

Actual Behaviour of Defence Mechanism Differences Between Male and Female Physical Education Teachers Working in Jammu Province Schools of Jammu and Kashmir (India).



Physical Education

KEYWORDS : Actual Behaviour, Physical Education Teachers, Defence Mechanism, Investigating behavioural differences

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ABSTRACT

Present study has been conducted on actual behaviour differences of physical education teachers working in schools of Jammu Province (Jammu & Kashmir, India). Two hundred physical education teachers working in the schools of Jammu province were randomly drawn to act as subjects for the study. Out of these 200 teachers, there were 100 male and 100 female teachers. The purpose of the study was to find out significance differences of scale measuring actual behaviour of physical education teachers and to understand the gender differences towards the variables under investigation. To achieve the objectives of the study, Defence Mechanism Inventory by Dr (Mrs.) Uma Mirnal and Dr N.R. Mirnal was used as device to access the actual behaviour differences of teachers of both sexes. The analysis of data shows that female Physical Education teachers are positive reactive behaviour in their profession as compare to male teachers.

INTRODUCTION:

A defense is a psychological mechanism that mediates among an individual's wishes, needs, affects, and impulses on the one hand, and both internalized prohibitions and external reality on the other. Defenses may operate whether emotional conflict is triggered by internal or external stressors. They are considered mechanisms only in the sense that they function without conscious effort and often follow lawful patterns in which individuals repeatedly employ the same defenses across different circumstances.

Introduced as a research tool, the Defense Mechanisms Inventory (Ihlevich and Gleser, 1986) gained prominence in the psychological literature. More recently, the inventory has been described as a diagnostic clinical tool (Ihlevich & Gleser, 1991). In addition, conceptual and factor analytic research has yielded a composite measure which goes beyond defenses to index object relations. Following are brief descriptions of the five defensive

1. Turning Against the Object (TAO) (Example: I would wipe that driver's face in the mud.) The accent here is on general aggressiveness. **2. Principalization (PRN)** (Example: Every man must carry out his job as he sees it.) This mode corresponds most closely to intellectualization and rationalization, where the ego triggers an abstract generalizing response which tends to ameliorate stress. **3. Turning Against the Self (TAS)** (Example: I should never have come here in the first place.) **4. Reversal (REV)** of Affect (Example: I'm lucky that I wasn't seriously hurt.) This mode creates new (opposing or neutral) emotions to counter threat. **5. Projection (PRO)** (Example: This foreman is out to get me.) Strictly speaking, this mode involves attributing the source of one's difficulties to others.

Results:

Table 1: Mean difference between the Actual Behaviour variables of Female and Male Physical Education teachers working in schools of Jammu and Kashmir (Jammu province).

Behavioural Variables	Female N = 100			Male N = 100			Difference		Sig. (2-tail)	t-ratio
	Mean	SD	SEM	Mean	SD	SEM	MD	SED		
Turning Against Object	6.96	2.63	.26	7.61	2.86	.28	-.65	.38	.09	-1.66
Projection	8.96	1.83	.18	10.03	1.91	.19	-1.07	.26	.00	-4.03**
Principalization	12.21	2.12	.21	11.61	2.24	.22	.60	.30	.05	1.94*
Turning Against Self	9.75	2.08	.20	9.49	1.70	.17	.26	.26	.33	.96
Reversal	12.22	2.46	.24	11.26	2.04	.20	.96	.32	.00	2.99**
Overall	1002.00	224.70	100.48	1000.00	159.31	71.24	2.00	123.18	.98	.01

*Significant at 0.01 level only (df = 198) ** Significant at 0.01 and 0.05 level (df = 198)

From the results presented in Table-1 it is evident that there has been significant difference between the means of actual behaviour of personality for male and female Physical Education teachers working in schools in there Projection, Principalization and Reversal at 0.01 and 0.05 level of significant. In the overall mean score shows that the female have comparatively better actual behaviour than their male counterpart teachers working various parts of province. As in this case calculated t-

Good defence mechanism personality differences may prove the effectiveness of an individual. Bad working conditions, ill-maintained playgrounds, paucity of funds and lack of facilities create impediments in efficient and smooth functioning. This may affect level of behaviour while performing duties. Under these circumstances the Physical Education teachers in different educational institutions may feel insecure, uncomfortable and disappointed.

Objectives of the Study: To find out significant difference between male and female Physical Education teachers working in Schools of Jammu & Kashmir (Jammu province) as related to their scale Actual Behaviour of Defense Mechanism.

Method and Procedure: A survey type study has been designed to achieve the objectives of the study.

Sampling: For the present investigation, Two hundred Physical Education (200) teachers working in the schools of Jammu province were randomly drawn to act as subjects. Out of these 200 teachers, there were 100 male and 100 female teachers.

Tools: Defence Mechanism Inventory was used as device to access the behavioural differences of teachers of both sexes, which retained two version of the inventory. One for male and other for female.

Method for analysis: Standard error and t-test has been applied to find out the significant differences among the physical education teachers in measuring behavioural differences at 0.05 percent and 0.01 percent level of significance.

value is higher than the table value. There is no significant differences exist in Turning Against Object, Turning Against Self and Overall behaviour variables for the same subject.

Table 2: Mean difference between the Actual Behaviour variables of Female and Male Physical Education teachers working in Government schools of Jammu & Kashmir (Jammu province).

Behavioural Variables	Female govt. N = 50			Male govt. N = 50			Difference		Sig. (2-tail)	t-ratio
	Mean	SD	SEM	Mean	SD	SEM	MD	SED		
Turning Against Object	6.46	2.35	.33	8.00	2.64	.37	-1.54	.50	.00	-3.07**
Projection	8.62	1.68	.213	10.32	1.86	.26	-1.70.	.35	.00	-4.77**
Principalization	12.48	1.98	.28	11.16	2.27	.32	1.32	.42	.00	3.09**
Turning Against Self	9.82	2.18	.30	9.46	1.64	.23	.36	.38	.35	.93
Reversal	12.82	2.23	.31	11.06	2.06	.29	1.76	.43	.00	4.08**
Overall	502.00	133.61	59.75	496.00	61.96	27.71	6.00	65.86	.93	.09

*Significant at 0.01 level only (df = 98) ** Significant at 0.01 and 0.05 level (df=98)

The results presented in Table-2 revealed that there has been significant difference between the means of the female and male Physical Education teachers working in government schools in their Turning Against Self, Projection, Principalization and Reversal at 0.05% and 0.01% level of significance. But there has been no significant difference in Turning Against self. The ta-

ble shown that female physical education teacher working in government schools have positive actual behavioural variables than male physical education teacher working in government schools.

Table 3: Mean difference between the Actual Behaviour variables of Female and Male Physical Education teachers working in Private schools of Jammu and Kashmir (Jammu province).

Behavioural Variables	Female private N = 50			Male private N = 50			Difference		Sig. (2-tail)	t-ratio
	Mean	SD	SEM	Mean	SD	SEM	MD	SED		
Turning Against Object	7.46	2.82	.39	7.36	3.07	.44	.09	.59	.87	.16
Projection	9.30	1.91	.27	9.76	1.94	.28	-.46	.39	.23	-1.18
Principalization	11.94	2.24	.31	11.97	2.16	.31	-.03	.44	.93	-.08
Turning Against Self	9.68	1.99	.28	9.51	1.82	.26	.16	.38	.66	.43
Reversal	11.62	2.56	.36	11.38	2.02	.29	.23	.47	.61	.50
Overall	500.00	91.62	40.97	500.00	94.87	42.42	.00	58.98	1.00	.00

*Significant at 0.01 level only (df = 98) ** Significant at 0.01 and 0.05 level (df=98)

Results presented in Table-3 shows that there has no significant difference between Turning Against Object, Principalization, Turning Against Self, Reversal and Overall actual behavioural variables of the female and male Physical Education teachers working in private schools at 0.05% and 0.01 level of significant. In this case the calculated t-value is higher than the table value.

Conclusion:

Turning Against Object:- In government schools male physical education teachers are loaded with extra responsibilities not only within the institution but outside assignments such as accompanying various teams and local assignment which do not fall under the preview of their job assignment lead them not to control on his aggressiveness in actual behaviour dimensions they react sharply with unconscious mind. On the other hand female physical education teacher working in schools may not possess such responsibilities. She works with calm and cool attitude.

Projection:- In projection actual behaviour shows the actual behavioural dimension of males, this behaviour shows most of the male physical education teachers try to escape from extra work, loaded with extra responsibilities not only within the institution but outside assignments such as accompanying various teams and local assignment, they trying to shifts our work assignments to others, that's the reason this mode involves attributing the source of one's difficulties to others.

Principalization:- The male Physical Education teachers are exclusively free to work in schools without much of the burden of household activities or other family responsibilities, which they have to discharge after school hours and they delay in their

behavioural reaction. As results of which they have ample time to manage their day to day family and other social problems. That's the reason every man must carry out his job as he sees it.

On the other side in government schools The female physical education teachers working in schools are better principalization to their male counterpart as the reason that male teachers are loaded with extra workload/responsibility within the institute or outside the institute which do not fall under the preview of their job assignment lead them not to focus their actual work. On the other hand female physical education teacher working in schools may not possess such responsibilities because they stable on his emotions and have ego to generalizing response which tend to make better.

Turning Against Self:- The female Physical Education teachers of urban schools are always loaded with other family responsibilities, which they have to discharge after school hours and they delay in their behavioural reaction. As results of which they find little time to manage their day to day family and other social problems. Hey compromise with there self at every uncomfortable situation.

Reversal:- Being female they can't have liberty to express their feelings and mix up with any section of society, in turn they can't have better social interaction and approval and female Physical Education teachers are always loaded with other family responsibilities, which they have to discharge after school hours. As results of which they find little time to manage their day to day family and other social problems. This mode creates new emotions to counter threat

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