

**A COMPARATIVE STUDY OF PERSONALITY TRAITS OF
COACHES AND PHYSICAL EDUCATION
TEACHERS**
Shankarappa C.*

AFFILIATION

* Physical Education Director, Sre Manjunatha Swamy First grade college, Saraswathi Nagar, Devangere, Bengaluru, (Karnataka), 9035955478, Mobile-cshankardvg@gmail.com

ABSTRACT

The purpose of the study was to investigate and compare the personality traits of coaches and physical education teachers. The study was conceptualized with a very specific reference to compare the personality traits of coaches and physical education teachers working in university, sports department and other institutions. One hundred coaches of individual and team games (N=50) and physical education teachers (N=50) were selected for the purpose of study. To compare the personality traits of coaches and physical education teachers, 16 P.F., questionnaire developed by a Raymond.B.Cattle, Herber W. Eber supplied by psycho center, Agra was selected as criterion measure. To determine the significance of difference between coaches and physical education teachers in their mean scores of the different personality factors, t-test was computed. The results revealed that the coaches and physical education teachers were found to be of almost similar personality traits in the majority of sixteen-personality factor. Similarity was observed in eleven personality factors. The significant difference that coaches and physical education teachers exhibit in terms of soberly, shyness, venturesome, conservative, and experimenting

Keywords: Personality, Coach, Physical Education, Teacher, Traits

1. INTRODUCTION

Sport Psychology is a term used to refer to the psychological aspects of sport, physical recreation, physical education, exercise, health, and related physical activities. The International Society of Sport Psychology (ISSP) is dedicated to the development and professionalism in the field of sport psychology from a global perspective. The following ethical principles are guidelines that regulate ISSP professionals in sport psychology to act responsibly and ethically in the provision of services to insure the dignity and welfare of individuals, athletes, professionals, volunteers, administrators, teams, and the general public. These ethical standards are expressed in general terms in order that they can be applied to sport psychologists engaged in varied roles.

A sport is not art or religion or moral ideals. But with all of these, it shares values, which are at least humanly high and always highly human. A sport is a wonderful world. Those who are not active in sports need to realize what they are missing. Those who are active must be encouraged to remain so. Sports should become an integral part of every one life, for sports truly is a wonderful world. A sport has emerged into highly organized activity of human society play is very important preserving better growth and development of the organism **(Kamlesh, 1983)**

In modern competitive sports, psychological preparation of a team is as much important as teaching the different skills of a game on scientific lines. The teams are prepared not only to play the games, but also to win the games. And for winning the games it is not only the proficiency in the skill which brings victory but more important is the spirit to win and competitive attitudes of the players with which they play and perform best in the competition. The mental attitudes of an individual player or a team can help either to overcome many obstacles for victory or can lead to unexpected defeat.

The personality of the athlete has been a key research focus of sport psychologists **(Wann, 1997)**. For many sport psychologists, the relationship between personality and behaviour is best understood through the interaction approach, i.e. in order to understand the person more fully, one must consider the person, the situation, and the interaction between the person and the situation. Although differing aspects of personality have been disclosed, as yet a complete trait profile has not been determined. While this may take years of research and enquiry, sport psychologists are obliged to maintain a scientific standard through the pursuit of academic enquiry into indefinite domains.

An examination of the available literature demonstrates that a tentative relationship has been established between the constructs of personality, locus of control, and self -efficacy expectation on a theoretical level. However, due to a lack of previous empirical investigation, there is a need for inter-construct research correlation, or meta -analysis, with regard to these three variables, particularly within the sport psychology sphere. Establishing a correlation between the variables has positive future implications for selection, performance and management of golf-playing sportsmen. The intensified degree of predictability and comprehension obtained with regard to performance levels in particular, is the aim of attempting to establish a correlation between personality, locus of control and self -efficacy expectation

In the modern sports world the psychological, makeup of a sport person is as much important as physiological variables , teaching and tactics. Psychology has become the backbone of high performances especially in achieving peak performances , both training and competition . Sports Psychology .through still in infancy in the developing countries, has: made a definite impact on sports performance, during training and competition **(Seaton, 1956)**.

Most of the coaches agree that the physical characteristics, skills and training of the players and extremely important but they also indicate the good mental preparation for competitions is

necessary component of success. In western countries like Russia, G.D.R. Bulgaria and Czechoslovakia (East European countries), much stress has been given on the mental preparation of their national teams as well as on the psychological conditioning of their players and sportsman. This include developing not only the physical attributes but also his' attitudinal, motivational and psychological traits (**Singh, 1987**).

One's personality is complex combination of qualities that makes one unique and give one his individual identity. It involves in each case and analysis combination of qualities and attributes that characterized the individual person- personality result from an individual combination of attributes qualities and behavior pattern (**Scott,, 1978**).

Relationship between personality and performance in athletic or Sport skill are often discussed in the pages of professional Journals and by individuals on the playing fields. People placed in situation which call for action usually several more of themselves than is exposed in less dynamic situations. Some have speculated that movement characteristics /who may be or the traits of the total personality complex .

The personality was generally been acknowledged 'as an important part of physical activity. Some investigators are of the opinion that there are some personality traits which are directly responsible for success arid failure of a sport person. Kroll and Carlson stated that there was direct relation between personality traits and level of performance.

Personality assessment is the most important aspects of sports psychology each individual is born with a blue print of basic traits. The behavior of the individual lies in this blue print. This may also fix the boundaries to the development of some traits. Certain personality traits can be learnt while participating any Endeavour, including sports but this acquisition is dependent on a highly complex interaction between each individual genetic endowment, his previous and current environments and his own particular behavior patterns. Many physical teachers and coaches get confused while seeing the individuals of some physical abilities performing very differently in competitions, and then they think whether any psychological factors are responsible for that.

Personality is expressed through the complex and interdependent relationship formed between an individual and environment. (**Dureha, 1987**)

Kirscht and Dillehay (1967) placed coaches in five general categories, the authorization coach, the nice guy coach, the intense or drive coach, the easy going coach, and the business like coach, each of five personality types is able to more effectively handle curtain types of athletes. The authorization coach best handles the common because he provides the necessary direction. The nice guy coach best handles the sensitive athletes, because he more able to provide the needed support. The unmotivated athletes who needs a push is best handled by the intense coach, while a bright and perceptive athletes works best with the easy going coach. The business like coach is most effective with the talented that need developing because he is best able to provide him with the organized direction. A coach should remain sensitive and he should never loose of the fact that the athlete's personality is likely to be a reflection of his own personality.

The purpose of the study was to investigate and compare the personality traits of coaches and physical education teachers.

2. METHODOLOGY

2.1 Selection of subjects

The study was conceptualized with a very specific reference to compare the personality traits of coaches and physical education teachers working in university, sports department and other institutions. one hundred coaches of individual and team games (N=50) and physical education teachers (N=50) were selected for the purpose of study.

2.2 Description of Test

To compare the personality traits of coaches and physical education teachers, 16 P.F., questionnaire developed by a Raymond.B.Cattle, Herber W. Eber supplied by psycho center, Agra was selected as criterion measure. The questionnaire in both Hindi and English version were used.

Sixteen personality factors questionnaire was selected as criterion measures to compare the personality traits of coaches of different games and sports and physical education teachers working in different education institutes Varanasi region.

The Sixteen Personality Factor Questionnaire (16PF) is an objective test of 16 multidimensional personality attributes arranged in omnibus form. In general, it provides normed references to each of these attributes (the primary scales). Conceptualized and initially developed by Raymond B. Cattell in 1949 as a broad, multipurpose measure of the "source traits" of individual personality, the 16PF is appropriate for a wide range of multifaceted populations. It provides a global representation of an individual's coping style, the person's reactive stance to an ever-fluid and transactional environment and that individual's ability to perceive accurately certain specific environmental requisites for personal behavior.

2.3 Statistical Analysis

In order to compare the personality traits of coaches and physical education teachers, the means, SDs, t-ratios were Computed. The level of significant was set at .05 level.

3.RESULTS

To determine the significance of difference between coaches and physical education teachers in their mean sten scores of the different personality factors, t-test was computed by using SPSS 16.0 version and data pertaining to this have been presented Table 1 and 2.

TABLE 1
DESCRIPTIVE STATISTICS OF 16 PERSONALITY FACTORS OF SPORTS
COACHES AND PHYSICAL EDUCATION TEACHERS

S.No.	16 P.F.	Coaches (N=50)		Physical Education Teacher (N=50)	
		Mean	S.D.	Mean	S.D.
1.	A	5.24	1.65	4.94	1.35
2.	B	4.42	2.13	3.66	1.99
3.	C	4.98	1.72	4.64	1.77
4.	E	4.76	2.04	4.86	1.70
5.	F	3.78	1.52	4.44	1.45
6.	G	5.78	1.72	5.96	1.44
7.	H	5.24	1.36	5.94	1.20
8.	I	5.86	1.82	4.80	2.43
9.	L	5.98	1.55	6.10	1.79
10.	M	4.76	1.88	4.08	2.39
11.	N	6.86	2.15	6.54	1.93
12.	O	6.58	1.82	7.18	1.56
13.	Q ₁	5.02	1.64	6.12	1.73
14.	Q ₂	5.28	1.76	5.80	1.77
15.	Q ₃	5.78	1.54	5.72	1.49
16.	Q ₄	4.74	1.77	5.54	1.85

The mean scores of sixteen personality factors as preferred by sports coaches and physical education teachers of Varanasi region have been depicted in figures 1 .

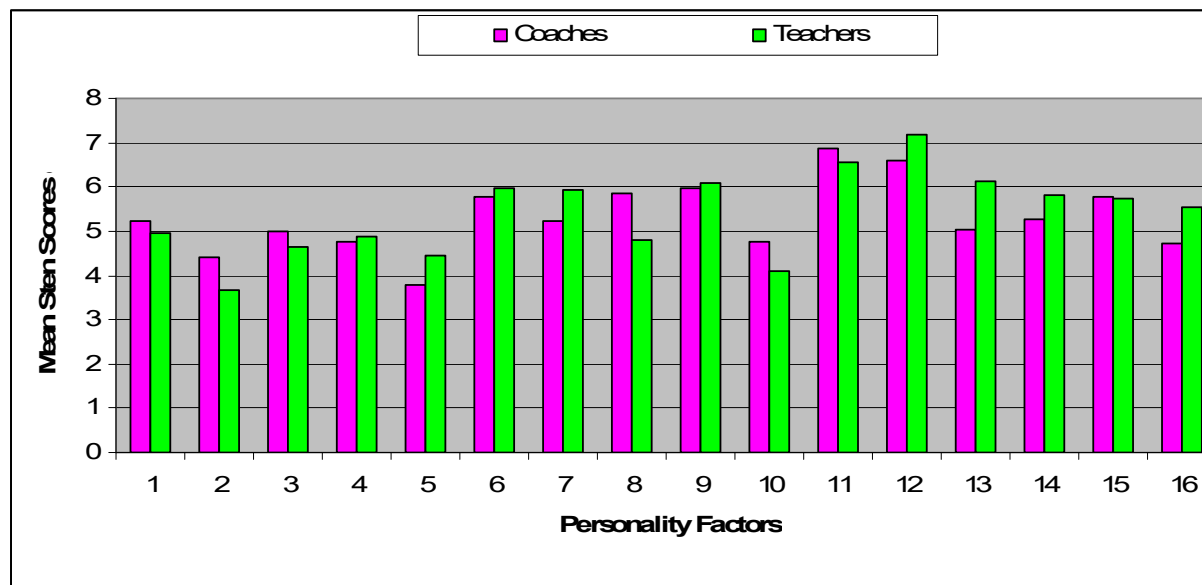


Figure:1 Mean Sten Scores on 16 Personality Factors of Sports Coaches and Physical Education Teachers of Varanasi Region.

TABLE 2
SIGNIFICANCE OF DEFFERENCE BETWEEN MEAN SCORES ON SIXTEEN PERSONALITY FACTORS OF SPORTS COACHES AND PHYSICAL EDUCATION TEACHERS

S.No.	16 P.F.	Means		MD	DM	t-ratio
		Coaches	Teacher			
1.	A	5.24	4.94	0.30	0.30	0.99
2.	B	4.42	3.66	0.76	0.41	1.85
3.	C	4.98	4.64	0.34	0.35	0.97
4.	E	4.76	4.86	0.10	0.38	0.27
5.	F	3.78	4.44	0.66	0.29	2.22*
6.	G	5.78	5.96	0.18	0.32	0.57
7.	H	5.24	5.94	0.70	0.26	2.72*
8.	I	5.86	4.80	1.06	0.43	2.47*
9.	L	5.98	6.10	0.12	0.33	0.36
10.	M	4.76	4.08	0.68	0.43	1.58
11.	N	6.86	6.54	0.32	0.41	0.78
12.	O	6.58	7.17	0.60	0.34	1.77
13.	Q1	5.02	6.12	1.10	0.34	3.26*
14.	Q2	5.28	5.72	0.52	0.35	1.47
15.	Q3	5.78	5.72	0.06	0.30	0.19
16.	Q4	4.74	5.54	0.80	0.36	2.21*

*Significant at .05 level, $t_{.05(98)} = 1.98$

Factor A (Reserved v/s Outgoing)

The continuum of this trait extended from reserved, impersonal, detached and critical at lowered end and to outgoing kindly, participating at high level. The mean sten scores of the coaches and teachers on this factor were 5.24 and 4.94 respectively. The t- ratio obtained was

0.99, which was not significant at 0.05 level. Thus the hypothesis that the coaches were significantly differs from physical education teachers has been rejected. From this profile it could be seen this mean scores of two groups fall towards the average level on this trait so they were neither reserved not outgoing.

Factor B (Less intelligent v/s More intelligent)

The continuum of this trait extended from low scholastic mental capacity at the lower end and to high, abstract thinking at upper level .The t ratio of 1.85 was obtained between the sten mean scores of coaches 4.42 and teachers 3.66 which was not significant hence the hypothesis was rejected. The profiles of both the group lie a little lower than the middle of the sten scale, but the coaches posses more intelligent and abstract thinking then the physical education teachers.

Factor C (Emotionally less stable v/s Emotionally stable)

The continuum of this trait extended from affected by feelings at the lower end and to emotionally stable at upper level .The t- ratio was 0.97 obtained between the sten mean scores of coaches 4.98 and teachers 4.64, which were not significant. Hence the hypothesis was rejected. The profiles of both the group lies at average level. This indicated that the coaches were more emotionally stable and less affected by feelings than teachers.

Factor E (Submissive v/s Dominant)

The continuum of this trait extended from submissive, humble, and conforming at the lower end and to dominance, assertive, aggressive, and competitive at the upper end. The t- ratio obtained .27 between the sten mean of coaches was 4.86 and the sten mean of teachers 4.76 was not significant at 0.05 level. Hence, the hypothesis was rejected. The result obtained was that the coaches fall in average level so they are neither humble not assertive and the teachers fall below average level so they were humble, mild and confessing.

Factor F (Sober v/s Happy go lucky)

The limits of this factor extended from sober at the lower end and to happy go lucky at the high end. The means of coaches was 3.78 and teachers was 4.44 on this factor and the differences these came out (t- ratio = 2.22) which was significant at .05 level. Thus the hypothesis was accepted. The results as interpreted through profile could point out that the coaches lie average level so they were neither serious nor happy go lucky and the teachers were a little lower than the middle of the sten scales, so they were serious, dependable and reticent.

Factor G (Expedient v/s Conscientious)

The continuum of this factor started from expedient, self indulgent at the lower end and to conscientious, moralistic at upper end. The mean of the coaches were 5.78 and the teachers were 5.96 and the difference between these means was not significant (t-ratio 0.57). Thus, the coaches seemed to be on the average, less conscientious and more expedients in comparison to the teachers. Hence, the hypothesis was rejected. Both the groups are neither expedient nor conscientious.

Factor H (Shy v/s Venturesome)

The continuum of this factor extended shy, timid at lower end and to venturesome, bold at the upper end. The mean of coaches was 5.24 and the teachers were 5.94 and the differences theses means was significant t- ratio=2.72. Hence, the hypothesis was accepted. This shows that team and individual games coaches on the average level but the teachers seemed to be more venturesome and less shy than the coaches.

Factor I (Tough minded v/s Tender minded)

The continuum of this factor extended from tough minded, rough, realistic at the lower end and to tender minded, sensitive and refined at high end. The mean of the coaches was 5.86 and

the teachers 4.80 and the t- ratio was 2.47 indicated that coaches on the average level and teacher lies under average, so the coaches seemed to be more tender minded, sensitive, day dreaming and less rough than the teachers.

Factor L (Trusting v/s Suspicious)

The continuum of this trait extended from trusting, free of jealous, cheerful at the lower end and to suspicious, doubtful, and hard to fool at the upper end. The t- ratio of 0.36 between the mean of the coaches 5.98 and teachers 6.10 was not significant at .05 level. This showed that both the groups were of nearly the same type of this factor. From this profile both the groups lie slightly above the neutral point on the profile. This meant that the members of the groups were on the average, adaptable and easy to get on with.

Factor M (Practical v/s Imaginative)

The continuum of this trait extended from practical, careful, conventional at lower end and to imaginative, impractical, and wrapped up in inner urgencies at high end. The t- ratio was 1.58 between mean of coaches and teachers were 4.76 and 4.08 respectively. Hence the hypothesis was rejected. The result indicating that coaches lie average level so they are neither practical, regulated by external realities nor imaginative and teachers lie below average level so they were careful and conventional.

Factor N (Forthright v/s Shrewd)

The continuum of this trait extended from sentimental, artless, and natural at lower end and to socially aware, shrewd, and calculating at the higher end. The mean of the sten scores of the coaches 6.86 and teachers was 6.54. The mean difference between the two groups was not significant t- ratio being 0.78. The result show that coaches and teachers lies above average level. so they are shrewd, wordly and calculating.

Factor O (Self assured v/s Apprehensive)

The continuum of this trait extended from placid, self-assured, and confident at lower end and to apprehensive, worrying, and insecure at high end. The mean sten scores of the coaches and teachers were 6.58 and 7.17 respectively. The difference between the means was not significant, t- ratio being 1.77, so the hypothesis was rejected. The result indicated that team teachers fall towards higher end so they were worry, feel anxious, apprehensive and the coaches fell at the average level so they neither placid nor apprehensive.

Factor Q1 (Conservative v/s Experimenting)

The continuum of this trait extended from conservative, respecting traditional ideas at lower end and to experimenting, liberal and open to change to high end. The mean sten scores of the coaches and teachers were 5.02 and 6.12 respectively. The t-ratio was 3.26 significant at 0.05 level. Thus the hypothesis was accepted. The profile showed that coaches were little above the middle of the sten score and teachers lie average level so they are neither conservative, nor experimenting.

Factor Q2 (Group oriented v/s Self sufficient)

The continuum of this trait extended from group oriented, sound follower at lower end and to self sufficient, resourceful and decisions at high end. The mean sten scores of coaches and teachers were 5.28 and 5.72 respectively and t-ratio obtained 1.47 was insignificant. Hence, the hypothesis was rejected. Both the groups lie on average level so they were neither group dependent nor self-sufficient.

Factor Q3 (Undisciplined self conflict v/s following self image)

The continuum of this trait extended from undisciplined, self-conflict and following own urges at lower end and to controlled, socially precise high self-control at upper level. The mean sten

scores of the coaches 5.78 and teachers were 5.72. The differences between these means was not significant at 0.05 level being t-ratio 0.19 so the hypothesis was rejected. It was obvious that both the groups fell at average level hence were neither low neither integrated nor had high self-concept, control.

Factor Q4 (Relaxed v/s Tense)

The continuum of this trait extended from relaxed, unfrustrated, low ergic tension at lower end and to tense, frustrated, to high ergic tension at high end. The mean sten scores of the coaches and teachers were 4.78 and 5.54 respectively. The differences between these means found significant at 0.05 level, Being t-ratio 2.21. Therefore hypothesis was accepted. The teachers fall at average level so they were neither relaxed nor tense, frustrated and coaches was fall towards below average level so they are relaxed and low ergic tension.

4. DISCUSSION

From this profile it could be seen this mean scores of two groups fall towards the average level on this trait so they were neither reserved not outgoing. The profiles of both the group lie a little lower than the middle of the sten scale, but the coaches posses more intelligent and abstract thinking then the physical education teachers.

The coaches were more emotionally stable and less affected by feelings than teachers. The coaches fall in average level so they are neither humble not assertive and the teachers fall below average level so they were humble, mild and confessing. The coaches lie average level so they were neither serious nor happy go lucky and the teachers were a little lower than the middle of the sten scales, so they were serious, dependable and reticent. Both the groups are neither expedient nor conscientious. The team and individual games coaches on the average level but the teachers seemed to be more venturesome and less shy than the coaches. The coaches seemed to be more tender minded, sensitive, day dreaming and less rough than the teachers. The members of the groups were on the average, adaptable and easy to get on with. Coaches lie average level so they are neither practical, regulated by external realities nor imaginative and teachers lie below average level so they were careful and conventional. Coaches and teachers lies above average level. so they are shrewd, wordly and calculating.

The team teachers fall towards higher end so they were worry, feel anxious, apprehensive and the coaches fell at the average level so they neither placid nor apprehensive. The profile showed that coaches were little above the middle of the sten score and teachers lie average level so they are neither conservative, nor experimenting. Both the groups lie on average level so they were neither group dependent nor self-sufficient. It was obvious that both the groups fell at average level hence were neither low neither integrated nor had high self-concept, control. The teachers fall at average level so they were neither relaxed nor tense, frustrated and coaches was fall towards below average level so they are relaxed and low ergic tension.

5. CONCLUSIONS

1. Coaches and physical education teachers were found to be of almost similar personality traits in the majority of sixteen-personality factor. Similarity was observed in eleven personality factors.
2. Coaches and physical education teachers were largely found to be moderately, reserved, intelligent, trustable, practical, straight forward, placid, dependent, confused, relaxed.
3. Coaches and physical education teachers were significantly different in their personality traits namely sober, shy and conservative and relaxed.
4. In the contrast of above, physical education teachers were found more experimenting, suspicious, worrying and venturesome than the coaches.

5. Coaches and physical education teachers having similar traits on 11 parameters of personality because of their task and functional discourteous similarity which managing teams training and competition.
6. The significant difference that coaches and physical education teachers exhibit in terms of soberly, shyness, venturesome, conservative, and experimenting

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