Emotional Intelligence And Personality In Students Pursuing Professional And Non-Professional Courses- The Influence Of Personal Correlates

G. M. Archana Das

INTRODUCTION

Stifling competition, unrealistic goals, stringency towards deadlines act as miscreants leading to a host of neurotic symptoms like anxiety, depression, and phobia among students. However, some students have the emotional and social competency that results in outstanding performance (Goleman). **According to Mayer and Salovey, Emotional Intelligence is the ability to perceive accurately, appraise and express emotions, access and or generate feelings when facilitating cognitive and emotional growth.**

GENDER AND EMOTIONAL INTELLIGENCE

Emotional intelligence encompasses self-awareness, self-esteem, self-confidence, empathy, anxiety and stress, personal fulfillment, decision-making and independence, problem-solving, assertiveness (Omer Sayeed, 2006). Self-awareness is one of the vital attributes that promotes professional success (Vitello-Cicciu, 2002). Lack of self awareness resulted in negative performance among MBA students (Shipper and Davy, 2002). Studies have revealed that there is a negative relationship between self awareness and professional burnout. (Shipper, Vitello and Davy).Women high on self-awareness use problem focused strategies when compared with men using more aggressive strategies indicating lower levels of self-awareness (Gisela 1996). Male professional students exude high self-esteem than female students. (Feingold, Alan 1994). A study was conducted in Mumbai and the results indicate a positive relationship between emotional intelligence and self-confidence and esteem (Almad, 2000).Women generally are found be more empathetic, ethical and socially responsible when compared with men (Aries, 1987, Trobst 1994, Sutarso 1998, Bar-on, Roberta Bampton, 1999, Elizabeth J. Austin, 2004, Fredman 2006). Female students are found to be more anxious, less confident and distressed than male students (Chiles, Benjamin, & Cahn, 1990, Selby, Feingold, Alan, 1994). It seems girls rate themselves lower on confidence than boys and attributed bad results more often to inability and difficulty of task (Harriet J, 2000). Female students experience more stress symptoms and report time pressures as the stressor than male students (Gadzella 1990, Mallinckrodt, Brent; Leong, Frederick T. L., 1992, Selby 1994). Students with low emotional intelligence are more likely to feel stressed and engaged in health-damaging behaviors (Croucher, R.Sohanpal, 2005). Women are found to be happier than male students and there is a consistency with this finding. (David 2003). Men seem to be more assertive than women. (Eagly &Johnson 1990, Costa Jr., Paul 2001). Indian students report less stress than the Canadian students and prefer emotion-focused coping strategies (David C. 2000). Thus, no differences seem to have appeared between males and females regarding overall emotional and social competence (Daniel Goleman 1998, Bar-On & Parker 2000, Yao_Hui Liang 2002,Diana Bilimoria 2008).

GENDER AND PERSONALITY TYPE

The most common personality types among gifted adolescents are intuition and perceiving. Gifted males show a high preference for perceiving and gifted females show a high preference for extraversion, intuition and feeling dimension which is significant at .01. (Ugur sak, 2004, Kristin Backhaus 2007)).Unlike sensors, intuitors and extraverts are less likely to perceive stress. (Paul, Malcolm Higgs 1999) .Intuitors are found to be high on problem-solving ability than sensors (Felder).) Personality type has been found to be one of the determinants of student's performance (Rotters, 2000).

Assistant Professor, GITAM School of International Business, GITAM University, Visakhapatnam, Andhra Pradesh.
E-mail : das.psychology@gmail.com.

PERSONALITY AND EMOTIONAL INTELLIGENCE

Research indicates that there is a relationship between emotional intelligence and personality. However, there are mixed results with respect to the relationship between extraversion and empathy. Empirical studies indicate that there is a high representation of male professionals on the introversion preference category. The personality type among gifted adolescents is distinct from others. Intuition and extraversion are significantly and positively correlated to higher levels of emotional intelligence such as decision making and self monitoring among students. Impulsiveness is positively correlated with extraversion (Donald, Easting, & Allsopp, 1985, Pearson, Corulla, Eyesenck 1989, John 1999, Malcom Higgins, Kilduff, Shaun Newsome, Saklofske, 1999,). Emotional and social intelligence skills increase as one gets older (Bar-on 1997, Goleman 1998, AjaypalSingh 2000).Hinton and Stockburger found that female students showed high preference for ESFJ.

PROFESSIONAL AND NON-PROFESSIONAL STUDENTS

The two most common personality types for both business students and non- business students were SFJ and NFJ. (Garland 1987).There is no significant difference between students pursuing professional and non-professional courses on emotional intelligence (Christine). However, most of the studies indicate that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings (Mandell and Pherwani, Brackett and Mayer 2003, Gerard, Austin, Elizabeth J. 2005).Cano and Garton found ESTJ to be more predominant among non professional students.

OBJECTIVE

As the studies in gender differences are inconclusive, the present study aims to fill the gap by examining the influence of gender differences on emotional intelligence and personality among professional and non-professional students.

SAMPLE

The Sample was selected from the student population. The total sample comprises of 246 students with a mean age of 22.43 years of Visakhapatnam district, out of which 57% constitute male students, 43% constitute female students; again, of total, 68 % constitute professional students and 31% constitute non-professional students. With respect to the academic discipline, the sample was divided into professional students and non-professional students. Students pursuing MBA, MCA, B.E and B.TECH are classified as professional course holders and students pursuing M.A in Psychology, English Literature, Social Work, Librarian Sciences, and Anthropology are ramified under non-professional course holders taking the Indian education system under consideration. Disproportionate stratified random sampling and random sampling method were used to select the sample of the student population.

MEASURES

Information on biographical variables like age, gender and so on was collected from the students. Emotional intelligence scale developed by Dr. Meera Shanker and Dr. Omer Bin Sayeed (2006) was used to measure the emotional intelligence of students. This is a 6 point scale with '1' indicating strongly disagree,'2' indicating disagree, '3' indicating mildly disagree, '4' indicating mildly agree '5' indicating agree, '6' indicating strongly agree. The scale consists of 61 items measuring 10 factors such as :

1. **Emotionality and Impulsiveness**: There are 15 items in this subscale that measure emotionality and impulsiveness.

2. **Self- Acceptance:** There are 15 items in this subscale that measure self- acceptance.

3. **Problem Solving Orientation:** There are 6 items in this subscale that measures problem solving orientation.

4. **Self-Awareness:** There are 6 items in this subscale that measure self-awareness.

5. **Self-Confidence:** There are 6 items in this subscale that measure self-confidence.

6. **Decisiveness and Independence:** There are 6 items in this subscale that measure decisiveness and independence.

7. **Personal Fulfillment:** There are 4 items in this subscale that measure personal fulfillment.

8. **Empathy:** There are 4 items in this subscale that measures empathy.

9. **Anxiety and Stress:** There are 4 items in this subscale that measure anxiety and stress.

10. Assertiveness: There are 4 items in this subscale that measure assertiveness.

Myer Briggs Type Indicator Form G developed by Isabel Myers and Katherine Briggs (1977) is used to measure the personality preference on 4 dichotomies that includes extraversion vs. introversion(E-I),sensing vs. intuition (S-N), thinking vs. feeling(T-F),judging vs. perceiving(J-P).This questionnaire consists of 126 items,32 of which are research items not scored for type. The self-scorable version of form G contains only 94 items needed to produce the type.

PSYCHOMETRIC PROPERTIES OF EI SCALE AND MBTI INVENTORY
MYER BRIGGS TYPE INDICATOR

Internal consistency reliability using split half method is highly satisfactory. Form G internal consistency reliability coefficient is ranging from .82 to.86.The internal consistency reliability coefficient for E-I dichotomy scale is .82, for S-N is .84, for T-F is .83 and for J-P is .86.Test-retest reliability for form G with 9 month interval ranges from .59 to.70 for E-I dichotomy, the test retest reliability is .70, for S-N it is .68, for T-F it is .59, for J-P it is .63.

The correlation between the MBTI and the Jungian type survey are of special interest to the construct validity of the MBTI. Rich compared the MBTI and the 15th edition of the JTS on a sample of 98 evening division students in a course on Jung offered at the university of Minnesota. Correlations were reported for the sums of MBTI points and JTS scores. The correlations between the two instruments were E.68 (p<.01), I.66 (p<.01), S .54(p<.01), N .47(p<.01), T .33(p<.01), F .23(p<.05).The two instruments appear to be tapping the same constructs.

EMOTIONAL INTELLIGENCE SCALE

The psychometric properties of the items (corrected item to total correlation) and cronbach alpha reliabilities calculated for the subscales were quiet satisfactory. The median corrected item total correlations for ten accepted

Table 1: Emotional Intelligence Factors: Differences Between Male And Female Professional Students

S.no	Emotional intelligence factors	Group	Mean	SD	t-value
1	Emotionality and Impulsiveness	Male(103)	3.83	.68	-.44
		Female(65)	3.88	.68	
2.	Self- Acceptance	Male(103)	4.60	.83	-1.44
		Female(65)	4.80	.84	
3	Problem Solving Orientation	Male(103)	5.38	.95	-2.31*
		Female(65)	5.70	.83	
4	Self-Awareness	Male(103)	4.43	.67	-1.46
		Female(65)	4.59	.73	
5	Self-Confidence	Male(103)	4.73	2.18	.42
		Female(65)	4.63	.74	
6	Decisiveness and Independence	Male(103)	3.55	.74	.29
		Female(65)	3.51	.79	
7	Personal Fulfillment	Male(103)	4.43	1.02	-1.53
		Female(65)	4.66	.88	
8	Empathy	Male(103)	4.50	.88	-4.31**
		Female(65)	5.02	.66	
9	Anxiety and Stress	Male(103)	2.57	.50	-4.31**
		Female(65)	2.87	.38	
10	Assertiveness	Male(103)	4.06	.83	-.82
		Female(65)	4.17	.87	

*P≤0.05, **p≤0.01

scales ranged from a minimum of 0.45 to 0.74.The corresponding alpha reliabilities for the above scales ranged from .61(assertiveness) to .90 (for managing) emotionality and impulsiveness. The alpha reliability for self-acceptance is .80, problem solving orientation .86, self-awareness.73, self-confidence .75,decisiveness and independence .80, depression .76, empathy .71, managing anxieties .83.The overall score of Emotional Intelligence showed a correlation of .14(p<.01) and .21(p<.05) respectively with job success and number of promotions attained.

RESULTS AND DISCUSSION

The results indicate significant differences between male and female professionals and non-professionals on emotional intelligence and personality.

The Table 1 indicates that there is a significant mean difference between male and female professional group on problem solving orientation **(t=-2.315, p<.05), empathy (t=-4.317, p<.001**), anxiety and stress factor **(t=-4.317, p<.001**). This shows that female professional students can easily tackle all kinds of problems through proper planning and are more sensitive to other's feelings than male professional students. (Schwartz Aries,1987, Trobst 1994, Sutarso 1998, Bar-on, Roberta Bampton, 1999, Elizabeth J. Austin, 2004, Fredman 2006 , Kristin Backhaus 2007).Female professional students are more anxious and stress prone when compared with male professional students. Chiles, Benjamin, & Cahn (1990), Selby, Feingold, Alan,1994 also came up with the same finding. Although there is no significance of difference, the mean scores are high on emotionality& impulsiveness, self acceptance, self awareness, personal fulfillment within female group and high mean score on decisiveness & independence and self confidence within male group.

Table 2: Personality Preference: Differences Between Male and Female Professional Students

Sno	Personality dimensions	Group	Mean	SD	t-value
1	Extraversion	Male(103)	14.10	4.90	1.155
		Female(65)	13.18	5.12	
2	Introversion	Male(103)	10.64	5.05	-1.91*
		Female(65)	12.21	5.27	
3	Sensing	Male(103)	16.93	4.72	-72
		Female(65)	17.46	4.50	
4	Intuition	Male(103)	8.53	3.50	.86
		Female(65)	8.12	2.63	
5	Thinking	Male(103)	13.41	4.68	1.10
		Female(65)	12.58	4.83	
6	Feeling	Male(103)	8.00	3.54	-3.88**
		Female(65)	10.21	3.61	
7	Judging	Male(103)	14.85	5.82	-1.01
		Female(65)	15.73	5.26	
8	Perceiving	Male(103)	11.36	5.56	.70
		Female(65)	1.75	5.53	

*P≤0.05, **p≤0.01

The above Table 2 indicates that there is a significant mean difference between male and female professional group on introversion **(t= -1.915, p<.05)**, feeling **(t=-3.880, p<.001).**Female professional group were high on introversion and feeling than male professional group and this indicates that female professional group were more subjective, affectionate, directed their energy towards the inner world and preferred detachment when compared with male professional group.

The Table 3 indicates that there is significant mean difference between male and female non-professional students on self-acceptance **(t=-1.957, p<.05),** self-awareness **(t=-2.906, p<.01),** self-confidence (t= **-2.666, p<.01),** personal fulfillment **(t=-1.960, p<.05),** empathy **(t=-2.164, p<.05),** anxiety and stress **(t=-2.164, p<.05).**Female non-professional students were found to be high on self-acceptance, self-confidence, personal fulfillment, empathy and

Table 3: Emotional Intelligence Factors: Differences Between Male and Female Non-Professional Students.

Sno	Emotional intelligence factors	Group	Mean	SD	t-value
1	Emotionality and Impulsiveness	Male(36)	3.87	.68	-1.29
		Female(42)	4.09	.77	
2.	Self- Acceptance	Male(36)	4.62	.82	-1.95*
		Female(42)	4.96	.68	
3	Problem Solving Orientation	Male(36)	5.48	.90	-1.22
		Female(42)	5.72	.80	
4	Self-Awareness	Male(36)	4.44	.79	-2.90**
		Female(42)	4.90	.56	
5	Self-Confidence	Male(36)	4.49	.70	-2.66**
		Female(42)	4.92	.71	
6	Decisiveness and Independence	Male(36)	3.57	.84	.67
		Female(42)	3.44	.88	
7	Personal Fulfillment	Male(36)	4.54	.93	-1.96*
		Female(42)	4.95	.91	
8	Empathy	Male(36)	4.68	1.00	-2.16*
		Female(42)	5.12	.72	
9	Anxiety and Stress	Male(36)	2.67	.57	-2.16*
		Female(42)	2.92	.41	
10	Assertiveness	Male(36)	4.00	.94	-1.78
		Female(42)	4.35	.74	

*P≤0.05, **p≤0.01

anxiety and stress than female non-professional students. Although there is no significant mean difference, there is high mean score among female group on emotionality and impulsiveness, problem solving orientation, and assertiveness.

Table 4: Personality: Differences Between Male and Female Non-Professional Students

Sno	Personality dimensions	Group	Mean	SD	t-value
1	Extraversion	Male(36)	14.25	5.15	-.45
		Female(42)	14.73	4.25	
2	Introversion	Male(36)	10.30	5.52	.51
		Female(42)	9.71	4.33	
3	Sensing	Male(36)	17.94	5.15	-.96
		Female(42)	19.02	4.60	
4	Intuition	Male(36)	8.16	3.37	.74
		Female(42)	7.61	3.06	
5	Thinking	Male(36)	13.30	4.05	.55
		Female(42)	12.76	4.67	
6	Feeling	Male(36)	8.52	3.08	-1.97*
		Female(42)	10.07	3.80	
7	Judging	Male(36)	17.22	6.24	-.21
		Female(42)	17.50	5.25	
8	Perceiving	Male(36)	8.77	5.44	-.29
		Female(42)	9.11	4.67	

*P≤0.05, **p≤0.01

The Table 4 indicates that there is a significant mean difference between male and female non-professional students on feeling (**t=-1.979, p<.01**) and female non-professional students were found to be high on feeling than male non-professional students. This indicates that female non-professionals come to decisions by weighing relative values and merits of the issues and are more subjective, affectionate when compared with male non-professionals. Although there was no significance of difference, the mean scores were high among female non -professional group on judging, perceiving, sensing and extraversion. The mean scores were high among male non professional group on intuition, introversion and thinking.

CONCLUSION

The results indicate that female professional and non-professional students were found to be emotionally intelligent than male non-professional students. Female professional and non-professional students were more likely to experience feelings of anxiety and stress. They are very empathetic and are more likely to understand feelings and emotions of people. Female professionals and non-professionals showed strong preference for feeling dimension indicating that female students are more likely to show a desire for affiliation, warmth, harmony and a time orientation that includes preservation of enduring values. Female professional students had high levels of problem-solving ability and showed a high preference for introversion. Female non-professional students were happy and are more likely to accept themselves despite certain shortcomings than male non-professionals.

IMPLICATIONS OF THE STUDY

This study would be very useful in an educational setting in terms of identifying students who are emotionally weak and give some interventions immediately to enhance their quality of life and psychological well-being. As the pressures for professionals are very high as compared with non-professionals, professionals should learn to handle all kinds of situations very effectively and this is possible only when the educational institutions provide some emotional intelligent exercises that would act as preventive measures and promote professional success in future. This study would be very useful for the students to identify their personality type and choose a profession that leads to success and satisfaction.

SUGGESTIONS FOR FUTURE RESEARCH

❊ There appears a need to conduct future studies in a wider range of organizations, in order to test further the findings and build a more generalisable basis for interpretation of the results. This development of a more generalisable level of result would be aided if such future studies would be conducted with more balanced populations in terms of gender.

❊ Future studies can examine the concept of emotional intelligence within the framework of pharmacy or pharmacy education as there is no research done in that area.

❊ This research does not consider factors like age and ethnic background, which might have an impact on the emotional intelligence and personality type.

❊ Future studies should investigate steps that management schools can take to help alleviate these emotional problems.

❊ Future studies can examine the personality type of academically gifted students.

ACKNOWLEDGMENT

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