

A Relationship Study between Emotional Intelligence and Personality among the Primary School Teachers in South-24 Parganas District

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Abstract: The study is purely a quantitative study and tries to measure the personality and emotional intelligence of the Primary school teachers in South- 24 Parganas district and also tries to measure the correlation between the emotional intelligence and personality of the Primary school teachers. The samples of this study are taken from the primary school through random sampling techniques and samples are categorised into gender, strata and experience wise. Six personality traits are to be selected for this study to measure the personality of Primary school teachers. The data are analysed through descriptive statistics (mean, median, SD) and inferential statistics (product moment correlation and t-test). This study is effective in the elementary education system and helps to understand how personality of the primary school teachers helps them in maintaining emotional intelligence level.

Keywords: Emotional intelligence, Personality, Primary school, Teaching experience.

I. INTRODUCTION

Emotional intelligence is the ability of a person to judge the emotional balance of the other person. According to Mayer and Salovey (1997) 'emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it'. Teaching is an art of instruction and effective communication to produce desirable change in student's behaviours. According to Allport (1948) 'Personality is a dynamic organization within the individual of that psychophysical system that determines his unique adjustment to his environment'. Personality of a person is also controlled by several traits. Traits are paired in nature and each trait contains a positive aspect and negative aspect. Person's behaviour is organised by the cumulative function of the traits. According to Golemans (1995) emotional intelligence comprises many personality traits such as empathy, motivation, persistence, warmth, and social skills. A teacher with good emotional intelligence is only able to control his own emotions and have proper understanding about the nature and outcomes of emotions. According to Bar-on (1997) emotional stability has a significant correlation with emotional intelligence. Teachers with good personality and balanced emotional intelligence have better ability to guide pupils efficiently. According to Carneli and Josman (2006) high emotional intelligence increases high achievement levels in work place and significantly increases performance. Personality directly correlates with work outcomes and performances of a person (Judge, Heller and Mount, 2002). Mixed model of Bar-On (2005) indicates that emotional intelligence has a close attachment with the personality. According to Murray (1972) Personality influences the total behavioural aspect of a teacher to choose the learning method, learning experience etc. Nelson (1964) reported that teacher's personality is directly or indirectly related with the affective domain as well as cognitive and psychological domain. Travers (1973) tried to make relationship of personality with emotional psychology of teachers and their teaching success. Dulewicz and Higgs (1998) concluded that emotional intelligence has a relationship with the broad-based measures of personality. Brackett and Mayer (2003) established that emotional intelligence has a significant correlation with certain traits of personality such as agreeableness, extraversion, neuroticism and conscientiousness. Atta et. al, (2013) made a study on emotional intelligence and personality traits among university teachers: relationship and gender difference and found that emotional intelligence has a significant positive correlation among most of the traits of personality only negative correlation persists with neuroticism traits of personality. The study established an empirical link between emotional intelligence and personality among university teachers.

Statement of the problems:

The study might focus on the following assumptions:

- Emotional intelligence of the primary school teachers.
- Personality of the primary school teachers.
- Emotional intelligence may have any relation with personality among primary school teachers.

For this reason the study is entitled as:

‘A Relationship Study between Emotional Intelligence and Personality among the Primary School Teachers in South-24 Parganas District’.

Objectives:

- To know the level of emotional intelligence of the primary school teachers in relation to gender, strata and teaching experience.
- To know the level of personality of the Primary school teachers in relation to gender, strata and teaching experience.
- To know if there any relationship present between the emotional intelligence and personality among the Primary school teachers.

Significance of the study:

- The study might show the personality level among the primary school teachers of South- 24 Parganas district.
- The study might show the emotional intelligence level among the primary school teachers of South- 24 Parganas district.
- The study might show the relationship (either present or absent) among the concerned two variables.

Hypothesis:

- Ho1- There is no significant difference in personality of the Primary school teachers in relation to gender.
- Ho2- There is no significant difference in personality of the Primary school teachers in relation to strata.
- Ho3- There is no significant difference in personality of the Primary school teachers in relation to teaching experience.
- Ho4- There is no significant difference in emotional intelligence of the Primary school teachers in relation to gender.
- Ho5- There is no significant difference in emotional intelligence of the Primary school teachers in relation to strata.
- Ho6- There is no significant difference in emotional intelligence of the Primary school teachers in relation to teaching experience.
- Ho7- There is no significant correlation between the emotional intelligence and personality among the Primary school teachers.

II. METHODOLOGY

Population:

All the Primary school teachers of government aided schools in South- 24 Parganas district.

Sample:

The sample is taken randomly from the government aided primary schools of South- 24 Parganas district. 300 samples of Primary school teachers are taken of them 150 are taken from rural region schools and rest 150 from urban region schools. The sample contains equal number of male and female Primary school teachers.

Table: 1

Gender ↓	Strata →	Rural	Urban
Male		150	150
Female		150	150
Total		300	300

Tools:

Emotional Intelligence Scale made by Schutte, et al in 1998 was used to collect data's from sample. It contains 33 items and each items contains five responses strongly disagree, moderately disagree, neither agree nor disagree, moderately agree, and strongly agree. The score is also divided into five category such as for strongly disagree is 01, for moderately disagree is 02, for neither agree nor disagree is 03, for moderately agree is 04, for strongly agree is 05. Dimensional Personality Inventory (DPI) made by Mahesh Bhargava is used to measure the personality. This inventory only measure the six dimensions of the personality which are Activity-Passivity, Enthusiastic-Non-enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non-depressive, and Emotional instability and Emotional stability. This tool contains 60 items (10 items for each trait). 2 marks allowed for yes response, 1 mark allotted for undecided and no is to be scored as 0 respectively. Only the raw scores are taken as personality score.

Variables: Two types of variables are to be taken- Major variables- Personality and Emotional Intelligence

Categorical variables: Gender (Male and Female)

Strata (urban and rural)

Teaching experience (newly appointed and above 3 years)

Delimitation of the study:

The study is delimited to

- Primary school teachers of South- 24 Parganas are the target group.
- Government aided schools are taken for this study.
- 300 Primary school teachers are taken as sample.

Data Analysis and Interpretation:

Ho1- There is no significant difference in personality of the Primary school teachers in relation to gender.

Table: 2

Gender	Mean	df	t value	P-value	Significance status
Male	81.93	298	2.52	0.01	S (0.05 Levels)
Female	79.45				

From the table: 2 it is seen that the calculated value of $t=2.52$ and $p=0.01$ ($p<0.05$). Hence the null hypothesis H_01 is rejected. It is concluded that there is a significant difference between male and female Primary school teachers in their personality.

Ho2- There is no significant difference in personality of the Primary school teachers in relation to strata.

Table: 3

Strata	Mean	df	t value	P-value	Significance status
Urban	82.34	298	3.34	0.00	S (0.05 Levels)
Rural	76.01				

From the table: 3 it is seen that the calculated value of $t=3.34$ and $p=0.00$ ($p<0.05$). Hence the null hypothesis H_02 is rejected. It is concluded that there is a significant difference between urban and rural Primary school teachers in their personality.

Ho3- There is no significant difference in personality of the Primary school teachers in relation to teaching experience.

Table: 4

Strata	Mean	df	t value	P-value	Significance status
Above 3 years	82.86	298	3.06	0.00	S (0.05 Levels)
Newly appointed	79.78				

From the table:4 it is seen that the calculated value of $t=3.06$ and $p=0.00$ ($p<0.05$). Hence the null hypothesis H_03 is rejected. It is concluded that personality of primary teachers significantly differ in relation to their teaching experience.

Ho4- There is no significant difference in emotional intelligence of the Primary school teachers in relation to gender.

Table: 5

Gender	Mean	df	t value	P-value	Significance status
Male	115.73	298	2.70	0.00	S (0.05 Levels)
Female	110.44				

From the table: 5 it is seen that the calculated value of $t=2.70$ and $p=0.00$ ($p<0.05$). Hence the null hypothesis H_04 is rejected. It may say that there is a significant difference between male and female Primary school teachers in their emotional intelligence.

Ho5- There is no significant difference in emotional intelligence of the Primary school teachers in relation to strata.

Table: 6

Strata	Mean	df	t-value	P-value	Significance status
Urban	115.14	298	3.65	0.00	S (0.05 Levels)
Rural	108.48				

From the table:6 it is seen that the calculated value of $t=3.65$ and $p=0.00$ ($p<0.05$). Hence the null hypothesis H_05 is rejected. It is concluded that there is a significant difference between urban and rural region Primary school teachers in their emotional intelligence.

Ho6-There is no significant difference in emotional intelligence of the Primary school teachers in relation to teaching experience.

Table: 7

Strata	Mean	df	t value	P-value	Significance status
Above 3 years	117.15	298	3.58	0.00	S (0.05 Levels)
Newly appointed	110.06				

From the table: 7 it is seen that the calculated value of $t=3.58$ and $p= 0.00$ ($p<0.05$). Hence the null hypothesis H_06 is rejected. It is concluded that emotional intelligence of primary teachers differs in relation to their teaching experience.

Ho7- There is no significant correlation between the emotional intelligence and personality among the Primary school teachers.

Table: 8

Variable	r-Value	Nature of correlation
Emotional intelligence	0.68	Positive (0.01 Levels)
Personality		

From the table:8 it is found that the r- value is significant at 0.01 levels hence the null hypotheses (H_07) is rejected. It is concluded that there is a significant relation between the personality and emotional intelligence. Their relationship is positive in nature.

III. DISCUSSION OF THE RESULT

The study shows that there is a significant difference in personality of the primary school teachers in relation to gender. Male Primary school teachers have higher mean value (81.93) than the mean value (79.45) of female Primary school teachers in their personality score. This finding contradicts with the finding of Irfan Arif et al (2012) where they established that female prospective teachers have better personality than male counterparts. The study shows that significant differences between urban and rural Primary school teachers in their personality mean scores. Urban teachers have better personality mean value (82.34) than rural teacher's personality mean value (76.01). The study also indicates that male and female primary teachers differ in relation to their emotional intelligence. Male teachers have better mean value (115.73) than their counter parts (110.44). This finding is contradicted with the finding of Naghavi and Redzuan (2011) where they established that females have better emotional intelligence than their male counterparts. From the present study it is clear that urban and rural teachers differ in relation to their emotional intelligence. Urban teachers have better emotional intelligence mean value (115.14) than rural teacher's emotional intelligence mean value (108.48). The study shows that personality differs in relation to teaching experience. Grater teaching experiences increase the personality level of the teachers. Emotional intelligence of teachers differs in relation to teaching experience. Newly appointed teachers have lower emotional intelligence than above three years experienced teachers. With increasing the teaching experience of the teachers emotional intelligence also gradually increases which is coincided with the finding of Mayer, Caruso, and Salovey (1999) where they established that emotional intelligence is to be increased with age and experience. Day and Carrol (2004) also established that experience is positively correlated with the emotional intelligence. There is a significant correlation between emotional intelligence and personality of the primary school teachers. Their correlation is very high and positive in nature. This finding contradicts with the finding of Lopes, Salovey and Straus (2003). But the present finding is similar with the finding of Dawda and Hart (2000) where they established that personality correlates with emotional intelligence.

IV. CONCLUSION

The present study shows that primary school teachers have high level of personality but their emotional intelligence level is not as good like as personality. Though the study shows that personality and emotional intelligence are positively correlated with each other it indicates that teachers with good emotional intelligence have good personality. The traits which are selected for the personality measurement are also responsible for the emotional intelligence of the Primary school teachers. Both the personality and emotional intelligence differ in relation to gender, strata and teaching experience of the teachers. Newly appointed teachers have lower personality as well as emotional intelligence level. Because they have low teaching experience and they are not able to perform their task efficiently. Newly appointed teachers are failing to adjust properly with their new profession. So there need to organise in service training programme for the improvement of their personality as well as emotional intelligence.

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