

Personality types, Need for Achievement and Aggression among Sportsmen and Non-Sports Men

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Abstract – The purpose of the study is to assess the personality, need for achievement and the level of aggression among sportsmen and non-sportsmen. Casual comparative research design was employed by involving 300 graduate students those who were actively involves in various sports and 300 graduate students those who haven't involved in any kind of sports activities. The results were obtained by using eyesenk's personality inventory, Deo-Mohan's Achievement motivation scale and Aggression Scale by TasneemNaqvi. The results of an independent sample t test showed that the sports men are more extroverts compared to non-sports men and non-sports men are more introverts compared to sports men. Non-sports men have reported that they are more prone to neuroticism compared to sports men. Another finding is that sports students have showed a high need for achievement compared to non-sports students and the last finding is that sports students have reported more aggression compared to non-sports students. The findings are discussed in light of the promoting sports activities for having a sound personality, high level of achievement motivation and reducing the aggression level through sports.

Keywords: Personality Types, Achievement Motivation, Aggression and Graduate Students

INTRODUCTION

In the modern days the youths are addicted to mobiles and modern technology and greater insertion in new advancements, and less interest in sports and in physical exercises hence obviously psychological qualities vary amongst progressively and less compelling competitors and individuals. In the present state of affairs it is deep-seated to know the psychological attributes predominantly personality, needs achievement and aggression level among college students. Thus in the present study, psychological factors, for example, personality, needs achievement and aggression were chosen to know the present situation among degree college level.

In the modern days sports and exercise is playing very important role and affected by different physical, physiological, psychological and sociological factors. accompanied by training, other than enormous establishment and physical fitness of the sports players, principle accentuation is laid on the development of different kinds of locomotive skills affianced with the delight and moreover the procedures and strategies of the diversion. Normally almost no consideration has been paid to the

psychological factors, for example, mental toughness, achievement motivation, personality, aggression, anxiety, self-confidence, mental health and so on which have been demonstrated to add to higher levels of performance in focused sports.

STATEMENT OF THE RESEARCH PROBLEM

To study the Personality types, Need for Achievement and Aggression among Sportsmen and Non-Sports Men

OBJECTIVES

The accompanying destinations have been figured for the present investigation.

1. To assess the personality preferences of sports students and non-sports students.
2. To assess the level of achievement motivation among sports students and non-sports students.
3. To assess the level of aggression among sports students and non-sports students

HYPOTHESES

The accompanying hypotheses have been defined for the investigation.

1. There will be a significant difference in personality preference of sports students and non-sports students
- 2.1a. Sports students are more extraverts compared to non-sports students
- 2.1b. There will be a significant difference in neuroticism traits among sports and non-sports students
3. There will be a significant difference in the level of achievement motivation among sports and non-sports students
4. There will be a significant difference in the level of aggression among sports and non-sports students

METHOD

Methodology includes the research design, participant's details, inclusion and exclusion criteria, measures and the statistical procedure used in the present study

RESEARCH DESIGN

Descriptive survey research design was used to examine the personality types, the level of need for achievement and aggression among sports and non-sports college students. To depict the participants in an accurate way, descriptive research study is designed. It is all about describing the Behavioural phenomena of people who take part in the study.

SAMPLING DESIGN

Purposive sampling design was used to select and classify the participants. A total of 25 participants were included in the present study. Purposive sampling is a technique in which particular criteria of participants are identified and included in the sample that represents the population.

Participant details: A total of 600 participants (late adolescents) residing in urban Bangalore set up, consisting of 300 students who involves in sports activities and 300 students those who haven't involved in any sports activities aged between 18 to 21yrs.

- **Inclusion criteria:**
- **Age**—late adolescents aged between 18-21yrs.
- **Area**—urban Bangalore population was sampled.

- Only boys students were included
- **Exclusion criteria:**
- Girls students were excluded
- Populations aged below 18yrs and above 21yrs (i.e. early adolescents) are excluded.
- Adolescents suffering Psychotic symptoms.
- **Measures:**
- **Semi-structured Interview:** Developed by the researcher to elicit the information on demographic details such as name, age, number of social media profiles, etc. and other relevant information in neutralizing several confounding variables.

DESCRIPTION OF RESEARCH TOOLS

The following research tools were used to investigate the variables selected for the present study.

Eysenck Personality Inventory (EPI)

Eysenck Personality Inventory (EPI) created by Eysenck and Eysenck and this was an adjusted rendition of the Maudsley Personality Inventory (MPI). As an improvement of the MPI, similar to the parent instrument it embarks to quantify two noteworthy measurements of personality that is Extroversion (E) and Neuroticism (N). EPI possess a sound psychometric proprieties to use in personality research.

Achievement Motivation Scale (AMS)

The AMS was developed by Deo-Mohan (1985) was adopted after being tryout in the sample. The word motivation alludes to any organismic express that activates action which is in some sense particular or mandate as is recommended by Deo Mohan. The scale was created to process the achievement motivation. Achievement motivation is a variable which is consolidated in numerous examinations in education and physical education either as a fundamental or secondary variable or as a moderator.

Reliability of the Achievement Motivation Scale

The reliability of the scale was found range from 0.72 to 0.78.

Aggression Scale

Aggression Scale constructed by Roma Pal and Tasneem Naqavi (1980) was managed. **Reliability:** The reliability of the scale was found to be at 0.78.

Validity: The validity was developed by Roma Pal and Tasneem Naqavi (1980) and validity coefficient of the scale was also found 0.79.

• Statistical analysis:

To verify the hypotheses of the present study, an independent sample t-test was calculated along with simple descriptive statistics. The mean of the two independent groups have been compared to see whether both the variables are significant or not as influenced by the independent variable.

ANALYSIS OF RESULTS AND DISCUSSION

The aim of the present study was to examine the personality types, need for achievement and the level of aggression among sports and non-sports students. The research was conducted on a group of 600 adolescents aged between 18 to 21yrs in urban Bangalore. To verify the hypotheses of the present study, an independent sample t-test was calculated along with simple descriptive statistics. The mean of the two independent groups have been compared to see whether both the variables are significant or not as influenced by the independent variable. The results were analysed as follows

Table 1 shows the mean score, SD and t statistic on the level of extraversion of two groups' i.e. Sports students and non- sports students

Variables	N	Mean	SD	Df	T-test	Significance
Sports students	300	11.57	4.35	298	1.25	NS
Non-Sports students	300	12.00	4.09			

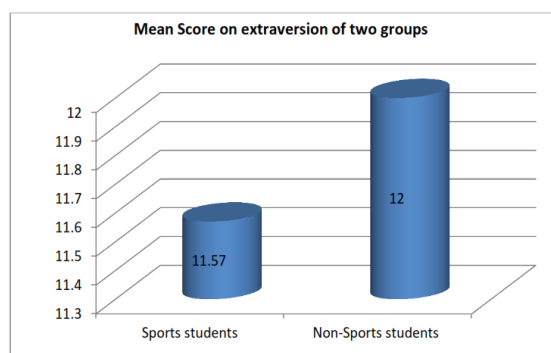


Figure-1 shows the mean score on the level of extraversion of two groups' i.e. Sports students and non- sports students

Table 1, shows the number, mean, SD, df and t-test on extraversion among sports students and non-sports students. The mean score of non-sports students is high (Mean =12.00, SD =4.09) when compared to sports students (Mean =11.57, SD =4.35). The results of the t statistics indicate that there is no significant difference in personality type i.e., extraversion as influenced by their sports participation (t = 1.25), therefore there is no significant difference on their personality type as influenced by their sports participation. Hence the hypothesis which states "Sports students are more extraverts compared to non-sports students" is rejected.

Table 2 shows the mean score, SD and t statistic on the level of neuroticism of two groups' i.e. Sports students and non- sports students

Variables	N	Mean	SD	Df	T-test	Significance
Sports students	300	10.48	3.15	298	2.66	0.01
Non-Sports students	300	11.23	3.41			

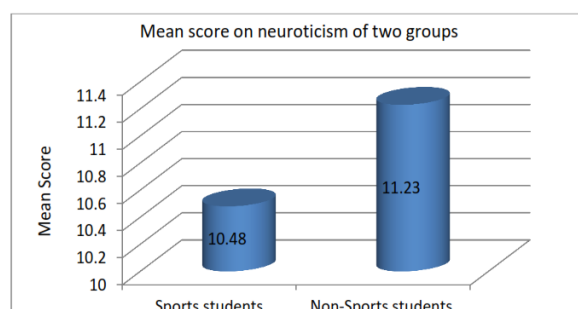


Figure-2 shows the mean score on the level of neuroticism of two groups' i.e. Sports students and non- sports students

Table 2, shows the number, mean, SD, df and t-ratio on mean score of neuroticism among sports students and non-sports students. The mean score of non-sports students on neuroticism is high (Mean =11.23, SD =3.41) when compared to sports students (Mean =10.48, SD =3.15). The results of the t statistics indicate that there is a significant difference in neuroticism as influenced by their sports participation (t = 2.66), therefore there is a significant difference on their neuroticism traits as influenced by their sports participation. Hence the hypothesis which states "There will be a significant difference in neuroticism traits among sports and non-sports students" is accepted. It is clearly shown that sports students have expressed a lower level of neuroticism symptoms compared to non-sports students.

Table 3 shows the mean score, SD and t statistic on the level of Achievement motivation of two groups' i.e. Sports students and non- sports students

Variables	N	Mean	SD	Df	T-test	Significance
Sports students	300	146.25	9.28	298	9.02	0.001
Non-Sports students	300	140.08	7.37			

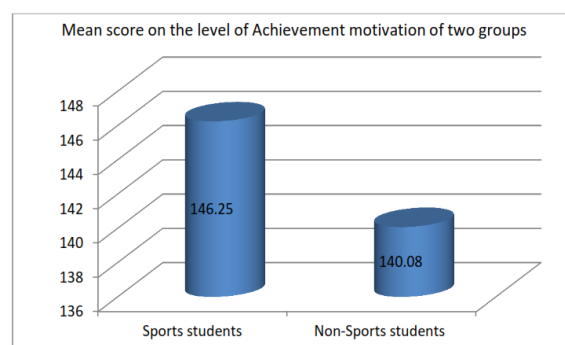


Figure-4 shows the mean score on the level of achievement motivation of two groups' i.e. Sports students and non- sports student

Table 3, shows the number, mean, SD, df and t-ratio on mean score of level of achievement motivation among sports students and non-sports students. The mean score of non-sports students on the level of achievement motivation is low (Mean =140.08, SD =7.37) when compared to sports students (Mean =146.25, SD =9.28). The results of the t statistics indicate that there is a significant difference in the level of achievement motivation as influenced by their sports participation ($t = 9.02$) between sports students and non-sports students, therefore there is a significant difference on the level of achievement motivation as influenced by their sports participation among college students. Hence the hypothesis which states "there will be a significant difference in the level of achievement motivation among sports and non-sports students" is accepted. It is clearly shown that non-sports students have expressed a lower level of need for achievement compared to sports students.

Table 4 shows the mean score, SD and t statistic on the level of aggression of two groups' i.e. Sports students and non- sports students

Variables	N	Mean	SD	Df	T-test	Significance
Sports students	300	79.55	21.46	298	2.85	0.001
Non-Sports students	300	74.30	23.53			

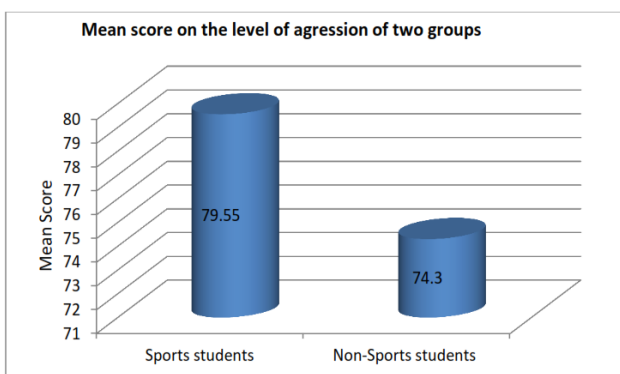


Figure-4 shows the mean score on the level of aggression of two groups' i.e. Sports students and non- sports student

Table 4, shows the number, mean, SD, df and t-ratio on mean score of level of aggression among sports students and non-sports students. The mean score of non-sports students on the level of aggression is low (Mean =74.3, SD =23.53) when compared to sports students (Mean =79.55, SD =21.46). The results of the t statistics indicate that there is a significant difference in the level of aggression as influenced by their sports participation ($t = 9.02$) between sports students and non-sports students, therefore there is a significant difference on the level of aggression as influenced by their sports participation among college students. Hence the hypothesis which states "there will be a significant difference in the level of aggression among sports and non-sports students" is accepted. It is clearly shown that sports students have expressed a higher level aggression compared to non-sports students.

CONCLUSIONS:

These are conclusions drawn based on the statistical results obtained

1. There is no significant difference in extravert traits between sports and non-sports students
2. There is a significant difference in neuroticism traits among sports and non-sports students, It is found that non-sports students are more emotionally unstable compared to sports students.
3. There is a significant difference in the level of achievement motivation among sports and non-sports students. It is found that sports students have shown a high level of achievement motivation compared to non-sports students.
4. There is a significant difference in the level of aggression among sports and non-sports students. It is an evident that sports students are more aggressive compared to non-sports students.

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