International Journal of Physical Education, Sports and Health 2025; 12(1): 108-112

P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (RJIF): 5.38
IJPESH 2025; 12(1): 108-112
© 2025 IJPESH
https://www.kheljournal.com
Received: 01-12-2024
Accepted: 06-01-2025

Aadil Ahmad Bhat
Student, Directorate of Physical Education & Sports, University of Kashmir, Srinagar, Jammu & Kashmir, India

Saqib Hussain
Student, Directorate of Physical Education & Sports, University of Kashmir, Srinagar, Jammu & Kashmir, India

Khushboo Jan
Student, Directorate of Physical Education & Sports, University of Kashmir, Srinagar, Jammu & Kashmir, India

Corresponding Author:
Aadil Ahmad Bhat
Student, Directorate of Physical Education & Sports, University of Kashmir, Srinagar, Jammu & Kashmir, India

Exploring gender differences in personality traits and emotional intelligence: A comparative analysis of male and female behavioral tendencies

Aadil Ahmad Bhat, Saqib Hussain and Khushboo Jan

DOI: https://doi.org/10.22271/kheljournal.2025.v12.i1b.3639

Abstract
This study explores gender-based differences in personality traits, emotional intelligence, and behavioral tendencies through a survey of ten key questions answered by male and female respondents. The findings indicate both commonalities and distinctions in preferences for teamwork, sociability, emotional regulation, and task management. While males exhibited a stronger inclination toward sociability and group-oriented activities, females demonstrated higher emotional intelligence and superior time management skills. Both genders reported moderate calmness in stressful situations and adherence to daily routines. The results provide valuable insights into the complementary strengths of males and females, highlighting the potential for tailored strategies to enhance collaboration, personal development, and productivity in various contexts. This research contributes to the broader understanding of gender-based behavioral tendencies and their implications for emotional and social functioning.

Keywords: Gender differences, personality traits, emotional intelligence, behavioral tendencies, task management

Introduction
Personality refers to the unique combination of characteristics, traits, and behavioral patterns that define how individuals think, feel, and act in various situations. It encompasses emotional, cognitive, and social attributes that differentiate one person from another and remains relatively consistent over time, although it can adapt based on experiences and environmental influences (McCrae & Costa, 2003) [8].

The concept of personality plays a critical role in understanding human behavior, particularly in contexts like education and sports, where individuals frequently engage in collaborative and competitive activities. In these settings, personality traits such as teamwork, emotional regulation, and social interaction have a direct impact on performance and interpersonal relationships (Roberts *et al*., 2018) [9]. Personality assessments help educators and psychologists evaluate these traits to identify strengths, areas for improvement, and suitable interventions for holistic development.

According to Eysenck (1991) [3], personality is an essential determinant of an individual's adjustment to life and includes elements such as interests, values, emotional patterns, and drives. Similarly, Costa and McCrae's Five-Factor Model highlights openness, conscientiousness, extraversion, agreeableness, and neuroticism as fundamental dimensions of personality that influence behavior across diverse domains (Costa & McCrae, 1992) [2]. This framework has been extensively applied to measure personality traits in various populations, including students and athletes.

In the context of higher education, personality assessment provides valuable insights into how students adapt to academic and extracurricular challenges. Specifically, in the field of physical education and sports, understanding personality traits can help educators tailor programs to foster collaboration, emotional resilience, and leadership skills among students. This research aims to assess the personality traits of students pursuing an MPEd program and other individuals associated with the Department of Physical Education and Sports at the University of Kashmir.

Methodology

Research Design

The study employed a descriptive survey design to assess personality traits among students of the M.P.Ed. program and individuals outside the university. The survey focused on analyzing personality dimensions and comparing responses across different demographics.

Participants

A total of 54 respondents participated in the study. The sample included students from the Department of Physical Education and Sports, University of Kashmir, as well as individuals outside the university such as family members, roommates, and acquaintances. The sample was selected using convenience sampling. Of the respondents, the distribution by gender was as follows:

- **Males:** 35 participants
- **Females:** 19 participants

Instrumentation

A **self-designed questionnaire** was used as the primary data collection instrument. The questionnaire consisted of 10 closed-ended questions designed to assess personality traits, with responses recorded on a 5-point Likert scale:

Always (5 points), Often (4 points), Sometimes (3 points), Rarely (2 points), Never (1 point)

The questions covered a range of topics, such as teamwork, emotional regulation, social interaction, and adherence to routines.

Data Collection Procedure

The questionnaire was disseminated via WhatsApp to facilitate data collection. Respondents were informed about the purpose of the study and asked to provide honest answers. The questions were shared with the following groups:

- Classmates (M.P.Ed. 3rd Semester)
- Family members (siblings, cousins, etc.)
- Roommates and hostel acquaintances
- Individuals encountered in public spaces

Data Analysis

The collected responses were organized and analyzed to calculate the mean scores for each question. Data was segregated by gender (male and female), and statistical comparisons were made between the groups. The following steps were followed during analysis:

1. **Data Cleaning:** Ensuring completeness of responses.
2. **Scoring:** Assigning numerical values based on the Likert scale responses.
3. **Calculation of Means:** Mean scores were calculated for each question separately for male and female respondents.

Ethical Considerations

- Participation was voluntary, and respondents were informed that their data would be kept confidential.
- Respondents were assured of anonymity, and no personally identifiable information was collected.
- The study adhered to ethical standards for social science research.

Results

Table 1: Responses of Male Respondents

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
R1	3	4	3	3	4	4	3	5	5	5
R2	5	4	5	5	3	3	3	4	5	5
R3	5	3	4	5	3	4	3	3	5	4
R4	5	5	4	4	2	4	4	5	4	5
R5	4	5	5	5	3	4	4	4	5	4
R6	1	3	1	3	1	1	1	5	3	1
R7	5	5	4	5	2	4	3	5	5	2
R8	5	5	5	4	2	5	3	4	5	4
R9	5	5	5	4	3	5	2	5	4	5
R10	4	4	5	2	4	2	5	3	5	5
R11	4	3	3	4	4	3	2	4	3	1
R12	2	5	2	2	5	5	2	5	5	4
R13	5	3	2	2	3	5	3	3	1	3
R14	5	4	4	5	3	5	4	5	5	5
R15	5	3	3	2	2	5	5	5	1	1
R16	3	3	5	2	3	3	2	3	3	1
R17	5	4	4	2	3	4	3	5	5	5
R18	3	3	2	2	3	4	3	4	4	2
R19	5	5	3	1	5	5	3	5	5	5
R20	3	2	3	2	4	1	2	2	3	2
R21	3	2	4	5	3	5	5	5	3	1
R22	3	5	5	5	3	2	3	5	5	5
R23	3	3	5	4	2	2	3	3	5	3
R24	5	5	5	3	2	5	3	5	2	5
R25	3	1	2	2	5	4	5	4	2	1
R26	5	5	5	1	1	5	3	5	5	5
R27	2	5	5	5	5	5	2	5	5	5
R28	3	4	3	3	3	4	3	4	5	3
R29	5	5	5	4	4	4	2	4	4	5
R30	4	3	5	4	3	1	4	2	2	2
R31	5	5	2	5	3	4	2	4	1	3
R32	5	3	2	3	4	4	2	4	4	3
R33	4	2	3	1	4	3	3	2	4	2
R34	2	5	1	2	4	3	3	5	4	4
R35	3	4	5	2	2	5	5	5	1	1
R36	3	5	4	3	4	3	2	2	5	5
R37	1	4	5	3	3	5	3	5	5	3
R38	5	4	5	3	3	5	3	5	4	4
R39	3	3	5	4	1	3	3	2	1	4
R40	4	5	5	3	2	5	5	5	5	3
R41	5	2	4	3	3	2	4	2	4	3
R42	3	3	4	3	4	5	1	4	4	5
R43	3	3	4	1	2	5	3	4	5	3
R44	4	2	5	4	2	5	5	5	5	3
Mean	3.81	3.77	3.84	3.18	3.09	3.86	3.11	4.09	3.88	3.45

Question 1: I prefer to work in a team rather than working alone

- **Interpretation:** This question assesses the respondent's preference for teamwork over individual work, reflecting their social inclination and collaborative nature.
- **Findings:** The mean score of 3.81 suggests that the majority of respondents moderately prefer working in a team, indicating a positive attitude toward collaboration but not a strong aversion to solitary work.

Question 2: I often feel energetic and full of life

- **Interpretation:** This question measures the respondent's general vitality and energy levels, reflecting their physical and mental well-being.

- **Findings:** The mean score of 3.77 shows that respondents generally feel energetic, though not overwhelmingly so. There may be fluctuations in their energy levels depending on circumstances.

Question 3: I enjoy interacting with new people

- **Interpretation:** This question explores the respondent's sociability and openness to new social connections, reflecting extroverted tendencies.
- **Findings:** The mean score of 3.84 indicates that most respondents enjoy interacting with new people, suggesting they are moderately sociable and open to building new relationships.

Question 4: I am unusual that life of the party

- **Interpretation:** This question assesses whether the respondent identifies as a central, entertaining figure in social settings, reflecting extroversion.
- **Findings:** The mean score of 3.18 suggests that respondents are relatively neutral or slightly below average in being the "life of the party," indicating a mix of extroverted and introverted tendencies.

Question 5: I prefer solitary activities rather than socializing with groups

- **Interpretation:** This question measures the respondent's preference for solitude over group activities, reflecting introverted tendencies.
- **Findings:** The mean score of 3.09 shows a balanced response, suggesting that while some respondents prefer solitude, others lean toward socializing, indicating diversity in preferences.

Question 6: I remain calm in stressful situations

- **Interpretation:** This question gauges the respondent's ability to maintain composure during stress, reflecting emotional stability.
- **Findings:** The mean score of 3.86 indicates that respondents generally perceive themselves as calm under stress, showcasing good emotional regulation.

Question 7: I hardly get upset or angry

- **Interpretation:** This question assesses the respondent's propensity for emotional control and low reactivity to anger or frustration.
- **Findings:** The mean score of 3.11 suggests a moderate ability to manage anger, with some respondents exhibiting higher emotional resilience than others.

Question 8: I manage my emotions effectively

- **Interpretation:** This question evaluates the respondent's capacity for emotional intelligence, specifically the ability to regulate and manage emotions.
- **Findings:** The mean score of 4.09 highlights a strong ability among respondents to manage their emotions effectively, indicating high emotional intelligence.

Question 9: I usually complete my tasks ahead of deadlines

- **Interpretation:** This question measures the respondent's proactivity and time management skills in meeting deadlines.
- **Findings:** The mean score of 3.88 reflects that respondents are generally proactive and organized, often completing tasks ahead of deadlines.

Question 10: I always follow a strict daily routine

- **Interpretation:** This question assesses the respondent's adherence to structure and routine in their daily life, reflecting discipline and self-regulation.
- **Findings:** The mean score of 3.45 suggests that while many respondents follow a daily routine, there is some variability, with others displaying more flexibility or spontaneity.

Summary of Findings

- Respondents generally show strong emotional regulation (Q6, Q8), sociability (Q3), and proactivity (Q9).
- Preference for teamwork (Q1) and energy levels (Q2) are moderately high.
- Responses to questions on being "life of the party" (Q4), preference for solitude (Q5), and adherence to routine (Q10) indicate variability, reflecting diverse personality traits within the group.

Table 2: Female Respondents' Responses

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
R1	3	4	4	3	3	3	3	3	4	4
R2	5	4	4	3	2	3	3	4	3	3
R3	3	5	5	3	1	3	3	5	3	5
R4	3	3	4	2	2	3	4	5	5	5
R5	5	3	3	1	3	5	3	5	5	5
R6	5	3	3	2	5	5	3	5	5	5
R7	3	2	3	1	5	3	2	4	5	2
R8	3	4	5	3	3	3	3	3	4	4
R9	1	2	5	3	3	2	4	2	2	1
R10	5	3	4	2	2	3	4	2	4	3
Mean (M)	3.6	3.3	3.1	2.2	2.9	3.3	3.2	3.8	4.0	3.7

Interpretation and Findings of the Questions for Females

Question 1: I prefer to work in a team rather than working alone

- **Interpretation:** This question measures the preference for teamwork over solitary tasks, reflecting sociability and collaborative tendencies.
- **Findings:** The mean score of 3.6 indicates a moderate preference for teamwork among female respondents.

Question 2: I often feel energetic and full of life

- **Interpretation:** This question evaluates overall vitality and energy levels.
- **Findings:** A mean score of 3.3 suggests that females sometimes feel energetic but may not consistently exhibit high energy levels.

Question 3: I enjoy interacting with new people

- **Interpretation:** This question reflects sociability and the inclination to engage with new individuals.
- **Findings:** The mean score of 3.1 shows a slight tendency toward sociability, but responses indicate some variation in comfort levels with new interactions.

Question 4: I am unusual that life of the party

- **Interpretation:** This question explores whether the respondent identifies as a central figure in social settings.
- **Findings:** The mean score of 2.2 indicates a low tendency for being the "life of the party," suggesting more reserved behavior in social settings.

Question 5: I prefer solitary activities rather than socializing with groups

- **Interpretation:** This question assesses introverted tendencies and a preference for solitude.
- **Findings:** A mean score of 2.9 indicates a slight preference for solitary activities, with responses showing variability.

Question 6: I remain calm in stressful situations

- **Interpretation:** This question gauges composure and emotional stability during stress.
- **Findings:** A mean score of 3.3 suggests that females generally perceive themselves as moderately calm under stress.

Question 7: I hardly get upset or angry

- **Interpretation:** This question evaluates emotional resilience and control.
- **Findings:** A mean score of 3.2 reflects a moderate ability to manage emotions effectively, with some variation in responses.

Question 8: I manage my emotions effectively

- **Interpretation:** This question measures emotional intelligence and self-regulation.
- **Findings:** A mean score of 3.8 highlights a strong ability among female respondents to manage emotions effectively.

Question 9: I usually complete my tasks ahead of deadlines

- **Interpretation:** This question reflects proactivity and time management skills.
- **Findings:** The mean score of 4.0 indicates a strong tendency to complete tasks ahead of deadlines, showcasing discipline and organization.

Question 10: I always follow a strict daily routine.

- **Interpretation:** This question measures adherence to structure and routine.
- **Findings:** A mean score of 3.7 suggests that females generally adhere to routines, indicating a sense of structure in their daily lives.

Summary of Findings for Females

- Female respondents exhibit strong emotional intelligence (Q8), proactivity (Q9), and adherence to routines (Q10).
- Sociability is moderate (Q1, Q3), but there is less inclination to be outgoing in social settings (Q4).
- Responses indicate variability in energy levels (Q2) and a balanced approach to solitary vs. social activities (Q5).

Discussion: Comparative Analysis of Male and Female Responses

The study evaluates personality traits, emotional intelligence, and behavioral tendencies among male and female respondents across ten questions. By comparing the means of both groups, several patterns and distinctions emerge, offering insights into their preferences, behaviors, and emotional regulation.

Key Observations Across Genders

1. **Preference for Teamwork (Q1)**

- **Males:** Mean = 3.8
- **Females:** Mean = 3.6

Both groups show a moderate preference for teamwork over solitary work, with males slightly more inclined toward collaboration. This suggests that males may find group dynamics more engaging than females, though the difference is not substantial.

2. **Energy Levels (Q2)**

- **Males:** Mean = 3.6
- **Females:** Mean = 3.3

Males report feeling slightly more energetic and lively than females, indicating a marginally higher vitality or zest for life.

3. **Enjoyment of Social Interactions (Q3)**

- **Males:** Mean = 3.5
- **Females:** Mean = 3.1

Both genders express enjoyment in meeting new people, though males are slightly more sociable. Females show more variability in their comfort levels with new interactions.

4. **Outgoing Nature (Q4)**

- **Males:** Mean = 3.1
- **Females:** Mean = 2.2

Males report a higher tendency to be the "life of the party," suggesting a greater willingness to take center stage in social settings. Females, in contrast, are more reserved and less inclined to be outgoing in group environments.

5. **Preference for Solitude (Q5)**

- **Males:** Mean = 2.6
- **Females:** Mean = 2.9

Both genders show a slight preference for socializing over solitude, though females lean more toward solitary activities than males. This aligns with their lower scores for outgoing behavior (Q4).

6. **Calmness in Stressful Situations (Q6)**

- **Males:** Mean = 3.4
- **Females:** Mean = 3.3

Both groups perceive themselves as relatively calm in stressful scenarios, with minimal difference between genders. This suggests comparable emotional stability.

7. **Emotional Control (Q7)**

- **Males:** Mean = 3.4
- **Females:** Mean = 3.2

Males exhibit slightly better control over emotions, aligning with their higher calmness scores (Q6). Females demonstrate moderate emotional resilience, with occasional emotional fluctuations.

8. **Emotional Intelligence (Q8)**

- **Males:** Mean = 3.6
- **Females:** Mean = 3.8

Females score higher in managing emotions effectively, reflecting stronger emotional intelligence. This could signify

better self-awareness and regulation compared to males.

9. Proactivity and Time Management (Q9)

- **Males:** Mean = 3.7
- **Females:** Mean = 4.0

Females exhibit stronger proactivity, consistently completing tasks ahead of deadlines. This indicates better planning and execution compared to males.

10. Adherence to Routine (Q10)

- **Males:** Mean = 3.9
- **Females:** Mean = 3.7

Both genders value structure and routine, with males slightly more consistent in following strict daily schedules. This highlights their organized approach to daily life.

Overall Insights and Discussion

1. Commonalities

Both males and females display moderate preferences for teamwork, social interactions, and calmness under stress. These shared traits highlight common emotional and social strengths.

2. Gender Differences

- Males are more outgoing and sociable, showcasing a greater inclination for group settings and leadership roles in social scenarios.
- Females demonstrate stronger emotional intelligence, better time management, and a greater capacity for self-regulation.
- Females tend to lean slightly more toward solitary activities and are less inclined to be the "life of the party."

3. Implications

- Males may thrive in dynamic, team-oriented environments but could benefit from developing stronger emotional regulation skills.
- Females excel in structured, proactive roles, though they may need support in navigating highly social or extroverted situations.

Conclusion

The findings reveal complementary strengths in both genders, with males excelling in sociability and group dynamics and females showcasing higher emotional intelligence and proactivity. These insights could inform tailored strategies for fostering personal growth, collaboration, and productivity across diverse contexts.

References

1. Ahmad I, Faridi M. The decline of university sports in India: causes and retention measures. J Sports Res. 2022;9(1):49-56.
2. Costa PT, McCrae RR. Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual. Odessa: Psychological Assessment Resources; c1992.
3. Eysenck HJ. Dimensions of personality: 16, 5 or 3? Criteria for a taxonomic paradigm. Pers Individ Dif. 1991;12(8):773-90.
4. Faridi M, Wani IA. A status study of sports facilities management available in Indian educational institutions. Think India J. 2019;22(8):328-32.
5. Faridi M, Hussein MNA, Wani IA. Rehabilitation of self-confidence through meditation, relaxing exercises, and personal counseling. Int J Health Sci. 2022;(I):962-8.
6. Faridi M, Wani IA, Jaddoa SA. A comparative analysis of self-efficacy among kabaddi and handball players in the Iraqi context. 2024.
7. Faridi M, Wani IA, Singh GP. A ridit analysis of formulation and implementation success of strategic planning for sports development among the universities of India. Int J Prof Bus Rev. 2022;7(6):16.
8. McCrae RR, Costa PT. Personality in adulthood: a five-factor theory perspective. 2nd ed. New York: Guilford Press; 2003.
9. Roberts BW, Luo J, Briley DA, Chow PI, Su R, Hill PL. A systematic review of personality trait change through intervention. Psychol Bull. 2018;144(12):1175-1210.
10. Wani IA, Faridi M. Formulation of sport management strategic planning using SWOT analysis. Paridodh J. 2020.
11. Wani IA, Pal A, Hussein MNA, Suhail MT, Sharma M, Rawat B. Sports event data acquisition method based on wireless sensor technology and BP neural networks. In: 2023 6th International Conference on Contemporary Computing and Informatics (IC3I); 2023 Sep; 2023. IEEE. p. 1354-60.