



## INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE AND MANAGEMENT

### CONTENTS

Sr. No.	Title & Name of the Author (s)	Page No.
1.	<b>EVOLVING BUSINESS ENVIRONMENT: A CASE STUDY OF OMANI ECONOMY</b> <i>DR. MATHEW PHILIP</i>	6
2.	<b>TAX INCENTIVES: TOOL FOR ATTRACTING FOREIGN DIRECT INVESTMENT IN NIGERIAN ECONOMY</b> <i>FAKILE ADENIRAN SAMUEL &amp; ADEGBIE, FOLAJIMI FESTUS</i>	16
3.	<b>CHANGING PHASE OF ETHIOPIAN TAXATION</b> <i>MOHAN. M.P</i>	22
4.	<b>EMPLOYEES' PERCEPTION OF ORGANISATIONAL POLITICS IN BANKING SECTOR</b> <i>MRS. K. R. SOWMYA &amp; DR. N. PANCHANATHAM</i>	27
5.	<b>BANKING WITH INFORMATION TECHNOLOGY – EMERGING CHALLENGES AND POTENTIALS</b> <i>DR. R. K. UPPAL</i>	32
6.	<b>IMPACT OF CULTURE ON HUMAN RESISTANCE – A STUDY OF COMPANIES IMPLEMENTING KNOWLEDGE MANAGEMENT SOFTWARE</b> <i>MADHUSUDAN.V &amp; NAGALINGAPPA.G</i>	42
7.	<b>INTERPERSONAL ORIENTATION AS AFFECTED BY PERSONALITY</b> <i>SANDHYA MEHTA &amp; SANDEEP KAUR</i>	47
8.	<b>FACTORS INDUCING PARTICIPATION IN B2B &amp; B2C E-MARKETS: AN ANALYTICAL STUDY OF PUNJAB</b> <i>DR. NARESH MALHOTRA &amp; SUNIL K. ARORA</i>	53
9.	<b>SIX SIGMA APPROACH FOR QUALITY AND PERFORMANCE EXCELLENCE IN PLASTIC INJECTION MOLDING INDUSTRY - A CASE STUDY AND REVIEW</b> <i>P. K. BHARTI, M. I. KHAN &amp; HARBINDER SINGH</i>	58
10.	<b>MEASURING EFFICIENCY OF SELECTED STATE INDUSTRIAL DEVELOPMENT CORPORATIONS THROUGH APPLICATION OF DATA ENVELOPMENT ANALYSIS</b> <i>DR. (MRS.) MEENA SHARMA</i>	65
11.	<b>ATTRIBUTES THAT IMPACT THE STORE PREFERENCE OF THE CONSUMERS FOR A LIFE STYLE PRODUCT (APPAREL)</b> <i>DR. (MRS.) HEMLATA AGARWAL &amp; DR. RAVI VAIDYA</i>	72
12.	<b>A REVISIT ON THE APPLICATION OF HACKMAN AND OLDHAM MODEL IN ORGANISATIONS</b> <i>DR. P. UDHAYANAN &amp; A.NIRMAL RAJ</i>	78
13.	<b>CAPITAL BUDGETING PRACTICES IN MANUFACTURING SECTOR IN INDIA: A SURVEY ANALYSIS</b> <i>DR. KARAM PAL &amp; MS. MONIKA VERMA</i>	85
14.	<b>ANALYSIS OF EFFECTIVENESS OF TRADE FAIRS AND EXHIBITIONS AS A TOOL FOR EXPORT MARKETING</b> <i>DR. SANJAY NANDAL</i>	96
15.	<b>IMPLICATIONS OF PERCEPTUAL LEARNING STYLE PREFERENCES ON MANAGEMENT PEDAGOGY</b> <i>SANATH BHASKAR .B</i>	109
16.	<b>GREEN MARKETING: A NEW ROADMAP FOR ORGANIZATION SUCCESS</b> <i>RAJEEV KUMAR RANJAN</i>	115
17.	<b>POTENTIAL OF VMI APPLICATION IN COMMERCIAL VEHICLE MANUFACTURING INDUSTRY- A CASE STUDY</b> <i>M.NAGALATHA &amp; S. HUSSAIN</i>	119
18.	<b>HOW TO GET TACIT KNOWLEDGE AND THE STRATEGIES TO MANAGE TACIT KNOWLEDGE</b> <i>SHEKHARA GOWD MITTA</i>	124
19.	<b>RELATIONSHIP STUDY OF SELECTED INDIAN COMPANIES TRADED IN BOMBAY STOCK EXCHANGE WITH REFERENCE TO COST OF CAPITAL AND COMPANIES PERFORMANCE (AN APPLICATION OF CORRELATION MATRIX &amp; MULTIVARIATE REGRESSION MODEL)</b> <i>BIDYUT JYOTI BHATTACHARJEE</i>	129
20	<b>PHARMA SECTOR: PROBLEMS AND PROSPECTS</b> <i>DR. ARATI BASU</i>	136
	<b>REQUEST FOR FEEDBACK</b>	143

**CHIEF PATRON**

**PROF. K. K. AGGARWAL**

Chancellor, Lingaya's University, Delhi  
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi  
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

**PATRON**

**SH. RAM BHAJAN AGGARWAL**

Ex. State Minister for Home & Tourism, Government of Haryana  
Vice-President, Dadri Education Society, Charkhi Dadri  
President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

**CO-ORDINATOR**

**DR. SAMBHAV GARG**

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

**ADVISORS**

**PROF. M. S. SENAM RAJU**

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

**PROF. M. N. SHARMA**

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

**PROF. PARVEEN KUMAR**

Director, M.C.A., Meerut Institute of Engineering & Technology, Meerut, U. P.

**PROF. H. R. SHARMA**

Director, Chhatrapati Shivaji Institute of Technology, Durg, C.G.

**PROF. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

**PROF. MANOHAR LAL**

Director & Chairman, School of Information & Computer Sciences, I.G.N.O.U., New Delhi

**EDITOR**

**PROF. R. K. SHARMA**

Tecnia Institute of Advanced Studies, Delhi

**CO-EDITORS**

**DR. ASHOK KHURANA**

Associate Professor, G. N. Khalsa College, Yamunanagar

**DR. SAMBHAV GARG**

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

**EDITORIAL ADVISORY BOARD**

**DR. AMBIKA ZUTSHI**

Faculty, School of Management & Marketing, Deakin University, Australia

**DR. VIVEK NATRAJAN**

Faculty, Lomar University, U.S.A.

**PROF. SANJIV MITTAL**

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

**PROF. SATISH KUMAR**

Director, Vidya School of Business, Meerut, U.P.

**PROF. ROSHAN LAL**

M. M. Institute of Management, M. M. University, Mullana

**PROF. ANIL K. SAINI**

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

**DR. TEJINDER SHARMA**

Reader, Kurukshetra University, Kurukshetra

**DR. KULBHUSHAN CHANDEL**

Reader, Himachal Pradesh University, Shimla, Himachal Pradesh

**DR. ASHOK KUMAR CHAUHAN**

Reader, Department of Economics, Kurukshetra University, Kurukshetra

**DR. SAMBHAVNA**

Faculty, I.I.T.M., Delhi

**DR. MOHINDER CHAND**

Associate Professor, Kurukshetra University, Kurukshetra

**DR. MOHENDER KUMAR GUPTA**

Associate Professor, P. J. L. N. Government College, Faridabad

**DR. VIVEK CHAWLA**

Associate Professor, Kurukshetra University, Kurukshetra

**DR. VIKAS CHOUDHARY**

Asst. Professor, N.I.T. (University), Kurukshetra

**DR. SHIVAKUMAR DEENE**

Asst. Professor, Government F. G. College Chitguppa, Bidar, Karnataka

**ASSOCIATE EDITORS**

**PROF. NAWAB ALI KHAN**

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

**PROF. ABHAY BANSAL**

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

**DR. PARDEEP AHLAWAT**

Reader, Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak

**SURUCHI KALRA CHOUDHARY**

Head, Department of English, Hindu Girls College, Jagadhri

**PARVEEN KHURANA**

Associate Professor, Mukand Lal National College, Yamuna Nagar

**SHASHI KHURANA**

Associate Professor, S. M. S. Khalsa Lubana Girls College, Barara, Ambala

**SUNIL KUMAR KARWASRA**

Vice-Principal, Defence College of Education, Tohana, Fatehabad

**BHAVET**

Lecturer, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana

**TECHNICAL ADVISORS**

**DR. ASHWANI KUSH**

Head, Computer Science, University College, Kurukshetra University, Kurukshetra

**DR. BHARAT BHUSHAN**

Head, Department of Computer Science & Applications, Guru Nanak Khalsa College, Yamunanagar

**DR. VIJAYPAL SINGH DHAKA**

Head, Department of Computer Applications, Institute of Management Studies, Noida, U.P.

**DR. ASHOK KUMAR**

Head, Department of Electronics, D. A. V. College (Lahore), Ambala City

**DR. ASHISH JOLLY**

Head, Computer Department, S. A. Jain Institute of Management & Technology, Ambala City

**MOHITA**

Lecturer, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

**AMITA**

Lecturer, E.C.C., Safidon, Jind

**MONIKA KHURANA**

Associate Professor, Hindu Girls College, Jagadhri

**ASHISH CHOPRA**

Sr. Lecturer, Doon Valley Institute of Engineering & Technology, Karnal

**SAKET BHARDWAJ**

Lecturer, Haryana Engineering College, Jagadhri

**NARENDRA SINGH KAMRA**

Faculty, J.N.V., Pabra, Hisar

**DICKIN GOYAL**

Advocate & Tax Adviser, Panchkula

**NEENA**

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

**LEGAL ADVISORS**

**JITENDER S. CHAHAL**

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

**CHANDER BHUSHAN SHARMA**

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

## **CALL FOR MANUSCRIPTS**

We invite original research papers in the area of computer, finance, marketing, HRM, Banking, Insurance, and other allied subjects. The above mentioned tracks are only indicative, and not exhaustive. The journal expects unpublished and original quality research articles/papers only.

You may submit your articles/papers at the email addresses, info@ijrcm.org.in or infoijrcm@gmail.com.

## **GUIDELINES FOR SUBMISSION OF MANUSCRIPT**

### 1. **COVERING LETTER FOR SUBMISSION:**

**The Editor**  
IJRCM

Subject: **Submission of Manuscript.**

**Dear Sir/Madam,**

Please find my submission of manuscript for possible publication in your journal.

I hereby affirm that the contents of this manuscript are original. Furthermore It has neither been published elsewhere in any language fully or partly, nor is it under review for publication anywhere.

I affirm that the all author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name(s) as co-author(s).

Also, if our manuscript is accepted, I/We agree to comply with the formalities as given on the website of journal & you are free to publish our contribution to any of your two journals i.e. International Journal of Research in Commerce & Management or International Journal of Research in Computer Application & Management.

### **Name of Corresponding Author**

Designation:

Affiliation:

Mailing address:

Mobile Number (s):

Landline Number (s):

E-mail Address (s):

2. **INTRODUCTION:** Manuscript must be in English prepared on a standard A4 size paper setting. It must be prepared on a double space and single column with 1" margin set for top, bottom, left and right. It should be typed in 12 point Calibri Font with page numbers at the bottom and centre of the every page.

3. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

4. **AUTHOR NAME(S) & AFFILIATIONS:** The author (s) full name, designation, affiliation (s), address, mobile/landline numbers, and email/alternate email address should be in 12-point Calibri Font. It must be centered underneath the title.

5. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 300 words. The abstract must be informative and explain background, aims, methods, results and conclusion.

6. **KEYWORDS:** Abstract must be followed by list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stop at the end.

7. **HEADINGS:** All the headings and sub-headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

8. **MAIN TEXT:** The main text should be in a 8 point Calibri Font, single spaced and justified.

9. **FIGURES & TABLES:** These must be simple, centered & numbered, and table titles must be above the tables. Sources of data should be mentioned below the table.

10. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to Harvard Style of Referencing. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow the references as per following:

- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use **(ed.)** for one editor, and **(ed.s)** for multiple editors.
- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order...
- Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
- The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
- For titles in a language other than English, provide an English translation in parentheses.
- Use endnotes rather than footnotes.
- The location of endnotes within the text should be indicated by superscript numbers.

**PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**

**Books**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

**Contributions to books**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

**Journal and other articles**

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.
- Kiran Ravi, Kaur Manpreet (2008), Global Competitiveness and Total Factor Productivity in Indian Manufacturing, International Journal of Indian Culture and Business Management, Vol. 1, No.4 pp. 434-449.

**Conference papers**

- Chandel K.S. (2009): "Ethics in Commerce Education." Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

**Unpublished dissertations and theses**

- Kumar S. (2006): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University.

**Online resources**

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

**Website**

- Kelkar V. (2009): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on 31 January 2011 <http://epw.in/epw/user/viewabstract.jsp>

**INTERPERSONAL ORIENTATION AS AFFECTED BY PERSONALITY****SANDHYA MEHTA**

DY. DIRECTOR

GURU NANAK INSTITUTE OF MANAGEMENT &amp; TECHNOLOGY

MODEL TOWN

LUDHIANA – 141 002

**SANDEEP KAUR**

ASST. PROFESSOR

GURU NANAK INSTITUTE OF MANAGEMENT &amp; TECHNOLOGY

MODEL TOWN

LUDHIANA – 141 002

**ABSTRACT**

*The relationship of personality to success in occupations has been the subject of numerous studies over the years. Personality is a combination of physical, mental, psychological and spiritual sub systems which makes every individual unique and different from every other individual. One aspect of personality is how individuals tend to manage their day-to-day activities and does the personality have any bearing on interpersonal orientation. Depending upon his personality each individual behaves differently while interacting with others. What constitutes the basis of these interactions? What are the individual needs which affect his behavior while interacting with others; can be an interesting area of study? The aim of the research was to identify the basic personality type of students and understand the interpersonal orientation of each personality type.*

**KEYWORDS**

Personality, success, interaction, interpersonal

**INTRODUCTION**

People need people. Every human being, because he lives in a society, must establish equilibrium between himself and his environment .The social nature of man gives rise to certain interpersonal needs, which he must satisfy to some degree while avoiding threat to him. Although each individual has different intensities of needs and different mechanisms for handling them, people have the same basic needs. In order to deal with interpersonal behavior it is necessary to have an understanding of the general principles of interpersonal behavior, In other words, every individual has a need to control his situation to some degree, so that his environment can be predictable for him. Ordinarily this amounts to controlling other people, because other people are the main agents, which threaten him and create an unpredictable and uncontrollable situation. This need for control varies from those who want to control their entire environment, including all the people around them, to those who want to control on one in any situation, no matter how appropriate controlling them would be. Here, again, everyone varies as to the degree to which he wants to control others. There is a need to maintain a satisfactory relation between the self and other people with regard to love and affection. In the business setting this need is seldom made overt. It takes the form of friendship. At one extreme individuals like their personal relationships to be quite impersonal and distant – perhaps friendly but not close and intimate. There is also a need to maintain a satisfactory relation between the self and other people with respect to interaction or belonging-ness. Some people like to be with other people all the time; they want to belong to organizations, to interact, to mingle. Other people seek much less contact; they prefer to be alone, to interact minimally to stay out of groups, to maintain privacy. Hence the behavior is also affected to an extent by the kind of personality a person possesses.

**PERSONALITY**

The word 'personality' is derived from the Latin word 'persona' which means 'mask'. The study of personality can be understood as the study of 'masks' that people wear. These are the personas that people project and display, but also include the inner parts of psychological experience which we collectively call our 'self'. Personality has both internal and external elements. An individual's personality is relatively stable. If it changes at all, it is after a very long time. Personality is both inherited as well as shaped by the environment. Each individual is unique in behavior. They have striking differences among them. Personality has been defined "...as the organization within the individual of those perceptual, cognitive, emotional and motivational systems which determine his or her unique responses to the environment" (Stagner,1948) Personality is a relatively enduring characteristic that makes an individual unique. It relates to people's characteristic tendencies to behave, think and feel in certain ways (Arnold, 1999). Costa and McCrae (1992) asserted the importance of developmental changes that occur in the adult personality. Researchers agree, "that personality is the dynamic and organized set of characteristics of a person that uniquely influences his or her cognitions, motivations and behaviors (Hinton and Stockburger, 1991). An individual's behavior in a given situation is also better understood by his or her personality (Hall, 1997). These suggest that there is relationship between personality and behavior; Personality attributes could either be assets or liabilities in any given context (Borman, Hanson, & Hedge, 1997). A person's personality is a relatively stable precursor of behavior; it underlines an enduring style of thinking, feeling and acting (Costa, & McCrae,1992). Personality is a unique characteristic of an individual (Rusting & DeHart ,2000; Furham 1999).

**INTERPERSONAL RELATIONS**

The Interpersonal Relations Orientation is useful in helping individuals gain an awareness of their own needs in situations requiring interpersonal contacts. Such an awareness would enable individuals understand their reactions to other people. In addition, if people understand the needs of others and realize that others share similar needs as their own, they may be more tolerant of others' behavior. Since everyone has these needs, everyone tries to get the same thing from other people, even though each may use different adaptive patterns for achieving his ends.

#### MANAGEMENT EDUCATION

The aim of management education is to equip the students to face the challenging corporate environment. There is a need to develop the interpersonal skills so that the budding managers are able to master the art of getting things done through and with the help of others. Good interpersonal relations lubricate the organizational functioning and aid in overall individual and organizational effectiveness.

#### REVIEW OF LITERATURE

Westerman et al., (2007) concluded that there exists some relationship between personality, work environment preferences, and the outcome variables, performance and commitment. They focused on the fact that personality and inter personal orientation have an inter related impact upon each other. Personality affects the relationships at the work place which may influence performance (Cable and Judge, 1994). Judge and Cable (1997) and Chatman (1991) concluded that there is a relationship between personalities and inter personal behavior. Billings and Moos (1982) concluded that the relationship dimension measures the degree of interpersonal interaction in a work environment, such as the social communication exchanges and cohesion among workers, and the friendship and support provided by co-workers and management. These work environment preferences have been shown to affect individuals' personal functioning at work. According to Westerman et al., (2007) the effect of personality on performance and commitment has a situational context. Luthans and Sommer (2005) and Tata and Prasad (2004) have concluded that studies should examine the effectiveness of human resource departments functioning as strategic partners. The HR department should aim at creating performance-oriented work climates and team self-management to aid in the adaptation towards increasing worker autonomy and larger spans of control in contemporary work environments thus examining the effect of personality on inter personal orientation. Smith and Ruiz (2004) stated that interpersonal orientation generally refers to individual differences in preference for social interaction. They concluded that personality and inter personal orientation have great impact upon each other. Astin et al., (1969) have concluded in their summary that two generations of researchers have established the finding that positive individual effects of higher education are related directly to a myriad of factors and the impact of college depends much on student-institution fit and the kinds of learning experiences encountered along the way that serve to reinforce compatible characteristics and also determining the effect of inter personal orientation on personality.

Now days, industries are facing a big problem regarding the placement of their employees according to the needs of employees. Matching of organization's needs and employees needs is an important factor as it brings effective results for the organization. For this there is a need to study the personality and interpersonal orientation need factors and their relationship. The industry expects a lot from management graduates in terms of higher performance at individual and at group level. Gone are the days of only individual excellence; it has today been replaced by teamwork. Hence interpersonal effectiveness is essential for teamwork in organisations. There was paucity of research regarding the relationship between interpersonal relations and personality profiles of management students. The present study would try to fill the gap.

#### OBJECTIVES OF THE STUDY

- To study the personality types of post graduate management students.
- To study the effect of personality on inter personal orientation.
- To determine the effect of personality on need for inclusion.
- To determine the effect of personality on need for affection.
- To determine the effect of personality on need for control.

#### HYPOTHESIS

While conducting the study the following three hypotheses were framed:

H1: There would be no significant difference between the need for inclusion among the students having different personality types

H2: There would be no significant difference between the need for control among the students the students having different personality types

H3: There would be no significant difference between the need for affection among the students having different personality types.

#### SAMPLE SIZE

The sampling unit included post graduate students of one of the private management institute of Ludhiana. The technique used in the research is convenience sampling. The sample size for research was 80 final year students pursuing MBA course.

#### DATA COLLECTION

In order to collect data the following research tools were used.

Two questionnaires related to FIRO-B and Kiersey Temperament Sorter was administered on the post graduate management students.

FIRO-B, fundamental interpersonal relations orientation is a theory of interpersonal relations, introduced by Schultz in 1958; was created to measure or control how group members feel when it comes to inclusion, control, and affection/openness or to be able to get feedback from people in a group. It helps in identifying the dominant interpersonal needs in a person such as need for inclusion, need for affection and need for control.

The Keirsey temperament sorter (KTS) is a self-assessed personality questionnaire designed to help people better understand themselves and others. The KTS is closely associated with the Myers Briggs type indicator (MBTI) hence the results are linked with MBTI.

**STATISTICAL TECHNIQUES USED**

Percentage method was used for the analysis of the data of different types of personalities. For analysis of variance between the variables such as need for inclusion, need for control, need for affection with different type of personalities one way ANOVA at 0.05 level of significance has been used.

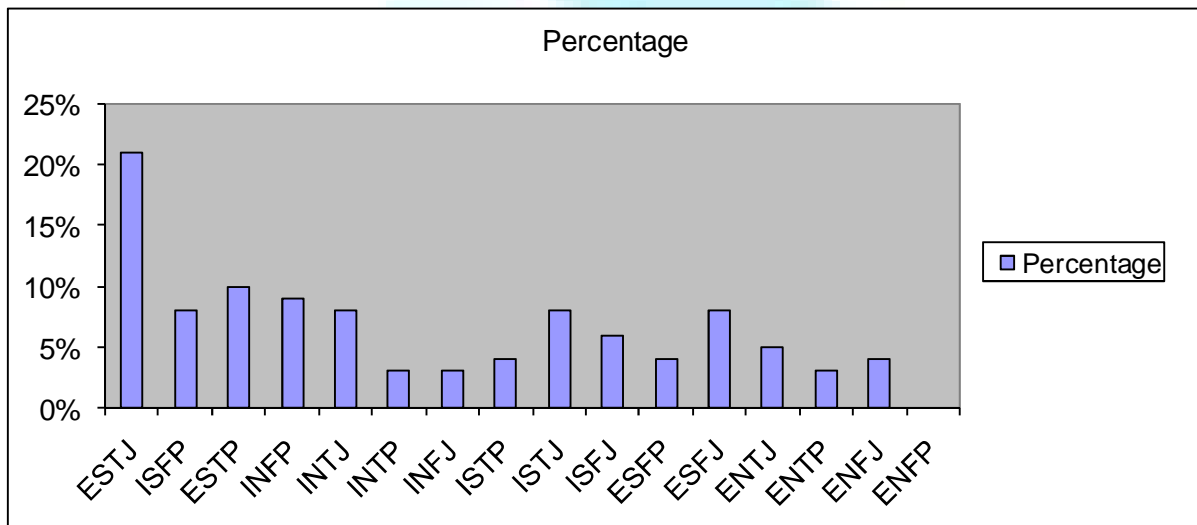
**ANALYSIS AND INTERPRETATION**

**TABLE 1.1: DEPICTING THE PERCENTAGE OF STUDENTS HAVING DIFFERENT TYPES OF PERSONALITY**

Sr NO.	PERSONALITY TYPE	Percentage
1	ESTJ	21%
2	ISFP	8%
3	ESTP	10%
4	INFP	9%
5	INTJ	8%
6	INTP	3%
7	INFJ	3%
8	ISTP	4%
9	ISTJ	8%
10	ISFJ	6%
11	ESFP	4%
12	ESFJ	8%
13	ENTJ	5%
14	ENTP	3%
15	ENFJ	4%
16	ENFP	0%

As evident in the table personality type ESTJ got the maximum representation among the students and the personality type ENFP was not represented at all.

1.2: BAR DIAGRAM SHOWING THE PERCENTAGE OF STUDENTS HAVING DIFFERENT TYPES OF PERSONALITY



**TABLE 2.1: ANALYSIS OF VARIANCE FOR POST GRADUATE MANAGEMENT STUDENTS HAVING DIFFERENT PERSONALITY TYPES FOR "NEED FOR INCLUSION" FACTOR OF INTERPERSONAL RELATIONS ORIENTATION**

Source Of Variation	Sum Of Squares	Degree Of Freedom	Mean Square	Variance Ratio
Between the samples	180	14	12.85	1.185
within the samples	706	65	10.86	



For  $v_1=14$  and  $v_2=65$  the value of  $F_{0.05}=1.834$  the calculated value of F is less than the tabulated value then the hypothesis H1 holds true. We therefore conclude that the hypothesis "There would be no significant difference between the need for inclusion among the students having different personality types" is accepted.

**TABLE 2.2: ANALYSIS OF VARIANCE FOR POST GRADUATE MANAGEMENT STUDENTS HAVING DIFFERENT PERSONALITY TYPES FOR "NEED FOR AFFECTION" FACTOR OF INTERPERSONAL RELATIONS ORIENTATION**

Source Of Variation	Sum Of Squares	Degree Of Freedom	Mean Square	Variance Ratio
Between the samples	143	14	10.21	1.136
within the samples	584	65	8.99	

For  $v_1=14$  and  $v_2=65$  the value of  $F_{0.05}=1.834$  The calculated value of F (1.136) is less than the tabulated value(1.834) then the hypothesis H2 holds true. We therefore conclude that the hypothesis "There would be no significant difference between the need for control among the students the students having different personalities types" is accepted.

**TABLE 2.3: ANALYSIS OF VARIANCE FOR POST GRADUATE MANAGEMENT STUDENTS HAVING DIFFERENT PERSONALITY TYPES FOR "NEED FOR CONTROL" FACTOR OF INTERPERSONAL RELATIONS ORIENTATION**

Source Of Variation	Sum Of Squares	Degree Of Freedom	Mean Square	Variance Ratio
Between the samples	278	14	19.8	1.94
within the samples	661	65	10.16	

For  $v_1=14$  and  $v_2=65$  the value of  $F_{0.05}=1.834$  The calculated value of F (1.948) is greater than the tabulated value(1.834) then the hypothesis H3 does not hold true. We therefore conclude that the hypothesis is rejected. "There would be no significant difference between the need for affection among the students having different personalities types" is rejected.

**TABLE 3.1: TOTAL SCORES OF STUDENTS WITH DIFFERENT PERSONALITY TYPES FOR 3 DIMENSIONS ON INTER PERSONAL RELATIONS ORIENTATION**

Personality Type	Need for inclusion	Need for affection	Need for control
1 ESTJ	149	126	179*
2 ISFP	39	44	49*
3 ESTP	51	55	89*
4 INFP	40	39	60*
5 INTJ	38	26	56*
6 INTP	3	33*	15
7 INFJ	10	12*	5
8 ISTP	15	20	36*
9 ISTJ	51	41	58*
1 ISFJ	42	37	55*
1 ESFP	30*	25	25
1 ESFJ	49*	45	34
1 ENTJ	33	36	39*
1 ENTP	16	22*	19
1 ENFJ	30	31	35*

\* denotes the highest score in the particular category

**FINDINGS**

**RELATED TO THE PERCENTAGE OF DIFFERENT PERSONALITY TYPES**

The findings indicated that 21 % students belonged to personality type ESTJ followed by personality type ISFJ and ESTP at 10 % ; personality type INFP at 9 % ; personality types ISFP, ISTJ, ESFJ and INTJ at 8%; personality type ENTJ at 5% and ISTP, ESFP, ENFJ at 4% and INTP, INFJ and ENTP at 3%. Personality type ENFP found no representation.

- Personality type ESTJ: it has 21 % students in its range which means these students belong to guardian temperament .They are well suited as supervisors.
- Personality type ESTP: it has 10 % students in its range which means these students belong to artisan temperament they are well suited as promoter.
- Personality type INFP: it has 9 % students in its range which means these students belong to idealist temperament they are well suited as healers.
- Personality type ESFJ: it has 8 % students in its range which means these students belong to guardian temperament they are well suited as provider.
- Personality type INTJ: it has 8 % students in its range which means these students belong to rationals temperament they are well suited as masterminds.
- Personality type ISFP: it has 8 % students in its range which means these students belong to artisan temperament they are well suited as composer.
- Personality type ISTJ: it has 8 % students in its range which means these students belong to guardian temperament they are well suited as inspector.
- Personality type ISFJ: it has 6 % students in its range which means these students belong to guardian temperament they are well suited as protector.
- Personality type ENTJ: it has 5 % students in its range which means these students belong to rational temperament as they are well suited field marshal.
- Personality type ISTP: it has 4 % students in its range which means these students belong to artisan temperament they are well suited as crafters.
- Personality type ESFP: it has 4 % students in its range which means these students belong to artisan temperament they are well suited as performer.
- Personality type ENFJ: it has 4 % students in its range which means these students belong to idealist temperament they are well suited as teacher.
- Personality type INTP: it has 3 % students in its range which means these students belong to rationals temperament they are well suited as architects.
- Personality type INFJ: it has 3 % students in its range which means these students belong to idealist temperament they are well suited as counselor.
- Personality type ENTP: it has 3 % students in its range which means these students belong to rational temperament they are well suited as inventor.
- Personality type ENFP: it has 0 % students in its range which means these students belong to idealist temperament as champions.
- The maximum students belonged to the supervisor (ESTJ) and promoter (ESTP) category. It was indeed an interesting finding since the MBA students enter the industry generally at the middle level of the management and are generally in a supervisory role. Another interesting finding worth noting was 8 % students belonged to INTJ category and they were well suited as 'masterminds'. 4 % students had ENFJ personality type which meant that these students belonged to idealist temperament and they are well suited as teachers.

None of the students however belonged to the 'inventor' (ENTP) or the 'champion' (ENFP) category.

#### RELATED TO EFFECT OF DIFFERENT PERSONALITY TYPE ON DIMENSIONS OF INTERPERSONAL ORIENTATION

No significant difference between the personality types and the need for inclusion among the students was found. A significant difference between the personality types and the need for control among the students was found. No significant difference between the personality types and the need for affection among the students.

#### RELATED TO AFFECT OF DIFFERENT PERSONALITY PROFILES ON INTERPERSONAL ORIENTATION

Students belonging to thirteen personality types exhibited high need for control .These included the personality types ESTJ ,ISFP, ESTP,INFP, INTJ, INTP, ISTP, ISTJ, ISFJ, ESFJ, ENTJ ,ENTP and ENFJ . This is the need to maintain a satisfactory relation between oneself and other people with regard to power and influence. In other words, every individual has a need to control his situation to some degree, so that his environment can be predictable for him. Ordinarily this amounts to controlling other people, because other people are the main agents, which threaten him and create an unpredictable and uncontrollable situation. This need for control varies from those who want to control their entire environment, including all the people around them, to those who want to control on one in any situation, no matter how appropriate controlling them would be. The findings justify the fact that it was obvious for the management students to have a strong need for control since the management education trains them to control and manage different set of situations and to be under control of challenging situations

Personality type INFJ had more need for affection. This is the need to maintain a satisfactory relation between the self and other people with regard to love and affection. In the business setting this need is seldom made overt. It takes the form of friendship. In essence, affection is a relationship between two people, only a dyadic relationship. At one extreme individuals like their personal relationships to be quite impersonal and distant – perhaps friendly but not close and intimate. People of this type tend to be: creative, original, and independent; thoughtful, warm, and sensitive; cautious, deliberate, and planful; organized, productive, and decisive; reserved and polite. The most important thing to INFJs is their ideas, and being faithful to their vision. Respect their need for privacy, quiet, and time alone to play, think, or dream .The findings justify the fact the need for affection was strongest among the students belonging to this personality type.

Personality type ESFP had more need for inclusion. This is the need to maintain a satisfactory relation between the self and other people with respect to interaction or belonging-ness. Some people like to be with other people all the time; they want to belong to organizations, to interact, to mingle. Other people seek much less contact; they prefer to be alone, to interact minimally to stay out of groups, to maintain privacy. People of ESFP type tend to be: warm, gregarious, and playful; impulsive, curious, and talkative; sensitive, caring, and gentle; social and

unpredictable with a great zeal for life; active, responsive, and highly aware of the physical world. The most important thing to ESFPs is freedom to be spontaneous, have fun, and enjoy the company of others. The findings justify the fact the need for affection was strongest among the students belonging to this personality type.

#### REFERENCES

- Astin, Alex & W., & Panos (1969). *The Educational & Vocational Development of College Students*. Washington, DC: American Council on Education.
- Arnold, Hart, P. M. (1999). Predicting employee life satisfaction: a coherent model of personality, work, and nonwork experiences, and domain satisfactions. *Journal of Applied Psychology*, 84, 564–584.
- Billings, A.G. & R. H. Moos. (1982). Work Stress & the Stress-buffering Roles of Work & Family Resources. *Journal of Occupational Behavior*. 3, 215-232.
- Borman, W. C., Hanson, M. A., & Hedge, J. W. (1997). Personnel selection. In J. T. Spence, J. M. Darley, & D. J. Foss (Eds.), *Annual review of psychology*, 48, 299–337
- Cable & Judge (1994) Moderators of the Openness to Experience-Performance Relationship. *Journal of Managerial Psychology* 4, : 317-348.
- Costa, P. T., Jr., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13, 653–665.
- Hinton, S., & Stockburger, M. (1991). *Personality trait and professional choice among preservice teachers in eastern Kentucky*. Research paper presented at Eastern Kentucky University.
- Hall, R. H. (1991). *Organizations: Structures, processes, and outcomes*. Englewood Cliffs, NJ: Prentice-Hall, pp. 29-47.
- Judge & Cable (1997). Matching People & Organizations: Selection & Socialization in Public Accounting Firms.
- Furnham, A., & Heaven, P. (1999). *Personality and social behaviour*. London:
- Rusting, C. L., & DeHart, T. (2000). Retrieving positive memories to regulate negative mood: Consequences for mood-congruent memory. *Journal of Personality and Social Psychology*, 78, 737–752.
- Jessi L. Smith & John M. Ruiz (2004). The Big Five Personality Traits & Individual Job Performance Growth Trajectories in Maintenance & Transitional Job Stages. *Journal of Applied Psychology*.
- Luthans & Summer (2005) & Tata & Prasad (2004) Team Self-management, Organizational Structure, & Judgments of Team Effectiveness. *Journal of Managerial Issues*.4; 23.
- Motowidlo & VanScotter (1994) Evidence that Task Performance Should Be Distinguished from Contextual Performance. *Journal of Applied Psychology* .3,4-5.
- Stagner, R., *Psychology of Personality* (McGraw-Hill, 1948).
- Westerman, James W, Simmons, Bret L (2007). Moderators of the Openness to Experience-Performance Relationship. *Journal of Managerial Psychology*

## **REQUEST FOR FEEDBACK**

**Esteemed & Most Respected Reader,**

At the very outset, International Journal of Research in Commerce and Management (IJRCM) appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to take this opportunity to request to your good self to supply your critical comments & suggestions about the material published in this issue as well as on the journal as a whole, on our E-mails i.e. **info@ijrcm.org.in** or **infoijrcm@gmail.com** for further improvements in the interest of research.

If your good-self have any queries please feel free to contact us on our E-mail **infoijrcm@gmail.com**.

Hoping an appropriate consideration.

With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**