








# The effects of emotional intelligence and personality traits on intrapreneurial self-capital among Ghanaian tertiary students

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## ABSTRACT

In this study, the relationships between Personality Trait (PT), Emotional Intelligence (EI), and Intrapreneurial Self-Capital (ISC) are examined. A modified version of the Intrapreneurial Self Capital and Trait Emotional Intelligence Questionnaire was administered to 200 first-year and 200 third-year undergraduate students. Hierarchical regression analysis was used to explore relationships. The study found that a significant change in one's ISC occurs with a unit increase in EI and PT. Also, in reference to respondents aged less than 18, none of the age groups exhibited a positive EI. It was also established that females exhibited a positive EI as compared to their male counterparts, whereas level 300 students also exhibited a positive EI ahead of their juniors in level 100. This study recommends that students should take an interest in non-cognitive workshops and seminars to improve their EI to increase their capabilities to cope with their future careers and work life. It is also recommended that students understand their personality traits to interact well with their colleagues at the workplace after graduation. Lastly, this study recommends that the content of courses taught in our universities should be tailored to enhance EI since the current situation is not too good.

**Keywords:** emotional intelligence, personality traits, intrapreneurial self-capital, hierarchical regression analysis

## INTRODUCTION

Intrapreneurial Self-capital (ISC) is a positive assessment of one's ability to transform limitations into assets and to implement choices cautiously and flexibly (Di Fabio, 2014; Di Fabio & Van Esbroeck, 2016). Intrapreneurial self-capital may help individuals handle labour trials and changes by offering innovative solutions (Di Fabio et al., 2017b). ISC has been linked to both hedonistic and hedonic values of wellbeing (Di Fabio, 2017a; Di Fabio, 2018). ISC is also appeared as a viable asset in the context of harmonization (Di Fabio,

2018) aesthetics, which emphasizes the importance of stability and growth in the long run from a precautionary standpoint (Hage et al., 2007; Kenny et al., 2009; Di Fabio, 2016). ISC is an important resource for effective career management (Blustein et al., 2019). ISC might help address the difficulties of social psychology and help in the promotion of long-term growth by dealing with problems creatively and productively with current and future era continual changes (Di Fabio, 2017b; Di Fabio, 2018).

Emotional Intelligence (EI), on the other hand refers to the ability, or self-perceived ability to identify, assess, and manage the emotions of oneself, of others, and of groups (Serrat, 2017). Many studies (Di Fabio, 2014; Andrei et al., 2016) consider EI a substantial individual source that can influence professional decisions and success. This research study examines these important variables (EI, PT & SCI).

In a related study, Di Fabio (2019) established that EI contributes to the incremental variation in ISC far beyond key determinants of personality traits (Di Fabio, 2016; 2018; 2019), while personality traits are deemed to have a positive relationship with one's EI (Keefer et al., 2018). Emotional intelligence is again seen to be related to self-efficacy, and its impact is more evident among students with lesser cognitive abilities (Billings et al., 2014; Perez-Gonzalez et al. 2014). The importance of students' EI in predicting academic performance has also been reported by previous researchers (MacCann et al., 2020; Iqbal et al., 2021).

A study by Wright et al. (2015) has shown that people's personalities differ and that these differences are significantly connected to changes in other life domains. Roberts et al. (2006) established that personality characteristics change over time, sometimes in reaction to environmental adjustments (Bleidorn et al., 2018), such as international interference (Roberts et al., 2017). Also, some previous research works have revealed that ISC was negatively linked with neuroticism (Di Fabio et al, 2016; Di Fabio et al., 2017a; Di Fabio, 2018) and favourably associated with other four personality characteristics, notably extraversion (Di Fabio et al., 2017a; Di Fabio, 2018).

To summarize, personality characteristics are wide and consistent enough to forecast a wide range of critical results of life yet are usually overlooked (Bleidorn et al., 2019). To our knowledge, no such empirical study has been undertaken within the Ghanaian context to understand the relationships between EI, Personality traits, and ISC. The varying focus as evident in previous related works have been modified in several ways in this study. For example, the sampled students two different level samples are both early to late undergraduate students. Again, these undergraduate students were from different study areas like Applied Sciences, Engineering, Health sciences and Creative Arts and technology. Also, age was controlled to increase the descriptive value of the analysis. In using the Hierarchical regression analysis, this study assesses the predictive role of Personality Trait (PT), Emotional Intelligence (EI), and Intrapreneurial Self-Capital (ISC) factors among the among first-year and third-year undergraduate students in Ghana.

## METHODS

A modified structured questionnaire was designed based on the Trait Emotional Intelligence Questionnaire Short Form (TEIQUE-SF). The questionnaire is designed in 4 sections, the first being the EI questionnaire (Petrides, 2009; Di Fabio & Kenny, 2011). Out of the 153 items of the TEIQUE-SF, 20 items were drawn and used. The second part of the questionnaire is the personality trait question using a modified version of John and Srivastava (1999). Of their 44 items, 15 were drawn and used in this study. The third part of the questionnaire consisted of an intrapreneurial self-capital questionnaire using the modified version of ISCs by Di Fabio (2014). Out of the 28 items, 10 items were drawn and used to measure intrapreneurial self-capital. All measurements were done on a 7-point Likert Scale (1 = Strongly agree to 7 = Strongly disagree). The last section of the questionnaire comprised the demographics of the respondents. The demographic questions included gender, age, and educational level.

**Table 1.** Demographics

Variable	Category	Frequency	Percentage (%)
Gender	Male	121	30.3
	Female	279	69.8
Age	Less than 18	11	2.8
	18-22	208	52
	23-25	133	33.3
	26-30	37	9.3
	31 and above	11	2.8
Level	100	200	50
	300	200	50

## Procedure

Questionnaires were administered to Kumasi Technical University (KsTU) students specifically 1<sup>st</sup> years and 3<sup>rd</sup> years in Ashanti Region, Ghana. The data was collected in person during lecture hours. It was voluntary and students were made to fill the questionnaire without duress and stress. The study achieved its target of 400 respondents. The data was captured using an Excel sheet and was later transferred to SPSS (version 26) for processing and analysis after thorough cleaning.

## Data Analysis

The Pearson's correlation, reliability, and validity analysis, and hierarchical regression techniques were used in examining the data collected. The Pearson correlation coefficient was used to determine the relationship between the variables under study. The Cronbach's alpha value provided by the reliability test was used to check the internal consistency of the variables. A variable is consistent if its Cronbach's alpha value is at least 0.7. Factor analysis was also employed to determine the validity of the items. The least value of 0.5 was used to decide the validity of the items. In examining whether trait EI and personality traits would account for incremental variance in ISC, the hierarchical regression analysis was used. Two step hierarchical multiple regression analysis was executed; in the first step, ISC was entered as a dependent variable with personality trait as an independent variable. In the second step, ISC was entered as a dependent variable with trait EI followed by personality trait as the independent variable.

## Hypotheses tested

H<sub>1</sub>: The trait EI and ISC have a positive relationship.

H<sub>2</sub>: The ISC and personality traits have a positive relationship.

H<sub>3</sub>: EI and personality trait will contribute incremental variance in relation to ISC.

H<sub>4</sub>: Students with personality traits contribute more to ISC than students with EI.

# RESULTS

## Demographics

The demographic statistics, as evident in **Table 1** reveal that 279 (representing 69.8%) females responded to the survey as against 121 (30.3%) male students. The age distribution of the respondents shows clearly that the respondents were youthful. About 2.8 percent of the 400 respondents were less than 18 years old, whereas those aged between 18 and 30 years formed 94.6%. It is also evident that the respondents were equally distributed between level 100 and 300.

**Table 2.** Basic statistics of EI, ISC and personality trait

Variables	1	2	3	Mean	SD
1. Emotional intelligence				3.022	.753
2. Personality trait	.432**			2.240	.960
3. Intrapreneurial self-capital	.454**	.666**		2.406	1.00

Note: \*\*p < .05 (2 tailed)

**Table 3.** Reliability test results

Variables	Cronbach's alpha
Emotional intelligence	.747
Personality trait	.818
Intrapreneurial Self Capital	.823

**Table 4.** Model diagnostics

Model	R <sup>2</sup>	ΔR <sup>2</sup>	p-value
1	0.25	.025	.019
2	.478	.453	P < .000

**Table 5.** Coefficients

Model		B	Std Error	T Value	P Value
1	Constant	2.149	.263	8.173	.000
	Gender	.159	.110	1.438	.151
	Age	-.091	.062	-1.458	.146
	Level	.110	.051	2.171	.031
2	Constant	.150	.247	.606	.545
	Gender	.061	.081	.751	.453
	Age	-.006	.046	-.133	.894
	Level	.001	.038	-.035	.972
	PT	.273	.054	5.051	.000

**Table 2** describes the results of the means, standard deviation, and correlations among the variables. Both EI and personality trait are positively correlated with ISC. The correlation coefficient values between EI and personality trait (0.432\*\*), that between EI and ISC (0.454\*\*) and the correlation between personality trait and ISC (0.666\*\*) show that there is an overall positive relationship between both independent variables (EI and personality trait) and dependent variable.

## Reliability Analysis

**Table 3** shows the Cronbach Alpha for each of the selected variables used in the research with the Cronbach alpha of EI, personality trait and ISC being .747, .818 and .823 respectively. The general rule of thumb is that a Cronbach's alpha of **0.70 and above** is good, 0.80 and above is better, and .90 and above is best. The results indicate that all variables are reliable since they have high Cronbach alpha values.

## Hierarchical Regression Analysis

**Table 4** and **Table 5** report a positive change in ISC. In **Table 4**, there is an incremental change in model 2 (the change in R<sup>2</sup> is .453) with p value less than 0.000. The coefficient of model 1 and 2 shows that any change in EI and personality trait will cause a significant change in ISC.

**Table 6** and **Table 7** examine the two predictors of ISC EI and personality traits which variable the respondents lacked. **Table 6** shows the characteristics contribute more in the presence of personality traits to ISC (R<sup>2</sup> = 0.45)

**Table 6.** Coefficients 1

Estimate Std. Error t value Pr(&gt;|t|), (Intercept) 1.04143 0.24318 4.283 2.33e-05 \*\*\*

Variables	Estimation	Std Error	T value	P value
New PT	0.68752	0.03980	17.275	< 2e-16 ***
Gender2	0.04862	0.08409	0.578	0.563
Lev3	0.05318	0.07804	0.681	0.496
Age 2	-0.21301	0.23319	-0.913	0.362
Age 3	-0.32398	0.23696	-1.367	0.172
Age4	-0.08226	0.25804	-0.319	0.750
Age 5	-0.38144	0.32412	-1.177	0.240

Notes: Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1. Residual standard error: 0.7493 on 392 degrees of freedom. Multiple R-squared: 0.4508, Adjusted R-squared: 0.441. F-statistic: 45.97 on 7 and 392 DF, p-value: < 2.2e-16.

**Table 7.** Coefficients 2

Estimate Std. Error t value Pr(&gt;|t|), (Intercept) 0.82111 0.31669 2.593 0.00988 \*\*

Variables	Estimation	Std Error	T value	P value
Emotional_int	0.59702	0.06073	9.830	< 2e-16 ***
Gen2	0.16925	0.09966	1.698	0.09026
Lev3	0.12292	0.09264	1.327	0.18531
Age2	-0.40300	0.27849	-1.447	0.14867
Age3	-0.45204	0.28188	-1.604	0.10959
Age4	-0.25019	0.30700	-0.815	0.41559
Age5	-0.59336	0.38524	-1.540	0.12431

Notes: Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1. Residual standard error: 0.8906 on 392 degrees of freedom. Multiple R-squared: 0.224, Adjusted R-squared: 0.2102. F-statistic: 16.17 on 7 and 392 DF, p-value: < 2.2e-16.

as against the very low contribution of the same characteristics in the presence of EI ( $R^2=0.22$ ). This indicates that our respondents lacked EI as compared to their personality traits.

## DISCUSSION

In general, the present study investigated how personality traits and EI influence one's ISC among Ghanaian university students. Variables used in this study were EI, personality trait, and ISC adapted from previous studies (Petrides et al., 2006; Petrides, 2009; Di Fabio & Kenny, 2011). With the Cronbach alpha of EI, personality trait and ISC being .747, .818, and .823, respectively, all variables were confirmed to be reliable. The first proposition of this research was to check whether there is a strong connection between EI and ISC. From the findings, a strong relationship was found to exist between EI and ISC. The second interest of this research was to check whether there is a strong relationship between personality trait and ISC. The findings of this study support the view that there is a strong relationship between personality and ISC and that EI and personality traits contribute incremental variance to ISC.

In previous studies (Di Fabio et al., 2016; Di Fabio et al., 2017b), personality trait contributed significantly to ISC. In this study, both Personality trait and EI adds incremental variance to ISC. Other findings have also shown that EI contributes added variance to that accounted for by personality in individual differences research (Di Fabio, 2018). There is evidence that EI can be improved through specific training (Di Fabio & Kenny, 2011; Ashton & Lee, 2009) and secure a primary prevention perspective (Di Fabio & Kenny, 2011; 2016; Kenny et al., 2009; Hage et al., 2007). Based on the findings of the research as compared to respondents who were aged less than 18, none of the age groups exhibited a positive EI, as compared to males, females exhibited positive EI even though the level of EI was not statistically significant and as compared to level 100, 300 exhibited a positive EI even though the level of EI was not statistically significant. The possible reasons behind these results could be developmental stages where EI often develops and matures with age, sample characteristics, cultural

norms and values, environmental factors etc. It would appear helpful to foster EI to further increase ISC amongst the youth.

## CONCLUSIONS

It can be concluded that there is a close link and connection between EI, personality trait and ISC and both personality trait and EI adds incremental variance to ISC. It can also be concluded that as compared to respondents who were age less than 18 none of the age groups exhibited a positive EI and as compared to males, females exhibited a positive EI and as compared to level 100 students, level 300 students exhibited a positive EI. If the results of these studies continue to be confirmed in future research, this combination will help individuals to better understand their emotions, communicate effectively and solve problems creatively. It will also add further support to their importance in both selecting for and developing these traits in relation to jobs.

## RECOMMENDATIONS

This study recommends that students should take interest in non-cognitive workshops and seminars to improve their EI to increase their capabilities to cope with their future career and work life. It is also recommended that students should understand their personality traits to interact well with their colleagues at the workplace after graduation. Lastly, this study recommends that steps should be taken in aligning content of courses to enhance EI since. Future studies may look at the relationship between personality trait, emotional intelligence, and intrapreneurial self-capital among varying target groups, such as high school students or employees, as well as on a national scale.

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# APPENDIX

## Validity Results

	<b>R</b>	<b>Critical</b>	<b>Decision</b>
<b><i>Emotional Intelligence</i></b>			
EI1	.427**	0.0978	Valid
EI2	.267**	0.0978	Valid
EI3	.418**	0.0978	Valid
EI4	.252**	0.0978	Valid
EI5	.289**	0.0978	Valid
EI6	.499**	0.0978	Valid
EI7	.343**	0.0978	Valid
EI8	.405**	0.0978	Valid
EI9	.250**	0.0978	Valid
EI10	.370**	0.0978	Valid
EI11	.264**	0.0978	Valid
EI12	.417**	0.0978	Valid
EI13	.326**	0.0978	Valid
EI14	.427**	0.0978	Valid
EI15	.207**	0.0978	Valid
EI16	.453**	0.0978	Valid
EI17	.497**	0.0978	Valid
EI18	.506**	0.0978	Valid
EI19	.206**	0.0978	Valid
EI20	.426**	0.0978	Valid
<b><i>Personality trait</i></b>			
PT2	.465**	0.0978	Valid
PT3	.562**	0.0978	Valid
PT4	.494**	0.0978	Valid
PT5	.553**	0.0978	Valid
PT6	.454**	0.0978	Valid
PT8	.520**	0.0978	Valid
PT11	.503**	0.0978	Valid
PT12	.381**	0.0978	Valid
PT13	.531**	0.0978	Valid
PT15	.489**	0.0978	Valid
<b><i>Intrapreneurial self-capital</i></b>			
ISC1	.480**	0.0978	Valid
ISC2	.549**	0.0978	Valid
ISC3	.489**	0.0978	Valid
ISC4	.533**	0.0978	Valid
ISC5	.455**	0.0978	Valid
ISC7	.497**	0.0978	Valid
ISC8	.627**	0.0978	Valid
ISC9	.544**	0.0978	Valid
ISC10	.509**	0.0978	Valid