

## **Personality Intelligence Model and Its Influence on Adjustment**

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**Abstract:** *Personality intelligence has been defined as the ability to identifying personality, developing personality, guiding career choice and systemizing plans and goals in the life. The researcher built an modified version of an ability-based measure to test whether personal intelligence can be measured by a personality intelligence test scale (PITS) which is appropriately constructed for Indian context from the basic developed by Dr. Mayer, In a study (N = 275), we administered this to undergraduates nursing students along with criterion measures. Results suggested that personality intelligence can be measured, that it might exist as a unified area of mental abilities, and that it represents psychological qualities that have intriguing predictive aspects.*

**Keywords:** *Personality, educational interest, Personality model and Personality intelligence, adjustment*

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### **I. Personality Intelligence - Introduction**

Personality intelligence is defined as the intelligence level of overall personality and its influence on our life. Personality development is a field wide study and practiced in most of the behavioral training. Behavioral learning always provides central value of professional life and right personality. The study is on the structure of personality intelligence and its influence on carrier growth.

Personality is depends on the ability to understand who we are, what is our purpose, how we are managing people and how do we influence others. Personality has been also implicit by many questions like “what are our goals?”, “How do we perceive one another?”, “What do we know about ourselves?” and analyze various factors on how we form impressions of one another, appraise traits, and form opinions of our potential for change (Emmons & King, 1988; Vazire & Mehl, 2008; Zebrowitz, 2006; Andersen & Chen, 2002; Goldberg & Rosolack, 1994; Plaks, Levy, & Dweck, 2009). These questions are important for any young student for understand themselves, their educational carrier and also have important consequences for the self growth and social growth. Many personality researchers draw together related information to explain these factors with the theoretical model of personality and various types of personality. However these theories rarely provide a practical knowledge of the personality and how it can be developed. Through the extensive review of literature and by analyzing the related information, we constructed this personality intelligence model, which provides a contemporary view of the whole personality system. This study is attempted to describe the personality model, its sub factors, and how it influence the educational interest of students.

### **II. Objectives of the Study**

The overall objective of the study is to construct PI assessment tool and to analyze its influence adjustment specific objectives as given below:

1. To study the significant difference in Personality Intelligence among the respondents.
2. To study the correlation between personality intelligence and adjustment.

Personality research has suggested that there is a natural basis to tactics, such that individual personalities cause them to be predisposed toward certain special tactics. The personality systems structure began as an outline of the pattern of person in a systematic and integrated fashion.

The structure is developed from psychological work of Dr. Mayar’s personality framework followed his theory, students needs and sociological perspectives to further develop and enrich how the structure envisions personality.

This personality can be defined as structuralized system because the system provides complete detail of theory. Von Bertalanffy’s General Systems Theory mentioned that all systems, from cells to human personality to environment, share certain principles in common by virtue of being organized groups of parts (Von Bertalanffy, 1950). General systems theory seeks to describe the universal principles of systems such as whether they are closed to their surroundings or open to their neighbors, how systems are structured, and to describe

self-regulatory processes such as feedback loops (Powers, 1990; Royce & Powell, 1981b).

Almost all personality psychologists have the same opinion that personality is a system. Hall and Lindzey (1957), in their authoritative mid-20thcentury review of the discipline, asked:

The study concludes with an examination of how the structure integrates key ideas in the field of personality and how we may use unique mental ability, “personal intelligence” to understand one another.

Understanding and Identifying personality by defining the physical appearance, thinking process, intelligence, social approach, moral life, mental life how do we express with the environment. Dr. Mayar says that defining the personality system and then understanding the boundaries of personality, its expressions, and the neighboring systems with which it interacts. Personality can be defined by the key parts of our mental life including our **motives, traits, schemas, and other key elements**.

Personality is designed, organized and developed from our birth including its structure and dynamics. Structure refers to the physical and mental system developed in long-term and enduring aspects of the system; dynamics to how the parts interact and change over time. Mayer described the personality development by examining the developing and changing nature of personality over time (e.g., Mayer, 1998; Mayer & Allen, 2013).

**Personality intelligence model**

Everybody think that they know or think they know something about personality. We develop every day. Theories of personality form opinions of one another and try to anticipate one another’s behaviors (Andersen & Chen, 2002; Cantor & Mischel, 1977; Plaks et al., 2009).

“Personal intelligence”, is our knowledge about personality to reason in this area. We use our personality intelligence to solve problems in four areas in particular: personality intelligence can be defined by following four factors

The four parts of the personality systems decides our success and performance. It makes the awareness of personality and its parts to organize and develop for career growth. Mayar says this the theory of personal intelligence argues that human beings evolved an interconnected set of mental abilities for reasoning about personality in everyday life. Understanding these mental abilities helps for developing models of personality and anticipating what people behavior.

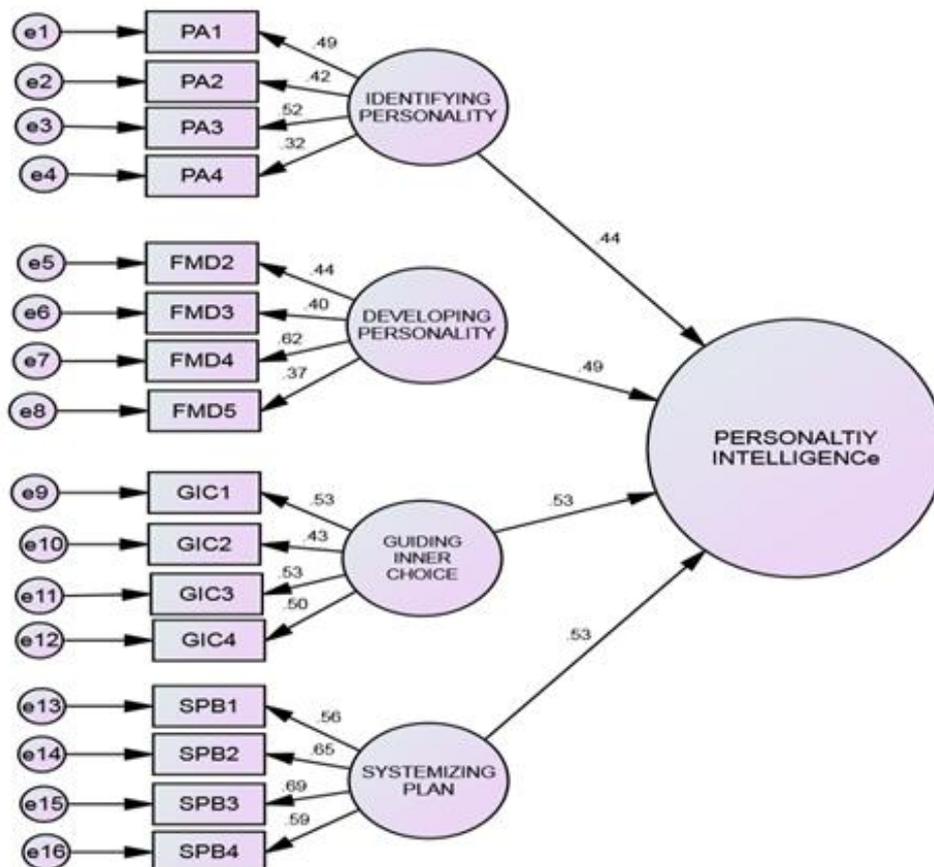


Fig.1. UMA – ANAND Personal Intelligence model. We apply our personal intelligence to four areas of problem-solving: personality awareness, developing model of personality, guiding personal choices with inner awareness, and systematizing plans and goals. Each area can be further divided into 20 specific areas 5

*dimension each as indicated in the diagram.*

We use our personal intelligence to solve problems in four areas in particular: We (a) personality awareness, (b) developing personality model (c) use that personality-relevant information to guide our choices (d) on that basis systematize our plans and goals (see Fig. 1).

### **III. Definition Of Factors**

#### **A. Personality Identification Awareness (PIA)**

PIA includes identifying various personality types by information collected about personality, reading personality from the facial expressions and body languages, perceiving personality accurately by introspection process and judging right pattern of personality.

- a. **Identifying Personality Types (IPT):** IPT can be defined as ability to judge people personality from their behavior. We evaluate people from the way they act indifferent situations. We observe other people and decide about ourselves by noticing visible behavioral expressions such as “is cheerful,” “is a talkative individual,” and “tends to arouse liking and acceptance” (Funder, 2001; Funder & Dobroth, 1987; Human & Biesanz, 2011; Kenny, Snook, Boucher, & Hancock, 2010).
- b. **Reading Personality from Faces (RPF) (accuracy of judging others)** RPF is an ability to describe clues to people’s personalities from their facial expression, gestures and body languages. Facial structure and expression may indicate whether a person is agreeable or neurotic (Penton-Voak, Pound, Little, & Perrett, 2006; Zebrowitz, 2006).
- c. **Perceiving Personality by Introspection (PPI):** Introspection means a self observation in a systematic way. We also perceive information from a context of people dressing and grooming. If we notice that someone’s house is clean, well organized and lacks clutter we might guess—with better-than-chance accuracy—that the person is conscientious (Gosling, Ko, Mannarelli, & Morris, 2002; Gosling, Sandy, & Potter, 2010; Mehl, Gosling, & Pennebaker, 2006). Analyzing ourselves by looking inside gives clear decision of personality. Self talk with inner voice for any decision, many question for every situation, argue and reason about the situation.
- d. **Judging Personality Pattern (JPP) :** By integrating all the above process we come to the conclusion about ourselves, others and situations. Accurate judgment about ourselves gives us clarity on our self concept. We can match with our needs , motives and emotions. Confusion on this will result in frustration and internal conflict.

#### **B. Developing Personality Model of individuals (DPM)**

- a. **Forming modals of personality (FMP):** We use our personal intelligence to label personality’s parts and that helps us to understand other people’s intentions. For example, if I know a person who is an extravert, and he invites me to go with him to a party. I will interpret the invitation in light of his natural desire for company rather than as a particular interest he might have in forming a closer relationship with me. By comparison, if an introvert were to ask me to a party, the invitation would take on more important because I know that introverted people aim toward the more gradual development of a friendship and are more selective about the company they keep (Nelson & Thorne, 2012).
- b. **Labeling Traits in Ourselves and Others (LTO):** The theory of personal intelligence predicts that some people will be better than others at noticing and labeling parts and anticipating people’s behaviors on that basis. They can find out what type of trait and character of them is right for the life and situation and also what is the right and wrong trait of others.
- c. **Understanding Motives and Intention (UMI):** Motives are the inner drives of a person reason for every internal and external behavior. Per example, if you are hungry, you will search for food. If your motive is to achieve, you will work hard, If you want power you will dominate. Likewise our every action has got clear inner motives and all behavior has clear intention.
- d. **Recognizing Personality Pattern (RPP):** RPP is to accurately understand our personality model, inner psychological system for our success and mental defense mechanism used for our failures. Like blaming others for our mistakes (projection), justifying our inability (justification), Showing anger inappropriate places (displacement) and so on. Our mind has got short cut method for unrealistically satisfying us. Intelligence of RPP can decide our life script such as how to live in future, what is the right personality for us and purpose of life.

#### **C. Guiding Personal Choices with inner awareness (GPC)**

- a. **Guiding Career Choice based on our modal (GCC);** Once we formed a right models of personality (the second area of reasoning) we draw not only on one trait at a time to describe a person, but consider groups of traits and their interactions in gauging what someone is like. Then we make our choice according to our

modal. We mostly unconsciously choose what want according to the modal we decided.

- b. **Discovering our Personal Interest (DPI):** We guide our life choice according to the personal interest. Our interest and passion decides our choice in life and lead us for successful or failure in life. Who discover better themselves and their personal interest can get harmonious life.
- c. **Deciding Choice with our personalities in Mind (DCM):** People higher in personality intelligence make all their life choice and decision according to the suitability of their personality.
- d. **Regularizing and Managing Personality (RMP) :** People always would not get the situation and environment as they like. They should learn to adjust their personality according to the situation and changes. They know best out of any situation is the maximum life experience. External situation is always changing. They understand the changes and managing personality to adjust with situation.

**D. Systematizing life Plans and Goals (SPG)**

- a. **Planning Satisfying life Direction (PSD):** This area of problem solving with personal intelligence involves systematizing one’s goals and plans. For example, people vary both in how well they formulate goals that work well together, as well as the memories they draw on to motivate themselves (Emmons & King, 1988; Pillemer, 2003; Sheldon & Kasser, 1995).
- b. **Scheduling Plans to fit Social Expectation (SPE) :** Planning and organizing skill gives strategic system for any functions. Being resourceful, setting time line, coordinating tasks for self and others, prioritizing the task are very important for personality intelligence. The Test of Personal Intelligence assesses whether people can distinguish between goals that are attainable and consistent.
- c. **Finding Meaningful Themes (FMT):** Adapting resource allocation to cope with and manage contingencies, establishing clear social life, participating in contentious improvement on self satisfaction and others, understanding basic life and their relationship to each other etc
- d. **Prioritizing Activities and Updating (PAU):** Analyzing long term and short term goals, listing down necessary activities to be done, prioritizing activities for every year, month, day and every hours are very strong personality intelligence one can have. People of high personality intelligence know the difference between important and urgent work to be done on time. Finally, one who updates the personality depends on the changing situation, environment with a proper feedback system for updating. They are considered to have better personality intelligence.

**IV. Reliability Test**

The data collected from the study were subjected to reliability test.

The reliability coefficient of all the five scales was determined using Cronbach’s alpha and Spearman Brown Split-half method. The Cronbach’s alpha test is used to assess internal consistency, essentially assessing whether all the items in a scale measure the same concept. However, it has been suggested that Cronbach’s coefficient alpha represents the lower bound of the reliability coefficient, because it assumes that all individual items measure the true score of the latent variable equally well (Bollen, 1986)<sup>1</sup>. The coefficient alpha represents a classic model of reliability estimation where an individual’s true score is viewed as the average of an infinite number of respondents’ scores of the same test. Therefore, the Split-half test is also used. It is a measure of reliability derived from correlating two halves of the scale.

It reduces the potential for both random and systematic errors by using a single measure on one occasion with one set of subjects. But when the data from the respondents are divided into two parts and the scores are correlated the resultant is the correlation between values on an assessment that is only one half as long as the original items. The Spearman-Brown formula is used to estimate the internal consistency of instrument. The formula for calculating Split-half reliability is,

$$r_{tt} = \left( \frac{n}{n-1} \right) \left( \frac{\sigma^2 t - \sum pq}{\sigma^2 t} \right) \text{ (Gilford)}$$

Where,

$r_{tt}$  = Reliability of the two halves

n = Number of items

p = Proportion of correct response to each item in turn

q = 1-p , Sigma square t = Total variance of test

SPSS Version-21 was used to calculate reliability scores. Table 1 shows the reliability coefficient using Cronbach’s alpha and Table 2 shows the reliability of each dimensions of investment decision-making along

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1. Bollen, K. A. (1986), "Sample Size and Bentler and Bonett's Nonnormed Fit Index," *Psychometrika*, 51, pp. 375–377.

with another variable, namely decision- making used in the present study. Based on the information gathered through a pilot study, questionnaire structure has been redesigned.

**Table 2:** Reliability Coefficient Using Cronbach’s Alpha

S.No.	Dimensions	Reliability Coefficient
1	Personal Intelligence	0.846

From the Table 2, it is found that the reliability coefficient for the variable chosen for the study is more than 0.70, which is an acceptable value (Nunnally, 1967)<sup>2</sup>. So, the items constituting each variable under study have reasonable internal consistency.

**Table 3 :** Reliability Coefficient Using Split-Half Method

S.No.	Dimensions	Split –Half reliability scores
1.	FMD	0.702
2	GCC	0.724
3.	IPA	0.828
4.	SPG	0.808

From the table 3, it is found that the reliability coefficient for the subscales chosen for the study is more than 0.70, which is an acceptable value (Nunnally, 1967). So, each subscale contributing to the variable has reasonable internal consistency.

### V. Data Analysis

TABLE 4 :Analysis on Mean and SD of personality Intelligence.

	N	Mean	SD
Identifying personality	274	44.91	4.5
Forming models of personality	274	40.77	5.4
Guiding personal choice	274	41.39	5.3
Systemizing plans and goals	274	42.68	6.2
<b>Personal Intelligence</b>	<b>274</b>	<b>169.76</b>	<b>15.31</b>

Comparison of personality intelligence and adjustment of scores among the respondents and correlation between them personality intelligence and adjustment.

**Table 5 :** Comparison of mean scores of personality intelligence among the respondents.

	N	Mean	Std. Deviation	t value	Sig
Personality Intelligence	274	169.76	15.313	183.504	0.001

**Personality Intelligence:** Since P value is less than 0.05 (>0.001), null hypotheses is accepted at 5.00 per cent level of significance for overall personality intelligence. Thus, it is concluded that there is a strong relations among the personality intelligence among the respondents.

**Table 6 :** Comparison of mean scores of Adjustment among the respondents.

	N	Mean	Std. Deviation	t value	Sig
Personality Intelligence	274	212.44	20.267	173.507	0.001

**Adjustment:** Since P value is less than 0.05 (>0.001), null hypotheses is accepted at 5.00 per cent level of significance for overall adjustment. Thus, It is concluded that there is a strong relations among the adjustment among the respondents.

**Table 6 :** Comparison of mean scores of Personality intelligence and Adjustment.

	N	Correlation	t value	df	Sig
Personality Intelligence & Adjustment	274	.978	114.45	273	0.001

<sup>2</sup>. Jum Nunnally, (1967), “Psychometric theory”, McGraw-Hill, 1978, Edition 2.

**Personality intelligence on Adjustment:** Since P value is less than 0.05 ( $>0.001$ ), null hypotheses is accepted at 5.00 per cent level of significance for overall adjustment. Thus, It is concluded that there is a strong relations between personality intelligence on adjustment.

Also correlation value 0.978 shows that there is a strong correlation between personality intelligence on adjustment of the students. Thus, it is concluded that adjustment of the students are strongly dependent on personality intelligence level of the students.

## VI. Discussion And Conclusion

Personality psychology has a mixed record of study on personality. Scientists from outside the discipline who have functional it to personality often generated ideas that were theoretical and unsatisfactorily developed to make good contact with the field. The theory's founder, Von Bertalanffy, was a biologist by training, and enumerated several principles of personality in the Journal of Personality. He began with the idea that "A living organism is a hierarchy of open systems maintaining itself in a steady state ..." (Von Bertalanffy, 1951, p. 37). He argued there were neurological, paleo-brain and cognitive brain levels of personality much like MacLean's (1973) three brains, and that goal seeking and true purposiveness were necessary elements of human being. We mostly agree with Von Bertalanffy's explanation but also appreciate how little they add to current attempts at addressing what personality is

and how it functions. Royce and Powell (1981a, 1981b), professors at the University of Alberta's Center for Advance Study in Theoretical Psychology, published three systems-inspired articles in the Journal of Personality and Social Psychology in a similarly abstract vein.

An idea of personality perhaps there has been a mistake recently in theorizing at the early stage of personality psychology—where we deal with questions such as what personality is and where it is. Although early theorists such as Freud, Allport, Cattell, and others addressed questions about what personality was and it's major divisions, some of their answers were never fully worked out and other answers seemed individual. Cattell's idea of where personality was—surrounded by a personality sphere—was never fully elucidated, and Freud's division of the mind into the id, ego, and superego, was never well supported and does not suit the thinking of our modern discipline (Cattell, 1965; Freud, 1923). Contemporary researchers typically focus on specific lines of theorizing and research within our discipline; better conceptions come into individual research lines.

The systems framework revisits these questions about what and where personality is. The framework's overview provides a impressive meaning of personality and its surroundings—providing models of where personality is and its major areas of functioning. By doing so, the framework develops and formalizes a holistic vision that is both useful and compatible with contemporary theory and research.

Compared to the framework, the theory of UMA –ANAND personality intelligence provides an initial attempt to understanding how and why we know one another as unique individuals. Those of us who can comprehend people well have an adaptive advantage compared to others who are less perceptive. Research results show that students can understand the problem in one area of personality (e.g., recognizing clues) are good at solving problems in the other areas as well (e.g., forming models, systematizing plans and goals). Such findings recommend that a previously unidentified but naturally-arising broad intelligence exists in our everyday understanding of personality. UMA-ANAND personality intelligence model depicts on the regulation of personality psychology to offer a more proper idea of who we are. This approach helps us to better understand and navigate our human life.

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