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Comparative study of personality traits of physical education teachers and other subject teachers of Jammu city

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Abstract

Personality is the way an individual affect others, it is defined as the combination of characteristics, qualities that form an individual distinctive character. Whereas, personality traits are distinguish qualities or characteristics that represents habitual pattern of behavior, temperament and emotion. The teacher personality is essential in conducting instructional activities. To become an efficient and effective teacher in any discipline one must possess the personality traits essential for good quality education. The purpose of the present study was to compare personality traits/variables (psychological traits/variables) i.e. Extroversion, Agreeableness, Conscientious, Neuroticism, Openness are of physical education teachers and other subject teacher of Jammu city. 80 teachers were selected from the secondary school of Jammu city by using purposive sampling, among which 40 were physical education teacher and 40 were other subject teachers. After selecting 80 secondary school teachers as the subject of the study, the data were collected through questionnaire of Big Five Personality Inventory developed by Dr. Tom Buchana. After collecting data of personality traits/variables was analyzed using SPSS and compare by using 't-test'. Results shows calculated 't' value for the Extraversion was 0.255, Agreeableness 0.495, Conscientiousness 0.152, Neuroticism 0.099 and for Openness 0.569. All the calculated values for respective personality variable were not found statistically significant at 0.05 level ($p=0.001$). From the above study it can be found that there are no significant differences between physical education teacher and other subject teacher in personality traits/variables i.e. Extroversion, Agreeableness, Conscientious, Neuroticism, and Openness.

Keywords: Secondary school teachers, personality traits/variables, physical education teachers, other subject teachers

Introduction

Personality is covered with the 'social stimulus value' of the individual behavior, attributes and qualities or with conceptions of one's self which differentiate one human being from other personalities the entire organization of the individual at each stage of his life. The study of personality can be said to have its origins in the fundamental idea that people are distinguished by their characteristic individual patterns of behavior, the distinctive ways in which they walk, talk, furnish their living quarters, or express their urges. Personality is the way be affected others. Personality is distinctive or unique. It is continually changing and growing people may acquires and develop in the course of his life and experience. Growth takes place by reorganization and integration of new experience and behavior in the total system. Traits like imagination, ambition or perseverance may be found in many people but it is in relation to other abilities and environment opportunities that they develop and influence life and behavior. This research focuses on team tendencies, issues, and beliefs at the group level, not at the individual level. Collective efficiency is a team's shared belief that they can or cannot accomplish a given task. In other words, this is the team's belief about the level of competency they have to perform a task.

The Five-Factor Theory of Personality

Today, many researchers believe that they are five core personality traits. The "big five" are broad categories of personality traits.

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These five categories are usually Extroversion, Agreeableness, Conscientious, Neuroticism, Openness.

Extraversion: This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness. This trait reflects preference for, and behavior in social situation.

Agreeableness: This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro-social behaviors. This trait reflects how we tend to interact with other.

Conscientiousness: Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details. This trait reflects how organized and persistent we are in pursuing our goals.

Neuroticism: Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness. This trait reflects the tendency to experience negative thoughts and feeling.

Openness: This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests. This trait reflects how we tend to interact with others.

The Teacher's Personality-There is several reasons why one should give attention to the matter of teacher personality, if the teacher has trouble getting along with pupil, if he cannot take criticism or suggestion, if he feels inadequate, and then some facet of his personality must be changed. Let the teacher look at himself with a view toward better understanding. "Examine yourselves, whether you are in the faith; prove your own selves". If a weakness exists, then correct it. Most classroom problems are pupil problems: Because of this, one must understand pupil in order successfully to teach. Research on teacher personality is based on the assumption that the teacher as a person is a significant variable in the teaching-learning process. Personality influences the behavior of the teacher in diverse ways, such as interaction with students, methods selected, and learning experiences chosen the effective use of a teacher's personality is essential in conducting instructional activities. In order to become an efficient and effective teacher, one must strive to be

competent. One should possess the personality traits essential for good quality education. These traits are physical, intellectual, social, and emotional. A teacher must be physically, intellectually, socially and emotionally fit to teach. From the above discussion, thus researcher has employed Dr Tom Buchanan's Big five personality Inventory to measure Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness of Physical education teachers and other Subject teachers and to evaluate who among the teacher group have the good personality traits, and who needs to develop the personality traits.

Methodology

This study deals with the comparison of the personality traits/variables of physical education teachers and other subject teachers. The researcher has chosen the descriptive method for the research purpose. This method provides a method of investigation to study, describe and interpret what exists at present. For the study the population will be all the Physical education teachers and other subject teachers working in the secondary schools of Jammu city. 80 teachers were selected purposively from the 40 secondary schools of Nagpur city, in which 40 were Physical education teachers and other 40 were other subject teachers. All subjects were selected with the help of purposive sampling technique. For the study the population was all the Physical education teachers and other subject teachers working in the secondary schools of Jammu city. N=100 approx, in which 40 were Physical education teachers and other 40 were other subject teachers. Both male and female teachers were selected, who had at least 5 years experience. Then questionnaires were distributed to all the subjects and also explained about answering the questions of Big five personality Inventory. The questionnaires which were filled up by the subjects were collected and analyzed by using the SPSS version 17.00. After data collection, data of personality Traits of physical education teachers and other subject teachers was compared by using t-test and the result was analyzed and interpretations were drawn. The level of significance was kept at 0.05

Results and discussions

Independent sample 't' test was administered to find out the comparison of personality of physical education teachers and other subject teachers. Statistical analysis and interpretations were found by mean, standard deviation and t-test was applied to means the significance of difference between the two groups i.e. physical education teachers and others subject teachers.

Table 1: Mean and standard deviation of physical education teachers

Physical education teachers				
Factors	N	Mean	Standard Deviation	St. Error Mean
Extra-version	38	28.8158	4.82592	0.78287
Agree-ableness	38	24.6842	3.09407	0.50192
Conscien-tiousness	38	34.5263	4.89201	0.79359
Neurotic-ism	38	20.7895	2.95148	0.47879
Openness	38	23.7105	3.84783	0.62420

Table 2: Mean and standard deviation of other subject teachers

Other subject teachers				
Factors	N	Mean	Standard Deviation	St. Error Mean
Extra-version	38	28.5526	4.14401	0.67225
Agree-ableness	38	25.0526	3.36875	0.54648
Conscien-tiousness	38	34.3684	4.13568	0.67090
Neurotic-ism	38	20.8684	3.94675	0.64025
Openness	38	24.2105	3.81433	0.61877

Table 3: Comparison of mean and standard deviation of physical education teachers and other subject teachers on extraversion, agreeableness, conscientiousness, neuroticism and openness scores.

Factors	Physical education teachers				Other subject teachers			
	N	Mean	Standard Deviation	St. Error Mean	N	Mean	Standard Deviation	St. Error Mean
Extra-version	38	28.8158	4.82592	0.78287	38	28.5526	4.14401	0.67225
Agree-ableness	38	24.6842	3.09407	0.50192	38	25.0526	3.36875	0.54648
Conscien-tiousness	38	34.5263	4.89201	0.79359	38	34.3684	4.13568	0.67090
Neurotic-ism	38	20.7895	2.95148	0.47879	38	20.8684	3.94675	0.64025
Openness	38	23.7105	3.84783	0.62420	38	24.2105	3.81433	0.61877

In the above table, there were 38 physical education teachers having mean of 28.8158, 24.6842, 34.5263, 20.7895, 23.7105, and with standard deviation of 4.82592, 3.09407, 4.89201, 2.95148, 3.84783, and standard error of mean 0.78287, 0.50192, 0.79359, 0.79359, 0.47879, 0.62420 on the Personality factors like Extraversion, Agreeableness Conscientiousness, Neuroticism and Openness. Similarly there were of 38 other Subject teachers having mean of 28.5526, 25.0526, 34.3684, 20.8684, 24.2105 with standard deviation of 4.14401, 3.36875, 4.13568, 3.94675, 3.81433 and standard error of mean 0.67225, 0.54648, 0.67090, 0.64025, 0.61877 on the Personality factors like Extraversion, Agreeableness Conscientiousness, Neuroticism and Openness respectively. (In the table N means the number of teachers).

Conclusion

In the present study we found that there is no significant difference between physical education teachers and other subject teachers in all personality factors. This finding was supported by the Dr. Mohan N. Khatal (2009) in his study of relationship between personality traits & effective communication of teachers from the professional courses, concluded that the personality traits of both effective and non-effective teacher communicator do not differ from profession to profession Sing, J and Sing, P (2005) In their study on personality make up of winners and non winners students sport person in relation to social economic status concluded that winners sports persons, as a whole, do not differ in their personality make up. While social-economic status is not significance different of personality make up of sportsperson.

Recommendation

On the basis of conclusion of this study, the following recommendations and suggestions for further studies are drawn.

- To make the study more detailed and valid the study may repeated on the large sample.
- It is recommended that a comparative study of personality factors among secondary level teachers and primary level teachers can be studied.
- It is recommended that similar study may be conducted on students on the basis of gender differences.
- It is recommended that a comparative study of personality factors among state wise teachers can be studied.
- It is recommended that a comparative study of personality factors among govt. school teachers and private school teachers can be studied.

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