

# A COMPARATIVE STUDY OF PERSONALITY TRAITS BETWEEN INDIVIDUAL GAME PLAYERS AND TEAM GAME PLAYERS OF PUNE CITY

Sarita kachhap<sup>1</sup>, Dr. Santosh Pawar<sup>2</sup>, Dr. Rajat Sukladas<sup>3</sup>

*M.P,Ed<sup>1</sup>. Assistant Professor<sup>2,3</sup>,*

*Bharati Vidyapeeth (Deemed to be University), College of Physical Education, Dhankawadi, Pune (Maharashtra), India.*

**Abstract-** Personality traits play a crucial role in shaping human behaviour, decision-making, and performance in various life domains, including sports. Participation in sports has been widely recognized as an effective means of developing physical fitness, mental strength, emotional stability, and social skills. The nature of sports participation—whether individual or team-based—may significantly influence the development and expression of personality traits among athletes. The present study aimed to compare personality traits between individual game players and team game players of Pune City. A total of 60 university-level players (30 individual game players and 30 team game players) aged between 18 and 25 years were selected from Bharati Vidyapeeth (Deemed to be) University using purposive sampling. Personality traits were assessed using a standardized personality inventory based on the Big Five personality dimensions. The collected data were analyzed using descriptive statistics (mean and standard deviation) and an independent sample t-test to determine the significance of differences between the two groups. The results revealed a significant difference in personality traits between individual and team game players, indicating that the type of sport participation influences personality development. The findings of the study are significant for coaches, sports psychologists, and physical education professionals in designing sport-specific training and psychological intervention programs.

**Keywords:** Personality traits, Individual games, Team games, Big Five model, Sports psychology

## I. INTRODUCTION

Personality is one of the most fundamental concepts in psychology, influencing how individuals think, feel, and behave in different situations. The term personality is derived from the Latin word *persona*, meaning mask, which was used by Greek and Roman actors to represent different roles. In psychology, personality refers to the dynamic organization of psychophysical systems within an individual that determines unique patterns of behavior and thought. According to Allport, personality is the sum total of an individual's habits, attitudes, interests, emotional patterns, and behavioral tendencies.

Sports and physical activities play a vital role in the holistic development of personality. Participation in sports not only enhances physical fitness but also contributes to mental alertness, emotional control, discipline, leadership, cooperation, and social adaptability. Depending on the nature of participation, sports are broadly classified into individual games and team games. Individual games such as athletics, boxing, swimming, and wrestling emphasize self-reliance, independence, and personal responsibility, whereas team games such as football, hockey, basketball, and volleyball emphasize cooperation, communication, and shared responsibility.

The study of personality traits in sports psychology has gained importance because personality significantly affects motivation, performance under pressure, coping behavior, and interpersonal relationships among athletes. Understanding personality differences between individual and team game players can help coaches and sports professionals optimize training strategies and psychological preparation.

## II. BACKGROUND OF THE STUDY

Personality development is influenced by both hereditary and environmental factors. While biological inheritance provides the base for personality, environmental influences such as education, culture, social interaction, and sports participation shape and refine personality traits. Education is considered a process of behavioral change and social development that prepares individuals to become responsible and productive members of society.

Sports serve as a powerful social institution that contributes to personality development. Through sports participation, individuals learn discipline, perseverance, emotional regulation, Cooperation, leadership,

and responsibility. The psychological demands of individual and team sports differ significantly, leading to variations in personality traits among athletes. The Big Five Personality Traits Model proposed by Costa and McCrae is widely used to assess personality. The five dimensions include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Research has indicated that individual sport athletes tend to show higher independence, self-discipline, and emotional control, whereas team sport athletes often demonstrate higher sociability, cooperation, and leadership qualities. Despite the growing body of research in sports psychology, limited studies have been conducted at the university level in Pune City comparing personality traits of individual and team game players. Therefore, the present study was undertaken to fill this research gap.

### III. OBJECTIVES OF THE STUDY

The objectives of the present study were to assess the personality traits of individual game players, to assess the personality traits of team game players, and to compare the personality traits between individual and team game players in order to identify differences attributable to the nature of sports participation.

### IV. METHODOLOGY

The present study adopted a descriptive comparative research design to systematically examine and compare the selected variables among different groups. This design was considered appropriate as it enables the researcher to describe existing conditions, characteristics, and trends without manipulating any variables. Furthermore, the comparative nature of the design facilitates a clear comparison between two or more groups (such as rural and urban participants) to identify similarities and differences in the variables under investigation. The descriptive comparative research design is particularly useful in educational and sports science research, as it provides factual and reliable information about the current status of the phenomenon and helps in drawing meaningful conclusions based on observed data.

### V. SAMPLE

A total of 60 university-level players were selected for the present study, comprising 30 individual game players and 30 team game players, drawn from Bharati Vidyapeeth (Deemed to be) University, Pune, using the purposive sampling technique, as the participants met the specific criteria of the study and possessed adequate experience in their respective sports disciplines; the age of the subjects ranged from 18 to 25 years.

In the present study, the independent variable was the type of game, categorized into individual games and team games, while the dependent variable was personality traits, which were examined to determine the differences in selected personality dimensions between players participating in individual and team sports.

### VI. TOOL USED

A standardized Personality Traits Inventory based on the Big Five Personality Model was used to measure personality traits.

### VII. PROCEDURE

After obtaining prior permission from the concerned authorities, the investigator personally administered the personality questionnaire to the selected subjects to ensure uniformity in data collection. Before the administration of the questionnaire, the purpose of the study was clearly explained, and proper instructions were given to the subjects to ensure accurate and honest responses. The participants were assured of

confidentiality, and sufficient time was provided to complete the questionnaire without any external pressure or disturbance. Upon completion, the questionnaires were carefully collected, checked for completeness, and the responses were scored strictly in accordance with the standardized procedures and guidelines prescribed in the test manual for further statistical analysis.

#### VIII. STATISTICAL ANALYSIS

The collected data were analyzed using:

- Mean
- Standard Deviation
- Independent Sample **t-test**

The level of significance was set at **0.05**.

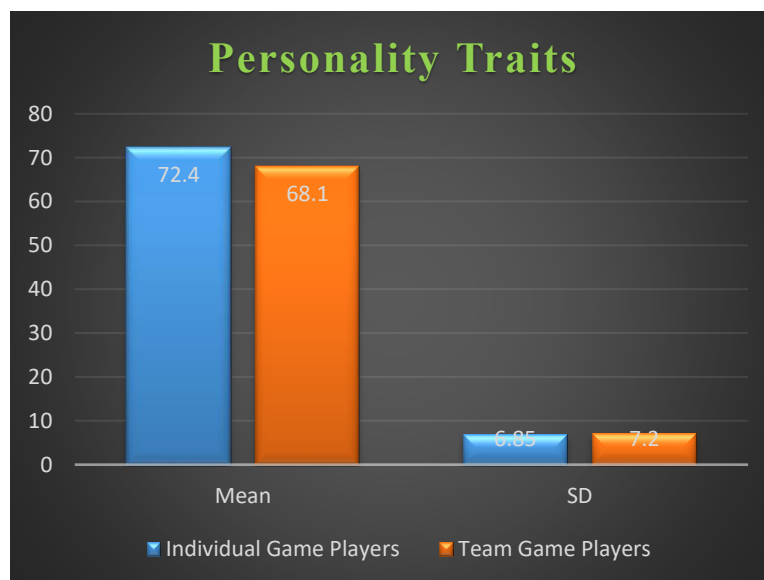
**Table 1:**  
**Comparison of Personality Traits between Individual and Team Game Players**

Group	N	Mean	SD	Df	Cal t-value	t value
Individual Game Players	30	72.40	6.85	58	2.35	2.000
Team Game Players	30	68.10	7.20			

**\*Significant at 0.05 level (df = 58)**

**Table No.1:** The table shows the comparison of personality traits between individual game players and team game players. A total of 30 players were included in each group. The mean score of individual game players was 72.40 with a standard deviation of 6.85, whereas team game players recorded a lower mean score of 68.10 with a standard deviation of 7.20. The degrees of freedom (df) for the comparison were 58. The calculated t-value (2.35) was found to be greater than the table t-value (2.000) at the 0.05 level of significance. This indicates that there is a significant difference in personality traits between individual and team game players. Hence, individual game players exhibited significantly higher personality trait scores compared to team game players.

**Graph No.1**



**Graph no.1: Graphical representation of personality traits between individual and team game players**

## IX. RESULTS

The mean score of personality traits for individual game players was 72.40, whereas for team game players it was 68.10. The calculated t-value (2.35) was greater than the tabulated value at 0.05 level of significance.. The results indicate that there is a significant difference in personality traits between individual and team game players. Individual game players demonstrated comparatively higher personality trait scores than team game players.

## X. DISCUSSION

The findings of the present study are consistent with several previous research studies that have examined the relationship between type of sport participation and personality traits. Earlier investigations have reported that athletes participating in individual sports tend to demonstrate higher levels of self-reliance, independence, emotional stability, and mental toughness, as these sports demand personal accountability and autonomous decision-making. On the other hand, studies on team sport athletes have highlighted traits such as sociability, cooperation, leadership, and interpersonal skills, which are developed through constant interaction and shared goals within a team environment. Research by Morgan (1980), Eysenck and Nias (1982), and Allen, Greenlees, and Jones (2013) also supports the view that the psychological demands and structural characteristics of individual and team sports play a significant role in shaping distinct personality profiles among athletes. These studies collectively reinforce the present findings by emphasizing that the nature of sport participation contributes meaningfully to personality development.

## XI. CONCLUSION

- **Significant difference in personality traits:** The results of the study clearly indicate that there is a statistically significant difference in personality traits between individual game players and team game players. This difference suggests that the psychological demands and competitive environments of the two types of sports are not the same and influence athletes in distinct ways.
- **Higher personality trait scores among individual game players:** Individual game players exhibited higher overall personality trait scores when compared to team game players. This may be attributed to the nature of individual sports, which require greater self-dependence, personal responsibility, emotional control, and independent decision-making during performance.
- **Influence of type of sports participation:** The findings highlight that the type of sports participation plays an important role in shaping personality traits. Whether an athlete participates in individual or team games significantly affects the development of specific psychological characteristics.
- **Positive contribution of sports participation to personality development:** Participation in sports contributes positively to overall personality development in Athletes. However, the nature and pattern of personality traits developed vary according to the type of game, with individual sports promoting traits such as self-reliance and mental toughness, and team sports enhancing cooperation, social interaction, and group responsibility.

## REFERENCES

- [1] Allen, M. S., Greenlees, I., & Jones, M. (2013). Personality traits, coping, and performance in competitive sport. *Personality and Individual Differences*, 55(3), 251–256. <https://doi.org/10.1016/j.paid.2013.03.006>
- [2] Allport, G. W. (1937). *Personality: A psychological interpretation*. Holt.
- [3] Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- [4] Bompa, T. O., & Haff, G. G. (2009). *Periodization: Theory and methodology of training* (5th ed.). Human Kinetics.
- [5] Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). *Group dynamics in sport* (3rd ed.). Fitness Information Technology.

- [6] Chelladurai, P. (2007). Leadership in sports. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (3rd ed., pp. 113–135). Wiley.
- [7] Costa, P. T., & McCrae, R. R. (1992). *Revised NEO personality inventory (NEO-PI-R) and NEO five-factor inventory (NEO-FFI) professional manual*. Psychological Assessment Resources.
- [8] Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
- [9] Eysenck, H. J. (1967). *The biological basis of personality*. Charles C. Thomas.
- [10] Eysenck, H. J., & Nias, D. K. B. (1982). *Personality and sport*. Academic Press.
- [11] Gill, D. L., Williams, L., & Reifsteck, E. J. (2017). *Psychological dynamics of sport and exercise* (4th ed.). Human Kinetics.
- [12] Morgan, W. P. (1980). Test of champions: The iceberg profile. *Psychology Today*, 14(2), 92–99.
- [13] Ryckman, R. M. (2008). *Theories of personality* (9th ed.). Thomson Wadsworth.
- [14] Singer, R. N. (1988). *Psychology of sport: Myths and realities*. Harper & Row.
- [15] Vealey, R. S. (2002). Personality and sport behavior. In T. S. Horn (Ed.), *Advances in sport psychology* (2nd ed., pp. 43–82). Human Kinetics.
- [16] Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.
- [17] Zuckerman, M. (1994). Behavioral expressions and biosocial bases of sensation seeking. Cambridge University Press.