



A Comparative Study on Personality Traits Between Collage Students

Chayan Majumder

Full time research scholar, Department of Physical education Jadavpur University, Kolkata- 700032.

Bapi Das

M.P.Ed Scholar P.G.G.I.P.E Banipur, North 24 parganas, West Bengal, India.

Biswajit Biswas

M.P.Ed Scholar P.G.G.I.P.E Banipur, North 24 parganas, West Bengal, India.

ABSTRACT

The purpose of the present study was measured personality traits between with physical education and B.P.Ed students. The subjects were selected randomly from Netaji Satabarshiki Mahavidyalya and P.G.G.I.P.E Banipur of North 24 parganas district of West Bengal. The age group of the subjects was ranged from (18- 25) years. In the present study Personality was measured by 16 pf questionnaires test. The study was conducted Thirty (N1=30) general college students with physical Education and Thirty (N3=30) B.P.Ed students were taken as the subjects for the present study. Thus total no of subjects were (N=60) sixty only. Mean and standard deviation were calculated. The data of the selected variables were analyzed through Statistical procedure by using 't' ratio. Statistical significance was tested at 0.05 level of significance. The result of the present study showed that there was no significant difference in personality traits between with physical education and B.P.Ed students.

KEYWORDS : personality, General college students with physical education and B.P.Ed students.

INTRODUCTION

A child is born with some biological heritage, while the cultural environment moulds and shapes his personality. Personality is infecting a product of the interaction of a biological organism with social environment. In other words, Personality is the way an individual adjusts with his external environment; it is the way of responding to the environment. Therefore, the key to personality development is socialization where biology and culture merge. In ancient times it was thought that all people could be divided into just four personality types sanguine, choleric, melancholic and phlegmatic. This was supposedly something to do with the dominant fluids in their bodies (blood, yellow bile, black bile or phlegm). This idea was briefly revived in Renaissance Europe and there are some modern versions of it around today. But when you actually look into it, trying to fit the entire world's people with their amazing range of differences into so few boxes is not easy. For example, 'sanguine' people are supposedly extroverted, creative, sensitive, compassionate, thoughtful, tardy, forgetful and sarcastic. An alternative approach used by modern psychologists is to look at the words we actually use to describe each other's personalities. This is called the lexical approach.

Personality is a defining factor in our everyday lives. It affects how we interact with others and how we understand ourselves. In psychology, personality trait is a characteristic or quality that distinguishes one person as distinctive. Five major personality traits are openness, conscientiousness, extraversion, agreeableness, and neuroticism. A psychologist uses these five major personality traits to determine the personality traits of their patients. I used to think that finding the right one was about the man having a list of certain qualities. If he has them, we would be compatible and happy. But I found out that a healthy relationship isn't so much about sense of intelligence or attractive. It's about avoiding partners with harmful traits and personality types and then it's about being with a good person. A good relationship is where things just work. They work because, whatever the list of qualities, whatever the reason, you happen to be really, really good together."

METHODOLOGY

Thirty (N₁=30) general college students with physical Education and Thirty (N₃=30) B.P.Ed students were taken as the subjects for the present study. Thus total no of subjects were (N=60) sixty only. The age group of the subjects was ranged from (18- 25) years. They were selected from Netaji Satabarshiki Mahavidyalya and P.G.G.I.P.E Banipur of North 24 parganas district of West Bengal. For measuring Personality; 16 pf questionnaires test were conducted on all the subjects of the present study. Mean and standard deviation of different variables

were calculated. The data of the selected variables were analyzed by applying t-ratio. The level of significance for the present study was set at 0.05 levels, which was found to be the appropriate enough for the study.

RESULT

The mean and standard deviation of obtained data belonging to personality traits of warmth as measured by Cattle 16 pf questionnaire of with physical education and B.P.Ed students have been presented in

Table-1 Mean S.D and t-ratio of Warmth of with physical education and B.P.Ed students

Name of the group	Warmth		T
	Mean	S.D	
With physical education	6.67	1.40	0.51
B.P.Ed	6.87	1.63	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

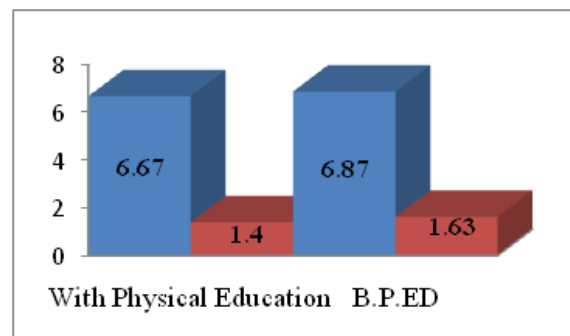


Fig. 1: Mean and S.D value of warmth for the subjects of with physical education and B.P.Ed students

From the above table-1 show mean and s.d on warmth of with physical education were 6.67 ± 1.40 , and B.P.Ed students were 6.87 ± 1.63 . It is clearly evidence that the calculated t value 0.51 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of warmth there were no significance difference was found between with physical education and B.P.Ed students.

Table-2 Comparative analysis of Mean S.D and t-ratio of reasoning between with physical education and B.P.Ed students

Name of the group	REASONING		T
	Mean	S.D	
With Physical Education Group	5.20	1.45	2.33*
B.P.Ed	6.07	1.44	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

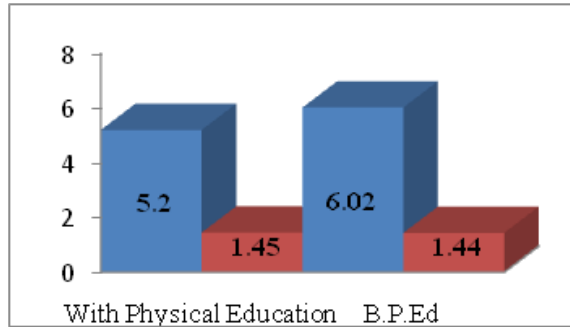


Figure 2: Mean and S.D t-ratio of reasoning for the subjects of with physical education and B.P.Ed students

From the above table-2 show mean and s.d on reasoning of with physical education were 5.20 ± 1.45 , and B.P.Ed students were 6.07 ± 1.44 . It is clearly evidence that the calculated t value 2.33 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of reasoning there were no significance difference was found between with physical education and B.P.Ed students.

Table-3 Mean S.D and t-ratio of emotional between with physical education and B.P.Ed students

Name of the group	EMOTIONAL STABILITY		T
	Mean	S.D	
with physical education	6.33	1.56	0.52
B.P.Ed	6.57	1.89	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

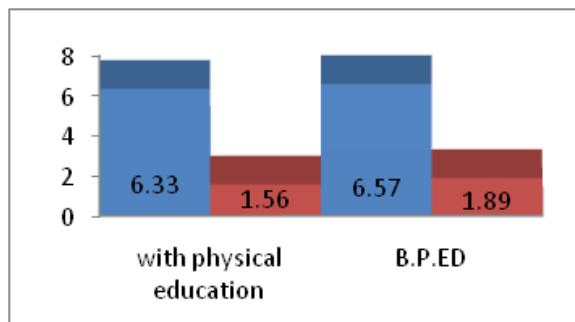


Figure 3: Mean and S.D of reasoning for the subjects of with physical education and B.P.Ed students

From the above table-3 show mean and standard deviation on emotional of with physical education were 6.33 ± 1.56 , and B.P.Ed students were 6.57 ± 1.89 . It is clearly evidence that the calculated t value 0.52 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of emotional there were no significance difference was found between with physical education and B.P.Ed students.

Table-4 Mean S.D and t-ratio of dominance between with physical education and B.P.Ed students

Name of the group	DOMINANCE		T
	Mean	S.D	
With Physical Education	5.53	1.94	1.87
B.P.Ed	6.47	1.93	

't' value required to be significant at 0.05 level of confidence with (1,59) degree of freedom was 2.000

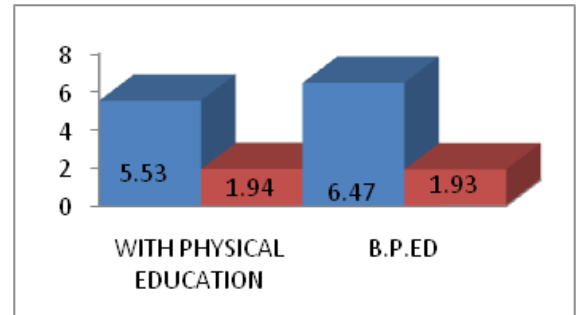


Figure 4: Mean and S.D of dominance for the subjects of with physical education and B.P.Ed students

From the above table-4 show mean and standard deviation on dominance of with physical education were 5.53 ± 1.94 , and B.P.Ed students were 6.47 ± 1.93 . It is clearly evidence that the calculated t value 1.87 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of dominance there were no significance difference was found between with physical education and B.P.Ed students.

Table-5 Mean S.D and t-ratio of liveliness between with physical education and B.P.Ed students

Name of the group	LIVELINESS		T
	Mean	S.D	
With physical education	7.20	1.19	22.62*
B.P.Ed	6.37	1.27	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

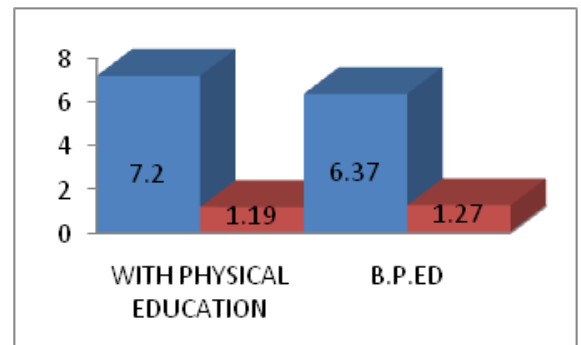


Figure 5: Mean and S.D of liveliness for the subjects of with physical education and B.P.Ed students

From Table-5 it was found that the mean and s.d of personality traits of liveliness of with physical education students were 7.20 ± 1.19 and B.P.Ed students were 6.37 ± 1.27 . It is clearly evidence that the calculated t value 2.62 is more than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of vigilance there were significance difference was found between with physical education and B.P.Ed students.

Table-6 Mean and S.D t-ratio of vigilance between with physical education and B.P.Ed students

Name of the group	VIGILANCE		T
	Mean	S. D	
With physical education	6.07	1.89	1.93
B.P.Ed	6.93	1.74	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

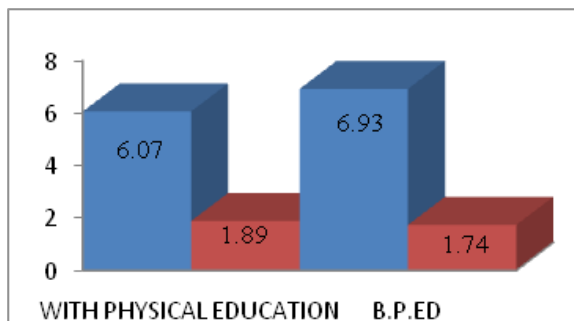


Figure 6: Mean and S.D of vigilance for the subjects of with physical education and B.P.Ed students

From the above table-6 show mean and s.d on vigilance of with physical education were 6.07 ± 1.89 , and B.P.Ed students were 6.93 ± 1.74 . It is clearly evidence that the calculated t value 1.93 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of vigilance there were no significance difference was found between with physical education and B.P.Ed students.

Table-7 Mean S.D and t-ratio of abstractness between with physical education and B.P.Ed students

Name of the group	ABSTRACTNESS		T
	Mean	S.D	
With physical education	6.70	1.73	0.38
B.P.Ed	6.87	1.72	

Significant value at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

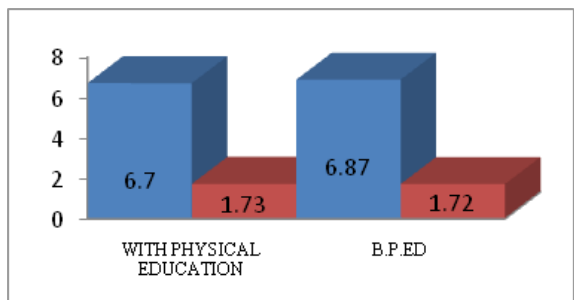


Figure 7: Mean and S.D of abstractness for the subjects of with physical education and B.P.Ed students

From the above table-7 show mean and standard deviation on abstractness of with physical education were 6.70 ± 1.73 , and B.P.Ed students were 6.87 ± 1.72 . It is clearly evidence that the calculated t value 0.38 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of abstractness there were no significance difference was found between with physical education and B.P.Ed students.

Table-8 Mean S.D and t-ratio of privateness between with physical education and B.P.Ed students

Name of the group	PRIVATNESS		T
	Mean	S.D	
With physical education	6.83	1.91	0.92
B.P.Ed	7.27	1.72	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

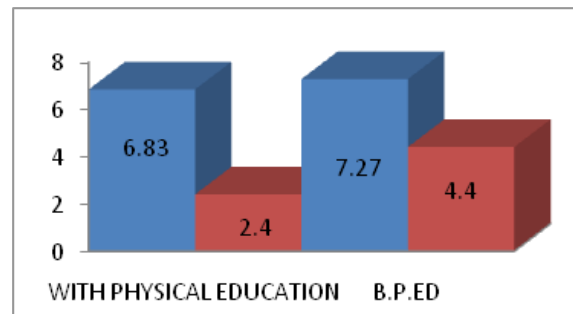


Figure 8: Mean and S.D of privateness for the subjects of with physical education and B.P.Ed students

From the above table-8 show mean and s.d on privateness of with physical education were 6.83 ± 1.91 , and B.P.Ed students were 7.27 ± 1.72 . It is clearly evidence that the calculated t value 0.92 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of privateness there were no significance difference was found between with physical education and B.P.Ed students.

Table-9 Mean S.D and t-ratio of appearances between with physical education and B.P.Ed students

Name of the group	APPEARNESS		T
	Mean	S. D	
With physical education	6.60	1.83	0.51
B.P.Ed	6.38	1.99	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

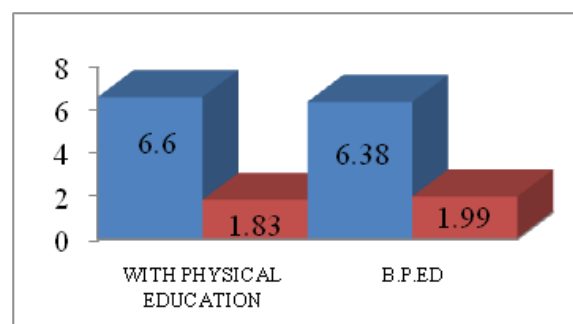


Figure 9: Mean and S.D of appearances for the subjects of with physical education and B.P.Ed students

From the above table-9 show mean and s.d on appearances of with physical education were 6.60 ± 1.83 , and B.P.Ed students were 6.38 ± 1.99 . It is clearly evidence that the calculated t value 0.51 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of appearances there were no significance difference was found between with physical education and B.P.Ed students.

Table-10 Mean and S.D of tension between with physical education and B.P.Ed students

Name of the group	TENSION		T
	Mean	S.D	
With physical education	6.27	2.13	1.27
B.P.Ed	5.53	2.33	

't' value required to be significant at 0.05 level of confidence with (1, 59) degree of freedom was 2.000

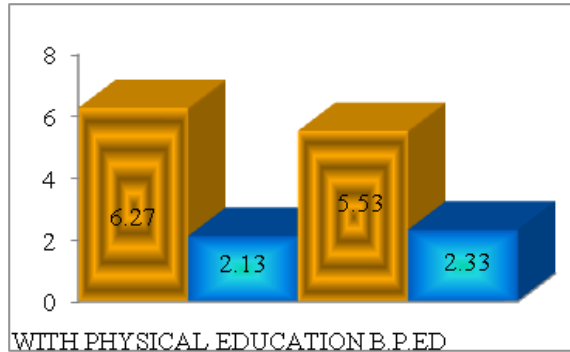


Figure 10: Mean and S.D of tension for the subjects of with physical education and B.P.Ed students

From the above table-10 show mean and s.d on tension of with physical education were 6.27 ± 2.13 , and B.P.Ed students were 5.53 ± 2.33 . It is clearly evidence that the calculated t value 1.27 is less than tabulated value $T_{0.05}(1, 59) = 2.00$, so we can say that in case of tension there were no significance difference was found between with physical education and B.P.Ed students.

DISCUSSION OF FINDINGS

From the gathered data and its statistical calculation it was found that the general college students with physical education and B.P.Ed students differ significant in relation to personality traits of B= reasoning and F= liveliness. It is due the fact of their pattern of activities. The result of the present study revealed that the B.P.Ed students were superior to the group of with physical education. The B.P.Ed students attend to their regular activities like conditioning, Practical class and Evening activities and attend cultural activities etc.

With physical education and B.P.Ed groups were no significantly differ in personality traits of A= warmth, C= emotional, E= dominance, L= vigilance, M= abstractness, N= privateness, O= apprehension and Q4 = tension. With physical education and B.P.Ed had no significant differ due to the fact of their syllabus and physical activities. They can watch in T.V. or other media and participate in sports competitions. Further the researcher is of the opinion that it may also happen due to sampling error as the sample size was not too large.

CONCLUTION

Within the limitations of the present investigation following conclusions were drawn on the basis of the obtained results:

1. Personality variables i.e., A= warmth, C= emotional, E= dominance, F= liveliness, L= vigilance, M= abstractness, N= privateness, O= apprehension and Q4 = tension also does not differ significantly between the group of with physical education and B.P.Ed students
2. Only the Personality variables i.e., B = reasoning and F= liveliness were significantly differing between the group of with physical education and B.P.Ed students.

REFERENCES

• Clarke David H. &Clarke H. Harrison, "Research Processes in Physical Educ | • Prof. Verma J. Prakash, "A Text Book on Sports Statistics", | • Ghosh Sandip Sankar et al (2013) "A Comparative Study of Personality Traits between Tribal and Nontribal Football Player". | • Iqbal Tabinda et al (2014), "Personality Trait among Science, Arts and Commerce Students: A comparative study". | • Jasna et. al. (2009) Five-factor Personality Dimensions and 3 Health-related Personality Constructs as Predictors of Health. | • Khaidzir Hj et al (2013), "Personality Profile of Students' Council: A Comparative Study between Genders". | • Nahid Sanei Delivi "Relationship between creativity and personality Characteristics in an Iranian sample" Perceptual & motor skills. No-50 June, 1980.p.823. |