Impact of Emotional Intelligence on Big Five Factor Traits of Nepalese College Students

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Abstract

Finding out how the Big Five Personality Traits affected the emotional intelligence of male and female college students was the main goal of the study. 150 people (N=150) participated in the study; they were divided into 75 M and 75 F groups based on their age ranges of 18 to 22, respectively. The intended respondents complete the survey that is distributed via Google Drive. The results showed that, for males, there is no relationship between emotional intelligence and neuroticism, openness to experience, and agreeableness; on the other hand, for females, there is a relationship between emotional intelligence and extraversion, agreeableness, and Conscientiousness, as well as neuroticism and openness to experience. The survey and causal comparative design have been used.

The results also showed that there is no discernible difference between male and female college students in terms of neuroticism, extraversion, agreeableness, openness to experience, or emotional intelligence, with the exception of conscientiousness. The study's limitations and effects have been examined and a conclusion has been reached.

Keywords: *College students, emotional intelligence, the big five personality traits*

JEL Classification: *D03, D91, I23, J24, M12, Z13*

Introduction

The American Psychological Association (2017) defines personality as "individual differences in characteristic patterns of thinking, feeling, and behaving." It is recognized that the five-factor model, which employs five main elements to explain personality, was validated by Paul Costa and Robert McCrae (1997).

Big five Factor

Openness to Experience:

This is a reference to someone's inventiveness, curiosity, and readiness to

display vulnerability. Higher scorers on this trait typically work in the creative industries, are more inclined to be socially involved, and have a strong desire to learn (Lebowitz, 2016a). Individuals with lower scores are more likely to stick to routines and activities with set rules and directions rather than allowing for variation, to avoid modern art, and to follow what they know.

Consciousness

Roberts, et al (2009) define consciousness as a personality trait that is characterized as a propensity to act in a specific way when faced with specific circumstances or as the ability to understand and react to a variety of events in a reasonably consistent way over time. People with high conscientiousness put forth a lot of effort to maximize their abilities and have a significant advantage over those with low conscientiousness. On the other hand, those who lack conscientiousness usually procrastinate, become euphoric, and make rash decisions at work.

Extroverts

They discover that social interaction energizes and activates them, and they don't want to be alone. Activities that provide them the chance to socialize and interact with new people usually appeal to extroverts. Conversely, introverts and low extroversion individuals are typically quiet, reflective, and perceptive. (Dehghanana and Rezaei 2014)

Agreeableness

It illustrates how much people relate to one another and how they feel about one another. It's a notion derived from the way individuals typically speak with each other. Individuals with lower scores on this criterion are not likely to be well-liked by others and are likely to come across as aloof, conceited, awkward, and nasty. On the other hand, those who score higher on this characteristic typically have relationships that are sincere, solid, compassionate, and loving. Consistency demonstrates the degree to which people can relate to one another and their feelings for other people. It's a notion derived from the way individuals typically speak with each other. People with lower scores on this criterion are more likely to come across as callous, pompous, clumsy, and nasty, and they are also unlikely to be accepted by others. On the other hand, those who score higher on this characteristic typically have relationships that are sincere, solid, compassionate, and loving. . (Dehghanana and Rezaei 2014)

Neuroticism

Neuroticism is associated with certainty, self-belief, and self-comfort rather than with dislike or inadequacy. It draws attention to a person's mentality and emotional stability. Complications may arise from high neuroticism. Individuals with lower scores tend to be more self-assured, trust their gut feelings, and persevere through challenges.(Dehghanana and Rezaei 2014)

Emotional intelligence

According to Goleman (2018), "emotional intelligence refers to the capacity to identify and regulate emotions in ourselves and others." It consists of the five domains listed below: Having the ability to identify and comprehend one's own feelings is known as self-awareness. It encompasses more than just identifying emotions; it also requires knowing how they impact one's own actions, the moods of others, and one's own feelings.

Self-regulation

An emotionally intelligent person should be able to control and modify their moods in addition to being aware of their own emotions and how they influence other people. This isn't about suppressing, rejecting, or stifling normal emotions; rather, it's about knowing when and when to express your feelings. It means managing one's emotions in a healthy way.

Social skill is the capacity to engage with people in an effective and desired manner. To be considered really emotional intelligent, a person must be able to apply their understanding of others and their own feelings in everyday talks. (Dehghanana and Rezaei 2014)

Self-awareness

The ability to recognize and understand one's emotions is known as self-awareness. It entails more than just recognizing emotions; it also entails understanding how they affect one's own behavior, feelings, and moods. (Dehghanana and Rezaei 2014)

Social skill

It is the ability to interact with others effectively and in the way that you want them to. Understanding one's own emotions as well as those of others is only one aspect of true emotional intelligence; another is being able to apply this understanding in regular conversations. (Dehghanana and Rezaei 2014)

Empathy

The ability to identify other people's emotions is a crucial aspect of emotional intelligence. However, it involves a person's reaction to those emotions as well as the ability to identify the emotional state of others. (Dehghanana and Rezaei 2014)

Motivation

Cues that go beyond external incentives like fame, approval, and admiration are what drive emotionally intelligent people. Rather, they are driven to fulfill their aspirations and goals. They draw their energy from engaging with people and excelling to the highest levels of proficiency; they're constantly searching for ways to benefit internally. Gender, Characteristics, and Emotional Abilities These two can be used together in a decision. A person's EQ is impacted by multiple of the Big Five characteristics mentioned above. Few studies have been conducted on these subjects, but those that have, like Costa, et al (2001), revealed that in the Five Factor Model (FFM), men scored lower on neuroticism, extraversion, and agreeableness, while women scored lower on openness. There was no apparent shift in awareness. Men scored better on the extraversion characteristic, but otherwise, Chapman, et al (2007) found similar results in their study.

Statements of the problems

The literature mentioned above shows the different terminologies used in big five personalities that reflect the emotional intelligence among the students under the studies. Number of scholars have given arguments that support their findings. This is the new and virgin area for the researcher to explore what the students of Nepalese Universities think about it. It will be more interesting whether the findings apply in Nepalese context or not?

Objectives of the Study

The study focuses on the big five factors and emotional intelligence's application in Nepalese context. It tries to explore the perception of Nepalese Graduates and undergraduates regarding the big five factors and how it links with emotional intelligence.

A Review of the Literature

In their 2019 study, Naz and Malik looked at university students' emotional intelligence and cognitive styles in connection to conscientiousness and congenialness. Data were gathered from 3,500 college students using an object-spatial imagery and verbal questionnaire, a ten-item personality profile, and an emotional intelligence self-report test. The results showed that Consciousness and Agreeableness strongly moderate the positive and negative

interactions between Emotional Intelligence and Cognitive Styles.

Siegling, et al (2015) examined the invariance of the relationship between the emotional intelligence measure in males and females and the Five-Factor Personality model. Five English-speaking students, mostly seeking college degrees, were asked to take a battery of personality and emotional intelligence tests. The findings showed that, together with consciousness and agreeableness, neuroticism and extraversion are the strongest indicators of emotional intelligence (EI). Research findings showed no differences in the models used to predict global TEIQue scores from the Big Five.

The study conducted by Kappagoda (2013) investigated the connection between emotional intelligence and the five-factor model among English teachers from Sri Lanka. A 470-person sample of English teachers was chosen at random. The English teachers filled out a questionnaire using two tools. To analyze the collected data, regression analysis and the coefficient of correlation were applied. The results showed no significant correlate with neuroticism or conscientiousness, but a high positive link with agreeableness, open-mindedness, and extraversion personality qualities. It has been found that emotional intelligence has an impact on the five-factor personality model that English teachers employ.

Augusto et al. (2010) looked at the connection between psychological well-being, emotional intelligence (EI), and personality traits in college students. But it examined personality and emotional intelligence. The results showed that there is a robust association between all mental health metrics and well-being, with higher extraversion scores and lower neuroticism levels serving as markers. Furthermore, higher results demonstrated that every psychological well-being measure that tracked dominating personality features had two consistent mediums.

The consequences of gender variations in emotional intelligence were examined by Mishra and Ranjan (2008). There were 80 participants in all, 40 of whom were men and 40 of whom were women. The results show that emotional intelligence is influenced by gender, with women scoring lower than men. This suggests that men may be stronger under pressure and possess better stress and emotion management abilities.

Methodology

The study is based on basically primary data and it tries to explore the relationship between the Big five model and emotional intelligence of Nepalese college students. The causal comparative and exploratory research design has been used to meet the objectives of the study.

Hypothesis

The most important part of the research project is the research objective, from which the following inferential statistical hypothesis has been developed and evaluated in order to get the conclusion.

a)   There is a substantial association between conscientiousness, extraversion, agreeableness, neuroticism, and openness to experience, and emotional intelligence among male college students.

b)   There is a substantial association between neuroticism, conscientiousness, extraversion, agreeableness, emotional intelligence, and openness to new experiences among female college students.

c)   There issignificance difference between male and female college students in terms of the Big Five Personalities (neuroticism, agreeableness, extraversion, and conscientiousness).

d)   There is a substantial difference between male and female college students' emotional intelligence.

Sample

The sample size for this study consists of 150 college students, of whom 75 percent are male and 75 percent are female. They ranged in age from eighteen to twenty-two.

Instruments

Implementing the Neo Five-Factor Inventory (NEO-FFI) as suggested by McCrae and Costa (1999)has resulted in a modified and employed questionnaire. It is a well-respected, easy-to-use, trustworthy, and model-based

personality assessment technique that uses five factors. The first three of its sixty components are neuroticism, extraversion, and openness to new experiences. 4) Equitableness; 5) Stability. The NEO-FFI items are scored on a 5-point Likert scale that goes from Strongly Disagree to Strongly Agree. A distinct score is assigned to each of the five subscales. He further found the Test-retest reliability for his assessment is varied from 0.68 to 0.86.

Schutte et al. (1997)hascreated the Self-Report Emotional Intelligence Test (SSEIT) and he used the responses range from 1 (Strongly Disagree) to 5 (Strongly Agree), with 33 questions in total. He further found that the Test-retest consistency was 0.78. The questionnaire's overall score is calculated as the sum of its component parts. The person's emotional intelligence increases with increasing score.

Results and discussion

Results

Correlation between Emotional Intelligence and Big five personality traits among male college students:
Table 1 presents the correlation between emotional intelligence and the Big Five personality traits of male college students.

	N	E	O	A	C
Emotional Intelligencer	.034	.279	.109	.077	.477
p	Insig	Sig**	Insig	Insig	Sig**

**Significant at 0.01 level, *Significant at 0.05 level Insignificant at both 0.05 and 0.01 level

Table 1 shows the correlation between the emotional intelligence and big five traits of male students and found that all the correlation are positively correlated. The level of significance is insignificance in some cases and significance in other cases meaning that level of significance of has given the mixed results.

Table 2 shows the relationship between the Big Five personality traits and emotional intelligence in female college students.

	N	E	O	A	C
Emotional Intelligence r	.207	.522	.126	.347	.407
p	Insig	Sig**	Insig	Sig**	Sig**

**Significant at 0.01 level, *Significant at 0.05 level Insignificant at both 0.05 and 0.01 level

Table 2 demonstrates that the correlation between the big five traits and emotional intelligence of the female students are positively correlated with mixed level of significance.

Table 3 shows the mean and t-test value of neuroticism for college students, both male and female.

	N	Mean	Std.	t	p
Male	75	24.98	7.766	-0.136	Insig
Female	75	25.18	6.933		

Table 3 demonstrates the mean value response of neuroticism, standard deviation and t value. The result shows that the male students have mean value less than the female respondents that are 24.98 for male and 25.18 for female.

Table 4 shows the extraversion mean and t-test result for male and female college students.

	N	Mean	Std.	t	p
Male	75	26.60	5.736		
Female	75	27.94	6.106	-1.131	Insig

Table 4 identifies the mean and t test for male and female students regarding the extraversion and the female students have more mean value than male students such as 27.94 and 26.50 respectively for female and male respectively.

Table 5 shows the mean and t-test value of college students who are open to experience, both male and female.

	N	Mean	Std.	t	P
Male	75	26.42	5.481	.428	Insig.
Female	75	25.94	5.723		

Table 5 demonstrates the mean value of male and female students regarding the open to experience. The result found that male students have more mean value than the female students with 0.428 t-values.

Table 6 shows the mean and t-test value of college students' agreeableness between male and female.

	N	Mean	Std.	t	p
Male	75	24.96	6.493	-1.837	Sig.**
Female	75	27.34	6.461		

Table 6 found the mean value response of the male and female students regarding the agreeableness. According to the result the male students have less mean value (24.96) than the female students (27.34) with p value significant and -1.837 t value.

Table 7 shows the mean and t-test result for college students' conscientiousness, broken down by gender.

	N	Mean	Std.	t	p
Male	75	28.14	7.629.	-2.143	Sig **
Female	75	31.18	6.514		

According to the Table 7, the mean value response between the gender and consciousness and found that the male respondents have less mean value 28.14 and 31.18 for male and female respectively.

Table 8: Emotional Intelligence Mean and T-test Values for Male and Female College Students

	N	Mean	Std.	t	p
Male	75	120.08	17.356	-1.515	Insig
Female	75	125.54	17.355		

Table 8 shows that mean value response from the male and female regarding the emotional intelligence. The results found that the male respondents have less mean value (120.08) the female respondents (125.54) with -1.515 t-value.

Discussion

The data shown in Table 4.1 indicate that there is no correlation between boys' emotional intelligence and neuroticism (.034), openness to experience (.109), and agreeableness (.077). Emotional intelligence is the ability to identify, differentiate, and control one's own emotions as well as those of others. Conscientiousness (.477) and emotional intelligence (.297) show a substantial positive correlation, with a significant p value at the 0.05 level; extraversion (.297) also shows a significant positive link at the 0.01 level. The empirical evidence offered by Kappagoda (2013), which shows that neuroticism and emotional intelligence are unrelated, supports the conclusion.

The results presented in Table 4.2 demonstrate that, although there is no correlation between Emotional Intelligence and Neuroticism (-.207) or Openness to Experience (-.126) in females, there is a positive and significant correlation between Emotional Intelligence and Extraversion (.522), Agreeableness (.347), and Conscientiousness (.407), with the p value being significant at the 0.01 level. Evaluating someone's emotional stability is a personality trait called neuroticism.

It is backed by research by Dehghanan and Rezaei (2014), which demonstrates a substantial positive correlation between conscientiousness, agreeableness, extraversion, and emotional intelligence. The results of Table 4.3 show that there is no significant difference in neuroticism between college candidates who are male and female (t value = -0.136). However, Weisberg, et al (2011) investigated this issue and discovered that women rated their neuroticism higher than did males. With a t value of (-1.131), Table 4.4's results indicate that there is no appreciable difference

in extraversion between male and female college students. There is no discernible difference in Openness to Experience between male and female college students, as Table 4.5's t values of (0.428) demonstrate.

The data presented in Table 4.6 reveal a t value of -1.837, suggesting that there is no significant variation in agreeableness between male and female college students. Given that Table 4.7's t value is (-2.143), there is a significant difference in the conscientiousness of men and women. The results of the current study for tables 4.5, 4.6, and 4.7 are corroborated by research by Atta, et al (2013), which demonstrates that there is a gender difference in emotional intelligence and conscientiousness but not in agreeableness or openness to experience. Table 4.8's results indicate that there is no statistically significant difference in the mean emotional intelligence of male and female college students (t value = -1.515).

Empirical research from Pant and Prakash (2004), who examined gender variations in emotional intelligence in Indian populations and found no correlation between the two, supports the findings. Similar result has been found in this study too.

Conclusion

Unlike neuroticism, agreeableness, and openness to new experiences, men's emotional intelligence has a substantial positive correlation with conscientiousness and extraversion. Emotional intelligence in females is positively and significantly connected with conscientiousness, agreeableness, and extraversion, but not with neuroticism or openness to new experiences. There is no discernible difference between male and female college students in terms of neuroticism, extraversion, agreeableness, openness to experience, and emotional intelligence. Male and female college students differ greatly in their levels of conscientiousness.

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