Relationship between Teachers Personality Traits and their Decision-Making Styles: Moderating Role of Emotional Intelligence

Asma Asma[*], Rahim Khan[†]

Abstract

Decision-making is an important part of everyday life and is greatly influenced by personality traits. Current study was conducted to explore relationship between university teachers' personality traits and decision-making styles and moderating role of emotional intelligence in relationship between the two said variables in KP province of Pakistan. To address six research hypotheses that are linked to some eminent gaps identified in the literature, a quantitative research design was followed. Population of this study comprised of 3,345 university teachers of all 20 universities in Peshawar and Mardan Division. The sample group in the current study was 429 university teachers using a stratified random sampling technique. Three adapted survey questionnaires containing 90 items, and 7 demographic variables were administered to collect data. Collected data were analyzed through multiple regression analysis. Current study discovered a relationship between rational and intuitive decision-making styles and openness to experience, conscientiousness, extroversion, and agreeableness except for neuroticism personality traits. Furthermore, openness, conscientiousness, and agreeableness had a significant relationship with dependent decision-making style, but extroversion and neuroticism had an insignificant relationship. In terms of avoidant decision-making, openness, conscientiousness, extroversion, and neuroticism had significant relationship with avoidant decision style and agreeableness had insignificant relationship. Openness to experience does not significantly predicts spontaneous decision-making style, while conscientiousness, extroversion, agreeableness, and neuroticism did. Finally, emotional intelligence moderates the relationship between personality traits and decision-making styles.

Keywords: decision making styles, personality traits, emotional intelligence.

Introduction

An educational institution's effectiveness is determined by a variety of factors, including high qualifications, experience, talent, and expertise, aiming high, and doing something in the right way. Among these characteristics, teachers' personalities and decision-making styles are critical. How people approach problems and make judgments depends on

[*] Lecturer, Department of Education, Islamia College University Peshawar, Khyber Pakhtunkhwa, Pakistan.
Email id: asma@icp.edu.pk

† Assistant Professor, Qurtuba University of Science & Information Technology, Peshawar, Khyber Pakhtunkhwa, Pakistan. Email: dr.rahim43@gmail.com

individual differences, as they each have a unique way of thinking, processing information, and making decisions. Put it differently, the decision-making style is influenced by personality type. Ahmed, Hasnain, and Venkatesan (2012) substantiate this assertion by claiming that "Personality is most often recognized as a potential predictor of decision-making styles."

Personality traits have a substantial impact on how one feels, thinks, behaves, acts, and how a person makes decisions. Personality traits have a substantial influence on type of decision-making styles (DMS) that individuals use. Some teachers make their decisions based on current events, so they pay attention to what is going on right now. Some teachers like to get knowledge from their surrounding environment. Others base their decision on their inner world of concepts and ideas. Some are impulsive, relying on previous experiences or analogous situations to make decisions. Others rely on logical objective of alternatives, while some rely on the experiential analysis of alternatives (Detert, Treviño, & Sweitzer, 2008).

The current study is theoretically driven by the big five personality trait model of McCrae & Costa, (1987) and Scott & Bruce, (1995) decision-making styles. In this regard, a few studies (Bajwa et al., 2016; Bayram & Aydemir, 2017; El Othman et al., 2020; Juanchich, Dewberry, Sirota, & Narendran, 2016; Khiruddin & Omar, 2011; Narooi & Karazee, 2015; M. N. Riaz et al., 2012) have been conducted.

Statement of the Problem

Researchers and practitioners in the field of education have looked at personality traits in relation to cognitive style Sadler-Smith and Shefy (2004), thinking styles Epstein (2003). Decision-making highly depends on cognitive abilities. The cognitive make-up of a decision maker, referred to as decision making styles. Cognitive abilities, past experiences, age and personality differences are only a few of the factors that influence decision-making (Bob-Onyeneke, 2017). These decision-making styles are characterized by variations in human traits. Belhekar (2017) claimed that, in addition to other aspects, an individual's personality traits have a substantial part in decision-making. He claims that personality traits have a larger and more vital part in decision-making. Personality traits have been shown to influence decision-making style, and university teachers' decisions are heavily influenced by their personalities. Personality appears to be one of factors that influence a teacher's decision-making style. So, it

became necessary for the researchers to know how personality traits affect university teachers' decisions.

Objectives of the Study

Following are the objectives of the current study:

a) To find out the relationship between teachers Personality Traits and Rational Decision-Making Style.
b) To find out the relationship between teachers Personality Traits and Intuitive Decision-Making Style.
c) To find out the relationship between teachers Personality Traits and Dependent Decision-Making Style.
d) To find out the relationship between teachers Personality Traits and Avoidant Decision-Making Style.
e) To find out the relationship between teachers Personality Traits and Spontaneous Decision-Making Style.
f) To explore the moderating role of Emotional Intelligence in the relationship between teachers Personality Traits and Decision making Styles.

Literature Review

According to Sadler-Smith and Shefy (2004), effective decision-making demand a blend of characteristics, including novelty Baer (2012), consistency, caution, healthy psychological state, restraint, enthusiasm, and decency. As Nutt (1984) points out, decision-making is a function of the decision maker's cognitive constitution, which differs between personality types. Thus, a person's personality feature has significant impact on how they think, feel, and conduct. These characteristics can help determine the decision-making style that is most compatible with their personality. Carl Jung's (1923) personality theory is recognized as the foundation for the majority of literature on decision making styles. According to his theory of personality, the way one thinks, sees, and judges the world has an effect on one's conduct (Jabeen & Akhtar, 2013). According to his personality theory, individuals with varying personality types acquire varying dominating decision-making patterns.

Personality features have a strong impact on how decisions are made. El Othman, El Othman, Hallit, Obeid, and Hallit (2020) found that personality traits and decision-making styles are linked. Bayram and Aydemir (2017) found personality traits to be significantly associated with decision making styles. Conscientiousness has a significant impact on rational style of decision-making (Bajwa, Batool, Asma, Ali, & Ajmal,

2016). Narooi and Karazee (2015) identified relationships between personality traits and decision-making styles (p=0.001). Asma, Malik, Iqbal, Khan, and Hussain (2021) found emotional exhaustion and depersonalization were found to be predicted by openness to experience and neuroticism personality traits, while extroversion and neuroticism were found to express personal achievement. Asma, Malik, and Hassan (2022) found a link between Openness to Experience, Extroversion, Agreeableness, and job performance.

Conceptual Framework of the Study

On the basis of literature review, below mention is conceptual model for current study;

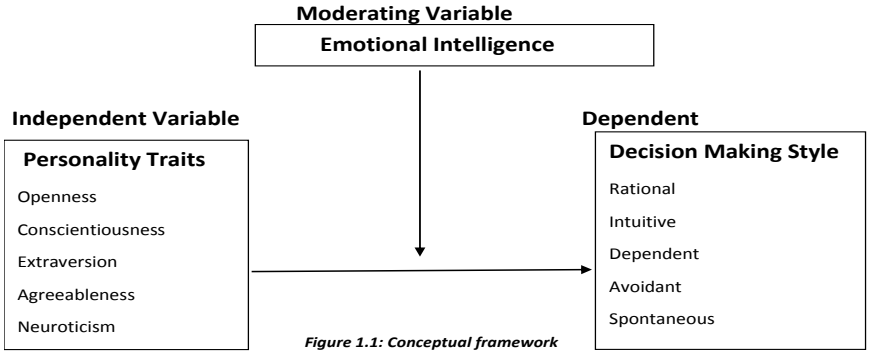

Figure 1.1: Conceptual framework

Research Hypotheses

According to conceptual model, following research hypotheses have been framed to be tested:

H1: There is significant relationship between teachers' Personality Traits and Rational Decision-Making Style.

H2: There is significant relationship between teachers' Personality Traits and Intuitive Decision-Making Style.

H3: There is significant relationship between teachers' Personality Traits and Dependent Decision-Making Style.

H4: There is significant relationship between teachers' Personality Traits and Avoidant Decision-Making Style.

H5: There is significant relationship between teachers' Personality Traits and Spontaneous Decision-Making Style.

H6: Emotional intelligence will moderate relationship between teachers' Personality Traits and Decision-Making Styles.

Research Methodology

As this study is founded on facts and factual information and researcher tested some hypotheses and data was gathered using a survey questionnaire. The proposed study is founded on positivist research philosophy. Deductive approach was used. The research choice used in this study was a quantitative and cross-sectional. In this study, 3 adapted questionnaires were used to measure the personality traits, styles of decision-making, and emotional intelligence of university teachers.

The study's total population is 3,345 teachers (2146 teachers from public universities and 1199 teachers from private universities). In the current study, a total sample of 429 university teachers was taken using a stratified random sampling technique. This study sampled total of 429 teachers. 249 teachers were chosen from public universities and 180 from private universities.

Pilot Testing

Validation of adapted research instruments is necessary, and pilot testing was conducted to accomplish this. For the dry run, fifty (50) teachers from various public and private sector universities in selected districts of KP were selected. Following the gathering of data from the pilot study, Cronbach's alpha reliability coefficient and EFA were performed for determining the reliability and validity of the research instrument respectively.

Table 1

Reliability Statistics for Research Instrument

Scale	N	Alpha Value
Personality Traits (PT)	31	.868
Decision Making Styles	25	.894
Emotional Intelligence (EI)	34	.941

Coefficients larger than 0.8 is considered good (George & Mallery, 2019). With the current study, this was exceeded above 0.8, suggesting a high level of reliability.

Table 2

KMO and Bartlett's Statistics for Research Instrument

Variable	KMO Value	Bartlett's Test of Sphericity
Open2ness to experience	0.678	.000
Conscientiousness PT	0.668	.000
Extroversion PT	0.868	.000
Agreeableness PT	0.624	.000
Neuroticism PT	0.714	.000
Rational DMS	0.767	.000
Intuitive DMS	0.861	.000
Dependent DMS	0.661	.000
Avoidant DMS	0.767	.000
Spontaneous DMS	0.691	.000
Self-Awareness	0.883	.000
Emotion- Regulation	0.819	.000
Self-Motivation	0.693	.000
Social-Awareness	0.860	.000
Social-Skills	0.667	.000

As shown in the above table, the value of KMO is above 0.6, which is higher than a standard value. In addition, the BTS value is significant.

Data Analysis and Findings

Testing First Hypothesis

Table 3

Model Summary[b]

Model	R	R Square	Adjusted R Square	F	Sig.
1	.644a	.414	.407	59.593	.000[b]

Dependent Variable: Rational DMS

Based on the results as shown in the table above five personality traits account for 40.7 percent of the variance in RDMS as R Square (adjusted) is .407. The model is fit and indicates a significant association as the F-statistic value is 59.593.

Table 4:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	.002	.037		.044	.965		
	Openness	.272	.044	.272	6.127	.000***	.708	1.412
	Conscientiousness	.271	.042	.272	6.427	.000***	.778	1.286
	Extraversion	.874	.346	.876	2.529	.012*	.265	2.343
	Agreeableness	.583	.345	.585	1.692	.091 *	.653	3.976
	Neuroticism	-.262	.384	-.261	-.775	.353	.941	1.063

Dependent Variable: Rational DMS

Note: *= Significant**,** ***= Regression is significant at 0.001 level (P < 0.001), ** = Regression is significant at 0.01 level (P < 0.01), *= Regression is significant at 0.05 level (P < 0.05) (Dahiru, 2008).

The result indicates that openness to experience personality trait significantly predicts university teachers' rational decision-making style [B= .272, t =6.127, p=.000]. From table, it is revealed that conscientiousness significantly predicts rational decision-making style [B= .271, t =6.427, p=.000]. Extroversion personality trait significantly predict rational decision-making style [B= .874, t =2.529, p=.012]. Similarly, agreeableness personality trait significantly predicts rational decision-making style [B= .585, t =1.692, p=.091]. On the other hand, neuroticism does not significantly predict rational decision-making style [B= -.261, t =-.775, p=.353]. As a result, H1 hypothesis was partially accepted.

Testing Second Hypothesis

Table 5

Model Summary[b]

Model	R	R Square	Adjusted R Square	F	Sig.
1	.650[a]	.423	.416	61.630	.000[b]

Dependent Variable: Intuitive DMS

As shown in the table 5, adjusted R Square is .416 indicating that five personality traits account for 41.6 percent variance in intuitive decision-making style. The model is fit and statistically significant as the F-statistic value is 61.630.

Table 6:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.002	.037		.044	.965		
	Openness	.273	.044	.273	6.194	.000***	.708	1.412
	Conscientiousness	.272	.042	.272	6.486	.000***	.778	1.286
	Extraversion	.883	.343	.886	2.574	.010 *	.467	2.290
	Agreeableness	.587	.342	.588	1.713	.087*	.765	5.843
	Neuroticism	.324	.243	.325	1.333	.174	.941	1.063

Dependent Variable: Intuitive DMS

The result for the second hypothesis indicates that openness to experience, conscientiousness, extroversion an agreeableness significantly predicts university teachers' intuitive decision making style. Neuroticism does not significantly predict intuitive decision making style. Based on above results, H2 hypothesis was partially accepted.

Testing Third Hypothesis

Table 7

Model Summary[b]

Model	R	R Square	Adjusted R Square	F	Sig.
1	.551[a]	.304	.296	36.911	.000[b]

Dependent Variable: Dependent DMS

According to the results, the model's overall fitness, as measured by Adjusted R Square, explains only 29.6 percent of the variation in dependent decision-making style (DDMS).

Table 8

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.001E-013	.041		.000	1.000		
	Openness	.-.124	.048	-.124	2.573	**.010***	.710	1.409
	Conscientiousness	.186	.046	.186	4.038	**.000*****	.779	1.284
	Extraversion	.835	.677	.835	1.234	.235	.012	2.287
	Agreeableness	1.155	.376	1.155	3.072	**.002***	.012	3.845
	Neuroticism	.466	.342	.466	1.363	.187	.941	1.063

Dependent Variable: Dependent DMS

The result for the third hypothesis indicates that openness to experience, conscientiousness and agreeableness significantly predicts dependent decision-making style. Extroversion and neuroticism do not predict dependent decision-making style. Based on above results, H3 hypothesis was partially accepted.

Testing Fourth Hypothesis

Table 9

Based on the results in Table 9, Adjusted R Square value explains only

Model Summary[b]

Model	R	R Square	Adjusted R Square	F	Sig.
1	.589[a]	.347	.326	15.625	.000[b]

Dependent Variable: Avoidant DMS

32.6 percent of variation in avoidant decision-making style.

Table 10

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.001E-013	.045		.000	1.000		
	Openness	.-.147	.053	-.147	-2.775	.006*	.710	1.409
	Conscientiousness	-.346	.051	-.046	-6.667	.000***	.779	1.284
	Extraversion	-.524	.124	-.524	-4.225	.014*	.012	1.287
	Agreeableness	.495	.311	.495	1.591	.128	.012	3.786
	Neuroticism	.379	.046	.379	8.237	.000***	.941	1.063

Dependent Variable: Avoidant DMS

The result for the fourth hypothesis is shown in Table 10 indicates that openness to experience, conscientiousness, neuroticism and extroversion significantly predicts university teachers' avoidant decision-making style. Agreeableness does not significantly predict avoidant decision-making style. Based on above results, H4 hypothesis was partially accepted.

Testing Fifth Hypothesis

Table 11

Model Summary[b]

Model	R	R Square	Adjusted R Square	F	Sig.
1	.599[a]	.359	.351	47.388	.000[b]

Dependent Variable: Spontaneous DMS

Results of the above table imply that F-statistic value is 47.388 with p-value .000[b] which proves the selected model fitness.

Table 12

Coefficient[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.001E-013	.039		.000	1.000		
	Openness	.-.107	.091	-.107	-1.181	.221	.710	1.409
	Conscientiousness	-.187	.044	-.187	-4.240	.000***	.779	1.284
	Extraversion	.542	.062	.542	8.813	.000***	.012	4.249
	Agreeableness	-.341	.036	-.341	-9.472	.000***	.825	3.736
	Neuroticism	.535	.040	.535	13.323	.000***	.941	1.063

Dependent Variable: Spontaneous DMS

On the basis of above results, it is revealed that our fifth hypothesis was partially accepted as results found that, conscientiousness, extroversion, agreeableness, and neuroticism traits of personality significantly predicts spontaneous decision-making style while openness to experience did not significantly predict mentioned decision-making style.

Testing Sixth Hypothesis

Table 13:

Model Summary

Model	B	SE	B	T	P	ΔR2
1. Constant	1.027E-013	.047		.000	1.000	.481
PT	.270	.047	.270	5.795	.000	
2. Constant	1.037E-013	.046		.000	1.000	.540
PT (PT x EI)	.857	.192	.857	4.465	.000	
EI	.604	.192	.604	3.150	.002	

In model 1, R square .481 indicates that personality traits account for 48.1 percent of variance in decision-making styles, whereas in model 2, personality traits and emotional intelligence account for 54 percent (R-square .540). The entire test is statistically significant ($p<0.05$), indicating that hypothesis H6 is accepted.

Discussion

These findings are consistent with those studied previously. A person's personality traits have a significant impact on how they think, feel, and conduct (Baer, 2012). Individuals with varying personality types acquire varying dominating decision-making patterns (Jabeen & Akhtar, 2013). The current study's findings are consistent with previous study's findings such as Narooi and Karazee (2015). This relationship was also found by (Ahmed et al., 2012). Our hypothesis's findings are consistent with those of (M. N. Riaz et al., 2012). Our findings were also consistent with a previous study conducted by Bayram and Aydemir (2017) and El Othman et al. (2020).

Conclusion

Concerning five personality traits and five styles of decision making among university teachers, 19 variables were found in a significant relationship and 6 variables showed an insignificant relationship between outcome variables and explanatory variables. Based on the above findings we can conclude that personality traits play an important role in decision-making style. Emotional intelligence has also been revealed to be a moderator between two said variables. In sum, it can be concluded that all hypotheses and objectives of the study have successfully been addressed.

Recommendations

Following recommendations were made based on current study findings.

1. It is recommended that personality assessments should be continued as one of the assessment tools in recruitment and selection of university teachers by the Higher Education Commission (HEC) or Higher Education Archives and Library Department, Pakistan because suitable personality trait as an educator contributes to making decisions effectively. This is because a good knowledge of university teacher's personality can go a long way to identifying their decision-making styles.
2. Based on findings, it is recommended that rational decision-making style should be preferred above intuitive, dependent, and spontaneous decision-making styles, and avoidant decision-making style should be avoided. In this respect, decision-making training can help teachers improve their overall performance by enabling them to grasp different decision-making styles as needed.
3. Seminars, conferences, and training programs centered on the dimensions of emotional intelligence are recommended for university teachers on a regular basis to provide them with new information about emotional intelligence so that their ability to use emotional intelligence can be improved. This is considered important because of its impact on improving decision-making styles of teachers. It is suggested that improving the emotional intelligence of university teachers may also improve their ability to make decisions effectively.

References

Ahmed, A., Hasnain, N., & Venkatesan, M. (2012). Decision Making in Relation to Personality Types and Cognitive Styles of Business Students. IUP Journal of Management Research, 11(2).

Alkahtani, A. H. (2016). The influence of leadership styles on organizational commitment: The moderating effect of emotional intelligence. Business and Management Studies, 2(1), 23-34.

Asma, A., Malik, S., & Hassan, S. (2022). RELATIONSHIP BETWEEN TEACHERS PERSONALITY TRAITS AND JOB PERFORMANCE AMONG UNIVERSITY TEACHERS, KHYBERPUKHTUNKHWA, PAKISTAN. *THE SPARK A HEC Recognized Journal*, *6*, 161-173.

Asma, A., Malik, S., Iqbal, Z., Khan, R., & Hussain, F. (2021). ASSOCIATION BETWEEN TEACHERS'PERSONALITY TRAITS AND TEACHERS'BURNOUT: MODERATING ROLE OF EMOTIONAL INTELLIGENCE. *Humanities & Social Sciences Reviews*, *9*(3), 1481-1492.

Baer, M. (2012). Putting creativity to work: The implementation of creative ideas in organizations. *Academy of Management Journal*, *55*(5), 1102-1119.

Bajwa, R. S., Batool, I., Asma, M., Ali, H., & Ajmal, A. (2016). Personality traits and decision making styles among university students (Pakistan). *Pakistan Journal of Life and Social Sciences*, *14*(1), 38-41.

Bayram, N., & Aydemir, M. (2017). Decision-making styles and personality traits. *Int J Recent Adv Organ Behav Decis Sci*, *3*, 905-915.

Belhekar, V. M. (2017). Cognitive and non-cognitive determinants of heuristics of judgment and decision-making: General ability and personality traits. *Journal of the Indian Academy of Applied Psychology*, *43*(1), 75.

Bob-Onyeneke, A. (2017). Choice and Interpretations of Techniques for Solving Agribusiness Decisions.

Dahiru, T. (2008). P-value, a true test of statistical significance? A cautionary note. *Annals of Ibadan postgraduate medicine*, *6*(1), 21-26.

Detert, J. R., Treviño, L. K., & Sweitzer, V. L. (2008). Moral disengagement in ethical decision making: a study of antecedents and outcomes. *Journal of Applied Psychology*, *93*(2), 374.

El Othman, R., El Othman, R., Hallit, R., Obeid, S., & Hallit, S. (2020). Personality traits, emotional intelligence and decision-making styles in Lebanese universities medical students. *BMC psychology*, *8*, 1-14.

Gambetti, E., & Giusberti, F. (2019). Personality, decision-making styles and investments. *Journal of Behavioral and Experimental Economics, 80*, 14-24.

Jabeen, S., & Akhtar, M. M. S. (2013). Decision Making Styles of University Leadership. *Dialogue (Pakistan), 8*(3).

Khiruddin, R., & Omar, F. (2011). Personality Traits as Predictors Decision Making towards Advertising Among Malaysian Consumers Student. *European Scientific Journal*, 5.

Narooi, Z. S., & Karazee, F. (2015). Investigating the relationship among personality traits, decision-making styles, and attitude to life (Zahedan branch of Islamic Azad University as case study in Iran). *Mediterranean Journal of Social Sciences, 6*(6 S6), 311.

Nutt, P. C. (1984). Types of organizational decision processes. *Administrative science quarterly*, 414-450.

Sadler-Smith, E., & Shefy, E. (2004). The intuitive executive: Understanding and applying 'gut feel'in decision-making. *Academy of Management Perspectives, 18*(4), 76-91.

Witteman, C., van den Bercken, J., Claes, L., & Making, D. D. (2009). *Personal preferences for rationality or intuition.* Paper presented at the A poster at an Interdisciplinary Conference on Reasoning and Rationality, Open University, Milton Keynes, UK.