

The Relationship Between Emotional Intelligence and Personality Traits Among High School Teachers

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Abstract

The main purpose of this study was to investigate emotional intelligence and personality traits of high school teachers. Descriptive survey method and quantitative approach were used in this study. Emotional Intelligence Scale and International Personality Item Pools were used for data collection. In former measure, four subscales (Self-Emotional Appraisal, Other Emotional Appraisal, Use of Emotion and Regulation of Emotion) were included. To evaluate high school teachers' personality traits, the Big Five Personality Traits (Extraversion, Agreeableness, Neuroticism, Conscientiousness and Openness to Experience) was administered. By the use of questionnaire survey, the required data were collected during December 2016. A sample of 468 high school teachers (365 from Rakhine State and 103 from Yangon Region) participated in this study. Statistical analysis techniques such as independent sample *t*-test, ANOVA, Pearson product moment correlation, multiple comparison and multiple regressions were applied in this study. It was found that most high school teachers were good at Use of Emotion among the subscales of emotional intelligence. And most high school teachers possessed Conscientiousness personality traits so they tended to control, regulate, and direct their impulses and avoid trouble and achieve high levels of success through purposeful planning and persistence. The result of independent sample *t*-test showed that there were significant difference in Extraversion personality trait between Rakhine State and Yangon Region at the 0.05 level. Then, ANOVA results showed that there were significant differences in Conscientiousness, Extraversion and Agreeableness personality traits among townships at 0.05 level. Association between emotional intelligence as measured by the Emotional intelligence Scales and other personality traits measured by International Personality Item Pools were examined, whether there was a significant relationship between emotional intelligence and personality traits of high school teachers. It was found that Other Emotional Appraisal, Use of Emotion and Regulation of Emotion were significantly associated in positive direction for personality traits. It was also observed that Openness to Experience, Conscientiousness and Agreeable were significantly associated in positive direction of emotional intelligence.

Key words: emotional intelligence, personality trait

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