CHAPTER - 1

CONCEPTUAL FRAMEWORK

1.1 AN OVERVIEW

Nations are built by the imagination and untiring efforts of generations. Any organisation, society or even a nation without a vision is like a ship cruising on the high seas without any aim or direction. It is clarity of national vision that constantly drives the people towards goal. India should become a developed nation by 2020. So what does this developed status mean in terms of the common man? It means the major transformation of our national economy to make it one of the largest economies in the world where the countrymen live well above the poverty line, their health and education are of high standard, national security reasonably assured, competent to export quality products and thereby bringing all round prosperity for the countrymen. So as to realize this vision of developed India, contributions of laymen of the society are not sufficient, the participation of everymen of the society is also warranted. And to bring them into the mainstream we are to impart them proper education whether it is general or physical
education, which is the only catalyst for development.

But physical education in India has historically been the property of the few. Since educational development took place within the framework of stratified social system, it has always been focused on the needs and talents of the privileged ones. For that psychology of the sportsperson is essential for development in sports activities. Physical fitness is as important and essential as psychology of the sports in the arena of sports. Psychology of sports refers to the study of behaviour of the sports persons for modification of their behaviour for excellence in sports. The degree of psychological sound of an individual is a combination of so many factors such as his performance, income, mental health and his working environment etc. Again psychological development provides one of the most important keys to health and life. It is impossible to achieve perfection in any sport’s technique without being psychologically fit. It becomes a basic requirement in all games and sports performance. Thus more stress should be laid on conditioning and practicing skills and other valuable devices after clubbing them with an optimum psychological fitness level.
Today we live in a civilization where genius man has created an easy way of living which in turn, has removed the necessity for much of the physical activity from our daily tasks. Children from birth are attuned to a mechanical life. Lack of physical education in our elementary schools and colleges and less recreational facilities in our communities makes it practically impossible for any except a few who make to the varsity teams, to participate in vigorous athletics and sports activities. The decline in physical strength and vigor is self-evident and is a product of our mechanical age. Lack of physical activity in our secondary schools and colleges is a contributing factor in the decline of physical fitness.

In the present social system of world or even India we have multicultural and pluralistic social systems which have been characterized by the existence of individuals. Individuals can be identified in this system by their sociological and social characteristics like race, sex, age, power, ethical background, wealth, education prestige, occupation and income etc. These distinguishing attributes may serve as the basis whereby individuals aspire to or are allocated to different but inter-relational roles with in the
social system. The whole society may be stratified along racial or ethnic lines. Indian social system is stratified on the caste line. Another type is gender stratification, which is quite important in sports. But the most important distribution is social and economical stratification which denote differences or social distances between social categories on the basis of their relative economic and generalized social status.

_Cratty (1989)_ suggests several subdivisions of sports psychology such as educational sports psychology, clinical sports psychology, and experimental sports psychology reflecting different activities and objectives. Educational sports psychology aims to educate physical educators, coaches and athletes even sports administrators learn to understand and modify their behaviour. Clinical sports psychology addresses itself to govern athletes – both in individual and in team sports – and to enhance the performance potential of emotionally healthy competitors. Experimental sport psychology, a purview of the researchers, attempts to determine relationship between two or more influencing variables through a variety of laboratory techniques and field studies.
While discussing the factors for motor learning and sport psychology, Singer (1986) believes that the former includes “The study of Instructional/Training conditions that improve the acquisition of skill, its retention and its transfer potential, and how they operate under specified conditions to influence learning/performance; and the later involves the study of any circumstance (e.g. age, trait, psychological state, special psychological program and social pressure) that might influence or be related to achievement in sport-type skill, and psychological outcomes from experiences in movement type activities”.

Singer (1993) enumerated the factors of modern sport psychology on the following themes:

- Exercise and health psychology for personal well-being
- Counseling and clinical approaches to help individuals to overcome personal problems and maladaptive behaviour.
- Identifying processing mechanisms and conditions leading to the acquisition and maintenance of skill.
- Performance enhancement techniques to contribute to performance potential.
- Group situations leading to productivity.
- Psychosomatics to develop and administer tests for specific purposes.
- Youth sport programs and the enrichment of experiences.

Contributions to sports psychology are being made by physical educators, researchers, psychologists, sport scientists and even athletes. In focus and content, sport psychology derives its substance from various branches of psychology. In methods, techniques, processes and procedures it reflects scientific approach to the significant issues connected with human performance.

The sociologists have begun to explore the social dimensions in sports. They have taken strides to unravel some of the ways in which sports reflect culture and how culture and sports mutually influence one another. They have started to identify and classify sports that are likely to be produced by cultures or sub-cultures of various kinds. It is not easy to determine just what with in the family has
contributed to the physical efforts of the child. But numerous fascinating studies have begun to reveal the subtle parent child relationship involved. Moreover, the social dynamics of the sports’ scene contain other important dyads, triads and groups that greatly affect the performance in several ways (Cratty, 1973b). They are trying to study the influence of social motivation needed for social approval, status, affiliation, competition, cooperation, social felicitation or co-action audience, observer, spectators, and unseen audience upon performance in a physical activity. They are thus engaged in the study of such social factors that contribute to high performance and also participation in game and sports. Scientific interest in the psychology of Handball has taken diverse forms (Among measure used are personality scales, assessment of single traits (anxiety, aggression, adjustment and other sociograms and tests evaluating different perceptual abilities and motor performances). There has been a remarkable development of interest in the field of sports. Psychology has taken giant strides with in sports in a short span of time. Sports psychology being relatively a young discipline has gained from the well-qualified methodical armory of psychology viz.
the into-individual competition of attitudes, interests and motives, the development of performance and behaviour in competitive sports. The problem of sports psychology ranges from the preparation of top ranking sportsmen for competitive sports to sports as a therapeutically educational measure. Sports involve highly complex behavioural issues. During the super charged situation of ‘Do or die’ due to the stress of keen competition and emphasis being on ‘winning at all costs’, a sportsman behaves in an entirely different manner than he would ordinarily do during moments of worry, anxiety, fear and aggression etc. Under the stress and strain of challenging competition, they prefer advice by the competitors when it is needed by them. The human organism is an extremely complex structure with unimaginable complex functions. It is not easy to analyze a physiological function without pondering over the origin and psychic implication of such as function. The development of the, “will to learn, will to strive, will to fight, will to surpass, will to excel, or will to win” is not possible without motivation. Other things being equal, a better-motivated individual would usually achieve greater success that others”.
Butt (1976) asserts, “Two people engaged in the same sports activity may behave in a similar fashion overtly but each may react differently under the stress of winning or losing and may express different feelings when talking about his participation in sports”. The degree or extent of motivation may be the determining factor of different reactions.

It is only during the last half century or so that physical educators speculated upon the possible interrelationship between sports performance, physical fitness and socio-psychological factors.

1.2 PSYCHOLOGY AND SPORTS PERFORMANCE:

Psychology is an increasingly popular and important area of human performance, which concerns research into sporting and athletic performance, particularly with regard to improvement. It is now accepted that superior sporting performance is not just dependent upon physical and motor skills but on perceptual and cognitive skills as well. Thus sports psychologists are playing an increasingly important role in individual and team sports.

Sports and exercise psychology has been defined as
the scientific study of people and their behaviours in sports and exercise context and the practical application of that knowledge Gill (1979).

Where there is behaviour, there is psychology. Physical education and sports make an art-science combine dealing with movement, motion, activity, play, recreation and the like. In essence, they are activity based endeavors; in function, they are enhancers of health and fitness; in objective, they are developmental to the core; in nature, they are joyful, recreating and relaxing, and in purpose, they are and ought to be out and out educational. The branch of psychology which is intimately connected with human behaviour on the playfield – both under practice and competitive situations – with a view to bring about quantitative improvement in performance, is usually called “exercise and sport psychology”. It is basically of applied nature. Physical education, an educational endeavour, is much wider in range and focus than elite competitive sport.

Whereas the one is exten-sive and general, the other is intensively performance-oriented and specific. Like circle within circle, they are inseparable. Where as physical
education is milk, sports are butter churned out of it. There cannot be butter without milk. The physical educator and the coach grapple with almost the same problems and param-eters of behaviours. It would be futile to segregate physical education and sport on psychological parameters and put them in watertight compartments. The divergence or convergence in the application of psychological principles to the understanding and modification of behaviour in physical education and sports is more a matter of degree than of kind. Psychology in physical education or exercise has its focus on general pro cesses and procedures of learning, motivation, play, growth and development etc. In sports its concerns become more or less specific. Besides, skill-acquisition, greater emphasis is on psy-cho logical training, coping strategies, interventions, mental skills and the like. Both in activity and psychological dimensions, the sport-perspective is much more specific than physical education scenario. The psychological problems of performing athletes are more subtle, serious and complex than of those who engage in physical activity for fun, fitness, health, recreation and play. That, perhaps, is the reason why activity behaviour has been subjected to more vigorous
research in sports context than play or exercise context over the last four decades.

The need for psychologizing education has been emphasized since the days of Pestalozzi who, as Ross (1955) puts it, felt that the mind of the pupil is the primary concern of the educator, and that 'the art of education must be based on an accurate knowledge of the mental processes'.

The major objectives of education and physical education precisely are (a) acquisition of skills, and (b) high level of performance in physical and intellectual acts and activities. Man's ability to learn and to perform are governed by natural laws as well as contrived procedures and processes. The centre of all educational and sports endeavour, is the individual (child). Teaching is impossible without complete knowledge of learners' physical potential, mental abilities and intellectual powers at all stages of learning and factors and conditions associated with them. Sport psychology at the baseline is essentially educational psychology. Williams (1964) aptly remarked: "physical education in its methods and materials should reflect modern psychology .........This is the true function of the teacher to use the native impulses of the young as a starting point for
assimilation of knowledge, acquisition of skills and development of the habits of the society into which the youth comes".

The relationship between education and psychology as well as between body and mind is well defined. It needs no over-emphasis. Without complete understanding of the behavior which is the central theme of psychology, its modification would be difficult to conceptualize. In order to optimize human potential for learning and performance, the raw material of innate behavior (instincts, emotions, reflexes) is required to be understood in its biological as well as social contexts and treated accordingly. Psychology, therefore, helps the teachers/coaches to understand the real springs of human behaviour and devise ways and means to direct and guide the out-flow of psychic energy into channels which irrigate the fertile tracks of human development to the optimal level. The ultimate beneficiary in this process is the individual.

Psychology in physical education and sport is not simply an academic subject at the training colleges. In fact, it is practised by coaches and athletes in the field setting.
Psychological inter-vention, coping strategies, mental skills such as imagining, concentrating, focusing team interaction and cohesion are all practical tasks in which athletes, teachers/coaches, and sport psychologists play a reciprocally cooperative but decisive role. All other things being equal, an athletic event/game is won in the mind. One of the goals of applied sport psychology is to investigate human performance to stabilize and to enhance sport performance by striking balance between the physical and mental dimensions of performance. Sports without psychology are a headless horseman trying to run in various directions without accomplishing anything worth the name.

Today, there is no sport without sports psychology. “Though its content areas began with a behavioural emphasis, sport psychology is now looking at dynamics and inter-actional variables, with a major interest in mediating variables – the athletes, perceptions and cognitions” (Browne and Mahoney, 1984).

Singer (1981) vouches for the fact that “sports psychology is an applied psychology, in the same way military and industrial psychology are. It encompasses various branches of psychology as they are related to our
ability to understand athletic performance, how to make it better, and how to influence favourable psychological outcomes from experiences in sports and exercise programs”. Like physical education, which derives its substance from a variety of sciences, humanities and arts, sports psychology borrows its content and methods mostly from social psychology, clinical and counseling psychology, development psychology, psychometrics, performance psychology and learning psychology. It is yet to evolve itself as a discipline in real sense of the term. In “how –to-make performance better” scenario, sport psychology raises itself from the theoretical level and ventures into the practical, and often peculiar situations in which the athlete and the coach become the real direct consumers of psychological principles governing performance. In this respect, sports psychology is gradually evolving itself as a discipline of highest practical value. “In some areas”, says Singer (1984), “sports psychology is first being recognized as a valid contributor to athletic performance potential, a legitimate branch of sports medicine. In other areas of the world, its rich history is being nourished even further, helping athletes and coaches alike in a variety of progressive ways”.

Psychological development among the sports person is
paramount important for achieve excellence in sports activities. Psychological condition like organizational health and adjustment among physical education teachers is essential for organizing better sports activities in schools and colleges.
1.3 INDIAN SPORTS: Historical Background

India - known for its fanaticism for cricket and hockey; started its sports odyssey long back during the great Vedic Era of India. Initially, the development of sports (games) in India gathered momentum after its important role, in maintaining the physical health, was coined by the people of India. Hunting, swimming, boating, archery, horse riding, wrestling and fishing mark the stage of infancy of Indian Sports (Games). Then came the Martial Arts which was also a strong way of self defense apart from a vigorous physical exercise.

In India, sports (games) is seen as 'a way of realizing the body potential to its fullest'; also known as "Dehvada" in ancient India. The philosophical foundation of the sports (games) in India lies in the history of India dating back to Vedic Era in which the Atharva Veda said: "Duty is in my right hand and the fruits of victory in my left". These words in the traditional mantra hold the same spirit as that of the Olympic oath that implies: ".......For the Honour of my Country and the Glory of Sport." The history of India also beckons of an interesting link between Greece (The
Motherland of Sports in the world) and India which dates back to 975 B.C. when both the nations pioneered in the sports (games) like chariot racing and wrestling.

The golden history of sports in India is also evident in the immortal Indian epics like Ramayana, Mahabharata etc. Whereas during the period of Ramayana; hunting, archery, horse riding, swimming were the royal games; Mahabharata made a mark in the sports like dicing, gymnastics, wrestling, chess (Shatranj) and gulli danda. Puranas mention about the threatening game of rope fighting. The archeological excavations of Harappa and Mohanjodaro along with the religious manuscripts like Puranas and Vedas are the standing testimonials of this glorious history of Indian sports.

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religious manuscripts like Puranas and Vedas are the standing testimonials of this glorious history of Indian sports.

Today sports in India have achieved a zenith in terms of popularity and as a career option. Olympics, Commonwealth Games, Asian Games, SAF Games, Wimbledon and many other world sports tournaments see Indians as one of the most leading sports participants in the world. From Tendulkar, Paes, Bhupathi, Anand, Geet Sethi, Karthikeyan to Sania Mirza lead the present sports generation of India. Cricket, Hockey, Football, Weightlifting, Snooker, Kabaddi, Kho Kho and Archery are the sports of India that have been deep seated into an Indian psyche, whether of a sports person or a sports lover. Not only physical strength, power and satisfaction but also a strong alternative of recreation; sports in India have paved a long way towards the road of success and have made themselves a hallmark in the world of sports.

1.4. PHYSICAL EDUCATION AND ORGANISATIONAL HEALTH

Since the very inception of civilization the existence of physical education has been very much in vogue. In the beginning, man had to undertake a vigorous fight against
the natural calamities. From him to be physical fit and mentally alert. It was quite essential on his part to observe hard and strenuous routines in the adverse situations. The advise to keep his body and mind hale and hearty traveled for many centuries and this knowledge was transmitted from one generation to another.

In the recent past also, one could keenly witness olden heads imparting advice to their younger lots; for instance, they would preach them to get up early in the morning, go for long walks, do little exercises etc. But in reality what was all this? Certainly this kit containing readymade capsules was nothing else but exerting them the fundamentals of physical education. However, we were not properly conversant with this work during that phase. It was only a matter of time when we jumped into new knowledge for improving and maintaining our health and coined it with a fresh word 'physical education'.

So the utility of physical education dates back to the presence of man on this earth. There are many stories which recall the maxim "survival of the fittest" which indirectly signifies the need and importance of physical
education for all. The only thing differed in the past was the ways and means to impart physical education which of course were simple and straight forward. The scope of physical education does not fall within the limits of time as it starts with the conception of a child and remains with him till his death. In simple words, it goes from womb tomb.

With the advent of scientific and technological advancement, the world of physical education has also undergone a tremendous change. Now events are properly datelined and records are maintained. Automation have been intruded in the arena of physical education and computers are widely used for many events. Sportsmen of today are far vigilant than those in the past as they keep the regular track of their performance with the help of machines and electronic devices. Man has an earnest yearning to enjoy long and peaceful life with least ailments and aberrations. Physical education assists him in realizing this objective in an undeniable manner. It is possible through regulating one’s life on strict declines balanced between nourishing diet and normal exercises. So, one can realize one’s ambition regarding keeping himself fit and free from deviations with the help of basic principles of physical
education. Once and above all, physical education ensures harmonious development of individuals in all directions while making their life more purposeful and meaningful.

The world of physical education and sports is not an exception. Sportsmen experience a number of role during game. Most of the sportsmen do try one or the other mechanism to avert their role. But it depends upon the dexterity they acquire in using these mechanisms or strategies to maintain their role.

In India, no serious efforts have been initiated to expose our sportsmen towards the nature, causes and strategies to perform the role effectively. Keeping in view their significance in the life and activities of sportsmen it is essential that some deliberate measures should be taken up to introduce these roles in the wide world of physical education.

1.5 ADJUSTMENT AND PHYSICAL EDUCATION

The term ‘Adjustment’ has been defined in so many ways. According to James Drever. “Adjustment means the modification to compensate for of meet special conditions”. Webster’s new collegiate dictionary defines adjustment as
"the establishment of a satisfactory relationship, as representing harmony, adaptation or the like". The dictionary of education defines adjustment as: "the process of finding and adopting modes of behavior suitable to the environment or to the changes in the environment". Adjustment according to the dictionary of psychology: "any operation whereby an organism or organ becomes more favorably related to the environment or to the entire situation environmental and internal". According to Shaffer, "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs".

So far as the dictionary meanings of adjustment are concerned, adjustment is to be understood as a means 'to fit', to make correspondents', "to adapt" or 'to accommodate'. Thus, when one adjusts something one changes it in someway to make it appropriate to certain requirements, for example, it is a sort of extending a ladder to the right height so that may reach a second story window.

Shaffer's definition lays stress on needs and their
satisfaction. Human needs are vital, indispensable and urgently request. One feels adjusted to the extent one’s need are gratified or one in the way of being gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes he reduces the quantum of his needs so that he may feel satisfied within the limited resources of his environment. In this way, he tries to maintain a balance between his needs and the capacity of realizing these needs. As long as this balance is maintained, he remains adjusted. The very moment it is disturbed he drifts towards maladjustment.

All these definitions make adjustment as a signal of harmonious relationship between a man and his environment. One has to fit oneself in the prevailing circumstances. When one adjusts oneself by this means one is changing in some way to adopt or accommodate oneself in order to fit himself into certain demands of one’s environment. The conditions in the environment are in a continuous chain of changes. A person changes his nature in order to fit himself in the realm of nature. Thus, the process of adjustment is a continuous process. The person
has to change or modify his behavior for bringing a perfect understanding between himself and his environment.

The following conclusions can be drawn on the basis of the above definitions:

1. Adjustment is a process that takes a person to lead happy and well contented life.
2. Adjustment helps in keeping balance between one’s needs and the capacity to meet these needs.
3. Adjustment persuades one to change one’s way of life according to the demands of the situation.
4. Adjustment gives strength and ability to bring desirable changes in the conditions of one’s environment.

Besides the demands of one’s basic needs, society also demands a particular mode of behavior from its members. When one thinks only to fulfill one’s needs by setting aside the norms, ethics and cultural traditions of one’s society, one is not going to be adjusted in one’s environment. Here adjustment also needs one’s conformity to the requirement of one’s culture and society. Accordingly, adjustment does not only cater to one’s own needs but also to the demands
of the society. Therefore, in understanding adjustment in its comprehensive way, it can be concluded that adjustment is a condition or state in which one’s needs have been or will be fulfilled and one’s behavior conforms to the requirements of the culture of the society.

Present thinking about adjustment is that it can be seen as a set of fairly durable second order system properties, which tend to transcend short-run effectiveness. A healthy organization in this sense not only services in its environment, but continues to cope adequately over the long-haul and continuously develops and extends it surviving and coping abilities. Adjustment plays a paramount role in one’s life. It brings happiness and makes a person mentally and physically healthy. A satisfied, happy and healthy individual is not an only asset to himself but also to the society. The teacher, who does not live only for himself but also for the youngsters in his charge, has wide obligations to the community, the nation and the humanity at large. His adjustment is a must for himself and also for the proper development and being of his pupils.

A well-adjusted person uses his knowledge and skill to
act wisely in his environment. Excessive timidity, aggressiveness or other faults of personality prevents him from making this contribution. Adjustment is the individual's ability to harmonize his or her own needs with those of the environment. Adjustment may be referred to as a continuous process of maintaining harmony among the attributes of the individual and the environmental condition which surround him. The individual potential and characteristics are in born as well as modified through experience. The effective adjustment will involve both personal and social criterion and value judgment. Adjustment is a mean to the end of the accomplishments.

Sports are a highly organized form of social institution, which helps in the socialization process through games and sports. This is one of the best means of helping an individual to gain his identity, self-image and formulate the ideal self. It is sports, which help in the development of desirable personality traits such as leadership, sociability, maturity, co-operation, personal, social and emotional adjustment. An adjusted individual is one who meets demands of society and satisfies his own drives.
It is a time that is used to indicate how well the individual has been able to make peace with himself and the world around him. Adjustment means a behaviour pattern that enables the person to get along in and be comfortable in his social setting.

The maintenance of home adjustment may be considered as general adjustment. A healthy person seems to live smoothly, taking in his stride even those conditions which, are difficult and less healthy. Unadjusted persons become upset easily and require considerable time to get back into their stride again. Each society has same values. However, because of personal inadequacies, being the member of the society, some individuals cannot live up to these standards and ideals that they are expected to conform to and finally they do not fit themselves to the society as their action do not conform to the expectations of the same society. Thus adjustment can be defined as a process of affecting a satisfactory adaptation to one's environment. Some physicians, psychologists and educationists too have long supported the contention of physical education and sports.
Psychologists use the term adjustment for varying conditions of social or inter-personal relations in the society. Thus, we see that adjustment means re-action to the demands and pressures of social environment imposed upon an individual. The demands may be external or internal to which the individual has to react. Observe the life of a child. He is asked to do this and not to do other things. He has to follow certain beliefs and set of values, which the family follows. His personality develops in the continuous process of interactions with his family environment. There are other demands, which may be termed as internal as food, water, oxygen and sleep etc. If we do not fulfill these internal demands, we feel uncomfortable. With the development of the child, these physiological demands go on increasing and become more complex.

Every person, man or child, spends twenty-four hours a day satisfying or attempting to satisfy his physical, social and personality needs. When ever a pupil is restless, aggressive, impudent, cooperative, delinquent, or in fact doing anything, he is making an adjustment to life. The adjustment he makes may not be a good one so far as society is concerned. But it is an adjustment just the same,
and its purpose is to satisfy the organic or the personality need of the individual.

1.6 JUSTIFICATION OF THE STUDY

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society. This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education. Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive
activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance. Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition. This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on
the establishment of personal identity, factors that shape identity and the validity of stereotypes. Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimize these harms. To enhance the sporting ability among the students, the organization health and adjustment among teacher is very important. So the investigator undertakes this study.

One of the advantageous theoretical structures for conceptualization of school general climate is the organizational health. In the researcher’s opinion teacher’s perception about actor’s of school, is a precise component for reflecting their work’s quality appropriate index for efficiency of school and indicator of their socio-psychological status (Hoy et al, 2000) a complete and positive health of school interests as a facilitator factors of school’s growth and prosperity. Probably perception of health status of an organization can help us in management method and appropriate leadership choice for its effectiveness (Alegheband, 1990) the term “organizational
health” first was proposed by Miles (1969) to examine the climate of schools’ (Korkmaz, 2006, 2007). According to Miles (1969) a healthy organization was not only an organization surviving in its environment but also a structure constantly using its abilities to cope with difficulties and surviving in the long run. Originally used to explain the continuity of organizational life, the term organizational health recognized by Hoy et al. (1991), it is the ability of an organization to successfully adapt to its environment, create solidarity among its members and reach its objectives (Korkmaz, 2006, 2007), the conceptualization of school organizational health may be based on two considerations. First, the school is considered as a social system, in which people take the roles of administrators, teachers, students and so forth therefore, school organizational health should reflect social interactions among these key players in schools (Tsui and Cheng, 1999). Second, a healthy school should be effective in performing its various school four fundamental functions. Healthy school is a school that which in technical, managerial and institutional levels accord and institutional needs and treat successfully with environment forces and guide their forces
for main goal of organization. But organizational health of any teacher depends on their psychological factors like adjustment, age, sex and experience. So the present study attempts to find out the how these psychological factors correlate with organizational health of physical education teachers.

A serious scanning of the researches conducted in the area of management of sports/physical education reveals that very few studies have been conducted to study the organizational health and adjustment of physical education teachers. This inspired the investigator to take up a study on this field.

1.7 STATEMENT OF THE PROBLEMS

From the above rationale the problem may be stated as under.

A STUDY OF ORGANIZATIONAL HEALTH IN RELATION TO THEIR ADJUSTMENT AND DEMOGRAPHIC VARIABLES OF PHYSICAL EDUCATION TEACHERS IN HARYANA.

1.8 OPERATIONAL DEFINITIONS OF THE TERMS USED

Organizational Health:

Organizational health is set if fairly durable and
secondary system properties which tend to transcend term effectiveness. Living organism is a system which maintains its owns personality. Similar is the case with the organization. A healthy organization is one that has a strong sense of its own identify and mission and yet has the capacity to change readily. The personality, which is associated with the physical education teachers, is their organizational health. For the present study the personality which is associated by the physical education those are teaching in different colleges of Haryana is known as role performance.

**Adjustment**

Adjustment means the process of finding and adopting modes of behavior suitable to the environment or to the changes in the environment. In the present study this concept was taken so far as the adjustment of sportsmen of Haryana.

**Demographic Variables**

These variables include age, sex, level of education (under-graduate v/s post-graduate) and family background (family income and number of family members).
1.9 OBJECTIVES OF THE STUDY

The main objectives of the present study are as under:

1. To study the organizational health of physical education teachers

2. To study the adjustment of physical education teachers.

3. To study the relationship between organizational health and adjustment of physical education teachers.

4. To study the relationship between organization health and demographic variables (age, experience and qualification) of physical education teachers.

5. To study the significant difference between high and low adjustment physical education teachers on organizational health.

6. To study the significant difference between male and female physical education teachers on organizational health.

7. To study the significant difference between high and low experienced physical education teachers on organizational health.
1.10 HYPOTHESES OF THE STUDY

1. There exists significant positive relationship between organizational health and adjustment of physical education teachers.

2. There exists significant positive relationship between organizational health and age of physical education teachers.

3. There exists significant positive relationship between organizational health and qualification of physical education teachers.

4. There exists significant positive relationship between organizational health and experience of physical education teachers.

5. There exists significant difference between high and low adjusted of physical education teachers on organizational health.

6. There exists significant difference between male and female of physical education teachers on organizational health.

7. There exists significant difference between high and
low experienced of physical education teachers on organizational health.

1.11 LIMITATIONS

Present study is limited to the following aspects:

1. Effect of uncontrollable factors like rest, sleep, diet environment and health etc. that might affect the psychological aspects of physical education teachers.

2. Questionnaire study has its own limitations. The responses that were collected from the subject may influence the results of the study, which is beyond the control of researcher.

1.12 DELIMITATION:

1. This study was delimited to a sample of 200 physical education teachers drawn from the state of Haryana.

2. The sample of the study delimited to physical education teachers of senior secondary schools of Haryana.

3. This study was based on the perceptions of the physical education teachers regarding organizational health and adjustment and demographic variables.