A Study on Emotional Intelligence and Personality Traits among Teacher Educators of B.Ed Colleges under Burdwan University

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Abstract

*The present study is designed to find out the relationship between emotional intelligence and personality traits, and to make a gender wise comparison in relation to both. Sample is constructed involving 200 teacher educators (age 28—46 years), 88 males and 112 females, selected from 25 self financed B.Ed colleges under Burdwan University. Bengali versions of **Schutte Self Report Emotional Intelligence Test (SSEIT) and NEO Five Factor Inventory (FFI)** are used to measure the emotional intelligence and Big Five Personality Traits (BFPT) of the subjects respectively. The result reveals the significant gender differences in relation to emotional intelligence as well as in some of Big Five Personality Traits. The female teacher educators are more emotionally intelligent than their counterpart. Female and Male Teacher Educators do not differ in respect to Extraversion and Neuroticism---the two of Big Five Personality Traits. Female Teacher Educators scored better than Male Teacher Educators in other two Big Personality Traits namely, Conscientiousness and Agreeableness but reverse is found in respect to Openness. The study also reveals a significant positive association of emotional intelligence with Openness, Conscientiousness, Extraversion and Agreeableness, and negative association with Neuroticism. Constructed regression equations provide the fact that each of BFPT can be predicted from the scores of emotional intelligence. The results are consistent with the earlier findings of researchers in this field which are reported in the present study. .*

Key Words

Emotional Intelligence, Personality Traits, Teacher Educators, B.Ed Colleges, Big Five

Introduction

Teacher is the indispensible element of an education system as she plays the significant role in imparting knowledge and love to her students for their development in the society. It is the teacher who encompasses the students by her intuition, proximity and emotions. Therefore, teacher influences the students not only by her professional efficiency but also by her personality and emotional intelligence.

Personality is defined as "the dynamic organization within the individual of those psycho-physical systems which determine his unique adjustment to his environment"- **Alport.** On the other hand Emotional intelligence is defined as the 'ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" **(Mayer & Salovey, 1997) [1].**

Both personality and emotional intelligence of a teacher along with her academic efficiency help her to flourish her teaching environment and professional success throughout her life and to create a consistent rapport with her students. Literature suggests that personality and emotional intelligence of an individual are correlated with each other. Emotional intelligence provides the context in which personality matures to some extent.

Present study is undertaken to further explore the impact of emotional intelligence on personality characteristics with regard to teacher educators of B.Ed Colleges.

Literature Review

Mayleen et al (2009) [2] investigated the possible relationship between dispositional factors measured by the MBTI and elements of emotional intelligence (EI) as measured by the (EQI) in a large North America telecommunication equipment company. They showed that there were a strong correlation between Extraversion and components of Emotional Intelligence. Stress management was significantly related to Extroversion.

Another study was conducted by **Petrides et al (2010) [3]** on the relationship between Emotional Intelligence and Big Five Personality Dimensions in two Duch Sample--one of 108 males and the other of 104 males with the help of TEIQue-SF for measuring Emotional Intelligence and NEO-FFI for measuring personality dimensions. Their results were consistent with studies conducted in North America and Britain whereas Neuroticism was strongly correlated to the trait EI in both samples, followed by Extraversion, Conscientiousness, Agreeableness, and Openness.

In their study on 131 university psychology students in **Australia Athota et al (2009) [4]** established that Emotional Intelligence could predict significantly the four personality traits namely Openness, Extraversion, Agreeableness and Neuroticism.

Another investigation was done by **Samuels (2011) [5]** on 400 adolescent secondary students in Nigeria in order to examine the relationship between the Big Five personality factors and psychological well-being of adolescents and the moderating role of emotional intelligence in that relationship. The result indicated that psychological well-being was correlated to both personality factors and emotional intelligence. The result also showed that there was a moderating role of emotional intelligence in the relationship of psychological well-being with neuroticism as well as with extraversion.

Christopher et al (2011) [6] made a study on 205 university students in India to examine the relationship among the big five personality traits, emotional intelligence, and happiness. NEO PI-R, a modified version of SSEIT and Oxford Happiness Questionnaire were used to measure personality traits, emotional intelligence and happiness respectively. The author performed a series of mediational path analyses and the finding of the analysis reported that mediating role of emotional intelligence in that relationship was found only for females. The relationship between conscientiousness and emotional instability to happiness was mediated by emotional intelligence and males

evidenced only direct associations. The author showed that emotional intelligence can be used as a predictor of happiness in Indian context.

Bibinaz et al (2011) [7] examined the relationship between personality dimensions and emotional intelligence. Sample consisted of 443 university students (237 females and 206 males) in Tehran, were asked to complete Emotional Intelligence Scale and Revised NEO Personality Inventory (NEO-PI-R). With help of a co-relational analysis the authors wanted to find out the kind of association that existed among five personality dimensions and Emotional Intelligence and it revealed that Emotional Intelligence could be predicted positively by Extraversion and Negatively by Neuroticism.

Again in **2012 Hundani et al [8]** conducted a cross-sectional study to determine inter relationship of emotional intelligence and big five personality trait among 306 school educator leaders in 15 SBT schools in Malaysia. The findings indicated that there was a positive and significant correlation of overall Emotional Intelligence with four of big five personality traits namely Conscientiousness, Openness to experiences, Extraversion and Agreeableness. The value of correlation between Emotional Intelligence and Conscientiousness was greater than that of correlation between each of other personality traits and Emotional intelligence.

Harikrishan (2012) [9] investigated the relationship between Emotional Intelligence (EI) and the personality traits. Malaysian Youth Emotional Intelligence Test (MYEIT) and Big Five Inventory (BFI) were used for the study. The finding of the study indicated that big five personality dimensions except neuroticism significantly related to emotional intelligence and other ten dimensions of emotional intelligence. Regression analyses indicated that emotional intelligence including ten dimensions overlapped with the higher–order personality dimensions.

Atta et al (2013) [10] examined the relationship pattern between personality traits and emotional intelligence on 163 university teachers. The instrument used to measure emotional intelligence was Wong and Law Emotional Intelligence Scale (2002) and NEO-Five Factor Inventory (NEO-FFI) was used to measure personality dimensions. The result of the study indicated that gender differences on emotional intelligence were non-significant but among personality traits there was a significant gender differences on conscientiousness, neuroticism and extraversion. The study also revealed the positive correlation of emotional intelligence with extraversion, conscientiousness, openness to experience and agreeableness but negative correlation with neuroticism.

Sandhya Meheta (2014) [11] investigated the relationship between personality type and emotional intelligence of secondary government school teachers as well as of private school teachers in Ludhiana. The investigator found a positive and significant correlation of personality of teachers with their emotional intelligence. Private school teachers were more emotionally intelligent than government school teachers.

Objectives
To assess Emotional Intelligence of the teacher educators with help of Schutte Self Report Emotional Intelligence Test (SSEIT)

1. To assess personality traits of the teacher educators with help of Neo Big Five Personality Inventory.
2. To find out sex wise difference, if any, in Emotional Intelligence and in Personality Traits
3. To determine the relationship of Emotional Intelligence with each of Personality traits, of the Teacher Educators
4. To develop regression equations in order to obtain an estimation of Big Five Personality Traits (BFPTs) in terms of Emotional Intelligence of teacher educators

Null Hypotheses
$^0H_1$: No significant difference exists between male and female teacher educators in respect of their emotional intelligence
$^0H_2$: No significant difference exists between male and female teacher educators in respect of their
i) Openness to Experience
ii) Conscientiousness
iii) Extraversion
iv) Agreeableness
v) Neuroticism

$^0H_3$: There exists no significant impact of Emotional Intelligence of teacher educators on their each BFPT namely,

i) Openness to Experience
ii) Conscientiousness
iii) Extraversion
iv) Agreeableness
v) Neuroticism

$^0H_4$: Big Five Personality Traits (BFPTs)

i) Openness to Experience
ii) Conscientiousness
iii) Extraversion
iv) Agreeableness
v) Neuroticism
of Teacher Educators cannot be predicted from their Emotional Intelligence.

Variables
The following are the variables of the said research
a) Emotional Intelligence of the teacher educators
b) Personality Traits of the teacher educators
c) Gender (Male and Female)

Research Method
Descriptive method in which survey technique is incorporated is adopted for this investigation.

Sample
The sample of this study comprises 200 teacher educators (age 28—46 years), 88 males and 112 females, selected from 25 self financed B.Ed colleges under Burdwan University. Purposive sampling technique is used for the study.

Tools
Bengali version **of Schutte Self Report Emotional Intelligence Test (SSEIT) and Neo Five Factor Inventory (FFI)** are used to measure the emotional intelligence and Big Five Personality traits of the teacher educators respectively. **SSEIT**(r=.90, p<.01)

was developed by **Dr. Nicola Schutte in 1998.** It consists of 33 items in four sub scales namely, emotion perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. Items in the scale are to be answered on a five point scale ranging from strongly agree to strongly disagree. Scores of each sub-test are calculated and then added together to obtain the total scores for the participant. High score in this scale implies high emotional intelligence.

Neo FFI (shorten version) was developed by Paul Costa, Jr and Robert Mc Care in 1992. The scale has five domains and each domain has six facets. Each of six facets of each domain is represented by two statements with five alternatives considering the different traits belonging to that sub domain. Thus, the total items in the scale are 60 including 12 items of each domain. Items in the scale are answered on a five point scale ranging from strongly disagree to strongly agree.

Procedure

Samples are constructed through purposive way. At first 25 self financed B.Ed colleges under the University of Burdwan are selected according to their easy availability and access. Then, all the teacher educators of each college are taken for the study. Thus, total samples are 200 (age 28-46 years) in which females are 112.

The Neo FFI (Shorten version) and SSEIT are administered to get the scores of Big Five Personality Traits as well as the scores of emotional intelligence of the subjects.

Both descriptive and inferential statistics are followed for the study. t-tests are used to test the null hypotheses $^0H_1$ and $^0H_2$. In order to test the null hypothesis $^0H_3$ coefficient of correlation (r) of emotional intelligence with each of Big Five Traits is calculated.

Constructed regression equations are applied to test the null hypothesis $^0H_4$ on thirty samples selected randomly.

Analysis of Data

Table-1: Presentation of Statistics of Scores in Emotional Intelligence of B.Ed Teacher Educators

Category	M	SD	Sk.	Ku	S.E$_M$
Male	130.50	7.45	.379	-.453	.794
Female	133.59	8.01	-.085	-.654	.760
Entire Sample	131.04	7.78	1.06	-.630	.550

Table-1 indicates either positive or negative skewness in gender-wise as well as in overall distributions of scores in Emotional Intelligence of B.Ed Teacher Educators. The Table also shows that all the distributions of scores of Emotional Intelligence were Platykurtic.

Table-2: Presentation of Statistics of Scores in BFPT of B.Ed Teacher Educators

Groups Statistics	Male					Female					Entire Sample				
	O	C	E	A	N	O	C	E	A	N	O	C	E	A	N
N	88	88	88	88	88	112	112	112	112	112	200	200	200	200	200
M	33.97	33.57	31.09	32.97	21.41	31.68	35.61	29.76	35.51	20.24	32.68	34.71	30.34	34.39	20.76
SD	6.75	6.41	7.74	8.30	5.18	6.67	6.11	8.04	8.09	5.05	6.80	6.31	7.92	8.26	5.13
Sk	.148	.012	.243	-.313	.828	-.059	-.441	.147	.669	-.033	.041	-.259	.173	.199	.361
Ku	-.607	-.488	-.404	-.961	1.057	-.421	-.260	-.885	.223	.471	-.425	-.496	-.681	-.038	.878
SE$_M$	.723	.683	.826	.885	.553	.631	.577	.760	.764	.477	.481	-.446	-.560	.584	.363

Note: O=Openness, C=Conscientiousness, E=Extraversion, A=Agreeableness, N=Neuroticism

Table-1 indicates either negative or positive skewness in gender-wise as well as in overall distributions of scores in each of Big Five Personality Traits. Further, the kurtosis values show that all the distributions are platykurtic except Agreeableness (A) of Female Student Teachers and Neuroticism (N) of all the groups. All the exceptions are leptokurtic.

Table:-3: Presentation of Means, SDs and t-value for Gender-wise Difference in Emotional Intelligence of Teacher Educators

Emotional Intelligence	N	Mean	S.D	S.E$_D$	t-value
Male	88	130.50	7.45	1.107	2.791*
Female	112	133.59	8.04		

*Significant at .01 level

Table-3 reveals that the t-value is not significant thereby implying the significant gender difference in Emotional Intelligence. Therefore, the null hypothesis $^0H_1$ that is, no significant difference exists between male and female teacher educators in respect of their emotional intelligence is rejected. Further the mean values help to infer that Emotional Intelligence of Female Teacher Educators is greater than that of Male Teacher Educators.

Table:-4: Presentation of Means, SDs and t-values for Gender-wise Difference in Each of BFPT of Teacher Educators

BFPT	Gender	N	Mean	S.D	S.E$_D$	t-value
Openness	Male	88	33.97	6.78	.957	2.389**
	Female	112	31.68	6.67		
Conscientiousness	Male	88	33.57	6.41	.889	2.293**
	Female	112	35.61	6.11		
Extraversion	Male	88	31.09	7.74	1.127	1.182+
	Female	112	29.76	8.04		
Agreeableness	Male	88	32.97	8.30	1.116	2.182**
	Female	112	35.51	8.09		
Neuroticism	Male	88	21.41	5.18	.728	1.605+
	Female	112	20.24	5.05		

**Significant at .05 level, Insignificant

Table-4 depicts that the t-values 2.389, 2.293 and 2.182 are significant at .05 level. This means that significant gender differences exist with regard to Openness to Experiences, Conscientiousness and Agreeableness, of Teacher Educators. Hence, the null hypotheses ºH$_2$ (i), ºH$_2$ (ii) and ºH$_2$ (iv) are rejected. Further, from the mean values in the table it is inferred that Male Teacher Educators are more Open to Experiences but less Conscientious as well as less agreeableness than Female Teacher Educators. Again, the table depicts the insignificant t- values between male and Female Teacher Educators, in respect of Extraversion and Neuroticism. This implies that the null hypotheses ºH$_2$ (iii) and ºH$_2$ (v) are retained, thereby indicating no significant gender difference between Male- and Female Teacher Educators in respect of Extraversion and Neuroticism.

Table-4: Presentation of Correlation Coefficients (r) of Emotional Intelligence with Each of BFPTs

BFPT	N	r	p
Openness to Experiences	200	.448	.000
Conscientiousness	200	.542	.000
Extraversion	200	.463	.000
Agreeableness	200	.469	.000
Neuroticism	200	-.700	.000

The above table depicts the correlation coefficients between Emotional Intelligence and each of BFPT of Teacher Educators of B.Ed colleges. All the correlation coefficients are significant at .01 level, which implies that Emotional Intelligence has significant positive impact on Openness to Experiences, Conscientiousness, Extraversion, Agreeableness and negative impact on Neuroticism. Therefore, the null hypothesis ºH$_3$ (i) to ºH$_3$ (v) are rejected.

Table-5: Presentation of the Value of R along with Some Relevant Measures

Openness		Conscientiousness		Extraversion		Agreeableness		Neuroticism	
R	.448	R	.542	R	.463	R	.469	R	.700
R²	.201	R²	.294	R²	.214	R²	.220	R²	.490
Adjusted R²	.197	Adjusted R²	.291	Adjusted R²	.210	Adjusted R²	.216	Adjusted R²	.487
SE	6.095	SE	5.312	SE	7.038	SE	7.313	SE	3.673
F	49.709	F	82.534	F	54.033	F	55.780	F	189.924
p-value	.000	p-value	.000	p-value	.000	p-value	.000	p-value	.000

Table-5 shows that all the F-values are significant at .01 level.

Table-6 (a): Prediction of Openness to Experiences

	Coefficient	S.E	t-statistic	Sig. Level
Constant	-18.292	7.243	-2.525	.012
Emotional Intelligence	.386	.055	7.050	.000

The regression equation of Openness on Emotional Intelligence is found as –
O= -18.292+.386X, where O=Openness, X=Emotional Intelligence

Table-6 (b): Prediction of Conscientiousness

	Coefficient	S.E	t-statistic	Sig. Level
Constant	-22.546	6.314	-3.571	.000
Emotional Intelligence	.433	.048	9.085	.000

The regression equation of Conscientiousness on Emotional Intelligence is found as –
C= -22.546+.433X, where C=Conscientiousness, X=Emotional Intelligence

Table-6(c): Prediction of Extraversion

	Coefficient	S.E	t-statistic	Sig. Level
Constant	-31.027	8.364	-3.710	.000
Emotional Intelligence	.464	.063	7.351	.000

The regression equation of Extraversion on Emotional Intelligence is found as –
O= -31.027+.464X, where E=Extraversion, X=Emotional Intelligence

Table-6 (d): Prediction of Agreeableness

	Coefficient	S.E	t-statistic	Sig. Level
Constant	-30.409	8.692	-3.499	.001
Emotional Intelligence	.490	.066	7.469	.000

The regression equation of Agreeableness on Emotional Intelligence is found as –
A= -30.409+.490X, where A=Agreeableness, X=Emotional Intelligence

Table- 6(e): Prediction of Neuroticism

	Coefficient	S.E	t-statistic	Sig. Level
Constant	80.803	4.365	18.512	.000
Emotional Intelligence	-.454	.033	-13.781	.000

The regression equation of Neuroticism on Emotional   Intelligence was found as –
N= 80.803-.454X, where N=Neuroticism, X=Emotional Intelligence
All the above regression equations are applied for prediction in thirty samples which were randomly selected. The mean values of obtained and predicted scores along with other relevant measures are presented in Table -7

Table-7: Presentation of t-values and the Concerned Mean Scores of BFPT of the Teacher Educators

Measures	Openness Obtained Predicted		Conscientiousness Obtained Predicted		Extraversion Obtained Predicted		Agreeableness Obtained Predicted		Neuroticism Obtained Predicted	
M	31.10	31.93	32.93	33.03	29.80	28.73	34.30	32.57	22.63	22.30
SD	5.15	4.84	4.64	5.37	5.09	5.70	6.20	6.18	4.69	5.55
δ_D	.662		.870		.823		.917		.666	
t	1.257+		.115+		1.295+		1.890+		.500+	

+Insignificant

The t-values presented in the table-7 are insignificant which means that the difference between two means (obtained and predicted) for each of BFPT is statistically insignificant. So, Emotional Intelligence can act as a predictor of each of BFPT separately. Therefore, the null hypotheses $^0H_4$ (i) to $^0H_4$ (v) are rejected.

Summary and Conclusion

The purpose of the current study is to explore the relationship between emotional intelligence and Big Five Personality Traits of student teachers of B.Ed colleges. 200 student teachers, male 88 and female 112, are selected from 25 B.Ed colleges as the sample for the study. Schutte Self Report Emotional Intelligence Test (SSEIT) and NEO Five Factors Inventory (shorten version) are used for the study. The main points revealed by the study are as follows.

➢ Female Teacher Educators are more emotionally intelligent than Male Teacher Educators

➢ Female Teacher Educators are more Conscientious and Agreeable but less Open to Experiences than Male Teacher Educators.

➢ There is no significant difference between Female and Male Teacher Educators in relation to their Extraversion and Neuroticism.

➢ Each of Big Five Personality Traits namely, Openness to Experiences, Conscientiousness, Extraversion, Agreeableness and Neuroticism, of Teacher Educators of B.Ed Colleges is correlated with their Emotional Intelligence.

➢ Emotional Intelligence can be used as a predictor of each of Big Five Personality Traits separately.

Teacher is the backbone of any educational system. From teachers, students receive sufficient knowledge and many other indirect and direct influences such as influence of attitude, temperament, emotion handling power, honesty etc which all help them each to become a complete human. A true teacher always tries to influence her students by her own personality and by the power of right judgment in any situation. A school teacher, in this case, has more responsibility as her students are young and growing up and are prone to imitate. Therefore, the school teachers should be trained enough to practise in this field. In B.Ed colleges they are trained well how to teach and behave psychologically with their students. Hence, to train the school teachers, the teacher educators of B.Ed colleges should be aware about their own emotional intelligence and about its impact on personality. To make themselves sound personality they should enhance their emotional intelligence by their past experiences and thinking power. This will no doubt bring changes in their personality structure and will influence the school students' personality and emotional intelligence via influencing the student teachers (students of B.Ed colleges, who are existing school teachers or would be school teachers). In modern competitive society this is quite necessary. .

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