Inter Relationship between Emotional Intelligence and Personality Trait of Educator Leaders

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Abstract

The main objective of this cross-sectional study is to determine inter relationship of emotional intelligence and personality trait (Conscientiousness, Openness to experiences, Extraversion, Agreeableness) among school educator leaders in High Performance Schools (SBT). Two sets of questionnaire to measure emotional intelligence and personality trait were administered to 306 (89%) subjects who were selected by stratified random sampling in 15 SBT schools in Malaysia. Data were analyzed through inferential statistics such as correlation. The finding by the bivariate analysis using the Pearson correlation method indicates that the personality trait such as Conscientiousness ($r=.552$, $p<.05$),Openness to experiences ($r=.362$, $p<.05$), Extraversion ($r=.505$, $p<.05$), Agreeableness ($r=.193$, $p<.05$) are positively and significant correlated with overall emotional intelligence among the schools educator leaders. The correlation values of the personality Conscientiousness trait ($r=.552$, $p<.05$) are higher than the correlation values of the rest of others personality traits and emotional intelligence. This finding suggests that personality Conscientiousness trait have stronger relationship with emotional intelligence compare to the others traits. On a practical note, the assessment of psychological construct in schools setting such as emotional intelligence and personality could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational contexts.

Introduction

Nowdays, all organizations find themselves constantly facing the challenge of having to cope with the rapidly changing environmet. Many organization includes High Performance Schools (SBT) is vey much influenced by turbulence associated with globalization, rapid development, constant innovation and rapid changes in stakeholder's expectations etc. Many studied have shown significant differences of human behaviour when there are changes in the environment (Secord & Beckman, 1969; Piderit, 2000). Most of the changes relate to the personality, emotional intelligence and many others. Other studied showed that personality and emotional intelligence were vital keys to achieve organizational goals and succeeding in change environment (Eby, Adam, Russell & Gaby, 2000).

A proper and structured management of educator leaders in schools is vital to ensure the effectiveness of their services to the student. Thus, educator leaders should also be protected

against too much physical and emotional burden while facing organizational change such as in policy, communication technology, constant innovation, globalization as well as in education system itself. In this changing process, educator leaders are constantly under pressure to find new and good solutions, which will preserve future competitiveness.

Educator leaders should try to survive and remain competitive, so that they are reorganizing, reimplementing and restructure a new approach. In other words, they constantly try to face the changes in order to fulfill the recognization and at the same time need to be sustainable in the competititive environment to continuously improve the changing conditions to enchance education system in Malaysia. These ongoing and seemingly endless efforts can put a lot of strain not only on school organization but also on individual. According to Beer and Nohria (2000) argue that 70 per cent of changes process fail because of lack of strategy and vision, lack of communication and trust, lack of top management (leaders), resistance to change etc that will effect the individual work performance. The key factor for school organizations to compete and sustain themselves is emotional and personality.

Therefore, the tolerance towards the emotional aspects of educator leaders work, in turn, can be influenced by a person's characteristics such as emotional intelligence (EI) and trait personality on work performance. As the educator leaders in an organized group, like other profit oriented employees, it was require appropriate management. The need for good management comes from the fact that teacher profession can be cost-effective, but not cost-free. Thus, effective management of the people in school organizations can help minimize cost, and ensuring the continuity of good service to the schools institution.

By pooling available resources, people can do much more than they can do alone. That is why there is a need to mobilize individuals in an organized manner especially in psychological construct. To manage educator leaders professionally, much like the human resource department in many organizations, the educator leaders in school institution needs professional input especially from scholars and researchers in order to understand how to produce a high quality of work performances. Additionally, when it comes to improve organizational effectiveness and enhance work performances, management from education scholars, intellectual discourse, and practitioners are beginning to emphasize the importance of a educator leader's emotional intelligence (EQ) and personality traits in order to achieve high work performance.

Issue of study
Educator leaders are important to the schools institution that makes a schools organization successful, at the sama time they embedded in a complex educational changes. The change of system constantly threatens their ability to function well because competitive and harsh working environment will bring negative impact on them. These can lead to emotional outburst.

When goverment was implemented High School Performances programme (SBT), educator leaders facing a lof of autonomy changes such as in organizing, reschedule and implement

various programme - how to get things done in a timely and effective way. In other words, this situation indicates that leader need to show their ability when school institution facing all these changes and its needs some appropriate psychological construct such as emotional intelligence and personality. Besides, the problems of implementation all these things, the really issues is about how leaders influences their behaviour such as emotional intelligence and personality trait in order to enhance work performance. Therefore, it is imperative study such as this is carried out to help identify these factors in specifically that influence them to be engaged in organised manner to produce good quality of performances. Therefore the objective of this study is to determine the relationship between emotional intelligence and personality trait (Conscientiousness, Openness to experiences, Extraversion, Agreeableness).

Literature Review

Emotional Intelligence

The concept of emotional intelligence was firstly introduced by Salovey & Mayer (1990) as three adaptive abilities namely the ability (1) to appraise and express emotion, (2) to regulate emotions, and (3) to utilize emotions in solving problems. The first two abilities apply to oneself and others. Another definition contains an elaboration of the components of appraisal and utilizing emotion. Emotional intelligence is said to refer to "an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them" (Mayer, Caruso & Salovey, 2000). Their model of emotional intelligence involves four branches namely 'reflectively regulating emotions', 'understanding emotions', 'assimilating emotion in thought' and 'perceiving and expressing emotion'.

Other models also offer different numbers of EI component. The model by Dulewicz and Higgs (1999) has seven components (self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, and conscientiousness and integrity).

On the other hand, Daniel Goleman who was responsible to popularize the term emotional intelligence. According to Goleman (1995 & 1998), emotional intelligence is an important factor in determining personal success as a student, teacher, parent, manager, and leader. However, hard evidence on the link between emotional intelligence and leadership is sparse (Higgs & Aitken, 2003; Palmer, Walls, Burgess & Stough, 2001). This paucity can be attributed to, among other, the differing ways of conceptualizing emotional intelligence. Petrides and Furnham (2000) listed three main models namely hierarchical model, (cognitive) ability model, and mixed models (personality variables plus cognitive ability). It is in the same publication that Petrides and Furnham distinguish trait EI from information-processing EI.

Finally, Bar On (1997) has placed emotional intelligence in the context of personality theory. He defined emotional intelligence as an umbrella concept of non –cognitive capabilities, competencies and skill, which helps an individual to become more efficient in coping with environmental demands and pressures. He proposed a model of non-cognitive intelligences that includes five broad areas of skills or competencies, more specific skills that appear to

contribute to success. These include intra-personal skills, inter-personal skills, adaptability, stress managemant, and general mood (optimisim happiness).

In the recent year, the most appropriate method of measuring emotional intellgence is currently an area of controversy. Because there are many conflicting emotional model, it is not easy work to describe emotional intelligence, the proximal roots of which lie in the work of Gardner, (1983), and more specifically in his concept of intrapersonal and interpersonal intelligence (Mayer, Salavey & Caruso, 2004), Petrides, Frederickson & Furhnam, 2004). Based on discussion above, emotional intelligence is characterised by some researchers as an ability, involving the cognitive processing of emotional information, which is accordingly most appropriately measured by performances test. An alternative proposal is that emotional intelligence should be regarded as a dispositional tendency like personality which can be assessed by self-report questionnaire.

Therefore, there has been an interesting interest in the theoritical development of the concept of emotional intelligence in an attempt to identify wheather or not this newly introduced concept accounts for variance not already accounted for by intelligence and/or personality (Fox & Spector, 2000; Van der Zee et al, 2002) in various human transactions. Thus, it is not currently clear if emotional intelligence actually assess the same constuct, and in this context Petrides and Fruhnam (2001) have suggested the terminology 'ability EI' and 'trait EI" to distinguish the two measurement approaches. Ability EI or cognitive-emotional ability refers to one's actual ability to recognize, process and utilize emotion-laden information. Meanwhile trait EI refers to self-perceptions concerning ones' ability to recognize, process and utilize emotion-laden information. Petrides and Furhnam (2003) further stated that ability and trait EI are different construct, but that their theoretical domain may overlap.

Recent debates on EI have focused largely on whether trait EI measured by self- report tests has predictive power over above traditional personality traits. The results of several studies have indicated that trait EI might be a valid constuct in the prediction of life satisfaction, somatic complaints, rumination and coping styles (Kluemper, 2008; Petrides, Pita & Kokkinaki, 2007). However, the ability of trait EI in an academic setting is still unclear (Tok & Morali, 2009; Barchard, 2003). Consistent say that emotional intelligence as a construct has been showed to be an independent construct from personality (Caruso, Mayer & Salovey, 2002; McCrae, 2000; Zadal, 2004; Vakola, Tsaousis & Nikolauo, 2004; Shulman & Hemeenover, 2006). Those researchers used an ability and trait measure of emotional intelligence and 16PF as personality measure. However, Higgs (2001) found a positive correlation between emotional intelligence and the function of Intuition, but not Feeling, in Myer-Briggs Type Indicator. This findings show that the relationship between emotional intelligence and personality is still far from clear.

For the current study, the authors retained the original items for translation Malay Language. The translation work was done to suit the scale for the student participants and more importantly, for future use in the general local population. Therefore, the definition of emotional intelligence is the same as adopted by Goleman (2001). The construct is operationally defined as the score on the EI scale developed by Goleman (2001).

Trait Personality (Five Factor Model of Personality)
Personality is a set of psychological traits and mechanism within the individual which was organized, relatively endured and influenced his or her interaction with the adaptation to the envirionment (Pevin & John, 2001). It consists of dynamic oragnization triats that determine how a person adjust himself uniquely to those environment includes seven categories; biosphyisal, biocosial, unique, integrative, adjustment, differentaite essential and omnibus (Alport,, 1961).

Consensus is emerging that a five-factor model of personality can be used to describe the most salient aspects of personality (Goldberg, 1990). The Big Five is the commonly used term for the model of personality which decribes the five fundamental factors of our personality. It combines the emotion, attitude and behaviour of the people. It was defined as consistent pattern of thought, feelings or actions that distinguish people from one another (Huffman, 2007). According to McCrae and Costa (1987), there are five factor models which are extraversion, agreeableness, conscientiousness, neuroticism and openness to experience.
Extroverts are often competitive in nature and higly involved in many social circles and activities. It includes traits such as sociability, assertiveness and talkativeness. Extraversion is characterised by positive feelings and experiences and its therefore seen as positive affect (Clark & Watson, 1991). They are often full of energy and actively seek out attention from others. For example, individuals scoring high on this dimensions are good at getting members of the team excited about their task, increasing energy, inspiring team spirit and reducing conflict. Opposite to extraverts is introverts that may be decribed as quiet, reserved, shy, unsociable dan like being alone. The person in the middle of the dimensions likes a mixture between social situations and solitude (Howard & Howar, 2004).

Openness to experiences includes active imagination, aesthetic sensitivity, attentiveness to inner feelings, a preference for variety, intellectual curiosity and independence of judgement. Individuals scoring high on openness to experience are characterized by traits such as imagination, unconventionality, autonomy, creativity and divergent thinking (John & Srivastava, 1999). They are often travelllers seeking new cultures and ideas to add to their own experiences. It also indicates people in this dimension are more creative and able to express and understand their emotions. Scoring low on the scale generally indicates people who are more straightforward or traditional.

Conscientiousness refers to self- control and the active process of planning, organising and caring out tasks (Barrick & Mount, 1993). This kind of person is very responsible with work and will be very careful to make a decision. People who score high on the Conscientiousness scale show great self-discipline and awareness of their responsibility to themselves and society. They often have high regard for achievement and will use achievement as a means to measure themselves againts others. This will lead to people who are very organized, academically prepared and successful in a variety of situations. They are also follow the schedules and able to accomplish tasks that they would like to. For example the more conscientious a person is the more competent, dutiful, orderly, responsible and through (Costa & McCrae, 1992).

Agreeableness is the individual who are altruistic, warm, generous, trusting and cooperative (McCrae & Costa, 1987). In a simple way, an agreeable person is concerned with the welfare and interest of others people. Basically people who score high on the agreeableness can be a prerequiste to be able to understand others feeling as well. People who score high on the agreeableness scale show great compassion, cooperativeness and empathy for all the members of society. They also have an optimistic view on human nature and believe that people in general are honest and cooperative. This altruistic view on life leads ti them being involved in many social causes. Diasgreeable people are generally unconcerned with other's well-being and are less likely to extend themselves on other people (Costa (McCrae, 2003).

Linking Emotional Intelligence and Trait Personality
Prior research has explored the concept of emotional intelligence, which is the ability both to know one's own emotions and read others' emotions as well (Goleman, 2001). Thus, emotional intelligence is an important collection of a series of capabilities such as abilities as the person able to maintain his motivation and resist against difficulties, postpone his impulsiveties, adjust his own moods, empathy with others and hopeful (Akharzade, 2004). Meanwhile, personality is an abstract concept which involves actions, emotions, recognition and motivations of a person. Humans have unique personality, and remained constant in a long time. Work by Zadal (2004) has assessed the link between emotional intelligence by using Emotional Competence Inventory (Goleman's inventory) and personality trait. This study found that there is a significant relationship between emotional intelligence and personality trait of extraversion.

Moreover, Brackett & Mayer (2003) found highly significant correlation between Emotion Quotient Inventory (Bar On's inventory) and extraversion, agreeableness, conscientiousness, neuroticism factors and moderately significant correlation were found with openeness factors of the Big Five. This consistent with the study by Sala (2002) found that the Emotional Competence Inventory (Goleman's inventory) correlate significant with three of the Big Five Personality factors namely; extraversion, openeness and conscientiousness.

A study by Matchimanon (2001), examined the relationshio between personality and emotional intelligence of 304 employees. The finding revealed that overall emotional intelligence was significantly related with personality dimensions at .01 level. Besides, Kemp, Cooper, Hermens, Gordon, Bryant & Williams (2005) explored relationship between Brain Resource Inventory for emotional intelligence and variables relevant to understanding on emotional ientelligence. It was found that emotional intelligence was associated more with personality than cognitive ability. It came out that the study on relationship between personality and emotional intelligence by aming to explore what dimensions of personality strongly correlated with aspect of emotional intelligence.

The research conducted by Besharat (2010) as 'studying the relationship between the aspect of personality and emotional intelligence'. The research results showed that there is a significant positive correlation between emotional intelligence, the dimensions of extraversion, managing the experiences, harmony and conscientiousness and negative relationship between emotional

intelligence and neuroticism. In fact, the data also showed that only two dimensions of extraversion and neuroticism can predict the changes related to emotional intelligence in positive and negative directions, respectively. The mechanisms namely, regulating the emotions, preparing for positive experience and preparing for negative experiences justify and explain the correlation of personality dimensions and emotional intelligence (Javad et al, 2011). Athota, O'connor & Jackson (2009) showed in his research that emotional intelligence becomes a significant predictor of personality trait Extraversion, Openness, Agreeableness and Neuroticism. Accoding to research by Petrides, Vernon, Scnermer, Ligthart, Boomsma & Veselka (2010), emotional intelligence only correlates significant positively with Extraversion, and Openness. This result is in line with those of several studies. For example, Shulman & Hemeenover (2006) found that emotional intelligence has a positive relationship with the Extraversion and Openness domain of personality.

Research on emotions in the workplace suggests that emotions may drive productivity gains, innovations, and accomplishment of individuals, teams and organizations (Cooper, 1997). Educator leaders with high emotional intelligence are said to be more effective at leading and managing others and fostering positive personality trait of extraversion, agreeableness, conscientiousness and openness to experience. Furthermore, individuals high on emotional intelligence are also said to be good in using emotions to guide decision making and encourage open – minded in idea generation, because they can consider multiple points of view especially for those possess high in openness to experience domain.

Method
Research design
The authors opted for a cross-sectional design due to time constraints. Only the survey method was used due to the fact that this study is a fundamental type of study. It is meant to be the foundation for further studies.

Instruments
The questionnaire pack comprises sections that measures demographic information, emotional intelligence and personality trait. All parts of the questionnaire have both English and Malay Language versions. Back translation method was used to ensure the accuracy of the translation. As for demographic, the respondents were required to answer questions about their age, sex, race, religion, marital status and experiences as leaders in school.

The Emotional Intelligence Scale consists of 63 items for measuring global emotional intelligence in the present study. Whereas for NEO Five factor inventory, a 48 item version of the NEO PI-R was used to examine personality trait. It is scored for five dimensions namely, Extraversion, Openness to Experience, Agreeableness and Conscientiousness.

Data Collection

There were 311 (94.2%) respondents who completed the study from five selected location (Zone 1 – Zone 5). But only 306 (92%) questionnaires were included in the analysis after

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screening process was done. In this study, the subject were involved such as principals, senior assistant 1, senior assistant 2, Co-Curriculum of senior assistant and head of programme from 16 High Performance Schools (SBT) in Malaysia.

The data were analyzed using *SPSS for Windows 16.00.* Statistical analysis like frequency, mean, standard deviation, correlation and independent sample *t*-test were used. Internal consistency was used as the reliability estimate for all scales. For this purpose, α-Cronbach was calculated and presented in Table 1. The measures were found to vary widely in their internal reliability, with Cronbach Alpha ranging from .869 to .970.

Table 1 : Internal Reliability (α-Cronbach) of the Scales.

Measures	*N*	α-Cronbach
Emotional Intelligence Scale	306	.970
Five Factor Model Personality	306	.869
Conscientiousness		.855
Extraversion		.742
Openness to Experience		.742
Agreeableness		.731

Findings and Disscussions

The descriptive statistics are presented to provide background information of the scales used and respondents. The analysis for the scales was done based on all respondents.

Table 2 : The Number and Percentage of Respondent by Sex.

Sex

	Frequency	Percent *%*
Males	132	43.1
Females	174	56.9
Total	306	100.0

Table 2 presents the number and percentages of the educator leaders who are males and females. According to Table 2, the total number of respondent is 306 where the number of male respondent is, 132 and the female respondent is 174. Overall, there are slightly more females respondents (in terms of percentage) which indicated 13.8% differences.

Table 3 : The Number and Percentage of Respondent by Age.

Age

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	Frequency	Per cent%
26 – 30 years	29	9.5
31 – 40 years	104	34
41 – 50 years	128	41.8
51 – 60 years	45	14.7
Total	306	100.0

Referring to Table 3, the data shows that the largest group of respondent from the age group of 41 to 50 years old makes up 41.8 percent of the total respondent. The second largest age group comes from the age group of 31 to 40 years old amounts to 34 percent from the group. The next age group of 51 to 60 years old has a percentage amount of 14.7 percent. Lastly, the lowest number of respondent in the current study respondents comes from the age group of 26 to 30 years old totaled 9.5 percent of the research respondents.

Table 4 : The Number and Percentage of Respondent by Education Level.

Education Level	Frequency	Per cent%
STPM	3	1.0
Diploma	4	1.3
Degree	255	83.3
Post Degree	43	14.1
PhD	1	0.3
Total	306	100.0

Table 4 shows the number of respondent grouped according to their level of education. The table also show the number of respondents group accordingly in percentage. The number of respondents with the level of education of STPM amounts to 1.00 percent of the total study respondents. The respondents with the level of Diploma formed 1.3 percent of the study. The next category of Degree registered a percentage of 83.3. The following respondents with the level of Post- Degree makes up a percentage of 14.1. Finally the percent of respondents with the level of Ph.D is 0.3. As the Table 4 shows, the largest group of respondent in this study belonged to the education category of Degree, followed by the category of Post-Degree. The third largest category belongs to respondents from the Diploma category.

Correlation Matrix of the Relationship Between the Five Factor Model of Personality and Emotional Intelligence.

Table 5 presents the relationship between the dimensions of the Five Factor Model of Personality and emotional intelligence. The matrix technique of Pearson Correlation was used to measure the relationship between the variables of the study.

H 1   There is a positive significant relationship between Personality Trait (*Conscientiousness, Openness to experiences,Extraversion,Agreeableness)* and Emotional Intelligence.

Table 5 : Pearson Correlation Between the Five Factor Model of Personality and Emotional Intelligence

Dimensions of Personality		Emotional Intelligence
Extraversion	Correlations Pearson	0.505(**)
	Sig. (2- tail)	.000
Agreeableness	Correlations Pearson)	0.193(**)
	Sig. (2- tail)	.001
Openess To Experience	Correlations Pearson	0.362 (**)
	Sig. (2- tail)	.000
Conscientiousness	Correlations Pearson	0.552 (**)
	Sig. (2- tail)	.000

N= 306
** Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

The result analysis in Table 5 shows that there is a significant positive relationship between Conscientiousness (r=.552, p<.05), Openness to experiences (r=.362, p<.05), Extraversion (r=.505,p<.05),Agreeableness (r=.193,p<.05) and Emotional Intelligence. Consequently, hypothesis H 1 is accepted.

Given the significance of the positive relationship between Conscientiousness, Openness to experiences, Extraversion, Agreeableness and emotional intelligence, this study shows that human traits of personality Conscientiousness, Openness to experiences, Extraversion and Agreeableness is more likely to engage in emotional intelligence in schools institution e.g the higher the respondents' level of emotional intelligence, the more extraverted he or she is and same goes to the other trait. Finding from a study conducted by Skovholt & D'Rozario (2000) suggest that excellent teachers are those who display empathy toward other and have ability to interact socially with their environment. Moreover, school leaders with high emotional intelligence excel in their job because they are always open to new ideas and welcome any feedback about any issue from others such as colleagues and students. This will open a commucation pathway as well as perserve future changes.

As for correlation analysis, emotional intelligence correlated with all dimension of personality such as Conscientiousness, Openness to experiences, Extraversion, dan Agreeableness. This means the subjects was affected by the personality traits and emotional intelligence. People high in EI are more tough minded, more emotionally stable, and outward oriented. This indicates that emotional intelligence goes hand in hand with other positive personality traits. Indeed, it was supported by other researchers such as McCrae (2000), Day & Carrol (2004),

Zadel (2004), Shulman & Hemeenover (2006) and Athota, O'connor & Jackson (2009) reporting a similar set of findings.

The results also suggest the particular measure of EI (Goleman, 2001) reflects emotional intelligence as a trait. This is in contrast with findings by Caruso et al. (2002) where EI is found to be an independent construct from personality. It is possible that the independence is observed because Caruso et al. used an ability based measure of EI. On the other hand, in a discriminant validity study conducted by Schutte et al. (1998), their EI measure did not correlate with the big five personality measures except for openness to experience. Nevertheless, the validation study was conducted on 23 college students whose average age is lower than the present sample. The results obtained by Schutte et al. (1998) could have been obtained due to the narrow range of data. Therefore, we might still conclude that the connection between personality and emotional intelligence depends on the type of measure used.

The study result supported the assumption that the five personality dimensions are related to emotional intelligence aspects at a moderate level. This consistent with Weisnger (1998) reported that competence of monitoring self emotion and well managed emotion of emotional intelligence have influenced in proper self expression behavior where the individual's personality could be specified by the conduct of that individual.

In this study, the strongest correlation is observed for Conscientiousness. The result of our study, along with those of previous studies, cleary indicate the useful nature of the personality trait, especially Conscientiousness. The higher the respondents' level of emotional intelligence, the more Conscientiousness he or she is. This was consistent with the study was done by Douglas, Ceasar, Frink, Dwight, Ferris & Gerald (2004) indicated that person has a high level of emotional intelligence brings a positive effects on Conscientiousness trait personality. It was supported by Ones and Viswesvaran (1996) have suggested a theory of conscientiousness at work, according to which highly conscientious individuals show greater self-control, organizing, strong-willed and careful than less conscientious individuals because: (a) they spend more time on orderliness(s) the are assigned to; (b) they acquire greater job knowledge; (c) they set goals autonomously and persist in following them; (d) they go beyond role requirement in the workplace; and (e) the avoid counterproductive behavior. Thus, conscientious individuals are better educator leaders than less conscientious people because they control their work-related behaviors as well as their emotional status.

For the individuals with high character of conscientiousness, they would live their education lives with goals, circumspectness, unwaveringness, punctuality and reliability. It was concluded that educators leaders with high conscientiousness and high emotional intelligence would always perceive self confident, self worthiness, motivated to work for targets sets, concentrated at work and recognition of problem soving approach eventhough in the changing proses. These characters are necessary for working in a school institution. Moreover, Salgoda (1997) found that conscientiousness and emotional stability were predictor in predicting job performance.

In comparison with the theory, the current study also produced a similar finding that high conscientiousness individual does show greater emotional level of intelligence with a score of r = .552, p< 0.05. Therefore it is to say, the more conscientious an individual is in the school organization, the more emotional on part of the production positive feeling dimension has occured.

Conclusion

This study investigated the relationship among the emotional intelligence and personality trait conscientiousness, openness to experiences, extraversion and agreeableness. The research examined the strength of relationship from educator leaders' perspective. Overall, the result of this study show that conscientiousness, openness to experiences, extraversion, agreeableness and emotional intelligence are useful in relationship of leadership behaviour.The finding revealed that conscientiousness emerged as stonger relationship of emotional intelligence followed by extraversion, openness to experiences, and agreeableness.

Understanding precisely how personality triats and emotional relates may have several implication for human resources practitioner and leadership in school setting, particularly in the area of selection and leadership development. Specifically, aspects of personality and emotionall intelligence identified as underlying attributes of effective leaders may provide additional selection for identifying potentially quality educator leaders in schools institution. Collectively, the results provide support for the relevance of the five-factor model and emotional intelligence in leadership school research.

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