A STUDY ON RELATIONSHIP BETWEEN PERSONALITY DISORDER AND EMOTIONAL INTELLIGENCE OF ARTS AND SCIENCE COLLEGE STUDENTS

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Abstract

The aim of this study is to find out the personality disorder and emotional intelligence of arts and science college students with reference to Gender and Locality of the college. In the present study normative survey method was done by the investigator. Five Factor Measures Of Schizotypal Personality Disorder Scale (FFM-STPD)-*Constructed and Standardized by Maryanne Edmundson (2010) and Emotional Intelligence Scale (EIS) Constructed and Standardized by Petrides and Furnham, (2006). For the purpose of the study a sample of 1000 arts and science college students were selected through simple random sampling technique. The data were collected and Mean, Standard deviation, t-test were used to analyze the data. The result found is that the level of personality disorder of arts and science college students is at a low level but emotional intelligence is at a high level. There is a significant difference between gender and locality of the college of arts and science college students in respect of personality disorder and there is no significant difference between gender and locality of the college of arts and science college students in respect of emotional intelligence.*

Key words: Personality disorder, Emotional intelligence, Gender, Locality of the college, Arts and science college students.

Introduction

The personality is the condition of being a person. It is the totality of qualities and disorder, as of character or behavior; those are peculiar to a specific person. Personality is the pattern of collective character, behavioral, temperamental, emotional, and mental disorder of a person: though their personality differed, they got along as friends. Distinctive qualities of a person, especially those distinguishing personal characteristics, make one socially appealing: won the election more on personality than on capability. In psychological parlance "personality" refers to a person's unique and enduring pattern of thinking, feeling, and behavior when viewed in this manner it becomes evident that "personality" encompasses nearly every aspect of human experience. Subsequently, our personalities have an impact on our well-being. In particular, the quality of our relationships with others is significantly affected by our personalities. And because human beings are social creatures, this means our personalities greatly influence our overall success and satisfaction with life.

"Emotional intelligence", means our capacity to deal with our feelings wisely as well as have the ability to reason for our vital well being. It deals with our self-concepts, to social skills, creativity, and our ability to understand our emotion as well of other, "Emotional intelligence" dose it strike a chord! Probably not we are used to think about intelligence as reasoning and logic while we tend to ignore our emotions. Emotional intelligence is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and action (Salovey and Mayer, 1990). The emotional person is skilled in four areas: identifying, using, understanding, and regulating emotions (Salovey and Mayer, 1993).

Objectives of the Study
The following are the objectives formulated for the present study.
1. To find out the level of personality disorder of arts and science college students.
2. To find out the level of emotional intelligence of arts and science college students.
3. To find out whether there is any significant difference between the personality disorder scores of arts and science college students with regard to the sub samples a) Gender and b) Locality of the college.
4. To find out whether there is any significant difference between the emotional intelligence scores of arts and science college students with regard to the sub samples a) Gender and b) Locality of the college.
5. To find out whether there is any significant relationship between personality disorder and emotional intelligence of arts and science college students.

Hypotheses of the Study
The following were the hypotheses framed from the formulated objectives
1. The level of personality disorder of arts and science college students is low.
2. The level of emotional intelligence of arts and science college students is low.
3. There is no significant difference between the personality disorder scores of arts and science college students with regard to the sub samples a) Gender and b) Locality of the college.
4. There is no significant difference between the emotional intelligence scores of arts and science college students with regard to the sub samples a) Gender and b) Locality of the college.
5. There is no significant relationship between personality disorder and emotional intelligence of arts and science college students.

Methodology and Sample of the Study
The normative survey method has been adopted in this study. The simple random sampling technique in the selection was used to collect the data from a sample of 1000 arts

and science college students Ariyalur, Cuddalore, Perambalur and Villupuram Districts of Tamilnadu in India.

Scoring Procedure
    For this purpose the personality disorder scale consist of 90 items the maximum score is 450, the minimum score is 90 and the mid score is 270. The emotional intelligence scale consists of 30 items and the maximum score is 150, the minimum score is 30 and the mid score is 90.

Analysis and Interpretation Data
    The following statistical techniques have been used in the present study
(i)   Descriptive Analysis
(ii)   Differential Analysis and
(iii) Correlation Analysis
    The analysis and interpretation are given in the following tables

Hypothesis 1
    The level of personality disorder of arts and science college students is low.

Table 1: Mean and Standard Deviation for Personality Disorder Scores of Arts and Science College Students

Variable	N	Mean	Standard Deviation
Personality disorder	1000	221.06	11.21

    From the above table 1, the mean and standard deviation for the personality disorder of total group are found to be 221.06 and 11.21 respectively. The mean value is less than the mid score of 270. Therefore hypothesis 1 is accepted and it is concluded that the personality disorder of arts and science college students is low.

Hypothesis 2
    The level of emotional intelligence arts and science college students is low.

Table 2: Mean and Standard Deviation for Emotional Intelligence Scores of Arts and Science College Students

Variable	N	Mean	Standard Deviation
Emotional Intelligence	1000	96.06	22.11

    From the above table 2, the mean and standard deviation for the emotional intelligence are found to be 96.06 and 22.11 respectively. The mean value is higher than the mid score of 90. Therefore hypothesis 2 is rejected and it is concluded that the emotional intelligence of arts and science college students is high.

Hypothesis 3
    There is no significant difference between the personality disorder scores of arts and science college students with regard to the sub-samples a) Gender and b) Locality of the College

Table 3: Showing the Mean and Standard Deviation Scores of Personality Disorder of Arts and Science College Students with Regard to the Sub-Samples

Variable	Sub-Samples	N	M	SD	't' value	Level of Significance at 0.05 level
Personality Disorder	Male	405	222.39	11.87	3.52	Significant
	Female	595	219.83	10.44		
	Urban	632	219.54	11.02	5.04	Significant
	Rural	368	223.15	10.89		

It is evident from the Table 3, that the calculated 't' values are found to be 3.52 and 5.04 for gender and locality of the college respectively which are significant at 0.05 level. Hence, the framed null hypothesis 3(a) and 3(b) is rejected. It is inferred that the gender and locality of the college of arts and science college students differ significantly in their personality disorder.

Hypothesis 4

There is no significant difference between the emotional intelligence scores of arts and science college students with regard to the sub-samples a) Gender and b) Locality of the College

Table 4: Showing the Mean and Standard Deviation Scores of Emotional Intelligence of Arts and Science College Students with Regard to the Sub-Samples

Variable	Sub-Samples	N	M	SD	't' value	Level of Significance at 0.05 level
Emotional Intelligence	Male	405	94.43	9.98	1.61	Not Significant
	Female	595	96.66	31.56		
	Urban	632	94.33	10.64	1.86	Not Significant
	Rural	368	98.19	38.99		

It is evident from the Table 4, that the calculated 't' values are found to be 1.61 and 1.86 for gender and locality of the college respectively which are not significant at 0.05 level. Hence, the framed null hypothesis 4(a) and 4(b) is accepted. It is inferred that the gender and locality of the college of arts and science college students do not differ significantly in their emotional intelligence.

Hypothesis 5

There is no significant relationship between the personality disorder and emotional intelligence of arts and science college students.

Table 5: Showing the Correlation Values between Personality Disorder and Emotional Intelligence of Arts and Science College Students

Variables	N	'r' value	Level of Significance
Personality disorder and Emotional intelligence	1000	-0.134	Significant

The co-efficient of correlation between personality disorder and emotional intelligence of arts and science college students is found to be -0.134 at 0.01 level. This indicates that there is a significant and negative correlation between personality disorder and emotional intelligence scores. Hence, it is concluded that there is a significant and negative relationship between personality disorder and emotional intelligence of arts and science college students.

Findings of the Study
1. The personality disorder of arts and science college students is low.
2. The emotional intelligence of arts and science college students is high.
3. There is a significant difference between the personality disorder scores of arts and science college students with regard to gender.
4. There is a significant difference between the personality disorder scores of arts and science college students with regard to locality of the college.
5. There is no significant difference between the emotional intelligence scores of arts and science college students with regard to gender.
6. There is no significant difference between the emotional intelligence scores of arts and science college students with regard to locality of the college.
7. There is a significant and negative relationship between the personality disorder and emotional intelligence of arts and science college students.

Conclusions
The arts and science college students personality disorder is low but emotional intelligence is high. The gender and locality of the college of arts and science college students differ significantly in their personality disorder, the gender and locality of the college of arts and science college students do not differ significantly in their emotional intelligence and there is a significant and negative correlation between personality disorder and emotional intelligence of arts and science college students.

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