

## **How College Students' MBTI Personality Types Relate to Their Levels of Emotional Intelligence**

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### **Abstract**

In the current investigation, a descriptive correlational design was applied to investigate the research aims in a manner that was methodical and scientific. The primary objective of this study was to look into whether or not there is a connection between emotional intelligence (E.I.) and the Myers-Briggs Type Indicator (MBTI) among a group of students enrolled in a college or university. In order to collect the necessary information for the study, researchers used two different questionnaires: the first consisted of 80 questions relevant to the Myers-Briggs Type Indicator (MBTI), and the second consisted of 33 questions centred on Emotional Intelligence (E.I.). In order to collect data, a sample of sixty master's students was selected at random from the National University of Modern Languages in the Islamabad district of Pakistan. This sample included both male and female students studying for their master's degrees. In the course of carrying out an analysis of the data, numerous statistical procedures, including the mean, the standard deviation, and the correlation, were utilized. It has been discovered that the INFJ personality type, which is characterized by introversion, intuition, feeling, and judgement, exhibits higher levels of emotional sophistication when compared to the extrovert personality type, which is characterized by extroversion, sensing, thinking, and perceiving. This is due to the fact that INFJs are more likely to rely on their own feelings and intuitions when making decisions. The primary focus of this research is on the association between emotional intelligence and the Myers-Briggs type indicator among students enrolled in university programmes.

### **Introduction**

Individuality and one-of-a-kindness are qualities that are present in every being that exists in the cosmos. This trait is typically referred to as one's "personality" when attempting to describe it. Emotions, which form the basis of the human experience, have a significant role in determining the path that a person's life takes. It is a commonly held belief that an individual's likes, dislikes, and personal restrictions have a significant bearing on their level of achievement in school and in the job. This perspective is prevalent in today's era of globalisation, when the individual is at the centre of attention. There is a connection between this and the concept of emotional intelligence.

The capacity to perceive and make sense of one's own emotional states as well as those of other people is referred to as emotional intelligence (EQ). The capacity of an individual to

exercise self-control over their feelings and direct those feelings towards goals that are beneficial is referred to as "emotional intelligence." The Myers-Briggs Type Indicator, also known as the MBTI, is a tool that is frequently used to analyse people's personalities. The examination covers four aspects of a person's personality: the way in which they process information (thinking vs emotion), what they observe (sense versus intuition), how outgoing they are, and how inwardly focused they are. The objective of this study is to investigate the relationship between the MBTI personality types of a sample of Pakistani college students and the participants' overall levels of emotional intelligence.

### **Critical Analysis and Evaluation of the Article:**

A person's personality encompasses numerous aspects of their mental makeup as well as their interpersonal relationships and even their physical appearance. According to Ewen (1998), personality encompasses a wide range of characteristics that serve to differentiate one person from another. The individual in question is of the belief that there is not yet a definition of personality that is widely accepted and conclusive.

Personality is defined by Weinten (1992) as a distinct pattern of permanent behavioural qualities that are exhibited by an individual. Typical patterns of conduct are not always exhibited by all individuals. According to Rothbart (2004), a person's personality is shaped in part by their perception of themselves, the world around them, and the other people in their lives. The usage of compensation and punishment are two methods that can be utilized to impact an individual's behaviour as well as their goals and overall quality of life. According to Funder (2001), psychoanalytic theorists hold the concept that personality is the result of the continual interaction of a variety of independent psychological components. Funder contends that this view is incorrect.

Maddi (1996) offers a concise overview of personality theory in the form of an introduction. According to Carl Jung's theory of personality, the distinctive identities that people have come into being as a result of the interaction of their own internal psychological conflicts. These conflicts, in turn, give rise to complementary strengths that define people's patterns of thought and behaviour. The Myers-Briggs Type Indicator, sometimes known as the MBTI, is a well-known and widely utilized psychometric instrument for carrying out the aforementioned purpose. The MBTI model was established by Katherine Briggs and her daughter Isabel Briggs Myers. This model is an elaboration of Jung's theory of personality types. The purpose behind the creation of the Myers-Briggs Type Indicator (MBTI) was to give Jung's theory some real-world relevance and staying power (Briggs and Briggs Myers, 1998). The MBTI model was built on a strong foundation of questions. The manner in which an individual responds to these questions will shed light on both their worldview and the peculiarities of their behaviour. Personality dimensions are currently the name given to these different groupings of answers. People could be categorized according to any one of the following social characteristics: The personality classification system divides people into a number of distinct categories, including Sensors, Intuitive, Thinkers, Feelers, and Deciders. Observers round out the list of possible categories.

The individual's characteristic tendency can be used to classify the individual's personality. According to research conducted by Arnau et al. (2003), millions of people all over the world utilise the Myers-Briggs Type Indicator (MBTI) to learn more about themselves.

When compared to introverts, extroverts tend to be more: These two people have quite

different personalities. People that are more extrovert tend to be more sociable, cooperative, and open. Their delight originates from making connections with others and taking pleasure in life. According to Myers and Mayers's 1980 research, introverts are more likely to be preoccupied with their own thoughts and to like spending time alone with their imagination. Two cognitive functions—the sensor and the intuitor—are responsible for information processing and perception, respectively. People's views and perceptions are intricately connected to their sensing and intuitive abilities. This can be accomplished by the use of one's senses or one's intuition (Steven, 2001). People that tend towards sensing are more realistic, put their faith in their intuition, and place a high weight on objective data.

People that are intuitive are aware of the truth due to the specific intellectual and perceptual qualities they possess. Their research is centred on transformation, both in terms of its meaning and the relationships between it and other things (McCauley, 1990). The problem lies with individuals who have diverse cognitive and emotional patterns. Rational analysis, introspective thought, and careful consideration are the pillars on which dispassionate thinkers build their choices. Those who disagree with the use of emotion in decision making are more in tune with their own feelings and are more personal. Gaffner and Hazlers (2002) found that people's preferences and natural tendencies played a role in the decisions that they made.

This study investigates the many ways in which individuals see and evaluate situations. According to Gaffner and Hazler (2002), people who have judgement personalities are goal-oriented, focused, and organised. People who are more perceptive tend to act more spontaneously. When it comes to new information, the firm moves slowly. Aristotle is credited with being the first academic to investigate the role of emotions in interpersonal relationships, as stated by Langley (2000). In 1920, the esteemed scholar John B. Thorndike was the first person to identify the components of emotional intelligence as self-awareness, social competence, and self-regulation. The author of the study categorised intelligence into three categories: interpersonal, practical, and theoretical. In the major study that he conducted in 1983, which identified seven different types of intelligence, Howard Gardner primarily focused on intrapersonal and interpersonal intelligence. In the year 1990, Peter Salovey and John Mayer laid the groundwork for the concept of emotional intelligence. Experts believe emotional intelligence to be a form of collective intelligence rather than general intelligence. The ability to detect and understand one's own emotions as well as the emotions of others, as well as to use this awareness to affect one's actions and decisions, is essential to emotional intelligence (EI).

The public awareness effort that Goleman (1998) started is very essential. According to Goleman (1996), "Emotional Intelligence" is becoming an increasingly important factor in the process of hiring, promoting, firing, and keeping people.

Murphy came to the conclusion in 2006 that emotional intelligence is twice as important as IQ when it comes to spectacular performance. According to Goleman (year), "so."

Emotional intelligence is defined by Salovey and Mayer (1997) as "the capacity to monitor and manage one's own emotions and those of others in adaptive and productive ways." Emotional intelligence is defined by Mayer, Salovey, and Caruso (2000) as "the capacity to recognise, name, and control one's own emotions and the ability to use this knowledge to one's advantage in interpersonal relationships and the workplace." Emotional intelligence is defined by Goleman (1996) as self-awareness, which is our ability to have an introspective look at ourselves, and empathy, which is our capacity to recognise and navigate connections with other people.

The idea of many intelligences proposed by Howard Gardner in 1983 offers a reinterpretation of commonly held views, most notably those regarding emotional sensitivity. Only twenty percent of life outcomes can be explained by IQ, according to Goleman (1996). The amount of effort put in is not the only thing that determines success. He believed that people who had a high emotional intelligence would also have a greater focus on achieving their goals.

Based on the findings of Mikulak et al. (year), Petrides, Frederickson, and Furnham (2004) draw the conclusion that kids with lower IQs but higher EQs had better academic outcomes. According to research done by Herbst and Maree (2008), emotional intelligence is an important factor in determining success in reaching one's goals. Mikolajczak et al. (2007) found that managers who possessed high levels of emotional intelligence were better able to cultivate positive ties with their subordinates. According to Dulewicz and Higgs (1999), there is a wealth of literature on emotional intelligence as a result of the extensive research conducted in education and psychology. Rothstein and colleagues conducted a comprehensive study in 1994 to investigate the relationship between personality and performance.

Emotional intelligence was demonstrated to be a reliable indicator of professional success by Dulewicz and Higgs (2003). People who are emotionally knowledgeable have a greater sense of security and confidence in their professional lives. According to Jordan's research from 2002. According to Rice (1999), leaders with a high level of emotional intelligence are more effective in carrying out the responsibilities assigned to them by their organizations. Emotionally intelligent people, according to Berlin and colleagues (2000a), are more attuned to the requirements of others around them.

## **Methodology**

It was suggested that we investigate the circumstance using a descriptive approach. For the purpose of data collection, a questionnaire was used. The MBTI, or Myers-Briggs Type Indicator, is a personality assessment tool that was developed by Carl Myers and Kathryn Briggs. The primary goal of the study is to identify whether or not there is a connection between the MBTI and emotional intelligence among college students, and this method will be used to do so. The sample for the study consisted of sixty students from a variety of different programmes offered at the National University of Modern Languages in Islamabad. The participants were given the Myers-Briggs Type Indicator (MBTI), which is an 80-item questionnaire, as well as a standardised emotional intelligence exam (EQ-i), which has 33 items and uses a five-point Likert scale ranging from strongly disagree to strongly agree. Both of these tests measure emotional intelligence. In the SPSS (Statistical Package for the Social Sciences) analysis, measures of central tendency (mean), dispersion (standard deviation), and correlation ( $r$ ) were utilised. The goal of this study is to determine whether or not there is a statistically significant gap between the mean scores that male and female students achieve on the Myers-Briggs Type Indicator (MBTI) and their emotional intelligence. On the extroversion-introversion continuum, it was discovered that males scored higher ( $M=29.86$ ) than girls did ( $M=25.36$ ). On the other hand, women had an overall performance that was higher ( $M = 28.85$ ) than that of men ( $M = 20.33$ ). On tests measuring emotional intelligence, women fared much better than men (the mean score for males was 69.36, while the mean score for women was 78.92).

## Results

The purpose of this study is to investigate whether or not the Myers- Briggs Type Indicator (MBTI) and emotional intelligence may be reliably linked to academic performance.

The results of this study corroborate the findings of Ghaderi and Ghasemi (2012), who found that introverts have greater levels of emotional intelligence than extraverts. According to the results of the Higgs study from 2001, those who score higher on the sensing and intuition dimension of the MBTI tend to have a deeper knowledge of people's feelings than those who score lower. Archana Das's (2010) studies provide empirical support for the idea that making value judgements about people's personalities has a significant effect on their emotional intelligence (E.I.). The gender gap in EQ was shown to be statistically significant. According to Young (2006), females are generally more emotionally intelligent than males.

## Summary:

This scholarly investigation delves into the intriguing relationship between college students' Myers-Briggs Type Indicator (MBTI) personality types and their levels of emotional intelligence (EI). Emotional intelligence, vital for navigating the complexities of personal and professional life, is increasingly recognized as a crucial skill set for students. By examining how students' personality types, as delineated by the MBTI, relate to their emotional intelligence levels, this study offers valuable insights into student development and well-being. Through a combination of theoretical exploration and empirical analysis, the research unveils diverse patterns of emotional intelligence across different MBTI personality types, underscoring the significance of individual differences in personality in understanding emotional intelligence among college students. Moreover, the study discusses potential implications for educational practices and student support services aimed at cultivating emotional intelligence competencies, thereby fostering holistic student development and enhancing academic success. Overall, the findings contribute to a deeper understanding of the intersection between personality and emotional intelligence in the context of higher education.

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