ROLE OF PERSONALITY AND EMOTIONAL INTELLIGENCE IN SUBJECTIVE WELL-BEING OF MEDICAL AND ENGINEERING STUDENTS

A

Thesis submitted

In the partial fulfillment of the requirement for the degree of

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PATIALA

June, 2018

CERTIFICATE

This is certify that the thesis entitled **"Role of personality and emotional intelligence in subjective well-being of medical and engineering students"** being submitted in partial fulfillment of requirements for the award of degree **of Masters of Arts in Psychology,** submitted in the **School of Humanities and Social Sciences, Thapar Institute, Patiala** is a bonafide work carried out under the supervision of **Dr. Sangeeta Yadav,** Lecturer, School of Humanities and Social Sciences, Thapar University, Patiala and that no part of this project has been submitted for the award of any other degree.

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This is to certify that above statement made by the student concerned is correct and true to the best of my knowledge.

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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, **"Role of personality and emotional intelligence of subjective well-being of medical and engineering students"** in partial fulfillment of the requirement for the award of Degree of **Masters of Arts in Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar Institute, Patiala,** is an authentic record of my own work carried out under the supervision and guidance of **Dr. Sangeeta Yadav,** Lecturer, School of Humanities and Social Sciences, Thapar Institute, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

Date: 6th June, 2018

Place: Patiala

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This is to certify that the above declaration made by the student concerned is correct and true to the best of my knowledge.

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LIST OF ABBREVIATIONS

EI	Emotional Intelligence
SWB	Subjective Well-being
EX	Extraversion
AG	Agreeableness
CO	Conscientiousness
ES	Emotional Stability
IM	Imagination
SWTT	Subjective Well-being Total
AU	Autonomy
EM	Environmental mastery
PG	Personal growth
PL	Purpose in life
SA	Self acceptance
M	Medical students
Eng	Engineering students
IPIP	International Personality Item Pool
SSEIT	The Schutte Emotional Intelligence Test
PWB	Psychological Well-being Scale

ABSTRACT

The purposeof the present study was to explore the role of personality, emotional intelligence on subjective well-being of medical and engineering students. The sample consisted of one hundred and sixty students (n=160) (80 medical and 80 engineering students) taken from two institutes of Patiala, India. The three scales were used (IPIP) by Goldberg (1992) for measuring the level of personality factors, (SSEIT) by Schutte (1998) for emotional intelligence and (PWB) given by Ryff (1989) for subjective well-being of medical and engineering students. In this study descriptive statistics, correlation and regression analysis was done. Results show that SWB is strongly associated with EI and all the personality factors. Further the results revealed that extraversion, agreeableness, conscientiousness, emotional stability and imagination and emotional intelligence were significant predictors of subjective well-being. ANOVA results showed that the interaction between gender and stream for all the variables in which engineering students are high on agreeableness, conscientiousness and medical students are high on self acceptance and among gender males are higher on subjective well-being, autonomy, positive relation and self acceptance. Therefore, stream has significant effect on SWB and also gender has significant effect on SWB.

Keywords: Personality, Emotional Intelligence, Subjective Well-Being

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Chapter 1

INTRODUCTION

1.1. Personality

Personality is when we react to the situation in which we are interacting to the world. Still a mystery is going on about what actually personality is. Some people are having loving, funny, aggressive and shy personalities. These personalities come out at various places depending on situation. Personality grant an indicator of what an individual will do in given circumstances. We see similitude between people, yet we sense that each of us hold remarkable properties that differentiate us from all others. This is the idea of human uniqueness. Thus, we may demonstrate that personality is an enduring and unique cluster of characteristics that may reconstruct in response to different situations.

The ambition of researchers in psychology is to construct measures about what different people will do in all sort of social and environmental situations. Personality is concerned with all the actions of the person both apparent and under the skin.

1.1.1. Ways to describe personality

Type membership is an all- or- nothing concept. A person fit to one and only one group. Theoretically, a small number of types represent everyone. A person fits into only one type. Trait scores are endless variables. Theoretically, there are an enormous many traits to represent people. A person can be defining on every trait.

Factor scores are continuous variables. Theoretically, a small number of factors represent people. A person can be defining on every factor. One of the very popular method to describe personality is the big five trait.

1.1.2.The big five traits

McCrae and Costa (1999) were interested in the big five factor model. Personality traits derive from five basic personality traits. These factors are openness, conscientiousness, extroversion, agreeableness and neuroticism (OCEAN). This model was described ‘big five’ and helped thousands of studies regarding personality in its structure. The five factors developed from Cattell’s 16 personality factors. This model has been used in dozen of cultures.

Openness to experience– It get depicted as the bottom and complications of persons experience. It pertains to people imagination, how people are willing to try new things. As said by John and Srivastava (1999) artistic, insightful, smart, clever and curious are common traits related to openness to experience.

Conscientiousness – people who come under conscientiousness shine in their skill to work within the guidelines, and done planning productively. It is a trait that can be express as the habit to control impulses and act in socially acceptable ways, actions that promote goal directed behavior. As given by John and Srivastava (1999) traits within these factors include ambitious, self- disciplined, consistent, predictable, decisive, hard- working, energetic, persevering and planner. Someone who are high on these factors are possible to be successful in their career to excel in leadership positions.

Extroversion – It is an essential magnitude of personality Barry and Stewart (1997). Traits within these factors include friendly, fun-loving, affectionate and talkative and considered. They make valuable contribution to group projects. John and Srivastava (1999) indicated that extraversion is determined by confident awareness and tendency

to explore group of others. It shows the tendency to be decisive, sociable, effective, encouraging, optimistic, talkative and cheerful. Such persons adapt to the situation easily and love adventure and excitement.

Agreeableness- In reality, these types of people are having communal control toward others. It is said by John and Srivastava (1999) traits like pleasant, willing, caring, thoughtful and attentive. Such persons have a confident perspective of human personality. They are supportive to others and have a passion to help others, in return they hope others to be supportive.

Neuroticism- Neuroticism illustrates people who generally are irritated by weak emotions such as uncertainty and insecurity. People who have the impulse of anxiety, tension, hopelessness, nervousness, displeasure, and shame are high on neuroticism. People low on neuroticism are emotionally calm and balanced John and Srivastava (1999).

1.2. Emotions

We look emotions as passage of emotional subsystems, counting subjective, psychological, physiological, motivational and observational. Feelings naturally appear in reply to the given circumstances, either within individual factors or situational factors.

1.2.1. Emotional Intelligence (EI)

According to Mayer and Salovey (1990) EI introduces strength to observe and coordinate emotions to ourselves and others. It is the ability to identify emotions, coordinate emotions to promote thoughts, understand emotions, and to observe emotions for personal development. Emotions are involved in every body's life, there

arrangement, action, decisions and judgments. Emotionally intelligent people observe and operate their thinking to handle their emotions. The concept of emotional intelligence has become very essential for a person's insight, experience, techniques and skills in school, organization and personal life. The investigators propose that Emotional intelligence plays an important role in the job performance, encouragement, decision making, strong management and leadership. Emotions have important information about relationship, attitude and whole human life around us.

Advantages of emotional intelligence: Improves relationship with other people, feeling satisfied and positive in attitude, love the work wholeheartedly, managing adjustments more positively, to boost career prospects, benefit you to get respect from others, acting with honesty, makes better insight skills, improves communication with people

1.2.2. Emotional intelligence models

The two ability model of emotional intelligence are given by Mayer and Salovey (2000). EI investigators acquire three essential models are ability, mixed and trait. The prime distinction in above three models is that EI is an innate human quality or a capability that can be regularly matured over generation. Ability models view EI as natural mode of intellectual

strength and so as a natural intelligence. In mixed model of EI are merged intellectual strength with personality component like happiness and prosperity. Trait model of EI introduce to person self- awareness of their emotional capability.

In the next section I will discuss about mixed model as it is merged with mental ability and personality and helps us to understand more about EI.

Mixed model of emotional intelligence

1.2.3. Bar-on model

The Reuven bar-on (2005) was the first measuring mechanism of EI this was used as the name “Emotional Quotient” (EQ). Bar-on indicates EI progress over time and it can enhanced with the help of guidance, therapy and programming. Bar-on establishes certain people with above EQ act in generic extra fortunate in confrontation natural requirements & weakness in EI means loss of happiness and the presence of emotional complications.

Bar- on (2005) framework five factors of EI are intrapersonal, interpersonal, adaptability, stress management and general mood. The particular factors further contain sub-components:

Intrapersonal consists of self-view, emotional self-alertness, assertiveness, sovereignty, self- actualization.

Interpersonal consists of insight, communal responsibility, social communication, social alertness.

Stress management consists of stress resistance, instinct management.

Adaptability consists of real world measurement, resilience, complications fix, flexibility.

General mood consists of enthusiasm, confidence, optimism, anticipation, happiness

1.2.4. Goleman’s EI Model

Goleman’s (1998) theoretical model of EI and comparable emotional skills. The form and skills drop under one of four divisions. The realization of emotions in oneself or others (as cited in Punia et al., 2015).

Goleman's original model has four components:

Self awareness- The skill to know one's emotions and observe their impact. Its domains are emotional self alertness, detailed self-judgment, self-courage.

Self management- Contains controlling one's emotions and feelings and modify according to the situation. Its domains are emotional self-regulation, clarity, versatility, action, confidence.

Social awareness- It is a capability to sense, recognize and behave to others emotions while dealing with society. Its domain is empathy, organizational awareness, service orientation. **Relationship management**- The effect of our relationship skills hinges on our ability to adapt ourselves or influence the emotions of another person. Its domains are promote others, expressive authority, consequences, conflict management, unity and association.

1.3. Subjective well-being (SWB)

SWB indicates how person assess their growth, such as satisfaction with life, absence of depression, nervousness, and presence of positive emotions and feelings. People high on SWB experience cheerful mood and emotions and a positive attitude towards their lives and occasionally experience feelings like sorrow and irritation. The person feels frustrated with life experience, limited happiness and satisfaction and frequently feels negative emotions. According to (Diener et al. 2000) being happy and satisfied with one's life is of immense concern to the majority of population all over the world.

SWB is a psychological creator what people feel or realize about what they have and what happens to them. The study of SWB makes a distinction between objective assessment and subjective assessment of feelings about his or her life. Enough of

wealthy, healthy people are miserable, and enough of poor or unhealthy people lead lives of satisfaction and joy. Average SWB is greater in some relatively poor countries than in some relatively rich countries Myers (2000).

People with greater SWB are more fruitful in many life domains. They are more social, charitable and effective they like themselves and other people better Lyubomirsky, King, and Diener (2005). They generally experience energetic physical health than and live longer than people with lower SWB. They are less sensitive to catching the common cold.

1.3.1. Theories of subjective well-being

Diener (1984) gave approach on cognitive concepts of SWB. Bottom- up and top-down theories deviate in condition of their philosophical background. Bottom- up strategy is that well-being originates from a summation of enjoyable and unexciting moment and experiences. A cheerful individual is cheerful because he or she practice many joyful moments. Hence, for example this theoretical aspect that life satisfaction is a combination of satisfaction in a number of particular domains like family life, marriage, financial situation and housing Campbell and Rodgers (1976). Alternatively, top- down theories states that individuals are predisposed to real world and progress to events and circumstances in positive or negative ways; universal dimensions of personality, in root, determine levels of SWB. Individuals who are happy are happy because they appreciate life's pleasures and not necessarily because they experience more of them in dispassionate sense. Top-down theories hold that there is a general type to process things in a positive way such that "despite circumstances, some individuals seem to be happy people. Some unhappy people" Costa, Mc care, and Norris (1981, p.79)

1.3.2. Dimensions of subjective well-being (Ryff, 1989)

Autonomy–It is an ability to be self-sufficient, independence, and to control one's own actions from inward. The person possesses an private attitude of assessment, by which one does not view to others for confirmation, although assess oneself by particular measures.

Environmental mastery - The person adopts or generates surroundings satisfactory to his or her psychological setting is a distinctive of subjective well-being. The particular concepts indicate one's strength to advance in the universe and transform it creatively over environmental activities.

Personal growth - Excellent cognitive working requires developing and expanding as a person. Life span theories also provide accurate priority to promote production and the meeting new challenges or tasks at various span of life.

Positive relations with others– A person who can share situation of themselves, participation friendship, intimacy and usually sense protected in their relationship. with positive feelings like united, appreciated, and cherished.

Purpose in life - Subjective well-being combines opinion that can provide one the awareness that there is an idea in understanding life. The explanation of experience also indicates an awareness of life's function, a sense of directedness, and intentionality. The life span developmental ideologies introduce to a collection of developing purposes or goals in life, such as being creative or achieving emotional integration in later life.

Self-acceptance - Holding positive perspective toward oneself. It is a necessary distinctive of positive subjective working. This is the key factor of subjective well-being as well as a component of excellent functioning, and capability. Life span concept also capability approval of self and of one's prior life.

Chapter 2

LITERATURE REVIEW

2.1. Personality traits

In a study Caspi, Roberts, and Shiner (2005) found that extraversions are associated to cheerful environmental understanding, although passion and courage, acknowledge and social consideration merge with the progress of positive attitudes towards oneself. Similarly, Avsec, Masnec, and Komidar (2009) figured that personality traits and subjective well-being spare a significant correlation such as agreeableness to positive relation and personal growth, neuroticism towards self-acceptance and environmental mastery, conscientiousness towards environmental mastery & purpose in life, openness to personal growth, extraversion to self-acceptance. Goleman (1995) proposed those people who acquire greater EIhold capability to regulate and monitor their emotions. Panchu, Liyakath, and Thomas (2016) explored the prevalence of five personality traits and found that agreeable personality trait was the most prevalent trait among the study participants. The next most prominent trait was conscientiousness, followed by neuroticism, openness, and finally extraversion. A study into the psychology of personality illustrates that an ideal doctor should warm, cooperative, empathetic, and calm.

2.2. Personality traits and gender

Panchu, Ali, and Thomas (2016) noted a gender variation in personality traits Female students tend to be more agreeable and conscientious than male students. Males showed more neurotic behavior than their counterparts, and irrespective of the personality type. Lynn and Martin (1997) noted neuroticism is a broad domain of negative effect. Including anxiety, anger, shame and depression. In this also women scoring higher than men.

2.3. Personality traits and subjective well-being

Gutierrez, Jimenez, and Hernandez (2004) reported that personality was highly correlated with subjective well-being. Neuroticism was linked to negative affect and extraversion was strongly associated with positive affect. Openness was associated with both positive and negative effect. Similarly, Hayes and Joseph (2003) studied that personality factors carry a necessary role in subjective well-being. It suggests that extraverted people tend to be cheerful due to their quality that they are effective, have fulfilling social relationships and active. Further, agreeableness and extraversion were positive predictors of subjective well-being and neurotic people were not happy, tend to be highly restless, fearful and felt depressed so they are negative predictor of subjective well-being. Also Myers and Diener (1995) demonstrated that extraversion and agreeableness are correlated with positive affect than conscientiousness, openness to experience and neuroticism. Extraversion and agreeableness further encourage higher and improved relations. In reverse, great relations were identified with positive affect.

2.4. Emotional intelligence and subjective well-being

Shaheen and Shaheen (2016) found EI is positively significant with subjective well-being. Further it was concluded gender difference on emotional intelligence as girls showed more emotional intelligence than boys.

Zeidner, Matthews, and Roberts (2009) studied that emotional intelligence correlates with more frequent positive effect, higher self esteem, greater life satisfaction, social engagement, and well-being.

Chapter 3

MOTIVATION, OBJECTIVES, RATIONALE AND HYPOTHESES AND SIGNIFICANCE OF THE STUDY

3.1. Motivation of the study

The purpose of the current study was to explore the role of personality and emotional intelligence on subjective well-being of medical and engineering students. There are three factors which motivate me to do such kind of work. Firstly as it can be observed from the literature review I have not come across any study related to personality and emotional intelligence and subjective well-being among these two disciplines on same time. Second, role of gender is also important to evaluate with these two disciplines. Third, it is important to know the well-being of students, as these days students are having lots of pressure and stress and are getting more prone to negative mental health conditions, such as depression and anxiety. Thus it becomes inevitable to explore more about the subjective well-being of student community in India. Further, as discussed earlier that emotional intelligence plays a crucial role in determining how intelligently a person manages his/ her emotions and channelize it. Particularly, when we talk about the medical profession where doctors/medical students see to extreme form of human pain and suffering on daily bases, in comparison to engineering students. Hence, I thought to compare the subjective well-being of two populations by taking into the consideration the personality traits and emotional intelligence.

3.2. Objectives

1. To study the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) on overall subjective well-being of medical students.

2. To analyze the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) on the sub-components of subjective well-being among medical students.

3. To examine the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) on overall subjective well-being among engineering students.

4. To investigate the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) on sub-components of subjective well-being among engineering students.

5. To examine the role of emotional intelligence in overall subjective well-being of medical students.

6. To analyze the role of emotional intelligence in sub-components of subjective well-being of medical students.

7. To investigate the role of emotional intelligence on over all subjective well-being of engineering students.

8. To study the role of emotional intelligence in sub-components of subjective well-being among engineering students.

9. To study the effect of gender and stream on personality variables, emotional intelligence and subjective well-being.

3.3. Rationale and Hypotheses of the study

To meet the above mentioned objectives the following hypotheses have been formulated keeping in mind the studies conducted earlier.

3.3.1. Personality variables and subjective well-being

According to Myers and Diener (1995) extraversion and agreeableness are correlated with positive affect than conscientiousness, openness to experience and neuroticism. Extraversion & agreeableness further encourage higher and improved relations. In reverse, great relations are identifying with positive affect. Avsec, Masnec, and Komidar (2009) figured that personality traits and subjective well-being aspects achieve highly significant result in correlation.

Based on the above premises the following hypotheses have been formulated.

H_1: Personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) have a role in over all subjective well being of medical students.

H_2: Personality variables have role in all the sub-components of the subjective wellbeing among medical students.

H_3: Personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) have a role in over all subjective well being among engineering students

H_4: Personality variables have role in all the sub-components of subjective wellbeing among engineering students.

3.3.2. Emotional intelligence and subjective well-being

Shaheen and Shaheen (2016) concluded that there is significant positive relationship between EI and subjective well-being. Zeidner, Matthews, and Roberts (2009) studied that emotional intelligence correlates with more frequent positive effect, higher self

esteem, greater life satisfaction, social engagement, and well-being.

Based on the above premises the following hypotheses have been formulated.

H_5: Emotional intelligence have role in overall subjective wellbeing among medical students.

H_6: Emotional intelligence have role in all the subcomponents of subjective well being among medical students.

H_7: Emotional intelligence have role in overall subjective wellbeing among engineering students.

H_8: Emotional intelligence have role in all the sub-components of subjective well being among engineering students.

3.3.3. Effect of gender and stream on personality, emotional intelligence and subjective well-being

Stevenson and Wolfers (2009) in their study recorded that women experience less SWB so they were not too happy in comparison of men. As such related to men, women became more prone to be in the bottom section of happiness. Similarly, Costa, Terracciano, and McCrae (2001) suggested the gender differences which goes like this, men are high on assertiveness and openness to ideas in comparison to women who were higher women on neuroticism, agreeableness, warmth and openness to feelings. Shaheen and Shaheen (2016) found that EI is positively correlated with subjective well-being. Further, they concluded that gender has an effect on EI as girls showed more emotional intelligence than boys. Samaranayake and Fernando (2011) conducted a study on medicine, nursing, health science and architecture students where medical students reported higher on life satisfaction compared to other students.

Based on the above premises the following hypothesis has been formulated.

H_9: Gender and stream have an effect on personality variables, emotional intelligence and subjective well-being.

3.4. Significance of the study

The current study focuses on the role of personality variables and EI on SWB of medical and engineering students. The study helps us to understand and evaluate the personality, EI on well-being. It will also help us to evaluate the effect of gender and discipline on SWB. Several studies have reported on gender difference among various variables. However, researchers have not come across any study related to personality and emotional Intelligence on SWB among these two disciplines. Hence, the aim of current research was to find out the effect of different personalities traits and EI on SWB and differentiate which gender is high or which discipline is high on these aspects.

This study contributes to the improvement of subjective well-being among students. I hope this study will encourage teachers, parents and students to be aware of students mental well-being on the basis of their personality and EI. It will also be beneficial to upcoming researchers who will be interested in doing advance work on the similar topic.

Chapter 4

METHOD

4.1. Sample

Purposive sampling was used in which total of 160 students participated in the study where 80 students were of medical stream (Bachelor of Medicine, MBBS) and remaining 80 were of engineering stream (Bachelor of Technology, B. Tech). Among 80 medical students 40 were males and 40 were females. Among 80 students of engineering 40 were males and 40 were females. The age range of all the participants was 18 to 25 years. The participants from Government Medical College of Patiala and Thapar Institute of Engineering and Technology of Patiala participated in the study.

4.2. Design

Independent variables: Personality factors (extraversion, agreeableness, conscientiousness, emotional stability, imagination), emotional intelligence, and gender.

Dependent variable: Subjective well-being.

4.3. Statistical analysis

In the current study descriptive statistics was used. Correlation was used to see the relationship among various variables. Regression analysis was done to predict the variable and to analyze the data.

4.4. Tools used

- **International Personality Item Pool (IPIP)**

  IPIP (Goldberg 1992) consist of 50 items of extraversion, agreeableness, conscientiousness, emotional stability and imagination. The current version

consists of 10 items for each of the big- five personality factors. The rating scale ranges from “1” (very inaccurate) to “5” (very accurate).

- **The Schutte Self Report Emotional Intelligence Test (SSEIT)**

SSEIT (Schutte et al. 1998) consists of 33 items, three of which marked as 5, 28 and 33 are reverse-scored. It is a 5 point likert scale where 1 indicates strongly disagree and 5 indicates strongly agree.

- **Ryff’s Psychological well-Being Scale (PWB)**

PWB (Ryff 1989) consists of 42 items. It is designed to measure 6 aspects of well-being. autonomy (contains 6 items), environmental mastery (contains 7 items), personal growth (contains 7 items), positive relation (contains 7 items), purpose in life (contains 7 items), and self-acceptance (contains 7 items). Items are rated on 5 point likert scale where 5 indicates strongly agree & 1 indicates strongly disagree.

4.5. Procedure

The purpose of this study was to explore the role of personality and emotional intelligence on subjective well-being among medical and engineering students. Purposive sampling was used to collect the data on both males and females. Informed consent was obtained before administering the test. They were reported in advance that the information collected from them will be kept strictly confidential. The interested participants were asked to volunteer and I requested them to fill the questionnaire. Then scoring was done according to the respective manuals.

Chapter 5

RESULTS

The mean and standard deviation was computed for all the variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination, emotional intelligence, subjective wellbeing total, autonomy, environmental mastery, personal growth, positive relation, purpose in life, self acceptance) studied for males and females and it is given in Table 1.

Table 1: Mean and standard deviation of all the males and females

		Mean	SD
EX	M	32	4.27
	F	31.3	4.75
AG	M	32.7	3.97
	F	32.87	4
CO	M	32	5.34
	F	31.9	5.3
ES	M	32	4.37
	F	31.2	4.29
IM	M	33.6	5.30
	F	33.3	4.82
EI	M	114.8	17.1
	F	116.8	16.7
SWTT	M	260.8	32.3
	F	250.2	28.4
AU	M	23	4.68
	F	21.6	3.98
EM	M	22.4	3.22
	F	21.6	2.67

PG	M	24.7	4.40
	F	24.5	4.02
PR	M	24.5	4
	F	23.2	4.01
PL	M	23.5	4.15
	F	22.7	3.64
SA	M	24.1	4.08
	F	22.6	3.76

M-Male, F- Female, EX-Extraversion, AG-Agreeableness, CO-Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional intelligence, SWTT-Subjective Wellbeing total, AU- Autonomy, EM- Environmental mastery, PG-Personal growth, PR- Positive Relation, PL- Purpose in life, SA- Self acceptance

Table 2: Mean and standard deviation of medical and engineering students for personality, emotional intelligence and subjective well-being

Stream	Variables	Mean	SD
	EX	31	4.27
Medical	AG	31.8	3.68
	CO	30.3	4.72
	ES	31.2	4.58
	IM	33.6	4.83
	EI	118	17.05
	SWTT	140.4	16.12
	AU	22.3	4.23
	EM	22.3	2.72
	PG	24.4	3.84
	PR	23.8	4.09
	PL	23.4	3.89
	SA	24	3.98
Engineering	EX	32.2	4.70
	AG	33.7	4.05

CO	33.6	5.35
ES	31.9	4.07
IM	33.3	5.29
EI	114	17.18
SWTT	138.5	17.58
AU	22.3	4.58
EM	21.7	3.21
PG	24.8	4.55
PR	23.9	4.02
PL	22.7	3.93
SA	22.8	3.92

EX-Extraversion, AG-Agreeableness, CO-Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional intelligence, SWTT- Subjective Well-being total, AU- Autonomy, EM- Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self Acceptance.

It can be seen from the Table 2 the mean of engineering students are higher on extraversion (M=32.2 & SD=4.70), agreeableness (M=33.7 & SD=4.05), conscientiousness (M=33.6 & SD=5.35) and emotional stability (M=31.9 & SD= 4.07) personal growth (M= 24.8 & SD= 4.55) and positive relation (M= 23.9 & SD= 4.02) as compared to medical students.

Mean of medical students are higher on imagination (M= 33.6 & SD= 4.83), emotional intelligence (M=118 & SD=17.05) subjective well-being (M=140.4 & SD=16.12), environmental mastery (M= 22.3 & SD= 2.72), purpose in life (M= 23.4 & SD= 3.89) and self acceptance (M= 24 & SD= 3.98) as compared to Engineering students.

Table 3: Mean and standard deviation of males and females among medical and engineering for personality, emotional Intelligence and subjective well-being

Variables	Stream	Male		Female		Total	
		Mean	SD	Mean	SD	Mean	SD
EX	M	31.8	3.93	30.2	4.49	31.6	4.27
	Eng	32.1	4.63	32.3	4.82	32.2	4.70
	Total	32	4.27	31.3	4.75	31.6	4.51
AG	M	32.2	4.01	31.5	3.34	31.8	3.68
	Eng	33.2	3.92	34.2	4.17	33.7	4.05
	Total	32.7	3.97	32.8	4	32.8	3.97
CO	M	30.7	4.99	29.9	4.46	30.3	4.72
	Eng	33.4	5.40	33.9	5.36	33.6	5.35
	Total	32	5.34	31.9	5.30	32	5.30
ES	M	32.1	4.85	30.4	4.16	31.2	4.58
	Eng	31.8	3.89	32	4.30	31.9	4.08
	Total	32	4.37	31.2	4.29	31.6	4.33
IM	M	33.8	5.32	33.4	4.33	33.6	4.83
	Eng	33.4	5.34	33.3	5.32	33.3	5.30
	Total	33.6	5.30	33.3	4.82	33.5	5.05
EI	M	117.5	17.75	118.5	16.54	118.0	17.05
	Eng	112.9	17.56	115.0	16.95	114.0	17.18
	Total	115.2	17.70	116.8	16.73	116.0	17.18
SW	M	144.1	17.5	136.6	13.8	140.4	16.1
	Eng	140.8	17.9	136.2	17.1	138.5	17.5
	Total	142.4	17.6	136.4	15.4	139.4	16.8
AU	M	23.5	4.57	21.1	3.53	22.3	4.23
	Eng	22.6	4.81	22.1	4.39	22.3	4.58
	Total	23	4.68	21.6	3.98	22.3	4.40
EM	M	22.8	3.24	21.7	1.98	22.3	2.72

	Eng	22	3.20	21.4	3.24	21.7	3.21
	Total	22.4	3.22	21.6	2.67	22	2.98
PG	M	24.3	3.84	24.5	3.59	24.43	3.84
	Eng	24.8	4.55	24.6	4.46	24.83	4.55
	Total	24.7	4.40	24.5	4.02	24.63	4.20
PR	M	24.6	3.93	23.0	4.14	23.8	4.09
	Eng	24.3	4.13	23.5	3.91	23.9	4.02
	Total	24.5	4.0	23.2	4.0	23.8	4.04
PL	M	24.1	3.83	22.8	3.87	23.4	3.89
	Eng	22.9	4.41	22.6	3.44	22.7	3.93
	Total	23.5	4.15	22.7	3.64	23.1	3.91
SA	M	24.6	4.63	23.3	3.15	24.0	3.98
	Eng	23.7	3.44	21.9	4.21	22.8	3.92
	Total	24.1	4.08	22.6	3.76	23.4	3.98

M- Medical students, Eng- Engineering students, EX-Extraversion, AG-Agreeableness, CO-Conscientiousness, ES- Emotional Stability, IM- Imagination, EI-Emotional intelligence, SWTT- Subjective Well-being total, AU- Autonomy, EM-Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self Acceptance.

It can be seen from the Table 3 the mean of males are higher on extraversion (M= 32 & SD = 4.27), conscientiousness (M= 32 & SD= 5.34), emotional stability (M= 32 & SD= 4.37), imagination (M= 33.6 & SD= 5.30), subjective well-being (M= 142.4 & SD= 17.6), autonomy (M= 23 & SD= 4.68), environmental mastery (M= 22.4 & SD= 3.22), personal growth (M= 24.7 & SD= 4.40), positive relation (M= 24.5 & SD= 4), purpose in life (M= 23.5 & SD= 4.15) and self- acceptance (M= 24.1 & SD= 4.08) and females are slightly higher on agreeableness (M= 32.8 & SD= 4) and emotional intelligence (M= 116.8 & SD= 16.73).

Table 4: Correlation among personality, emotional intelligence and subjective well-being for Medical students.

	EX	AG	CO	ES	IM	EI	SWTT	AU	EM	PG	PR	PL	SA
EX	1												
AG	.30**	1											
CO	.31**	.34**	1										
ES	.16	.41**	.43**	1									
IM	.29**	.43**	.45**	.48**	1								
EI	.23*	.52**	.17	.31**	.54**	1							
SWTT	.36**	.51**	.51**	.38**	.46**	.58**	1						
AU	.31**	.45**	.33**	.38**	.44**	.31**	.77**	1					
EM	.10	.32**	.28*	.21**	.22*	.31**	.56**	.53**	1				
PG	.31**	.26*	.41**	.06	.28*	.44**	.65**	.39**	.13	1			
PR	.21**	.40**	.38**	.31**	.35**	.49**	.79**	.48**	.29**	.43**	1		
PL	.33**	.28*	.29**	.02	.19	.30**	.64**	.27*	.29**	.32**	.43**	1	
SA	.15	.45**	.45**	.43**	.45**	.49**	.79**	.56**	.29**	.31**	.62**	.35**	1

** p<.01; * p<.05

EX- Extraversion, AG- Agreeableness, CO- Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional Intelligence, SWB_TT- Subjective Wellbeing Total, AU- Autonomy, EM- Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self Acceptance.

Pearson correlation revealed a strong correlation of extraversion with agreeableness, conscientiousness, imagination, subjective well being, autonomy, personal growth, positive relation, purpose in life respectively r= .30, .31, .29, .36, .31, .31, .21, .33, p <.01. Similarly, agreeableness correlated with each and every factor of personality and subjective well-being factors; conscientiousness correlated with every factor of personality and subjective well-being except emotional intelligence; emotional stability with every personality and subjective well-being factors except personal growth and purpose in life; imagination with every factor of personality and subjective well-being except purpose in life; emotional intelligence with every factor of personality and subjective well-being; subjective wellbeing with every factor of personality; autonomy with every factor of personality and subjective well-being; environmental mastery with every factor of personality and subjective well-being except personal growth; personal growth with every factor with every factor of

personality and subjective well-being; positive relation with every factor of personality and subjective well-being and purpose in life with every factor of personality and subjective well-being.

Table 5: Correlation among personality, emotional intelligence and subjective well-being for engineering students.

	EX	AG	CO	ES	IM	EI	SWTT	AU	EM	PG	PR	PL	SA
EX	1												
AG	.39**	1											
CO	.43**	.71**	1										
ES	.47**	.47**	.54**	1									
IM	.28*	.59**	.59**	.56**	1								
EI	.20	.38**	.31**	.22*	.52**	1							
SWTT	.10	.41**	.37**	.27*	.56**	.61**	1						
AU	.24*	.40**	.27*	.11	.50**	.49**	.72**	1					
EM	.21	.37**	.27*	.09	.49**	.51**	.72**	.61**	1				
PG	.01	.32**	.35**	.32**	.45**	.71**	.82**	.51**	.56**	1			
PR	-.08	.17	.17	.14	.27*	.34**	.63**	.21	.25*	.49**	1		
PL	-.07	.31**	.25*	.20	.29**	.29**	.73**	.33**	.37**	.51**	.43**	1	
SA	.06	.24*	.30**	.18	.44**	.28*	.72**	.42**	.40**	.46**	.34*	.51**	1

** $p<.01$; * $p<.05$

EX- Extraversion, AG- Agreeableness, CO- Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional Intelligence, SWB_TT- Subjective Wellbeing Total, AU- Autonomy, EM- Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self Acceptance.

Pearson correlation revealed a strong association of Extraversion with agreeableness, conscientiousness, emotional stability respectively r= .39, .43, .47, $p<.01$. Similarly, agreeableness with every factor of personality and subjective well-being except positive relation; conscientiousness with every factor of personality and subjective well-being except positive relation; emotional stability is only correlated with imagination and personal growth and slightly correlated with emotional intelligence and subjective well-being total; imagination with every factor of personality and

subjective well-being; emotional intelligence with every factor of personality and subjective well-being; subjective wellbeing with every factor of personality; autonomy with every factor of personality and subjective well-being except positive relation; environmental mastery, positive growth, positive relation purpose in life correlated with each and every factor of personality and subjective well-being.

Table 6: Regression analysis of personality traits, emotional intelligence and subjective well-being for medical students

Independent Variable	Dependent Variable	B	Std. Error	Beta	t-value	Adjusted R Square
EX	SWB-TT	1.37	.39	.36	3.45**	.12
	AU	.30	.10	.31	2.85**	.08
	EM	.06	.07	.10	.91	.002
	PG	.27	.09	.31	2.83**	.08
	PR	.28	.10	.29	2.75**	.08
	PL	.30	.09	.33	3.13**	.10
	SA	.14	.10	.15	1.32	.01
AG	SWB-TT	2.25	.42	.51	5.29**	.25
	AU	.52	.12	.45	4.44**	.19
	EM	.24	.08	.32	2.99**	.09
	PG	.27	.11	.26	2.34*	.05
	PR	.45	.11	.40	3.87**	.15
	PL	.29	.11	.28	2.60*	.07
	SA	.48	.11	.45	4.39**	.19
CO	SWB-TT	1.73	.33	.51	5.19**	.25
	AU	.29	.09	.33	3.05**	.09
	EM	.16	.06	.28	2.57**	.07
	PG	.33	.08	.41	3.97**	.16
	PR	.33	.09	.38	3.60**	.13
	PL	.24	.09	.29	2.67**	.07
	SA	.38	.09	.45	4.39**	.19
ES	SWB-TT	1.32	.37	.38	3.58**	.13
	AU	.35	.09	.38	3.59**	.13
	EM	.17	.06	.29	2.76**	.08
	PG	.05	.09	.06	.52	.01

	PR	.35	.09	.397	3.81**	.15
	PL	.02	.09	.02	.20	.01
	SA	.37	.09	.43	4.20**	.17
IM	SWB-TT	1.54	.33	.46	4.61**	.20
	AU	.38	.09	.44	4.29**	.18
	EM	.12	.06	.22	1.99*	.04
	PG	.22	.09	.28	2.56**	.07
	PR	.29	.09	.35	3.28**	.11
	PL	.15	.09	.19	1.67	.02
	SA	.37	.08	.45	4.43**	.19
EI	SWB-TT	.55	.08	.58	6.31**	.33
	AU	.09	.03	.397	3.82**	.15
	EM	.05	.02	.31	2.89**	.09
	PG	.09	.02	.44	4.34**	.18
	PR	.12	.02	.49	4.96**	.23
	PL	.07	.02	.30	2.78**	.08
	SA	.12	.02	.49	5.03**	.23

** $p<.01$; * $p<.05$

EX- Extraversion, AG- Agreeableness, CO- Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional Intelligence, SWB_TT- Subjective Wellbeing Total, AU- Autonomy, EM- Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self Acceptance.

The table shows regression between personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination), emotional intelligence and subjective wellbeing variables in medical students.

The adjusted R square for extraversion is .12 and the B value is 1.37. The results exhibit that for one unit change in extraversion there is an increase in 1.37 unit in subjective well being total, with $p<.01$ and there is 12% variance in subjective well-being total can be attributes to extraversion.

The adjusted R square for extraversion is .10 and the B value is .30. The results exhibit that for one unit change in extraversion there is increase in .30 units in purpose

in life with $p<.01$ and there is 10% variance in purpose in life can be attributes to extraversion.

The adjusted R square for extraversion is .08 and the B value is .30. The results exhibit that for one unit change in extraversion there is increase in .30units in autonomy with $p<.01$ and there is 8% variance in autonomy can be attributes to extraversion.

The adjusted R square for extraversion is .08 and the B value is .27. The result exhibit that for one unit change in extraversion there is increase in .27units in personal growth with $p<.01$ and there is 8% variance in personal growth can be attributes to extraversion.

The adjusted R square for extraversion is .08 and the B value is .28. The result exhibit that for one unit change in extraversion there is increase in .28units in positive relation with $p<.01$ and there is 8% variance in positive relation can be attributes to extraversion.

The adjusted R square for agreeableness for all the sub-components of SWB is (.25, .19, .09, .05, .15, .07, .19) and the B value is (2.25, .52, .24, .27, .45, .29, .48) respectively. The results exhibit that for one unit change in agreeableness there is an increase in (2.25, .52, .24, .27, .45, .29, .48) unit in subjective well being total, Autonomy, environmental mastery, positive relation and self acceptance with $p<.01$ personal growth and purpose in life with $p<.05$ and there is 25%, 19%, 9%, 5%, 15%, 7% and 19% variance in subjective well-being can be attributes to agreeableness.

The Adjusted R square for conscientiousness is for all the sub-components of SWB (.25, .09, .07, .16, .13, .07, .17) and the B value is (1.73, .29, .16, .33, .33, .24, .37). the result exhibit that for one unit change in conscientiousness there is increase in

(1.73, .29, .16, .33, .33, .24, .37) unit in subjective wellbeing total, autonomy, environmental mastery, personal growth, positive relation, purpose in life and self acceptance with $p<.01$ and there is 25%, 9%, 7%, 16%, 13%, 7%, and 17% variance in subjective well-being can be attributes to conscientiousness.

The Adjusted R square for emotional stability is .17 and the B value is .37. The results exhibit that for one unit change in emotional stability is increase in .37 units in self acceptance, with $p<.01$ and there is 17% variance in self acceptance can be attributes to emotional stability.

The Adjusted R square for emotional stability is .15 and the B value is .35. The results exhibit that for one unit change in emotional stability is increase in .35 units in positive relation, with $p<.01$ and there is 15% variance in positive relation can be attributes to emotional stability.

The Adjusted R square for emotional stability is .13 and the B value is .35. The results exhibit that for one unit change in emotional stability is increase in .35 units in autonomy, with $p<.01$ and there is 13% variance in autonomy can be attributes to emotional stability.

The Adjusted R square for emotional stability is .13 and the B value is 1.32. The results exhibit that for one unit change in emotional stability is increase in 1.32 unit in subjective well being total, with $p<.01$ and there is 13% variance in subjective well-being can be attributes to emotional stability.

The Adjusted R square for emotional stability is .08 and the B value is .17. The results exhibit that for one unit change in emotional stability is increase in .17 units in environmental mastery,

With $p<.01$ and there is 17% variance in environmental mastery can be attributes to emotional stability.

The Adjusted R square for imagination is (.20, .18, .04, .07, .11 and .19) and the B value is (1.54, .38, .12, .22, .29 and .37). The result exhibit that for one unit change in imagination there is increase in (1.54, .38, .12, .22, .29 and .37) unit in subjective wellbeing total, autonomy, personal growth, positive relation and self acceptance with p<.01 and environmental mastery with *p*<.05 there is 20%, 18%, 4%, 7%, 11%, 19% variance in subjective well-being can be attributes to imagination.

The Adjusted R square for emotional intelligence is for all the sub-components of SWB (.33, .15, .09, .18, .23, .08, .23) and the B value is (.55, .09, .05, .09, .12, .07, .12) respectively. The result exhibit that for one unit change in emotional intelligence there is increase in (.55, .09, .05, .09, .12, .07, .12) unit in subjective wellbeing total, autonomy, environmental mastery, personal growth, positive relation, purpose in life and self acceptance with *p*<.01 there is 33%, 15%, 9%, 18%, 23%, 8%, 23% variance in subjective well-being can be attributes to emotional intelligence.

Table 7: Regression analysis of personality traits, emotional Intelligence and subjective well-being for engineering students

Independent Variable	Dependent Variable	B	Std. Error	Beta	t-value	Adjusted R Square
EX	SWB-TT	.39	.42	.10	.93	.002
	AU	.23	.10	.24	2.22**	.05
	EM	.14	.08	.21	1.91*	.03
	PG	.09	.10	.09	.86	.003
	PR	-.07	.09	-.09	-.79	.005
	PL	-.06	.09	-.07	-.66	.008
	SA	.05	.09	.07	.58	.008
AG	SWB-TT	1.80	.45	.41	4.03**	.16
	AU	.45	.12	.40	3.88**	.15
	EM	.29	.08	.37	3.47**	.12
	PG	.36	.12	.32	3.01**	.09
	PR	.16	.11	.17	1.49	.01
	PL	.30	.10	.31	2.88**	.08
	SA	.22	.10	.24	2.15*	.04
CO	SWB-TT	1.22	.34	.37	3.56**	.12
	AU	.22	.09	.27	2.44**	.05
	EM	.16	.06	.27	2.49**	.06
	PG	.29	.09	.35	3.29**	.11
	PR	.12	.08	.17	1.54	.01
	PL	.18	.08	.25	2.32*	.05
	SA	.22	.08	.30	2.82**	.08
ES	SWB-TT	1.15	.47	.27	2.47**	.06
	AU	.22	.12	.19	1.78	.02
	EM	.07	.09	.09	.79	.005
	PG	.35	.12	.32	2.96**	.08
	PR	.14	.11	.14	1.26	.00
	PL	.19	.10	.20	1.82	.02
	SA	.17	.10	.18	1.64	.02

IM	SWB-TT	1.87	.31	.56	6.05**	.31
	AU	.43	.08	.50	5.16**	.24
	EM	.29	.06	.49	4.97**	.23
	PG	.39	.09	.45	4.49**	.19
	PR	.20	.08	.27	2.47**	.06
	PL	.21	.08	.29	2.69**	.07
	SA	.32	.07	.44	4.38**	.18
EI	SWB-TT	.62	.09	.61	6.86**	.36
	AU	.13	.03	.49	4.99**	.23
	EM	.09	.02	.51	5.29**	.25
	PG	.18	.02	.70	8.89**	.49
	PR	.08	.02	.34	3.22**	.10
	PL	.06	.02	.29	2.68**	.07
	SA	.06	.02	.28	2.63**	.07

** $p<.01$; * $p<.05$

EX- Extraversion, AG- Agreeableness, CO- Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional Intelligence, SWB_TT- Subjective Wellbeing Total, AU- Autonomy, EM- Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self-acceptance.

The adjusted R square for extraversion is .04 and the B value is .24. The results exhibit that for one unit change in extraversion there is an increment of .24 units in autonomy, with $p<.01$ and there is 4% variance in autonomy can be attributes to extraversion.

The adjusted R square for extraversion is .03 and the B value is .14, hence it can be said that for one unit change in extraversion there is increase in .14 units in environmental mastery, with $p<.05$ and there is 3%variance in environmental mastery can be attributes to extraversion.

The adjusted R square for agreeableness is (.16, .15, .12, .09, .08, and .04) and the B value is (1.80, .45, .29, .36, .30, and .22). The result exhibit that for one unit change in agreeableness there is an increment of 1.80, .45, .29, .36, .30, .22 unit in subjective wellbeing total, autonomy, environmental mastery, personal growth, purpose in life respectively with $p<.01$ and self acceptance with $p<.05$. Also, there is 16%, 15%, 12%, 9%, 8%, 4% variance in subjective well-being can be attributes to agreeableness.

The Adjusted R square for conscientiousness is (.12, .05, .06, .11, .05, and .08) and the B value is (1.22, .22, .16, .29, .18, and .22).The result exhibit that for one unit change in conscientiousness there is increase in (1.22, .22, .16, .29, .18, .22) unit in subjective wellbeing total, autonomy, environmental mastery, personal growth, self acceptance with $p<.01$ and purpose in life with $p<.05$ there is 12%, 5%, 6%, 11%, 5%, 8% variance in subjective well-being can be attributes to conscientiousness.

The Adjusted R square for emotional stability is .06 and .08 and the B value is 1.15 and .35. The results exhibit that for one unit change in emotional stability is increase in 1.15 and .35 units in subjective well being total and personal growth, with $p<.01$ and there is 6% and 8% variance in subjective well-being and personal growth can be attributes to emotional stability.

The Adjusted R square for imagination is (.31, .24, .23, .19, .06, .07, .18) and the B value is (1.87, .43, .29, .39, .20, .21, .32) the result exhibit that for one unit change in imagination there is increase in (1.87, .43, .29, .39, .20, .21, .32) unit in subjective wellbeing total, autonomy, environmental mastery, personal growth, positive relation, purpose in life and self acceptance with $p<.01$ there is 31%, 24%, 23%, 19%, 6%, 7%, 18%variance in subjective well-being can be attributes to imagination.

The Adjusted R square for emotional intelligence is (.36, .23, .25, .49, .10, .07, and .07) and the B value is (.62, .13, .09, .18, .08, .06, and .06). The result exhibit that for one unit change in emotional intelligence there is increase in (.62, .13, .09, .18, .08, .06, .06) unit in subjective wellbeing total, autonomy, environmental mastery, personal growth, positive relation, purpose in life and self acceptance with $p<.01$ there is 36%, 23%, 25%, 49%, 10%, 7%, 7% variance in subjective well-being can be attributes to emotional intelligence.

Table 8: ANOVA results showing the interaction between gender and stream for all the variables (personality, emotional intelligence and subjective well-being)

Variables		SS	df	MS	F
EX	Corrected Model	109.05	3	36.35	1.80
	Intercept	160275.60	1	160275.60	7969.46
	Gender	19.60	1	19.60	.97
	Stream	55.22	1	55.22	2.74
	Gender*Stream	34.22	1	34.22	1.70
	Error	3137.35	156	20.11	
	Total	163522.00	160		
AG	Corrected Model	172.76	3	57.59	3.83
	Intercept	172331.25	1	172331.25	11474.16
	Gender	.50	1	.50	.03
	Stream	142.50	1	142.50	9.48**
	Gender*Stream	29.75	1	29.75	1.98
	Error	2342.97	156	15.01	
	Total	174847.00	160		
CO	Corrected Model	466.20	3	155.40	6.04
	Intercept	163840.00	1	163840.00	6367.79
	Gender	.40	1	.40	.01
	Stream	448.90	1	448.90	17.44**
	Gender*Stream	16.90	1	16.90	.65
	Error	4013.80	156	25.72	
	Total	168320.00	160		
ES	Corrected Model	82.25	3	27.41	1.46
	Intercept	160022.50	1	160022.50	8574.84

	Gender	24.02	1	24.02	1.28
	Stream	18.22	1	18.22	.97
	Gender*Stream	40.00	1	40.00	2.14
	Error	2911.25	156	18.66	
	Total	163016.00	160		
IM	Corrected Model	6.42	3	2.14	.08
	Intercept	179694.02	1	179694.02	6905.26
	Gender	3.02	1	3.02	.11
	Stream	2.50	1	2.50	.09
	Gender*Stream	.90	1	.90	.03
	Error	4059.55	156	26.02	
	Total	183760.00	160		
EI	Corrected Model	771.61	3	257.20	.86
	Intercept	2154120.15	1	2154120.15	7273.14
	Gender	97.65	1	97.65	.33
	Stream	660.15	1	660.15	2.22
	Gender*Stream	13.80	1	13.80	.04
	Error	46203.22	156	296.17	
	Total	2201095.00	160		
SW	Corrected Model	1694.72	3	564.90	2.03
	Intercept	3111966.22	1	3111966.25	11180.44
	Gender	1464.10	1	1464.10	5.26*
	Stream	140.62	1	140.62	.50
	Gender*Stream	90.00	1	90.00	.32
	Error	43421.05	156	278.34	
	Total	3157082.00	160		
AU	Corrected Model	118.91	3	39.64	2.08
	Intercept	79968.30	1	79968.30	4214.86
	Gender	85.55	1	85.55	4.50*
	Stream	.06	1	.05	.00
	Gender*Stream	33.30	1	33.30	1.75
	Error	2959.77	156	18.97	
	Total	83047.00	160		
EM	Corrected Model	40.27	3	13.42	1.52
	Intercept	77704.22	1	77704.22	8825.52
	Gender	27.22	1	27.22	3.09
	Stream	11.02	1	11.02	1.25
	Gender*Stream	2.02	1	2.02	.23
	Error	1373.50	156	8.80	
	Total	79118.00	160		

PG	Corrected Model	10.90	3	3.63	.20
	Intercept	97022.50	1	97022.50	5400.52
	Gender	.90	1	.90	.05
	Stream	6.40	1	6.40	.35
	Gender*Stream	3.60	1	3.60	.20
	Error	2802.60	156	17.96	
	Total	99836.00	160		
PR	Corrected Model	70.06	3	23.35	1.43
	Intercept	91345.80	1	91345.80	5621.00
	Gender	63.75	1	63.75	3.92*
	Stream	.30	1	.30	.01
	Gender*Stream	6.00	1	6.00	.37
	Error	2535.12	156	16.25	
	Total	93951.00	160		
PL	Corrected Model	57.46	3	19.15	1.25
	Intercept	85608.75	1	85608.75	5604.79
	Gender	28.05	1	28.05	1.83
	Stream	18.90	1	18.90	1.23
	Gender*Stream	10.50	1	10.50	.68
	Error	2382.77	156	15.27	
	Total	88049.00	160		
SA	Corrected Model	150.16	3	50.05	3.28
	Intercept	87750.05	1	87750.05	5754.64
	Gender	91.50	1	91.50	6.00*
	Stream	56.40	1	56.40	3.69*
	Gender*Stream	2.25	1	2.25	.14
	Error	2378.77	156	15.24	
	Total	90279.00	160		

** $p<.01$; * $p<.05$

EX- Extraversion, AG- Agreeableness, CO- Conscientiousness, ES- Emotional Stability, IM- Imagination, EI- Emotional Intelligence, SWB_TT- Subjective Wellbeing Total, AU- Autonomy, EM- Environmental Mastery, PG- Personal Growth, PR- Positive Relation, PL- Purpose in life, SA- Self-acceptance.

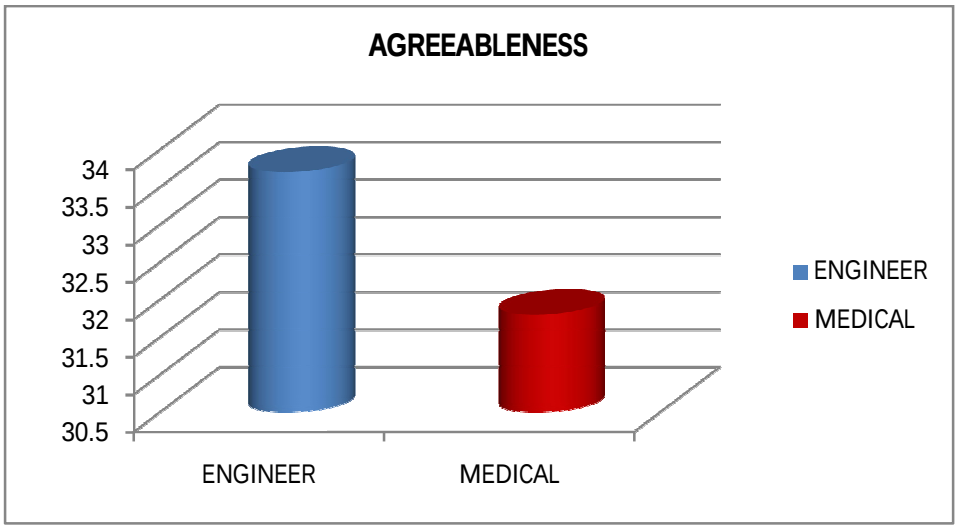

Figure 1. Effect of stream (Engineering and Medical) on Agreeableness personality trait.

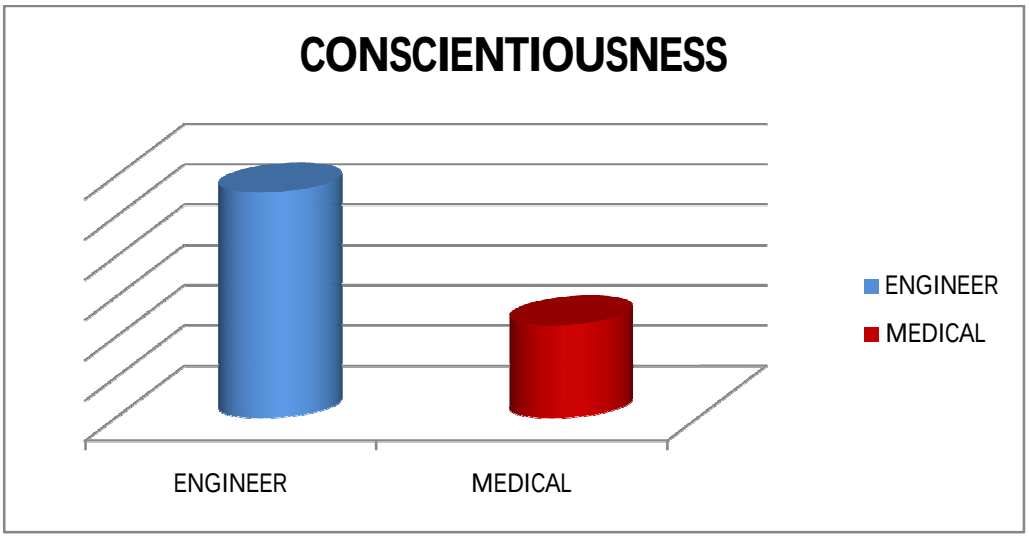

Figure 2. Effect of stream (Engineering and Medical) on conscientiousness.

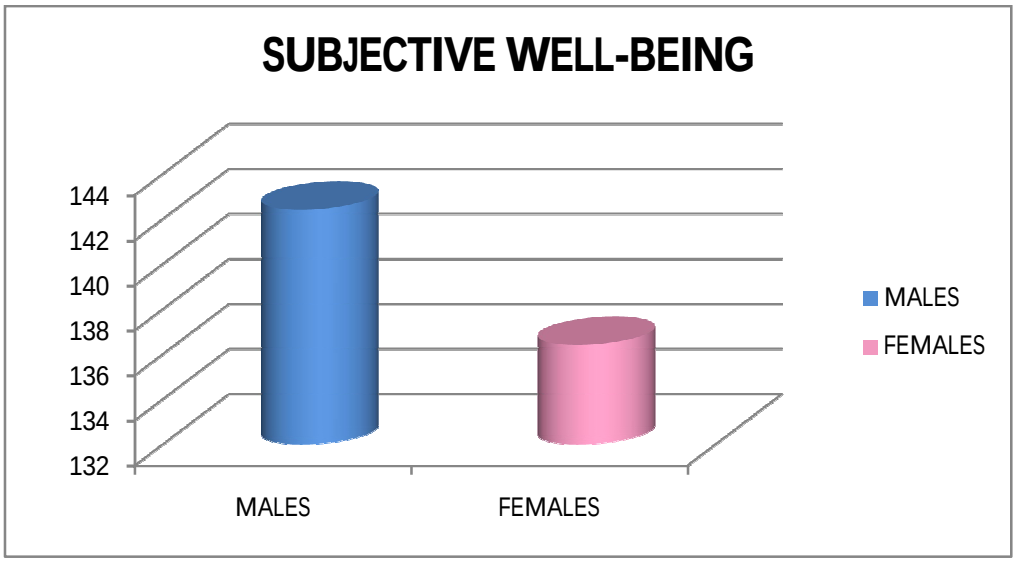

Figure 3. Effect of gender (Males and Females) on subjective well-being.

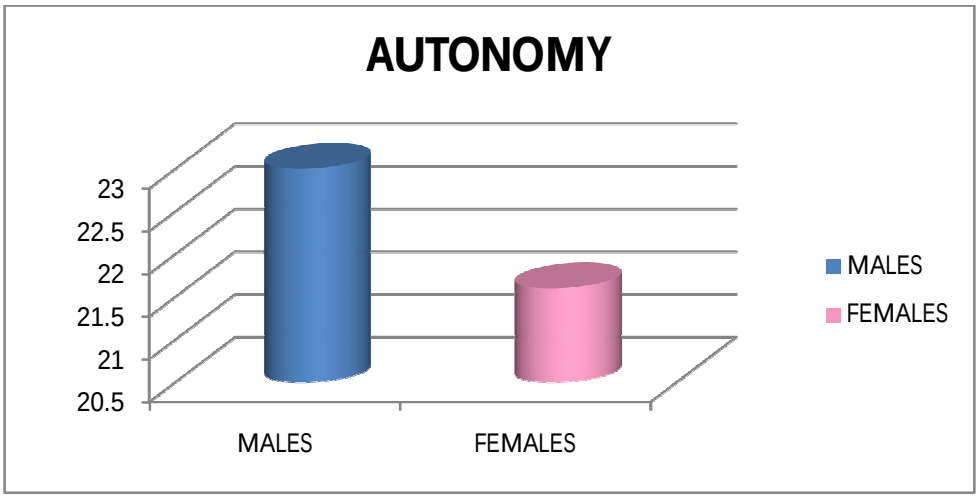

Figure 4. Effect of Gender (Males and Females) on Autonomy.

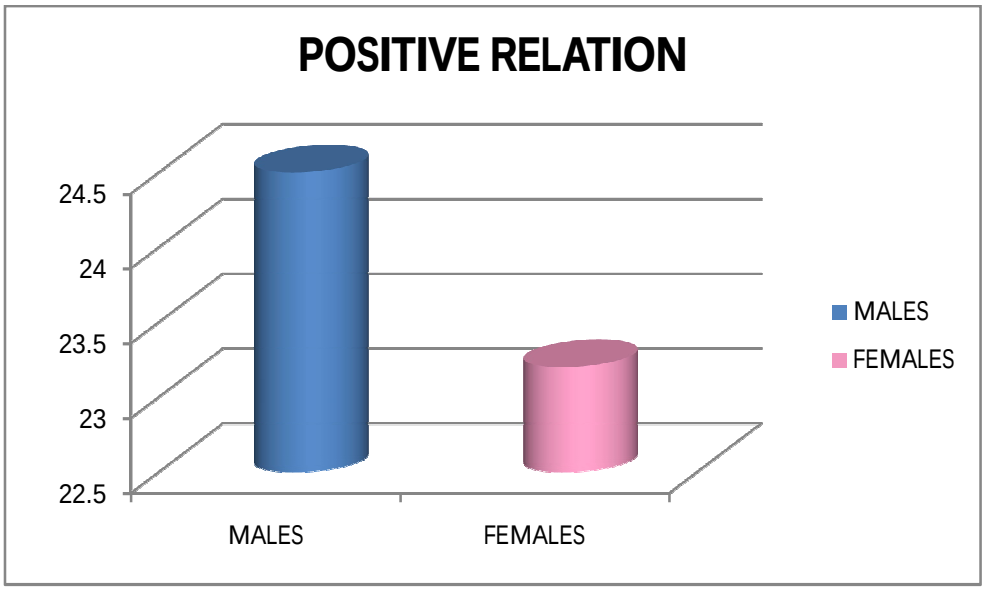

Figure 5. Effect of Gender (Males and Females) on Positive Relations.

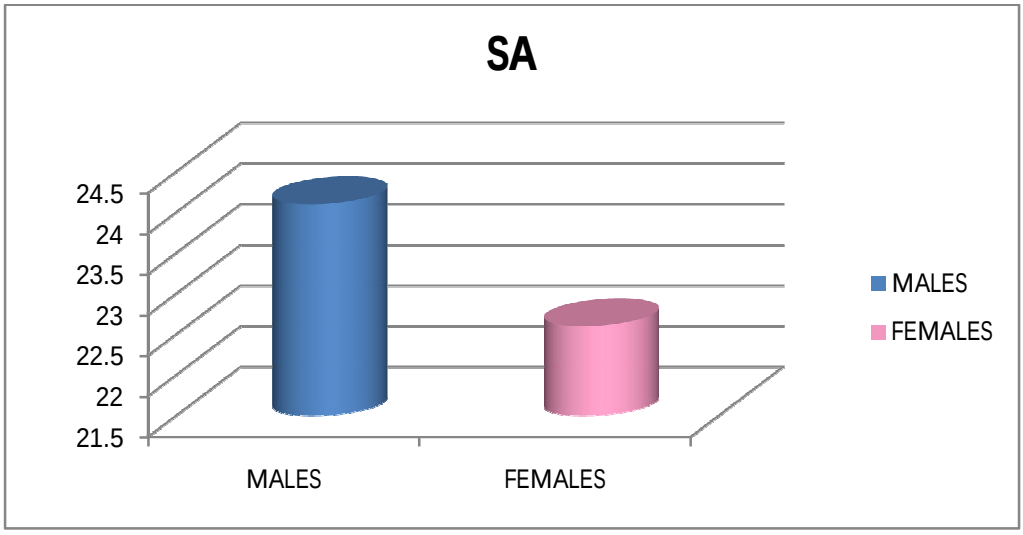

Figure 6. Effect of Gender (Males and Females) on Self Acceptance.

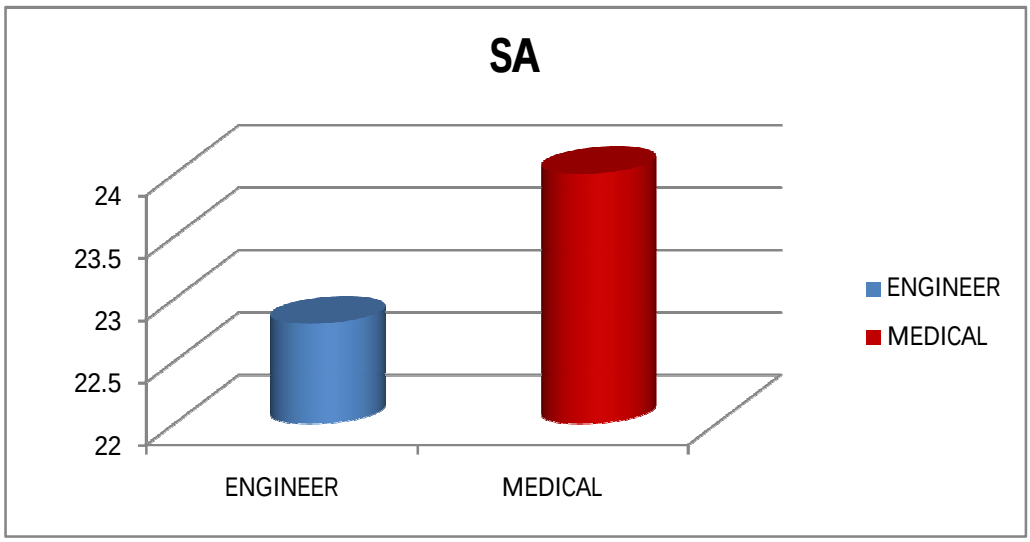

Figure 7. Effect of stream (Engineering and Medical) on Self Acceptance.

It can be seen from Table 8 that gender individually has no effect on agreeableness while stream has an effect on agreeableness. In comparison to medical students, engineering students are more agreeable (see Table 2, Fig. 1).

The gender individually has no effect on conscientiousness while stream has an effect on conscientiousness. In comparison to medical students, engineering students are more conscientious. (see Table 2, Fig. 2).

The stream has no effect on subjective well-being while gender has an effect on subjective well-being. In comparison to males and females, males are higher on subjective well-being. (see Table 3, Fig. 3).

The stream has no effect on autonomy while gender has an effect on Autonomy. In comparison to males and females, males are higher on Autonomy (see Table 3, Fig 4).

The stream has no effect on positive relation while gender has an effect on positive relation. In comparison to males and females, males are higher on positive relation. (see Table 3, Fig. 5).

The stream has an effect on self-acceptance. In comparison to engineering students, medical students are more on self-acceptance. As well as in gender there is also effect on subjective well-being, in comparison to males and females, males are higher on self-acceptance. (see Table 3, Fig. 6 and Fig. 7).

Chapter 6

DISCUSSION

6.1. Personality variables & subjective well-being

The present study was conducted to explore the aspect of personality factors, emotional intelligence on subjective well-being among medical and engineering students. The first objective of this study was to study the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability and imagination) on over all subjective well-being of medical students. It revealed that all personality factors, extraversion, agreeableness, conscientiousness, emotional stability and imagination do play a central role in determining the subjective wellbeing of the medical students. Thus, our first hypothesis, personality variables (extraversion, agreeableness, conscientiousness, emotional stability and imagination) have role in over all subjective well-being of medical students. It has been accepted. Some previous studies also support the result of the current work, such as Avsec, Masnec and Komidar (2009) figured that personality traits and subjective well-being spare a significant correlation such as agreeableness to positive relation and personal growth, neuroticism towards self-acceptance and environmental mastery, conscientiousness towards environmental mastery & purpose in life, openness to personal growth, and extraversion to self-acceptance.

The second objective was aimed to do a deeper analysis of personality factors & sub-components of SWB among medical students. It divulged that extraversion play a significant role in autonomy, positive growth, positive relations, and planning. Similarly, agreeableness and conscientiousness play a crucial role in autonomy, environmental mastery, positive growth, positive relations, planning and self-

acceptance. While emotional stability plays a role in all the above mentioned sub-components of subjective well-being except positive growth and planning and imagination plays an important role in all the above mentioned sub-components of subjective well-being except planning. Hence, my second hypothesis has been partially accepted as most of the personality traits have an important role in determining the subjective well-being of the medical students. The current findings have been supported by some studies. Hayes and Joseph (2003) studied that personality factors carry a necessary role in subjective well-being. It suggests that extraverted people contribute to be cheerful due to their quality that they are effective, have fulfilling social relationships and active. Though agreeableness and extraversion were positive predictors of subjective well-being.

The third objective of the work was to explore the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination)on overall subjective well-being among engineering students. The result showed that Personality variables (agreeableness, conscientiousness, emotional stability, imagination) have role on over all subjective well being among engineering students. Hence, we accept the hypothesis. Costa and McCrae (1991) proposed that agreeableness, conscientiousness, and openness to Experience lead people to have life experiences that facilitate SWB.

The forth objective of this study was to study the role of personality variables (extraversion, agreeableness, conscientiousness, emotional stability, imagination) in subcomponents of subjective well being among engineering students. The result showed all the personality factors correlated with subjective well-being factors except few factors and the hypothesis of this result was personality variables have role in any

subcomponent of subjective wellbeing among engineering students. As per the results are significant we accept the given hypothesis. Avsec, Masnec and Komidar (2009) figured that Personality traits and subjective well-being aspect obtain highly significant agreeableness to positive relation and personal growth, neuroticism towards self-acceptance and environmental mastery, conscientiousness towards environmental mastery and purpose in life, openness to personal growth, extraversion to self-acceptance.

6.2. Emotional intelligence& subjective well-being

The fifth objective of this study was to study the role of emotional intelligence on overall subjective wellbeing among medical students. The result showed that emotional intelligence playing important role in subjective well-being. As hypothesis of this study was emotional intelligence have role on overall subjective wellbeing among medical students according to the findings we accept the hypothesis and this also supported by some studies. Zeidner, Matthews, and Roberts (2009) studied that emotional intelligence correlates with more frequent positive effect, higher self-esteem, greater life satisfaction, social engagement, and well-being.

The sixth objective of this study was to study the role of emotional Intelligence in subcomponents of subjective well being among medical students. The result showed that emotional intelligence playing important role in subcomponents of subjective well-being. As hypothesis of this study was emotional intelligence have role in any subcomponent of subjective well being among medical students. As the results are significant we accept the hypothesis. Gallagher and Broderick (2008) all correlations between emotional Intelligence and psychological well- being scales were significant. These results indicate that self- reported emotional intelligence is highly related to psychological well-being.

The seventh objective of this study was to study the role of emotional intelligence on overall subjective wellbeing among engineering students. The result showed that emotional intelligence significant to overall subjective well-being. As hypothesis of this study was emotional intelligence have role on overall subjective wellbeing among engineering students. As per the results are significant we accept the given hypothesis.

The eighth objective of this study was to study the role of emotional intelligence in subcomponents of subjective well being among engineering students. The result showed that emotional intelligence playing role in subcomponents of subjective well-being. As hypothesis of this study was emotional intelligence have role in any subcomponent of subjective well being among engineering students. As the results are significant we accept the given hypothesis. Shaheen and Shaheen (2016) explored emotional intelligence in relation to subjective well-being, it was concluded that there is significant positive relationship between emotional intelligence and subjective well-being.

6.3. Personality variables, emotional intelligence & subjective well-being

The ninth objective of this study was to study the effect of gender and stream on personality variables, emotional intelligence and subjective well-being. The hypothesis of this study was gender and stream has an effect on personality variables, emotional intelligence and subjective well-being. It can be seen from the (Table 2) engineering students are more on agreeableness, conscientiousness and medical students are high on self acceptance. And in gender difference it can be seen from the (Table 3) males are higher on subjective well-being, autonomy and positive relation. Results are significant therefore we accept the hypothesis. These findings also

supported by some prior studies. Samaranayake and Fernando (2011) study was conducted on medicine, nursing, health science and architecture. Medical students higher on as satisfaction compared to other streams. Stevenson and Wolfers (2009) recorded that woman somewhat less statistically insignificant, so they were not too happy in comparison of men. As such related to men, women became more prone to be in the bottom section of happiness. Costa, Terracciano, and McCrae (2001) suggested the gender differences: men are high on assertiveness and openness to ideas.

6.4. Conclusion

This study explored the role of personality variables and EI on SWB and shows the significant results between both variables on SWB. The finding showed that engineering students have significant result on dimensions of personality as they are more agreeable and conscientious. In other words they are more attentive, energetic and planner then medical students. While considering about, medical students, they have more self-acceptance in their life and they are more satisfied with their current self. While comparing gender, findings showed that males of medical stream are higher on subjective well-being, autonomy (control's one own actions) and positive relation in comparison to engineering students in comparison to female in both the discipline.

6.5. Implications

The purpose of the current study was to explore the role of personality and emotional intelligence on subjective well-being of medical and engineering students. The implications can be as following: Firstly, as it can be observed from the literature

review that there is dearth of such studies that have compared the two disciplines medical and engineering. Further, in Indian context I have not came across any such study. Hence, it may provide a base to the aspiring researcher willing to work in this area. Further, it will help in understanding the gender pattern with respect to personality, emotional intelligence and subjective well-being.

6.6. Limitations

The purpose of the current study was to explore the role of personality and emotional intelligence on subjective well-being of medical and engineering students. The present study has certain limitations. These limitations may play essential role and give structure for future research. There are following limitations of this study.

First of all in this study the sample size was small, due to which some of the results were not significant. Second, the sample size was restricted to two institutes Government Medical College and Thapar Institute of Engineering and Technology of Patiala, India. It might impact the generalizability of the findings.

Third limitation, it is a self-report measures which increases the possibility of manipulating the responses by the participants. Further medical students were having very hectic schedule so, they feel fatigue during answering questions. Engineering students were having exam pressure due to which the responses might not be as accurate as it should be.

6.7. Future direction

The current study explored the role of personality and emotional intelligence on subjective well-being of medical and engineering students. On the bases of this there could be the following scope for future research: directions are proposed.

Firstly, as it can be observed from the literature review that there is dearth of such studies that have compared the two disciplines medical and engineering. Further, in Indian context I have not came across any such study. In future, it is recommended researchers should choose other disciplines because subjective well-being is important for every student.

As it can be seen from this study only two institutes Government Medical college and Thapar Institute of Engineering and Technology were used. In future it is suggested researchers should choose more institutes.

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Appendix A: Consent Form

I am a PG Psychology student conducting a research on Personality, Emotional Intelligence and Subjective Well Being among Medical and Engineering students. I hereby request you to kindly participate in this research. Your data will only be used for research purpose and will be kept strictly confidential.

NAME: _____ DATE OF BIRTH_____

GENDER: ☐ Male ☐ Female AGE:_____ C.G.P.A. _____

CLASS: _____ BRANCH: _____

I _____ (Name) give my consent to use my survey data anonymously for the research project being undertaken at Thapar University Patiala.

SIGNATURE

Appendix B: IPIP

Instructions: The questionnaire contains 50 statements. Read all the statements carefully and tick the most appropriate option. Make sure you mark in the correct box. In the questionnaire (1)= Very Inaccurate , (2)= Moderately Inaccurate, (3)= Neither Accurate Nor Inaccurate, (4)= Moderately Accurate and (5)= Very Accurate.

	Statement	Very Inaccurate (1)	Moderately Inaccurate (2)	Neither Accurate Nor Inaccurate (3)	Moderately Accurate (4)	Very Accurate (5)
1.	Am the life of the party.					
2.	Feel little concern for others.					
3.	Am always prepared.					
4.	Get stressed out easily.					
5.	Have a rich vocabulary.					
6.	Don't talk a lot.					
7.	Am interested in people.					
8.	Leave my belongings around.					
9.	Am relaxed most of the time.					
10.	Have difficulty understanding abstract ideas.					

11.	Feel comfortable around people.					
12.	Insult people.					
13.	Pay attention to details.					
14.	Worry about things.					
15.	Have a vivid imagination.					
16.	Keep in the background.					
17.	Sympathize with others feelings.					
18.	Make a mess of things.					
19.	Seldom feel blue.					
20.	Am not interested in abstract ideas.					
21.	Start conversations.					
22.	Am not interested in other people’s problems.					
23.	Get chores done right away.					
24.	Am easily disturbed.					
25.	Have excellent ideas.					
26.	Have little to say.					
27.	Have a soft heart.					
28.	Often forget to put things back in their proper place.					

29.	Get upset easily.					
30.	Do not have a good imagination.					
31.	Talk to a lot of different people at parties.					
32.	Am not really interested in others.					
33.	Like order.					
34.	Change my mood a lot.					
35.	Am quick to understand things.					
36.	Don't like to draw attention to myself.					
37.	Take time out for others.					
38.	Shirk my duties.					
39.	Have frequent mood swings.					
40.	Use difficult words.					
41.	Don't mind being the center of attention.					
42.	Feel other's emotions.					
43.	Follow a schedule.					
44.	Get irritated easily.					
45.	Spend time reflecting on things.					

46.	Am quiet around strangers.					
47.	Make people feel at ease.					
48.	Am exacting in my work.					
49.	Often feel blue.					
50.	Am full of ideas.					

Appendix C: SSEIT

Instructions: The questionnaire contains 33 statements. Read all the statements carefully and tick the most appropriate option. Make sure you mark in the correct box. In the questionnaire SD = 1 (Strongly disagree) D = 2 (Disagree), N = 3 (Neutral), A = 4 (Agree) and SA = 5 (Strongly Agree)

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)
1.	I know when to speak about my personal problems to others.					
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
3.	I expect that I will do well on most things I try.					
4.	Other people find it easy to confide in me.					
5.	I find it hard to understand the nonverbal messages of other people.					
6.	Some of the major events of my life have led me to re-evaluate what is important and not important					
7.	When my mood changes, I see new possibilities.					
8.	Emotions are some of the things that make my life worth living.					
9.	I am aware of my emotions as I experience them.					
10.	I expect good things to happen.					

11.	I like to share my emotions with others.					
12.	When I experience a positive emotion, I know how to make it last.					
13.	I arrange events others enjoy.					
14.	I seek out activities that make me happy.					
15.	I am aware of the nonverbal messages I send to others.					
16.	I present myself in a way that makes a good impression on others.					
17.	When I am in a positive mood, solving problems is easy for me.					
18.	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19.	I know why my emotions change.					
20.	When I am in a positive mood, I am able to come up with new ideas.					
21.	I have control over my emotions					
22.	I easily recognize my emotions as I experience them.					
23.	I motivate myself by imagining a good outcome to tasks I take on.					
24.	I compliment others when they have done something well.					
25.	I am aware of the nonverbal messages other people send.					
26.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.					

27.	When I feel a change in emotions, I tend to come up with new ideas.					
28.	When I am faced with a challenges, I give up because I believe I will fail.					
29.	I know what other people are feeling just by looking at them.					
30.	I help other people feel better when they are down.					
31.	I use good moods to help myself keep trying in the face of obstacles.					
32.	I can tell how people are feeling by listening to the tone of their voice.					
33.	It is difficult for me to understand why people feel the way they do.					

Appendix D: PWB

Instructions: The questionnaire contains 42 statements. Read all the statements carefully and tick the most appropriate option. Make sure you mark in the correct box. In the questionnaire SD = 1 (Strongly disagree) D = 2 (Disagree), N = 3 (Neutral), A = 4 (Agree) and SA = 5 (Strongly Agree)

S.No	Sentence	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.					
2.	In general, I feel I am in charge of the situation in which I live.					
3.	I am not interested in activities that will expand by horizons.					
4.	Most people see me as loving and affectionate.					
5.	I live life `one day at a time and don't really think about the future.					
6.	When I look at the story of my life, I am pleased with how things have turned out.					
7.	My decisions are not usually influenced by what everyone else is doing.					
8.	The demands of everyday life often get me down.					
9.	I think it is important to have new experiences that challenge how you think about yourself and the world.					
10.	Maintaining close relationships has been difficult and frustrating for me.					

11.	I have a sense of direction and purpose in life.					
12.	In general, I feel confident and positive about myself.					
13.	I tend to worry about what other people think of me.					
14.	I do not fit very well with the people and the community around me.					
15.	When I think about it, I haven't really improved much as a person over the years.					
16.	I often feel lonely because I have few close friends with whom to share my concerns.					
17.	My daily activities often seem trivial and unimportant to me.					
18.	I feel like many of the people I know have gotten more out of life than I have.					
19.	I tend to be influenced by people with strong opinions.					
20.	I am quite good at managing the many responsibilities of my daily life.					
21.	I have a sense that I have developed a lot as a person over time.					
22.	I enjoy personal and mutual conversations with family members or friends.					
23.	I don't have a good sense of what it is I'm trying to accomplish in life.					
24.	I like most aspects of my personality.					

25.	I have confidence in my opinions, even if they are contrary to the general consensus.					
26.	I often feel overwhelmed by my responsibilities.					
27.	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.					
28.	People would describe me as a giving person, willing to share my time with others.					
29.	I enjoy making plans for the future and working to make them a reality.					
30.	In many ways, I feel disappointed about my achievements in life.					
31.	It's difficult for me to voice my own opinions on controversial matters.					
32.	I have difficulty arranging my life in a way that is satisfying to me.					
33.	For me, life has been a continuous process of learning, changing and growth.					
34.	I have not experienced many warm and trusting relationships with others.					
35.	Some people wander aimlessly through life, but I am not one of them.					
36.	My attitude about myself is probably not as positive as most people feel about themselves.					
37.	I judge myself by what I think is important, not by the values of what others think is important.					

38.	I have been able to build a home and a lifestyle for myself that is much to my liking.					
39.	I gave up trying to make big improvements or changes in my life a long time ago.					
40.	I know that I can trust my friends, and they know they can trust me.					
41.	I sometimes feel as if I've done all there is to do in life.					
42.	When I compare myself to friends and acquaintances, it makes me feel good about who I am.					