



IMPACT OF PERSONALITY TYPE ON REASONING ABILITY OF ADOLESCENTS

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ABSTRACT

The personality pattern is made up of traits, or specific qualities of behavior, organized and integrated into a whole. These consist of reactions to frustrations, ways of solving problems, aggressive and defensive behavior and outgoing or withdrawing attitude towards other people. Normal, neurotic, extraversion and introversion are some of the personality traits. Reasoning is the mental activity used in inference of unknown things on the basis of known facts. It may be deductive i.e. from general to particular or inductive i.e. from particular to general. Reasoning is a process of adjustment to new situations and at a somewhat higher level aims at the solution of a problem. Basic reasoning skills are those processes basic to cognition of all forms. There are four categories of basic reasoning skills: storage skills, retrieval skills, matching skills, and execution skills. The researcher via this research has made an effort to find out whether there is a direct link between personality type, intelligence, problem solving and reasoning ability.

Keywords: Personality type, Introversion, Extraversion, Reasoning, Deductive, Inductive.

INTRODUCTION

Development is a continuous process. 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. “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.

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.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focus on two broad areas. One is, understanding individuals differences in particular personality characteristics such as sociability and irritability and the other is, understanding how the various parts of a person come together as a whole.

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qualities of behavior, organized and integrated into a whole. These consist of reactions to frustrations, ways of solving problems, aggressive and defensive behavior and outgoing or withdrawing attitude towards other people. Normal, neurotic, extraversion and introversion are some of the personality traits.

The personality pattern is a unified, multidimensional structure in which the concept of self is the core or center of gravity. Into this structure are integrated many patterns of response tendencies known as traits, which are closely related to, and influenced by the concept of self.

Personality traits have been described and defined in many ways though most of the descriptions and definitions are similar in that they include certain common salient points. A trait has been described as an aspect or dimension of personality which consist of a group of related and consistent reactions, characteristic of a person's typical adjustment.

Reasoning Ability



Reason is the capacity for consciously making sense of things, applying logic, for establishing and verifying facts, and changing or justifying practices, institutions, and beliefs based on new or existing information. It is closely associated with such characteristically human activities as philosophy, science, language, mathematics, and art, and is normally considered to be a definitive characteristic of human nature. The concept of reason is sometimes referred to as rationality and sometimes as **discursive reason**, in opposition to intuitive reason.

Reason or “reasoning” is associated with thinking, cognition and intellect. Reason, like habit or intuition, is one of the ways by which thinking comes from one idea to a related idea.

In contrast to reason as an abstract noun, a reason is a consideration which explains or justifies some event, phenomenon or behaviour. The ways in which human beings reason through

argument are the subject of inquiries in the field of logic.

Psychologists and cognitive scientists have attempted to study and explain how people reason, e.g. which cognitive and neural processes are engaged, and how cultural factors affect the inferences that people draw. The field of automated reasoning studies how reasoning may or may not be modeled computationally. Animal psychology considers the controversial question of whether animals can reason.

Induction is a form of inference producing propositions about unobserved objects or types, either specifically or generally, based on previous observation. It is used to ascribe properties or relations to objects or types based on previous observation or experiences, or to formulate general statements or laws based on limited observations of recurring phenomenal patterns.

Inductive reasoning contrasts strongly with deductive reasoning in that, even in the best, or strongest, cases of inductive reasoning, the truth of the



premises does not guarantee the truth of the conclusion. Instead, the conclusion of an inductive argument follows with some degree of probability. Relatedly, the conclusion of an inductive argument contains more information than is already contained in the premises. Thus, this method of reasoning is ampliative.

Reasoning is the mental activity used in inference of unknown things on the basis of known facts. It may be deductive i.e. from general to particular or inductive i.e. from particular to general.

Reasoning is a process of adjustment to new situations and at a somewhat higher level aims at the solution of a problem.

Basic reasoning skills are those processes basic to cognition of all forms. There are four categories of basic reasoning skills: storage skills, retrieval skills, matching skills, and execution skills.

The researcher via this research has made an effort to find out whether there is a direct link

between personality type, intelligence, problem solving and reasoning ability. The researcher believes that if it is so, the students can be encouraged to develop their personality in such a manner that their intelligence can attain the maximum quotient, their problem solving ability as well as their reasoning ability can be maximized, in such a manner that the personality type does not become a hinderance in developing a wholesome personality.

Methods & Materials

For the purpose of this study, 600 students (300 girls and 300 boys) between 13 to 14 years of age were selected from six different schools of Nagpur City. For this particular study, students were observed randomly and out of these 300 students with extrovert personality and 300 students with introvert personality were selected.

1. Introversion Extroversion Inventory by Dr. P.Z. Aziz & Dr. (Mrs.) Rekha Gupta
2. Reasoning Ability Test, developed by L.N. Dubey



Introvert Extrovert Inventory: To study the personality type of students Dr. P.F. Aziz (Meerut) and Dr. (Mrs.) Rekha Gupta (Meerut) Introvert Extrovert Inventory was used. The manual has indicated “adults” as subjects but the test has been found to be equally effective for the age group 13 – 17 too. Hence the researcher has administered the same on subjects aged 13 – 14 years.

Reasoning is a process of controlled thinking as association which starts with some problem of interest to the reasoned and is directed towards its solution. It differs from ordinary imagination in that the results of reasoning are supposed to check with some outside criteria, that is they are supposed to be correct while such checks are not necessarily required in imagination.

Hypothesis I

There is no significant difference between ambivalent type of personality and reasoning ability of boys and girls.

Personality type of Students

To study these types of personality, the researcher has

collected data. The data obtained was divided on the basis of personality type i.e. introvert, ambivalent and extrovert which is as follows.

Table 1 Shows results regarding personality type of boys and girl students selected in this study. It was evident from the study result that 28.7% boys and 24.7% girls respectively were of introvert boys of personality. Furthermore, 37.3% boys and 43.4% girls respectively were of ambivalent type of personality and 34% boys and 32% girls respectively were of extrovert personality type. It was evident from the collected data that irrespective of gender a higher number of subjects belonged to the Ambivalent Personality Type.

Reasoning Ability of Students

In the process of reasoning an individual gives and draws inferences on the basis of his known past experiences and circumstances and tries to solve the present difficulties or problems or futures unknown conditions. It is a useful method of thinking which helps us in solving not only



present problems but also future difficulties. On the basis researcher has collected data. The data was divided on the basis of level of ability, which is as follows.

Table 2 shows information pertaining to the levels of reasoning ability of boys and girls students selected in the study. It was observed that 71.3% boys and 62% girls indicated average reasoning ability, 14% boys and 19.7% girl students reported low reasoning ability, 7.7% boys and 13.3% girl students indicated very low reasoning ability. It was also evident that 6.3% boys and 4.37% girl students indicated high reasoning ability, whereas 0.7% boys and 0.3% girl students reported very high reasoning ability. It was apparent from the study results that majority of boys and girl students indicated average reasoning ability.

Hypothesis I

“There is no significant difference between ambivalent type of personality and reasoning ability of boys and girls.”

This Hypothesis is related to ambivalent type of personality and

reasoning ability of the subjects. The mean value, SD and ‘t’ value are compared as follows.

The mean value of ambivalent boys is 60.97, SD is 1.56; while the mean value of ambivalent girls is 59.60 and SD is 3.05 ‘t’ value indicates 0.93, which is significant at 0.01 level of significance. Thus it can be interpreted that there is no difference between ambivalent personality and reasoning ability of boys and girls.

From above results obtained it can be said that **hypothesis II is accepted.**

There is no difference between reasoning ability of ambivalent boys and girls.

DISCUSSION

Hypothesis I

“There is no significant difference between ambivalent personality type and reasoning ability of boys and girls.” Hypothesis II has been accepted.

Ambivalents are generally in a state of having simultaneous, conflicting reactions towards some object or person. The attitude towards something is both,



positive and negative, that is mixed feeling of a more general nature are experienced, or a feeling of uncertainty prevails.

In the present study, it was concluded that ambivalent boys and girls did not differ in their reasoning ability. The study included subjects in the age group of 13 – 14. At this age, it is not at all surprising or unnatural to be uncertain about their feelings towards things, and especially, people. Much depends upon the environment that is provided to the children. Culture and child rearing methods too impact ambivalence in children. Children undergo bodily changes during this age, and added to this, is the scholastic demand in school to exceed in academics. A lot of decision need to be taken by the children, but the liberty to do so is curbed partly because of not being provided the opportunity to do so and partly because of the lack of trust parents may show towards the children of this age, and this affects their reasoning ability tremendously. When trust is lacking in the home environment,

children of this age, themselves become confused about their own feelings towards objects and people, they may like a person for a while but may at the same time not trust the same person, thus exhibiting a lack of reasoning ability.

Suggestion

- Extrovert children are usually critical about parents and/or any individual in the position of authority. Parents should not take their criticism personally but rather recognize it as a necessary stage, especially the teenaged extrovert.
- Parents should encourage personal participation of extroverts in discussion but must carefully avoid discussing personality. They can help their child stretch their reasoning ability without getting embroiled in family feuding.
- Educators generally think that extroverts love to talk and socialize all the time, hence they are incapable of putting their minds into reading like



the introverts. But it is not so, extroverts too like to read but their activity over shadows their seriousness about their interest in academics.

- Educators have to instill in the extrovert child, the habit of

listening to others, as extroverts get their energy from interaction in the outside world and in the process overlook the necessity of allowing the other children the opportunity to talk and express.

Table 1: Personality type of boy and girl students selected in the study.

Personality Type	Boys		Girls	
	Number	%	Number	%
Introvert	86	28.7	74	24.7
Ambivalent	112	37.3	130	43.4
Extrovert	102	34	96	32
Total	300	100	300	100

Graph No. 1: Personality Type of boy and girl students selected in the study.

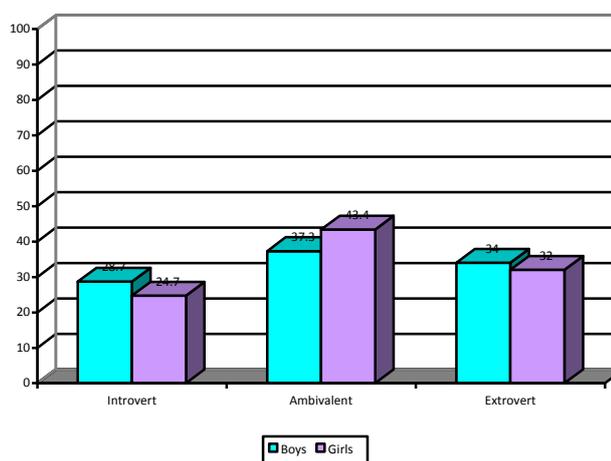




Table No. 2: Reasoning ability of boys and girls students selected in the study

	Boys		Girls	
	No.	Percentage	No.	Percentage
Very High Ability	2	0.7	1	0.3
High Ability	19	6.3	14	4.7
Average Ability	214	71.3	186	62.0
Low Ability	42	14.0	59	19.7
Very Low Ability	23	7.7	40	13.3
Total	300	100	300	100

Graph No. 2: Reasoning ability of boys and girls students selected in the study

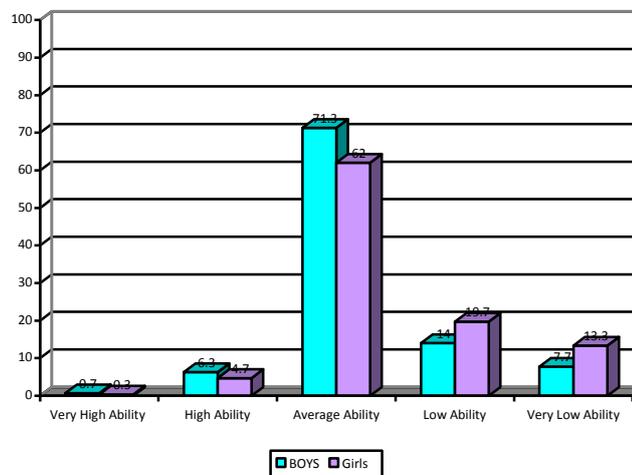


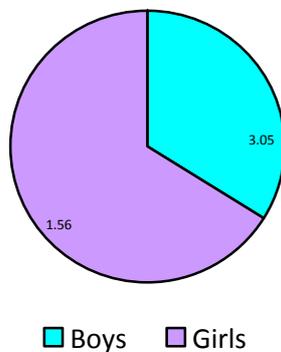
Table No. 3: Ambivalent Personality Type and Reasoning Ability

Gender	Mean	SD	T value
Boys N. 86	60.97	1.56	0.93
Girls N. 74	59.60	3.05	

(* 't' value significant at 0.01 Level)



Graph No. 3: Ambivalent Personality Type and Reasoning Ability



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