



EMOTIONAL COMPETENCE AND PERSONALITY TRAITS OF THE PRINCIPALS OF COLLEGES OF EDUCATION

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ABSTRACT :

An attempt was made to study whether there is any significant difference among emotional competence and personality traits of the principals of colleges of education with respect to their age. It is also aimed at studying whether there is any significant inter-relationship among the different components of emotional competence and personality traits. Survey method of research was attempted to collect the required data by taking 50 principals of colleges of education by stratified random sampling method. The study concluded that age has no influence on the personality traits of the principals and most of the components of emotional competence. Most of the personality and the principals do not have any influence on the other personality traits of the principals. Some of the components of the emotional competence have positive relationship among them while some of the components have no relationship at all.

KEYWORDS : Emotional Competence, Personality Traits, Principals of Colleges of Education.

INTRODUCTION

Goleman (1995) is of the view that a learned capability based on emotional intelligence that result in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities. Goldman's 5 dimensions of emotional intelligence include self-awareness, self regulation, motivation, empathy and social skills. Personality Trait refers to the relatively long enduring personality disposition of an individual to have an openness of perception that enables him to be aware of the perception that enables him to be aware of the predetermined harmony of nature and accept occurrence of every event as a natural outcome of the random order inherent in stochastic enfoldment of the Nature (Narayanan, 1983). In short, it focuses on the random nature of events and represents the phenomenological style of life of an individual. Cattell (1956) reduced the number of main personality traits from Allport's initial list of over 4,000 down to 171. He achieved it by eliminated uncommon traits and combined common characteristics. Here in this paper, the researchers attempted to



study the influence of the personality traits of the Principals of Colleges of Education on the different dimensions of their emotional competence.

REVIEW OF RELATED LITERATURE

Palmer and Donaldson (2005) studied the relationship between emotional competence and life satisfaction. The findings of the study revealed that

well conceptualized and developed emotional competence can account for the variance in life satisfaction. **Landa and Lopez (2006)** studied the emotional competence related to burnout among university teachers. The findings of the study revealed that a strong negative correlation between emotional competence and burnout. **Chitra (2017)** studied the emotional competence and demographical variables of the principals of colleges of education. The study revealed that the unmarried principals possess more of self-awareness when compared to their married counter parts. **Chitra and Balasubramanian (2017)** studied the emotional competence and demographical variables of the principals of colleges of education. The study revealed that the unmarried principals possess more of self-awareness when compared to their married counter parts. It is also found that there is no significant difference between the means of the principals of colleges of education on the scores of the most of the dimension of emotional competence of the principals irrespective of their sex and marital status as well as the locality and type of the institution. **Andersen (2006)** studied the relationship between leadership, personality and organizational effectiveness. The findings of the study revealed that personality cannot explain leadership. Traits of leaders cannot explain organizational effectiveness. **Matzler and Renzl (2007)** studied the personality traits as predictors of employee satisfaction and an effect of employee satisfaction on affective commitment towards an organization. The results of the study showed that neuroticism is negatively related to employee satisfaction, conscientiousness has no impact and agreeableness positively influences satisfaction. **Furnham and Fudge (2008)** studied the relationship between five personality factors and sales performance. The findings of the study reveal that, conscientiousness and openness did show a positive relationship and agreeableness a negative relationship with sales, however, extraversion and neuroticism showed no statistically significant relationship. **Clarke and Robertson (2008)** studied the role of personality in work accidents. It is found that except for openness, the Big Five traits were strongly associated with accidents, in particular those with high levels of openness and neuroticism, and those with low levels of agreeableness and conscientiousness. **Singh (2009)** studied the impact of personality traits on leadership effectiveness. The findings of the study revealed that openness to experience emerged as best predictor of leadership effectiveness followed by conscientiousness, extraversion and agreeableness. **Sawyer, et al. (2009)** investigated the relationship between call centre employees' personality factors and job performance. Results showed that, with the exception of extraversion/introversion, all personality dimensions of the five factor model- conscientiousness, agreeableness and openness to new experience, emotional stability and locus of control were significantly related to one or more of the performance measures.

SCOPE OF THE STUDY

In addition to finding out the inter-correlations among the various personality traits, an attempt was also made to find out the correlation coefficients among the different dimensions of the dependent variable and the independent variable. It is obvious that the findings of the study would be useful to the academic administrators, educationists, teachers, research scholars and the principals of colleges of education. It is ensured that the findings of the study would fill the gaps if any, in the studies conducted so far and would trigger deeper studies in future in the broad field of the study besides enabling the academic administrators and policy makers to adopt suitable measures to provide better job satisfaction to the personnel.

OBJECTIVES OF THE STUDY

- To study whether there is any significant difference among the principals of colleges of education in emotional competence and personality traits with respect to their age.
- To study whether there is any significant inter-relationship among the different components of emotional competence and personality traits of the principals of the colleges of education.

HYPOTHESES

1. The different personality factors of the principals of the colleges of education vary with respect to their age.
2. The different dimensions of the emotional competence of the principals of the colleges of education vary with respect to their age.
3. There is significant relationship among different personality traits of the principals of the colleges of education.
4. There is significant relationship among different dimensions of the emotional competence of the principals of the colleges of education.

METHODOLOGY

Survey method was adopted for this study. The study was carried out on a stratified random sample of 50 Principals working in self-financing colleges of education from 3 districts of Tamil Nadu state viz., Coimbatore, Tiruppur and Erode. In selecting the sample, due representation is given to the different categories of Principals viz., gender, locale of the college and their age.

Emotional Competence Inventory for Teachers (Balasubramanian and Abilash Babu, 2008) was used to assess the emotional competence of the principals. The inventory comprises of 4 components viz., self-awareness, self-management, social awareness and relationship management. The four components of the inventory altogether contain 36 positive items and 14 negative items adopting Likert format. To assess the Personality Traits of the Principals, Cattells 16 PF Inventory was availed. This personality test is comprised of 187 statements about a person for each statement indicating how accurate it is on the scale of (1) yes (2) uncertain (3) no. It takes most people around forty five minutes to complete. The respondents of the questionnaire were informed that the test should be taken for educational purposes only.

The score obtained for the variables being studied by all the 50 Principals were consolidated and tabulated for further analysis. Keeping the objectives and the hypotheses formulated for the study, various statistical techniques viz., t-test, F-test and Pearson's Correlation Co-efficient "r" have been used in analyzing the data collected.

TESTING OF HYPOTHESES

Table 1: Personality Traits of the Principals of Colleges of Education based on their Age

S.No.	Personality Factor	Sub-variables	N	Mean	SD	F
1	Factor A	30-40	16	4.44	1.15	2.69 ^{NS}
		41-49	19	5.21	1.47	
		50 and above	15	4.33	0.90	
2	Factor B	30-40	16	1.92	0.48	2.77 ^{NS}
		41-49	19	1.57	0.36	
		50 and above	15	1.99	0.51	
3	Factor C	30-40	16	3.56	1.20	1.50 ^{NS}
		41-49	19	4.37	1.49	
		50 and above	15	3.80	1.52	
4	Factor E	30-40	16	6.13	1.36	0.17 ^{NS}
		41-49	19	5.89	1.44	
		50 and above	15	5.87	1.30	
5	Factor F	30-40	16	5.00	1.41	5.18**
		41-49	19	4.95	1.77	
		50 and above	15	4.40	2.23	
6	Factor G	30-40	16	4.63	1.31	0.47 ^{NS}
		41-49	19	4.16	1.34	
		50 and above	15	4.67	2.40	

S.No.	Personality Factor	Sub-variables	N	Mean	SD	F
7	Factor H	30-40	16	4.88	0.61	0.84 ^{NS}
		41-49	19	5.21	1.03	
		50 and above	15	5.27	1.03	
8	Factor I	30-40	16	5.06	1.73	2.36 ^{NS}
		41-49	19	4.42	1.46	
		50 and above	15	5.53	1.24	
9	Factor L	30-40	16	7.44	1.71	0.47 ^{NS}
		41-49	19	7.00	1.88	
		50 and above	15	6.87	1.50	
10	Factor M	30-40	16	4.81	1.83	0.68 ^{NS}
		41-49	19	5.37	1.34	
		50 and above	15	5.40	1.68	
11	Factor N	30-40	16	6.06	1.61	1.07 ^{NS}
		41-49	19	5.26	1.75	
		50 and above	15	5.27	2.01	
12	Factor O	30-40	16	6.94	1.81	2.98 ^{NS}
		41-49	19	6.16	1.30	
		50 and above	15	7.13	1.24	
13	Factor Q1	30-40	16	7.38	1.14	2.48 ^{NS}
		41-49	19	6.79	1.27	
		50 and above	15	6.33	1.49	
14	Factor Q2	30-40	16	5.44	1.54	0.20 ^{NS}
		41-49	19	5.68	1.20	
		50 and above	15	5.73	1.43	
15	Factor Q3	30-40	16	4.06	1.34	1.22 ^{NS}
		41-49	19	4.11	1.28	
		50 and above	15	4.80	1.82	
16	Factor Q4	30-40	16	6.25	1.12	1.16 ^{NS}
		41-49	19	5.53	1.38	
		50 and above	15	5.67	1.79	

NS: Not Significant

From Table-1, it is found there is no significant difference among the scores of the personality factors of the principals of colleges of education categorized in terms of different age groups except Factor F. Hence, it is concluded that age has no influence on the personality traits of the principals.

Table 2: Emotional Competence of the Principals of Colleges of Education based on Age

S.No.	Components of Emotional Competence	Sub-variables	N	Mean	SD	F
1	Self-Awareness	30-40	16	27.38	3.86	0.086 ^{NS}
		41-49	19	26.95	3.42	
		50 and above	15	26.87	3.92	
2	Self-Management	30-40	16	56.06	4.86	1.03 ^{NS}
		41-49	19	56.11	6.48	
		50 and above	15	58.67	5.87	
3	Social Management	30-40	16	31.19	2.10	1.05 ^{NS}
		41-49	19	29.95	2.63	

S.No.	Components of Emotional Competence	Sub-variables	N	Mean	SD	F
		50 and above	15	30.53	2.77	
4	Relationship Management	30-40	16	66.38	8.17	5.49 ^{NS}
		41-49	19	73.37	7.04	
		50 and above	15	74.33	7.06	

NS: Not Significant

Table-2 shows that the t-values are significant at 0.01 level among the scores of the relationship management of the principals of colleges of education categorized into various groups based on their age. Hence, it is concluded that age has certain influence on the principals with respect to their characters such as developing others, providing inspirational leadership, influencing others, managing conflict, encouraging teamwork and collaboration, communication and building bonds. It is also found that the t-values are not significant among the scores of the most of the components of the emotional competence of the principals of colleges of education categorised based on their age.

Table 3: Correlation Matrix among the Scores of Different Personality Traits of the Principals of the Colleges of Education

S.No	P.Fs	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
1	A	-	-0.01	0.20	0.71*	-0.05	0.07	-0.37	0.05	-0.37	0.20	-0.01	-0.28	-0.07	0.04	-0.11	-0.07
2	B	-0.13	-	0.01	0.01	-0.24	0.26	0.16	0.20	-0.09	0.08	0.02	0.09	-0.19	0.22	0.06	-0.28
3	C	0.20	0	-	0.20	0	0.03	0.021	-0.01	-0.07	0.05	0.16	0.04	0.30*	0.30*	0.11	0.29*
4	E	-0.08	0.01	0.20	-	0.18	0.06	0.04	0	0.015	0.06	0.16	0.04	0.30*	0.30*	0.11	0.29*
5	F	-0.05	-0.24	0	0.18	-	0.49*	0.03	-0.05	0.40	0.14	0.05	0.28*	0.12	-0.09	0.08	0.22
6	G	0.07	0.26	0.03	0.06	-0.49	-	0.28*	-0.02	-0.14	0.04	0.08	-0.06	0.06	0.15	0.38*	-0.18
7	H	0.37*	0.16	0.21	0.04	0.03	0.28*	-	0.02*	-0.14	0.04	0.08	-0.06	0.06	0.15	0.38*	-0.18
8	I	0.05	0.20	-0.10	0	0.05	-0.02	-0.08	-	0.29*	0.09	0.20	0.32*	-0.21	-0.10	0.06	0.21
9	L	0.37*	-0.09	-0.07	0.15	0.40*	-0.14	-0.28	-0.29	-	0.18	0.19	0.15	0.20	0.03	0.04	0.10
10	M	0.20	-0.08	0.05	0.06	-0.14	-0.04	0.01	0.09	-0.18	-	0.11	-0.12	-0.07	-0.04	0.28*	0.18
11	N	-0.01	-0.02	-0.16	-0.16	0.05	0.08	0.04	0.20	-0.19	0.11	-	0.04	-0.14	0.11	0.04	0.22
12	O	0.28*	0.09	0.05	0.13	0.28*	-0.06	0.05	0.32*	0.15	0.12	0.14	-	-0.25	-0.10	0.20	0.09
13	Q1	-0.07	-0.19	0.30*	0.21	0.12	0.06	-0.12	-0.12	0.20	0.07	0.14	-0.25	-	0.28*	-0.05	-0.03
14	Q2	0.04	0.22	0.30*	-0.14	-0.09	0.15	-0.01	-0.10	0.03	0.04	0.11	-0.10	0.28*	-	0.07	-0.04
15	Q3	-0.11	0.06	0.11	0	-0.08	0.38	0.28	0.06	0.04	0.2	0.0	0.20	-0.05	0.07	-	-0.05

							*	*			5	4					
16	Q4	-0.07	0.28*	0.29*	-0.06	0.22	-0.18	-0.18	0.21	0.10	0.18	0.22	0.10	-0.03	-0.04	-0.05	-

*Significant at 0.01 level, P.Fs: Personality Factors.

From Table-3, it is found that there is positive and significant relationship between the personality factors of the principals of colleges of education viz., F and O, G and H & Q3, H and A & G, I and O, M and Q3, O and F and Q1 and Q2. It is also found that there is no significant relationship among most of the personality factors of the principals. Hence, it is concluded that most of the personality traits of the principals do not have any influence on the other personality traits of the principals.

Table 4: Correlation Matrix among the Scores of Different Dimensions of Emotional Competency of the Principals of Colleges of Education

Components of Emotional Competence	E ₁	E ₂	E ₃	E ₄
E ₁	–	0.51*	0.18	0.31*
E ₂	0.51*	–	0.48*	0.55*
E ₃	0.18	0.49*	–	0.22 NS
E ₄	0.31*	0.55*	0.22 NS	–

*Significant at 0.01 level, NS: Not Significant, E₁: Self-Awareness; E₂: Self-Management; E₃: Social-Awareness; E₄: Relationship Management.

Table-4 depicts that there is significant and positive correlation at 0.01 level among different components of emotional competence viz. self-awareness and self-management & relationship-management, self-management and social awareness & relationship-management, social awareness and self-management & relationship-management. However, there is no significant relationship between self-awareness and social awareness, social awareness and relationship management.

EDUCATIONAL IMPLICATIONS OF THE STUDY

From results of the study, age was found to be differentiating the emotional competence of the principals and there is no significant difference in the various dimensions of emotional competence of principals. Significant relation was found between some of dimensions of emotional competence and some of the personality traits of the principals. Well conceptualized and developed emotional competence can account for the variance in life satisfaction of the principals. Emotional competence is significantly related to well-being. Emotional competence and cognitive ability are significantly associated with their career achievement.

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