

Influence of Personality Traits and Self Concept on Performance as an Individual or as A Team at College Level



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Abstract

The purpose of the study was to investigate the influence of personality traits and self concept on performance as an individual or as a team at college level. For this research paper twenty male subjects were selected from S.G.G.S Khalsa College, Mahilpur District Hoshiarpur (Punjab). Ten subjects from individual games and ten from Team games who had represented state level in their respected games, ranged from age of 17 – 25 years. For compare the Self-Concept and Personality Traits among individual and team games players, mean, standard deviation and uncorrelated t-test was applied. The level of significance was set at 0.05 levels. It was hypothesized that there shall not be any significant differences between means of Self-Concept and Personality Traits among the individual and team games at the college level.

Keywords: Personality Traits, Concept, Performance.

Introduction

The element of competition in sports demands more specialized research and training in psychology. That is how, today, we have "sports psychology," "psychological conditioning," "psychological preparation", "psychological training" etc. These are now very common concepts and procedures in competitive games and sports. According to Robert N. Singer, "Sports psychology explores one's behaviour in athletics" The idea is to improve the performance of athletes by exploring their 'psychic energy'. Sports psychology, today, is an emerging discipline like industrial psychology, medical psychology, the child psychology, the educational psychology etc. Athletic training is incomplete without mental training of athletes who have to cope with extremely stressful situations on and off the play field. So long as the aim of sport continues to be the "well-being" of the individual, psychology will help the coach to devise ways and means to plan his/her programmes accordingly. Every child gets an opportunity to develop himself/herself to the optimal level when it comes to showing excellence in athletics. Sports psychology steps into guide the athlete and the coach. Psychological approach to athletic training plays an important part today. The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself.

Baumeister (1999) provides the following self concept definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self Concept is an important term for both social psychology and humanism

The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises. The human personality is a marvelously intricate structure delicately woven of motives, emotions, habits and thoughts into a pattern that balances, however precariously the pulls and pushes of the world outside. Personality is the total sum of his 'being' and includes physical, mental, social, emotional and intellectual aspects. One's personality reflects his perception, imagination, attitude, instincts, habits, values, interests and sentiments about himself and his self-worth.

Intelligence, achievement, motivation, modes of adjustment all these and much more constitute human personality.

Morton Prince described, "Personality is the sum total of all the biological innate dispositions, impulses, tendencies, attitudes and instincts of the individuals and the dispositions and tendencies acquired by experiences. Gordon W. Allport said "Personality is the dynamic organization within the individual of those psycho-physical systems that determine the individual's unique adjustment to the environment"

Koeing found that personality differs existed between athletes and non athletes with respect to sociability, group orientation and emotional control, both varsity team members and intramural players and higher self concept than non participants and with respect to sportsmanship, degree of familiarity and family influence, there were no difference amongst the three groups.

Graves found relationship of speed with physical self, social self and total personality and strength with the physical self, while total score of physical attributes correlated with physical self, social self and total personality.

Floyed reported absence of significant (0.05 level) linear relationship between physical performance and self-concept. The result of the study also indicates that there was no significant relationship between physical.

Martinek, Chefferes and Zaichouksy studied the effect of organized physical activity on the development of specific motor skill and self-concept. They found the motor development and self concept of scores were significantly higher for the group which participated in the physical activity programme than for the contracted group who did not participate. However, as motor skill improved progressively in higher classes, self concept actually declined in the classes third, fourth and fifth, thus, indicating non-significant correlation between motor skill and self concept.

Statement of the Problem

The purpose of the study was to investigate the influence of personality traits and self concept on performance as an individual or as a team at college level.

Selection of Subjects

Twenty male subjects were selected from S.G.G.S Khalsa College, Mahilpur (Pb). Ten subjects from individual games and ten from Team games who had represented state level in their respected games. The age level of the subjects ranged from 17 – 25 years.

Criterion Measures

The following criterion measures chosen to test the hypothesis were:

1. The self-concept scores of the subject were obtained by using Self-Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat.
2. The personality traits scores of the subjects were obtained by using Personality factor (16 PF) Questionnaire developed by Raymond B.Cattel.

Delimitations

1. The study was delimited to the male college players with age ranging from 17 – 25 years.

2. The study was delimited to assessment of self concept by using Self-Concept Questionnaire of Dr, Raj Kumar Saraswat.
3. The study was delimited to assessment of personality traits by using 16 personality factors (16 P.F.) Questionnaire of Raymond B. Cathel.
4. The study was delimited to individual game (Yoga, Track & Field, Judo, Swimming, and Weightlifting) and team games (Football, Volleyball, Basketball, Cricket).

Limitations

1. Personal habits of subjects and their state of mind as well as emotional stresses and strains and other factors which may have effected on the result of this study could not be controlled was to be considered as the limitation of the study.
2. Certain factors like diet, daily routine habits, facilities, training, a geographic condition etc. that may effect on the results of the study was considered as the limitation of the study.

Hypothesis

It was hypothesized that there shall not be any significant differences between means of Self-Concept and Personality Traits among the individual and team games at the college level.

Significance of the Study

1. The findings of this study will be helpful for knowledge regarding the self concept among individual & tem games players.
2. It will also reveal to which extend an individual performance is influenced by self concept and personality traits.
3. The study may help the physical education teachers and coaches to understand the difference between the personality traits of individual and team games players.
4. The study may help the coaches in selection of the suitable activities for the players according to their level of self-concept and personality traits.
5. The study would be worthy for the sports psychologists to construct a specific pattern of psychological training for individual and team games players.

Statistical Analysis

To compare the Self-Concept and Personality Traits among individual and team games players, mean, standard deviation and uncorrelated t-test was applied. The level of significance was set at 0.05 levels.

Findings and Discussion

In order to determine the significance of difference on self concept between individual and team games subjects, t- test were applied. The result pertaining to the self concept has been presented in Table 1.

Table 1
Significance Difference of Self Concept between the Individual and Team Games Players

	Mean	S.D.	D.M.	σ DM	't' ratio
Individual Games	167.7	12.07	4.12	4.32	0.953
Team Games	163.6	17.95			

* Significant $t_{0.05(48)} = 2.021$

Since the calculated t(0.953) is less than tabulated t(2.021) at 0.05 level of significance, thus it

may be concluded that the self concept of individual and team games players are same.

Table 1 reveals that the significant difference of self concept between individual and team games players was 0.953, which is below the required value at 0.05 level of significance ($t=2.021$). It shows both the group having similar self concept.

To determine the significance of difference in the mean scores of the different personality dimensions among individual and team games players in each of personality traits, the t-test was applied.

The result pertaining to Factor B of personality traits have been presented in Table 2.

Table 2
Significance Difference of Factor B (Less Intelligent Vs More Intelligent) between The Individual and Team Games Players

	Mean	S.D.	D.M.	σ DM	*t' ratio
Individual Games	3.76	1.44	0.24	1.80	0.133
Team Games	4.0	1.095			

* Significant $t_{0.05(48)} = 2.021$

The continuum of this trait extended from less intelligent, concrete thinking and lower scholastic mental capacity at the lower end to more intelligent abs trait, bright thinking and higher scholastic mental

capacity at the upper end. The mean scores of individual and team games players on this factor were 3.76 and 4.0 respectively.

From this score it is evident that the individual group strongly falls towards the lower profile i.e. to be less intelligent, concrete thinking, lower scholastic mental capacity and team games players also falls towards the lower end slightly deviant.

Hence, the difference between mean scores was not found to be statistically significant.

Conclusion

From the above said results obtained is concluded that the self concept and personality traits among individual and team games players are same. Both the groups having similar self concept.

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