

Emotional Intelligence of Secondary School Teachers in Relation to their Personality Types

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Abstract

Teacher's emotional intelligence determines greatly the achievement of the students and maintains overall performance of the school. Emotional intelligence of teachers plays vital role in managing their own lives and dealing effectively with the feelings of students. There is a need for teachers to develop smooth relationship with students, colleagues, administrators and parents. This holistic approach will influence emotionally supportive environment in the classroom and also be reflected in characteristic ways of thinking, identifying, managing and expressing feelings. Using Convenience Sampling method, a total of 122 participants (86 female teachers and 36 male teachers) were selected from Secondary Schools in Enugu metropolis. Their age ranged between 26 – 64 years, $M = 47.59$; $SD = 9.19$. The measures used were Big Five Inventory (Costa & McCrae, 1992) and 16-item Emotional Intelligence scale (Wong & Law, 2002) Correlation design was adopted while Pearson product moment correlation statistics result showed that personality type (Extraversion $r = .82$, $P < .01$, $r^2 = .67$; Agreeableness $r = .38$, $P < .01$, $r^2 = .14$; Conscientiousness $r = .34$, $P < .01$, $r^2 = .12$; Neuroticism $r = -.49$, $P < .01$, $r^2 = .24$ and Openness $r = .83$, $P < .01$, $r^2 = .69$.) correlated significantly with emotional intelligence. The findings were discussed in view of literature reviewed and recommendations were made.

Keywords: *emotional intelligence, extraversion, emotional stability, personality types, teachers*

Introduction

The performance of the students largely depends on the behaviour of the teachers. According to Santibanez (2006) the quality of the teachers has the greatest impact on the performance levels of students. Quality teachers are the valuable assets of any country and they are the backbone of the nation in developing human capital for a knowledge-based economy. The success of schools fundamentally depends on teachers who are willing to go beyond role expectations voluntary (DiPaola & Tschannen-Moran, 2001). Their job performance and work attitudes are also crucial factors in deciding their quality. Their behaviour and attitudes directly affect to teacher learner process. Therefore, economists, educators and policy makers generally

agree that the need of maintaining the quality among the teachers for the success of the schools. For this purpose teachers have high job performance, more satisfaction, high commitment and high involvement with their job.

Anyway, in general, it is difficult to predict that all the teachers have these qualities. In the recent past, researchers have identified the importance of emotional intelligence of the workers as a crucial antecedent of work outcomes, work attitudes and other behaviours (Wong & Law, 2002; Goleman, 1998; Carmeli & Josman, 2006). Over the last decade, emotional intelligence has become a topical issue within the management literature (Jordan & Ashkanasy, 2002). Goleman who brought the concept to the world's attention and said that emotional intelligence explains a higher proportion of variance in individual performance and effectiveness than intellectual intelligence. Emotional intelligence can affect an individual's success in an organization (Goleman, 2001). According to Carmeli and Josman (2006) employees who are high in emotional intelligence are expected to attain higher achievements in both the work place and their personal life and to contribute significantly to the performance of their organization. In the context of education this factor is more important especially for the teachers because they have to understand and control their emotion when they are working with students, bosses and their colleagues. In turn, they have to understand emotions of others and ultimately they have to build up good relationship with different stakeholders. On the other hand, understanding someone's personality is very important to administrators because this understanding is very helpful for assigning people into jobs and it gives them clues about how employees are likely to behave in different situations.

Furthermore, personality of the person has directly correlated with many work outcomes and attitudes (Organ, Podsakoff & MacKenzie 2006; Judge, Heller, & Mount, 2002; Kappagoda, 2012). According to Kumar and Bakhshi (2010) the dispositional factors are always referring to the five-factor model of personality namely extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (Kumar & Bakhshi, 2010). The five factor model of personality is one of the most important models in positive psychology to explain the most prominent aspects of personality (Goldberg, 1990; John & Srivastava, 1999). In reviewing the literature, researchers have found different antecedents and outcomes of both emotional intelligence and big five personality. However there were very few researches on the relationship between emotional intelligence and big five personality characteristics, also the results have not been consistent with study to study. There were few researches on personality and emotional intelligence but nothing can be found on the relationship between emotional intelligence and five factor model of personality among teachers in Enugu State, Nigeria. Bar-On (1998) coined the term Emotional Quotient (EQ) in his doctoral dissertation as an analogue to Intelligent Quotient (IQ). His model of emotional intelligence can be viewed as a mixed intelligence, also consisting of cognitive ability and personality aspects. It includes: the ability to be aware of, to understand, and to express oneself; the ability to be aware of, to understand

and relate to others; the ability to deal with strong emotions and control one's impulses; and the ability to adapt to change and to solve problems of a personal or social nature. According to Mayer-Salovey-Caruso ability model of Emotional Intelligent (1990) they perceive emotional intelligence as a form of pure intelligence, representing our potential for achieving mastery of specific abilities. To them it is a type of social intelligence but in a broader scope, because it does not only include reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for personal growth. Goleman's model of Emotional Intelligent (1978) describes emotional intelligence as "abilities such as being able to motivate one self and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope."

Emotional Intelligence and its Relation with Personality Traits

Prior research has explored the concept of emotional intelligence, which is the ability both to know one's own emotions and read others' emotions as well (Goleman, 2001). Thus, emotional intelligence is an important collection of a series of capabilities such as abilities as the person able to maintain his motivation and resist against difficulties, postpone his impulsivities, adjust his own moods, empathy with others and hopeful (Akharzade, 2004). Meanwhile, personality is an abstract concept which involves actions, emotions, recognition and motivations of a person. Humans have unique personality, and remained constant in a long time. Work by Zadal (2004) has assessed the link between emotional intelligence by using Emotional Competence Inventory (Goleman's inventory) and personality trait. This study found that there is a significant relationship between emotional intelligence and personality trait of extraversion. A study that examined the relationship between personality and emotional intelligence of 304 employees. The finding revealed that overall emotional intelligence was significantly related with personality dimensions at .01 level. Besides, Kemp, Cooper, Hermens, Gordon, Bryant & Williams (2005) explored relationship between Brain Resource Inventory for emotional intelligence and variables relevant to understanding on emotional intelligence. It was found that emotional intelligence was associated more with personality than cognitive ability. It came out that the study on relationship between personality and emotional intelligence by aiming to explore what dimensions of personality strongly correlated with aspect of emotional intelligence.

The research conducted by Besharat (2010) as 'studying the relationship between the aspect of personality and emotional intelligence'. The research results showed that there is a significant positive correlation between emotional intelligence, the dimensions of extraversion, managing the experiences, harmony and conscientiousness and negative relationship between emotional intelligence and neuroticism. In fact, the data also showed that only two dimensions of extraversion and neuroticism can predict the changes related to emotional intelligence in positive and negative directions, respectively. The mechanisms namely, regulating the

emotions, preparing for positive experience and preparing for negative experiences justify and explain the correlation of personality dimensions and emotional intelligence (Javad et al, 2011). Athota, O'connor & Jackson (2009) showed in his research that emotional intelligence becomes a significant predictor of personality trait Extraversion, Openness, Agreeableness and Neuroticism. According to research by Petrides, Vernon, Scermer, Ligthart, Boomsma & Veselka (2010), emotional intelligence only correlates significant positively with Extraversion, and Openness. This result is in line with those of several studies. For example, Shulman & Hemeenover (2006) found that emotional intelligence has a positive relationship with the Extraversion and Openness domain of personality.

Salovey and Mayer (1990) were the first to propose a theory of EI in academic literature. In their most recent model, they define EI as the ability to: (a) perceive and express emotions, (b) use emotions to facilitate thoughts, (c) understand and reason with emotion, and (d) regulate emotion in the self and others (Mayer & Salovey, 1997). Mayer and Salovey's model is distinct from other models, which define and measure EI as a set of self-perceived skills, competencies and personality traits, including optimism and self-esteem (Bar-On, 1997, 2005). On the other hand, Goleman accelerated the importance of the term emotional intelligence and attracted attention of scholars around the globe. According to Goleman (1995, 1998), EI is an important factor in determining personal success as a student, teacher, parent, and leader. The relationship between EI and personality traits are interlinked because as EI is relevant to understanding and control of emotions which are very important in personality construction. Relationship between both variables has been widely investigated, but level of relationship between these two constructs depends on the measures used to assess e.g. Brackett and Mayer (2003) found that EI is highly significantly correlated with neuroticism, extraversion, agreeableness and conscientiousness, but moderately related to openness to experience. Sala (2002) examined that EI measured by Goleman's Emotional Competence Inventory (1998) was significantly related to extraversion, openness to experience and conscientiousness. However, when the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used, only openness to experience and agreeableness were found to relate to emotional intelligence (Brackett & Mayer, 2003).

The relationship between EI and personality traits has been heavily discussed in the literature. Several models of EI are closely attached with personality theory, specifically the mixed models (Bar-On, 2005; Goleman, 1995). Both models list components and sub-components of their theory of EI which are similar to areas which have been previously studied under personality theory. Coincidentally, even the pure model of EI, proposed by Mayer and Salovey (1997), has shown empirically significant correlations with measures of personality. In comparing the pure measure of EI the Mayer-Salovey-Caruso Emotional Intelligence Test (2002) and the NEO-PI-R, significant correlations were found between the openness and agreeableness factors of personality and EI (Brackett & Mayer, 2003). Personality is the

supreme realization of innate peculiar behaviour of a human being, whereas personality traits have strong relationship with EI. Considering the five factor model of personality traits it has become empirically established fact that the EI measures have significant correlations with extraversion and neuroticism with positive and negative sign respectively, and have positive correlation with agreeableness, openness to experience and conscientiousness (Petrides & Furnham, 2001; Saklofske, Eustin & Minski, 2003).

Current research was an empirical endeavour, in indigenous settings, to study relationship of EI with each sub factor of big five personality traits, and for present study it was hypothesized that emotional intelligence would be positively related with big five personality trait.

Statement of the Problem

Although the concept of emotional intelligence and the five factor model of personality have been considered as more important determinants of work outcomes, work attitudes and behaviours, the research that have been done on the relationship between emotional intelligence and big five personality traits were very few in the literature in Enugu State, Nigeria. In turn the results that have already reported were inconsistent. Thus, this issue may serve as a good research gap for investigation. Therefore, the research problem of this research is will there be a relationship between personality type and emotional intelligence among secondary school teachers in Enugu State, Nigeria.

Purpose of the Study

The general purpose of the study is to examine if there will be a relationship between personality type and emotional intelligence. Specifically the study will examine if there will be a relationship between personality type and emotional intelligence among secondary school teachers in Enugu State, Nigeria.

Hypothesis

This hypothesis was tested in the study:

There will be a significant relationship between personality type and emotional intelligence among Secondary School Teachers in Enugu State.

METHOD

Design and Statistics

The design for the study is correlation design. This is because the primary objective of the study is to examine the relation between the study variables (Personality Type and Emotional Intelligent). In addition, Pearson product moment correlation statistics was applied to analyze the formulated hypothesis.

Participants

A total of 122 participants (32 participants from Union Secondary School Awkunanaw; 31 participants from Anglican Girls Secondary School Awkunanaw; 30 participants from Queens School Enugu and 29 participants from College of Immaculate Conception) all in Enugu South, Enugu State were selected for the study. **They are** between the ages of 26 – 64 years, with a mean age of 47.59 and a standard deviation of 9.19. Convenient sampling technique was used to select the schools and the participants that participated in the study. This is because the inclusion criteria for participating in the study are those schools and participants who are willing to participate in the study. In all 86 female teachers and 36 male teachers participated in the study.

Measures

Two instruments were administered in this study. They include Big Five Inventory (BFI) and Emotional Intelligence Scale

Big Five Inventory (BFI) (Costa & McCrae, 1992)

Big five inventory is a 44-items inventory designed by Costa and McCrae (1992) to assess personality from a five dimensional perspectives which are distinct from one another. The five sub scales are extraversion, agreeableness, conscientiousness, neuroticism and openness. It is administered individually or in group after establishing adequate rapport with the clients. The young and the semi illiterates' clients are helped to carry out the instructions. There are no right or wrong answer and no time limit for completing BFI. Direct scoring is used for all the items. The value of the number shaded in each item is added to obtain the clients score in each of the subscales. Items 1-8 measures extraversion; items 9-17 measures agreeableness; items 18-26 measures conscientiousness, items 27-34 measures neuroticism while items 35-44 measures openness. Costa and McCrae (1992) obtained convergent validity coefficient of .75 while Umeh (2004) obtained divergent validity coefficient of .05 = extraversion; .13 = agreeableness; .11 = conscientiousness; .39 = neuroticism and .24 = openness with University Maladjustment Scale (UMS) (Kleinmuntz, 1961). Also, Umeh (2004) provided norm for Nigeria samples using 60 participants (Extraversion, M= 28.45, F=27.10; Agreeableness, M= 29.75, F=24.74; Conscientiousness, M= 29.10, F=27.60; Neuroticism, M= 23.43, F=24.48 and Openness, M= 38.07, F=35.18).

Emotional Intelligence Scale (Wong & Law, 2002)

Emotional Intelligent Scale is a 16-item scale designed as a short measure of emotional intelligence for use in organizational research. It measures four dimensions (Self emotion appraisal, emotion appraisal of others, use of emotion and regulation of emotion). Wong & Law (2002) reported Cronbach Alpa of 0.93 as an index of the scale's internal coefficients. All the items related to emotional intelligence were measured on a 5-point Likert scale (5 = strongly agree to 1 = strongly disagree).

Chinaweze (2014), in a pilot study using 86 staff of the Nigeria Police Force, Oji River Area Command obtained Cronbach Alpha of 0.77, and mean = 50.90, SD = 8.52, V = 72.53 showing that the instrument is reliable for the present study. The scale originally contained 16 items, but after the pilot study, items 11 and 14 were found to have low inter-item correlation (<.2) and were removed from the scale. This is in accordance with Nunally (1970) that any item less than .2 should be discarded. In addition, the researchers obtained a Cronbach Alpha Coefficient of .86 in a pilot study using University Secondary School Teachers, Enugu.

Procedure

A total of 150 copies of each of the questionnaire on Big Five Inventory and Emotional Intelligent Scale were randomly distributed within a period of four week across the target population. It is from the number of copies of the instruments administered that the sample of the study was gotten. The administration of the questionnaire took the form of individual testing in their respective Staff rooms with the help of the school Vice Principal Academics. The Researcher initially obtained permission from the Commandant and the Principals of the participated schools. Thus, all the copies of the research instrument administered were collected and 122 copies that were correctly filled were scored and analyzed and 28 copies where discarded.

RESULTS

Table 1: Descriptive Statistic and Zero order correlation coefficient Matrix showing the relationship between personality type and Emotional Intelligence among Secondary School Teachers

Variables	M	SD	1	2	3	4	5	6	7
1 Age	47.59	9.19	1						
2 Extraversion	26.95	7.81		1					
3 Agreeableness	38.21	7.02		.28**	1				
4 Conscientiousness	38.75	4.58		.24.28**	.90.28**	1			
5 Neuroticism	21.67	8.64		-.34**	.55**	-.53**	1		
6 Openness	40.77	9.10		.67**	.45**	.55**	-.57**	1	
7 Emotional Intelligent	71.90	18.62		.82**	.38**	.34**	-.49**	.83**	1
8 Coefficient of Determinant (r^2)				.67	.14	.12	.24	.69	

**; P<.01, *; P<.05 Bold are relevant coefficient for research hypothesis

From table 2 above, the result shows that personality type (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) correlated significantly with emotional intelligence. The table also shows that correlation coefficients were as follows; extraversion and emotional intelligence $r = .82$, $P < .01$, $r^2 = .67$; agreeableness and emotional intelligence

$r = .38, P < .01, r^2 = .14$; conscientiousness and emotional intelligence $r = .34, P < .01, r^2 = .12$; neuroticism and emotional intelligence $r = -.49, P < .01, r^2 = .24$; openness and emotional intelligence $r = .83, < .01, r^2 = .69$. Based on the result above, the stated hypothesis which states that “personality type will significantly correlate with emotional intelligence” was accepted.

DISCUSSION

The finding of this study revealed that the hypothesis tested which stated that “there will be a significant relationship between personality type (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) and emotional intelligence among Secondary School Teachers”, was accepted. This means that there is a significant positive relationship between personality type and emotional intelligent among Secondary School Teachers. This is based on the fact that the alternate hypothesis stated was accepted. However, there is an existing relationship between personality type and emotional intelligent among Secondary School Teachers. This shows that personality type was found to correlate positively in relation to emotional intelligent among Secondary School Teachers except for Neuroticism that correlated negatively and significantly with emotional intelligence.

In relation to the outcome of this investigation personality type (Extraversion, Agreeableness, Conscientiousness, and Openness) was confirmed to be significantly positively related to emotional intelligence. Hence, Secondary School Teachers that scored high on Extraversion, Agreeableness, Conscientiousness, and Openness were observed to experience high emotional intelligent. On the other hand Secondary School Teachers that experience low emotional intelligent tend to score low on Extraversion, Agreeableness, Conscientiousness, and Openness.

Emotional intelligence scholars (Goleman, 1995) suggest that EI is a crucial determinant of job and career success. EI may even be more important than general mental ability for determining personality traits. Therefore, the study sought to examine the relationship between personality type and emotional intelligent. According to Mayer, Salovey, and Caruso (2002) EI makes an individual proficient to identify his own emotions as well as others’. Using and understanding those emotions, and having the ability to manage those emotions are also required to develop a strong personality. Existing researches provided empirical evidence that individuals with high level of EI experience more career success, build stronger personal relationships and enjoy better health than those having low level of EI (Rahayu, 2004). EI and personality traits are two important constructs of psychology and there is substantial evidence that how these two constructs are related to each other.

The current research, more specifically, was conducted to investigate relationship between personality type and emotional intelligent. After review of existing literature it was hypothesized for the current study that EI would significantly be related with extraversion,

agreeableness, conscientiousness, openness to experience and neuroticism dimension. Results of current research found EI positively correlated with conscientiousness, openness to experience, agreeableness and extraversion. Whereas, neuroticism elucidated inverse significant relationship with EI. Results of current research can be explained that EI and personality traits are interrelated constructs and they influence each other. For example, Mayer, Caruso, and Salovey (2000) assert that emotionally intelligent people are empathetic, and one of the NEO-PI-R feelings sub items states “I find it easy to empathize with others –to feel myself what others are feeling” (openness to experience). Likewise other personality traits are also associated with different aspects of EI. Results of current research has theoretical evidence which indicated that EI was found to be strongest predictor of the Big Five personality dimensions extraversion, openness, neuroticism, conscientiousness and agreeableness (Athota, Sagar, Peter, & Jakson, 2009).

Different studies provide support that self-reported EI is mainly associated with personality traits (e.g., extraversion, agreeableness, conscientiousness, self-perceived creativity), life satisfaction and thinking styles with only a low relation to verbal intelligence (Hudani, Redzuan & Hamsan, 2012; Taksic & Mohoric, 2006). One more plausible explanation to our results might be that the ample of research on emotions in the workplace suggests that emotions may drive productivity gains, innovations, and accomplishment of individuals, teams and organizations (Cooper, 1997). Current findings also endorsed the fact the EI and neuroticism were inversely correlated. Neuroticism has been coined as tendency to experience negative, distressing emotions and to possess associated behavioural and cognitive traits characterizes neuroticism. On the other hand Bar-On (2005) conceived EI as effectively managing personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems, and making decisions. Both neuroticism and EI are contrary to each other so current findings are reasonably understandable. These findings are in line with existing literature where strong inverse relationship has been found between EI and neuroticism (Khosroshahi1, Abadi, & Abassi, 2013; Petrides, et al. 2010)

Implication of the Finding

The result of the study revealed a significant positive relationship between personality type (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) and emotional intelligence among Secondary School Teachers, apart from neuroticism that revealed a significant negative relationship. Secondary School teachers with high EI are said to be more effective in teaching and managing students in class rooms and nurturing positive personality traits of agreeableness, extraversion, conscientiousness and openness to experience. It has also been an established fact that individuals high on EI are also said to be good in using emotions to guide decision making and encourage open-minded in idea generation, boosting motivation and interest levels among students because they can consider multiple points of view especially for those being high in openness to experience domain. The findings are in same fashion with

Athota, O'Connor and Jackson (2009) who examined that EI contributed as significant positive predictor of personality traits included extraversion, openness, agreeableness and inversely predicted neuroticism. It was also observed that EI negatively correlated with neuroticism. The logic behind that was conspicuous that an emotionally efficient and stable individual must be low on profile of neuroticism which describes the tendency to experience negative emotion and related processes in response to perceived threat and punishment; these include anxiety, depression, anger, and self-consciousness. Among the traits that classify this dimension are fearfulness, irritability, low self-esteem, social anxiety, poor inhibition of impulses, and helplessness (Costa & McCrae, 1988). The study have certain implications in, educational settings and staff employment processes because the link between EI and personality traits has become empirically established fact to determine the effectiveness and rich performance in certain work settings (Di Fabio & Blustein, 2010; Weisberg, DeYoung, & Hirsh, 2011).

Limitations of the Study

The results must be considered in the context of several limitations. The first has to do with its generalizability as the data collection was confined to a particular region in Nigeria. Second limitation was of relying on self-reported data. The types of personality and emotional intelligence of the teachers were measured according to the respondents' own attitude. Thirdly, the participants initially were reluctant to respond to the questionnaires, because they were busy with the term examination, but the researchers tactfully established rapport and generated trust with them which motivated some of the participants towards objective completion of the questionnaire. Also, The most common and prevalent issue, like most other researches, is the issue of the sample size. It is somewhat difficult to generalize the findings as sample included only 86 females and 36 male teachers.

Summary and Conclusions

In conclusion, the findings elucidated that EI demonstrated significantly positive correlation with the following personality dimensions: extraversion, conscientiousness, openness to experience, and significant inverse correlation with neuroticism among Secondary School Teachers. The present study provides many potential paths for future researchers. In this study emotional intelligence and five factor model of personality were the major variables of interest. However, exploration of how emotional intelligence influences other areas in an organization and life may be fruitful. For example, the question of how emotional intelligence affects leadership styles, withdrawal intention, turnover, family conflict and stress etc.

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