

A COMPARATIVE STUDY OF PERSONALITY DIMENSION BETWEEN INDIAN AND ETHIOPIAN PHYSICAL EDUCATION STUDENTS

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Abstract

The study was framed to compare the Personality dimension (Enthusiastic – Non Enthusiastic) of Indian and Ethiopian physical education students. 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. The subjects of this study were 200 randomly selected students in each sample from physical education students from India and as well as Ethiopia. The personality dimension (Enthusiastic-Non Enthusiastic) of the subjects was gauged by using Dimensional Personality Inventory (DPI) developed by Mahesh Bhargava. It was hypothesized that there will not be any significant difference between means of personality dimension (Enthusiastic-Non Enthusiastic) of Indian and Ethiopian physical education students. The analysis of data was done by analyzing descriptive (mean and standard deviations) and 't' test for independent samples for comparison of means. The level of significance was set at 0.05 levels. The purpose and direction related to answering the questionnaire was clearly explained to Indian and Ethiopian physical education students. After clearing all the doubt regarding questionnaire, the test was administered. The analysis of data has been presented in the following order: Descriptive Analysis: Means, standard deviations, range of scores, maximum score and minimum scores were calculated and represented in tabular and graphical form. Independent Samples Test: For testing the hypothesis and to find the significant differences between the means of both the groups, the 't' test for independent samples was applied. The level of significance to check the 't' value were set at 0.05 level, which was considered appropriate keeping in view the process applied, sample size and instruments used in the study.

Keywords: Personality, Enthusiasm, Traits and Behavior.

Introduction

"Personality is the dynamic organization within the individual of those psycho-physical systems that determines his unique adjustment to his environment. 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 Enthusiasm is a source trait which indicates the assertiveness of an individual while the Enthusiastic-Non Enthusiastic is dimension. 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. Enthusiasm may be defined as strong warmth of feeling or a keen interest. It is generally contrasted with apathy which may be defined as a lack of emotion or a lack of interest. Enthusiasm is considered to be especially important in communication (e.g., Booth-Butterfield & Booth-Butterfield, 1990). This is an essential element in the information age because no matter how well we have processed information, if we communicate without enthusiasm we will not have the desired impact on our listeners. Personality researches have been seen at least one full cycle of uncritical enthusiasm turn into bleak pessimism and again to enthusiasm. Recent events suggest that the field is again becoming a focal area of psychological study. The earliest reviews of personality were able to address the entire field. Starting with Atkinson (1960) issues of personality dynamics were separated from those of structure and development because it was no longer possible to give adequate coverage in less than book form (if at all). Similarly, this review focuses more on the how and why of personality processes than on what of personality taxonomy and structure (Digman 1990; Wiggins & Pincus 1992). Before beginning, however, I consider the meta-theoretic question of what is personality and what are the appropriate ways to study it. The cultural differences in two countries are known and may put a difference in attitude and personalities of the students. The subject of physical education is no exception. The present study is an attempt to study the personality differences of physical education students in India and Ethiopia. The study is delimited to variable understudy Personality dimension (Enthusiastic-Non-Enthusiastic).

Materials and Methods

For this study a sample of 200 physical education students was selected randomly who were pursuing their courses in physical education in India and a randomly selected same sample size of 200 physical education students from Ethiopia. Personality

dimension (Enthusiastic-Non-Enthusiastic) of the subjects was assessed by using gauged by using Dimensional Personality Inventory (DPI) developed by Mahesh Bhargav. Personality dimension (enthusiastic – non enthusiastic) 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 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. The higher scores meant for negative aspects of the personality. The data of personality dimension (enthusiastic- non enthusiastic) of Indian and Ethiopian physical education students thus collected and put to the statistical treatment into following stages.

Descriptive Analysis: Means, standard deviations, range of scores, maximum score and minimum scores were calculated and represented in tabular and graphical form.

Independent Samples Test: For testing the hypothesis and to find the significant differences between the means of both the groups, the 't' test for independent samples was applied. The level of significance was set at 0.05 levels.

Results and Findings

The descriptive analysis of data on Personality Dimension (Enthusiastic-Non-Enthusiastic) is presented in Table-1.

TABLE-1
DESCRIPTIVE STATISTICS OF PERSONALITY DIMENSION
(ENTHUSIASTIC- NON ENTHUSIASTIC)

GROUPS	RANGE OF SCORES		MEAN	S.D
	MIN	MAX		
Indian Phy Edu students	08	17	11.82	2.47
Ethiopian Physical Education Student	09	18	12.36	2.32

Table-1 reveals that for personality dimension, (Enthusiastic-Non Enthusiastic), range of scores for Ethiopian physical students ranged from 9 to 18 whereas scores for Indian physical education students are from 8 to 17. Mean value of the dimension of Indian physical education students is less than the dimension of Ethiopian physical education students. The standard deviation of scores of Indian physical education students is more than the standard deviation of scores of Ethiopian physical education students.

Analysis of data pertaining to significance of mean differences in personality dimension (Enthusiastic- Non Enthusiastic) was computed by 't' test for independent samples and is shown in Table-2.

TABLE-2
INDEPENDENT SAMPLES TEST FOR PERSONALITY DIMENSION
(ENTHUSIASTIC- NON ENTHUSIASTIC)

Groups	Mean	Mean Difference	Std Deviation	Std Error	t-ratio
Indian P.E Stu.	11.82	.54	2.47	0.240	2.49*
Ethiopian P.E Stu.	12.36		2.32		

*Significant at 0.05 level of significance

Table-2 indicates that significant difference exists between the mean values of personality dimension (Enthusiastic- Non Enthusiastic) of Indian physical Education students and Ethiopian physical education students as the computed t – value (2.49) is higher than the tabulated t-value of (1.97) at 0.05 level of significance. This indicates that the Ethiopian physical education students were found more enthusiastic and has significantly higher mean value than the Indian physical education students have on this variable. Therefore, the null hypothesis proposed by the scholar is rejected on this variable.

Discussion and Conclusion

The findings of the study suggested that Ethiopian physical education students show more significant enthusiastic dimensions in their personalities compared to Indian physical education students. Therefore null hypothesis on this variable is rejected. The reasons that Ethiopian physical education students showed better enthusiasm could be because of their love for sports and physical activity. When it comes to play and exercise the Ethiopians show great interest in participation. It is in their culture to enjoy games and sports as a regular activity and it is their best pass-time activity rather watching television and other isolation activities. The Indian physical education students probably don't pass their time in so much of sports and feel rather introvert than the Ethiopian physical education students.

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