

Social Intelligence – A Necessity for Career Growth Through Personality Development

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Abstract

Personality is alarmed with the psychosomatic pattern of an individual thoughts, emotions and feelings that are peerless to a person. In fact the entirety of character, attribute and traits of a person are responsible for mould his personality. These intrinsic personality traits and the diverse soft skills relate with each other and make a person what he or she is. It helps bring out a amount of inherent qualities of a person, which are a must in any responsible situation.

The purpose of the study is to explore the conceptual relation of social intelligence and personality in individual career growth and empirical research reveals about the relation of intelligence to other traits. Personality and intelligence have frequently been viewed as divergent domains that interconnect only to a very limited degree. On the other hand research on both personality and Social intelligence over the last three decades suggests the opportunity that, both conceptually and empirically, intelligence could be integrated with larger models of personality. Such integration may allow a more incorporated conception of the structure and sources of individual differences.

The researcher had studied in this paper about the social intelligence is necessary for career growth through personality development, for the purpose of the study a structured questionnaire is framed and survey is conducted from the undergraduate engineering students and conclusion is drawn with the help of statistical analysis.

Key Words: Psychosomatic, personality, Inherent, Social Intelligence

Introduction:

Personality encompasses a person's pretty stable feelings, thoughts, and behavioural patterns. Each of us has a unique personality that differentiate us from other people, and understanding someone's personality gives us clues about how that person is likely to act and feel in a mixture of situations. To manage effectively, it is helpful to understand the personalities of different employees. This knowledge is also useful for placing people into jobs and organisations.

Personality is set of intrinsic worth that make a person distinct from another. It is the sum of the characteristics that constitute the mental and physical being of a person including

appearance, manners, habits, taste and even moral character. The personality of a person is how he presents himself to the world, it is how others see him. When we do something again and again, we form a habit. Ultimately these habits form a particular behaviour. If they recur frequently, they become a part of our psyche. Personality analysis is thus a methodology for categorizing the character and behaviour of a person. Personality is made up of some characteristic pattern of thoughts, feelings and behaviour that make one person different from others. 'Personality development is a continuous process and the evaluation of an individual's personality is linked to his personal and professional growth. It is often multi-faceted, and individuals display different personalities at different places and in different phases of their life'. The need to develop your personality in line with people, place, time etc., underlines the importance of personality development. The process of personality development requires a set of skills that need to be learned and at times unlearned.

Personality is determined by a number of factors, of these genetics and heredity as well as environment plays an important role. Personality is shaped not only by heredity but also by environment. One may inherit intelligence and quite a few personal qualities, but his personality is moulded by the type of environment he faces. The genetic composition of a person brings with it certain personality traits. As a result, one may inherit many mental and quite a few physical traits. Environment also has a profound influence on the personality of a person. One's personality can be shaped with proper care and attention right from the early stages of one's life.

Personality Begets leadership Qualities:

Good leadership qualities are the outcomes of one's personality traits. A good leader is dynamic, a strong personality is the most important feature of a leader. Such a personality enables him to lead influence others. A leader needs mental toughness, nothing can make him deviate from his chosen path. A leader is a man of vision who can influence others to agree to his views, the traits make the leader win in their chosen path.

LEADERSHIP TRAITS THAT ORIGINATE FROM ONE'S PERSONALITY

+	Communication skills
+	Interpersonal skills
+	Optimistic
+	Self-confidence, self assurance
+	Bold thinking and mental strength
+	Ability to strategize
+	Detail orientation
+	Planning
+	Clarity of thinking and reasoning

Personality Attribute of taking Bold Decisions:

One of the hardest amongst all the personality attributes is the ability to take bold decisions. Such decisions are not easy to take, because these are almost always unpopular. These decisions do not get immediate or easy consensus. On the contrary, these are often resisted by the majority. These have many potential downsides, such as employee attrition. These require leaders to swim against the tide or take actions that are likely to rock the boat. Strong leaders do not shy always from taking bold calls. They possess the mental toughness, and are not concerned about bouquets or brickbats that come their way. However, they do not take the tough calls blindly. Instead they think through the possible impact and risks of such tough decisions and always have the right contingency actions in place.

Inability to take bold decisions promptly at the proper time may cause immense harm to any organisation. In contrast, the ability to take bold decisions is considered to be the most important quality, the possession of which is a great help to anybody eager to progress to the higher rungs in his professional career.

Big Five Model:

Five Factor Model has been defined as a human personality at the highest level of organisation (Goldberg 1993). Each factor consists of a cluster of more specific traits that correlate together. The five factor model of personality is hierarchical organisation of personality traits in terms of five basic dimensions

The Big Five Personality Traits

Trait	Description
O penness	Curious, original, intellectual, creative, and open to new ideas.
C onscientiousness	Organized, systematic, punctual, achievement oriented, and dependable.
E xtraversion	Outgoing, talkative, sociable, and enjoys being in social situations.
A greeableness	Affable, tolerant, sensitive, trusting, kind, and warm.
N euroticism	Anxious, irritable, temperamental, and moody.

Judge et al (2002) assessed the links between the Big Five and leadership on the basis of 78 leadership and personality studies published between 1967 and 1998. They found a strong relationship between the Big Five traits and leadership. **Extraversion** was in their study the factor which was most strongly associated with leadership and therefore the most important trait for effective leaders. The second factor was **conscientiousness** and **openness** followed. **Neuroticism** was actually the third factor closely related to leadership, but it was negatively related to leadership. **Agreeableness** was only weakly associated with leadership (cited in Northouse, 2007, p.22).

Review of Literature:

According to a theory expostulated by Carl Jung (1875 – 1961), contributed that all personal characteristics are by-product of two fundamental attitude types, Introversion and Extroversion. Extroverts are optimistic, outgoing and confident, while introverts are averse to going out and facing the world outside.

Economic times (2009) stated that personality development is continuous process and the evaluation of an individual's personality is linked to his personal and professional growth. It is often multi-faceted, and individuals display different personalities at different places and in different phases of their life.

According to Sigmund Freud (1856 – 1939), found out that the personality consists of three structures ie. Id, Ego, Superego which means Id is absolutely unconscious; Ego which is actively concerned with the reality principles and superego is the moral branch of personality, which goes beyond the realistic.

According to the Vedantic concept advocated by Swami Vivekananda, all round harmonious development of personality is possible if proper attention is given to the five dimensions that are involved in forming and developing the human personality, the five dimensions which are an integral part of the human personality are Physical self, Energy self, Intellectual self, Mental self, Blissful self, only a full and harmonious development of these five personality dimensions can make possible the creation of an all-round human personality.

Enneagram (Hudson and Riso 1996) a psychologies have categorised personality types into Perfectionists, Helpers, Achievers, Romantics, Observers, Questioners, Enthusiasts, Bosses or asserters and Mediators.

Mayers – Briggs type Indicator Test (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were extrapolated from the typological theories proposed by Carl Gustav Jung and first published in his 1921 book Psychological types (English Edition, 1923)

Conceptual Relation of intelligence to Personality: Some theories considered personality to include intelligence (Cattell, 1950; Guilfor 1959), Chamorro – premuzic and Furnham, 2005a) says that intelligence and personality are related but nonetheless categorically distinct.

Intelligence in the Big Five: based on lexical and questionnaire studies, a natural home for descriptors of intelligence, in the big Five taxonomy, appears to be within the Intellect aspect of the Openness/Intellect domain. The compound label “openness/intellect” reflects a history of debate about how best to characterize the content of this domain, with some researchers preferring openness and experience (Costa and McCrae, 1992a) and other “Intellect” Golberg, 1990.

According to Zeidner and Matthews, 2000, Deyoung et al, 2005.2009, Extraversion has been found to predict better short term memory, although it does not typically predict working memory, in which information in short term memory must be manipulated or maintained despite distraction

Perkins and Corr, 2006 predicts that leadership performance was predicted by the interaction of neuroticism and intelligence.

As per Ackerman and Heggstad’s 1997 indicates that Agreeableness is not associated with intelligence and also Deyoung et al, 2008; Huesmann, Eron, and Yarmel, 1987; Seguin, Boulerice, Harden, Tremblay, and Pihil, 1999, Markon et al, 2005, suggested that aggression clearly marks the negative pole of Agreeableness.

Gresham and Eliot (1984), find “Socially acceptable learned behaviours that enable a person to interact effectively with others and avoid socially unacceptable response. Knowledge information are used to capture an overall picture of how the child is perceived by teacher and parents and a self – rating form is available for children in grade 3 – 12 (When a child has the ability to comprehend the questions) in (1990) they have studied about the social skills multi – rater approach to identify social behaviour that can affect relationship (peer and teacher – Students) peer acceptance and academic performance.

G. Reenspan (1997), proposed a hierarchical model of social intelligence, in which social intelligence consists of 3 components, social sensitivity, social insight and social communication. Hack Worth, Carls. A. (2001), in his PhD thesis “understanding and managing others, the Impact of social up on social influence reveals the relevance of social intelligence to social influence. Consistent with but extending past research, recognizing situational influences (i.e.) discriminative facility was associated with effective social interactions. In particular, individuals high in discriminative facility demonstrated greater flexibility when considers influence tactics than individuals low in discriminative facility.

OBJECTIVES OF THE STUDY:

1. To identify the relationship between the personality and social intelligence.
2. To examine the relationship between the demographic factors and the personality.
3. To identify the gap between social intelligence and personality of undergraduate engineering students.

Research Methodology:

Descriptive research design has been used in this research, about 147 undergraduate engineering students has been

chosen for this survey with the help of structured questionnaire and the survey has been taken in and around Chennai. Only campus placed students is concentrated for this research in order to find out the social intelligence as very important for individual career growth with the support of personality.

Data Analysis and Interpretation: Table:1

H0: There is no significance difference within Personality traits. **H1:** There is significance difference within personality traits.

	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Openness	1				
Conscientiousness	r = 0.556** p <.001	1			
Extraversion	r = 0.156 p =.059	r = 0.454** p <.001	1		
Agreeableness	r = 0.290** p <.001	r = 0.424** p <.001	r = 0.636** p <.001	1	
Neuroticism	r = 0.024 p =.775	r = 0.247** p =.003	r = 0.633** p <.001	r = 0.494* p <.001	1

** Significant at 1% level

Inference: From above table inferred that there is significance difference within personality traits

Table – 2: To identify difference between Personality traits and Social intelligence

	Social intelligence
Openness	r = 0.410** p <.001
Conscientiousness	r = 0.333** p =.001
Extraversion	r = 0.421** p <.001
Agreeableness	r = 0.647** p <.001
Neuroticism	r = 0.215** p =.007

** Significant at 1% level

Formulation of Hypothesis:

Ho: There is no significance difference between Personality traits and Social intelligence,

H1: There is significance difference between Personality traits and Social intelligence

The above table shows about the difference between personality traits and social intelligence

Regression analyses for Social intelligence:

Multiple regression analysis was conducted by taking Social intelligence as dependent variable and Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism are taken as independent variables (shown in the table 3)

Table – 3 Regression analyses for Social intelligence

Variables	R ²	Beta	F-statistics	t- value
Openness	0.467	0.577	27.284**	4.116**
Conscientiousness		0.179		1.734
Extraversion	Adjusted R²	0.636		5.804**
Agreeableness	0.461	0.969		7.614**
Neuroticism		0.102		1.416

** Significant at 1% level

It is observed from the table 3, the regression model's F value is 27.284 and it is significant at 1% level. The regression model's coefficient of determination (R²) is 0.467 (46.7% of variability) and its adjusted R² is 0.461, which is a healthy coefficient. Openness, Extraversion and Agreeableness serves as significant predictors for Social intelligence. One unit increase in Openness among engineering students improves their Social intelligence by 0.577 units. Extraversion serves as significant predictor for Social intelligence and improves Social intelligence by 0.636 units. One unit increase in Agreeableness among engineering students improves their Social intelligence by 0.969 units. This shows that the personality trait Agreeableness is one of the main causes for improvement of Social intelligence among engineering students. Conscientiousness and Neuroticism are not serving as significant predictor for Social intelligence. The regression equation for Social intelligence is

Social intelligence = 42.692 + 0.577 (Openness) + 0.636 (Extraversion) + 0.969 (Agreeableness)

Hence Openness, Extraversion and Agreeableness serve as significant predictors of Social intelligence. Agreeableness predicts Social intelligence more.

Table – 4 Profile of the respondents

Particulars	Classification	Number of Respondents	%
Gender	Male	84	57.1
	Female	63	42.9
Age	19-21 years	70	47.6
	22-24 years	51	34.7
	Above 24 years	26	17.7
Father's employment	Government	53	36.1
	Private	35	23.8
	Business	39	26.5
	Self employed	20	13.6

Mother's employment	Government	21	14.3
	Private	10	6.8
	Business	16	10.9
	Self employed	35	23.8
	Home maker	65	44.2
Total family monthly income	Below Rs.25,000	44	29.9
	Rs. 25,000-50,000	55	37.4
	Rs.50,000-75,000	21	14.3
	Rs.75,000-1 lakh	12	8.2
	More than Rs. 1 Lakh	15	10.2
Type of Family	Joint	50	34.0
	Nuclear	97	66.0
Family size	< 3 members	43	29.3
	4&5 members	74	50.3
	More than 5 members	30	20.4
Native area	Urban	75	51.0
	Semi-urban	45	30.6
	Rural	27	18.4

Source: Primary data, From the above table it is found that 84% are male and 63 % are female, about 70% of the students are between the age group of 19-21 years, fathers employment majority is about 53% of the respondents are from government employment

Table – 5 - Influence of gender on Personality traits

Personality traits	Gender	N	Mean	S D	t-value
Openness	Male	84	23.35	1.924	0.869 (p=.386)
	Female	63	23.71	3.044	
Conscientiousness	Male	84	25.92	2.831	0.807 (p=.421)
	Female	63	26.34	3.488	
Extraversion	Male	84	23.57	3.011	1.655 (p=.100)
	Female	63	24.34	2.541	
Agreeableness	Male	84	24.07	3.214	0.259 (p=.796)
	Female	63	24.20	2.990	
Neuroticism	Male	84	17.85	5.388	0.322 (p=.784)
	Female	63	18.12	4.502	

Openness

The obtained "t" value is 0.869 and it not significant at 5% level. Therefore, the formulated Ho is determined as there is no significance relationship between gender and openness.

Conscientiousness

The obtained "t" value is 0.807 and it not significant at 5% level. ie., the formulated Ho is determined as there is no significance relationship between gender and conscientiousness

Extraversion

The obtained 't' value is 1.655 and it is not significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the Extraversion.

Agreeableness:

The obtained 't' value is 0.259 and it is not significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the agreeableness

Neuroticism

The obtained 't' value is 0.322 and it is not significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the neuroticism

Extraversion

The obtained 't' value is 5.850 and it is significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the Extraversion.

Agreeableness:

The obtained 't' value is 1.197 and it is not significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the agreeableness

Neuroticism

The obtained 't' value is 4.257 and it is not significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the neuroticism

Table – 6 Influence of age on Personality traits

Personality traits	Age	N	Mean	S D	F- value
Openness	19-21 years	70	23.87	2.669	1.606 (p=.204)
	22-24 years	51	23.29	2.492	
	Above 24 years	26	22.96	1.611	
Conscientiousness	19-21 years	70	25.68	2.694	2.750 (p=.067)
	22-24 years	51	26.05	4.031	
	Above 24 years	26	27.34	1.547	
Extraversion	19-21 years	70	23.10	2.746	5.850** (p=.004)
	22-24 years	51	24.52	2.982	
	Above 24 years	26	24.84	2.203	
Agreeableness	19-21 years	70	24.38	3.267	1.197 (p=.305)
	22-24 years	51	23.58	3.377	
	Above 24 years	26	24.50	1.816	
Neuroticism	19-21 years	70	16.90	3.996	4.257* (p=.016)
	22-24 years	51	19.52	6.159	
	Above 24 years	26	17.80	4.317	

** Significant at 1% level *Significant at 5% level

Openness

The obtained 't' value is 1.606 and it is significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards openness.

Conscientiousness

The obtained 't' value is 2.750 and it not significant at 5% level. Therefore, the formulated Ho is determined as there is no significant influence of gender towards the conscientiousness

SUGGESTION:

In the current trend corporate expectation is not been updated in the engineering colleges, it is advisable to have centre of excellence coordination with the corporate, and it is noted that all the students are learned by book oriented but not on the basis of attitude oriented, this practise should be changed in to practical manner. From the analysis it is shown as the openness, Extraversion and Agreeableness serves as significant predictors for social intelligence but not in the case of conscientiousness and Neuroticism which is not serving as significant predictor for social intelligence. Students should be trained to manage emotional things in life like soft skills training, behavioural etiquette, and development of interrelationship skills. When we assess with the employment status of parents, their children has low neuroticism in their personality. These factors to be consider while giving training for the students in respective of their personality oriented.

CONCLUSION:

The criticality of developing the right personality and possessing the needed of social intelligence is highly important not only in the early stages of one's career but when one is looking for the first break or first job when they join in an organisation, and also for the future career advancement as well. Social intelligence is being an important role in employment and it is proved that only through personality development social intelligence can be developed, so personality traits have a role that a central to one's career. It plays an important role while getting prepared and coming out successfully not only from the first job interview one faces, but also for subsequent career advancement. All the engineering colleges should concentrate as equal to their curriculum personality focus should be taken most valuable.

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