



QUALIFICATIONS AND QUALITIES OF A GOOD PHYSICAL EDUCATION TEACHER.

INTRODUCTION

Physical educator should be a graduate of an approved training institution that prepares persons for physical education. Physical education work is strenuous and therefore demands that members of the profession be in a state of buoyant, robust health in order to carry out their duties with efficiency and regularity. Physical educators are supposed to build healthy bodies. Therefore they should be good testimonials for their teaching. Unless the individual has a firm belief in the value of his or her work and desire to help extend the benefits of such endeavour to others, he or she can never be assets to the teaching profession.

In the field of physical education, when we talk about specialized physical education teachers we mostly refer to those who deals with special population (differently able group) or those who trained the specially talented individuals in a particular sports aiming for high performance and achievement in their chosen sport. In this chapter, we will be concentrating on those aspect related to a teacher-coach role in performance oriented areas.

QUALIFICATIONS OF PHYSICAL EDUCATORS FOR DIFFERENT LEVEL OF ASSIGNMENTS

The qualifications of physical education teachers at various levels of education are led down by centre/ state government, university grants commission etc. The appointing authorities/ whether public or private have to follow the guidelines given by this agencies. All government and/ or aided institutions/ organizations have to fall in line with the well documented principles and policies of appointing physical education teachers in schools, colleges and university. The nomenclature of diplomas/degrees, their equivalence recognition etc. are also decided by the competent authorities at centre or state.

General Qualifications for Specialized Physical Educators

- Physical education is based on the foundational sciences of anatomy, physiology, biology, kinesiology, sociology, psychology, and research. Teachers in this field should be well versed in these areas.
- It is essential that physical educator always show and stress fair play, good sportsmanship and sound values.
- Physical education teacher should also possess an acceptable standard of motor ability.
- He or she must enjoy working with people, for there is continuous association in an informal atmosphere.

Academic qualifications: In order to work on different levels in educational institutions the physical education teacher should have the following education qualification.

1. For primary level he should be SSC pass or 10+2 pass
2. For middle or higher school level he should be 10+2 or B.A
3. For college or universities he should be B.A or M.A.

Professional qualifications: The following should be the professional qualification of a physical education teacher.

1. For primary level he should be C.P.Ed.
2. For middle school level, he should be D.P.Ed or B.P.Ed(2 years) or B.P.E (3 years) or B.P.Ed (4 year integrated course)
3. For high school/higher secondary level he should be M.P.Ed
4. For colleges and universities, he should be M.P.Ed(above 55%) and N.E.T/ S.L.E.T passed.

Specific/Special Qualifications for Teaching

- Specialized physical education teacher must know his sport or subject well.
- He or she takes personal interest in each of his trainees or students.
- Teacher or coach must be original thinker and creative in his/her methods.

QUALITIES OF A GOOD PHYSICAL EDUCATION TEACHER

1. **Personality:** The first quality of a physical education teacher is that he should have a pleasing personality so that students take interest in physical education. The following things should be included in personality:-
 - Outward personality should be pleasing.
 - should be quick and active.
 - He/she should be able to do his work excellently well.
 - He/she should be filled with mental and intellectual qualities.
 - He/she should be calm and quite.
 - He/she should have a reasonable mind.
 - He/she should be physically fit.
2. **Qualities of character :**
 - should have self-confidence.
 - He/she should have good habits.
 - He/she should be headworker.
 - He/she should be impartial.
 - He/she should be honest.
 - He/she should not be jealous.
 - He/she should have the quality of endurance.
 - He/she should be Drug less.
3. **Proficiency in skill:** A physical education teacher should have knowledge of all activities. He should be able to display his skill in a skilled manner. He should be able to organise the programmes in a proper manner. He should be completely involved in the activities.
4. **Ability to plan :** The physical education teacher should have the ability to plan :-
 - Ability to prepare the plans of the programme.
 - Ability to organise competitions.
 - Ability to organise seminars.
 - Ability to organise entertainment programmes.
 - Ability to prepare yearly plans.

- 5. Faith in profession:** The physical education teacher should have faith in his profession in the following manner.
- To do the work faithfully and try to achieve success in work.
 - Should not be greedy towards other works.
 - Should not look down upon one's profession.
 - Should do one's work with dedication and effort.
- 6. Qualities of leadership:** The physical education teacher should have the following leadership qualities.
- To guide the students.
 - To develop the qualities of students.
 - Leader in organising competitions.
 - Leader in organising programmes.
 - To have confidence.
 - To have determination.
 - To have intelligent conscience.
 - To have morality.
 - To have democratic views.
- 7. Interest in the students :-** The physical education teacher should have the following interest in schools :-
- Ability to make the students understand.
 - Keen observation on student's activities.
 - To have a knowledge of students psychology.
 - To develop the students' abilities and capabilities.
 - To elect student leaders.
 - To have information of the students technical knowledge.
- 8. Interest in study :** The physical education teacher should have the following interest in studies :-
- Interest in acquiring new knowledge every time.
 - Interest of different subject's knowledge.
 - Interest in study of new techniques.
 - Information of new rules.
 - Information of new skills.
 - Information of new activities.
 - Able to carry out study and teach skilfully.

QUALITY OF PHYSICAL EDUCATION PROGRAMME

Conducting quality physical education programme requires dedicated and competent teachers. Beginning teachers should be aware of the characteristics of a high quality programme so that they can strive and focus their efforts on these desired outcomes. Additionally, beginning teachers should be cognizant of appropriate and inappropriate instructional practices in physical education. One challenge facing physical educators is providing a high –quality physical education

programme for all their students. According to NASPE, quality physical education programme help students to develop health related fitness, physical competence and cognitive facets of physical activity. High quality programmes focus on meeting the development needs of students and developing the skills, knowledge and attitudes essential to adopting a highly and physically active lifestyle.

INVOLVEMENT AND DEVELOPMENT OF VOLUNTARY SERVICES OF OTHER TEACHERS FOR PHYSICAL EDUCATION PROGRAMS

A very important public for the physical education department is the teachers of other departments in the same institution. They are favourably disposed towards physical education and sports; they can become effective publicity agents themselves. Support of the other teachers can be involved in the following ways:

- The most important step in this regard is to develop an educationally respectable programme, which merits a place in the institution. Other teachers respect physical educators who are educators.
- Physical educators should play their role as teachers. The more they associate with other teachers professionally and socially the better will be the public relations with this very important group.
- Sports and health programmes should be conducted on educational basis, to win the respect of other teachers. Often other faculty members resent pressures from coaches to give unwarranted concessions to sports students.
- Cooperation of other teachers can be easily gained if the sports director and coaches demonstrate interest in and support the policies and purpose of the institution.
- Other faculty members should be involved in the activities of physical education and sports in one way or the other e.g. conducting interdependent or inter-institutional matches of teachers ,providing sports facilities for teachers and/ or their wards in the activities e.g. swimming pool, fitness centre, Badminton, Table –Tennis etc. Other teachers can also be involved in the conduct of various functions and activities of the department. In this way they will feel associated with the department and will get first-hand information.

CONCLUSION

Teaching may be defined as those interactions of the teacher and his learner that make learning more successful. A teacher's ability to communicate effectively with learners, structure the learning environment to maximize learning opportunities, assist learners in the analysis of skill, and accurately evaluate learners' performance and provide necessary feedback directly influences the amount of learning that occurs. To improve the learning process, researchers attempted and identify characteristics that are commonly possessed by effective teachers. They have divided the skills or characteristics comprising the teaching process into several broad areas, those are – organization, communication, motivation and human relations skills. These components reflect effective teaching, regardless of the skills or subject to be learned, the age of the students, or the setting in which the teaching occurs.

Effective teachers possess the ability to relate well with a variety of people, determine their needs and provide organized and meaningful program. Although many of these skills appear to be hereditary quality to certain individuals, all of them can be developed or improved by individuals who desire to become more effective teachers. And this hold true whether one is teaching in the school setting or non-school setting.