

EMOTIONAL INTELLIGENCE AND PERSONALITY CONSTRUCTS

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Abstract

This paper presents the correlations between the results on Schutte et al's test SREIT measuring EQ and the results on several tests measuring emotional intelligence, attitude towards self, attitude towards the other people, attitude towards life, learning styles, negative expectancies, and stress in Bulgaria. The respondents were mainly students. Some gender and birth order differences in EI were established, but no academic success/rating differences in EI were observed. The women had higher emotional intelligence, due to their higher ability for sharing of emotions and empathy, and also their higher motivation for overcoming difficulties and optimism. The second child in the family expressed the least motivation for the overcoming of difficulties and optimism compared to the first or the only child in the family. There were no significant differences between the respondents having different school/academic success/rating (according to their self-report) in their emotional intelligence. The personality variables (such as students' experiences of stressful events during the past six months and their level of stress, students' attitude towards self as an indicator of self-esteem and self-regard, students' optimistic attitude towards life and negative expectancies) were more strongly related to emotional intelligence than the performance variables (such as students' preference for use of learning styles, self-reported data about students' rating in university). The studied relationship variable (students' attitude towards other people) was also strongly related to emotional intelligence.

Keywords: emotional intelligence; attitude; stress; negative expectancies; learning styles

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