



## INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE AND MANAGEMENT CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	PRICING STRATEGY IN MARKETING OF B-SCHOOLS: A STUDY OF THE INDIAN CONTEXT <i>DR. RAJESH S. MODI</i>	6
2.	INDIAN TEACHER'S STRESS IN RELATION TO JOB SATISFACTION: AN EMPIRICAL STUDY <i>DR. B. V. PRASADA RAO, S. R. PDALA &amp; WAKO GEDA OBSE</i>	12
3.	INEFFECTIVE CORPORATE GOVERNANCE: CHALLENGES OF INTERNAL AUDIT FUNCTION <i>DR. ISHOLA RUFUS AKINTOYE, DR. RICHARD O. AKINGUNOLA &amp; JIMOH EZEKIEL OSENI</i>	16
4.	A NEXUS BETWEEN BOP ENTREPRENEURS AND BOP CONSUMERS: A SNAPSHOT FROM BANGLADESH <i>KOHINOOR BISWAS &amp; M SAYEED ALAM</i>	23
5.	KAIZEN IN THE INDIAN CONTEXT- A CASE STUDY <i>TUSHAR N. DESAI &amp; N. K. KESHAVA PRASANNA</i>	28
6.	STRATEGIC INTERVENTION FOR HUMAN RESOURCE PLANNING AND DEVELOPMENT: MANAGING CHANGE IN BRITISH AIRWAYS <i>DR. S. P. RATH, PROF. CHEF RAMESH CHATURVEDI &amp; PROF. BISWAJIT DAS</i>	37
7.	EMPLOYEE RETENTION: A COMPARATIVE STUDY OF INDIAN BPO COMPANIES <i>DR. SANGEETA GUPTA &amp; MS. N MALATI</i>	42
8.	NURTURING ENTREPRENEURSHIP IN RURAL COMMUNITIES <i>SWAMY TRIBHUVANANDA H. V. &amp; DR. R. L. NANDESHWAR</i>	49
9.	EMPLOYER BRANDING FOR SUSTAINABLE GROWTH OF ORGANISATIONS <i>DR. V. T. R. VIJAYAKUMAR, MRS. S. ASHA PARVIN &amp; MR. J. DHILIP</i>	53
10.	A STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY OF PROFESSIONAL AND NON-PROFESSIONAL STUDENTS- AN EXPLORATORY EVIDENCE <i>G. M. ARCHANA DAS &amp; T. V. ANAND RAO</i>	58
11.	ORGANIZATION CULTURE IN MANAGEMENT INSTITUTIONS WITH SPECIAL REFERENCE TO JAIPUR, RAJASTHAN <i>PROF. ANIL MEHTA, DR. PANKAJ NAGAR &amp; BHUMIJA CHOUHAN</i>	66
12.	AN ANALYTICAL STUDY OF EXPORT PERFORMANCE OF MINERALS AND METALS TRADING CORPORATION LTD. (MMTC) IN THE GLOBALISED ERA <i>DR. MANISH KUMAR SRIVASTAVA &amp; DR. ASHISH KUMAR SRIVASTAVA</i>	73
13.	SELECTION OF SUPPLIER EVALUATION CRITERIA: FROM THE PERSPECTIVE OF TRIPLE BOTTOM LINE THEORY AND APPLICATION OF FACTOR COMPARISON METHOD <i>DR. PADMA GAHAN &amp; MANOJ MOHANTY</i>	80
14.	COMMODITIES TRADING WITH SPECIAL REFERENCE TO ALUMINIUM <i>DR. A. VENKATA SEETHA MAHA LAKSHMI &amp; RAAVI RADHIKA</i>	91
15.	RESPONSIBILITY AND ROLE OF LINE MANAGERS: AN EMPIRICAL STUDY <i>DR. DAVINDER SHARMA</i>	99
16.	MARKET BASKET ANALYSIS TO THE RESCUE OF RETAIL INDUSTRY <i>MR. R. NAVEEN KUMAR &amp; DR. G. RAVINDRAN</i>	104
17.	A STUDY OF VARIOUS SECTORS IN BLACK MONDAY AND GOLDEN MONDAY OF INDIAN STOCK MARKETS BLACK MONDAY: 21.01.2008                      GOLDEN MONDAY: 18.05.2009 <i>DR. N. SUNDARAM</i>	108
18.	A COMPARATIVE STUDY ON CONSUMERS' ATTITUDE TOWARDS PRIVATE LABELS: A SPECIAL FOCUS IN SURAT <i>DR. AMIT R. PANDYA &amp; MONARCH A. JOSHI</i>	116
19.	CONSUMER SATISFACTION ON TWO WHEELER MOTOR BIKES: A STUDY ON NANDYAL, KURNOOL DISTRICT, A.P., INDIA <i>DR. P. SARITHA SRINIVAS</i>	125
20.	IMPACT OF SOCIO-CULTURAL DYNAMICS ON CONSUMER BEHAVIOUR AT FOOD OUTLETS: AN EMPIRICAL STUDY IN WESTERN MAHARASHTRA <i>PROF. PADMPRIYA ANAND IRABATTI</i>	130
21.	IMPACT OF DERIVATIVES TRADING ON MARKET VOLATILITY AND LIQUIDITY <i>GURPREET KAUR</i>	135
22.	IMPACT OF THE DEMOGRAPHICAL FACTORS ON THE PURCHASING BEHAVIOUR OF THE CUSTOMERS' WITH SPECIAL REFERENCE TO FMCG: AN EMPIRICAL STUDY <i>AMANDEEP SINGH</i>	140
23.	FINANCING STRATEGIES IN POWER PROJECTS FINANCING FOR THE DEVELOPMENT OF ECONOMY - INVESTMENT OPPORTUNITIES AND CHALLENGES – A STUDY OF INDO-CANADIAN EXPERIENCES <i>MR. K. S. SEKHARA RAO</i>	144
24.	EMERGENCY HEALTHCARE MANAGEMENT IN INDIA: A STUDY OF THE ROLE OF EMERGENCY MANAGEMENT RESEARCH INSTITUTE <i>NENAVATH SREENU</i>	154
25.	MEDIA COLLISION ON THE BRAIN FRAME: IMPACT OF MEDIA ON THE CONSUMER BUYING BEHAVIOUR <i>SWATI CHAUHAN &amp; YADUVEER YADAV</i>	160
	REQUEST FOR FEEDBACK	176

**CHIEF PATRON****PROF. K. K. AGGARWAL**

Chancellor, Lingaya's University, Delhi  
 Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi  
 Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

**PATRON****SH. RAM BHAJAN AGGARWAL**

Ex. State Minister for Home & Tourism, Government of Haryana  
 Vice-President, Dadri Education Society, Charkhi Dadri  
 President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

**CO-ORDINATOR****DR. SAMBHAV GARG**

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

**ADVISORS****PROF. M. S. SENAM RAJU**

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

**PROF. M. N. SHARMA**

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

**PROF. PARVEEN KUMAR**

Director, M.C.A., Meerut Institute of Engineering & Technology, Meerut, U. P.

**PROF. H. R. SHARMA**

Director, Chhatrapati Shivaji Institute of Technology, Durg, C.G.

**PROF. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

**PROF. MANOHAR LAL**

Director & Chairman, School of Information & Computer Sciences, I.G.N.O.U., New Delhi

**EDITOR****PROF. R. K. SHARMA**

Dean (Academics), Tecnia Institute of Advanced Studies, Delhi

**CO-EDITORS****DR. SAMBHAV GARG**

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

**EDITORIAL ADVISORY BOARD****DR. AMBIKA ZUTSHI**

Faculty, School of Management & Marketing, Deakin University, Australia

**DR. VIVEK NATRAJAN**

Faculty, Lomar University, U.S.A.

**PROF. SIKANDER KUMAR**

Chairman, Department of Economics, Himachal Pradesh University, Shimla, Himachal Pradesh

**PROF. SANJIV MITTAL**

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

**PROF. SATISH KUMAR**

Director, Vidya School of Business, Meerut, U.P.

**PROF. RAJENDER GUPTA**

Convener, Board of Studies in Economics, University of Jammu, Jammu

**PROF. ROSHAN LAL**

Head & Convener Ph. D. Programme, M. M. Institute of Management, M. M. University, Mullana

**PROF. ANIL K. SAINI**

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

**PROF. S. P. TIWARI**

Department of Economics & Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

**DR. ASHOK KHURANA**

Associate Professor, G. N. Khalsa College, Yamunanagar

**DR. TEJINDER SHARMA**

Reader, Kurukshetra University, Kurukshetra

**DR. KULBHUSHAN CHANDEL**

Reader, Himachal Pradesh University, Shimla, Himachal Pradesh

**DR. ASHOK KUMAR CHAUHAN**

Reader, Department of Economics, Kurukshetra University, Kurukshetra

**DR. SAMBHAVNA**

Faculty, I.I.T.M., Delhi

**DR. MOHINDER CHAND**

Associate Professor, Kurukshetra University, Kurukshetra

**DR. MOHENDER KUMAR GUPTA**

Associate Professor, P. J. L. N. Government College, Faridabad

**DR. VIVEK CHAWLA**

Associate Professor, Kurukshetra University, Kurukshetra

**DR. VIKAS CHOUDHARY**

Asst. Professor, N.I.T. (University), Kurukshetra

**DR. SHIVAKUMAR DEENE**

Asst. Professor, Government F. G. College Chitguppa, Bidar, Karnataka

**ASSOCIATE EDITORS****PROF. NAWAB ALI KHAN**

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

**PROF. ABHAY BANSAL**

Head, Department of Information Technology, Amity School of Engineering &amp; Technology, Amity University, Noida

**DR. PARDEEP AHLAWAT**

Reader, Institute of Management Studies &amp; Research, Maharshi Dayanand University, Rohtak

**PARVEEN KHURANA**

Associate Professor, Mukand Lal National College, Yamuna Nagar

**SHASHI KHURANA**

Associate Professor, S. M. S. Khalsa Lubana Girls College, Barara, Ambala

**SUNIL KUMAR KARWASRA**

Vice-Principal, Defence College of Education, Tohana, Fatehabad

**BHAVET**

Lecturer, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana

**TECHNICAL ADVISORS****DR. ASHWANI KUSH**

Head, Computer Science, University College, Kurukshetra University, Kurukshetra

**DR. BHARAT BHUSHAN**

Head, Department of Computer Science &amp; Applications, Guru Nanak Khalsa College, Yamunanagar

**DR. VIJAYPAL SINGH DHAKA**

Head, Department of Computer Applications, Institute of Management Studies, Noida, U.P.

**DR. ASHOK KUMAR**

Head, Department of Electronics, D. A. V. College (Lahore), Ambala City

**DR. ASHISH JOLLY**

Head, Computer Department, S. A. Jain Institute of Management &amp; Technology, Ambala City

**MOHITA**

Lecturer, Yamuna Institute of Engineering &amp; Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

**AMITA**

Lecturer, E.C.C., Safidon, Jind

**MONIKA KHURANA**

Associate Professor, Hindu Girls College, Jagadhri

**ASHISH CHOPRA**

Sr. Lecturer, Doon Valley Institute of Engineering &amp; Technology, Karnal

**SAKET BHARDWAJ**

Lecturer, Haryana Engineering College, Jagadhri

**NARENDERA SINGH KAMRA**

Faculty, J.N.V., Pabra, Hisar

**FINANCIAL ADVISORS****DICKIN GOYAL**

Advocate &amp; Tax Adviser, Panchkula

**NEENA**

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

**LEGAL ADVISORS****JITENDER S. CHAHAL**

Advocate, Punjab &amp; Haryana High Court, Chandigarh U.T.

**CHANDER BHUSHAN SHARMA**

Advocate &amp; Consultant, District Courts, Yamunanagar at Jagadhri

## **CALL FOR MANUSCRIPTS**

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email addresses, **info@ijrcm.org.in** or **infoijrcm@gmail.com**.

### **GUIDELINES FOR SUBMISSION OF MANUSCRIPT**

1. **COVERING LETTER FOR SUBMISSION:**

Dated: \_\_\_\_\_

The Editor  
IJRCM

Subject: Submission of Manuscript in the Area of (Computer/Finance/Marketing/HRM/General Management/other, please specify).

Dear Sir/Madam,

Please find my submission of manuscript titled ' \_\_\_\_\_ ' for possible publication in your journal.

I hereby affirm that the contents of this manuscript are original. Furthermore It has neither been published elsewhere in any language fully or partly, nor is it under review for publication anywhere.

I affirm that all author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name(s) as co-author(s).

Also, if our/my manuscript is accepted, I/We agree to comply with the formalities as given on the website of journal & you are free to publish our contribution to any of your two journals i.e. International Journal of Research in Commerce & Management or International Journal of Research in Computer Application & Management.

**Name of Corresponding Author:**

Designation:

Affiliation:

Mailing address:

Mobile & Landline Number (s):

E-mail Address (s):

2. **INTRODUCTION:** Manuscript must be in English prepared on a standard A4 size paper setting. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 12 point Calibri Font with page numbers at the bottom and centre of the every page.

3. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

4. **AUTHOR NAME(S) & AFFILIATIONS:** The author (s) full name, designation, affiliation (s), address, mobile/landline numbers, and email/alternate email address should be in 12-point Calibri Font. It must be centered underneath the title.

5. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain background, aims, methods, results and conclusion.

6. **KEYWORDS:** Abstract must be followed by list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.

9. **MAIN TEXT:** The main text should be in a 8 point Calibri Font, single spaced and justified.

10. **FIGURES & TABLES:** These should be simple, centered, separately numbered & self explained, and titles must be above the tables/figures. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. It must be single spaced, and at the end of the manuscript. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per following:

- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use **(ed.)** for one editor, and **(ed.s)** for multiple editors.
- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
- Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
- The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
- For titles in a language other than English, provide an English translation in parentheses.
- Use endnotes rather than footnotes.
- The location of endnotes within the text should be indicated by superscript numbers.

**PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**

**Books**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

**Contributions to books**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

**Journal and other articles**

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

**Conference papers**

- Chandel K.S. (2009): "Ethics in Commerce Education." Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

**Unpublished dissertations and theses**

- Kumar S. (2006): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

**Online resources**

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

**Website**

- Kelkar V. (2009): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on February 17, 2011 <http://epw.in/epw/user/viewabstract.jsp>

## A STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY OF PROFESSIONAL AND NON-PROFESSIONAL STUDENTS- AN EXPLORATORY EVIDENCE

**G. M. ARCHANA DAS**

**ASST. PROFESSOR (OB/HRM), GITAM SCHOOL OF INTERNATIONAL BUSINESS  
GITAM UNIVERSITY  
VISAKHAPATNAM**

**T. V. ANAND RAO**

**PROFESSOR & HEAD OF THE DEPARTMENT OF PSYCHOLOGY  
ANDHRA UNIVERSITY  
VISAKHAPATNAM**

### ABSTRACT

*Students with high Emotional Quotient are highly successful and bag laurels in any context. Perhaps, high success rate of these students could be attributed to their Emotional competencies and efficacy. The present study examines the relationship between Emotional Intelligence and Personality of professional and non-professional students. The total sample comprises 246 students with a mean age of 22.43 of Visakhapatnam district, out of which 57% constitute male students, 43% constitute female students. 68 % constitute professional students and 31% constitute non-professional students. Two inventories were used for data collection. Emotional intelligence scale developed by Dr.Meera Shanker and Dr.Omer Bin Sayeed (2006) was used to examine the emotional intelligence of students. Myer Briggs Type Indicator Form G developed by Isabel Myers and Katherine Briggs (1977) was 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). Significant positive and negative correlations were found within male and female student groups on some factors of Emotional Intelligence and Personality. Results indicate significant positive correlation between Extraversion and some EI factors like impulsiveness, self acceptance, problem solving, self awareness, and personal fulfillment within professional student group and a negative correlation between Extraversion and some EI factors like empathy and anxiety and stress within non-professional student group. Most of the findings were consistent with the results reported elsewhere in the literature.*

### KEYWORDS

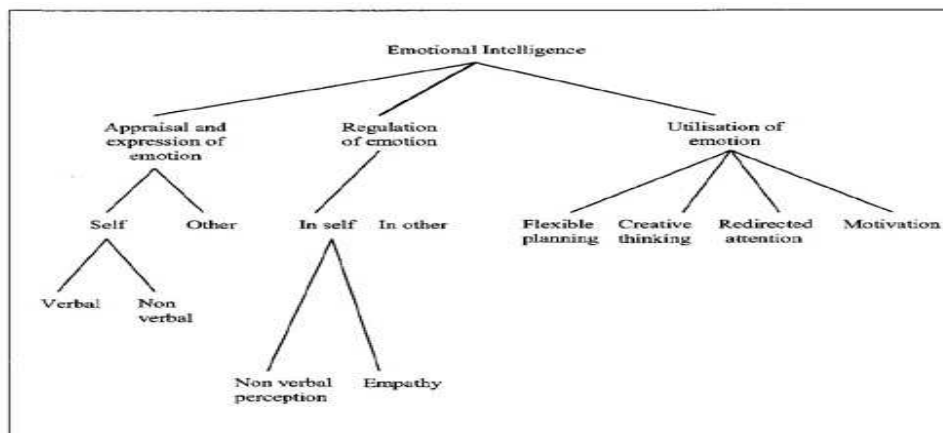
Emotional Intelligence, extraversion, feeling, intuition, introversion, judging, perceiving, sensing, thinking.

### INTRODUCTION

The concept of emotional Intelligence has gained popularity as the outcomes associated with high Emotional Quotient are manifold. The term emotional Intelligence has been proposed in 1985 with Wayne's Leon Payne's doctoral thesis, "A study of emotion: Developing emotional intelligence", that provided a clear understanding of the nature and characteristics of Emotional Intelligence. Mayer and Salovey are often credited with the work of Emotional Intelligence. Mayer and Salovey defined Emotional Intelligence as "the subset of social intelligence that involves the abilities to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action". (p.189).According to Mayer and Salovey's Ability model there are four related abilities:

1. Ability to identify emotions
2. Ability to use emotion to facilitate thinking,
3. Ability to understand emotions,
4. Ability to manage emotions

The below given illustration is a pictorial representation of Mayer and Salovey's Ability Based Model.



(Salovey & Mayer, 1990)

Emerging research studies (Nelson & Low, 2003; Pearson, 2002,) suggest that Emotional intelligence and Personality factors are important constructs for students. Nelson and Low in their positive Education model, stated that high levels of Emotional Intelligence is a key factor in physical and mental health, academic achievement, personal satisfaction, and career excellence. According to the evidence provided by Goleman (1995 & 1998) students with high EQ can manage their behaviors, communicate with others effectively, face change well, solve problems and use humor to build close relationship with others in difficult or tense situations. As most Emotional skills can be learnt, academicians can incorporate some good exercises and assignments that will help the students to learn Emotional competencies. Eminent researchers like Mayer and Salovey support the importance of incorporation of Emotional Intelligence in the standard curriculum (1993). Edwin M Hartman (1998) asserted that course in business ethics can help develop self-awareness, a trait that professionals should have. In 2002, Vitello-Ciccio conducted a study on university students and found that self awareness was the most vital trait for professional success. Shipper and Davy, (2002) asserted that lack of self awareness, resulted in negative performance among MBA students. Knowing this important finding, it becomes imperative for teachers and academicians to train the students in such a way that they learn and imbibe these emotional competencies to be successful in any context. But to enhance students self efficacy, it is essential for teachers to learn and apply effective and healthy stress management skills in order to cope with pressure and remain healthy and positive.

Theorists like (Schultz, 1990; Allport, 1937; Rogers, 1959; Skinner, 1982; Freud, 1924 and Jung 1968) have described personality and its importance for human growth and development. According to Gordon Allport human Personality was something distinct within a person that leads an individual to think and behave in a particular way. The meaning of Emotional Intelligence have been expanded and characterized by a list of personality distinctions (Mayer 1999). Some studies indicate that there is a relationship between Emotional Intelligence and Personality. For instance, Personality type influences how we develop our emotional quotient, and Emotional Quotient influences how we apply and develop our personality type

Mayer (2005) also stated that there are specific and important reasons to understand the relationship between Emotional Intelligence and Personality and they are:

1. Connecting Emotional Intelligence with Personality will help in understanding many aspects of Emotional Intelligence and Personality.
2. Understanding Emotional Intelligence as a part of Personality system may identify many parts of Personality that influence Emotional Intelligence.
3. Understanding that Emotional Intelligence is a part of Personality indicates a great deal about how it will be expressed.
4. Understanding Personality helps link Emotional Intelligence with relevant parts of personality to identify target variables.

The present study has focused on Jungian's personality type theory and utilized Myer Briggs Type Indicator to examine the personality types of the students. Thereby, the researcher intends to comprehensively give an explanation of the theory. The idea of psychological types originated in the theoretical work of Carl Jung and William Marston. Personality type refers to the psychological classification of different types of people. Personality types are distinguished from personality traits, which come in different levels or degrees. According to type theories, for example, there are two types of people, introverts and extraverts. According to trait theories, introversion and extraversion are part of a continuous dimension, with many people in the middle.

## PERSONALITY TYPE THEORY

Personality type theory is an outcome of Jung's work. Jung has suggested that there are two pairs of attitudes or orientations in type theory. They are:

**EXTRAVERSION:** In extraverted attitude, energy and attention flow out. The individual experiences a desire to rely on the environment for stimulation and guidance. Extraverts are action oriented, impulsive, and show an eagerness to communicate with others.

**INTROVERSION:** In introversion, energy is drawn from the environment toward inner experience and reflection. They show an interest in the clarity of concepts, ideas, recollected experience, and prefer detachment and privacy.

**JUDGING:** In judging attitude a person is concerned with making decisions, seeking closure, planning operations, or organizing activities. People preferring judging are purposeful, decisive and organized.

**PERCEIVING:** In the perceiving attitude a person is attuned to incoming information. The perceiving attitude is open, spontaneous, adaptable, curious, and interested.

The essence of Jung's comprehensive theory of type is that everyone uses four basic mental functions or processes that are called sensing and intuition, thinking and feeling.

### TWO KINDS OF PERCEPTION:

Jung divided all perceiving attitudes into two categories namely sensing and intuition which he referred as irrational functions.

**SENSING:** Individuals showing a preference for sensing tend to focus on the immediate experiences available to their five senses. They develop characteristics associated with awareness such as enjoyment for the present moment, realism, acute powers of observation.

**INTUITION:** Refers to the perception of possibilities, meanings and relationships by way of insight. Individuals high in intuition are imaginative, theoretical, abstract, and future oriented, original and creative.

### TWO KINDS OF JUDGMENT:

Jung divided all judging activities into two categories such as thinking and feeling and referred them as rational functions.

#### THINKING:

Individuals who are primarily oriented toward thinking are very objective, analytical, and show a concern with principles of justice and fairness.

#### FEELING:

Individuals who are primarily oriented toward feeling are more likely to be attuned to the values and feelings of others as well as to their own values and feelings. They show a strong desire for affiliation, warmth, harmony and a time orientation that includes preservation of enduring values. Jung gave 16 types and these types result from a preference for one plot of each of the four dichotomous over the opposite pole.

## REVIEW OF LITERATURE

### EMOTIONAL INTELLIGENCE IN EDUCATIONAL SETTINGS

Research on Emotional Intelligence, Personality type, and the relationship between Personality and Emotional Intelligence are gaining immense amount of attention as the findings would give some substantial inputs to academicians on the ways to improve effectiveness of educational



activities. Goleman proposed that a child's effective learning depends on the amount of skill training he or she has received. Goleman also reported that Emotional Intelligence is a better predictor of academic and personal achievement. (1995) Goleman found that distinguished organisation leaders are not only defined by high IQ but also by their high Emotional Quotient levels. Goleman also identified some people skills that distinguish these superior leaders from others and they are understanding others, developing others, leveraging diversity, political awareness, communication, conflict management, leadership, change catalysts, building bonds, collaboration and cooperation and team capabilities.

Goleman proposed guidelines for emotional competence training for best practices in teaching competence based on Emotional Intelligence. These guidelines were:

1. Access to job
2. Access the individual
3. Deliver assessments with care
4. Gauge readiness
5. Motivate
6. Make change
7. Make Self directed
8. Focus on clear and manageable goals
9. Prevent relapse
10. Give performance feedback
11. Encourage practice
12. Arrange support
13. Provide models
14. Encourage
15. Reinforce change
16. Evaluate.

Educational Institutions should cater utmost attention to student's interests of developing their emotional skills as they are the future leaders responsible for escalating organisation development and effectiveness. Goleman et al. (2002) suggested that the best leaders create resonance in their organizations and poor leaders create dissonance in the workplace. Goleman also asserted that leader's emotional intelligence is infectious. When the leader provides resonant energy the organisation thrives with vitality and improved productivity, but when the leader spreads dissonance, organizations collapse. So the curriculum should be set in such a manner that they become resonant leaders but not dissonant leaders with poor emotional competencies.

#### **EMOTIONAL INTELLIGENCE AND GENDER**

Although studies conducted in the past indicate contradicting results on Emotional Intelligence between males and females, common conclusions suggested that females are emotion oriented than males. (Argyle, 1990; Bernet, 1996; Heatherington, Stets and Mazzerella, Sutarso, Baggert, Sutarso, & Tapia 1996). According to Bar-On's findings, females demonstrated more proficient interpersonal skills than males. But males demonstrated a more capable interpersonal ability than females. Males also are reported to be better at managing emotions and are more adaptable than females. (Bar-On, 1997). Females are empathetic and socially responsible (Bar-On, Roberta Bampton; 1999, Elizabeth J. Austin; 2004, Paul; 2007)). Bar-on also postulated that males are adept at coping with stress, solving problems and were more optimistic than females. Females characterized a closer linkage between self-esteem and body attitudes than males (Furham & Greaves, 1994). Females looked for emotion support, seeking emotion focused coping methods to a greater extent than males (Tapia & Marsh, 2001). Males tended to focus on problem-coping strategies while females emphasized mood and emotion when facing problems (Butler & Nolen Hoeksema, 1994; Ptaseck, Smith & Dodge, 1994). Female students were less confident and more anxious than males in solving mathematical computations and this was very evident in co-education (Charlotte Grassi, Vermeer, Harriet J; 2000)

Men reported more inhibition of aggressive feelings (Mc Conatho, Lightner, Deaner, 1994). Girl's demonstrated higher levels of self-monitoring behavior than boys (Cole, 1994; Davis 1995). Women showed high personality preference for Intuition (Kristin Backhaus, 2007) Empirical studies in review of literature indicate that there are many areas that have to be unraveled with respect to gender in the area of Emotional Intelligence. Most important finding revealed from the growing research and application is that improving emotional intelligence skill is an essential element for academic success, personal health, career performance and leadership (Low & Nelson, 2006).

#### **EMOTIONAL INTELLIGENCE AND PERSONALITY TYPE**

According to Pearman, MBTI personality types reflect how individuals see and act on these components of emotional intelligence. Li-Fang Zhang aimed to explore the relationship between thinking styles and emotions among 99 2nd-year (23 men, 76 women) university students in Hong Kong. Participants responded to the Thinking Styles Inventory-Revised (TSI-R), and the Iowa Managing Emotions Inventory (IMEI). Results indicated that thinking styles were associated with emotions and had predictive power for emotions beyond age. Fretz, Bruker (1967) found that students who improved academically after an educational skills course exhibited preference for a judging attitude, in contrast to a perceptive one. Malcolm Higgs found that Intuition and Extraversion are significantly and positively related to higher levels of EI such as interpersonal sensitivity, decision making. MBTI extraverts are not specifically described as being sensitive to others needs and are more self-centered. There is a positive relationship between MBTI extraversion and motivation. Malcolm Higgs found that MBTI feeling is significantly negatively correlated with emotional resilience. Sensing is negatively correlated with interpersonal sensitivity, decision making and total EI. MBTI perception is also significantly correlated with Intuitive decision-making. Felder aimed to study the effects of personality type on 116 engineering student performance and attitudes. There was a significant mean difference between intuitors and sensors on problem-solving ability and intuitors were high on problem-solving ability than sensors.

Kilduff conducted a study on 170 MBA students and suggested that extraverts were high in self monitoring and quick decision making. Kenneth O Doyle, (2000) using survey on U.S. adult population found that extraverts were happier than introverts, and tender minded were happier than tough minded. Eysenck, Pearson, Easting, & Allsopp, (1985) conducted a study on 51 female occupational therapy students and found that impulsiveness is positively correlated with extraversion, .57(p<.01). Corulla (1989) showed impulsiveness to be more aligned with extraversion than with psychoticism. Brackett, Nezlek, (2004) found a positive relationship between the ability to manage emotions and the quality of social interaction, on a sample of 118 American college students. Argyle (1990), Diener (1984), Diener et al (1992); Emmons and Diener (1986), Myers



and Diener, (1995) came with the consistent result that extraversion tends to predispose people toward positive affect regardless of the level of social contact. Joseph P. (1990) conducted a study on 137 students who completed the Eysenck Personality questionnaire and found that, impulsive subjects were neurotic extraverts and anxious subjects were neurotic-introverts.

Ugur Sak (2004) conducted a study to examine the personality type of 5,723 gifted adolescents. The most common personality types among gifted adolescents were "Intuition" and "Perceiving." They were higher on Introversion, Intuition, Thinking, and Perceiving dimensions of the personality scales of the Myers-Briggs Type Indicator (MBTI) when compared to general high school students. The gifted males were higher than the gifted females in the Perceiving dimension. Ugur Suk (2004) found that gifted females were significantly higher in Extraversion, Intuition and Feeling dimension when compared to the gifted males ( $p < .01$ ). There were no significant differences between gifted females and gifted males in the judging-perceiving scale. Dulewicz and Higgs (1999a) demonstrated, in a study of 111 senior and middle managers, and indicated positive relationships between the MBTI feeling pole, and the thinking pole with the EI element of self-awareness.

Garland and Garland (1987) found that the two most common personality types for both business students and non-business students were SFJ and NFJ. Several studies have found that ISTJ, ESTJ, and INTJ are the most prevalent personality types among professional accountants. Professionals and entrepreneurs were high in self-esteem than non-professionals and students who were not entrepreneurically inclined.

Uslaner (1990) used personality and attitudinal variables to study high school student dropout status. The study concluded that male sensing-perceiving type students may be at a higher risk for dropout from traditional high schools. Schweiger and Jago (1982) focused their research on decision-making and problem-solving by using MBTI. Their study indicates that Sensing types were more likely to be more participative than Intuitive types in their choice of autocratic or participative decision-making methods. Seides (1989) found that female participants scored higher than males on the feeling ego function, empathy, cognitive and emotional measures. Seide's study claimed that MBTI personality type ISFJ, INFP and INFJ had the highest scores on emotional empathy and ENFJ, INFP, INFJ, INTJ had the highest scores on cognitive empathy. Ugur Sak et al found a positive correlation between Intuition, Thinking and Emotional Intelligence. Intuitors were more likely to flourish in academics due to their objective and analytical inclination. Kristin Backhaus (2007) examined the role of intuition and cognitive styles and approaches to studying in business education on 222 American undergraduate business students. Kristin reported positive relationship between intuition and grade point average, self confidence and intuition.

Donald H. Saklofske conducted a study on a sample of 354 students to examine the relationship between personality traits and Emotional Intelligence. EI was found to be negatively and significantly correlated with Neuroticism, and positively and significantly correlated with Extraversion, Openness, Agreeableness and Conscientiousness.

### GAPS IN THE REVIEW OF LITERATURE

The gaps in the literature are enumerated clearly below:

- The relationship between emotional intelligence and personality is not that clear and the present research aims to determine the exact connection of emotional intelligence and personality on professionals and non-professional students.
- Studies on the relationship between extraversion and empathy are unclear and confusing. Some studies indicate a positive correlation and some studies indicate a negative correlation.
- Personality type has been shown to impact student performance in introductory economics courses. However, research did not ascertain the degree to which this relationship might vary across professional and non-professional courses.
- Studies in gender differences are inconclusive. Although some research has found that women are more emotionally intelligent than men, other studies have found no significant differences between males and females.

### SIGNIFICANCE OF THE PRESENT STUDY

The present study intends to examine whether there is a significant relationship between an individual's personality and emotional intelligence among professional and non-professional students. This kind of study was not done by the researchers in the past in India. Studies in gender differences are inconclusive. Although some research has found that women are more emotionally intelligent than men, other studies have found no significant differences between genders. In this way this study would also bridge the gap in the review and add to the existing storehouse of knowledge. The study also indicates the personality preferences of professionals and non-professionals. The study can also be used as a basis to indicate the kind of profession; students can join by knowing the personality type. So in this way when there is a proper match, success would emanate. Research studies indicate that despite possessing a high IQ rating, success does not automatically follow. So this particular study enables an individual to realize the need to be emotionally intelligent, or learn the ways to enhance this ability and be prepared for all kinds of novel situations and cope with the situation very effectively and efficiently.

### OBJECTIVE

The objectives of the study are:

1. To study the relationship between Emotional Intelligence and personality within professional students
2. To study the relationship between Emotional Intelligence and personality within non-professional students
3. To study the relationship between Emotional Intelligence and personality within male students
4. To study the relationship between Emotional Intelligence and personality within female students

### SAMPLE

#### PARTICIPANTS

Sample was selected from student population. The total sample comprises 246 students with a mean age of 22.43 of Visakhapatnam district. 68% constitute professional students and 31% constitute non-professional students. The sample was divided into professional students and non-professional students by considering the course that is being pursued by the students. Students pursuing MBA, MCA, B.E and B.TECH constitute 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, a probability sampling method was used to collect the data from student population.

## INSTRUMENTATION

## DEMOGRAPHIC SHEET

Information on biographical variables like age, gender, educational qualification and so on were procured.

**Emotional intelligence scale** developed by Dr.Meera shanker and Dr.Omer Bin Sayeed (2006) was used to examine the emotional intelligence of students. This is 6 point scale with '1' indicating strongly disagree,'2' indicating disagree, '3' indicating mildly disagree, '4' indicating disagree '4' indicating mildly agree '5' indicating agree, '6' indicating strongly agree. The scale consists of 61 items measuring 10 factors such as emotionality and impulsiveness, self- acceptance, problem-solving orientation, self-awareness, self-confidence, decisiveness and Independence, personal fulfillment, empathy, anxiety and stress, assertiveness. 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 scales ranged from a minimum of 0.45 to 0.74.

**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.

## ANALYSIS OF DATA

Data analysis was carried out by using SPSS 16.0 version.

- Pearson product moment correlation was used to examine the relationship between Emotional Intelligence and Personality of professional and non-professional students.

**TABLE 1: INDICATING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY WITHIN MALE GROUP**

EMOTIONAL INTELLIGENCE FACTORS	PERSONALITY DIMENSIONS							
	Extraversion	Introversion	Sensing	Intuition	Thinking	Feeling	Judging	Perceiving
Emotionality and Impulsiveness	.274**	-.298**	-.061	-.059	.052	-.127	.045	-.079
Self- Acceptance	.241**	-.197 *	-.103	-.009	.055	.020	.106	-.065
Problem Solving Orientation	.154	-.121	-.061	-.027	-.008	-.069	.150	-.085
Self-Awareness	.129	-.120	.049	-.041	-.031	-.035	.178*	-.146
Self-Confidence	-.050	.078	-.007	-.090	-.034	.014	.122	-.084
Decisiveness and Independence	.154	-.184*	-.028	-.028	.146	-.150	.008	.008
Personal Fulfillment	.209*	-.278*	-.080	-.005	-.007	-.120	-.049	.039
Empathy	-.091	.063	.035	-.067	-.303**	.118	.028	-.105
Anxiety and Stress	-.091	.063	.035	-.067	-.303**	.118	.028	-.105
Assertiveness	.062	-.109	-.152	.041	.034	-.155	.053	-.097

\*P<0.05, \*\*p<0.01

The above table 1 indicates that there are significant correlations within male group between emotional intelligence factors and personality dimensions. There is a significant positive correlation between extraversion and emotionality & impulsiveness (.274, p<.01) and self-acceptance (.241, p<.01), personal fulfillment (.209, p<.05) within male groups. This indicates that male students showing a high preference for extraversion is happier, more impulsive, and has a high positive self concept. This finding is consistent with the previous finding arrived by Eysenck, Pearson, Easting, & Allsopp, (1985).

Self awareness is positively correlated with judging (.178, p<.05) and this indicates that male group showing a high personality preference for judging are high in self monitoring their strengths and limitations.

There is also a significant negative correlation between introversion and emotionality & impulsiveness (-.298, p<.01), self-acceptance (-.197, p<.01), decisiveness and independence (-.184\*, p<.01), personal fulfillment (-.278, p<.05) within male group supporting the previous findings inferred by Malcolm Higgs, Dulewicz and Higgs (1999). This indicates that male group showing a high preference for introversion is less impulsive, less happy and less likely to accept themselves due to negative self concept. Male students also have difficulty in making decisions.

There is a significant negative correlation between thinking and empathy and anxiety & stress (-.303, p<.01) and this indicates that male group showing a high preference for thinking are less empathetic and are less likely to feel anxious and stressed. Roberta Bampton, (1999), Paul (2007) found a negative correlation between thinking and empathy and anxiety & stress.

**TABLE 2: INDICATING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY WITHIN FEMALE GROUP**

EI FACTORS	PERSONALITY DIMENSIONS							
	Extraversion	Introversion	Sensing	Intuition	Thinking	Feeling	Judging	Perceiving
Emotionality and Impulsiveness	.140	-.200*	-.057	.189	-.095	.148	.301**	-.295**
Self- Acceptance	.372**	-.353**	-.022	-.013	-.187	.154	.315**	-.282**
Problem Solving	.283**	-.311**	-.061	-.045	-.127	.082	.138	-.140

<b>Orientation</b>								
<b>Self-Awareness</b>	<b>.419**</b>	<b>-.432**</b>	-.060	.094	-.062	.162	<b>.282**</b>	<b>-.269**</b>
<b>Self-Confidence</b>	<b>.348**</b>	<b>-.429**</b>	.023	.146	-.170	<b>.239*</b>	<b>.197*</b>	-.161
<b>Decisiveness and Independence</b>	.107	-.111	-.148	.117	<b>.228*</b>	<b>-.252**</b>	<b>.214*</b>	<b>-.263**</b>
<b>Personal Fulfillment</b>	<b>.268**</b>	<b>-.320**</b>	-.009	.052	-.109	.077	-.100	.068
<b>Empathy</b>	-.126	.086	.188	-.030	<b>-.195*</b>	<b>.197*</b>	.183	<b>-.198*</b>
<b>Anxiety and Stress</b>	-.126	.086	.188	-.030	<b>-.195*</b>	<b>.197*</b>	.183	<b>-.198*</b>
<b>Assertiveness</b>	<b>.231*</b>	<b>-.285**</b>	-.072	.005	-.003	-.040	.114	-.157

\*P<0.05, \*\*p<0.01

The above table (2) indicates that there are significant positive and negative correlations within female group on Emotional Intelligence factors and personality dimensions.

There is a significant negative correlation between introversion (**-.200, p<.05**), perceiving (**-.295\*\***, **p<.01**) and emotionality and impulsiveness. This indicates that female group showing a high preference for introversion and perceiving are less likely to be impulsive. There is also a significant negative correlation between introversion (**-.353\*\***, **p<.01**), perceiving (**-.282\*\***, **p<.01**) and self- acceptance within female students. This indicates that female students showing a high personality preference for introversion and perceiving are less likely to accept themselves.

There is a significant negative correlation between introversion and problem-solving (**-.311\*\***, **p<.01**), self-awareness (**-.432\*\***, **p<.01**), self-confidence (**-.429\*\***, **p<.01**), personal fulfillment (**-.320\*\***), assertiveness (**-.285\*\***, **p<.01**), emotionality & impulsiveness (**-.200\***, **p<.05**) and this indicates that female group showing a high preference for introversion are less confident, less assertive, and have poor problem solving ability. There is a negative correlation between thinking and empathy (**-.195\***, **p<.01**), anxiety and stress (**-.195\***) within female group. This shows that female students showing a high preference for thinking are less empathetic and less anxious.

There is a significant positive correlation between extraversion and self- acceptance (**.372\*\***, **p<.01**), problem solving (**.283\*\***, **p<.01**), self-awareness (**.419\*\***, **p<.01**), self-confidence (**.348\*\***, **p<.01**), assertiveness (**.231\***, **p<.05**), personal fulfillment (**.268\*\***, **p<.01**) and this indicates that female group showing a high preference for extraversion are very confident, assertive, happy and have high problem solving ability and this is consistent with the earlier studies conducted by Adriane Arteche, Brackett, Nezlek, (2004).

Judging is positively correlated with emotionality & impulsiveness (**.301**, **p<.01**), self-acceptance (**.282\*\***, **p<.01**), self-confidence (**.197\***, **p<.01**), decisiveness & independence (**.214\***, **p<.01**), and this indicates that female group showing a high preference for judging is very self reliant, confident.

There is also a significant positive correlation between feeling and self-confidence (**.239\***, **p<.01**), empathy (**.197**, **p<.05**), anxiety and stress (**.197\***, **p<.05**) and this indicates that female students showing a high preference for feeling is more empathetic, anxious and stressed. There is a significant negative correlation between feeling and decisiveness & independence (**-.252\*\***, **p<.01**) and this indicates that female group showing a high personality preference for feeling is indecisive and dependent.

**TABLE 3 INDICATING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY WITHIN PROFESSIONAL GROUP**

EI FACTORS	PERSONALITY DIMENSIONS							
	Extraversion	Introversion	Sensing	Intuition	Thinking	Feeling	Judging	Perceiving
<b>Emotionality and Impulsiveness</b>	<b>.228**</b>	<b>-.256**</b>	-.014	-.028	.017	-.047	<b>.166*</b>	<b>-.182*</b>
<b>Self- Acceptance</b>	<b>.263**</b>	<b>-.225**</b>	-.075	-.007	-.046	.082	<b>.186*</b>	-.151
<b>Problem Solving Orientation</b>	<b>.229**</b>	<b>-.177*</b>	-.057	-.043	-.031	.026	.119	-.077
<b>Self-Awareness</b>	<b>.239**</b>	<b>-.249**</b>	.022	-.006	-.069	.049	<b>.202**</b>	<b>-.187*</b>
<b>Self-Confidence</b>	.023	-.005	.005	-.054	-.031	.039	.138	-.098
<b>Decisiveness and Independence</b>	.123	-.141	-.048	.007	<b>.217**</b>	<b>-.219**</b>	<b>.182*</b>	<b>-.189*</b>
<b>Personal Fulfillment</b>	<b>.249**</b>	<b>-.270**</b>	.002	-.008	.077	.016	-.004	.041
<b>Empathy</b>	-.068	.044	.080	-.102	<b>-.264**</b>	<b>.191*</b>	.064	-.136
<b>Anxiety and Stress</b>	-.068	.044	.080	-.102	<b>-.264**</b>	<b>.191*</b>	.064	-.136
<b>Assertiveness</b>	.115	-.142	-.142	.046	-.033	-.018	<b>.158*</b>	<b>-.209**</b>

\*P<0.05, \*\*p<0.01

The above table (3) indicates that there are significant positive and negative correlations between EI and personality dimensions within professional students. There is a significant positive correlation between extraversion and emotionality and impulsiveness (**.228\*\***, **p<.01**), self-acceptance (**.263\*\***, **p<.01**), problem-solving (**.229\*\***, **p<.01**), self-awareness (**.239\*\***, **p<.01**), personal fulfillment (**.249\*\***, **p<.01**), within professional group and this indicates that professional group showing a high preference for extraversion were very impulsive, happy and more likely to accept themselves. They also have high levels of problem solving ability (Shipper and Davy, 2002)

There is also a significant positive correlation between judging and emotionality and impulsiveness (**.166\***, **p<.05**), self-acceptance (**.186\***, **p<.05**) decisiveness and independence (**.182\***, **p<.05**), assertiveness (**.158\***, **p<.05**) self-awareness (**.202\*\***, **p<.01**) and this indicates that professional students showing a high preference for judging are very impulsive, decisive, assertive, independent and have positive self concept.

There is a significant negative correlation between perceiving and emotionality and impulsiveness (-.182\***p<.05**) within professional group. Perceiving is negatively correlated with self-awareness (-.187\***, p<.05**), decisiveness and independence (-.189\***, p<.05**), empathy (-.198\***, p<.05**), assertiveness (-.209\***\*\***) within professional group and this indicates that professional group showing a high preference for perceiving are less empathetic, less impulsive, indecisive, unassertive, and unaware of their strengths and limitations.

There is a positive correlation between thinking and decisiveness and independence within professional group (.217\***, p<.01**) and this shows that professionals showing a personality preference for thinking are decisive and self reliant. There is also a negative correlation between thinking and empathy (-.264\***, p<.01**), anxiety and stress (-.264\***, p<.01**), within professional group and this indicates that professional students showing a high preference for thinking are less empathetic and less anxious and stressed.

There is also a significant positive relationship between feeling and empathy (.191\***,p<.05**), anxiety and stress (.191\***, p<.05**) within professional group and this indicates that professional students showing a high preference for feeling are more empathetic, anxious and stressed.

There is also a negative correlation between introversion and emotionality and impulsiveness (-.256\***, p<.01**), self-acceptance (-.225\***, p<.01**), problem-solving factor (-.177\***p<.05**), self-awareness (-.249\***, p<.01**), personal fulfillment within professional group (-.270\***, p<.01**), and this indicates that professional group showing a high preference for introversion are less impulsive, less happier with themselves due to negative self concept. They have very poor problem solving ability and do not introspect their strengths and weaknesses.

There is also a significant negative correlation between feeling and decisiveness and independence within professional group (-.219\***, p<.01**). This indicates that professional group showing a high preference for feeling are indecisive and dependent.

**TABLE 4 INDICATING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY WITHIN NON-PROFESSIONAL GROUP**

EI FACTORS	PERSONALITY DIMENSIONS							
	Extraversion	Introversion	Sensing	Intuition	Thinking	Feeling	Judging	Perceiving
Emotionality and Impulsiveness	.159	-.206	-.161	.174	-.107	.158	.101	-.118
Self- Acceptance	<b>.332**</b>	<b>-.287*</b>	-.042	-.041	-.098	.189	.196	-.143
Problem Solving Orientation	.102	-.177	-.043	-.042	-.164	.062	.220	-.176
Self-Awareness	.215	-.157	-.031	.023	-.035	.202	<b>.235*</b>	-.175
Self-Confidence	.119	-.186	-.020	-.007	<b>-.257*</b>	<b>.235*</b>	.151	-.108
Decisiveness and Independence	.163	-.191	-.146	.079	.126	-.169	-.067	.049
Personal Fulfillment	.142	<b>-.272*</b>	-.172	.054	-.023	-.029	<b>-.235*</b>	.120
Empathy	<b>-.229*</b>	<b>.228*</b>	.132	.002	<b>-.287*</b>	<b>.249*</b>	.119	.110
Anxiety and Stress	<b>-.229*</b>	<b>.228*</b>	.132	.002	<b>-.287*</b>	<b>.249*</b>	.119	.110
Assertiveness	.148	<b>-.233*</b>	-.059	-.030	.108	-.191	-.090	.094

\* $p < 0.05$ , \*\* $p < 0.01$

The above table indicates that there are significant positive and negative correlations within non-professionals on emotional intelligence factors and personality dimensions.

There is a significant positive correlation between extraversion and self acceptance (.332\***, p<.01**) within non-professional group. This shows that non-professionals showing a high preference for extraversion are more likely to accept themselves despite some strengths and weaknesses. There is a significant negative correlation between extraversion and empathy and anxiety and stress (-.229\***, p<.05**), and this shows that non-professionals showing a high preference for extraversion are less empathetic, less anxious.

There is a significant negative correlation between introversion and self acceptance (-.287\***,p<.05**) personal fulfillment(-.272\* **p<.05**), assertiveness(-.233\* **p<.05**) and this shows that non-professional group showing a high preference for introversion are unhappy, less assertive and are less likely to accept themselves (Furnham, Adrain, 1993). There is a significant positive correlation between introversion and empathy, anxiety and stress factor (.228\* **p<.05**), and this indicates that non-professional group showing a high preference for introversion are more empathetic, anxious and stressed and this is consistent with earlier studies conducted by Joseph P. (1990)

There is a significant negative correlation between thinking and self-confidence (.235\***, p<.01**), empathy, anxiety and stress factor (-.287\* **p<.05**) and this indicates that non-professional group showing a high preference for thinking are less likely to understand others feelings and feel less stressed.

There is a significant positive correlation between feeling and self-confidence (-.257\***, p<.05**), empathy (.249\* **p<.05**) anxiety and stress factor (.249\* **p<.05**), and this shows that non-professional group showing a high preference for feeling are empathetic, confident and are more likely to be anxious.

There is a significant positive correlation between judging and self acceptance within non-professional groups (.235\***, p<.05**), and this shows that non-professional group showing a high preference for judging are high in self monitoring and have good problem solving ability.

There is a significant negative correlation between judging and personal fulfillment factor within non-professional groups (-.235\***, p<.05**), and this shows that non-professional group showing a high personality preference for judging are more likely to be prone to feelings of apathy, disappointment.

**IMPORTANT FINDINGS**

**GENDER:**

- There is a positive correlation between extraversion and self-acceptance, personal fulfillment on both male and female groups.
- There is a negative correlation between introversion and impulsiveness, self acceptance, decisiveness, personal fulfillment factor on both male and female groups.

- There is a negative correlation between thinking and empathy, anxiety factor on both male and female groups.
- There is a positive correlation between judging and impulsiveness, self acceptance, self-awareness, decisiveness within the female group.

#### PROFESSIONAL VERSUS NON PROFESSIONAL GROUP:

- There is a positive correlation between extroversion and other EI factors like impulsiveness, self acceptance, problem solving, self awareness, personal fulfillment within professional students. But more number of negative correlations is seen between extroversion and empathy, anxiety among non-professionals.
- There is a negative correlation between introversion and impulsiveness, self acceptance, problem solving, self awareness; personal fulfillment among professionals. The above relationship is not true for nonprofessionals.

#### CONCLUSION

Results indicate significant positive and negative correlations within professional and non-professional student groups on some factors of Emotional Intelligence and Personality. This study would act as an alarm to 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 when compared with non-professionals, professionals should be trained by teachers to handle all kinds of novel situations. These kinds of training sessions or simulations would not only act as preventive measures but promotes professional success in their future endeavors.

#### SUGGETIONS 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 on 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.

#### REFERENCES

- 1..Abowitz, Deborah, Knox, David. (2003). Goals of college students: some gender difference students. *Journal of college students*, 28 (1), 1-2.
2. Arnod, Thomas, Many (2004) .Understanding Emotional Intelligence Can Help Alter Problem Behavior. *Journal of Personality & Individual Differences*, 30 (5), 36-40.
- 3.Daniela Beckmann, Lukas Menkhoff, Bern. (2008). Will Women Be Women? Analyzing the Gender Difference among Financial Experts. *The Journal of Management Development*, 61(3) 364.
4. David, E. J. R, Okazaki, Sumie, Saw, Anne. (2009). Bicultural self-efficacy among college students: Initial scale development and mental health correlates, *Journal of Counseling Psychology*, 56(2), Apr 2009, 211-226.
5. David.R, Caruso, John .D, Mayer, Peter Salovey (2002). Relation of an Ability Measure of Emotional Intelligence to Personality. *Journal of personality assessment*, 79(2), 306–320.
- 6.Feingold, Alan. (1994). Gender differences in personality: A meta-analysis. *Psychological Bulletin*, 116(3), 429-456.
7. Gary J.,Sipps .(1991) .The Multifactorial Nature of Extraversion-Introversion in the Myers-Briggs Type Indicator and Eysenck Personality Inventory. *Journal of Psychology*, 122-127.
8. Isabel Briggs Myers, Mary.H, Mccauley, Naomil.Quenk Allen.L, Hammer (1998). A Guide to the development and use of the Myers-Briggs Type Indicator.MBTI Manual, 3,7-566.
9. John D. Mayer, Peter Salovey, David Caruso. (1991). Models of emotional intelligence. U.K, Cambridge university press.
10. Lightsey, Owen Richard, Hulsey .C, Duncan. (2002).Impulsivity, coping, stress, and problem gambling among university students. *Journal of Counseling Psychology*, 49(2), 202-211.
11. Lucas, Richard .E, Fujita, Frank. (2000). Factors influencing the relation between extraversion and pleasant affect. *Journal of Personality and Social Psychology*, 79(6), Dec 2000, 1039-1056
12. Omer Bin Sayeed, Meera Nayer. (2006). Assessing emotionally intelligent managers: development of an inventory and relationship with manager's professional development. *Journal of organizational behavior*, 12-18
13. Paul, R.Pearson (1990). Is Impulsiveness Aligned With Psychoticism or With Extraversion? *Journal of Psychology*, 124(1), 134-138.
14. Southard, Sherry. (2005). Technical versus Non-technical Students: Does Emotional Intelligence Matter? *Journal of Accounting Education*, 52(1), 104-105.
15. Yao-Hui Liang, 2007.*The Relationship between Personality Type and Emotional Intelligence in A sample of College and University Faculty in Taiwan*. Ph.D. Texas A&M University.

## **REQUEST FOR FEEDBACK**

**Esteemed & Most Respected Reader,**

At the very outset, International Journal of Research in Commerce and Management (IJRCM) appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to take this opportunity to request to your good self to supply your critical comments & suggestions about the material published in this issue as well as on the journal as a whole, on our E-mails i.e. **info@ijrcm.org.in** or **infoijrcm@gmail.com** for further improvements in the interest of research.

If your good-self have any queries please feel free to contact us on our E-mail **infoijrcm@gmail.com**.

Hoping an appropriate consideration.

With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**