

A Study of Aptitude and Personality of the Teachers, Engineers and Lawyers in Delhi

Hemlata Aggarwal

Research Scholar

Department of Psychology

Mewar University Chittorgarh Rajasthan

ABSTRACT:

Aptitude is variously defined as innate learning ability, the specific ability needed to facilitate learning a job, aptness, knack, suitability, readiness, tendency, natural or acquired disposition or capacity for a particular activity, or innate component of a competency. It is the sum total of innate abilities plus acquired skills and abilities. Personality refers to a person's unique and relatively stable qualities that characterize behavior patterns across different situations and over a period of time. Personality is the complex organization of cognitions, affects, and behaviors that gives direction and pattern (coherence) to the person's life. This research study is being conducted to explore the differences between three set of respondents' viz. Teachers, Engineers and Lawyers with a sample size of 131. It was found that very low correlation exists between various dimensions of aptitude and personality. Further, it was found that the respondents possess low aptitude and immature personality.

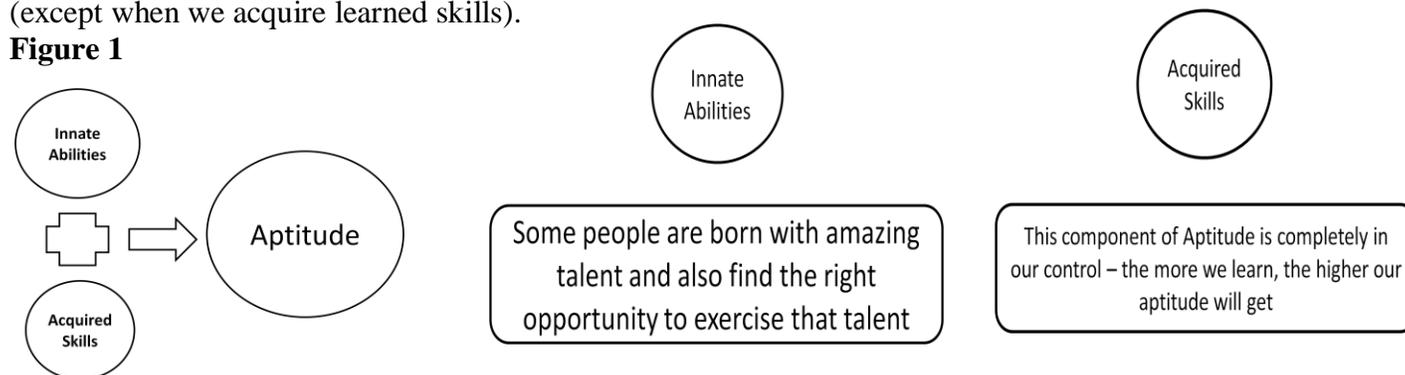
KEYWORDS: Aptitude, Personality, Teachers, Engineers, Lawyers

INTRODUCTION:

APTITUDE:

Aptitude is variously defined as innate learning ability, the specific ability needed to facilitate learning a job, aptness, knack, suitability, readiness, tendency, natural or acquired disposition or capacity for a particular activity, or innate component of a competency. It is the sum total of innate abilities plus acquired skills and abilities. The first component of aptitude is beyond a person's control – we are just born that way – and the second one is dependent attitude! Aptitude is something over which none of us have any control whatsoever (except when we acquire learned skills).

Figure 1



Capability is the maximum effectiveness a person can attain with optimum training.

Capacity is a loose synonym for ability or even for aptitude, often with implications of innateness.

Talent is a high degree of ability or of aptitude.

Gift and Endowment are popular terms for high ability, largely innate.

Competence is fitness either for a particular kind of task or fitness in general.

DIFFERENCE BETWEEN APTITUDE AND ABILITIES:

This irrefutably is a more important factor than interest in making one successful in ones career. The term aptitude has become famous because of the Aptitude tests conducted by the IT companies before recruiting freshers from college campuses. *Dictionary defines Aptitude as an innate, acquired or learned or developed component of a competency to do a certain kind of work at a certain level.*"

Research has shown that successful people have chosen careers which make maximum use of their inherent potential. Examples below will illustrate the different types of intelligence and the successful people associated with it.

LINGUISTIC:

Successful Novelists like Arundhati Roy, Salman Rushdie, RK Narayanan, Sujatha would be high on Linguistic.

LOGICAL:

People who are high on this intelligence are capable of understanding concepts, analyze and solve problems, are good at sequential thinking and working with mathematical problems. This aptitude is required in most careers but more so in careers which require conceptual thinking and involve scientific work like Technical jobs, scientific research study, Mathematicians. Examples of successful people would be Ramanujam Homi Bhabha, Abdul Kalam, C.V. Raman etc.

MECHANICAL:

Our own GD Naidu is a sterling example of high Mechanical aptitude

SPATIAL:

MF Hussain, Ravi Varma, actors-Kamal Hassan, Director Mani Ratnam, Sundar, etc

BODILY- KINESTHETIC:

Sachin Tendulkar, Dhoni, PT Usha, Prabhu Deva, Shyamak Davar,

MUSICAL:

P. Suseela, Lata Mangeshkar, SP Balasubramanian

PERSONALITY:

Using labels and classifying personality characteristics help us to organize the diversity noticed in human behavior. The personality types are used to communicate certain expected behaviors based on similarities. Such efforts have been made since ancient times. Charak Samhita of Ayurveda or the Indian science of medicine, the original treatise classifies people on the basis of three elements called doshas i.e. vata, pitta, and kapha. Vata is produced by an interaction of Akasha(ether) and vayu(air), pitta emerges out of an interaction of vayu and agni(fire), while kapha is produced by the joint action of jala(water) and prithvi(earth). They are biophysical components which are charged with some intrinsic forces. In terms of properties the vata is dry, cold, light, subtle, clear and rough. The pitta is slightly unctuous (oily), hot, acute, fluid, acid, mobile, and poignant (emotional). The kapha is heavy, cold, soft, unctuous, sweet, stable and viscid. Each of these refers to a type of temperament referred to as prakriti(nature) of the person.

In psychology personality refers to a person's unique and relatively stable qualities that characterize behavior patterns across different situations and over a period of time. Personality is the complex organization of cognitions, affects, and behaviors that gives direction and pattern (coherence) to the person's life. Like the body, personality consists of both structures and processes and reflects both nature (genes) and nurture (experience). In addition, personality includes the effects of the past, including memories of the past, as well as constructions of the present and future.

Temperament: Biologically based characteristic way of reacting.

Trait: Constant, Persistent and specific way of behaving

Type: Distinct category to which people with a pattern of traits are assigned.

Disposition: Tendency in the person to react to a given situation in a characteristic way.

Character: Total pattern of regularly occurring behavior.

Habit: Learned mode of behaving.

Values: Goals that are considered worthwhile.

DEFENSE MECHANISMS:

Everyone probably feels the need for defending himself from uncomfortable feelings now and then. He may feel guilty or ashamed about something he is doing, has done, or has failed to do. He may feel deflated (depressed) by someone else's superior achievements. He may be snubbed (hurt) by someone whose good opinion he values. In such circumstances, it is natural to look for excuses and explanations that make the hurt less. The need to feel comfortable about the self is a very powerful motivation in everyone. No one likes to believe that he is at fault, inferior to other people, or dislike by them.

At times, such self-defenses may be justified. There may be good excuses or reasonable explanations. Sometimes, however, comforting excuses and explanations are manufactured in effort to feel good about the self, a person ignore or distort reality. Some people have inner weaknesses that make them particularly quick to feel that some incident threatens their self esteem. They cannot admit the true facts about themselves. As a result, they may find ways of defending themselves from these facts. This method of self- defense, called defense mechanisms, becomes so habitual that they spring into action automatically whenever the need arises.

While defense mechanisms are often thought of as negative reactions, some of these defenses can be helpful. For example, utilizing humor to overcome a stressful, anxiety-provoking situation can actually be an adaptive defense mechanism.

EGO DEFENSE MECHANISMS:

According to Sigmund Freud's psychoanalytic theory of personality, personality is composed of three elements. These three elements of personality-- known as the id, the ego and the superego--work together to create complex human behaviors

OBJECTIVES:

To study the Correlation between the aptitude and Personality among the working Executives (Engineers, Teachers and Lawyers)

Table No. 1: Frequency of Working Executives (Teachers, Engineers and Lawyers)

Respondents	Frequency	%
Teachers(Cat-1)	45	34.4
Engineers(Cat-2)	49	37.4
Lawyers(Cat-3)	37	28.2
Total	131	100

(Source: Primary Data)

Table No- 1 Shows the frequency of distribution of 131 respondents, and Out of 131 respondents, teachers belong to total no. of 45 respondents (34.4%), Engineers belong to total no. of 49(37.4%) and Lawyers belong to total no. of 37(28.2%) of total population of the respondents (131). The data is collected from public sector and government organization for Engineers, Private schools for teachers and practitioner lawyers. The socio-economic profile of respondents is presented in the table 4.3 which include demographic

Characteristics such as category of respondents, age, gender, qualification, category, years of service or working and family type of respondents.

SAMPLE CHARACTERISTICS:

Table No.2: Demographic Data (N-131)

variables	category	frequency	%
Age	20 to 30years (A1)	27	20.61
	31 to 40 years(A2)	33	25.10
	41 to 50 years(A3)	46	35.11
	51 to 60 years (A4)	25	19.08
	Total	131	100
Gender	Male (G1)	69	52.67
	Female (G2)	62	47.32
	Total	131	100
Qualification	Diploma (Q1)	17	12.97
	Graduation (Q2)	77	58.77
	Post Graduation (Q3)	37	28.2
	Total	131	100
Category	Teacher (C1)	45	34.4
	Engineer (C2)	49	37.4
	Lawyer (C3)	37	28.2
	Total	131	100
Work Experience	5 to 15 years (E1)	76	58.01
	16 to 25 years (E2)	31	23.66
	26 to 35 years (E3)	24	18.32
	Total	131	100
Family Type	Joint (F1)	49	37.4
	Nuclear (F2)	82	62.59
	Total	131	100

(Source: Primary Data)

It is inferred from table 2 that the entire study is based on sample drawn by proportionate sampling. The respondents comprises of three categories, Teachers (C1), Engineers (C2) and Lawyers (C3). The total no of respondents are 131. Out of total sample teachers are 45(34.4%), Engineers are 49(37.4%) and Lawyers are 37(28.2%). Age wise distribution of respondents indicates that a major share of respondents belongs to Age group A3 which is 35.11% of total sample. 25.10% belongs to age group A2 and 20.61% to age group A1. Only 19.08% belong to age group A4. Thus, it is inferred that a large number of the respondents belong to the age group 41- 50 i.e. 35.11 per cent. The respondents were classified based on years of experience in their profession. Out of total sample of 131, maximum 58.01 percent belongs to the group E1(5-15 years), 23.66% belongs to the group E2(16-25 years) and only 18.32 percent belongs to groupE3(26-35 years). As far as the gender of respondents is concerned, it is inferred from the table 4.3, 52.67 percent are belongs to group G1(male) and 47.32 percent are belong to group G2(female). The respondents were classified based on their qualification. It was found that 58.77 percent of the respondent are graduate and belongs to group Q2, 28.2 percent are belongs to group Q3(post graduation). Only 12.97 percent of respondent belong to group Q1 (diploma). To analyze the life style of the respondent, respondent also classified on the basis of their family

type. Table 4.3 also shows that 62.59 percent of respondent lives in a nuclear family and 37.4 percent live in joint family.

RESEARCH METHODOLOGY:

PROCEDURE OF ANALYSIS OF DATA:

All data analyzed through statistical measures like mean, median, SD, correlation of two scales i.e. Aptitude and Personality.

TOOLS:

The tools selected in the present study to achieve the objectives, are as follows:

DAVID'S BATTERY OF DIFFERENTIAL ABILITIES (DBDA):

David's battery of differential abilities had revised by Sanjay Vohra. The stimulus for the development of David's battery of differential abilities (DBDA) came largely from the growing realization that although most of the primary abilities traits had been isolated and studied, the available standardized test batteries of intelligence and abilities did not reflect currently accepted views of the number and nature of the psychological constructs involved. The overall guiding principal in the development of the DBDA was to provide investigators with an economical vehicle for assessing a wide range of the important ability constructs. It measures seven dimensions of a individual mental abilities i.e. CA-closure ability, CL-clerical ability, MA-Mechanical ability, NA- Numerical ability, RA- reasoning ability, SA- spatial ability, VA-verbal ability Thus, keeping the above concept in mind, the David's Battery of differential abilities (DBDA)-revised version is being devised in order to have an accurate measure of an individuals' various mental abilities.

THE EYSENCK PERSONALITY QUESTIONNAIRE:

is the result of many years of developmental work. It was designed to give rough and ready measure of four important personality dimensions: Extraversion, Neuroticism, Psychoticism and Lie Scale. Each of these four traits are measured by means of 100 questions, carefully selected after lengthy item analysis and measuring these three traits have been reviewed in The structure of Human Personality, and the detailed description of the actual derivation of the scale here presented has also been published.

ABOUT LIE SCALE:

It also seems clear that under certain circumstances (e.g. when subjected to a selection procedure) many people will dissimulate or camouflage, and even under ordinary experimental test conditions, some people will dissimulate. Due to this factor it becomes important to attempt the construction of scales for the measurement of dissimulation. Several methods have been tried in this connection, but the most important has undoubtedly been the construction of the Lie Scales.

RESULTS:

Table 3: Category Wise and Dimension Wise Comparison of Mean and SD of Respondents Mean and SD of Aptitude (Teacher, Engineer and Lawyers)

Aptitude Dimension	Category	Teachers (C1)	Engineers (C2)	Lawyers (C3)
A1 Closure	Mean	1.29	1.00	1.38
	SD	.84	.35	.89
A2 Clerical	Mean	1.58	1.20	1.16
	SD	1.25	.68	.55
A3 Mechanical	Mean	1.44	1.88	1.32
	SD	.81	1.27	.78
A4 Numerical	Mean	3.69	3.02	2.38
	SD	1.83	1.96	1.497
A5 Reasoning	Mean	3.62	2.60	2.05
	SD	2.43	1.87	1.68
A6 Spatial	Mean	3.42	2.93	2.81
	SD	2.20	2.05	1.82
A7 Verbal	Mean	2.24	2.38	2.19
	SD	1.46	1.79	1.39

Source: (Primary Data and analysis SPSS 19.0)

Table 3 depicts the mean values of the aptitude dimensions in all three categories i.e. C1 (teachers), C2 (Engineers) and C3 (Lawyers). Out of all seven dimensions, four dimensions are A4 (Numerical), A5 (Reasoning), A6 (spatial) and A7 (verbal) are highly influencing in all three categories explaining in descending order:

In (C1-teachers) ----Numerical (A4)3.69, Reasoning (A5)3.62, Spatial (A6)3.42, Verbal (A7)2.24. In (C2-Engineers)-- Numerical(A4)3.02, Spatial(A6)2.93, Reasoning(A5)2.60, Verbal(A7)2.38. In (C3-Lawyers)---- Spatial(A6)2.81, Numerical(A4)2.38, Verbal(A7)2.19, Reasoning(A5)2.05. On the other aspect, A1(Closure) in Category C1 and C2 and A2(Clerical) in category C3 are least influential dimensions of Aptitude.

Table No. 4: Mean and SD of Personality (Teacher, Engineer and Lawyers)

Personality Dimension	category	Teachers (C1)	Engineers (C2)	Lawyers (C3)
P1 Extraversion	Mean	6.07	5.27	5.62
	SD	1.68	1.69	1.23
P2 Neuroticism	Mean	4.80	5.08	5.22
	SD	1.69	2.23	1.83
P3 Psychoticism	Mean	6.80	6.27	6.11
	SD	2.09	2.01	1.66
P4 Lie scale	Mean	8.13	8.35	7.59
	SD	1.29	1.33	1.82

Source: (Primary Data and analysis SPSS 19.0)

Personality is the second variable of the present study. There are four dimensions of the personality i.e. Extraversion, Neuroticism, Psychoticism and Lie scale. In all three categories, C1, C2 and C3 Lie scale is the most significant dimension, second is the Psychoticism and neuroticism is least significant in three categories.

Table No. 5: Correlations of Aptitude and Personality (Teachers) N-45

Dimensions	P1	P2	P3	P4
A1	0.226	.473**	.396**	-0.245
A2	0.197	.303*	0.28	-0.077
A3	-0.138	0.215	0.161	-0.231
A4	0.117	0.178	0.019	0.085
A5	0.184	-0.013	-0.118	0.168
A6	0.035	0.189	0.187	0.044
A7	-0.191	0.075	-.349*	0.103

Source: (Primary Data and analysis SPSS 19.0)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the strong positive correlation between A1 or closure ability of aptitude with P2(neuroticism) and moderate positive with P3(psychoticism) dimensions of personality at .01 significant levels. There is also showing the moderate positive correlation at .05 significant levels between A7 and P3.

Table 6: Correlations of Aptitude and Personality (Engineers) N-49

Dimensions	P1	P2	P3	P4
A1	-.070	-.132	.147	.133
A2	.115	.030	.051	-.196
A3	-.082	.173	.095	-.147
A4	.080	.138	.115	-.051
A5	-.057	-.032	-.015	-.143
A6	-.158	.358*	-.006	-.244
A7	-.005	.003	-.074	.033

Source:(Primary Data and analysis SPSS 19.0)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

In this second category of Engineers, Table 4.51 does not show much relationship between the aptitude and personality of Engineers. Only A6 is showing the correlation with moderate positive P2 at .05 significant levels.

Table 7: Correlations of Aptitude and Personality (lawyers), N-37

Dimensions	P1	P2	P3	P4
A1	-0.018	-0.086	0.159	-0.177
A2	-0.233	0.184	-0.05	0.095
A3	-0.071	-0.05	0.079	-0.159
A4	-0.011	0.213	0.139	-0.187
A5	0.117	0.276	0.137	-0.038
A6	-0.132	-0.071	-0.121	-0.25
A7	0.011	0.016	-.333*	0.064

Source: (Primary Data and analysis SPSS 19.0)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

This category of respondent i.e. C3 (lawyers) also show little correlation between aptitude and personality. Only A7 is moderately negatively correlated with P3 at .05 significant levels.

Table 8: Comparison Table showing Categorization of Variables with Categorization of Respondents

variables	category	Teachers(C1)	Engineers(C2)	Lawyers(C3)	Total / %
Aptitude	Low	37	44	37	118/90.07
	Average	8	5	0	13/9.92
	High	0	0	0	0
Total		45	49	37	131
Personality	Low on Lie scale	11	14	17	42/32.06
	High on Lie scale	34(75%) (F)	35(71%) 31(m), 4(F)	20(54%) 14(M),6(F)	89/67.93
Total		45	49	37	131

(Source: Primary Data)

INTERPRETATION & DISCUSSION:

Present study had the maximum number of respondent as engineers i.e. category 2(37.4%) which are from the core disciplines i.e. electrical and architecture department descending by Teachers i.e. category 1(34.4%) and Lawyers i.e. category 3(28.2%). Descriptive statistics shows that lie scale of personality is most effective factor in the entire respondent (Mean=8.06) as compare to Psychoticism (Mean=6.41), Extraversion (Mean=5.64), Neuroticism (Mean=5.02). In any Psychological Questionnaire of personality Lie scale is to be considered as most important factor as compare to others. Eysenck (1976) the lie scale included in the Eysenck Personality Questionnaire permits lying to be diagnosed when a set of rarely performed acts are endorsed by the respondent as being habitually done and when frequently performed non-desirable acts are denied by the respondent.

In present study, *Numerical (Mean=3.07) and Spatial (Mean=3.07) dimensions of independent variable Aptitude shows high influence on entire respondents (131). Lie scale of independent variable i.e. personality is the most influencing on all the respondents (131).* In present study, it was found that the aptitude of C1 i.e. teachers possess the highest aptitude as compare to Engineers and Lawyers (Table No. 3).

In Personality analysis of all the three categories, it was identified that teachers exhibit more on high on Lie scale followed by Engineers and Lawyers.

They are hiding the real facts. This conclusion supported by Dicken(1959) has three possible and plausible reasons for high scoring on the L scale:

- 1) Deliberate ‘faking’ with intent to deceive the user
- 2) Response in terms of an ideal self-concept rather than a candid self- appraisal
- 3) Response in terms of an ‘honest’ but inaccurate and un-insightful self assessment.

Apart from the above mentioned three possibilities, the fourth possibility i.e. genuine conformity to social rules and mores can also be the reason for high score on Lie scale.

In this study, the researcher also found that the Score of lie scale is high in female executives(70%) than male executives(65%) which depicts that females possesses high conformity of socially desirable direction. This was already suggested by Hartshorne and May (1928). They found that girls had higher L scores than boys; they gallantly suggested that this might be due, not to more dissimulation in girls, but rather to their greater conformity which allowed them to answer more questions truthfully in the socially desirable direction. Whether the respondent L score represent the dissimulation or conformity, it can be assessed by the situation in which he/she is. In present study, it is more towards the dissimulation because maximum respondents are experienced executives and in the age range of 41 to 50 years.

FINDINGS:

Based on the objectives and with the help of statistical tools and analysis, the researcher made certain valuable findings. These various findings of the study directed the researcher to reach a concrete conclusion with appropriate recommendations. The findings of the study are categorized into general findings and specific findings to draw the conclusion in a systematic manner.

1. Out of 131 respondents, teachers belong to total no. of 45 respondents (34.4%), Engineers belong to total no. of 49(37.4%) and Lawyers belong to total no. of 37(28.2%) of total population of the respondents (131).
2. *It was found that Numerical (3.07) and Spatial Abilities (3.07) are the most influencing dimensions of Aptitude battery.*
3. Out of four personality dimensions i.e. Extraversion, Neuroticism, Psychoticism and Lie scale, maximum influencing is the lie scale (8.06).
4. Analysis is revealed that Score of lie scale is high in female executives (70%) than male executives (65%)
5. It was established that A4 (Numerical), A5 (Reasoning), A6(spatial) and A7(verbal) are highly influencing in all three categories
6. Psychoticism and neuroticism found to be the least significant in three categories of Personality of Teachers, Engineers and Lawyers.

CONCLUSION:

1. There is some correlation between the aptitude and personality in the category of Teachers but there is not showing any strong relationship between the aptitude and personality of Engineers and Lawyers.
2. Maximum high Score on Lie scale in the category of teachers and minimum Low score on Lie scale is in the category of Lawyers.

REFERENCES:

1. Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*, 10th Ed, London: Kogan Page Publishing.
2. Arthur, J. (1994). Effects of human resources systems on manufacturing performance and turnover, *Academy of Management Journal*, 37, 670-687.
3. Best, J.W. and Khan, J.V. (1995). *Research in Education*, New Delhi: Prentice Hall of India.
4. Birenbaum, M., & Montag, J. (1989). Style and Substance in Social Desirability Scales. *European Journal of Personality*, 3, 47-59.
5. Brown, M. S., & Kodadek, S. M. (1987). The Use of the Lie Scale in Psychometric Measures of Children. *Research in Nursing and Health*, 10(2), 87-92.
6. Bond, M. and Perry, J. C. (2004). Long-Term Changes in Defense Styles With Psychodynamic Psychotherapy for Depressive, Anxiety, and Personality Disorders, *American Journal of Psychiatry*, 161, 1665-71.
7. Crookes, T. G., & Buckley, S. J. (1976). Lie score and Insight. *Irish Journal of Psychology*, 3, 134-136.
8. Davis, K. and Nestrom, J.W. (1985). *Human Behavior at Work: Organizational Behavior*, 9th Ed, New York: McGraw Hill,
9. Dicken, C. F. (1959). Simulated Patterns on the Edwards Personal Preference Schedule. *Journal of Applied Psychology*, 43, 372-378.
10. Dolan, M.C., Anderson, I.M., 2004. The Relationship between Serotonergic Function and the Psychopathy Checklist: Screening Version. *Journal of Psychopharmacology*, 17, 216-222.
11. Gruneberg, M. (1976). *Job Satisfaction - A Reader*, London: Macmillan Press.
12. George, J.M. and Jones, G.R. (2008). *Understanding and Managing Organizational Behavior*, 5th Ed, New Jersey: Pearson/Prentice Hall,
13. Kaliski, B.S. (2007). *Encyclopedia of Business and Finance*, 2nd Ed, Thompson Gale, Detroit.
14. Kuhlen, R. (1963). Needs, Perceived Needs Satisfaction, Opportunities and Satisfaction with Occupation, *Journal of Applied Psychology*, 11 (7), 56-64.
15. Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40, 437-453.
16. Vanderberg, R.J. and Lance, Ch.E. (1992). Examining the Causal Order of Job Satisfaction and Organizational Commitment, *Journal of Management*, 18, (1), 153-167