



“ROLE OF GIRLS IN PHYSICAL EDUCATION”

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ABSTRACT :

The objective of the study to find out the personality traits among physical education women teachers and non-physical education women teachers. For the present study 60 Sample were selected from Aurangabad, Jalna and Beed town. The effective sample consisted of 60 subjects, out of whom 30 physical education women teachers and 30 non-physical education women teachers (Other Subject Teachers women). Hypothesis There will be significant difference between physical education women teachers and non-physical education women teachers' respect to personality traits. NEOPI test by Paul T. Costa, Jr., Ph.D. & Robert R. McCrae, Ph.D. 1992, used the study. Results: 1 . Physical Education women teachers have significantly high openness than the non-physical education women teachers. 2 . Physical Education women teachers have significantly high Conscientiousness than the non-physical education women teachers. 3 . Physical education women teachers have significantly high Extraversion than the non-physical education women teachers. 4 . Physical Education women teachers have significantly high Agreeableness than the non-physical education women teachers. 5 . Physical Education women teachers have significantly high Neuroticism than the non-physical education women teachers.

KEYWORDS : *physical education women teachers , significantly high Neuroticism.*

INTRODUCTION

WOMEN IN PHYSICAL EDUCATION

Person growing up, but as part of his family at home, his class at school, his group on the playground. In this group he is learning to adjust, to understand his environment, increasing responsibility to improve that environment. To repeat: development of the individual to the best possible level for himself and for society is the ultimate goal of education. Thus it becomes the focus of all that we do in health, physical education and recreation. If health, physical education and recreation have the same ultimate goal as education, how can future teachers and leaders in these fields distinguish their own fields? How can they think about the next steps or come “down to earth” and see what they can accomplish day by day? Each of



these fields has its own way of working, which is different from the rest of the school procedures, and which has its own specific Physical education uses vigorous activity on the school play-ground or in the gymnasium as experience planned to promote the child's favorable development. Health education uses class-room teaching, field experience, and a number of such in-formal situations as selecting food in the lunchroom, morning health inspection, medical

examinations, and health counseling as developmental experience. Recreation uses a great variety of wholesome, constructive activities that will attract the child in his free time after school and on weekends.

Widdop, James H.: Widdop, Valerie A (1975) Comparison of the personality traits of Female Teacher Education and physical education students. The results of this study indicate that significant differences in personality exist between women physical education students and women general education students. Research Quarterly, 46,3,274-81, Oct 75.

OBJECTIVE OF THE STUDY:

To find out the personality trait among physical education women teachers and non-physical education women teachers.

HYPOTHESIS:

There will be significant difference between physical education women teachers and non-physical education women teachers' respect to personality traits.

Method:

Sample:

For the present study 60 Sample were selected from Aurangabad, Jalna and Beed town. The effective sample consisted of 60 subjects, out of whom 30 physical education women teachers and 30 non-physical education women teachers (Other Subjects teachers women). The age range of subjects was 18-25 years (M = 23.45, SD = 3.46) Simple probability sampling was used.

Tools

1 . Personality Inventory:

This test is developed and standardized by Costa and McCrea (1992). 60 items are rated on five point scale. The NEO-FFI has a grade six reading level. The subjects were required to respond to each item in terms of "Strongly disagree", "Disagree", "Neutral", "Agree", "Strongly agree". Reliability and validity internal consistency coefficients range from .86 to .95 for domain scales, and from .56 to .90 for facet scales. Stability coefficients ranging from .51 to .83 have been found in three-year, six-year and seven-year longitudinal studies of the original NEO-PI factors. The NEO PI-R has been validated against other personality inventories and projective techniques.

Procedures of data collection

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

Variable

Independent variable-

1) Teacher a) Physical Education b) Non-physical Education

Dependent variable-

1) Personality Traits.

STATISTICAL ANALYSIS AND DISCUSSION

Physical Education women teachers and non-physical Education women teacher's shows the mean S.D. and t value of "Personality Traits"

Personality Traits	Physical Education Women		Non-Physical Education Women		DF	t
	Mean	SD	Mean	SD		
Openness	55.63	4.11	50.27	3.74	58	5.28
Conscientiousness	54.40	4.27	49.78	3.57	58	4.55
Extraversion	53.89	2.49	50.01	3.25	58	5.19
Agreeableness	54.09	3.52	51.19	2.84	58	3.51
Neuroticism	47.29	4.90	52.46	3.66	58	4.63

Mean of openness of the physical education women teachers is 55.63 and non-physical education women teachers Mean is 50.27 the difference between the two mean is highly significant ('t' = 5.28, df = 58, P < 0.01).

Conscientiousness of the physical education women teachers is 54.40 and non-physical education women teachers Mean is 49.78 the difference between the two mean is highly significant ('t' = 10.62, df = 58, P < 0.01)

Extraversion of the physical education women teachers is 53.89 and non-physical education women teachers Mean is 50.01 the difference between two mean is highly significant ('t' = 8.66, df = 58, P < 0.01)

Agreeableness of the physical education women teachers is 54.09 and non-physical education women teachers Mean is 51.19 the difference between the two mean is highly significant ('t' = 9.03, df = 58, P < 0.01)

Neuroticism of the physical education women teachers is 47.29 and non-physical education women teachers Mean is 52.46 the difference between the two mean is highly significant ('t' = 7.95, df = 58, P < 0.01).

RESULT:

- 1) Physical Education women teachers have significantly high openness than the non-physical education women teachers.
- 2) Physical Education women teachers have significantly high Conscientiousness than the non-physical education women teachers.
- 3) Physical Education women teachers have significantly high Extraversion than the non-physical education women teachers.
- 4) Physical Education women teachers have significantly high Agreeableness than the non-physical education women teachers.
- 5) Physical Education women teachers have significantly high Neuroticism than the non-physical education women teachers.

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