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Personality profile of physical education teacher students: An explanatory study

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Abstract

The purpose of the study was to find out the personality profile of CPed, BPEd and MPed student teachers of Government College of physical education, East Hills. To achieve this purpose, a total number of 20 subjects from MPed, 20 subjects from BPEd and 20 subjects from CPed were randomly selected. Their age range was between 18 to 25 years. The variables taken into consideration are extraversion, agreeableness, conscientiousness, neuroticism and openness were selected as the variable for the study. In order to prove the personality profile, Big Five Inventory (BFI) was used. The data collected from three groups of selected psychological variables of the Big Five Inventory. Their difference was analyzed through F-ratio. The results show that there was no significant difference among the three groups. But the descriptive statistics indicates some difference on the selected personality variables. The level of neuroticism will be the most in CPed students followed by students of BPEd and students of MPed will have the least level of neuroticism. The level of Agreeableness, Conscientiousness, Extraversion and Openness will be the most in MPed students followed by students of BPEd and students of CPed will have the least level.

Keywords: Openness, conscientiousness, neuroticism, agreeableness, extraversion, personality

Introduction

Modern man lives in a mental world in which the important skills of success are based on his psychological activity. Increasing pressures on human mind in the pursuit of materialistic philosophy are making inroads in to the happiness of life.

Moreover, the twentieth century in a revolt against the traditional practices prevalent in the past. To keep pace with the fast vast changes that are taking place in various disciplines, there is a tremendous demand and responsibility cast on the training system to meet the challenges of preparing men and women to achieve task with excellence. Sports are no exception to this and so emphasis is placed on psychological aspects of a player to attain success.

Personality is the deeply fixed, consistent, distinctive and characteristic patterns of our thought, feeling and behavior that define a person's own style of interacting with the physical and social environment. It is the tendency to behave in a certain way under different circumstances and across time. Personality is shown in many ways through behavior, thoughts and feeling. It must be noted, however, that feelings, thoughts and behavior do not make up personalities. Personality is actually the true nature that lies behind these elements. Personality signifies the uniqueness of a person and the special characteristics that set apart that person from others. Personality is like fingerprints. It emphasizes how unique we are and how different we are from each other. Our personalities are often complex mixtures. Our personalities can be very complicated and many-sided. But that is what makes each one of us special.

Although Murray proposed many definitions of personality at different times, the main components of these definitions may be summarized as follows

1. An individual's personality is an abstraction formulated by the theorist and merely a description of the individual's behavior.
2. Personality is the organizing or governing agent of the individual. Its functions are to integrate the conflicts and constrains to which the individual is exposed, to satisfy the individual needs, and to make plans for the attainment of future goals.
3. Personality is located in the brain: "No brain, no personality."

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Openness to experience: Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, et cetera. Conversely, those with low openness seek to gain fulfillment through perseverance, and are characterized as pragmatic and data-driven sometimes even perceived to be dogmatic and closed-minded. Some disagreement remains about how to interpret and contextualize the openness factor.

Conscientiousness: A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness are often perceived as stubborn and obsessive. Low conscientiousness is flexible and spontaneous, but can be perceived as sloppy and unreliable.

Extraversion: Energy, positive emotions, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

Agreeableness: A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

Neuroticism: The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability causes a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

Review of research and development in the subject

Behzadi *et al.* (2012) Conducted the study to describe and compare the personality traits (extroversion, neuroticism, responsibility, flexibility, and sociability) of competitive athletes in individual and team sports. The method was descriptive-comparative. The population of the research consisted of all the team and individual athletes in Golestan Province who were participating in national league tournaments. The sample was selected using random sampling and by means of Morgan's table including 130 team athletes (basketball, football, volleyball, kabaddi, Sepaktakraw, handball, and hockey) and 50 individual athletes (karate, shooting, badminton, cycling, and track and field) and were evaluated and compared using the NEO Five Factor Inventory (NEO-FFI). The results of statistical analysis showed that there is a significant difference between individual and team athletes in extraversion, responsibility, and neuroticism and that team athletes have higher levels of extraversion and responsibility and individual athletes have higher neuroticism, while no significant difference was observed between the two

groups in other components ($P < 0.05$). These results will be discussed in the nature of the sports and its effect on athletes. The purpose of this research was to compare the personality of individual and team athletes. So data were collected by NEO questionnaire. One hundred and fifty sportsmen participating in different sports (Judo, Weight lifting, Mountain climbing, volleyball and Basketball) were chosen randomly. Data were analyzed by U Mann-Whitney. Following results were obtained from this research's Individual sportsmen have higher degree of extraversion, openness and conscientious than team sportsmen. C There is no significance difference in agreeableness and neuroticism between individual and team sportsmen.

Nawi (July 2011) Conducted the study to determine the differences characteristic between volunteers and non-volunteers in terms of emotional intelligence, self-esteem and personality based on four dimension aspects of personality such as psychoticism, neuroticism, extraversion and lie. Three sets of questionnaire to measure Emotional Intelligence, Self-Esteem and Personality were administered to 276 subjects. One hundred and sixty-eight of them were volunteers and one hundred and eight were no volunteers. Findings showed that there was no significant difference between volunteers and non-volunteers in term of emotional intelligence ($t=0.13$, $p>0.05$). As for self-esteem, there was a significant difference between the two groups, it was showed that the non-volunteers scored lower than volunteers in self-esteem, (meaning a higher level of self-esteem) ($t=2.67$, $p<0.05$). In term of personality as for psychoticism dimension, it was found a significant difference between these two group ($t=9.72$, $p < 0.05$) indicated that volunteers have high in psychoticism scores (tough minded people) than non-volunteers. Whereas, in extraversion there was no significant difference between these two groups. However, volunteers have higher Lie scores than non-volunteer in personality that showed a significant difference between them ($t=2.34$, $p<0.05$). Moreover, for neuroticism, it was found a significant difference between these two group which indicated that volunteers have lower Neuroticism scores than non-volunteers ($t=-4.70$, $p < 0.05$). The results also showed that emotional intelligence was moderately correlated with neuroticism, psychoticism, and extraversion. The results seem to suggest that people are in volunteer organizations due to having the required personality. It is not the case that voluntary activities act as a channel of their personality. However, on a practical note the assessment of personality in voluntary workers could possibly assist in enhancing for screening potential voluntary workers in order to ensure the effectiveness these services to the society.

Karad and Wahid (2011) Conducted the study on to find out the differences in the Personality traits between Kabaddi and Kho-Kho players; with regard to neuroticism psychoticism and extraversions. In this study 50 Kabaddi and 50 Kho-Kho players selected as subjects. Their age ranged between 17-25 years, who were participating in Dr.Babasaheb Ambedkar Marathwada University inter-collegiate Kabaddi and Kho-Kho tournaments held at Vaidyanath College Parli-Vaidyanath and M.I.T. College, Aurangabad 2010. The Eysenck Personality Inventory (E.P.I.) was administered to find out the Personality traits of the Kho- Kho and Kabaddi players, with regards to neuroticism extraversion, psychoticism and Lie- Scale. Means Scores for neuroticism, psychoticism extraversion and Lie-Scale for these two types of players were computed. T-test was used to compare the significance difference between Kabaddi and Kho-Kho players, t-ratios for extraversions, psychoticism are (3.17, P

<.01), ($t=2.63$, $P<.05$) respectively indicating that Kabaddi players are less extrovert and more psychotic than Kho-Kho players. Eagleton *et al.* (2007) Scores on Extraversion and on Neuroticism as measured by the Eysenck Personality Inventory were compared for 90 undergraduate team sport participants, individual sport participants, and nonparticipants (43 men, 47 women, M age = 20.3 yr.). From past research and Eysenck's biological theory of personality, it was hypothesized that sport participants would score higher on Extraversion and lower on Neuroticism than nonparticipants, and that team participants would score higher on Extraversion and perhaps higher on Neuroticism than individual sport participants. By comparing scores for students in first year and final year, it was also investigated whether pre-existing personality differences drew people to sport (the gravitational hypothesis) or whether personality changed as a function of sport participation (the developmental hypothesis). The main findings were that team participants scored higher on Extraversion than both individual sport participants and nonparticipants, and that test scores did not change over time, supporting the gravitational hypothesis for Extraversion.

Bhakta *et al.* (2010) This study examined differences in personality and mathematical ability between students studying Business, Psychology, Sports and Nursing. There were 286 participants who each completed a mathematics diagnostics test and a Revised Eysenck Personality Questionnaire (EPQ-R) during the first term of their first year of study. There was a significant effect of subject studied on the students' performance on the math's diagnostic questionnaire and their scores on the „psychoticism“ subscale of the EPQ. Furthermore, significant correlations were observed between psychoticism scores and mathematical ability within both the Business Management and Psychology groups, although the direction of those associations were different for each group (the association was positive for the business students, but negative for the psychology students). Based on these results it is suggested that there are significant differences in both psychoticism and mathematical ability between students from different courses. Furthermore, students may benefit from differing methods of teaching mathematical concepts, especially in the cases where students are averse to working in groups and collaboratively.

Methodology

The purpose of the study was to find out the personality profile of CPed, BPed and MPed student teachers of government college of physical education, East Hills.

Selection of subjects

The subjects for the study were selected from Government College of physical education east hill, Calicut. 20 subject from MPed, 20 subject from BPed, and 20subject from CPed were randomly selected. Their age range is between 18 to 25 years.

Selection of variables

Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness were selected as the variable for the study. The Big Five Inventory (BFI) questionnaire was used to prove the personality profile.

The data were collected from Government College of physical education east hill, Calicut. 20 subject from CPed, BPed, and MPed of both male and female.

The subject for this study were oriented and the purpose of the study was explained. The method of answering each question was explained to them in their mother tongue. The nature and importance of this study was explained to the subject for their maximum participation.

Questionnaire tool was used for this investigation. The Big Five Inventory Questionnaire was distributed to individuals and was filled out by the respondent under supervision of the investigator. Each question was explained to the subject for their accurate participation. There are 44 question in the questionnaire. Each of them are given 1, 2, 3, 4, and 5-mark respect to their opinion.

Statistical Technique

The data collected from the three groups of selected psychological variable of The Big Five Inventory (BFI) were analyzed the difference through the F-ratio.

Results and Discussion

The detailed statistical analysis of the data collected is presented in the following tables and figures.

Table I: Mean difference on agree ableness

Agree Ableness	Mean	SD	No	F-ratio
CPed	29.1	3.17225	20	
BPed	30.6	2.77963	20	2.08551
MPed	31.15	3.36037	20	

The above table indicate that there is no significant difference between the Agreeableness, the calculated f value is 2.08551

is lesser than tabulated f value of 3.15 at 0.05 level of significance.

Table II: Mean difference on Conscientiousness

Conscientiousness	Mean	SD	No	F-ratio
CPed	30.3	3.49586	20	
BPed	31.1	2.90009	20	1.43131
MPed	32.1	3.66922	20	

The above table indicate that there is no significant difference between the Conscientiousness, the calculated f value is

1.43131 is lesser than tabulated f value of 3.15 at 0.05 level of significance.

Table III: Mean difference on Extraversion

Extraversion	Mean	SD	No	F-ratio
CPEd	26.5	3.57624	20	
BPEd	27.35	2.71981	20	1.42126
MPEd	28.15	2.29494	20	

The above table indicate that there is no significant difference between the Extraversion, the calculated f value is 1.42126 is

less than tabulated f value of 3.15 at 0.05 level of significance.

Table IV: Mean difference on Neuroticism

Neuroticism	Mean	SD	no	F-ratio
CPEd	26	2	20	
BPEd	25	3.50789	20	3.11814
MPEd	23.85	3.40704	20	

The above table indicate that there is no significant difference between the Neuroticism, the calculated f value is 2.08551 is

less than tabulated f value of 3.15 at 0.05 level of significance.

Table V: Mean difference on Openness

Openness	Mean	SD	No	F-ratio
CPEd	31.5	6.9244	20	
BPEd	33.3	7.11633	20	0.4267
MPEd	33.35	7.5899	20	

The above table indicate that there is no significant difference between the Openness, the calculated f value is 0.4267 is lesser than tabulated f value of 3.15 at 0.05 level of significance.

Discussion on findings

The result shows that there was no significant difference found among the three variables. But the Descriptive statistics indicates some differences on the selected personality variables. The level of neuroticism will be the most in CPEd students followed by students of BPEd and students of MPEd will have the least level of neuroticism. The level of Agreeableness, Conscientiousness, Extraversion, and openness will be the most in MPEd students followed by students of BPEd and students of CPEd will have the least level.

Conclusions

The result proves that there is insignificant difference was found in Agreeableness, Consciousness, Extra Version, Neuroticism, Openness variable between CPEd, BPEd and MPEd teacher students. But the Descriptive statistics indicates some differences on the selected personality variables between the three groups, because of their educational quality and age group.

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