CHAPTER II

PURPOSE OF THE STUDY

From what has been said in the previous chapter, it must have been clear that the problem of determining the factors that contribute to success in teaching is an important one.

In order to study the personality of the B.T. students, the author administered the Horn-Hellersberg Test to a number of B.T. students and during the process, it was revealed that success in teaching seems somehow to depend upon imagination and emotional maturity. It was observed casually that teachers who had a constructive and creative type of imagination seemed to do well with their students. And also those who were emotionally balanced seemed to be more effective with their students. Teachers who could keep calm and composed even under stressing circumstances and showed a poise in their dealings with students, even though hardly pressed by external circumstances, seemed to be superior to those who lost temper or who fell a prey to emotional outbursts.

Further it was noticed that H. H. test was a good instrument for measuring imagination and maturity. The making out of something from haphazard lines of the H.H. meant an exercise of the imaginative faculty of the individual. And also the lines in the test acted as
impediments in the free expression of the subject. Thus providing the subject with hurdles which may be taken in miniature, the hurdles one is likely to meet in one's life. And the behaviour of the subject towards this test situation thus represented his behaviour in miniature that he is going to show while tackling the day to day problems of his life. An impulsive and unbalanced behaviour showed a lack of emotional control. Whereas a balanced but firm behaviour pointed towards emotional maturity.

From all this the idea of the study outlined in the following pages emerged. The general aim of this study is to show that H. H. test measures certain personality factors that are related to success in teaching. These factors have been designated as IMAGINATION and EMOTIONAL MATURITY.

The definition of IMAGINATION as given in the 'Columbia Encyclopedia' runs as - "The production of 'new' images, i.e., images which are created by the mixing or combination of other images (of which the sensory perceptions have never been experienced) or ideas. According to James Dreyer, IMAGINATION is the constructive though not necessarily creative employment of past perceptual experience revived as images in a present experience at the ideational level, which is not in its totality a reproduction of a past experience, but a new organization of material derived from past experience: such construction is either creative or imitative, being creative when self-initiated and
self-organized, and imitative when following a construction initiated and organized by another. The writer, however, by IMAGINATION here means the power to create new ideas.

By EMOTIONAL MATURITY, Klopfer and Kelley mean a balanced personality. It means ability to govern disturbing emotions, steadiness and endurance under pressure, tolerance, freedom from neurotic tendencies.

By success in teaching, the writer means - doing well in the teaching profession especially in the practical field that is to be most effective in the teaching work.

Of course, while talking of imagination as power to create new ideas, the production of fantasies is automatically excluded from good imagination, since imagination here we take to be an active process of the mind and not a passive process as in the case of fantasy.

Now more specifically the objective of this study is to test the following hypotheses:-

1. Horn-Hellersberg test measures different levels of imagination and maturity and

2. Imagination and maturity on the above test are indicative of success in the teaching profession.