

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FIVE FACTOR MODEL OF PERSONALITY OF ENGLISH TEACHERS IN SRI LANKA

U.W.M.R. Sampath Kappagoda
PhD Research Scholar
School of Graduate Studies
Management and Science University
Malaysia
0940713407005
sampathkappagoda@gmail.com

ABSTRACT

Quality teachers are the valuable asset of any country. Emotional intelligence and personality of the teachers are two important concepts in developing their quality. These two concepts have correlated with work outcomes, work attitudes and behaviors in several research. However, the research on the relationship between emotional intelligence and personality were limited. This association has not been investigated comprehensively in the context of Sri Lankan education sector. Therefore, the purpose of this study was to investigate the relationship between emotional intelligence and five factor model of personality of English teachers in Sri Lanka. The data were randomly collected from a sample of 470 English teachers 58 from North Central province, 250 Western province and 162 Southern province. A questionnaire with two instruments was administered among the English teachers to measure their emotional intelligence and five factor model of personality. The collected data were analyzed using correlation coefficient and regression analysis. The results of the study indicated that the English teachers' emotional intelligence had significantly and positively correlated with personality types of extraversion, agreeableness and openness to experience but it had not significantly correlated with conscientiousness and neuroticism. It can be concluded that emotional intelligence had strong influence on five factor model of personality of English teachers.

Keywords: Emotional Intelligence, English Teachers, Five Factor Model of Personality

INTRODUCTION

The performance of the students is largely depends on the behavior 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 voluntarily (DiPaola & Tschannen-Moran, 2001). Their job performance and work attitudes are also crucial factors in deciding their quality. Their behavior 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, the researchers have identified the importance of emotional intelligence of the workers as a crucial antecedent of work outcomes, work attitudes and other behaviors (Wong and Law, 2002; Goleman, 1998; Carmeli and Josman, 2006). Over the last decade, emotional intelligence has become a topical issue within the management literature (Jordan and 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 & 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 and 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 and 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 and also the results have not been consistent with study to study. In Sri Lankan research literature, 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 English teachers in Sri Lanka.

PROBLEM STATEMENT

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 behaviors, the research that have been done on the relationship between emotional intelligence and big five personality traits were very few in the literature. 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 “what is the relationship between emotional intelligence and big five personality of English teachers in Sri Lanka.”

OBJECTIVE OF THE STUDY

1. To examine the level of emotional intelligence of English teachers in Sri Lanka
2. To investigate the relationship between emotional intelligence and five factor model of personality of English teachers in Sri Lanka
3. To understand the relationships of each dimension of emotional intelligence on five factor personality model.

LITERATURE REVIEW

Emotional Intelligence

Two psychologists Peter Salovey and John Mayer first introduced EI in 1990. They developed the ability model of EI. They defined EI as “the ability to perceive, appraise and express emotions accurately and adaptively; the ability to understand emotions and emotional knowledge; the ability to access and generate feeling where they facilitate cognitive activities and adaptive actions; and the ability to regulate emotions in oneself and others” (Mayer et al., 2004).

In 1995, Daniel Goleman opened the eyes of the world about the concept of EI. He defined EI under the trait perspectives or mixed model as “one’s ability to motivate oneself and persist in the face of frustration; to control impulses and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope. In 1997, Goleman redefined EI as “the capacity for recognizing our own feelings and those of others for motivating ourselves and for successfully managing emotions in ourselves and in our relationship with others” (Dulewicz and Higgs, 2000)

Goleman’s model of EI introduced in 1998 outlined five main EI construct and twenty-five competencies. Goleman and Boyatzis (2000) introduced four dimensions of EI with twenty competencies instead of five dimensions of EI with twenty-five competencies.

Five Factor Model Of Personality

The five-factor model of personality or the Big Five dimensions of personality involves five relatively independent traits that provide meaningful information about individual differences in an organization and their responses (Kumar and Bakhshi, 2010). Openness to experience, conscientiousness, extraversion, agreeableness and neuroticism are the traits of this model. These dimensions altogether provide a meaningful taxonomy for the study of individual differences. Openness to experience is the degree to which a person is curious, original, intellectual, creative, and open to new ideas. People high in openness seem to thrive in situations that require flexibility and learning new things. They are highly motivated to learn new skills, and they do well in training settings (Barrick & Mount, 1991; Lievens, Harris, Van Keer & Bisqueret, 2003). The most prominent part of this personality is originality and creativity whereby this type of person is mostly innovators and initiators (Teng, 2008). Conscientiousness refers to the degree to which a person is organized, systematic, punctual, achievement-oriented, and dependable. Conscientiousness is the one personality trait that uniformly predicts how high a person’s performance will be across a variety of occupations and jobs (Barrick & Mount, 1991). This type of personality can be referred as self-discipline and ability to act obediently (Erdheim, Wang and Zickar, 2006). Extraversion is the degree to which a person is outgoing, talkative, sociable, and enjoys socializing (Teng, 2008). Employees with this type of personality have the propensity to have more friends and spend more time in social circumstances. Extraverts have an easier time than introverts do when adjusting to a new job. They actively seek information and feedback and build effective relationships, which helps them adjust (Wanberg & Kammeyer-Mueller, 2000). Agreeableness is the degree to which a person is affable, tolerant, sensitive, trusting, kind, and warm (Kumar and Bakhshi, 2010). People who are high in agreeableness are likeable people who get along with others. Not surprisingly, agreeable people help others at work consistently; this helping behavior does not depend on their good mood (Ilies, Scott, & Judge, 2006). Neuroticism or emotional stability refers to the degree to which a person is anxious, irritable, temperamental, and moody (Teng, 2008). It is perhaps the only Big Five dimension where scoring high is undesirable. People very high in Neuroticism experience a number of problems at work. They have trouble forming and maintaining relationships and are less likely to go for advice and friendship (Klein, Beng-Chong, Saltz & Mayer, 2004).

Emotional Intelligence And Five Factor Model Of Personality

According to the literature on emotional intelligence and personality, researchers have used different models to find out the relationship between emotional intelligence and five factor model of personality. Based on the models, different results have

been revealed. According to Petrides (2010) a stronger relationship was reported between emotional intelligence and big five personality.

Bracket and Mayer (2003) found that a high significant correlation between emotional intelligence and Neuroticism, Extraversion, Agreeableness and Conscientiousness, but it has been moderately related with Openness to experience. Sala (2002) found that emotional intelligence has significantly correlated with Extraversion, Openness to experience, and Conscientiousness. Mayleen, et al., (2009) has found a powerful correlation between extraversion personality and emotional intelligence with the research conducted using 529 respondents. According to Petrides, et al., (2010) neuroticism was the strongest correlated dimension with emotional intelligence followed by Extraversion, Conscientiousness, Agreeableness and Openness. This result is in line with those of several studies. Shulman & Hemeenover (2006) found that emotional intelligence has a positive relationship with the Extraversion and Openness domain of personality. Athota, et al., (2009) indicated that emotional intelligence significantly predicts Big Five personality traits of Extraversion, Openness, Agreeableness and Neuroticism. Christopher, et al., (2011) revealed direct relationships between emotional intelligence and all the personality traits expect Agreeableness. Hudani, et al., (2012) found Conscientiousness, Openness, Extraversion and Agreeableness are positively correlates with emotional intelligence. According to them Conscientiousness is the only personality trait that has a stronger relationship with emotional intelligence. According to Besharat (2010) the correlation between emotional intelligence and the dimensions of extraversion and conscientiousness is significant and positive. Moreover, he found negative relationship between emotional intelligence and neuroticism. McCrae, (2000) stated that all the big five personality dimensions have correlate at least moderately with emotional intelligence. According to Matthews et al., (2006) emotional intelligence has positively correlated with extraversion and negatively correlated with neuroticism. Furthermore, emotional intelligence has been found a smaller significant positive correlation with openness, agreeableness and conscientiousness. Based on these empirical evidences, the following hypotheses are formulated.

- H₁: There will be a significant and positive relationship between emotional intelligence and extraversion.
- H₂: There will be a significant and positive relationship between emotional intelligence and agreeableness.
- H₃: There will be a significant and positive relationship between emotional intelligence and conscientiousness.
- H₄: There will be a significant and negative relationship between emotional intelligence and neuroticism.
- H₅: There will be a significant and positive relationship between emotional intelligence and openness to experience.

RESEARCH METHODOLOGY

The Research Design

The current study employed a correlational research design in order to explore the relationship between English teachers' emotional intelligence (independent variable) and personality dimension of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (dependent variables). This field study is conducted in natural environment in the government schools under non-contrived settings. The unit of study is individual.

Population And Sample

The sample of this study was drawn from a population comprised of 21132 English teachers in Sri Lanka. The study was conducted using 470 English teachers. 58 teachers of English from North Central province, 250 teachers of English from Western province and 162 English teachers from Southern province were randomly selected for this study. 276 of the respondent English teachers were women; 150 were married. Their average age and tenure in the organization were 36.20 years ($SD = 8.97$) and 12.2 ($SD = 9.03$), respectively.

Measures

English teachers' personality of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience were the dependent variables and emotional intelligence of English teachers was the independent variable of this research. These variables were measured using standard instruments. The questionnaire was separated into three sections for demographic data, emotional intelligence and big five personality types. Six questions were included to get the demographic information. The big five inventory (John, Donahue, and Kentle, 1991) was used to measure big five personality. It was measured using 44 questions including 8, 9, 9, 8, 10 questions for measuring extraversion, agreeableness, conscientiousness, neuroticism and openness to experience respectively. The emotional intelligence questionnaire measures the level of emotional intelligence of the English teachers using 04 dimensions (Self Awareness, Self-Management, Social Awareness and Relationship Management) and 20 sub-dimensions originally operationalized by Daniel Goleman. 70 questions were used to measure emotional intelligence.

Validity And Reliability

The questionnaire which was prepared for English teachers consists of 02 instruments (emotional intelligence and big five personality). The instruments used to measure big five inventory and emotional intelligence were standard questionnaires and assured the content validity.

Table 01: Alpha value for test retests reliability

Variables	Alpha value
Emotional intelligence	0.90
Extraversion	0.83
Agreeableness	0.87
Conscientiousness	0.81
Neuroticism	0.86
Openness to experience	0.84

Table 02: Cronbach coefficient alpha value for internal consistency

Variables	Cronbach alpha value
Emotional intelligence	0.89
Extraversion	0.80
Agreeableness	0.84
Conscientiousness	0.91
Neuroticism	0.87
Openness to experience	0.89

It can be concluded that the instruments possess high test retest reliability and the internal consistency reliability is satisfactory based on the data represented in table 01 and 02.

Methods Of Data Analysis

The data were analyzed using correlation coefficient and regression analysis. SPSS data analysis package of 17th version was used to analyze the data.

RESULTS

The results of the univariate data are given in table 03 and 04. According to the data, the level of emotional intelligence is high among the English teachers. The relationship management dimension is the highest among the English teachers. According to the table 04, the majority of the English teachers are openness to experience. Agreeableness is the lowest personality trait among the teachers.

Table 03: The results of univariate analysis – emotional intelligence

Variables	Mean	Std. Deviation
self-awareness	3.57	0.44
self-management	3.57	0.52
social awareness	3.66	0.34
relationship management	3.76	0.46
emotional intelligence	3.64	0.39

Table 04: the results of univariate analysis- five factor model of personality

Variables	Mean	Std. Deviation
Extraversion	3.12	0.50
Agreeableness	2.85	0.37
Conscientiousness	3.21	0.21
Neuroticism	2.87	0.53
Openness to experience	3.56	0.54

Table 05: Correlation coefficient between independent variables and dependent variables

Variables	1	2	3	4	5	6	7	8	9	10
1.self-awareness	-									
2.self-management	.84**	-								
3.social awareness	.46	.65	-							
4.relationship management	.65	.88**	.80*	-						
5.Extraversion	.65	.81*	.76*	.86**	-					
6. Agreeableness	.77*	.76*	.64	.82*	.78*	-				
7.Conscientiousness	.33	.37	.55	.48	.57	.15	-			
8.Neuroticism	.24	.21	.50	.48	.46	.25	.81	-		
9.Openness to experience	.86**	.89**	.73*	.85**	.70	.89**	.29	.27	-	
10.emotional intelligence	.85**	.96**	.80*	.94**	0.86**	.84**	.47	.39	.94**	-

*p<.05, **p<.01

Table 05 shows correlation coefficient between emotional intelligence and five factor model of personality of English teachers in Sri Lanka. According to the results which is reported in the table, the correlation between emotional intelligence and extraversion ($r = 0.86, p < 0.01$), emotional intelligence and agreeableness ($r = 0.84, p < 0.01$), emotional intelligence and openness to experience ($r = 0.94, p < 0.01$) were significant and strong positive. It was reported positive relationship between emotional intelligence and conscientiousness ($r = 0.47$) emotional intelligence and neuroticism ($r = 0.39$) but these relationships were not significant.

Table 06: Results of regression analysis-Emotional intelligence and extraversion

B	R	R Square	F	p
1.10	0.865	0.749	17.862	0.006

Table 07: Results of regression analysis-Emotional intelligence & agreeableness

B	R	R Square	F	P
0.79	0.843	0.710	14.719	.009

Table 08: Results of regression analysis-Emotional intelligence & conscientiousness

B	R	R Square	F	P
0.25	0.474	0.225	1.742	.235

Table 09: Results of regression analysis-Emotional intelligence & neuroticism

B	R	R Square	F	P
0.52	0.386	0.149	1.051	.345

Table 10: Results of regression analysis-Emotional intelligence & openness to experience

B	R	R Square	F	P
1.30	0.941	0.886	46.561	.000

The result of the regression analysis is reported in table 06 to 10. Similar to the results of correlation coefficient, the relationship between emotional intelligence and extraversion ($\beta = 1.10, p < .01$), emotional intelligence and agreeableness ($\beta = .79, p < .01$), emotional intelligence and openness to experience ($\beta = 1.30, p < .01$) were significant and positive. The relationship between emotional intelligence and conscientiousness ($\beta = .25$) and emotional intelligence and neuroticism ($\beta = .52$) were positive but not significant.

DISCUSSION

The main objective of this study was to examine the relationship between emotional intelligence and five factors model of personality of English teachers in Sri Lanka.

The results of correlation coefficient and regression analysis indicated that emotional intelligence has significantly and positively correlated with extraversion. This finding generally supported the hypothesis one. The results indicated that emotionally intelligent teachers are outgoing, talkative, sociable, and enjoy socializing. Agreeableness was also significantly and positively correlated with emotional intelligence. This supported the second hypothesis. The correlation between emotional intelligence and openness to experience personality type was significant and positive. It was the highest correlation among the relationships. It has been highly correlated with self-awareness, self-management, social awareness and relationship management. This means that the emotionally intelligent English teachers are curious, original, intellectual, creative, and open to new ideas. They seem to thrive in situations that require flexibility and learning new things. The data were not supported to accept the hypotheses three and four. The third hypothesis was that there would be a significant and positive correlation between emotional intelligence and conscientiousness. According to the data the relationship was positive but not significant. There would be a significant negative relationship was expected between emotional intelligence and neuroticism but the results shows that positive relationship.

The emotional intelligence has significantly explained the personality type of extraversion by 75%. Emotional intelligent has an ability to explain 71% variance of personality type of agreeableness. The emotional intelligence of English teachers has significantly explained 89% variance in openness to experience. It was the strongest predictor of job satisfaction among the other personality types. F values represent that there are significant linear relationship between emotional intelligence and extraversion (17.86) and emotional intelligence and agreeableness (14.72), emotional intelligence and openness to experience (46.56).

Based on the results of the study, it can be concluded that emotional intelligence had a strong impact on persons' personality of English teachers. The personality types of extraversion, agreeableness, and openness to experience were strongly correlated with persons' emotional intelligence. Emotional intelligence was not significant predictor of conscientiousness and neuroticism.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

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 three provinces. Second limitation was of relying on self-reported data. The types of personality and emotional intelligence of the English teachers were measured according to the respondents' own attitudes. Thirdly, the difficulty of exploring the psychological factors like personality and emotional intelligence through the structured questionnaire was another limitation of this study.

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. The research study attempted to demonstrate the direct relationship between emotional intelligence and five factor model of personality. The further researches would be advantages to explore potential moderators or mediators for this connection. This research focused only the education sector but other researchers can expand the sample to the other sectors in Sri Lanka.

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