A Cross-Sectional Comparison Of Personality Dimension (Activity-Passivity) Of Physical Education Students

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Introduction

Physical education in our country started with one year Diploma course after graduation, later converted into one-year Degree course with slight modifications was a step forward. The Certificate course fulfilled certain purposes but it did not enhance the status of the profession till three years bachelor’s degree courses and two years Master’s programme was introduced.

Good teacher education curriculum aims at the development of balanced personalities who are culturally refined, emotionally stable, ethically sound, intellectually alert, socially efficient, spiritually upright and physically strong. In short, "man may be made better not as a consequence of education but during the process of education." The teachers have to be trained while their preparation depends up on the teacher education curriculum. To cope up with the challenges of changes in the fast changing world order, teachers must have well balanced personality and positive attitude.

A personality dimension can be looked as the basic element contributing to the whole personality. The dimension of personality is often called as the personality trait. While the trait is basic structural element, dimension provides a range for this trait to vary as per the behavioral classification. For example activeness is a source trait which indicates the assertiveness and activeness of an individual while the dimension is Activity-Passivity. Even when the traits are enduring characteristics of the individuals, these traits fluctuate and vary in breadth and generality with respect to a disposition. In this case trait dimensions provide better estimation of behavior.

Objective of the study

Ultimate aim of education is the wholesome development of personality and preparation of young one's for future performance. The purpose of the study was assessment of fulfillment of aims and objectives indirectly by analyzing the selected personality dimension (Activity-Passivity) at various levels of physical education programmes in physical education. Development is not a onetime phenomenon but it is a gradual process and takes time. The present study may throw light on the developmental patterns of personality dimension (Activity-Passivity) understudy and the process responsible for the development.

Hypothesis

It was hypothesized that there will not be any significance differences in personality dimension (Activity-Passivity) among the B.P.E. I year, B.P.E. III year and M.P.E. Final year students.
Methodology

Subjects

For the present study, physical education students, pursuing their courses in physical education in three different years (80 from each year) namely, Bachelor of Physical Education (B.P.E.) I year or equivalent, Bachelor of Physical Education (B.P.E.) Final year (III year) or equivalent and Master of Physical Education (M.P.E.) Final year (V year) or equivalent were selected as subjects for the study. The sample consisted of 240 students of eight institutions from all over the country 80 from each. These eight institutions were selected keeping in view the feasibility of collection of data, representation of all four regions namely, West, South, East and North regions by selecting two institutions from each region and finally, the similarity of syllabus and curriculum structure among all the institutions.

Variable

The study was delimited to the personality dimension (Activity – Passivity) and was measured by Dimensional Personality Inventory (DPI) developed by Mahesh Bhargava. A high score on this dimension shows that person is active, energetic, having regular persistent with ability to concentrate for long duration to work. On the other hand a passive, dull, inactive slow person will score low on this dimension.

Reliability of the Test

The Dimensional Personality Inventory was assumed to be reliable because it is meant for college students and reliability coefficients established by Mahesh Bhargava by split-half and Test-Retest Methods are presented in Table 1.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>RELIABILITY COEFFICIENTS PERSONALITY DIMENSION (ACTIVITY-PASSIVITY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
<td>Split-Half Reliability Coefficient</td>
</tr>
<tr>
<td>Activity – Passivity</td>
<td>0.60</td>
</tr>
</tbody>
</table>

Response mode and Scoring

The personality dimension was measured through three response alternatives - Yes, Undecided and No. The 'yes' was scored as 2, 'undecided' as 1 whereas 'no' was equal to 0. For the dimension of personality, score ranged from 0 to 20. Against, each question three alternatives were given and respondents responded by ticking (✓) on the choice response. For the personality dimension (Activity-Passivity) the high score denoted the more positive tendency.

Statistical technique:

Means and standard deviations were calculated and represented in tabular form. To find the differences among means, the One Way Analysis of Variance was employed. To find the exact location difference of means, the Post-Hoc Analysis was carried out by using Least Significant Difference Test.
For testing the significant differences of selected variables, the level of significance was set at 0.05 levels.

**Results And Findings**

The descriptive analysis of data on Activity-Passivity dimension of personality is presented in table 2.

*Table 2*

**MEAN SCORES AND STANDARD DEVIATIONS OF ACTIVITY - PASSIVITY DIMENSION**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.E. I year</td>
<td>11.737</td>
<td>2.320</td>
</tr>
<tr>
<td>B.P.E. III year</td>
<td>12.250</td>
<td>2.641</td>
</tr>
<tr>
<td>M.P.E. Final year</td>
<td>12.312</td>
<td>2.703</td>
</tr>
</tbody>
</table>

Table 2 clearly shows that a difference in mean values of Personality Dimension (Activity-Passivity) among three classes existed. B.P.E. I year students got the lowest mean value while M.P.E. Final year students had the highest. The standard deviation also varied among groups as the deviation for B.P.E. I year students was the least while deviation in the scores of M.P.E. Final students was the highest. The graphical representation of table 2 is presented in the figure below.

The one way analysis of variance among the B.P.E. I year, B.P.E. III year and M.P.E. Final year students on Activity-Passivity dimension of personality is presented in table 3.

*Table 3*

**ONE WAY ANALYSIS OF VARIANCE OF SCORES ON PERSONALITY DIMENSION (ACTIVITY - PASSIVITY) AMONG B.P.E. I, B.P.E. III AND M.P.E. FINAL YEAR STUDENTS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Sum Squares SS</th>
<th>Mean Squares MSS</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>2</td>
<td>15.925</td>
<td>7.962</td>
<td>1.215</td>
</tr>
<tr>
<td>Within Classes</td>
<td>237</td>
<td>1553.675</td>
<td>6.556</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level F_{0.05}(2,237) = 3.03

The analysis of variance from table 13 indicates that the calculated 'F' ratio of 1.215 was less than the tabulated 'F' value of 3.03. This result shows that there were no significant
differences existed in Activity-Passivity, dimension of personality among B.P.E. I year, B.P.E. III year and M.P.E. Final year students.

**Conclusion and Discussion on Findings:**

From the perusal of table 1 it can be concluded that a difference in scores on Personality Dimension (Activity-Passivity) existed among the groups in which B.P.E. I year students were on the lower side and M.P.E. final year students scored highest but the analysis of variance revealed that differences were not significant in Activity-Passivity dimension of the personality. Therefore the hypothesis stated could not be rejected. The logical explanation of the result might be that all the subjects were willing to work hard during the course of training. The profession of physical education is practical oriented and slow and irregular can't persist in the training. The curriculums of physical education institute were so designed to keep everybody ready.

**References:**


Thrope, Joanne. 29 (March 1958), "Study of Personality Variables Among Successful Women Students and Teachers of Physical Education." *Research Quarterly* 83-92.