



A Comparative Study On Sports Specific Personality Among Physical Education Students Of Different Universities In Manipur

Okram Parlin^{1*}, Prof. Takhellambam Inaobi Singh²

^{1*}Research Scholar, Department of Physical Education and Sports Science, Manipur University, Canchipur, India.

Email: okramparlin1993@gmail.com

²Professor, Department of Physical Education and Sports Science, Manipur University, Canchipur, India

Citation: Okram Parlin (2024), A Comparative Study On Sports Specific Personality Among Physical Education Students Of Different Universities In Manipur, Educational Administration: Theory and Practice, 30(5), 8480 - 8485

Doi: 10.53555/kuey.v30i5.4388

ARTICLE INFO

ABSTRACT

The purpose of the present study was intended to differentiate the various sports specific personality viz sociability, dominance, extroversion, conventionality, self-concept, mental toughness, and emotional stability of physical education students of different universities i.e. Manipur University, Dhanamanjuri University and National Sports University. Questionnaire was used to collect the data using sports personality specific test developed by Dr. Agya Jit Singh and H.S. Cheema. Descriptive research design was used in this study. For the purpose of the present study, a total of 90 physical education students were selected through random sampling. The collected data were analyzed using ANOVA. Level of significant was fixed at 0.05. The results of the study indicate that there was a significant difference on self-concept between physical education students of different universities. However, no significant difference was found on sociability, dominance, conventionality, extroversion, mental toughness, and emotional-stability. Thus, it is concluded that there is a significant difference in self-respect among different university's physical education students of Manipur.

Keywords: Conventionality, Dominance, Extroversion, Mental toughness and Emotional stability, Physical Education, Self-concept, Sociability

1. INTRODUCTION

Sports and physical education are considered as the essential part of education. Sports and physical education play the key role for the progress of physical competence and physical ability to help youngsters to have an active lifestyle. The active and healthy youth are always interested for their study with special attention. Physical fitness, motor skills, and mental fitness can be developed through physical education and sports programs. The youths who play active roles in physical education and sports have less chances of being affected by some kinds of disease and have the capacity to overcome the disease. This also improves the level of mental health. Personality is the total sum of a "being" and includes physical, mental, social, emotional, and intellectual aspects. One's personality reflects his perception, imagination, attitude, instincts, habits, values, interests, and sentiments about himself and his self-worth. The term personality includes the integration of one's physical structure, intellectual abilities, attitude and many other distinguishable characteristics (Gordon W. Allport, 1937). It has many dimensions and is affected by heredity learning, motivation, emotion, intelligence, thinking creativity and so many other major factors.

Personality is the dynamic organisation of interlocking behaviour systems that each of us possesses as we develop from a biological new-born to a bio-social adult in a world of other people and cultured products. The human personality is a marvellously intricate structure, a dedicated woven of motives, emotions, habits, and thoughts into a pattern that balance, however precariously, the pulls and pushes of the world outside. Personality is the total sum of "being" and includes physical, mental, social, emotional, and intellectual aspects. One's personality reflects his perception, imagination, attitude, instincts, habits, values, interests, and sentiments about himself and his self-worth.

A personality trait is a property or attribute that identifies the behaviour, attitude, and character of an individual, an animal, or a place. A theoretical idea called personality is used to draw attention to the human being as a complete, dynamic, and striving creature. It links all facets of a person's behaviour, including their

actions, responses, and interactions. Both dynamic and static aspects of personality exist. It is the culmination of a number of factors, including emotional stability, self-concept, motivation, interest, and attitude, among others. A sports person commonly has certain personality dimensions. These personality dimensions known as sports specific personality includes sociability, dominance, extroversion, conventionality, self-confidence, mental toughness and Emotional stability. And these personality dimensions are important to a sports person. (Ilyasi & Salehian, 2011) in Comparison of Personality Traits between Individual and Team Athletes, studied and not found significance difference between individual and team athletes in extraversion, openness and conscientious.

Sociability refers to an individual's tendency to seek out social situations and enjoy interacting with others. Dominance reflects the degree to which a person seeks control or authority over others. Extroversion measures the extent to which an individual is outgoing, sociable, and enjoys being around people. Conventionality assesses how much a person adheres to social norms and traditions. Self-concept reflects an individual's perception of themselves, including their beliefs, values, and self-worth. Mental toughness measures an individual's ability to handle stress, cope with adversity, and remain focused under pressure. Finally, emotional stability refers to an individual's ability to manage their emotions and remain calm in challenging situations.

Pooneh Mokhrati & M. Haghi, (2014) in the comparison of five personality factors between athlete and non-athlete students, found that athlete students in extraversion, agreeableness and conscientiousness have achieved a higher score than non-athlete students, while in neuroticism their score was lower than non-athlete students. A person who actively participates in games and sports has been shown to have great self-confidence, which is crucial for the development of a person's personality. Arnulfo V. Lopez & Oscar Yoshihiro S. Santelices, (2012), in personality characteristics of elite table tennis athletes of the Philippines: basis for a proposed recruitment program say that today, sports psychologists recognize the athlete's athletic success in relation to their personality. The character's general personality is developed by physical education, which instils the desire to participate, relish triumph, and accept defeat in a constructive way. Vanden Auweele et al., (1993) in Elite performance and personality: from description and prediction to diagnosis and intervention, concluded that there was a positive relationship between the personality and the athlete's functional aspects. One type of service that sports psychology can provide is personality assessment. Personality testing is currently employed in the process of choosing athletes.

Kantilal Parmar & Desai, ((2020) in Analysis of sports specific personality among sportspersons investigated the Sports Specific Personality among Sports persons in relation to their gender and type of game. Total sample of 120 sports persons (60 Boys and 60 Girls) age range 16-23 years using the purposive sampling technique equally divided gender wise and as per individual games and team games they played from Ahmedabad and Surat District for Gujarat state. The findings result that there was no Significant difference is found in the Sports Specific Personality of Boys Sportspersons and Girls Sportspersons. Significant difference is found in the Sports Specific Personality of Sportspersons playing Individual Games and Team Games. Sportspersons playing Team Games found high Sports Specific Personality than Sports person playing individual games.

The physical educator and a coach become interested in psychological studies because of the belief that personality plays a role in the selection and participation in physical activities and sports. Moreover, the involvement in physical education and sports contributes to personal and social adjustment. Kantilal Parmar & Desai, (2020) in analysis of sports specific personality among sportspersons say that the development of personality and the achievement of desirable social values have been the objectives of sports and physical education since early times. The findings that the athletes are different from non-athletes may not mean that athletics cause enhanced personality characteristics. It may be that athletics and sports produce the more well-adjusted individuals in society or it helps in removing maladjustment.

(Robert R. Yeung & David R. Hemsley, 1997) in Personality, exercise and psychological wellbeing: Static relationships in the community, Personality and Individual Differences say that the process of discovering talented athletes for participation in an organized exercise program is one of the most important issues in sport nowadays, so the study of athletes' personality characteristics, either individual or team sport athletes provide an opportunity for sport counsellor, coaches and specialists to discover and select the talented people for guiding them to the highest level of skills. The purpose of the present study is to survey and diagnose athletes' personality characteristics and to compare their personality characteristics with each other.

2. OBJECTIVE

The objective of the study is to analyze the sports specific personality of male physical education students of the various Universities of Manipur viz. Manipur University, Dhanamanjuri University and National Sports University.

3. HYPOTHESIS

The hypothesis of the present study is that there will be a significant difference in the Sports Specific Personality among the physical education students of different universities of Manipur in terms of sociability, dominance, extroversion, conventionality, self-concept, mental toughness and emotional stability.

4. METHODS AND MATERIALS

4.1 Participants

For the purpose of this study, a total of 90 male physical education students from different universities of Manipur consisting 30 students (Manipur University), 30 students (Dhanamanjuri University), and 30 students (National Sports University) are selected as the subject of this study. The age of the subject ranges between 20 and 25 years.

4.2 Tools

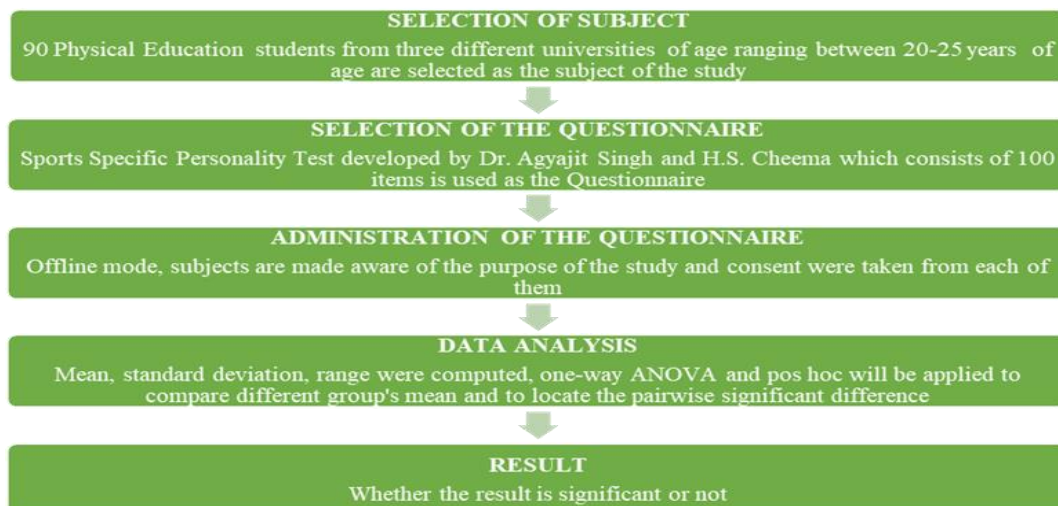
Sports specific personality test developed by Dr. Agya Jit Singh and H.S. Cheema which consists of total 100 items is used to measure the personality of this students. Permission was sought from the respective authority of the Universities as well as from the students concerned. There are seven subcategories of the sports specific personality in this test, that is, sociability, dominance, extroversion, conventionality, self-concept, mental toughness, and emotional stability. Only "Always," "Often," "Sometimes," and "Never" response options are there in this questionnaire and subject has to tick only one.

4.3 Data Collection

After completing these formalities, the necessary data were collected from these respective campuses without disturbing their normal class.

4.4 Research Design

The design of the study has been formed as below:



4.5 Statistical application;

The data of the present study is analyzed through SPSS platform. Mean and standard deviation are calculated. In order to compare and find out the significant difference, ANOVA Test was also employed. The level of significance is set at 0.05.

5. RESULTS

It is evident that the mean and standard deviation of Manipur University (MU), Dhanamanjuri University (DMU), and National Sports University (NSU), physical education students are 44.97 ± 5.79 , 44.67 ± 7.87 , and 44.3 ± 6.51 , respectively on sociability, 39.43 ± 3.71 , 39.1 ± 5.26 , and 39.23 ± 3.71 , respectively on dominance, 39 ± 4.46 , 36.13 ± 5.93 , and 37.03 ± 4.73 , respectively on extroversion, 36.83 ± 3.15 , 36.7 ± 5.74 , and 36.9 ± 3.32 , respectively on conventionality, 38.93 ± 6.49 , 39.9 ± 6.57 , and 39.36 ± 5.26 , respectively on self-concept, 39.63 ± 4.40 , 38.83 ± 4.55 , and 39.93 ± 4.62 , respectively on mental toughness, and 39.63 ± 4.40 , 38.83 ± 4.55 , and 39.93 ± 4.62 , respectively on emotional stability.

Table 2 revealed that there is no significant difference among physical education students of Manipur University (MU), Dhanamanjuri University (DMU), and National Sports University (NSU) on sociability, dominance, extroversion, conventionality, mental toughness, emotional stability as obtained F-ratio is less than the tabulated value of 3.09 required for F-ratio to be significant at 0.05 level with (2, 87) degree of freedom. There is a significant difference on self-concept as obtained F-ratio is greater than the tabulated value of 3.09 required for F-ratio to be significant at 0.05 level with (2, 87) degree of freedom.

Table 3 reveals that there is no significant difference on self-concept between Manipur University (MU) and Dhanamanjuri University (DMU) (P-value = 0.086), Dhanamanjuri University (DMU) and National Sports University (NSU) (P-value = 0.593) which are greater than the required value to be significant at 0.05 level of

significance (Alpha = 0.016). It is also evident from the table that there is significant difference between National Sports University (NSU) and Manipur University (MU) (P-value = 0.010), which is lesser than required value to be significant at 0.05 level of significance (Alpha = 0.0167).

5.1 Tables

Table 1. Descriptive Statistics of mean, standard deviation, standard error, minimum and maximum on the Seven Dimensions of Sports Specific Personality of Physical Education Students Studying in Different

z	Name of University	No. of students	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Sociability	M.U	30	44.97	5.79	0.19	28	55
	D.M.U	30	44.67	7.87	0.26	27	58
	N.S.U	30	44.3	6.51	0.21	30	57
Dominance	M.U	30	39.43	3.71	0.12	30	48
	D.M.U	30	39.1	5.26	0.17	23	49
	N.S.U	30	39.23	3.71	0.12	25	44
Extroversion	M.U	30	39	4.46	0.14	24	46
	D.M.U	30	36.13	5.93	0.19	23	46
	N.S.U	30	37.03	4.73	0.15	25	48
Conventionality	M.U	30	36.83	3.15	0.10	30	41
	D.M.U	30	36.7	5.74	0.19	18	45
	N.S.U	30	36.9	3.32	0.11	30	46
Self-Concept	M.U	30	42.13	5.23	0.17	25	51
	D.M.U	30	39.46	6.55	0.21	22	50
	N.S.U	30	38.66	4.84	0.16	28	46
Mental Toughness	M.U	30	38.93	6.49	0.21	22	49
	D.M.U	30	39.9	6.57	0.21	24	48
	N.S.U	30	39.36	5.26	0.17	27	48
Emotional Stability	M.U	30	39.63	4.40	0.14	28	46
	D.M.U	30	38.83	4.55	0.15	26	50
	N.S.U	30	39.93	4.62	0.15	30	53

Universities of Manipur

Table 2. One-way ANOVA on Sports Specific Personality among Physical Education students of different universities of Manipur

Variable	Source of variation	Sum of squares	Df	Mean square	F-Ratio	Sig.
Sociability	Between groups	6.688	2	3.344	0.072	0.929
	Within groups	4005.933	87	46.045		
	Total	4012.622	89			
Dominance	Between groups	1.688	2	0.844	0.045	0.955
	Within groups	1603.433	87	18.430		
	Total	1605.122	89			
Extroversion	Between groups	128.955	2	64.477	2.492	0.088
	Within groups	2250.433	87	25.867		
	Total	2379.389	89			
Conventionality	Between groups	0.622	2	0.311	0.017	0.982
	Within groups	1565.167	87	17.990		
	Total	1565.789	89			
Self-Concept	Between groups	197.688	2	98.844	3.159	0.047
	Within groups	2721.6	87	31.282		
	Total	2919.289	89			
Mental Toughness	Between groups	14.066	2	7.033	0.186	0.830
	Within groups	3281.533	87	37.718		
	Total	3295.6	89			
Emotional Stability	Between groups	19.4	2	9.7	0.472	0.624
	Within groups	1785	87	20.517		
	Total	1804.4	89			

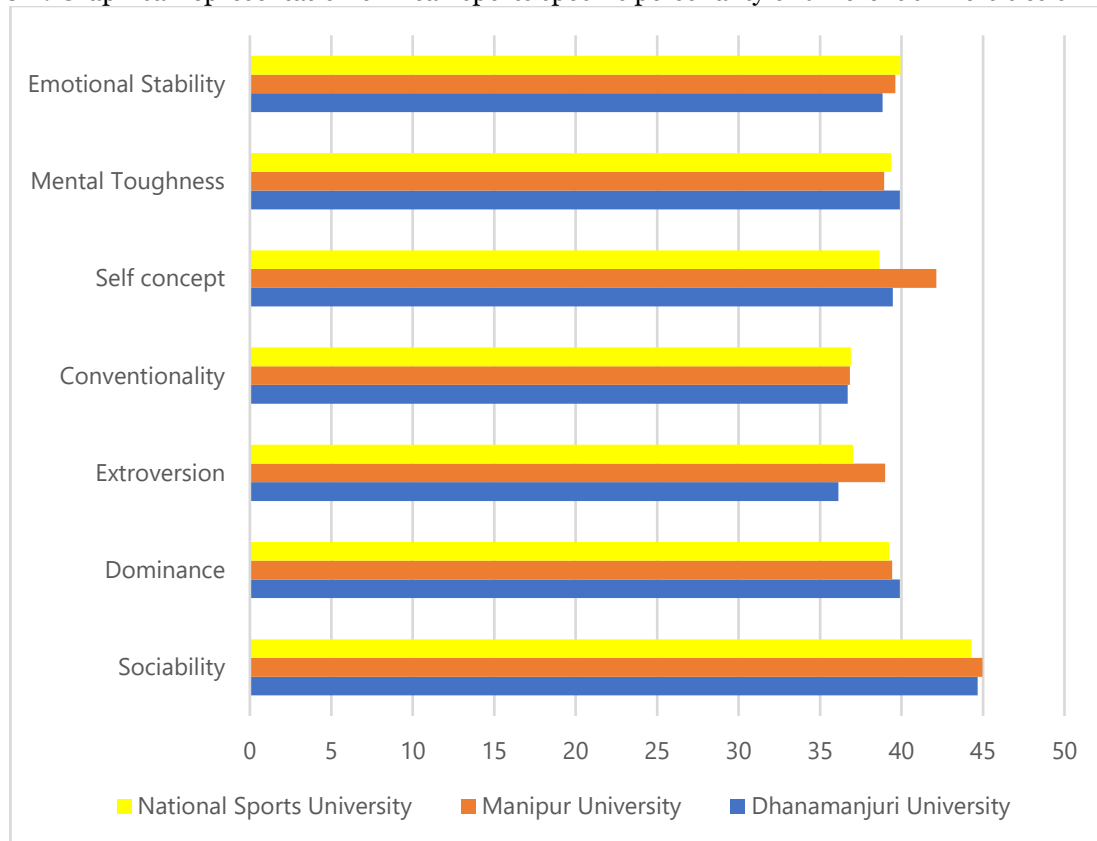
F-ratio 0.05 (2, 87) = 3.09. *Significant at 0.05 level

Table 3. Post hoc comparison of sports specific personality on self-concept among physical education students of different universities of Manipur

Variable	University1	University2	P-value	Alpha	Significant?
Self-concept	Manipur University	Dhanamanjuri University	0.086	0.016	No
	Dhanamanjuri University	National Sports University	0.593	0.016	No
	National Sports University	Manipur University	0.010	0.016	Yes

3.2 Graphical Representation

Figure 2. Graphical representation of mean sports specific personality of different universities of Manipur



6. DISCUSSION

The above result and Figure 1 show that there is significant differences on sports specific personality among Physical Education students of different Universities of Manipur in the dimension of self-concept. The study hypothesised that physical education students from different Universities will have a significant difference in their Sports Specific Personality in sociability, dominance, extroversion, conventionality, self-concept, mental toughness and emotional stability.

From the result, it is found that there are no significant differences on sports specific personality among Physical Education students of different universities in the dimensions of sociability, dominance, extroversion, conventionality, emotional stability and mental toughness except for self-concept. So, null hypothesis is rejected and the hypothesis is accepted for self-concept.

Sports specific personality on self-concept among physical education students of different universities of Manipur is compared using Post hoc comparison. It has been noticed that there is significant difference on self-concept between National Sports University (NSU) and Manipur University (MU) significant at 0.05 level of significance.

The variable wise analysis of the sports specific personality had been discussed as under – The statistical analysis of data revealed the fact that there is a significance difference on sports specific personality test for factor self-concept ($F = 3.159$, $P = 0.047$). The statistical significance pertaining to sports specific factors such as self-concept may be attribute to the fact that since the subject of the study is physical education students belonging to different games and sports.

Interestingly, it is seen that sports person be any game are sociable, friendly, outgoing, and always involved in group activities, the physical education curriculum as multifarious is compressing of variety of activities which helps to trust the extroversion quality among them. This is because of the comprehensive course curriculum of physical education based on theory, practical, and co-curricular activities. There is significant difference on self-concept among the physical education students because of the various games, sports, and physical activity involvement which faster the students to build self-confidence, self-constancy, self-assurance, self-esteem, and self-respect. The statistically insignificance pertaining to sports specific personality factors, namely, dominance, conventionality, extroversion, mental toughness, and emotional stability may be attributed to the fact that since the subjects of the present study belong to various games and sports which have some psychological pre-requisite and characteristics such as dominance, mental toughness, and emotional stability inherent traits and are also developed with due course of time due to participation in rigorous training and competition. The statistical significance in sports specific personality

factors, namely, self-concept may be attributed to the multifarious activities being conducted by different universities based on their course curriculum. Variety of co-curricular activities are part of every course curriculum of various universities such as Manipur University, Dhanamanjuri University, and National Sports University. However, the ways and mode of its execution may have certain variation and thus statistical significance on self-concept could be due to dynamic nature of the course curriculum.

(Kantilal Parmar & Desai, 2020) conducted a study on analysis of sports specific personality among sports persons. Significant differences are found for sport specific personality for individual and team sports players process high sports specific personality than individual sports. (Pampa Barik & Rajarshi Kar, 2016) conducted a study on comparison of sports specific personality traits among invasion, target, striking/fielding, and net/wall games; no significant difference was found in sociability, dominance, extroversion, self-concept, and emotional stability. However, significant difference was found in conventionality and mental toughness. Both the above studies have more or less similar findings than that of the present research work.

In continuation of this discussion, it is worth to mentioned that the similarity of this findings with the study done by Kantilal Parmar & Desai, 2020 on analysis of sports specific personality among sports person. As found in the present study, significant differences are found for sports specific personality between individual and team sports. The team sports player possesses high sports specific personality than the individual players. On the other comparative study of sports specific personality traits among invasion, target, striking, fielding and net or wall games conducted by Pampa Barik and Rajarshi Kar, 2016, no significant difference is found in sociability, dominance, extroversion, self-concept and emotional stability as noticed in this present paper. However, significant difference is found in conventionality and mental toughness but relevancies of both the study seems to be still high with this present study.

7. CONCLUSION

Based on the analysis of data and results of the study, the following conclusion has been drawn:

1. There is a significant difference on sports specific personality on self-concept among the students of physical education who are studying in Manipur University, Dhanamanjuri University, and National Sports University.
2. But there is significant difference on sports specific personality trait factors namely sociability, dominance, conventionality, extroversion, mental toughness, and emotional stability among the students of physical education, viz. Manipur University, Dhanamanjuri University and National Sports University.

REFERENCES

1. Arnulfo V. Lopez, & Oscar Yoshihiro S. Santelices. (2012). Personality characteristics of elite table tennis athletes of the Philippines: basis for a proposed recruitment program. *International Journal of Table Tennis Science*, 7, 1–4.
2. Gordon W. Allport. (1937). *Personality A Psychological Interpretation*. Henry Holt and Company, New York.
3. Ilyasi, G., & Salehian, M. H. (2011). Comparison of Personality Traits Between Individual and Team Athletes. *Middle-East Journal of Scientific Research*, 9(4), 527–530.
4. Kantilal Parmar, A., & Desai, T. R. (2020). Analysis of sports specific personality among sportspersons Specific Personality of Sportspersons playing Individual Games and Team Games. Sportspersons playing Team Games found high Sports Specific Personality than Sportspersons playing Individual Games. 8(1). <https://doi.org/10.25215/0801.101>
5. Pampa Barik, & Rajarshi Kar. (2016). Comparison of sports specific personality traits among invasion, target, striking/fielding and net/wall games. *International Journal of Physiology*, 4(1), 2016–2020. www.journalofsports.com
6. Pooneh Mokhrati, & M. Haghi. (2014). The comparison of five personality factors between athlete and non-athlete students. *Indian Journal of Scientific Research*, 3(1), 350–354.
7. Robert R. Yeung, & David R. Hemsley. (1997). Personality, exercise and psychological well-being: static relationships in the community. *Personality and Individual Differences*, 22(1), 47–53.
8. Vanden Auweele, Y., Albert De Cuyper, V. Mele, & R. Rzewnicki. (1993). *Elite Performance and Personality: from description and prediction to diagnosis and intervention*.