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A Comparative Study of Personal Characteristics of Students in Physical Education Colleges and Other Colleges in Vidarbha

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Abstract

The present study deals with the comparison of personality characteristics of Students in Physical Education Colleges and Other Colleges in Vidarbha their age ranged between 18 to 25 years. The data was collected with the help of Eysenck personality inventory. This inventory provides four psychological dimensions viz; Neuroticism, Extraversion, Psychoticism and Lie-scale. In this study total 200 physical education and 200 non-physical students were randomly selected for the study. The mean (SD) age of physical education students was 23.44 (3.10) years their weight was 70.09 (7.22) kg, their height was 173.12 (15.13) cm. Meanwhile the mean (SD) age of Non Physical education students 21.88 (2.80) years their weight was 66.22 (6.40) kg, their height was 173.12 (15.13) cm. result reveals that the insignificance difference was found out in personality traits with respect to neuroticism, Psychoticism and lie scale of physical education and non-physical education students. However, Significance difference was found out in ($t=P>.05$) personality traits with respect to extraversion of physical education and non-physical education students.

Introduction.

Personality of individual are first identified to know the capabilities of individual. Personality includes factors such as physical fitness, intellectual development, educational development, psychological and social development, professional leader, moral development, decision making ability, sensibility, identity, realistic view, acceptability to new ideas, creativity etc. To know the status of these factors in individual, psychological experts invented various tests and techniques, which include objective questions in the form of interview or discussion. Physical education in India is often a neglected part of education and many schools across the country do not realize the importance of having physical education as a part of the system. There

are many benefits that are available from physical education and there are a few schools that have managed to strike the balance between academics and physical fitness. Some of the benefits of having a physical education in India are. The study on personality characteristic of students in physical education and other colleges was carried out in this research. In the present era of globalization there is competition in every field of life. Hence present era is known as era of competition.

Methods

The data was collected with the help of Eysenck personality inventory. This inventory provides four psychological dimensions viz; Neuroticism, Extraversion, Psychoticism and Lie-scale. In this study total 200 Physical education and 200 non-physical students were randomly selected for the study of vidharva region of Maharashtra. The students of physical education colleges considered as physical education students and students of other colleges considered as non-physical education students.

Eysenck Personality Questionnaire - Revised (EPQ-R)

Eysenck Personality Questionnaire - Revised (EPQ-R) was used. The EPQ measures the traits of personality: Psychoticism (P), (Extraversion), Neuroticism (N) and Lie (L). Reliability ranges are 0.80 to 0.90 and validity of test is satisfactory. EPQ-R contains 90 items and covers all the four categories above mentioned. Scoring of EPQ-R can be done manually or with the help of stencils. 1 mark for each response correct responses according to scoring key of EPQ-R.

Scoring Key of EPQ-R Scale Mode of Response Items Score are as :

Psychoticism: 2, 6, 9, 11, 18, 53, 57, 61, 71, 90 1 'YES' 22, 26, 30, 33, 43, 46, 50, 65, 67, 74, 76, 79, 83, 87

Neuroticism: 3, 7, 12, 15, 19, 23, 27, 31, 34, 37, 38, 41, 47, 54, 58, 62, 66, 68, 72, 75, 77, 80, 84, 88

Extraversion: '21, 29, 42 1 1, 5, 10, 14, 17, 25, 32, 36, 40, 45, 49, 52, 56, 60, 64, 70, 82, 86

LIE SCALE : 4, 8, 16, 24, 28, 39, 44, 48, 51, 59, 63, 69, 73, 81, 85 1 13, 20, 35, 55, 78, 89

After calculation of raw scores of P E N L, there is a conversion table to convert raw scores into standard Scores.

Data processing:

The collected data was analysed as a whole and fragments .The data was checked for accuracy and completeness and was coded and putup into the SPSS Descriptive statistics for all studied variables, T-test, was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level.

Table – 1

Mean Scores and Standard Deviation of selected components of physical education and non-physical education students.

Sr.No.	Components	Students in Physical Education		Non -physical students	
		Mean	Standard Deviation	Mean	Standard Deviation
1)	Age (Year)	23.44	3.10	21.88	2.80
2)	Weight (Kg)	70.09	7.01	66.22	6.40
3)	Height (Cm)	173.12	15.13	170.30	14.81

Table 1 shows ,Mean Scores and Standard Deviation of selected components of physical and non physical education students.

Table -2

Mean scores, standard deviations and t-ratio of personality characteristics with respect to neuroticism of physical education and non-physical education students.

Personality Characteristics	Students	Number	Mean Scores	Standard Deviation	T-Ratio
Neuroticism	Physical education	200	12.46	1.45	0.12
	Non physical education	200	12.30	1.23	

*Significant at .05 levels.

As per table 2 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to neuroticism of physical education and non-physical education students.

Table 3

Mean scores, standard deviations and t-ratio of personality characteristics with respect to extraversion of physical education and non-physical education students.

Personality Characteristic	Students	Number	Mean Scores	Standard Deviation	T-Ratio
extraversion	physical education	200	14.56	3.02	Sig.at.05 level
	non physical education	200	11.45	2.46	

As per table 3 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to Extraversion of physical education and non-physical education students.

Table 4

Mean scores, standard deviations and t-ratio of personality characteristics with respect to Psychoticism of physical education and non-physical education students.

Personality Characteristic	Students	Number	Mean Scores	Standard Deviation	T-Ratio
Psychoticism	physical education	200	12.40	2.58	NS
	non physical education	200	12.59	2.65	

As per table 4 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to Extraversion of physical education and non-physical education students.

Table 5

Mean scores, standard deviations and t-ratio of personality characteristics with respect to Lie Scale of physical education and non-physical education students.

Personality characteristic	Students	Number	Mean Scores	Standard deviation	T-ratio
Lie-scale	physical education	200	11.23	2.30	NS
	Non physical education	200	11.20	2.29	

As per table 5 shows that the Mean scores, standard deviations and t-ratio of personality characteristics with respect to Lie-scale of physical education and non-physical education students.

Discussion of findings

The common belief that physical education students lead to better physical and mental health than other students. Physical education students actively engage in various physical and sporting activities during their studies, however other students do not engage in various physical and sporting activities during their studies. The mean (SD) age of physical education students was 23.44 (3.10) years their weight was 70.09 (7.22) kg, their height was 173.12 (15.13) cm. Mean while the mean (SD) age of Non Physical education students 21.88 (2.80) years their weight was 66.22 (6.40) kg, their height was 173.12 (15.13) cm. With regards to neuroticism of physical education and non-physical education students they have obtained the mean values of 12.86 and 12.30 respectively, which are given in table 2 reveals that the insignificance difference was found out in personality traits with respect to neuroticism of physical education and non-physical education students. With regards to extraversion of physical and non-physical education students they have obtained the mean values of 14.56 and 11.45 respectively, which are given in table 5 reveals that the insignificance difference was found out in personality traits with respect to extraversion of physical education and non-physical education students. With regards to psychoticism of physical and non-physical education students they have obtained the mean values of 12.40 and 12.59 respectively, which are given in table 5 reveals that the insignificance difference was found out in personality traits with respect to psychoticism of physical education and non-physical education students. With regards to Lie-scale of physical and non-physical education students they have obtained the mean values of 11.23 and 11.20 respectively, which

are given in table 5 reveals that the insignificance difference was found out in personality traits with respect to Lie-scale of physical education and non-physical education students. Eysenck (19200) developed two broad personality dimensions, the E scale, which is a continuum between extraversion and introversion, and the N-scale, which is a continuum between neuroticism and stability. Though this is essentially a behavior description of personality, he did attempt to link overt personality characteristics with their causal biological sources. He believes that behavioral characteristics can be explained at the neural level, with the F scale reflecting the strength of both the excitatory and inhibitory functions of the central nervous system i.e. (the cortex) and the N-scale reflecting the excitation of the autonomic nervous system. In neuroticism, the individual reacts to some distressing stress situation with more than the usual amount of sadness and dejection. There is high level of anxiety and apprehensiveness, together with diminished activity, lowered self-confidence and a general loss of initiative. Eysenck (1967) has proposed that the neuroticism, stability dimension is more associated with the hypothalamus. His explanation revolves centrally around the hypothesized instability of the autonomic nervous system. He maintains that autonomic nervous system reactions are rooted in the person's constitutional structure, which mediates the reaction of the sympathetic nervous system to incoming stimuli. Though people react differently to sympathetic stimulation and to the way the para-sympathetic system is controlled. Eysenck, nevertheless, feels that it is the autonomic nervous system that does, in fact, control emotionality. In this context, introverts are seen to be more chronically aroused than extraverts and neurotic or unstable people then to become aroused more easily than stable people. However, Eysenck (1947) states that neuroticism (emotional instability) refers to "general emotional over-responsiveness and the liability to neurotic breakdown under stress". He explains the bipolar dimension of neuroticism-stability in terms of the instability of the autonomic nervous system. He maintains that the autonomic reaction is basically dependent on an individual's constitutional structure, which mediates the strength of the sympathetic or voluntary reaction to incoming stimuli. Although there seem to be characteristic ways in which various individuals react to this sympathetic stimulation, and the way in which control is indicated by the para-sympathetic system. Eysenck nevertheless considers the autonomic nervous system to be the most likely basis for individual differences in emotionality. This is essentially an integration and conceptualization of earlier thoughts by Jung (1929), Pavlov (1934) and Hull (1943), who suggested that variations in the strength of the excitatory and inhibitory functions of the nervous system could account for temperamental differences in human personality.

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