THORIES AND REVIEW OF LITERATURE

This chapter is devoted to theories and review of literature. It covers two major topics theories and past researches related to the research of personality, sex-role orientation and locus of control. The first part of the chapter covers major theories and the second part reviews previously conducted research studies concerning personality, sex-role orientation and locus of control.

A. REVIEW OF THEORIES

THEORIES OF PERSONALITY

Many personality theorists not only from the field of psychology but even from other fields dealing with human behaviour also, have carried out researches to find answers to the question - what is personality? What does personality constitute? How behaviour is governed by personality? How we are the same as other human being and how we are different from each other? These have resulted into a number of theories of personality - mainly psychoanalytic, behavioural perspective, trait theory & humanistic theories are found most logical, which are briefly written here.
1. Psychoanalytic Theory

Psychoanalytic theorists believe that development is an active, dynamic process, which is most strongly influenced by the individual’s social and emotional experiences. Childhood experiences are important for the personality. A child’s development is thought to occur in a series of stages. At each stage, the child experiences conflicts, which he must resolve to some degree in order to go on to the next stage.

Sigmund Freud is the founder of psychoanalytic perspective. The theme concept of Freud’s theory of personality development is, personality is a dynamic entity, determined by distribution of psychic energy. All behaviour is motivated, much of it by unconscious elements of personality. Freud divided the mind into the conscious and the unconscious. The unconscious contains much material that has been actively repressed.

Freud later proposed the structural hypothesis, which divided the mind into three forces. The id, ego and super ego, those continually interact and conflict.

The id is part of the psychic apparatus that demands immediate gratification; the ego is part of reality; the super ego is part of the psyche that acts as a conscience, developing at the resolution of the
Oedipus or Electra crisis. Sexual energy is known as libido, ego was Freud's term for life instincts and thanatos is term for death.

People go through regular stages of psychosexual development named oral stage, anal stage, phallic stage, latency stage and genital stage. Events in childhood are of crucial importance in determining adult personality.

Alfred Adler, the post Freudian emphasized on self-direction and social urges. Social determinants play key role, although qualities of the self will continue to develop. Personality is largely fixed by the age five. He also claimed that all human behaviour is an attempt to overcome an inferiority complex and social relationships are the key to psychological health.

Carl Gustav Jung, Post – Freudian de-emphasized sexuality, instead he viewed libido as a generalized life energy, while sexuality is a part of his basic energy. The libido also includes striving for pleasure and activity. He gave the concept of ‘Collective unconscious’ and universal images or symbols known as ‘archetypes’. Personal and collective experiences can come to dominate personality with the development of complexes. Childhood is an important period in personality formation. Full selfhood is not possible until a unity of all components of the personality is achieved in adulthood.

According to Karen Horney, largely personality develops as a result of social cultural factors, non-rational unconscious motives. She also
presented views on the importance of the child's early experiences of love and security. Harry Stack, Sullivan pointed the importance of self-concept.

Erik Erikson emphasized the formation of ego identity through the process of psychological development, a series of stages that extends not just through childhood but also across the entire life span.

2. Behavioural Perspective

According to behavioural perspective, nearly all behaviours are learned. Personality tends to emphasize situation specificity and to minimize the importance of broad responses. Personality focuses on the environmental conditions that influence it. For behavioural theorist personality is not a hypothetical internal structure, but a set of traits. Rather it is the sum total of the individual's behaviour, which is determined preliminarily by social learning.

John B. Watson, John Dolland, Neal Miller, Edward Lee Thórn Dike, B.F. Skinner, Albert Bandura and Julian Rotter have contributed toward it's growth.

Johan B. Watson and his followers believed that psychology should study human behaviour to know human being. They also believed in the importance of the environment in shaping one's responses. He emphasized heavily on early childhood experiences.
According to John Dollard and Neal Miller the system of habits are developed in responses to various cues in the environment. Behaviour is motivated by primary drive, which develops through experience.

B. F. Skinner renamed his law as the principle of reinforcement and viewed it as the basic mechanism for predicting and controlling human behaviour.

Albert Bandura claims that many aspects of our behaviour and our personality are learned but they are often learned through observations and social influences. For Bandura learning involves more than simple connections between stimuli and responses. His theory also suggests that we can influence our environment and people in them. In the same way environment can influence us.

Julian Rotter claimed that events themselves have much less of an effect on behaviour than a person's perceptions of those events. An important component of Rotter's view about personality is one's perception of locus of control.

3. The Humanistic Approach

This school of psychology reflects the recent trend of humanism in psychology. This approach gives more value to human being by not considering him merely as a sophisticated machine or the victim of conflict between the ego and id. It considers him/her as a purposeful
being, capable of adapting himself/herself to the respective environment. It also emphasizes on human individuality and self-awareness, freedom to choose one's fate and responsibility for one's decisions. According to this philosophy the prime motivation in human life is the drive toward self-actualization, the fulfilment of one's capabilities.

Abraham Maslow, Carl Rogers, Rollo May, Gordon Allport, and others have contributed to its growth.

According to Abraham Maslow for every person "there is an active will toward health and impulses, toward growth or toward self-actualization of human potentialities" (1967). The drive for self-actualization gives unity and organization to personality.

Carl Rogers emphasized the role of self and conscious awareness in life of the individual. According to May, the development process centers on the physical and psychological ties between us and our parents and their substitutes teachers and friends.

Erich Fromm focused on the unique social and cultural conditions that affect the character development process and the satisfaction of our basic existential needs. He was concerned mainly with the cultural aspects.
4. Trait Perspective

Trait perspective conception of personality postulates the existence of underlying dispositions or characteristics that direct the behaviour. Traits are typically inferred from overt behaviour. Trait classifications involve the use of graduated dimensions along which individual differences can be quantitatively arranged. Among the major trait theorists are Cattell, Allport and Eysenck.

The major concepts in Allport's theory revolve around the different kinds of traits properties of the self. For him the trait is a "generalized and focalised neuro – psychic system (peculiar to the individual) with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviour" (Allport 1937).

The trait manifests itself through a variety of different responses. All these different responses are equivalent; for they serve the same function, as they are the expression of the trait. Allport spoke about cardinal, common and secondary traits characterized on the basis of their importance in a person's life.

Allport substituted the term "proprium" for "self ". According to him self is continuously developing from infancy to death and moves through following series of stages. The bodily self, self identify, self esteem, self extension, self image propriate striving.
Eysenck stressed the importance of inherited genetic factors as determinants of an individual's personality.

The basic structural element for Cattell is the trait. According to Cattell some traits may be common to all people and others may be unique to an individual. He also talked about surface traits and source traits.

Cattell believed that an adequate theory of personality must rest on solid measurement and statistical procedure. He made use of the complex factor analytic method to discover the basic personality traits.

Cattell emphasized the importance of heredity, the environment and learning of nature in the development of personality. Trait is determined by environmental and heredity influences and the interaction between these two. He also believes that the early years (before the age of seven) are important for personality formation. According to him the traits are not due to heredity or environment but due to learning traits becomes incorporated in to the developing personality structure.

Cattell described number of different kind of different traits. His most important distinction between surface traits and source traits are those that are the underlying causes of the overt behaviour. Some source traits are genetically determined and are called constitutional traits; other source traits are shaped by one's culture and called
environmental mould traits. Cattell viewed that most people have about 16 source traits.

Cattell has given three types of learning involved in personality formation - classical conditioning, instrumental conditioning (reward learning) and integration learning. He believes that about 2/3 of the personality is determined by environmental influence and about 1/3 by heredity. He also viewed that the birth order and the size of the family significantly affect the personality development.

CONCLUDING REMARKS

In present research Cattle's 16 P.F. inventory is used to study the personality of managers.

16 P.F. test is based on trait theory, which assumes that behaviour can be observed at the closest to the surface of personality, than any other theory can attain. This approach is essentially concerned with measuring a person's psychological characteristics. These characteristics are generally assumed to be quiet stable and probably biologically based. These days, psychologists more often think in terms of trait (pronounced 'tray'), an underlying dimension along which people differ from one another. Hence rather than putting people into a pigeonhole, trait theorists place them on a continuum, or more accurately, on a number of continuum.
As the researcher went through all the theories, the corresponding strengths and the weaknesses were reviewed and based on that the trait theory was identified as the most appealing and convincing among them.

The trait theory perhaps comes closest to describing the structure of personality in a way that matches our everyday use of the term. It is easy to apply. This theory is based on the rigorous application of scientific methods and statistical analysis.

Keeping all the above factors in mind the 16 P.F. inventory was selected for the present research.

THEORIES OF SEX TYPING AND SEX-ROLE DEVELOPMENT

Several theories have been proposed to account for sex difference and the development of sex-role. Some theories emphasize the role of biological differences between the sexes, whereas others emphasize social influences on children and variety of interacting factors that may influence the development of sex difference and sex-roles. Among all, four theories are very important from the psychological point of view. These theories are briefly explained here.

1. Psychoanalytic theory.
2. Social learning theory.
3. Cognitive – Developmental theory

1. Psychoanalytic Theory

Sigmund Freud proposed this theory. Freud believed that sex role development is a product of both biological and social forces. Sexuality (The sex instinct) was considered to be innate. He also believed that everyone is constitutionally bisexual, having inherited, in varying proportions, the biological attributes of both sexes.

According to psychoanalytic theory, sex typing occurs through the process of identification. Identification is the child’s tendency to emulate another person, usually the parent of the same sex. Children are rapidly acquiring sex role stereotypes and developing sex typed activity preferences at roughly between the age of three to six.

2. Social Learning Theory

Prominent social learning theories are given by Bandura (1989) and Mischel (1970). Social learning theory emphasizes the modification of behaviour as a result of models and reinforcement contingencies. Sex differences in behaviour are learned the same way any behaviour is learned. Boys tend to imitate males and to be rewarded for behaviour considered ‘masculine’ in their cultures.
Social learning theory emphasizes that learning behaviour depends on the situation although recent formulation of social learning theory emphasize cognitive considerations. The focus is still on gradual specific changes in behaviour as a result of observational learning. The social environment defines, what is masculine and feminine and children pick this up through imitation and reinforcement.

They have argued that children acquire their gender identities, sex – role, preferences and sex-typed behaviours in two ways - through direct tuition and observational learning.

Direct tuition refers to the tendency of parents, teachers and other social agents to ‘teach’ boys and girls how they should behave by encouraging and reinforcing appropriate behaviours and by punishing or otherwise discouraging those actions considered more appropriate for the members of other sex. Every child is thought to acquire a large number of sex-typed attitudes and behaviours by observing the activities of a variety of same-sex models including peers, teachers, older siblings and media personalities as well as mother or the father.

According to Direct tuition of sex roles, the shaping of sex typed behaviour begins rather very early, during the second year of life.

According to observational learning, Bandura (1989), Children acquire many of their sex-typed attributes and interests by observing
and imitating a variety of same-sex models, by peers or older siblings.


Lawrence Kohlberg (1966) has proposed a cognitive theory of sex typing.

Kohlberg’s major themes of the theories are
(1) Sex-role development depends on cognitive development; children must acquire certain understandings about gender before they will be influenced by their social experiences.

(2) Children actively socialize themselves; they are not merely passive pawns of social influences.

Kohlberg believes that children pass through the following three stages as they acquire a mature understanding of what it means to be a male or a female

(a) Basic Gender identity: By age of three children have labelled themselves as boys or girls.
(b) Gender stability: Somewhat later, gender is perceived as stable over time. Boys invariably become men, and girls grow up to be women.

(c) Gender consistency: The gender concept is complete when the child realized that one's sex is also stable across situations.

The environment is an important source of information about sex roles in any given culture but had put more emphasize on the activity of the child’s mind in constructing ideas about sex roles in particular. Kohlberg also emphasized the idea of gender constancy. K.Kolb saw conservation of gender as a central issue in sex typing and an example of a concept that is not learned from the environment but rather constructed (figured out) by the thinking child.

4. Gender Schema Theory

Theorists taking an information processing perspective have attempted to explain sex typing using the concept of Schema (Bem; 1981, Martin & Halverson 1981).

Carol Martin and Charles Halverson (1981; 1987) have proposed an information – processing theory, that appears quite promising (Bem; 1983, for a similar viewpoint) They believe that children are
intrinsically motivated to acquire interests, values and behaviours that are consistent with their 'boy or 'girl' self–images. The child acquires a basic gender identity at age of $2^{1/2}$ or 3 and thus is well under way by age 6-7, when the child achieves gender consistency. A basic gender identity motivates a child to learn about the sexes and to incorporate this information into gender schemas.

A schema is a cognitive structure used to organize and make sense of the world. It emphasizes specific knowledge and individual differences among children rather than gender stages of development.

**ORIGINS AND DEVELOPMENTAL OF I – E (LOC) ORIENTATIONS**

Internal external locus of control indicates the extent to which an individual thinks that the happenings in his life are dependent on his own behaviour or are the result of external factors as fate, luck, chance or other powers beyond his personal control. Rotter (1954) believed that the concept of internal external locus of control is a part of social learning theory (also Chance and Phares, 1972). Beliefs about internal versus external control of reinforcement have been found to be predictive of and related to a variety of behaviours in a large number of situations with diverse groups of people.
Beliefs in internal control are learned initially in families where the parents are warm and supportive of children, praise them for their accomplishments, and do not try to exert authoritarian control over their behaviour (Crandall, 1973). In addition, these parents are consistent in their disciplining of the children. They do not change the rules continually, or administer punishments that are much more severe than the offences. Under such warm and supportive conditions the children learn to accept blame for failure as well as credit for success.

In late childhood, however, the family atmosphere tends to change from one of support and involvement to one of more parental detachment. At this stage, both parents, but especially the mothers, encourage their children to be independent. They do not reward dependency behaviours as often. They also show less involvement and less contact with their offspring. According to one prominent researcher, this parental "coolness" may force the child into more active intercourse with his physical and social environment so that there is more opportunity for him to observe the effect of his own behaviour (and) the contingency between his own actions and ensuring events (Grandall, 1973).

Children tend to acquire a progressive sense of personal efficiency, as they grow older; that is, they become more internal with age (Milgram 1971).
There is an increasing sense of personal efficiency from college age to adulthood, a stabilized sense of internal control through middle age, and no decrease in internality among the elderly. (Ryckman and Malikiosi 1975)

According to Rotter (1966) Locus of control (loc) refers to a personality construct derived from social learning theory. According to him, most of the behaviour is learned in social situation and is fused with needs that are largely satisfied through other people, predicted on the basis of his values, his expectations and situations in which he finds himself.

B. REVIEW OF LITERATURE

The second half of this chapter is devoted to the review of literature. In this half the literature review of personality, locus of control, sex-role orientations are mentioned here.

REVIEWS ON PERSONALITY

Past studies on personality using the 16 P.F. Test

Gupta H. (1992) studied personality of managers with the help of 16 P.F. Test. Researcher conducted study into two parts. In the first part,
researcher studied personality profile of managers and compared with the personality profile of the general population. (the graph of comparison is drawn in the next page) In second part these personality factors were correlated with age and work experience. Following conclusions were found.

1) Managers scored higher on 7 factors, average on 7 factors and lower on 2 factors. It shows that managers are characteristically intelligent, emotionally stable, high super ego strength, thick-skinned sentiment controlled, Low ergic tension, confidant. They are either cold, submissive glum, realistic, trustful, practical, group dependence or warm, dominant, sensitive, protension, autia and self sufficient.

2) Differences were found between managers and the general population. Managers were found to be more intelligent, having high super ego, strength, experimenting, self sufficient than general population.

3) Age and experience had some influence on some of the personality factors of 16 P.F. test.

Since this is the diploma dissertation the size of the sample is very small and the nature of sample is also varied & inclusive of small organization's managers like bank manager. Otherwise the study, gives the basic picture of personality using the 16 P.F test.
Zhai.-Hongchang; Xu.-Duo (2000) Studied and evaluated managerial personality characteristics. 98 administrators in high, middle, and low managerial positions from federal government offices, institutions, and enterprises in China, were assessed for personality with the Chinese revised 16PF test (East China Normal University). Factor analysis, rotation analysis, and multivariate analysis of variance (ANOVA) were used in data analysis. Five major factors of managerial personality: control (including self-discipline), emotional affection (affected by feelings), maturity, administrative style, and intelligence style were found and the importance of the factor, "control," in high-positioned subjects was discussed.

In this study the sample was drawn from administrators of government offices, institutions and enterprises. Some of the factors like administrative style, emotional affection which are not found in 16 PF test, are measured here. Some other measurement have been used but the details are not mentioned in the study. The traits covered in this research are adequate but instrument used is not known and also not very well defined.

Jahan, Rowshan; Haque, S. M. Shamsu (1994) This study investigated whether job involvement (JI), job satisfaction (JS) and personality of middle level managers differ with respect to organizational environment (public and private enterprises) and category of organization (jute and textile industries). 102 managers, aged 28-65 yrs, were investigated. Bengali versions of the Job Involvement
Questionnaire (R. N. Kanungo, 1982), Job Satisfaction Scale (A. H. Brayfield and H. F. Rothe, 1951) and 16 PF test were used to measure JI, JS and personality traits respectively. Results showed significant main effects of organizational environment on JI, JS, and some personality traits, but showed no significant main effects of category of organization, except on one personality factor.

This research was conducted to find out the effect of organization environment on JI, JS and some personality traits. The aim of this study was to find out the effect of organizational environment on certain variables. The purpose of the present study is largely different and elaborative than this research.

**Past Research On Personality With Using Projective Techniques**

Parikh I, Shah N, Singh N [1998] studied the personality profile of 75 middle level managers of three medium sized Indian organization with the help of Thematic A perception test (TAT). The purpose was to study personality traits of managers and their response patterns in social and organizational contexts.

External factors like growth and socialization, organizational culture, phases of organizational growth, leadership and management style were influencing managerial behaviour. Internal factors like birth order, experiences of growing up and upbringing (rural vs. urban) also influence the personality of managers. (IIM-A Working Paper-1998).
The purpose of this research is to study the personality traits of managers and their response patterns in social and organizational contexts which is very different than the present research. This research has covered some different personality traits other than 16 PF test.

Parikh .I, (1987) studied the personality profile of eighteen middle and senior managers as a part of organizational development intervention with the help of Rorschach inkblot test and the psychological inventory (CPI). The average age group was about forty years. They were using professionally qualified, holding degrees in either accountancy or in engineering. The results of Rorschach is indicating that managers were intellectually superior in mobilizing their capabilities, integrated approach to life, emotionally well balanced, high level of ego functioning, practical and common sense view of thing, reasonable level of empathy and self acceptance, strong control on behaviour.

In the above research the projective technique is used for data collection. Projective techniques by origin as well as conventional, are tools for the clinical field but, as in the case of this study, the field is organisational behaviour. The limitations and shortcomes attributed to projective techniques, are likely to influence the result may be this a indeapth study but simms to have size of the sample (N: 18) in sufficient to draw any conclusions.
Past Research Using California Inventory: (CPI)

Parik I, (1987) studied the personality profile of eighteen middle and senior managers as a part organizational development intervention. The findings indicates that managers are oversensitive to criticism, activity oriented, prefer to deal with tangible and concrete rather than with concepts or obstructions, impulsive and impatient with routine or details, worldly and calculative in relationships.

The above study is not so significant and does not show any importance in relation to the present research work as it is being done differently. The size of the sample is also very small.

Saigal N. (2001) identified the personality profiles of Indian managers and identified those personality factors which contributed to managerial effectiveness with the help of revised version of CPI developed by Gough (1987). Managers were measured on 23 dimensions of personality, out of which 19 factors were found to differentiate the effective managers from the less-effective managers. The effective managers as a rule, out scored the less-effective managers, with an exception to the Femininity scale, where the less – effective managers scored significantly higher than the effective managers.

The sample of 35 managers was belonging to private large-scale Indian organization. Two managerial hierarchies were considered in the study,
they were middle and junior managers. Two criteria were used to study personality namely-the CPI and rating scales, (based on the dimensions of the CPI), a significant correlation was found between the test scores and all the four categories of ratings (self, senior, colleague and junior). In all 120 managers belonging to the senior, middle and junior management participated in the study, they served as cross-raters.

The findings indicate following characteristics of managers. The dominance, capacity for status, socialization, Independence, Empathy, Responsibility, Sociability, Self-control, good-impression, well-being, Tolerance, Achievement Vs Conformance, Achievement Vs. Independence, Flexibility. Feminity/Masculinity, self-acceptance, Intellectually efficiency, Vector1 and Vector2 were found to be contributing Intervening personality factors in managerial performance.

Above research was conducted to find out the characteristics of the effective and non-effective managers. The size of the sample is moderate but it measures some different personality factors than 16 PF test.

Parikh (1991) compared the personality difference between senior and junior (middle level) managers of pharmaceutical company. This study was part of an ongoing organizational development study. Out of eighteen CPI factors senior managers differed and scored higher then their seniors on socialization, self-control, well-being, achievement via. conformance, achievement via. independence. (Parikh. I consulting report).
The sample of the above research was drawn from only one pharmaceutical company. Original CPI is used as a research tool instead of Indian version of CPI. These two factors are the limitation of the study.

**Other past research studies on personality:**

Bass, Burger, Doktor and Barret (1979) found generosity, fairness, smartness, sharp wittedness and steadiness by those faster in the rate of advancement as managers; tolerance and adaptability were judged more important for top management by those slower in the role of advancement.

Dobruszek (1975) compared the personality of managers at different levels of the managerial personnel were superior to their ordinary counterparts in intellectual efficiency, suspiciousness, enviousness, taciturnity and insecurity.

Campbell, Dunnette, Lawler and Weich (1970) reveal that successful managers display temperamental qualities such as dominance, confidence, straightforwardness, low anxiety and autonomy.

Cattell at al. (1970) found a group of senior executives to be relatively stable and introverted. On the other hand Hennery (1975)
According to Lawler and Porter (1967a, 1967b), Mitchell and Porter (1967) and Porter and Lawler (1968), managers who stress the importance of inner-directed behaviour (imagination, self-confidence and so on) are rated more effective in their jobs than those who see their roles as demanding high degrees of other directed behaviour (cooperativeness, tactfulness, etc.). Rawls and Rawls (1968) found that high-rated executives scored higher on the scales of dominance, status, sociability, social presence, self-acceptance, intellectual efficiency, psychological mindedness and flexibility and lower on the scale for self-control and femininity.

Ghiselli (1963) found that the relationship between intelligence and managerial success appeared to be curvilinear, with those individuals gaining both low and very high scores being less likely to achieve success in management positions than those with scores at intermediate levels. Kraut (1969) also found close relationship between high-level managers' promotional success and two measures of intellectual ability. However, Kraut is also of the opinion that there seems to be a threshold level of intellectual ability beyond which additional increments are apparently of no advantage to later promotion or career success. Gill (1982) also concluded that there might be an optimum range of intelligence for trainability in decision-making and for management potential. He considers intelligence as a moderator of ability rather than level of achievement.
Porter (1961) found intelligence as one of the most important traits for managerial success and that successful managers place great emphasis on self-actualization and autonomy needs (Porter, 1964). Ghiselli (1956, 1959, 1963, 1971) reported that successful managers are characterized by high aspirations and the desire for responsibilities.

From various analysis (Ghiselli and Barthol, 1956; Harrel, 1961; Porter, 1958, 1959, Porter and Ghiseli, 1957); Ghiselli concluded that important managerial traits for success are intelligence, supervisory ability, initiative, self-assurance and decisiveness, perceived occupational level and the need for self-actualisation. These traits play a key role in managerial functions and therefore, are major factors of managerial talent.

Intelligence has been studied in relation to managerial performance and has emerged as important for effectiveness (Bentz, 1967; Burgoyne and Sturat, 1976; Laurent, 1962; Mahoney et al., 1963). However, management effectiveness has been shown to be related in a curvilinear manner to intelligence as measured by test scores.

Guilford (1952) suggests that successful managers tend to be relatively free from depression and inferiority complex, and display emotional stability, self-confidence, co-operativeness and sociability. Meyers and Pressel (1954) found that successful managers score high on personal adjustment, initiative and self-assurance and low on display of emotionality.
Henry (1949) found a definite personality pattern in more than 100 successful business executives. He found traits such as powerful work motivations and desire for achievement, warm feelings for superiors and detached attitudes toward subordinates, stable and well-defined self-conception, ability to see relationships and make decisions, high degree of activity and aggressiveness, interest in practical realities, smooth relationships with superiors and certain insecurity about their abilities to achieve. He further states that a successful executive is an "active striving aggressive person" but that his aggressions are channelled into work or struggle for status and prestige.

Chakraborti and Kundu (1984) describe the typical personality pattern of management personnel as warm-hearted, attentive people, trustful and easy going. They are insightful, fast learning, intellectually adaptable and conscientious. They possess higher general mental ability and better judgment. They are assertive, aggressive, competitive, independent-minded and emotionally stable. Finally, they are self-confident relaxed being neither introvert not extrovert.

The overall study of the various past researches gives fairly good information about the managerial traits. But most of the researches are having inadequate details like for e.g. in some studies, the sources of data collection and the information regarding size of the sample are not mentioned. The instruments used for the research have not been mentioned.
REVIEW OF LITERATURE ON SEX - ROLE ORIENTATION

Marongiu S.; Ekehammar B. (2002) Study the relationship between person-manager P-M fit and managerial advancement of women and men with and without managerial aspirations. Computing the congruence between participants’ self-rated personality profile and the perceived personality profile of a manager assessed the P-M fit. Male managers have shown a higher P-M fit than female managers, gender the higher the individual’s masculine gender the higher P-M fit than female managers, gender the higher the individuals masculine “gender-role the higher P-M fit.

Carnes, S. Vinnicombe; Singh V.: (2001) Investigated profiles of “successful managers” male and female managers working in ten European banks operating in Luxembourg. Investigations were made by “personality attributes questionnaire (PAQ) and subjects were also participated in Semi-structured interviews. Results are presented from the 66 managers as a group and by gender. Responses are considered from Individuals within three of those banks, chosen by position of the owing / originating country on Hofstede’s masculinity – femininity scale, to see whether differences in perceived successful leadership styles exist between the banks in accordance with Hofstede’s research. Results indicated that gender differences were more significant than nationality of the bank in determining perception of “the successful managers".
May-Adele; Spangenbery, Judora-J [1998] To examine the relationship between sex-role orientation and coping ability in men with a managerial orientation, a demographic questionnaire, the Zeithlin coping inventory and the Bem's sex-role inventory were completed by 169 adult males (25-50 yrs old) undertaking the MBA course of the University of Stellenbosch Graduate School of Business. No significant difference was found between the global coping abilities of Ss with androgynous and masculine sex-role orientations, although both androgynous and masculine Ss showed significantly better coping abilities than Ss with feminine or undifferentiated sex role orientations. Regarding coping styles, androgynous Ss displayed a significantly more flexible style in coping with the environment than Ss with other sex-role orientations. No significant difference was found between androgynous and masculine Ss regarding flexibility in coping with the self. The conclusion was drawn that both androgyny and masculinity could serve as effective coping resources in men with a managerial orientation.

Tabak, -Filiz (1997) Explores the difference in the distribution of females and males in non-management, management, and top management positions in 80 Istanbul managers of these organizations. In addition, top female managers were surveyed about their demographics and their ideas of the possible existence or influence of a glass ceiling in Turkish culture and differences in individual preferences. Also, they suggested that women preferred their home and children primarily as a result of the sex role socialization in Turkey.
Schein,-Virginia-E.; Mueller,-Ruediger; Lituchy,-Terri; Liu,-Jiang (1996) Examined the relationship between sex role stereotypes and characteristics perceived as necessary for management success among 361 male and 228 female management students in Japan and the People’s Republic of China. Results reveal that males and females in both countries perceived that successful middle managers possess characteristics, attitudes, and temperaments more commonly ascribed to men in general than to women in general, Results were compared previous studies done in the US (V.E.Schein et al, see record 76:39881), Great Britain and Germany (V. E. Schein and R. Mueller, see record 80:11643), The comparison supports the view that “think manager think male” is a global phenomenon, especially among males. Regardless of country context, there was a strong and similar degree of managerial sex typing among male management students. Among females, the managerial sex-typing hypothesis was confirmed in every country except the US.

Sachs, Rachel; Chisler, Joan c; Devlin Ann S [1993] Studied women managers with the help of a personality and biographic survey. Result of the Bem’s Sex-Role inventory and the Attitudes Toward women scale reveal that most of the Ss were androgynous or masculine in their gender-role orientation and had highly egalitarian views of women’s role in society. Biographical findings indicate that most Ss were from middle-class families, had close relationships with their parents, mothers who were employed outside the home, had mostly male role models, and
played a sport in their youth. Findings are compared to models, and played a sport in their youth. Findings are compared to models of career choice developed by H. S. Farmer (see record 1985-30504-001) and R. E. Fassinger (see PA, Vols 73:2601 and 77:21225).

The data available on the topic of sex-role orientation of different types of managers, gives less information regarding this topic. May be the concept of sex-role orientation is new for the field of corporate world. None of the research except one has mentioned the instrument used for the study. With the gathered data from past researches, it does not give clear picture about sex-role orientation of managers. So the analysis shown in present research work throws more light on the sex role in the organizational behaviour field and gives a better concept for further studies.

**REVIEW OF LITERATURE ON LOCUS OF CONTROL**

Locus of control is a personality trait, which is highly relevant for success in managerial job. Locus of Control construct has also been found to be useful in understanding individual differences in organizational behaviour.

Siu, -Oi-ling; Spector, - Paul-E; Cooper,-Cary-L; Donald, -Ian (2001) The present study involved data collection from 3 samples of Hong Kong managers to examine mechanisms by which age would relate to work well-being. Random sampling and pre-supposive sampling
methods drew a total sample of 634 managers. The results showed that age was positively related to well being (job satisfaction and mental well-being). Furthermore, older managers reported fewer sources of stress, better coping, and a more internal locus of control. Multiple regression analyses suggested that the relations of age with 2 well-being indicators can be attributed to various combinations of coping, work locus of control, sources of stress, managerial level, and organizational tenure.

John W. Stiecm, Jr. Richard W. Woodman (2001) Internals control their own behaviour better, are more active politically and socially, and seek information about their situations more actively than do externals.

Black J. S. (1990) Managers with a high internal locus of control adjusted more readily to international transfers than did managers with a high external locus of control.

Desrumaux-Zagrodunicki,-Pascale; Masclet,-Georges; Poignet,-Helene; Sterckeman,-Laetitia (2000) Studied the effects of attractiveness and internal-external causal explanations of female applicants on hiring decisions for non managerial (assistant) and managerial (personnel manager) jobs. Six male and 15 female recruiting agents aged 20-40 yrs. in France were asked to rate and rank each applicant and to estimate the importance of attractiveness and internal-external casual explanations in their decisions. Ss received files containing curriculum Vitae with a photograph and a summary of applicant’s performance on Rotter’s Internal-External Locus of Control Scale and an attribution
scale (J. L. Beauvois and F. Le Poultiler, 1986). The results indicate that (1) internality is more favourable than externality, especially for managerial positions, and (2) attractiveness is advantageous for non-managerial applicants but has no effect on hiring for managerial jobs.

Turban, Daniel - 13; Dougherty, Thomas - W (1994) Internal locus of control, high self and high emotional stability enhanced initiation. Which mediated the relationships between personality characteristics and mentoring received. The latter was related to career success and career attainment influenced perceived success. Protégé gender was not related to imitation or mentoring received.

Gul, Ferdinand-A; Tsui, - Judy; Mia,-Lokman (1994) Using 64 middle-level managers of a large company as Ss, this study investigated the interacting effects on employees attitudes of locus of control (a personality variable) and task difficulty (a situational variable). Results of a 2 * 2 ANOVA show that locus of control interacted with task difficulty to affect employees' attitude.

Kmiecik-Baran,-Krystyna (1993) Studied (1) the relationship of professional success to stronger feelings of internal control, greater autonomy and independence, and more positive attitudes and (2) the dependence of professional achievement on internal mechanisms of individual social functioning. Human Ss 60 normal male Polish adults (aged 25-40 yrs) (30 managers of successful private enterprises and 30 low-level government employees). Tests used Rotter's Internal-External
Locus of Control Scale, the Mach IV Scale, the State-Trait Anxiety Inventory and the Feelings of Alienation Scale.

Number of past researches gives clear picture regarding the locus of control of managers. But the aim of the present research is to find out the different locus of control of different types of managers in relation to personality.

REVIEWS OF LITERATURE ON SEX ROLE ORIENTATION AND LOCUS OF CONTROL

Some researchers have also tried to seek relationship between locus of control sex-role orientation and personality.

Hori & Kumar (1990) have investigated the relationship of locus of control, sex-role orientation and personality to adjustment in professional and non-professional women.

The rotated factors matrix of professional woman on factor five of Cattell’s 16 PF questionnaire indicated that professional who were imaginative and possessed low score in powerful others and chance locus of control as measured by the hevenson and Miller’s locus of control scale (1976) and also on faminity as measured by BSRI (Ben, 1974) were socially well adjusted factor VII showed that professional women with internal locus of control were found liberal and self-sufficient.

On this topic very few studies have done but none of the research gives clear picture personality of managers and it’s relation to sex-role out the
personality study of managers in relation to sex-role orientation and locus of control.

All the past research mentioned above has provided the platform to the next emerging studies. Though the may be influenced time, the theoretical ground, Culture, effects, geographical limitation, methodology instruments and sample sizes etc. but all the past researches are valuable enough to provide with the initial back-ground for the emerging research. The present research also benefited during initial stages of planning & designing from the past researches. The attempt has been made to supplement the research background in the area, which can promote further research in the field.

CONCLUDING REMARK

While reviewing the existing literature researcher felt that there is not a single comprehensive and detailed study available regarding the personality traits of managers. The branch of the organizational behaviour is still under process of development in India and very few studies are conducted in Indian context. At present, Indian economy is booming and corporate sector is playing a vital role in the growth and development of the nation. The researcher felt the need to study of managers of corporate sector to arrive at the further deeper understanding, so the researcher plan the research based on 16 PF test as it is very comprehensive, culturally adapted and available instrument. Whatever was required but not included in 16 PF i.e. locus of control and sex-role orientation were separately taken by using Uday Parik's
Loco Inventory (particularly meant for organizational set up) and Bem's Sex-role orientation inventory. Indian adaptation of all three inventories is available. It has leaded the researcher to undertake the research in organizational set-up.