

Role of Sports and Physical Education for the Personality Development of College Girl's Student

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Introduction

Physical Education and sports is one of the most important for the development of personality. "Sound mind in sound body" both are co-related if you are physical fit. Your mental health fit. Forever, nowadays Government is careless for the Physical Education even in Primary and school level, Physical Education is neglected subject. Researcher himself focus is related with Physical Education and observed that the personality of sports female students than non-sports female students. He himself completed his study on Tribal students and modification through the behavior hence he focused the subject.

Objectives of the Study

- To study the personality of students participation in physical Education activities.
- To study the students not participation in physical Education activities.

Hypothesis

- There is no difference between sports female students and non-sports female students for their personality development.

Methodology

20 female students between the age group 18 to 20 years were selected for the study. They were participated for various events Intercollegiate, Inter-Group and Inter-University level tournaments in Individual and Team events. They are also permanently associated with sports or physical activities. Simultaneously 20 Girl's of same age group were selected for the selected study. They were not participated in any sports or physical activities.

Selection of Research Tools

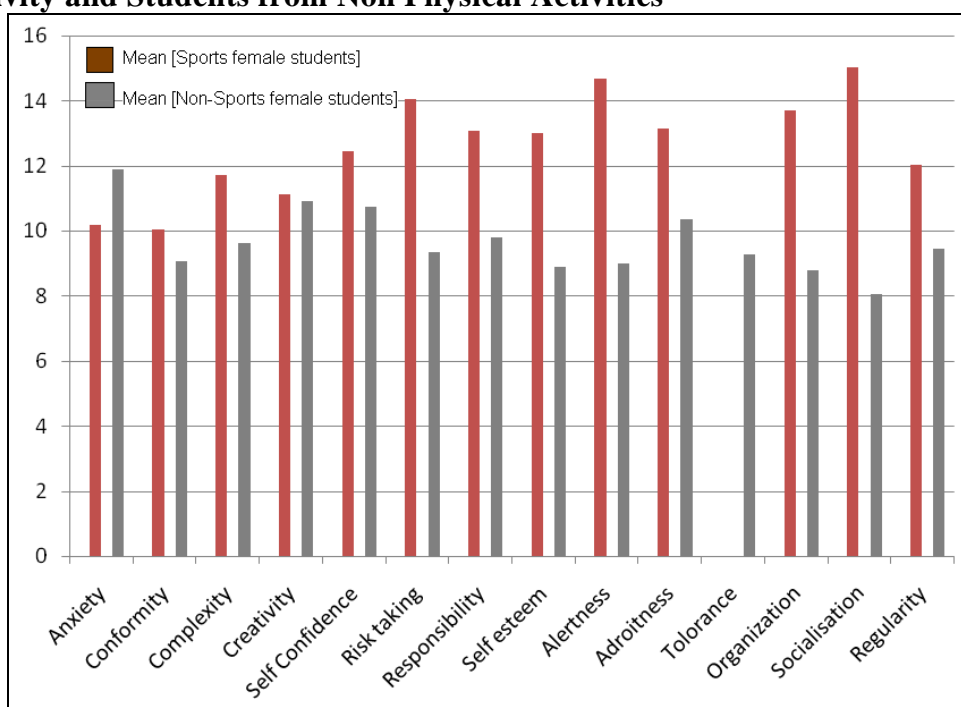
Personality scale inventory by Borse 1988 was selected for the study in this scale anxiety, conformity, creativity, self confidence, risk taking, responsibility, self esteem, Alertness, adroitness, tolerance, organization, socialization and regularity were included.

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Following Table Showing the Mean Difference of Students from Physical Activities and Students from Non-Physical Activities.

Sr. No.	Personality	Sports Female Students (Physical Education)		Non-sports Female students (Non-physical Education)		't' value	'p' value
		Mean	S.D.	Mean	S.D.		
1	Anxiety	10.18	3.19	11.87	3.44	5.61 > 0.05 level	
2	Conformity	10.04	2.56	9.06	2.09	5.44 > 0.05 level	
3	Complexity	11.7	3.42	9.63	3.01	6.99 > 0.05 level	
4	Creativity	11.11	3.33	10.92	3.34	1.94 < 0.05 level	
5	Self Confidence	12.43	3.52	10.75	3.27	4.33 > 0.05 level	
6	Risk taking	14.06	3.74	9.33	3.05	15.25 > 0.05 level	
7	Responsibility	13.06	3.61	9.78	3.12	10.93 > 0.05 level	
8	Self esteem	13.00	3.06	8.89	2.98	6.72 > 0.05 level	
9	Alertness	14.68	3.85	8.98	2.87	5.46 > 0.05 level	
10	Adroitness	13.15	3.62	10.37	3.22	5.45 > 0.05 level	
11	Tolerance	14.95	3.86	9.26	2.87	4.22 > 0.05 level	
12	Organization	13.69	3.07	8.77	2.96	6.04 > 0.05 level	
13	Socialization	15.01	3.83	8.05	2.81	6.52 > 0.05 level	
14	Regularity	12.04	6.46	9.46	3.37	6.78 > 0.05 level	

Following Bar Graph Showing the Mean Difference of Students from Physical Activity and Students from Non Physical Activities



With the reference above table shows that the mean value of sports female students and Non-sports female students in anxiety obtains the values is 5.61. There is no significant at 0.05 degree level. Hence the hypothesis is rejected.

There is no difference for creativity the hypothesis is accepted though creativity is better among sports female students mean value 11.11 than non sports female students mean value 9.63.

There is significant difference for following traits between female sports students and female non-sports students.

Anxiety is moderated 10.18 among female sports students while little high (11.87) among non-sports female students. Conformity is moderate 10.04 among female non-sports students while low among 9.06 among female from non-sports students. The obtained for conformity is 5.45 not significant hence the hypothesis is rejected.

Complexity is moderated 9.63 among female sports students while little high (11.07) among non-sports female students.

Self confidence is moderated 10.75 among female sports students while little high (12.43) among non-sports female students.

Risk taking is moderated 9.33 among female sports students while little high (14.07) among non-sports female students.

Responsibility is moderated 9.78 among female sports students while little high (13.06) among non-sports female students.

Self esteem is moderated 8.89 among female sports students while little high (13.00) among non-sports female students.

Alertness is moderated 8.98 among female sports students while little high (14.68) among non-sports female students.

Adroitness is moderated 10.37 among female sports students while little high (13.15) among non-sports female students.

Tolerance is moderated 9.26 among female sports students while little high (14.95) among non-sports female students.

Organization is moderated 8.77 among female sports students while little high (13.69) among non-sports female students.

Socialization is moderated 8.05 among female sports students while little high (15.01) among non-sports female students.

Regularity is moderated 9.46 among female sports students while little high (12.04) among non-sports female students.

Obtain value 'f' is showing the significance for all the personality except in creativity't' value is less than 0.05 level hence researcher accepted hypothesis. Researcher found the significance difference.

Conclusions

- There is no difference for creativity in sports students and Non-sports students.
- Anxiety is moderated among sports man.
- Personality development is observed through the study among sports study.
- There is a clear difference between sports female students and non-sports female students in Anxiety, Conformity, Self confidence, Risk taking, responsibility, self esteem, Alertness, Adroitness, Tolerance, organization,

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socialization and regularity. Hence the physical education and sports activities participation is more positive for the personality development.

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