

Research Paper

## The Correlation between Personality and Emotional Intelligence among College Students

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### ABSTRACT

This study aimed to explore the relationship between the personality and emotional intelligence of college students. The researcher used the convenient random sampling technique and the survey was conducted among undergraduate students. The current study used a sample of 200 college students in Bangalore City, South India, both male and female to understand the relationship between their personality and emotional intelligence. The study used two scales The Sixteen Personality Factors Questionnaire (16PF) by Cattell, Tatsuoka and Eber (1969) and the Emotional Intelligence Inventory (EII-MM) by Mangal & Mangal (2011). To analyze the data, the researcher utilized the Statistical Package for the Social Sciences (SPSS) program and inferential statistics, specifically, Pearson Correlation. The study shows a significant relationship between personality factors and emotional intelligence. The result shows that the Correlation is significant at the 0.05 level and 0.01 level with some of the sub-scales. Abstractedness has been a common correlated factor with other scales. Reasoning, dominance, sensitivity and vigilance do not show any relationship with other scales. The results reveal that within subscales of EII-mm's Correlation is significant at the 0.01 level. All four sub-scales show a strong relationship with each other. Results comparing personality factors and emotional intelligence show that there is a significant correlation between personality and emotional intelligence at 0.01 level. Samples have exhibited a strong relationship between personality and emotional intelligence. For both male and female participants, the significance level of correlation between 16PF and EII-MM is 0.01. There is a significant relationship between male and female samples between their personality and emotional intelligence. The results showed that in the area of the participants' age level, the correlation is significant at the 0.01 level. The study highlights that personality and emotional intelligence are strongly related to each other.

**Keywords:** *Personality, Emotional Intelligence*

The relationship between personality and emotional intelligence has been a topic of several studies (e.g. Hosseini & Anari, 2011; Alghamadi, Aslam, & Khan, 2017; Martskvishvili & Mestvirshvili, 2014; Bibi & Mussawar, 2016). Personality has been defined as "an abstract concept which involves actions, emotions, recognitions and motivations of a person" (Khalatbari, Hasani, Rahmani, Ghorbanshiroudi, & Keikhyafarzaneh,

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2011, p. 2). On the other hand, Emotional Intelligence is the ability to understand and manage emotions (Hasson, 2014). Understanding emotions involves recognizing and understanding the three aspects of cognition, that is, the physical feelings, thoughts and behaviors, and the connections between them. It also involves understanding what, how and why people experience certain emotions in certain situations. Managing emotions is to know when to respond and when to stop and think. Additionally, it consists of knowing when to engage or detach from an emotion as well as drawing on emotions to develop empathy and rapport with others. Personality has been studied and defined by many psychologists, but Sigmund Freud is the one who contributed to the first major theory of personality.

According to Freud (as cited by Hall, Lindzey & Cambel, 1957), personality is made up of three major systems, that is, the id, the ego, and the superego. The Id consists of everything psychological that is inherited, and it is present at birth. It aims to avoid pain and obtain pleasure through reflex actions and primary processes. The ego comes into existence because the needs of the organism require appropriate transactions with the objective world of reality. Also, it is said to obey the reality principle, which operates using the secondary process, which is to prevent the discharge of tension until an object that is appropriate for the satisfaction of the need has been discovered. The secondary process is realistic thinking, where the ego formulates a plan for the satisfaction of the need and then tests this plan by some kind of actions to see whether it will work or not and the superego is the internal representative of the traditional values and ideals of society as interpreted to the child by his or her parents and enforced using a system of rewards and punishments imposed upon the child.

The humanistic psychologist Abraham Maslow (1968) noticed that behaviorists and psychoanalysts viewed human beings as occupied in endless struggles to remove some internal tensions. According to this thinking, people always want to be far from painful things. However, Maslow pointed out that release from pain and tension is not the main thing that we strive for. He explains that sometimes we are searching for things for their own sake but not because of the positive goals in themselves. Maslow insisted that psychologists must consider all our motives including those that transcend mere deficiency needs. These concerns led Maslow to come up with a hierarchy of needs, that is, the physiological needs, safety needs, belongingness and love needs, esteem needs, and finally, self-actualization needs. The physiological needs that are at the bottom of hierarchy are the food, water, and oxygen. The second one in the hierarchy of needs is safety needs, which are comfort, security, and freedom from fear. The third one is the belonging and love needs, which are affiliation, acceptance, and belongingness. The fourth one is the esteem needs which include competence, approval, and recognition. The last and the top of the hierarchy of needs is self-actualization, which is the desire to realize oneself to the fullest. Maslow pointed out that people will strive for the higher levels of needs which are self-esteem and self-actualization, only when they try to achieve the lower levels of needs such as physiological needs, safety needs, belongingness, and love needs. He points out that sometimes there are exceptions like some artists starve instead of giving up their poetry or paintings and some martyrs proclaim their faith without giving importance to the pain or suffering that they have to face. But Maslow's assumption holds that the drive towards self-actualization will become primary only when an individual can satisfy all other needs (Gleitman, Fridlund, & Reisberg, 1981). Abraham Maslow's theory of self-actualization will be helpful to this study by providing insight into what motivates people to fulfil their higher needs.

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James-Lange's theory argues that the behavioural and physiological reactions occur first and they arouse the feelings. According to them, we feel sorry when we cry, we feel angry when we are struck, and we are afraid when we tremble and not the other way around. James states that feelings are the production of other reactions. He argued for this idea regarding everyday circumstances. He cited the situation of us standing on the track of an oncoming train. According to him, we will tend to step off the track. The feeling of fear will not be experienced until we experience the situation, which is followed by physiological responses such as a heartbeat, trembling, and increased rate of breathing. When the result of this behaviour and physiology reaches to the cerebral cortex, then we are truly afraid.

James-Lange theory is a supportive theory for this study for understanding the Emotional Intelligence of the samples. It will help to deepen the knowledge of how an individual emotionally reacts in a certain manner in a particular situation.

Walter Cannon and Philip Bard proposed the theory in 1920 about the relationship between bodily states and felt emotion. The Cannon-Bard theory assumes that the felt emotion and the bodily reactions in emotion are independent of each other and both are triggered simultaneously. This theory argues that we first perceive potential emotion-producing situations in the external world, and then the hypothalamus, the lower brain areas send output in two directions. Among them, the first one is the internal bodily organs and the external muscles to produce the bodily expressions of emotion. The second one is to the cerebral cortex, where the pattern of discharge from the lower brain areas is perceived as the felt emotion. The difference between the James-Lange theory and the Cannon-Bard theory is that the James-Lange theory proposes that Felt Emotion is the perception of bodily changes whereas the Canon-Bard theory holds that the bodily reactions and the felt emotion are independent of each other in the sense that bodily reactions are not the basis of the felt emotion. This theory of emotion is useful to the current study in understanding the connection between the felt emotions and bodily reactions of the subjects.

Although several studies have been done in the past on the correlation between personality and emotional intelligence, none of them involved a population of this age group and characteristics in India.

### **REVIEW OF LITERATURE**

There have been several studies conducted on Personality and Emotional Intelligence. The following sections will briefly describe some of these and their findings and conclusions. The research was conducted in West Bengal by Mandal (2017) on Emotional Intelligence and Personality Traits among Teacher Educators of B.Ed. Colleges under Burdwan University. This study aims to find out the relationship between emotional intelligence and personality traits and to make a gender-wise comparison of both. A teacher is the backbone of any educational system and from teachers, students receive sufficient knowledge and many other indirect and direct influences such as influence of attitude, temperament, emotion handling power, honesty and other moral values which all help them to become a complete human. This study shows that female teacher educators are more emotionally intelligent than male teacher educators. Also, this study presents that female teacher educators are more conscientious and agreeable but less open to experiences than male teacher educators. The result reveals that there is no significant difference between female and male teacher educators about their extraversion and neuroticism. In this study each of the Big Five Personality Traits namely, Openness to Experiences, Conscientiousness, Extraversion, Agreeableness, and Neuroticism, of teacher educators of B.Ed. Colleges are

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correlated with their emotional intelligence. Finally, the result reveals the significant gender differences in emotional intelligence as well as in some of the Big Five Personality Traits.

A study was done by Bibi, Saqlain, and Mussawar (2016) on the relationship between emotional intelligence and self-esteem among Pakistani University Students. This study used a sample size of 250 which included both boys and girls taken from Rawalpindi and Islamabad universities of Pakistan. The researchers used the Rosenberg self-esteem scale for measuring the self-esteem and emotional intelligence scale for measuring emotional intelligence. The finding of the study shows that there is a significant gender difference in emotional intelligence among university students. This study also proved that women are more emotionally intelligent, kind, and emotionally responsive than men.

Khalatbari, Hasani, Rahmani, Ghorbanshiroudi, and Keikhayfarzaneh (2011) conducted a study on the relationship between emotional intelligence and personality traits with thrill-seeking and self-efficacy in students. The study was conducted at the Islamic Azad University of Tonekabon. The study had 985 respondents, both male and female. The finding reveals that there is a positive and significant relationship between emotional intelligence and personality traits with thrill-seeking and self-efficacy in students. The results also showed that there is a positive and significant relationship between emotional intelligence and the amount of thrill-seeking as well as between emotional intelligence and self-efficacy.

A study was conducted by Kappagoda (2013) on the relationship between emotional intelligence and the Five Factor Model of Personality of English teachers in Sri Lanka, in 2013. The researcher selected 470 English teachers and used the correlation coefficient and regression analysis for analyzing the data. The result reveals that the English teachers' emotional intelligence had significantly and positively correlated with personality types of extraversion, agreeableness, and openness to experience, but it did not significantly correlate with conscientiousness and neuroticism. The study shows that emotional intelligence has significantly explained the personality type of extraversion by 75%. Also, emotional intelligence can explain a 71 per cent variance in the personality type of agreeableness. The finding shows that the emotional intelligence of English teachers has significantly explained the 89 per cent variance in openness to experience. Also, it was found that there is a significant linear relationship between emotional intelligence and extraversion, emotional intelligence and agreeableness, and emotional intelligence and openness to experience. Overall, it was concluded that the emotional intelligence of the teachers had a strong influence on their five-factor model of personality.

The research was conducted by Alghamdi, Aslam, and Khan (2017) on Personality Traits as Predictors of Emotional Intelligence among University Teachers as Advisors. The population of this study comprised 100 student advisors, both male and female, with an age range of 21 to 40 years. The scales used for this study were the Schutte Emotional Intelligence Scale (SEIS) and the Big Five Inventory (BFI). The result of this study revealed that three personality traits, that is, extraversion, agreeableness, and openness to experience, emerged as significant predictors of emotional intelligence. It was also found that conscientiousness and neuroticism had no impact on emotional intelligence. The T-tests showed that there are no gender differences in emotional intelligence.

Research has done in Malaysia by Yusoff, Desa, Ibrahim, Kadir, and Rahman (2014) on the relationship between emotional quotient and personality traits of lecturers who are promoted as administrators at the National University of Malaysia. The result reveals that

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there is a significant relationship between emotional quotient and personality traits such as extraversion, that is, the higher the respondent's level of emotional Intelligence, the more extroverted would the individual be. The study suggests that persons with high emotional intelligence are tough-minded, always active in their organization, sociable among their colleagues, outward-oriented, and emotionally stable. The study also showed a negative relationship between emotional intelligence and the personality trait of neuroticism, which reveals that the higher the level of emotional intelligence of the respondent, the lower the trait of neuroticism.

A study was done by Hosseini and Anari (2011) on the relationship between emotional intelligence and unstable personality among substance abusers. This study selected 80 male addicts through available sampling and the subjects were referred to the Therapeutic Community Centre and Kimia, Yas, and Aban Clinics in Yazd, Iran. Iran has a young population among which more than 50 percent are under 20 years of age. Urban citizens constitute 62 per cent of the population under 20 years of age. The primary formal assessments revealed the number of substance addicts and drug abusers to be around 2 million people. The finding shows that a significant negative correlation between instability and Emotional Intelligence (EI) exists among substance abusers, which means stability had a positive significant correlation with emotional intelligence. In other words, individuals with higher emotional intelligence showed more stable and less dangerous behaviours. On the other hand, the ability to manage emotions, as one of the emotional intelligence components, can indicate its positive correlation with the adaptability trait. The obtained results also show that the instability can be suggested to include imbalanced mood, unstable behaviour, neuroticism, weakened emotional self-awareness, assertiveness, self-esteem, interpersonal relationships and flexibility. Overall, the study concludes that unstable individuals cannot have the necessary control over their emotions and feelings.

The research was conducted in Spain by Balluerka, Aritzeta, Gorostiaga, Gartzia, and Soroa (2013) on the relationship between individual emotional intelligence, group emotional intelligence, and depressed mood in adolescence from a multilevel approach. This study selected a sample of 2,182 adolescents, among whom 1,127 were female and 1,055 were male, from the Basque Country in Spain. This study used a two-level model that includes three predictor variables which are attention, clarity, and repair of emotions. The other predictor variable of level 2, which is class emotional intelligence, was used to examine their influence on depressed mood. The findings of this study indicated that getting the clarity and the ability to regulate emotions at the individual level and emotional intelligence at the class level are important for explaining depressed mood. The finding of this study reveals that high levels of emotional clarity and repair are related to lower levels of depressed mood in adolescents. Also, emotional attention did not show a significant relationship with depressed mood. On the other hand, the relationship between emotional attention and depressed mood is not straight forward. The study also shows that the low levels of emotional attention limit the capacity to comprehend and regulate the emotional states, while high levels activate ruminative and self-focused processes, which in turn would maintain, rather than relieve negative moods.

A study has been contributed by Martskvishvili and Mestvirishvili (2014) on the relationship between Emotional Intelligence and Personality Disorder Symptomatology. This study aimed to investigate the relationships between trait emotional intelligence and personality disorder symptomatology in an undergraduate student sample. The study was conducted on the nonclinical sample and there was not a clinical group to compare with which was the

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limitation of the study. However, the study calculated the correlation between trait emotional intelligence variables and personality disorder symptomatology. The finding shows that there were mostly negative correlations between personality disorder symptomatology and trait emotional intelligence variables. The results reveal that the participants with high scores on overall personality disturbances have lower scores on most of the trait emotional intelligence variables.

The research was conducted by Lizeretti, Costa, and Gimeno-Bayon (2014) on Emotional Intelligence and Personality in Anxiety Disorders. This study aimed to analyze the possible relationship between Emotional Intelligence (EI) and personality disorders (PersD) in outpatients suffering from anxiety disorders. The samples used for this study consisted of 146 anxiety disorder patients from a mental Health Centre, the Health Consortium of Maresme. The researchers used the STAI, MSCEIT, and MCMI-II questionnaires to evaluate the samples. The results of this study indicate that 89 per cent of the patients in the sample met the criteria for the diagnosis of some personality disorders. The result also shows that patients with anxiety disorder present low emotional intelligence, especially because of difficulties in the skills of emotional comprehension and regulation, and the lack of these skills is related to a higher level of anxiety and the presence of personality disorder. The results also indicate that the patients with anxiety disorder present low emotional intelligence. Patients show also sufficient competence in identification and facilitation skills but have difficulties in the skills of emotional comprehension and regulation.

The review of the literature provided better clarity regarding the relationship between personality and emotional intelligence.

### **METHODOLOGY**

#### *Aim:*

- To study The Relationship between Personality and Emotional Intelligence among College Students.
- Objectives:
- To study the relationship within the personality factors.
- To study the relationship within the emotional intelligence scales
- To study the relationship between personality and emotional intelligence among under graduate students.
- To study the relationship between personality and emotional intelligence among male and female samples.
- To study the relationship between personality and emotional intelligence among age groups of the samples.

#### *Hypotheses:*

- Hypothesis 1: The participants' show a significant positive correlation with their personality factors.
- Hypothesis 2: The participants' show a significant positive correlation with their emotional intelligence.
- Hypothesis 3: There is a significant relationship between personality and emotional intelligence among under graduate students.
- Hypothesis 4: There is a significant relationship between personality and emotional intelligence among male and female samples.

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- Hypothesis 5: There is a significant relationship between personality and emotional intelligence among age groups of the samples.

### ***Rationale of Study***

The study tries to explore the relationship between personality and emotional intelligence among college students in Bangalore City, South India. The growing interest in identifying the relationship between personality and emotional intelligence has been the key factor of the study. The study understands the value of personality growth and emotional intelligence, and its impact on the population in dealing with daily situations. College students being the target population, highlight the importance of personality, emotional intelligence and its relationship in dealing with their stressors.

### ***Research Design***

This research aims to study The Relationship between Personality and Emotional Intelligence among College Students. This study employs a Descriptive Research Design, integrating key statistical measures such as Mean and Standard Deviation to gain insights into sample characteristics. Specifically, the Mean, Standard Deviation (SD), Number (N) of 16PF and EII-MM and the Mean, SD and N of the Sixteen Personality Factors of the sample. The Pearson correlation coefficient is an inferential statistic used to test statistical hypotheses. It helps to test whether there is a significant relationship between two variables. This study concentrates on the demographic details of the participants which is the total number of participants were 200. The male participants were 106 (53 percent) and the female participants were 94 (47 percent). The minimum age of the participants is 17 and the maximum age of the participants is 23. The level of education of the participants is Bachelor's Degree. The study was conducted at St. Francis de Sales College in Bangalore. The researcher obtained permission from the principal of the college as well as the heads of different departments to recruit students for the study. After recruiting the participants and before administering the test, the researcher explained to the participants the purpose of the study and obtained their informed consent. The researcher used two standardized questionnaires: The Sixteen Personality Factor Questionnaire (16PF) and the Emotional Intelligence Inventory (EII-MM). Instructions were given separately for each of the questionnaires. Approximately 45 to 50 minutes were required to complete both questionnaires. The subjects were asked to use the paper-and-pencil technique to complete the questionnaires. This design allows for a comprehensive understanding of the studied psychological variables within the context of the Relationship between Personality and Emotional Intelligence. Bar Graphs are used to explain the results more concretely. The Pearson Correlation is used to test the above hypothesis.

### ***Sample***

The participants of the study consisted of 200 college students from the departments of BBA (Bachelor of Business Administration), BCA (Bachelor in Computer Application), and B. Com (Bachelor of Commerce) of St. Francis de Sales College, Electronic City, Bangalore, Karnataka. Although several studies have been done on the correlation between personality and emotional intelligence, very few studies have considered college students as a sample in India. Youth are the contributing citizens of the nation in all aspects of society. Considering the Indian population, over 70% of the population is youth, drag all importance from each aspect to focus more on them for the benefit and growth of the nation. The growing importance of youth is equally tasking them in preparing themselves for the highly competitive world. The present study was an attempt to understand the Indian youth better

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and show the importance of personality and emotional intelligence among them in dealing with all aspects of life.

### ***Inclusion Criteria:***

- Age group of the samples should be between 17 to 25.
- The samples should be able to read and write basic English.
- Samples pursuing their graduation

### ***Exclusion Criteria:***

- Samples from distance education

### ***Ethical Consideration***

To ensure that the participants are participating in the study on their own accord, a signed informed consent form has been obtained from them before the administration of the questionnaires. The researcher ensured that the confidentiality of the participants was maintained by excluding their identifying information from the completed questionnaires and reports. All participants were informed that they were free to withdraw from the study at any time. No physical or psychological harm was involved for the participants in this study.

### ***Tools Used***

The Sixteen Personality Factor Questionnaire (16PF) developed by Raymond B. Cattell, Maurice Tatsuoka, and Herbert Eber (1969) is a self-report personality test. It provides a measure of normal personality and can be used by psychologists, and other mental health professionals, as a clinical instrument to help diagnose psychiatric disorders, as well as help with prognosis and therapy planning. The Sixteen Personality Factors (16PF) instrument provides clinicians with a normal-range measurement of anxiety, adjustment, emotional stability, and behavioral problems and it contains 105 items. The Sixteen Personality Factors (16PF) measures 16 primary constructs of personality, and each one has its low-range and high-range descriptors. The sixteen constructs are the following: Warmth, Reasoning, Emotional Stability, Dominance, Liveliness, Rule-consciousness, Social Boldness, Sensitivity, Vigilance, Abstractedness, Privatness, Apprehension, Openness to Change, Self-reliance, Perfectionism, and Tension. Each of these constructs has low and high-range descriptors. The low and high range descriptors of warmth, for example, are low range - impersonal, distant, cool, reserved, detached, formal; high range - warm, outgoing, attentive to others, kindly, easy-going, participating, likes people. A sample item for the construct, Dominance, is: "When driving a car in a line of traffic, I feel satisfied." The response options are: "To remain behind most of the other cars," "In between," and "Only after I've reached the front of the line." Cronbach's alpha reliability is 0.76. The minimum score is '0' and the Maximum score is '2'.

The emotional Intelligence Inventory was developed by S. K. Mangal and Shubhra Mangal in 2011. The inventory has a total of 100 items, and it is divided into four areas: intrapersonal awareness, interpersonal awareness, intrapersonal management, and interpersonal management. Intrapersonal awareness contains 25 items. A sample item is: Do you often lose your temper? Interpersonal awareness contains 25 items. A sample item is: Do you like to settle issues with the person instantly who speaks ill of you? Intrapersonal management contains 25 items. An example is: Do you think that people nearer to you are fully trustworthy? Finally, intrapersonal management also contains 25 items. A sample item is: Do you easily make friends or acquaintances with others? This is a Yes or No type of



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answer. But depends upon the question which is correct either Yes or No. The correlation coefficient Reliability is 0.92. The minimum score is '0' and the Maximum score is '2'.

### Procedure

The study was conducted at St. Francis de Sales College in Bangalore. The researcher obtained permission from the principal of the college as well as the heads of different departments to recruit students for the study. After recruiting the participants and before administering the test, the researcher explained to the participants the purpose of the study and obtained their informed consent. The researcher used two standardized questionnaires: The Sixteen Personality Factor Questionnaire (16PF) and the Emotional Intelligence Inventory (EII-MM). Instructions were given separately for each of the questionnaires. Approximately 45 to 50 minutes were required to complete both questionnaires. The subjects were asked to use the paper-and-pencil technique to complete the questionnaires. After collecting the data, the researcher proceeded with the process of analysing the data. The researcher used the 16 PF scoring key and EII-MM scoring key for scoring the collected data. For analysing the data, the researcher used the Statistical Package for the Social Sciences (SPSS) computer program. The researcher also used the norm sheets of scales to interpret the data.

## RESULTS

### Main Study

*Table 3:1 Shows the Participants' Gender, Gender Percentage, Age and Level of Education.*

Total No. of Participants	Gender	Gender Percentage	Age	Level of Education
200	106 Male	53.0 Male	17 (Minimum)	Bachelor's Degree
	94 Female	47.0 Female		
	200 (total)	100.0		

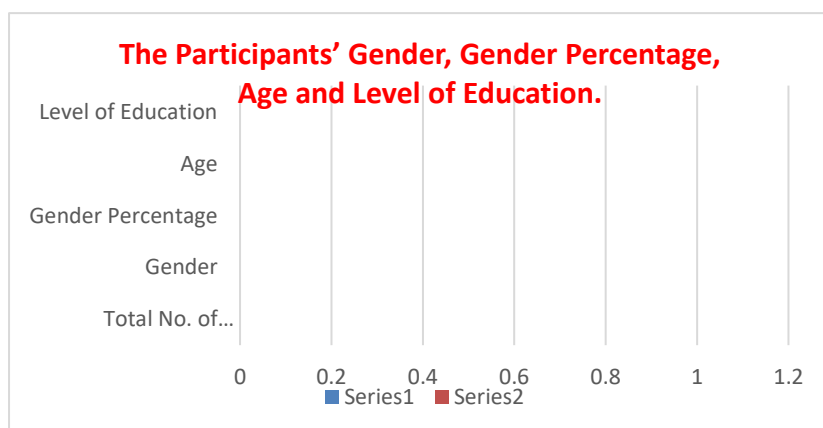


Table 3: 1 shows the demographic details of the participants. The total number of participants was 200. The male participants were 106 (53 percent) and the female participants were 94 (47 percent). The minimum age of the participants is 17 and the maximum age of the participants is 23. The level of education of the participants is Bachelor's Degree.

The study explored the relationship between personality and emotional intelligence among college students between 17 to 25 years of age. Pearson Correlation test was used to examine the above hypothesis by using the SPSS package.

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**Table 3:2.1 Shows the N, Minimum, Maximum Mean and SD of the Sample.**

	N	Minimum	Maximum	Mean	Std. Deviation
EIImmI	200	4.00	23.00	15.1700	3.51323
EIImmII	200	4.00	23.00	14.3100	3.81796
EIImmIII	200	2.00	23.00	15.1500	3.98962
EIImmIV	200	7.00	75.00	13.6150	5.20792
Valid N (listwise)	200				

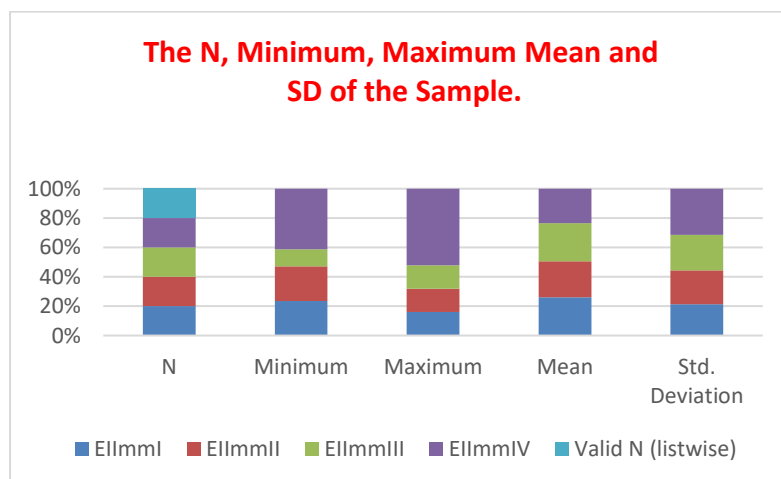


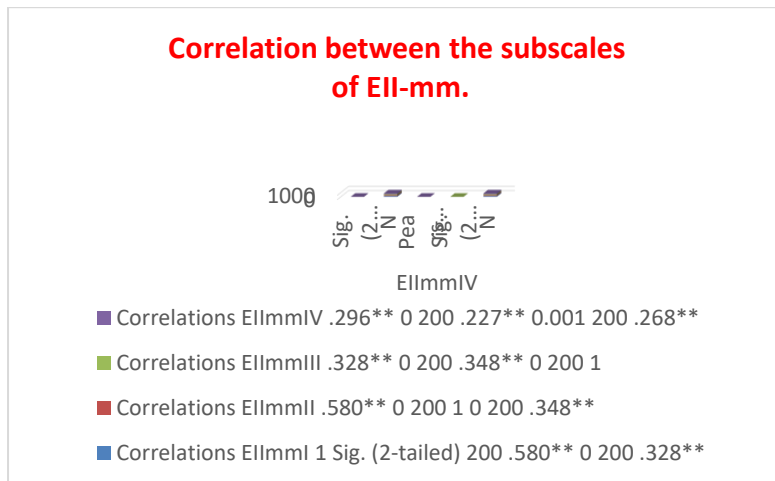
Table 3:2.1 shows that EII-mm I has several 200 samples, the minimum is 4.00, the maximum is 23, the mean of 15.1700 and the SD is 3.51323. The EII-mm II has a sample of 200, the minimum is 4.00, the maximum is 23.00, the mean is 15.1700 and SD is 3.51323. EII-mm III has a sample of 200, the minimum is 2.00, the maximum is 23.00, the mean is 15.1500 and SD is 3.98962. EII-mm IV has a sample of 200, the minimum is 7.00, the maximum is 75.00, the mean is 13.6150 and the SD is 5.20792.

**Table 3:2.2 Shows Correlation between the subscales of EII-mm.**

Correlations		EIImmI	EIImmII	EIImmIII	EIImmIV
EIImmI	Pearson Correlation	1	.580**	.328**	.296**
	Sig. (2-tailed)		.000	.000	.000
EIImmII	N	200	200	200	200
	Pearson Correlation	.580**	1	.348**	.227**
	Sig. (2-tailed)	.000		.000	.001
EIImmIII	N	200	200	200	200
	Pearson Correlation	.328**	.348**	1	.268**
	Sig. (2-tailed)	.000	.000		.000
EIImmIV	N	200	200	200	200
	Pearson Correlation	.296**	.227**	.268**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	200	200	200	200

\*\* . Correlation is significant at the 0.01 level (2-tailed).

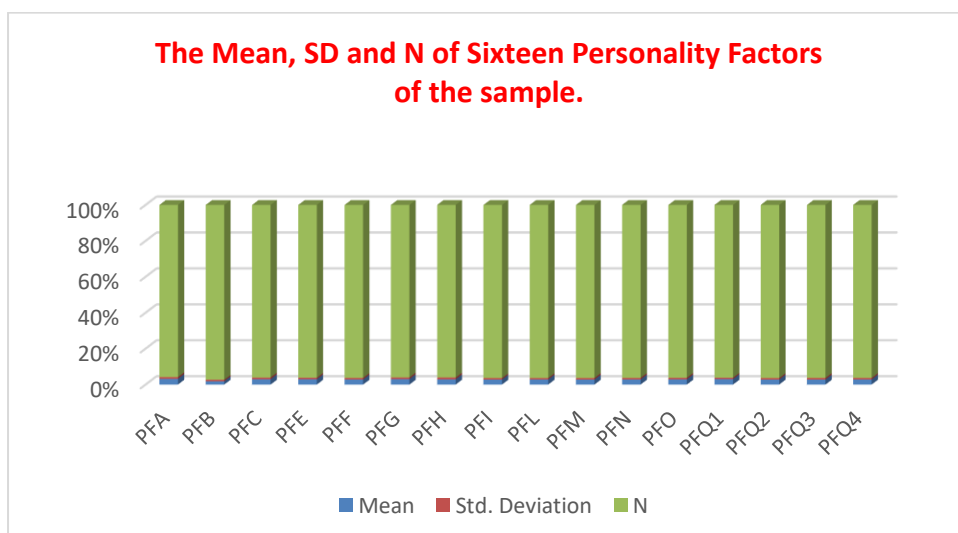
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Results from Table 3:2.2 reveal that EII-mm I, EII-mm II, EII-mm III and EII-mm IV are significantly correlated with others at 0.01 level.

**Table 4:1.1 Shows the Mean, SD and N of Sixteen Personality Factors of the sample.**

	Mean	Std. Deviation	N
PFA	6.6900	2.07495	200
PFB	3.8100	1.72009	200
PFC	6.1750	2.03595	200
PFE	6.2150	1.77327	200
PFF	5.9500	1.76439	200
PFG	6.3900	1.93822	200
PFH	6.1000	2.12664	200
PFI	5.7850	1.71273	200
PFL	5.9100	1.71658	200
PFM	5.7300	1.84503	200
PFN	5.9650	1.78598	200
PFO	6.0850	1.80668	200
PFQ1	6.3200	1.63123	200
PFQ2	5.8150	1.77100	200
PFQ3	5.8050	1.84499	200
PFQ4	5.9450	1.70779	200



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Table 4:1.1 shows that the Mean of PFA is 6.6900, SD is 2.07495 and the sample is 200. PFB has a Mean of 6.6900, SD is 1.72009 and N is 200. PFC has a mean of 6.1750, SD is 2.07495 and N is 200. PFE has a mean of 6.2150, SD is 1.77327, and SD is 200. The PFF has a mean of 5.9500, the SD is 1.76439 and a sample of 200. The mean of PFG is 6.3900, the SD is 1.93822 and the sample of 200. PFH has a mean of 6.1000, the SD is 2.12664 and the sample is 200. The mean of PFI is 5.7850, the SD is 1.71273 and the sample is 200. PFL has a mean of 5.9100, the SD is 1.71658 and the sample of 200. PFM has a mean of 5.7300, the SD is 1.84503 and the N is 200. PFN has a mean of 5.9650, the SD is 1.78598 and the sample is 200. The PFO has a mean of 6.0850, the SD is 1.80668 and the sample is 200. The PFQ1 has a mean of 6.3200, the SD is 1.63123 and the sample is 200. PFQ2 has a Mean of 5.8150, the SD is 1.77100, and the sample is 200. The PFQ3 has a mean of 5.8050, the SD is 1.84499 and the sample is 200. The PFQ4 has a mean of 5.9450, the SD is 1.70779 and the sample is 200.

**Table 4:1.2 Shows the Correlation between the sixteen personality factors within the scales.**

		PFA	PFB	PFC	PFE	PFF	PFG	PFH	PFI	PFL	PFM	PFN	PFO	PFQ1	PFQ2	PFQ3	PFQ4
PFA	Pearson Correlation	1	-.059	.039	-.088	-.115	.100	.136	.062	-.063	-.151*	-.017	-.045	-.057	-.050	-.130	.022
	Sig. (2-tailed)		.408	.583	.214	.104	.158	.055	.385	.376	.033	.817	.525	.426	.483	.066	.756
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFB	Pearson Correlation	-.059	1	-.032	.097	-.081	.016	.008	.013	-.038	.074	-.115	-.121	-.087	-.008	-.020	-.043
	Sig. (2-tailed)	.408		.652	.170	.254	.819	.911	.851	.592	.298	.105	.088	.218	.907	.782	.546
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFC	Pearson Correlation	.039	-.032	1	-.045	.162*	.109	.097	.021	-.021	-.049	-.011	-.107	.027	-.005	.065	.007
	Sig. (2-tailed)	.583	.652		.524	.022	.126	.172	.769	.764	.492	.880	.133	.705	.945	.358	.920
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFE	Pearson Correlation	-.088	.097	-.045	1	.068	-.118	-.022	-.120	.006	.002	-.037	-.131	.054	-.066	.013	-.076
	Sig. (2-tailed)	.214	.170	.524		.341	.096	.760	.090	.928	.972	.600	.064	.445	.355	.856	.287
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFF	Pearson Correlation	-.115	-.081	.162*	.068	1	.023	.056	-.107	-.043	-.117	.042	.000	-.026	-.120	.076	-.003
	Sig. (2-tailed)	.104	.254	.022	.341		.743	.429	.133	.546	.099	.550	.997	.716	.090	.287	.971
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFG	Pearson Correlation	.100	.016	.109	-.118	.023	1	.027	-.070	-.079	-.163*	.004	.173*	.002	-.102	-.069	-.069
	Sig. (2-tailed)	.158	.819	.126	.096	.743		.704	.325	.269	.021	.956	.014	.981	.151	.335	.329
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFH	Pearson Correlation	.136	.008	.097	-.022	.056	.027	1	-.013	-.024	.164*	-.086	.002	-.015	-.006	.051	.026
	Sig. (2-tailed)	.055	.911	.172	.760	.429	.704		.851	.739	.020	.224	.981	.832	.936	.472	.710
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFI	Pearson Correlation	.062	.013	.021	-.120	-.107	-.070	-.013	1	.075	-.023	.006	-.106	.082	-.021	.138	-.056
	Sig. (2-tailed)	.385	.851	.769	.090	.133	.325	.851		.288	.744	.936	.135	.247	.763	.052	.434
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFL	Pearson Correlation	-.063	-.038	-.021	.006	-.043	-.079	-.024	.075	1	.032	-.091	-.069	-.074	.193**	-.115	-.154*
	Sig. (2-tailed)	.376	.592	.764	.928	.546	.269	.739	.288		.653	.199	.333	.298	.006	.105	.029
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFM	Pearson Correlation	-.151*	.074	-.049	.002	-.117	-.163*	.164*	-.023	.032	1	.140*	.120	-.227**	.045	.069	.035
	Sig. (2-tailed)	.033	.298	.492	.972	.099	.021	.020	.744	.653		.047	.091	.001	.530	.334	.621
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFN	Pearson Correlation	-.017	-.115	-.011	-.037	.042	.004	-.086	.006	-.091	.140*	1	.055	-.003	.004	.030	-.043
	Sig. (2-tailed)	.817	.105	.880	.600	.550	.956	.224	.936	.199	.047		.436	.966	.952	.674	.541
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFO	Pearson Correlation	-.045	-.121	-.107	-.131	.000	.173*	.002	-.106	-.069	.120	.055	1	.073	.049	-.028	-.015
	Sig. (2-tailed)	.525	.088	.133	.064	.997	.014	.981	.135	.333	.091	.436		.307	.492	.692	.836
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFQ1	Pearson Correlation	-.057	-.087	.027	.054	-.026	.002	-.015	.082	-.074	-.227**	-.003	.073	1	-.046	-.041	.051
	Sig. (2-tailed)	.426	.218	.705	.445	.716	.981	.832	.247	.298	.001	.966	.307		.522	.565	.469
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFQ2	Pearson Correlation	-.050	-.008	-.005	-.066	-.120	-.102	-.006	-.021	.193**	.045	.004	.049	-.046	1	.137	.046
	Sig. (2-tailed)	.483	.907	.945	.355	.090	.151	.936	.763	.006	.530	.952	.492	.522		.054	.514
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFQ3	Pearson Correlation	-.130	-.020	.065	.013	.076	-.069	.051	.138	-.115	.069	.030	-.028	-.041	.137	1	.092
	Sig. (2-tailed)	.066	.782	.358	.856	.287	.335	.472	.052	.105	.334	.674	.692	.565	.054		.194
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
PFQ4	Pearson Correlation	.022	-.043	.007	-.076	-.003	-.069	.026	-.056	-.154*	.035	-.043	-.015	.051	.46	.096	1
	Sig. (2-tailed)	.756	.546	.920	.287	.971	.329	.710	.434	.029	.621	.541	.836	.469	.514	.194	
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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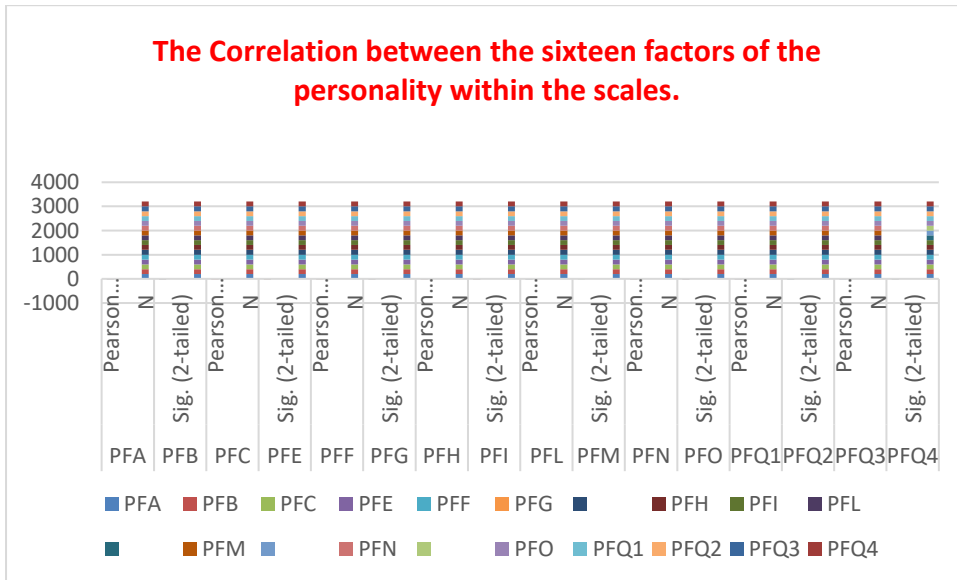


Table 4:1.2 shows the Correlation between the sixteen personality factors within the scales. Warmth is positively correlated only with Abstractedness at 0.05 level. Reasoning is not correlated with any of the sub-scales. Emotional Stability is correlated only with Liveliness. Dominance does not correlate with any other sub-scales. Liveliness is correlated with Emotional Stability at a 0.05 level. Rule-Consciousness is correlated with Abstractedness and Apprehension at 0.05 level. Social Boldness is correlated with Abstractedness at 0.05 level. Sensitivity is not correlated with any other sub-scales. Vigilance is not correlated with any other sub-scales. Abstractedness is correlated with Warmth, Rule-Consciousness, Social Boldness and Privatness. Privatness is correlated with Abstractedness at 0.05 level. Openness to Change is correlated with Abstractedness at 0.01 level. Self-Reliance is correlated with vigilance at 0.01 level. Perfectionism is not correlated with any of the sub-scales. Tension is correlated with Vigilance at 0.05 level.

Table 5:1.1 Shows the Mean, SD, N of 16PF and EII-MM

Variable	Mean	Std. Deviation	N
EII-MM	57.48	11.844	200
16PF	1.01	7.410	200

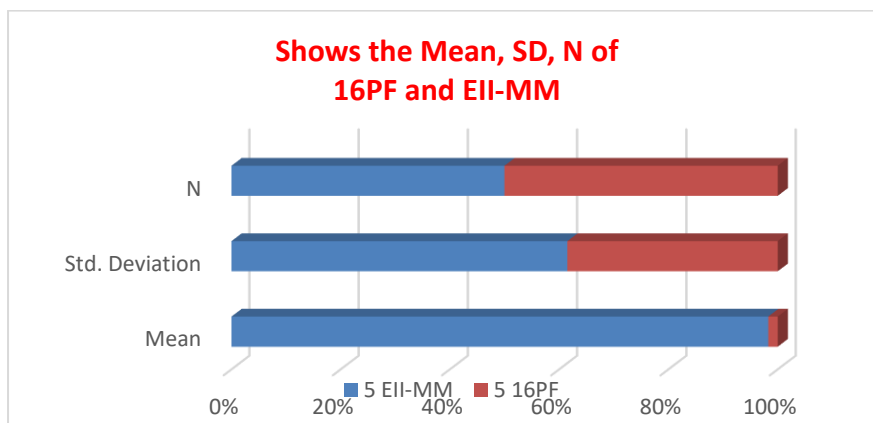


Table 5:1.1 presents the descriptive statistics of 16 Personality Factors (16PF) and Emotional Intelligence Inventory (EII-MM) Scales. The Mean of the EII-MM is 57.48 and

## The Correlation between Personality and Emotional Intelligence among College Students

the Mean of the 16 PF is 1.01. The Standard Deviation of EII-MM is 11.844 and the Standard Deviation of 16 PF is 7.410.

**Table 5:1.2 Correlation between 16PF and EII-MM**

Correlations			
EII-mm	Pearson Correlation	1	.290**
	Sig. (2-tailed)		.000
	N	200	200
16 PF	Pearson Correlation	.290**	1
	Sig. (2-tailed)	.000	
	N	200	200

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

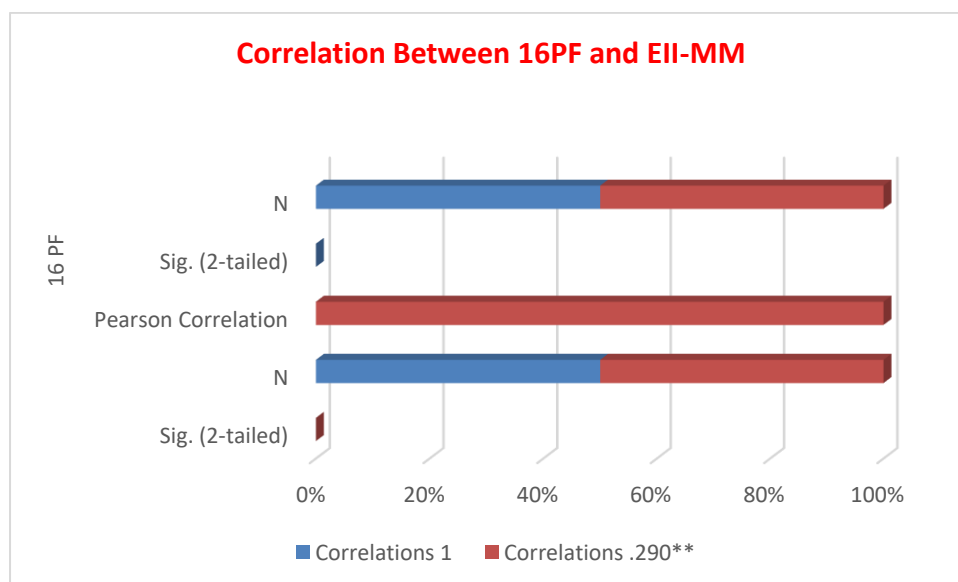


Table 5:1.2 shows the Correlation Between 16PF and EII-MM. The Pearson Correlation of the participants is '1' which indicates a significant Positive Correlation. According to the results emotional intelligence is positively correlated with 16 personality factors at 0.01 level. 16 personality factors are positively correlated with emotional intelligence at 0.01 level.

**Table 6:1.1 Shows Correlation Between 16PF and EII-mm among female sample**

Correlations			
		EII-mm Total	PF Total
EII-mm Total	Pearson Correlation	1	.288**
	Sig. (2-tailed)		.003
	N	106	106
PF Total	Pearson Correlation	.288**	1
	Sig. (2-tailed)	.003	
	N	106	106

**\*\*Correlation is significant at the 0.01 level (2-tailed)**

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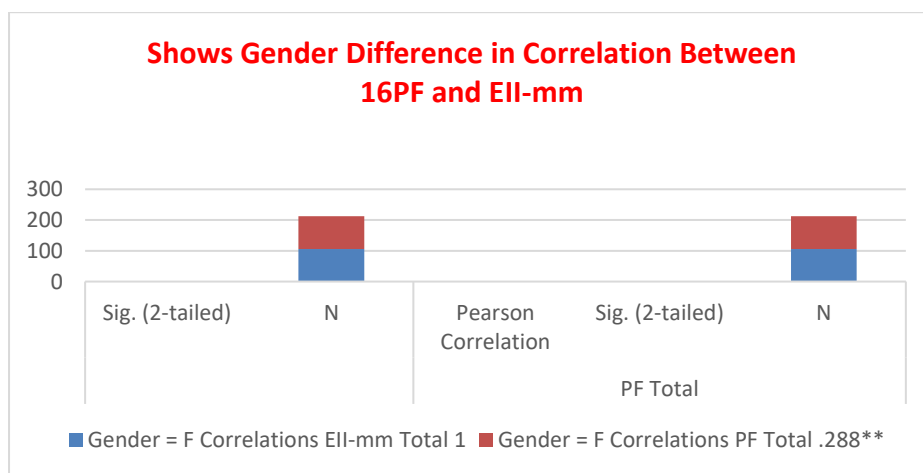
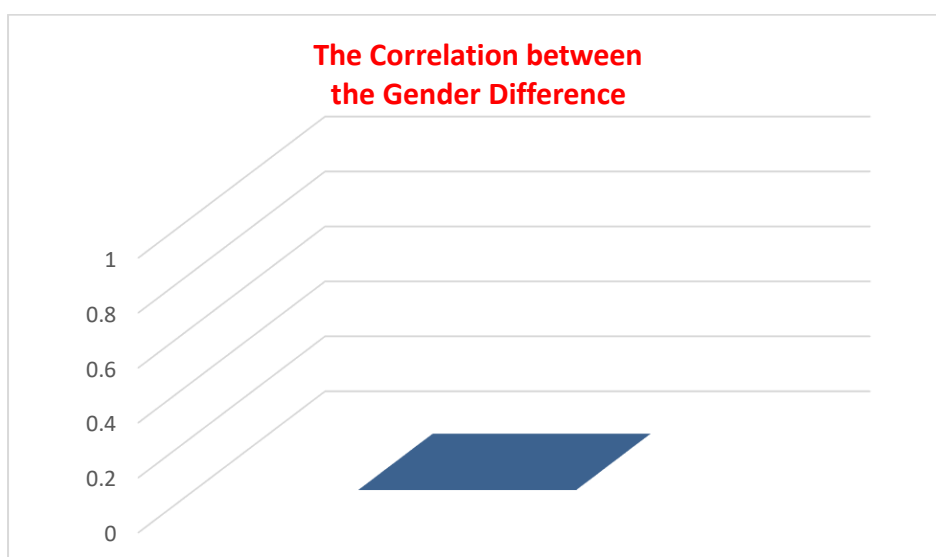


Table 6:1.1 shows the total number of female samples was 106. Results show that emotional intelligence and 16 personality factors are significantly correlated at 0.01 level among female samples.

**Table: 6:1.2 Shows Correlation Between 16PF and EII-mm among male sample**

Correlations			
		EII-mm Total	PF Total
EII-mm Total	Pearson Correlation	1	.294**
	Sig. (2-tailed)		.004
	N	94	94
PF Total	Pearson Correlation	.294**	1
	Sig. (2-tailed)	.004	
	N	94	94
		EII-mm Total	PF Total

\*\**. Correlation is significant at the 0.01 level (2-tailed).a. Sex = M*



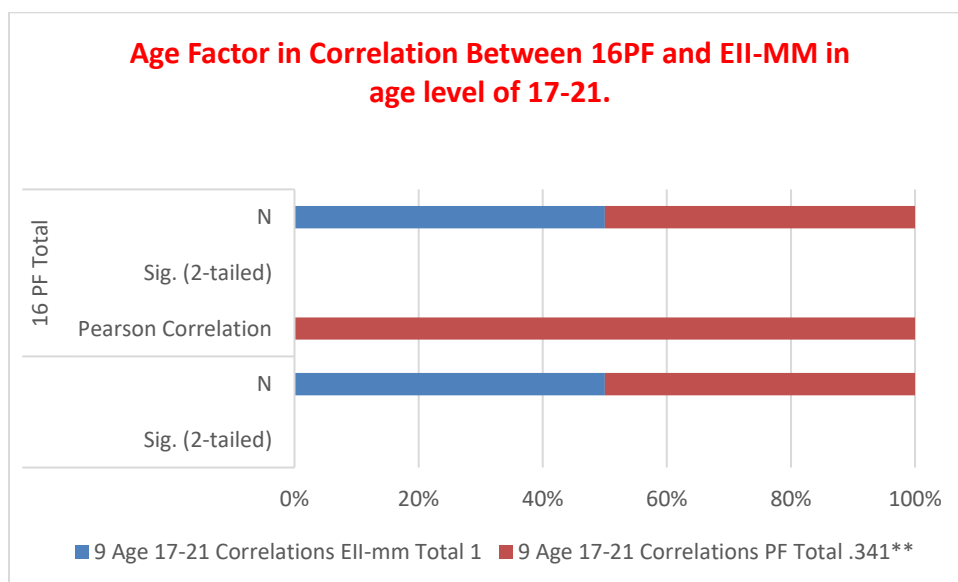
The total number of male samples was 94. Table: 6:1.2 Results show that emotional intelligence and 16 personality factors are significantly correlated at 0.01 level among male samples.

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**Table 7:1.1 Shows Correlation Between 16PF and EII-MM among of 17-21years of age samples**

Correlations			
		EII-mm Total	PF Total
EII-mm Total	Pearson Correlation	1	.341**
	Sig. (2-tailed)		.000
	N	163	163
16 PF Total	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.000	
	N	163	163

\*\* Correlation is significant at the 0.01 level (2-tailed).  $17 - 21 = 1.00$



Sample falling between the age group of 17-21 years were 163. Table 7:1.1 Results show that there is significant correlation between emotional intelligence and personality factors among 17-21 years of age samples.

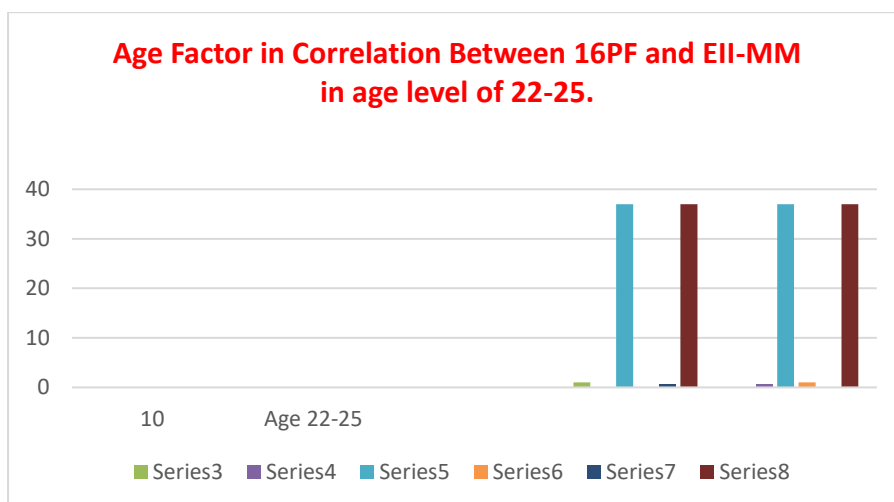
**Table 7:1.2 Shows Correlation Between 16PF and EII-MM among of 22-25years of age samples**

Correlations			
		EII-mm Total	PF Total
EII-mm Total	Pearson Correlation	1	.071
	Sig. (2-tailed)		.675
	N	37	37
16 PF Total	Pearson Correlation	.071	1
	Sig. (2-tailed)	.675	
	N	37	37

\*\* Correlation is significant at the 0.01 level (2-tailed).  $22-25 = 1.00$



## The Correlation between Personality and Emotional Intelligence among College Students



Samples falling between the age group of 22-25 years were 37. Table 7:1.2 Results show that there is a significant correlation between emotional intelligence and personality factors among 22-25 years of age samples.

### DISCUSSION

The relationship between personality and emotional intelligence has been an area of interest for researchers to work towards the upliftment of well-being. This study aimed to find out the relationship between personality and emotional intelligence among college students in Bangalore City.

16 PF contains 16 Personality Factors, such as Warmth, Reasoning, Emotional Stability, Dominance, Liveliness, Rule-consciousness, Social Boldness, Sensitivity, Vigilance, Abstractedness, Privatness, Apprehension, Openness to Change, Self-reliance, Perfectionism, and Tension. The result shows that the Correlation is significant at the 0.05 level and 0.01 level with some of the sub-scales. Abstractedness has been a common correlated factor with other scales. Reasoning, dominance, sensitivity and vigilance do not show any relationship with other scales. Results confirm the first hypothesis stating "The participants show a significant positive correlation with their personality factors". Personality development is a common factor among individuals. It would be some of the personality factors that take its lead in people. Though we find some of the personality factors to be very dominant, the other personality factors would be interconnected. Dominant traits would differ from their equal relationships with other traits. Each trait would be exhibited on demand of the situation. The present study clearly states that personality factors are related to each other.

16 PF contains 16 Personality Factors, such as Warmth, Reasoning, Emotional Stability, Dominance, Liveliness, Rule-consciousness, Social Boldness, Sensitivity, Vigilance, Abstractedness, Privatness, Apprehension, Openness to Change, Self-reliance, Perfectionism, and Tension. The result shows that the Correlation is significant at the 0.05 level and 0.01 level with some of the sub-scales. Abstractedness has been a common correlated factor with other scales. Reasoning, dominance, sensitivity and vigilance do not show any relationship with other scales. Results confirm the first hypothesis stating "The participants show a significant positive correlation with their personality factors". Personality development is a common factor among individuals. It would be some of the personality factors that take its lead in people. Though we find some of the personality factors to be very dominant, the other personality factors would be interconnected. Dominant traits would differ from their equal

## **The Correlation between Personality and Emotional Intelligence among College Students**

relationships with other traits. Each trait would be exhibited on demand of the situation. The present study clearly states that personality factors are related to each other.

Emotional Intelligence Inventory (EII-mm) contains four subscales namely, intrapersonal awareness, interpersonal awareness, intrapersonal management, and interpersonal management. The results reveal that within subscales of EII-mm's Correlation is significant at the 0.01 level. All four sub-scales show a strong relationship with each other. Results confirm the first hypothesis stating that "The participants show a significant positive correlation with their emotional intelligence". Emotional intelligence plays a major role in decision-making skills and life-balancing situations. Awareness or management could take an important role among people. Some could be good at inter-personal or intra-personal, or some could be good at awareness or management. The present study shows that all four scales are related to each other. All four factors of emotional intelligence would act upon our decision-making skills or in life-balancing situations.

Results comparing personality factors and emotional intelligence show that there is a significant correlation between personality and emotional intelligence at 0.01 level. Samples have exhibited a strong relationship between personality and emotional intelligence. Hence confirming the third hypothesis stating "There is a significant relationship between personality and emotional intelligence among undergraduate students". Personality and emotional intelligence are the two main factors to be considered in understanding individuals. Knowing important personality factors and emotional intelligence would help to provide better clarity about themselves. Right decisions and effective ways to deal with situations can be taken with the knowledge of personality and emotional intelligence. The present study shows that personality and emotional intelligence are significantly related to each other. Both are very important for any individual in all given situations. The same could be reflected in making the young generation understand their personality, emotional intelligence and relationships. Training the youth with effective techniques to deal with life situations using personality and emotional intelligence would help them lead a meaningful life and improve their well-being. This in turn would help in building a healthy society.

For both male and female participants, the significance level of correlation between 16PF and EII-MM is 0.01. There is a significant relationship between male and female samples between their personality and emotional intelligence. Therefore, the results support the fourth hypothesis stating "There is a significant relationship between personality and emotional intelligence among male and female samples". Personality and emotional intelligence cannot be categorized as good or bad, these two factors are common irrespective of gender. Both should be considered equally for both genders.

The results showed that in the area of the participants' age level, the correlation is significant at the 0.01 level. Results support the fifth hypothesis which stated that "There is a significant relationship between personality and emotional intelligence among age groups of the samples". Personality would change or maturity would differ in emotional intelligence according to the growing age. The relationship between personality and emotional intelligence would never change irrespective of their age.

Personality and emotional intelligence have been key points in learning more and more about people in society. Both have been applied in various social aspects for interpreting life or social situations. The relationship between personality and emotional intelligence is very significant as highlighted by the study.

## The Correlation between Personality and Emotional Intelligence among College Students

### Major Findings

- The study shows a significant positive correlation with their personality factors.
- The study shows a significant positive correlation with their emotional intelligence.
- The study shows a significant relationship between personality and emotional intelligence among under graduate students.
- The study shows a significant relationship between personality and emotional intelligence among male and female samples.
- The study shows a significant relationship between personality and emotional intelligence among age groups of the samples.

### Limitations

- The study focused on quantitative method in knowing personality factors and emotional intelligence, as samples could have been biased while responding to the scales.

### Suggestions

- Studies can be extended to various types of samples across different cultures.
- A mixed design would give better knowledge in knowing personality and emotional intelligence.
- Further studies can focus on the relationship between personality and emotional intelligence with other variables.
- Future studies can highlight specific personality traits and improve of required traits.
- Studies on developing emotional intelligence could be a greater help to society

## CONCLUSION

The present study intended to show the importance of personality and emotional intelligence among the young population. Quantitative results confirm the aim of the study that there is a significant relationship between personality and emotional intelligence. The study adds to the existing knowledge of the relationship between personality and emotional intelligence. It is the researcher's feeling that the study was helpful to the participants as it helped them to understand better their own personality and emotional intelligence. The importance and influence of personality and emotional intelligence are continuous for well-being of the society.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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