Are there any common personality traits amongst 16-18 year old female netball players of different player competence levels?

The aim of the investigation is to see if there is a general personality type commonly suited to netball players at XXXX High School. On a personal level, I have encountered a range of netball coaches over the years, and I believe I performed best when my coach knew me as an individual, and this led me to thinking about how our present coach approaches us differently when providing constructive feedback. Upon analysing my present netball team (A team) it appears to me that we all have one key personality trait and this is that we are all extroverts. The term traits are used to describe the different personalities and as I am also new to the role of student coach, I also think it is important for a coach to understand the personality of their players, so that they can understand what coaching methods and approaches will work best for individual to ensure they reach their full potential.

Gross defines personality as “Those relative stable and enduring aspects of individuals which distinguish them from other people, making them unique but at the same time permit a comparison between individuals” (Gross, 1992). There is significant disagreement in personality research regarding issues of validity, reliability and sophistication of theoretical models. Bandura’s social learning theory suggests rather than being born with a particular personality as claimed by Eysenck and Cattell, behaviour changes with the situation and that we can learn from our experiences. The interactionist approach combines both trait and the social learning theory and states that behaviour is a function of our personality and our response to the environment.

Research into the area of personality traits and performance is mixed. Weinberg argues that there is no consistent personality profile that discriminates athletes from non-athletes. Research by Davies, Roscoe and Roscoe state that sports people often demonstrate the traits of extroversion, dominance, enthusiasm, confidence, assertiveness and high activity levels and this is the area I would like to develop further in reference to netball players. It is worth noting that some psychologists claim that there is a closer correlation between successful athletes and positive mental health profiles rather than personality types.

Personality is difficult to measure and psychologists use a variety of methods to try and identify personality types. These can include questionnaires, observations or physiological responses of athletes (e.g. heart rate levels) as they are wired to monitors. All methods have their advantages and disadvantages and some may be viewed as more reliable and valid that others. For the purpose of this school based study I have chosen to use a questionnaire developed by Gosling, Rentfrow, & Swann (2003) which is also referred to as the Ten Item Personality Inventory (TIPI) Personality Test. The TIPI was designed as a response to the “constellation of traits of the] Five Factor Theory of Personality,” also known as the “Big Five” personality traits. The personality test consists of ten statements using a 7 point rating to which a participant must choose from a variety of 7 responses the one that matches them most of the time with answers ranging from “Disagree Strongly” to “Agree Strongly”.

The ‘Big Five’ personality traits are identified by D.W. Fiske (1949) as: Openness, Agreeableness, Conscientiousness, Emotional Stability and Extraversion. When the answer to the questions are keyed into the PsychCentral electronic TIPI test (http://psychcentral.com/quizzes/personality.htm) it is converted into a raw score for each aspect of the Big Five personality traits along with a visual representation in a bar graph of their personality strengths and weaknesses. In the example below conscientiousness is recorded as the dominant trait with a score of 5.50.
As my participants are all students at my school, using a questionnaire has many strengths. The paper copy of the questionnaire will enable me to easily access a large group of players, with minimal equipment, time efficiency and cost. 30 students are to be tested in total and after completion of the tests the data for each subject will be keyed into the electronic online TIPI test by myself the test conductor. The answers to the questions for each individual will be converted into 30 separate graphs similar to image one above. I will extract the trait (Openness, Agreeableness, Conscientiousness, Emotional Stability and Extraversion), which is dominant for each squad, use this as the raw data and record this in 2 separate tables (Table 1 and 1.3) for each of the three squads. In a school environment with access to minimal equipment this will allow me to easily gather data and analyse the findings, as I will be focusing on only 5 key traits I can easily compare results across 3 squads.

There are no safety or environmental issues, however, ethical considerations must be taken into account when conducting the survey, as is the case with all investigations. Participants are asked to fill in a consent form (appendix 1) and informed that they could withdraw from the investigation at any time. Results are to be kept confidential and names of participants not be revealed through the investigation with each being referred to by a number when results are discussed.

**Method of Investigation**

**Apparatus**

1. Consent form
2. Briefing Instructions
3. Ten Item Personality Inventory (TIPI) – appendix 2
4. Pencil

**Variables**

**Independent variable:** Ability level of players (categorised by playing for team A/B, C/D or colour team.)

**Dependent variable:** Key strongest trait on TIPI personality test with regard to the big 5 personality traits: Openness, Agreeableness, Extraversion, Conscientiousness and Emotional stability.

The school’s netball coach divides the senior netball teams into squads, with the highest level of netball competency being found in the A team, followed by B, C and then D team. The fifth team is referred to as the colour team and includes players who attend trials and either do not qualify for the A to D squad, or players who wish to play for fun. Trials for teams A and B are undertaken over a 3 week period (wk 1 to 3). Players who do not make the A & B squad are invited to attend the C & D trials. There are no trials for the colour team with students assumed to be of lower competency. Students sign up for this squad in week 4 after the completion of the competitive trials.

**Sample:** 30 female school netballers aged 16-18 years from XXXX High School. 10 players selected from 3 different squads: (1) AB squad, (2) CD squad and (3) colour squad. Each netball team has 12 players with 22 players per squad.
Confounding variables are hard to control and within this investigation mood and motivation level of participants may affect the results. Mood of participants at the time when they answer the questionnaire may have an impact on the results. I will try and reduce this affect by stressing the need to answer the questions based on how they normally feel, and not their current mood if they are feeling upset or tired. The test will also be conducted before training, so their mood is not influenced by the training success or failure. The motivation level of the pupils participating in the test is very hard to control. A small incentive as a choice of gift (a coloured pen or sweet) will be offered on completion of the questionnaire.

Method

1. Equipment collated (apparatus list) and class room set up with 30 individual desks for participants to undertake the TIPI personality test.
2. All players ‘names’ who were happy to participate in the investigation are keyed into a list at the start of the training session on the mini web tool site with 10 names from each squad then being selected randomly for the investigation [http://www.miniwebtool.com]. The 30 selected students are invited by the coach to report immediately to the classroom to undertake the personality test. Participants invited to sit quietly at individual desks as they enter the classroom and not talk or communicate with any other participant throughout the duration of the task.
3. Participants informed that the investigation is looking at whether there is a common personality type across netball players at XXXX High School. See appendix two for the paper version created of the test as each 7 point scale is linked directly to each question which is different from the website versions to reduce misinterpretation.

<table>
<thead>
<tr>
<th>Ability Level</th>
<th>Trial Week</th>
<th>Training Sessions per week</th>
<th>Attendance at training</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;B Squad</td>
<td>High</td>
<td>Yes (wk 1-3)</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;D Squad</td>
<td>Intermediate - Low</td>
<td>Yes (wk 2-3)</td>
<td>3</td>
</tr>
<tr>
<td>Colour Squad</td>
<td>Mixed</td>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>
4. Upon completion of the personality test, 30 sheets are to be collated and results keyed individually by the test conductor into the TIPI personality test website (http://psychcentral.com/quizzes/personality.htm) with data for strongest personality characteristic being extracted from the personalised graph and recorded in 2 separate raw data tables (Table 1.2 and 1.3) for each of the three squads.

5. Participants are thanked and debriefed with the aim of the investigation being expanded further with participants being informed that their results will also be compared between the 3 different squads (AB, CD and colours) with the main being to see if there are any common personality traits amongst 16-18 year old female netball players of different player competence levels.

| Table 1.2: Data table to show the strongest big 5 key personality traits amongst 16-18 year old female netball players of different player competence levels |
|----------------|----------------|----------------|----------------|
| SQUAD | Subject Number | Team | Strongest Characteristic | Number of strong characteristic(s) |
| A/B Players | | | | |
| 1. | A | A, E | 2 |
| 2. | A | C | 1 |
| 3. | A | A, C | 2 |
| 4. | B | E | 1 |
| 5. | B | C, D | 2 |
| 6. | B | E | 1 |
| 7. | B | D | 1 |
| 8. | B | A, C | 2 |
| 9. | B | C | 1 |
| 10. | A | E | 1 |
| 11. | D | E, O | 2 |
| 12. | D | E, E | 2 |
| 13. | D | A, C, E | 3 |
| 14. | D | E | 1 |
| 15. | C | O, A | 2 |
| 16. | D | E, O | 2 |
| 17. | C | E | 1 |
| 18. | C | E | 1 |
| 19. | C | E, E | 2 |
| 20. | C | E, A | 2 |
| Colour Players | | | | |
| 21. | Colour | C | 1 |
| 22. | Colour | E | 1 |

Key: A 1: Relevant quantitative data which will assist with the evaluation

4. This project is being carried out as a part of Year 12 IB Sports, Exercise and Health Science course psychology study. The aim of this project is to investigate whether there is common personality type across netball players at XXXX High School. The test should take between 1 and 2 minutes. If you complete the test in less time please remain seated in silence as I will dismiss you after 5 minutes. The Ten Item Personality Inventory (TIPI) personality test requires you to tick one box per statement, which you consider to most accurately describe you most of the time. Please answer all the questions honestly, as there is no right or wrong answer. All your data from the test will be kept anonymous and confidential and you are able to withdraw at any time during this process and prior to the publication of the results. If you wish to still be involved, please fill in the consent form and leave this on the floor by your chair. Thank you.
<table>
<thead>
<tr>
<th></th>
<th>Colour</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>E</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>ES, A</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>ES</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>ES, O, E</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>E</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>C, O</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

O = Openness  
A = Agreeableness  
E = Extraversion  
C = Conscientiousness  
ES = Emotional stability
Qualitative Data

- Nine players in the colour squad could not commit to the compulsory training sessions per week and so joined the colour squad despite performing at a level which would have placed them in the A and B squad. Two players in the colour squad represent the A team at touch rugby, 4 players rehearse 3 times a week for drama, 3 are in the orchestra and practice 4 times a week. 5 players did not make the A-D team.
- Only 12 people were present from the colour squad prior to the random selection of 10 players.

Table 1.3: Processed data table to show the frequency of the big 5 key personality traits amongst 16-18 year old female netball players of different squads.

<table>
<thead>
<tr>
<th>Trait</th>
<th>AB Squad</th>
<th>CD Squad</th>
<th>Colour Squad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreeableness</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Openness</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Extraversion</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 1.4: Processed data table to show the number of dominant key personality traits out of the big 5 amongst 16-18 year old female netball players of different squads.

<table>
<thead>
<tr>
<th>Traits</th>
<th>10 Students per squad</th>
<th>30 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 traits</td>
<td>AB Squad: 0, CD Squad: 1, Colour Squad: 2</td>
<td>Total: 2</td>
</tr>
<tr>
<td>2 traits</td>
<td>AB Squad: 4, CD Squad: 5, Colour Squad: 2</td>
<td>Total: 11</td>
</tr>
<tr>
<td>1 trait</td>
<td>AB Squad: 6, CD Squad: 4, Colour Squad: 7</td>
<td>Total: 17</td>
</tr>
</tbody>
</table>

Graph 1: Graph showing the highest frequency of each of the Big Five Personality Traits amongst the Senior AB netball squad.

Graph 1 above shows that the most common personality trait amongst the AB netball squad is conscientiousness with 5 out of 10 players scoring high on this trait. Other personality traits that score high with this squad are agreeableness and extraversion, however, scores are low with only 3 out of 10 participants scoring high on these traits.
Graph 2: Graph showing the highest frequency of each of the Big Five Personality Traits amongst the Senior CD netball squad.

**Extroversion** was the most common trait with 6 out of 10 players having this trait as strength, followed by **emotional stability** with 5 out of 10 players scoring high on this trait. **Agreeableness** (3/10), followed by **openness** (2/10) and lastly **conscientiousness** with only one player scoring high on this trait.

Graph 3: Graph showing the highest frequency of each of the Big Five Personality Traits, amongst the senior colour netball squad.

Graph 3 indicates that **extraversion and conscientiousness** are the most common personality traits amongst players of the colour squad with 4 out of 10 players scoring highly on this trait, followed by 3 for **emotional stability**.
**Graph 4**: Graph showing the highest frequency of each of the Big Five Personality Traits amongst 16-18 year old female netball players of different player competence levels.

**Graph 5**: Graph showing the number of dominant key personality traits amongst 16-18 year old female netball players of different player competence levels.

**Conclusion**

In response to the question ‘Are there any common personality traits amongst 16-18 year old female netball players of different player competence levels?’, it is clear that whilst there are some common traits amongst senior netballers, there is no one personality type that is consistently significantly more dominant than others in each
Investigation 5 (annotated)

squad. Graph 5 clearly supports the idea that there is no dominant characteristic as 13 out of 30 students were recorded as having two or three dominant traits compared to only 17 out of 30 players across the squads having one dominant trait. One participant in each of the CD and colour squad had 3 dominant traits, 4 in the AB squad, 5 in the CD squad and 2 in the colour squad had 2 equal dominant traits thus supporting the notion of greater variance in personality type.

At a glance each squad has one personality trait that is more dominant out of the big 5, however, the significance is low when looking at number of players with this trait. The most reoccurring trait in AB squad was conscientiousness with five out of ten being the highest number recorded for any one team for this trait. The colour squad scored highly on conscientiousness, in addition to the same score of 4 out of 10 for extraversion. The highest score attained throughout the study was 6 out of 10 in the CD squad for the number of extraverts, with this closely followed by emotional stability as 5 out of 10 players scored highly on this trait.

The higher-level competition squads of AB and CD share the same number of ‘agreeable’ players with a low score of 3 out of 10, suggesting that the trait of agreeableness may be correlated to level of competition as the colour team only had 1 out of 10 players with this trait. Openness refers to players having imagination and insight along with a broad range of interests and all 3 squads have the same low score of 3 out of 10 players who demonstrate this trait as strength.

The highest trait recorded across all 3 squads was linked with the extravert trait with 6 out of 10 players in the CD squad recording this trait as one their strongest characteristics. Players in the colour squad had the 2nd highest number of extraverts with an equal score of 4 for conscientiousness too, followed by the AB squad who had only 3 out of 10 players with this trait.

Personally, I did think that the AB squad would have the highest number of extraverts with higher ability players being more outgoing and confident that the lower ability players, and especially the colour squad. A reason for extraversion being higher in colour squad than AB could be due to the social nature of the sport at this lower level which may attract confident, sociable, friendly people. Taking into account the qualitative data, another reason could be due to the fact, that despite my original thought that the colour squad will have players of a lesser ability as they did not make the A to D team this might not be the case. Two players in the colour squad represent an A team at touch and in my view could ranked more competent than a few of the A team players, but did not try out for this team due to not being able to commit 100% to all the training sessions. 3 players are in the orchestra and according to the coach, all 5 of these players had the skill set to play for the A & B team even though they did not attend the competitive trials.

Carl Atherton refers to the suggestion that stable extroversion is the main sporting personality type, with introverts choosing individual sports. Collectively the results show that there are 13 players out of 30 across the squads that have extraversion as their dominant trait. Despite this being a low number, the data indicates that this trait is the more prominent in the netball players tested. Atherton also refers to the Reticular Activating System (RAS), which states that extraverts can handle excitement more than introverts as they have lower levels of adrenaline. For CD and colour squads, the trait of extraversion is the highest on the ranking list, however as AB scored highest in conscientiousness there is no evidence to support the idea that all sports people are extraverts. Further research could include a comparison of personality traits in netball and tennis players at my school.

Conscientiousness scored the 2nd highest rating across the three squads with 10 out of 30 players scoring high on this trait. AB players scored highest with 5 out of 10 players demonstrating this trait, compared to 4 for the colour squad and 1 in the CD squad. Conscientiousness along with extraversion (4/10) are the most common personality traits.
traits amongst players of the colour squad. It is worth considering that conscientiousness rates so highly as we are all IB students and within our school a focus is global citizenship and we are always reflecting on what we can do to make the world a better place, not just locally but globally too. AB squad players may also score higher for conscientiousness as to play at a such high level one needs to care and recognise that attention to details is important with players demonstrating high levels of thoughtfulness, good impulse control and goal-directed behaviours if they are to succeed. These findings support my personal belief in that conscientiousness is more important than extraversion when playing for the top team as stakes are always high, especially if the desire to win is the main goal. The colour squad also score high in this trait and this could suggest that for all sports people this is a key trait as athletes all have the desire to win. One must consider that the score could also be high due to the fact that several of the team may have made the AB squad if they so decided to try out for this team. Another reason could be that there were only 12 members to select from in the colour squad when undertaking the randomization process, and it may be that it was the most conscientious players who turned up to training and this is why they score high on this trait as these players had the desire to be the best they can be and not just play for fun or socially. Conscientiousness could be the lower trait for the CD squad as they may be lower in ability due to the make up of the colour squad and this team are in fact playing for fun, which is what participant 16, 17 and 19 (squad CD) said to me in a follow up discussion.

A higher number of players scored higher on the emotionally stable trait in the CD (5/10), colour teams (3/10) compared to the AB squad (1/10). This suggests that as the level of ability declines (CD/colour squad) their level of stability with regard to emotions increases. High levels of emotional stability could be a result of less pressure to perform in the CD and social coloured squad, as the ‘stakes’ are not as high.

Research into the area of personality has proved problematic as there does not appear to be any consensus as to whether personality is or is not related to athletic performance/athletic success. Personality tests are useful instruments to help us better understand, monitor and work with athletes, however, they do not allow psychologists to make generalizations about athletes’ behaviours and their performance. Within recent research there is no single personality profile found that distinguishes sports people, or even athletes from non-athletes. In our A netball squad alone, I have noticed that player 6 is very calm off the court but turns aggressive and sometimes hostile during the game if deliberately obstructed and this supports the idea that peoples’ personalities may change depending upon the situation. Our coach promotes the importance of different personality traits on a team and welcomed the findings as she highlighted that with a prior team many were extraverts and this caused clashes both on and off the court as they all wanted to lead the team and take on the role of captain.

In conclusion, there is great variability amongst TIPI personality test results amongst players from all three squads, it is clear that whilst there are some common traits amongst senior netballers, there is no one personality type that is consistently significantly more dominant than others in each squad. At a glance each squad has one personality trait that is more dominant out of the big 5, however, the significance is low when looking at number of players with this trait.

EV 2: An attempt has been made to compare this with literature research in relation to research methods and the issues in personality research.
Evaluation

Strengths

The Ten Item Personality Inventory (TIPI) was quick and easy to set up and enabled a comparison across 3 different squads. Conditions were controlled as participants had to sit on their own and not communicate with anybody whilst undertaking the strength. It is crucial that the same questions are asked to enable a comparison and analysis between results, along with validity. It was decided that asking students to undertake the test only once was the best way to proceed, with steps being put in place to ensure that participants were fully aware that they were to answer the questions based on how they ‘normally’ feel to avoid being affected by current mood. Another reason for the test being undertaken once, is that the issues which are commonly associated with the use of questionnaires would still remain if the test was taken on several occasions. As with all tests, ethical issues were taken into account as results were anonymous and participants had the right to withdraw at any time. In contrast to the strengths, there were several weaknesses and improvements, which need to be discussed in more detail if the investigation was to be repeated again on netball players at XXXX High School.

Weaknesses and Improvements

<table>
<thead>
<tr>
<th>Weakness 1: Ten Item Personality Inventory (TIPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 10 question test was conducted only once and completed in less than 5 minutes.</td>
</tr>
<tr>
<td>Significance of Error</td>
</tr>
<tr>
<td>Error when using this test is high as it does not re-question the participants on the same trait, and double check for any errors or misinterpretation of questions. The test could also be criticised for validity, reliability and interpretation, as it is not a sport specific test or take into account the situation. If a test is to be reliable it should produce the same results when repeated, however, this is not always the case with questionnaires as results can be inconsistent based on mood, limited timescale available, in addition to the participants only being tested once.</td>
</tr>
<tr>
<td>Suggested Improvement</td>
</tr>
<tr>
<td>The TIPI test could have been conducted on the same participants on another day with a comparison made between the results. A more detailed test may also have provided a more detailed analysis of personality. The “LOTS” method of assessing personality through lifetime history, observation from others, standardised tests and self reporting, despite being time consuming and costly, is the most accurate way to measure personality and to eliminate self reporting biases.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weakness 2: Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>The questionnaire resulted in a method of self-reporting to assess personality and as a result error and bias issues are introduced with regard to (1) self presentation, (2) presenting oneself in a more flattering light, or (3) the opposite, of modesty and downplaying achievements.</td>
</tr>
<tr>
<td>Significance of Error</td>
</tr>
<tr>
<td>Error due to data being reliant upon self-reporting. A typical problem with questionnaires is that participants could have provided a socially acceptable answer or even misinterpreted the questions, as several subjects did ask for clarification on question 10. It is not possible to determine if participants are being honest and are affected by their current mood when filling in the personality test.</td>
</tr>
<tr>
<td>Suggested Improvement</td>
</tr>
</tbody>
</table>
| Interviews/observations are a better indicator of personality as a trained researcher would watch the players in action in the sporting setting and make notes on aspects of their behaviour and personality. This approach, however, requires many more hours of research time as players would need to be observed in different situations over a long period of time. A more reliable indicator would be to measure players’ physiological response by connecting them to a monitor such as a heart rate device, and record readings of responses to
exercise or stressful situations. Both forms of collecting data have issues as being watched can cause players to change their behaviour and lead to observer bias. Being attached to a machine can restrict performance and this in itself cause stress. Observers would also need to be experienced in the interpretation of the data and would take a lot longer to complete.

**Weakness 3: Ranking of netball players**

Students were allocated to teams by the netball coach with the original understanding being that the best players would be placed in the AB squad, followed by the CD squad and then the colour squad.

**Significance of Error**

This is an error of high significance as nine players in the colour squad were of a level that they could have made the AB squad. All players may well have had the competence, but not the motivation to try out for netball or further develop their skills through regular practice. Two players in the colour squad represent the A team at touch rugby, 4 players rehearse 3 times a week for drama, 3 are in the orchestra and practice 4 times a week. Unfortunately, only 12 players out of 22 were present from the colour squad on the testing day. It may be that it was the most conscientious players turned up to training and this is why they score high on the trait of conscientiousness. Conscientiousness could also be the lower trait for the CD squad as they may be lower in ability than the colour squad and are in fact the team that are playing for fun, which is what participant 16, 17 and 19 said to me in a follow up discussion.

**Suggested Improvement**

There is a need to ensure that data is collected from only the squads rated A, B, C and D and not include the colour squad players. 10 players from each of the A to D squad could be tested which results in data from a total of 40 players based on playing ability. This would then allow, more in depth comparison between individual teams rather than between squads and in turn allow for a discussion on the relationship between players of different levels of competency. Extra questions could also have been added to the survey to try and assess competence, rather than relying on the selection process of the coaches to indirectly provide this data.

**Weakness 4: Netball players**

The test focused only on netball players who were 16-18 years old at XXXX High School

**Significance of Error**

Significance is low, however, to gather more data a comparison could be made with students with a broader range of ages in addition to a wider range of invasion sports within XXXX High School.

**Suggested Improvement**

Data gathered from netball players across a wider age group e.g. 13-15 and 19-21 age group. A comparison could also be made with 16 to 18 year olds who play other games such as football, hockey and touch to broaden the sample. Going beyond this study, research states that there may be a difference in personality of team and individual sports players, and netball players could be compared with tennis players to see in there is a difference in personality traits.
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Appendix 1

1. Consent Form.
2. Questionnaire formatted by author and sourced from [http://psychcentral.com/quizzes/personality.htm](http://psychcentral.com/quizzes/personality.htm)

Consent Form

This project is being carried out as a part of Year 12 IB Sports Exercise and Health Science course. The aim of this project is to investigate the correlation between personality types and level of performance in XXXX High School Senior Netball teams.

Please answer all questions with honesty and choose what best suits you most of the time.

**All data from this testing will be kept anonymous.** This page will be collected separately to ensure anonymity.

Thank you very much.

I, ______________________________________, agree to take part in this project.

(Name of participant)  

_________________________________________  11/06/2014

(Signature of participant)  (Date)

This project has been reviewed and approved by the Physical Education and Health Department of XXXX High School.
Appendix 2

Name:  

I currently play for the following squad:  A / B / C / D / Colour

Please circle:

2. I see myself as extraverted, enthusiastic.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

3. I see myself as critical, quarrelsome.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

4. I see myself as dependable, self-disciplined.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

5. I see myself as anxious, easily upset.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

6. I see myself as open to new experiences, complex.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

7. I see myself as sympathetic, warm.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

8. I see myself as disorganized, careless.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

9. I see myself as calm, emotionally stable.
   - Disagree strongly
   - Disagree moderately
   - Disagree a little
   - Neither agree nor disagree
   - Agree a little
   - Agree moderately
   - Agree strongly

10. I see myself as conventional, uncreative.
     - Disagree strongly
      - Disagree moderately
      - Disagree a little
      - Neither agree nor disagree
      - Agree a little
      - Agree moderately
      - Agree strongly