

Personality Dimensions and Gender as Correlats of Emotional Intelligence

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Abstract

Present study has been conducted to investigate the relationship between various personality dimensions and emotional intelligence among secondary class students. For this purpose difference between students with high emotional intelligence and those with low emotional intelligence was tested on six different dimensions of personality. Related was collected from the sample of 180 students studying in secondary class, with the help of Dimension Personality Inventory (DPI) and Emotional Intelligence Scale. Using Mean, Standard Deviation and t-test data was analyzed in order to test the null hypotheses. The statistical analysis revealed that five personality-dimensions i.e., 'assertive-submissive', 'enthusiastic-non-enthusiastic', 'suspicious-trusting', 'depressive-non-depressive' and, 'emotional instability-stability have a significant relationship with emotional intelligence. Only 'activity-passivity' dimension of personality has not been found to produce a significant difference. Gender difference has not been found with respect to emotional intelligence.

Keywords: *Emotional Intelligence, Personality Dimension.*

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Introduction

Emotional intelligence can be defined as the capability of an individual to identify his own emotions as well as of others which can facilitate thinking by retrieving and creating feelings (Mayer et. al., 2000), as well as controlling and managing them for problem solving (Saarni, 2000). Such abilities can be distinctive from the cognitive intelligence as indicated by the measurement of IQ. Thus, emotional intelligence can be defined as an ability which involves cognitive processing of emotional information in order to detect and to handle emotional information and respond accordingly. In today's challenging world, it is a very important to understand the conditions including personality traits, level of emotional intelligence, coping abilities, and achievement orientation among student to improve the performance. For inculcating such attributes in the youth, emotional intelligence can be seen to play an important role.

On the basis of findings of studies conducted so far that there is a strong association between emotional intelligence and personality traits (Mayer, 1999). In one study conducted by Dawda and Hart (2000), the relationship between emotional intelligence and all Big Five personality factors was found significant. Moreover, a high correlation was found of emotional intelligence with extraversion and conscientiousness (Day, Therrien, and Carroll, 2005). It was reported in a study conducted by Avsec et al. (2009) that emotional intelligence is a significant predictor of the Big Five. conscientiousness can be said as to have the most crucial contribution in emotional intelligence. Neuroticism was reported to contribute non-significantly by the same study. Extraversion, openness, and agreeableness also predict emotional intelligence (Bastian et. al., 2005, Matthews et. al., 2006, Schulte et. al., 2004, Shaffer et. al., 2005, and Zembylas, 2017) .

Research indicates that personality traits have an effect on the development of the emotional quotient of an individual, and emotional quotient has an influence on the application and development of the personality of the individual (Das, 2011).

Gender and Emotional Intelligence

There are many researches in which gender difference has been found in relation of emotional intelligence. In a study, Schutte et al. (1998) found a significant gender difference in relation of various variables including forgiveness, emotional empathy and emotional intelligence. Brackett, Mayer and Warner (2004) found in their studies that women tend to have significantly high score on emotional intelligence in comparison of men. But, emotional intelligence, on other hand, can be said as to be more predictive of the life span criteria for men than for women. Lower emotional intelligence in males reflects with the ability of perceiving emotions poorly. Lower

emotional intelligence in males also facilitate thoughts, associated with negative outcomes as drug use, alcohol use, deviant behavior as well as poor relations with friends and peers. Some other studies (Joseph & Newman, 2010; Patel, 2017) have shown that females tend to have a higher degree of emotional intelligence than males do. One another study conducted on medical graduates in Tamil Nadu, India, found that females have higher emotional intelligence than males (Chandra, Gayatri, & Devi, 2017).

Objectives of the Study

Following objectives have been formulated for the present research paper:

1. To test the significance of relationship between personality dimensions and emotional intelligence.
 - 1.1. To test the significance of relationship of activeness with emotional intelligence.
 - 1.2. To test the significance of relationship of enthusiastic trait with emotional intelligence.
 - 1.3. To test the significance of relationship between assertiveness and emotional intelligence.
 - 1.4. To test the significance of relationship between suspiciousness and emotional intelligence.
 - 1.5. To test the significance of relationship between depressive traits and emotional intelligence.
 - 1.6. To test the significance of relationship between emotional stability and emotional intelligence.
2. To test the significance of gender difference with respect to emotional intelligence.

Hypotheses of the Study

Following Hypotheses have been formulated for the present research work:

1. There is no significant relationship between personality dimensions and emotional intelligence.
 - 1.1. There is no significant relationship of activeness with emotional intelligence.
 - 1.2. There is no significant relationship of enthusiastic trait with emotional intelligence.
 - 1.3. There is no significant relationship between assertiveness and emotional intelligence.
 - 1.4. There is no significant relationship between suspiciousness and emotional intelligence.
 - 1.5. There is no significant relationship between depressive traits and emotional intelligence.

1.6. There is no significant relationship between emotional stability and emotional intelligence.

2. There is no significant gender difference with respect to emotional intelligence.

Method

Design: To attain the objectives of the present study an Ex-post-facto correlational research design has been used.

Sample: For the current study, a total 120 secondary-class students (60 males and 60 females) have been taken from 10 schools, randomly selected, from the total list of schools in district Saharanpur, U.P. The final selection of sampling units was accidental but only 12 from every school.

Statistical technique: Data analysis was implemented with the help of Mean and Pearson Product-Moment correlation.

Variables of The Study

Independent Variables

1. Personality traits
 - 1.1. Activity-passivity
 - 1.2. Enthusiastic-non-enthusiastic
 - 1.3. Assertive-submissive
 - 1.4. Suspicious-trusting
 - 1.5. Depressive-non-depressive
 - 1.6. Emotional instability-emotional stability
2. Gender

Dependent Variable

1. Emotional Intelligence

Tools For Data Collection

For collection of data related to academic achievement merit list, produced by DIET Patni for the purpose of admission in BTC, has been used. Except it following two scales were used, which have been described as follow:

1. Personality Dimension Scale. This 60-item test has been developed by Dr. Mahesh Bhargava in order to assess six distinct dimensions of personality. This test was developed in Hindi and English both and suitable for people of 12 plus years in age. Reliability of the test ranges from .48 to .84 for the entire test. Whereas validity ranges from .56 to .88.

2. Emotional Intelligence Scale: Emotional Intelligence Scale, developed by Hyde, Pethe and Dhar, which is a five point-scale and consisted of 34 items. This scale

measures ten components of emotional intelligence. Reliability of the scale reported by the authors is 0.88. The validity of the test is also quite satisfactory, which made it to be used widespread.

Result and Discussion

In order to attain the objectives of the current research collected data on two inventories was to be analyzed in terms of correlation (Pearson product moment correlation). Correlation between various dimensions of personality and emotional intelligence has been computed. Obtained results have been shown in table 1, 2, 3, 4, 5, and 6.

Table-1: Showing correlation between emotional intelligence and Activity-Passivity dimension of personality

	Emotional Intelligence Activity-Passivity
Pearson Correlation	.099
Sig. (2-tailed)	.282
N	120

The table No. 1 states that the correlation value between Emotional Intelligence and Activity-Passivity dimension of personality is .099, which is not significant. On this basis it can be said that the activity-passivity dimension of personality is not linked with emotional intelligence of students.

Table-2: Showing correlation between emotional intelligence and Enthusiastic-Non-enthusiastic dimension of personality

	Emotional Intelligence Enthusiastic-Non-enthusiastic
Pearson Correlation	.656**
Sig. (2-tailed)	.000
N	120

Table-3: Showing correlation between emotional intelligence and Assertive-Submissive dimension of personality

	Emotional Intelligence Enthusiastic-Non-enthusiastic
Pearson Correlation	.656**
Sig. (2-tailed)	.000
N	120

As shown in table 2 and 3, that both the dimensions of personality, enthusiastic-non-enthusiastic, are significantly correlated emotional intelligence. It means that variation in scores on enthusiastic-non-enthusiastic and assertive-submissive dimensions of personality, are positively associated with emotional intelligence among students. But correlation of suspicious-trusting dimension of personality with emotional intelligence was significant but negatively, as shown in table no-4. This result can be interpreted as that scoring high on this dimension is linked with scoring low on emotional intelligence and vice-versa.

Table-4: Showing correlation between emotional intelligence and Suspicious-Trusting dimension of personality

	Emotional Intelligence Suspicious-Trusting
Pearson Correlation	-.626**
Sig. (2-tailed)	.000
N	120

Table-5: Showing correlation between emotional intelligence and Depressive-Non-depressive dimension of personality

	Emotional Intelligence Depressive-Non-depressive
Pearson Correlation	-.701**
Sig. (2-tailed)	.000
N	120

The result shown in table 5 demonstrates that there is highly significant but negative correlation of depressive-non-depressive dimension of personality, same as of suspicious-trusting dimension with emotional intelligence. By observing the table 6, same thing can be said about the relationship of emotional stability- emotional instability dimension and emotional intelligence. But this association is comparatively low, but still significant at .01-level of significance.

Table-6: Showing correlation between emotional intelligence and Emotional Instability-Emotional Stability dimension of personality

	Emotional Intelligence Emotional Instability-Emotional Stability
Pearson Correlation	-.315**
Sig. (2-tailed)	.000
N	120

In order to meet the second objective of the present study gender difference

was to be assessed in with respect to emotional intelligence. In this relation table-7 presents the descriptive statistics, on which basis it can be said that the mean score of female students (107.87) is greater than of male students (96.60).

Table-7: Showing Descriptive Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	FEMALE	60	107.87	33.93936	4.38155
	MALE	60	96.60	28.28080	3.65103

Table-8: Showing t-value between male and female students with respect to Emotional Intelligence

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	1.975	118	.051	11.26667	5.70334	-.02749	22.56083
Equal variances not assumed	1.975	114.281	.051	11.26667	5.70334	-.03130	22.56464

Table for t-value demonstrates that the t-value (1.97) is significant neither on .01-level nor on .05-level of significance, in both condition when equal variance was assumed and when was not assumed. It means that male and female students are equal with respect to emotional intelligence.

Conclusion

In review of literature it was found that personality-dimensions have to do something significant with the level of emotional intelligence. It also was reported in the study of Avsec et al. (2009) that emotional intelligence is a significant predictor of the Big Five. As the study of Dawda and Hart (2000) shown significant relationship between emotional intelligence and all Big Five personality factors, we can say that the result of present study is consistent previous findings. A high correlation of emotional intelligence with extraversion and conscientiousness (Day, Therrien, and Carroll, 2005), is same with enthusiastic-non-enthusiastic dimension of personality in the present study. Extraversion, openness, and agreeableness were found to be predictors of emotional intelligence in studies of Bastian et. al. (2005), Matthews et. al. (2006), Schulte et. al. (2004), Shaffer et. al. (2005), and Zembylas (2017), which can be said to support our findings in current study, as we found that assertive-submissive, enthusiastic dimensions have significantly high positive association, whereas suspicious-trusting, depressive-non-depressive dimensions have significantly

high negative association with emotional intelligence. Although, findings related to gender difference with respect to emotional intelligence in previous studies (Schutte et al., 1998, Brackett, Mayer and Warner, 2004, Joseph & Newman, 2010 & Patel, 2017, Chandra, Gayatri, & Devi, 2017) are not seem to be consistent with the present study, as we found no significant difference between male and female with respect to emotional intelligence.

Limitations of The Study

Following limitation can pointed out of this study.

1. Sample size could be increased.
2. Random sampling technique could be applied.
3. Some other variables like type of school, family type and background, socio-economic status etc. could be included to specify the relationship.
4. Experimental method could be applied to verify cause-and-effect relationship mentioned in previous studies.

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