

The Relationship between Myers Briggs Type Indicator (MBTI) and Emotional Intelligence among University Students

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Abstract

The study was a descriptive correlational in nature in which scientific method was used to test the research objectives. The major objective of this study was to investigate the relationship between Myers Briggs Type Indicator (MBTI) and Emotional Intelligence (E.I) among university students. A 33 items questionnaire concerning E.I and 80 items concerning MBTI was used to collect the data for the study. Data was collected from 60 randomly selected students both male and female in master programs of the National University of Modern languages, Islamabad region, Pakistan. For data analysis mean, standard deviation and correlation were applied. The finding of the study showed that introvert, intuition, feeling and judging (INFJ) personality type were more emotionally intelligent than the extrovert, sensing, thinking and perceiving (ESTP) personality type.

Keywords: Myers Briggs Type Indicator, Emotional Intelligence, university students.

1. Introduction

Every individual in this universe is a unique one carries a distinctive feature that separates him/her from rest of the other population which we usually name as personality. Emotions are the part of human personality they play a pivotal role in success and failure of any individual life. In this global era human beings are the center of attention, their likes/dislikes their comfort zone is considered as a key element in their success either in the field of education or in their professional life. The concept of emotion intelligence goes parallel with this thought. Emotional intelligence is an ability to understand our own emotions as well as others. An individual who is emotionally intelligent manage and direct his feelings and emotions in such a manner to get higher level of efficiency. Myers Brigg Type Indicator (MBTI) is commonly used test in order to determine the personality type of any individual. It measure four personality types named as extrovert-introvert, sensing-intuition, and thinking-feeling, judging-perceiving. The propose study is aim to determine the relationship between MBTI and emotional intelligence among university students especially in Pakistani context.

2. Literature Review:

For most of the theorist personality of an individual includes all of its psychological, social, and physiological aspects. In 1998 Ewen define personality as an extensive collection of individual behavior. He believes that in his era there is no absolute definition of personality presented by anyone that is accepted by all.

According to Weinten (1992) personality is defined as a human being distinctive collection of constant behavioral characteristic. Each one of us possesses different behavioral characteristics that may not be similar with anybody else.

Rothbart (2004) suggest personality of an individual concern with his intellectual abilities and attitude about himself, people around him and about the entire universe. With the help of remuneration and retribution we can shape one's behavior, aims and standards of his life.

Funder (2001) explains that Psychoanalytical theorist view Personality as a continuous cooperation between various autonomously working psychological units.

Maddi (1996) define personality by summing up Carl Jung personality theory as psychic conflicts arises within an individual assume that human behavior is directed by opposing strength of an individual and provide foundation of his personality .

Myers Briggs Type Indicator (MBTI): Katherine Briggs and her daughter Isabel Briggs Myers is the originators of MBTI model which is an expansion of Jung's theory. MBTI is developed to make Jung's theory useful and viable (Briggs and Briggs Myers, 1998). MBTI model was consist of number of query when an individual answer these questions his answer show his perspective and behavioral approach which was later known as personality dimensions or psychological type.

Following are the personality dimensions upon that individual can be classified;

Extrovert / Introvert

Sensors/Intutors

Thinkers/Feelers

Judgers/ Perceivers

Individual preference toward any one aspect determines his personality dimension. Arnau et al, (2003) through their study find MBTI as one of the most accepted mechanism for measuring individual personality, millions of peoples every year fulfill MBTI indicator by.

Extrovert/Introvert: Extrovert and introvert are two different dimension of personality. Extrovert people are more likely to be social, helpful and cooperative they usually like to interact with others, find their happiness in outer world. On the other hand introvert people are more self centered they like to live in their own world of thoughts and dreams (Myers and Mayers 1980).

Sensor and intuitor : sensing and intuition is a matter of how individual perceive knowledge what source did they employee either they believe on their senses or by insight (Steven, 2001). Sensing people try to adopt realistic approach they believe in what they experience and pay more attention toward factual knowledge. Intuitive individuals find truth by the power of understanding, by insight. They are more attentive toward principal significance and association, their center of attention is to transform (McCauley 1990).

Thinker and Feelers: Thinker individual are tend to be more rational ad purposeful in their decision making, they adapt impersonal approach. Feelers on the opposite side are more personal, and consider feeling, emotion while making any decision. Their decision based upon their personal likeness and dislikes (Gaffner and Hazlers, 2002).

Judgment or Perception: individual who possess judgment personality type are more structured and goal oriented they are more focused and have a strong desire to end up things in an organized way (Gaffner and Hazler, 2002). Individual with perception personality type are more impulsive. They adapt tentative approach, time-consuming remain unlock for change.

Emotional Intelligence: It was Aristotle who first talks about significance of human emotion in their relationship with others (Langley 2000). In 1920 Thorndike was the one who sketch the picture of emotion intelligence he believe that there are three major intelligence in an individual. He named them as abstract intelligence, concrete intelligence and social intelligence. Howard Gardner (1983) point out the interpersonal and intrapersonal intelligence as he believe there are seven types of intelligence .Peter Salovey and John Mayer (1990) was the pioneer of a new field of study known as Emotion intelligence (EI) which they believe is kind of collective intelligence but on the other hand it is different from general intelligence, it involve understanding one's own feeling and emotion as well as others emotions to distinguish between them and use this piece of knowledge to direct one's thoughts and deeds.

Goleman (1998) contribution was tremendous in making this idea more well-known. He believe that a new yardstick named as "Emotional Intelligence" had been employee in every field of life in order to choose who will be appointed, who will be fired, who will get promotion and who will be retained (Goleman 1996). According to Murphy (2006) as cited in Goleman states "emotional intelligence was twice as important as IQ in producing outstanding performance".

Individual ability to recognize his thoughts as well as emotion, use it to guide himself ad endorse his cognitive and affective development is known as emotional intelligence (Salovey and Mayer, 1997). Mayer, Salovey, and Caruso (2000) explain emotion intelligence as ability that enable an individual to observe, realize and control his frame of mind and employee this piece information to improve his intellectual system. According to Goleman (1996) emotion intelligence consists of the components of the mental intelligence: the spirit of our knowledge (Self-awareness), others (empathy) in the sense of recognizing and dealing with relationships.

Multiple intelligences theory, draw new perspective to further assumption like emotional intelligence (Howard Gardner, 1983). Only 20% of success in life is achieved by the use of intelligence quotient, and the rest of the other forces contribute (Goleman 1996). He also believed that an emotionally intelligent people are more likely to be committed to success.

Concept of emotion intelligence is mostly employed in field of life such as health, education and organization (Mikolajczak et al 2007). Petrides, Frederickson & Furnham (2004) suggest in educational field student with low intelligence quotient and high emotion intelligence perform better in school than those who have low IQ as well as possess low EQ. Studies suggest that emotion intelligence play a pivotal role in job completion (Herbst & Maree 2008). Emotion intelligence enhance interpersonal relationship between manger and his subordinates (Mikolajczak et al 2007). A wide range of literature available on emotional intelligence is mostly drive from the researches in psychological and educational fields (Dulewicz and Higgs 1999). According to the Rothstein et al, (1994) number of studies was conducted to explore major connection among performance and personality. Researches indicate that individual with higher understanding of emotion intelligence become more successful in their professions (Dulewicz and Higgs, 2003). Those who have experience high emotion intelligence are more confident and secure in their career than those who have less knowledge of their emotion (Jordan, 2002).

Rice (1999) suggests those who have high knowledge of emotion intelligence prove to become more efficient and successful leader, and show greater performance in their tasks assign by their organization. People with high emotion intelligence are more respondent to everyone needs (Berlin et al, 2000a).

In 1986 Rosenbaum concluded in his study that personnel who are technical professionals they use to interact with number of people who came from different background in order to facilitate this diverse workforce professional require to understand their subordinate ideas, gain their loyalty, their commitment understand their problems all these things come under the umbrella of emotion intelligence to achieve maximum efficiency. An individual with having no knowledge of emotion become an emotion intelligent person with the help of training (Stuard & Paquet, 2001).

Number of studies was conducted in order to determine the relationship between emotion intelligence and leadership (Ashkanasy & Tse, (1998); Berlin, Moutinho & Kelloway, (2000); Prati et al, (2003); Verba (2007). Berlin et al, (2000a) believe that the study of emotion intelligence is a new prospect that can also affect the leaders to become a transformational leader. Schlechter & Strauss (2008) suggest that there is a strong relationship between leader emotion intelligence and moral leadership which is directly associated with follower belief and their effectiveness in group tasks. Cooper (1997) explain in his research an emotionally intelligent manger can attain great performance, high level of commitment and trust of his worker afar from his potential.

According to Howell & Avolio (1993); Hater & Bass (1998) literature available on emotion intelligence and leadership style indicate the reason why people with high level of emotion intelligence predispose to the transformational leadership, a leadership style which is verified as most successful style than rest of the others.

A study conducted in a manufacturing organization of United Kingdom draw a new horizon that there is no significant relationship between emotion intelligence and effectiveness of leadership (Weinberger, 2009).

Nelson and Low (2005) students with positive emotional development of students is the key value to support student academic achievement and key. Essential for student success in college more effectively manage complex transitions to learn emotional intelligence skills to promote vigorous and systematic strategy to explore and develop. Studies shows that emotional intelligence skills and competencies necessary for success in college to improve the learning model are described.

A study examined conducted in Nigeria, An emotionally intelligent students are likely to be more creative, but is not likely to be high academic achiever (Olatoye, Akintunde & Yakasai 2010). According to Barchard (2003) explores the connection between students' attainment and emotional intellect find that both these factors' have strong effect on each other.

Low et al, (2004) present paper highlight foremost significance and worth of emotional intelligence and individual skill to institution and occupation achievement, education, person enlargement along with headship.

A study investigates a connection between experiential learning and personality style draw conclusion that extroversion and introversion personality type are more energetic and thoughtful group of people. Individual with feeling and thinking personality type focus most on theoretical and authentic piece of information. Sensing personality type prefers cooperative learning approach and intuitive individuals adapt incorporate style, more focused in their inner world of ideas (Boyatzis and Kolb 1991).

According to Sak (2004) most of the talented teenager possesses intuitive personality. Intuitive type people are good with ideas, assumption and cipher while the sensing type is superior in skills.

Furnham and Stringfield (1993) identify scientist and manager personality type on the bases of how they tackle different problems, majority of scientists come under the dimension of sensing/thinking or intuitive/thinking whereas manager acquires sensing/feeling or intuition/feeling personality type.

Extrovert, sensing, feeling and perceiving personality type individual have strong dependence on their own experience (Steiner and Gaskin, 1998). A study investigate that there is a significant and repellent connection between emotion intelligence and introvert employee, constructive and straight correlation between extrovert employee and emotion intelligence (Makiabadi and Ziaaddini 2013).

An inclusive research is required in order to determine the relationship between mbti and emotional intelligence among university students particularly in Pakistan. The foremost aim of this study is to find out the connection between mbti and emotionally intelligent students at university level.

3. Methodology

The propose study was descriptive study. Questionnaire technique was used for data collection. This technique was adopted as the study is conducted only to determine whether the relationship between MBTI and Emotional Intelligence among university students exist. The population of this study was comprised of 60 students studying at different departments enrolled in National University of Modern Languages, Islamabad. A standardized 33 items questionnaire regarding emotional intelligence with 5 possible responses vary from strongly disagree to strongly agree and 80 items questionnaire regarding mbti with 5 point scale that range from strongly agree to strongly disagree was used. For data analysis mean, standard deviation, correlation SPSS (Statistical Package for the Social Science) were applied.

4. Results

Table: 1 Correlation between University Students' Extrovert Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	R	Sig
Emotional Intelligence	60	76.30	6.98	.230	.522
Extroversion	60	30.10	5.45		

Table 1 shows mean scores, standard deviation, and Pearson correlation of students. The calculated Pearson correlation .230 is not significant at 0.01 level of significance. This shows that there is a no significant correlation between extroversion and emotional intelligence.

Table: 2 Correlation between University Students' Introvert Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	R	Sig
Emotional Intelligence	60	76.30	6.98	.378**	.007
Introversion	60	23.60	1.73		

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

Table 2 shows mean scores, standard deviation, and Pearson correlation of university students. The calculated Pearson correlation .378** is significant at 0.007 level of significance. This shows that there is a significant correlation between introversion and emotional intelligence which indicates that the introversion type of personality contributes high level of emotional intelligence among university students.

Table: 3 Correlation between University Students' Sensing Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	r	Sig
Emotional Intelligence	60	76.30	6.98	.312	.612
Sensing	60	28.27	3.51		

Table 3 results shows mean scores, standard deviation, and Pearson correlation of university students. The calculated Pearson correlation .312 is not significant at 0.01 level of significance. This shows that there is a no significant correlation between sensing and emotional intelligence.

Table: 4 Correlation between University Students' Intuitive Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	r	Sig
Emotional Intelligence	60	76.30	6.98	.412**	.001
Intuition	60	33.60	2.82		

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

Table 4 shows mean scores, standard deviation, and Pearson correlation of students. The calculated Pearson correlation .412** is significant at 0.01 level of significance. This shows that there is a significant correlation between intuition and emotional intelligence which indicates that the intuitive type of personality contributes high level of emotional intelligence among university students.

Table: 5 Correlation between University Students' Thinking Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	R	Sig
Emotional Intelligence	60	76.30	6.98	.281	.638
Thinking	60	25.71	3.43		

Table 5 shows mean scores, standard deviation, and Pearson correlation of students. The calculated Pearson correlation .281 is not significant at 0.01 level of significance. This shows that there is no significant correlation between thinking type of personality and emotional intelligence.

Table: 6 Correlation between University Students' Feeling Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	R	Sig
Emotional Intelligence	60	76.30	6.98	-.337**	.001
Feeling	60	28.87	5.08		

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

Table 6 shows mean scores, standard deviation, and Pearson correlation of students. The calculated Pearson correlation -.337** is significant at 0.01 level of significance. This shows that there is a significant correlation between feeling personality type and emotional intelligence which indicates that the feeler type of personality contributes high level of emotional intelligence among university students.

Table: 7 Correlation between University Students' Judging Personality Type and Emotional Intelligence.

Variables	Number of students	Mean	SD	r	Sig
Emotional Intelligence	60	76.30	6.98	-.546**	.003
Judging	60	32.40	5.01		

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

Table 7 shows mean scores, standard deviation, and Pearson correlation of students. The calculated Pearson correlation $-.546^{**}$ is significant at 0.01 level of significance. This shows that there is a significant correlation between judging personality type and emotional intelligence which indicates that the judging type of personality contributes high level of emotional intelligence among university students.

Table: 8 Correlation between University Students' Perceiving Personality Type and Emotional Intelligence

Variables	Number of students	Mean	SD	r	Sig
Emotional Intelligence	60	76.30	6.98	.474**	.002
Perceiving	60	34.54	1.73		

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

Table 8 shows mean scores, standard deviation, and Pearson correlation of students. The calculated Pearson correlation $.474^{**}$ is significant at 0.01 level of significance. This shows that there is a significant correlation between perceiving personality type and emotional intelligence which indicates that the perceiver type of personality contributes high level of emotional intelligence among university students.

Table: 9 Comparison of Mean and SD of Gender, Myers Briggs type indicator and Emotional Intelligence (N=60)

Subscales	Male (n=26)		Female (n=34)	
	M	SD	M	SD
Emotional Intelligence	69.36	6.03	78.92	6.51
Extroversion	29.86	1.45	25.36	1.26
Introversion	20.33	2.88	28.85	1.21
Sensing	28.27	2.39	27.79	1.91
Intuitive	29.25	1.50	29.43	1.13
Thinking	25.09	2.40	24.58	2.08
Feeling	23.57	.787	28.71	2.56
Judging	27.19	2.07	26.15	2.48
Perceiving	29.57	.535	28.71	2.15

Table: 9 show the mean scores of students on MBTI and emotional intelligence for the variable gender. The results reflect that male students have almost same mean score of the mean score of female except the mean scores on the pole of extroversion-Introversion, score is higher for males than female on extroversion pole (Male M=29.86,Female M=25.36) while female scored higher than male on introversion pole (Male M=20.33,Female M= 28.85).Similarly female scored higher on emotional intelligence scale than male(Male M=69.36,Female M=78.92).

5. Discussion of Results

Present study focuses on the relationship between MBTI and Emotional Intelligence among university student. Analyzed data reveal following results; introvert personality type was more emotionally intelligent than extrovert similar with the finding of Ghaderi and Ghasemi (2012).In personality dimension of sensing and intuition, intuitive type personality shown to be more emotionally intelligent than sensing congruent with the study of Higgs (2001).Thinking and Feeling personality dimensions indicates that Feeling type is allied with higher E.I, go far with Farnsworth & Gilbert's (2002). Judging and perceiving personality type considerably affects E.I (either positively or negatively), harmonious with the finding of Archana Das (2010). Gender was extensively interrelated to Emotional Intelligence. Females are more emotionally intelligent than males similar to verdict of Young (2006).

6. Recommendations

The broad objective of this research was to examine the relationship between MBTI and E.I among university students. Analyzed data shows that introvert, institution, feeling and judging (INFJ) personality type found more

emotionally intelligent than extrovert, sensing, thinking and perceiving (ESTP).

Special effort should be given to those who possess low level of emotional intelligence. Special training should be given to teachers, students and parents; priority should be given to the emotion first than to learning. The male students may work hard to increase their emotional intelligence. If they need extra help they may not feel any hesitation to discuss their problems with their teachers. Government and universities should adopt such parameter such as curriculum may be designed and organized in a creative way to enhance emotional intelligence. Subject of emotional intelligence should be taught in universities.

Awareness programs and workshops may be conducted for students to make them aware about their emotional intelligence for their success in academic, social and professional life. More researches may be conducted to investigate the relationship between mbti and E.I at different levels. It will be fruitful to study demographic variables in relation to MBTI and E.I at school, college and university level. The present study was confined to one university of Islamabad further research may be extended to wider jurisdiction in order to understand this relation in our culture context of Pakistan.

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