

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

“The competent physician must keep himself consistently abreast of latest discoveries in the field of medicine. The successful lawyer must be able to readily locate information pertinent to the case at end. Obviously the careful student of education, the research worker and investigator should become familiar with the location and use of source of education information.”

(Good Barr and Scates)

“If we could first know where we are and where we are standing we could better judge what to do and how to do”.

(Abraham Lincoln)

This chapter deals with the review of the literature. It is an attempt to discover relevant material published earlier in the problem of study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of personality and social intelligence that are more relevant and pertinent to the present investigation are discussed in this chapter. Before taking up any specific research project in the development of discipline, the investigator must be thoroughly familiar with previous theories and practices. It helps to save time and resources. The review of literature is a crucial aspect of the planning of study and the time spent in such a survey invariably in a wise investment. A survey of related studies was under taken by the investigator to get an insight into the work that has already been in the field of this investigation and also to get suggestions regarding the ways and means for the collection of relevant data and interpretation of results.

Researcher has read many studies conducted in abroad and conducted in India. It has been observed that the personality traits which plays an important role in the development of personality and the study reveals that the there is close connection between the personality traits with other dimensions in the academic achievement which shows positive correlation. The details of the studies are divided into two groups; 1. Studies in Abroad, 2. Studies in India.

2.2 STUDIES CONDUCTED IN ABROAD

Rezier, Agnes, G. (1975), has associated the personality characteristics of determined low and high achieving pharmacy students showed high achievement associated with a planned, orderly life style and introversion.

Wayson, Peter, Direew. (1982), in the University of California conducted a research study on “the birth order and personality traits styles and structures, differences reflective by projective test”, a discriminate analysis indicate that last born selected had more elaborated and well-articulated object representation on the Rorschach and less likely to exhibit pathological ideation.

Mecclum, L.A. and Merrel, K.W. (1998), studied the relationship between personalities with academic achievement levels. Majority of the students are on the low level of neurotic dimension while only minorities of them are on the high level. The study also shows that, on the whole, majority of the students have excellent academic achievement. This may be because they received good attention and care, and high appreciation from their peers, parents and the students around them, enabling them to improve their self-concept which had positive impact on their learning process.

Saksanit, Watchira. (2015). in his study found that

- The mean score of personality traits rated by 2,236 physical education students was at moderate level.
- The mean scores of the personality traits in total score and in different dimensions (i.e. extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) rated by physical education students at university level were at moderate level.
- The mean score of the personality traits rated by male physical education students was at high level whereas the mean score of the personality traits rated by female physical education students was at moderate level. 260
- There was the significance between mean scores of personality traits in total score and in different dimensions rated by male and female physical education students. The personality traits in total score and in different dimensions rated by male physical education students

has greater value than that of the personality traits in total score and in different dimensions rated by female physical education students.

- The total mean score of the personality traits rated by physical education students belonging to primary and secondary groups of parents(education was at moderate level whereas the mean score of the personality traits rated by physical education students belonging to bachelor and master degree groups of parents(education was at high level.
- There was the significant difference between mean scores of personality traits in total score and in different dimensions rated by physical education students belonging to different groups of socio-economic status of family (parent (education). The mean score of the personality traits in total score and in different dimensions rated by physical education students belonging to lower socio-economic status of family (parents (education) has smaller value than that of the mean score of the personality traits in total score and in different dimensions rated by physical education students belonging to higher socio-economic status of family (parents (education).
- The total mean score of the personality traits rated by physical education students belonging to agriculture and labour groups of parents(occupation was at moderate level whereas the mean score of the personality traits rated by physical education students belonging to business and government service groups of parents(education was at high level.
- There was the significant difference between mean scores of personality traits in total score and in different dimensions rated by physical education students belonging to different groups of socio-economic status of family (parents (occupation). The physical education students belonging to business group of socio-economic status of family (parents (occupation) obtained the greatest value of mean score on the personality traits in total score and in different dimensions. The physical education students belonging to agriculture group of socio-economic status of family (parents (occupation) obtained the lowest value of mean score on the personality traits in total score and in different dimensions.
- The total mean score of the personality traits rated by physical education students belonging to 10,000-15,000 Baht and 15,001-20,000 Baht groups of parents(monthly income was at moderate level whereas the mean score of the personality traits rated by

physical education students belonging to 20,001-25,000 Baht and 25,001 Baht onwards groups of parents(monthly income was at high level.

There was the significance between mean scores of personality traits in total score and in different dimensions rated by physical education students belonging to different groups of socio-economic status of family (parents(monthly income). The mean score of the personality traits in total score and in different dimensions rated by physical education students belonging to lower socio-economic status of family (parents (monthly income) has smaller value than that of the mean score of the personality traits in total score and in different dimensions rated by physical education students belonging to higher socio-economic status of family (parents (monthly income).

2.3 STUDIES IN INDIA

Mishra, H.K. (1962), conducted a relative study of non-academic background and personality structure of high and low achievers in engineering education. The high and low groups from different engineering courses were formed. Besides studying personality traits aspirations, rural and urban, data on income were obtained for both the groups. The study revealed that personality configurations of the two groups differed in traits like anxiety, Judgment and Neuroticism. There were, however no alterations in their intelligence, attitude towards teacher, social adjustment and total emotionality. The groups did not seem to differ in their dimension either.

Joshi, (1974), investigated on the problem, “a study of creativity and some personality traits of intellectually gifted high school students”. He established from his study that (i) most effective contribution to all types of creative scores was giftedness (ii) age was important correlate of creativity at fifteen years age level (iii) in case of boy’s giftedness was contributed to emotional maturity in case of boys (iv) He founded there was low positive correlation between intelligence and types of creativity scores.

Srivastava, S.S (1979), established a study on Indian students who rated on personality characteristics themselves as academically successful and unsuccessful. Both the groups of the students did not differ on two other second order factors, emotional versus alert noise and subdued

versus independence. In his study academically successful students were significantly lower on anxiety factor than unsuccessful students. Academically unsuccessful students were fewer extroverts than academically successful students.

Menon, S.K. (1980), having analyzed with the various works of research the researcher has come up with the main findings of the study were over-achieving groups of superior and general ability and of boys and girls were less extrovert and less maladjusted than under achievers and showed greater academic interest and endurance. Over achieving girls of general ability showed strong interest in aesthetic, social and mechanical activities. Demographic factors and socioeconomic status markedly influenced over and under-achievement. Higher occupational and educational levels of fathers, educational levels of mothers, family income and parental attention were related to high achievement, but the extent of relationship was not similar in boys and girls. Job aspiration, educational aspiration and general ambition were strongly associated with high achievement, particularly for girls. Urban residence was related to high achievement.

Gupta (1983) acknowledged that certain personality variables are associated to achievement of a particular sex, factor B and J in the case of male adolescents and factor C, D and O in the case of females.

Girija, P.R and Bhadra, B.P(1984), He investigated the personality characteristics of high and low achievers on motivation to succeed, efficient work plan and competitiveness. They indicate that the two groups differ significantly. High score achievers were good in all aspects. High achievers are highly motivated and the personality scale description suggests that whatever they want to achieve in life.

Sharma (1985), establish that high and low achievers do not differ significantly on the locus of control on the component of personality.

Sood, R. (1988), He revealed that personality factors that could forecast academic achievement in some specialized courses and using cattell's 16 PF test found a few factors, each 'contributing' positively, and a few others, negatively, to achievement in engineering, medicine,

business management and law, exploring the relationship of creativity to personality, locus of control and alienation.

Jantli, R.T. (1988), discovered the interrelationship between teacher behavior pupil personality and the pupil growth outcome and found academic achievement negatively related to extraversion and neuroticism.

Khatoon, J. (1988), the chief outcomes were high success obtained a higher mean value on personality factor H and lower mean value on factor-I than the low achievers. Rural students achieved higher mean values on factors E and Q2 than their urban counterparts. On factors D, I and O girls achieved higher mean values, while on factor H they were lower than boys. Achievement locality interaction did not affect the personality traits significantly. Interaction between achievement and sex significantly affected personality factors C, Q2 and Q4. On Factors E, F, G and Q3 the interaction effect of locality and sex were significant. Interaction of achievement, sex and locality did not have significant effect on any personality factor. High academic achievers were adventurous, active, impulsive, socially bold, tough-minded, expressive, obedient, conventional and humble, whereas low academic achievers were more shy, timid, threat sensitive, tender-minded, unconventional, aggressive and assertive. Rural students tended to be more assistive and self-sufficient, whereas urban students were obedient and group-dependent. Male students were more phlegmatic, adventurous, tough-minded and placid in comparison to female students who were more excitable, shy, tender-minded and apprehensive by nature.

Haq, Najmul, (1988), observed that in subject English students especially male over achievers were found more submissive, self-assured, obedient, secure and accommodating than under achievers who were more assertive, competitive, stubborn, apprehensive, insecure, worrying and troubled and aggressive. On the other hand, over achievers female in subject English were found to be more assertive, enthusiastic, tough-minded, self-sufficient, reject illusions, obedient and affected by feelings but less prone to circumspect individualism than female under achievers. Under achievers Male in English were extra emotionally stable, excitable, assertive, sober, tough-minded, apprehensive, dependent but less tense than underachieving females. over achievers male in mathematics were more intelligent, emotionally stable, enthusiastic, relaxed and adventurous

than female over achievers. On the other hand, female over achievers were more apprehensive, self-sufficient, tense and assertive than their male counterparts. Under achievers male in mathematics were higher on reservedness, intelligence, emotional stability, adventurousness, tough-mindedness, security and self-control than female under achievers. On the other hand, female under achievers were more assertive and tense than male counterparts who were more obedient and relaxed.

Ramaswamy, R. (1988), establish that, among high and low achieving boys and girls the academic achievement was found positively related to personality, achievement motivation, self-concept, study habits, and SES. Significant difference was found between high and low achievers in personality, achievement-motivation, self-concept, study habits and SES.

Dixit, Santosh Kumar, (1989) Concluded that in the educational achievement Personality factors significantly influenced. Intelligence was related to educational achievement. Self-concept was not related to educational achievement.

Joshi, R. (1989), Analyzed the differences among the four groups, the engineering group was the highest on fluency, flexibility, originality, elaboration, The engineering group was the highest on fluency, flexibility, originality, elaboration, extroversion and neuroticism, powerlessness, psychoticism and social alienation followed by medicine management and law groups. In fluency, originality, extroversion and neuroticism women were higher than men.

Sharma, K. (1989), conduct a study to identify the over-achievers and the under achievers and compared them with some personality factors. The study reveals that there were significant differences among the over-achievers, average achievers, and under achievers with regard to their adjustment in the school, home, social and religious and miscellaneous areas. The findings of the study reveal that over-achievers had better adjustment than the under-achievers in all these areas of adjustment. Those who had more effective adjustment in the school, home, social and religious and miscellaneous areas were over-achievers and those having less effective adjustment in these areas were under achievers. Those who had more effective adjustment in the school, home, social and religious and miscellaneous areas were over-achievers and those having

less effective adjustment in these areas were under achievers. Intelligence was related to adjustment in all these areas, which implied that adjustment was at least partly dependent upon intelligence.

Ayishabi, T.C. (1990) the study examined that Muslims , Hindu and Christian Students differed in social adjustment, introversion and self –concept and differed in only two personality variables, viz., introversion and manifest anxiety. Students belonging to small, medium and large families varied in masculinity. Differences have been observed in personal adjustment, social adjustment, introversion and masculinity between the urban and rural students. High, average and low groups based on parental education varied in masculinity. High, average and low parental occupations of students varied in parental adjustment, social adjustment, general anxiety and manifest anxiety. High, average and low groups in achievements differed in introversion. Different intelligence level of students differed in personal adjustment, introversion, masculinity, general anxiety, manifest anxiety and examination anxiety.

Devi, Ujwala A. (1990), conducted an investigation which shows that girls are significantly higher in academic achievement than boys. In the intelligence levels of boys and girls which show that there was no significant difference. Girls were shown less in neurotic than boys. There was no difference between boys and girls in the locus of control. Significant and positive correlation of academic achievement showed with intelligence. Academic achievement was negatively correlated with neuroticism. Intelligence showed a negative relationship with neuroticism and a positive relationship with locus of control.

Vijay Kumar Seth (1990), the study was examined on the personality patterns of high achieving and low achieving students in professional courses (Engineering, Medicine and Teaching Education). The major findings were high and low achieving students taken together differed significantly from each other on personality factors of lower-higher scholastic mental capacity (Factor-B); emotional instability (Factor-C); experience Conscientiousness (Factor-G); Shyness–Venture sameness (Factor-H); Placidity apprehensiveness (Factor-O) and Low High ergictension (Factor - Q1). High achieving students were found to differ significantly from each other, on personality factors of lower-higher scholastic mental capacity (Factor B); De surgency–

Surgency (Factor-F), and tough mindedness. Low achieving students were found to differ significantly from each-other, on factors of reservedness-outgoingness (Factor-A); Low-Higher Scholastic Mental Capacity (Factor-B); Tough mindedness-Tender mindedness (Factor-I); Trust placement-Suspiciousness (Factor-L) and Lower-Higher ergictension (Factor-Q4).

Verma, B.P. (1992), investigated a study in which he found that correlations between traits of sociability, ascendance, secretiveness, reflective, impulsivity, placid, accepting, vigorous, cooperative, persistence, warmth, aggressiveness, tolerance and tough-minded and academic achievement on the other hand, were not found to be significant. Positive and significant relationship was found between 'responsible' trait of temperament and academic achievement. High and Low achieving groups did not show any significant difference in the mean scores of sociability, ascendant, secretiveness, reflectiveness, impulsivity, placid, accepting, vigorous, cooperative, persistence, warmth, and aggressiveness. It has been found that high achieving group of students had significantly higher value of mean scores of 'responsible' trait than low achieving group of students.

Saxena, Anju and Rashmi (1994), the study was carried out on the personality structure of advantaged school-going children. The findings of the study were advantaged children were highly superior in comparison to disadvantaged children on traits like emotional construction, abundance of creative impulses, high degree of empathy and given to introspection. Girls were less superior in comparison to boys in relation to 15 personality traits.

Abraham, T. (1996), the purpose of the investigation was to determine the influence of basic personality factors on academic achievement. The major findings were on academic achievement maximum influence was of scholastic aptitude. The influence of the temperamental dimension of neuroticism and introversion-extroversion on academic achievement showed sex differences. It was found that the factor analysis of the personality variables and academic achievement evolved a factor pattern in which three factors could be identified, viz., scholastic aptitude, neuroticism and extroversion-introversion. The personality factors evolved from the analysis of scores obtained from a) a sample of boys and girls; b) a sample of boys; c) a sample of girls was similar. The personality factors evolved in the analysis had significant loading on the

personality variables and so the influence of personality on academic achievement could be described in terms of the personality factors. Boys were found to be superior to girls in their achievement and the same trend was noted in the loading of the dominant personality factors.

Mavi, N.S. and Iswarpatel (1997), the objectives of the study were to examine the relationship between academic achievement and selected personality variables of IX Grade Students. The personality variables are personality adjustment, intelligence, self-concept and level of aspiration. The study reveals that there was a weak relationship between the personality variable and academic achievement, in the case of tribal and non-tribal students. The study shows that in overall non –tribal student scored higher than the tribal students.

Mishra, S.P. (1997), it has been examined that the high achievers in arts, commerce, science were higher on the level of creativity than the low achievers in arts, commerce and science streams than their low achieving counterparts.

Narayana Koteswara, M. and Ramachandra Reddy, B. (1998), the study examines that the students of high school in language Telugu 14 factors of HSPQ had significant influence on reading achievement. The students whose personality characteristics for more intelligent, emotionally stable, excitable, assertative, happy, controlled and tense, performed significantly better on reading achievement in Telegu language, in comparison to those students whose personality characteristics were observed as less intelligent, phelegmatic, obedient, sober and undisciplined.

Sood, S. (1999), the study was investigated to study the effect of different personality factors as facilitators in mathematical achievement it was found from the 16 factors only seven factors of personality correlated significantly. They were schizothymes-cyclothymiacs: lower – higher mental capacity.

Mishra, G. (1999), the study was intended to find out the comparison between the two groups of tribal tenth student. A questionnaire was administered on High school personality Questionnaire (HSPQ) tribal tenth grade students were more intelligent, sober,

conscientious, zestful, self-sufficient, controlled and tense than their SC counterparts. It was found that the SC students were reserved, less intelligent, emotionally less stable, inactive, submissive, happy-go-lucky, having weaker ego strength, tough minded, insecure, group dependent and tense. In contrast, general category students were outgoing, more intelligent, emotionally stable, overactive, tender minded, reflective, self-assured, and relaxed had low level of integration.

Neeta, Kaushik. (1999), the purpose of this study was to explain the magnitude of influence of extroversion of female adolescents on their socio-metric status is found to be significant. It has been found that the female adolescents of high and low extroverted and average and low extroverted groups differ significantly in respect of their socio metric status. High and average extroverted female adolescent group don't differ significantly with regard to their socio metric status. High and average, high and low and average low self-concept also show that differences in self-concept contribute to differences in their social acceptance. Self-concept as a whole exerts a moderate influence on sociometric status. Inferiority and emotional stability which is considered other two components has also been found to be significant.

Nateson, N. and Susila, C. (2000), indicated that the chosen personality factors (Cattell's Children personality questionnaire) are not significantly influencing the achievement of V Standard boys (N=300) and girls (N=300) in the age group of 9 to 10 years in schools.

Basanti, Jagan Mohan and Mukhopadhaya (2000), studied the effect of Psychological factors and academic achievement among tribal students. It was found that boys and girls did not differ in terms of psychological constraints. The degree of psychological constraints differed between high achievers and low achievers. High achievers had low levels of psychological constraints. It was revealed that psychological constraints and academic achievement are negatively correlated with each other

Govinda, Reddy. (2002). investigated that, factors B, E, F, M, Q2 and Q4 of 16PF have significant influence on the total scholastic achievement of DIET Students.

Rao, S.B. (2003), the purpose of this study was to explain the role of certain aspects of personality and patterns of adjustment in scholastic performance. It was observed that the high and low achievers did not show significant difference in general mental ability. It was also found that level of academic achievement was positively related to academic adjustment. Differences in achievement were found to be significantly related to aspects of personality like neurotic difficulties, moral and sense of responsibility. Academic adjustment was found to be significantly related to the considered aspects of personality. Differences in academic adjustment were not found to be significantly related to differences in mental ability. Differences in the aspects of personality were not significantly related to difference in mental ability.

Annie, K. Jacob (2004), the aim of the study was to determine the relationship of psychological factors such as self-concept, values, anxiety, introversion and extroversion. Over achievers, normal achievers and underachievers differ in respect of their verbal creativity scores and it has been found that there is significant positive relationship between creativity and self-concept for overachievers and underachievers.

Gyanani, T.C. and Kapoor, A. (2004), the study investigates that the child rearing practices influence the various personality factors of boys and girls differently. It has been observed that children, whose parents followed good child – rearing practices, they are found to be highly participating, warm hearted, active, obedient, mildly, assertive, happy, less realistic, vigorous, zestful, placid, self-assured, self-disciplined and controlled while. In comparison to those parents whose rearing practices are poor the children are found to be reserved, active, taciturn, realistic, and vigorous. Boys were found to be emotionally less stable, active, mildly assertive, dominating, sober, restrained, forthright, natural, self-assured, placid and relaxed. On the other hand, girls are found to be emotionally stable, less active, relaxed, energetic, worrying and shy. Personality factors are found to be statistically significant among the students. This shows that boys whose parents adopt poor child-rearing practices are serious, careless and tense in comparison to the boys whose parents adopt good child rearing practices. Girls, who are getting poor child-rearing practices are found to be submissive, serious, unwilling to act, individualistic, slightly restrained and calculating in comparison to girls whose parents adopt good child-rearing practices.

Chauhan, R.S. (2004), the purpose of the study was to examine that the positive linkage is held between the extroversion and introversion personality type of poor adjusted pupils with their degree of learning style preferences. However, the extroversion and introversion personality type may have a positive and significant linkage with individualistic (Vs.) Non-individualistic preferences of urban male, Short attention span (Vs.) Long Attention span, Environment-oriented (Vs.) Environmental-Free preferences of Urban female, visual Vs. aural, Motivationcentered Vs. Motivation Non-centered preferences of rural female and Individualistic Vs. Non-individualistic learning style preference of pupils in general.

Rajani, M. (2004), found that the personality factors viz., (1) Factor-B (less intelligent Vs more intelligent), (2) Factor-C (Emotionally less stable Vs Emotionally stable), (3) Factor-E (Obedient Vs Assertive) (4). Factor-G (Moral standards Vs Superego's strength) (5). Factor-H (Shy Vs Venturesome), 6) Factor-Q1 (placid Vs Apprehensive), 7) Factor-Q3 (Undisciplined Vs Controlled) and 8) Factor-Q4 (Relaxed Vs Tense) of HSPQ have significant influence on study habits of intermediate students. The remaining factors of HSPQ don't have significant influence on study habits.

Marilyn Macdonald (2004), conducted study on the Cognitive, Academic and personality characteristics of early school leavers and per sisters. Both leavers and per sister are found to be concrete thinkers are the chief findings of the study. The per sisters had significantly higher academic self-concept than the leavers, and the other group had significantly higher academic self-concepts than the per sisters. On the dimension of self-concept and personality of students there was no significant difference.

Panchalingappa. (2004), the study investigates that there are significant differences between normal and under achievers in respect of their self-confidence, general anxiety, test anxiety and study habits. The study reveals that due to lack of self-confidence, general anxiety, test anxiety and poor study habits are all possible casual factors associated with under achievement.

According to Azizi et.al (2005), the objectives of the study is that the students who has develop positive self- concept who have positive self-concept generally received good attention and care from their parents, families, teachers, friends or students around them. Besides this they

will continuously have the chance to gain more success than failure. Because they feel respected and they get good support from others. The findings from the study also showed that majority of students have extrovert personality.

Jean-Paul E. Priete. (2005), the study suggests that the students with green personality characteristics have a serious and mature attitude and are more likely to their towards their occupational plans as opposed to their blue counter parts

Khan, Z.N. (2005), conducted a study on 400 students of A.M.V., Aligarh-India selected from the senior secondary school (200 Boys & 200 Girls) the aim of the study was to establish the predictive value of different measures of cognition, personality and demographic variables for success at higher secondary level in science stream. The study reveals that the combined sample of boys and girls yielded seven factors. It was established that the students possessing high intelligence and are fairly high on academic achievement the sample are conscientious, venturesome, kind, stable, reserved, trusting, persevering, lively, and co-operative. Low achiever scores of boys and girls yielded six factors. The factors obtained by the low achievers reveal that such students are lively, reserved, impulsive, conscientious, trusting, experimenting and harsh. They also have achievement motivation, verbal and non-verbal intelligence, divergent thinking and high socio-economic status. Those boys who achieve revealed that such boys are reserved, submissive, expedient, suspicious, fickle-minded, lively, nervous, co-operative, shy, impulsive, conservative and harsh. They also have non-verbal intelligence and high socio-economic status. High achieving girls revealed that for high achievement, girls require the following characteristics: Venturesome, persevering, submissive, reserved, serious, cooperative, experimenting, expedient, harsh, nervous, impulsive and trusting. They also have non-verbal intelligence and socio-economic status, but lack divergent thinking. High achievers are stable, conservative and dominant but the low achievers are shy, impulsive and harsh. Stability and dominance are important characteristics of a person who is likely to be methodically engaged in his studies, which may result in high achievement. On the contrary, low achievers are impulsive i.e. they are uneasy, affected by feelings, impatient-excitabile and act on in their studies and, hence, are shy as well as harsh. Low achievers are fickle-minded, expedient and submissive, but the high achievers are persevering, conscientious and venturesome. This shows that perseverance, conscientiousness and venturesome

behaviour tend to help in high achievement. It is also quite logical that a person who is able to take risk and is hard working and conscientious will secure higher marks at any examination than the one who is fickle-minded, expedient and submissive. High achievers are reserved, serious and trusting in nature, which traits seem to help in high achievement. The reservedness and seriousness lead to high achievement, because a person with these traits is able to devote sufficient time to his studies, without interference of his peers. But it is essential for high achievement that the person should not possess nervous temperament. Low achievers are sociable, suspicious and lively. All these characteristics lead to low achievement, which is perhaps due to the carefree nature of the students in this group. High achieving student is co-operative, kind and possesses sufficiently high level of verbal intelligence, but the low achieving students are deficient in verbal intelligence. Thus, verbal intelligence is very important. The high achieving boys have been found to be impulsive, suspicious shy, fickle-minded, conservative, dominant, and belong to low socio-economic status. The high achieving girls have been found to be stable, trusting, venturesome, persevering, experimenting, and submissive and belong to high socio-economic status.

Rangaswami, G., (2006), the findings of the study are that there was no significant relationship between the personality factors A, B, C, D, F, H, I, J, Q1, Q2, Q3, Q4 with moral judgment score. Significant relationship were found between the personality factor E (Obedient Vs assertive) and G (Moral standards Vs super ego strength) with moral judgment scores of the students.111

Prasad, C.N. (2007),the study investigates that the factors of HSPQ had shown significant influence on boys other than Q3. The low score in the factor 'Q3' shows qualities like disciplined and self-conflict can be observed in the boys. The factors A, B, F, J, Q2 and Q4 of HSPQ have no significant influence on the urban and rural students. But for remaining factors C, D, E, G, H, I, O and Q3 of HSPQ, the mean values of the rural students were less than the urban students.Those boys residing in the non-residential schools have not significantly influenced by the factors A,C and H of HSPQ. But for the remaining factors, B, D, E, F, G, I, J1, Q1, Q2, Q3 and Q4 of HSPQ, the study shows that mean values of boys in the non-residential schools are more than the girls in the non-residential schools, other than the factors G, H, J, Q3 and Q4 of HSPQ which showed

significant influence on the X class students. All the personality factors of HSPQ except the factor 'O' of HSPQ significantly influenced the academic achievement of the students.

Manju M. Prachi, M. and V.Vineeth Kumar (2008).Conducted a studyUniversity of Rajasthan, Jaipur in their study personality patterns of Higher Secondary boys across different Demographic Groups found that differences in personality patterns are present among SC, ST and non-backward boys but they are more prominent in rural areas than in urban areas. The findings of the study show that rural SC and rural non-backward boys differed on factors 'A', 'C' 'F', and 'H' (Table 1 and 2) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold. However urban SC and urban non-backward boys did not have much difference. They differed only on Factor 'J' that urban SC boys were more vigorous and zestful in their behavior than urban non-backward boys, who were more obstructive and individualistic. When an overall comparison pertaining to SC boys is made, it is found that SC boys differed significantly from the non-backward boys on factors 'A', 'C' 'F' and 'J'. the findings of the study reveals that SC boys are generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in contrast to non-backward boys, who are more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic.

Bana, V. (2008). Conducted a comparative study regarding learning problems of disabled students and normal students in relation to their personality and self-concept and found that there is a difference in learning problems of disabled students, in the learning problems of normal and disabled students, personality traits of normal and disabled students, self-concept of normal and disabled students, disabled students have more adjustment problems than normal students and also found that personality traits have effect on self-concept on individual students but have no effect on the self-concept of disabled and normal students.

Krishna Reddy, K. (2009), the study investigates that, the students with high personality characteristics are more intelligent, emotionally stable, Obedient, super-ego strength, venturesome, tense minded, Placid and accommodating, humble and controlled have significantly

better scholastic achievement, than the students with the personality characteristics less intelligent, emotionally less stable, assertive, moral standards, shy, tough-minded, apprehensive, undisciplined, aggressive, headstrong and self-assured.

Yahaya, A. (2009), the objectives of the study was to examine the relationship between the self-concept and personality of students and with their academic achievement. The research outcomes indicated that there was no significant difference between dimension of self-concept and personality of students according to gender and there was no significant relation between dimension of self-concept and personality with students' academic achievement.

Lucy's, (2011). Worked on proficiency and achievement which states that personality played a major role in developing achievement in English language.

Seta, O. P. (2012). A study was carried out in Punjab and Rajasthan states on personality in relation to self-concept, family environment and emotional maturity of adolescents living in healthy family, and high self-concept are more extrovert than less healthy family and low self-concept, there is no significant difference between top and bottom group of emotional maturity, adolescents of both Punjab and Rajasthan on their self-concept, emotional maturity, family environment, rural and urban regarding their personality, Punjab rural and Rajasthan rural adolescents, Punjab urban and Rajasthan urban adolescents, male and female adolescents of Punjab state, male and female adolescents of Rajasthan state Punjab male and Rajasthan male adolescents. And there found a significant difference between rural and urban students of Rajasthan states, Punjab rural adolescents and Rajasthan rural adolescents on their self-concept, personality, Punjab urban adolescents and Rajasthan urban adolescents on their family environment, male and female adolescents of Punjab state on their emotional maturity, Punjab female and Rajasthan female adolescents personality, Punjab males and Rajasthan males on emotional maturity.

Sood, S. Bakshi, A. and Gupta Richa, (2012), conducted study in the university regarding the relationship between personality traits, spiritual intelligence and well-being in university students. The main aim of the study was to find out relationship between Big Five personality

traits, spiritual intelligence and well-being and to explain the role of personality traits and spiritual intelligence in university students. Conscientiousness was regarded as the main predictor of well-being in the university level students. From the two types of universities differences have emerged in certain aspects out of this study. A comparison of the students studying through open system with those studying in the university following regular mode for imparting education reflects that the students from University of Jammu are lower on agreeableness and conscientiousness as well as on all the subcomponents of spiritual intelligence except TA. As TA is negatively predicting well-being of students, further research should be carried out to explore into the causes of this negative trend. The findings of the study are restricted to students doing post-graduation in psychology so it needs to be confirmed through carrying out more studies while considering the students from various departments of both universities. Future studies may focus on finding out the causes of lower scores on spiritual intelligence in students studying through regular mode.

Baro, M. and Buragohain, M. (2014).Comparative study was conducted in Assam on the teachers of physical education and general education teachers and the study was conducted on the personality trait which shows that there were no significant difference in the personality traits of physical education teachers and general education teachers. There were significant difference in the extroversion between Physical Education and General Education Teacher. On the basis of statistical findings it was conclude that there were insignificant difference in personality traits between Physical Education teacher and General Education teacher.

Gulgule, R., Jag tap, P. and Dr. Wavhal, S. (2014), studied the relationship between aggression and big five personality and finds that males highest correlation was obtained for the factor openness followed by extroversion, neuroticism, conscientiousness and agreeableness. Same is the case with the females too; the highest correlation was obtained for factor openness then followed by neuroticism, conscientiousness, agreeableness and extraversion. In the total sample, the factor openness had the highest correlation followed by neuroticism, extraversion, conscientiousness and agreeableness.

Lone, K. A. (2014), a study was conducted in Bandipora District of Jammu and Kashmir state which found that that there is a significant positive association between the job stress and

personality traits of the secondary school teachers. Therefore, due significance is given to several factors affecting job stress and personality traits of the teachers, so that there is decrease in job stress, increase in job involvement for prevalence of congenial learning environment within an educational institution.

Agarwal, v. (2015). Investigated a study on the impulsive buying behavior of the consumers and the impact of personality traits, this study reveals that how the personality traits effect the purchasing decision of the consumers. Extroversion and neuroticism traits had positive effect on the impulse purchase. There is much other personality theory which is not considered here. The study is conducted only in Bangalore which has to be expanded to other regions. The emotional aspect of the respondents while they shop is also not considered.

2.4: STUDIES ON SOCIAL INTELLIGENCE

Sumanlata, saxena and Rajat kumar jain(2013).The study was to examine the social intelligence on students in relation to their gender and subject stream. The study was conducted on male and female undergraduate students of science and arts subject streams studying in various degree college of Bhilia city, Chhattisgarh.the findings of the study indicates that female students possesses more social intelligence than male students and so far as the streams are concerned arts students are having greater social intelligence than other students of other streams.

Malikeh Beheshtifar, Fateme Roasaei(2012).The aim of the study was to determine the role of social intelligence in organizational leadership that social intelligence can help as a foundation for, and help to facilitate in the leadership effectiveness and successes. It is recommended to measure a manager's social intelligence and help him or her develop a plan for improving it.

Kumari, Bindu(2014). Conducted a review which signifies the prominent role of personality traits now the question arises persons having the same intelligence but still some persons inclined and other are not .it displays that the optimistic view of early researchers was correct that personality has its relation with academic performance; it is not a mere assistant of intelligence in determining the academic performance. The w (will factor) means the willingness

of an individual to perform is equally important in determining academic and it is as important as g (general factor) of intelligence. The most related personality trait conscientiousness is the key factor in predicting the performance of an individual. The research conducted so far statistically support the correlation and yet there are many key factors to be explored for establishing for direct relationship.

Ghazi, Shahzada and Saif ullaaha (2013). The study examined the relationship between student's personality traits and their academic achievement in Khyber pakhtun, Pakistan. For this type of survey Descriptive design was used. In this study all the secondary school students of Khyber Pakhtunkhwa, Pakistan constituted population of the study. Out of 25 districts, 2 districts were randomly selected (Bannu & Lakki Marwat). 12009 students who were studying in the secondary schools of these districts, out of these 12009 students, 800 students of 10th class were selected through multistage random sampling method using proportional allocation technique as a sample of the study. Self-made questionnaire was used for this study. The findings of the study revealed that "conscientiousness" and "agreeableness" personality traits were found high while "extroversion". "Neuroticism" and "openness to experience" personality traits were found low in secondary school students. Overall there was no significant relationship found between the student's personality traits and their academic achievement.

Kook, Moochoe, Baity, Hyeong and Cho (2007). Investigated the psychiatric symptomatology and personality characteristics of Korean senior high school students considered to use the internet to excess. Questionnaire on internet use pattern during the previous month, the internet addiction test(IAT), the symptom checklist-90 R (SCL-90-R), and the sixteen personality factor questionnaire(16PF) were administered for collecting the data. A total of 328 students, aged 15 to 19 years, participated in the study. Students were divided into 4 internet user groups according to their IAT total scores: nonusers (n = 59,18.0%), minimal user (n=155, 47.3%), moderate users(n=98,29.9%), and excessive user (n= 16,4.9%). The SCL-90-R showed that the excessive users group, when compared with the other group in this study, reported the highest level of symptomatology. The 16PF also revealed that excessive users were easily affected by feeling, emotionally less stable, imaginative, absorbed in thought, self- sufficient, experimenting, and preferred their own decision.

Crown, (2013). An empirical study of three Kerri Anne intelligences. The purpose of the study was to investigate the social intelligence, emotional intelligence and cultural intelligence. Sample 467 students were taken from business courses at a large university in the northeastern part of the United States (n=467). Analysis was conducted using principal component analysis and structural equation modeling. Using AMOS, multiple models of the relationship among these intelligences were developed to determine, as hypothesized if social intelligence was superordinate to emotional and cultural intelligences, which are presented as distinct but overlapping constructs. The findings of the study did not support social intelligence being superordinate to emotional and cultural intelligence. Findings did support emotional intelligence and cultural intelligence being distinct but related.

Sembiyan, R, et al., (2011). The study was conducted on the attitude towards regionalism of college students in relation to social intelligence. The study was proposed to find out the attitude towards regionalism of college students in relation to social intelligence of college students in Vellore, Villupuram, Thanjore, Cuddalore districts of Tamil Nadu, India. For the sample of 1050 college students random sampling technique was used. Mean, S.D, t. value and R. value was calculated for the analysis of data. The findings of the study revealed that there is no significant relationship between attitude towards regionalism and social intelligence of the college students.

Zamirullah Khan, et al., (2011) A Study was conducted on the students of physical education on the aspect of social intelligence. The objective of the study was to investigate impact of social intelligence by the participation of physical education activities and the subject physical education. A scale developed by Chadda and Ganesan was used to find out the social intelligence. The sample consisted of 45 physical education students and the age ranged from 19 to 35. As per the results, the students of B. P. Ed scored better than students of B.P.E in the tactfulness dimension of social intelligence.

Deepti Hood, et al., (2009). Study was conducted on Social Intelligence as a predictor of positive psychological health. A sample of 300 working adults were taken and the study was examined the relationship between psychological health and social intelligence. Positive health was assessed by

(a) 29–Oxford Happiness Scale, (b) Satisfaction with life scale and (c) Life Orientation test-revised.

Significant positive correlation was found between the components of positive psychological health Social Intelligence Scale by N. K. Chadda and Usha Ganesan was used for to assess the social intelligence i.e. satisfaction with life and happiness, and six factors of Social Intelligence (Cooperativeness, Confidence, Sensitivity, Tactfulness, Sense of humor and Memory). Optimism was found to be significantly and positively correlated with patience, cooperativeness, and tactfulness and negatively correlated with memory. Further step-wise regression analysis revealed that out of eight, seven factors of social intelligence significantly predict one or the other positive health dimensions.

Qingwen Dong, et al., (2008). Social Intelligence, Self-Esteem and Intercultural Communication Sensitivity. This study focused on two factors: Social Intelligence and Self-Esteem. To examine the relationship between Social Intelligence and Self-Esteem and Intercultural Communication Sensitivity a sample of 419 undergraduate have been taken from the two universities in the western united states.in addition to it the relationship between self-esteem and intercultural communication sensitivity was examined. Results support hypothesized relationships and indicate a statistically significant relationship between social intelligence and intercultural communication sensitivity with social intelligence accounting for more than 10% of the variance in (ICS). Both dimensions of self-esteem, self-worth and self-efficacy were significantly related to (ICS), accounting for an additional 4% of the variance in (ICS).

Meijs. N. Antonius, et al., (2008). The study was examined on Social Intelligence and Academic Achievement as predictors of adolescent popularity. This study compared the effects of social intelligence and cognitive intelligence, as measured by academic achievement, on adolescent popularity in two school contexts. A distinction was made between sociometric, a measure of social dominance. Participants were 512, 14-15 year old adolescents. (56% girls and 44% boys) in vocational and college preparatory schools in Northwestern Europe. Perceived popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. For the interaction between academic achievement and social intelligence socio metric popularity was predicted, further qualified by school context. Whereas college bound students

gained sociometric popularity by excelling both socially and academically, vocational students benefited from doing well either socially or academically, but not in combination.

Jones, Karen Day, (1997). Discrimination of two aspects of Cognitive-Social Intelligence from Academic Intelligence. This study collected measures of social-cognitive flexibility, crystallized social knowledge and academic problem solving from 169 high school seniors. Results support a division of social cognitive intelligence into declarative and procedural social knowledge crystallized and flexible knowledge application as distinct from academic problem solving.

Wong, Chau-Ming T, et al., (1995). Conducted a study on multi trait-multi method study of academic and social intelligence in college students. The focus of the study was on the two multi trait-multimethod studies of academic and social intelligence reveals social intelligence and other cognitive and behavioral aspects (i.e. social perception, social knowledge and social insight can be discriminated. Verbal, non-verbal, self and other-report measures were administered to 134 female college students and to 227 male and female college students. Both for the dimensions of cognitive and behavioral dimensions of social intelligence convergent and discriminate validities were established. (social knowledge and social perception). In both studies, the cognitive social intelligence factors had poor convergent validities, and research participants were college students attending a highly selective university.

2.5: Research gap

The topic chosen should be such as it has not been investigated earlier. From a review of research and after concluding, whatever researches, the investigator could come across through his sincere efforts did not find any study, which has been either in the country or abroad, on the present subject. The topic being new and have not been investigated earlier, has received the attention of the investigator. Hence the newness of the topic is also one of the reasons for the choice of the present study.

The above review reveals that many scholars have studied the different factors which affect academic achievement of the students. However, a comprehensive yet concise research work focusing on those closely related to variables namely personality traits, social intelligence.