



REVIEW OF LITERATURE

This chapter deals with the Review of Literature Related to the present studies. The Review of Literature acquaints the researcher with up to date knowledge in the field or area in which he/she is going to conduct his/her research and the review serves the following purpose. The review of Literature enables the researcher to define the scope of his/her field. It helps the researcher to delimit and define the problem (if any). The knowledge of related literature brings the researcher up to date on the work which others have done and helps to state the objectives clearly and concisely.

By reviewing the literature, the researcher can avoid unfruitful and useless problematic areas. Through the review of literature the researcher avoids unintentional duplication of already established findings. The review of literature gives the researcher an understanding of the research methodology and also helps the researcher about the tools, technique and instruments useful and promising in the previous studies.

The final and important specific reason for reviewing the literature is to be aware of the recommendations of previous researchers in their studies and scope for further research.

It is the duty of a researcher to report the relevant studies already in existence and the literature available concerning the present study. It was necessary for the investigator to find out the relevant existing studies; their findings and suggestions to formulate ideas, ascertain and determine her own position and prepare the guideline for the present study. The vistas of the knowledge are ever expanding and those who endeavor to investigate must know the latest information in research, related to her subject. The credibility and authenticity of the findings depend on these factors. The investigator has tried her best to procure and pursue the available literature concerning various factors involved in present investigation.

This study is related to the effect of 16 personality test on girl students of Professional and Non Professional Institutions of Allahabad district. It has been the conscious effort of the researcher to study the relevant literature which could be availed. Here the related studies have been presented in a systematic manner. Having gone through the literature, the researcher has concluded that various studies have been related to the present study. There are numerous studies related to comparison the groups in 16 personality factors.

The literature on 16 personality factors on education has been presented as follows:

Rahmania and Lavasani (2012) studied that Gender differences in five factor model of personality and sensation seeking. The purpose of this study was to determine gender differences in five factor model of personality and sensation seeking. Hence, 177 undergraduate students (108 female and 69 male) were selected from University of Tehran using cluster sampling. SSS-V and NEO-FFI was used as instrument. According to the findings, significant difference in big

five factors of personality was found between female and male students ($P < 0.01$). Girls showed significantly higher scores on openness to experience and agreeableness compared with boys. Moreover, sensation seeking of boys was significantly different from girls ($P < 0.05$). Male students showed significantly higher scores on subscales of thrill and adventure seeking, disinhibition and boredom susceptibility than female students.

Singh: (2012) did a study on “A Comparative Study of Personality of the Rural and Urban Girl Students”, and he found that Personality is the reflection of uniqueness of a person as a whole. Each of us has unique personality distinct from every other person. Personality of girl students belonging to rural and urban area develops according to the environment in which they grow. The present study aims to compare the personality of the rural and urban girl students. Survey method of the research has been adopted for the study. A representative sample of 100 girl students studying in 8th class of Government girl secondary schools of rural and urban area belonging to Kanpur region were taken using lottery method of random sampling. To measure the personality of girl students 16 P.F. Questionnaire by Dr. S. D. Kapoor was used. Analysis of data was done by computing “T”-test. The result of the study revealed that urban family and rural family girl students differ significantly on four factors out of 16 personality factors and do not differ significantly on the remaining 12 personality factors.

Seyedeh et al. (2012) Studied that the relationship between personality traits of international students and academic achievement. They found that the aim of this study was to study the relationship between personality traits of postgraduate international students at University Technology Malaysia and their academy John (1998) was dispersed among 146 postgraduate international students, divided into two groups, 114 male and 32 female students, who were working towards their master degree. These students were asked to mention their last CGPA, which is used as a criterion for collegiate academic performance. Descriptive analysis and inferential Correlation were calculated for the statistical analysis of the data. From the five dimensions analyzed (Agreeableness, Extraversion, Conscientiousness, Openness to Experience and Neuroticism, only two hypotheses (Conscientiousness and Openness to experience) were highly significant at $p < .001$ level.

Singh et al. (2012) conducted a research to compare the levels of motivation between students in the open education system (OES) and in the Non Professional education system (TES) in India. The study further investigates the motivation levels of male and female students in the two systems. An Academic Motivation Scale (AMS) was prepared and administered on the students of TES ($n = 200$) and OES ($n = 151$). Results show that there exist significant differences in the level of motivation between the students of TES and OES. The study concludes that it is the presence or absence of extrinsic motivation which is predominantly responsible for this difference.

Arasteh, et al. (2012) studied that entrepreneurial personality characteristic of University students a case study. Found that the purpose of this study was to examine the personality characteristics of students at the Islamic Azad University of Sari in 2011 academic year. The research was descriptive survey. The statistical population included all the students at the IAUS who were about 10,000. A total of 370 individuals were randomly selected. The results showed that the students' personality characteristics, except for the tolerance of ambiguity, were higher than the average and it can be concluded that the students at the IAUS have positive entrepreneurial features. The results revealed the fact that the clearness of thought among the female students was higher than that of the male and the dreaming aspect among the male students was higher than that of the females. Such factors of control centre, clearness of thought and pragmatism for graduate students were higher than those of the undergraduates.

Vaughan 2012 studied complex collaborations: India and international agendas on girls' and women's education Institute of Education, University of London, United Kingdom found that this article explores the dynamics of global campaigns for education through a study of the movement for girls' and women's education in India since independence in 1947. In particular, it uses the trajectory of ideas within India to theories about international collaboration on educational goals, with UNESCO and the World Bank being two of the most prominent agencies in the second half of the twentieth century. The article presents an analysis of shifting discourses around women's education at national and international level, along with an exploration of the diverse points of contact between policymakers, activists and academics at both levels.

Zhang (2012) studied psychosocial development and the big five personality traits among Chinese University students. This study explores how psychosocial development and personality traits are related. In particular, the study investigates the predictive power of the successful resolution of the Eriksonian psychosocial crises for the big five personality traits beyond age and gender. 400 university students in mainland China responded to the Measures of Psychosocial Development and to the NEO Five-Factor Inventory. Results indicate that the successful resolution of particular Eriksonian crises reversely predicted neuroticism, but positively predicted extraversion, openness, agreeableness, and conscientiousness. The amounts of these contributions went substantially beyond what was predicted by age and gender. Implications of the findings are discussed in relation to research and university education.

Shahtalebia and Yarmohammadian (2011) studied women's success factors from leadership in higher education, at the University of Medical Sciences, Isfahan, Iran. They found that in recent decades, considerable developments were performed about the presence of women in managerial positions. The surveys show that the presence of women in management fields has increased.

The present article proceeds to identify success factors of women who experienced leadership in higher education. The used method is qualitative method, a kind of descriptive phenomenology

and participants include educated women that took on key position in Iran universities. The sampling method was based on purpose and initiated by using snowball technique from important persons, and continued up to information saturation. At the end, the number of participants reached to eight person and data was collected by using profound interview. For data analysis, seven stage Collizzi method was used that the resultant findings included major seven components (other's positive attitudes, women's personality traits, women' personal attitudes, attitudes of society, leadership and management skills, family factors, free and academic environment) and 19 sub-components that each of them possessed other sub-components that amounted to 191 sub-components. In general, the findings of this study showed that women in higher education could promote leadership and management skills and stabilize their position as a successful manager.

Meng-Jie Lin (2011) studied Women's aspirations for graduate education in Taiwan, University Rd., Puli, Nantou County 545, and Taiwan. This study investigates female undergraduates' aspirations for masters and doctoral degree programs in Taiwan's universalized and stratified higher education system. It considers the potential effects of economic prospects, parental attitudes, and gender values. First, graduate education is perceived as a means to enhance one's comparative advantages in the competitive labour market. Secondly, parental expectations and women's aspirations seem to decline with education level. They are higher for a master's education and much lower for a doctoral education, implying the influence of family background and Non Professional gender values, despite some improvements. Finally, specialization and university ranking also substantially affect women's aspirations for graduate education.

Bo-Yeon Song, et al., (2011) studied Explicit and implicit memory in female college students with schizotypal traits: An event-related potential study. They found that the explicit and implicit memory of non-clinical individuals with schizotypal traits was investigated using event-related potentials. Explicit and implicit memory was measured with continuous recognition and categorization tasks, respectively. On the recognition task, the control group demonstrated a greater old/new effect in response to the old than to the new words during the 250–750ms post-stimulus period, whereas schizotypal trait group did not exhibit an old/new effect during the 550–650ms period. The control group demonstrated faster response times to the old than to the new words, whereas the schizotypal group demonstrated longer response times to the old than to the new words. On the categorization task, both groups showed old/new effects during the 250–550ms after stimulus onset and responded more rapidly and with fewer errors to the old than to the new words. These results suggest that individuals with schizotypal traits have impaired explicit but preserved implicit memory.

Mastora*, et al., (2010) studied Personality Traits Orientation of University Kebangsaan Malaysia (UKM) and UKM - University Duisburg-Essen (UDE) Engineering Students. The study aims to investigate the personality trait orientation of engineering students at UKM, alumni and the current students participating in the UKM-UDE double degree program. It is

hypothesized that personality trait profile might be different between these respondents due to different academic, social and cultural background the students experienced. A total number of 54 respondents (19 alumni, 12 current students and 23 potential UKM engineering students) participated in the study. The 44 Big Five Inventory (John et al., 1991) was used to assess the personality profile. Data analyzed indicated some significant differences as expected. The current UKM-UDE engineering students were high on Neuroticism than those of UKM engineering students and UKM-UDE alumni. The alumni and current UKM-UDE students scored lower on Extraversion compared to the current local UKM engineering students. Current and the alumni of the UKM-UDE students scored higher on Openness than the current UKM engineering students. Overall findings suggest that environmental and socio-cultural factor play important role in the development of personal characteristics. Implications of the study on the benefits of the student mobility and exchange program were also discussed.

John Lounsbury et al., (2009), The University of Tennessee, Knoxville, Tennessee 37996-0900, United States. Did an investigation of the construct validity of the personality trait of self-directed learning. The study was based on samples of 398 middle school students, 568 high school students, and 1159 college students, self-directed learning was found to be related to cumulative grade-point-average at all levels as well as to Big Five personality traits (Openness, Conscientiousness, Emotional Stability, and Extraversion), narrow personality traits (Optimism, Career-Decidedness, Work Drive, and Self-Actualization), vocational interests (Realistic, Investigative, Artistic, and Conventional, as well as Science, Medicine, and Mathematics), cognitive aptitudes, and life as well as college satisfaction. Based on an additional sample of 4125 college students, a confirmatory factor analysis was used to verify a single factor structure for our 10-item measure of self-directed learning. Results were discussed in terms of personality characteristics of self-directed learners, the trans-situational validity of self-directed learning in academic settings, multiple forms of evidence of the construct validity of self-directed learning, and implications for future research and practice.

Komarraju et al., (2008) studied Role of the Big Five personality traits in predicting college students' academic motivation and achievement. University, Carbondale, IL 62901-6502, United States. Found that College students (308 undergraduates) completed the Five Factor Inventory and the Academic Motivations Scale, and reported their college grade point average (GPA). A correlation analysis revealed an interesting pattern of significant relationships. Further, regression analyses indicated that conscientiousness and openness explained 17% of the variance in intrinsic motivation; conscientiousness and extraversion explained 13% of the variance in extrinsic motivation; and conscientiousness and agreeableness explained 11% of the variance in amotivation. Further, four personality traits (conscientiousness, openness, neuroticism, and agreeableness) explained 14% of the variance in GPA; and intrinsic motivation to accomplish things explained 5% of the variance in GPA. Finally, conscientiousness emerged as a partial mediator of the relationship between intrinsic motivation to accomplish and GPA. These results

are interpreted within the context of what educators could do to encourage and nurture student motivation and achievement.

Johnsson and Lennbro (2008) Studied that the influence of HR managers' gender and personal traits. Found that Due to increased internationalization around the world the expatriate rate has grown significantly during the last years and has become a more important tool within organisations. Therefore, the need for expatriates increases and it is of importance for organisations to broaden their expatriate base and not exclude particular groups of employees, such as women are today. The purpose of this dissertation was to explore the role that gender and personal traits of the HR managers play in evaluating and selecting expatriates. Furthermore, we wanted to investigate this relationship with a developed model. The result of this research indicates that to be able to implement, investigate and examine research constituted in another country than Sweden, the theory must be adapted to match the Swedish demographical and humanitarian structure regarding this field.

Nagarjuna and Mamidenna (2008) The personality profiles of 200 students pursuing MBA course have been compared in the present study. Cattell's 16 PF Questionnaire was used to study the personality differences among students with respect to their academic background and gender. The hypotheses examined were: Male students are not significantly different from female students and students with B.Com degree are not significantly different from those with an engineering degree. Results showed that there were no significant differences among students in the personality profiles based on academic background except for measures of sensitivity and perfectionism. Another finding also indicated that there were significant gender based differences in some measures of personality like warmth, sensitivity, vigilance, abstractedness and openness to change. The implications of these findings are discussed for educationists and subject experts with respect to course content, delivery and counseling of students.

Rushton and Bons (2008) Studied that the genetics and evolution of the general factor of personality. They found that three studies tested the hypothesis that a general factor of personality (GFP) underlies diverse individual differences including altruism, the Big Five factors of Openness, Conscientiousness, Extraversion, Agreeableness, and Emotional Stability, and the EAS temperament traits of Emotional Stability, Activity, and Sociability. In Study 1, 214 university students completed 36 personality scales. In Study 2, 322 pairs of monozygotic (MZ) and dizygotic (DZ) twins completed 29 5-point rating scales plus questionnaires. In Study 3, 575 pairs of 2- to 9-year-old Korean twins were rated by their mothers on 25 temperament scales. Factor analyses revealed a hierarchical organization with GFP at the apex and the Big Five and/or EAS temperament scales intermediate. The twin data show GFP has an early age of onset with 50% of the variance attributable to non-additive (dominance) genetic influence and 50% to unique, non-shared environmental influence. We discuss a life history matrix encompassing brain size, maturational speed, and longevity, plus emotional intelligence and the personality disorders, and suggest natural selection acted directionally to endow people with more

cooperative and less contentious personalities than their archaic ancestors, or nearest living relatives, the chimpanzees.

Schoen (2007) Personality Traits and Foreign Policy Attitudes in German Public Opinion found that this article examines the effects of personality traits on attitudes toward foreign policy issues among the German public. Building on previous research, it argues that personality characteristics shape an individual's motivation, goals, and values, thereby providing criteria to evaluate external stimuli and affecting foreign policy opinions. An analysis of survey data from a random sample of Germans eligible to vote confirms that the personality traits play a role in attitudes toward foreign policy issues. By and large, personality affects foreign policy opinions roughly as strongly as Non Professional factors such as partisan ship, ideology, and social background. Among the traits studied, agreeableness and openness render persons more supportive of international cooperation and more skeptical of the use of military force, whereas conscientiousness exhibits reverse effects. Thus, personality traits merit serious attention in analyses of public opinion on foreign policy.

Chintamani Avis (2007) an investigation into the self concept, study habits, personality related to achievement in English and Hindi medium students. Found that over and under achiever groups of English and Hindi medium students differ on personality factors. English medium male overachievers exhibit significant difference on B, E, F, G, H, I, L, N, Q1, Q2, and Q3 as compare to under achiever. English medium female over achievers revealed significant differences on factors A, B, C, F, G, H, I, L, N, O, Q1, Q2, Q3, than under achievers. Hindi medium male overachievers revealed significant differences on right factors B, E, F, G, H, M, Q3, Q4. Female Hindi medium over achievers and female Hindi medium underachievers show significant difference on ten personality factors –B, E, F, G, H, I, L, Q1, Q2, Q3. OVER ACHIEVER OF BOTH THE SEXES SCORE HIGHER on two factors intelligence and controlled thus high achievers tended to be more outgoing, intellectually superior, emotionally stable, enthusiastic and unfrustrated

Huntsinger and Jose (2006) studied on A Longitudinal Investigation of Personality and Social Adjustment among Chinese American and European American Adolescents found that A 2-wave longitudinal study of personality in adolescence was conducted with data obtained at ages 12 and 17 years from approximately 60 European American and 60 second-generation Chinese American youth. At Time 1 they completed the Children's Personality Questionnaire and at Time 2 they completed the High School Personality Questionnaire and self-report measures of high school grades, depression, and self-esteem. Chinese American and European American adolescents became more similar to each other over time through developmental and acculturative processes. Adolescents of both ethnicities increased in Extraversion and Independence. Despite this general trend, the Chinese American youth continued to report lower levels of Extraversion than European American youth. Extraversion and Anxiety predicted school grades for European Americans and psychological adjustment for Chinese Americans.

Raja, Johns and Ntalianis (2004) studied The Impact of Personality on Psychological Contracts. Found that this research examined the relationship between employee personality and psychological contract type, perceptions of contract breach, and feelings of contract violation. In general, personality characteristics (extraversion, conscientiousness, neuroticism, self-esteem, equity sensitivity, and locus of control) were related to reported contract type. They also tended to predict perceptions of contract breach and to moderate the relationship between those perceptions and feelings of contract violation. Both contract type and feelings of violation were associated with job satisfaction, organizational commitment, and intentions to quit.

Sharma (2004) conducted a study on a comparative study of the personality characteristics of primary-school students with learning disabilities and their non learning disabled peers. He examined the personality characteristics of 180 boys and girls of ages 8, 9, and 10 with learning disabilities (LD) in 3rd, 4th, and 5th grade in urban and rural primary schools of Andhrapradesh, India. The subjects were identified based on their scholastic achievement on a spelling dictation test, an oral reading test, a reading comprehension test and an arithmetic test developed specifically for the purpose, along with mental ability tests - Raven's Standard Progressive Matrices and Draw-A-Man. An adapted version of the Children's Personality Questionnaire (CPQ) was administered to the subjects with LD and a comparison group of children without learning disabilities (NLD). Examination of scores obtained by LD and NLD subjects on the CPQ portrays the LD child as having problems in social and emotional adjustment. Further, the older LD children tended to show a more maladaptive behavioral disposition than the younger, and there was a significant gender effect among LD children.

Chamorro-Premuzic and Furnham (2003) Studied that Personality predicts academic performance: Evidence from two longitudinal university samples. Found that to what extent and which personality traits predict academic performance was investigated in two longitudinal studies of two British university samples. Academic performance was assessed throughout a three years period and via multiple criteria (e.g., exams and final-year project). In addition several indicators of academic behavior, e.g., absenteeism, essay writing, tutors_ exam predictions, were also examined with regard to both academic performance and personality traits. In sample 1 (N = 70), the Big Five personality factors (Costa & McCrae, 1992)—particularly Neuroticism and Conscientiousness—were found to predict overall final exam marks over and above several academic predictors, accounting for more than 10% of unique variance in overall exam marks. Results suggest that Neuroticism may impair academic performance, while Conscientiousness may lead to higher academic achievement. In sample 2 (N = 75) the EPQ-R (Eysenck & Eysenck, 1985) was used as the personality measure and results showed the three super factors were the most powerful predictor of academic performance, accounting for nearly 17% of unique variance in overall exam results. It is demonstrated that (like Neuroticism) Psychoticism could limit academic success. The present results provide evidence supporting the inclusion of well-established personality measures in academic selection procedures, and run

counter to the Non Professional view of ability measures as the exclusive psychometric correlate of academic performance.

Ibrahim, and Al-simadi (2002) conducted a research on “study of the effect of personality traits on architectural aesthetics evaluation” found that pointed that personality traits had a strong effect on our perception of the 50%are females. The mean age of males was24.11 years and the mean age of females was 23.03 years. the mean age of participant was 23.57yrs and the S.D being 1.88.

Moon (2002) studied personalization and Personality: Some Effects of Customizing Message Style Based on Consumer Personality findings- In this investigation, the extent to which a computer's message style influences consumers with different personality types is investigated. Two experiments are presented. In Experiment 1, a computer is used to display advice and information regarding products that the participant is asked to consider purchasing. In Experiment 2, a computer is used to present participants with a variety of news and entertainment selections. The results indicate that computers are more effective as agents of influence when the computer's message style matches the participant's personality type.

Moraski , United States Navy (2001) studied that Leadership: The Personality Factor and found that There are common threads between personality traits and types and successful military leaders. People who balance the eight personality preferences and adapt to different Situations with the appropriate function at precisely the right time are effective. Effective leaders in combat who are able to balance the mission with their people will be successful. The challenge of leadership is to know yourself, know your people, know your enemy and balance the right personality traits and preferences in the right situation at the right time. If this is accomplished, the odds of success increase

Milojevic (1998) studied that women’s higher education in the 21st century. From ‘women friendly’ towards women’s universities and found that this article is based on the idea that gender issues are crucial when discussing the future of the university. They determine the way we situate and contextualize this important institution and the very idea of the university. In this context Non Professional and alternative ideas of the university, including feminist and women’s alternatives, are assessed. The article also explores current transformations of the universities and how they will influence women.

Agnieszka and Chowska (1995) Studied education and gender in Sweden Is There any Equality? This article deals with the problem of gender and higher education in Sweden. In the first part, educational careers of women and men are presented, beginning with primary education and ending with higher education. The second part takes up the issue of gender and graduate studies. Women, who make up the largest group of students in the beginning of higher education studies, slowly lose their position as they progress through higher education. Thus, among graduate students, the number of women falls to about 32%. The third part of the article

reports on a multidisciplinary project concerning women and men in research settings at Uppsala University and especially concerns the part of the project which focuses on female and male graduate student experiences, life stories, and adjustments to the specific academic culture. Both the research design and the use of qualitative analysis of data are presented. Finally, some tentative results are discussed.

Dadu (1992) studied of personality values and religious attitudes of urban and rural male and female students in the purview of socio economic status. Findings were:

- ❖ No difference was found in religious values; no difference was found in religious attitudes but the means of female students were slightly higher than the corresponding means of the male students.
- ❖ Rural male and urban male students did not differ in their personality traits and values. These groups differed significantly in religious information, orthodoxy and hostility.

Chaube (1992) Meerut University studied of some personality traits and pressing problems of junior high school Meerut. Findings were:

- ❖ The girls were more critical and had a lower mental capacity. They were unable to handle abstract problem, more emotionally mature, stable, constant in interests and calm.
- ❖ As the boys grew from class 6 to 8 the intensity in traits, viz, undemonstrativeness, deliberativeness, in enthusiasm, needlessness and happy go lucky nature increased. The less shy, timid, threat-sensitive apprehensive, self –reproaching.
- ❖ As girls grew from class 6-8, a decrease in the intensity was observed in the case of the traits of deservedness, aloofness, stiffness and criticalness. They become warmer hearted, outgoing, easy-going, participating, fast learning or bright under minded changeable, unrestrained, and artful.

Pareek (1990) Rajasthan studied a comparative study of the self concept personality traits and aspirations of the adolescents studying in central schools, state government school and private schools in Rajasthan. Findings were:

- ❖ 45% of the adolescents studying in central schools. 44.4% in private schools and 57.6% in government schools possessed average self concept.
- ❖ Adolescent studying in private and central schools was more intelligent than the adolescent studying in government schools.

- ❖ Students in government schools were generally practical where as students in private and central schools were more imaginative.
- ❖ Adolescent in central and government schools preferred science subjects while adolescent in private schools preferred arts steam.
- ❖ There existed no significant relationship between personality traits of aspiration among students of different type of schools.

Madhosh (1989) studied personality correlates of socio matric status: A study of sub culture group difference. Findings were:

- ❖ The Kashmiri popular personality appeared to posses to strong emotional, stability, spontaneity and high mental ability and they were generally not frustrated and relaxed. The neglecters tended to be hard obstructive, dull and timid. They were cool, and generally tensed and restless.
- ❖ In the Jammu sample the popular were affectionate, intelligent, self-sufficient, aggressive and happy go lucky. The neglecters were hard, obstructive, dull timid maladjusted but not submissive. The isolates were cool, dull, worldly-wise emotionally less stable and pessimistic.

Thakur (1989) Gujarat University studied An adaptation of Cattell's High School personality Questionnaire for Gujarati children of ages 12 through 18. Findings were:

- ❖ Taking into consideration the outcomes of the analysis ten norms were presented from-area wise, sex wise separately, thus having 8 norms table at all.
- ❖ By the principal axis method (rotated factor) it was found that the two norms A and B, of HSPQ were not parallel as it was claimed to be and the factorial compositions varied from one group to another with respect to the variable of sex and area.

Sood (1988) Kurukshetra studied Cattell's personality factors as predictors of academic achievement in some selected Professional courses. Findings were:

- ❖ Personality factors of shrewdness social awareness 'N' and high intelligence 'B' positively but group adherence.'Q2' praxarnia practical 'M' and conservatism of temperament 'Q1' contributed negatively to academic achievement in the engineering courses.

- ❖ Personality Factors of high ergic tensions 'Q4'. Stronger super ego strength 'Q4'radication 'Q1' tender minded tension (hard to fool). (L) And high intelligence (B) contributed positively and personality factors of untroubled adequacy (O) and alertness (N) contribute negatively to academic achievement of medical students.
- ❖ Personality factors of pretension (hard to fool). Radicalism, free thinking, liberal. (Q1) high ergic tension Q4 stronger super-ego strength (G) socially bold (C) and self sufficiency .(Q2) contributed positively but personality factors of alertness .(N) ,tough minded (I),reserved (A) ,self assured (o) and serious (F)contributed negatively to academic achievement of MBA students.
- ❖ Personality factors of high intelligence (B), stronger super-ego strength (G) pretension (hard to fool) (L) higher ego strength (C) and self sufficiency (Q2) contributed positively but practical (M) serious (F) serene (O) submissive (E), and genuine but socially clumsy (N) contributed negatively to the academic achievement of law students.

Mohan and Pavanasam (1990): studied attitudinal difference among college students toward political democracy found that both categories of students had unfavorable attitudes toward political democracy, but the score of the students with the political sciences with the main subject were significantly higher than those of other students

Bhatt (1990) South Gujarat: Studied a comparative study of some personality traits of problematic and non problematic school going children. Findings were:

- ❖ Non problematic male was found more intelligent than problematic group further the same picture emerged on their ego strength too.
- ❖ The Female non problematic group was found more intelligent and had higher ego strength than the female problematic group
- ❖ Male rural non problematic group had more general capacity and insight the rural problematic group.
- ❖ Male urban non problematic was more intelligent than male urban problematic group.
- ❖ Female urban non problematic group was found socially precise, possessed more with power than female urban problematic group.

Raina and Vastas (1989) studied occupational differences and type a personality and found that research scholars and doctors' different research scholars significantly from administrative officers and lectures on type a personality index.

Baruah (1989): studied socio psychological characteristics of Professional and Non Professional students and found that level of students with the highest intelligent level generally go in for polytechnic course the Professional students found to be tough minded ,shrewd and confident while the Non Professional students were found to be sentimental depressed moody and emotionally sensitive.

Gaikwad (1988): A study of personality traits of elementary school children in relation to their mothers' marital adjustment and child rearing practices found that martial adjustment and child rearing practices seemed to be a slight influence in development and outgoing and emotionally stable characteristics in children.

Chaturvedi (1988) Agra: studied Personality factors value orientation and age as correlates of attitude towards, social change. Findings were:

- ❖ Empathic people's attitude was associated with social change while non empathic attitude was conservative democratic people were independent.
- ❖ The attitude towards social change during its growth, possessed independence up to adulthood but became subdued in senescence.
- ❖ Attitude towards social change was quite sensitive to value orientation.
- ❖ Attitude towards social change was associated with empathic outlook people possessing dominance.

Leela and venkateshwar univ (1988): studied religiously in relation to certain personality traits of college students. Findings were:

- ❖ The difference in the mean scores locus of control scale of high and low religious group was significant.
- ❖ Similarly the difference in mean scores of the high religious group on personality factors O, Q1, Q2, and Q4 group. The two groups did not differ on the remaining 12 of the 16 personality factors.
- ❖ The personality profiles of the high and low religious group were not similar.

Scott (1988) University of Wisconsin, Superior studied, A Comparative Study of Personality, Values, and Background Characteristics of Artistically Talented, Academically Talented, and Average 11th and 12th Grade Students Three groups of students were identified to represent the Artistically Talented, the Academically Talented, and the Average. Participating students completed the Sixteen Personality Factors Questionnaire by Cattell, the Allport, Vernon, Lindzey Study of Values, and a Background Questionnaire developed by the researcher. The results

indicate that both males and females in the Artistically Talented group are significantly different from the other groups on a number of personality, value, and background variables that were measured.

Khan (1987), NARPUR: studied a comparative study of personality characteristics of physical Education Teachers and general Education Teachers. Findings were:-

- ❖ On the whole physical education teachers were found significantly better adjustment socially, emotionally, occupationally and also with respect to health as well as home adjustment than the general education teachers.
- ❖ More than 50% of the physical education teachers failed to maintain own normal physical fitness.
- ❖ There was negligence about physical fitness among the physical education teachers as among general education teachers.

Tomlinson and Idama (1986) the Personality of O.R. Workers-Are They Different? Found this paper is a preliminary attempt to compare the personality of O.R. workers with research scientists and other Professionals in the management area. It is based on 16PF personality tests carried out on 56 U.K. operational research workers. The results indicate that this group has a personality profile which is significantly different from the published profiles of the Professional groupings. It is believed that the results are highly indicative and justify further research.

Mishra (1986) Meerut studied A study of the role of Hypothesis in problem solving in relation to personality traits, intelligence and socio-economic status of 11th school going children. Findings were:-

- ❖ There were no significant difference in the performance of the pupils on the combinatorial grouping problem irrespective of school, place and sex.
- ❖ Pupils of school children of rural and urban area were more conscious of numeral calculation than the children of non public schools.
- ❖ Boys of the rural public school were more fully aware of the means of solving missing number problems than girls.

Leonard and Scott (1985) Emory University the academy of management Journal vol-28 studied the effects of Negotiator preferences, situational power, and Negotiator personality on outcomes of Business Negotiations. The Result shows that preferences vary across negotiators and directly determine outcomes; the effects of personality and power are significant but are mediated by preferences.

Malik (1984) studied a comparative study of personality factors and learning environment of successful and unsuccessful science teachers in selected school. Findings were: -

- ❖ Some personality factors were significantly related with teaching success which have positively correlated with intelligence, emotional stability tender mindedness suspiciousness self sufficiency, placidity and relaxedness.
- ❖ Successful science teachers had clarity of goals and their students found less difficulty with class work than the students of unsuccessful science teachers.
- ❖ The class room atmosphere of unsuccessful science teachers was full of tension quarrelling among students confusion in class activities lack of affinity with class work, and there was favoritism.
- ❖ Personality, learning environment concomitants of teaching success (physical environment democracy, goal direction, satisfaction formality) age and experience were some of the factor patterns associated with science teachers.

Tiwari (1984) studied a study of the achievement, motivation, Intelligence, and personality traits of privileged and deprived children. Findings were:-

- ❖ Privileged students scored significantly higher in achievement motivation than deprived ones.
- ❖ Privileged children displayed significantly higher general mental ability than the deprived students.

Aurora (1980) studied a comparative study of personality factors of deviant and non-deviant higher secondary school and founded that going boys. Non-deviant possessed a comparatively better integrated personality. Their self sentimental attainment was good. Ego and superego were strong. They exhibited social boldness, emotional expression. They were radical submissive and resurgent and were realistic in dealings.

Singh (1980):- personality traits and demographic Correlates (sex, area, socio economic status) of anxiety level among college students. Findings were: -

- ❖ Anxieties were positively related with agric tension.
- ❖ There was no relation between anxieties and intelligence.
- ❖ There was significant positive correlation between anxiety and need abasement anxiety and durance.

- ❖ Anxiety has low negative correlation with need achievement.
- ❖ There was negative relationship between anxiety and non differences and anxiety and non durance.
- ❖ The correlation between anxiety and non affiliation showed that the two were unrelated.
- ❖ socio –economic status result showed that difference in the anxiety level of the middle class and the lower class boys, the former having more anxiety.

Bhatnagar (1979): An investigation into the values aspirations and personality traits of adolescent of Rajasthan. The major findings were:

- ❖ Student leaders and conformists gave highest preference to power value followed by hedonistic and economic values where as religious, aesthetic, social and knowledge values ranked lowest; delinquents preferred hedonistic value, while power value was given second place.
- ❖ Most adolescent gave priority its scientific fields; student’s leader and conformists gave second priority to the study of the arts subjects whereas delinquents ranked commerce as second choice.
- ❖ . The entire adolescent wanted to see their country free from poverty and preferred peace and morality to material prosperity.
- ❖ All the adolescents aspired for friendship with other nations and for world peace.
- ❖ Student leaders and conformists had the healthiest attitude towards parents, but delinquents did not see their parents as sources of affection and protection.

Kaul (1977) studied personality factors, values and interest the most accepted and least accepted secondary school female Teachers of Mathura District. Findings were:-

- ❖ More outgoingness demoted group acceptance. Reservedness promoted group acceptance. Intelligence promoted group acceptance. Assertiveness demoted acceptance. The more conscientious more tender minded and more relaxed were better accepted by their class students
- ❖ Highly accepted teachers differed in theoretical value from moderately and lowly accepted teachers. Theoretical value did not differentiate moderately accepted teachers from lowly accepted teachers’ vales like economical, social political and religious did not

differentiate significantly female teachers on the continuum of high acceptance and low acceptance.

Jones (1976) studied some Implications of the sixteen personality factors Questionnaire for Marital Guidance. In this study he suggested that the personality testing can facilitate behavior modification procedures while also adding to the empirical data base for marital therapy. Specific suggestions for administration interpretation and research are included

Kifer (1975) studied Relationships between Academic Achievement and Personality Characteristics: A Quasi-Longitudinal Study. The findings suggest, additionally, that rewards for academic achievement provided by the home are related to both high achievement and positive personality characteristics. Instructional models such as Mastery Learning and the manipulation of time variables are discussed in terms of their potential for providing students the means both to achieve well and develop positive personality characteristics.

Nesselrode and Baltes (1970-1972) studied Adolescent Personality Development and Historical Change: 1970-1972 Findings indicated that age per se is not a very relevant variable. Rather, developmental change is more influenced by the cultural moment than by age sequences. For example, adolescents as a whole were shown to decrease in superego strength, social-emotional anxiety, and achievement during the 1970-1972 periods independent of their age level. Similarly, all adolescents increased in independence during the same historical period. The outcome further shows that Non Professional, simple cross-sectional or longitudinal designs are not adequate for describing developmental change and that, in addition to the use of sequential strategies, it is mandatory to employ various control groups.

Nichols (1967) studied Personality change and the college students published by American educational Research Journal vol-4. This four-year longitudinal study of 432 boys attending 104 different colleges and 204 girls attending 86 different colleges was concerned with changes in personality and interests during the college years as measured by the 16PF, the Vocational Preference Inventory and 10 a priori personality scales. Subjects were National Merit Finalists. During college the students became more specific and differentiated in their motives and interests, more aware of their own shortcomings and negative feelings, and less dependent on external standards for behavior. When the initial status of the student was controlled by multiple part correlation, a factor analysis of the residuals (measures of change) yielded six orthogonal change factors identified as Diversity of Interest, Femininity, Extraversion, Anxiety, Dominance, and Superego. Correlations between the change factors and 18 college characteristics revealed that for both sexes extraversion was relatively increased at affluent Institutions and anxiety was relatively increased at Institutions with a realistic (engineering, agriculture, etc.) emphasis in the curriculum. Also affluence was related to increases in dominance in girls, business emphasis in the curriculum was related to increases in masculinity in girls, and dominance was relatively decreased among boys attending Catholic colleges.

Banerjee (1963) studied comparative study attitudes and other personality traits of unemployed and employed under graduates. Calcutta University – Findings were:

- ❖ The unemployed were significantly less neurotic, more self sufficient, less introverted and more dominant than the employed.
- ❖ The attitude of the unemployed towards the existing government was relatively less favorable than that of the employed.
- ❖ The chi-square test indicated the normality of distribution of the simulated courses

Zamen (1982) Avadh University A studied of socio religious and moral values of students of class 9th and their relationship with moral character traits and personality adjustment and the findings showed maximum erosion on moral values followed by social and religious values.

Kumar Allahabad univ (1954): personality traits of Indian Adolescent girls a psycho- analytic study was found that:-

- ❖ No generalization could be made about the common personality traits shared by all the people of a particular nation no similarity could be found any two individual.
- ❖ A common tendency in the psyche of the sample was peculiar confusion between the positive identification with the mother and the internalization of father's super ego.
- ❖ Such super ego coupled with the Indian standard of modesty give rise to an increase feeling of anxiety and guilty.
- ❖ Super ego was not so strong that it might crush the id impulse.
- ❖ Parents had great responsibility in developing a same successful personality of their children.