
Personality and Emotional Intelligence of Teachers

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Emotional intelligence is the ability to identify, regulate and manage your own emotions and the emotions of others. Teachers with different personalities having varied degrees of emotional intelligence. The present study investigated the relationship between personality type and emotional intelligence of secondary school teachers of government and private schools of Ludhiana. Keirsey temperament sorter scale was used to determine the personality type of teachers and self designed instrument, EI (Pc -SC) Scale was used to measure emotional intelligence. The findings indicated that there is positive and significant association between personality and emotional intelligence of teachers. Private school teachers were reported to be more emotionally intelligent than government school teachers. Significant association was also found between school type and emotional intelligence. The results of the study were found to be consistent with the findings of other researchers reported in the current study.

Key Words: Emotional Intelligence, Teachers, Personality Type

INTRODUCTION

Teachers' personality contributes to overall effectiveness in classroom teaching. The teachers who are energetic, passionate and empathetic are able to bring the best in the students and are able to create a positive milieu in the classroom. A lot of people aspire to take teaching as a career hence it is imperative for a teacher to have insights into the emotional set up of the students. An emotionally intelligent teacher may be able to establish a better connect with the students.

Emotional Intelligence

Emotional intelligence can be defined as the ability for recognizing one's own feelings and those of others, for motivating oneself, and for managing emotions well in oneself and in one's relationships (Goleman, 1998). Several researches have been done to establish the correlation between emotional and other constructs viz. academic achievement, personality, conflict handling, stress and leadership etc. indicating the significant association (as cited by Mehta and Singh 2013a) "The ability to consider one's own feelings and emotions, making distinguished between them and using the information resulted from in one's own thinking and actions". There are various models of Emotional intelligence (Mayer, Caruso & Salovey, 2002; Baron-On, 1997; Dulewicz and Higgs, 1999; Higgs, 1999).

Mehta & Singh (2013a) studied the construct of E.I. by reviewing the different models, the measures used to assess them, and the relationship between these models and other similar constructs. Their

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study predicted a significant relationship between emotional intelligence and other variables like personality, leadership, teacher effectiveness, academic achievement, conflict handling, stress etc. A high score indicated higher emotional intelligence in a particular sub scale category and low score indicated low emotional intelligence in a particular sub scale category. The total of all the sub scales were added to get the total emotional intelligence score (Mehta & Singh, 2013b).

Substantial research has been undertaken on Emotional intelligence of students, teachers, executives, managers, operatives, bank employees and university faculty. (Das, 2011; Khalatbari et al. 2011; Vin, Juust and Tooman; Tolor 1973; Alhashmei and Haje 2013; Muncherji and Pestonjee 2013; Boorer & Preston 1987, Hoffman, Ineson and Stewart). Researches on school and university teachers indicated the link with emotional intelligence. (Tolor, 1973 ; Bennett, 1988 ; Tamblyn 2000 ; Korthagen 2004 ; Rushton et al. 2007 ; Schulte et al., 2008 ; Boorer & Preston 1987 ; Zhang 2009). On the other side some of the researchers opined that a good teacher cannot be described in terms of isolated abilities as this notion disregards the aspects of the personality of the teachers which play an important role in effective teaching (Pantic and Wubbels, 2009). Birol et al. (2009) established that EI levels of teachers are significant in effective teacher- student communication, achieving a positive work atmosphere, academic success and in reducing stress and conflict. "An Individual's success is not only related to his IQ , but is also linked to social and emotional skills whether in education, schools, or years later after the university. Those who have high emotional quality have more stable long-term relationships , more social skills and more abilities to deal with conflicts". (Akbarzade 2004)

Personality

Personality is the unique and relatively stable pattern of behavior, thoughts and emotions exhibited by individuals. Every individual is unique

in personality from others. C.G. Jung way back in 1921 analysed the psychological types and provided a base for the concept of personality type. Large number of definitions with regard to personality have been given (Fred Luthans, 1989; Boudreau et al. 2001 b, Carmeli, 2003).

Based on Jung's theory of personality , Briggs and Myers Biggs developed an instrument to differentiate individuals on the basis of their personality type. On the other hand Keirsey (1998:20) opined that personality has two facets, one temperament and the other character. For him, temperament is a configuration of inclinations and is a disposition while character is a configuration of habits and is a pre-disposition. The Keirsey temperament theory describes the personality type and therefore the individuals can be categorised by their use of words and tools.

In the last few decades , numerous studies has been undertaken on personality proving its importance and credibility in organisational settings. "Big Five" or five factor model of personality is the widely used measure to analyse the personality type of different type of respondents. (Barrick and Mount, 2001; Goldberg, 1990; Rand, 1997; and Sagoe 1999). Mehta (2011) in a study on understanding personality profiles and academic achievement of management students with the help personality testing through MBTI found maximum percentage of MBA students were ESTJs whereas maximum percentage of BBA students were ENTJs. Mehta & Kaur (2011) in their study on students found that 21 % students belonged to personality type ESTJ followed by personality type ISFJ and ESTP at 10 %. Personality type ENFP found no representation.

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There is a close knit relationship between personality and emotional intelligence. Personality type influences how we develop our emotional quotient, on the other hand, Emotional Quotient influences how we apply and develop our personality type. Personality type is a preference

and innate in nature while emotional quotient is a competence and is changeable in nature. Empirical studies indicated that there is significant relationship between personality and emotional intelligence.

(Besharat ,2010; Donald H. Saklofske ,2003; Higgs,2001). Caruso, Mayer and Salovey (2002) viewed Emotional intelligence as a construct independent from personality. The research used an ability measure of emotional intelligence and 16PF as personality measure to determine the relationship between the two variables. Joseph P. (1990) undertook research on the effects of personality and goal salience on Impulsive motor behavior and indicated that impulsive subjects were neurotic extraverts and anxious subjects were neurotic-introverts.

Khalatbari et al. (2011) reported a positive and significant relationship between intrapersonal skills dimension of emotional intelligence and flexibility and neurosis. Nawi and Redzuan (2011) predicted that emotional intelligence is moderately correlated with neuroticism, psychoticism, and extraversion.

Private and Government Schools

A great deal of research has been conducted to compare private and public schools on a variety of measures such as, effectiveness, equity, student achievement, accountability, job satisfaction, and others (Bracey, 2002; Coleman, Hoffer, & Kilgore,1982; Lockheed & Jimenez, 1996). The analysis and understanding of teacher personality can provide insights to the teacher to identify his or her strengths and areas of improvement (Mehta, 2012).

The present was guided by a predisposition that there is a paucity of research on analyzing the association between emotional intelligence and personality in academic settings. Though a number of researches has been conducted on students in academic settings but a very few has been undertaken on teachers to compare the private and

government school teachers on the basis of personality types and emotional intelligence.

OBJECTIVES

1. To compare the emotional intelligence of private and government school teachers
2. To compare the emotional intelligence of male and female school teachers
3. To find out the impact of marriage and experience on emotional intelligence of the school teachers.
4. To identify and understand the personality types of government and private school teachers.
5. To explore the association between personality types of school teachers and the different components of emotional intelligence.

RESEARCH METHODOLOGY

To analyze the extent to which there is association between personality type and emotional intelligence, a quantitative study method was used. The sampling frame consisted of secondary school teachers of private and government schools of Ludhiana, Punjab selected using random sampling. The total sample comprised of 300 secondary school teachers out of which 58.6 % were government teachers while 41.3 % were private teachers; again of total , 22.6 constituted male teachers while 77.3 % constituted female teachers. Since the study at hand was quantitative yet descriptive-analytic, a survey technique was chosen to collect the information. Questionnaires were delivered to the respondents having the biographical profile, aspects of emotional intelligence and personality. Data on biographical variables like age, gender, school type, marital status and experience was collected from the teachers. The questionnaire was developed in three sections: a) Biographical profile covering age, gender, experience, educational qualification, marital status and type of school etc. b) Personality type were

determined using Keirsey Temperament sorter measure. c) Each of the six components of emotional intelligence scale - Self awareness, self motivation, emotion regulation, social awareness, social skills and emotional receptivity developed by Mehta and Singh (2013). A pilot testing of questionnaire was conducted to check the clarity and lack of ambiguity in the wording. Subsequently some modifications were done to make the questions simple in wording. The data was analyzed using independent t- test and one way ANOVA.

RESEARCH HYPOTHESIS

- 1) H1: There would be significant difference in emotional intelligence of government and private secondary school teachers.
- 2) H2: There would be significant difference in emotional intelligence of male and female secondary school teachers.
- 3) H3: There would be significant difference in emotional intelligence of married and unmarried secondary school teachers.
- 4) H4: There would be significant difference in emotional intelligence and experience of secondary school teachers.
- 5) H5: there would be significant difference between emotional intelligence and personality types of secondary school teachers.

RESEARCH INSTRUMENTS

KEIRSEY TEMPERAMENT SORTER

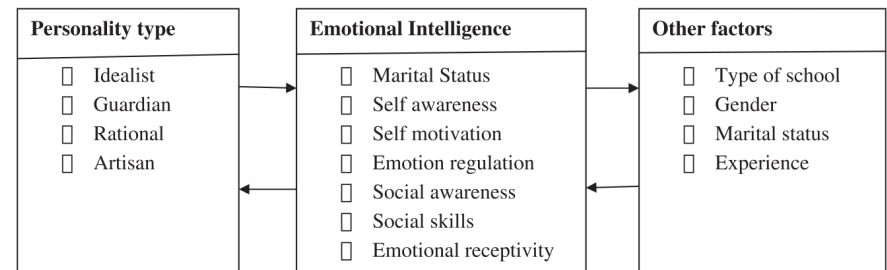
The Keirsey models make use of four dichotomous pairs of preferences as the basis of the four dominant temperament types (Keirsey.com, 2008). The temperament types are sensing / intuiting (S / N), thinking / feeling (T / F), judging / perceiving (J / P), and extroversion / introversion (E / I).Each of the dominant temperaments are anchored by two of the dichotomous traits which are listed in table 1.

Table1. elaborately mentions the various personality types and their corresponding interpretation of each personality type as mentioned in Keirsey TemperamentSorter.

EI (Pc -SC) SCALE

The EI(Pc Sc)scale is a 69-item self report measure developed by Mehta and Singh (2013). The scale employs a 5-point Likert scale with the following anchors: (1) extremely low competence (2), low competence (3), not sure (4), high competence(5), extremely high competence. The scale measures personal competence and social competence as two separate dimensions. The summated scores of personal and social competence give the total emotional intelligence score. It also measures the sub

Figure 2. Theoretical framework of variables



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Table 1.				
Keirsey Temperaments and personality types	Personality Types			
Artisan	Promoter ESTP	Performer ESFP	Composer ISFP	Crafter ISTP
Idealist	Teacher ENFJ	Champion ENFP	Counselor INFJ	Healer INFP
Rational	Inventor ENTP	Field marshal ENTJ	Architect INTP	Mastermind INTJ
Guardian	Supervisor ESTJ	Provider ESFJ	Inspector ISTJ	Protector ISFJ

parts known as SSE in both the categories. In Part A, it covers the SSE for personal competence which is broadly classified as Self awareness, Self Motivation and Emotion Regulation. In Part B, it incorporates the SSE for social competence which is broadly classified as Social Awareness, Social skills and Emotional receptivity. For checking the reliability of EI (Pc -Sc) scale, coefficient of cronbach alpha was calculated. The reliability value was found to be 0.91. Since the reliability value more than 0.7 is considered good, the reliability of the emotional intelligence scale was found to be quite high.

Table 2 : Reliability Statistics	
Cronbach's Alpha	N of Items
0.89	300

For checking the reliability of the questionnaire, Cronbach alpha was calculated as shown in table 2. The reliability value was found to be 0.89 for EI (Pc-Sc) scale. Since the reliability value more than 0.7 was considered good. Thus, the reliability of the Emotional Intelligence scale was found to be quite high.

RESEARCH FINDINGS

Out of 300 respondents surveyed, 26 % were males while 74 % were females. Further, 18 % of the respondents were unmarried while 82 % were married. The respondents with age band of below 25

years were 4 % ; between 25-30 were 20 % ; 30-35 were 23 % ; 35-40 were 20 % and in the age band of 40 and above were 33 % . Also the respondents with less than 5 yrs experience were 25%; 5-10 yrs experience were 28% and more than 10yrs experience were 47%.

Table 3 indicated significant differences between government and private school teachers on various sub scales of emotional intelligence . As for self awareness (t= 4.49, p<0.05); emotion regulation (t= 5.07, p<0.05), self motivation (t = 5.49, p<0.05), and social awareness (t = 5.63, p<0.05), social skills(t= 4.12, p<0.05); emotional receptivity(t= 5.07, p<0.05)and total emotional intelligence(t= 5.42, p<0.05)

There was a significant difference between the two groups for all factors of emotional intelligence. It showed that govt. teachers who had higher mean scores with respect to all dimensions of emotional intelligence as well as with respect to total emotional intelligence were more emotionally intelligent than the private school teachers

Table 4 indicated no significant difference between all dimensions of emotional intelligence since the calculated value of t for all the dimensions of emotional intelligence was less than the table value of t. Hence the hypothesis stating there would be significant difference in emotional intelligence of male and female secondary school teachers was not confirmed.

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Table 3: Significance of differences between government and private school teachers on Emotional intelligence					
Sr. No.	Emotional Intelligence Dimensions	Groups	Mean	S.D.	t-value
1	Self Awareness	Private teachers (n=150)	3.60	1.06	4.49
		Govt. teachers (n=150)	4.06	0.69	
2	Emotion Regulation	Private teachers (n=150)	3.46	0.77	5.07
		Govt. teachers (n=150)	3.83	0.44	
3	Self Motivation	Private teachers (n=150)	3.45	0.72	5.49
		Govt. teachers (n=150)	3.86	0.57	
4	Social Awareness	Private teachers (n=150)	3.49	0.72	5.63
		Govt. teachers (n=150)	3.89	0.46	
5	Social Skills	Private teachers (n=150)	3.47	0.80	4.12
		Govt. teachers (n=150)	3.80	0.53	
6	Emotional receptivity	Private teachers (n=150)	3.46	0.77	5.07
		Govt. teachers (n=150)	3.83	0.44	
7	Total emotional Intelligence	Private teachers (n=150)	3.49	0.75	5.42
		Govt. teachers (n=150)	3.88	0.44	

Table 4: Significance of difference between mean scores of various sub scales of emotional intelligence and gender of teachers					
Sr. No.	Emotional Intelligence Dimensions	Gender	Mean	S.D.	t-value
1	Self Awareness	Male teachers (n=49)	3.66	1.30	1.37
		Female teachers (n=251)	3.86	0.82	
2	Emotion Regulation	Male teachers (n=49)	3.68	0.81	0.45
		Female teachers (n=251)	3.64	0.62	
3	Self Motivation	Male teachers (n=49)	3.65	0.87	0.05
		Female teachers (n=251)	3.66	0.64	
4	Social Awareness	Male teachers (n=49)	3.56	0.82	1.55
		Female teachers (n=251)	3.72	0.60	
5	Social Skills	Male teachers (n=49)	3.66	0.82	0.28
		Female teachers (n=251)	3.63	0.67	
6	Emotional receptivity	Male teachers (n=49)	3.68	0.81	0.45
		Female teachers (n=251)	3.64	0.62	
7	Total emotional Intelligence	Male teachers (n=49)	3.65	0.86	0.41
		Female teachers (n=251)	3.69	0.59	

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Table5: Significance of difference between mean scores of various dimensions of emotional intelligence and marital status of teachers

Sr. No.	Emotional Intelligence Dimensions	Gender	Mean	S.D.	t-value
1	Self Awareness	Married teachers (n=246)	3.83	0.95	0.17
		Unmarried teachers (n=54)	3.81	0.78	
2	Emotion Regulation	Married teachers (n=246)	3.66	0.65	0.82
		Unmarried teachers (n=54)	3.58	0.66	
3	Self Motivation	Married teachers (n=246)	3.66	0.69	0.14
		Unmarried teachers (n=54)	3.64	0.64	
4	Social Awareness	Married teachers (n=246)	3.69	0.64	0.00
		Unmarried teachers (n=54)	3.69	0.64	
5	Social Skills	Married teachers (n=246)	3.63	0.67	0.03
		Unmarried teachers (n=54)	3.64	0.78	
6	Emotional receptivity	Married teachers (n=246)	3.66	0.65	0.82
		Unmarried teachers (n=54)	3.58	0.66	
7	Total emotional Intelligence	Married teachers (n=246)	3.69	0.65	0.35
		Unmarried teachers (n=54)	3.66	0.62	

*p>.05

Table 6: Analysis of variance of Emotional Intelligence dimensions by Experience

		Sum of Squares	df	Mean Square	F
Self Awareness	Between Groups	2.73	2	1.36	1.60
	Within Groups	252.12	297	0.85	
	Total	254.85	299		
Emotion Regulation	Between Groups	0.28	2	0.14	0.32
	Within Groups	129.67	297	0.43	
	Total	129.95	299		
Self Motivation	Between Groups	2.72	2	1.36	2.94
	Within Groups	137.60	297	0.46	
	Total	140.33	299		
Social Awareness	Between Groups	2.10	2	1.05	2.57
	Within Groups	121.22	297	0.40	
	Total	123.32	299		
Social Skills	Between Groups	3.13	2	1.56	3.26
	Within Groups	142.52	297	0.48	
	Total	145.66	299		
Emotional Receptivity	Between Groups	0.28	2	0.14	0.32
	Within Groups	129.67	297	0.43	
	Total	129.95	299		
Total Emotional Intelligence	Between Groups	1.50	2	0.75	1.80
	Within Groups	123.63	297	0.41	
	Total	125.14	299		

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Table 5 indicated that there was no significant difference observed between married and unmarried teachers in term of emotional intelligence ($t=0.13$, $p>0.05$). Since the calculated value of 't' for all the dimensions of emotional intelligence was less than the table value of t. There was no significant difference between the two groups in terms of self awareness, emotion regulation, self motivation, social awareness and neither on social skills and emotional receptivity. Hence the hypothesis stating that there would be significant difference in emotional intelligence of married and unmarried teachers was fully rejected.

The analysis of variance for emotional intelligence by experience is shown in Table 6. The table value of F for emotional intelligence between and within the samples ($df = 2$ and 147) at 5% level of significance is 1.75. The calculated value of F is less than the table value dimensions such as self awareness, emotion regulation, & emotional receptivity hence there is no variance with respect to those dimensions. The calculated value of F is more than the table value for

dimensions such as self motivation, social awareness, social skills and total emotional intelligence. hence there was significant variance with respect to those dimensions. Hence H4: stating that there would be significant difference in emotional intelligence and experience of secondary school teachers was selected with respect to subsets of emotional intelligence such as self motivation, social awareness, social skills and total emotional intelligence

Table 7. exhibited the description of personality profile of teachers. The most dominant personality type among both the categories private and government was personality type ESTP. The findings indicated that the personality type ESTP and ISFP got maximum representation followed by ESFP in a combined sample private school teachers. ESTP personality type found maximum representation among government school teachers followed by ESFP. Whereas personality type ENTP,INTP, ENFJ found no representation. Among the private only one personality type i.e. INTJ did not find any representation.

Table 7: Description of Personality Profile of teachers

Sr. No.	Personality Type	Government school teachers		Private school teachers	
		N	%	N	%
1.	ESTP	44	30%	24	16%
2.	ISTP	13	9%	11	7%
3.	ESFP	27	18%	19	13%
4.	ISFP	8	5%	24	16%
5.	ESTJ	12	8%	6	4%
6.	ISTJ	11	7%	2	1%
7	ESFJ	3	2%	3	2%
8.	ISFJ	9	6%	5	3%
9.	ENFJ	0	0%	7	5%
10.	INFJ	7	5%	17	12%
11.	ENFP	5	3%	3	2%
12.	INFP	3	2%	11	7%
13.	ENTJ	2	1%	7	5%
14.	INTJ	6	4%	0	0%
15.	ENTP	0	0%	6	4%
16.	INTP	0	0%	5	3%
	Total	150		150	

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	36.40	15	2.42	7.74
Within Groups	88.73	283	0.31	
Total	125.14	299		

Table 8. showed the analysis of variance for emotional intelligence and personality. The table value of F between and within the samples (15 and 134) at 5% level of significance is 1.75. The calculated value of F is more than the table values hence the difference in the mean values of the sample is significant. Hence the hypothesis stating that there will be significant difference between emotional intelligence and personality types of secondary school teachers of Ludhiana is accepted. The personality types which showed highest score on self awareness dimension were ESFJ and INFJ. Personality types ESFJ, ESTP and INFJ, ISTJ scored higher on emotion regulation and self motivation dimension of emotional intelligence. With respect to social awareness dimension, ISTJ and ESFJ were the most prominent personality types. On the other hand, INFJ and ESTP were the most significant personality types on emotional receptivity. INTP and ENTP scored least on self motivation, social awareness, emotion regulation and emotional receptivity dimension of emotional intelligence. The personality type ENFJ which represents 'teacher' according to Keirsej temperament sorter found no representation.

DISCUSSION AND CONCLUSION

The type of school had a bearing on the results of emotional intelligence of teachers. The results showed that govt. teachers had higher mean scores with respect to all dimensions of emotional intelligence as well as with respect to total emotional intelligence hence were more emotionally intelligent than the private school teachers (table 4). It was corroborated by the studies conducted by (Negi, 2011; Nasir & Masrur, 2010) but contradictory to the

studies conducted by (Pande, 2010; Katyal & Awasthi, 2005; Singh, 2002; Chu, 2002.; Dunn, 2002; Hans, Mubeen & Al Rabani ,2013) who found no significant difference between gender and emotional intelligence.

The hypothesis stating there would be significant difference in emotional intelligence of male and female & married and unmarried secondary school teachers was not confirmed.

The analysis of variance for emotional intelligence by experience proved no variance in emotional intelligence w.r.t dimensions such as self awareness, emotion regulation, & emotional receptivity. There was significant variance with respect to dimensions such as self motivation, social awareness, social skills and total emotional intelligence. Hence the hypothesis stating that there would be significant difference in emotional intelligence and experience of secondary school teachers was selected with respect to some dimensions only.

Table 7 exhibited the description of personality profile of teachers. The most dominant personality type among both the categories private and government was personality type ESTP. As compared to other studies nearly 55 percent of the pre service teachers had a profile of ESTJ, ISTJ, or ESFJ. (Cano & Garton, 1994). Reid (1999) sampled elementary teachers and concluded that 57.7% favoured both S and J as preferences in their teaching. Lapenz ; Lester (1997) indicated in their study that ESTJ, ISTJ, ENTJ, and ENFJ accounted for 69% of all technology professionals. Ian Ball (2000) found that amongst secondary school teachers the three most frequent types are all SJs: ISTJ, ESTJ and ISFJ..

The dominant personality group revealed by the results was guardians in both government and private school teachers followed by the SP artisans (23%) in government schools and NF idealists (25%) in private schools. According to Keirsej temperament sorter the 'guardians belong to a category comprising Supervisor, Provider, Inspector and Protector. The category comprising teacher, counselor, healer and champion was to be represented by 'idealists' who accounted only 10% among the government teachers and 25% among the private school teachers. It could lead to an interpretation that private schools had more teachers with a personality type which suited the teaching profession. According to Keirsej temperament sorter personality type ENFJ represents 'teacher' which means that the teacher needs to be an extrovert, intuitive, feelings oriented and judge mental. In our sample of government school teachers no teacher belonged to this category and among the private school teachers only 5% of the teachers belonged to this category.

The analysis of variance for emotional intelligence and personality of teachers proved the hypothesis that there will be significant difference between emotional intelligence and personality types of secondary school teachers of Ludhiana (table 9). Kappagoda (2013) too had concluded that emotional intelligence had strong influence on personality of teachers.

IMPLICATIONS OF THE STUDY

The study would be very useful in an educational setting in terms of identifying teachers who are emotionally weak and give some interventions for enhancing their teaching effectiveness, psychological well being and managing intra-personal and inter-personal relationships. Since the pressures on teachers are very high in terms of handling students and classroom behaviors, teachers should learn to handle all kinds of situations effectively. And this can be possible only when the schools shall organize exercises and

workshops to enhance their personal and social emotional competence since teachers are the main contributors in shaping the personality and character of youth. The study would also be useful for the teachers in determining their personality types. The analysis and understanding of teacher personality can provide insights to the teacher to identify his or her strengths and areas of improvement. (Mehta, 2012).

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