

The Role of Personality Types In Predicting of Emotional Intelligence

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Abstract. Personality characteristics of each people are unique. It seems this features of personality has an impact on emotional intelligence and Ability to interact with people in a social environment. This study was conducted to determine the relationship between personality type and emotional intelligence in nursing. This study was conducted to investigate the relationship between emotional intelligence and personality types of nursing students. The research was descriptive and correlative. The study population consisted of Ardabil University of senior nursing students in 2011-2012. The study sample included 125 people. Assessment tools were the Bar-On Emotional Intelligence Inventory and MBTI personality type questionnaire. The data were analyzed by SPSS Ver20, (t test, analysis of variance, Pearson correlation and multiple regression with significant level $P < 0.05$). The result from 125 subjects showed 60% female and 40% male. Pearson correlation coefficients showed there are a significant inverse between variables extraversion– introversion and emotional intelligence with level of 0.01 ($r = -0.522$) The level of significance for the regression coefficient for extraversion - introversion is smaller than the significance level of the test ($\alpha = 0.05$) therefore Beta are predicting emotional intelligence of student with significant and confidence level of 95 percent. The coefficient of determination showed personality types will determine 0.291 distribution of their emotional intelligence. Finally obtained the significance level of the F (12.306), the significance level was smaller than the experimental error ($\alpha = 0.05$), so overall regression model is significant. Therefore Personality characteristics impacts on emotional intelligence of students.

1- Introduction

Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no connection between IQ and emotional intelligence. Intelligence is your ability to learn, as well as retrieve and apply knowledge. Emotional intelligence is a flexible set of skills

that can be acquired and improved with practice. While some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren't born with it.

Personality is the stable "style" that defines each of us. It's the result of hard-wired preferences, such as the inclination toward introversion or extroversion. IQ, emotional intelligence and personality each cover unique ground and help explain what makes us tick.

When we feel good, we work better. Feeling good lubricates mental efficiency, facilitating comprehension and complex decision-making. Upbeat moods help us feel more optimistic about our ability to achieve a goal, enhance creativity and predispose us to being more helpful. Does emotional intelligence contribute to professional success? The higher you climb the corporate ladder and the more people you supervise, the more your EI skills come into play. Talent Smart tested EI alongside 33 other important workplace skills and found it to be the strongest predictor of performance, responsible for 58% of success across all job types.

Likewise, more than 90% of top performers in leadership positions possessed a high degree of EI. On the flip side, just 20% of poor performers demonstrated high EI. Your emotional intelligence is the foundation for a host of critical skills, and it impacts most everything you say and do each day. It strongly drives leadership and personal excellence. You can be a top performer without emotional intelligence, but it's rare. People with a high degree of EI make more money than those with low EI.

The present survey has been done in descriptive and correlation form. The statistical population consists of all senior nursing candidates studying in ARDEBIL during education year 2012-2013. Among them, 125 students (60% females and 40% males) were voluntarily picked up as samples. When they were informed of research objectives, some questionnaires about personality type and EQ must be filled out.

2-Methods

In this project it has been investigated the relationship between EQ and personality types among Nursing students in ARDEBIL University. To collect data there were used two methods: scope and library. In the former one there were utilized two kinds of questionnaires: 1) Bar-on EQ questionnaire and 2) MBTI. After performing and scoring, analyzing data can be done in accordance with descriptive and inferential statistics through a prepared pack for social sciences (SPSS20). In descriptive method there were used abundance, mean amount, variance, Standard deviation, diagram and percentage distribution. But in inferential statistics there were picked multi-variable regression in Enter as well as assigning Pearson correlation to investigate the link between MBTI and EQ. Moreover to consider the significant relation between personality types among males and females it was used independent T-test, also to assign MBTI roles in EQ we used square root R as well as to identify predicted factors in EQ we had step-by-step regression.

3-Results

To infer the general link between emotional intelligence as well its elements and MBTI personality type, all their correlation coefficient are ready in table 1. EQ shows a direct relation to its five indexes however it reveals a revert correlation (-0.522) to introvert-extrovert axis in personality type. Therefore moving further toward introversion, EQ would decrease.

EQ scores and its elements went under descriptive analysis which in brief it is reported in table-2. In the table it is seen that total average of EQ scores is 309.10 which varies in different indices. The total mean in intra-person intelligence was 106.16; inter-person intelligence as 67.47; concord ability 59.17; stress management 38.18 and public temper was recorded as 38.13 as well. On the next step, the scores in MBTI had to be described statistically which the results are recorded in table-3. In gained indices means in personality, the most amount (102.27) belongs to females' axis of thoughtful-sensitive as well the least one (95.95) was recorded for being introvert-extrovert

among women. Among the observed deviations, the least standard deviation was 6.934 which related to being judgmental-perceptive among females and the most one (11.018) belongs to introversion-extroversion in men. According to mean results in table 2, we can group all female participants in the research as ESFP type (extrovert, sensitive, emotional perceptive) and ENFP type for male as (extrovert, intuitive, emotional perceptive), therefore all the students can be classified as ENFP as (extrovert, intuitive, emotional perceptive).

To analyze better and identify more careful the relation between personality types and emotional intelligence among the candidates it was used multi-variable regression analysis, As you can see in table 1 to 5.

In first hypothesis (the link between Myers-Briggs personality types and intra-personal intelligence) noticing the gained significant level for “Z” amounts for each group we could realize that there is a significant relation between two types (being thoughtful-emotional; introvert-extrovert) and intra-personal intelligence ($P < 0.05$). Moreover the identified coefficient shows that personality types can only assign 0.232 out of whole EQ distributions. In general the significant level in F is 9.075 revealing that the whole regression model is meaningful (Table 1).

In second hypothesis (the link between Myers-Briggs personality types and inter-personal intelligence), noticing the resulted significant level for “Z” amounts belong to each personality types, we could conclude that there is a significant relationship between introvert-extrovert and inter-personal intelligence ($P < 0.05$). Furthermore the setting coefficient shows that personality types only include 0.258 out of EQ distributions. Finally F assigned as 10.458 which shows the significance of total regression model (Table 2).

In third hypothesis (the link between Myers-Briggs personality types and concord ability), considering the significance level for “Z” for each group we can get that there is a meaningful relationship between introvert-extrovert and concord ability types ($P < 0.05$). Besides the setting coefficient shows that personality types only include 0.163 out of EQ distributions. Ultimately F assigned as 5.852 which reveals the whole regression model significance (Table 3).

In fourth hypothesis (the link between Myers-Briggs personality types and stress durability), noticing the significance levels for “Zs”, we can conclude that there is a significant link between introvert-extrovert and stress management if $P < 0.05$. Moreover the setting coefficient shows that personality types just have 0.101 out of EQ distributions. Finally the F significance level assigned as 3.386 that shows total regression model significance (Table 4).

For the fifth hypothesis (the link between Myers-Briggs personality types and public temper), considering this fact that Zs are significant then it is concluded that there is a significant link between introvert-extrovert and public temper ($p < 0.05$), furthermore the setting coefficient shows that personality type has only 0.045 out of EQ distributions. Ultimately F significance level assigned as 1.421 which reveals total regression model insignificance (Table 5).

Table 1. Regression analysis results of Intelligence Intrapersonal

Regression variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	198,158	35,059		5,652	.000
Thinking–Feeling	-.336	.143	-.214	-2.355	.020**
Sensing–Intuition	-.058	.131	-.040	-.443	.659
Judging–Perception	.037	.162	.019	.231	.818

Extroversion–Introversion	-.577	.103	-.466	-5.597	.000**
R	0.482				
R Square	0.232				
F	9.075				0.000

Table 2. Regression analysis results of Intelligence Interpersonal

Regression variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	89.673	24.128		3.717	.000
Thinking–Feeling	-.007	.098	-.007	-.075	.940
Sensing–Intuition	.097	.090	.096	1.079	.283
Judging–Perception	0.100	.112	.075	.899	.370
Extroversion–Introversion	-.427	.071	-.492	-6.025	.000**
R	0.508				
R Square	0.258				
F	10.458				0.000

Table 3. Regression analysis results of Adaptability

Regression variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	101.105	22.094		4.576	.000
Thinking–Feeling	-.090	.090	-.095	-1.006	.316
Sensing–Intuition	-.067	.082	-.077	-.814	.417
Judging–Perception	.025	.102	.021	.242	.810
Extroversion–Introversion	-.295	.065	-.394	-4.541	.000**
R	0.404				
R Square	0.163				
F	5.852				0.000

Table 4. Regression analysis results of Stress management

Regression variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	66,132	12,933		5.113	.000
Thinking–	-.085	.053	-.158	-1.610	.110

Feeling					
Sensing– Intuition	-.063	.048	-.129	-1.312	.192
Judging– Perception	-.010	.060	.015	-.160	.873
Extroversion– Introversion	-.124	.038	-.295	-3.273	.001*
R		0.318			
R Square		0.101			
F		3.386			0.012

Table 5. Regression analysis results of Mood General

Regression variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	42.277	16.238		2.604	.010
Thinking– Feeling	.032	.066	.049	.481	.632
Sensing– Intuition	.065	.061	.109	1.080	.282
Judging– Perception	-.045	.075	-.056	-.596	.552
Extroversion– Introversion	-.097	.048	-.189	-2.032	.044*
R		0.213			
R Square		0.045			
F		1.421			0.231

4-Discussion and conclusion

The results about the first hypothesis correspond to the survey main hypothesis and SHAKIBA's et.al,2008 and JAMSHIDI,2011, as well. The former person reported about being extrovert-introvert and the latter one said about the link between being sensitive-intuitive and judgmental-perceptive.

The results of the second hypothesis were exactly according to the main hypothesis. The findings correspond to the ones gained by SHAKIBA et.al, 2008. However they are not in agreement with JAMSHIDI's-2011. He could not obtain any significant relation between inter-personal IQ and personality types. The number of participants, measurement method, questionnaire version, the distinct seen according to age, sex, field of study and education, local-cultural differences as well as engagement to answer the questions caused some kinds of districts in researchers' results.

The results in third hypothesis correspond to the main hypothesis. They also are in agreement with the results gained by SHAKIBA et.al, 2008, however they did not correspond to JAMSHIDI's-2011. He besides did not report any significant link between concord ability and personality types.

The results in fourth hypothesis correspond to the main one and in agreement with SHAKIBA's et.al,2008 and JAMSHIDI-2011. JAMSHIDI pronounced about the significant relation between being judgmental-perceptive also SHAKIBA got some results in being extrovert-introvert.

The results in fifth hypothesis was in agreement with the main one as well as the ones announced by SHAKIBA et.al,-2008 and JAMSHIDI-2011. JAMSHIDI has reported the relation between being sensitive-intuitive and judgmental-perceptive.

According to the results obtained in the present research we can conclude that there is not any significant distinct between two sex groups in accordance with EQ. the bigger statistical sample for sure could be more accurate. It must be notified that in the project, some limitations must be considered. First the great amount of questions prepared and the long time needed to replying them, second being biased and not being enough careful among some students while answering the questions, third lack of internal sources and studies in favor of the studied subject, fourth whereas this research has been done in Iran university community, it cannot be generalized, therefore it is proposed that there must be studied the relation between EQ, MBTI personality types and the others indices such as anxiety, depression and public health among candidates. In future studies, the other social layers and groups have to be evaluated as well as broadly use for other students in other fields in different universities in bigger statistical population.

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