

PERSONALITY OF BEAUX ARTS STUDENTS: A PSYCHOLOGICAL STUDY

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ABSTRACT

This study investigated the personality in variables of music, dance and painting students. The objective of this study was to show the beaux arts students show significant differences in personality. Participants in this study (N=352) are 146 were chosen from music students. 103 were dance and painting students each. The method of selection was Simple Random sampling from different institutions in Kerela. Personality was calculated by psychological tool is Big Five inventory. Statistical techniques such asKruskal-Wallis test, and One Way ANOVA were used for analysis of data. The result gives us that conscientiousness, openness (personality) are significantly different among beaux arts students.

Keywords: Beaux arts, Personality

Introduction

Beaux arts

The concept of *beaux-arts*, a term that was coined in France during the 18th century, is expressed in English as fine arts. But the French word *beau* (plural, *beaux*) is usually translated as meaning "beautiful." This usage is the decisive clue to the separation of the fine arts from the useful arts and technology in the 1700s. The arts of the beautiful were separated from the arts of the useful because of the belief that the fine arts had a special quality: they served to give pleasure to an audience. The type of pleasure was called aesthetic, and it referred to the satisfaction given to the individual or group solely from perceiving--seeing or hearing--a work of art. The work could be a painting, a performance of music or drama, a well-designed building, or a piece of literature. The satisfaction could come from a perceived beauty, truth, or goodness; but since the mid-18th century the emphasis has been on beauty. In this study beaux art refers to the art forms like music, dance and painting .Theses art forms are old as the universe. In all civilizations dance, music and painting have been considered so treasured and meaningful that

people have used expressive movements, musical sounds and colorful painting creations naturally and therapeutically throughout the centuries.

Scientists study the dance, music and painting of various cultures because the kinds of dance, music and painting people perform can reveal much about their way of life. There is sufficient evidence to suggest that music, dance and painting therapy is of great influence among physically handicapped and emotionally disturbed people.

Personality is the whole integrated pattern of behaviour which distinguished one person from another as uniquely as fingerprints and as distinctively as photographs. It consists not of incidental, emotionally neutral features but the most important things we can say about a person. Everyone has a unique personality.

Allport (1964) defined personality as dynamic organization with in the individual of those psycho-physical systems that determines one's unique adjustment to its environment. A person whose basic orientation is towards external world is known as extrovert. Such persons are outgoing, sociable, rather impulsive and require constant stimulations from the environment. On the other side a person who may be described at the other continuum of the bipolar scale, as hesitant, reflective, withdrawn and reserved etc., is known as introvert. Most of the people have various degrees of the two above types combined, called an ambivert. One may have the characteristics of both introversion and extraversion and all the qualities have their virtues if used in a balanced and mature way at appropriate place.

Gupta (1971) found significant relationship among neuroticism, extraversion, intelligence and educational attainment of college students.

Braden (1995) distinguished three educational applications of personality research. The first is studying the impact of normal variation in personality on outcomes such as motivation, social orientation, and learning. The second application is the study of abnormality and exceptionality. Educators need diagnostic tools for identifying individuals requiring special treatment because of dysfunctional personality, and also for recognition of the unusually gifted. The third application is facilitating educators' management of personality variation. Everyone has a unique personality.

As Carskadon (1978) stated that extroverts generally produce more action with fewer thoughts whereas introverts produce numerous thoughts with little action.

Lata and Kamal(2001) explored different effects of music on stress and personality traits. They revealed that the anxiety reduction is significantly correlated to introversion. It implies that more a person has introvert personality factor, more he will be benefited by the exposure to music in getting relieved from anxiety.

Clark et al. (2010) explored the relationships between personality and academic motivation of college students. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences; although these trends varied

depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic; depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. The results suggest that students with different personality characteristics have different reasons for pursuing college degrees and different academic priorities.

Naz et al. (2011) found that negative reinforcement had multidimensional impacts upon academic performance and personality development of students. Many researchers studied personality in relation to behaviour, achievement and study habits of students. Some of them paid attention towards the study of examination stress in relation to personality dimensions of students. The objective of this study was to show the beaux arts students show significant differences in personality.

OBJECTIVE

To study the difference in personality of beaux arts students (music, dance, painting students).

HYPOTHESIS

There will be significant difference between beaux arts students (music, dance and painting students) in personality.

METHOD

Sample

In this study, the investigator used purposive sampling technique. The population for the present investigation defined as students from various institutions from Kerala. The sample consists of 352 students.

Instruments used

BIG FIVE INVENTORY

Big Five Inventory (BFI) was developed by John, Donahue and Kentle (1991) to address the need for a short instrument measuring the prototypical components of the Big Five that are common across investigations. The 44-items BFI was developed to represent the prototype definitions, developed through expert rating and subsequent factor analytic verification in observer personality ratings. The goal was to create a brief inventory that would allow efficient and flexible assessment of the five dimensions when there is no need for more differentiated measurement of individual facets. The BFI used short phrases based on traits adjectives used to be prototypical markers of the Big Five (John, 1989, 1990). One or two prototypical trait adjectives served as the item core to which elaborative, clarifying, or contextual information was added. Thus the BFI items

retain the advantages of adjective items (brevity and simplicity) while avoiding some of their pitfalls (ambiguous or multiple meaning and salient desirability).

The inventory provides for a 5-point response category of: “Disagree strongly=1; Disagree a little=2; neither agree nor disagree=3; Agree a little=4; Agree strongly=5. The scoring pattern is reversed for the sixteen negatively worded items, so that a high score in any case indicates high prevalence of the personality factor. The Big Five factors and their definitions are as given below:

1. *Extraversion* (8 items): Implies an energetic approach toward the social and material world and includes traits such as sociability, activity, assertiveness and positive emotionality.
2. *Agreeableness* (9 items): Describes a pro-social and communal orientation towards others and includes traits such as altruism, tender-mindedness, trust and modesty.
3. *Conscientiousness* (9 items): Describes socially prescribed impulse control that facilitates task and goal directed behaviour, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing and prioritizing tasks.
4. *Neuroticism vs. Stability* (8 items): Contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad and tense.
5. *Openness to experience vs. closed mindedness* (10 items): Describes the breadth, depth, originality and complexity of an individual’s mental and experiential life.

Reliability and Validity

Although the BFI scales include only eight to ten items, they do not sacrifice either content coverage or good psychometric properties. The alpha reliabilities of the BFI scales typically range from .75 to .91 with an average above .80. Three-month test-retest reliabilities range from .80 to .90, with a mean of .85 (John et al., 1991).

Validity evidence includes substantial convergent and divergent relations with other Big Five instruments as well as with peer ratings. John and Srivastava (1999) made a comparison of the BFI with the other two well-known measures of Goldberg’s (1992) TDA and Costa and McCrae’s (1992).

Results and Discussion

Statistical tools used are Kruskal-Wallis test and one way ANOVA for analyzing personality. Extraversion, agreeableness, conscientiousness, neuroticism and openness are the big five factors in personality. Here we used Shapiro-Wilk test of Normality of big five personality with respect to subject. From Shapiro-Wilk test, we got Extraversion and Neuroticism are normally distributed and therefore used parametric test, One Way Anova. Other variables such as Agreeableness, Conscientiousness and Openness are not normally distributed and so used non parametric test, Kruskal-Wallis test. . The results are presented in the following tables.

Descriptive statistics and summary of ANOVA of Extraversion and Neuroticism with respect to subject are given in Table 1.

Table 1: Descriptive statistics and F-value of Extraversion and Neuroticism with respect to subject

Variable	Subject	N	Mean	SD	95% CI		
					LB	UB	
Extraversion	Music	146	27.19	5.678	26.26	28.12	1.16
	Dance	103	26.72	5.718	25.60	27.84	
	Painting	103	26.10	5.328	25.06	27.14	
	Total	352	26.73	5.592	26.15	27.32	
Neuroticism	Music	146	22.51	5.750	21.57	23.45	1.78
	Dance	103	22.83	6.336	21.59	24.06	
	Painting	103	21.38	5.465	20.31	22.45	
	Total	352	22.27	5.861	21.66	22.88	

From the table, we can understand that there were 146 of music students, 103 of each dance and painting students. The mean, SD and 95% confidence interval for lower bound and upper bound of Extraversion and Neuroticism are also given in table.

For Extraversion, the obtained F-value ($F=1.16$) is not significant, which indicating the extraversion are similar in music, dance and painting students. Similarly, the F-value obtained for Neuroticism ($F=1.78$) is not significant and therefore the beaux arts students have no significant difference in Neuroticism. That is beaux arts students have energetic approach towards the social and material world and includes traits such as sociability, activity, assertiveness and positive emotionality. Also they have contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad and tense.

Descriptive statistics and summary of Kruskal-Wallis test for Agreeableness, Conscientiousness and Openness with respect to subject are given in Table 2.

Table 2: Descriptive statistics and summary of Kruskal-Walls test for Agreeableness, Conscientiousness and Openness with respect to subject

Variable	Subject	N	Mean Rank	df	χ^2
Agreeableness	Music	146	181.62	2	2.21
	Dance	103	181.74		
	Painting	103	164.00		
Conscientiousness	Music	146	184.98	2	6.62*
	Dance	103	186.13		
	Painting	103	154.85		
Openness	Music	146	162.10	2	7.12*
	Dance	103	176.43		
	Painting	103	196.99		

From above table, it can be seen that Agreeableness scores are found to be equal among three groups based on the subject, $\chi^2_{(2)} = 2.21$. This indicates the students show similarity in pro-social and communal orientation towards others. Conscientiousness scores is significant at 0.05 significant level indicating significant differences among the three groups of students ($\chi^2_{(2)} = 6.62$). That is, thinking before acting, delaying gratification, following norms and rules, and planning, organizing and prioritizing tasks are different in students. Also, Openness is significantly differ among the groups based on the subject, $\chi^2_{(2)} = 7.12$. The breadth, depth, originality and complexity of mental and experiential life of music, dance and painting students are different in nature. Since, the significant difference of Conscientiousness and Openness among the three groups, for checking the pair wise comparison we used Mann-Whitney U test which shown on Table 3.

Table 3: Mann-Whitney U test for pairwise comparison among Conscientiousness and Openness scores of music, dance and painting group

	Subject	Subject	U	Z
	Music	Painting	6181.500	2.39*
Conscientiousness	Dance	Music	7419.000	0.18
		Painting	4412.500	2.09*
Openness	Music	Painting	6021.500	2.68*
	Dance	Music	6914.000	1.08
		Painting	4692.000	1.43

From the above table, it can be seen that the Conscientiousness scores of painting group are significantly differ among music group (U=6181.5, Z=2.394, p=0.017) and dance group (U=4412.5, Z=2.088, p=0.037). But, music and dance students show similar level of Conscientiousness (U=7419.0, Z=0.179, p=0.858). Openness scores is similar in Dance students with music (U=6914.0, Z=1.083, p=0.279) and painting students (U=4692.0, Z=1.434, p=0.151). But music and painting students (U=6021.5, Z=2.68, p=0.007) are significantly different in openness.

Conclusion

The present study reveals that beaux students (music, dance and painting) are extraverted, neurotic natures are similar. In beaux arts students, agreeableness, conscientiousness, openness (personality) characteristics are different. Individuals high in agreeableness are likely to have many dear friends and a good relationship with family members, but there is as slight risk of consistently putting others ahead of themselves and missing out on opportunities for success, learning, and development. Those who are friendly and agreeable to others can leverage their strengths by turning to their social support network for help when needed, and finding fulfillment in positive engagement with their community. Openness to experience is perhaps the trait that is least likely to change over time, and perhaps most likely to help an individual grow. Those high in openness to experience should capitalize on their advantage and explore the world, their selves, and their passions. These individuals make strong and creative leaders, and are the ones most likely to come up with the next big innovation. Individuals with high conscientiousness should attempt to use their strengths to the best of their abilities, including organization, planning, perseverance, and tendency towards high achievement. As long as the highly conscientious do not fall prey to exaggerated perfectionism, they are likely to achieve many of the traditional markers of success. They have these qualities.

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