IMPACT OF PROBLEM SOLVING ABILITY ON PERSONALITY TRAITS

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ABSTRACT:

"It is clear that individual's personality is not revealed by any single characteristic facial expression, or the way he talks, walks, or dances. Personality is multidimensional. To obtain an adequate picture of an individual's personality we must make many different kinds of observations of this behavior. The job of understanding and individual's personality does not end with the discovery of a number of its basic characteristics. In order to deal with the problem of describing the various characteristics and how they interact, the concept of personality structure has been devised. In order to correctly solve a problem, it is important to follow a series of steps. These are: identifying problems, defining problems, forming a strategy, organizing information, allocating, resources, monitoring progress and evaluating the results. The objectives of the study are: To study the effect of personality type on intelligence, problem solving and reasoning ability of children of age group 13-14 years. To study the problem solving ability of introvert and extrovert children of age group 13-14 years. Questionnaires were used to collect data. Percentage analysis was employed to analyze the data. Finally this study concluded that the hypothesis made by researcher is supported by statistical analysis.

Key Words: : identifying problems, defining problems, forming a strategy, organizing information, allocating, resources, monitoring progress and evaluating the results.

INTRODUCTION:

Life is a continuous process to develop human personality, often with the help of adjustment. It is not a temporary process which begins at a definite time and comes to an end at a particular point in the life of man. Though there are many aspects that govern the development of

personality, education is arguably one of the most important aspects. As stated by John Dewey (1929), "Education is the development of all those capacities in the individual which will enable him to control his environments and fulfill his possibilities." Education consists of a general and systematic evaluation and a maturity of an individual with the passage of time as a result of instructions, training, observations and experiences, which all affect a person's overall personality. The process of human development intrinsically consists of the general as well as systematic evolution of an individual as a result of instruction, training observation and experience.

Almost every day knowingly or unknowingly we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do. While our informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can apply to everyone. Personality research has led to the development of a number of theories that help explain how and why certain personality traits develop.

While there are many different theories of personality, the first step is to understand exactly what is meant by the term personality. A brief definition would be that personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

Personality is an individual's unique variation on the general evolutionary design for human nature, expressed as a developing pattern of dispositional traits, characteristic adaptations, and integrative life stories, complexly and differentially situated in culture. This definition highlights three distinct levels at which personality can be described: **traits**, **characteristic adaptations**, and **life stories**. Characteristic adaptations and life stories both describe the individual's adaptation to his or her particular socio-cultural context.Traits describe relatively stable patterns of behavior, motivation, emotion, and cognition that are not bound to a particular socio-cultural context but could be observed in any such context. This is not to say that all traits will be evident to the same extent or with identical manifestations in all cultures, nor that all traits can be observed in any situation, but rather that any trait can be observed in a subset of situations but rather that any trait can be observed in any subset of situations in any cultures.

Problem solving is the process of finding information or a strategy to achieve a goal & to overcome an obstacle. In school, the goal is usually to find declarative or procedural information in a content area.

Composing is the process of creating new information to express an idea. It can be viewed as a specific type of problem solving, in which the problem is to communicate ideas in an appropriate way to achieve a goal. Composing can consist of either written or oral communication of ideas. Although composition skills are often taught in English or language arts classes, they are employed in all areas of the curriculum. For example, environmental awareness studies students

may use their composing skills to integrate their ideas regarding the various issues pertaining to environment like, water pollution, air pollution, soil pollution, etc.

Almost everything a school children or learner does can be viewed as directed toward solving a problem. Problem solving has been described in many ways, but it usually consists of describing the problem, determining the desired outcome, selecting possible solutions, choosing strategies, testing trial solutions, evaluating the outcomes of these trials, and revising steps as necessary. Problem solving is an important process, which appears to be dependent on various aspects, like intelligence, personality, reasoning ability, environment, culture, gender, age, etc. to name a few. Thus, it is apparent that part of the reasoning and problem solving ability is dependent in the inherent characteristics, many other aspects can be inculcated in the children so as to improve their skills and abilities to negotiate of solve problems with different type of nature.

In the backdrop of above information, there seems to be a direct link between personality type and problem solving ability. The personality development is affected by numerous factors like age, sex, socio-economic status, family size, family background and many other factors. However, in this study an attempt was made to determine the intelligence, problem solving and reasoning ability of children ability of children of extrovert personality and introvert personality type of the age group of 13-14 years. The researcher, through this research hopes to bring forth the understanding about the effect of an extrovert and

introvert personality type on problem solving ability. In view of above information researcher the study was carried out with specific objective.

OBJECTIVES:

- To study the effect of personality type on intelligence, problem solving and reasoning ability of children of age group 13-14 years.
- To study the problem solving ability of introvert and extrovert children of age group 13-14 years.

HYPOTHESIS:

- Introvert children have a low problem solving capacity as compared to extrovert children.
- Extrovert children have higher problem solving capacity than introvert children.

METHODOLOGY:

For the purpose of study 100 students between 13-14 years age group were selected from two different schools in Nagpur city. For this particular study students were observed randomly. In the present study standardized validated questionnaire were used for collection of data from boys and girls.

1. Eysenck Personality Inventory (EPI) by C.G. Pande and S.V. Kanekar.
2. Problem Solving Ability Test developed by A.N Dubey.

After the data have been collected the researchers analyzed the data. The data characteristics such as percentage, mode, Z-score etc were determined.

Personality Type and Problem Solving Ability

TABLE 1:

Personality Type	Problem Solving Ability	Boys			Girls		
		Number	Percent (with 102)	Percent (with 300)	Number	Percent (with 142)	Percent (with 300)
Introvert	Above Average	18	6.0	17.6	22	7.3	15.5
	Average	52	17.3	51.0	78	26.0	54.9
	Below Average	32	10.7	31.4	42	14.0	29.6
	Total	**102**	**34.0**	**100**	**142**	**47.3**	**100**
Ambivert	Above Average	41	13.7	47.7	32	10.7	43.2
	Average	40	13.3	46.5	26	8.7	35.1
	Below Average	5	1.7	5.8	16	5.3	21.6
	Total	**86**	**28.7**	**100**	**74**	**24.7**	**100**
Extravert	Above Average	39	13.0	34.8	42	14.0	50.0
	Average	50	16.7	44.6	24	8.0	28.6
	Below Average	23	7.7	20.5	18	6.0	21.4
	Total	**112**	**37.3**	**100**	**84**	**28.0**	**100**

Extravert personality and problem solving ability

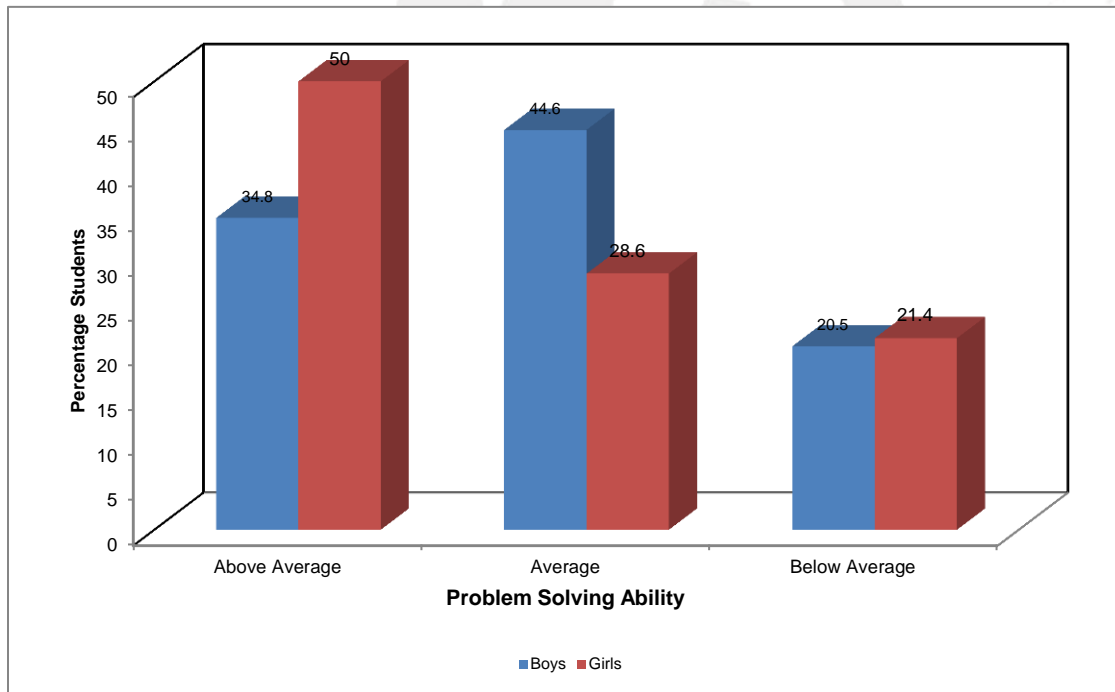**Table 2:** Problem solving ability of boys and girls students of extravert personality

Personality Type	Problem Solving Ability	Boys		Girls	
		Number	Percent	Number	Percent
Extravert	Above Average	39	34.8	42	50.0
	Average	50	44.6	24	28.6
	Below Average	23	20.5	18	21.4
	Total	**112**	**100**	**84**	**100**

Demonstrates information pertaining to problem solving ability of boys and girls students of extravert personality. It was evident from the information that problem solving ability of 44.6% extravert boys and 28.6% extravert girls was average level, whereas above average level problem solving ability was reported in 34.8% boys and 50% girls of

extravert personality. However; percentage of extravert boys and girls students showing below average level problem solving ability was 20.5% and 21.4% respectively. It was apparent from the study results that majority of extravert boys have average level problem solving ability, whereas majority of girls have above average level of problem solving ability.

Problem solving ability of boys and girls students of extravert personality

CONCLUSION:

The present study was conducted with 300 respondents in the age group of 13-14 years. The main findings of the study shows that the respondents have introvert, ambivert and extrovert personality. From the above study it is concluded that extrovert personality type have more problem solving ability also. Introvert personality shows low problem solving ability. From the above conclusions it is inferred that adolescent

children in the of 13-14 show problem solving ability according to their personality type.

SUGGESTIONS:

The study reveals that the adolescent boys and girls have problem solving ability at high level which will help them to have self control and develop positive personality.

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