

# A Comparative Study of Personality Traits of Coaches and Physical Education Teachers

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## Abstract

The purpose of the study was to investigate and compare the personality traits of coaches and physical education teachers. 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 Cattell, R.B. Eber, H.W. and Tatsuoka, M.M. (1970) was selected as criterion measure. The questionnaire in both Hindi and English version were used. To collect the reliable data, the subjects were contacted at the place of posting and time was fixed to give the answer of the questions (30 to 60 Minutes). To assess the personality traits of sports coaches and physical education teachers, mean of sten scores and standard deviation for each of the 16 P.F. were computed. 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. Results of the study indicated that coaches and physical education teachers were largely found to be moderately, reserved, intelligent, trustable, practical, straight forward, placid, dependent, confused, relaxed and had different personality traits.

**Keywords:** Coach, Physical Education Teacher, Personality Traits, 16 P.F.

## 1. Introduction

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, though still in infancy in the developing countries, has made a definite impact on sports performance, during training and competition (Seaton, 1956).

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.

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.

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)

Human personality refers to the unique expression of the characteristics of an individual and it must be studied with in the social context in which it develops. It is not an isolated phenomenon, separate from the environment. Although it is often perceived in such a way.

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).

Coaches placed 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 certain 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 (Kirscht and Dillehay, 1967).

Coach might also make decisions about human relations; the placement is adjacent positions of players he feels may work together well, the selection of a team captain and the arrangement of levels of competitions. At another levels he may make rather suitable decisions concerning how to deal with a difficult to coach's athlete or how to speak when attempting to settle difference arising between players on his team( Vanek and Cratty, 1969).

Coaches with five years or more had high intelligence, persistence, conscientiousness, conservatism, control, will power, tenseness and excitability and suffer from inner anxiety and to disregard practical matters than less experiences counter parts ( Hartman (1983). Coaches may recall their behavior differently than the players recall them (Jane, 1977). Male and female winning and losing coaches differ significantly in selected personality traits. Selected personality traits of male and female winning and losing coaches are significantly different from the norms of population ( Ayer, 1981). Sportsmanship attitudes of coaches do not differ from sportsmanship attitudes of faculty members. Sportsmanship attitudes of college coaches and faculty members do not differ from sportsmanship attitudes of university coaches and faculty members ( Lauffer, 1970).

Female coaches are believed in sportsmanship where male coaches believe in winning, aggressiveness and fitness. Men and women are equally effective as coaches as female teams (Corbett, 1986). Female coaches, as a group were more intelligent and suspicious than the female athletes, where as the female athletes, as a group, well more assertive than female coaches(Clays, 1975).

Track coaches and the football coaches correctly identified the personality of their respective players, while the baseball coach failed to identify the personality of players (Smith, 1978). Baseball and Track coaches did not differ significantly on the basis of dogmatism, acceptance of self and acceptances of others. Track coaches showed a positive relationship between acceptance of others and coaching success (Patrow, 1978)..

The purpose of the study was to investigate and compare the personality traits of coaches and physical education teachers. The scholar have read various study and reviews of related literature and hypothesized that there would be significant differences in 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 of U.P. 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 Criterion Measures**

To compare the personality traits of coaches and physical education teachers, 16 P.F. questionnaire developed and prepared by Cattell, Eber,. and Tatsuoka, (1970) was selected as criterion measure. The questionnaire in both Hindi and English version were used.

### **2.3 Instrumentation**

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 of Varanasi region in Uttar Pradesh.

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 Cattell, Eber, and Tatsuoka, (1970) 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.

A subject's raw score for each of the 16 primary factors is obtained through a weighted procedure

where particular responses count as "1" or "2" summatively toward the final raw score. These weighted or unweighted sums are then compared to the desired normative score tables in the tabular supplement where a particular sten score is identified based on the magnitudinal range of the response and the individual normative demographics of the respondent. This sten score is entered on the profile form and subsequently depicted graphically for ease of interpretation.

All the subjects had been given necessary instructions on the basis of instructions given in the manual of 16P.F. test booklet. All subjects were told that no answer was wrong and right. They had to express their opinion as per what they felt about themselves as per each question of the questionnaire. To collect the reliable data, the subjects were contacted at the place of posting and time was fixed to give the answer of the questions (30 to 60 Minutes).

### 3. Results and Discussion

In order to assess the personality traits of sports coaches and physical education teachers, mean of sten scores and standard deviation for each of the 16 P.F. were computed. 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 <sub>1</sub>	5.02	1.64	6.12	1.73
14.	Q <sub>2</sub>	5.28	1.76	5.80	1.77
15.	Q <sub>3</sub>	5.78	1.54	5.72	1.49
16.	Q <sub>4</sub>	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.

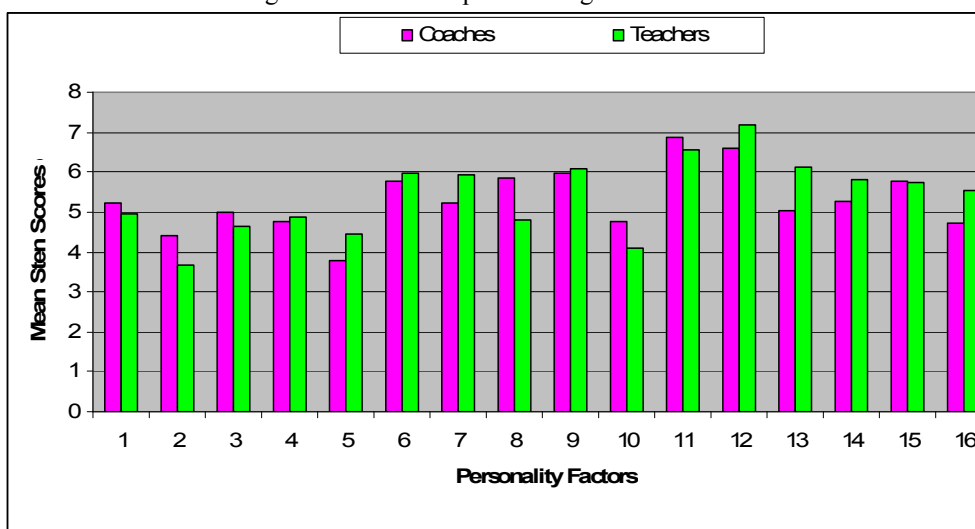


Figure:1 Mean Sten Scores on 16 Personality Factors of Sports Coaches and Physical Education Teachers of Varanasi Region.

**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	σ 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 leis 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 sten 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 sten 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, un-frustrated, 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. CONCLUSIONS

Within the limitations of the study the following conclusions were drawn:

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, experimenting is because of their long association with respective game where this traits are considered inherent for game task, skill, tactics as associated personality traits.

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