CHAPTER 1

INTRODUCTION

1.1 Conceptual Framework

It is well known fact that personality plays a significant role in shaping not only the behavior of an individual but also his total success and prosperity in life. Interest in personality is as old as civilization: Ancient philosophers and poets frequently ventured about why individuals were exceptional and why they differed from each other in so many ways. Interaction between the individuals has played an important role in the growth of an individual's personality. There is not family back ground which plays significant role in the development of child but social factors which also play an important role in determining the behavior of the individuals. In every culture and society children and adolescents are subjected to various kinds of pressures, both personal and social. These pressures exert great influence on the personality development of the children, which ultimately influences not only the all-round development of that particular society but also affects the future development of the country. In other words, we can say that personality of the individual determines the nature of the society and the society in turn influences and nurtures the personality of an individual; thus, mutually strengthening each other. According to Cattell (1950) "the personality of an individual is that which enables us to predict what he will do in a given situation." Mischel and Shoda (1995) identified personal styles or strategies of individuals in dealing with the situations and found that these styles or strategies remain consistent over the years and they in turn, become a kind of behavioral signature of their personalities. These personality patterns or styles are determined largely by personality traits. The surroundings and the various interacting patterns that the child faces from the beginning of life determine the dynamics of personality.

Therefore according to Allport who counted 18000 traits like terms in English language that designed distinctive and personal forms of behavior The terms adjective, defines how people reflect, Observe and feel these terms do not reflect personality of an individual but there are several thousand of them do. Allport (1961) acknowledge that rich collection of traits provide a way of capturing the uniqueness of each individual. So this uniqueness of each person could be described in terms of individual dispositions. Cardinal traits are having the dominant place because all the

individual actions can be traced back to them. Some people are without cardinal traits at that time central traits described an individual's behavior to some extent but nothing such a complete way as cardinal traits.

Allport the least generalized characteristics of the person he labeled secondary traits. These traits are like chocolates or prefer foreign cars but these traits have narrow range situation. Allport recommended that cardinal, central and secondary traits come from materials produced by the individuals themselves- material such as letter, diaries or personal journal

Personality is observed in terms of several traits in the trait approach.so in our day to day conversation we attribute traits to our friends and our dear ones as being honest, shy, aggressive, lazy, dependent, dull etc. It may be defined as comparatively permanent and moderately consistent general behavior pattern that an individual shows in most situations. These configurations are said to be the basic unit of ones behavior in a variety of conditions. E.g. if an individual behaves performs honestly in several situations, his behavior may be generalized and he may considered as honest and honestly in several situations and honesty is said to behavioral trait of his personality. Two personality theories namely Allport theory and Cattells theory are said to be the best example of the trait approach. Every individual has a contour of features and capabilities that result from tendencies, learning and development. These obvious as individual variance in intelligence, creativity and many more.

Social intelligence refers to the ability to read other people and understand their intentions and motivations. People with this intelligence are usually clued into the differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful conversationalists. This can be due to a combination of excellent listening skills and the ability to meaningfully engage others. People who are socially intelligent can usually make others feel comfortable. They also tend to enjoy interacting with a variety of people.

1.2 PERSONALITY

The modern aim of education is the wholesome, balanced or harmonious development of personality. Educationists and psychologists are busy in building wholesome or harmonious personality of the individual. Thus personality is the apex and crux of psychology and education. All knowledge of psychology and education is ultimately related to understanding or development of personality. What we are and what we hope or seek to become is our personality. It permeates every aspect of human life, it influences our behavior.

Etymological Definition: The word "Personality" is derived from the Latin word "Persona" which means the mask or dress which the actors used to wear in Greek drama. But it is narrow concept of personality because 'persona' is something external in nature and it does not include inner traits. The meaning of the personality has changed little since classical times and comments like what does he see in her?

Psychological meaning: But the personality is the sum total of physical, mental, emotional, social, instinctual, moral, spiritual and temperamental make-up of the individual. It is the essence of one's instincts, feelings, emotions, sentiments, thoughts, ideas, attitudes, aptitudes, intelligence, experience, habits, perception, memory, imagination and various ways of behavior. His clothes, digestion or lameness, style of life, enthusiasm and the like color his personality. One important psychological mechanism which guides behavior is personality. As personality forms an inclination towards certain characteristic reactions in any given situation, personality traits are likely to influence attitudes and behavior in human being. The question of how best to interpret or define personality has long exercised the mind of psychologists. Personality is observed by actual observation which is the sum of activities and those activities which gives reliable information over a period of time.

Allport (1937) has defined personality as "a dynamic organization within the individual of those psychophysical systems that determines his unique adjustment to his environment."

Cattell (1970) "Personality is that which permits a prediction of what a person will do in a given situation".

Eysenck, (1971), "Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determines his unique adjustment to the environment". After years of research in the field now researchers have recognized the potential predictive power of personality and derived the reasons for individual differences (**Miller and Jablin 1991; Wanberg and Kammeyer-Mueller 2000).** Personality construct can be measured on the basis of some entities which can be perceived. Similarly the dimensions of personality like five factors namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness are also the constructs which are being measured by means of some visible entities in the form of behaviors. It is clear that in order to analyze a person6s personality one needs to study his/her behaviour or rather in other words the behavioural responses of an individual are the perfect indicators to know a person's personality. "Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations, and behaviors in various situations. **(Ryckman, R. 2004)** The word "personality" originates from the Latin word persona, which means mask. Significantly, in the theatre of the ancient Latin speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence the expectations, self-perceptions, values and attitudes, and predicts the reactions to people, problems and stress. Similarly, the word personality indicates the set of predicable behavioral responses that make us recognizable to others. The pioneering American psychologist **Gordon, Allport (1937**) described two major ways to study personality: the nomothetic and the idiographic. Nomothetic psychology seeks general laws that can be applied to many different people, such as the principle of self-actualization, or the trait of extraversion. Idiographic psychology is an attempt to understand the unique aspects of a particular individual.

Santrock, J.W. (2008) explains that personality psychology is a branch of psychology that studies personality and individual differences. Its areas of focus include:

- Constructing a coherent picture of the individual and his or her major psychological processes,
- Investigating individual differences - how people are unique, and

- Investigating human nature - how people are alike.

1.3. Characteristics of Personality

So what exactly makes an up a personality? As described in the definitions, we would expect that traits and patterns of thought and emotion make up an important part. Some of the other fundamental characteristics of personality include:

➢ Personality is dynamic in nature. It is not static. It is ever growing, developing and ever changing

➢ Personality is organized and integrated.

➢ Personality is the dynamic organization within the individual of various psychological systems. (Habits, attitudes, aptitudes, emotions, sentiments, motives, beliefs, feelings, thoughts, intelligence etc.)

➢ All the systems that comprising personality are to be regarded as determining tendencies.

➢ Personality is something unique. No two individuals have same personality at all.

➢ Consistency: It is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations.

➢ Psychological and Physiological: Personality is a psychological construct, but study suggests that it is also influenced by biological processes and needs.

➢ It impacts behaviors and actions: Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

➢ Multiple expressions: Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

1.4 Meaning and Definitions of traits

In psychology, trait describes a characteristic that is unchanging and predictable. For example, shyness is a trait that is usually stable in an individual's personality. Another example is talkativeness. A child who is talkative is likely to continue this characteristic throughout the various stages of development. There are some temperamental traits that researchers believe to be innate-that is, the infant possesses a basis for developing the trait at birth. Other traits are acquired

through learning, such as the tendencies toward tidiness or untidiness. Determining whether a trait is inborn or acquired is difficult, and many psychologists and others study various human traits to gather evidence to help provide insight into this question. According to Trait theorists they recognize that different traits are relevant to different settings. No one imagines that people will performance in a way that is indifferent to social contexts. Costa and McCrare observes: personality traits are postulated to be endogenous disposition whose origin and development are independent of environment influence. Some researchers are interested in the acquired traits that enable an individual to function effectively in society. These traits, known as socially adaptive traits, enable the individual to participate in society as a member of a couple, family, club, school class, or sports team. Examples of these traits are cooperation, motivation, and willingness to share. The counterpart to socially adaptive traits, socially maladaptive traits, prevents the individual from effectively participating in groups. Examples of socially maladaptive traits are deception, antisocial behaviour, and extreme selfishness. **Pervin, L. & John, O. (1999)** defines that traits are the consistent patterns of thoughts, feelings, or actions that distinguish people from one another. Traits are basis tendencies that remain stable across the life span, but characteristic behaviour can change considerably through adaptive processes. A trait is an internal characteristic that corresponds to an extreme position on a behavioural dimension.

Nausheen, Adenwalla. (2007) illustrates that traits are distinguishing qualities or characteristics of a person. Traits are a readiness to think or act in a similar fashion in response to a variety of different stimuli or situations. Philosopher Hippocrates described four humors phlegm, blood, black bile and yellow bile. According to Hippocrates these were the reproductions of four cosmic elements earth, water, air and fire. Each of which had a particular quality cold for air, heat for fire, moist for water, and dry for earth. Similarly these humors combine together and determine the individual's health and character. Eysenck argued that, beneath their clear illogicality, these ideas symbolize the three main notions which characterize modern work in personality (H.J Eysenck and Eysenck, 1985). First behavior is best described in terms of traits that characterize people in varying degrees. Second these traits combine to define essential type. Third individual differences on these types are based on constitutional (I,e genetic ,neurological, bio chemical factors). To a large extent, these three notions serve as Eysenks credo).

1.5 Definition of personality traits

Personality trait defined as a complex of qualities and characteristics or the pattern of thought, emotion, and behavior of one people that is stable across time and many situations and seen as being distinctive to a group, nation, place etc. Personality traits influence the choice of words which one use to communicate with others. Personality traits are responsible for one's brain functioning and its normal neuron-biological and biochemical reactions. They establish electrochemical dialogue that takes place between the brain, the endocrine system, and the physical body. Personality traits reveal themselves through a predominant color found in the human energy system. (Ryckman, R.:2004) According to the Diagnostic and Statistical Manual of the American Psychiatric Association (2011), personality traits are "enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts." Theorists generally assume (a) traits are relatively stable over time, (b) traits differ among individuals (for instance, some people are outgoing while others are reserved), and (c) traits influence behavior.

Funder, D. C. (2001) illustrates that traits are distinguishing qualities or characteristics of a person. Traits are a readiness to think or act in a similar fashion in response to a variety of different stimuli or situations. In general, trait theory assumes that people differ on variables or dimensions that are continuous. People are seen to differ in the amounts or quantities of a characteristic rather than differ in the quality of their characteristics. Allport, G.W. (1937) delineated different kinds of traits, which he also called dispositions. Central traits are basic to an individual's personality, while secondary traits are more peripheral. Common traits are those recognized within a culture and thus may vary from culture to culture. Cardinal traits are those by which an individual may be strongly recognized. It can be concluded that Personality trait is a complex of qualities and characteristics or the pattern of thought, emotion, and behavior of one people that is stable across time and many situations and seen as being distinctive to a group, nation, place etc. It is an enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts which generally assume : (a) traits are relatively stable over time, (b) traits differ among individuals (for instance, some people are outgoing while others are reserved), and (c) traits influence behaviour. In the present study, personality traits refer to personality traits of physical education students at University level.

1.6 Social intelligence

Education which is considered an important instrument which brings change in over all aspects of individual life and prepares human beings to be successful in a society. From this point of view education is serving for the development of individuals. Education starts from the womb of mother and continues till the last breath of life. It is constant and ongoing process. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, et al. 1963). It can be guessed that with man's development of language and then a variety of written forms of communication, the existence of individual differences among men is a characteristic which later would be called "Intelligence" became discernible even thousands of years ago. While intelligence is one of the most talked about subjects within psychology, some researchers have suggested that intelligence is a single, general ability; while others believe that intelligence encompasses a range of aptitudes, skills and talent. Intelligence is a term describing one or more capacities of the mind. In a different context this can be defined in different ways including the capacities for abstract thought, understanding, communication, reasoning, learning, planning, emotional intelligence and problem solving. Andrew Hamilton MacPhail (1924): A study of Intelligence as a factor in the selection, retention, and guidance of college students; based on investigations made at many different institutions and at Brow University in particular. An analysis of these coefficients justified the conclusion expressed by Terman that "compared with other available means of predicting the success of college students the intelligence test makes a favorable showing in general." Anju Sharma (1989) found that intelligence, academic achievement, and adult dependence was significantly associated with the social maturity of children, although adult-dependence had a negative association.Mainstream Science on Intelligence" (1994): An editorial statement by 52 researches defines Intelligence as; A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

Thorndike (1920) gave the concept of social intelligence and put forth the idea that intelligence could be separated into three facets. These include mechanical, social, and abstract intelligence. These facets included social, mechanical and abstract intelligences. The defining factor separating these facets is the type of subjects or stimuli, individuals must interact with. Mechanical intelligence is the ability of persons which helps them to interact with machines and other things amicably. So far as the abstract intelligence is concerned it deals with individual performance by using ideas and non-tangible objects. Social Intelligence relates to individual's interaction with people in an intelligent manner. Thorndike's theory states that a socially intelligent person will be able to understand others and that he or she will be able to use this information to act wisely in human relations.

Every one possesses profile of faces and skills that result from tendencies, learning and development. This manifest as individual differences in creativity, intelligence and many more. Social intelligence which refers to that it is the ability to read other people and understand their intents and inspirations. People with this intelligence are usually clued into the differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful communicators. This can be due to a combination of outstanding listening skills and the capability to meaningfully engage others. People who are socially intelligent can usually make others around them feel comfortable and included. They also tend to enjoy interacting with a variety of people.

Social intelligence which truly makes us humans is the qualitative aspect of our life, somewhat than our quantitative intelligence. According to Social Scientist Ross Honey Will, "Social Intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change." It can be described as a combination of abilities: the first is a basic understanding of people (i. e. a kind of strategic social awareness) and the second is the skills needed for interacting successfully with them, in other words, the ability to get along with others and to encourage them to cooperate with you. Social Intelligence can be thought of as encompassing five dimensions: Presence, Clarity, Awareness, Authenticity and Empathy. People with high Social Intelligence are often said to have "Nourishing Behaviors" which make others around them feel valued, loved, respected and appreciated. These

people are considered as magnetic personality individuals because they appealing to others. Conversely people low in Social Intelligence are often described as "Toxic", on the other hand people with this character behaves in such an way which will hurt the sentiments of others it is due to because lack of insight. In other words they are often so preoccupied with personal stresses that they fail to see the impact of the behavior on other. They will often undergo radical behavioral or even personality changes when made to see themselves as others see them.

1.7 Need and Importance

Students play an important role in contemporary society it has been rightly said that future of the country is depend on the students and are the builders of the nation. New theories of intelligence have been introduced and are gradually replacing the traditional theory. So traits which are considered building blocks of personality and plays significant role in shaping the behavior of students. Through these personality traits it helps the students to adjust in the environment which is full of chaos and confusion and the students are not in a position to decide what to do. Through the close connection between the traits and social intelligence which enables the persons to perform effectively in society. So in the contemporary world things are changing day by day and the needs demands of individuals are changing accordingly. So it is essential especially for the students to act wisely and to deal effectively in the changing situation. The student has become the center of concern, not only the reasoning capacities, but also his creativity, emotions, and interpersonal skills. Psychologist Howard Gardener (1983) introduced multiple intelligence theory which says that IQ alone is not only measure for success, there are also certain factors which plays key role in determining the success of an individual these are emotional intelligence and social intelligence which impacts the success of an individual. In this modern world especially in the field of education and due to rapid growth of industries where human interactions and relations play a vital role these personality traits and social intelligence acts as bridge to handle the situation and adjust in the situation and to achieve the success in life. Although a number of studies on the relationship of personality traits and social intelligence, but little research has been done on personality traits and social intelligence. Hence it is noteworthy to apply the two frame works Eysencks personality questionnaire and social intelligence inventory to which extent the impact of personality traits on social intelligence. Stability distinguishes traits on social intelligence from transient properties of the person. Social intelligence as a personality trait as performance characteristics may be regarded

as an important social competence and significant predictor of successfulness of a student. The researcher wants to analyze the interconnection amongst personality traits and social intelligence.

The present study is a humble attempt to assess the impact of personality traits and social intelligence of college students. The psychologists developed interest in understanding, promoting and utilizing the individual differences for the development and prosperity of the society. The investigator has reviewed the literature and found it feasible to work on the topic. The study will be the guideline for the teachers, educationists and practitioners, researchers as well as curriculum planners, in order to imbibe coherence and integrity in personality and develop social intelligence among the college students so that the students will be able to acquire basic understanding regarding themselves.

In the light of the above research gap the investigator justifies the need to conduct a study stated as under.

1.8 STATEMENT OF THE PROBLEM

"Impact of Personality Traits on Social Intelligence of Students: A Study in Context of College Going Students of Jammu District."

1.9 Operational definition of variables

1.9.1 Personality Traits

It refers to enduring personal characteristics that are revealed in a particular pattern of behavior in a variety of situation. Personality traits for the present study have been measured through Eysenck's personality questionnaire-R (1975). It measures personality in four dimensions. These dimensions are as under:

1. Psychoticism
2. Extraversion
3. Neuroticism
4. Lie scales

1.9.2 Social Intelligence

        It as an ability to understand other people and social interactions, and apply this knowledge in leading and influencing other people for their mutual satisfaction. Social intelligence for the present study has been measured through N. K. Chadha and Usha Ganesan Social Intelligence Scale (1986). It measures social intelligence in eight dimensions. These dimensions are as under:

1. Patience

2. Cooperativeness

3. Confidence level

4. Sensitivity

5. Recognition of social environment

6. Tactfulness

7. Sense of humor

8. Memory

1.9.3 College students

        College students are those who are on rolls in various degree colleges of district Jammu. The sample has been taken from the third year college students during year (2016-17).

1.10 Objectives:-

The following objectives have been formulated for the present study:

1. To find the impact of personality traits on social intelligence among college going students.

2. To find the impact of personality traits on social intelligence among college going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

3. To find the impact of personality traits on social intelligence among male going college students.

4. To find the impact of personality traits on social intelligence among male college going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

5. To find the impact of personality traits on social intelligence among female college going students.

6. To find the impact of personality traits on social intelligence among female college going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

7. To find the impact of personality traits on social intelligence among urban college going students.

8. To find the impact of personality traits on social intelligence among urban college going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

9. To find the impact of personality traits on social intelligence among rural college going students.

10. To find the impact of personality traits on social intelligence among rural college going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

11. To find the impact of personality traits on social intelligence among Science College going students.

12. To find the impact of personality traits on social intelligence among Science College going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

13. To find the impact of personality traits on social intelligence among Arts College going students.

14. To find the impact of personality traits on social intelligence among Arts College going students with reference to Psychoticism, Extraversion, Neuroticism and life score.

1.11 Hypotheses:-

Following hypotheses have been formulated for the present study.

1. There will be no significant impact of personality traits on social intelligence among college going students.

2. There will be no significant impact of personality traits on social intelligence among college going students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

3. There will be no significant impact of personality traits on social intelligence among college going male students.

4. There will be no significant impact of personality traits on social intelligence among college going male students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

5. There will be no significant impact of personality traits on social intelligence among college going female students.

6. There will be no significant impact of personality traits on social intelligence among college going female students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

7. There will be no significant impact of personality traits on social intelligence among college going rural students.

8. There will be no significant impact of personality traits on social intelligence among college going rural students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

9. There will be no significant impact of personality traits on social intelligence among college going urban students.

10. There will be no significant impact of personality traits on social intelligence among college going urban students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

11. There will be no significant impact of personality traits on social intelligence among science going college students.

12. There will be no significant impact of personality traits on social intelligence among science going college students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

13. There will be no significant impact of personality traits on social intelligence among arts going college students.

14. There will be no significant impact of personality traits on social intelligence among arts going college students with reference to Psychoticism, Extraversion, Neuroticism, and Life score.

1.12 Delimitations of the study

1. The study is delimited to Jammu.
2. The study is delimited to the students of class 3rd year.
3. The study took only male-female rural –urban science-arts factors into consideration.
4. The present study has been conducted on 200 students only.