



## “A Study of Intelligence and Personality Characteristics of Students, A Psychological Study”

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### Abstract:

*The present study was conducted on 200 students belonging to Aurangabad. The purpose was To examine the intelligence and personality characteristics of students. Culture Fair (Free) Intelligence Test is developed and standardized by Raymond Cattell (1950). And NEO Personality scale by Paul T. Costa, Jr., Ph.D. & Robert R. McCrae, Ph.D. 1989 were used. Besides a PDS was used to get other necessary information about the students. The obtained data were treated using t-ratio. Hypotheses There will be significant difference in between high intelligence and low intelligence students Dimension of personality characteristics. The finding confirmed the hypothesis. It was concluded that 1. High intelligence students have significant high openness than the low intelligence students. 2. High intelligence students have significant high Conscientiousness than the low intelligence students.*

3. High intelligence students have significant high Extraversion than the low intelligence students. 4. High intelligence students have significant high Agreeableness than the low intelligence students. 5. Low intelligence students have significant high Neuroticism than the High intelligence students.

### INTRODUCTION:

In studies of the Big Five in languages other than English, less agreement about the nature of the factor corresponding to Openness/Intellect has emerged, relative to the other four factors. In a Dutch study, for example, this factor was most strongly characterized by descriptors of unconventionality (Hofstee, Kiers, De Raad, & Goldberg, 1997). (Content related to unconventionality also appears in the English Openness/Intellect factor, but less centrally.) However, these differences between languages appear to be related primarily to criteria for variable selection. In Dutch and Italian lexical studies, for example, descriptors related to abilities were undersampled, leading to the exclusion of many terms that might reflect intellectual ability (John, Naumann, & Soto, 2008). Additionally, in a six-factor lexical solution that has been proposed as a slight modification of the Big Five (dividing Agreeableness into two factors), the content of Openness/Intellect was more consistent across all languages (Ashton et al., 2004). Thus, the relative lack of consensus about the content of Openness/Intellect appears to have been due to methodological issues. The current state of lexical research suggests that Openness/Intellect encompasses a range of trait descriptors related to intellectual and aesthetic curiosity, imagination, and ability—including

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descriptors of intelligence.

The idea that intelligence could be a lower-level trait in the personality hierarchy might strike some as odd, given the obvious importance of intelligence in human functioning and the number of cognitive abilities that make up the hierarchy below *g*. Nonetheless, the location of descriptors of intelligence within the Big Five seems clear. As noted above, the existence of Openness and Intellect as two correlated but separable aspects of Openness/Intellect was supported by factor analysis of 15 facet scales in this domain, and empirical characterization of the Intellect factor by correlations with thousands of personality items indicated that it includes at least two facets, intellectual engagement and perceived intelligence (DeYoung et al., 2007). In the Big Five personality hierarchy, therefore, intelligence appears to be at a relatively low level: one facet out of at least two within Intellect, which is itself one of two aspects of the broader Openness/Intellect domain (see Figure 1). This structural finding highlights the great complexity of the personality hierarchy, in terms of how many different patterns of emotion, motivation, cognition, and behavior it encompasses. Intelligence is by no means unique in being an extremely important and multi-faceted construct that is, nonetheless, relatively narrow when compared to traits like the Big Five that represent very broad regularities in personality. Anxiety, for example, appears to be one facet of the Withdrawal aspect of Neuroticism (DeYoung et al., 2007) and thus exists at the same level of the personality hierarchy as intelligence. The relative breadth of a trait places no limitation on its importance to human beings and seems to place little limitation on the extent to which it may be further subdivided.

Several thorough reviews of associations between intelligence and personality have been published (Ackerman, 2009; Chamorro-Premuzic & Furnham, 2005a; Eysenck, 1994; Zeidner & Matthews, 2000), but only one has been meta-analytic (Ackerman & Heggestad, 1997). This meta-analysis included only three studies reporting the correlation of Openness/Intellect with *g*, and they indicated a correlation of .33. (Other Big Five traits showed correlations of around .1 or lower.) The last decade has seen a surge of research on this topic, especially research utilizing the Big Five, which consistently replicates the finding that, of the Big Five, Openness/Intellect shows by far the strongest association with intelligence.

Extraversion comprises a set of lower-level traits related to approach behavior and positive affect, including assertiveness, talkativeness, sociability, and positive emotionality. Extraversion appears to represent the manifestation in personality of sensitivity to rewards, both anticipated and received (Depue & Collins, 1999; DeYoung & Gray, 2009).

Neuroticism encompasses a variety of traits reflecting the tendency to experience negative emotion, including anxiety, depression, irritability, and insecurity. It appears to reflect the primary manifestation in personality of sensitivity to threat and punishment (DeYoung & Gray, 2009; Gray & McNaughton, 2000).

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Conscientiousness contrasts traits like self-discipline, industriousness, and orderliness with carelessness, distractibility, and disorganization. It appears to reflect the ability and tendency to constrain immediate impulses and to exert effort, in order to pursue non-immediate goals or follow rules. The association of Conscientiousness with intelligence is as complicated and uncertain as that of Agreeableness. Ackerman and Heggestad's (1997) meta-analysis and the subsequent studies reviewed above suggest either no correlation or a weak negative correlation between Conscientiousness and intelligence.

#### **METHOD:**

##### **Objective of the study:**

To examine the intelligence and personality characteristics of students.

##### **Hypothesis:**

There will be significant difference in between high intelligence and low intelligence students Dimension of personality characteristics.

##### **Sample:**

For the present study 200 Sample were selected from aurangabad, Maharashtra State, India. The effective sample consisted of 200 subjects, 100 subjects were high intelligence students and 100 subjects were low intelligence students. The age range of subjects was 16-22years Ratio were 1:1, as well as ratio of male and female were 1:1.

##### **Tools:**

**PDS:**

Personal data information sheet was used for collecting necessary information about the students.

**Culture Fair (Free) Intelligence Test:**

This test is developed and standardized by Raymond Cattle (1950).

**NEO Personality scale:**

Paul T. Costa, Jr., Ph.D. & Robert R. McCrae, Ph.D. 1989 This test is developed and standardized by Costa and McCrae the 60 items are rated on a five point scale. The NEO-FFI has a grade six reading level. The subjects were required to respond to each item in terms of "Strongly disagree", "Disagree", "Neutral", "Agree", "Strongly agree".

**PROCEDURES OF DATA COLLECTION:**

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their response was kept confidential and the information is used for research purpose only.

The study was conducted in two phases. In the first phase, intelligence test was give on the 200 students. The data were obtained and median value on intelligence test was calculated. Students at and above median value were treated as having high intelligence students and below median value were treated as having low intelligence students. From among 200 subjects, 100 subjects having high intelligence college students and 100 subjects having low intelligence students were selected. The selected subjects were subjected to NEOPI in the second phase. The obtained data analyzed using t-test.

**VARIABLES:**

**Independent variable:**

1) Intelligence a) High intelligence b) Low intelligence

**Dependant variable:**

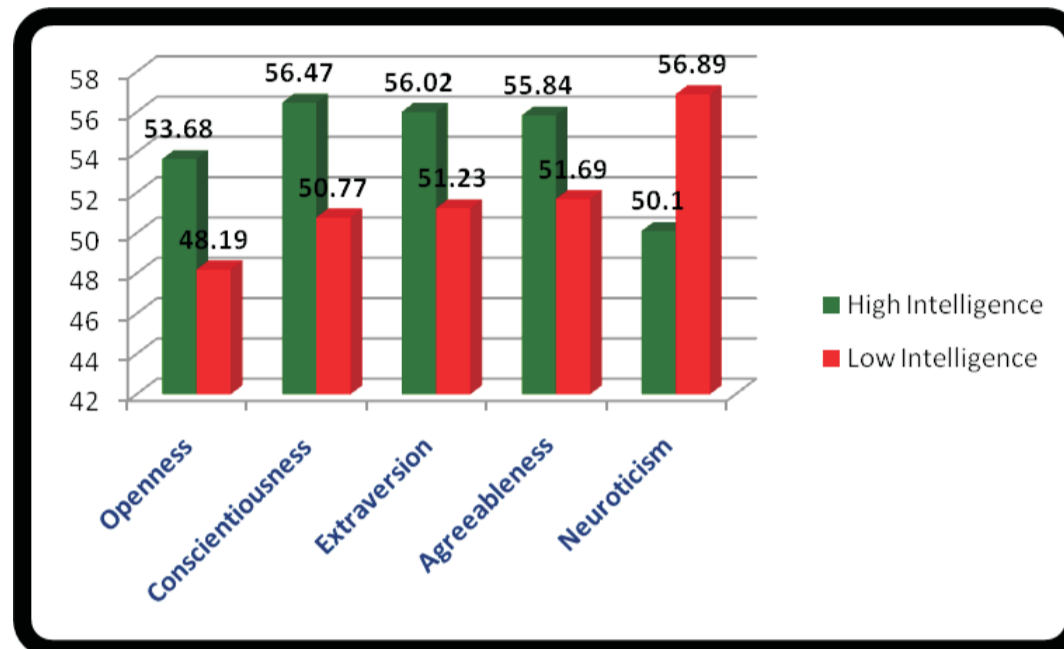
- 1) Personality Characteristics
- i) Openness
- ii) Conscientiousness
- iii) Extraversion
- iv) Agreeableness
- v) Neuroticism

**RESULTS AND DISCUSSION:**

High Intelligence and low intelligence students Shows the mean S.D and t value of Personality characteristics

Group	High Intelligence		Low Intelligence		DF	't'
	Mean	SD	Mean	SD		
<b>Openness</b>	53.68	4.11	48.19	3.26	198	10.47**
<b>Conscientiousness</b>	56.47	5.75	50.77	4.11	198	8.06**
<b>Extraversion</b>	56.02	4.95	51.23	3.32	198	8.04**
<b>Agreeableness</b>	55.84	4.06	51.69	3.50	198	7.74**
<b>Neuroticism</b>	50.10	4.36	56.89	4.68	198	10.62**





The results related to the hypothesis have been recorded. Mean of openness of the high Intelligence students is 53.68 and low Intelligence students Mean is 48.19 the difference between the two mean is highly significant ( $t=10.47$ ,  $df=198$ ,  $P<0.01$ ).

Conscientiousness of the high Intelligence students is 56.47 and low Intelligence students Mean is 50.77 the difference between the two mean is highly significant ( $t=8.06$ ,  $df=198$ ,  $P<0.01$ ).

Extraversion of the high Intelligence students is 56.02 and low Intelligence students Mean is 51.23 the difference between the two mean is highly significant ( $t=8.04$ ,  $df=198$ ,  $P<0.01$ ).

Agreeableness of the high Intelligence students is 55.84 and low Intelligence students Mean 51.69 the difference between the two mean is highly significant ( $t=7.74$ ,  $df=198$ ,  $P<0.01$ ).

Neuroticism of the high Intelligence students is 50.10 and low Intelligence students Mean is 56.89 the difference between the two mean is highly significant ( $t=10.62$ ,  $df=198$ ,  $P<0.01$ ).

**CONCLUSION:**

- High intelligence students have significantly high openness than the low intelligence students.
- High intelligence students have significantly high Conscientiousness than the low intelligence students.
- High intelligence students have significantly high Extraversion than the low intelligence students.
- High intelligence students have significantly high Agreeableness than the low intelligence students.
- Low intelligence students have significantly high Neuroticism than the high intelligence students.

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