A STUDY ON PERSONALITY TRAITS AND DECISION-MAKING STYLES AMONG UNIVERSITY STUDENTS

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IN

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Submitted By

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TABLE OF CONTENT

S.NO	TITLE	PAGE NO
1	INTRODUCTION	1
2	REVIEW OF RELATED LITERATURE	23
3	METHODOLOGY	41
4	ANALYSIS AND INTERPRETATION	47
5	SUMMARY AND SUGGESTIONS	67
	BIBLIOGRAPHY	
	APPENDICES	

LIST OF TABLES

TABLE NO	DESCRIPTION	PAGE NO
4.2	BACKGROUND CHARACTERISTICS OF THE SAMPLE	47
4.2.1	MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS, AND KURTOSIS OF PERSONALITY TRAITS AND DECISION-MAKING STYLE AMONG UNIVERSITY STUDENTS.	48
4.3	NUMBER AND PERCENTAGE ANALYSIS	50
4.3.1	NUMBER AND PERCENTAGE OF PERSONALITY TRAITS AMONG UNIVERSITY STUDENTS	50
4.3.2	NUMBER AND PERCENTAGE OF DECISION-MAKING STYLES AMONG UNIVERSITY STUDENTS	51
4.4	MEAN DIFFERENTIAL ANALYSIS OF PERSONALITY TRAITS	52
4.4.1	MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON AGE	52
4.4.2	MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON GENDER	53
4.4.3	MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON EDUCATIONAL QUALIFICATION	54

4.4.4	**MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON PLACE OF BIRTH**	**55**
4.4.5	**MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON TYPES OF FAMILY**	**56**
4.5	**MEAN DIFFERENTIAL ANALYSIS OF DECISION-MAKING STYLES**	**57**
4.5.1	**MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON AGE**	**57**
4.5.2	**MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON GENDER**	**58**
4.5.3	**MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON EDUCATIONAL QUALIFICATION**	**59**
4.5.4	**MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON PLACE OF BIRTH**	**60**
4.5.5	**MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON TYPES OF FAMILY**	**61**
4.6	**CORRELATION ANALYSIS**	**62**
4.61	**CORRELATED "R" VALUE OF PERSONALITY TRAITS AND DECISION-MAKING STYLES AMONG UNIVERSITY STUDENTS**	**62**

CHAPTER 1

1.1 INTRODUCTION

Personality traits play an important role in decision-making styles among university students. Individuals' personality traits, such as extraversion, agreeableness, conscientiousness, openness to experience, neuroticism, and locus of control, have been found to influence decision-making styles in various contexts. University students are an ideal group to study in this regard, as they are at the peak of development and exposed to a variety of decision-making scenarios.

Personality traits and decision-making styles play crucial roles in shaping the behaviors and choices of individuals, including university students. As students navigate higher education's diverse and dynamic landscape, their personalities and decision-making processes significantly impact their academic pursuits, social interactions, and overall personal development. Understanding the interplay between personality traits and decision-making styles can shed light on how students approach challenges, make choices, and ultimately shape their academic and personal trajectories.

Personality traits serve as fundamental building blocks that shape an individual's thoughts, emotions, and behaviors. These traits can vary widely among university students, contributing to the uniqueness and diversity of perspectives within academic communities. Traits such as extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism provide a framework for understanding how individuals interact with their environment, process information, and make decisions.

Furthermore, decision-making styles further influence how students approach and resolve complex situations. Some students may exhibit a rational and analytical decision-making style, carefully weighing the pros and cons before making a choice. Others may rely

more on intuitive and spontaneous decision-making, trusting their gut instincts and emotions. Some students may adopt a cautious and risk-averse decision-making style, while others embrace novelty and take calculated risks. The intersection between personality traits and decision-making styles among university students has implications for various aspects of their lives. In the academic realm, it can affect how students choose their majors, engage with coursework, and pursue extracurricular activities. Moreover, these traits and styles may impact their social interactions, leadership capabilities, and ability to adapt to new environments. Understanding the unique combinations of personality traits and decision-making styles among university students can inform educational institutions, professors, and student support services in designing tailored interventions and strategies to enhance student success and well-being.

1.2 PERSONALITY

Personality includes the patterns of thoughts, actions, and emotions. It's also influenced by temperament and experiences. Everybody has their own unique personality, which can develop and change as you age. In psychology, the study of personality explores the processes behind the development of your unique characteristics and personality traits, and how they manifest and change over time. In other words, how your individual characteristics come together to make up your unique personality type.

According to American Psychological Association, Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Various theories explain the structure and development of personality in different ways, but all agree that personality helps determine behavior. After a certain age personality is mostly consistent. In different situations, you'll act or think in a similar way because of your personality. However, certain personality traits and behavior patterns can change over time.

Personality involves:

- traits, like loyalty, perfectionism, and extroversion
- character which includes your core beliefs and ethical code
- temperament which you were born with and involves your predisposition to act and feel in certain ways

1.2.1 PERSONALITY CHARACTERISTICS

Traits and patterns of thought and emotion play important roles, and so do these fundamental characteristics of personality:

- Consistency: There is generally a recognizable order and regularity to behaviors. Essentially, people act in the same way or in similar ways in a variety of situations.
- Both psychological and physiological: Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.
- Affects behaviors and actions: Personality not only influences how we move and respond in our environment, but it also causes us to act in certain ways.
- Multiple expressions: Personality is displayed in more than just behaviour. It can also be seen in our thoughts, feelings, close relationships, and other social interactions.

1.2.2 TRAITS OF PERSONALITY

Personality traits are characteristic patterns in thinking, feeling, and acting. People can develop certain traits on a sliding scale, with some traits more intense and dominant than others. Common examples of personality traits include: Generosity

- Extroversion
- Loyalty
- Courage

- Honesty
- Arrogance

1.2.3 DEVELOPMENT OF PERSONALITY

Personality isn't immutable and unchanging. Research suggests that personality is not just simply born with certain patterns and traits, rather, they develop over [Keywords]time. Personality can be influenced by:

- genes
- biology
- life experiences
- adverse events you've faced
- community and culture
- early bonds
- raising styles

There are a number of theories about personality. Schools of thought in psychology influence many of these theories. Some theories describe how personalities are expressed, while others focus more on personality development.

1.2.4 THEORIES OF PERSONALITY

1. TYPE THEORIES

Type theories suggest that there are a limited number of personality types that are related to biological influences.

One theory suggests there are four types of personality. They are:

- Type A: Perfectionist, impatient, competitive, work-obsessed, achievement-oriented, aggressive, stressed

- Type B: Low stress, even-tempered, flexible, creative, adaptable to change, patient, tendency to procrastinate
- Type C: Highly conscientious, perfectionist, struggles to reveal emotions (positive and negative)
- Type D: Worrying, sad, irritable, pessimistic, negative self-talk, avoidance of social situations, lack of self-confidence, fear of rejection, appears gloomy, hopeless.

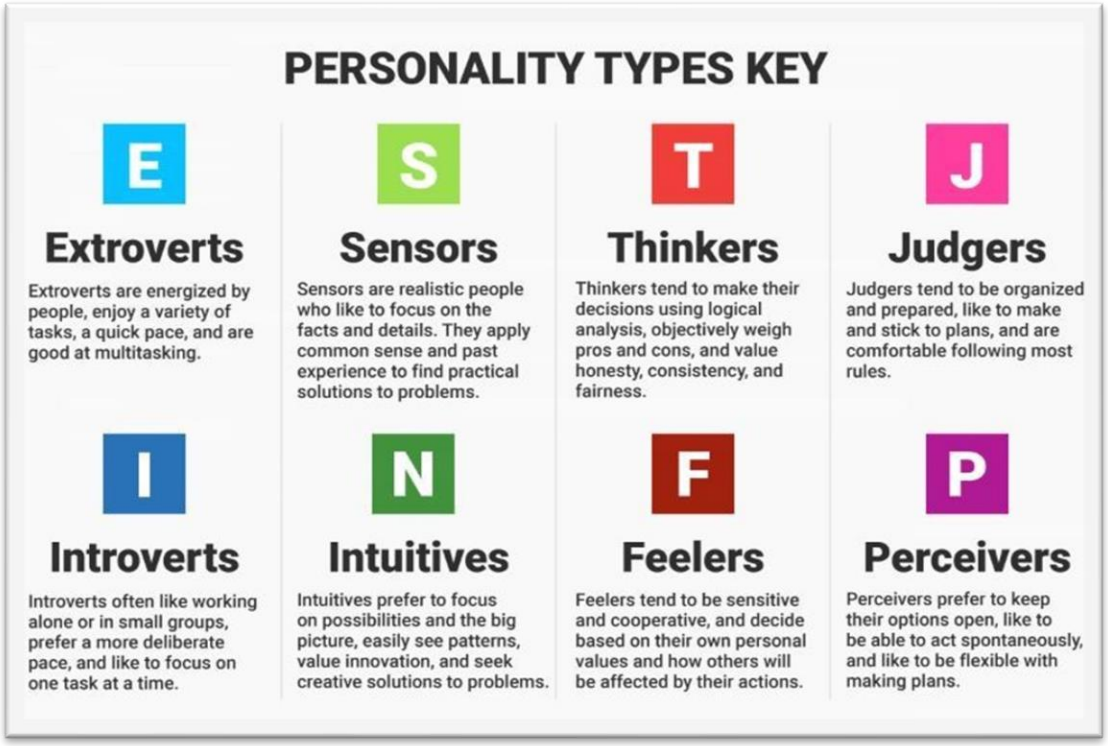
MYERS-BRIGGS THEORY

There are other popular theories of personality types such as the Myers-Briggs personality type indicator identifies a personality based on where someone is on four continuums: introversion-extraversion, sensing-intuition, thinking-feeling, and judging-perceiving.

After taking a Myers-Briggs personality test, you are assigned one of 16 personality types. Examples of these personality types are:

- ISTJ: Introverted, sensing, thinking, and judging. People with this personality type are logical and organized; they also tend to be judgmental.

- INFP: Introverted, intuitive, feeling, and perceiving. They tend to be idealists and sensitive to their feelings.
- ESTJ: Extroverted, sensing, thinking, and judging. They tend to be assertive and concerned with following the rules.
- ENFJ: Extroverted, intuitive, feeling, and judging. They are known as "givers" for being warm and loyal; they may also be overprotective.



2. TRAIT THEORIES

Trait theories focus on the idea that we all share personality traits, but fall on different points of a spectrum. A well-known trait theory is the five-factor theory, also known as the big 5 proposed by Donald W. Fiske.

Fiske proposed that human personality involves five traits:

- Agreeable: Cares about others, feels empathy, enjoys helping others

- Conscientiousness: High levels of thoughtfulness, good impulse control, goal-directed behaviors
- Extraversion: Excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness
- Neuroticism: Experiences stress and dramatic shifts in mood, feels anxious, worries about different things, gets upset easily, struggles to bounce back after stressful events
- Openness: very creative open to trying new things, and focuses on tackling new challenges.
- Each person experiences these traits at some level. For example, you can be high on extroversion but low on neuroticism, while your sibling may be the opposite.

3. PSYCHODYNAMIC THEORIES

Psychodynamic personality theories are based on some of Sigmund Freud work particularly the idea that your self involves three aspects: the id, the ego, and the superego.

Freud also theorized that early childhood experiences have a profound impact on how your personality develops and the possibility of living with mental health conditions.

Later, research by Carl Jung and Erik Erikson built on and challenged certain aspects of Freud's theories. Jung and Erikson's work contributed greatly to psychodynamic theories of personality.

4. BEHAVIORAL THEORIES

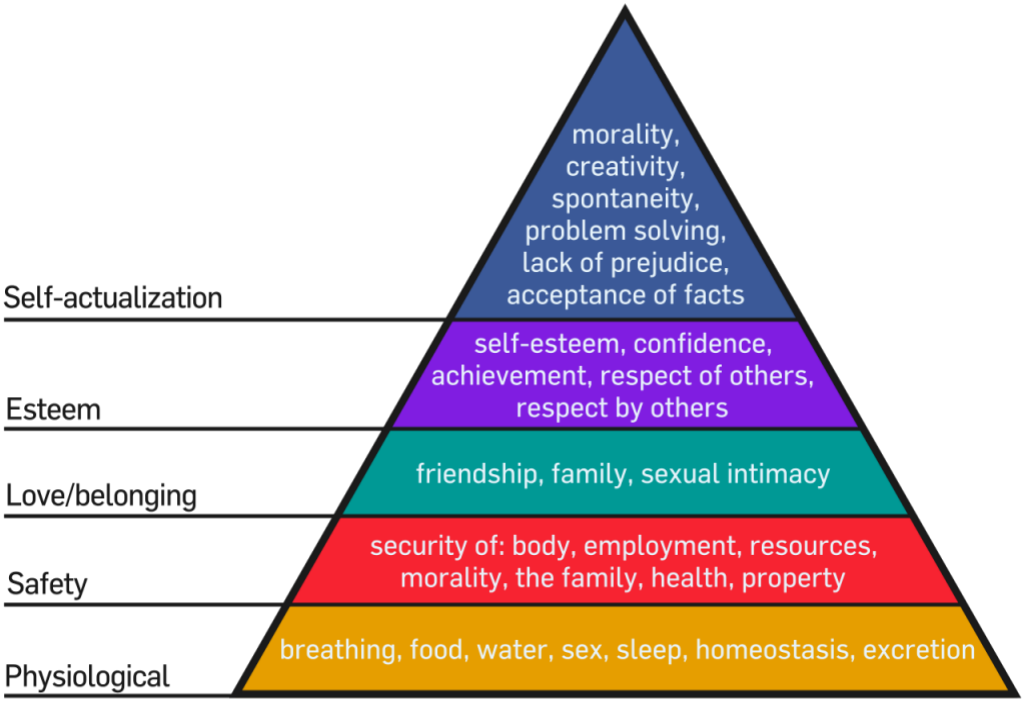
Behavioral theories suggest that personality is a result of interaction between the individual and the environment. Behavioral theorists study observable and measurable behaviors, often ignoring the role of internal thoughts and feelings. Behaviorist theories study how your personality is shaped by rewards and punishment from your environment. Being

rewarded for certain behaviors and punished for others can condition you to behave and think a certain way. Behavioral theorists include B.F. Skinner and John B. Watson.

5. HUMANISTIC THEORIES

Humanistic theories of personality propose that our own self-perception – in other words, whom we think you are – can determine our personality. A humanistic theory was proposed by Abraham Maslow (who created Maslow's hierarchy of needs). Maslow suggested that your personality is the result of meeting or not you're most basic needs.

Another humanistic theory was proposed by Carl Rogers who suggested that you're driven by your need for self-actualization. Your personality is then determined by your pursuit of personal growth and improvement.



1.2.5. PERSONALITY DISORDERS

Personality disorders are mental health conditions that involve a few personality traits that tend to cause great distress and represent challenges in different aspects of your life. The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5) groups personality disorders into three distinct categories: cluster A, cluster B, and cluster C.

Cluster A personality disorders involve odd and eccentric traits, and include:

- paranoid personality disorder
- schizotypal personality disorder
- schizoid personality disorder

Cluster B personality disorder involves dramatic, emotional, and erratic traits, and includes:

- narcissistic personality disorder
- antisocial personality disorder
- borderline personality disorder
- histrionic personality disorder

Cluster C personality disorder involves fearful and anxious traits, and includes:

- obsessive-compulsive personality disorder
- Dependent personality disorder
- avoidant personality disorder

A number of factors could be at play, including genes, physiological processes, traumatic events, cultural impact, and childhood experiences. Although living with a personality disorder can be difficult, these conditions can be managed with the support of a mental health professional.

1.2.6 IMPACT OF PERSONALITY

Research on personality can yield fascinating insights into how personality develops and changes over the course of a lifetime. This research can also have important practical applications in the real world. For example, people can use a personality assessment (also called a personality test or personality quiz) to learn more about themselves and their unique strengths, weaknesses, and preferences. Some assessments might look at how people rank on specific traits, such as whether they are high in extroversion, conscientiousness, or openness. Other assessments might measure how specific aspects of personality change over time. Some assessments give people insight into how their personality affects many areas of their lives, including career, relationships, personal growth, and more. Understanding your personality type can help you determine what career you might enjoy, how well you might perform in certain job roles, or how effective a form of psychotherapy could be for you.

Personality type can also have an impact on your health, including how often you visit the doctor and how you cope with stress. Researchers have found that certain personality characteristics may be linked to illness and health behaviors.

Decision-making is simply the process of making a choice. When making a decision, we form opinions and choose actions via mental processes that are influenced by biases, reason, emotions, and memories. The simple act of deciding supports the notion that we have free will. We weigh the benefits and costs of our choice, and then we cope with the consequences. Factors that limit the ability to make good decisions include missing or incomplete information, urgent deadlines, and limited physical or emotional resources.

1.3 DECISION MAKING

Decision-making can be regarded as a problem-solving activity yielding a solution deemed to be optimal, or at least satisfactory. It is therefore a process that can be more or less rational and irrational and can be based on beliefs. Tacit knowledge is often used to fill the gaps in complex decision-making processes. Usually, both of these types of knowledge, tacit and explicit, are used together in the decision-making process.

Human performance has been the subject of active research from several perspectives:

- Psychological: Examining individual decisions in the context of a set of needs, preferences, and values the individual has or seeks.
- Cognitive: The decision-making process is regarded as a continuous process integrated in the interaction with the environment.
- Normative: The analysis of individual decisions concerned with the logic of decision-making, or communicative rationality, and the invariant choice it leads to.

A major part of decision-making involves the analysis of a finite set of alternatives described in terms of evaluative criteria. Then the task might be to rank these alternatives in terms of how attractive they are to the decision-maker(s) when all the criteria are considered simultaneously. Another task might be to find the best alternative or to determine the relative total priority of each alternative (for instance, if alternatives represent projects competing for funds) when all the criteria are considered simultaneously. Solving such problems is the focus of multiple criteria decision analysis (MCDA). This area of decision-making, although very old, has attracted the interest of many researchers and practitioners and is still highly debated as there are many MCDA methods that may yield very different results when they are applied to exactly the same data. This leads to the formulation of a decision-making paradox. Logical decision-making is an important part of all science-based professions, where specialists apply

their knowledge in a given area to make informed decisions. For example, medical decision-making often involves a medical diagnosis and the selection of appropriate treatment. But naturalistic decision-making research shows that in situations with higher time pressure, higher stakes, or increased ambiguities, experts may use intuitive rather than structured approaches. They may follow a pyramid decision that fits their experience, and arrive at a course of action without weighing alternatives.

The decision-makers environment can play a part in the decision-making process. For example, environmental complexity is a factor that influences cognitive function. A complex environment is an environment with a large number of different possible states which come and go over time. Studies done in foreign universities have shown that more complex environments correlate with higher cognitive function, which means that a decision can be influenced by the location. One experiment measured complexity in a room by the number of small objects and appliances present; a simple room had fewer of those things. Cognitive function was greatly affected by the higher measure of environmental complexity, making it easier to think about the situation and make a better decision.

1.3.1 PROBLEM-SOLVING AND DECISION MAKING

It is important to differentiate between problem-solving, or problem analysis, and decision-making. Problem-solving is the process of investigating the given information and finding all possible solutions through invention or discovery. Traditionally, it is argued that problem-solving is a step towards decision-making, so that the information gathered in that process may be used towards decision-making.

- ❖ Characteristics of problem-solving
    - Problems are merely deviations from performance standards.
    - Problems must be precisely identified and described

- Problems are caused by a change from a distinctive feature
- Something can always be used to distinguish between what has and hasn't been affected by a cause
- Causes of problems can be deduced from relevant changes found in analyzing the problem
- Most likely cause of a problem is the one that exactly explains all the facts while having the fewest (or weakest) assumptions (Occam's razor)

❖ Characteristics of decision-making

- Objectives must first be established
- Objectives must be classified and placed in order of importance
- Alternative actions must be developed
- The alternatives must be evaluated against all the objectives
- The alternative that is able to achieve all the objectives is the tentative decision
- The tentative decision is evaluated for more possible consequences
- decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision-making) all over again
- There are steps that are generally followed that result in a decision model that can be used to determine an optimal production planning
- In a situation featuring conflict, role-playing may be helpful for predicting decisions to be made by involved parties

1. ANALYSIS OF PARALYSIS

When a group or individual is unable to make it through the problem-solving step on the way to making a decision, they could be experiencing analysis paralysis. Analysis paralysis is

the state that a person enters where they are unable to make a decision, in effect paralyzing the outcome. Some of the main causes for analysis paralysis are the overwhelming flood of incoming data or the tendency to over analyze the situation at hand. There are said to be three different types of analysis paralysis.

- The first is analysis process paralysis. This type of paralysis is often spoken of as a cyclical process. One is unable to make a decision because they get stuck going over the information again and again for fear of making the wrong decision.
- The second is decision precision paralysis. This paralysis is cyclical, just like the first one, but instead of going over the same information, the decision-maker will find new questions and information from their analysis, and that will lead them to explore further possibilities rather than making a decision.
- The third is risk uncertainty paralysis. This paralysis occurs when the decision-maker wants to eliminate any uncertainty but the examination of provided information is unable to get rid of all uncertainty.

2. EXTINCTION BY INSTINCT

On the opposite side of analysis paralysis is the phenomenon called extinction by instinct. Extinction by instinct is the state that a person is in when they make careless decisions without detailed planning or thorough systematic processes. Extinction by instinct can possibly be fixed by implementing a structural system, like checks and balances into a group or one's life. Analysis paralysis is the exact opposite where a group's schedule could be saturated by too much of a structural checks and balance system.

Extinction by instinct in a group setting: Groupthink is another occurrence that falls under the idea of extinction by instinct. Groupthink is when members in a group become more involved in the “value of the group (and their being part of it) higher than anything else”; thus,

creating a habit of making decisions quickly and unanimously. In other words, a group stuck in groupthink is participating in the phenomenon of extinction by instinct.

3. INFORMATION OVERLOAD

Information overload is "a gap between the volume of information and the tools we have to assimilate". Information used in decision-making is to reduce or eliminate uncertainty. Excessive information affects problem processing and tasking, which affects decision-making. Psychologist George Armitage Miller suggests that humans' decision-making becomes inhibited because human brains can only hold a limited amount of information. Crystal C. Hall and colleagues described an "illusion of knowledge", which means that as individuals encounter too much knowledge, it can interfere with their ability to make rational decisions. Other names for information overload are information anxiety, information explosion, infobesity, and intoxication.

4. DECISION FATIGUE

Decision fatigue is when a sizable number of decision-making leads to a decline in decision-making skills. People who make decisions for an extended period of time begin to lose the mental energy needed to analyse all possible solutions. Impulsive decision-making and decision avoidance are two possible paths that extend from decision fatigue. Impulse decisions are made more often when a person is tired of analysing situations or solutions; the solution they make is to act and not think. Decision avoidance is when a person evades the situation entirely by not ever making a decision. Decision avoidance is different from analysis paralysis because this sensation is about avoiding the situation entirely, while analysis paralysis is continually looking at the decisions to be made but still being unable to make a choice.

5. POST-DECISION ANALYSIS

Evaluation and analysis of past decisions is complementary to decision-making. See also mental accounting and post-mortem documentation.

1.3.2 NEUROSCIENCE

Decision-making is a region of intense study in the fields of systems neuroscience, and cognitive neuroscience. Several brain structures, including the anterior cingulate cortex, and the overlapping ventromedial prefrontal cortex are believed to be involved in decision-making processes. A neuroimaging study found distinctive patterns of neural activation in these regions depending on whether decisions were made on the basis of perceived personal volition or following directions from someone else. Patients with damage to the ventromedial prefrontal cortex have difficulty making advantageous decisions.

A common laboratory paradigm for studying neural decision-making is the two-alternative forced-choice task, in which a subject has to choose between two alternatives within a certain time. A study of a TFCK involving rhesus monkey found that neurons in the parietal cortex not only represent the formation of a decision but also signal the degree of certainty (or "confidence") associated with the decision. A study found that rats and humans can optimally accumulate incoming sensory evidence, to make statistically optimal decisions. Another study found that lesions to the ACC in the macaque resulted in impaired decision-making in the long run of reinforcement-guided tasks suggesting that the ACC may be involved in evaluating past reinforcement information and guiding future action. It has recently been argued that the development of formal frameworks will allow neuroscientists to study richer and more naturalistic paradigms than simple 2AFC decision tasks; in particular, such decisions may involve planning and information search across temporally extended environments.

1. GROUP

- Consensus decision-making tries to avoid "winners" and "losers". Consensus requires that a majority approve a given course of action, but that the minority agrees to go along with the course of action. In other words, if the minority opposes the course of action, consensus requires that the course of action be modified to remove objectionable features.
- Voting-based method:
- Majority requires support from more than 50% of the members of the group. Thus, the bar for action is lower than with consensus.
- Plurality, where the largest faction in a group decides, even if it falls short of a majority.
- Score voting lets each member score one or more of the available options, specifying both preference and intensity of preference information. The option with the highest total or average is chosen. This method has experimentally been shown to produce the lowest regret among common voting methods, even when voters are strategic. It addresses issues of voting paradox and majority rule.
- Quadraticvoting allows participants to cast their preference and intensity of preference for each decision (as opposed to a simple for or against the decision). As in score voting, it addresses issues of voting paradox and majority rule.

1.3.4 RATIONAL AND IRRATIONAL

If humans are rational and free to make their own decisions, then they would behave according to rational choice theory. The rational choice theory says that a person consistently makes choices that lead to the best situation for themselves, taking into account all available considerations including costs and benefits; the rationality of these considerations is from the

point of view of the person themselves, so a decision is not irrational just because someone else finds it questionable.

In reality, however, there are some factors that affect decision-making abilities and cause people to make irrational decisions – for example, to make contradictory choices when faced with the same problem framed in two different ways.

Rational decision-making is a multi-step process for making choices between alternatives. The process of rational decision-making favors logic, objectivity, and analysis over subjectivity and insight. The irrational decision is more counter to logic. The decisions are made in haste and outcomes are not considered.

One of the most prominent theories of decision-making is the subjective expected utility (SEU) theory, which describes the rational behavior of the decision-maker. The decision maker assesses different alternatives by their utilities and the subjective probability of occurrence.

Rational decision-making is often grounded on experience and theories that are able to put this approach on solid mathematical grounds so that subjectivity is reduced to a minimum see e.g., Scenario optimization Rational decision is generally seen as the best or most likely decision to achieve the set goals or outcome.

1.4 TITLE OF THE STUDY

“A STUDY ON PERSONALITY TRAIT AND DECISION-MAKING STYLE AMONG UNIVERSITY STUDENTS”

1.5 OPERATIONAL DEFINITIONS

PERSONALITY TRAITS

Allport defines Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought.

Personality is the dynamic organization of those psychophysical systems within an individual that determine his characteristics, behavior, and thoughts or unique adjustment to their environment. A trait is any distinguishable relatively enduring way in which one individual differs from another.

DECISION MAKING

According to George defines Decision making is the selection based on some criteria from two or more possible alternatives.

Decision-making is the process of choosing decisions by identifying a decision, acquiring information, and various alternatives. A step-by-step decision-making method can help you make more deliberate, meaningful decisions by organizing essential information and clarifying alternatives.

1.6 OBJECTIVES OF THE STUDY

1. To find out the types of personality traits of university students
2. To find out the level of decision-making styles among university students
3. To find out if there is any significant difference in the mean scores of personality traits based on gender, age, educational qualification, place of birth, and type of family among university students
4. To find out if there is any significant difference in the mean scores of decision-making based on gender, age, educational qualification, place of birth, and type of family among university students
5. To find out the significant relationship between the personality traits and decision-making styles of university students

1.7 HYPOTHESES OF THE STUDY

1. There is no difference in the types of personality traits among university students
2. There is no significant difference in the level of decision-making styles among university students
3. There is no significant difference in the mean scores of personality traits based on gender, age, educational qualification, place of birth and type of family among university students
4. There is no significant difference in the mean scores of decision-making based on gender, age, educational qualification, place of birth and type of family among university students
5. There is no significant relationship between the personality traits and decision-making styles of university students

1.8 SCOPE OF THE STUDY

The main objective of the study is to analyze university students' personality traits and decision-making styles. The study also aims to find how the personality traits of the student can affect their decision-making skills. The study will focus on assessing the university students' personality traits and their decision-making style This study will explore how far and what extent their personal variables influence the personality trait and decision-making styles. The study will also find out the relationship between personality traits and the decision-making style of university students. This study will help their mentor to know about their students' personality traits and decision-making styles. This will help them to guide the students in a more systematic and rational way so that they can have proper decision-making skill solve their problems. Usually, students in this age group tend to demonstrate emotional instability and find hard to focus on the right type of decision-making process. This study will be a limelight for

them to understand their personality traits which in turn contribute in their decision-making. Thus, this study's prime objective is to find out the types of personality traits and decision-making styles of university students. It also finds out the relationship between the personality trait and decision-making styles.

1.9 NEED OF THE STUDY

Decision-making is an important skill that an individual should have in their life. Decision-making helps someone in solving problems, making good choices, making plans, and also in other different areas. In our day-to-day life, we make hundreds of decisions, may it be smaller such as buying a good pen, or maybe bigger as choosing the right career option. Good decision-making skills are important in achieving success. Personality traits are commonly used to describe someone's personality. Personality traits may also influence someone's decision-making. Some people may be naturally indecisive. Some people can make decisions spontaneously. Browne (2006) conducted a study on the relationship among the Big Five dimensions of personality, life satisfaction, and career decision status among 333 undergraduate Black college students. The result revealed that extraversion, openness, and conscientiousness, were negatively related, and neuroticism positively related to apprehension; extraversion and agreeableness were negatively related to personal conflict; and neuroticism positively related to need for career information. According to Nauta (2007) explores the relationship between career interests, self-efficacy and the big five personality dimensions among college students. The results indicated that six interest types, one self-efficacy type, and two personality dimensions were associated with subsequent self-exploration. Whereas realistic, artistic, and conventional interests; artistic self-efficacy; and openness were positively associated with self-exploration, investigative and enterprising interests and extraversion were negatively associated with such exploration.

The research found that Riaz and Batool (2012) conducted a study on university students to identify the predictive role of personality traits in decision-making styles the findings of regression analysis revealed that vigilance is positively predicted by conscientiousness and openness, and negatively predicted by neuroticism. Narooi and karazee (2015), wood (2021), riaz et al. (2021) conducted a study on the Relationship between decision-making styles and personality traits. The researcher found that extraversion personality is positively related to rational and intuitive decision-making styles. Only a few studies were conducted on personality traits and decision-making among university students. Thus, the present research explores personality traits and decision-making styles among university students. This study is to find out the relationship of personality trait on decision-making skills. This can develop a person's decision-making that can help them in various situations. As the personality trait contributes better decision-making skills among university students it influences their future and quality of life, thus this study is a need of an hour.

1.11 DELIMITATIONS OF THE STUDY

The delimitations of the present study are as follows

1. The present study was conducted with 235 university students
2. The present study was conducted only in the Sivagangai district
3. The study was undertaken only with some selected demographic variables such as gender, age, educational qualification, types of family, and locality of the residence.
4. Socioeconomic status of the participants was not considered in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter provides a review of the literature on Personality traits and Decision-making styles. The extensive literature review is related to the conceptualization of constructs and theories that may support the relationship between the constructs. Based on the literature review objectives were formulated. Earlier works done in the context of Personality Traits and Decision Making contributed theoretical background for the study. The researcher has gone through a brief review of the available literature.

2.2 STUDIES RELATED TO PERSONALITY TRAITS

Personality traits can be defined as a set of specific individual differences for motivating people in reacting to different environmental stimuli. Pervin (1994) explained traits as overt behavior. However, there has been growing contradiction on the subject of behavior, cognition and affect in the past few decades. Traits have been found operationalized by content analysis (Angleitner et al., 1986). Traits have been defined as a motivational system with an effective core (MacDonald, 1995).

Browne (2006) investigated the relationship among the Big Five dimensions of personality, life satisfaction, and career decision status among 333 undergraduate Black college students. An examination of the factor structure of the career indecision scale was conducted to explore the relationship between personality dimensions and factors of career indecision. The Career Decision Scale (CDS), the NEO Personality Inventory-Revised (NEO PI-R, 2001), and a single item drawn from the Index of Well-Being were used to measure career decision status, personality traits, and life satisfaction, respectively. Results indicated that extraversion, openness, and conscientiousness, were negatively related, and neuroticism positively related to

apprehension; extraversion and agreeableness were negatively related to personal conflict; and neuroticism positively related to the need for career information.

Costa and McCrae, (1992) concluded that individuals who are more open in nature, are more involved in active imagination, and intellectual curiosity. They are Review of Literature more willing to have innovative ideas and are more open to new and challenging work and responsibility. In addition, originality, curiosity, and ingenuity were identified as the characteristics of openness to experience. Individuals who scored high on the measure were found more creative, curious, imaginative, impulsive, and insightful. Whilst, individuals who score less on the measure are not ready to open and tend to be ultra-conservative (Berglund et al., 2015).

Daniel and Ware (2006) A screening questionnaire for bulimic symptoms was completed by 244 college women. Approximately 79% reported binge eating (uncontrolled, excessive eating) occurrences. Twenty women (8.2% of the sample) reported self-induced vomiting after binge eating or „normal" meals. A subsample of 31 students was interviewed and administered the Restraint Scale, Compulsive Eating Scale, Beck Depression Inventory, Sixteen Personality Factor Questionnaire, and The Tennessee Self Concept Scale. Results showed a number of significant differences among students who binged only („bingers"), self-induced vomiting, or did not binge or purge. Bingers and burgers showed greater restrained eating tendencies and compulsive eating Chapter-2 The historical background of Research behaviors. On the 16PF, pursers scored lower on Factor Q3, which suggests lowered will control and less regard for social demands. Purges also showed lower self-esteem, particularly in the areas of identity and family self-concept.

Gaffner and Hazier (2002) investigated the relationships between career indecisiveness and personality types and difficulties in making career decisions. Their sample consisted of 111

undergraduate students from a small Midwestern University. The results identified the lack of career readiness on the career decision-making difficulties questionnaire to be a better single predictor of indecisiveness than any other combination of variables.

Komarraju and Karau (2005) has studied the relationship between the big five personality traits and academic motivation. In this study, engagement was best explained by Openness to experience and Extraversion. The achievement was best explained by Conscientiousness, Neuroticism, and Openness to experience. Finally, avoidance was best explained by Neuroticism, Extraversion, and by an inverse relationship with Conscientiousness and Openness to experience. Results are interpreted in terms of creating an appropriate fit between teaching modalities and individual differences in students' academic motivation due to personality traits.

Mastor (2003) examined the relationship between personality traits and gender differences in the selection of academic major among Malay students. The sample consists of 451 matriculation students and the instruments used were the NEO PI-R Personality Inventory (Revised) and a self-designed questionnaire about choosing academic major. Dependent variables were level of satisfaction, confidence, commitment and difficulties in making decisions. Results indicated that there were significant differences among gender in satisfaction and difficulties in making decision. Male students were more satisfied and experienced less difficulty selecting their major of studies. Female students were found to have a higher means of neuroticism than male students. Correlation coefficients indicated that there were significant correlations between neuroticism, extraversion and conscientiousness with all the perceived decisional attributes.

Nauta (2007) examined the relationship between career interests, self-efficacy and the big five personality dimensions (openness, conscientiousness, extraversion, agreeableness, and

neuroticism) were used to predict college students' career exploration behaviours among 113 college students. However, after controlling for gender and year in school, five of six interest types, one self-efficacy type, and two personality dimensions were associated with subsequent self-exploration. Whereas realistic, artistic, and conventional interests; artistic self-efficacy; and openness were positively associated with self-exploration, investigative and enterprising interests, and extraversion were negatively associated with such exploration.

Reed, Bruch, & Haase (2004) investigated whether the dimensions of the five-factor model (FFM) of personality are related to specific career exploration variables. Results revealed a meaningful association between conscientiousness/extraversion/low neuroticism and career search self-efficacy/career information seeking. A second source involved an association between openness and a lack of career information seeking. The third source involved the association between neuroticism/openness and self-exploration. Kushwaha and Hasan (2005) explored the psychological explanation for career decision-making by incorporating the personality dimensions of Eysenck's model, namely, extraversion and neuroticism in a paradigmatic manner. Gender was also incorporated in the study as an independent variable. Employing a 2x2x2 factorial design with a fixed effect model, the stratified random sampling technique was used to select an unbiased representative sample of 320 adolescent students of class Xth and was put to score on the career decision-making scale. After the 2x2x2 ANOVA treatment, extraversion, neuroticism and gender have emerged as potential factors in generating significant variance upon career decision-making.

2.3 STUDIES RELATED TO DECISION-MAKING STYLES

Drucker (2004) "Whatever a manager does he does through decision-making." Decision-making is an important part of management. However, effective achievement of goals can be achieved by decision-making only. SadlerSmith (2004) conducted a study on managers of

small and medium-sized enterprises and had found that there is a positive high correlation between managers with an intuitive style of decision-making and favorable results in their organizations. Time pressure effect the s decision-making process and leads to judgments. Patience plays an important role in decision-making king and its outcomes (Bazerman & Malhotra, 2006). Negative stress leads to an voidant decision-making style (Thunholm, 2008). Accordingly, Andrade and Ariely (2009) managers' incidental emotions affect decision-making situations, that can impact her choices and judgments.

Gucray (2003) conducted research on the Analysis of Decision-Making Behaviors and Perceived Problem-Solving Skills in Adolescents. This study aimed to analyze decisional self-esteem, decisional stress and perceived problem-solving skills of secondary education students and to find out whether there was a significant difference in adolescent's decision-making behaviors, and problem-solving skills from the aspect of some socio-demographic variables (gender, age, school type and education level of the parents). The sample of 498 subjects (273 female, 255 male) from secondary education students was selected. The Scale of Decision Making Behaviors (Radford, Mann, Ohta 45 and Nakane, 1993) and Problem-Solving Inventory (Heppner and Petersen, 1982) was given. The findings of the study, significant differences were observed among male and female adolescents considering decisional self-esteem and decisional stress, but on the other hand, no difference was observed when their perceived problem-solving skills were considered. Gender and school type were found to be as effective variables on the behaviors of decision-making and also the school type and the education level the mothers were found to be as effective variables on perceived problem-solving skills. The study indicated that students from private schools were more skillful in cognitive processes such as decision-making and problem solving than the students from Anatolian high-schools and State-high schools

Kirandeep & Bhalla (2013) investigated the career decision-making self-efficacy among senior secondary school students. The purpose of the study was to compare between decided and undecided students as well as boys and girls on career decision-making self-efficacy of senior secondary school students. Survey method was used for data collection. The sample consisted of 533 students from government senior secondary schools of Chandigarh (U.T.). Career Decision-making Inventory and Career Decision-Making Self-Efficacy short form-(CDMSE-SF) were administered to the students. The finding of the study showed significant differences in decided and undecided students in career decision-making self-efficacy and boys were found more confident in making career related decisions than girls.

Migunde et. al. (2015) studied on Career Decision Making Status of Adolescents in Kisumu Municipality, Kenya. The purpose of this study was to establish the decision-making status of adolescents in Kisumu municipalities across various demographic 60 variables. The sample of 359 (162 males and 197 females) secondary school students from year one to year four was chosen. The students were surveyed on a measure of career indecision. The findings of the study showed that gender and the type of school a student attends had a significant influence on their career decision making status. Students in private schools are more undecided than those in public schools. Career indecision scores also decrease as one progresses from year one to year four.

Norvel (2014) examined the career decision‟s self-efficacy of final year students (N=205) studying in 11th and 12th grade from Vilnius and Trakai secondary schools (mean age – 17) and analyzed the relationship between students‟ career decision self-efficacy and parental involvement during career decision-making and students‟ career decision self-efficacy. The study sought to find the relationship between three parental involvement facets – support, interference, lack of engagement – and students‟ career decision self-efficacy. The assessment was based on two questionnaires: Career-Specific Parental Behaviours (Dietrich, & Kracke,

2009) and Career Decision Self-Efficacy Short-Form Scale (Betz, & Klein, 1996). The results indicated that parental support and interference were positively related to career decision‟s self-efficacy, while lack of engagement was negatively associated with career decision‟s self-efficacy. As well as this, it was found that students, who have made their final career choice, scored higher on Career Decision Self-efficacy. There were no gender differences between parental support and interference; however, it was found that boys tend to receive less parental involvement in their career decision–making compared to girls.

Ramalingam (1993) studied the decision making styles and found that there was a significant difference exist between male and female students in their defensive avoidance decision making style, the students of government and private schools differed significantly in their vigilance, defensive avoidance, rationalization and procrastination styles of decision making, and also there was a significant difference between the science and arts students in their vigilance, buck passing, and procrastination decision making styles.

Savickas (1990) conducted an investigation on the career decision making course. The course was designed to help 10th grade students develop the decisional attitudes and competencies that increase readiness to deal with career-choice tasks and facilitate behavioral responses that meet these tasks. The course addressed career-choice process and content by using the teach-the-test method with Career Maturity Inventory materials. Results indicated that compared to a control group, students who participated in the course improved their foresight and reduced their decisional difficulties.

Thunholm (2004) explicated the relations between individual decision-making styles and mental abilities. The decision-making styles scores were collected with the help of GDMS questionnaire (Scott & Bruce, 1995). A total of 206 Swedish military officers were the respondents of the study. The scores measured on the Self-esteem Scales developed by

Forsman & Johnson (1996) and the scores measured on the Action Control Scales developed by Kuhl (1994) showed a partially predictive relationship with avoidant, rational and dependent decision-making style, while intuitive and spontaneous type of decision making style could not be predicted on these measures. The result counterparts many previous researches which suggested that behavior attributed to habits and thinking pattern affects decision making styles, but it also considers self-evaluation and have the ability to take initiative and capacity Review of Literature of self-regulation. This sets out a broader definition of the decision-making style, a comprehensive definition that takes different individuals into consideration.

2.4 STUDIES RELATED TO PERSONALITY TRAITS & DECISION-MAKING STYLES

AlKalbani and Mastor (2012) investigated the relationships between career decision-making constructs in terms of its three dimensions and the Big Five factors. Data were collected from a randomly selected sample of 230 high school students. Pearson's correlation coefficient was used to establish the relationship between the two sets of variables. Results indicate significant relationships between the Big Five factors and career decision-making constructs. Neuroticism was found to be negatively related with career decidedness; conscientiousness, extraversion, openness and agreeableness are positively and significantly correlated with career decidedness.

Annamaria Di Fabio .et. al (2012) study examines the role of personality traits, core self-evaluation, and emotional intelligence (EI) in career decision-making difficulties. Italian university students (*N*= 232) responded to questions on the Big Five Questionnaire, Core Self-Evaluation Scale, Bar-On Emotional Quotient Inventory, and Career Decision-Making Difficulties Questionnaire. It was found that EI adds significant incremental variance compared with personality traits and core self-evaluation in predicting career decision-making

difficulties. The results draw attention to the unique role of EI in career decision-making difficulties, offering new research opportunities and intervention possibilities.

Bayram and Aydemir (2017), in their study on the relationship between personality traits and decision making among the students of public university, used the Big Five inventory (John, Donahue, and Kentle, 1991) to measure personality traits. The scale developed by Scott and Bruce (1995) was used to measure the scores of decision making. A total 312 public university students participated in the study. The students participated voluntarily. 57 % of respondents were females and 43 % respondents were male. 76 % of respondents own the responsibility for the happenings they came across. The study revealed that personality traits such as agreeableness, extraversion, conscientiousness and openness were found to have a significant relationship with intuitive and rational decision-making styles and neuroticism showed a negative effect on the measure. Whilst, in case of dependent decision-making style, agreeableness and neuroticism were found to have a positive effect on the measure. The personality traits such as conscientiousness, extraversion, and openness were found to have a negative effect on avoidant decision-making style. Agreeableness and conscientiousness showed a negative relationship with spontaneous decision-making style whereas a significant positive relation with neuroticism. Females were found significantly higher on the scale of agreeableness and neuroticism comparing to men. A series of multiple regression analysis investigated a positive relation between extraversion personality trait and spontaneous decision-making style. Agreeableness personality trait was found to have a significant relation dependent and intuitive decision- making style. Conscientiousness was found to have a positive relation with rational decision-making style while it was negatively related with avoidant and spontaneous decision-making styles.

Caroline Davis (2006) study was to identify personality correlates of poor decision-making the latter defined by performance on two versions of the Iowa gambling task. We used a large

sample of healthy adults (n = 245) and multiple performance measures in our investigation. Higher scores on measures of impulsivity, sensitivity to reward and to punishment, and addictive personality were all significantly associated with some measures of performance deficits on the A′B′C′D′ task. These results suggest that different and independent psychological processes may lead to the same qualitative decision-making deficits across individuals. Contrary to expectation, however, none of the personality traits were related to the E′F′G′H′ performance measures; nor did the two tasks have an interactive relationship with the personality factors. One reason for these null findings might relate to our lack of counterbalancing the order of task presentation.

Chuuna. et. al (2014) studied the effect of proactive personality and career decision-making self-efficacy on career adaptability under employment pressure among 810 Chinese graduate students. Participants completed the Proactive Personality Scale, the Career Adapt-Abilities Scale–International Form 2.0, the Career Decision-Making Self-Efficacy Scale, and the Employment Pressure Scale. The results showed: (a) proactive personality affected career adaptability, (b) career decision-making self-efficacy played a mediating role in that relationship, (c) employment pressure moderated the mediating effect on the relationship in (a), and (d) students with a highly proactive personality were more inclined to be influenced by the negative effects of employment pressure than were those with a less proactive personality when forming career decision-making self-efficacy.

David & freedman (2020) study on understanding decision making under uncertainty. Yet, they rely on different concepts to analyse human behaviour: economists use economic preference parameters rooted in utility theory, while psychologists use personality traits to describe responses to uncertain situations. Using a large sample of university students, this study examines and contrasts five economic preference parameters and six psychological personality traits that are commonly used to study individuals' attitudes towards uncertainty.

A novelty of this paper is including both the economic concept of ambiguity aversion as well as the personality trait of ambiguity intolerance. We find that standard economic preference measures based on incentivized choice tasks seem to capture rather different characteristics than psychological personality traits. In contrast, economic preference measures obtained from self-assessment questions appear more related to personality traits, especially ambiguity intolerance.

Di Fabio et al. (2015) examined the association of Big-Five personality factors and career decision-making difficulties among respondents from three different educational settings. The researchers used BFQ developed by Caprara, Barbaranelli, & Borgogni (1993) to measure personality traits and Career Decision Making difficulties was measured by CDDQ inventory. The research founddecision-makingg to be more inclined towards personality traits than towards education level.

Fabio and Palazzeschi (2009) studied the role of emotional intelligence and personality traits in relation to career decision difficulties. The Italian version of the Career Decision Difficulties Questionnaire (CDDQ), Emotional Quotient Inventory and the Big Five Questionnaire (BFQ) were administered to 296 interns of the tertiary sector. The emotional intelligence dimensions add a significant percentage of incremental variance compared to variances due to personality traits with respect to career decision Kelly and Shin (2009) examined the effects of neuroticism and negative career thoughts and feelings on lack of information, which is one of the core elements of chronic career indecision among 310 first-semester students who had entered university study without a declared academic major. Results revealed that negative career thoughts and feelings explained a large amount of the variance in lack of information. The influence of neuroticism on lack of information was indirect and fully mediated by negative career thoughts and feelings.

Feldt and Woelfel (2009) examined 179 undergraduate college students completed a survey, the Career Decision Scale (CDS), and the NEO Five-Factor Inventory (NEO-FFI). Results indicated incremental validity of three domains of the five-factor model, neuroticism, agreeableness, and conscientiousness; self-efficacy for getting a job and job success, importance of ratings of job outcomes, and job outcome expectations. Results support hypotheses of social cognitive career theory in terms of the importance of self-efficacy and outcome expectations in predicting career planning.

Gadassi, and Dayan (2012) by using the data of 383 young adults who were about to make a career choice assessed the individual's decision status and the associations ofthe dimensions, emotional and personality-related career decision-making difficulties (EPCD; Saka, Gati & Kelly, 2008) and personality factors (NEO Personality Inventory-Revised; Costa & McCrae, 1992). The results suggest that, as hypothesized, comprehensive information gathering, analytic information processing, a more internal locus of control, greater speed of making the final decision, less dependence on others, and less desire to please others were more adaptive in making career decisions. However, contrary to hypotheses, high aspiration for an ideal occupation was more adaptive for the decision-making process, willingness to compromise was not associated with more adaptive decision making, and the results regarding consulting with others were mixed.

Gati, Gadassi et al. (2011) investigated the emotional and personality-related career decision-making difficulties model and questionnaire (EPCD) by studying its associations with various personality measures in three samples. As hypothesized, higher levels of emotional and personality-related career decision-making difficulties, as measured by the EPCD, were associated with higher levels of neuroticism, agreeableness, perfectionism, and need for cognitive closure, and lower levels of extraversion, openness to experience and career decision self-efficacy. In addition, higher levels of these difficulties were associated with a more

external locus of control (LoC), and with being less advanced in the career decision-making process.

Ingmar Franken & Peter Muris (2005) conducted a study on Behavioral decision making with Review of Literature on gambling task and had found to be impaired in different personality disorders. It was not known how individual distinctness influences performance on behavioral decision making. The findings of the study revealed to what extent performance on behavioral measures of decision making is predicted by self-reported personality traits of sensitivity for punishment and reward, impulsivity, and decision-making styles. For this goal, performance on the IOWA gambling task was related to the BIS/BAS questionnaire, the Dickman Impulsivity Inventory, and the Adolescent Decision-making Questionnaire in a sample of students (n = 44). The results showed that behavioral decision-making was to some extent predicted by individual differences in sensitivity for reward and self-reported decision-making style. However, behavior decision-making was not predicted by impulsive personality traits. Individual differences in sensitivity for rewards and self-reported decision-making style were found to be a good predictor of behavioural decision making whereas impulsive personality traits could not predict behavioural decision-making.

Jose-Tomas and Lidia (2011) conducted a study on personality and decision-making about career on 497 final year graduate students (153 male and 344 female) from professional group, University of La Laguna and used ANOVA as statistical technique. Researchers found that efficient personality had significant association with mature CDM.

Juanchich et al. (2016) examined whether CRT predicts real- life decision outcomes using Decision Styles Questionnaire (Leykin & DeRubeis, 2010) and International Personality Item Pool by taking the Big Five personality traits and decision- making styles as control variables. The findings showed that greater the CRT scores more positive would be the real- life decision

outcomes. But, due to lower effect size the relationship between them was non-significant. Mehdi et al. (2014) conducted a study on Malaysian consumers and found correlation of the traits of conscientiousness and emotion stability to be significant with decision making towards advertising. The inventory used in this study was Big-Five Personality developed by Saucier (1994). The study obtained positive and significant correlation between decision making and conscientiousness and emotional stability. The test was found statistically significant. Deniz (2011) found the attachment styles to be significant predictors of decision self-esteem, decision making styles and personality traits. The study was conducted among university students. The researcher used Adjective Based Personality Scale (Bacanli et al., 2009) and Melbourne Decision making Questionnaire (Mann et al., 1997) to measure the personality score and decision making respectively.

Kahn (2012) study explored the potential relationship between personality and perceptions of serendipitous influence on academic and career decision-making. The study was conducted with 107 participants who were enrolled full-time at a rural, church affiliated private college in eastern North Carolina. The participants represented an accurate cross-section of the college in terms of age (mean = 21), sex (72% female, 28% male) and ethnicity (majority white, 26% African American, 7% Hispanic, 2% Native American, 1%Asian). Personality was defined as the Big Five Personality Factors and measured by the NEO-FFI-3. Perceptions of serendipity were measured using the Serendipitous Event Inventory (SEI), which was developed specifically for this study through a focus group and pilot study with participants from the same college.

Marco Lauriola & Levin (2001) discusses historic differences in the way that personality psychologists and decision-making researchers have studied risk-taking, and then describes a preliminary study that combines elements of the two approaches. Using an Italian sample of varying age levels, this study examined the relations among personality traits (the Big-Five),

demographics (age and gender) and risk-taking. Separate measures of risk-taking in a controlled experimental task were derived for trials in which subjects could achieve a gain and for trials in which subjects could avoid a loss. Personality trait effects differed for gains and for losses, and they differed depending on whether demographics were taken into account. Personality factors predicted risk-taking primarily in the domain of gains where high scores on Openness to Experience were associated with greater risk-taking and high scores on neuroticism were associated with less risk-taking. However, there was a tendency for Neuroticism to have the opposite effect on risk-taking for losses where high scores were associated with greater risk-taking

Narooi and Karazee (2015) studied personality traits, attitude to life, and decision-making styles among university students in Iran . They deduced the presence of a strong relationship between personality traits and decision-making styles . Riaz and Batool (2012) evaluated the relationship between personality traits and decision-making among a group of university students (. They concluded that «15.4 to 28.1% variance in decision-making styles is related to personality traits. Similarly, Bajwa et al. (2016) studied the relationship between personality traits and decision-making among students. They concluded that the conscientiousness personality trait is associated with rational decision-making style. Bajwa et al. (2016), in their study, found a high correlation between conscientiousness personality trait and rational decision-making style among students. But the difference was noticed among the students based on their gender, residential area, type of family. Narooi and Karazee (2015) conducted a study on a sample of students to find out the relationship of personality traits with attitude to life and decision making styles. The total population was 516, out of which 220 students were chosen with the help of stratified sampling technique. The Big-Five Personality Inventory (McCrae & Costa, 1985) was used to measure personality scores and the Decision-Making Styles Questionnaire comprised of 23 items was used to measure the score of decision-making

styles. The results reported that neuroticism was negatively related with an avoidant decision-making style. Furthermore, a significant relationship was found of openness, agreeableness, conscientiousness, and extraversion with intuitive ration decision-making style. Review of Literature.

Penn (2018) examined the differential roles that career decision-making self-efficacy and the Big Five traits of neuroticism, extroversion, and conscientiousness may play in relation to career decision status and decisional difficulty. Following assumptions of the social cognitive model of career self-management, we hypothesized that the relations of the personality traits to the level of decidedness and choice/commitment anxiety (CCA), a key source of indecision, would be mediated by self-efficacy. We also examined the possibility that the traits could function to moderate the relation of self-efficacy to the dependent variables. Employing a sample of 182 undergraduates, we found support for a mediational model in which each of the personality traits relates to self-efficacy which, in turn, predicts CCA and decidedness. In addition, conscientiousness was found to moderate the relation of career decision-making self-efficacy to CCA, and extroversion moderated the relation of self-efficacy to decidedness. We consider the findings in relation to the social cognitive model and discuss their implications for future research and career decision-making interventions.

Riaz and Batool (2012) conducted a study on a sample of university students to identify the predictive role of personality traits indecision-making styles. The inventories used for decision making styles was GDMS scale (Scott & Bruce, 1995) and Mini-Marker Personality Inventory (McCrae & Costa, 1990). The study reported that personality traits contribute around 15% to 28% variation in decision making styles. Rahaman (2014), in his study on a sample of 360 university students, found the correlation of personality traits with decision making styles statistically significant. He used Big-Five instrument (John & Srivastava, 1999) and Decision making style questionnaire (Scott & Bruce, 1995). Further the findings of regression analysis

revealed that vigilance is positively predicted by conscientiousness and openness, and negatively predicted by neuroticism.

shiyong.et.al (2020) examined the correlations between personality and career decision-making self-efficacy (CDMSE) of university students from poor rural areas in China from an educational equity perspective. The results showed that female (vs. male) students were more neurotic, senior (vs. younger) students were more agreeable, and social science students were more neurotic than those in other disciplines. The results also revealed that differences in the total CDMSE were nonsignificant, but there was a gender difference in accurate self-appraisal and a difference by year of study in gathering information. There was a positive correlation between conscientiousness, agreeableness, openness, and extraversion, and CDMSE, and a negative correlation between neuroticism and CDMSE. The 5 personality traits, except for agreeableness, played a crucial role in predicting CDMSE. The results suggest that officials and staff of governments, universities, and industries should work together to develop proactive personality traits of students from poor rural areas in China, facilitate their CDMSE, and help them achieve their employment aspirations, thereby promoting educational equity.

CRITICAL ANALYSIS:

According to Komarraju and Karau (2005) has studied the relationship between the big five personality traits and academic motivation. The study indicates the result creating an appropriate fit between teaching modalities and individual differences in students' academic motivation due to personality traits. Narooi and Karazee (2015) studied personality traits, attitudes life, and decision-making styles among university students in Iran. They deduced the presence of a strong relationship between personality traits and decision-making styles. Riaz and Batool (2012) evaluated the relationship between personality traits and decision-making among a group of university students. They concluded that 15.4 to 28.1% variance in decision-

making styles is related to personality traits. Similarly, Bajwa et al. (2016) studied the relationship between personality traits and decision-making among students. They concluded that the conscientiousness personality trait is associated with a rational decision-making style The numberer of studies carried out including personality traits and decision-making is very less. Very rare research has found a study on the relationship between personality traits and decision-making the present study aims to find the relationship between personality traits and decision-making styles among university students.

CHAPTER-3

METHODOLOGY

3.1 INTRODUCTION

Research is defined as a scientific and systematic search for pertinent information on a specific topic. Research comprises defining problems, formulating a hypothesis or suggested solutions; organizing, collecting, evaluating, deduction, data making and reaching a conclusion, and at last carefully testing the conclusion to determine whether they fit the formulating hypothesis. The present chapter explains how the study was conducted. It explains the aim, and hypothesis and elaborates on the size and characteristics of the sample and how it was drawn. It also describes the tools, administration, and analysis.

3.2 RESEARCH DESIGN

Survey method was adopted in this present study

3.3 RESEARCH VARIABLE

3.3.1 INDEPENDENT VARIABLE

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain of their relationship to observed phenomena (Best & Kahn, 2007). In the present study Age, Gender, Educational qualification, place of birth, and types of family is the independent variable.

The descriptive variables and their response considered in their study are

AGE	18-20/21-23
GENDER	MALE/FEMALE
EDUCATIONAL QUALIFICATION	UG/PG
RESIDENCE AREA	URBAN/RURAL
TYPE OF FAMILY	NUCLEAR/JOINT

3.3.2 DEPENDENT VARIABLES

The dependent variables are the conditions or characteristics that appear, disappear, or change as the investigator introduces, removes, or changes the independent variables (Best & Kahn, 2007). In the present study, personality traits and decision-making are the dependent variables.

3.4 TOOL USED IN THE STUDY

- **Decision-Making Style Scale (DMS).** This scale was developed by Scott and Bruce (1995). It measures five different DMSs: rational, intuitive, dependent, avoidant, and spontaneous. The Turkish version and validation of the DMS were performed by Taşdelen (2002). This scale had 25 items. The dependent DMS subscale has got 4 items and the other subscales have got 5 items. All of the items are rated on a 5-point Likert scale ranging from strongly disagree to strongly agree. Item analyses were conducted to develop four conceptually distinct scales with acceptable internal consistency alpha ranging from (.68 to .94)

DECISION-MAKING STYLE TYPES

R = Rational
I = Intuitive
D = Dependent
A = Avoidant
S = Spontaneous

ADMINISTRATION

The subjective is instructed as follows: Kindly go through each one of the statements given in the scale carefully. After reading each statement carefully indicate your response by ticking in the appropriate box again the particular item. There are no right or wrong answers. Your response will be kept strictly confidential. Remember to respond to every statement and please mark only one answer box for each item.

SCORING

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral (neither agree nor disagree)
- 4 = Agree
- 5 = Strongly agree

- **The Big Five Inventory (BFI).** The Big Five Inventory (BIF) was developed by Goldberg (1992). This Inventory is a self-report inventory designed to measure the Big Five dimensions. It is quite brief for a multidimensional personality inventory and consists of short phrases with relatively accessible vocabulary. Five personality traits measured were Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. High scores indicate that the personality dimension that is owned is high. There are 50 items on the scale and there is no right or wrong answer. Items are rated on a 5-point Likert scale, The Big-Five subscales' coefficients alpha is displayed. Their internal dependability coefficients were 0.78 at the low end and 0.87 at the high end (average, 0.83). There were no discernible differences between males and females on the Goldberg Big-Five trait assessment, according to analyses of variance (ANOVAs).

ADMINISTRATION

The subjective is instructed as follows: Kindly go through each one of the statements given in the scale carefully. After reading each statement carefully indicate your response by ticking in the appropriate box again the particular item. There are no right or wrong answers. Your response will be kept strictly confidential. Remember to respond to every statement and please mark only one answer box for each item.

SCORING

- 1- Disagree
- 2- Slightly Disagree
- 3- Neutral
- 4-Slightly agree
- 5-Agree

3.5 LOCALE OF THE STUDY

The sample of the study consists of university students who are studying in universities in Sivagangai district. A total of 235 students were randomly selected using simple random sampling technique. The sample was drawn from the university population of students. Both males and females were included in the study.

3.6 SAMPLE SIZE

In this present study, the sample size is 235 university students.

3.7 DATA COLLECTION

In this study, the data is collected from university students around Sivagangai - Tamilnadu, ages ranging from 18 – 23.

3.8 PROCEDURE

The participants were university students. The purpose of the research was first explained to them and subsequently, informed consent was obtained. After they signed the consent forms, the scales/questionnaires were provided to them. Each participant took approximately 1 hour and 30 minutes to fill out the questionnaires. The completed forms were scored and later analyzed.

3.9 DATA ANALYSIS

The technique used for the study is the response questionnaire in which the university students who are 18-23 years old give their responses. Data were entered into a spreadsheet and codes were assigned to the variables. Mean differential analysis, standard deviation analysis, and Correlation analysis were analyzed using Statistical Package for Social Sciences software (SPSS 20.0). The relationship between the variable's personality traits and decision-

making style has been studied using Pearson's correlation. Also, parametric tests (t-Test) were used.

3.10 STATISTICAL TECHNIQUES

The technique used for this study is the response questionnaire in which the students who are studying at university give their responses. The hypotheses of the study were tested by employing appropriate statistical techniques. The statistical techniques were done by using the statistical software using SPSS. Descriptive statistics like mean, standard deviation, and t-tests, were used in the study. To find out the level of personality traits and decision-making style among university student mean and standard deviation was calculated. Based on the mean ± 1 SD the level of personality traits and decision-making style experienced by the university students was calculated. Percentage analysis was done to find out the level of personality traits and decision-making in both statement-wise and sample-wise analyses. To compare the mean scores of university students on personality traits and decision-making style t-test was used. Whenever two groups are involved in a variable; a t-test has been used to know the significant differences between these groups. To find out the relationship between personality traits and decision-making style correlation was used. To find out whether there is a significant difference in the independent variable such as Gender, Age, residence, types of family, educational qualification level, parametric t-test, and Pearson correlation were calculated to find out the relationship between personality traits and decision-making of university students.

CHAPTER-IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter the researcher deals with gathering, organizing, analyzing, and interpreting numerical data which is one of the basic phases of the research process. This chapter is essential to put the unorganized information in a systematic manner to obtain the appropriate results and give scientific interpretations. The data were analyzed in accordance with the objectives of the study. The purpose of this study was to explore the personality traits and decision-making styles among university students. The statistical plays a unique and important role in getting definite results in research. Hence, statistical tests like Mean, Median, Mode, Standard deviation, Skewness, Kurtosis, parametric t-test, and Pearson's correlation tests were employed. The researcher has adopted many statistical methods to test different hypotheses and strategies of presenting the information in the format of tables. So that it is comprehensive and understandable to everyone. The researcher gave the description under each table and interpretations. This chapter also gives a discussion for the results to make the interpretation understandable in a simple way.

4.2 BACKGROUND CHARACTERISTICS OF THE SAMPLE

A preliminary analysis of the scores was done to see the nature of the data related to the personality traits and decision-making styles among university students. Statistical constant such as mean, median, mode, standard deviation, skewness and kurtosis were analyzed. The summary of the statistical details is given in the table 4.2.1.

4.2.1 MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS, AND KURTOSIS OF PERSONALITY TRAITS AND DECISION-MAKING STYLE AMONG UNIVERSITY STUDENTS.

The objective was to calculate the mean, median, mode, standard deviation, skewness, and kurtosis of individuals belonging to university students. The data were analyzed and the results are given in Table 4.2.1

TABLE 4.2.1 MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS, AND KURTOSIS OF PERSONALITY TRAITS AND DECISION-MAKING AMONG UNIVERSITY STUDENTS

PERSONALITY & DECISION MAKING	NUMBER	MEAN	MEDIAN	MODE	SD	SKEWNESS	KURTOSIS
EXTRAVERSION	235	19.76	20	20	4.08	0.182	0.960
AGREEABLENESS	235	24.31	24	24	5.47	0.735	0.482
CONSCIENTIOUSNESS	235	23.02	22	22	4.25	0.468	0.106
NEUROTICISM	235	16.79	17	20	6.42	-0.047	-0.156
OPENNESS	235	23.20	22	21	4.51	0.697	0.585
RATIONAL	235	17.82	18	18	3.52	-0.825	1.333
INTUITIVE	235	17.66	18	18	3.33	-0.882	1.840
DEPENDENT	235	16.68	17	18	3.56	-0.487	0.994
AVOIDANT	235	15.77	16	15	3.59	-0.450	0.298
SPONTANEOUS	235	16.09	16	17	2.75	-0.672	2.401

From the above table, the measure of central tendency and the measure of dispersion in personality trait and decision making can be demonstrated. In these the personality trait has five domains such as extraversion, agreeableness, conscientiousness, neuroticism and openness. The Mean score of personality trait domains such as extraversion, agreeableness, conscientiousness, neuroticism and openness are 19.76, 24.31, 23.02, 16.79 and 23.20 respectively. The Median score of personality trait domains such as extraversion, agreeableness, conscientiousness, neuroticism, and openness are 20, 24, 22, 17, 22, and 18 respectively. The Mode of personality trait domains such as extraversion, agreeableness, conscientiousness, neuroticism and openness are 20, 24, 22, 17, 20 ,and 21 respectively. The Standard deviation of personality trait domains such as extraversion, agreeableness, conscientiousness, neuroticism, and openness are 4.08, 5.47, 4.25, 6.42, and 4.51 respectively. The Skewness of personality trait domains such as extraversion, agreeableness, conscientiousness, neuroticism and openness are 0.182, 0.735, 0.468, -0.047, and 0.697 respectively. The domains extraversion, agreeableness, conscientiousness and openness are positively skewed. The domain neuroticism are negatively skewed. The kurtosis of personality trait domains such as extraversion, agreeableness, conscientiousness, neuroticism and openness are 0.960, 0.462, 0.106, -0.156 and 0.585 respectively. The domains extraversion, agreeableness, conscientiousness and openness suggest that distribution is mesokurtic. The distribution of domain neuroticism is platykurtic. In these decision-making have five domains such as rational, intuitive, dependent, avoidant and spontaneous. The Mean score of decision making such as rational, intuitive, dependent, avoidant and spontaneous are 17.82, 17.66, 16.68, 15.77 and 16.09 respectively. The Median score of decision-making domains such as rational, intuitive, dependent, avoidant and spontaneous are 18, 18, 17, 16 and 16 respectively. The Mode of decision-making domains such as rational, intuitive, dependent, avoidant and

spontaneous are 18, 18, 18, 15 and 17 respectively. The Standard deviation of decision-making domains such as rational, intuitive, dependent, avoidant and spontaneous are 3.52, 3.33, 3.56, 3.59 and 2.75 respectively. The Skewness of decision-making domains such as rational, intuitive, dependent, avoidant and spontaneous are -0.825, -0.882, -0.487, -0.450 and -0.672 respectively. The values of the decision-making domains suggest that the distribution is negatively skewed. The kurtosis of decision-making domains such as rational, intuitive, dependent, avoidant and spontaneous are 1.333, 1.840, 0.994, 0.298 and 2.401 respectively. The values of the decision-making domains suggest that the distribution is mesokurtic.

4.3 NUMBER AND PERCENTAGE ANALYSIS

4.3.1 NUMBER AND PERCENTAGE OF PERSONALITY TRAITS AMONG UNIVERSITY STUDENTS

The objective of the study is to find out the type of personality traits among university students.

TYPES OF PERSONALITY TRAITS	EXTRAVERSION		AGREEABLENESS		CONSCIENTIOUSNESS		NEUROTICISM		OPENNESS	
	NO	%	NO	%	NO	%	NO	%	NO	%
	32	14%	97	41%	48	20%	09	4%	49	21%

The above table assesses the type of personality traits among university students, it contains five domains such as extraversion, agreeableness, conscientiousness, neuroticism, and openness. Out of 235 university students, 32 (14%) falls under extraversion, 97(41%) in

agreeableness, 48(20%) in conscientiousness, 9(4%) in neuroticism, and 49(21%) in openness. The majority of university students falls under in agreeableness personality traits.

4.3.2 NUMBER AND PERCENTAGE OF DECISION-MAKING STYLES AMONG UNIVERSITY STUDENTS

The objective of the study is to find out the level of decision-making styles among university students

LEVEL OF DECISION-MAKING STYLE	RATIONAL		INTUITIVE		DEPENDENT		AVOIDANT		SPONTANEOUS	
	NO	%	NO	%	NO	%	NO	%	NO	%
	81	35%	64	27%	47	20%	29	12 %	14	6%

The above table, assesses the level of decision-making among university students. It contains five domains such as rational, intuitive, dependent, avoidant and spontaneous. Out of 235 university students falls under in 81(35%) in rational level, 64(27%) in intuitive level, 47(20%) in dependent level, 29(12%) in avoidant level, and 14 (6%) in the spontaneous level. The majority of university students falls under in rational decision-making styles.

4.4 MEAN DIFFERENTIAL ANALYSIS OF PERSONALITY TRAITS

4.4.1 MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON AGE

VARIABLES	NUMBER		MEAN		SD		t VALUE
	18-20	21-23	18-20	21-23	18-20	21-23	
EXTROVERSION	129	106	20.0155	19.4623	4.50	3.49	1.034@
AGREEABLENESS			24.1628	24.4906	5.92	4.88	0.45@
CONSCIENTIOUSNESS			23.1473	22.8868	4.39	4.10	0.466@
NEUROTICISM			16.9302	16.6226	6.70	6.08	0.365@
OPENNESS			23.1473	23.2736	4.62	4.40	0.213@

Note: @ Not significant at 0.05 level

The above table, the obtained t value is 1.034, 0.456, 0.466, 0.365, and 0.213 is lower than the table value. Thus, there is no significant difference in personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to age among university students. Thus, the stated hypothesis, there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to age is accepted.

To conclude, there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to age among university students.

4.4.2 MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON GENDER

VARIABLES	NUMBER		MEAN		SD		t VALUE
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
EXTROVERSION	108	127	19.84	19.67	2.60	5.01	0.361@
AGREEABLENESS			23.25	25.21	4.69	5.92	2.780*
CONSCIENTIOUSNESS			22.15	23.77	3.29	4.82	2.943*
NEUROTICISM			17.52	16.16	5.81	6.85	1.626@
OPENNESS			23.12	23.26	4.69	4.37	0.233@

Note: @ Not significant at 0.05 level, * significant at 0.05 level

The above table, the obtained t value is 0.361, 1.626, and 0.233 is lower than the table value, Thus, there is a no significant difference in personality traits extroversion, neuroticism, and openness with respect to gender. Thus, the stated hypothesis, there is no significant difference in the personality traits extroversion, neuroticism, and openness with respect to gender is accepted.

On the other hand, from the above table, t value 2.780 in agreeableness there is a significant difference at 0.05 level. It means the mean score of females 25.21 is higher than male 23.25 and the t value in 2.943 in conscientiousness there is significant difference at 0.05 level it means the mean score of female is 23.77 higher than male 22.15. the stated hypothesis" there is no significant difference in personality traits is rejected.

To conclude, there is no significant difference in the personality traits extroversion, neuroticism, and openness and there is a significant difference in agreeableness and conscientiousness in with respect to gender.

4.4.3 MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON EDUCATIONAL QUALIFICATION

VARIABLES	NUMBER		MEAN		SD		t VALUE
	UG	PG	UG	PG	UG	PG	
EXTROVERSION	132	103	20.03	19.41	3.91	4.28	1.157@
AGREEABLENESS			24.34	24.26	5.22	5.79	0.120@
CONSCIENTIOUSNESS			23.31	22.66	4.66	3.66	1.145@
NEUROTICISM			16.31	17.39	6.33	6.51	1.281@
OPENNESS			22.57	24.00	4.59	4.30	2.441*

Note: @ Not significant at 0.05 level, * significant at 0.05 level

The above table, the obtained t value is 1.157, 0.120, 1.145and 1.281 is lower than the table value. Thus, there is no significant difference in personality traits extroversion, agreeableness, conscientiousness, and neuroticism with respect to educational qualification. Thus, the stated hypothesis" there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, and neuroticism, with respect to educational qualification is accepted.

On the other hand from the above table, t value of 2.441 openness is significant at 0.05 level. It means the mean score comparably PG 24.00 is higher than UG 22.57 Thus the stated hypothesis" there is no significant difference in the personality traits is rejected.

To conclude, there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, and neuroticism, and there is a significant difference in openness with respect to educational qualification.

4.4.4 MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON PLACE OF BIRTH

VARIABLES	NUMBER		MEAN		SD		t VALUE
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	
EXTROVERSION	171	64	20.01	19.10	4.13	3.90	1.513@
AGREEABLENESS			24.49	23.82	5.65	4.93	0.827@
CONSCIENTIOUSNESS			22.92	23.31	4.03	4.82	0.622@
NEUROTICISM			16.96	16.32	6.52	6.17	0.676@
OPENNESS			23.30	22.93	3.99	5.70	0.553@

Note: @ Not significant at 0.05 level

The above table, the obtained t value is 1.513, 0.827, 0.622, 0.676, and 0.553 is lower than the table value, Thus there is no significant difference in personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to the place of birth. Thus, the stated hypothesis" there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to the place of birth is accepted.

To conclude there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to place of birth.

4.5.5 MEAN DIFFERENCE t- TEST ANALYSIS OF PERSONALITY TRAITS BASED ON TYPES OF FAMILY

VARIABLES	NUMBER		MEAN		SD		t VALUE
	N. F	J. F	N. F	J. F	N. F	J. F	
EXTROVERSION	152	83	19.57	20.10	4.29	3.66	0.950@
AGREEABLENESS			23.77	25.28	5.32	5.62	2.040*
CONSCIENTIOUSNESS			23.17	22.77	4.33	4.12	0.687@
NEUROTICISM			16.57	17.19	6.86	5.53	0.707@
OPENNESS			23.026	23.09	4.82	3.90	0.270@

Note: @ Not significant at 0.05 level, * significant at 0.05 level

The above table, the obtained t value is 0.950, 0.687, 0.707, and 0.270 is lower than the table value, Thus, there is no significant difference in personality traits extroversion, conscientiousness, neuroticism, and openness with respect to types of family. Thus, the stated hypothesis" there is no significant difference in the personality traits extroversion, conscientiousness, neuroticism, and openness with respect to types of family is accepted.

On the other hand, from the above table, obtaining a t-value of 2.040 agreeableness is a significant difference at 0.05 level. It means the mean score of the joint family 25.28 is higher than the nuclear family 23.77. Thus, the stated hypothesis" there is no significant difference in personality traits agreeableness among university students is rejected.

To conclude, there is no significant difference in the personality traits extroversion, conscientiousness, neuroticism, and openness but there is a significant difference in agreeableness with respect to types of family.

4.5. MEAN DIFFERENTIAL ANALYSIS OF DECISION-MAKING STYLES

4.5.1 MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON AGE

VARIABLES	NUMBER		MEAN		SD		t VALUE
	18-20	21-23	18-20	21-23	18-20	21-23	
RATIONAL	129	106	18.1938	17.3679	3.35	3.67	1.797@
INTUITIVE			17.8450	17.4528	3.13	3.55	0.897@
DEPENDENT			16.8760	16.4623	3.14	4.01	0.884@
AVOIDANT			15.9147	15.6132	3.28	3.94	0.640@
SPONTANEOUS			16.1783	16.0000	2.61	2.92	0.494@

Note: @ Not significant at 0.05 level

The above table, the obtained t value is 1.797, 0.897, 0.884, 0.640, and 0.494 is lower than the table value. Thus, there is no significant difference in decision-making styles rational, intuitive, dependent, avoidant, or spontaneous with respect to age. Thus, the stated hypothesis" there is no significant differences in the decision-making styles rational, intuitive, dependent, avoidant, spontaneous with respect to age is accepted.

To conclude, there are no significant difference in the decision-making styles rational, intuitive, dependent, avoidant, and spontaneous with respect to age.

4.5.2 MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON GENDER

VARIABLES	NUMBER		MEAN		SD		t
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	VALUE
RATIONAL	108	127	17.43	18.14	3.58	3.44	1.554@
INTUITIVE			17.51	17.79	3.53	3.15	0.634@
DEPENDENT			16.63	16.73	3.81	3.35	0.200@
AVOIDANT			15.75	15.79	3.94	3.28	0.076@
SPONTANEOUS			16.22	15.99	3.15	2.36	0.638@

Note: @ Not significant at 0.05 level

In the above table, the obtained t value is 1.554, 0.634, 0.200, 0.076, and 0.638 lower than the table value. Thus, there is no significant difference in decision-making styles rational, intuitive, dependent, avoidant, and spontaneous with respect to gender. Thus, the stated hypothesis" there is no significant difference in the personality traits extroversion, agreeableness, conscientiousness, neuroticism, and openness with respect to gender is accepted.

To conclude, there is no significant difference in the decision-making styles rational, intuitive, dependent, avoidant, and spontaneous with respect to gender.

4.5.3 MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON EDUCATIONAL QUALIFICATION

VARIABLES	NUMBER		MEAN		SD		t VALUE
	UG	PG	UG	PG	UG	PG	
RATIONAL	132	103	17.65	18.03	3.47	3.58	0.836@
INTUITIVE			17.78	17.51	3.25	3.44	0.623@
DEPENDENT			16.80	16.54	3.65	3.46	0.552@
AVOIDANT			15.37	16.29	3.53	3.61	1.944@
SPONTANEOUS			16.63	15.40	2.41	3.00	3.477*

Note: @ Not significant at 0.05 level, * significant at 0.05 level

In the above table, the obtained t value is 0.836,0.623,0.552, and 1.944 is lower than the table value. Thus, there is a no significant differences in decision-making styles rational, intuitive, dependent, and avoidant with respect to educational qualification. Thus, the stated hypothesis" there is no significant differences in the decision-making styles rational, intuitive, dependent, and avoidant with respect to educational qualification is accepted.

On the other hand, from the above table, t value of 3.477 spontaneous is a significant difference at 0.05 level. It means the mean score comparably UG 16.63 is higher than PG 15.40 Thus the stated hypothesis" there is no significant difference in decision-making styles in spontaneous is rejected.

To conclude, there is no significant difference in the decision-making styles rational, intuitive, dependent, and avoidant and there is a significant difference in spontaneous with respect to educational qualification.

4.5.4 MEAN DIFFERENCE t- TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON PLACE OF BIRTH

VARIABLES	NUMBER		MEAN		SD		t VALUE
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	
RATIONAL	171	64	17.77	17.95	3.57	3.40	0.350@
INTUITIVE			17.73	17.50	3.41	3.11	0.472@
DEPENDENT			16.87	16.20	3.69	3.16	1.280@
AVOIDANT			15.59	16.28	3.58	3.57	1.314@
SPONTANEOUS			15.87	16.70	2.90	2.191	2.078*

Note: @ Not significant at 0.05 level, * significant at 0.05 level

The above table, the obtained t value is 0.350, 0.472, 1.280, and 1.314 lower than the table value. Thus, there is a no significant differences in decision-making styles rational, intuitive, dependent, and avoidant with respect to the place of birth. Thus, the stated hypothesis" there is no significant differences in the decision-making styles rational, intuitive, dependent, and avoidant with respect to place of birth is accepted. On the other hand, from the above table, t value 2.078 spontaneous is a significant difference at 0.05 level. It means the mean score comparably urban 16.70 is higher than rural 15.87. Thus, the stated hypothesis" there is no significant difference in the decision-making styles is rejected.

To conclude, there is no significant difference in the decision-making styles rational, intuitive, dependent, and avoidant and there is significant difference in the domain of decision-making style spontaneous with respect to the place of birth.

4.5.5 MEAN DIFFERENCE t-TEST ANALYSIS OF DECISION-MAKING STYLES BASED ON TYPES OF FAMILY

VARIABLES	NUMBER		MEAN		SD		t
	N. F	J. F	N. F	J. F	N. F	J. F	VALUE
RATIONAL	152	83	17.83	17.79	3.62	3.33	0.084@
INTUITIVE			17.66	17.67	3.41	3.18	0.022@
DEPENDENT			16.46	17.10	3.64	3.40	1.333@
AVOIDANT			15.94	15.46	3.57	3.63	0.974@
SPONTANEOUS			15.76	16.71	2.90	2.34	2.554*

Note: @ Not significant at 0.05 level, * significant at 0.05 level

The above table, the obtained t value is 0.084, 0.022, 1.333, 0.974 is lower than the table value, Thus, there is no significant difference in decision-making styles rational, intuitive, dependent, and avoidant with respect to types of family. Thus, the stated hypothesis" there is no significant difference in the decision-making styles rational, intuitive, dependent, and avoidant with respect to types of family is accepted.

On the other hand from the above table, the t value 2.554 spontaneous is a significant difference at 0.05 level. It means the mean score comparably a joint family is 16.71 is higher than the nuclear family 15.76 Thus the stated hypothesis" there is no significant difference in decision-making style is rejected.

To conclude, there is no significant difference in the decision-making styles rational, intuitive, dependent, and avoidant and there is significant difference in spontaneous with respect to types of family.

4.6 CORRELATION ANALYSIS

4.6.1 CORRELATED "R" VALUE OF PERSONALITY TRAITS AND DECISION-MAKING STYLES AMONG UNIVERSITY STUDENTS

The objective of the study is to find the relationship between personality traits and decision-making styles among university students

	EXTROVERSION	AGREEABLENESS	CONSCIENTIOUSNESS	NEUROTICISM	OPENNESS
RATIONAL	**-0.020**	**0.337****	**0.359****	**-0.083**	**0.349****
INTUITIVE	**-0.021**	**0.412****	**0.296****	**0.174***	**0.323****
DEPENDENT	**-0.067**	**0.280****	**0.055**	**0.122**	**0.034**
AVOIDANT	**-0.078**	**-0.050**	**-0.152***	**0.294***	**0.009**
SPONTANEOUS	**0.066**	**0.014**	**0.088**	**0.036**	**0.112**

Note: @ Not significant at 0.05 level, * significant at 0.05 level, **significant at 0.01 level

In personality traits domains extraversion, agreeableness, conscientiousness, neuroticism, and openness is not having a relationship with spontaneous domain of decision-making styles by university students. Thus the stated hypothesis there is no significant relationship in personality traits and decision-making styles is accepted with regard spontaneous domain whereas there is a very low negative correlation exists between extraversion personality traits on decision-making styles domain rational, intuitive, avoidant, and dependent. Thus the stated hypothesis there is no significant relationship between extroversion and decision-making styles domains rational, intuitive, dependent, avoidant is accepted with regard to the personality traits agreeableness there is a significant positive relationship with decision-making styles domains rational, intuitive, dependent of university students. It implies that the agreeableness personality traits of university students possess

rational, intuitive, and dependent decision-making styles whereas a negative relationship exists in the avoidant domain of decision-making styles by agreeableness personality traits in university students.

Similarly, a positive relationship exists in conscientiousness personality traits of university students in their decision-making styles domains rational and intuitive whereas there is a negative relationship between conscientiousness personality traits of university students in avoidant decision-making styles. It means that high conscientiousness personality traits university students are low in avoidant domain decision-making styles and vice versa.

on the other hand, there is no significant relationship between conscientiousness personality traits and the dependent and spontaneous domain of decision-making styles.

A similarly positive relationship exists in the neuroticism personality traits of university students in their decision-making style domain intuitive and avoidant. Whereas there is no negative relationship between neuroticism personality traits in university students in the rational domain of decision-making styles it means the neuroticism personality traits students are low in dependent and spontaneous domains of decision-making styles and vice versa.

On the other hand, there is no significant relationship between neuroticism personality traits and the dependent and spontaneous domains of decision-making styles.

A similarly positive relationship exists in the openness personality traits of university students in their decision-making style domain rational and intuitive. Whereas there is no significant relationship between openness personality traits of university students in dependent, avoidant, and spontaneous domains of decision-making styles.

On the other hand, there is no significant relationship between openness personality traits and the avoidant, dependent and spontaneous domains of decision-making styles.

MAJOR FINDINGS OF THE STUDY

- Out of 235 university students participated in the study the personality traits had five domains such as extroversion, agreeableness, conscientiousness, neuroticism, and openness. The university students falls under in 32(14%) in extraversion, 97(41%) in agreeableness, 48(20%) in conscientiousness, 9(4%) in neuroticism and 49(21%) in openness. The majority of university students falls under in 97(41%) agreeableness personality traits.
- Out of 235 university students participated in the study, in the decision-making styles contains five domains such as rational, intuitive, dependent, avoidant and spontaneous. the university students falls under in 81(35%) in rational level, 64(27%) in intuitive level, 47(20%) in dependent level, 29(12%) in avoidant level, and 14 (6%) in the spontaneous level. The majority of university students falls under in 81(35%) rational decision-making styles.
- There is no significant difference in the mean score of personality traits in extroversion, agreeableness, conscientiousness, neuroticism, and openness among university students based on age.
- There is no significant difference in the mean score of personality traits in extroversion, neuroticism, and openness among university students, and on the other hand there is significant difference in the mean score of personality traits in agreeableness and conscientiousness among university students based on gender
- There is no significant difference in the mean score of personality traits in extroversion, agreeableness, conscientiousness, and neuroticism, among university students and on the other hand there is significant difference in the mean score of personality traits in openness among university students based on educational qualification.

- There is no significant difference in the mean score of personality traits in extroversion, agreeableness, conscientiousness, neuroticism, and openness among university students based on place of birth.
- There is no significant difference in the mean score of personality traits in extroversion, conscientiousness, neuroticism, and openness among university students, and on the other hand, there is significant difference in the mean score of personality traits in agreeableness among university students based on types of family.
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, avoidant, and spontaneous among university students based on age
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, avoidant, and spontaneous among university students based on gender
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, and avoidant, and on the other hand, there is significant difference in the mean score of decision-making styles in spontaneous among university students based on educational qualification.
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, and avoidant, and the other hand there is significant difference in the mean score of decision-making styles in spontaneous among university students based on places of birth
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, and avoidant, and on the other hand, there is significant difference in the mean score of decision-making styles in spontaneous among university students based on types of family.

- There is no significant relationship between personality traits has extraversion, agreeableness, conscientiousness, neuroticism, openness and decision-making styles as spontaneous. similarly, there is no significant relationship between conscientiousness personality traits and the dependent and spontaneous domains of decision-making styles. There is no significant relationship between neuroticism personality traits and the dependent and spontaneous of decision-making styles. There is no significant relationship between openness personality traits and the avoidant, dependent, and spontaneous domains of decision-making styles. There is significant relationship between personality traits and decision-making styles in the highest positive relationship between intuitive and agreeableness in personality traits, and a negative relationship between decision making style in intuitive and neuroticism in personality traits and rational decision-making styles related to agreeableness, conscientiousness, and openness In personality traits. Decision-making style of Dependent is related to agreeableness personality traits, and the decision-making style of avoidant is related to conscientiousness and neuroticism in personality traits.

CHAPTER V

SUMMARY AND SUGGESTIONS

5.1 INTRODUCTION

This chapter presents the summary and suggestions based on the data analysed in the previous chapter. The summary and conclusion is important in any research report of the study. It gives a better understanding of the entire study. It is a tradition that a short glimpse of beginning to end is given in the report of the study. In this chapter needs for the study, title of the study, operational definitions, objectives, hypothesis, scope, statistical analysis, findings, recommendation and delimitation of the study were given in this study.

5.2 NEED OF THE STUDY

Decision-making is an important skill that an individual should have in their life. Decision-making helps someone in solving problems, making good choices, making plans, and also in other different areas. In our day-to-day life, we make hundreds of decisions, may it be smaller such as buying a good pen, or maybe bigger as choosing the right career option. Good decision-making skills are important in achieving success. Personality traits are commonly used to describe someone's personality. Personality traits may also influence someone's decision-making. Some people may be naturally indecisive. Some people can make decisions spontaneously. Browne (2006) conducted a study on the relationship among the Big Five dimensions of personality, life satisfaction, and career decision status among 333 undergraduate Black college students. The result revealed that extraversion, openness, and conscientiousness, were negatively related, and neuroticism positively related to apprehension; extraversion and agreeableness were negatively related to personal conflict; and neuroticism positively related to need for career information. According to Nauta (2007) explores the relationship between career interests, self-efficacy and the big five personality dimensions

among college students. The results indicated that six interest types, one self-efficacy type, and two personality dimensions were associated with subsequent self-exploration. Whereas realistic, artistic, and conventional interests; artistic self-efficacy; and openness were positively associated with self-exploration, investigative and enterprising interests and extraversion were negatively associated with such exploration.

The research found that Riaz and Batool (2012) conducted a study on university students to identify the predictive role of personality traits in decision-making styles the findings of regression analysis revealed that vigilance is positively predicted by conscientiousness and openness, and negatively predicted by neuroticism. Narooi and karazee (2015), wood (2021), riaz et al. (2021) conducted a study on the Relationship between decision-making styles and personality traits. The researcher found that extraversion personality is positively related to rational and intuitive decision-making styles. Only a few studies were conducted on personality traits and decision-making among university students. Thus, the present research explores personality traits and decision-making styles among university students. This study is to find out the relationship of personality trait on decision-making skills. This can develop a person's decision-making that can help them in various situations. As the personality trait contributes better decision-making skills among university students it influences their future and quality of life, thus this study is a need of an hour.

5.3 TITLE OF THE STUDY

A STUDY ON PERSONALITY TRAITS AND DECISION-MAKING STYLES AMONG UNIVERSITY STUDENTS

5.4 OPERATIONAL DEFINITION

PERSONALITY TRAITS

Allport defines Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought.

Personality is the dynamic organization of those psychophysical systems within an individual that determine his characteristics, behavior, and thoughts or unique adjustment to their environment. A trait is any distinguishable relatively enduring way in which one individual differs from another.

DECISION MAKING

According to George, decision-making is the selection based on some criteria from two or more possible alternatives.

Decision-making is the process of choosing decisions by identifying a decision, acquiring information, and various alternatives. A step-by-step decision-making method can help you make more deliberate, meaningful decisions by organizing essential information and clarifying alternatives.

5.5 OBJECTIVES OF THE STUDY

1. To find out the types of personality traits of university students
2. To find out the level of decision-making styles among university students
3. To find out if there is any significant difference in the mean scores of personality traits based on gender, age, educational qualification, place of birth, and type of family among university students
4. To find out if there is any significant difference in the mean scores of decision-making based on gender, age, educational qualification, place of birth, and type of family among university students

5. To find out the significant relationship between the personality traits and decision-making styles of university students

5.6 HYPOTHESES OF THE STUDY

1. There is no difference in the types of personality traits among university students
2. There is no significant difference in the level of decision-making styles among university students
3. There is no significant difference in the mean scores of personality traits based on gender, age, educational qualification, place of birth and type of family among university students
4. There is no significant difference in the mean scores of decision-making based on gender, age, educational qualification, place of birth and type of family among university students
5. There is no significant relationship between the personality traits and decision-making styles of university students

5.7 RESEARCH DESIGN:

A survey method was adopted in this present study

5.8 RESEARCH VARIABLE

INDEPENDENT VARIABLE

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain of their relationship to observed phenomena (Best & Kahn, 2007). In the present study Age, Gender, Educational qualification, place of birth, and types of family is the independent variable.

The descriptive variables and their response considered in their study are

AGE	18-23
GENDER	MALE/FEMALE
EDUCATIONAL QUALIFICATION	UG/PG
RESIDENCE AREA	URBAN/RURAL
TYPE OF FAMILY	NUCLEAR/JOINT

DEPENDENT VARIABLES

The dependent variables are the conditions or characteristics that appear, disappear, or change as the investigator introduces, removes, or changes the independent variables (Best & Kahn, 2007). In the present study, personality traits and decision-making are the dependent variables.

5.9 TOOL USED IN THE STUDY

- **Decision-Making Style Scale (DMS).** This scale was developed by Scott and Bruce (1995). It measures five different DMSs: rational, intuitive, dependent, avoidant, and spontaneous. The Turkish version and validation of the DMS were performed by Taşdelen (2002). This scale had 25 items. The dependent DMS subscale has got 4 items and the other subscales have got 5 items. All of the items are rated on a 5-point Likert scale ranging from strongly disagree to strongly agree. Item analyses were conducted to develop four conceptually distinct scales with acceptable internal consistency alpha ranging from (.68 to .94)

- **The Big Five Inventory (BFI).** The Big Five Inventory (BIF) was developed by Goldberg (1992). This Inventory is a self-report inventory designed to measure the Big Five dimensions. It is quite brief for a multidimensional personality inventory and consists of short phrases with relatively accessible vocabulary. Five personality traits measured were Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. High scores indicate that the personality dimension that is owned is high. There are 50 items on the scale and there is no right or wrong answer. Items are rated on a 5-point Likert scale, The Big-Five subscales' coefficients alpha is displayed. Their internal dependability coefficients were 0.78 at the low end and 0.87 at the high end (average, 0.83). There were no discernible differences between males and females on the Goldberg Big-Five trait assessment, according to analyses of variance (ANOVAs).

5.10 LOCALE OF THE STUDY

The sample of the study consists of university students who are studying in universities in Sivagangai district. A total of 235 students were randomly selected using a simple random sampling technique. The sample was drawn from the university population of students. Both males and females were included in the study.

5.11 SAMPLE SIZE

In this present study, the sample size is 235 university students.

5.12 DATA COLLECTION

In this study, the data is collected from university students around Sivagangai - Tamilnadu, ages ranging from 18 – 23.

5.13 STATISTICAL TECHNIQUES

The technique used for this study is the response questionnaire in which the students who are studying at university give their responses. The hypotheses of the study were tested by employing appropriate statistical techniques. The statistical techniques were done by using the statistical software using SPSS. Descriptive statistics like mean, standard deviation, and t-tests, were used in the study. To find out the level of personality traits and decision-making style among university student mean and standard deviation was calculated. Based on the mean ± 1 SD the level of personality traits and decision-making style experienced by the university students was calculated. Percentage analysis was done to find out the level of personality traits and decision-making in both statement-wise and sample-wise analyses. To compare the mean scores of university students on personality traits and decision-making style t-test was used. Whenever two groups are involved in a variable; a t-test has been used to know the significant differences between these groups. To find out the relationship between personality traits and decision-making style correlation was used. To find out whether there is a significant difference in the independent variable such as Gender, Age, residence, types of family, educational qualification level, t-test, Pearson correlation was calculated.

5.14 FINDINGS OF THE STUDY

- Out of 235 university students participated in the study the personality traits had five domains such as extroversion, agreeableness, conscientiousness, neuroticism and openness. The university students falls under in 32(14%) in extraversion, 97(41%) in agreeableness, 48(20%) in conscientiousness, 9(4%) in neuroticism and 49(21%) in openness. The majority of university students falls under in 97(41%) agreeableness personality traits.

- Out of 235 university students participated in the study, in the decision-making styles contains five domains such as rational, intuitive, dependent, avoidant and spontaneous. the university students falls under in 81(35%) in the rational level, 64(27%) in the intuitive level, 47(20%) in the dependent level, 29(12%) in the avoidant level, and 14 (6%) in spontaneous level. The majority of university students falls under in 81(35%) rational decision-making styles.
- There is no significant difference in the mean score of personality traits in extroversion, agreeableness, conscientiousness, neuroticism, and openness among university students based on age.
- There is no significant difference in the mean score of personality traits in extroversion, neuroticism, and openness among university students, and the other hand there is significant difference in the mean score of personality traits in agreeableness and conscientiousness among university students based on gender
- There is no significant difference in the mean score of personality traits in extroversion, agreeableness, conscientiousness, and neuroticism, among university students and the other hand there is significant difference in the mean score of personality traits in openness among university students based on educational qualification.
- There is no significant difference in the mean score of personality traits in extroversion, agreeableness, conscientiousness, neuroticism, and openness among university students based on place of birth.
- There is no significant difference in the mean score of personality traits in extroversion, conscientiousness, neuroticism, and openness among university students and the other hand there is significant difference in the mean score of personality traits in agreeableness among university students based on types of family.

- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, avoidant, and spontaneous among university students based on age
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, avoidant, and spontaneous among university students based on gender
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, and avoidant and the other hand there is significant difference in the mean score of decision-making styles in spontaneous among university students based on educational qualification.
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, and avoidant and the other hand there is significant difference in the mean score of decision-making styles in spontaneous among university students based on places of birth
- There is no significant difference in the mean score of decision-making styles in rational, intuitive, dependent, and avoidant, and on the other hand there is significant difference in the mean score of decision-making styles in spontaneous among university students based on types of family.
- There is no significant relationship between personality traits has extraversion, agreeableness, conscientiousness, neuroticism, openness and decision-making styles as spontaneous. similarly, there is no significant relationship between conscientiousness personality traits and the dependent and spontaneous domains of decision-making styles. There is no significant relationship between neuroticism personality traits and the dependent and spontaneous of decision-making styles. There is no significant relationship between openness personality traits and the avoidant, dependent, and

spontaneous domains of decision-making styles. There is significant relationship between personality traits and decision-making styles in the highest positive relationship between intuitive and agreeableness in personality traits, and a negative relationship between decision making style in intuitive and neuroticism in personality traits and rational decision-making styles related to agreeableness, conscientiousness, and openness In personality traits. Decision-making style of Dependent is related to agreeableness personality traits, and the decision-making style of avoidant is related to conscientiousness and neuroticism in personality traits.

5.15 RECOMMENDATION OF THE STUDY

1. In personality traits, extraversion, agreeableness, openness, conscientiousness, and neuroticism. Each personality trait carries both positive and negative. A personality development programme can be organized to boost positive characteristics of the individual to be better in their originality.
2. Decision-making is the process of making choices. Training programmes to improve Problem-solving strategies helps students to make better decisions.
3. Workshops may be conducted to improve decision-making skills.
4. Problem-solving activities provided in school or college helps to develop decision-making skills in children and students. Thus, teacher training programmes need to be arrange to provide competency to handle students to take right decision.
5. Awareness about their personality helps to improve the positive set of personality traits and helps to cope with negative characteristics in their personality traits.
6. National Psychological bodies can take up initiatives to develop modules and brochures on personality traits and decision making skills to give in-depth knowledge on these variables

5.16 SUGGESTION OF THE STUDY

1. Future inquiry should test the generalizability of these relationships across additional with conceptually similar measures
2. The present research only used the big five inventory and decision-making scales. Thus, it would be beneficial if future research can extend on other scales
3. Experimental study is recommended and more samples are to be collected for the future studies
4. A similar study can also be carried out with different age groups.
5. A similar study can also be carried out with different districts.
6. This study is the recommendation to examine the effects of personality traits and decision-making styles.
7. A similar study can also be carried out the different populations.
8. In this study, different variables also studied with personality traits and decision-making styles.

5.16 DELIMITATIONS OF THE STUDY

The delimitations of the present study are as follows

1. The present study was conducted with 235 university students
2. The present study was conducted only in the Sivagangai district
3. The study was undertaken only with some selected demographic variables such as gender, age, educational qualification, types of family, and locality of the residence.
4. Socio-economic status of the participants was not considered in this study

CHAPTER -VI

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B. General Decision-Making Style (GDMS) questionnaire (Scott & Bruce, 1995)

Five styles

- R = Rational
- I = Intuitive
- D = Dependent
- A = Avoidant
- S = Spontaneous

Scoring

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral (neither agree nor disagree)
- 4 = Agree
- 5 = Strongly agree

Statements

1) When I make decisions, I tend to rely on my intuition (I)

2) I rarely make important decisions without consulting other people (D)

3) When I make a decision, it is more important for me to feel the decision is right than to have a rational reason for it (I)

4) I double-check my information sources to be sure I have the right facts before making decisions (R)

5) I use the advice of other people in making my important decisions (D)

6) I put off making decisions because thinking about them makes me uneasy (A)

7) I make decisions in a logical and systematic way (R)

8) When making decisions, I do what feels natural at that moment (S)

9) I generally make snap decisions (S)

10) I like to have someone steer me in the right direction when I am faced with important decisions (D)

11) My decision-making requires careful thought (R)

12) When making a decision, I trust my inner feelings and reactions (I)

13) When making a decision, I consider various options in terms of a specified goal (R)

14) I avoid making important decisions until the pressure is on (A)

15) I often make impulsive decisions (S)

16) When making decisions, I rely upon my instincts (I)

17) I generally make decisions that feel right to me (I)

18) I often need the assistance of other people when making important decisions (D)

19) I postpone decision-making whenever possible (A)

20) I often make decisions on the spur of the moment (S)

21) I often put off making important decisions (A)

22) If I have the support of others, it is easier for me to make important decisions (D)

23) I generally make important decisions at the last minute (A)

24) I make quick decisions (S)

25) I explore all of my options before making a decision (R)