CHAPTER I

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IMPORTANCE OF TEACHER IN EDUCATIONAL PROCESS:

Flux and flexibility are the universal characteristics of human society. Singh (1985) is of the opinion that they generate such conditions, as help man to adjust to an environment. The universe, society and the individual, have been the three major concerns of philosophers. Consequently, diverse concepts in the effort of perceiving and conceiving the nature of the individual and social life sprang up. Along the continuum of human social structure and functions, education has been defined with varied connotations. There are established notions of education which aim at cultivation of consciousness, inculcation of a conscience, the synthesis of consciousness and conscience, harmonization of 'Id', 'ego' and 'super ego', maintaining of a balance between the unconscious the subconscious (semi-consciousness) and consciousness, the phenomena of self-realization and self-expression, modification of behaviour and so on. While defining education as a human endeavour, philosophical formulations describe it as a process of developing maximum 'virtues' and minimising 'vices'. Thus, a positivistic and precise concept of education should be the cultivation of virtues.
Because of the importance of its role in the process of education, the "teacher" has been rightly described as the single most important factor affecting education.

In the process of education, the teacher and the learner are the only two living agents of the human activity described as teaching-learning. Between the teacher and the learner, the teacher's responsibility is heavier and superior. A good teacher should be an inspirer and the process of inspiration should be based upon the process of impression. Indoctrination, instruction, training, regimentation, etc., more or less, insist upon the process of imposition which results in the dehumanization of individuals. But education is something different from these. According to Singh (1985) "teaching is a skilled profession and a unique complex action". It sharpens creative action, bringing out modifications in human behaviour. Teaching is a dynamic interplay between the teacher and the nature of the students. During the teaching process, the teacher establishes rapport and a sound relationship with the students. Such a relationship can be established successfully only when the teacher develops sympathy with the students and understands their interests and abilities. Therefore, the teacher's behaviour plays a very important role in the development of desirable characteristics among pupils.

The development process of any country depends upon the interaction of human capital upon material capital. The future
welfare of any nation will depend on how affectively teachers teach and how successfully young people learn. Explanations of learning based on stimulus-response conditioning, reward, feedback and the like, hold true for many a learning situation. Nevertheless, unless teachers also understand the uniqueness of individual students and the general characteristics of children as learners, human capital will continue to be underdeveloped. Thus the fact remains that teaching-learning transactions need a shift from heavy emphasis on stimulus (curriculum, achievement, reward material) to a position which also includes 'pupil perception' as an integral part of the school milieu.

Further, education is a human process and the human components of education are very important (Sivaramurti 1986). Without these components the educational process and the development of the nation is difficult, if not impossible. The important human components of education are the child, adult, organisation and the teacher. While the most important influence of the school is the teacher, the important elements in teaching-learning transactions are the children. The school atmosphere, curriculum, teaching methods and the teacher's views have a meaningful effect on the development of the personality and healthy attitude of the pupil. However, all these effects are transmitted or communicated to the pupil by and through the teacher. Hence, the teacher is the
most important factor in the attainment of knowledge, clarification of concepts and the development of the personality of the child. Lakshminarayana and Sharma (1980) pointed out that the teacher plays a pivotal role in moulding the personality and development of the right attitudes of the pupil, not just by way of transmitting orally what is already there in books but in interpreting and presenting life itself in a positive, purposive and progressive way.

The advent of programmed learning has not decreased but rather increased the importance of the teacher. It has been rightly said that if a single most important reform in the area of education can be brought in, that would be in the context of producing better teachers. The teacher, thus continues to be one of the most important components of the educational process. Almost all the innovative practices in the area of education place equal emphasis upon teachers. Although at times it might appear that the teacher in the modern educational process is not of much importance, in the final analysis the fact is that the role and importance of the teacher are increasing.

The Kothari Education Commission (1964-66) observed that, "... of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of a teacher are undoubtedly the most significant". The teacher's importance cannot be over-emphasised. Educational salvation
lies not in a streamlined system of education tricked out with all the modern paraphernalia of learning, but in the personal human factor which underlies the modern educational system and makes it tick. Zakir (1958) has emphasised the importance of a teacher's job in these words:

A teacher has to help in the transmitting of high values to his pupils, through his personality and through the good of culture which are his instruments. If he himself does not know them, has not experienced them, has never once heard their persistent call for realization, how can he transmit or enkindle them? A 'good teacher' has besides this to be a character of what I have described as the social type. His chief pre-occupation is with immature growing lives, with personality, as it were, in the bud. He has to help the bud into full bloom and not to make paper flowers to satisfy his whim. The growth of the morally autonomous personality is the aim and end of his endeavour. The true teacher yearns to lead his pupils on to their inner moral freedom which should enable them to work for the moral improvement of the ever incomplete society to which they and he belong, and to work for this end which a good democratic society should always concede even when he has to do so at the risk of being stoned to death by that society for performing this inescapable moral duty.

Jones (1972) pointed out that in order to encourage flexibility in children's thinking, the teacher will have to become a fully functional personality and play an important role. To do this, he must himself participate in an original thinking process with much emphasis on flexibility. He must endeavour to eliminate well-established patterns of
conventional and negative thought and develop more active awareness of divergent learning experiences. All educational thinkers, policy-makers, administrators and all educational committees and commissions have held that the effectiveness of instruction depends vitally upon the quality of the teacher, who is the pivot of an educational system. The report of the Secondary Education Commission (1984) observed:

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.

According to Crow and Crow (1964), "A good teacher and the quality of his teaching have always been of paramount importance to free man and to a free society".

The National Policy on Education (1968) too has stated, among many other things, that of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend.

The new National Policy of Education (1986) has highlighted the importance of the teacher and laid down:
There is a general acceptance regarding the need for reform of pre-service teacher training arrangements and also an increasing realization regarding in-service training or continuing education of the teaching community. The teacher today faces many challenges, emanating from expanding horizons of knowledge as well as other forces impinging upon the consciousness of pupils. Parental attitudes and their values, social interaction, playmates, etc. have at all times influenced the students. Radio, TV and films, nowadays distort the process of education and make the task of the teacher that much more difficult. While this requires a fresh evaluation of the orientation of media, it also calls for effective and recurrent programmes of in-service teacher education.

The traditional role of the teacher has been that of a conveyor of academic subject matter and of an instructor in basic skills. With the explosion of knowledge and the fantastic growth of subject matter requirements, the role of the teacher as an instructor is being diminished and the evolving role is that of a facilitator of those learning and exploring potentialities and capabilities which already exist within a child. Nowadays the focus is on the child's inner core of feelings and beliefs and how these inner forces influence his behaviour in the school world about him and his relationship to the school. In fact the best teachers tend to be sensitive to the needs, feelings and perceptions of pupils, in addition to being knowledgeable and skillful in using techniques. The viewpoint of Bhasin (1985) is that the teacher should function as a facilitator of learning, whenever
feasible, along the lines of behaviourist principles. He adds that the teacher who functions as a "behaviourist" facilitator in certain situations and as a "perceptualist" (sensitive to pupil perceptual school world) in others has a fair chance of becoming a teacher effective in understanding and guiding pupils towards their all-round healthy development.

Commenting at the importance and responsibility of a teacher, Sood (1981) remarked:

The people who matter most in the schools apart from the pupils themselves are, of course, classroom teachers. The teacher functions as a facilitator of learning, diagnostician, planner of learning activities, and as an experimentor in the process of creating and adapting innovative ideas and materials.

Thus education is regarded as the influence which the teacher, as a mature, experienced and well-adjusted personality, exerts on the pupils, who are generally less mature, less adjusted and less experienced and growing personalities, entrusted to his care.

Furthermore, in a democracy the key person behind the scenes is neither the businessman nor the politician; it is the school teacher who, in the long run, shapes the communities, the State and the nation. The quality of a nation depends upon the quality of its citizens. The quality of its citizens, in turn, depends upon the quality of its schools and the quality
of the schools depends upon the quality and competence of the school teacher. The Kothari Education Commission (1964-66) rightly said: "The destiny of India is now being shaped in her classrooms". The fate and future of a society are determined by the tone and character of its teachers. The nature of the atmosphere in a classroom depends largely on the personality characteristics, the attitudes, the interests and the zeal of the teacher. His characteristics and outlook make a mark on the whole work of school. On his ability and skill stands a sound and effective educational system. The quality of teaching on the sports field and in a classroom depends largely on personality characteristics such as adjustment, creative thinking and the socio-economic status of those who are involved in the process. Since Independence, the concept of an educational programme has been undergoing rapid changes and the teacher in the school has acquired a unique importance. The whole programme of education grows or remains sterile, depending on the competence or incompetence of teachers at all levels of the educational ladder.

The teacher is, therefore, of primary concern in the educational system. He is a solar orbit around which all other planets move. An instructional programme is the essential medium through which a school achieves its purpose and this accomplishment depends, more than anything else, upon teachers. Efficiency and the effectiveness of instructional
work depends upon the teachers. The importance and obvious duty of a teacher is to teach the youth in a right form. Wiggins (1968) writes:

Teaching youth, even in a static society, is not an easy matter. In a dynamic one such as ours, the difficulty of the job is almost infinitely compounded. If we treat it too lightly we risk danger both to teenagers and to our adult society.

Today school teachership is an important profession, rather missionary work requiring specific preparation and dedication on the part of the individual who aspires to do the job successfully and efficiently. Experienced teachers who have merely acquired the technique of managing or tackling unruly children and irrate, hot-tempered parents can no longer be considered adequately prepared for the duties of a teacher. In the old authoritarian schools, where the teacher was a dictator, his was perhaps a comparatively easier role. What he needed was the ability to inspire or to create fear among the students and then all went well. In the modern systems of education, based on democratic principles, the emphasis is more on co-operation and initiation rather than dictatorship. In fact, his role has become increasingly difficult and taxing, yet more intelligent, tactful and challenging. His success on the job depends in the preparation for original, initiative and creative leadership. The job of a teacher in the present times has become more complex due to a number of factors such as: greater number of children in a class; changed concepts of the total teaching programme; researches
and experiments in the field of psychology and education and their total impact on education; realization of the proper relationship between school and community; increase of professional literature; changed conceptions of life amid changing socio-economic and politico-cultural systems; influence of scientific inventions; technological advancements; and the development of ancillary services catering to the needs of the pupil according to his innate and acquired abilities, capabilities and potentialities.

Mursell (1951) said:

Successful teaching is teaching that brings about effective learning. The decisive question is not what methods or procedures are employed, or whether they are old-fashioned or modern, time-tested or experimental, conventional or progressive. All such considerations may be important but none of them is ultimate, for they have to do with means, not ends. The ultimate criterion for success in teaching is results.

Barde (1985) pointed out that a teacher needs to be both well educated and well trained and prepared for his profession. He should not feel that his education or his training has come to an end when he has completed his teacher's training. For becoming an effective teacher, he has to study the related subjects in greater depth. The teacher of today and that of the next decade must be able to comprehend and interpret research findings in education.
for practical purposes and also for his professional enrichment. The teacher is real consumer of all educational research. In present-day education, a major issue is the question of what constitutes good teaching, what are the characteristics of successful teachers and how the teaching-learning process can be made effective and efficient.

As far as learning itself is concerned, Harris (1980) is of the view that it is a bipolar process and is related to the kind of human relationship which obtains in the classroom. There are three important dimensions involved in this relationship: first there is the degree of rapport which exists between the teacher and the taught; the second is the nature of the relationship among the students themselves; and the third is the atmosphere prevailing in the classroom. The first two are more important for a successful teaching-learning process. It is a positive and suitable relationship which has to be emphasised in teacher-pupil interaction for an effective teaching-learning process.

Klausmeier (1961) stated that:

The teacher, too, serves as stimulus for the learners. They are aware not only of the teacher's personal appearance but also of his speech and actions. If the teacher behaves in such a way as to be strongly admired by a pupil, the pupil will attempt to pattern his behaviour after the teacher. Similarly, if the teachers attempts to meet the minor aggressive reactions of a pupil with aggressive acts against him, the pupil in turn is likely to become more aggressive. Students attending the same school for a year or two, behave somewhat different in various classes because of the generally established reputation of the teacher.
While on the subject of learning it is important to take into account student needs. A child goes to school with certain basic biological, psychological and sociological needs which are to be satisfied. His proper growth and development, leading to health, maturity and learning, consists in the satisfaction of these needs. An effective or good teacher can prove more useful in satisfying these needs of pupils with the help of affection, approval, recognition, freedom and tact of human relations. If the teacher lacks all the factors conducive to effective and successful teaching, there is the possibility of disorders or behaviour difficulties in the classroom as a result of the need dissatisfaction of pupils, which further gives rise to ineffective teaching. Wickman (1928) found that behaviour difficulties in the classroom were produced more by the teachers than anyone else and that these could not be accounted for merely in terms of the attributes of children themselves. Catty (1957) pointed out that "... the most fundamental of all conditions for happy and successful life is that he (the teacher) should obtain in the classroom the right atmosphere."

In understanding the learning process, including student needs, we invariably come back to our attempts to define teacher effectiveness and teacher competence. According to Mitzel (1957), "the task of identifying effective teachers
(or effective teaching) is crucial to teacher education, certification, selection, and promotion and, in so far as teaching contributes to the total social welfare, to ultimate human survival".

According to Combs (1961), "a good teacher is a person who has learned to use himself as an effective instrument". He defines an effective teacher as a unique human being who has learned to use himself effectively and efficiently for carrying out his own and society's purposes.

Educationists have long believed that one of the more relevant criteria of teacher competence is pupil change, growth, learning or educational "gain". Product criteria, in this context, depend for definition upon the teaching goals which are most economically stated in terms of changes in students' behaviour. Rabinowitz, William and Travers (1953), Rayans (1949, 1953, 1957) and Remmers (1952, 1963) have given convincing arguments in favour of assessing teacher effectiveness through effects on students such as student gains, student growth or student changes, all of which involve measurements of change in student behaviour and some of which can be legitimately attributed to the impact of the individual teacher.

CHARACTERISTICS OF A SUCCESSFUL PHYSICAL EDUCATION TEACHER:

The primary responsibility of a physical education teacher is the development of an understanding of the
potentiality of physical education in contributing towards the total education of the individual. Physical education in High, Higher secondary schools has two main phases: the first phase is classroom teaching, and the second playing-field teaching or extra class programmes relating to games and sports. The former is composed of the required classes and a corrective or adapted programme while the latter consists of intramurals, inter-scholastic, recreation, playing and sometimes demonstration. Yet there is a third phase of physical education which is a correlated programme. This programme is designed at the school level, to integrate the various aspects of physical education with other subjects in the curriculum and vice versa. Through careful organisation involving the inter-relating of the three phases, it becomes possible for the physical education teacher as well as other teachers to work effectively towards the accomplishment of major objectives with the help of the Headmaster or Principal.

According to Miller and Massey (1963), "although the teacher of physical education has much in common with teachers in general, the unique nature of the subject matter requires certain uncommon abilities in certain areas. The characteristics of a physical education teacher are normally equated with success."
Most specialist teachers of physical education are associated with secondary schools throughout the world. Traditionally, elementary school children receive whatever physical education they get from their classroom teacher. These days physical educators are more aware of the individual needs and characteristics of each boy and girl in their classes.

The teachers in the field of physical education are not exceptional and, as other teachers, they too need certain characteristics and environmental situations to be successful.

Indeed it must be established at the outset that a successful physical education teacher should possess all the qualities necessary for effective teaching in general. It is, therefore, extremely important that careful consideration be given to the type of individual who can best assume the responsibility of teaching. Since teachers and students are complex human beings with a multitude of factors influencing the interaction between them, it becomes a stupendous task to list the specific qualities of a successful teacher.

According to Freeman (1982), "the basic important qualities of a successful physical education teacher are intellectual ability, teaching personality and interest, strong
educational background, communication skills, health and physical skill. Some of the generally accepted qualities for all successful physical education teachers can be in more detail listed as follows:

1. A broad educational background;
2. Sufficient experience;
3. Sound health;
4. A positive professional attitude;
5. High moral standards;
6. Physical and mental endurance;
7. A good turnout with equipment required for taking the class or giving demonstrations or controlling the students;
8. Ability in games and sports;
9. Being conversant with the latest rules and regulations of different games and their teaching methods;
10. Knowledge about the latest devices of teaching, coaching and changes, research and developments in that field.
11. Ability to take victory or defeat in a proper perspective;
12. Ability to demonstrate the correct actions of skills;
13. Being a good organiser and, as such, organising healthy competitions so as to motivate students to give of their best performance.

It is perhaps far more important for a physical education teacher to concentrate upon success factors rather than think about failures in order to achieve proper results, i.e. he should be optimistic. In order to meet the high standards of his profession, a physical education teacher must take advantage of all the information available to him about the students. This include the characteristics and needs of the pupils, the facilities and tools with which he may work, organisational and administrative factors which affect the programme and knowledge of the subject matter and activities he is going to undertake.

In physical education, good leadership is vital. Actually an excellent teaching-learning experience requires only four things: (1) a well-prepared creative teacher; (2) a group of students eager to learn from him; (3) space large enough for them; and (4) explore and move about in, modify and use to its fullest educational advantage.

Fordham and Annleaf (1978) held the view that the physical education teacher is also an ambassador for the profession by appearance, personality, and professional competencies as perceived by students, the faculty, administrators, and parents. These are components of a physical education
The duties, activities and personality characteristics of a physical education teacher are multi-dimensional. It might just not be possible to prepare a comprehensive list of these. However, such a list could include a well-adjusted personality, broad educational background, sufficient experience, sound health, positive professional attitudes, high moral standard, good physical and mental endurance, ability to control the students, demonstration, organisation of activities of games and sports, accurate and specific information about his students, facilities of equipment and space and organisational abilities. The fact remains that his activities are to be an effort to involve the total teaching-learning process of the institution. His success is to be determined by the kind of human material he tends to produce rather than the amount of subject matter it manages to instill or the results of examinations. It could involve knowledge of philosophy, logic, axiology, psychology, sociology and human biology. He must get a satisfaction from his work similar to that which a child gets while playing.

According to Sheldon and Carol (1978), "the role of a physical education teacher must be that of a teacher, coach, adviser, sponsor, administrator, researcher or scholar."

Vannier and Fiat (1969) held the view that the best physical education teacher might have to work with the most inadequate equipment, but he must have in him "a well-prepared teacher's image."
creative teacher, a group of students eager to learn from him, space large enough for them and ability to explore and modify the activities to its fullest educational advantage". Similarly, Bonnett, Howell and Simri (1983) held the view that "much depends upon the individual teacher. So often a good teacher means a good class, even with limited facilities and equipment, and a poor teacher means a poor class with a beautiful gymnasium or a spacious outdoor sports area". A physical education teacher has to understand not only his students, but also his colleagues, the headmaster, parents and the community at large.

Vannier and Fiat (1969) summed up the process of teaching of successful physical education teachers so as to cluster them in a sequence when they said:

Teaching means sharing, guiding, training, changing behaviour, impressing, disciplining, counselling, directing and inspiring. It is both an art and science. As the former, it stresses experimentation and creativity. As the latter, it is the application of knowledge gained from scientific research in all areas of learning.

Many teachers sincerely, indeed passionately, believe that so long as children are developing along sound and healthy lines, and so long as their personalities are well adjusted, reading, writing, arithmetic, history, science, and so forth are not very important. To teachers of this persuasion the success of teaching is determined by the kind of people it tends to produce rather than by the amount of
A teacher should not teach pupils to know only what he knows or to do what he does. Rather, it is his duty to develop students who will surpass him or come up to his accomplishment level or come as near to it as possible. The teacher is real to students through expressions of caring trust, faith and respect.

According to Lindeburg (1978), the "responsibilities of the physical education teacher are numerous and diverse in character. Each instructor should understand and be ready to do an effective job in all areas. The attribute of a good physical education teacher offers a checklist against which any teacher can accomplish self-evaluation."

According to Voltmer and Esslinger (1958), "there are four major important factors for a physical education teacher which can be ranked according to their bearing upon one's success as a teacher: (1) personality, (2) training, (3) experience, and (4) health. The perfectly qualified physical education instructor has all four in abundance."

According to Fordham and Annleaf (1978), "...psychology as related to physical education concentrates on analysing human behaviour in order to better understand how and why individuals function as they do. Knowledge about human behaviour is needed for implementing instructional methods and techniques."
This scientific body of knowledge is acquired through professional preparation or teacher education programmes at several community colleges, professional colleges and universities. The results of professional preparation can definitely contribute to one's role as a physical education teacher. However, among the trained personnel there seems to be a variability with regard to the level of success they are capable of achieving and this perhaps depends on their socio-psychological attributes, such as adjustment, economic background and creativity.

**ADJUSTMENT** :

To a layman adjustment is the balanced mutual satisfaction between the needs and aspirations of an individual and life situations, or, a harmonic relationship between his needs, expectations and situations. According to Shaffer and Shoben (1956), adjustment is the process by which a living organism maintains a balance between his needs and the circumstances that influence the satisfaction of his needs. Boering *et al.* (1960) defined adjustment as the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Psychologically, adjustment means (Arkoff, 1968) a person's interaction with his environment. The concept of adjustment implies a constant interaction between a person and his environment, each making demands to the other. Sometimes adjustment is accomplished when
the person yields, while at other times it is achieved when the environment yields to the person's constructive activities. In most cases, adjustment is a compromise between those two extremes and maladjustment is a failure to achieve a satisfied compromise (Robert, W., White, 1956).

The nature of adjustment has been explained along different dimensions by psychologists and sociologists. Due to this considerable diversity of viewpoints, there seems to be a little agreement on the definition and technique of its measuring. For the purposes of this study, the Mangal (1982) Teacher Adjustment Inventory (MTAI) has been used. It will guide the study because it has been used to measure (i) socio-psycho-physical adjustment, (ii) professional relationship adjustment, (iii) adjustment with the academic and general environment, (iv) personal life adjustments and (v) the functional adjustment and job satisfaction of the subjects.

According to Evans Norman (1960), a teacher's physical and intellectual conditions have a deep imprint on his performance as a teacher. Norman, found that the teacher who had better adjustment in the different spheres of his life and work would perform his professional duties well, feel contended and lead a happy life. In the life of a teacher, professional satisfaction is an important constituent. Roy (1972) found that the teaching behaviour of those teachers whose personality adjustment is harmonious, skillful and fine
are effective. Malhotra (1976) found in his study that a less-adjusted teacher's behaviour is more direct whereas the behaviour of one more adjusted, was more indirect as far as teaching is concerned. Chhaya (1974) also found that there is a significant difference between the personality adjustment of effective and influential teachers and that of ineffective ones.

According to Maan (1988), successful athletes have been found to be considerably better in all areas of adjustment as compared to unsuccessful athletes. This suggests that importance should be given to adjustment during the training and competition phases of an athlete's career. Mangal (1984) pointed out that any advancement in the field of education depends upon the degree of involvement of the teacher in his work, which in turn depends upon the degree of adjustment of the teacher with himself and his own environment. The level of adjustment of the teacher is directly linked with efficiency in his work. Mangal added that the assessment of adjustment properly carried out might prove helpful in segregating poorly adjusted teachers from those who were better adjusted.

Blair, Jones and Simpron (1956) remarked that adjusted teachers did much to bring about pupil adjustment, while maladjusted ones might prove a potential cause of indiscipline and delinquency among the students.
Pack (1936) and Anjaneyulu (1968) observed that women teachers were more sensitive to social relationships and academic conditions and were less adjusted with work than men. Chase (1951), Belasco and Alutto (1972), Bernard and Kulanival (1976) and Anand (1977 & 1980) reported that women teachers exhibited a higher level of adjustment than men teachers, while Englhardt (1973) and Weaver (1977) did not find any significant relationship between sex and job adjustment.

No standard seems to exist which can commonly be agreed upon as to the criteria for adjustment of teacher success. The investigator took this study in hand realising the importance of the degree of adjustment of a physical education teacher to various life situations.

Creative thinking and creativity:

Good (1959) defined creativity as associational and ideational fluency, with originality, spontaneity, flexibility, adaptability and the ability to make topical evaluations.

Creativity as a concept has been defined and elaborated in various ways by researchers. Creativity is a cognitive expression which blossoms out of the effective domain of an individual's personality. In arriving at novel responses to a problem a creative person exhibits two main
qualities — one, an endless quest for new challenges with openness to experience; and two, an active and continuous involvement in the work that the person is engaged in.

Guilford (1956) clarified the concept of creativity by making a distinction between two types of thinking abilities, namely, convergent thinking and divergent thinking. He defined divergent thinking as the kind of mental operations which we undertake indifferent directions, sometimes searching, sometimes seeking variety. Unlike convergent thinking where certain information leads to one the right answer or to a recognised best or conventional answer, divergent production leads to novel responses to given stimuli. The unique feature of divergent thinking is that a variety of responses are produced. Guilford (1956) related divergent thinking to certain well-known ability factors which seem to go with creative output. Included in divergent thinking are the factors of fluency, flexibility, originality and elaboration. Creativity is also considered to consist essentially of these four factors.

It is also realised that creativity is the most distinguishing attribute of personality. Creativity indicates that human beings are much more than merely biological animals and that they are capable of creating something more than what merely meets the eye. When the term creativity is used, it normally refers to an aspect of behaviour which is something more
than simple variability in topography. Dickenson (1976) feels that creativity is frequently viewed as a prime attribute of autonomous man. We tend to think of great artists or composers containing within themselves a well or spring of entirely new or novel action. Creativity may thus mean anything from a new idea to a great work of excellence. In short, it is something rare, something unique, something coming from the inner recesses of one's being something which is purely an individual's own belonging. It is pure mental activity, as Palcos (1954) says. The creative mind is not exclusively the function of intelligence. Such activity is apparently innate. Brunelle (1967) gave another name for creativity -- the ability to think new, to act new and to produce something out of nothing.

A study made by Wade (1968) presents data taken from a number of studies which appear to indicate that creativity is fostered by a particular type of environment, which has a little effect on other personal characteristics.

Updyke and Johnson (1970) argued that the aim of college and school education is "to develop a creative critical and systematic approach to your profession". They went further and said that a professional and dedicated person would think critically, creatively and systematically and could not sit back and wait to solve problems that were brought to him. A creative individual must as often as possible
seek out problems and initiate solutions before they become any more detrimental to the welfare of the people involved and to the ultimate success of the programme. This is part of the creativity aspect of the professional's job and is, of course, directly dependent upon his interest in the programme and its participants.

Creative thinking is the kind of thinking that discovers new relationships, achieves new solutions to problems, invents methods or devices and produces new artistic objects or forms.

Creative and systematic thinking is ultimately directed at improving programmes so as to promote and improve man's well being. The proper learning of subject matter is a process of discovery of creative thinking, of co-operative endeavour, of significant achievements and of the realisation of one's own powers. It is a process that fosters and favours the development of personality.

According to Mehdi (1973), creative thinking is a multi-dimensional attribute (verbal and non-verbal) differentially distributed among individuals, involving the abilities of fluency, flexibility and originality.

Misra (1983, 84) and Singh (1985) found that creative (original) teachers were emotionally more stable, assertive, conscientious, venturesome, tender-minded, shrewd, experimenting
self-sufficient, controlled and successful. They further added that teachers' success in producing original thinkers and good citizens depended upon the availability of original teachers whose personality and activities would influence the teaching-learning behaviour in the classrooms.

Socio-economic status:

In simple terms, socio-economic status implies the social and economic status of the family to which an individual belongs. Good (1959) defines socio-economic status as "the level indicative of both the social and economic standing of an individual or group".

Warner (1941) identifies three criteria to determine the status of the individual. These are education, occupation and income.

Status refers to the prestige of an individual or individuals which is derived from the position he or they hold in the society. In social sciences, two kinds of status are distinguished, namely, ascribed status and achieved status. When the individual enjoys a particular amount of prestige from the position which is inherited by him from his family or the groups to which he belongs, he may be regarded as having an ascribed status. If the individual acquires some position in his life time and derives prestige from that position then he is said to have an achieved status.
According to Frost (1970), although social status and economic status are not synonymous, those who come from poor families generally feel greater need for status and acceptance by their peers.

In the Indian situation, however, these criteria may not suffice to understand the status of individuals. In the Indian context or framework the nature of inequality in society is multiple in character, that is, individuals are divided along various lines, making different kinds of hierarchical systems. Among these the major are caste, class, religion and property.

It is also pertinent to indicate the socio-economic variables which determine the status of an individual in Indian society -- age, marital status, caste, religion, education, occupation, income and position in social clubs.

Roger (1953) found that inadequate salary was one of the main factors for job dissatisfaction. In a study by Roberts (1977), teachers ranked good wages as one of the most important job motivation factors. In contrast to these findings, Mayadēb (1972) found that salary was not the main factor for job dissatisfaction. Rajagopalan (1976) observed that there was no relationship between sex, qualification, size of the family, place of work of the teachers and his/her sense of satisfaction with his/her profession. However, he found that there was some relationship between the teachers' marital status and their sense of satisfaction.
In this way, the nature of socio-economic status has been explained along different dimensions by various sociologists and psychologists. Due to considerable diversity of viewpoints, there seems to be no agreement on the concept and technique of assessing it. For the purposes of this study, Srivastava's (1978) concept of socio-economic status has been accepted. This concept is schematised in appendix IV.

There have been repeated attempts to relate personality variables and other human characteristics to measure teacher effectiveness and to identify those personality traits and other native and acquired qualities which differentiate more effective teachers from less effective teachers. Most research efforts have been concentrated in the field of personality. The findings are sometimes confusing and largely contradictory. Kaul (1973), Tarpey (1965), Werburton et al. (1963), Barr et al. (1961), Gupta (1977) and Mohan (1982) found certain personality traits positively related to teaching success. But researches by Davis and Satterly (1969) and Start (1966) are at variance with these investigators. Even Hall Well's (1975) investigation pointed out the lack of agreement between various measures of teaching efficiency. No standards seem to exist which are commonly agreed upon as the criteria of teacher successfulness.

If all the variables selected for the present study are found to go together, it would be possible to select those persons for teacher training who possess these variables in
high measure. The problem of selecting for teacher's training persons who have all the above variables and effective attitudes for teaching, becomes all the more pronounced today when, especially in India, a large number of people come to the profession merely to enhance their chances for quick employment and, mostly in the case of girls, for better marriage prospects. Lack of job opportunities in other fields also drives many unwilling and temperamentally unsuited people to the teaching profession, a situation which may be partly responsible for the dissatisfaction of students with their teachers, giving rise to related problems of discipline. Moreover, a review of the literature on education and its problems suggests the need for comprehensive and systematic research on effective variables in successful teaching. An enquiry into the personal variables and environmental situations of teachers is essential.

Realising the importance of adjustment in various life situations, creative thinking abilities, socio-economic background and sex in determining the success and performance of a teacher, the present study has been embarked upon. The quality of the product in physical education depends to a large extent on the degree of the success of teachers of physical education and this success is being sought to be related to various other socio-psychological variables like creative thinking, adjustment and socio-economic status.
STATEMENT OF THE PROBLEM:

The problem to be investigated is as under:

"Socio-Psychological Characteristics of Successful Physical Education Teachers".

The present research work was so planned as to identify scientifically and systematically the successful and less successful men and women, government and private high and higher secondary school physical education teachers. It also sought to find out their adjustment to various life situations, their creative thinking, socio-economic background and the relationship of these variables to their teaching effectiveness. It further sought to discover how these variables individually or in combination are possessed by a successful physical education teacher.

OBJECTIVES OF THE STUDY:

1. To construct a test to determine teacher success in physical education.
2. To find out how the scores of successful and less successful physical education teachers differ in creative thinking.
3. To find out the difference in total adjustment between successful and less successful physical education teachers.
4. To find the differences of socio-economic background between successful and less successful physical education teachers.
5. To study the inter-relationship among the variables of adjustment, socio-economic background and creativity of physical education teachers.

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

HYPOTHESES:

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

2. There will be significant differences in creative thinking between successful and less successful physical education teachers.

3. The socio-economic background of teachers will have a significant relationship to success in teaching.

4. Male and female teachers will differ significantly with regard to their adjustment, socio-economic status and the variable creativity.

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

6. Significant differences will exist on the inter-relationship among the variables adjustment, socio-economic status and the creative thinking of physical education teachers.
7. The creative thinking of physical education teachers can be predicted from their adjustment scores and socio-economic scores.

DELIMITATIONS OF THE STUDY:

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

2. The teaching effectiveness scores of high and higher secondary school physical education teachers were found through the use of a self-prepared and validated scale for the purposes of this investigation.

3. The study was confined to only three socio-psychological variables: creative thinking ability, adjustment in various life situations and the socio-economic background of the subjects.

4. The work was confined to the sample pertaining to the academic years 1987-88 and 1988-89.

DEFINITIONS OF IMPORTANT TERMS:

Certain terms have been used in the title and report of this investigation and these have been used with specific meanings and purposes in this study.

(a) Successful physical education teacher:

For the purposes of this investigation, a successful or effective physical education teacher is one who scores
high on the scale prepared and validated by the investigator and who also organises physical education activities or games in high/higher secondary schools of Punjab and Chandigarh.

(b) **Socio-psychological characteristics** :

These characteristics include adjustment, creative thinking and socio-economic background:

(i) **Socio-economic status** :

In simple terms, socio-economic status implies the social and economic strata or class of the family to which an individual belongs. Good (1959) defines socio-economic status as "the level indicative of both the social and economic standing of an individual or group".

(ii) **Creativity** :

Good (1959) defined creativity as associational and ideational fluency with originality, spontaneity, flexibility, adaptability and the ability to make logical evaluation.

(iii) **Creative thinking** :

Creative thinking may be defined as that kind of thinking which discovers new relationships, achieves new solutions to problems, invent methods or devices and produces new artistic objects or forms.

According to Mehdi (1973), creative thinking is a multi-dimensional attribute (verbal and non-verbal) differentially distributed among individuals and involving the abilities of fluency, flexibility, originality and
elaboration.

(iv) Adjustment:

Psychologically, adjustment means a person's positive interaction with his environment.

SIGNIFICANCE OF THE PROBLEM:

No efforts have so far been made to standardise the criteria and factors affecting physical education teachers' successfulness. No empirical research evidence directly related to the topic is available on the subject. Realizing the importance of adjustment in various life situations, creative thinking abilities, socio-economic background and sex in determining the success and performance of a physical education teacher, this study was taken up by this investigator.

Further, contradictory research findings have upheld the desirability of the study of this nature. The quality of the product in physical education depends to a large extent on the degree of success of the teachers of physical education and their success, it is being assumed, is related to various socio-psychological characteristics and variables. This study is aimed at unfolding the effects of the variables adjustment, creative thinking and socio-economic background on the success levels of physical education teachers.

Harris (1980) says that more than half a century of research efforts have not yielded meaningful or measurable
criteria around which a majority of the nation's educators can rely.

Recently, efforts at appraising teacher competence have assumed increasing urgency in response to at least three major developments. The first is the growing acceptance of the principle of accountability as applied to the educational area. The second is the changing economic, social and political picture in which a combination of recessionary trends and inflationary pressure have produced a diminished tolerance on the part of most people for assuming a heavy tax burden. The third is the mounting concern with the issue of the relevance of the educational enterprise in a rapidly changing society where traditional values and goals are constantly being challenged.

In addition to these, a major issue in present-day education is the question of what constitutes good teaching, what the characteristics of successful physical education teachers are and how the teaching-learning process can be made effective and efficient. It is also felt that a major obstacle to the improvement of the teaching-learning process has been the lack of understanding of the behavioural characteristics of an effective teacher.

In view of the importance of the teacher, educational institutions do need persons with certain specific qualities like positive personality, characteristics and good adjustment
in various fields of life, socio-economic background, achievement motivation, creative thinking with originality, fluency, flexibility factors, and an interest to create congenial classroom and school atmosphere and also to understand students and their problems. It is desirable, even essential, to know the personal qualities, personality characteristics, adjustments, creative thinking, achievement-motivation and teaching attitudes that differentiate effective teachers from less effective ones, so that these differences may be looked for at the time of selecting individuals for the teaching profession. In other words, personality types, adjustment qualities, creative thinking and socio-economic levels of the man or woman who aspires to enter the teaching profession deserve to be evaluated.

Furthermore, with the advancement of psychological knowledge it has been known that professional success or the general success of an individual depends upon the qualities required for job competence, upon preparation as well as upon a suitable atmosphere or congenial environments. Thus, knowledge about the healthy combination of factors discussed above and of many others is as important and essential as the level of intelligence present among the qualities of a successful teacher. It would be of great practical interest and importance to investigate the effectiveness of physical education teachers and its relationship with the personal variables like adjustment, creative thinking and socio-economic background of teaching.
success. Such research may have potential significance in educational decision-making, guidance and placement of persons in the educational field and identification of effective and less effective teachers, for whom new educational environments ought to be made more successful. It is because of this potential significance, and also to increase efficiency and effectiveness in and maintain the prestige of the teaching profession, that the present study is undertaken. This study might also unfold the inter-relationship between the variables of adjustment, creative thinking and socio-economic background of a physical education teacher with respect to successful and less successful high and higher secondary school physical education teachers, both male and female, teaching in either private or government institutions.