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## **Influence of Personality Dimensions on the Emotional Intelligence of Primary School Teachers**

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### **Abstract:**

There are 334 Primary schools in East godavari district, retrieved from the <http://www.deoeastgodavaridistrict.com>. Out of 334, 25 primary schools approximate i.e. 6% were selected randomly by the lottery method. The researchers used the lottery method to select the primary schools by simple random technique to collect the data. In this case, the researchers used a set of 334 tickets. The tickets were thoroughly mixed up and then 25 tickets were drawn out among the 334. The tickets, which had the serial numbers occurring on 334 tickets, were used to select 25 primary schools for the sampling purpose. Regarding the sample of teachers, on an average fourteen (14) primary school teacher participants were selected randomly from each of the 25 selected primary schools. Thus, a total number of 156 primary school teachers constituted the sample for collecting data.

**Keywords : Personality , Trait approach , Emotional intelligence , Eleven traits , Dimensions of personality**

### **INTRODUCTION**

Teaching is a noble profession. The teachers are the heart and core of the whole educational process. The strength of the education system largely depends upon the quality of teachers. These individuals should be able to impart character among the pupils. The main aim of education is all round development of personality. The development of affective aspect of behavior not only helps the person in development of personality but also creates certain abilities within the learner to handle the feeling aspect of behavior.

## PERSONALITY

Personality plays an important role in the life of an individual. Personality is complex blend of a constantly evolving and changing pattern of one's unique behaviour, emerged as a result of one's interaction with one's environment and directed towards some specific ends.

### DEFINITION OF PERSONALITY

*Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.*

----- *Allport, W.G. (1948)*

### DIMENSIONS OF PERSONALITY

The dimensional personality inventory is developed and standardized by **Mahesh Bhargava (2006)**. In this inventory, the terms "dimensions of personality" and "personality traits" are used synonymously. It measures six important dimensions of personality. They are: 1. Activity and Passivity Trait, 2. Enthusiastic and Non-Enthusiastic Trait, 3. Assertive and Submissive Trait, 4. Suspicious and Trusting Trait, 5. Depressive and Non-Depressive Trait and 6. Emotional instability and Emotional stability Trait.

### TRAIT APPROACH

The psychologists who subscribe to this approach believe that the personality of an individual is but a combination or sum total of these personality traits that can be discovered through the continuous and objective observation of his behaviour. Two personality theories namely, Allport's theory and Cattell's theory are said to be the best example of the trait approach.

### TRAIT THEORY OF PERSONALITY

The trait approach to personality is one of the major theoretical areas in the study of personality.

**GORDON ALLPORT'S TRAIT THEORY:** In 1936, psychologist Gordon Allport found that one English-language dictionary alone contained more than 4,000 words describing different personality traits. He categorized these traits into three levels:

**CARDINAL TRAITS:** Traits that dominate an individual's whole life, often to the point that the person becomes known specifically for these traits. People with such personalities

often become so known for these traits that their names are often synonymous with these qualities Allport suggested that cardinal traits are rare and tend to develop later in life.

**CENTRAL TRAITS:** These are the general characteristics that form the basic foundations of personality. These central traits, while not as dominating as cardinal traits, are the major characteristics you might use to describe another person. Terms such as intelligent, honest, shy and anxious are considered central traits.

**PRIMARY TRAITS:** These are the traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances.

**RAYMOND CATTELL'S SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE:** Trait theorist Raymond Cattell reduced the number of main personality traits . He also developed one of the most widely used personality assessments known as the Sixteen Personality Factor Questionnaire (16PF).

**EYSENCK'S THREE DIMENSIONS OF PERSONALITY:** British psychologist, Hans Eysenck developed a model of personality based upon just three universal traits:

- 1.Introversion / Extraversion
- 2.Neuroticism /Emotional Stability:
- 3.Psychoticism

### **TOP ELEVEN TRAITS OF A GOOD TEACHER**

This article “Top Eleven Traits of a Good Teacher” was written by National Hall of Fame Educator **Alan Haskvitz** (Columnist Education News.org, Tuesday, on August 2, 2005).

- 1.Be unsatisfied ,
2. High expectations ,
3. Create independency,
- 4.Knowledgeable,
5. Humor,
6. Insightful,
7. Flexibility,
8. Diverse,
9. Un accepting,
10. Un conforming,
11. A communicator ,

### **EMOTIONAL INTELLIGENCE**

*Goleman gave a definition for the word Emotional Intelligence as “The ability in realizing one’s own feelings as well as the feeling of others in order to build up self inducement, to manage personal emotions and the emotions occurred from various associations.”*

### **COMPONENTS OF EMOTIONAL INTELLIGENCE**

According to **Salovey and Mayer (1990)**, Emotional Intelligence is categorized into 6 domains:

- 1.Self awareness
2. Managing Emotions
3. Self motivation

4. Empathy 5. Handling Relationship 6. Mood Management

### **EMOTIONAL INTELLIGENCE AND TEACHER**

According to **Minakshi** and **Santamu Kumar Swain** in the article 'Emotional Intelligence and Teacher' a few activities are discussed to increase the emotional intelligence.

Emotional intelligence measures qualities like awareness of your feelings, the ability to empathize with other people, listening skills, etc.

### **EMOTIONAL INTELLIGENCE AND PERSONALITY**

The four parts of the personality system are a) "energy lattice" which includes an individual's motives and emotions. b) "The knowledge works" which contain the information about the self and the world required for the individual to function, including diverse areas of knowledge. c) 'Role-play' which forms and enacts plans about how to interact socially. d) 'Executive Consciousness' which in turn contains person's conscious awareness, consciously managing and regulating other parts of personality.

### **NEED FOR THE STUDY**

Emotional Intelligence and human personality are two important correlates and personality provides the context in which emotional intelligence operates. Teachers lay the foundation stone for the social, emotional and intellectual potentialities of the learners and hence it is imperative to assess the emotional intelligence and personality characteristics of teachers.

### **STATEMENT OF THE PROBLEM**

*The present study is entitled "Influence of personality dimensions on the emotional intelligence of Primary school teachers in Eastgodavari district."*

### **OBJECTIVES OF THE STUDY**

The investigator has designed the following specific objectives for his study.

1. To study the relationship between personality dimensions and emotional intelligence of primary school teachers.
2. To study the influence of the following variables on the relationship between personality dimensions and emotional intelligence of primary school teachers.  
**a) Gender b) Age c) Academic Qualifications d) Professional Qualifications**  
**e) Teaching Experience f) Locality g) Type of management**

## HYPOTHESES OF THE STUDY

The following hypotheses have been formulated basing on the objectives of the present problem of investigation.

1. There is a significant relationship between personality dimensions and emotional intelligence of primary school teachers.
2. The following variables make a significant influence on the relationship between personality dimensions and emotional intelligence of primary school teachers.  
a) Gender b) Age c) Academic Qualifications d) Professional Qualifications  
e) Teaching Experience f) Locality g) Type of management

## LIMITATIONS OF THE STUDY

No study is complete in itself. Any piece of research work has its own merits and demerits, limitations and drawbacks. The present study is undertaken with the following limitations.

1. Variable wise calculations, within the variable calculations and also area wise calculations were done for the interpretation.
2. The geographical area of investigation is also limited to one district i.e. Eastgodavari district of Andhra Pradesh.
3. The level of significance considered in this study is 0.05.
4. The present study is confined to 14 Primary schools out of the 334.

## REVIEW OF RELATED LITERATURE

Research studies were conducted by Uma Devi, L. and Mayuri, K. (2004), Amrita, M. and Kadhiravan, S. (2006), Sumanta Kumar panda (2009) on **personality dimensions and emotional intelligence**. The **samples** selected for these studies were girl adolescents, teachers, pupil teachers, primary teachers and student teachers. The **variables** of these studies were gender, age, subject of specialization, experience, type of school, locality and faculty and academic achievement.

It is evident from the studies reviewed so far that no study has been undertaken on personality dimensions and emotional intelligence of primary school teachers.

## VARIABLES OF THE STUDY

Variables are necessary requisite for any worthwhile research for the purpose of comparison. For the present study, the following variables are considered.

1. Gender
2. Age
3. Academic Qualifications
4. Professional Qualifications
5. Teaching Experience
6. Locality
7. Type of Management

### **SAMPLE OF THE STUDY**

The study was carried out on a sample of primary school teachers of Eastgodavari District of Andhra Pradesh. There are **156** primary schools in Eastgodavari District.

Regarding the sample of teachers, on an average thirteen (**14**) primary school teacher participants were selected randomly from each of the 25 selected primary schools.

### **INSTRUMENTATION**

**Dimensional Personality Inventory:** The inventory is developed and standardized by **Mahesh Bhargava (2002)**. It consists of 60 items. It measures six important dimensions of personality. They are

1. Activity and Passivity Trait
2. Enthusiastic and Non-Enthusiastic Trait
3. Assertive and Submissive Trait
4. Suspicious and Trusting Trait
5. Depressive and Non-Depressive Trait
6. Emotional instability and Emotional stability Trait

**METHOD OF SCORING:** There are three options for each item. The 'Yes' is to be scored as **2**, "Undecided" is to be scored as **1**, where as 'No' is equal to **zero**. Thus, on the total inventory the range of scores will be from minimum of **0** to a maximum of **120**.

**Emotional Intelligence Scale:** This scale is developed and standardized by **AnuKool Hyde (Indore), Sanjyot Pethe (Ahmedbad), and Upinder Dhar (Indore) (2004)**. This scale consists of 34 items. The items given in this scale have been designed to measure ten areas of emotional intelligence. They are

1. Self-awareness
2. Empathy
3. Self motivation
4. Emotional Stability
5. Managing relations
6. Integrity
7. Self development
8. Value orientation
9. Commitment
10. Altruistic behavior

In this scale, five-point scale is used. They are **Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA)** and **Strongly Disagree (SDA)**. Each respondent has to express his response on a statement in either of the five ways (**SA/A/N/DA/ SDA**).

**METHOD OF SCORING:** Each statement should be scored **5** for strongly agree, **4** for agree, **3** for neutral, **2** for disagree and **1** for strongly disagree. The range of scores is from **34 to 170**.

## ADMINISTRATION OF TOOLS

On the whole, the tools were administered to **165** primary school teachers. There was no time limit for answering the tools. only **156** questionnaires which were perfectly alright could be considered for the analysis. The head masters of primary schools and members of the staff co-operated with the researcher to administer the tools successfully. The responses were scored according to the scoring methods of the respective scales described above.

## RELIABILITY OF THE TOOLS ESTABLISHED BY THE INVESTIGATOR

**Dimensional Personality Inventory (DPI):** From the self-correlation of the tests, the reliability co-efficient of the whole test was established using the Spearman Brown prophecy formula, the correlation value obtained for the whole test was **r = 0.78**.

**Emotional Intelligence Scale:** From the self-correlation of the tests, the reliability co-efficient of the whole test was established using the Spearman Brown prophecy formula, the correlation value obtained for the whole test was **r = 0.81**.

## STATISTICAL TECHNIQUES USED

The following statistical techniques have been used depending on the need.

1. Mean
2. Standard Deviation
3. Critical Ratio
4. Chi-square test of association
5. Co-efficients of correlation
6. Fisher 'Z' function
7. Percentage
8. ANOVA
9. t- Test.

## MAJOR FINDINGS OF THE STUDY

1. There is no significant relationship between dimensions of personality and emotional intelligence of primary school teachers.
2. Gender, age, academic qualifications, professional qualifications, teaching experience and locality of primary school teachers do not make a significant influence on the relationship between dimensions of personality and emotional intelligence.

The private aided and private unaided primary school teachers make a significant influence from the government and local body teachers on the relationship between dimensions of personality and emotional intelligence.

## SUGGESTIONS FOR FURTHER RESEARCH

Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.

1. The study may be replicated with prospective teachers in all the four districts of

Andhra University area.

2. A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
3. A study may be undertaken in the three regions of Andhra Pradesh namely, Coastal, Rayalaseema and Telangana.
4. A comparative study may be undertaken with the samples in Southern States of India, namely Andhra Pradesh, Tamil Nadu, Karnataka and Kerala.
5. A comparative study may be undertaken to study the personality dimensions and emotional intelligence of prospective primary school teachers (B.Ed) and primary (D.Ed) levels.

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