

PERSONALITY DEVELOPMENT AND VALUE EDUCATION- AN EMPIRICAL STUDY OF THEIR CO-RELATION

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ABSTRACT

Education has enduring impression on human persona. It is believed that life skills and value education taught in schools and colleges lay foundation of an individual to lead a value based life. There can be numerous ways to evaluate whether teachings of human values inculcate virtues in a student. However, the researcher has conducted an empirical study with 647 samples of teachers and students from schools, colleges, universities and technical institutions across Odisha on five parameters.

This qualitative sampling survey was conducted to examine whether curriculum encompassing human values play a role in personality development of a student. These value parameters include conviction, optimism, and acceptance to responsibility, acceptance to new opportunities and challenges in life and career, self motivation and ambition. With the help of Likert scale the opinions from the samples were collected with utmost care. Statistical analysis viz., average, percentage, bar diagram and Chi-square tests of independence were used to test the hypothesis. Finally, the robustness of statistical analysis was analysed through Pearson's contingency coefficient to describe the strength of association. Teachers and students perceive and believe that teachings of human values bring positive personality traits in students and thus value education may be made mandatory in formal and non-formal educational institutes.

Key Words: personality, value education, Chi-square test of independence, level of significance, virtue parameter, curriculum.

*** Sri Sri University, (this Research was part of the unpublished doctoral thesis)**

What is a personality?

Wikipedia (2013) defines Personality as ‘the particular combination of emotional, attitudinal, and behavioural response patterns of an individual.’ It is the enduring personal characteristic of an individual. It is the sum total of the ways that an individual reacts and interacts with others. Many psychologists viz., Sigmund Freud, Jean Piaget, William James and Erik Erikson have defined many personality development theories which have thrown light on the complex nature of human personality.

Personality cannot be judged in isolation. There are many factors that shape a human personality. When a child grows up, he acquires a whole lot of teachings from his parents, surrounding environment and different situations that shape his personality naturally. So determinants of personality are as follows:

Hereditary: This refers to characteristic features that are decided at the conception. These are completely or substantially influenced by parents and falls under the category of hereditary. Physical appearance, gender, temperament, energy levels, biological rhythms, muscle compositions and reflexes are few examples in this category.

Environmental: The environment we are exposed to plays a pivotal role in formation of our personality. The culture in which we are brought up, norms among family, friend and social group, education that is imparted include in this section.

Situation: The third category that shapes our personality is the situation we live in or that come to our lives influences a lot in our behavior and in moulding our personality. (Tripathy, 2003)

Teachings in Human Values and its affect on Student personality:

It is quite evident that, education has a long lasting influence on human persona. Not only did the study is systematic but is a group effort. His Holiness Sri Sri Ravi Shankar (1999) says ‘In this age of *kali* group is most powerful.’ He said, ‘Education should give us six-fold capabilities: 1. Information: Often we think information is education, but it is only one aspect

of education. 2. Concepts: Concepts are the basis for all research. You need to conceive in order to create. 3. Attitude: An integral part of education is cultivating the right attitude. Proper attitude at the right time and place determines your actions and behaviours. 4. Imagination: Imagination is essential for creativity, for the arts. But if you get stuck in imagination, you can become psychotic. 5. Freedom: Freedom is your very nature. Only with freedom do joy, generosity and other human values blossom without freedom, attitudes become stifling, concepts become a burden, information is of no value and imaginations become stagnant. 6. Intuition: Freedom becomes intuition. A person who is not free is not intuitive. Intuition cannot be cultivated; it is the result of freedom. Without intuition, learning is not quick and easy and it cannot find fulfilment.’ Both in formal and non-formal education system if life skills and values are included, then the alumni of the institute are most likely to be value based individuals.

There will always be an exception to a generalized rule as *Homo Sapiens* are the most complex living being to be understood by the scientists and the characteristic feature unlike any other species cannot be strictly fixed. Different living beings of the same species react differently to the same situation. However, if we can recollect Germans, the particular way they behaved during Nazi Germany is attributed to a certain code of conduct that was followed by their leader Adolf Hitler, which influenced generations in the country. Similarly, the behaviour of different religious groups is different and one can identify by seeing the same. Emotional and Spiritual Quotient of different people in globe varies according to their ethnicity, geography, preferences of food habits and ethics prevalent in the society (Tekkeveettil, 2012). It is difficult to ascertain their degrees of influence on human behaviour without a proper scientific study; however it is logical to conclude that human personality can be shaped through education. And value education certainly acts as a catalyst to an adorable personality.

Ayn Rand (Brainy Quotes) quoted saying, ‘When man learns to understand and control his own behavior as well as he is learning to understand and control the behavior of crop plants and domestic animals, he may be justified in believing that he has become civilized.’

Though there can be numerous parameters to test whether curriculum encompassing teachings in Human values inculcate virtues in students. For simplicity few parameters are

examined. This is because the empirical study with 647 samples is made across a cross section of students and teachers ranging from school to college to technical institute; from tribal district to coastal developed district, that includes state capital in Odisha.

The virtue parameters are 1. Conviction; 2.Optimism; 3.Acceptance to responsibility; 4.acceptance to new opportunities and challenges in life and career;5.Self motivation and ambition.

The objective is to test whether the curriculum encompassing human value will help in the personality development of a student. Five questions are chosen to test the objective.The five values, narrated above are discussed in each question with Likert Scale. 647 samples from teachers and students of schools, colleges, universities and technical institutes are collected. These institutes are located in different parts of Odisha. The institutes include both government and private run of the state.

The null hypothesis (H_0) and the alternative hypothesis (H_1) to test this objective are stated as follows:

H_0 = Curriculum encompassing Human Values does not play any role in personality development of a student.

H_1 = Curriculum encompassing Human Values play a role in personality development of a student.

These hypotheses are tested questionwise as well as a whole with the help of various statistical analysis viz., average, percentage,bar diagram, Chi-square test of independence, Pearson's Contingency coefficient to draw a valid and fullproof conclusion. The five questions for statistical analysis and their interpretations are follows.

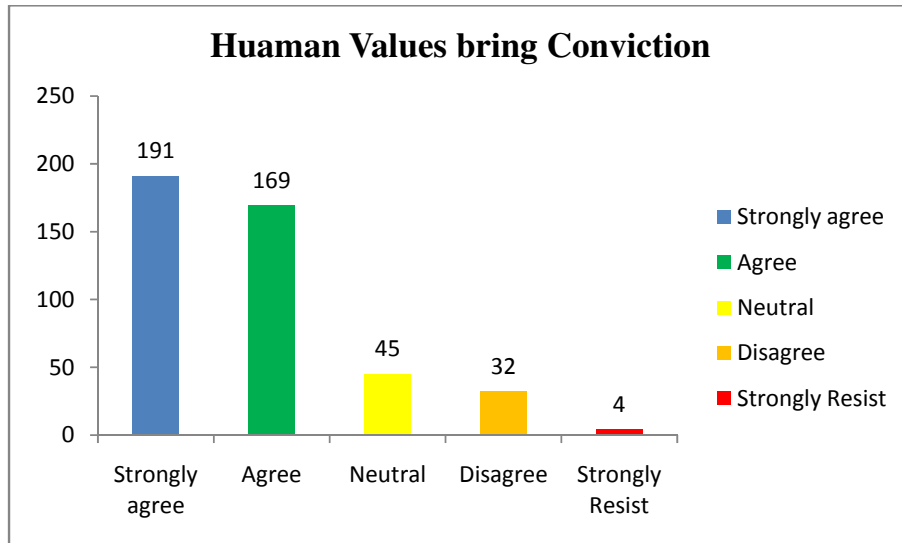
Question 1: The teachings of Human Values build strong conviction among students.

Strongly agree	Agree	Neutral	Disagree	Strongly resist
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Question 1 ideal with the conviction, one of the positive personality traits in a human being. The responses of students and teachers are as follows:

Table 1 Response among Students to Q 1:

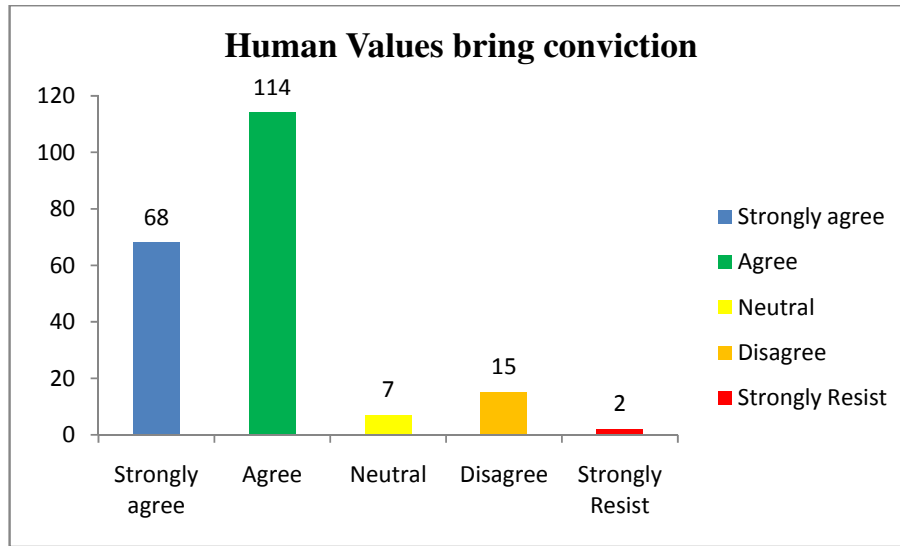
Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
191	169	45	32	4	441



(Graph 1 Student Respondents to Q 1)

Table 2 Responses among Teachers to Q 1:

Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
68	114	7	15	2	206



(Graph 2 Teacher Respondents to Q 1)

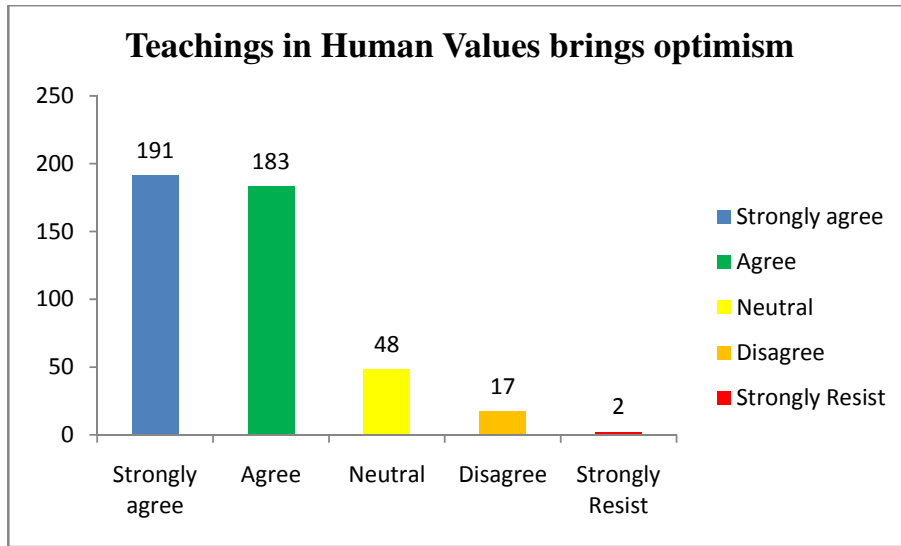
Question 2: The teaching of human values increases optimistic attitude in students.

Strongly agree	Agree	Neutral	Disagree	Strongly resist
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Optimism is another value which is a sign of positive personality. Optimism can do wonders to a human being. William James (Quotation detail) was quoted saying ‘The greatest discovery of my generation is human beings can alter their lives by altering their attitudes of mind’. Optimism is like a seed from which success sprouts forth. We shall seek answers whether optimism increases with the teachings of Human Values. The responses of students and teachers are as follows:

Table 3 Responses among students to Q 2:

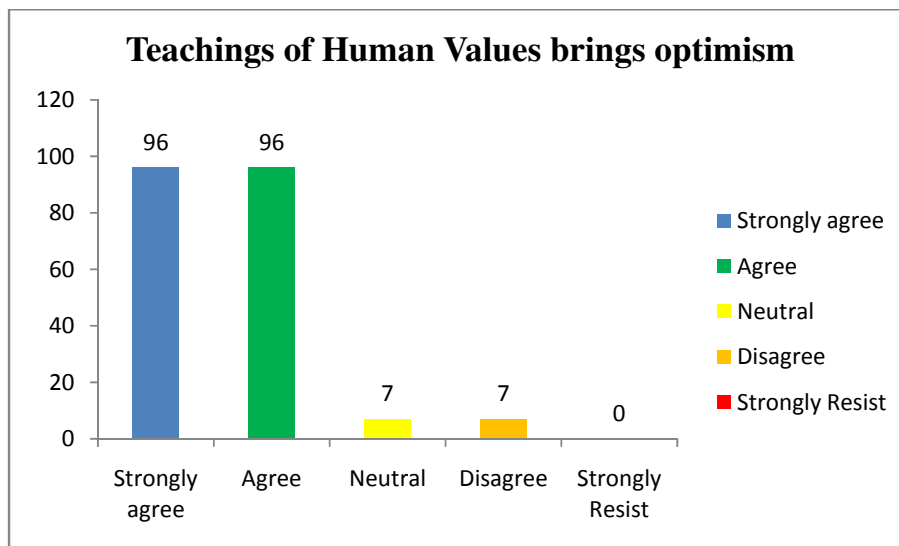
Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
191	183	48	17	2	441



(Graph 3 Student Respondents to Q 2)

Table 4 Responses among Teachers to Q 2:

Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
96	96	7	7	0	206



(Graph: 4 Teacher Respondents to Q 2)

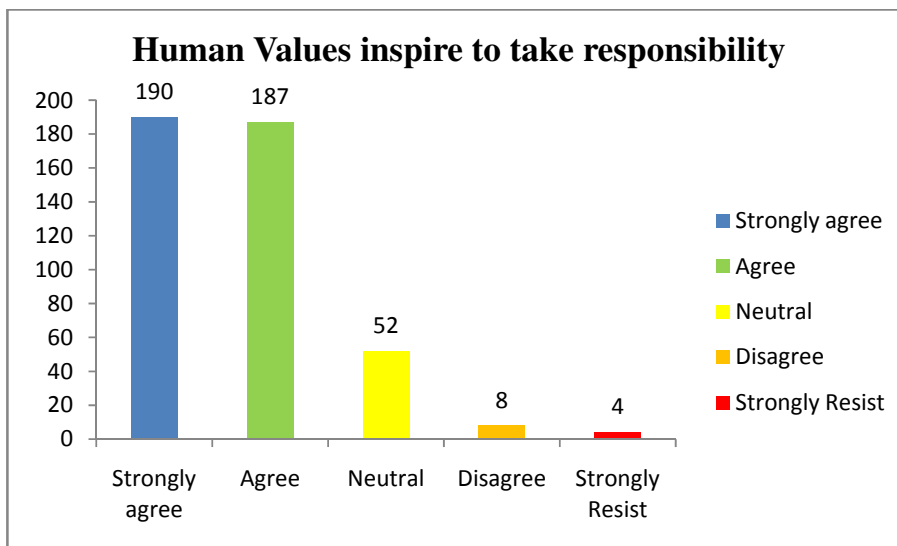
Question 3: Practice of Human values inspires students to accept responsibility.

Strongly agree	Agree	Neutral	Disagree	Strongly resist
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Normally, people are shy of taking responsibility. But Practice of Human Values broadens the vision of the students and motivates them to take up responsibilities in life which in turn make them grow in life. The responses of students and teachers are as follows:

Table 5 Responses among Students to Q 3:

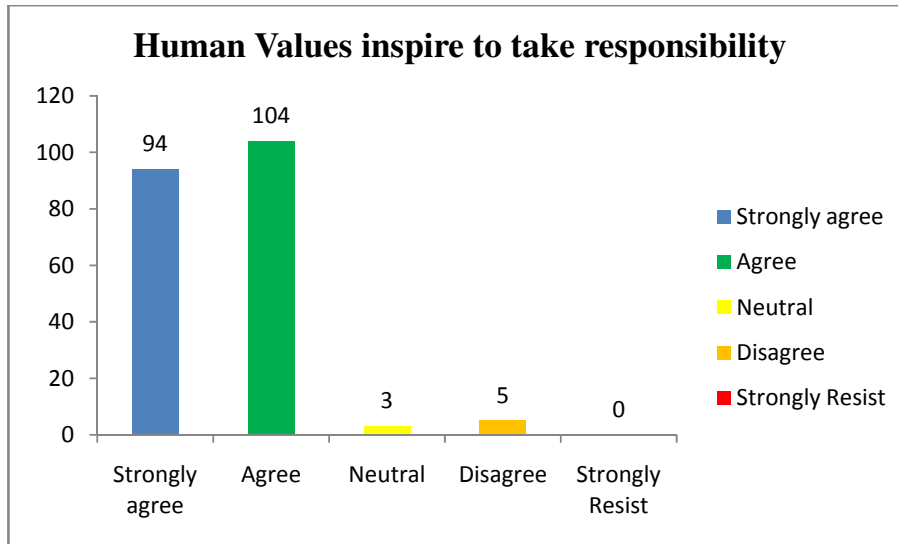
Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
190	187	52	8	4	441



(Graph 5 Student Respondents to Q 3)

Table 6: Responses among Teachers to Q 3:

Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
94	104	3	5	0	206



(Graph 6 Teacher Respondents to Q 3)

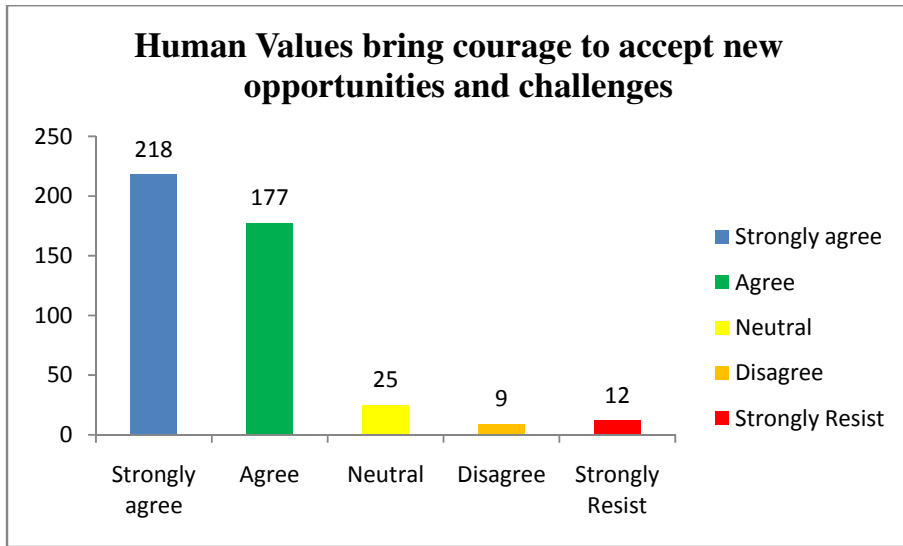
4. With the regular practice of Human Value, students feel courageous to accept new opportunities and challenges in life and career.

Strongly agree	Agree	Neutral	Disagree	Strongly resist
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Challenges and opportunities are part of life. When one practices human values, it is a priori belief that it motivates students to accept challenges and opportunities with courage. The responses of students and teachers are as follows:

Table 7 Responses among Students to Q 4:

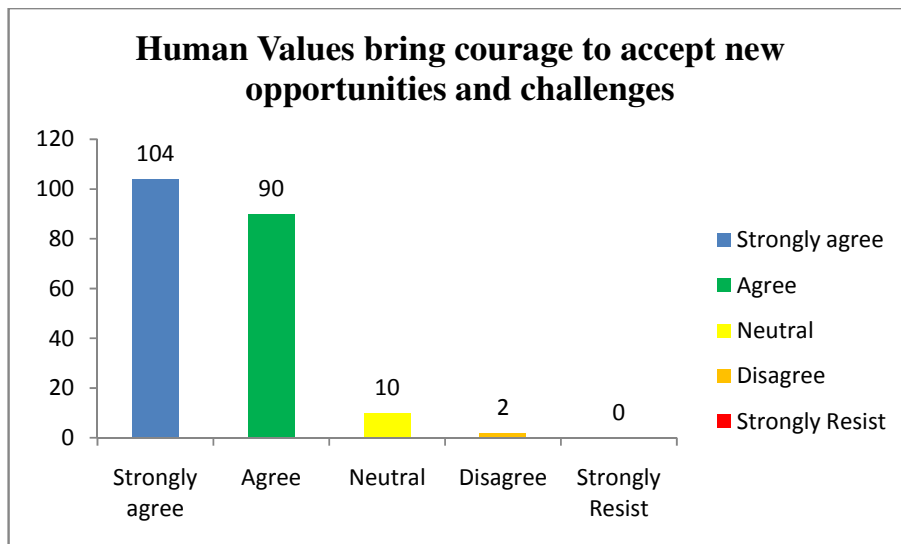
Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
218	177	25	9	12	441



(Graph 4 Student Respondents to Q 4)

Table 8 Responses among Teachers to Q 4:

Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
104	90	10	2	0	206



(Graph 8 Teacher Respondents to Q 4)

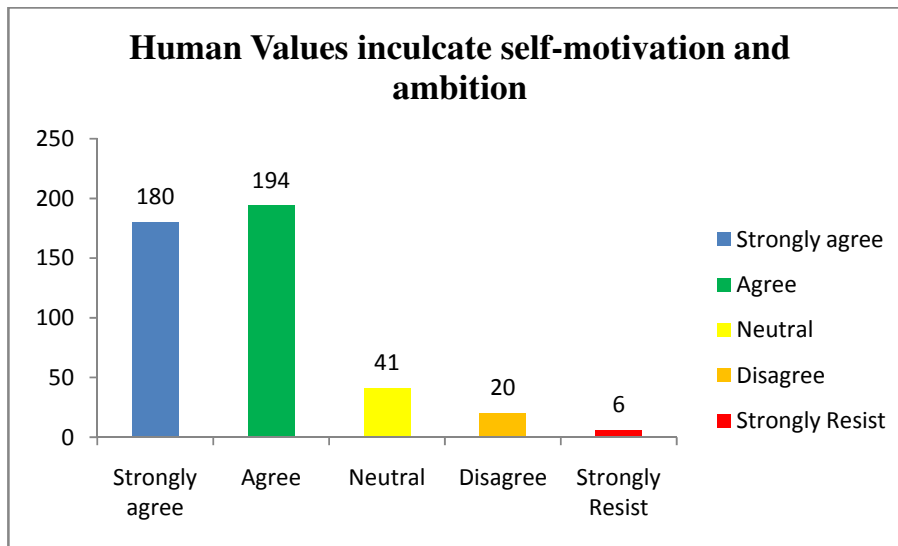
5. Students become self-motivated and ambitious with the inculcation of Human Values.

Strongly agree	Agree	Neutral	Disagree	Strongly resist
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Motivation and ambition are considered as the major contributors to a person’s growth and shapes up the personality. The a priori value judgement is that, when a student practices human values these qualities grow naturally in them. The responses of students and teachers are as follows:

Table 9 Responses among Students to Q 5:

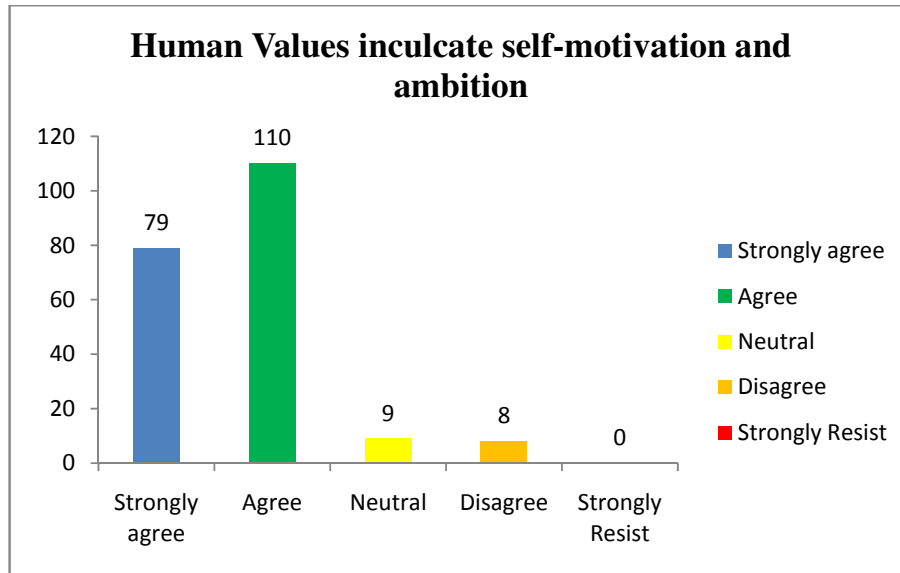
Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
180	194	41	20	6	441



(Graph 9 Student Respondents to Q 5)

Table 10 Responses among Teachers to Q 5 :

Strongly agree	Agree	Neutral	Disagree	Strongly Resist	Total
79	110	9	8	0	206



(Graph 10 Teacher Respondents to Q 5)

To test the null hypothesis (H_0) through simple intuitive method of percentage distribution two tables are drawn considering the graphs from 1 and 10 for students and teachers respectively. There is a tendency to show high value for the positive values as the graphs show high values towards left of central tendency. In the tables below the neutral (middle) opinion is rejected to avoid central tendency. The average of first two responses viz., strongly agree and agree are compared to last two responses (disagree and strongly resist) and are taken in percentage scale to observe the perceptions of students and teachers.

Table 11 the average of first two and last two responses of Students:

Question Number	Strongly agree	Agree	Total	%	Disagree	Strongly Resist	Total	%
6	191	169	360	81.63	32	4	36	8.1
7	191	183	374	84.8	17	2	19	4.3
8	190	187	377	85.48	8	4	12	2.7
9	218	177	395	89.56	9	12	21	4.7
10	180	194	374	84.8	20	6	26	5.8
Average	194	182	376	85.25	17.2	5.6	22.8	5.12

Table 12The average of first two and last two responses of Teachers:

Question Number	Strongly agree	Agree	Total	%	Disagree	Strongly Resist	Total	%
6	68	114	182	88.34	15	2	17	8.2
7	96	96	192	93.2	7	0	7	3.3
8	94	104	198	96.11	5	0	5	2.4
9	104	90	194	94.17	2	0	2	0.97
10	79	110	189	91.7	8	0	8	3.8
Average	88.2	102.8	191	92.704	7.4	0.4	7.8	3.73

It is found out from the above table that 85.25% student response that the curriculum encompasses Human Values play a role in personality development of a student, whereas 5.12% students do not think so. Similarly, 92.704% teachers respond that, curriculum encompasses Human Values play a role in personality development of a student, however a very low percentage of 3.73% teachers do not feel so. Thus, intuitively, from the bar diagrams and the tables, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. So, it can be safely concluded that curriculum encompassing Human Values play a role in personality development of a student.

Statistical Analysis:

Though the hypothesis is proved through percentage distributions, conclusive opinion can be drawn after going through rigorous statistical testing through Chi-square (χ^2) and Pearson's Contingency Coefficient (C) for association.

Chi-Square (χ^2) Test of Independence for testing Hypothesis:

The data is analysed through advanced Statistical method for Social Science Chi-square Test of Independence is used to analyse the frequencies of two qualitative variables. Used for comparing frequencies (counts) of nominal or ordinal level data for two samples across two or more subgroups.

The null hypothesis (H_0) and the alternative hypothesis (H_1) are stated as follows:

H_0 = Curriculum encompassing Human Values does not play any role in personality development of a student.

H_1 = Curriculum encompassing Human Values play a role in personality development of a student.

To set the Rejection Criteria:

Determination of degrees of freedom $df=(\text{Number of rows} - 1)(\text{Number of columns} - 1)$

$df=(5 - 1)(5 - 1)$ or $df=16$

To establish the significance level (0.05 and 0.001)

Based on the distribution table, the critical value of Chi Square, $\chi^2_{\text{critical}} = 39.3$ for Alpha (α) = 0.001 significance (99.9% confidence);

And $\chi^2_{\text{critical}} = 26.3$ for $\alpha = 0.05$ significance (95% confidence).

To compute the Test Statistics:

$$\chi^2 = \sum (F_o - F_e)^2 / F_e,$$

F_o = Observed frequency

F_e = Expected frequency for each cell

$$F_e = \frac{\text{Row Total} \times \text{Column Total}}{\text{Grand Total}} \quad (\text{Sharma,2012})$$

For convenience, the observed frequencies of different rows and columns are written as O_{11}, O_{12}, \dots and expected frequencies as E_{11}, E_{12}, \dots etc.

Observed and Expected Frequencies and the value of χ^2 are calculated in the following table (Sharma, 2007).

Table 13 Chi-square (χ^2) for student population:

F_o	Observed Frequency	F_e	Expected Frequency	$(F_o - F_e)$	$(F_o - F_e)^2$	$\chi^2 = (F_o - F_e)^2 / F_e$
O ₁₁	191	E ₁₁	194	-3	9	0.046
O ₁₂	169	E ₁₂	182	-13	169	0.928
O ₁₃	45	E ₁₃	42.2	2.2	4.84	0.115
O ₁₄	32	E ₁₄	17	15	225	13.235
O ₁₅	4	E ₁₅	5.6	-1.6	2.56	0.457
O ₂₁	191	E ₂₁	194	-3	9	0.046
O ₂₂	183	E ₂₂	182	1	1	0.005
O ₂₃	48	E ₂₃	42.2	5.8	33.64	0.797
O ₂₄	17	E ₂₄	17	0	0	0
O ₂₅	2	E ₂₅	5.6	-3.6	12.96	2.314
O ₃₁	190	E ₃₁	194	-4	16	0.082
O ₃₂	187	E ₃₂	182	5	25	0.137
O ₃₃	52	E ₃₃	42.2	9.8	96.04	2.276
O ₃₄	8	E ₃₄	17	-9	81	4.765
O ₃₅	4	E ₃₅	5.6	-1.6	2.56	0.457
O ₄₁	218	E ₄₁	194	24	576	2.969
O ₄₂	177	E ₄₂	182	-5	25	0.137
O ₄₃	25	E ₄₃	42.2	-17.2	295.84	7.01
O ₄₄	9	E ₄₄	17	-8	64	3.765
O ₄₅	12	E ₄₅	5.6	6.4	40.96	7.314
O ₅₁	180	E ₅₁	194	-14	196	1.01
O ₅₂	194	E ₅₂	182	12	144	0.791
O ₅₃	41	E ₅₃	42.2	-1.2	1.44	0.034
O ₅₄	20	E ₅₄	17	3	9	0.529
O ₅₅	6	E ₅₅	5.6	0.4	0.16	0.028
					Total	49.247

The calculated value of Chi-square ($\chi^2_{\text{calculated}}$) for students is 49.247.

To decide Results of Null Hypothesis:

If $\chi^2_{\text{Calculated}} > \chi^2_{\text{critical}}$, then the null hypothesis is rejected.

Since the calculated Chi-square value ($\chi^2_{\text{Calculated}}$) is 49.247, which exceeds the critical value Chi-square (χ^2_{critical}) of 39.3, the null hypothesis (H_0) is rejected with 99.9% confidence (0.01 significance). H_1 is accepted. It is concluded that curriculum encompassing Human Values plays a role in personality development of a student. However, unless the χ^2 value indicates a strong coefficient of association, the inference cannot be considered as robust.

Pearson's Contingency Coefficient (C):

$$C = \sqrt{\frac{\chi^2}{n + \chi^2}} ; n = \text{Total number of respondents.}$$

Here, the value of C = 0.316.

Describing Strength of Association:

Characterizations are as follows:

- >.5 high association
- .3 to .5 moderate association
- .1 to .3 low association
- 0 to .1 little if any association (Sharma,2012)

Pearson's Contingency Coefficient(C) for student is 0.316, which shows moderate association. The robustness is tested in favour of alternative hypothesis and rejected the null hypothesis.

Similarly the Chi-square test of Independence was conducted for teachers.

Table 14 Chi-square (χ^2) for teacher population:

F_o	Observed Frequency	F_e	Expected Frequency	$(F_o - F_e)$	$(F_o - F_e)^2$	$\chi^2 = (F_o - F_e)^2 / F_e$
O ₁₁	68	E ₁₁	88.2	-20.2	408.04	4.626
O ₁₂	114	E ₁₂	102.8	11.2	125.44	1.22
O ₁₃	7	E ₁₃	7.2	-0.2	0.04	0.005
O ₁₄	15	E ₁₄	7.4	7.6	57.76	7.805
O ₁₅	2	E ₁₅	0.4	1.6	2.56	6.4
O ₂₁	96	E ₂₁	88.2	7.8	60.84	0.69
O ₂₂	96	E ₂₂	102.8	-6.8	46.24	0.449
O ₂₃	7	E ₂₃	7.2	-0.2	0.04	0.005
O ₂₄	7	E ₂₄	7.4	-0.4	0.16	0.021
O ₂₅	0	E ₂₅	0.4	-0.4	0.16	0.4
O ₃₁	94	E ₃₁	88.2	5.8	33.64	0.381
O ₃₂	104	E ₃₂	102.8	1.2	1.44	0.014
O ₃₃	3	E ₃₃	7.2	-4.2	17.64	2.45
O ₃₄	5	E ₃₄	7.4	-2.4	5.76	0.778
O ₃₅	0	E ₃₅	0.4	-0.4	0.16	0.4
O ₄₁	104	E ₄₁	88.2	15.8	149.64	2.83
O ₄₂	90	E ₄₂	102.8	12.8	163.84	1.593
O ₄₃	10	E ₄₃	7.2	2.8	7.84	1.088
O ₄₄	2	E ₄₄	7.4	-5.4	29.16	3.94
O ₄₅	0	E ₄₅	0.4	-0.4	0.16	0.4
O ₅₁	79	E ₅₁	88.2	-9.2	84.64	0.959
O ₅₂	110	E ₅₂	102.8	7.2	51.84	0.504
O ₅₃	9	E ₅₃	7.2	1.8	3.24	0.45
O ₅₄	8	E ₅₄	7.4	0.6	0.36	0.048
O ₅₅	0	E ₅₅	0.4	-0.4	0.16	0.4
					Σ	37.856

Calculated and Critical value of Chi square (χ^2) are as follows:

$\chi^2_{\text{Calculated}} = 37.856$; $\chi^2_{\text{critical}} = 26.3$ for $\alpha = 0.05$ significance (95% confidence) for degrees of freedom ($df = 16$).

According to the test, if $\chi^2_{\text{Calculated}} > \chi^2_{\text{critical}}$.

So the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Here $\chi^2_{\text{Calculated}}$ is greater than χ^2_{critical} .

However, unless the χ^2 value indicates a strong coefficient of association, the inference cannot be considered as robust.

Pearson's Contingency Coefficient (C) and describing Strength of Association:

$$C = \sqrt{\frac{\chi^2}{n + \chi^2}} ; \text{ Where, } n = \text{Number of respondents.}$$

Here the Value of C is 0.394.

Pearson's Contingency Coefficient(C) for teacher is 0.394, which shows moderate association. So there is robustness towards accepting alternative hypothesis (H_1) and rejecting the null hypothesis (H_0). Another Chi-square test is conducted with the combined population of students and teachers.

Table 15 Chi-square (χ^2) for a combined student and teacher population:

F_o	Observed Frequency	F_e	Expected Frequency	$(F_o - F_e)$	$(F_o - F_e)^2$	$\chi^2 = (F_o - F_e)^2 / F_e$
O ₁₁	259	E ₁₁	282.2	-23.2	538.24	1.91
O ₁₂	283	E ₁₂	284.8	-1.8	3.24	0.01
O ₁₃	52	E ₁₃	49.4	2.6	6.76	0.14
O ₁₄	47	E ₁₄	24.6	22.4	501.76	20.4
O ₁₅	6	E ₁₅	6	0	0	0
O ₂₁	287	E ₂₁	282.2	4.8	23.04	0.08
O ₂₂	279	E ₂₂	284.8	-5.8	33.64	0.12

O ₂₃	55	E ₂₃	49.4	5.6	31.36	0.63
O ₂₄	24	E ₂₄	24.6	-0.06	0.36	0.01
O ₂₅	2	E ₂₅	6	-4	16	2.67
O ₃₁	284	E ₃₁	282.2	1.8	3.24	0.01
O ₃₂	291	E ₃₂	284.8	6.2	38.44	0.13
O ₃₃	55	E ₃₃	49.4	5.6	31.36	0.63
O ₃₄	13	E ₃₄	24.6	-11.6	134.56	5.47
O ₃₅	4	E ₃₅	6	-2	4	0.67
O ₄₁	322	E ₄₁	282.2	39.8	1584.04	5.61
O ₄₂	267	E ₄₂	284.8	-17.8	316.84	1.11
O ₄₃	35	E ₄₃	49.4	14.4	207.36	4.2
O ₄₄	11	E ₄₄	24.6	-13.6	184.96	7.52
O ₄₅	12	E ₄₅	6	6	36	6
O ₅₁	259	E ₅₁	282.2	-23.2	538.24	1.91
O ₅₂	304	E ₅₂	284.8	19.2	368.64	1.29
O ₅₃	50	E ₅₃	49.4	0.6	0.36	.007
O ₅₄	28	E ₅₄	24.6	3.4	11.56	0.47
O ₅₅	6	E ₅₅	6	0	0	0
						60.997

Calculated and Critical value of Chi square (χ^2) are as follows:

$\chi^2_{\text{Calculated}} = 60.997$; $\chi^2_{\text{critical}} = 26.3$ for $\alpha = 0.05$ significance (95% confidence) for degrees of freedom ($df = 16$).

According to the test, if $\chi^2_{\text{Calculated}} > \chi^2_{\text{critical}}$.

So the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Here

$\chi^2_{\text{Calculated}}$ is greater than χ^2_{critical} .

However, unless the χ^2 value indicates a strong coefficient of association, the inference cannot be considered as robust.

Pearson's Contingency Coefficient (C) and describing Strength of Association:

$$C = \sqrt{\frac{X^2}{n + X^2}} ; n = \text{Number of respondents.}$$

Here the Value of C is 0.294.

Pearson's Contingency Coefficient(C) for teacher is 0.294, which shows low association. So there is robustness towards accepting alternative hypothesis (H_1) and rejecting the null hypothesis (H_0).

This method is a verification of research integrity and tests shows how much the research result agrees with the objective. The three coefficients show moderate and low association. However the coefficient of teacher is slightly greater than that of students. This show the teachers have better value judgement than the students. Through these three tests it is accepted that curriculum encompassing Human Values plays a pivotal role in personality development of a student.

Conclusion and Future Study

The study was conducted internalizing experience under all the modes of time viz., duration, succession and simultaneity. The spectrum of sample included discrete durations of learners, who form mutually exclusive groups. Their succession in the path of learning forms collectively exhaustive institutional learners. Together with the teachers, the study created the simultaneity of the sample.

The study is justified in applying the concepts of human value understanding to the realm of knowledge by making a priori determinations of the experiences and responses collated from the target group. Human Values in educational institutions are an underlying substance, a synthetic condition of cause that perceives institutional success and a creator of healthy community as such values form the common language for mutual interaction. Human values are established to be the underlying regulative principles that educational institutions impose in advance on the experience of the students through the overarching supervision of

teachers. Though there may be innumerable ways to express and interpret knowledge. Human value gives life a meaning, makes the education complete, keeps mind stress-free and inspires innovation to happen. A value based life is worth living.

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