership**

Williams (1993) defines leadership as, "the behavioral process of influencing the activities of an organised group toward specific goals and achievement of those goals."

Cox (1985) defines leadership as, "the process of influencing the activities of an organised group in its efforts toward goal setting and goal achievement."

**Self-concept**

Wolman (1973) defines the term self-concept as, "the individuals' appraisal or evaluation of himself."

**Conflict**

Conflict in psychology is the arousal of two or more strong motives that can not be solved together. Psychologically, a conflict exists when the reduction of one motivating stimulus involves an increase in another so that a new adjustment is demanded.
Motivation

Fuoss (1981) defines the term motivation as, "biological, social and the learned factors that initiate, sustain and stop goal-directed behaviour."

Motivation in human psychology is the term used to describe forces acting either on or within a person to initiate behaviour (Encyclopaedia Britannica. 2002).

Job Satisfaction

Blum and Naylor (1968) define job satisfaction as, "a generalized attitude resulting from many specific attitudes of an individual in three areas, namely, specific job factors, individual adjustment and group relationships."

Hypotheses

1. Extroversion - Introversion dimension of personality of physical education teachers is independent of the levels of education at which the teachers are working viz. Primary school and High School.

2. Neuroticism dimension of personality of physical education teachers is independent of the levels of education at which the teacher are working.

3. Leadership effectiveness of physical education teachers is independent of the levels of education at which the teachers are working.

4. Self-concept of physical education teachers is independent of the levels of education at which they are working.
5. Perceived-self of physical education teachers is independent of the levels of education at which the teachers are working.

6. Ideal-self of physical education teachers is independent of the levels of education at which they are working.

7. Self-conflict of physical education teachers is independent of the levels of education at which the teachers are working.

8. Motivation of physical education teachers is independent of the levels of education at which the teachers are working.

9. Job Satisfaction of physical education teachers is independent of the levels of education at which the teachers are working.

10. Achievement of physical education teachers is independent of the levels of education at which the teachers are working.

11. Physical education teachers working in primary schools and high schools do not differ significantly in extroversion - introversion dimension of personality.

11a Male and female physical education teachers working in primary schools and high schools do not differ significantly in their extroversion - introversion dimension of personality.

12. Physical education teachers working in primary schools and high schools do not differ significantly in the neuroticism dimension of personality.

12a Male and female physical education teachers working in primary schools and high schools do not differ significantly in the neuroticism dimension of personality.
13. Physical education teachers working in primary schools and high schools do not differ significantly in leadership effectiveness.

13a Male and female physical education teachers working in primary schools and high schools do not significantly differ in leadership effectiveness.

14. Physical education teachers working in primary schools and high schools do not differ significantly in their self-concept.

14a Male and female physical education teachers working in primary schools and high schools do not differ significantly in their self-concept.

15. Physical education teachers working in primary schools and high schools do not differ significantly in their perceived-self.

15a Male and female physical education teachers working in primary schools and high schools do not differ significantly in their perceived-self.

16. Physical education teachers working in primary schools and high schools do not differ significantly in their ideal-self.

16a Male and female physical education teachers working in primary schools and high schools do not differ significantly in their ideal-self.

17. Physical education teachers working in primary schools and high schools do not differ significantly in self-conflict.

17a Male and female physical education teachers working in primary schools and high schools do not significantly differ in self-conflict.

18. Physical education teachers working in primary schools and high schools do not differ significantly in motivation.
18a Male and female physical education teachers working in primary schools and high schools do not significantly differ in motivation.

19. Physical education teachers working in primary schools and high schools do not differ significantly in job satisfaction.

19a Male and female physical education teachers working in primary schools and high schools do not significantly differ in job satisfaction.

20. Physical education teachers working in primary schools and high schools do not differ significantly in respect of their achievement.

20a Male and female physical education teachers working in primary schools and high schools do not differ significantly in respect of their achievement.

21. The various sub-factors of selected criterion variables such as personality, leadership effectiveness, self-concept, self-conflict, motivation, and job satisfaction equally predict the achievement of physical education teachers.

22. The various sub-factors of selected criterion variables such as personality, leadership effectiveness, self-concept, self-conflict, motivation, and job satisfaction equally predict the achievement of physical education teachers working in primary schools.

23. The various sub-factors of selected criterion variables such as personality, leadership effectiveness, self-concept, self-conflict, motivation, and job satisfaction equally predict the achievement of physical education teachers working in high schools.
24. The various sub-factors of selected criterion variables such as personality, leadership effectiveness, self-concept, self-conflict, motivation, and job satisfaction among physical education teachers are mutually related to each other.

25. The various sub-factors of selected criterion variables such as personality, leadership effectiveness, self-concept, self-conflict, motivation, and job satisfaction among primary school physical education teachers are mutually related to each other.

26. The various sub-factors of selected criterion variables such as personality, leadership effectiveness, self-concept, self-conflict, motivation, and job satisfaction among high school physical education teachers are mutually related to each other.

Significance of the Study

The present study may be justified as worthwhile on the following grounds:

1. The research scholar has not come across any study that has been conducted to determine the psychological profiles of teachers, in general, and physical education teachers, in particular. There is a lack of information pertaining to physical education teachers' profile and particularly the psychological profiles. The research scholar has ventured to make an attempt to identify and determine profile of physical education teachers in respect of selected psychological variables. There are no psychological profiles of physical
education teachers working at different levels of education. There are no psychological profiles of teachers determined on the basis of gender. This prompted the research scholar to undertake the present study.

2. Dealing with students at different levels of education places a demand on the physical education teachers for certain unique psychological characteristics. The present study may throw light on the unique psychological characteristics and traits that the teachers may possess.

3. The present study may provide clues about the strengths and deficits of physical education teachers in respect of the important psychological features. This may help in identifying and suggesting measures for further augmentation of potentials or overcoming deficits in characteristics.

4. Teachers with a unique set of required psychological characteristics can influence their students and mould their lives by identifying, utilizing and mobilizing human resources. This needs domination of certain psychological characteristics on the part teachers of physical education. The present study is intended to draw out the unique profiles of physical education teachers. This has a social utility value in respect of human resource development.

5. The present study may help us identify the qualitative aspect of physical education teachers in respect of the relationship of psychological characteristics to their achievement. This is based on the assumption that, the better the teachers are in terms of psychological characteristics the higher will be their achievement. Based on the profiles emerging out of the study
predictions can be made in respect of psychological characteristics and their relationship to achievement.

6. The study may highlight the psychological profile of physical education teachers in respect of their achievement in sports, which may help the administrator for the purposes of selection and screening of prospective physical educators.

7. The study may be of utmost value for administrators and professionals who are concerned with the prospective teachers so that a suitable training programme may be developed in their respective training institutions and to incorporate measures to train and develop the unique and desired characteristics of physical educators.

8. The study will give clues to physical educators to make a self-assessment in relation to, and in comparison with the psychological characteristics to find out where they stand along a given dimension of the profile.

9. The study may provide information about psychological characteristics of physical education teachers to various personnel connected with physical education and teaching. The information may be used for definite purposes by administrators and teachers.

10. As psychological profiles are patterns of responses and behaviour with a store of characteristics, the profiles emerging out of the study may help others emulate and learn from such profiles.
11. The present study adds to the existing knowledge and also fills the gap in knowledge with regard to profiles of teachers, in general, and psychological profiles of physical education teachers, in particular.