Chapter 5

Development of Personality Profiles

This chapter provides a general interpretation of the 11 traits and interpretation of specific profiles. The general interpretation includes the general information of each trait and their explanation for low and high scorers. The profile interpretations include graphical representations of the personality profiles and their description for the general population, a group of Students, Medical professional, Engineers, Teaching professionals, Administrative Professionals, Males and Females. These personality profiles and the general descriptions of the specific traits will be helpful in interpreting SRT-Trait scale results and comparing individual personality profiles with the general population and subgroups.

5.1. General interpretation of the 11 traits

The interpretation of specific traits is based on the operational definitions of each trait as mentioned in Table 3.10 in Appendix E on page 219. The high, moderate and low range of the scores on each trait is interpreted by calculating and converting the raw scores into stanine scores with the help of stanine score tables on Appendix F, for general population and sub groups. The high or low scores of each trait should not be assumed as 'good' or 'bad'.

The interpretative information for each trait as high and low is given in the following sections. The interpretation of moderate range for each trait is mentioned in section 5.2.

Trait 1: *Tamasic* Knowledge

General meaning

Tamasic knowledge addresses the tendency of enduring unhygienic habits like not brushing teeth regularly. People high in *Tamasic* knowledge have a pessimistic

outlook on life and believe in solving problems with superstitious beliefs. They tend to have behavioural and cognitive manifestations of this trait.

Interpretation

High scorers on this trait show a continuous practice of unhygienic habits. They might have a gloomy, negative and cynical outlook on various life situations, and hold beliefs that state that superstitious practices can be used for solving problems in life. People with low scores on this trait might show unhygienic habits but much less that those who score high or moderate. This does not mean the complete absence of such practices. They can also have a pessimistic outlook on life situations and hold superstitious beliefs for problem solving, but much less than high and moderate scorers.

Trait 2: *Sattvic* Knowledge

General meaning

Sattvic Knowledge indicates the capability to understand and believe in the presence and characteristics of 'supreme power'. People with a high *Sattvic* Knowledge have faith in supreme power and let it guide their behaviour and thought processes to do righteous deeds.

Interpretation

People who score high in *sattvic* knowledge believe in the presence of supreme power and its functioning in this world. They have the maturity to understand their life beyond the materialistic world and look for the purpose of life. Their behaviour and cognition are guided by *sattvic* knowledge. People who score low on this trait might believe less in the presence and functioning of supreme power. They do not have the

same maturity as high scorers in understanding that life has a dimension beyond the materialistic world and one should aim to find one's purpose of life.

Trait 3: *Rajasic* Habit

General meaning

Rajasic Habit involves the extent to which one worships Gods, demi-gods and performs severe rituals in order to fulfil personal wishes and get easy money. Moral ideas of right and wrong are manipulated and culture tailored standards of living are used which focus on personal benefits. These moral ideas and standards of living enable behaviour that centres on materialistic gains.

Interpretation

People who score high in *Rajasic* habit tend to perceive themselves as strict followers of religious rituals to please Gods and demi-gods. They validate conventional and unconventional cultural and religious rituals as important regulation for material prosperity. People who score low in this trait tend to be lenient in performing such severe rituals and perform them only due to a poorly developed sense of conscience. They have difficulty in conforming to the rituals, unlike high scorers.

Trait 4: *Sattvic* Spirituality

General meaning

Sattvic Spirituality focuses on people's motivation to come closer to experience spirituality by reading spiritual scriptures and books, and by attending spiritual discourses by scholars. They intend to spiritually nurture their thinking and lifestyle, and reflect intensely on their inner life, more than on the outer environment. Their goal in life is to attain self-awareness through spirituality.

Interpretation

The high scorers in this trait tend to indulge in reading spiritual scriptures to satisfy their thirst for the true knowledge of self. They experience an improvement in their thinking and living as they go from a materialistic living to spiritual enlightenment. The low scorers seldom indulge in spiritual readings. Their inclination towards gaining information and spiritual experience is low. They do not have a drive for knowledge in order to discover their true self. They do not hold an experiential knowledge of spirituality which could change their way of thinking and living.

Trait 5: Tranquillity

General meaning

Tranquillity refers to the ability to control one's temper and maintain calmness in difficult situations.

Interpretation

People who score high in this trait say that they feel calm and composed at most times and places in their life. They are able to control their temper in challenging situations. People who score low say that they can seldom control their temper or stay calm.

Trait 6: Maturity

General meaning

Maturity addresses the ability to be modest, down-to-earth and not driven by materialistic desires. It also describes the ability to understand the temporary nature of the desire for money, fame, and awards, and that one must not run after them for happiness. People with high maturity are not strongly attached to their actions and the following results.

Interpretation

High scorers in the maturity trait behave modestly with everyone. They do not credit themselves for success or achievements. This does not mean they have a low self-esteem, instead they are mature enough to understand that success or failure are temporary situations. They do not find themselves running after materialistic desires for happiness. They display wisdom in their behaviour and thoughts. Low scorers in this trait, rarely display modesty and believe in making their success or failure noticed to others. They run after materialistic desires for happiness.

Trait 7: Emotional Stability

General meaning

This trait concerns the management and balance of emotions. It addresses a state of equanimity and detachment to everything and everyone.

Interpretation

High scorers tend to stay indifferent and detached of all emotions. They can experience emotions but do not indulge in any emotional desires. They rarely experience emotional problems which they cannot cope with. They have a good self-control over their emotions in most situations and can come out of any negative or positive emotional situation quickly. Low scorers are emotionally volatile, experience frequent mood fluctuations and have more emotional dissatisfaction than others. They are unable to manage their emotions and situations that required composure. They feel controlled by situations instead of having control over situations.

Trait 8: Empathy

General meaning

This trait focuses on people's sensitivity and compassion for every living being. They have empathy and a sensitive attitude towards other people without having any personal connection with them. They have concern for people who are deprived in social, physical or economic aspect.

Interpretation

People with a high score say that they have empathetic feelings for people who are neglected and deprived, members of their family, friends and those with whom they do not have any personal connection. People with a low score are less sentimental, sensitive and compassionate towards others. They tend to focus on an objective view of the situation or people.

Trait 9: *Sattvic* habit

General meaning

The idea of consuming food of good quality is considered parallel to a healthy personality in Indian psychology. *Sattvic* habit refers to being attentive and disciplined towards one's lifestyle and nutrition in order to stay healthy. It describes people who are skilled in creating clean and ordered environments.

Interpretation

People with high scores are disciplined in their food habits. They pay attention to the quality and quantity of the food they consume. They like well-organised things. People with low scores pay less attention to their food quality and habits. They pay less attention to a well-planned and organisation of items in their environment.

Trait 10: *Tamasic* habit

General meaning

This trait indicates the presence of sluggish and irresponsible behaviour. While performing activities the person feels lazy and lethargic, and stays inactive for most of their time. Any responsibility or decision making is avoided.

Interpretation

People with high scores have the tendency to procrastinate, stay lazy and sluggish, avoid responsibilities, and given a task be irresponsible. People with low scores have less sluggish and lazy in behaviour, and do not turn their backs on taking responsibilities or making any decision.

Trait 11: Passion

General meaning

Passion indicates a tendency to make new plans to seek different experiences. This trait implies a wish to run ahead of time.

Interpretation

People with high scores on this trait are enthusiastic and excited for making new plans, one after another. For them, chasing their dreams has a high importance. They try to get their work done very quickly and keep themselves busy. People with low scores on this trait are experiencing less excitement and enthusiasm. They are restful and follow a usual routine.

5.2. Personality profiles

For preparing personality profiles, mean values were calculated for all 11 traits of the five professions (engineers, medical professionals, teaching professionals, administrative professionals and students pursuing higher education). Each professional profile contains two columns, the column in orange colour represents the

profile of the professional group and the column in blue colour represents the general population group. A comparison of these columns in graph provides the differences and overlaps of traits between the general population and a profession.

Each trait is described as low, moderate or high in all personality profiles using stanine scores as mentioned in Appendix F on page 221.

In the following sections 5.3 and 5.4 includes an Analysis of variance (ANOVA) and Tukey's Post-hoc Analyses to see the effects of the traits across the professional groups and gender.

5.2.1.   Profile of general population group

From the data of general population, mean of all 11 traits was calculated. The following abbreviates are used for 11 traits further in the chapter, i.e. *Sattvic* Knowledge (SK), *Rajasic* Habit (RH), *Sattvic* Spirituality (SS), Tranquillity (Tr), *Tamasic* Knowledge (TK), Maturity (Ma), Emotional Stability (ES), Empathy (Em), *Sattvic* Habit (SH), *Tamasic* Habit (TH) and Passion (Pa). The mean values of each trait are converted into stanine scores using Table 4.2. Given below Table 5.1 represents the means values and stanine scores of general population.

Table 5.1

Descriptive statistics of 11-traits for the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Mean	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

From the stanine scores on different traits, a bar graph is prepared (see Figure 5.1) for graphical representation of the personality profile. In the Figure 5.1, the horizontal (x) axis is labelled "Traits" and the traits are indicated with abbreviates as mentioned above. The vertical (y) axis is labelled "Stanine".
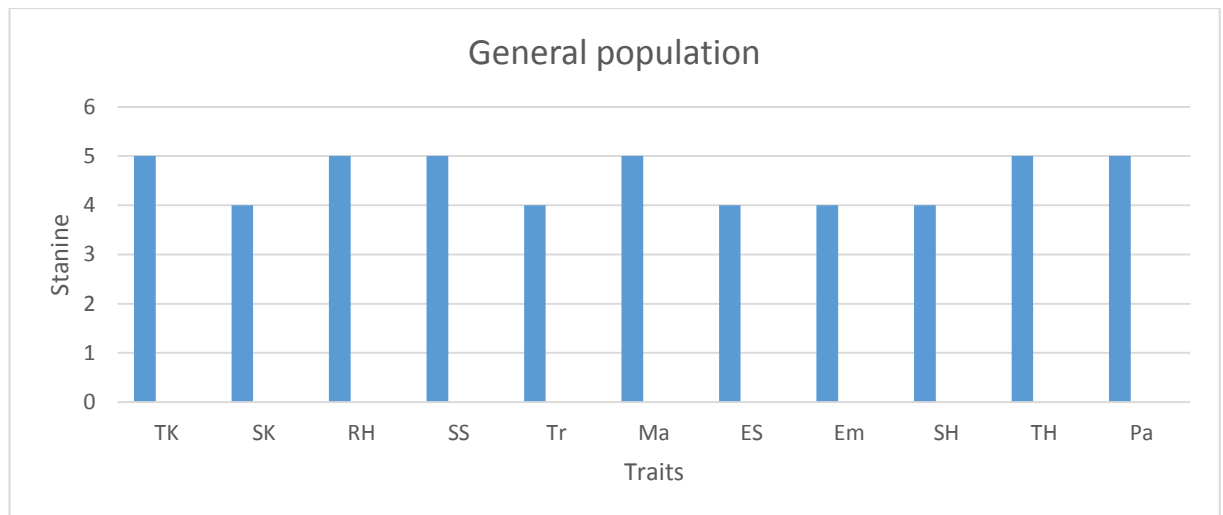

Figure 5.1. Personality profile for general population

Table 4.3 on Appendix F on page 222 is used to interpret the graph in Figure 5.1. It indicates that in the general population, the majority of members have moderate scores on all 11 traits. Theoretically, in a stanine distribution, for any trait, most people i.e. 68 % are expected to score in the moderate range, about 16 % score at the low end and another 16 % score at the high end. Moderate scores indicate that the personality of the general population doesn't lean too heavily on either the high or low direction. They can force themselves or choose to lean towards either direction to adjust with the environment if necessary.

Moderate *Tamasic* knowledge indicates leaning towards a high or low tendency of enduring unhygienic habits, pessimism and superstition in accordance to the environment.

Moderate *Sattvic* Knowledge indicates sometimes maturely understanding and believing in the presence of 'supreme power', letting it guide the behaviour and thought processes to do righteous deeds, but other times do not manage or choose such behaviour.

Moderate *Rajasic* Habit indicates occasionally worshiping Gods and demi-gods and performing severe rituals to fulfil personal wishes and get easy money. It also includes now and then manipulating moral ideas and standards of living for personal benefits.

Moderate '*Sattvic* Spirituality' indicates intending to spiritually nurture one's thinking and lifestyle sometimes by reading spiritual scriptures and books to gain spirituality and attend spiritual discourse by scholars.

Moderate 'Tranquillity' refers to sometimes being able to control one's temper and maintain calmness in complicated situations.

Moderate 'Maturity' addresses the time-to-time ability to be modest, down-to-earth, not driven by materialistic desires and to feel attached to the actions and their results.

Moderate 'Emotional Stability' concerns the occasional management and balancing of emotions. It involves experiencing the state of equanimity and the detachment to everything and everyone from time to time.

Moderate 'Empathy' indicates sometimes feeling sensitive and compassion towards living and non-living beings, and having an empathetic and sensitive attitude towards people without having any personal connection to them.

Moderate '*Sattvic* habit' describes occasionally consuming food of good quality to nourish the body and sometimes following a disciplined lifestyle.

Moderate '*Tamasic* habit' indicates occasionally being sluggish, irresponsible and avoiding decision making.

Moderate 'Passion' indicates a tendency to sometimes try to run ahead of time and make new plans to seek different experiences, but not always.

5.2.3. Profile of Students

Table 5.2 shows mean values and stanine scores for the data of students pursuing higher education and the general population for the 11 traits.

Table 5.2

Mean value of 11-traits for students and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Students	12.39	17.00	13.44	14.38	11.25	6.12	6.49	8.28	5.95	3.81	5.97
Stanine	5	6	4	4	4	5	3	4	3	5	5
Gen pop	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine values from above table are used to prepare a personality profile of students and the general population in Figure 5.2.
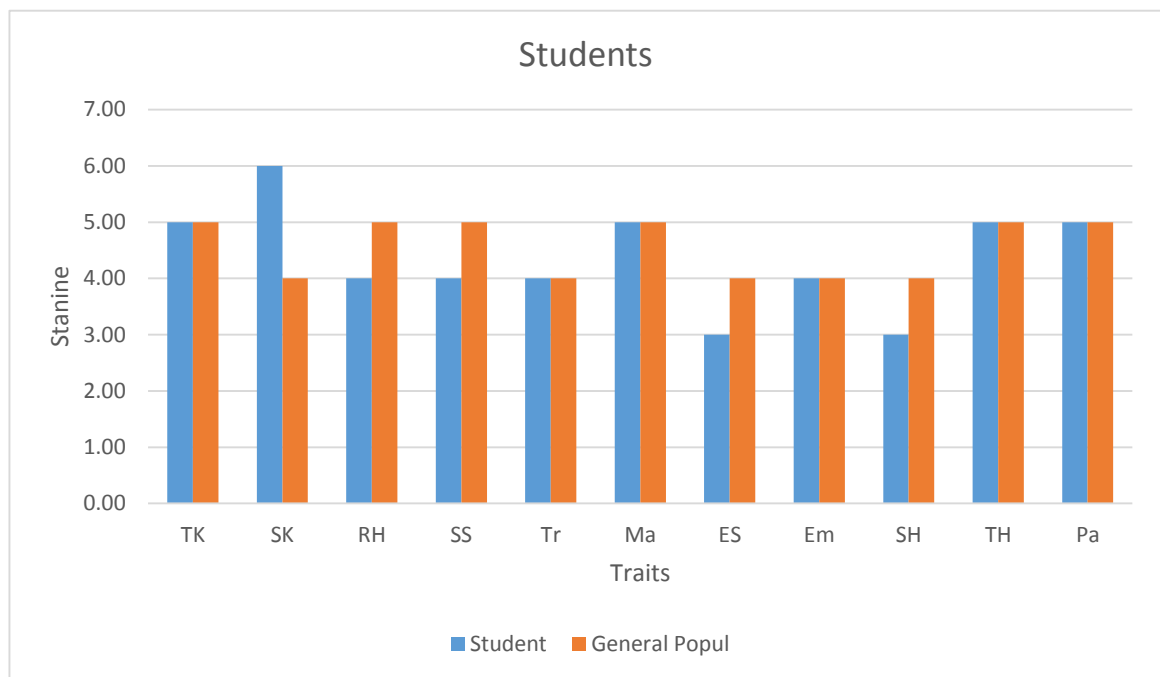
Figure 5.2. Personality profile of students with 11 traits

        The stanine scores for the student group are interpreted using Table 4.5 on

appendix F on page 224. Compared to the general population, students are low scores

on emotional stability only. Additional analysis using independent group t-test ($p <$

.05) was conducted to compare the mean scores for students with the mean scores of

the general on emotional stability. To compare the difference between the students

and general population, the students group was excluded from the general population.

Table 5.3.

Compared means for students and general population

M1	M2	t	Significant
6.49	7.89	-10.58	0.000

An independent group t-test in Table 5.3 shows a significant difference in emotional stability between students and general population.

This profile shows that the students are emotionally unstable, experience frequent mood fluctuations and have more emotional problems than others. They feel controlled by situations instead of having control over situations and have difficulty in dealing with any negative or positive emotional situation quickly. On the other hand, Scott, Borges, and Early (2007) found that male and female medical students in The United States of America were more adaptive or emotionally stable than the general population. The disagreement over the findings might be due to cultural differences. Except for the trait 'emotional stability', students and the general population range moderately in all the ten traits.

Given below are the personality profiles for the teaching professionals, administrative professionals, engineers and the medical professionals. The mean values of all 11 traits for each profile are converted into stanine. In each profile, moderate mean scores for the general population and the professions reflect similarity in the profiles and no significant differences in the 11 traits.

Table 5.4 shows mean values and stanine scores of teaching professionals and the general population for the 11 traits.

Table 5.4

Mean value of 11-traits for teaching professionals and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Teaching	10.95	14.91	12.36	13.65	10.92	6.27	6.38	7.93	5.63	3.87	5.93
Stanine	3	6	3	6	7	4	4	4	3	5	4

Gen popl	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine scores from above table are used to prepare a personality profile of students and the general population in Figure 5.3.
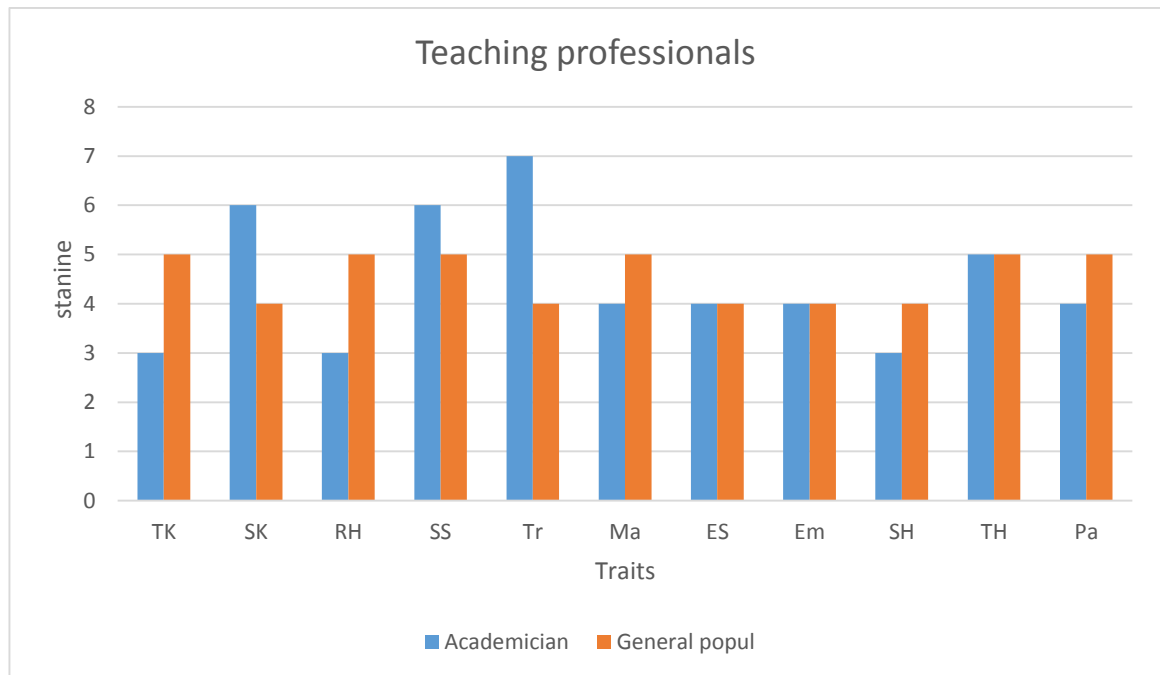

Figure 5.3. Personality profile of teaching professionals with 11 traits

Table 5.5 shows mean values and stanine scores of medical professionals and the general population for the 11 traits.

Table 5.5

Mean value of 11-traits for medical professionals and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Medical	11.43	16.58	13.91	14.20	11.07	5.66	6.45	8.17	6.18	3.88	5.91
Stanine	4	5	4	4	4	5	4	4	4	3	5

Gen popl	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine scores from above table are used to prepare a personality profile of medical professionals and the general population in Figure 5.4.
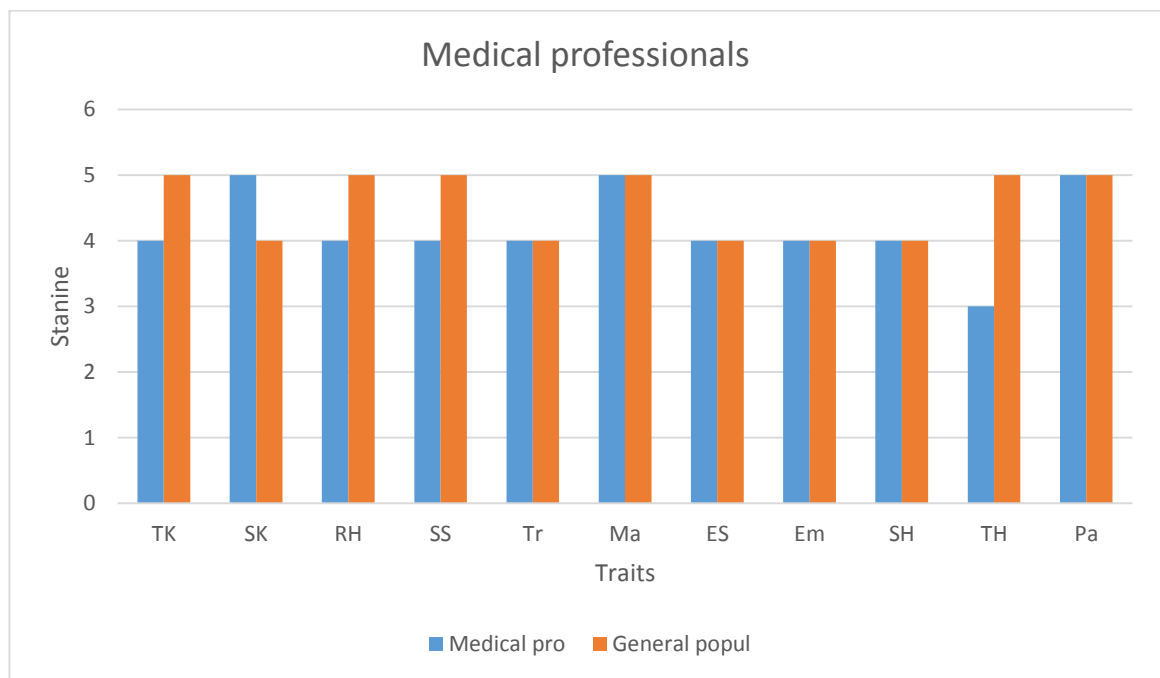

Figure 5.4. Personality profile of medical professionals with 11 traits

Table 5.6 shows mean values and stanine scores of administrative professionals and the general population for the 11 traits.

Table 5.6

Mean value of 11-traits for administrative professionals and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Administrative	10.10	15.68	13.56	14.08	10.94	5.79	6.27	8.01	5.90	3.88	6.03

Stanine	5	4	5	4	3	5	4	4	6	5	4
Gen popul	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine scores from above table are used to prepare a personality profile of administrative professionals and the general population in Figure 5.5.
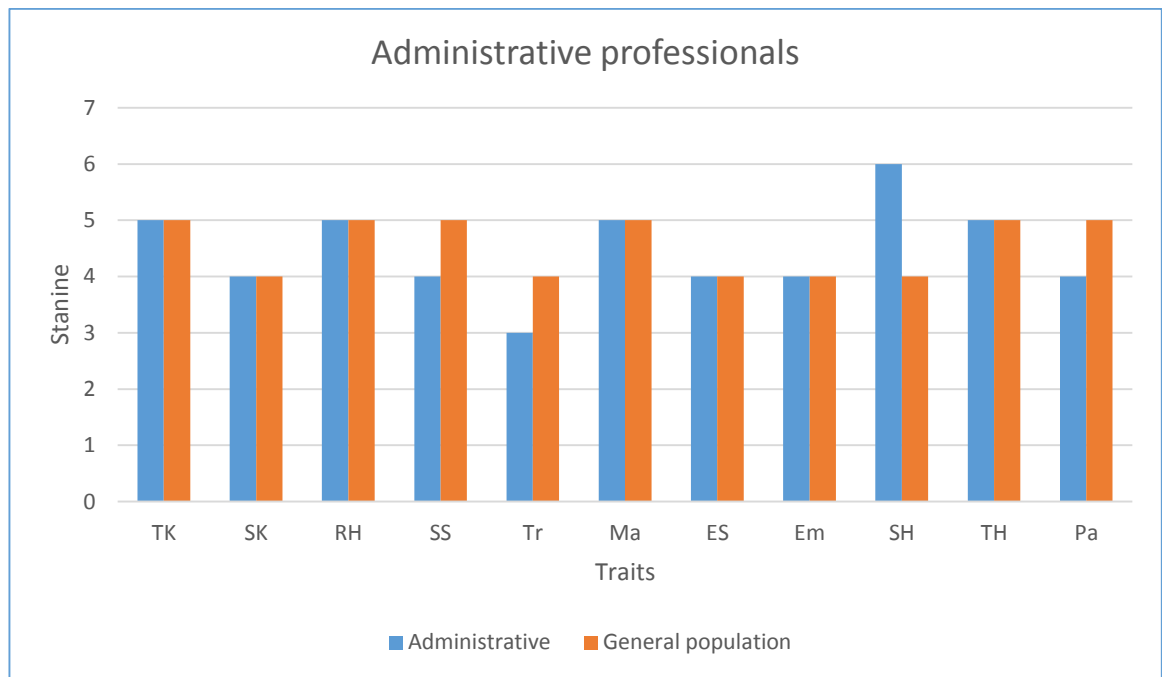

Figure 5.5. Personality profile of Administrative professionals with 11 traits

Table 5.7 shows mean values and stanine scores of engineers and the general population for the 11 traits.

Table 5.7

Mean value of 11-traits for engineers and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Engineers	9.68	14.93	13.67	13.88	10.11	5.51	6.30	7.28	6.11	4.07	6.07

Stanine	5	4	5	5	4	5	4	4	4	4	5
Gen popl.	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine scores from above table are used to prepare a personality profile of engineers and the general population in Figure 5.6.
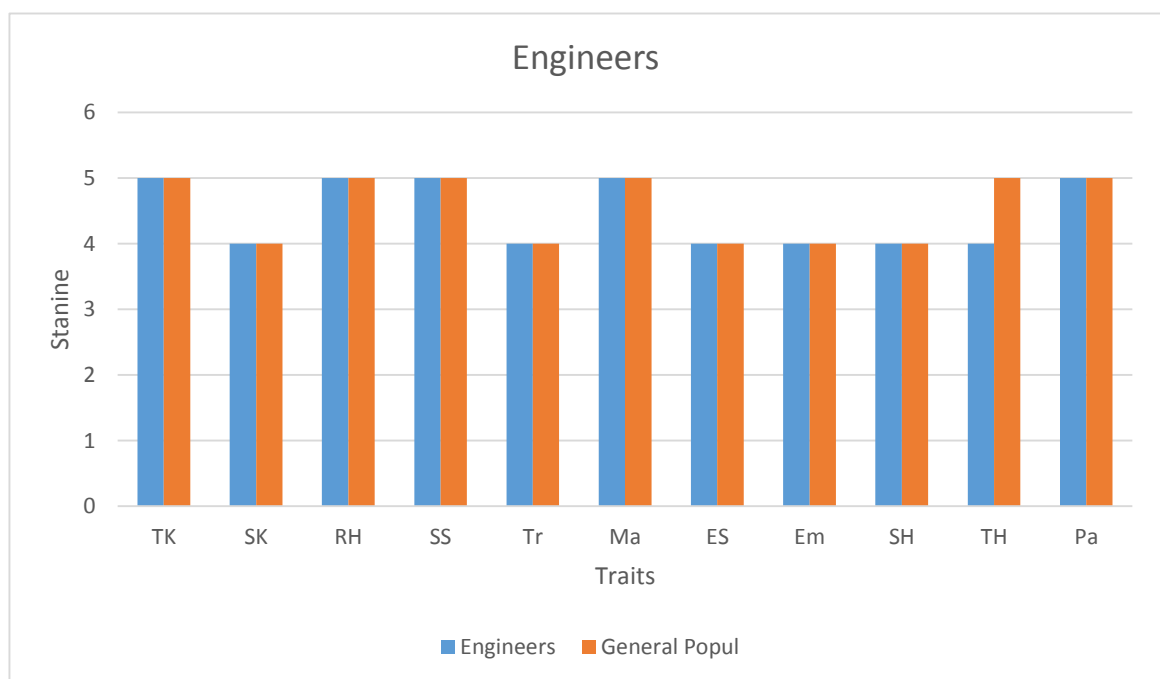

Figure 5.6. Personality profile of engineers with 11 traits

The figures mentioned above shows an overlap of profiles of the general population and professions groups. This indicates that no differences exists in personality traits of professionals and the general population, except for the students group in emotional stability.

Conclusion:

Personality differences exist between students and the general population on 1 of 11 traits. Based on the student normative sample generated in the present study, students in higher education program appears to have low emotional stability as compared to the general population. The personality profiles of the teaching professionals, administrative professionals, engineers and medical professional had all the traits overlap with that of general population. Further to measure the effects of 11 traits between the professional groups, an analysis of variance (ANOVA) and post hoc analysis were used.

5.3. Analysis of Variance and Post-hoc analysis: Professional groups

The sorted data was subjected to Analysis of Variance (ANOVA) to find significant differences between the professional groups. The results of the ANOVA found significant effects of 4 out of 11 traits across the eight professions. These four traits are *Tamasic* Knowledge, *Sattvic* Knowledge, Tranquillity and Empathy. Although the results of the ANOVA indicate a significant effect, it is important to know between which groups the effect exists. To determine this, further analyses was conducted with Post-hoc test, Tukey's HSD was conducted to compare one group (e.g. engineers) to another other group (e.g. teaching professionals, medical personnel etc.).

This section includes the results of ANOVA and Post Hoc analyses of the four traits, i.e. *sattvik* knowledge, *tamasic* knowledge, tranquillity and empathy, for the eight professional groups. The rest of the seven traits had no significant results in the ANOVA and post-hoc, hence their results are not discussed here.

5.3.1. *Tamasic* knowledge

A one-way ANOVA was conducted to find significant differences in the scores of

Tamasic knowledge between the eight professional groups. Table 5.8 shows the

results of one-way ANOVA.

Table 5.8

Tamasic Knowledge: Analysis of variance

	df	Mean Square	F	Sig.
Between Groups	7	169.263	17.729	.000
Within Groups	1010	9.547		
Total	1017			

Table 5.8 shows the significant differences between the professional groups in

Tamasic knowledge at the p =.000, *F* (7, 1010) = 17.729. However, it is important to

know between which groups this effect exists. Hence, Tukey's HSD was conducted.

Table 5.9

Post hoc result: Tamasic knowledge

Dependent Variable		Multiple Comparisons		Mean Difference(I-J)	Sig.
		(I)Category	(J)Category		
*Tamasic_* knowledge	Tukey HSD	Students	Teaching professionals	1.444*	.000
			Administration	2.291*	.000
			Engineer	2.706*	.000
			Lawyer	2.868*	.000
			Self-Employed	3.317*	.000
			Home-makers	2.661*	.003
		Engineer	Medical	-1.743*	.001
		Medical	Lawyer	1.905*	.000
			Self-Employed	2.354*	.001
Note- *. The mean difference is significant at the 0.05 level.					

Table 5.8 shows the result of Post hoc comparison using the Tukey's HSD test. The table values indicate that the mean score for students ($M =12.39$) significantly differ from teaching professionals ($M = 10.95$), administrative workers ($M = 10.10$), engineers ($M = 9.68$), lawyers ($M = 9.52$), self-employed ($M = 9.07$) and home-makers ($M = 9.73$). However, mean score of students ($M =12.39$) did not

significant difference from the medical professionals ($M = 11.43$). The mean score for the engineers group ($M = 9.68$) significantly differ from medical professionals ($M = 11.43$). The medical professionals ($M = 11.43$) was significantly different from lawyers ($M = 9.52$) and self-employed ($M = 9.07$). The mean scores are used to prepare figure 5.7.
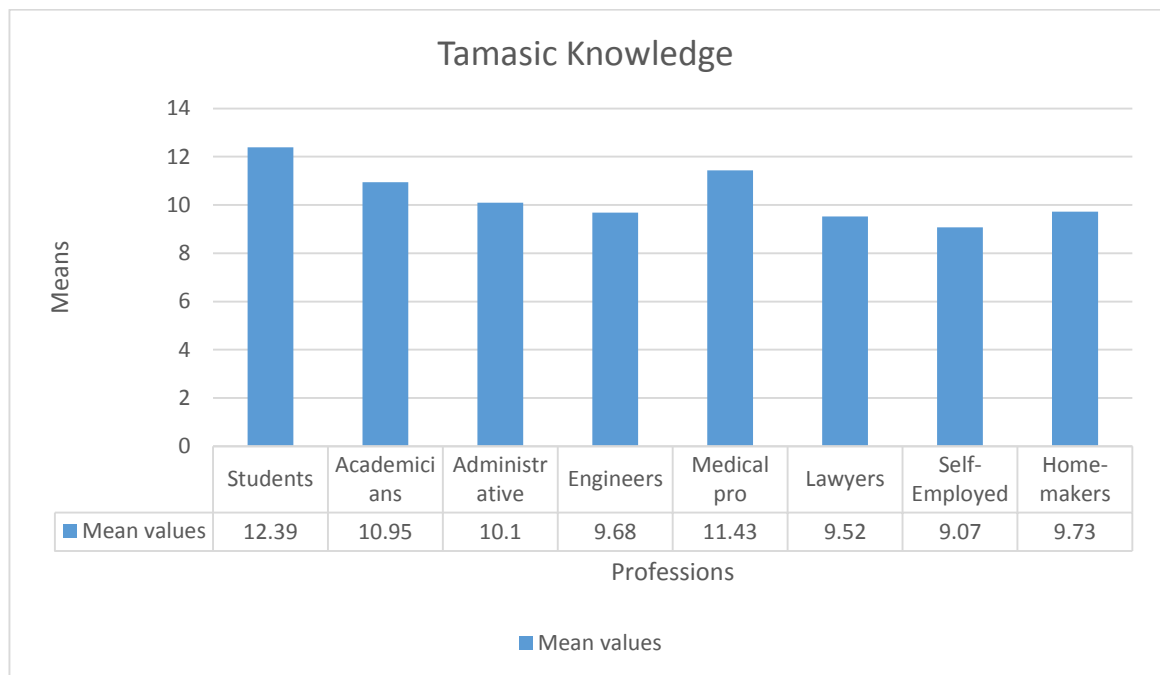
Tamasic Knowledge

	Students	Academici ans	Administr ative	Engineers	Medical pro	Lawyers	Self- Employed	Home- makers
Mean values	12.39	10.95	10.1	9.68	11.43	9.52	9.07	9.73

Professions

■ Mean values

Figure 5.7. Effect of *Tamasic* knowledge across the professions groups

Taken together, these results suggests that students have higher scores in *Tamasic* knowledge than teaching professionals, administrative professionals, engineers, lawyers, self-employed people and home-makers. The medical professionals have higher scores in *Tamasic* knowledge than the engineers, lawyers and self-employed people.

When *tamasic* knowledge dominates an individual's personality, he/she is inclined to have a pessimistic outlook on life situations, believes in superstitions to solve problems and indulge in unhygienic practices. Students think a lot and worry

about their future perspectives more than other professional groups because the latter is more stable than former in their respective disciplines. Students have concerns about the economic conditions of their families and wish to contribute to maintain or uplift this condition. These worries and thoughts make them vulnerable to pessimistic attitude and lead to increase in *tamasic* knowledge. Similarly, medical professionals score significantly higher than lawyers and people who are self-employed on *tamasic* knowledge. This might be because the field of medicine demands the quality number of years in medical schools, is highly expensive and more commercial than the field of law and self-employment. This environment makes them vulnerable to pessimistic outlook, believe in superstitions to solve problems and indulge in unhygienic practices for self.

5.3.2. *Sattvic* knowledge

A one-way ANOVA was conducted to compare the effect of *Sattvic* knowledge on the eight professional groups. Table 5.9 shows the results of one-way ANOVA.

Table 5.10

Sattvic knowledge: Analysis of variance

	df	Mean Square	F	Sig.
Between Groups	7	99.896	4.659	.000
Within Groups	1010	21.443		
Total	1017			

Table 5.10 indicates a significant difference in the scores of *Sattvic* knowledge for the professionals groups at the p<.05 level, $F (7, 1010) = 4.659$, p =.000. To know between which groups this effect exists, Tukey's HSD was conducted. Table 5.11 shows the results of Tukey's HSD.

Table 5.11

Post hoc result: Sattvic knowledge

Multiple Comparisons					
Dependent Variable		(I)Category	(J)Category	Mean Difference (I-J)	Sig.
*Sattvic_* knowledge	Tuckey HSD	Students	Teaching professionals	2.085*	.000
			Engineer	2.065*	.004
Note- *The mean difference is significant at the 0.05 level.					

In Table 5.11, Tukey's HSD indicated that the mean score of the students (M = 17.00) in *Sattvic* Knowledge is significantly higher than the teaching professionals (M = 14.91) and engineers (M = 14.93).

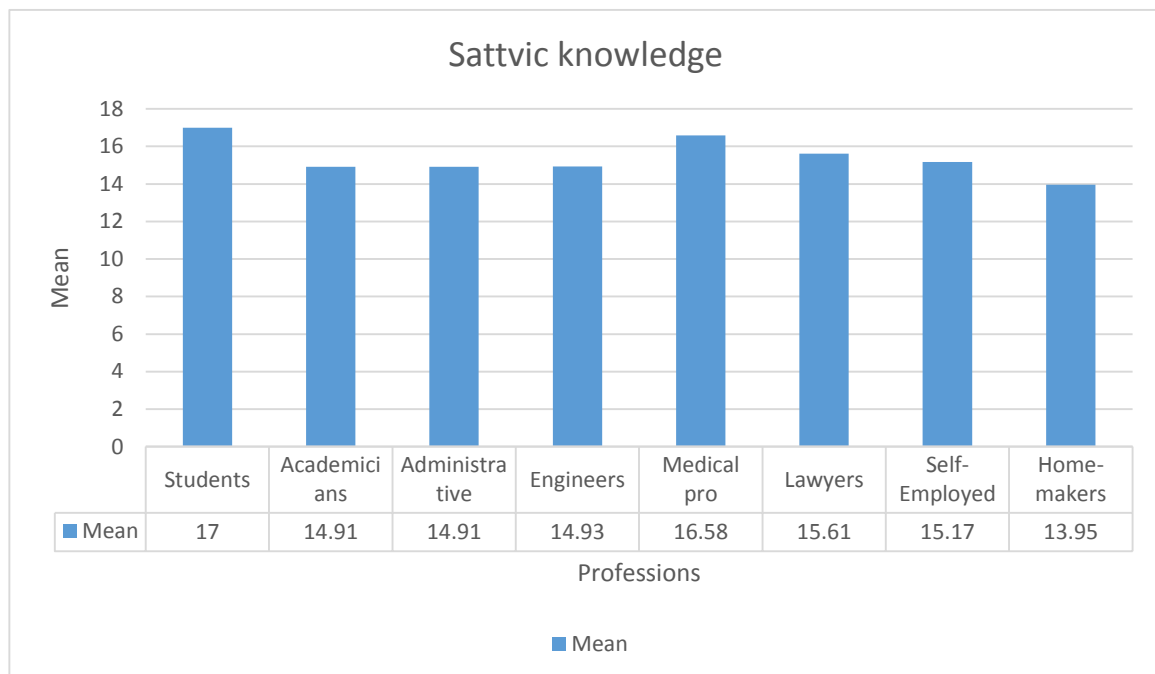|	Students	Academicians	Administrative	Engineers	Medical pro	Lawyers	Self-Employed	Home-makers
Mean	17	14.91	14.91	14.93	16.58	15.61	15.17	13.95

Figure 5.8. Effect of *Sattvic* knowledge across professional groups

When put together, the results of one-way ANOVA indicates significant effect of *Sattvic* Knowledge on eight professional groups. Post hoc analysis using the Tukey's HSD test indicates that students have significantly high scores on *Sattvic* Knowledge than teaching professionals and engineers. The influence of *Sattvic* knowledge determines the ability to understand and believe in supreme power. *Sattvic* knowledge has a significant effect on only students, teaching professionals and engineers among all the professional groups.

5.3.3. Tranquillity

Table 5.12 shows the results of one-way ANOVA, conducted to measure the effect of Tranquillity on professional groups.

Table 5.12

Tranquillity: Analysis of variance

	df	Mean Square	F	Sig.
Between Groups	7	32.066	5.073	.000
Within Groups	1010	6.321		
Total	1017			

The results in Table 5.12 indicate a significant effect of Tranquillity on the professionals groups at the p<.05 level, F (7, 1010) = 5.073. Further, Table 5.13 shows the effect between the groups.

Table 5.13

Post hoc result: Tranquillity

Multiple Comparisons				
Dependent Variable	(I)Category	(J)Category	Mean Difference (I-J)	Sig.
Tranquillity Tukey HSD	Students	Engineer	1.137*	.003
		Home-makers	2.703*	.000
	Teaching professionals	Home-makers	2.375*	.001
	Administration	Home-makers	2.396*	.001
	Medical	Home-makers	2.524*	.001
	Lawyer	Home-makers	2.246*	.004
	Self-Employed	Home-makers	2.669*	.002
*. The mean difference is significant at the 0.05 level.				

In Table 5.13, Tukey's HSD indicates that the mean score of home-makers (M =8.55) in Tranquillity is significantly higher than teaching professionals ($M = 10.92$), administrative professionals ($M = 10.94$), medical ($M = 11.07$), lawyer ($M = 10.79$)

and self-employed (M = 11.21), p <0 .05. The mean score of engineers (M =10.11) does not differ significantly from home-makers. The mean score for students (M =11.25) is significantly higher than engineers (M =10.11) and home-makers (M =8.55). The mean scores are used for graphical representation in Figure 5.9.
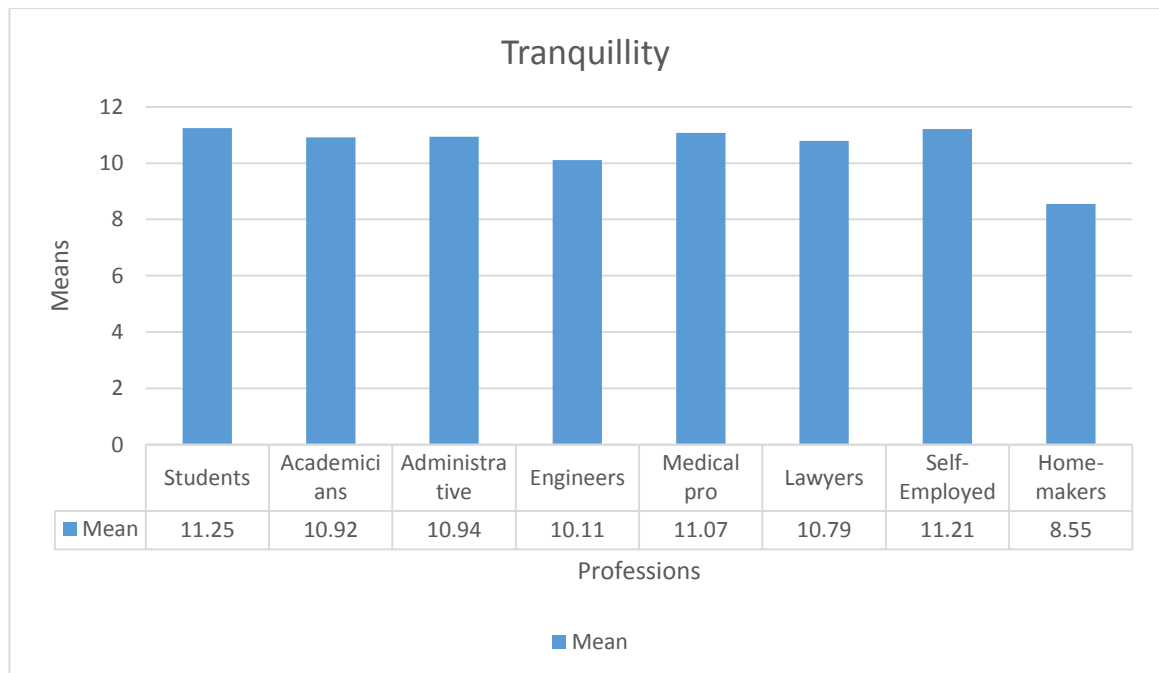

Tranquillity

	Students	Academicians	Administrative	Engineers	Medical pro	Lawyers	Self-Employed	Home-makers
■ Mean	11.25	10.92	10.94	10.11	11.07	10.79	11.21	8.55

Professions

Figure 5.9. Effect of Tranquillity across professional groups

When put together, the results of one-way ANOVA indicates significant effect of Tranquillity on eight professional groups. Post hoc analysis using the Tukey's HSD test indicates that the home-makers have significantly low tranquillity than teaching professionals, administrative professionals, medical professionals, lawyers, self-employed people, students and engineers at the p<.05. The students have significantly higher tranquillity than home-makers and engineers. The influence of Tranquillity determines the capacity to control one's temper and maintain calmness. It has a significant effect on all the professional groups.

5.3.4. Empathy

Table 5.14 shows the results of the one way ANOVA used to measure the effect of

Empathy on the eight professional groups.

Table 5.14

Empathy: Analysis of variance

	df	Mean Square	F	Sig.
Between Groups	7	11.988	3.769	.000
Within Groups	1010	3.181		
Total	1017			

Table 5.14 indicates a significant effect of Empathy on all professionals

groups at the p<.05 level, F (7, 1010) = 3.769, p =.000. Tukey's HSD test measured

the significant effects of empathy between these professional groups (see table 5.15).

Table 5.15

Post hoc result: Empathy

Multiple Comparisons						
Dependent Variable			(I)Category	(J)Category	Mean Difference (I-J)	Sig.
Empathy	TukeyHSD	Students		Engineer	.999*	.000
*. The mean difference is significant at the 0.05 level.						

Table 5.15 indicates that the mean score of the students ($M =8.28$) is significantly higher than engineers ($M = 7.28$) at p<0.05.
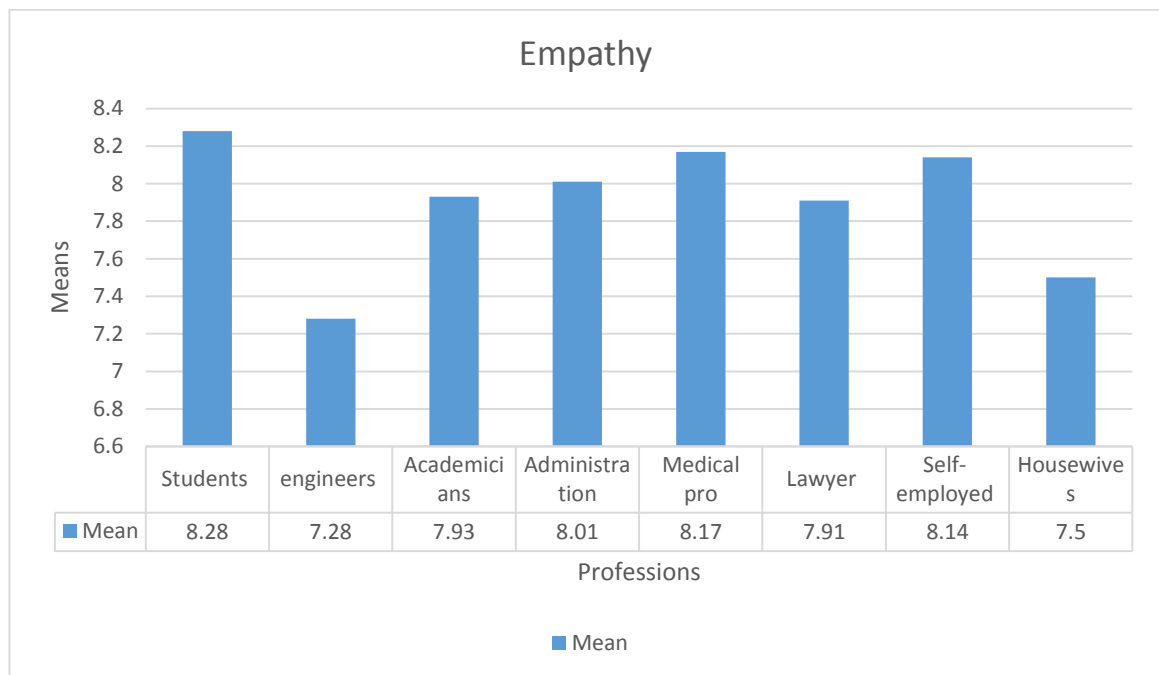

Figure 5.10. Effect of Empathy across professional groups

When put together, the results of one-way ANOVA indicate significant effect of Empathy on all eight professional groups. Post hoc analysis using the Tukey's HSD test indicates that the students have higher empathy than the engineers at the p<.05. Empathy has a significant effect on only students and engineers among all the professional groups. It is about being compassionate towards people without having any personal connection with them and even with the deprived. The current finding suggests that students are higher in empathy than the engineers. Chen, Kirshenbaum, Yan, Aseltine (2012) and Hojat (2016) suggested that people in technology-oriented specialities (especially engineering) have lower empathy scores than people-oriented specialities. Roeser (2012) suggested that training in empathy would be helpful for engineers because they are low on it. The studies mentioned above are agreeable with present finding that engineers have less empathy.

5.4. Gender difference in trait profile

This section includes SRT-trait personality profiles based on gender. As an objective of the study, Trait-based personality profiles according to gender are prepared. The gender profiling is to help individuals and professionals draw an interpretation of personality profiles with a reference group. The mean values of 11 traits for the male and female group are converted to stanine scores. These stanine scores are represented in graphical form in figures given below.

Table 5.16 shows mean values and stanine scores of females and the general population for the 11 traits.

Table 5.16

Mean value of 11-traits for females and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Females	11.08	15.91	13.26	14.06	10.95	5.99	6.38	8.10	5.86	3.94	5.92
Stanine	4	5	4	4	4	5	4	4	4	4	5
Gen. popl	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine scores from above table are used to prepare a personality profile of females and the general population in Figure 5.11.
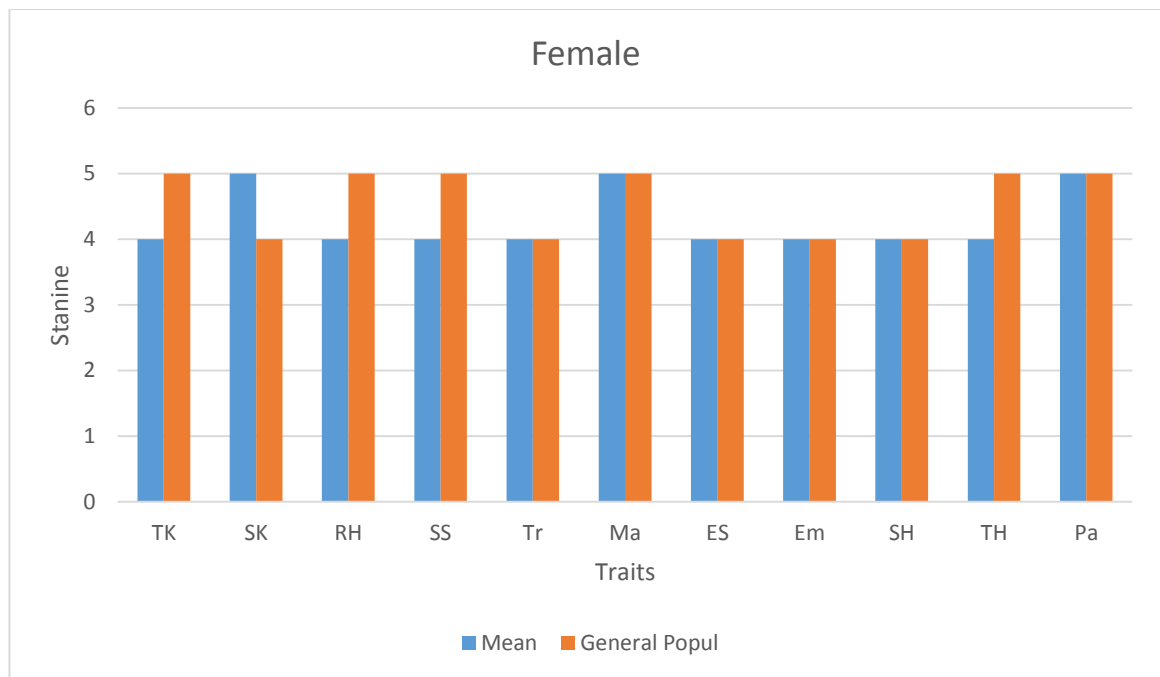
Figure 5.11. Personality profile of female group

The interpretation of figure 5.11 indicates that the general population and females lie in moderate range for all the 11 traits.

Table 5.17 shows mean values and stanine scores of males and the general population for the 11 traits.

Table 5.17

Mean value of 11-traits for males and the general population

Traits	TK	SK	RH	SS	Tr	Ma	ES	Em	SH	TH	Pa
Males	10.43	15.70	13.40	13.91	10.81	5.91	6.25	7.88	6.01	3.88	6.01
Stanine	5	4	4	4	4	5	4	3	4	5	5
Gen. popl	10.73	15.80	13.34	13.98	10.88	5.95	6.31	7.98	5.94	3.91	5.97
Stanine	5	4	5	5	4	5	4	4	4	5	5

The stanine scores from above table are used to prepare a personality profile of males and the general population in Figure 5.12.
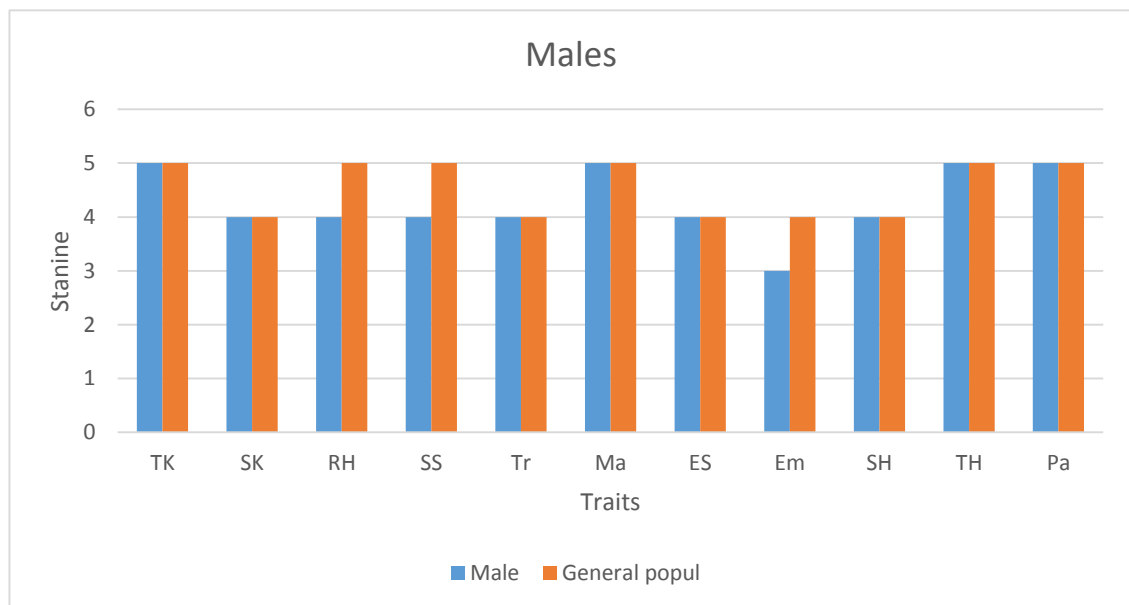

Figure 5.12. Personality profile of male group

The interpretation of stanine scores indicate that general population and males lie in moderate range for all the 11 traits.

The figures 5.11 and 5.12 show that the profiles from the general population overlap with both the gender. This overlap of the plots reflects a similarity in the profiles of the gender and the general population.

Further analyses includes the analyses of variance (ANOVA) and post-hoc analysis to calculate the effect of the 11 traits across the gender groups.

5.5. Analysis of Variance and Post-hoc analysis: Gender groups

The data sorted into the male and female group was subjected to the analysis of variance (ANOVA) to find significant differences between the gender groups by traits. The results of the ANOVA found a significant effect of only one trait, i.e. *tamasic* knowledge out of 11 traits across the two gender groups.

The results of the ANOVA for *tamasic* knowledge is mentioned below because the rest of the ten traits did not have any significant effect on the male and female groups.

5.5.1. *Tamasic* knowledge

A one-way ANOVA was conducted to measure the effect of *tamasic* knowledge on both the gender groups.

Table 5.18

ANOVA: Tamasic knowledge

	df	Mean Sq.	F	Sig.
Female	1	107.327	10.172	.001
Male	1016	10.551		

Table 5.18 shows that *tamasic* knowledge had a significant effect on both the gender groups at the p<.05 level, F (1, 1016) = 10.172, p =.001. The mean score of the Female group (M =11.07) is significantly higher than the mean of the Male group (M = 10.42) at p<0.05.
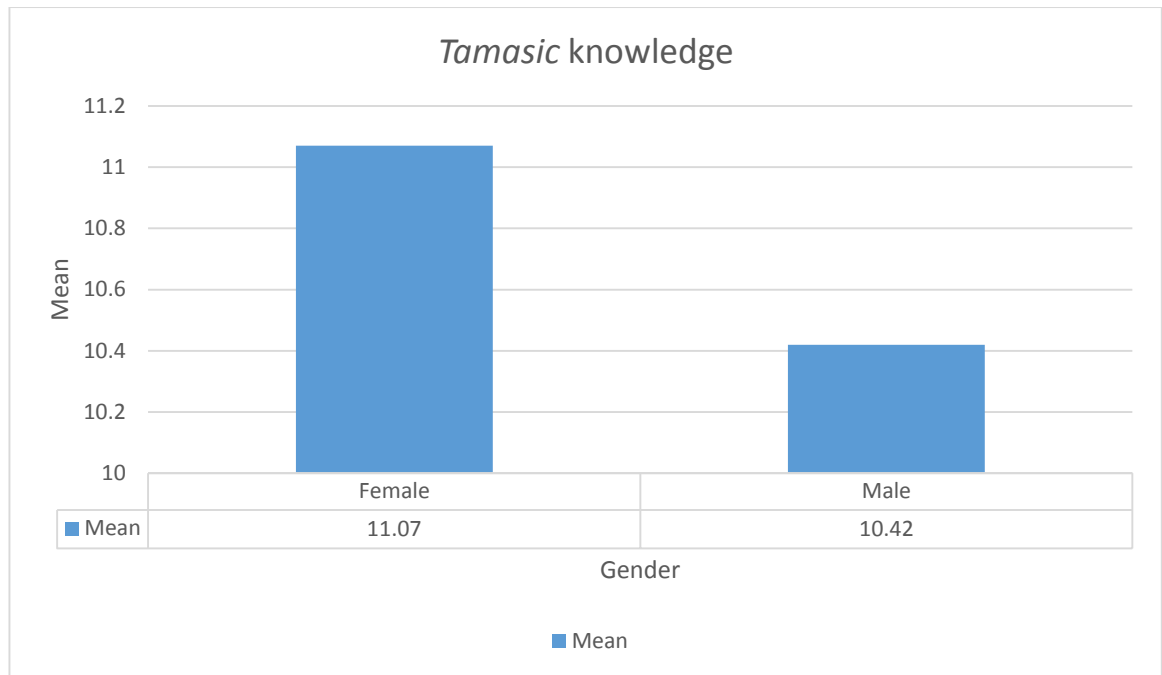
Figure 5.13. Effect of *tamasic* knowledge on gender

The female group scored higher than the male group, $F_{(1, 1016)} = 10.172$, $p = 0.001$, which implies that females have higher *tamasic* knowledge than males. *Tamasic* knowledge is one of the traits of *tamas gunas* that brings in a pessimistic outlook on life situations, believe in superstitious practices to solve problems and indulgence in unhygienic practices. On similar lines, Scott, Borges, and Early (2007) found that female medical students were more self-doubting, worried and tensed than male medical students. A pessimistic outlook on life situations brings self-doubts, tensions and worries and because of a high *Tamasic* knowledge, females have pessimistic viewpoint. On the other hand, Jain and Sharma (2008) found that males have higher scores on *tamas guna* than females. This finding is incongruous to current finding.

5.6.   Conclusion of the current study

In the beginning, the present study provided details about different theories, various approaches and determinants of personality in both Western and Indian psychology. In Western psychology, the lexical method has proved efficient for the classification of personality to derive traits and for the formulation of trait approach. Various models and empirical studies are based on the trait approach. The use of the lexical approach and text clustering led to the development of the theoretical framework of the SRT-Trait model of personality in Indian psychology. This model has 19 traits of which seven traits are postulated from *sattva guna* (Altruism, Non-Violence, *Sattvic* Habits, Empathy, Maturity, *Sattvic* Knowledge and Composed), five from *rajas guna* (Passion, Boastful, Opportunist, Emotional Fluctuation and *Rajasic* knowledge) and six from *tamas guna* (Pessimism, *Tamasic* Habits, Lethargy, Immorality, *Tamasic* Knowledge and Procrastination). The operational definition of each trait was used to prepare 155 statements in colloquial speech for the empirical test of this model. These statements formed the items of the SRT-Trait scale. Data collected from general population was subjected to oblique factor analysis. The intention of the oblique factor analysis was to find a latent factor structure similar to the theoretical framework. However, the empirical model and the theoretical model had certain differences. Not only the number of items and traits were reduced because they were misfit, also a few factors emerged that had items pooled from two different traits which were not in accordance with the theoretical model. The data suggested the following combinations- the items of *tamasic* habit, pessimism and *tamasic* knowledge combined to constitute one factor, i.e. *tamasic* Knowledge. Items of sattvic knowledge split and some of them merged with items of maturity to form the factor *sattvic* Knowledge. Items of *rajasic* knowledge, *tamasic* knowledge and

immorality formed *rajasic* Habit. The remaining items from *sattvic* knowledge (laying special emphasis on spirituality) formed a new factor named *sattvic* spirituality. The items of tranquillity and content split into two factors. Some of them combined with items of *sattvic* habit and non-violence to form the factor named tranquillity. The others combined with one reverse scored item of emotional fluctuation. The factor was renamed as Emotional Stability. Items of trait maturity were not combined with any other item, so trait remained original. Items of altruism and empathy combined to form Empathy. Like before, items of *tamasic* habit split into two factors. One item of *tamasic* habit combined (as a reverse scored item) with items of *sattvic* habit to form *Sattvic* habit. Other items of *tamasic* habit combined with items of lethargy and procrastination to form *Tamasic* habit. Lastly, items of passion and ambition combined to form the trait Passion.

After removing the misfit items, the final scale had 35 items and the number of traits reduced from 19 to 11. Table 3.8 in Appendix E on page 215 has the list of 35 items. The empirical model shows following 11 traits- *tamasic* knowledge, *sattvic* knowledge, *rajasic* habit, *sattvic* spirituality, tranquillity, maturity, emotional stability, empathy, *sattvic* habit, *tamasic* habit and passion. Another set of data was collected from 1018 participants on the 35 items scale to check the fitness of the Empirical SRT-trait model with 11 traits. The same sample was used to standardize the SRT trait scale. The model fit indices indicated that the empirical SRT-trait model as good and acceptable. For standardization, stanine norms for the general population were developed with the dataset of 1018 participants. Then, the data were sorted into eight subgroups of professions and two subgroups of gender. Stanine norms were developed for both the gender groups and five out of eight professional groups, because three groups had insufficient data. Based on the mean values of the 11 traits

for the overall group and subgroups, personality profiles were prepared. The stanine scores were used for the interpretation of these profiles.

To measure the effect of the 11 trait among the eight professional groups and between the two gender groups, ANOVA and Post-hoc analyses were performed. The results showed that four traits that is, *tamasic* knowledge, *sattvic* knowledge, tranquillity and empathy had significant effects across the eight professional groups, whereas only *tamasic* knowledge had significant effect across the gender.

5.7. Implications of the current study

Psychologists over the years have defined human personality using many models and theories. The *Guna* theory of tri-dimensional classification of human personality emanates from Indian psychology (Khanna, Singh & Verma, 2013). The manifestation of the *Gunas* and their influence on the human mind and behaviour has interested psychologists and researchers across the world.

While Indian Psychology is indigenous in origin, its appeal is universal. It has been said that Indian Psychology is a "complex subject variously viewed as esoteric and spiritual, philosophical and speculative, practical and ritualistic, and of course, systematic and scientific understanding of human nature."

The Indian perspective of personality deals with the tri-dimensional classification of *Gunas* (*Sattva*, *Rajas*, and *Tamas*) entailing physical, mental, and spiritual elements of personality (Khanna, Singh & Verma, 2013). The present study introduces a new perspective in Indian Psychology that defines personality as Trait Construct.

In Indian perspective, personality is referred through both the biological and psychological system. The psychological system dealing with the *Triguna* was the

focus of the present study. This system incorporates the physical, mental, and spiritual aspects of personality. The inherent richness of the triadic language of the *Gunas* offers a wider scope to understand human nature as contrasted with the bipolar descriptions of Western psychology (Khanna, Singh & Verma, 2013). With its focus on the innate qualities of the three *Gunas* whose varying balance embodies personality, the Indian perspective offers a deeper, holistic, and spiritual understanding of human nature.

The present study was a step ahead towards integrating the holistic Indian approach of personality with widely used Western concepts. However, this study dealt with the ongoing syntheses of diverse sources and its validation with other constructs. Future researchers shall look for opportunities to relate these traits with other psychological constructs like extending it as a screening tool to choose a career or to consider the potentials of applicants during an interview or a selection process. The methodology used in this multi-component trait analyses can be used in future to establish personality description for other theories in Indian Psychology like the *tridosha*, etc.

Future researchers can involve more diverse and representative samples to attain conclusive evidence about the relation between traits with other psychological constructs like extending it as a screening tool to choose a career or to consider the potentials of applicants during the interview and selection process and its trends across different segments of the population. Future work in the area can look at a holistic picture integrating different indigenous components, including Ayurveda, Yoga, etc., and their impact on body-mind processes.