

A Comparative Study of Sports Student and Non-Sports Student in Personality

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ABSTRACT

This paper focused on a compare the personality of sports student and non sports student in college level. The main objective of research paper is to compare the personality of sports student and non sports student and also compare the male and female groups. And our sample size is 80 college level students. The tool was used 16 pf. personality test. The main finding of the study is sports student is better than non sports students according their personality and there is significant difference between the personality of sports student and non sports students. Physical education and sports is one of the most important for the personality development a very good quotation is "sound mind in sound body" both are co- related if you are physical fit. Your mental health fit. Presently government is careless for physical education in all levels this time physical education is very important subject to all level this study to find out the physical education to improve personality for student

Keywords: Sports Student, Non Sports Student, Female, Male & Personality etc.

I INTRODUCTION

Sports and games are very important for us. They keep us healthy and fit. They offer us a change from the monotony of daily life. It is a useful means of entertainment and physical activity. Sports and games help in character building. They give us energy and strength. Sports and games are means of mental and physical growth. We learn how to maintain mental balance in the midst of hopes and despair. They make us learn how to tackle the difficult situation. Sports develop a sense of friendliness. They develop in us team spirit. They help in developing mental and physical toughness, shape our body and make it strong and active. They give us energy and strength. remove tiredness and lethargy. They improve blood circulation. This improves our physical well-being. Sports and games improve our capability. They improve our efficiency. Either study or work alone makes us exhaust. We remain no longer efficient to do any work. Sports remove our mental exhaustion. Sports are integral part of education. Education without sports is incomplete. Keeping their value in life, children are taught some sorts of games in the very early stage in school. These days' sports are a part of academic curricula. Sports are particularly important for the youth. They help in their physical and mental growth. They contribute in the formation of character. They inculcate in them good values. It is therefore, sports competition is held at school and college levels. The students who perform well in this competition are promoted to play at the national and international level. Thus sports help in career growth also. Sports and games give us opportunity to grow in life. These days' sports have been commercialized. They have become a good means of earning. The sports person who does well in sports is showered with name, fame and wealth. He becomes a hero

overnight. Sports have great potential to offer career opportunities. So we should take them very seriously from the very early age of our life. Sports are good means of earnings. Sports offer opportunity to prove talents. Thus, sports have great value in life. Sports facilities are being developed in rural and semi-urban areas. There are playgrounds in villages. Sports infrastructure are being developed everywhere so as to promote them. Various sport organizations are also doing well in promotion of sports.

Jessica R Eagleton, Stuart J Mc Kelvie, Anton de Man (2007) Scores on Extraversion and on Neuroticism as measured by the Eysenck Personality Inventory were compared for 90 undergraduate team sport participants, individual sport participants, and nonparticipants (43 men, 47 women, M age = 20.3 yr.). From past research and Eysenck's biological theory of personality, it was hypothesized that sport participants would score higher on Extraversion and lower on Neuroticism than nonparticipants, and that team participants would score higher on Extraversion and perhaps higher on Neuroticism than individual sport participants. By comparing scores for students in first year and final year, it was also investigated whether pre-existing personality differences drew people to sport (the gravitational hypothesis) or whether personality changed as a function of sport participation (the developmental hypothesis). The main findings were that team participants scored higher on Extraversion than both individual sport participants and nonparticipants, and that

test scores did not change over time, supporting the gravitational hypothesis for Extraversion.

Diener and Lucas (2000) in their study found that it is worth important to write the two conclusions drawn by the research in the field of personality and well-being, first suggested that the researchers must be aware about the varied pattern of relationship between personality and well-being across cultures. Secondly Diener, Sun and Oishi (1997) admit, 'what is not yet clear, whether extraversion predicts pleasant effect to some extent in different cultures, such as in India and Nepal'. Also in an extensive survey of the literature, the present research did not find any representative work conducted in India on the relationship between personality and well-being. All this background is sufficient in itself to realize the necessity of filling in the gaps in knowledge and conducting an exhaustive research study on the relationship between personality and well beings in India.

II PROBLEM, OBJECTIVES & HYPOTHESIS

(a) Statement of the Problem

The problem of present study is stated as “*A comparative study of sports student and non sports student in personality*”

(b) Objectives of the Study

The objectives formulated for this study are:

- (i) To compare the personality of sports student and non sports student.
- (ii) To compare the personality of sports male student and non sports male student.
- (iii) To compare the personality of sports female student and non sports female student.

(c) Hypothesis of the Study

The following null hypothesis has been formulated in the context of present study's objective:

- (i) There is no significant difference between the personality of sports student and non sports students.
- (ii) There is no significant difference between the personality of sports male student and non sports male student.
- (iii) There is no significant difference between the personality of sports female student and non sports female student.

III RESEARCH METHODOLOGY

(a) Methodology

In the light of objectives and to test hypothesis of the present study, the researcher adopted survey method for data collection.

(b) Limitations of the Study

- (i) This study focused only on the College level students
- (ii) This study focused only on the selected College of Bhopal city.

(c) Sample Design

Sample size: 150

Sample frame: College level student in Bhopal city

(d) Research Tool

For the purpose of data collection the following tool was used.

- (i) **Personality:** Dr. S.D. Kapoor (16 pf Personality questionnaire).

After collection of data mean S.D. & 't' test was applied for statistical analysis.

IV ANALYSIS AND INTERPRETATION

- (a) **Hypothesis 1:-** There is no significant difference between the personalities of sports student and none sports students.

Table- 1
Significant difference between the personality of sports student and non sports students.

Group	Strength N	Mean M	S.D σ	't' value	Result
Sports Student	80	63.97	12.3	4.24	Significant
Non Sports Students	80	59.8	8.77		

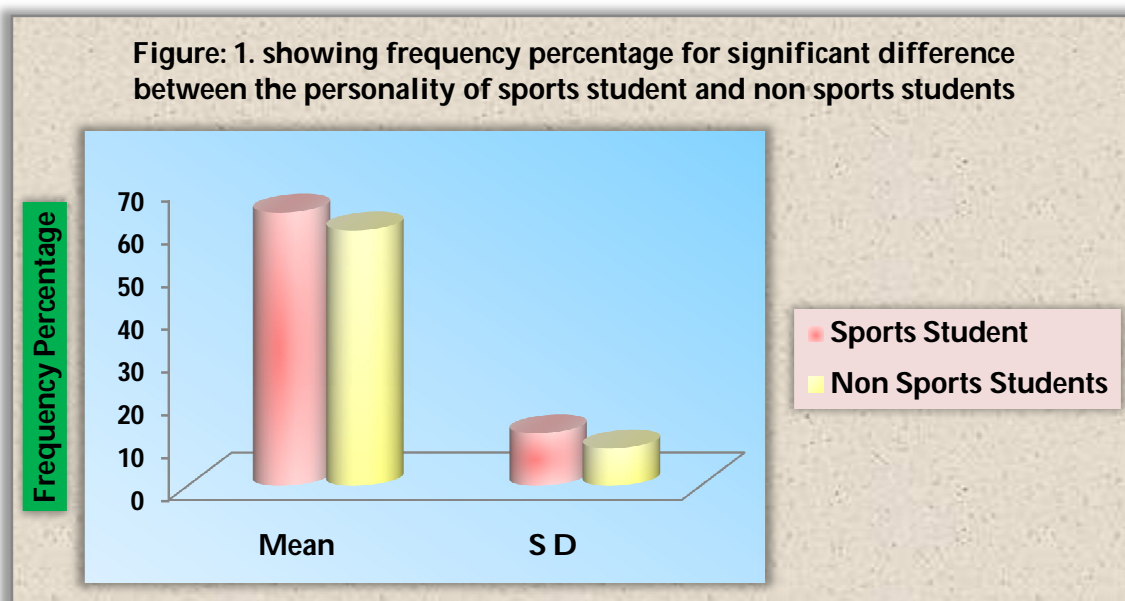
df = 158 Table value at .01 level of significant = 2.61

Studying table 1 it came to know that average personality score of Sports student was 63.97 and that of Non sports students was 59.8, so the

difference was 4.17 and its 't' value was 4.24. It was significant at .01 levels on 158 df. So null hypothesis "There is no significant

difference between the personality of sports student and non sports students." was rejected. It means there was a significant difference between the personality of sports student and non sports students.

The mean score of sports student is better than non sports students. From this we can say that personality of sports student and non sports students were different.



- (b) **Hypothesis 2:-** There is no significant difference between the personality of sports male student and non sports male student.

Table 2

Significant difference between the personality of sports male student and non sports male student.

Group	Strength N	Mean M	S.D σ	't' value	Result
Sports Male Student	40	64.9	10.8	2.12	Significant
Non Sports Male Students	40	60.23	8.08		

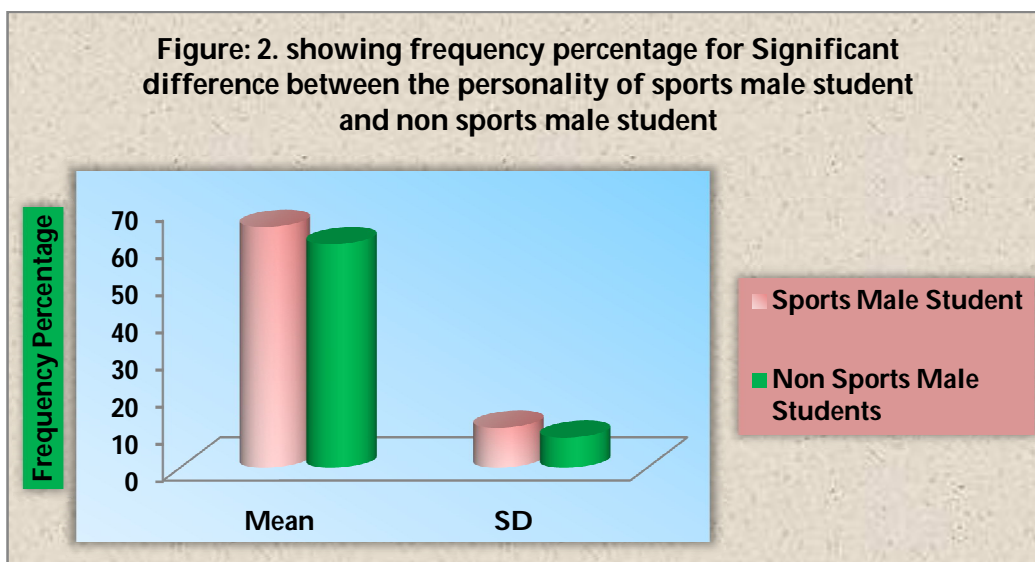
df = 78 Table value at .05 level of significant = 1.99

Studying table 2 it came to know that average personality score of Sports male student was 64.9 and that of Non sports male students was 60.23, so the difference was 4.67 and its 't' value was 2.12. It was significant at .01 levels on 158 df. so null hypothesis "There is no significant difference between the personality of sports male student and non sports male student "was

rejected. It means there was a significant difference between the personalities of sports male student and none sports male students.

The mean score of sports male student is better than non sports male students.

From this we can say that personality of sports male student and non sports male students were different.



(c) **Hypothesis 3:-** There is no significant difference between the personality of sports female student and non sports female student.

Table- 3
Significant difference between the personality of sports female student and non sports female student.

Group	Strength N	Mean M	S.D σ	't' value	Result
Sports Female Student	40	67.4	11.37	4.96	Significant
Non Sports Female Students	40	58.9	9.28		

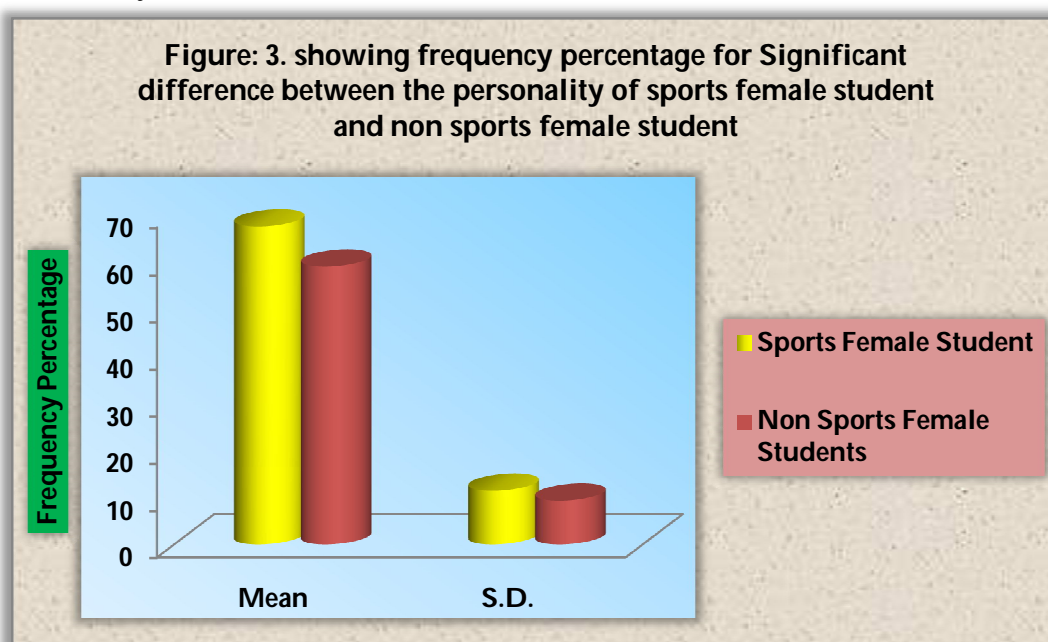
df = 78 Table value at .01 level of significant = 2.64

Studying table 3 it came to know that average personality score of Sports female student was 67.4 and that of Non sports female students was 58.9, so the difference was 8.5 and its 't' value was 4.96. It was significant at .01 levels on 158 df. so null hypothesis "There is no significant difference between the personalities of sports female student and none sports female students." was rejected. It means there was a

significant difference between the personality of sports student and non sports students.

The mean score of sports female student is better than non sports female students.

From this we can say that personality of sports female student and non sports female students were different.



V FINDINGS OF THE STUDY

The following major findings are reported.

- (a) There is no significant difference between sports student and non sports student of their personality.
- (b) There is no significant difference between sports male student and non sports male student of their personality.
- (c) There is no significant difference between sports female student and non sports female student of their personality.

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