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Investigation Relationship Between Emotional Intelligence and Personality Traits Among Sample of Jordanian University Students

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Abstract

The purpose of this study is to examine the relationship between emotional intelligence (self-motivation, social skills, empathy, emotional awareness, and emotional management) and personality traits (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness). Participants of the study consisted of (624) students (male and females) selected randomly from different faculties of Hashemite University. Two questionnaires on emotional intelligence and personality traits were administered to members of the sample during academic year 2012 / 2013. Pearson correlation and multiple regression analysis were used for data in the establishing the dependence of the two variables. Results indicate that there is a significant positive correlation between personality traits and emotional intelligence. Results also indicate that personality traits significantly explain emotional intelligence and personality traits predict all sub-dimensions of emotional intelligence.

Key words: Emotional intelligence; Personality traits; Jordanian university students

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INTRODUCTION

The term emotional intelligence first appeared in a series of academic articles authored by Mayer and Salovey (1990;

1997). The literature related to emotional intelligence reveals that there are a multitude of definitions for what constitutes emotional intelligence. Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions to discriminate among them and to use the information to guide one's own thinking and action (Cherniss, 2000; Mayer & Salovey, 1993).

Other definitions and models of emotional intelligence conceptualize it as a mixed set of perceived abilities, skills, and personality traits (McCallum & Piper, 2000). Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship (Goleman, 1998).

Bar-On's (2006) model consists of five components which can be subdivided in the following sub-sections: consists of five components which can be subdivided in the following sub-sections: Intrapersonal skills—control of own emotions, assertiveness, self-respect, self-actualization and independence; Interpersonal skills—empathy, social responsibility, interpersonal relationships; Adaptability—reality testing, flexibility and problem-solving; Stress management—stress tolerance, impulse control; General mood—optimism, happiness.

Prior research has explored the concept of emotional intelligence, which is the ability both to know one's own emotions and read others' emotions as well (Goleman, 2001). Thus, emotional intelligence is an important collection of a series of capabilities such as abilities as the person able to maintain his/ her motivation and resist against difficulties, postpone his impulsivities, adjust his own moods, empathy with others and hopeful (Akharzade, 2004). Meanwhile, personality is an abstract concept which involves actions, emotions, recognition and motivations of a person (Salovey & Mayer, 1990; Hedlund & Sternberg, 2000).

Emotional intelligences and personality traits have been studied frequently as separate research topics (McCrae, 2000;

Van Der Zee et al, 2002; Sala, 2002; Brackett & Mayer, 2003; Zadal, 2004; Austin et al, 2005; Bastian et al, 2005; Cannon and Ranzijn, 2005; De Raad, 2005; Freudenthaler and Neubauer, 2005; Kemp et al, 2005; Shulman & Hemeenover 2006; Amelang and Steinmayer, 2006; Saklofske et al, 2007; Shi and Wing, 2007; Freudenthaler and Neubauer, 2007; Chamorro-Premuzic et al, 2007; Furnham, 2007; Athota et al, 2009; Besharat, 2010; Sanchez-Ruiz et al, 2010; Khalatbari et al, 2011; Nawi et al, 2012) Findings indicated that there is positive correlation between emotional intelligence and personality traits.

1. PREPARATION OF THE STUDY

1.1 Statement of the Problem

The problem with the current study is to examine the relationship between emotional intelligence and personality traits among the students of the Hashemite University in Jordan.

1.2 Study Purpose and Questions

The purpose of this study was to examine the relationship between emotional intelligence (self-motivation, social skills, empathy, emotional awareness and emotional management) and personality traits (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness) among the students of the Hashemite University in Jordan.

The specific study question that guided this study were:

RQ1. Is there a significant relationship between the students emotional intelligence and their personality traits?.

1.3 Significance of Study

The basic goal of this study is to determine the relationships between emotional intelligence and personality traits.

In addition, this study is very important for many reasons: (i) The theoretical importance of the variables of study in the field of psychology in general and in the educational psychology in particular and that still need further study. (ii) Personality trait is important issue that is seen as determinants of academic and social success. (iii) Can take advantage of the study results in ensuring the development of the components of the emotional intelligence among students and particular components of the direct effect on the positive personality traits in Arab counties.

2. METHOD

2.1 Population and Sample of Study

The population of this study consisted of (10230) undergraduate students, who were enrolled in the faculties

of Hashemite University in the academic year 2012/2013, who represent all levels of study at (HU). For the purpose of this study, a random sample was chosen from the population, it consisted of (624) and their ages ranged between 18-22 years.

2.2 Instruments

Participants completed measures of emotional intelligence, and personality traits. Each is described are following.

2.2.1 Emotional Intelligence Questionnaire (EIQ)

The instrument used in this study was developed by the Khereiba (2008). The instrument consisted of (42) items that relate to emotional intelligence four dimensions: self-motivation (8) items, social skills (10) items, empathy (8) items, emotional awareness (9) items and emotional management (7) items. Participants rated each item on a 3 point Likert scale ranging from totally disagree (1) to totally agree (3).

A cronbach alpha of (0.65) was reported for the emotional intelligence. In terms of the emotional intelligence dimensions, a reliability estimate of (0.69) was reported for the self-motivation, and (0.68) was reported for the social skills, and (0.61) was reported for the empathy, and (0.57) was reported for the emotional awareness, and (0.68) was reported for the emotional management.

Also, the reliability coefficient was calculated using spelt half and was found be (0.67, 0.67, 0.64, 0.59, 0.77) for self-motivation, social skills, empathy, emotional awareness and emotional management.

2.2.2 Personality Traits Questionnaire

The instrument of personality traits was developed by Costa & McCrae (1992). The instrument consisted of (60) items self-report instrument used to measure the five personality domains according to the: neuroticism (12) items, extraversion (12) items, openness to experience (12) items, agreeableness (12) items and conscientiousness (12) items. The instrument includes self-descriptive statements that participants respond to using a 1 (*strongly disagree*) to 5 (*strongly agree*) Likert type scale. Scores for each domain are calculated by summing the 12 item responses.

2.3 Procedures

The instruments were administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes.

Then, the question booklets were distributed and instructions were given to the participants on how to answer them. The participants' responses were scored by the researcher and were entered into the computer for statistical analysis. The data were analyzed using the SPSS (V:17) package.

3. RESULTS

To facilitate understanding the results of this study, question of this study are divided into one question.

3.1 Results Related to Study Question (1)

Table 1
Correlation Between Emotional Intelligence and Personality Traits

Variables	Neuroticism	Extraversion	Openness to experience	Agreeableness	Conscientiousness
Self-motivation	.15*	.33*	.17*	.41*	.32*
Social skills	.10**	.27*	.26*	.38*	.38*
Empathy	.13*	.18*	.19*	.24*	.30*
Emotional awareness	.26*	.21*	.26*	.34*	.40*
Emotional management	.27*	.32*	.26*	.42*	.30*

*(p<0.01); **(p<0.05)

Table 1 shows that the self-motivation is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness personality traits (p=0.01). The social skills is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness personality traits (p=0.01, 0.05). The empathy is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness personality traits (p=0.01). The emotional awareness is positively related to the neuroticism, extraversion,

Is there any significant relationship between emotional intelligence and personality traits?

To answer this question, the correlation coefficients between emotional intelligence and personality traits are presented in Table 1.

openness to experience, agreeableness and conscientiousness personality traits (p=0.01). And the emotional management is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness personality traits (p=0.01).

3.2 Multiple Regression Analysis

Table 2 shows the results of multiple regression analysis using personality traits as predicted to emotional intelligence.

Table 2
Results of Regression Analyses Predicting Personality Traits of Emotional Intelligence

Emotional intelligence	Personality traits	R	R ²	F	β	T
Self-motivation	Neuroticism	.475	.225	35.981	-.164	-3.653
	Extraversion				.166	3.674
	Openness to experience				-.095	-2.142
	Agreeableness				.357	7.760
	Conscientiousness				.202	4.421
Social skills	Neuroticism	.487	.237	38.482	-.255	-5.707
	Extraversion				.068	1.515
	Openness to experience				.043	.972
	Agreeableness				.317	6.930
	Conscientiousness				.294	6.475
Empathy	Neuroticism	.326	.106	14.708	-.068	-1.411
	Extraversion				.007	.148
	Openness to experience				.008	.158
	Agreeableness				.141	2.849
	Conscientiousness				.261	5.317
Emotional awareness	Neuroticism	.440	.194	29.702	.049	1.062
	Extraversion				-.078	-1.689
	Openness to experience				.000	-.010
	Agreeableness				.203	4.323
	Conscientiousness				.321	6.862
Emotional management	Neuroticism	.443	.197	30.258	.013	.289
	Extraversion				.106	2.311
	Openness to experience				.014	.309
	Agreeableness				.305	6.495
	Conscientiousness				.094	2.011

Results given in Table 2 show that the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness is a significant predictor of self-motivation ($R^2= 0.225$, $F= 35.981$, $p=0.05$). This results was supported by the close moderate correlation between the five variables ($r= 0.475$). Approximated 22.5% of the variance of the student's self-motivation was accounted by personality traits. Neuroticism, extraversion, openness to experience, agreeableness and conscientiousness is a significant predictor of social skills ($R^2= 0.237$, $F= 38.482$, $p=0.05$). This results was supported by the close moderate correlation between the five variables ($r= 0.487$). Approximate 23.7% of the variance of the student's social skills was accounted by personality traits. Neuroticism, extraversion, openness to experience, agreeableness and conscientiousness is a significant predictor of empathy ($R^2= 0.106$, $F= 14.708$, $p=0.05$). This results was supported by the close moderate correlation between the five variables ($r= 0.326$). Approximate 10.6% of the variance of the student's empathy was accounted by personality traits. Neuroticism, extraversion, openness to experience, agreeableness and conscientiousness is a significant predictor of emotional awareness ($R^2= 0.194$, $F= 29.702$, $p=0.05$). This results was supported by the close moderate correlation between the five variables ($r= 0.440$). Approximate 19.4% of the variance of the student's emotional awareness was accounted by personality traits. Neuroticism, extraversion, openness to experience, agreeableness and conscientiousness is a significant predictor of emotional management ($R^2= 0.197$, $F= 30.258$, $p=0.05$). This results was supported by the close moderate correlation between the five variables ($r= 0.443$). Approximate 19.7% of the variance of the student's emotional management was accounted by personality traits.

4. DISCUSSION

Higgs (2001) suggest that a positive correlation between emotional intelligence and personality traits. This findings show that the relationship between emotional intelligence and personality is still far from clear. The primary purpose of this study was to examine the relationship between emotional intelligence and personality traits of university students in the Faculties at the Hashemite University in Jordan. A sample of 624 students participated in the study by responding to the emotional intelligence questionnaire and personality traits questionnaire. As indicated in the results section, the self-motivation is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. The social skills is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. The empathy is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. The emotional awareness is positively related to the

neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. And the emotional management is positively related to the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness.

This result means that the personality traits are influenced of the emotional intelligence university students. The size of this correlation indicates that generally high level personality traits are related to high level of student's emotional intelligence.

The results of this study and the results of other researches like (Chamorro-Premuzic et al ,2007; Furnham, 2007; Athota et al , 2009; Besharat ,2010; Sanchez-Ruiz et al, 2010; Petrides et al, 2010; Khalatbari et al ,2011) which found that there is a strong relationship between personality traits and trait emotional intelligence.

From the theoretical standpoint, the following line of research is suggested for the future: (a) The university needs to have a better role to increase the effectiveness of students' emotional intelligence through academic and training programmers. (b) the researcher recommend conducting other studies on other variables in different university.

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