



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 4.69
IJPESH 2016; 3(3): 405-408
© 2016 IJPESH
www.kheljournal.com
Received: 28-03-2016
Accepted: 30-04-2016

Venkat Raman
TGT, Physical and Health
Education, Kendriya Vidyalaya
Sangathan.

Raghvendra Shukla
Doctoral Fellow, Department of
Physical Education & Sports
Sciences, University of Delhi,
Delhi, India.

To compare the personality characteristics between female teacher trainees of physical education and education

Venkat Raman, Raghvendra Shukla

Abstract

The purpose of the study was "To Compare the Personality Characteristics between Female Teacher Trainees of Physical Education and Education" with the objective to compare the personality traits among female teacher trainees of physical education and personality traits among female teacher trainees of education. For the purpose of this study 120 subjects were selected randomly. These selected subjects were 60 female teacher trainees of physical education and 60 from education. Further, both categories consist of 30 female trainees of physical education and 30 female trainees of education from University of Delhi and Banaras Hindu University. The data were collected from the selected subjects after administration of questionnaire (Big five inventory) comparing personality characteristics namely openness, conscientiousness, extraversion, agreeableness and neuroticism. After the study the tester found that the mean, standard deviation and t-values of Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and Overall Personality of female teacher trainees of Physical Education and Education. The mean \pm standard Deviation values of female teacher trainees of physical education for Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and overall personality were 27.77 ± 4.08 , 32.81 ± 4.42 , 33.46 ± 5.06 , 23.06 ± 4.14 , 35.70 ± 5.07 and 152.8 ± 12.58 respectively. The mean \pm standard Deviation values of female teacher trainees of education for Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and overall personality were 29.05 ± 4.65 , 34.98 ± 3.14 , 33.40 ± 3.99 , 23.23 ± 4.98 , 37.60 ± 3.36 and 158.26 ± 7.33 respectively. The t-values of Extraversion, Consciousness and Neuroticism personality for female Teacher Trainees were 1.606, 0.080 and 0.199 respectively which were insignificant at 0.05 level.

There was significant difference between Physical Education and Education female teacher trainees for Agreeableness, Openness and Overall Personality. Education female teacher trainees have higher mean value in comparison of Physical Education teacher trainees.

There was insignificant difference between Physical Education and Education female teacher trainees for Extraversion, Conscientiousness and Neuroticism.

Keywords: Extraversion, Agreeableness, Consciousness and Neuroticism.

1. Introduction

Sport psychology has emerged as a field with a personality including dimensions of neuroticism, research tradition that provides a foundation for direct extraversion, openness, agreeableness and application with athletes. As the role played by conscientiousness, two that have supported both psychological factors in the performance and over well-theoretical and empirical by a large number of researches being of athletes has become better understood, in the last decades.

The ultimate purpose of education in a society is the perpetuation of that society's social and cultural heritage. This is low through the education individual. Each new generation is born into society with a biological inheritance but without the benefit of inheriting its culture genetically. This simply means that while biological traits are passed on the off spring through the genes, cultural traits are not. Man only inherits a sufficiency to take on cultural traits. The culture of mankind must be learned by each separate individual and everyone, culturally speaking, must start from scratch at birth education thus become society's primary means of enculturation. If this purpose is achieved even in part, it becomes incumbent on those who have been educated to live more effectively not only within their society but also within themselves.

Correspondence
Venkat Raman
TGT, Physical and Health
Education, Kendriya Vidyalaya
Sangathan.

Sport Psychology is an interdisciplinary science that draws from the fields of kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches, and parents regarding injury, rehabilitation, communication, team building, and career transitions.

One particular set of global dimensions used to examine personality is known as the Big Five personality traits. Lounsbury and Gibson (2009, p. 5) define the Big Five traits as:

- **Extraversion-** Tendency to be sociable, outgoing, expressive, talkative, gregarious, warmhearted, congenial, and affinitive; attentive to and energized by other people and social/interpersonal cues in the workplace.
- **Neuroticism-** (Emotional Stability) —this trait is the inverse of what others term Neuroticism; it reflects overall level of adjustment, resilience, and emotional stability; indicative of ability to function effectively under conditions or job pressure and stress.
- **Agreeableness-** Disposition to be pleasant, amiable, equable, and cooperative; inclined to work harmoniously with others; will avoid disagreements, arguments, conflict in interactions with other people.
- **Conscientiousness-** Being reliable, dependable, trustworthy, and rule-following; strives to honor commitments and do what one says one will do in a manner others can count on. In addition to this measure of Conscientiousness, we have two other related forms of Conscientiousness—one that includes orderliness, rule-

following behavior, and preference for structure; while one other measure of Conscientiousness does not include orderliness and the other does not include rule-following behavior.

- **Openness-** Prone to seek out and engage in new ideas, procedures, techniques, and experiences; inclined toward organization innovation, acquiring new knowledge, skills and abilities (KSA's) on the job, continuing education, professional development, travel, 7 cross-cultural activities, and temporary duty assignments.”

A more recent trend is to examine variation in personalities which are defined as consistent individual differences across a diversity of situations.

Objectives of the Study

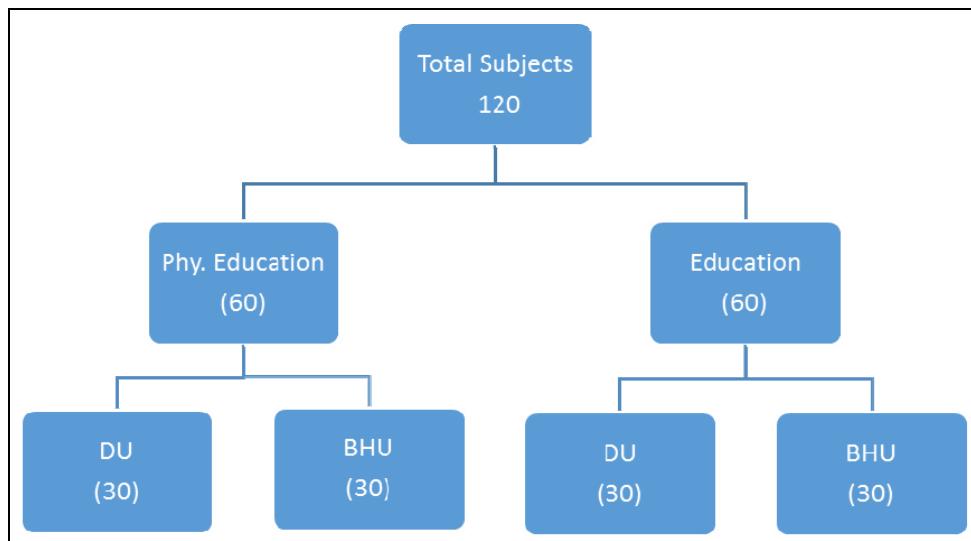
The following objectives have been set for the study:-

1. To assess the personality traits among female teacher trainees of physical education and education.
2. To compare the personality traits between female teacher trainees of physical education and education.

Methodology

Selection of the Subjects

For the purpose of this study 120 subjects was selected randomly. These selected subjects were 60 female Teacher trainees of physical education and 60 female teacher trainees from education. Further, both categories consist of 30 female teacher trainees from University of Delhi and 30 female teacher trainees from Banaras Hindu University. The illustration given below shown the selection of subjects in brief.



Selection of the Variables

After having a detailed discussion with the experts, advisor and a detailed literature search following psychological variable was selected for the purpose of the study:

1. Personality

Tools and Techniques for Collection of Data

The data were collected from the selected subjects after administration of questionnaire (Big five inventory) assessing personality characteristics namely openness, conscientiousness, extraversion, agreeableness and neuroticism.

Collection of the Data

The properly filled questionnaires of all the two variables were received from the teacher trainees of Physical Education and Education with their personal details. The questionnaire consists of about (44) questions. With questionnaire consists of two pages questions number 1 to 12 is evaluated with the help of transparent scoring key. All the response which are visible from the key are given on marks similarly the second page was also evaluate.

After totaling the raw score on respective variables that is Openness, Conscientiousness, Extraversions, Agreeableness,

& Neuroticism, the raw score will be converted in the standard score with the help of the norm table. Since raw data do not indicate the individual standing, the raw data were converted into sten score with the help of the determine the individual position in a predefined position. Finally on the basis of the score and sten score the data was analyzed.

Statistical Technique

The data collected from the selected female teacher trainees of physical education and selected female teacher trainees of

education was analyzed by using descriptive statistics and independent t-Test used and statistical analysis done on SPSS. 16 and the following statistics was calculated on collected data of selected female teacher trainees of Physical Education and Education:

Descriptive Statistics: To find out the average scores of a group and the deviation of scores within the group. The level of significance chosen was 0.05.

Findings of the Study

Table 1: Descriptive Statistics of female Teacher Trainees of Physical Education and Education for Big 5 Personality traits

Variables Name	Physical Education	Education
Extraversion	27.77 ± 4.08	29.05 ± 4.65
Agreeableness	32.81 ± 4.42	34.98 ± 3.14
Consciousness	33.46 ± 5.06	33.40 ± 3.99
Neuroticism	23.06 ± 4.14	23.23 ± 4.98
Openness	35.70 ± 5.07	37.60 ± 3.36
Overall Personality	152.8 ± 12.58	158.26 ± 7.33

The data collected from subjects was analyzed by employing descriptive statistics. The calculation was performed using SPSS software and the findings pertaining to descriptive statistics.

Table No. 1, shows the mean and standard deviation values of Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and overall Personality for female teacher trainees of Physical Education and Education. The mean \pm standard Deviation values of teacher trainees of physical education for

Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and overall personality were 27.77 ± 4.08 , 32.81 ± 4.42 , 33.46 ± 5.06 , 23.06 ± 4.14 , 35.70 ± 5.07 and 152.8 ± 12.58 respectively. The mean \pm standard Deviation values of female teacher trainees of education for Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and overall personality were 29.05 ± 4.65 , 34.98 ± 3.14 , 33.40 ± 3.99 , 23.23 ± 4.98 , 37.60 ± 3.36 and 158.26 ± 7.33 respectively.

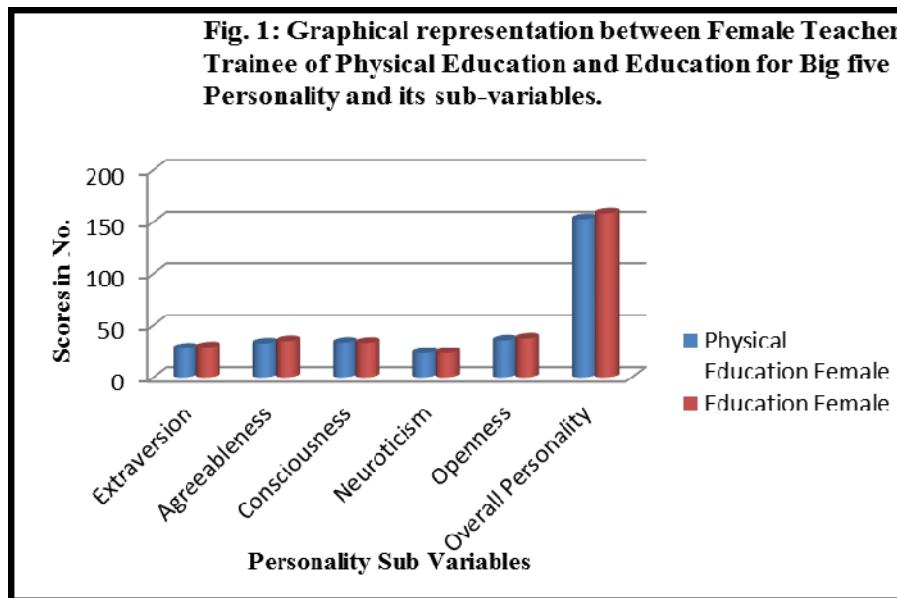


Table 2: t-Values of personality and its sub-variables for Female Teacher Trainee of Physical Education and Education.

	t	Df	Sig. (2-tailed)	t-test for Equality of Means			95% Confidence Interval of the Difference	
				Mean Difference	Std. Error Difference	Lower	Upper	
Extraversion	1.606	118	.111	-1.283	.799	-2.866	.299	
Agreeableness	3.089	118	.003	-2.16667	.70148	-3.55580	-.77754	
Conscientiousness	0.080	118	.936	.06667	.83249	-1.58188	1.71521	
Neuroticism	0.199	118	.843	-.16667	.83741	-1.82497	1.49164	
Openness	2.417	118	.017	-1.90000	.78600	-3.45649	-.34351	
Overall Personality	2.898	118	.004	-5.45000	1.88052	-9.17394	-1.72606	

Table no. 2 has shown calculated t-value and p-value of Extraversion, Agreeableness, Consciousness, Neuroticism, Openness and overall Personality for Female teacher trainee of Physical Education and Education.

Table no. 2 indicated the values of agreeableness, openness and overall personality for female teacher trainees were 3.089, 2.417 and 2.898 respectively which were significant at 0.05 level.

Further table no. 2 also revealed the t-values of Extraversion, Conscientiousness and Neuroticism personality for female Teacher Trainees were 1.606, 0.080 and 0.199 respectively which were insignificant at 0.05 level.

Discussion on Findings

There was significant difference between Physical Education and Education female teacher trainees for Agreeableness, Openness and Overall Personality. Education female teacher trainees have higher mean value in comparison of Physical Education teacher trainees. The probable reason for it could be that the education teacher trainees may be being exposed to such conditions during the training programme which are an essential elements required for a teacher.

There was insignificant difference between Physical Education and Education female teacher trainees for Extraversion, Conscientiousness and Neuroticism. The probable reason for that could be the art of teaching requiring such traits are present in both the groups in sufficient amount which do not allow for any differentiation.

Conclusion

In the light of the findings, it was concluded that significant difference between Physical Education and Education female teacher trainees for Agreeableness, Openness and Overall Personality.

There was insignificant difference between female Physical Education and Education female teacher trainees for Extraversion, Conscientiousness and Neuroticism.

References

1. De Young Colin G. Testing Predictions From Personality Neuroscience: Brain Structures and the Big Five. *Psychological Science* 2010; 21(6):820-828.
2. Mischel W, Shoda Y, Smith RE. Introduction to personality: Toward an integration. New York: John Wiley & Sons, 2004.
3. Digman JM. Personality structure: Emergence of the five-factor model. *Annual Review of Psychology* 1990; 41:417-440.
4. Norman WT, Goldberg LR. Raters, rates, and randomness in personality structure. *Journal of Personality and Social Psychology*. 1966; 4(6):681-691.
5. Digman JM. Five robust trait dimensions: Development, stability, and utility. *Journal of Personality*. 1989; 57(2):195-214.
6. McCrae RR, John OP. An introduction to the five-factor model and its applications. *Journal of Personality*. 1992; 60(2):175-215.
7. Komarraju Meera, Steven Karau J, Ronald Schmeck R. Alen Avdic the Big Five personality traits, learning styles, and academic achievement. The Big Five personality traits, learning styles, and academic achievement, 2011.
8. Boyle GJ, Stankov L, Cattell RB. Measurement and statistical models in the study of personality and intelligence. In D.H. Saklofske & M. Zeidner (Eds.),