



Relationship between Personality and Emotional Intelligence among College Going Students

Dr. Aditya Farsole¹, Alina Bharuchi²

Department of Psychology, Vanita Vishram Women's University.

ABSTRACT

This paper aims to explore the relationship between Emotional Intelligence and the Big Five Personality Traits (Extraversion, Agreeableness, Conscientiousness, Openness to experience and Neuroticism). The total sample consisted of 63 college going students from various colleges of Surat city. Snowball sampling and convenience sampling method was used in this study. The students' age ranged from 18 years to 25 years. For measuring Emotional Intelligence TEIQue-SF by Petrides (2009) was used. For measuring Personality traits BFI-S by John, O. P., & Srivastava, S. (1999) was used. The data was analysed through Karl Pearson's correlation coefficient method by using SPSS software. The result showed that there is significant positive correlation between Emotional Intelligence and personality traits namely Extraversion, Agreeableness, Conscientiousness and Openness to experience among college going students. Also, the result concluded that there is a significant negative correlation between Emotional Intelligence and Neuroticism among college going students.

Keywords-Personality, Emotions, Emotional Intelligence, Big five personality traits, College students.

Introduction

The term Personality is derived from the Latin word "Persona" which refers to a theatrical mask worn by performers on the stage to either conceal their identity or project different roles. We frequently hear in our surroundings that someone has a great personality or a bad one. Around us, the word "personality" is used frequently. Most of the time, people use this term to describe the many traits that a person possesses. If we talk in terms of psychology, Personality is the totality of an individual's behavior towards oneself as well as others (Daud, 2015). According to Gordon Allport, "Personality is dynamic organization within an individual of those psycho-physical systems that determine his unique adjustments to his environment" (1961). Every individual around us has a specific way of thinking, behaving and making adjustments with the environment which makes it unique and different from the rest of the people which we call personality (Dhani & Sharma, 2017). Allport & Odbert (1936) defined personality traits as, "Generalized and personalized determining tendencies-consistent and stable modes of an individual's adjustment to his environment".

The five-factor personality model, commonly referred to as the big five personality trait, was created by D. W. Fiske in 1949 and further developed by numerous psychologists. Among the psychologists who worked on FFM following Fiske were Norman, Smith, Goldberg, McCrae, and Costa (Cherry, 2022). The Big Five personality traits are a set of five broad, bipolar trait dimensions that comprise the most widely used model of personality structure. They are Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience (Soto, C. J., 2018). The ability to be open to new experiences is a personality trait known as openness to experience. Extroversion is a personality trait that describes a person's social interaction style and how comfortable a person is with its social environment. The personality trait of agreeableness refers to a person's social skills or how well they get along with other people (Dhani & Sharma, 2017). A personality trait called conscientiousness describes a person's capacity for impulse control and socially acceptable behaviour. Conscientiousness' most significant trait is goal-directed behaviour. The personality trait "neuroticism" describes a person's general temperament and emotional stability (Cherry, 2022). The Big Five Personality Traits, in the opinion of many personality psychologists, determine an individual's behaviour in many different areas. The five personality factors or the five-factor theory promoted by McCrae et al. (2000) are the basis on which an individual's behaviour, such as self-concept, personal strivings, habits, or attitudes, is founded (Kantariya, 2018).

On a daily basis while interacting with our environment we experience many emotions. Emotions are closely interlinked with personality. Emotional Intelligence has received a lot of attention in this digital age, along with intelligence and motivation, for success in all facets of life. The development of Emotional Intelligence has a long and gradual history (Faltas, 2016). The phrase "Emotional Intelligence" was first used to describe the form social intelligence by Peter Salovey and John D. Mayer in 1990. According to their definition, "Emotional Intelligence (EI) is the capacity to understand one's own and other people's emotions and apply this ability to direct one's behaviour. Emotional Intelligence-Why it matters more than IQ was a book written by Goleman in the 1990s after he was inspired by the work of Salovey and Mayer.

According to Dr. Goleman Emotional Intelligence is a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively (1995) (Mehta & Singh, 2013). To put it another way, Emotional Intelligence, or EI, is the capacity to comprehend one's own feelings as well as those of others. In his book, Dr. Goleman places an emphasis on EI as a predictor of success in life. The importance of EQ as a predictor of success in

addition to IQ in any field has been extensively acknowledged (Tripaty, 2018). In the same manner, Emotional Intelligence also plays a significant influence in academic success and is not solely dependent on cognitive intelligence. Research has shown that Emotional Intelligence is nearly as significant as cognitive intelligence. Students who are emotionally intelligent are better able to relate with others and analyse situations more clearly, which makes it easier for them to deal with academic problems. Students with lower levels of Emotional Intelligence may find it more difficult to manage their negative emotions, which could interfere with their ability to learn (Vandervoor, 2006).

Numerous psychologists have made an effort to explain the connection between Emotional Intelligence and a variety of other behavioural traits, including achievement, motivation, decision-making, intelligence and personality. The connection between Emotional Intelligence and personality has been the subject of a tonne of research over the past ten years. The relationship between EI and personality traits is intertwined because EI is associated with emotional understanding and control, both of which are crucial in personality formation (Dhani & Sharma, 2017).

Study has been done by Atta, Ather and Maher Bano from the University of Peshawar (2013) on 163 university teachers to examine the relationship pattern between Emotional Intelligence and Personality. Wong and Law Emotional Intelligence Scale (2002) and NEO-Five Factor Inventory (NEO-FFI) developed by Costa & McCrae (1992) were used to collect the data. Correlational analysis was done and it proved that EI was positively correlated with extraversion, conscientiousness, openness to experience and agreeableness, and negatively with neuroticism.

In Study done, Dhani & Sharma (2017) tried to explore the Relationship between Emotional Intelligence and Personality. For the same data was randomly collected from 200 managers (both male and female) of various organizations of India. Their study concluded that empathetic and self-confident individuals are more emotionally intelligent than the introverts, pessimists, neurotics and dominant individuals.

Yusooff, Desa, Ibrahim, Abd Kadir, Roseliza, Rahman (2014) conducted research to determine the relationship between EQ and personality among lecturers at a research university of Malaysia. For the same data was collected from 120 lecturers and the relationship between EQ and each of the personality traits of psychoticism, extraversion, neuroticism and lie were determined. Correlation was found by using Karl Pearson's correlation method. It was found out in research that personality traits such as Extraversion, was positively correlated with overall Emotional Intelligence among lecturers' administrators. Whereas personality traits such as Neuroticism was negatively correlated with overall Emotional Intelligence. The result suggested that there is a statistically significant relationship between personality traits and the overall Emotional Intelligence.

Dehghanan, Abdollahi and Rezaei conducted research to determine the relationship between EQ and personality among workers of some Iranian firms located in the city of Tehran, Iran. The relationship between EQ and each of the personality traits of psychoticism, extraversion, neuroticism and agreeableness were determined. In order to find out the relationship structural equation modelling and stepwise regression model were used, the study has concluded that there is a positive and meaningful relationship between four components namely, extraversion, agreeableness, conscientiousness as well as openness and emotional intelligence. Also, the study showed a negative and meaningful relationship between neuroticism and emotional intelligence.

METHODOLOGY

Hypotheses

- H₀1. There is no statistically significant relationship between Extraversion and Emotional Intelligence among College going students.
- H₀2. There is no statistically significant relationship between Agreeableness and Emotional Intelligence among College going students.
- H₀3. There is no statistically significant relationship between Conscientiousness and Emotional Intelligence and among college going students.
- H₀4. There is no statistically significant relationship between Openness to Experience and Emotional Intelligence among college going students.
- H₀5. There is no statistically significant relationship between Neuroticism and Emotional Intelligence among college going students.

Design

The purpose of the study is to explore the relationship between the Big Five personality traits and Emotional Intelligence of college going students of Surat City. The sample size was 63 students, comprising both male and female students. This sample was collected using a Snowball and Convenience sampling method.

Sample

The sample included 63 adolescents, both male and female, ranging in age from 18 to 25 years. They were all college-going students. This was ensured by asking them about the college they attend and the year they are in. All students must be residing in Surat and should be attending the college in Surat. Students from all the streams were considered.

Inclusion Criteria

The subjects' ranging from 18 to 25 years were only included in the study Only college going students were included in the study

The subjects from Surat city were only included in study. The subjects had literacy in the English language.

Exclusion Criteria

The subjects whose age was below 18 and above 25 were excluded from the study The subjects who were not from Surat were excluded.

The subjects who were not going to college were excluded.

Tools Used

1. Personal Data Sheet-

A personal data sheet was used by researcher in order to collect the information about academic qualifications and gender as well as some other demographic details of the sample.

2. Trait Emotional Intelligence questionnaire-SF-

TEI-que-SF is a shorter version of the original TEI-que. The respondent must choose the most appropriate response on a 7-point Likert scale for a total of 30 items on the test. The TEI-que-SF was created to measure the total trait EI score, but it is also possible to measure the four trait EI facets using the results of this questionnaire (Petrides, 2009). In the presenting study, a global EI trait score was calculated. The reliability of the test was fairly consistent. Internal consistency was .88 and reliability was .89 in the test-retest method (Perazzo et al, 2021).

3. Big five personality inventory-

BFI or big five inventory was used to measure personality traits. This inventory consists of 44 items. The respondents have to answer from a 5-point Likert scale ranging from strongly disagree to strongly agree. Even though the BFI test is fairly brief, nevertheless it provides the most comprehensive and accurate data on personality traits (John & Srivastava, 1999). The reliability test results indicate that each characteristic has a reliability coefficient (Cronbach's alpha) of about .7, which is regarded as being consistent (Hee, 2014).

Procedure

In order to collect the data, adolescents were connected through one-to-one interaction and through the medium of internet and by visiting various colleges of Surat City. Data was collected through Google form which was prepared beforehand. Form had four sections: Demographic details, Emotional Intelligence scale, Big five personality inventory and debriefing section. In total 74 questionnaires were received but some of them were not meeting the criteria. After rejecting them, 63 questionnaires were retained. After that scoring was done and data was analysed by Descriptive Statistics and Karl Pearson's correlation of coefficient with the help of SPSS software.

Ethics

- Prior informed consent of all participants was taken.
- Participants have the right to withdraw from research anytime they will.
- Participants were debriefed immediately after collecting the data.
- Confidentiality and anonymity of the participants were maintained.
- No psychological or physical harm was done to the participants during the research. Result and Interpretation.

Result and Interpretation

The objective of the present study was to explore the relationship between Big Five personality Traits namely Extraversion, Agreeableness, Conscientiousness, Openness to experience and Neuroticism and Emotional Intelligence among college going students.

Table 1.1 Descriptive Analysis of Personality Traits and Emotional Intelligence.

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	63	89.00	192.00	131.9841	22.57782
Extroversion	63	9.00	37.00	25.2381	5.23547
Agreeableness	63	20.00	45.00	33.0952	5.63318
Conscientiousness	63	17.00	45.00	30.0317	6.60881
Openness	63	22.00	46.00	35.2063	5.52752
Neuroticism	63	8.00	38.00	24.3651	6.50633
Valid N (listwise)	63				

The descriptive statistics shows that in the mean of Big Five Personality Traits, mean of Extroversion is 25.24, mean of Agreeableness is 33.09, mean of Conscientiousness is

30.03 and mean of Openness to Experience is 35.21 and mean of Neuroticism is 24.36 of the total 63 participants. The Standard Deviation of Extraversion, Agreeableness, Conscientiousness, Openness to Experience and Neuroticism is 5.26, 5.63, 6.608, 5.527, 6.506. The Standard Deviation of Emotional Intelligence is 22.578.

Table 1.2 Correlation Coefficient of Extroversion and Emotional Intelligence

		Emotional Intelligence	Extroversion
Emotional Intelligence	Pearson Correlation	1	.291*
	Sig. (2-tailed)		.021
	N	63	63
Extroversion	Pearson Correlation	.291*	1
	Sig. (2-tailed)	.021	
	N	63	63

*. Correlation is significant at the 0.05 level (2-tailed).

The result table shows that there is a significant positive correlation between Extraversion and Emotional Intelligence. In the result table It was observed that correlation coefficient between Emotional Intelligence and extraversion is .291. It can be observed in the result table that correlation between Extraversion and Emotional Intelligence is significant at

0.05 level.

Table 1.3 Correlation Coefficient of Agreeableness and Emotional Intelligence.

		Emotional Intelligence	Agreeableness
Emotional Intelligence	Pearson Correlation	1	.269*
	Sig. (1-tailed)		.016
	N	63	63
Agreeableness	Pearson Correlation	.269*	1
	Sig. (1-tailed)	.016	
	N	63	63

*. Correlation is significant at the 0.05 level (2-tailed).

The result table shows that there is a significant positive correlation between Agreeableness and Emotional Intelligence. In the result table It was observed that correlation coefficient between Emotional Intelligence and agreeableness is .269. It can be concluded through the result table that correlation between Agreeableness and Emotional Intelligence is significant at 0.05 level.

Table 1.4 Correlation Coefficient of conscientiousness and Emotional Intelligence

		Emotional Intelligence	Conscientiousness
Emotional Intelligence	Pearson Correlation	1	.598**
	Sig. (2-tailed)		<.001
	N	63	63
Conscientiousness	Pearson Correlation	.598**	1
	Sig. (2-tailed)	<.001	
	N	63	63

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

The result table shows that there is a significant positive correlation between Conscientiousness and Emotional Intelligence. In the result table It was observed that correlation coefficient between Conscientiousness and Emotional Intelligence is .598. It can be concluded through the result table that correlation between Conscientiousness and Emotional Intelligence is significant at 0.01 level.

Table 1.5 Correlation Coefficient of Openness to Experience and Emotional Intelligence

		Emotional Intelligence	Openness to Experience
Emotional Intelligence	Pearson Correlation	1	.400**
	Sig. (2-tailed)		.001
	N	63	63
Openness to Experience	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.001	
	N	63	63

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

The result table shows that there is a significant positive correlation between Openness to Experience and Emotional Intelligence. In the result table It was observed that correlation coefficient between Openness to experience and Emotional Intelligence is .400. It can be seen in the result table that correlation between Openness to Experience and Emotional Intelligence is significant at 0.01 level.

Table 1.6 Correlation Coefficient of Neuroticism and Emotional Intelligence

		Emotional Intelligence	Neuroticism
Emotional Intelligence	Pearson Correlation	1	-.650**
	Sig. (2-tailed)		<.001
	N	63	63
Neuroticism	Pearson Correlation	-.650**	1
	Sig. (2-tailed)	<.001	
	N	63	63

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

The result table shows that there is a significant negative correlation between Neuroticism and Emotional Intelligence. In the result table It was observed that correlation coefficient between Neuroticism and Emotional Intelligence is .291. It can be seen in the result table that correlation between Neuroticism and Emotional Intelligence is significant at

0.01 level.

Result Discussion

H₀1. There is no statistically significant relationship between Extraversion and Emotional Intelligence among College going students.

It is concluded in the result table that there is a correlation between Extraversion and Emotional Intelligence. Hence it can be said here that there is a relationship between Emotional Intelligence and Extraversion among college going students which means hypothesis no. 1 is rejected.

Individual differences in social involvement, aggressiveness, and energy level are represented by extraversion. Highly extraverted people love interacting with others, feel at ease speaking up in front of a group, and frequently feel happy emotions like excitement and enthusiasm (Soto, C. J., 2018). All of these extroverted traits have an emotional component that is crucial to their development. Understanding your own and others' emotions and responding to others' emotions appropriately, which are three components of Emotional Intelligence, become essential if you engage in more social activity. This explains how Emotional Intelligence and extraversion are related. We can say that extroverted people are more likely to exhibit their feelings and emotions in the comparison of introverted people (Kantariya, 2018). Meaningful relationship between extraversion and Emotional Intelligence has been found out (Dehghanan, Abdollahai, Rezaei, 2014). Here it is safe to say this is why there is a positive correlation between extraversion and Emotional Intelligence.

H₀2. There is no statistically significant relationship between Agreeableness and Emotional Intelligence among College going students.

It is observed in the result table that there is a correlation between Agreeableness and Emotional Intelligence. Hence it can be said here that there is a relationship between Emotional Intelligence and Agreeableness among college going students which means hypothesis no. 2 is rejected.

Characteristics which define agreeableness are compassion, respectfulness and acceptance of others. Individuals who are agreeable show emotional concern for others' well-being, respect others' individual rights and preferences, and generally hold positive views of other people (Atta, Ater & Bano, 2013). Understanding other people's emotions is crucial for treating people with respect and demonstrating compassion for them. The positive correlations between agreeableness and Emotional Intelligence are explained by empathy, which is a quality of agreeable people (Soto, C. J., 2018).

H₀3. There is no statistically significant relationship between Conscientiousness and Emotional Intelligence among college going students.

Result table shows that there is a correlation between Conscientiousness and Emotional Intelligence. Hence it can be said here that there is a relationship between Emotional Intelligence and Conscientiousness among college going students which means hypothesis no. 3 is rejected.

Different levels of organisation, productivity, and responsibility are some of the important characteristics of conscientiousness. Highly conscientious people value structure and order, put in a lot of effort to achieve their objectives, and are dedicated to carrying out their (Soto, C. J., 2018). In order to constantly strive towards goals and to keep yourself organized, it is important to identify and understand your emotions. Understanding yourself is the first step towards productivity and responsibility. Highly conscientious people are able to identify and understand their emotions well which explains the positive correlation between conscientiousness and Emotional Intelligence (Atta, Ather & Bano, 2013). Positive and significant relationship among various facets of EI and conscientiousness has been found out.

H₄. There is no statistically significant relationship between Openness to Experience and Emotional Intelligence among college going students.

It can be concluded from the result table that correlation coefficient between Openness to experience and Emotional Intelligence is significant. Hence it can be said here that there is a relationship between Emotional Intelligence and openness to experience among college going students which means hypothesis no. 4 is rejected.

Differences in intellectual curiosity, artistic sensitivity, and imaginative capacity are represented by openness to experience. Individuals that are highly open enjoy thinking and learning, are sensitive to beauty and the arts, and come up with innovative ideas (Soto, C. J., 2018). In order to come up with new ideas and stay open for new experiences, individuals should have a deep understanding of emotions they are experiencing which is the foremost condition of having high Emotional Intelligence which explains the positive relationships between Emotional Intelligence and openness to experience (Atta, Ather & Bano, 2013).

H₅. There is no statistically significant relationship between Neuroticism and Emotional Intelligence among college going students.

It can be observed in the result table that there is a correlation between Neuroticism and Emotional Intelligence. So, it can be said here that there is a relationship between Emotional Intelligence and neuroticism among college going students which means hypothesis no. 5 is rejected.

Neuroticism refers to differences in the frequency and intensity of negative emotions. Anxiety, melancholy, and mood fluctuations are frequently experienced by those with high levels of neuroticism. (Soto, C. J., 2018). People with high Emotional Intelligence exhibit three important traits namely understanding emotions of own and others as well give appropriate reaction to it, people who are high on neuroticism does not respond well to the emotions of others and experience difficulty in managing the emotions of their own as well which explains its negative correlation between Emotional Intelligence and neuroticism. There is a significant negative relationship between Emotional Intelligence and neuroticism (Dehghanan, abdollahiand, Rezaei, 2014).

Conclusion

In the light of literature review and present data collected it can be said that there is statistically significant relationship between Extraversion, Agreeableness, Conscientiousness, Openness to Experience, Neuroticism and Emotional intelligence. This research will help researchers in understanding how students' personality and Emotional Intelligence relate to one another, which will result in the creation of more efficient methods for enhancing emotional intelligence.

Limitations

- The sample size was very limited.
- Only college going students were taken as a sample.
- The generalizability of this study is limited as the sample was only collected from Surat City.
- The gender differences of the sample were unequal.
- Non probability sampling technique was taken.

Future implications

- In the present study non probability sampling technique has been used, future researchers have the opportunity to use probability sampling technique in order to make samples more representative and make study more generalized.
- In present study facets of Emotional Intelligence haven't studied individually, in future research this aspect can be explored more and the relationship between all three facets and personality traits
- There is also opportunity to do the same study on larger population

- In this study only college going students are only taken as sample that is why it can't be generalized on whole population, in future study can be done on all young adults to increase generalizability
- In this study, gender distribution among the sample is unequal, in future comparative study can be done by making the gender distribution equal which will increase the generalizability of the study.

References

- Atta M., Ather, M. & Bano, M. (2013). *Emotional Intelligence and Personality Traits among University Teachers: Relationship and Gender Differences*. International Journal of Business and Social Science. 4(17), 253-259
- Cherry, K. (2022). *What Are the Big 5 Personality Traits?* Retrieved from verywellmind.com. <https://www.verywellmind.com/the-big-five-personality-dimensions-2795422#:~:text=These%20five%20primary%20personality%20traits,openness%2C%20conscientiousness%2C%20and%20neuroticism.>
- Dehghanan, H., Abdollahi, H., Rezaei, M. (2014). *A study on effect of big five personality traits on emotional intelligence*. Management Science Letters, 4(6), 1279–1284. DOI:[10.5267/j.msl.2014.4.016](https://doi.org/10.5267/j.msl.2014.4.016)
- Dhani, P., and Sharma, T. (2017). *Emotional intelligence and personality: their relationship in the Indian context*. *Prabandhan Indian Journal of Management*. 10(9),39-52. DOI:[10.17010/pijom/2017/v10i9/118241](https://doi.org/10.17010/pijom/2017/v10i9/118241)
- Dhani, P., & Sharma, T., (2017). *Emotional Intelligence; History, model, measures*. International Journal of Science Technology and Management. 5(07), 189-201. https://www.academia.edu/34615885/EMOTIONAL_INTELLIGENCE_HISTORY_MODELS_AND_MEASURES
- Dhani, P., & Sharma, T. (2017). *Relationship between Emotional Intelligence and Personality*. *International Business Management*. 11(5), 1133-1139. DOI:[10.3923/ibm.2017.1133.1139](https://doi.org/10.3923/ibm.2017.1133.1139)
- Faltas, I. (2016). *Emotional Intelligence: A Historical Overview*. Retrieved from researchgate.net. https://www.researchgate.net/publication/304967560_Emotional_Intelligence_A_Historical_Overview
- Hee, Ong. (2014). *Validity and Reliability of the Big Five Personality Traits Scale in Malaysia*.
- Hj Mohd Daud, Rosmadi. (2015). *Personality*. https://www.researchgate.net/publication/287217339_Personality
- John, O. P., & Srivastava, S. (1999). *The Big-Five trait taxonomy: History, measurement, and theoretical perspectives*. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102–138). New York: Guilford Press.
- Kantariya, A.S. (2018). *CORRELATIONAL STUDY OF EMOTIONAL INTELLIGENCE AND BIG FIVE PERSONALITY TRAITS AMONG GRADUATE AND POSTGRADUATE STUDENTS*. IJRAR-International Journal of Research and Analytical Reviews, 4(4), 220-224.
- Mehta and Singh (2013), “*A review paper on Emotional Intelligence: Models and Relationships with other constructs*”. International journal of Management and Information Technology, 4(3), 341-353. DOI:[10.24297/ijmit.v4i3.772](https://doi.org/10.24297/ijmit.v4i3.772)
- Perazzo M. F, Abreu L. G., Pérez-Díaz P. A., K. V. Petrides, Granville-García A. F., and Paiva S. M. (2021). *Trait Emotional Intelligence Questionnaire-Short Form: Brazilian Validation and Measurement Invariance between the United Kingdom and Latin-American Datasets*. Journal of Personality Assessment, 103:3, 342-351, DOI: [10.1080/00223891.2020.1758118](https://doi.org/10.1080/00223891.2020.1758118)
- Petrides, K. V. (2009). *Psychometric properties of the Trait Emotional Intelligence Questionnaire*. In C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer. https://doi.org/10.1007/978-0-387-88370-0_5
- Soto, C. J. 2018. “Big Five Personality Traits.” In *The Sage Encyclopedia of Lifespan Human Development*, 240–41.
- Tripathy, M. (2018). *EMOTIONAL INTELLIGENCE: AN OVERVIEW*. LAMBERT Academic Publishing. ISBN: 978-613-9-85995-5
- Vandervoort, D. (2006). *The Importance of Emotional Intelligence in Higher Education*. *Current psychology* (New Brunswick, N.J.). 25. 3-7. [10.1007/s12144-006-1011-7](https://doi.org/10.1007/s12144-006-1011-7).

Yusoof, F., Desa, A., Ibrahim, N., Kadir, N. y Murni, R. (2014). *A study of the relationship between EQ and personality among lecturers at a research university*. *Procedia-Social and Behavioral Sciences*, 114(1), 351-354.

DOI:[10.1016/j.sbspro.2013.12.710](https://doi.org/10.1016/j.sbspro.2013.12.710)