

COMPARATIVE STUDY OF PERSONALITY CHARACTERISTIC AND INTELLIGENCE OF MALE AND FEMALE COLLEGE STUDENTS IN SPORTS

Shree Krishna Chandra Raur
Sport Officer

P.M. College of Excellence, Govt. P.G. College Seoni (M.P.)

ABSTRACT:- Personality characteristic and intelligence is one the facts of a person's all round harmonious development. Personality and physical fitness is the cultural phenomenon of great complexity and magnitude, which is historically, preconditioned level of health and comprehensive development of a person. The aim of the study is a comprehensive study on personality characteristic and intelligence among the male and female secondary school students in sports. The current study was an attempt to see the gender difference of personality traits of secondary school male and female sports students. The sample comprised of 900 (461 boys and 439 girls) students selected from different college especially from class graduation from Seoni District of Madhya Pradesh. Accidental or Incidental sampling technique was used to collect the data. The investigator has used a NEO Five-Factor Inventory in the present study which is a standardized inventory developed by Paul T. Costa, Jr and Robert R. McCrae (1992). This Inventory has five dimensions which are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). In the present study all the dimensions are compared separately. Statistical techniques like Mean, SD and t test were used to analyze the data. It was found that college boys and girls differ significantly only on the openness dimension of Personality Traits and intelligence they score same on the other dimensions. This means there is no difference between College boys and girls on Neuroticism, Extraversion, Agreeableness and Conscientiousness dimensions as well as total of Personality.

KEYWORDS:- Personality, intelligence, College and sports students.

INTRODUCTION:-

A sound mind in a sound body" is a good mean that has stood the best test of time. There have been a number of studies tending to shows that mind and body are inseparable. Ancient thinkers of Greek, Aristotle, combined moral intellectual and physical excellence. At Athens an uneducated body was a much a disgrace as an untrained mind. Personality characteristic and intelligence is one of facts of a person's all round harmonious development .Physical fitness is the cultural phenomenon of great complexity and magnitude, which is historically, preconditioned level of health and comprehensive development of a person. Personality characteristic and intelligence adds grace to the young, wealth to the poor, ornament to rich acts as a consoling factor to the old. The place of Personality characteristic and intelligence in any society reflects something of that society's characteristics. Today almost every country in the world gives importance to development of sports in order to improve the nation's health and for the well-being of the future generation. Every individual must know the importance of physical fitness in other words one must have a fundamental knowledge of anatomy and physiology. This fundamental knowledge enables person to understand personality. Personality characteristic and intelligence is the Capacity of a person to function steadily and smoothly when a situation arises. Personality characteristic and intelligence is the ability to carry our daily task with vigor and alertness without undue fatigue and with ample to energy in leisure time pursuits and to meet the above average physical strength, stress, muscular, endurance and circulatory endurance, muscular power, agility, speed and flexibility and added to compose physical fitness. Then kinetic, arm-eye co-ordination is needed for general motor ability.

Personality characteristic and intelligence is generally judged by the performance and this performance is based on composite of many factors. The following factors have generally been conceded is being most commonly mentioned component of Personality characteristic and intelligence. Higher level of Personality characteristic and intelligence is fundamental to success in all types of games and sports. To become a top-level performance in any games and sports, it is essential the he should have a sound fit body. It is considered is a matter of fact that when all other contributing factors are considered the level of Personality characteristic and intelligence shall definitely lead to improvement in the performance level of the sportsman participant in a variety of games and sports. The activities such is running, jumping, leaping are considered is fundamental human movements but at the same time are considered basis to all types of games and sports. There is no such game, which does not involve activities like running, jumping, leaping. Thus, it automatically becomes clear that the degree to a particular game or sports training, excessive concentration would be given on the personality because high level of fitness would be more helpful in emergency conditions. Personality characteristic and intelligence is a positive and dynamic quality, which extends from birth and death. Since an individual is indivisible and full of totality his all-discrete parts will be affected by all the phases of human existence.

SIGNIFANCE OF THE STUDY

1. This study will help to compare the order of dominance components of personality and intelligence of male and female sport student's college.
2. This study will help to physical education teachers for picking up talented person for training them according to requirements.
3. It may be helping in determining the student's weakness in a particular component.

REVIEW OF LITERAURE:-

According to Diagnostic and Statistical Manual of the American Psychiatric Association, (1994) personality traits are “enduring patterns of perceiving, relating to, and

thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts.”

The term personality & intelligence is well defined by Louw, Van Ede & Louw (1998) as relative constant characteristics of a person that is responsible for the consistency of his or her behavior.

Feingold (1994) conducted four meta-analyses to examine gender differences in personality in the literature (1958-1992) and in normative data for well-known personality inventories (1940-1992). Males were found to be more assertive and had slightly higher self-esteem than females. Females were higher than males in extraversion, anxiety, trust, and, especially, tender-mindedness (e.g., nurturance). There were no noteworthy sex differences in social anxiety, impulsiveness, activity, ideas (e.g., reflectiveness), locus of control, and orderliness. Gender differences in personality traits were generally constant across ages, years of data collection, educational levels, and nations.

Costa, Terracciano & McCrae (2001) investigated gender differences across specific aspects of these broad Five Factor Model (FFM) domains, finding that men scored higher in some facets of Openness, such as Openness to Ideas, while women scored higher in others such as Openness to Aesthetics and Feelings. Men scored higher in some facets of Extraversion such as Excitement Seeking while women scored higher in other Extraversion facets such as Warmth. Comparisons at the aggregate level of Extraversion and Openness are thus less meaningful. Men and women appear to differ little on either specific aspects of Conscientiousness (encompassing such qualities as diligence, self-discipline, orderliness, and goal-orientation) or the sub-dimensions it comprises. Women score higher on the Five Factor Model (FFM) traits of Neuroticism and Agreeableness.

Martin et al. (2006) found that major traits like extraversion, neuroticism, and agreeableness have shown fewer consistent associations with academic achievement than conscientiousness and openness. Few studies have reported a negative association between neuroticism and

academic performance, but most studies have reported non-significant results.

Ghazi, Shahzada & SaifUllah (2013) investigated relationship between student's personality traits and their academic achievement in Khyber Pakhtunkhwa, Pakistan. Theoretical framework of this study is based on Big Five Personality Traits Theory (Castell's and Eysenck's 1973). The objective of the study was to find out different personality traits of secondary school students and to identify the relationship between personality traits and their overall academic achievement. Results of the study revealed that no significant relationship was found between the student's personality and intelligence their academic achievement.

Hypothesis of the Study

There exists no significant difference between various dimensions of Personality and intelligence among Boys and Girls at college level.

MATERIAL AND METHODS:-

Sample of the Study

The sample of the present study comprised of 900 (461 boys and 439 girls) students selected from ten different types of college especially from class graduation from Seoni District of Madhya Pradesh. Accidental or Incidental sampling technique being the most feasible was employed to collect the data.

Research Tool Used

The investigator has used a NEO Five-Factor Inventory in the present study which is a standardized inventory developed by Paul T. Costa, Jr and Robert R. McCrae (1992) and published by Psychological Assessment Resources, Inc. This Inventory has five dimensions which are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness(C). In the present study all the dimensions are compared separately.

Statistical Techniques Employed

Analysis is done by using SPSS (Statistical Package for the Social Sciences) software (version 16.0). Statistical techniques used for data analysis is "t" test for comparing

the means of males and females. The Mean, SD (standard deviation), SEM (standard error mean), degree of freedom (df) and t-values of the two groups are given in table and figure.

RESULTS:-

To make a comparison between college Male and Secondary School Female on the measure of Personality & Intelligence, investigator calculated the mean and SD scores of both the groups and the "t" value was calculated. The Mean score on various dimensions of Personality & Intelligence shown in the above table no 1 show that male and female of college differ significantly only on Openness dimension of Personality & Intelligence. The mean value of college male's students on Openness dimension was 25.05 with SD 4.42 while the same value for college female's students was 24.36 with SD 3.74. The value of "t" was found to be 2.52 which were significant at 0.05 level of confidence.

For other dimensions of Personality & Intelligence that is Neuroticism the mean scores of male and female were found to be 24.28 and 24.67 with its SD 4.67 and 4.41 respectively. The "t" value calculated was -1.29 which was not significant at any level of confidence. On the Extraversion, the mean score for male and female are 26.75 and 26.71 with its calculated SD's 4.95 and 4.31. The "t" value was 0.15 which was not significant at any level of confidence. Going to the next dimension which is Agreeableness whose mean score for males and females are similar i.e. 24.73 and 24.82 with SD 4.32 and 4.61. The "t" value was found to be -0.29 which was also not significant.

Now, the last dimension of Personality & Intelligence is Conscientiousness whose mean score for college males was 29.33 with its SD 6.32 and means score for college females students was 29.40 with its SD 5.98. On applying "t" test the value found was -0.19 which was not significant at any level of confidence. Considering the total score on Personality & Intelligence the boys students obtained slightly higher mean score 130.13 with SD 12.67 than that of females students 129.96 with SD 12.38. But

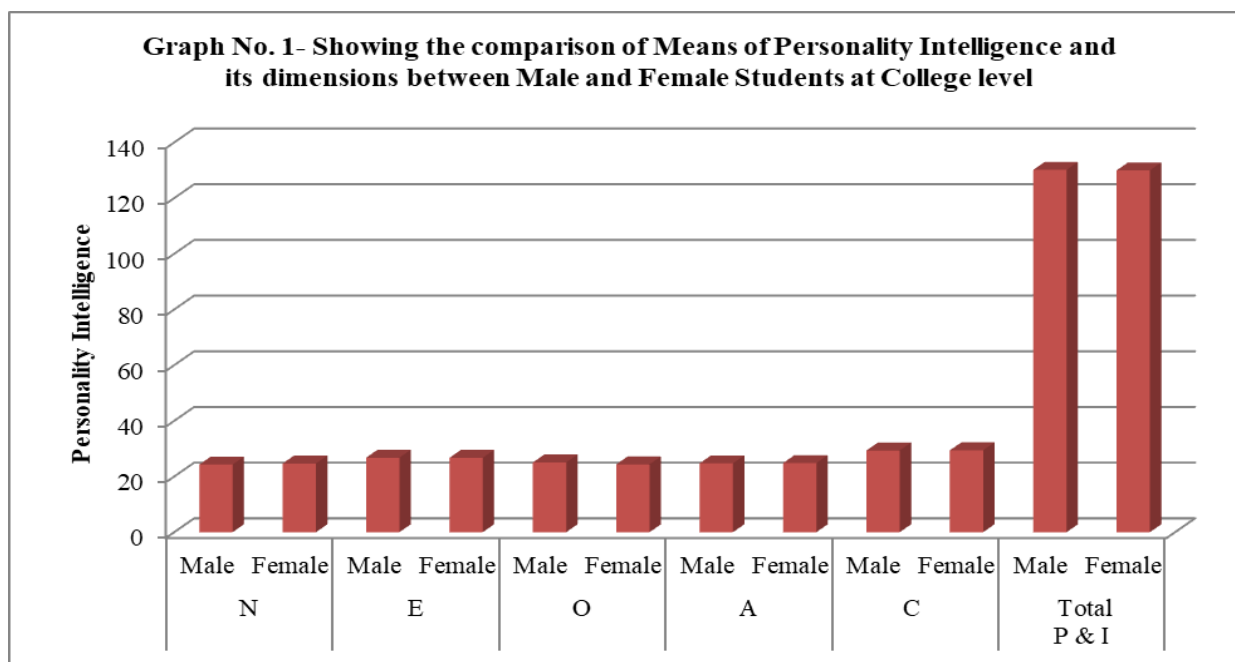
this difference could not reach the significance level of 0.05 as the “t” value was 0.21.

Table No. 1.

Showing the comparison of Means of Personality Intelligence and its dimensions between Graduation Male and Female Students at College level

Dimensions	Groups	N	Mean	SD	SEM	df	Calculated t-value	Significance Level
Neuroticism	Male	461	24.28	4.67	0.22	898	-1.29	Not Significant
	Female	439	24.67	4.41	0.21			
Extraversion	Male	461	26.75	4.95	0.23	898	0.15	Not Significant
	Female	439	26.71	4.31	0.20			
Openness	Male	461	25.05	4.42	0.21	898	2.52*	Not Significant
	Female	439	24.36	3.74	0.18			
Agreeableness	Male	461	24.73	4.32	0.20	898	-0.29	Not Significant
	Female	439	24.82	4.61	0.22			
Conscientiousness	Male	461	29.33	6.32	0.29	898	-0.19	Not Significant
	Female	439	29.40	5.98	0.28			
Personality & Intelligence	Male	461	130.13	12.67	0.59	898	0.21	Not Significant
	Female	439	129.96	12.38	0.59			

*Significant at 0.05 level



DISCUSSION :-

These findings show that college males and females students differ significantly only on the Openness dimension of Personality & Intelligence and they score

same on the other dimensions. This means there was no difference between Secondary School males and females on Neuroticism, Extraversion, Agreeableness and Conscientiousness dimensions as well as total of

Personality & Intelligence. These findings are also clearly visible from the above figure. The reason for the differences in Openness dimension is that boys are given more freedom than females in Indian society. So, they are more free and open to express their ideas, feelings, imaginations, ready for actions and independence of judgments in comparison to females. A finding of Shamshada (1988) supports the present one who found no significant differences between males and females in neuroticism. Hence, the null hypothesis "There is no significant difference between various dimensions of Personality & Intelligence among males and females at Secondary School level" is rejected on the Openness dimension and accepted for the other dimensions as well as on the total Personality & Intelligence.

CONCLUSION:-

The Personality & Intelligence differences between males and females on the dimension of openness, which the result of present investigation have brought out, might be of some further help in understanding the two sexes in the context of their openness characteristics i.e., active imagination, aesthetic sensitivity, attentiveness to inner feelings, actions, new ideas and values and dealing with them by applying suitable methods of guidance and counseling. There should be guidance programmes organized by the schools in which the guidance counselors should guide the female's students and help them in expressing their ideas, feelings, imaginations etc. and to come forward with new ideas. The findings of the study are likely to prove of immense importance to educational thinkers, teachers, psychologists, parents and others who are concerned with the sphere of education.

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