



Study of the Effect of Personality, Sex, Medium of Instruction and Their Interactions on Emotional Intelligence

Dr. Y.V Shrivastava	Retired Principal, Govt. College of Education, Bilaspur & Former, H.O.D, Education, St. Thomas College, Ruabandha, Bhilai
Dr. Sheeja Thomas	Asst. Professor-Education, St. Thomas College, Ruabandha, Bhilai

ABSTRACT

The present research was undertaken to study the effect of personality, sex, medium of instruction and their interaction on Emotional Intelligence. The sample for the study comprised of 400 secondary school teachers, 200 teachers of type A personality and 200 teachers of Type B personality selected randomly from the various schools also selected randomly situated in Durg, Bhilai and Raipur cities of Chhattisgarh. The tools used for the study were the Type A/B behavioural pattern scale developed and standardized by Upindher Dhar and Manisha Jain and the Emotional Intelligence Scale (EIS) developed and standardized by the investigator. Result revealed that personality had a significant effect on Emotional Intelligence and the Type B personality teachers were found to possess more Emotional Intelligence than Type A personality teachers. Moreover the interaction effect of personality \times medium also had a significant effect on Emotional Intelligence. Personality \times sex, sex \times medium and personality \times sex \times medium did not have any significant effect on Emotional Intelligence. Sex and medium also did not show any significant effect on Emotional Intelligence.

KEYWORDS Type A Personality, Type B Personality, Emotional Intelligence

INTRODUCTION :

Emotional Intelligence is the ability to understand and manage our emotions and those around us. This quality gives individuals a variety of skills such as the ability to manage relationships, navigate social networks, influence and inspire others. In today's workplace it has become a highly important factor for success influencing productivity, efficiency and team collaboration.

Goleman (1996) defined Emotional Intelligence as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

Salovey and Mayer (1990) defined Emotional Intelligence as " the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action.

According to Allport (1937) "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique characteristic behavior and thought"

Barling and Boswell (1995) "Type A behavior is defined by competitive achievement striving, a sense of time urgency, impatience, easily evolved anger and aggression and rapid speech"

Mosby's Dental Dictionary (2008) "Type B personality a form of behavior associated with people who appear free of hostility and aggression and who lack a compulsion to meet deadlines, are not highly competitive at work or play and have a lower risk of heart attack"

OBJECTIVES OF THE STUDY:

- To find out the effect of personality on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- To find out the effect of sex on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- To find out the effect of medium on the self awareness, self regulation, self motivation, social awareness and so-

- cial skill components of Emotional Intelligence.
- To find out the effect of interaction (personality \times sex) on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- To find out the effect of interaction (sex \times medium) on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- To find out the effect of interaction (personality \times medium) on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- To find out the effect of interaction (personality \times medium \times sex) on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.

HYPOTHESES OF THE STUDY: as mentined below
HYPOTHESES OF THE STUDY:

- There will be no significant effect of personality of secondary school teachers on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence .
- There will be no significant effect of sex of secondary school teachers on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- There will be no significant effect of medium of instruction of secondary school teachers on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence
- There will be no significant effect of interaction (personality \times sex) of secondary school teachers on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- There will be no significant effect of interaction (sex \times medium) of secondary school teachers on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.
- There will be no significant effect of interaction (personality \times medium) of secondary school teachers on the self awareness, self regulation, self motivation, social aware-

ness and social skill components of Emotional Intelligence.

- There will be no significant effect of interaction (personality×sex×medium) of secondary teachers on the self awareness, self regulation, self motivation, social awareness and social skill components of Emotional Intelligence.

SAMPLE:

The sample for the study comprised of the secondary schools selected randomly from the various secondary schools of Bhalai , Durg and Raipur cities of Chhattisgarh. The sample of the study was on the basis of personality type, medium and sex which constituted eight groups each group comprising of 50 teachers. For each group teachers were selected randomly thus comprising a total of 400 teachers.(200 of Type A and 200 of Type B personality)

TOOLS:

- Emotional Intelligence Scale (EIS) developed and standardised by the investigator was used to measure Emotional Intelligence.
- Type A/B behavioural pattern scale developed and standardised by Upinder Dhar and Manisha Jain was used to measure the Type A and Type B personality.

PROCEDURE:

The Type A/B behavioural pattern scale developed by Upinder Dhar and Manisha Jain was administered to the secondary teachers of the randomly selected schools. About 800 secondary teachers were administered the Type A/B behavioural pattern scale. The teachers were given instructions regarding the procedure of indicating their responses in the scale. On the basis of the scoring of the Type A/B behavioural pattern scale, the teachers were categorized into two personality types-Type A and Type B. After categorization of the teachers as Type A and Type B the Emotional Intelligence scale developed by the investigator was administered to these Type A and Type B categorized teachers. The teachers were instructed regarding the procedure of indicating responses. In this way data related to the variables were collected.

STATISTICAL TECHNIQUE:

2×2×2 Factorial ANOVA was employed to study the effect of personality,sex, medium of instructions and their interactions of secondary school teachers on Emotional Intelligence.

RESULTS AND DISCUSSIONS:

To study the effect of personality, sex, medium of instructions and their interactions of secondary school teachers on Emotional Intelligence 2×2×2 Factorial ANOVA was employed .The result of this analysis has been given in Table:

TABLE-1:SUMMARY OF 2*2*2 FACTORIAL DESIGN ANOVA FOR EMOTIONAL INTELLIGENCE

Source of variation	Sum of square	df	Sum of mean square	F
A Personality	32724.81	1	32724.81	28.32**
B Sex	1.69	1	1.69	0.001
C Medium	1361.61	1	1361.61	1.17
A*B Personality*Sex	462.25	1	462.25	0.40
B*C Sex* Medium	1909.69	1	1909.69	1.65
A*C Personality*medium	7242.01	1	7242.01	6.26*
A*B*C Personality* Sex* Medium	2.89	1	2.89	0.002
Error Within treatment	452915.76	392	1155.39	

** Significant at 0.01 level

* Significant of 0.05 level

Table-1 depicts that the F-value of 28.32 for personality was

found to be significant at 0.01 level. This reveals that personality produces a significant differential effect on Emotional Intelligence.

TABLE-2 :MEAN OF EMOTIONAL INTELLIGENCE OF PERSONALITY TYPE, SEX AND MEDIUM

S.No	Variables	N	Mean (M)
1.	Personality Type		
	Type A	200	349.09
	Type B	200	367.18
2.	Sex		
	Male	200	358.20
	Female	200	358.07
3.	Medium		
	English	200	359.98
	Hindi	200	356.29

From table 2, it is evident that the Emotional Intelligence of Type B personality (M=367.18), is more than that of Type A personality (M=349.09).

Both the Type A and Type B personality possess, contrary characteristics, their characteristics being contrary, their impact on Emotional Intelligence would also show significant difference. This might be the reason for the significant impact of personality on Emotional Intelligence. Moreover as compared to Type A the Type B personality possess characteristics that are required to be emotionally intelligent. This might be the probable reason of the finding that Emotional Intelligence of Type B personality is more than Type A personality. This can be further supported by the research study conducted by Sahin,N.H.Guller,M: and Basim,H.N(2009) in which it was found that of the two groups Type A and Type B , Type As had significantly lower Emotional Intelligent scores.

From Table 1, the F- value for sex 0.001was found to be not significant. This reveals that sex does not produce a significant differential effect on Emotional Intelligence. The male teachers thus does not differ significantly from the female teachers on their Emotional Intelligence . Table-2 reveals that the Emotional Intelligence of the male and female teachers does not differ much. For male teachers (M=358.20) and for female teachers (M=358.07).Hence the Emotional Intelligence of the male teachers is slightly more than that

of the female teachers. These findings are in line with the research conducted by Bansibhari,P; and Pathan,Y.G.(2004) on secondary teachers in which a comparison between the male and female teachers with respect to Emotional Intelligence showed no significant difference.

From Table-1 the F-value for effect of medium 1.17 was found to be not significant.This reveals that medium of instruction does not produce a significant differential effect on Emotional Intelligence. The English Medium teachers thus does not differ significantly from the Hindi Medium teachers on their Emotional Intelligence. From Table 2, it is evident that the mean scores of Emotional Intelligence of English medium teachers was M=359.98 and for Hindi Medium teachers was M=356.29. Hence the Emotional Intelligence of English Medium school teachers is more than the Emotional Intelligence of Hindi Medium schools.

From Table-1 the F-value of 0.40 for interaction between personality and sex was found to be not significant. This reveals that the interaction between personality and sex does not produce a significant differential effect on Emotional Intelligence.

Table-1, depicts that the F-value of 1.65 for interaction between sex and medium was found to be not significant. This reveals that the interaction between sex and medium does not produce a significant differential effect on Emotional Intelligence.

From Table 1, the F-value of 6.26 for interaction between personality and medium was found to be significant at the .05 level. This reveals that the interaction between personality and medium produced a significant differential effect on Emotional Intelligence.

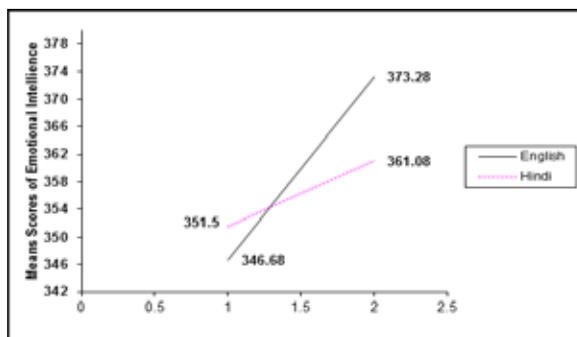
The Mean Scores for the interaction between personality and medium on Emotional Intelligence is given in Table- 3

TABLE-3 MEAN OF INTERACTION OF PERSONALITY × MEDIUM ON EMOTIONAL INTELLIGENCE.

	ENGLISH	HINDI
TYPE A	346.68	351.5
TYPE B	373.28	361.08

In order to understand the trend graph 1 was plotted.

GRAPH-1: EFFECT OF INTERACTION BETWEEN PERSONALITY AND MEDIUM ON EMOTIONAL INTELLIGENCE



From the graph 1 it can be interpreted that as we move from Type-A English Medium to Type B English Medium, the Emotional Intelligence of the teachers increases i.e. the Type B English Medium (M=373.28) teachers possess more Emotional Intelligence than the Type A English Medium (M=346.68). Similarly as we proceed from the Type A Hindi Medium to the Type B Hindi Medium the Emotional Intelligence of the teachers increases i.e. the Emotional Intelligence of the Type B Hindi Medium (M=361.08) teachers is more than the Type A Hindi Medium (M=351.5) teachers.

From Table 1, the F-value of 0.002 for interaction between personality and medium was found to be not significant. This reveals that the interaction between personality, sex and medium does not produce a significant differential effect on Emotional Intelligence

CONCLUSION:-

The study shows that personality had a significant effect on Emotional Intelligence. The Type B personality teachers were found to possess more Emotional Intelligence than the Type A personality teachers. The interaction effect of personality × medium was also found to have a significant effect on Emotional Intelligence. Sex and medium did not show any significant effect on Emotional Intelligence. The other interactions as personality× sex, sex × medium and personality×sex×medium also did not have any significant effect on Emotional Intelligence.

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