

A COMPARATIVE STUDY OF SPORTS PERSONOLOGY OF INDIAN SPORTS-PERSONS AT DIFFERENT LEVEL OF PARTICIPATION

¹Dalbara Singh ²Dr. Agyajit Singh

¹Asstt. Professor (Physical Education), Guru Tegh Bahadur College Bhawanigarh, Sangrur, Punjab, India

²Head (Psychology) Retired Punjabi University Patiala, Punjab, India

ABSTRACT

The purpose of the present study was to measure the personality traits of sportspersons participating at school, college and university levels and also to find out the sex differences on seven traits of personality between male and female sportspersons playing at school, college and university levels. The hypotheses of the study were that there would be no significant differences on seven traits of personality among sportspersons participating at school, college and university levels. Sample of 600 sportspersons was selected randomly; out of which 200 (100 male and 100 female) sportspersons were from different schools, colleges and those who had participated at inter-university levels. The results of the study reveal that: significant differences among school, college and university level sportspersons were found on almost all traits of personality except dominance, where no significant difference existed. It was also found that School and college level sportspersons differed on all the traits of personality; where school level sportspersons seemed to be better on these traits. It was resulted that no sex differences were noticed on different personality traits between male and female sportspersons; except the trait of mental toughness; where male sportspersons were better than their female counterparts.

Key Words: Conventuality, Self-concept, Mental toughness and Emotional maturity.

INTRODUCTION:

Personology is the study of measurement of personality traits of human individuals. The term 'personology' is very exhaustive and has wider implications as compared to personality which is restricted to personality traits, whereas the former includes both personality traits and psychological dimensions. Personology in the words of Lazarus and Monat (1979) is "the study of personality which personologists think as the underlying and relatively stable psychological structures and processes that organize human experiences and also a person's actions and reactions to the environment." According to Vealey (1989), "Personology is the study of the interpersonal characteristics that make individuals unique."

Alderman in his 1974 review of studies on sports personology commented that personality traits like sociability, dominance, extraversion, positive self-concept, emotional stability and mental toughness are consistently identified as loading on successful athletic performance.

Foster (2002) conducted a study to determine if 16 personality variables as measured by the Cattell's "16 PF" test could discriminate between successful and less successful or outstanding athletes participating in football, basketball and baseball.

Jaskaran Singh (2005) conducted a comparative study of personality make up of winner and non-winner students sportspersons in relation to socio-economic status. The results revealed that:

- (i) Winner and non winner sportspersons, as a whole, do not differ in their personality make up;
- (ii) Socio-economic status is not a significant determinant of personality make-up of sportspersons in terms of neuroticism and extraversion, through low SES seems to enhance psychotic tendencies among sportspersons.

Gurdev Singh and Nishan Singh Deol (2009) conducted the study: "A study of personality characteristics of cyclists at various level of performance." The interuniversity cycling riders were found to be significant better than the inter college cycling riders. The comparison of inter-college and inter district cycling riders were not found to be significant, the inter-university cycling riders were found to be significant better than the inter district cycling riders.

Neha Garg and Kang (2009) conducted the study: "Personality profile of winner and loser of soccer players. The study concluded that there are significant differences between the personality of winners and losers.

Vealey Robin S. (2010) conducted a study on "Sports Personology: A Paradigmatic and Methodological Analysis." The results indicated that sport Personology has shifted paradigmatically from the trait paradigm to interactions, but the cognitive interactional approach has overshadowed the trait-state interactional approach. Methodological trends included an emphasis on correlation methods and field research.

The study was undertaken to make a comparison of the different personality traits of sportspersons participating at different levels of competition, i.e; at school level, college level and university level.

On the basis of the objectives, the following hypotheses were framed, i.e; (i) there would be no significant differences on seven traits of personality among the sportspersons participating at school, college and university levels and (ii) there would be no significant sex differences on seven traits of personality between the male and female sportspersons playing at school, college and university levels.

METHOD AND PROCEDURE:

SAMPLE: - The sample of the study consisted of 600 sportspersons, 200 (100 male and 100 female) sportspersons were from different schools, 200 (100 male and 100 female) sportspersons from different colleges and 200 (100 male and 100 female) sportspersons who have been playing at interuniversity level.

TEST USED: - For the measurement of personality traits of sportspersons; Specific Sports Personality Test devised by Cheema and Singh (2005) was administered in Punjabi version to all the subjects of the study; both males and females. This test consists of 100 items and measures seven traits of personality measures. The reliability co-efficients of the test for all the traits were calculated by using test retest method and were found to be 0.90,0.84,0.69,0.93,0.82,0.87,0.58 for Sociability, dominance, extraversion, conventionality, self-concept, mental toughness, emotional stability and 0.86 for the total test. Reliability co-efficient using split half method was found to be 0.86, 0.77, 0.61, 0.82, 0.80, 0.92 & 0.62 for the seven components respectively and 0.91 for the total test. Concurrent validity of the test as calculated by correlating the scores of the test with the rating scores obtained from the coaches on a four point scale from very true to not true which were found to be 0.66,0.63,0.62,0.56,0.61,0.53,0.62 respectively as well as 0.64 for the total test.

RESULTS AND DISCUSSION:

SEX DIFFERENCES ON PERSONALITY TRAITS OF SPORTSPERSONS

Table 1 shows the mean differences on all the seven traits of personality of male and female sportspersons combined of school, college and university levels players.

Table 1

Means, SDs and t-ratios of scores of seven personality traits of male and female sportspersons

S. No.	Personality Traits	Male (N = 300)			Female (N = 300)			dm	SEdm	t-ratio	Significance Level
		M	SD	SE	M	SD	SE				
I	Sociability	47.54	5.229	0.302	47.96	5.333	0.308	0.42	0.431	0.974	NS
II	Dominance	41.88	4.248	0.245	42.14	4.407	0.254	0.26	0.353	0.737	NS
III	Extra-version	40.77	4.937	0.285	40.04	5.224	0.302	0.73	0.415	1.758	NS
IV	Conventionality	38.76	4.205	0.243	38.53	4.519	0.261	0.23	0.357	0.645	NS
V	Self-concept	42.09	4.199	0.242	42.33	4.944	0.285	0.24	0.374	0.642	NS
VI	Mental toughness	44.29	5.428	0.313	42.68	5.398	0.312	1.61	0.442	3.643**	p < .01
VII	Emotional Stability	43.28	6.073	0.351	42.46	5.933	0.343	0.82	0.491	1.671	NS
Total		298.62	23.155	1.337	296.15	23.363	1.349	2.47	1.899	1.30	NS

** Significant at 0.01 level

As the above table shows that no significant differences were observed between the male and female sportspersons of the combined group consisting of school, college and university level players on almost all the personality traits; as t-values were not found to be significant; except in the case of 6th trait i.e. mental toughness where t-value of 3.643 was significant at 0.01 level and males were better (M = 44.29) as compared to females (M = 42.68). Here the results have failed to reject the null hypothesis. Hence the hypothesis of no sex difference has been accepted.

DIFFERENCES ON PERSONALITY TRAITS AMONG SCHOOL, COLLEGE AND UNIVERSITY LEVEL SPORTSPERSONS:

An attempt has been made in the present study to compare the players of school, college and university level on seven traits of personality. For this purpose ANOVA technique was applied in order to find out the F-ratios on the scores of the different personality traits. Means, SDs and SEs were also calculated to know if differences existed in their mean scores. These results have been given below in Table 2.

Table 2

Means, SDs and F-ratios of seven personality traits of school, college and university level sportspersons

S. No.	Personality Traits	School (N = 200)			College (N = 200)			University (N = 200)			F-ratios	Significance Level
		M	SD	SE	M	SD	SE	M	SD	SE		
I	Sociability	48.57	5.596	0.396	46.92	5.231	0.370	47.76	4.889	0.346	3.27*	p < .05
II	Dominance	42.51	4.508	0.319	41.55	4.104	0.290	41.98	4.326	0.306	1.65	NS
III	Extra-version	41.28	5.384	0.381	39.52	4.974	0.352	40.42	4.771	0.337	4.02*	p < .05
IV	Conventionality	39.72	4.597	0.325	38.04	4.304	0.304	38.18	3.988	0.282	6.20**	p < .01
V	Self-concept	43.12	4.212	0.298	41.18	4.859	0.344	42.34	4.474	0.316	6.13**	p < .01
VI	Mental toughness	44.56	5.766	0.408	42.47	5.002	0.354	43.43	5.434	0.384	4.95**	p < .01
VII	Emotional Stability	44.24	5.923	0.419	42.44	6.078	0.430	41.94	5.817	0.411	5.55**	p < .01
Total		303.98	23.912	1.691	292.12	22.535	1.593	296.04	21.847	1.545	9.36**	p < .01

** Significant at 0.01 level

* Significant at 0.05 level

As the above table shows that except the second trait of personality i.e. dominance, in all other traits; differences among school, college and university level players were found to be significant; as the F-ratios in these traits were statistically significant. In order to find out in which two groups of sportspersons differences existed, post hoc analysis of variance was applied by calculating the t-ratios between these groups; i.e. school and college, college and university as well as school and university sportspersons. The results have been given in the following table. Table 3 shows the significance mean differences on seven traits of personality between the school and college; college and university as well as school and university level sportspersons.

As the shows in table-3 that the mean difference scores of seven traits of personality were significant between the sportspersons of school and college level and all the t-ratios were found to be statistically significant either at 0.01 level or 0.05 level. While comparing their mean scores on table 4.16, it was found that the school level players were getting higher mean scores on all these traits as compared to that of the college level players.

Table 3

t-ratios of seven personality traits among school, college and university level players

S. No.	Personality Traits	School and College	College and University	School and University
I	Sociability	3.045**	1.658 NS	1.54 NS
II	Dominance	2.227*	1.02 NS	1.199 NS
III	Extra-version	3.393**	1.847 NS	1.691 NS
IV	Conventionality	3.775**	0.338 NS	3.579** P < .01
V	Self-concept	4.263**	2.483* P < .05	1.796 NS
VI	Mental toughness	3.869*	1.838 NS	2.017* P < .05
VII	Emotional Stability	2.998**	0.841 NS	3.919** P < .01
Total		5.105**	1.766 NS	3.466** P < .01

** Significant at 0.01 level.

* Significant at 0.05 level.

It means that the school level players did differ on these personality traits as compared to their college counterparts. But while comparing the means difference scores on these traits of personality between college and university level players; differences were not found significant as the t-ratios were non-significant; except the fifth trait of self-concept ($t = 2.483$ $p < .05$) where the university level players ($M = 42.34$) had better self-concept than the college level players ($M = 41.18$).

When the means differences of seven personality traits were compared between school level and university level players; it was noticed that only in three traits, fourth, sixth and seven traits i.e. conventionality ($t = 3.579$), mental toughness ($t = 2.017$) and emotional stability ($t = 3.1919$), t-value were significant; where the school level players were getting higher means scores than the university level players. On other four personality traits; no significant differences were noticed; as all the t-ratios were statistically non-significant.

These results show that significant differences on all traits of personality existed between the players of school and college level as t-values were significant either at 0.01 level and 0.05 level.

If the mean scores of the players of school and college level were compared; it was found that on all these traits of personality, school level players were found to be better than the college level players. School is a formative stage. Here the students undergo many changes in their personality traits. The college level players have already developed their personality traits and now there was no scope of further developing these traits. But the differences on these traits between college and inter-university level players were not significant and hence no differences or change have happened, as they have the same level of personality traits. Even the university level players have participated in the inter-university level or represented their own university in sports competition who had been the students of the colleges.

The differences on personality traits between the school and university were evinced in some of the traits e.g.; fourth, sixth and seven traits; i.e. conventionality, mental toughness and emotional maturity, as the mean scores indicate that the school level player were found to be better on these traits; whereas in other four traits of sociability, dominance, extraversion and self-concept; no significant differences were available; hence they have the same level of personality traits. There was no change or improvement in these traits. In fact these traits have been stabilized. Hence the null hypothesis of the study that there would be no differences on seven traits of personality among the sportspersons participating at school, college and university level has been partially accepted and partially rejected.

CONCLUSIONS:

1. No significant differences are found between male and female sports persons on many personality traits; except mental toughness.
2. Significant differences between school and colleges level players exist on all traits of personality; whereas the college and university level players do not differ except self-concept. But school and university level players differ significantly on conventionality, mental toughness and emotional stability.

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