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A Comparative Study of Personality Traits between General Education and Physical Education Teachers of India

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ABSTRACT: Physical education (PE) is one of the important subjects in developing students' psychomotor, cognitive and attitudes. However, previous studies in Iraq found that the implementation of PE subject was a low level, and in turn affected students' health and attitude. The low level of PE implementation was due to low level of teacher's self-efficacy, and consequently its effect teacher's job satisfaction and teacher's performance. Using cross sectional survey design, this study was conducted to determine the relationship between teacher's self-efficacy and teacher's job satisfaction among physical education teachers in Iraq Physical Education Colleges. A total of 274 PE teachers from four provinces were selected randomly using cluster sample technique. The result reveals that the level of self-efficacy and job satisfaction of PE teachers are at moderate level, which mean that PE teachers' self-efficacy an job satisfaction still not encouraging. Apart from that, the study also reveals that there is a positive relationship between PE teacher's self-efficacy and job satisfaction. This study recommends that in order to increase teachers job satisfaction, the Iraq Physical Education Colleges need to put into consideration of enhancing teacher's self-efficacy. Since the this study used solely quantitative approach, this study suggests to conduct qualitative study to get more insight about teachers need to enhance teacher's self-efficacy and job satisfaction in Iraq's environment.

KEYWORDS: Personality trait, physical education, general education, teacher.

I. INTRODUCTION

The term personality includes the integration of one's physical structure, intellectual abilities, attitude and many other distinguishable characteristics¹. It has many dimensions and is affected by heredity learning, motivation, emotion, intelligence, thinking creativity and so many other major factors².

Teaching is hard work and some teachers never grow to be anything better than mediocre. It is a complex process that involves teacher's ability to deal with students, efficiency in school work, interest in gathering knowledge and the ability to develop cordial relationship with one's colleagues and a host of other factors.

Physical education teachers particularly working in schools have multifaceted responsibilities. They have to be effective as managers, coaches, teachers, supervisors and even as organizers. They will be assisting school administration quite regularly. To carry out such responsibilities, the teacher should have professional training, required qualifications, knowledge, skill, favourable attitudes and interests, courage, genuine interest in, the profession, students, school and community³. The teacher's behavioural characteristics influence his teaching and education imparted by him to his students. Apart from the qualification, experience and professional training, it is the working efficiency of physical education teachers that will have a lasting effect on their students.

The working efficiency of teachers depends upon their personality, which involves a number of factors or traits like self-concept, motivation, levels of aspiration, leadership skills and effectiveness, and above all the satisfaction that the teachers or administrators derive from their job or work. Even though the working efficiency depends upon factors like

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age, maturity, professional qualification training and background one's personality makes up with attitude and interests and various other traits of personality will be the contributing factors.

II. METHODOLOGY

To conduct the study 50 physical education and 50 general education male teachers of different parts of India were selected as the subject and the data pertaining to this study were collected from them by using the Revised Eysenck Personality Questionnaire (EPQR-S)⁴ and the responses in YES/NO form were converted numerically following the scoring keys. The collected data were analyzed statistically through T-test and the level of significant was observed at 0.05 level of confidence.

III. RESULTS AND DISCUSSION

Results: From the table no. 1 it is learned that there were no significant difference in the personality traits of Physical Education and the General Education Teacher as the calculated t value (1.23) is lesser than tabulated t value $t_{(0.05,98)} = 1.984$. The comparison of Mean value of both the group is shown in the figure 1.

Table-2 revealed that there were significant difference in the extroversion between Physical Education and General Education Teacher as the calculated t value (3.63) is greater than tabulated $t_{(0.05,98)} = 1.984$. The comparison of mean is shown in the figure-2.

Table-1

Comparison of Means of Personality Traits between Physical Education and General Education Teachers

Group	Mean	SD	MD	S.E.	t ratio
Physical Education	24.6	4.80	1.06	0.86	1.23 [@]
General Education	23.54	3.82			

[@] Insignificant at 0.05 level of confidence. Tabulated $t_{0.05 (98)} = 1.984$

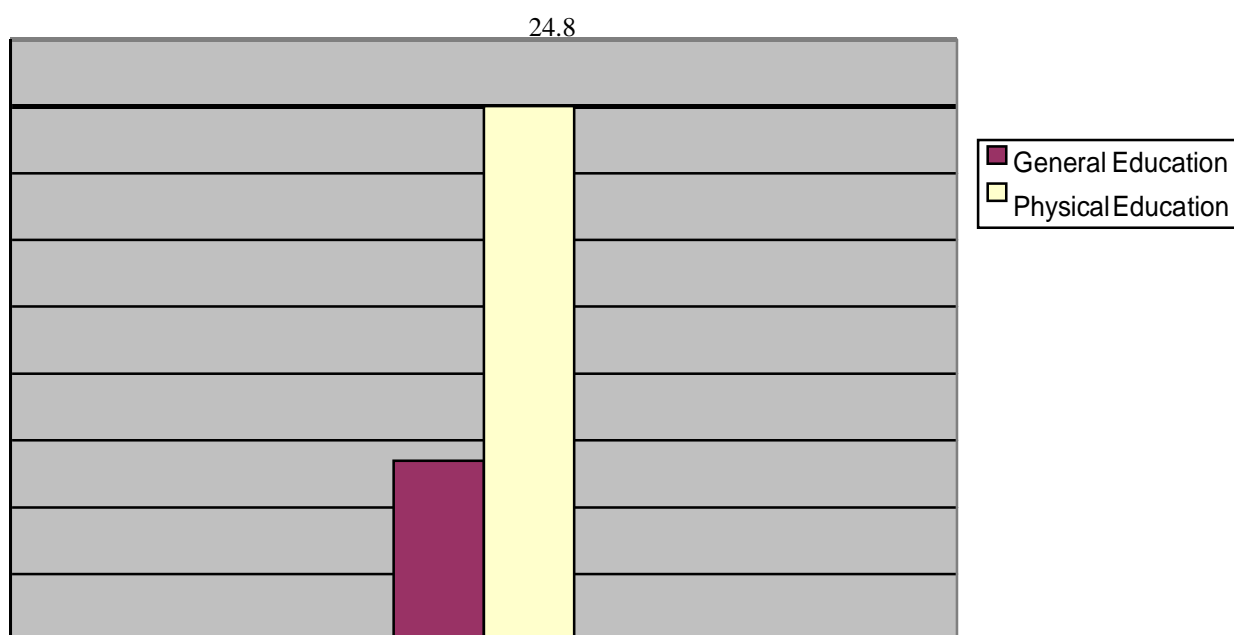


Figure-1

Graphical depiction of mean of personality traits of Physical Education and General Education Teacher

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Table-2
Comparison of Mean of Extroversion between General Education Teacher and Physical Education Teacher

Factor of personality	Group	Mean	SD	MD	S.E.	t ratio
Extra version	General Education	7.0	2.27	1.2	0.33	3.63*
	Physical Education	8.20	0.75			

*Significant at 0.05 level of confidence tabulated $t_{0.05 (98)}=1.984$

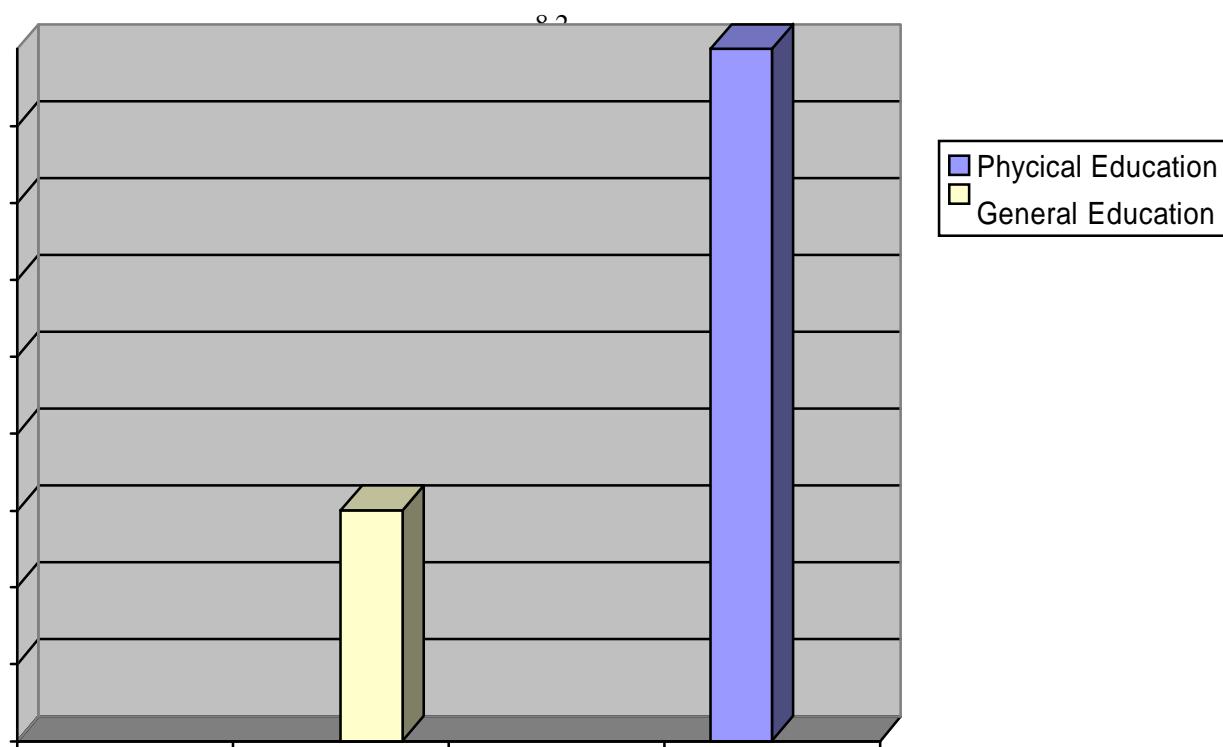


Figure-2
Graphical depiction of comparison of mean of extroversion between Physical Education and General Education Teacher

Discussion of Findings: From the table no. 1 and 2 the insignificant difference in case of personality traits ($1.23 > 1.984$) and significant difference in case of extroversion ($3.63 < 1.984$) between General Education Teacher and Physical Education Teacher was observed. It was also observed from table 1 that physical Education Teacher have better personality and extroversion than General Education Teacher ($24.6 < 23.54$, $8.20 < 7$). These might be because of the nature of duty and work of both the subjects. The physical education profession is practical oriented subjects where the mass participation is present and the intimate participation of teacher is needed. Moreover the physical education teacher has to participate actively in various programmes organized by the school. All these environmental as well as situational responses may effect to the personality of the Physical Education Teacher. On the other hand such type of nature and duty as well as situation and environments of the general education subjects is different to physical education subjects where the general education teacher gets fewer opportunities to participate in comparison to physical education teacher.



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IV. CONCLUSION

On the basis of statistical findings it was concluded that there was insignificant difference in personality traits between Physical Education teacher and General Education teacher ($t_{0.05}(98) = 1.23 < 1.984$). It was also further concluded that the Physical Education Teacher is more extrovert than General education Teacher ($24.6 > 23.54$).

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