

A COMPARATIVE STUDY OF EMOTIONAL QUOTIENT AND ADJUSTMENT BETWEEN INTROVERT AND EXTROVERT PERSONALITY OF STUDENTS

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ABSTRACT

The study was conducted to explore the comparison of emotional quotient and Adjustment between introvert or extrovert personality. The study was conducted in N.M.V. Lalitpur (U.P.). The data were collected from 100 undergraduate college students. Emotional Intelligence Inventory (EII) by S.K. Mangal and Shubhra Mangal and Personality Inventory (PI) by yashvir Singh and Har Mohan Singh and Adjustment Inventory for college student (AICS) by A.K.P. Sinha and R.P Singh were used to collect data. Data were analyzed by using analysis of variance (ANOVA). Thus, on the basis of result we find that there are no significant differences in EII, AICS and PI. In gender; Boys have more, Emotional Intelligent than girls, girls have more Adjustment than boys and on the other hand we find no significant difference on EQ and Adjustment.

KEYWORDS: Emotional Quotient, Adjustment, Personality

INTRODUCTION

Personality is the complex and fluid mental process that each person uniquely possesses that influences, cognition, emotion, and behavior. These unique mental process help individual when dealing with their environment. People are different each other because they tend to possess different personality. Psychologist differs among themselves as the meaning of personality. Most agree that the word personality originated from the Latin persona, which referred to a theatrical mask worn by Roman actor in Greek drama. When psychologist uses the term 'personality' they are referring to something more than the role people play. The first person to propose a comprehensive theory of the human personality was Sigmund Freud, a 19th century clinical neurologist who formulated his ideas while treating patients in Vienna, Austria. His work called psychoanalysis. **Allport (1961)** "Personality is a dynamic organization, inside the person, of psychophysical system, that creates the person's characteristic pattern of behavior, thought and feeling"

Extroverted people are in the more outgoing group of people. They are the 'social butterflies' of our society. They are the ones who are more apt to great people and just join into the group that has already formed. An extrovert loves to be around other people.

Introverts are the exact opposites of extroverts in many ways. They are shy, quieter people of the world. They often have trouble remembering names and faces of people they have met. They prefer to work alone lost in their own thought rather than working with other people on a project. Introverts are often seen as the 'loners' of society.

Extrovert Communicate well with others, Introvert Communicate Well Themselves

An emotion is complex. When most people think of emotion, they think of their feeling. But the feeling component is only one aspect of an emotion; emotion also include psychological responses (heart rate may increase, sweating may occur, muscles may tense etc) brain activity, thought, expression (facial, body gesture etc), and other element. In 1884, William James, founder of American psychology, wrote an important article titled “what is an emotion?” a century and a quarter later, psychologists continue to ask that question. As with several other important concepts, emotion is difficult to define with precision. Emotion is hardly the only important concept that is difficult to define. “An emotion is a universal, functional reaction to an external stimulus event, temporarily integrating physiological, cognitive, phenomenological, and behavioral channels to facilitate- enhancing, environment- shaping response to the current situation (Keltner& shiota, 2003).

Emotional intelligence is one of several types of intelligence required for success in all kinds of situation. People have different ability in dealing with emotion just like they have different ability in language, logic, mathematics and music. Peter salovey and John Mayer were the first researches who created the term ‘emotional intelligence’ in 1900 (salovey & Mayer) and have continued to conduct researches on the topic. Emotional intelligent is said to refer to “an ability” to recognize the meaning of emotion and their relationship, and to reason and problem solve on the basis of them (Mayer, Caruso & Salovey 2000). Salovey and Mayer proposed a model that identified four different factors of emotional intelligence; the ability perceiving emotions, the ability reason using emotion, the ability to understand emotion and the ability to manage emotion. “Emotional intelligence it as a skill to identify and control emotions within ourselves as well as of other (Golmen 2001)”

Adjustment is a behavioral process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding Principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behavior to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. **According to Coleman, James C.**, “Adjustment is the outcome of the individual’s attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

Social Adjustment

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. This organization has to make special efforts to adjust with other unique organization which well society.

Health Adjustment

Health and community professionals should understand the importance of transition and adjustment to school for each child and their family. Health and community workers can visit local schools to find out the range of transition programs available and to advocate for children and families who might need additional support.

Educational Adjustment

The Education Adjustment Program (EAP) is a process for identifying and responding to the educational needs of students with disabilities. Adjustments are made for students with disabilities to enable them to access the curriculum, achieve curriculum outcomes and participate in school life.

Home Adjustment

An individual is not born adjusted or maladjusted, it is his physical, mental and emotional potentialities that are influenced and directed by the factors of environment in which he found himself that adjustment or maladjustment gradually develop.

Emotional Adjustment

Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behavior in the face of an identity crisis.

LITERATURE REVIEW

There are several studies in the area of Emotional Intelligence and personality but there is lack of sufficient effort. Because there are not much studies of extrovert and introvert personality and gender on EQ and personality. So Emotional Intelligence & personality related to measurement. Thus we contribute not only in the field of personality & Emotional Intelligence but also in adjustment and gender.

The idea that brands can be described in terms of a set of personality traits can be traced back to Gardner and Levy (1955) and Martineau (1958). The concept of brand personality has also been accepted by most marketing academics and practitioners (Jennifer L. Aaker & Fournier, 1995; Gardner & Levy, 1955). Just as David Ogilvy (1983, p. 14) stated: "Products, like people, have personalities, and they can make them or break them in the marketplace". For example, Coca Cola may be described as young, fun and sporty, and Chanel described as glamorous, stylish and upper class. Such characteristics, deemed as part of brand personality, are used to form impressions of and preference for a particular brand. Consumers tend to identify personally with certain brands or use brands as a means of self-expression (H.-S. Kim, 2000).

Extroverts tend to appear much more social because they are eager for the stimulation that comes from meeting new people. They also tend to think and talk at the same time, and formulate their ideas best by saying them out loud (Laney, 2001). Because of these qualities, extroverts often meet new people easily and often do well in social situations.

To the rest of the world, introverts may appear shy or anti-social, but they are just social in different ways (Laney, 2001). They often prefer to spend time in smaller groups, or one-on-one, and usually like to get to know new people more slowly (Tieger & Barron-Tieger, 1995).

Tariq, Majoka and Hussain (2011) researched on the emotional intelligence of university students for the purpose of explaining self-perception status of students in terms of different factors of emotional intelligence, comparing female and male students and establishing a relationship between the academic achievements and perceived emotional intelligence. The results confirmed that university students are highly aware of self-reports. Although there is a great difference between perceptions of female and male students, male students believe that they are more superior in factors of

emotional intelligence, compared to the female students. Furthermore, the conclusions did not reveal a relationship between students' emotional intelligence and academic achievements.

Ali Habayeb & Jamal Abu-Maraq (2008) examined the reality of adjustment in social, educational, emotional and discipline wise dimensions on the part of An-Najah National University students in Palestine. It also aimed at reaching the difference in the adjustment reality and the interaction amongst its variables, namely, college, gender, major change and lodging in the university environment. To realize objectives of study, the researchers have used the adjustment to university questionnaire prepared by Jamal Alleil, 1993. The sample of study was 845 students, 346 male and 499 female in the second semester 2007/2008. One finding of the study was that the adjustment reality, Across the four dimensions, was positive first came the social dimension 74.8% and emotional 56.47% third was the discipline factor 54.80% and last, educational/academic study 51.53%.

There has been some research examining the relationship between emotional Intelligence and personality using Bar-On's (1997) EQ-i as the measure of emotional intelligence. The EQ-i has been linked with existing personality constructs (Bar-On, 2000; Newsome, 2000), and there is some evidence that it has predictive capabilities for other constructs such as academic success (a cognitive ability), clinical disorders, and treatment responses (Mathews et al., 2004). A majority of the evidence indicates that emotional intelligence, as measured by the EQ-i, is indistinguishable from established traits of personality.

Emotional intelligence plays an important role in the adjustment in a different culture because nonverbal communication of emotions varies from culture to culture (Morris and Maisto, 2001). For example, hand gestures have specific meanings in a particular culture which may be very different from another culture. The emotional disturbance in expatriate students may negatively affect their academic performance. People in emotional states, like anxiety, anger or depression, seldom take information efficiently or deal with it well (Goleman, 1995). The performance of students in the first semester is affected as they try to cope with these difficulties. Emotional intelligence helps them to come up with this situation.

Nair (1999) compared personality variables of pre-degree students of regular and correspondence stream and found that regular students are socially well adjusted than the correspondence students. In another study Nair (1999) compared over and underachievers in science with their social adjustment and found that there exists no significant difference of overachievers and underachievers in science with their social adjustment.

MAIN OBJECTIVES

By acknowledging the existing gaps in published literature gives a clear picture that note worthy contribution has been made in this area. Thus the modern study makes an attempt to explore Emotional Intelligence and Adjustment of introvert and extrovert personality.

The problem has been created to measure the subject's emotional intelligence and adjustment with introvert and extrovert personality. In this research we want to study what affect of EQ and adjustment. If students have high EQ and low adjustment, its effect on their college life and classes.

PROBLEM

What are the Emotional Quotient and Adjustment of Introvert and Extrovert personalities, boys and girls?

HYPOTHESES

H.1 There will be significant differences in between boys and girls Emotional Quotient.

H.2 There will be significant differences in between boys and girls Adjustment.

H.3 There will be significant differences in between Introvert and Extrovert's Emotional Quotient.

H.4 There will be significant differences in between Introvert and Extrovert's Adjustment.

METHOD

Types of Research and Design

It is an exploratory study using 2X2 ANOVA design. There are two IV and two DV

Independent Variables

- Gender
- Boys
- Girls

Personality

- Introvert
- Extrovert

Dependent Variables

- Emotional Intelligence
- Adjustment inventory

SAMPLE

The sample consisted of 100 undergraduate college students, of **Deep Chandra Art College, Lalitpur (U.P.), M.S.D.C Pali and Nehru P.G College, Lalitpur (U.P)**. The sample was divided into two groups on the basis of introvert and extrovert personality. Each of the two group consisted of an equal number of boys and girls respondents. Results are 2x2 groups of respondents. Each of these four group consisted of 25 respondents.

Criteria of Sample Selection

Only those young respondents were included in the samples who were studying in under graduation of 16-23 years unmarried having an urban residence and without any major diagnosed chronic physical or mental illness.

INSTRUCTION

To make the subject acquainted with testing paper of emotional intelligence and intelligence quotient and asking for right response that they feel in their daily life style.

In **Emotional Intelligence Inventory (EII)** test paper, as you can see it is a test booklet and an answered sheet. This question is related our daily life, which you experience in your daily life. In test paper, the question are related Emotional Intelligence. It has two answer were **Yes** or **No**, you give right answer which is suitable with you. There is not any one answer were right or wrong.

In **AICS (Adjustment Inventory for College Students)** test paper, as you see it includes five distinct abilities. It has two answer were **Yes** or **No**, you give right answer which is suitable with you. There is not any one answer were right or wrong.

In **PI (personality inventory)** test paper. It has three answer were Yes, No or Don't know, you give a right answer which is suitable with you. There is not any one answer were right or wrong.

Procedure

For recording subject's responses on **PI Test paper** (Personality Inventory). They were given EQ **EII Test (Emotional Intelligence Inventory)** it has four categories and it has 100 questions 25 in each categories and the second test. **AICS (Adjustment inventory for college student)** It has five categories and 102 questions.

Data Collection

For collecting the data testing were conducted. A verbal consent was taken from the subjects after informing them the purpose of the study. They were assured that the information they provide will be kept confidential and used only for research purpose. Thus the sample of male and female respondents aged between 16-23 was selected. They were then handed over a copy of the questionnaire to respond. They were helped if they had any difficulty regarding understanding or responding to the questionnaire items. Respondents were requested to respond honestly and to answer all the items. After they had completed the questionnaire they were thanked and the complete questionnaires were collected.

Analytic Strategy

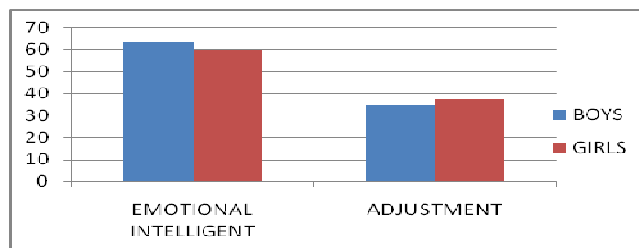
Two way analysis of variance ANOVA statistical techniques used to test the significance difference in emotional quotient and adjustment in between boys and girls, introvert and extrovert personality.

RESULT AND DISCUSSIONS

Analysis of variance (ANOVA) is a statistical techniques used to test the significance of the difference between sample means of number of different group. ANOVA deals with difference between sample means and has no restrictions on the number of mean. The level of significance is the maximum probability with which a researcher would be willing to risk the rejection of the null hypothesis, where in fact it should have been accepted (Spiegel, 1972). In practice, a level of significance of 0.05 or 0.01 is customary. If a 0.01 (1%) level of significance is selected to test the hypothesis, the researcher will be 99% confident that the right decision has been made. The level of significance used in this study was that of a significance level of 0.05 as the cut-off point for rejecting the hypothesis. An analysis of variance was conducted to explore the impact of gender, and area on the evaluation of EII, PI and AICS.

Table 1. Mean and SD of Emotional Intelligent and Adjustment X Gender

Gender		Emotional Intelligent	Adjustment
Boys	Mean	64.0800	35.0200
	S.D.	13.2601	13.96569
	N	50	50
Girls	Mean	59.9000	37.2800
	S.D.	10.57770	13.57525
	N	50	50
Total	Mean	61.9900	36.1500
	S.D.	12.11685	13.74910
	N	100	100



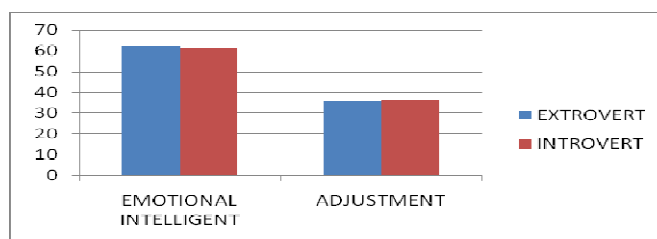
Graph 1: Emotional Intelligent and Adjustment x Gender

The mean table 1 and graph 1 shows that in Boys Emotional Intelligent (M=64.08), and Girls Emotional Intelligent (M=59.90). In Boys Adjustment (M=35.02), and Girls Adjustment (M=37.28). The table shows that boys emotional Intelligent is more than comparatively girls. And Boys Adjustment is less than Girls Adjustment.

Table.2 show that the Mean of Personality of both type (Extrovert and Introvert) level. Table contain the mean value of Emotional Intelligent and Adjustment with references to Stream (Extrovert and Introvert) and presents the context in which the differences between the EQ and AICS.

Table 2: Mean and SD of Emotional Intelligent and Adjustment x Personality

Stream		Emotional Intelligent	Adjustment
Extrovert	Mean	62.3200	35.9800
	S.D.	13.12489	13.62245
	N	50	50
Introvert	Mean	61.6600	36.3200
	S.D.	11.14214	14.01084
	N	50	50
Total	Mean	61.9900	36.1500
	S.D.	12.11685	13.74910
	N	100	100



Graph 2: Emotional Intelligent and Adjustment X Personality

The mean table 2 and graph 2 shows that in Extrovert Emotional Intelligent (M=62.32), and Introvert Emotional Intelligent (M=61.66). In Extrovert Adjustment (M=35.98, and Introvert Adjustment (M=36.32). The mean table of Extrovert Emotional Intelligent is greater than Introvert Emotional Intelligent and the mean table of Extrovert Adjustment is less than Introvert Adjustment.

Table 3: ANOVA Table of GENDER

		Sum of Square	Df	Mean Square	F.	Sign.
EQ X GENDER	Between Group	436.810	1			
	Within Group	14098.180	98	436.810	3.036	.085
	Total	14534.990	99	143.859		
ADJUSTMENT X GENDER	Between Group	127.690	1			
	Within Group	18587.060	98	127.690	.673	.414
	Total	18714.750	99	189.664		

Total 3 shows the main and interaction effect of gender, the main effect of gender on EQ and Adjustment are not significant. On the basis of gender, these are not significant difference in EQ and Adjustment.

The mean of boys and girls on EQ (mean=64.0800 And 59.9000). The interaction effect between boys and girls is not found significant (F=3.036). This suggests that boys have more emotional intelligence than girls. The mean of boys and girls on Adjustment (mean=35.0200 And 37.2800). The interaction effect between boys and girls is not found significant (F=.673). This suggests that Boys have less Adjustment than girls.

Result of EQ and Adjustment on the basis of second IV personality. Second table present to explore the impact of personality on the evaluation of EQ and Adjustment.

Table 3: Mean Table of Personality

		Sum of Square	df	Mean Square	F.	Sign.
EQ X PERSONALITY	Between Group	10.890	1			
	Within Group	14524.100	98	10.890	.073	.787
	Total	14534.990	99	148.205		
ADJUSTMENT X PERSONALITY	Between Group	2.890	1			
	Within Group	18711.860	98	10.890	.015	.902
	Total	18714.750	99	148.205		

Table.3 shows the effect of personality which is not significant. There is no significant difference in EQ and Adjustment on Personality.

The mean of extrovert's Emotional Intelligent (mean=62.3200 And 61.6600). The interaction effect between personality is not found significant (F=.787). This suggests that extrovert have more emotional Intelligent than introvert Intelligent. The mean of extrovert and introvert Adjustment (mean =35.9800 and 36.3200). The interaction effect between personality is not found significant (F=.015). This suggests that extrovert have less Adjustment than introvert.

H.1- There Will be Significant Differences in Between Boys and Girls Emotional Quotient

The mean score of boys is higher than girls' Emotional intelligent (mean =64.0800 and 59.900, $F=3.036$). Thus boys have more Emotional intelligent than girls but there are no significant difference found in boys' and girls' Emotional intelligent. Thus, we can say that on the basis of gender, boys have more Emotional intelligent than girls.

Mishra and Ranjan (2008) have also been studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls.

H.2- There Will be Significant Differences in Between Boys and Girls Adjustment

The mean score of boys is less than girls Adjustment (mean=35.0200 and 37.2800, $F=.673$). Thus boys have less Adjustment total than girls but there are no significant difference found in boys' and girls' 'Adjustment. Thus, we can say that on the basis of gender, boys have less Adjustment than girls.

Hima (1995) found that boys and girls in the secondary schools of Kerala differ in their adjustment. Girls have better Adjustment than boys

H.3 There Will be Significant Differences in Between Introvert and Extrovert's Emotional Quotient.

The mean score of Extrovert is greater than Introvert Emotional Intelligent total (mean=62.32001 and 61.6600, $F=.073$). Thus Extrovert have more Emotional Intelligent total than Introvert but there are no significant difference found in Extrovert and Introvert Emotional Intelligent total. Thus, we can say that on the basis of Stream, Extrovert have greater than Introvert Emotional Intelligent total.

H.4- There will be significant differences in between Introvert and Extrovert's Adjustment

The mean score of Extrovert is less than Introvert Adjustment (mean =35.9800 and 36.3200, $F=.210$). Thus Extrovert has less Adjustment than introvert but there are no significant difference found in Extrovert and Introvert Adjustment. Thus, we can say that on the basis of Stream, Extrovert has less than Introvert Adjustment.

CONCLUSIONS

Cartwright and Amanda solloway, 2007, "Emotional Intelligent is the abilities to understand, accept and recognize our own emotion and feeling including their impact on our self and other people and to use this knowledge to manage and improve our relationship with other".

The term introversion and extroversion were first popular by Carl Jung, although both the popular understanding and psychologist age differ from his original intent extraversion tends to be manifested in outgoing talkative, energetic behavior, whereas introversion is manifested in more reserved and solitary behavior. Virtually all comprehensive models of personality include these conception various forms.

Data collection from the U.G. students' subjects has to respond on **EII, AICS and PI**. A total of 100 students constituted the sample of the present study. The sample was divided into two groups on the basis of gender: boys and girls. Each of the two groups consisted of an equal number of Extrovert and Introvert. The two variables of gender and personality students resulted in $2 \times 2 = 4$ groups of respondent. Each of these 4 group sub groups consisted 25 responded .this design enables exploration of effect of gender and personality on Emotional Intelligent and Adjustment.

Thus, on the basis of result we find that there is no significant differences in EII , AICS and PI. In gender; Boys have more, Emotional Intelligent then girls, girls have more Adjustment than boys and on the other hand we find no significant difference on EQ and Adjustment. We can say that according to gender boys and girls are not equally on EII AICS and PI total. On the other hand, we find no significant difference between Extrovert and Introvert student on the basis EII, mean score of Extrovert are Emotional intelligent greater than introvert. Thus Extrovert has less Adjustment than introvert but there are no significant difference found in Extrovert and introvert on Adjustment. We can say there is no significant difference between EQ and Adjustment on personality.

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