

PERSONALITY VARIABLES DIFFERENCES OF MALE AND FEMALE PHYSICAL EDUCATION TEACHERS WORKING IN DIFFERENT AREAS OF JAMMU & KASHMIR, INDIA

'F j c p t c l ' U p i j ' U r v j k . ' T c u j v t e u p v ' V m n f q l k O c j c t c l . ' P c i r w t ' W p k g t u k { + P F K C 0

Introduction:

Personality is the science of describing and understanding persons. Clearly, personality is a core area of study for psychology, if not the core. Together with intelligence, the topic of personality constitutes the most significant area of individual difference study.

”Personality is a dynamic organization inside the person of psychophysical systems that create a person’s characteristic patterns of behavior thoughts and feelings “.Carrver & Scheier (2000,p 5). Cattell referred to the 16 factors listed below as primary factors. They were developed in the 1940s and 1950s by scientifically sampling the widest possible range of behaviors, including using ratings by observers, questionnaires, and objective measurements of actual behavior. Thus, these factors were seen to represent a fairly comprehensive listing of the basic dimensions of human personality.

To achieve the objectives of the study, Sixteen Personality Factor (16PF) Inventory by IPAT staff (1974 through 1990) was used as device to access the personality differences of teachers of both sexes. The analysis of data shows that male Physical Education teachers are healthier personality as compare to female teachers. Good 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 personality dimensions. Under these circumstances the Physical Education teachers in different educational institutions may feel insecure, uncomforted and disappointed. As for as their personality status among teachers of other discipline are concerned, there exists number of anomalies which prompted to undertake the present study.

Objectives of the Study:

To find out significant difference between male and female Physical Education teachers working in Schools of different areas of Jammu and Kashmir (India) as related to their personality factors.

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:

Sixteen Personality Factor (16PF) Inventory by IPAT staff 1974 through 1990 was used as device to access the personality differences of teachers of both sexes.

Method for analysis:

Standard error and t-test has been applied to find out the significant differences among the physical education teachers in personality variable at 0.05 and 0.01 percent level of significance.

Results:

Table 1: Difference between the Mean of Personality Factors variables of Male and Female Physical Education teachers working in different schools.

Personality Factors Variables	Female = 100			Male = 100			Difference		Sig.(2-tailed)	t-ratio
	Mean	S.D	SE M	Mean	S.D	SEM	MD	SED M		
Warmth	10.40	2.12	.21	9.99	2.31	.23	.41	.31	.19	1.30
Reasoning	6.17	2.06	.20	5.45	2.30	.23	.72	.30	.02	2.32*
Emotional Stability	13.87	3.13	.31	13.76	2.95	.29	.11	.43	.79	.25
Dominance	12.81	2.29	.22	13.33	2.91	.29	-.52	.37	.16	-1.40
Liveliness	11.83	3.47	.34	12.92	2.76	.27	-1.09	.44	.01	-2.45**
Rule-Consciousness	11.64	2.79	.27	10.84	2.71	.27	.80	.38	.04	2.05*
Social Boldness	12.98	2.79	.27	13.37	3.68	.36	-.39	.46	.40	-.84
Sensitivity	11.01	2.61	.26	10.86	2.51	.25	.15	.36	.68	.41
Vigilance	9.68	2.94	.29	10.84	2.25	.22	-1.16	.37	.002	-3.12*
Abstractedness	11.04	2.75	.27	12.30	2.88	.28	-1.26	.39	.002	-3.15*
Priyatness	11.08	3.16	.31	9.87	3.09	.30	1.21	.44	.007	2.73
Apprehension	13.58	2.82	.28	13.50	3.31	.33	.08	.43	.85	.18
Openness to Change	9.67	2.96	.29	10.74	2.78	.27	-1.07	.40	.009	-2.62
Self-Reliance	9.55	3.27	.32	9.79	2.58	.25	-.24	.41	.56	-.57
Perfectionism	11.22	2.41	.24	10.59	2.47	.24	.63	.34	.06	1.82
Tension	12.47	2.99	.29	12.18	2.78	.27	.29	.40	.47	.70
Overall	179.00	10.33	1.03	180.33	9.36	.93	-1.33	1.39	.341	-.954

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

Table1 provides information that there has been significant difference between the mean score of personality factors variables of male and female Physical Education in Reasoning, Liveliness, Rule-Consciousness, vigilance and abstractedness at 0.05 and 0.01 level of significance and all above-mentioned variables the calculated t-value is greater than the table value. It has been found that mean scores obtained by male Physical Education teachers were higher than the female Physical Education teachers. However no significant difference was observed between male and female Physical Education teachers in, warmth, emotional stability, dominance, social boldness sensitivity, apprehension, self-reliance, perfection, tension, Priyatness, Openness to Change and overall variables at 0.05% level.

Table2: Difference between the Mean of the Personality Factors variables for male and female Physical Education teachers working in different schools of rural areas.

Personality Factors Variables	Female Rural=50			Male Rural=50			Difference		Sig.(2-tailed)	t-ratio
	Mean	S.D	SEM	Mean	S.D	SEM	MD	SEDM		
Warmth	10.44	2.12	.29	10.32	1.99	.28	.12	.41	.77	.291
Reasoning	5.84	1.97	.27	5.22	2.46	.34	.62	.44	.16	1.38
Emotional Stability	13.74	2.75	.38	14.10	2.90	.41	-.36	.56	.52	-.63
Dominance	12.60	2.24	.31	13.54	2.64	.37	-.94	.49	.05	-1.91*
Liveliness	12.50	3.37	.47	13.10	2.65	.37	-.60	.60	.32	-.98
Rule-Consciousness	11.56	2.81	.39	11.00	2.50	.35	.56	.53	.29	1.05
Social Boldness	13.34	2.56	.36	13.78	3.50	.49	-.44	.61	.47	-.71
Sensitivity	10.54	2.35	.33	10.84	2.10	.29	-.30	.44	.50	-.67
Vigilance	9.70	2.89	.40	10.62	2.34	.33	-.92	.52	.08	-1.74
Abstractedness	11.50	2.50	.35	12.18	3.17	.44	-.68	.57	.23	-1.18
Priyatness	11.30	3.27	.46	9.30	2.77	.39	2.00	.60	.001	3.29**
Apprehension	13.16	2.59	.36	13.44	3.41	.48	-.28	.60	.64	-.46
Openness to Change	9.68	2.31	.32	10.62	2.60	.36	-.94	.49	.05	-1.90*
Self-Reliance	9.36	2.67	.37	9.64	2.42	.34	-.28	.51	.58	-.54
Perfectionism	11.22	2.33	.32	10.06	2.14	.30	1.16	.44	.01	2.59**
Tension	12.24	2.87	.40	12.50	2.70	.38	-.26	.55	.64	-.46
Overall	178.72	9.77	1.38	180	9.55	1.35	-1.54	1.93	.428	-.797

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

The results presented in Table-2 indicate that there has been significant difference in the mean scores of Dominance, Priyatness, Openness to Change and Perfectionism for male and female physical education teachers working in rural schools. In all these cases the calculated t-value is higher than the table value at 0.05 and 0.01 percent significance level. Male Physical Education teachers working in rural schools are significantly better personality dimensions than their female counterpart teachers of the same province schools. And hence rest of the variables are non significant difference.

Table 3: Difference between the mean of the Personality Factors variables for male and female Physical Education teachers working in different schools urban areas.

Personality Factors Variables	Female Urban=50			Male Urban=50			Difference		Sig.(2-tailed)	t-ratio
	Mean	SD	SEM	Mean	SD	SEM	MD	SEM		
Warmth	10.36	2.15	.30	9.66	2.56	.36	.70	.47	.14	1.47
Reasoning	6.50	2.13	.30	5.68	2.13	.30	.82	.42	.05	1.92*
Emotional Stability	14.00	3.49	.49	13.42	2.99	.42	.58	.65	.37	.89
Dominance	13.02	2.35	.33	13.12	3.17	.44	-.10	.55	.85	-.17
Liveliness	11.16	3.47	.49	12.74	2.89	.40	-1.58	.63	.01	-2.47**
Rule-Consciousness	11.72	2.79	.39	10.68	2.93	.41	1.04	.57	.07	1.81
Social Boldness	12.62	2.99	.42	12.96	3.84	.54	-.34	.68	.62	-.49
Sensitivity	11.48	2.80	.39	10.88	2.89	.40	.60	.56	.29	1.05
Vigilance	9.66	3.02	.42	11.06	2.17	.30	-1.40	.52	.009	-2.65
Abstractedness	10.58	2.94	.41	12.42	2.58	.36	-1.84	.55	.001	-3.32**
Priyatness	10.86	3.07	.43	10.44	3.30	.46	.42	.63	.51	.65
Apprehension	14.00	3.00	.42	13.56	3.25	.46	.44	.62	.48	.70
Openness to Change	9.66	3.52	.49	10.86	2.98	.42	-1.20	.65	.06	-1.83
Self-Reliance	9.74	3.78	.53	9.94	2.75	.38	-.20	.66	.76	-.30
Perfectionism	11.22	2.50	.35	11.12	2.67	.37	.10	.51	.84	1-.19
Tension	12.70	3.12	.44	11.86	2.85	.40	.84	.59	.16	1.40
Overall	179.28	10.96	1.55	180.40	9.25	1.30	-1.12	2.02	-.582	-.552

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

From the Table-3 it is evident that there has been significant difference between male and female Physical Education teachers working in urban schools in their Reasoning, Liveliness and Abstractedness at 0.05 percent and 0.01 percent level. And no significant difference was observed between the means of the urban male and female Physical Education teachers in warmth, emotional stability, dominance, rule consciousness, social boldness, sensitivity, Vigilance, Priyatness, Apprehension, Openness to change, Self-Reliance, Perfectionism, Tension and Overall.

Table 4: Difference between the mean of the Personality Factors variables for male and female Physical Education teachers working in different government schools.

Personality Factors Variables	Female Govt.=50			Male Govt.=50			Difference		Sig.(2-tailed)	t-ratio
	Mean	S.D	SEM	Mean	S.D	SEM	MD	SEM		
Warmth	10.20	2.27	.32	9.98	2.18	.30	.22	.44	.62	.49
Reasoning	6.18	1.96	.27	5.48	2.07	.29	.70	.40	.08	1.73
Emotional Stability	14.06	3.22	.45	14.46	2.76	.39	-.40	.60	.50	-.66
Dominance	13.10	2.27	.32	13.56	2.77	.39	-.46	.50	.36	-.90
Liveliness	11.84	3.55	.50	13.26	2.50	.35	-1.42	.61	.02	-2.30*

Rule-Consciousness	11.34	3.07	.43	9.90	2.54	.35	1.44	.56	.01	2.55**
Social Boldness	12.42	2.71	.38	13.66	3.30	.46	-1.24	.60	.04	-2.05*
Sensitivity	11.42	2.09	.29	11.02	1.93	.27	.40	.40	.32	.99
Vigilance	9.66	3.10	.43	10.84	2.23	.31	-1.18	.54	.03	-2.18*
Abstractedness	10.80	2.69	.38	12.48	2.97	.42	-1.68	.56	.00	-2.96**
Priyatness	10.58	3.10	.43	9.44	2.82	.40	1.14	.59	.05	1.91
Apprehension	13.16	2.36	.33	14.48	3.07	.43	-1.32	.54	.01	-2.40**
Openness to Change	9.98	2.70	.38	10.66	2.28	.32	-.68	.50	.17	-1.35
Self-Reliance	9.52	3.13	.44	9.62	2.29	.32	-.10	.54	.85	-.18
Perfectionism	10.98	2.33	.33	10.46	2.17	.30	.52	.45	.25	1.15
Tension	12.32	3.19	.45	12.54	2.79	.39	-.22	.60	.71	-.36
Overall	177.56	10.29	1.45	181.84	9.86	1.39	-4.28	2.01	.03	-2.123*

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

Table-4 provides information that there has been significant difference between male and female Physical Education teachers working in government schools in their Liveliness, Rule-Consciousness, Social Boldness, Abstractedness, Vigilance, Apprehension and overall personality variables. In these cases calculated t-values are higher at 0.05 percent and 0.01 level of significance. It has been observed that mean score obtained by male Physical Education teachers were higher than the scores obtained by female Physical Education teachers. However no significant difference was observed in rest of variables.

Table 5: Mean difference between the Personality Factors variables of male and female Physical Education teachers working in different private schools.

Personality Factors Variables	Female Pvt.=50			Male Pvt.=50			Difference		Sig.(2-tailed)	t-ratio
	Mean	S.D	SEM	Mean	S.D	SEM	MD	SED M		
Warmth	10.60	1.96	.27	10.00	2.45	.34	.60	.44	.18	1.34
Reasoning	6.16	2.18	.30	5.42	2.54	.35	.74	.47	.12	1.56
Emotional Stability	13.68	3.05	.43	13.06	2.99	.42	.62	.60	.30	1.02
Dominance	12.52	2.29	.32	13.10	3.05	.43	-.58	.54	.28	-1.07
Liveliness	11.82	3.42	.48	12.58	2.99	.42	-.76	.64	.24	-1.18
Rule-Consciousness	11.94	2.47	.35	11.78	2.58	.36	.16	.50	.75	.31
Social Boldness	13.54	2.80	.39	13.08	4.03	.57	.46	.69	.51	.66
Sensitivity	10.60	3.02	.42	10.70	3.00	.42	-.10	.60	.86	-1.66
Vigilance	9.70	2.81	.39	10.84	2.30	.32	-1.14	.51	.02	-2.21*
Abstractedness	11.28	2.82	.39	12.12	2.81	.39	-.84	.56	.14	-1.48
Priyatness	11.58	3.18	.45	10.30	3.30	.46	1.28	.64	.05	1.97*
Apprehension	14.00	3.18	.44	12.52	3.29	.46	1.48	.64	.02	2.28*
Openness to Change	9.36	3.19	.45	10.82	3.23	.45	-1.46	.64	.02	-2.26*
Self-Reliance	9.58	3.43	.48	9.96	2.85	.40	-.38	.63	.54	-.60
Perfectionism	11.46	2.48	.35	10.72	2.74	.38	.74	.52	.16	1.41
Tension	12.62	2.80	.39	11.82	2.75	.38	.80	.55	.15	1.43
Overall	180.44	10.28	1.45	178.82	8.67	1.22	1.62	1.90	.397	.851

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

It is evident from Table-5 that there were significant differences in mean scores between private male and female physical education teachers working in private schools in Priyateness, Apprehension, vigilance and Openness to Change variables. In all these cases the calculated t-value is observed to be higher at 0.05 percent and 0.01 level. The female Physical Education teachers working in private schools are better personality dimensions variables than male physical education teacher working in the same province.

Discussion: From the above results it has been well established that majority of tables shows that the better personality dimensions of male Physical Education teachers may be attributed to the fact that they have better physical capacity to undertake higher workload than female teachers. Another reason could be that they are exclusively free to work in schools without much of the burden of household activities. They are in a position to spend as much time as they want in the school and accompany various school teams for different competitions while doing so they get the opportunity to interact with other people to share their views regarding personality dimensions. Being male they are at liberty to mix up with any section of society, in turn they have better social interaction and approval, which is a kind of recognition of their work.

The male Physical Education teachers working in government schools, rural and urban area schools are better adjusted to enjoy facilities than female physical education teacher working in the same province. On the other hand, 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. Also the strength of the students opting for physical education in private institutions may well be less than the same for the government senior secondary schools.

The female physical education teachers working in private schools are better personality dimensions to their male counterpart as may be the reason that male 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 which lead them not to focus their personality dimensions. On the other hand female physical education teacher working in private schools may not possess such responsibilities.

Conclusion

Jammu and Kashmir government and private school management lack to formulate policies to provide conducive atmosphere which may help physical education teachers to perform their duties under reasonable stress and better behavioural attitude. Optimum workload will help them for to restrict frustration. Female physical education teachers are loaded with professional responsibility while giving due consideration for their family and social responsibilities.

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