

Teachers' Personality Traits And Students' Athletic Behavior: Towards A Personality -Driven Physical Education Program

Li Min

Adamson University Manila, Philippines

Abstract: The psychological make-up of a sportsman is just as significant in the current sports world as physiological factors, coaching, and strategies. High performance, particularly in reaching peak performances during both training and competition, has turned to psychology as its pillar. Sports performance during practice and competition have been significantly impacted by sports psychology, through still in infancy in the China. This study aims to correlate the personality traits of physical education teachers and athletic psychological skills of students in order to realize how they positively impact the long-term development of their students. Given the crucial roles that Chinese physical education teachers have in developing a sound and moral individual who will ultimately become a perfect citizen of this noble nation.

Keywords: Sports Psychology; Physical Education Teachers; Personality Traits; Athletic Psychological

For the Chinese government, physical education and student health are crucial. The "Resolution on Improving Students' Health in Educational Institutions at All Levels" was published by the Council on Governmental Affairs on August 6, 1951. It emphasizes how crucial student health enhancement is to assuring students' academic success and to bringing up a generation of young people who are physically fit in today's society. "Education should serve the development of the socialist modernization, should link with productive labor work, and should cultivate builders and successors of the socialist undertakings in an all-round development in morality, intellect, and body," states the People's Republic of China's Education Law as the main educational principle.

1 Introduction

The idea that personality is a person's diversity of features, the element that gives someone their own personality and distinguishing actions, is one of the key concepts in this field. The idea of personality includes the characteristics that make someone stand out from the crowd, the strategy one uses to deal with a certain circumstance, the way one thinks, and the manner in which one behaves. At this exact moment, a person's personality becomes a concept that can be evaluated. The quirks that make up a person's personality can be seen of as a way to identify them personally and set them apart from other individuals. Teachers of physical education are essential in China's contemporary society. They can have a favorable impact on a number of short and long-term outcomes for their student athletes, including their academics, national assessment grades, wellness, extracurriculars, education attainment, adult profession and earnings, and retirement investments (Chamberlain, 2013; Chetty, Friedman, & Rockoff, 2014). The integration of physical education and health education is emphasized in PE curricula in educational settings. It emphasizes physical education awareness and the development of sports-related exercise routines. It focuses on fostering students' interest in sports, developing their personalities, and advancing their overall development in terms of both body and psychology in order to lay the groundwork for lifelong physical training. This is accomplished through the teaching of knowledge, PE skills, and physical exercises.

2 Literature Review

The most commonly recognized personality theory among psychologists today is the Big Five Model, sometimes known as the Five-Factor Model. According to the theory, personality may be reduced to five essential elements, known as the CANOE or OCEAN acronym. Furthermore, The Big Five remains substantially consistent over the course of a person's lifetime. With a 50% estimated heritability, they are greatly impacted by both genes and environment. Also, they foretell critical life outcomes like health and education. (Lim, 2023)

The physical factors that influence sports achievement are well-known in the field of physical culture. They are influenced by somatic predispositions as well as preparation in the areas of motor, technical, and tactical skills. Nonetheless, most athletes are unable to win championships despite their somatic predisposition and physical limitations. Few champions exist compared to the numerous training masters. It follows that the success of a physically fit competitor is thought to be a reflection of their mental preparation. In light of this, sports psychologists are now interested in the psychological factors that influence athletic achievement. (Kang et al., 2016)

Goodwin (2022) studied whether personality and football/head injury experience could potentially be utilized to predict athlete attitudes towards concussion. It was discovered that none of the predictor factors were significant predictors of concussion attitude. As a result, the findings confirm the experimental hypothesis that lower levels of neuroticism and greater levels of conscientiousness predict the "highest" attitude regarding concussion among collegiate football players. Athletes with this approach are more likely to self-preserve rather than hurry back into the game. Also, athletes are more likely to practice recovery discipline.

According to Aaronson (2018) the notion of agreeableness has changed somewhat and encompasses much more. A person's general likeability and capacity for getting along with others are strongly influenced by their personality attribute. As a result, pleasant individuals are frequently more sociable and willing to engage with others. They display pleasant and warm actions and are more likely to be sympathetic and trustworthy.

Hernández-Pea et al.(2022) investigated the impact of university education on the big five personality traits in sports training students based on gender and the type of sports practice chosen for their professional training as sport trainers. A relationship between emotional stability and coaching performance has been shown in studies on personality traits. As a result, it was discovered that neuroticism increased while extroversion and conscientiousness levels reduced throughout the last semester. By contrast, towards the end of their academic semester, female students performed better than male students in terms of kindness.

One of the "Big Five" personality qualities, openness to experience is generally correlated with creativity, curiosity, and intellect. This characteristic may also be linked to greater risk-taking, thrill seeking, and susceptibility to psychopathology. (Glocowska et al., 2019)

Rogowska(2020) determined the personality characteristics among academic team sport players and undergraduate physical education students. 441 university students between the ages of 18 and 34 took part in the cross-sectional survey. According to the study's findings, low neuroticism in combination with elevated extraversion appears to be the most distinguishing personality traits for sports. Extraversion was greater among team sport players than in non-athlete pupils in Physical Education.

Sport relies on organized competitive activities that are driven both internally and externally, and it includes activities which require upon the execution of complex physical abilities or physical effort. Athletes' motivation often has an impact on the quality of their physical and psychological performances. (Özkara et al., 2017)

According to Li et al.(2020), in their study on the relationship between exercise and life satisfaction, physical exercise has a chain mediation effect between resilience and self-confidence as well as an independent mediating effect on life satisfaction in primary school students. The study also supports the idea that exercise might help students feel more confident and develop more tenacious psychological traits, which will increase their levels of life satisfaction.

In times of stress, such as a pandemic, emotional stability may have an impact on a person's emotions in two ways: Low emotional stability is typically linked to higher levels of negative emotions, and it could heighten the effects of stressors on emotional and mental health outcomes. The frequency and intensity of affective responsiveness to stress are also linked to emotional stability. (Hisler et al., 2020)

Hirsch et al. (2020) discovered. In their study that in the implementation intention condition, greater entity beliefs were associated with increased time-to-failure when participants planned to ignore effort but reduced time-to-failure when they planned to ignore pain. In the case of mind-over-body beliefs, the pattern of findings was inverted. These findings suggest that the efficiency of psychological techniques is dependent on recreational players' attitudes regarding athletic ability.

Alutu and Adubale (2020) investigated how undergraduate students felt about the way universities approached character education. A research team member who served as the coordinator for the various focus groups compiled the various replies. The study's conclusion showed that students agreed that an effective character education program at the university level was necessary to help students develop their character.

3 Method

The Big Five Model, started by W. Fiske in 1949 and later developed by Mc Crae and Costa in 1987 will guide this investigation. The "Big 5" personality qualities are the five basic dimensions of personality, according to many modern personality psychologists. The theory identifies conscientiousness, agreeableness, neuroticism, openness, and extraversion as the five broad personality qualities. The acronyms CANOE and OCEAN are also used to refer to this.

As described by Mc Crae and Costa, the first of the five traits is conscientiousness, which denotes someone's orderliness, diligence, consistency, formality, and maturity. Being agreeable reveals a person's friendliness, cooperation, tolerance, generosity and warm. Neuroticism is characterized by emotional insecurity, worry, and stress vulnerability. Being open to new experiences is a sign of creativity, intellectualism, and knowledge. Lastly, the traits of extraversion are friendliness, joy, vigor, and assertiveness.

This study's primary methods are quantitative comparative and correlational. A correlational study looks for connections between variables and makes predictions about the future based on what is known now.

The specific target group that the researcher investigated are the first and second year undergraduates at Hunan University of Information Technology (HNUIT), which is located in the province of Hunan. They were selected at random from the population of physical education students, regardless of their sex, age, or school. 145 participants will be chosen from the 4006 students, according to the Qualtrics calculator, with a 95% confidence level and an 8% margin of error. Several sources indicate that the allowable margin of error at the 95% confidence level often ranges between 4% and 8%.

The study employed the Statistical Package for Social Sciences, or SPSS, software to collect the data, and at the significance level of 0.05, the following statistical procedures will be performed to analyze the data:

3.1 Frequency Count and Percentage

The researcher used this in his analysis of the student respondents' profiles in terms of sex, age and major.

3.2 Weighted Mean

First, the researcher used this to assess the student respondents' assessment of their physical education teachers personality traits in terms of conscientiousness, agreeableness neuroticism, openness and extroversion.

Second, the researcher used this to assess their own athletic behavior in terms of self-motivation, self-confidence, emotional stability, athletic ability, and character.

The result was interpreted as follows:

Weight Scale/Range	Descriptions
43.51 -4.00	Strongly Agree/ Very High Level
32.51 -3.50	Agree/ High Level
21.51 -2.50	Disagree/ Low Level
1 1.00 - 1.50	Strongly Disagree/Very Low Level

3.3 T-test /ANOVA

The t-test and/or Analysis of Variance or F-test was used by the researcher to determine if there are significant differences in the

athletic behavior of the student respondents when their profiles are taken as factors.

3.4 Pearson's r Correlation Analysis

The researcher used Pearson's r correlation analysis to determine the significant relationship between the physical education teach' personality traits and athletic behavior of the students.

4 Decision Criteria

The 0.05 threshold of significance was used for the analysis of the hypotheses. If the computed significance value exceeds the threshold value of 0.05, the null hypotheses will be accepted; otherwise, they will be rejected.

5 Results and discussion

5.1 Profile of the student respondents

Tables 1 exhibits the profile of the respondents based on sex,age and school.

Table1:Frequency Distribution of the Student Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	71	49%
Female	74	51%
Total	145	100%
Age		
16-18 years old	44	30.3%
19-21 years old	96	66.2%
22 years old & above	5	3.4%
Total	145	100%
School		
School of Art	34	23.4%
School of Management	49	33.8%
International Business School	10	6.9%
School of Computer Science & Engineering	26	17.9%
School of Electronic Information Science	26	17.9%
Total	145	100%

The table above shows that more than half of the student respondents are female (51%), within the age group of 19-21 years old, and mostly from the School of Management.

Based on the results, the majority of the student respondents identified as female, constituting 51% of the total respondents. This suggests that there are more female students participating in the survey or study compared to male. It also revealed that the student respondents are concentrated within a specific age range, which is 19 to 21 years old. This implies that the survey or study focused on students who are relatively young adults, likely in the early years of their higher education. Lastly the data showed that a significant proportion of the student respondents are affiliated with the School of Management. The emphasis on the School of Management suggests that the study might have been designed to explore topics or issues relevant to that particular field of study.

5.2. Personality traits of their Physical Education teachers

Tables 2 present the student respondents' assessments of the personality traits of their physical education teachers based on Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Extraversion

Table 2: Student Respondents' Assessment on the Personality Traits of their PE Teachers in Terms of Conscientiousness

Conscientiousness My PE teacher	Mean	SD	Qualitative Description	Interpretation	Ranking
1.is always prepared.	3.57	0.61	Strongly Agree	Very High Extent	3
2.follows a schedule.	3.67	0.55	Strongly Agree	Very High Extent	1
3.gets chores done right away.	3.65	0.56	Strongly Agree	Very High Extent	2
4.pays attention to details.	3.56	0.58	Strongly Agree	Very High Extent	4
5.is exacting in his/her work.	3.32	0.51	Agree	High Extent	5
Composite Mean	3.55	0.45	Strongly Agree	Very High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent; 2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent

A composite mean value of 3.55 indicates that the PE teachers' personality traits in terms of conscientiousness is of very high extent as perceived by the student respondents. This indicates that the student respondents perceive their PE teachers' personality traits, specifically conscientiousness, to be of a very high extent. The students share a positive opinion about the reliability, exacting nature, and conscientiousness of their PE teachers.

Table 3: Student Respondents' Assessment on the Personality Traits of their PE Teachers in Terms of Agreeableness

Agreeableness My PE teacher	Mean	SD	Qualitative Description	Interpretation	Ranking
1.feels much concern for others.	3.54	0.60	Strongly Agree	Very High Extent	1
2.sympathizes with others' feelings.	3.48	0.61	Agree	High Extent	4
3.has a soft heart.	3.53	0.60	Strongly Agree	Very High Extent	2
4.takes time out for others.	3.52	0.59	Strongly Agree	Very High Extent	3
5.feels others' emotions.	3.46	0.60	Agree	High Extent	5
Composite Mean	3.50	0.55	Agree	High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent; 2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent

Tables 3 composite mean value of 3.50 shows that the personality traits of the PE teachers in terms of agreeableness was of high extent based on the assessment of the student respondents.

The overall result reveals that the students' perceptions of their PE teachers' personality traits related to showing concern for others and understanding emotions. The findings indicate that the students strongly believe their teachers exhibit a high level of concern for others and moderately understand others' emotions.

Table 4: Student Respondents' Assessment on the Personality Traits of their PE Teachers in Terms of Neuroticism

Neuroticism My PE teacher	Mean	SD	Qualitative Description	Interpretation	Ranking
1. gets stressed out easily.	3.59	0.76	Strongly Agree	Very High Extent	1
2. likes order.	2.74	0.77	Agree	High Extent	4
3. is easily disturbed.	3.21	0.61	Agree	High Extent	3
4. worries about things.	2.42	0.85	Disagree	Low Extent	5
5. changes his/her mood a lot.	3.31	0.89	Agree	High Extent	2
Composite Mean	3.05	0.45	Agree	High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent; 2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent Note: Items with asterisk (*) were inversely scored.

Tables 4 composite mean value of 3.05 indicates that the personality traits of their PE teachers in terms of neuroticism is of high extent as assessed by the student respondents. indicates that, on average, the students perceive their PE teachers' personality traits related to neuroticism to be of a high extent. This implies that the teachers are generally perceived as displaying a notable degree of emotional reactivity and sensitivity to stressors, even if they are not seen as frequent worriers.

Table 5: Student Respondents' Assessment on the Personality Traits of their PE Teachers in Terms of Openness to experience

Openness My PE teacher	Mean	SD	Qualitative Description	Interpretation	Ranking
1. has a rich vocabulary.	3.57	0.60	Strongly Agree	Very High Extent	1
2. has a vivid imagination.	3.43	0.65	Agree	High Extent	2
3. has excellent ideas.	3.34	0.68	Agree	High Extent	4
4. is quick to understand things.	3.36	0.69	Agree	High Extent	3
5. is full of ideas.	3.16	0.73	Agree	High Extent	5
Composite Mean	3.37	0.57	Agree	High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent; 2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent

Tables 5 composite mean value of 3.37 shows that the personality traits of the PE teachers in terms of openness is of high extent according to the student respondents. the students perceive

their PE teachers' personality traits related to openness to be of a high extent. This implies that the teachers are generally seen as open-minded, imaginative, and receptive to new concepts and experiences.

Table 6: Student Respondents' Assessment on the Personality Traits of their PE Teachers in Terms of Extraversion

Extraversion My PE teacher	Mean	SD	Qualitative Description	Interpretation	Ranking
1. has a rich vocabulary.	3.31	0.70	Agree	High Extent	4
2. has a vivid imagination.	3.29	0.62	Agree	High Extent	5
3. has excellent ideas.	3.41	0.63	Agree	High Extent	1
4. is quick to understand things.	3.37	0.62	Agree	High Extent	2.5
5. is full of ideas.	3.37	0.61	Agree	High Extent	2.5
Composite Mean	3.35	0.58	Agree	High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent; 2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent

Tables 6 composite mean value of 3.35 indicates that the personality traits of the PE teachers in terms of extraversion is of high extent as perceived by the student respondents. This could mean that the teachers are generally seen as outgoing, energetic, and sociable individuals who actively engage with students and potentially bring a dynamic and enthusiastic atmosphere to their teaching approach.

Table 7: Summary of the Student Respondents' Assessment on the Personality Traits of their PE Teachers

Personality Traits	Mean	SD	Qualitative Description	Interpretation	Ranking
1. Conscientiousness	3.55	0.45	Strongly Agree	Very High Extent	1
2. Agreeableness	3.50	0.55	Agree	High Extent	2
3. Neuroticism	3.05	0.45	Agree	High Extent	5
4. Openness	3.37	0.57	Agree	High Extent	3
5. Extraversion	3.35	0.58	Agree	High Extent	4
Over-all Mean	3.15	0.36	Agree	High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent; 2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent

Tables 7 based from the result, the most perceived personality traits of the PE teachers according to the student respondents was on conscientiousness which shows to be of very high extent. Second was on agreeableness, followed by openness, while extraversion ranked fourth. On the otherhand, neuroticism was found to be the least personality traits as observed by the student respondents. Generally, PE teachers exhibited a high extent of personality traits as perceived by the students.

This suggests that the students saw their PE teachers as having strong and distinct personality characteristics that contribute to their teaching and interactions.

5.3 The significant difference in the students' assessment of the personality traits of their Physical Education Teachers when their profiles are taken as test factors

Table 8: Differences in the Assessment of Student Respondents on their PE Teachers' Personality Traits when Sex is Taken as Test Factor

Personality Traits	Sex	Mean	SD	Computed t-value	Sig	Decision Ho	Interpretation
1. Conscientiousness	Male	3.51	0.47	-1.09	0.28	Accepted	Not Significant
	Female	3.59	0.44				
2. Agreeableness	Male	3.51	0.53	0.17	0.87	Accepted	Not Significant
	Female	3.50	0.57				
3. Neuroticism	Male	3.09	0.47	0.91	0.36	Accepted	Not Significant
	Female	3.02	0.43				
4. Openness to Experience	Male	3.33	0.58	-0.94	0.35	Accepted	Not Significant
	Female	3.42	0.56				
5. Extraversion	Male	3.29	0.58	-1.26	0.21	Accepted	Not Significant
	Female	3.41	0.58				
Over-all	Male	3.11	0.44	-0.58	0.57	Accepted	Not Significant
	Female	3.18	0.43				

Table 8 shows that Conscientiousness obtained a computed t - value of - 1.09 with a significance value of 0.28. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Agreeableness obtained a computed t-value of 0.17 with a significance value of 0.87. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Neuroticism obtained a computed t-value of 0.91 with a significance value of 0.36. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Openness to experience obtained a computed t-value of - 0.94 with a significance value of 0.35. Since the significance value is

more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Extraversion obtained a computed t-value of -1.26 with a significance value of 0.21. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Based from the overall result male and female student respondents have relatively the same assessment on the personality traits of their PE teachers in terms of conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

5.4 Significant difference in the students' assessment of their athletic behavior when their profiles are taken as test factors

Table 9: Differences in the Self-Assessment of Student Respondents of their Athletic Behavior when Sex is Taken as Test Factor

Athletic Behavior	Sex	Mean	SD	Computed t-value	Sig	Decision Ho	Interpretation
1. Self-motivation	Male	3.10	0.59	1.97	0.04	Rejected	Significant
	Female	2.89	0.66				

2. Self-confidence	Male	3.08	0.55	2.42	0.02	Rejected	Significant
	Female	2.83	0.71				
3. Emotional Stability	Male	3.10	0.51	0.99	0.32	Accepted	Not Significant
	Female	3.01	0.64				
4. Athletic Ability	Male	2.46	0.47	3.40	0.00	Rejected	Significant
	Female	2.20	0.44				
5. Character	Male	3.12	0.53	0.74	0.46	Accepted	Not Significant
	Female	3.06	0.47				
Over-all	Male	2.97	0.42	2.35	0.02	Rejected	Significant
	Female	2.80	0.47				

Table 9 shows that Self - Motivation obtained a computed t-value of 1.97 with a significance value of 0.04. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the respondents when their sex is taken as a test factor. In a 2015 article, "Benefits of motivation on sports performance ", having a positive sense of self-motivation encourages you to try new things, push yourself, and in the end, perform better in sports by maintaining a high level of involvement.

Self-Confidence obtained a computed t-value of 2.42 with a significance value of 0.02. Since the significance less is more than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the respondents when their sex is taken as a test factor. According to Weinberg and Gould (2014), self-confidence is the conviction that one can successfully carry out a desired activity. It is well known that self-confidence helps athletes achieve higher levels of performance. Athletes that have self-confidence can thrive in any situation. It gives them the confidence that they can overcome any obstacles and accomplish their goals.

Emotional stability obtained a computed t-value of 0.99 with a significance value of 0.32. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when

their sex is taken as a test factor.

Athletic ability obtained a computed t- value of 3.40 with a significance value of 0.00. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the respondents when their sex is taken as a test factor.

Character obtained a computed t- value of 0.74 with a significance value of 0.46. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

The result indicates that student respondents have relatively the same assessment on their athletic behavior in terms of emotional stability, and character. However, significant difference exists in terms of self-motivation, self-confidence, and athletic ability. This further indicates that male students have better assessed their athletic behavior in terms of self-motivation, self-confidence, and athletic ability than the female students. Generally, it can be said that male and female students have different perceptions of their athletic behavior.

5.5 The significant relationship between the personality traits of their Physical Education teachers and athletic behavior of students

Table 10: Relationship Between the PE Teachers' Personality Traits and Students' Athletic Behavior

PE Teachers' Personality Traits	Students' Athletic Behavior	Computed r	Sig	Decision on Ho	Interpretation
1. Conscientiousness	Self-Motivation	0.34	0.00	Rejected	Significant
	Self-Confidence	0.26	0.00	Rejected	Significant
	Emotional Stability	0.29	0.00	Rejected	Significant
	Athletic Ability	-0.03	0.77	Accepted	Not Significant

	Character	0.21	0.01	Rejected	Significant
	Average	0.28	0.00	Rejected	Significant
2. Agreeableness	Self-Motivation	0.37	0.00	Rejected	Significant
	Self-Confidence	0.29	0.00	Rejected	Significant
	Emotional Stability	0.33	0.00	Rejected	Significant
	Athletic Ability	-0.05	0.55	Accepted	Not Significant
	Character	0.25	0.00	Rejected	Significant
	Average	0.31	0.00	Rejected	Significant
3. Neuroticism	Self-Motivation	0.28	0.00	Rejected	Significant
	Self-Confidence	0.21	0.01	Rejected	Significant
	Emotional Stability	0.26	0.00	Rejected	Significant
	Athletic Ability	-0.01	0.94	Accepted	Not Significant
	Character	0.09	0.31	Accepted	Not Significant
	Average	0.22	0.01	Rejected	Significant
4. Openness to Experience	Self-Motivation	0.44	0.00	Rejected	Significant
	Self-Confidence	0.36	0.00	Rejected	Significant
	Emotional Stability	0.37	0.00	Rejected	Significant
	Athletic Ability	-0.02	0.81	Accepted	Not Significant
	Character	0.27	0.00	Rejected	Significant
	Average	0.37	0.00	Rejected	Significant
5. Extraversion	Self-Motivation	0.43	0.00	Rejected	Significant
	Self-Confidence	0.34	0.00	Rejected	Significant
	Emotional Stability	0.42	0.00	Rejected	Significant
	Athletic Ability	-0.01	0.95	Accepted	Not Significant
	Character	0.36	0.00	Rejected	Significant
	Average	0.40	0.00	Rejected	Significant
Over-all Teachers' Personality Traits	Over-all Students' Athletic Behavior	0.39	0.00	Rejected	Significant

As shown in the table 10, personality traits of the PE teachers in terms of conscientiousness, was found to be positively correlated to a moderate degree with the respondents' athletic behavior in terms of self-motivation, and to a low degree in terms of self-confidence, emotional stability, and character, while no significant relationship in terms of athletic ability. Conscientious people have ambition, personal drive, excellent organization skills, and many personal goals. Individuals who participate in collaborative sports are more likely to have friends who will encourage them to work hard, establish goals, and progress. It has been demonstrated that

high degrees of conscientiousness among people are associated with successful outcomes in a variety of situations and areas. Therefore, it should not be surprising that conscientiousness in athletics is a desired quality and has a favorable correlation with athletic achievement and performance. (Aarons, 2018)

PE teachers' personality traits in terms of agreeableness was found to be positively correlated to a moderate degree with the respondents' athletic behavior in terms of self-motivation, and emotional stability, and to a low degree in terms of self-confidence, and character, while no significant relationship in terms of athletic

ability. In a comparable research, Schnitzius et al. (2021) reached the conclusion that younger physical education (PE) instructors tend to display greater levels of empathy, thoughtfulness, and trust compared to their more senior counterparts. Conversely, the latter group appears to exhibit higher levels of aesthetic sensitivity, curiosity, and creativity. Discrepancies in Agreeableness may possibly arise from the contextual demands of PE and the associated personal pressures, which could evolve with accumulated teaching experience.

PE teachers' personality traits in terms of neuroticism was found to be positively correlated to a moderate degree with the respondents' athletic behavior in terms of self-motivation, self-confidence, and emotional stability, while no significant relationship in terms of athletic ability, and character. The intensely aggressive and competitive nature of PE and sports may make neuroticism unavoidable. Their motivation and confidence are more likely to be impacted by neuroticism, which is more likely to be linked to emotions like anxiety, wrath, guilt, and low mood. The trait inclination to suffer unpleasant effects, such as anger, anxiety, self-consciousness, irritability, emotional instability, and disappointment, is described as neuroticism by Widiger et al. (2017). People with high levels of neuroticism, or the propensity to feel stress and unpleasant emotions, prefer to avoid physical activity.

PE teachers' personality traits in terms of openness to experience, and extraversion were found to be positively correlated to a moderate degree with the respondents' athletic behavior in terms of self-motivation, self-confidence, emotional stability, and character, while no significant relationship in terms of athletic ability. According to McGuffin (2019), extraversion has been found to positively relate with the personality qualities "openness" and "sensation seeking" as a result. Even though they are distinct characteristics, research has shown that extraversion and openness to new experiences can positively correlate. This implies that those who perform well in one feature are more likely to perform well in the other. This may be the case since both openness and extraversion include a certain amount of excitement for interacting with the outside world, whether through seeking out new experiences or engaging with others.

Over all, the results reveal that the personality traits displayed by PE teachers could influence how students approach and engage in athletic activities, potentially fostering traits like self-motivation, self-confidence, emotional stability, and positive character. It underscores the potential role that teachers' personalities play in shaping students' attitudes and behaviors in the realm of physical education and athletics.

6 Summary of Findings

This study aimed to assess the relationship between the personality traits of physical education teachers and the athletic behavior of students at Hunan University of Information Technology (HNUIT) in Hunan Province, China, in order to provide an enhancement program.

6.1 Profile of the respondents

Majority of the students are female who fall within the age range of 19 to 21 years who are mostly from the School of Management. The predominance of female students suggests a need to consider potential gender-based differences in the relationship

between personality traits and athletic behavior. Furthermore, the concentration of students within the age range of 19 to 21 years old indicates a specific developmental stage. Understanding how personality traits interact with athletic behavior during this age period could offer insights into how traits evolve and impact sports participation as individuals transition into adulthood. Lastly, the significant affiliation with the School of Management might imply a certain predisposition towards specific personality traits, possibly related to leadership, goal-oriented behavior, or time management. Exploring how these traits influence athletic behavior could offer unique perspectives on the interplay between academics and sports involvement.

6.2. The students' assessment of the personality traits of their physical education teacher

6.2.1 Consciousness

Student respondents perceived that their PE teachers possess a strong sense of conscientiousness in their approach to teaching and interacting with students. They all agree that their teachers are always prepared, follow a schedule, do chores right away, pay attention to details and are exact in their works.

6.2.2 Agreeableness

Student respondents agree that the personality trait of the PE teachers in terms of agreeableness was of high extent. The students strongly believe their teachers exhibit a high level of concern for others, have sympathy, have a soft heart, take time out for their students.

6.2.3 Neuroticism

Students perceived their PE teachers' personality traits in terms of neuroticism to be of high extent. They strongly agree that their PE teachers get stressed out easily and this was given the highest assessment. On the other hand, students do not agree that their PE teachers worry about things which was given the lowest assessment. Overall, they assess that PE teachers, in general, display a notable degree of emotional reactivity and sensitivity to stressors, even if they are not seen as frequent worriers.

6.2.4 Openness to Experience

Students perceived their PE teachers' personality traits related to openness to experience to be of a high extent. They agree that their teachers have vivid imaginations, excellent ideas, are quick to understand things and are full of ideas. This means that the teachers are generally seen as open-minded, imaginative, and receptive to new concepts and experiences.

6.2.5 Extraversion

Students perceived their PE teachers' personality traits in terms of extraversion to be of high extent. They agree that their PE teachers have excellent ideas with the highest assessment. Similarly, students agree that their PE teachers have a vivid imagination but was given the lowest assessment. Over all, they see their teachers as outgoing, energetic, and sociable individuals who actively engage with students and potentially bring a dynamic and enthusiastic atmosphere to their teaching approach.

6.3 The significant difference in the students' assessment of the personality traits of their physical education teachers when their profiles are taken as test factor

6.3.1 Sex

There is no significant difference in the assessment of the respondents when their sex is taken as a test factor. This means that both male and female student respondents have relatively the same assessment on the personality traits of their PE teachers in terms of conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

6.3.2 Age

There is no significant difference in the assessment of the respondents when their age is taken as a test factor. The student respondents have relatively the same assessment on the personality traits of their PE teachers in terms of conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion regardless of their age.

6.3.3 School

There is no significant difference in the assessment of the respondents when their school is taken as a test factor. student respondents have relatively the same assessment on the personality traits of their PE teachers in terms of conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion regardless of their school.

6.4 The significant difference in the students' assessment of their athletic behavior when their profiles are taken as test factors

6.4.1 Sex

There is a significant difference in the assessment of the respondents when their sex is taken as a test factor. The result indicates that student respondents have relatively the same assessment on their athletic behavior in terms of emotional stability, and character. However, significant difference exists in terms of self-motivation, self-confidence, and athletic ability. Generally, it can be said that male and female students have different perceptions of their athletic behavior.

6.4.2 Age

There is no significant difference in the assessment of the respondents when their age is taken as a test factor. It means that student respondents have relatively the same assessment on their athletic behavior in terms of Self-Motivation, Self-Confidence, Emotional Stability, Athletic ability and Character when their age is taken as a factor.

6.4.3 School

There is no significant difference in the assessment of the respondents when their school is taken as a test factor. This shows that student respondents have relatively the same assessment on their athletic behavior in terms of self-motivation, self-confidence, emotional stability, athletic ability, and character regardless of the school where they belong.

7 Significant relationship between the personality traits of their physical education teachers and athletic behavior of students

The research findings collectively indicate that PE teachers'

personality traits can indeed have an impact on students' overall athletic behavior. The positive correlations, though varying in strength, suggest that certain personality traits exhibited by PE teachers are associated with specific aspects of students' athletic behavior, such as self-motivation, self-confidence, emotional stability, and character. However, there doesn't seem to be a significant relationship between PE teachers' personality traits and students' perceived athletic ability.

8 Conclusion

Based on the conclusions derived in this study, the following are the recommendations:

The majority of students, predominantly female and aged 19 to 21, are linked to the School of Management. This gender distribution prompts an exploration of gender-based disparities in the correlation between personality traits and athletic behavior. The focused age range signifies a unique developmental stage. Understanding how personality traits interact with sports engagement at this juncture sheds light on their evolution and influence on sports participation as individuals transition into adulthood. Moreover, the strong association with the School of Management implies a potential inclination toward specific traits like leadership, goal-driven behavior, and time management. Investigating the impact of these traits on athletic behavior offers distinctive insights into how academic pursuits intertwine with sports involvement.

The most perceived personality traits of the PE teachers according to the student respondents was on conscientiousness which shows to be of very high extent. This could contribute to their effectiveness in planning and executing lessons, managing class activities, and maintaining discipline within the classroom and sports environment.

This study showed no significant difference in the students' assessment of the personality traits of their Physical Education Teachers when their sex, age and school are taken as test factors. This suggests that the observed personality traits of PE teachers are perceived similarly by students across different sexes, age groups, and schools, highlighting a certain degree of consistency and uniformity in students' perspectives of their educators' personalities.

This study showed no significant difference in the students' assessment of the personality traits of their Physical Education Teachers when their age and school are taken as test factors. However, in terms of sex, it can be said that male and female students have different perceptions of their athletic behavior. This suggests that gender can play a role in how students view their own behavior in sports and athletics. These differing perceptions might stem from various factors, such as societal norms, personal experiences, or cultural influences, which can influence how male and female students assess their own actions and conduct within the context of athletic activities.

The research findings collectively indicate that PE teachers' personality traits can indeed have an impact on students' overall athletic behavior. The positive correlations, though varying in strength, suggest that certain personality traits exhibited by PE teachers are associated with specific aspects of students' athletic behavior, such as self-motivation, self-confidence, emotional stability, and character. In other words, the way physical education teachers exhibit their personalities appears to influence how students engage in sports and physical activities. This implies that

teachers' personality traits can shape the classroom environment, teaching methods, and interactions, which in turn affect students' attitudes and behaviors in the realm of athletics.

9 Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

It is recommended for schools and educational institutions to consider incorporating teacher training programs that focus on the development of specific personality traits that have shown positive correlations with students' athletic behavior. For instance, workshops or courses could be designed to enhance conscientiousness, agreeableness, openness to experience, and extraversion among PE teachers. This could help teachers better influence and inspire students in terms of self-motivation, self-confidence, emotional stability, and character development within the context of athletics.

Schools could emphasize fostering strong student-teacher relationships within the physical education context. Encouraging

open communication and approachability can enhance the impact of PE teachers' personality traits on students. Students who feel a strong connection with their teachers may be more likely to adopt the positive attributes exhibited by those teachers.

Schools could integrate character education into the physical education curriculum. This could include discussions, activities, and exercises that focus on ethical behavior, teamwork, sportsmanship, and integrity, aligning with the traits associated with conscientious and agreeable personalities.

Schools may consider incorporating assessments of teachers' personality traits and their potential impact on students' athletic behavior as part of teacher evaluations. This could help in recognizing and rewarding teachers who actively contribute to positive student outcomes beyond the academic realm.

To implement the proposed Personality-Driven Physical Education Program. This requires PE administrators and teachers to have a solid understanding of various physical activities and sports, as well as insights into the psychological aspects of student engagement. It also necessitates flexibility in curriculum design and the ability to adapt activities to meet the diverse needs of students.

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