



Study of personality factors of physical education teachers and other subject teachers

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Abstract

The researcher scholar was very much interested to study the personality factors of Physical education teachers and other subject teachers. For the study the big five personality factors were selected to know that whether Physical education teachers or other subject teachers have high level of personality traits. The present study was undertaken to measure the Personality of Physical education teachers and other subject teachers working in the various secondary schools of various districts of Jammu And Kashmir State. For the present study, 120 teachers were selected from various districts of Kashmir, in which 60 were physical education teachers and 60 were other subject teachers. All subjects were selected with the help of random sampling technique. For the collection of data the researcher administered the Dr. Tom Buchanan's 'Big five personality Inventory' for personality variables.

Keywords: personality, traits, physical education teachers, other subject teachers, big five personality inventory

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. 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. 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. Personality is mental organization of a human being at any stage of his development. The human being is a completely integrated functioning unit as a complete whole is separates the physical from the mental or leads to a dualistic interpretation of the facts of human existence cannot be accepted to us.

Personality Trait

Personality traits 'a mode of behavior'. It is the some particular quality of behavior such cheerfulness or self-reliance, which characterized the individual in a wide range of his activities and it fairly consistent over a period of time. A person who is cheerful and self-reliant or gloomy and hesitant, does not indicate that he is the sum total of gloominess and hesitancy or cheerfulness and reliance but is more than these. Total personality is a sum of traits with the differences that personality is more than sum of qualities.

Personality traits are dynamic and flexible dispositions resulting at least in part from the integration of specific expressing characteristics models of adoption to one's surrounding, the behavior of the individual's is regulated from within him and relatively independent of external environment influences. A person to be sympathetic in all his dealings.

According to Sigmund Freud's psychoanalytic theory of personality, personality is composed of three elements. These three elements of personality-known as the id, the ego and the superego--work together to create complex human behaviors.

The Id, Ego and Super ego

The Id: The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and the id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life, because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are met.

The Ego: The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in the conscious, preconscious, and unconscious mind.

The Super ego: The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society--our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

The superego acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather than upon realistic principles. The superego is present in the conscious, preconscious and unconscious. According to Freud,

the key to a healthy personality is a balance between the id, the ego, and the superego.

The five-factor theory of personality

Both Cattle's and Eisenach's theory have been the subject of considerable research, which has led some theorists to believe that Cattell focused on too many traits, while Eisenach focused on too few. As a result, a new trait theory often referred to as the "Big Five" theory emerged. This five-factor model of personality represents five core traits that interact to form human personality.

Today, many researchers believe that there are five core personality traits. Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). The "big five" are broad categories of personality traits. While there is a significant body of literature supporting this five-factor model of personality, researchers don't always agree on the exact labels for each dimension. However, these five categories are usually described as follows:

1. **Extraversion:** This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness.
2. **Agreeableness:** This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro-social behaviors.
3. **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.
4. **Neuroticism:** Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.
5. **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.

It is important to note that each of the five personality factors represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between the two polar ends of each dimension. These dimensions represent broad areas of personality. Research has demonstrated that these groupings of characteristics tend to occur together in many people. For example, individuals who are sociable tend to be talkative. However, these traits do not always occur together. Personality is a complex and varied and each person may display behaviors across several of these dimensions.

The teacher's personality

Few people understand the meaning of personality and its importance in the classroom. Some feel that personality is the kind of person one just happens to be, others have said that "it is being like others." Most important, many teachers do not realize the nature of their own shortcomings simply because they do not fully grasp the significance of the role of

personality. Dr. W. H. Burnham said "everyone knows what personality is, but no one can define it. "Even though the definition is complex, most people will agree that personality "is the extent to which one is able to interest or influence other people. This means that your personality is the sum total of the qualities of character, mind and body that make you different from other people. It is a simple matter of human relations. It is the outward evidence of your inner qualities which determine your thoughts, feelings and actions in any given situation.- On this the Lord said, "for out of the abundance of the heart the mouth speaketh". The Apostle Paul said, "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things". At this point extreme caution must be exercised. In addition to influencing others to think with us on things wholesome and right, the teacher's personality must be such as to develop habits and skills which interest and serve others. It's doing things with people, for people and even involves self-sacrifice.

Dr. Tom Buchanan's big five personality inventory

There are various tests available for assessment of personality traits like Edward Personal Preference Schedule (EPPS), Minnesota Multiphase Personality Inventory (MMPI) California Psychological Inventory, The Cattell 16 PF Questionnaire, Dr. Tom Buchanan's Big five personality Inventory.

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. This version of the inventory was developed for use in online psychological research projects and at times may still be used to collect data. There is a broad consensus amongst personality theorists that this model, which describes five major traits, is the best current description of the structure of personality as follows:

Factor I: Extraversion

This trait reflects preference for and behavior in, social situations. People high in Extraversion are energetic and seek out the company of others. Low in Extraversion or Introverts tend to be more quiet and reserved.

Factor II Agreeableness

This trait reflects how we tend to interact with others. People high in Agreeableness tend to be trusting friendly and cooperative. Low in Agreeableness tends to be more aggressive and less cooperative.

Factor III Conscientiousness

This trait reflects how organized or persistent we are in pursuing our goals. High conscientiousness is methodical; well conscientiousness is less careful, less focused and more likely to be distracted from tasks.

Factor IV Neuroticism

This trait reflects the tendency to experience negative thoughts and feelings. High in Neuroticism tend to be more prone in security and emotional distress. Low in Neuroticism tends to be more relaxed, less emotional and less prone to distress.

Factor V Openness

This trait reflects ‘open-mindedness’ and interest in culture. High openness tends to be imaginative creative and seek out cultural and educational experience. Low openness tends to be more down to earth, less interested in are and more practical in nature. This test had 41 items to measure these factors.

Need and Importance of the study

1. The study will help to reveal the difference in personality traits, if any exist between Physical education teachers and other subject teachers.
2. This study will help to increase the awareness about the personality status among Physical education teachers and other subject teachers.

3. This research will provide base for the further research in the same field.

Tools for data collection

Variables	Tool
Personality	Big five personality Inventory Of ‘Dr. Tom Buchanan’

For the collection of data the researcher administered the Dr. Tom Buchanan’s ‘Big five personality Inventory’.

Statistical Analysis

Independent sample 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. Descriptive statistics of Physical education teachers and other Subject teachers on Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness scores.

Table 1

Factors	Physical education teachers				Other subject teachers			
	N	Mean	St. D	St. Err. Mean	N	Mean	St. D	St. Err Mean
Extraversion	60	31.2333	2.72071	.35124	60	32.4000	2.53250	.32694
Agreeableness	60	30.3000	2.46535	.31828	60	25.9833	3.18094	.41066
Conscientiousness	60	39.7333	2.74860	.35484	60	39.7167	2.89413	.37363
Neuroticism	60	19.2833	2.66230	.34370	60	20.7667	2.99925	.38720
Openness	60	19.5500	3.00522	.38797	60	18.3500	2.72356	.35161

Table 2: Independent sample ‘t’ test of Extroversion

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-2.431	118	.017	-1.16667	.47986

In above table, mean differences for the Extraversion of physical education teachers and other subject teachers is 1.16667. This difference when tested by Independent ‘t’ test, ‘t’ value was found 2.431. Which is significant at 0.05 significance level for 118 degree of freedom. Therefore the research hypothesis, there is significant difference between Extraversion of physical education teachers and other subject teachers is accepted.

physical education teachers and other subject teachers is 4.31667. This deference when tested by Independent ‘t’ test, ‘t’ value was found 8.308. Which is significant at 0.05 significance level for 118 degree of freedom. Therefore the research hypothesis, there is significant difference between Agreeableness of physical education teachers and other subject teachers is accepted.

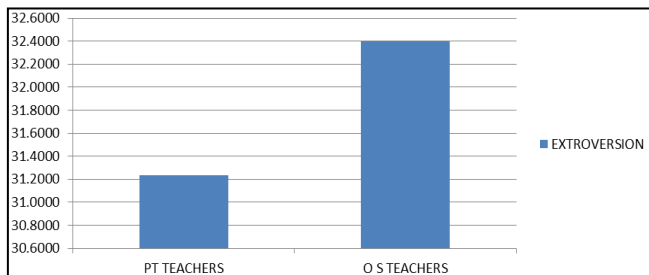


Fig 1

Table 3: Independent sample ‘t’ test of Agreeableness

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
8.308	118	.000	4.31667	.51956

In the table, mean differences for the Agreeableness of

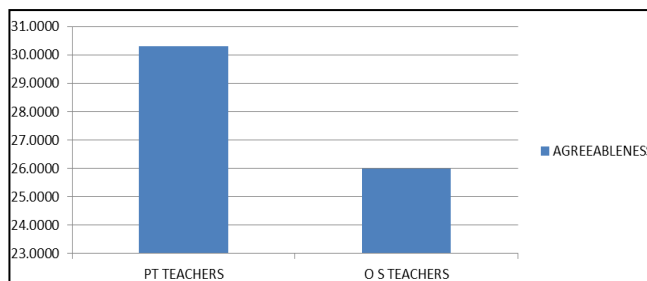


Fig 2

Table 4: Independent sample ‘t’ test of Conscientiousness

t	df	Sig. (2-tailed)	Mean Difference	Std. error difference
.032	118	.974	.01667	.51528

In the table, mean differences for the Conscientiousness of physical education teachers and other subject teachers is 0.01667. This deference when tested by Independent ‘t’ test, ‘t’ value was found 0.032. Which is not significant at 0.05 significance level for 118 degree of freedom. Therefore the null hypothesis, there is no significant difference between Conscientiousness of physical education teachers and other

subject teachers is accepted.

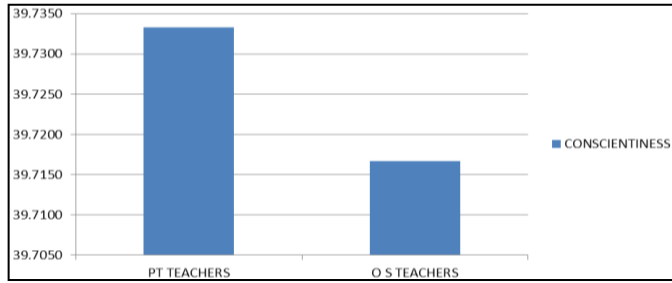


Fig 3

Table 5: Independent sample 't' test of Neuroticism

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-2.865	118	.005	-1.48333	.51774

In the table, mean differences for the Neuroticism of physical education teachers and other subject teachers is 1.48333. This difference when tested by Independent 't' test, 't' value was found 2.865.

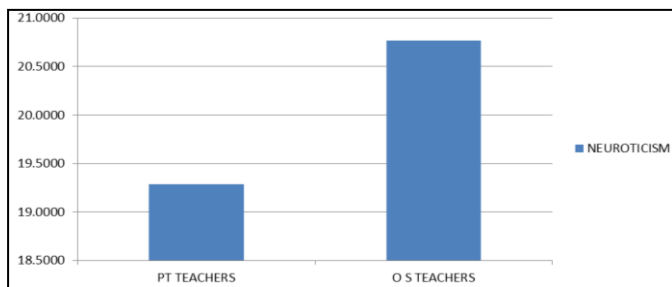


Fig 4

Table 6: Independent sample 't' test of Openness

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
2.292	118	.024	1.20000	.52360

In the table mean differences for the Openness of physical education teachers and other subject teachers is 1.20000. This difference when tested by Independent 't' test, 't' value was found 2.292. Which is significant at 0.05 significance level for 118 degree of freedom. Therefore the research hypothesis, there is significant difference between Openness of physical education teachers and other subject teachers is accepted.

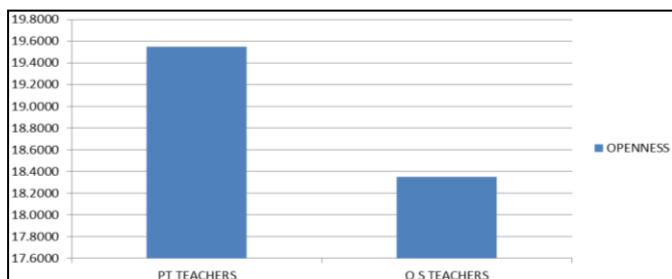


Fig 5

Discussion of findings

It was observed from the finding that the personality traits of physical education teachers and other subject teachers from table no. 2, 3, 5 & 6, significant differences were found between physical education teachers and other subject teachers in personality factors i.e. Extraversion, Agreeableness, Neuroticism and Openness. Therefore the research hypothesis, there is significant difference between the personality factors of physical education teachers and other subject teachers is accepted. While from the table no. 4 it was observed that in personality factor Conscientiousness that no significant differences were found between physical education teachers and other subject teachers. Therefore the null hypothesis, there is no significant difference between the personality factors of physical education teachers and other subject teachers is accepted.

The mean scores of personality factor Extroversion shows that other subject teachers have high degree of personality traits than physical education teachers. While the mean scores of personality Factor Agreeableness shows that physical education teachers have high degree of personality traits than other subject teachers. The mean scores of personality Factor Conscientiousness, shows that physical education teachers have high degree of personality traits than other subject teachers. Mean scores of personality Factor Neuroticism shows that other subject teachers have high degree of personality traits than physical education teachers and mean scores of personality Factor Openness shows that physical education teachers have high degree of personality traits than other subject teachers.

In the present study, we observed that physical education teachers got good results in personality factors agreeableness, Conscientiousness and Openness as compared to other subject teachers, and other subject teachers got good results in personality factors Extroversion and Neuroticism. Finally, Researcher concluded that physical education teachers were more reserved, less energetic, more friendly, cooperative, methodical, more relaxed and imaginative as compare to other subject teachers. On the other hand other subject teachers were more energetic more aggressive, less cooperative, less careful, less emotional than Phy. Edu. Teachers.

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