Relationship between personality's big five factors and emotional intelligence among the private and the public sector universities' students

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ABSTRACT

This study was designed to explore personality Big Five factors i.e. Agreeableness, Extraversion, Openness, Conscientiousness, Neuroticism relationships with Emotional Intelligence. The research was carried out to in two parts, part one was concerned with the pilot study. For this a random sample of 80 students from four public and private universities was collected. To measure the personality big five factors of universities students the Mini Marker Set of 40 item was used and for Emotional Intelligence TEQue-SF of 30 items was used. In order to determine the psychometric properties of research questionnaires various statistical analysis were performed. Result showed that all items of both scales were significantly correlated with their respect total scales. Part 2 was consisted of main study; the sample of the main study was collected through stratified random sampling. The sample was consisted of 200 students among them 67 male and 133 female students. All of them were studying at the Master level, their ages ranged from 17 years to 27 years, among them 88 from management sciences, 78 from social sciences and 34 from humanities. After the data collection it was analyzed with alpha reliability, coefficient correlations, percentile, mean and SD. The result revealed that personality factors Agreeableness, Extraversion and Openness were positively correlated with emotional intelligence whereas Neuroticism was negatively correlated with emotional intelligence personality factor Conscientiousness have insignificant correlated to emotional intelligence. The private sector universities students have higher score on extraversion and lower score on conscientiousness, neuroticism and openness as compare to public universities students. Students of public sector universities have low score on emotional intelligence as compared with students of private university students.

Introduction

Personality has been conceptualized from a variety of theoretical perspectives, at various levels of abstraction. Each level has made unique contribution to an understanding of individual differences in behavioral experiences. Through the years there has not been universal conformity on the exact meaning of personality, much of controversy can be attributed to the fact that people in general and those in the behavior sciences define "personality" from different perspectives. Most people tend to equate personality with social success, in this way personality means how people affect others and how they understand and view themselves as well as their pattern of inner and outer measurable traits and the person's situation interaction. How people affect others depends primarily on their external appearance such as height, weight, facial features and personality characteristics (Goldberg 1990).

Personality is complex of all attributes such as behavior, temperamental, emotional and mental abilities, their different reactions, nature to help others, personal beliefs; expectations, desires, values, and behaviors that derive from the interaction between culture and the individual which make and characterize an individual personality, so personality is the behaviors and techniques for solving problems that are used by an individual. Personality is to the individual as culture is to the group (Buss, 1995).

After decades research it determined that the general taxonomy of personality traits, the "Big Five" personality dimensions, these dimensions do not represent a particular theoretical perspective but were derives from analyses of the natural language terms people use to describe themselves and others. The Big Five taxonomy play an integrative function because it represents the various and diverse system of personality description in a common framework.

Goldberg (1990) stated that agreeableness deals with how someone reacts to others' opinion, whenone is agree easily with others, he or she is considered agreeable. Highly agreeable are viewed as more natured, friendlier, sympathetic, forgiving, tolerant and courteous. These people are also considered as an excellent team member; strive to bring harmony amongst mates. Moreover they can ignore their own needs for others. People those who are low in agreeableness are considers as critical, analytical, tough and expressive in opinions. People with lower Agreeableness cannot hide their reactions, they want their efforts and achievements to be acknowledged, and in fact they are a born leader. However, they may not prove a good team leader because extreme disagree qualify you as a rude, callous and self-centered person. Their love for power can lead them to be an autocrat. They are suitable for those careers where they are given freedom to exercise their will. Military leadership, public administration and management are the best career dimensions for them.

Openness to change deals with acceptance of new thoughts, ideas and changes. People those who are high in Openness are considered as original, creative and curious. They believe that change is more than essential for social evolution so they love revolutions and enjoy complexities of things and strive to find out their solutions. You can handle new systems, technologies and tools with great ease. These people are considered suitable for careers where creativity, novelty and originality are involved. People those who are low in this dimension considered as close to change because they avoid new experiments and follow old rules and regulations very strictly. They are resistant to change, more traditional and love peaceful environment. They only accept change when there is no way out. The careers where rules and regulations are to be followed very strictly are considered suitable for them. They can prove a good judge, accountant, financial manager and auditor (McCrae& Costa, 1990).

Extroversion is a social dimension people those who are high in this dimension considers as social, friendlier and talkative, assertive and energetic. They are able to do many tasks successfully at a time. They prefer to lead others due to their charisma. They are considered fit for politics, sales and public related careers. People those who are low in this dimension are considered as private, serious and skeptic don't rely on others easily. They are often quiet and prefer environment where you can work alone. Production management, natural sciences and art related careers are considered suitable for them.

People those who are high in conscientiousness are considered as organized, focused, self-disciplined, confident, dutiful, reliable and timely achiever of goals. They plan things and follow that route strictly because they are not easily distracted. However, you tend to be workaholic. People those who are low in this dimension considered as careless, relaxed and unorganized. They are spontaneous, don't plan things and pursue your goals with a flexible approach. They are not considered good for projects where deadlines are to be followed. Goldberg (1990) viewed neuroticismsas a personality factor whichdeals with emotions, people those who are high in this factor is considered as nervous, unstable, unsatisfied with lifeand vulnerable to negative emotionality. You are reactive and inflamed easily; often fail to recover from depression shock easily. They always feel a need for stability or in extreme cases; theymay be advised clinical treatment. People those who are low in this dimension considered as emotionally stable, strong nerved and composed person. They are often satisfied with their life peace, they are considered as a valuable candidate for careers in air traffic, controllers and airline pilots, finance management and engineering.

Human personality is very complex and we have yet to unlock its mysteries. The Big Five model gives us a uniform language based on standard definitions, many forces shape an individual, the Five Factors have more than dozen different traits are subsumed under them, providing trillions of combinations. Human individuality is too complex for any one system to explain adequately.

Mayer and Salovey (2000) view emotional intelligence as a set of abilities accounts for how people's emotional report vary in their accuracy and how it will leads to better problem solving in an individual 's emotional life. They further define emotional intelligence as an ability to monitor one's own and others' feeling and emotions to discriminate among them and to use this information to guide one's thinking and emotions. Emotional intelligence is a self-perceived ability to identify, assess, manage and control the emotions of one's self, of others, and of groups.

Basically emotions are mental operations which include motivating, emotion, cognition, and conscientiousness. Motives arise in response to internal bodily states and include drives every emotion organizes several basic behavioural responses to the relationship such as, fear organizes fighting or bad fleeing, whereas cognitions allows the organism to lean from the environment and to solve problems in novel situations, resulting to satisfying motives or keeping emotions positive, because cognitions include learning, memory and problem solving. In this regard this question arises that how these three interact with each other's, Myers have an answer to this question and stated that motives interact with emotion when frustrated needs lead to increased anger and aggression whereas emotions interacts with cognitions when emotion interacts with cognition good mood lead a person to think positively. Consequently interaction of emotion and cognitions give rise to emotional intelligence (as cited in Sternberg, 2002).

Emotional Intelligence involving the perception, assimilation, comprehension, and management of emotions, has been introduced as an explanatory concept of behavior also according to its proponents, substantially distinct from general cognitive ability and personality so emotional, personal, social and survival dimensions of intelligence are often more important for daily functioning than the more traditional cognitive aspects of intelligence.

We can say that emotional intelligence is a part of personality and provides a context in which emotional intelligence functions. Emotional intelligence considered as a mental ability that involves the ability to reason validly with emotional information, and the action of emotions to enhance thought process. Personality can be defined as a person's pattern of internal experience and social interaction that arises from the action of that individual's major psychological subsystems including emotion, cognition, and the self. As all of these are vital components of one's personality and it is important to understand the relationship of emotional intelligence and personality characteristics in the context of university students. Emotional intelligence can predicts successful personality patterns among the students at home as well as at institution this there is strong need to verify this prediction so the intend of present study was the explore the relationship of personality characteristics with emotional intelligence.

Statement of the Problem

The problem was to investigate the relationship between Personality Big Five Factors i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to experience and Emotional Intelligence, it further aims to investigate the role of certain demographic variables such as age, gender, income level, semester, birth order and language, in determining the personality's Big five factors and levels of emotional intelligence of Master level university students.

Objectives

1. To investigate the relationship between the personality's Big five factors and emotional intelligence.
2. Explore the differences between universities students the various levels of emotional intelligence of public and private sector.
3. To investigate the differences between personality Big five factors and various levels of emotional intelligence due to demographics variables such as age, gender, income level,

semester, birth order and language.

Hypotheses

1. There is relationship with emotional intelligence and personality's Big five factors.

2. There is a difference between students of public and private sectors universities on personality's Big five factors.

3. Older students have higher score on personality factor Conscientiousness and Emotional Intelligence than the younger ones.

4. Male university students are more emotionally intelligent and have high score on personality factor Openness than with female university students.

5. Students from high income families have higher score on personality factors Neuroticism, Extraversion and score low on EI.

6. The students of 5th semester have high score on personality factor Conscientiousness and have lower score on emotional intelligence.

7. Pashto speaking students are more emotionally intelligent and have higher score on Openness than Urdu and Punjabi speaking university students.

Method

Research Instruments

Personality has been conceptualized from a variety of theoretical perspectives, and at various level of abstraction or breadth. Each of these levels has made unique contribution to our understanding of individual differences in behavior and experience. However, the number of personality traits, and scales designed to measure them, escalated without an end in sight. In personality psychology, a Big Five would permit the researchers to can study specific domain of personality characteristics instead of examining thousands of particular attributes that make human beings individual and unique. The Big five are, collectively, taxonomy of personality trait, a coordinate system that maps which traits go together in people's descriptions or ratings of one another. In present study personality is considered as an integration of traits and characteristics that can be investigated and described in order to render an account of the unique quality of the individual. The present research is intended to measure the personality characteristics of universities students through Big five factors i.e. Extraversion, Agreeableness, Conscientious, Openness, and Neuroticism. The study measured personality in term of scores of the subjects on the 40 items MMS.

The present research is intended to measure the level of Emotional intelligence among the universities students. The study measured EI in term of scores of the subject on the 30 items of Trait Emotional Intelligence questionnaire (TEIQue) developed by Petrides was used. The TEIQue is composed of fifteen facets that were derived from a comprehensive content analysis of prominent emotional intelligence is adaptability, assertiveness, emotions appraisal (self and others), emotions expression, emotion management (others), emotion regulation, impulsiveness (low), relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness and trait optimism (Petrides and Furnham 2001). Two questions from each of the fifteen subscales of the TEIQue were included in the short form, which were chosen based on their correlations with the corresponding total subscales score. These fifteen subscales were used to provide score on four broader, wellbeing, self-control, emotionality and sociability (Petride&Furnham, 2003).

In order to determine the reliability and validity of research instrument, pilot testing was conducted on a sample of 80 universities students. Respondent were randomly After the selection of sample and their consent they were handed over the Trait Emotional Intelligence questionnaire and Mini Marker set and requested to fill it in one setting. The respondents were asked to read each statement and indicate their level of agreement or disagreement with each statement to their own opinion about their own self. After that the data was analyzed with item total correlations, inter-scales correlations and alpha reliability coefficients, moreover in order to determine the norms for the emotional intelligence percentile analysis was performed.

Population, Sample and Procedure

The sample of this study was collected through stratified random sampling technique. The sample consisted of 200 students among them 100 students were belong to public sector (National University of Modern Languages, Fatima Jinnah University and 100 students belong to private sector (Preston University and Iqra University). All students were studying at Master's level in the departments of social sciences, management sciences and humanities. The respondents' family income from 30000 to 100000, their ages ranges from 17 years to 27 years, among them 88 from management sciences, 78 from social sciences and 34 from humanities.

Results

In order to test the research hypotheses various statistical technique were carried out such as, Item total Correlation, Inter-scales Correlations, Percentile Analysis, Alpha Reliability, Split Half Reliability, Mean and Standard Deviation and Analysis of Variance. The correlation coefficient ranges from 31* to 85**and the Alpha reliability coefficient of emotional intelligence scale was .814. Items total correlation of MMS was calculated, correlation ranges from .32 to 88. The items no 2, 3, 6, 7, 10, 11, 22, 23, 30, 36, 39 were negatively correlated to the total scale of MMS; the remaining items are positively correlated to the total scale of MMS. Alpha reliability of MMS was .849.

Table no 1 describes the relationship between personality's big five factors and emotional intelligence, from the table it appears that personality factor neuroticism is negatively correlated with the EI, whereas personality factor agreeableness highly correlated with EI.

The table 2 shows the students mean score on personality Big Five factors and emotional intelligence. The result shows that the mean score of private universities students have higher score on extraversion as compare to public sector universities students As far as level of emotional intelligence is concerned students of private sector universities possess high emotional intelligence as compare to public sector university students.

The table 3 shows the discipline wise comparison of students with personality Big five factors and EI. Results show that students of humanities have higher emotional intelligence as compared to social and management sciences. Students of management sciences have higher score on personality factor conscientiousness.

The table 4 shows the semester wise comparison of students with personality Big five factors and EI. From the above results it is clear that students of first semester have higher score on extraversion and students of second semester have higher score openness students of 3 semester are more conscious whereas students of fifth semester have higher score on conscientiousness and neuroticism as far as the level of

emotional intelligence is concerned the level of emotional intelligence is higher in students of first and second semester whereas students of 5th semester possess lowest level of emotional intelligence.

From table 5 the low age students have highest score on extraversion, agreeableness as compare to higher age students and lower score were calculated on conscientiousness, neuroticism and openness. The EI score were higher on lower age students as compare to higher age students.

Table 6 provide information regarding income wise difference from this table it can see that students from higher income families have higher score on openness whereas students from lower income families have higher score on personality factor extraversion and conscientiousness. As far as the level of EI is concerned students from lower income families possess more EI than students from higher income families.

Table 7 shows that male have low score on personality factors extraversion, agreeableness, and conscientiousness and as compared with female university students. Male university students have higher score on personality factor openness as compare to female students. As far as the score on EI is concerned male university students have higher score as compared to female university students.

The table 8 shows that Pashto speaking student have high score on extraversion, conscientiousness and openness as compare to Urdu and Punjabi speaking students and Punjabi speaking students have high score on neuroticisms. The level of EIis also higher in the in Pashto speaking students as compared to Urdu and Punjabi speaking students.

Discussion

Present research was conducted to explore the relationship between personality's big five factors and emotional intelligence in private and public sector university students.In this study for the measurement of personality MMS was used whereas for the measurement of emotional intelligence the Trait Emotional Intelligence Questionnaire Short Form was used the reliability and validity of the research instruments were determined in the pilot study.

As far as the relationship between personality Big five factors and emotional intelligence is concerned, score shows that agreeableness, extraversion and openness have high correlation with emotional intelligence while neuroticism has negatively correlation with EI as far as the conscientiousness is concerned it has low correlation with emotional intelligence. The students mean score on personality Big Five factors and emotional intelligence shows that private sector universities students have higher score on extraversion as compared to public universities students, it may be because of the open and facilitated environment students became extraverted they also exhibit lower score on conscientiousness and neuroticism as compared to public universities students.Students of public sector universities have lower score on the emotional intelligence as compared with students of private sector universities, it may be because that public sectors students always busy to resolve their issues and problems and feel responsible for many more tasks, the less resources of studies make them short tempered and emotional thinker as compared to private sectors students whose have friendly teaching learning environment.

The discipline wise comparison of students with personality Big five factors and emotional intelligence results shows that students of humanities have higher score on EI as compared to social and management sciences, it may be because that humanities group students have a lot of subjects related to the social problem, human beings and ethical considerations which make high their level of emotional intelligence and the social sciences and management sciences always deal with the theories and facts and figures so they make them isolated from the interpersonal or intrapersonal understandings.

Students those are studying in the first semester have higher score on the personality factor extraversion as compared to rest of the students the first semester students are newly entered to university, they have no idea about the environment in which they entered but the rest of the semesters have passed from this stage and become more mature as compared to new entrenched. The students of 5th semester score higher on personality factor conscientiousness, because the fourth semester students are more experienced and tend to more multitasking goals for achieving as compared to first semester. Whereas students of 5th semester have higher score on neuroticism and lower score on EI, because the 5ht semester students are outgoing students and ready to enter intowork market or practical life so they are worried and reactive than others students.

According to the finding of this study younger students are more emotionally intelligent and also have higher score on personality factor extraversion and agreeableness as compared to older students, this may be because younger students like to be involved in activities and interested in actions also younger have soft hearted but the elder always keep away from noise and move to peace full environment and also give priorities to their own. The younger have lower score on conscientiousness and neuroticism this may be due to this that they are proactive, friendly, energetic, satisfied and like to do challenging tasks.

The students from less income families have higher score on extraversion and conscientiousness as compared to the students of higher family income; the students from lower income families have higher score on EI as compared with students of higher income families.

Gender is one of the important variables and gender wise difference of personality big five factor portrays that male students have low score on extraversion, agreeablenessand conscientiousness whereas they have higher score on personality factor Openness as compared with female university students. As far as the score on EI is concerned male university students have higher emotional intelligence than female university students. Males are inherently more social active, responsible and creative as compared to female students.

The difference due the ethnicity was one of the important variable of the study results reveal that Pashto speaking student are more extraversion, conscientiousness and open as compared to Urdu and Punjabi speaking students, moreover the Pashto speaking students possess higher emotional intelligence, this may be due to this factor that Pashto speaking students are assertive, action oriented, creative and energetic to accomplish difficult tasks.

Applied significance

Present study increases an understanding of personality profile of Master level university students by collecting information about personality big five dimensions; now it expects that university teachers can have an empirical criterion of manipulating various learning strategies according to personal characteristic of learners forestablishment of an improved teaching learning environment. This study will also help management to understand their human capital andpredict

behavioural outcomes of the university students because each of big five domains correlates with a number of associated behaviour.University management can develop appropriate counseling and guidance programs to facilitate the students consisting of diverse personalities in order to improve the quality of teaching learning environment.

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Table 1 Relationship of Personality Big Five Factors with Emotional Intelligence

Big Five Factors ofPersonality	Emotional Intelligence
Extraversion	.56
Agreeableness	.81
Conscientiousness	.23
Neuroticism	-.51
Openness	.74

Table 2 University-Sector wise Comparison of Respondents Score on of Personality Big Five Factors (N=200)

Personality	Private Sector (n=100)		Public Sector (n=100)	
	M	SD	M	SD
Extraversion	25.1	3.8	23.3	3.4
Agreeableness	23.3	3.4	20.1	2.7
Conscientiousness	24.9	3.5	29.7	3.6
Neuroticism	22.3	3.7	27.7	3.7
Openness	22.8	3.6	23.4	3.8
EQ	96.6	15.2	90.5	23.3

Table 3 Discipline-Wise Comparison of University Students with Personality Big Five factors and EI (N=200)

Personality	Humanities (n= 34)		Management Sciences (n=88)		Social Sciences (n=78)	
	M	SD	M	SD	M	SD
Extraversion	26.3	3.0	24.1	3.3	24.8	3.3
Agreeableness	27.9	3.3	25.4	2.9	22.9	2.3
Conscientiousness	25.0	4.1	26.2	3.7	24.5	3.6
Neuroticism	23.3	4.0	21.3	3.5	28.3	3.6
Openness	24.8	4.1	22.5	3.4	23.0	3.6
EQ	94.6	14.8	92.3	13.9	89.6	15.9

Table 4 Semester-Wise Comparison of University Students with Personality Big Five factors (N=200)

Personality	1		2		3		4		5	
	M	SD	M	SD	M	SD	M	SD	M	SD
Extraversion	26.5	3.8	23.2	3.1	24.1 2.7	22.1 2.6	22.8	3.6		
Agreeableness	22.7	3.1	21.3	3.9	22.7 3.2	23.7 3.3	25.3	3.3		
Conscientiousness	22.1	3.1	24.5	3.4	25.9 3.1	23.9 3.1	29.6	3.8		
Neuroticism	19.2	3.3	21.5	3.8	23.6 3.5	27.6 3.9	29.8	4.5		
Openness	25.3	3.5	24.5	5.6	21.6 3.6	20.6 3.2	19.4	4.2		
EQ	95.3	12.6	94.7	14.6	85.9 14.8	91.8 12	82.4	19.0		

Table 5 Age wise Comparison of Respondents Scores on Personally Big Five Factors (N=200)

Personality	17-21 year		22-27 years	
	M	SD	M	SD
Extraversion	27.3	3.5	24.9	2.4
Agreeableness	24.1	3.1	21.1	3.7
Conscientiousness	22.1	3.4	25.7	3.6
Neuroticism	22.1	3.7	26.7	3.7
Openness	20.6	2.9	23.4	3.9
EQ	92.4	14.2	90.5	14.7

Table 6 Family Income wise Comparison of Respondents Scores on personally Big Five factors. (N=200)

Personality	Up to 30,000-50,00		51000-70,000	
	M	SD	M	SD
Extraversion	27.4	3.6	24.5	2.4
Agreeableness	25.8	3.4	22.1	3.1
Conscientiousness	27.1	3.1	22.7	4.2
Neuroticism	23.5	3.9	25.7	3.9
Openness	21.8	2.7	29.4	3.7
EQ	95.4	12.24	90.1	17.7

Table 7 Gender-Wise Student's Scores on Personality Big Five Factors (N=200)

Personality	Male		Female	
	M	SD	M	SD
Extraversion	22.1	3.5	25.2	3.3
Agreeableness	21.7	3.1	25.2	3.1
Conscientiousness	23.1	3.4	25.2	3.6
Neuroticism	23.1	3.7	28.4	3.7
Openness	25.6	2.9	21.7	2.9
EQ	94.4	14.2	90.5	16.7

Table 8 Languages-Wise Comparison of university students with personality Big Five factors and EI (N=200)

Personality Subscales	Urdu (n=139)		Punjabi (n=37)		Pashto (n=24)	
	M	SD	M	SD	M	SD
Extraversion	23.1	3.5	22.3	3.3	27.5	2.7
Agreeableness	25.1	3.1	23.4	2.9	23.1	3.4
Conscientiousness	25.1	3.4	22.4	3.2	22.7	3.5
Neuroticism	24.1	3.7	26.2	3.8	21.7	3.4
Openness	20.6	2.9	22.6	3.7	27.4	3.4
EQ	91.4	14.2	89.3	13.8	98.5	11.7