

CHAPTER 6 RESEARCH RESULTS

The aim of this chapter is to discuss the statistical results of the study and to integrate the empirical research findings with the literature review. The statistical results will be reported in terms of descriptive statistics, common statistics and inferential statistics.

6.1 DESCRIPTIVE STATISTICS

The purpose of descriptive statistics is to merely describe sets of data. Frequencies, means, standard deviations and Cronbach alpha coefficients will mainly be employed for this purpose. Descriptive statistics are essential to an understanding of common and inferential statistics (Howell, 1989). The frequency distribution tables of the biographical variables, and of the twelve personality preferences related to the combinations of the four attitudes, E-I and J-P, and the four mental functions, S-N and T-F (IJ, IP, EP, EJ, IS, IN, IT, IF, ES, EN, ET, EF), will be reported and subsequently interpreted. Item-reliability and Cronbach alpha coefficients for the 360° Emotional Competency Profiler were conducted for both the self and other evaluations on the current behaviour scale in order to be able to establish construct reliability. Construct reliability is essential to enable the researcher to compare the results of the self and other scores. In addition, Cronbach alpha coefficients were calculated for the Total Emotional Competence construct Self and Other scores respectively to enable the researcher to perform multiple regression analyses. The item-reliability and Cronbach alpha coefficients of the 360° Emotional Competency Profiler will therefore also be reported and subsequently interpreted.

6.1.1 Reporting of frequency distribution tables of biographical variables

Table 6.1 indicates the profile of the biographical sample by race, gender, age and years of service. The decision to include these categories of biographical variables was based on the literature review's exploration of variables that influence the constructs personality preferences, self-esteem and emotional competence.

TABLE 6.1 FREQUENCY DISTRIBUTION: BIOGRAPHICAL PROFILE OF SAMPLE

Race	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Black	25	23,36	25	23,36
White	82	76,64	107	100,00
Total	107			
Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	21	19,63	21	19,63
Male	86	80,37	107	100,00
Total	107			
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
< 35	36	33,64	36	33,64
36 – 45	42	39,25	78	72,90
46 – 100	29	27,10	107	100,00
Total	107			
Service	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 – 10	52	48,60	52	48,60
11 – 20	33	30,84	85	79,44
> 21	22	20,56	107	100,00

According to table 6.1, the sample constitutes of 77% White subjects and 23% Black subjects. In terms of gender, males represent 80% of the sample, whilst females represent 20% of the sample. The age groups <35 to 45 years constitute 73% of the sample and the age group 46 and older 27% of the sample. Approximately 20% of the sample has more than twenty-one years of service at their company; 31% percent has between eleven to twenty years of service, whilst 49% percent between one to ten years of service.

Figures 6.1 to 6.4 provide a graphical illustration of the sample distribution by race, gender, age and years of service respectively.

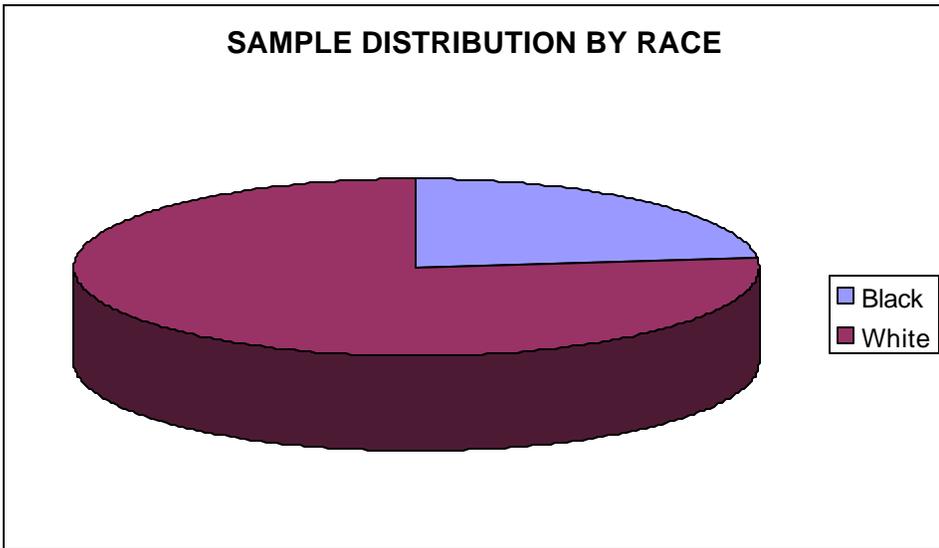


Figure 6.1 Sample distribution by race

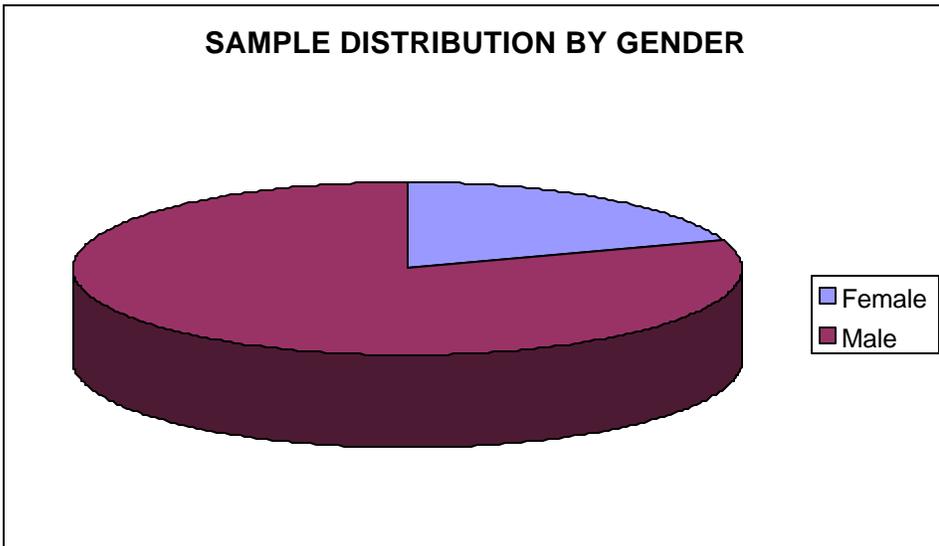


Figure 6.2 Sample distribution by gender

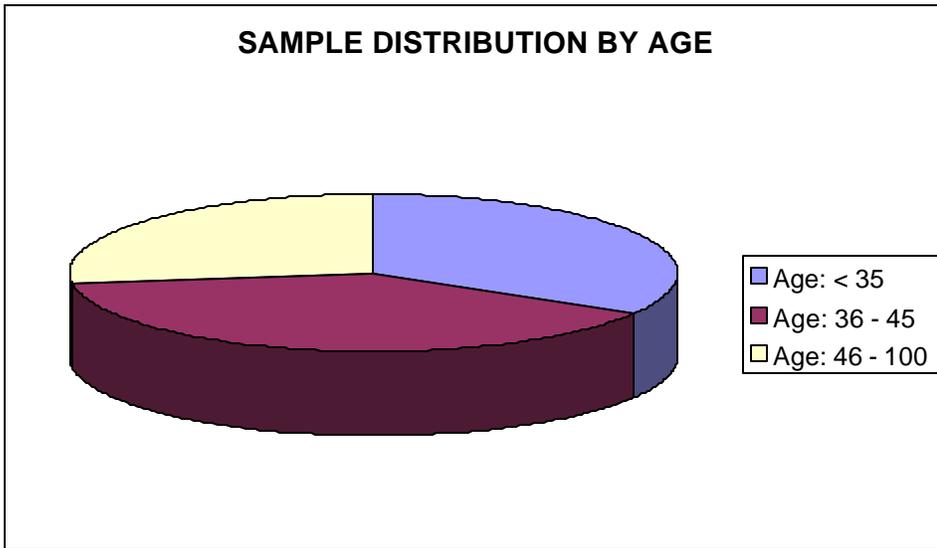


Figure 6.3 Sample distribution by age

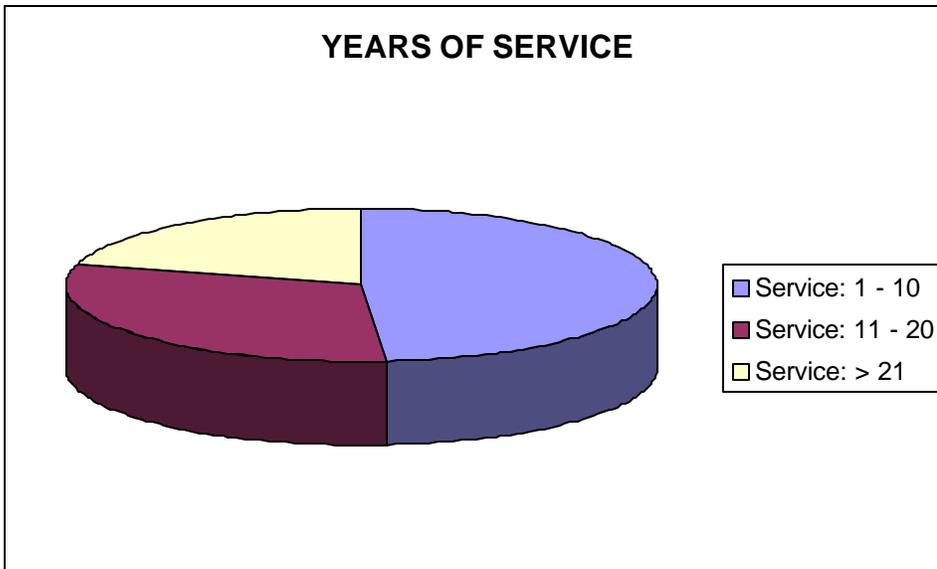


Figure 6.4 Sample distribution by years of service

6.1.2 Interpretation of frequency distribution of biographical variables

Table 6.1 indicates key characteristics of the sample that should be considered when interpreting the research findings. Firstly, in terms of race, Whites constitute the majority of the sample, implying that the findings of the research may only be applicable to this particular race group. Secondly, the sample is predominantly represented by males, thus implying that the findings will be limited to this particular gender group. Thirdly, the age groups appear to be predominantly of a mature age

(66% of the sample clusters in the 36+ age group), while only 34% appear to be of a younger, potentially less mature age (34%). Finally, the years of service indicate that the sample is represented by a balance between subjects who may be quite experienced in their manager roles: 51% has 11 and more years of service and 49% has 10 years or less service. However, it is recognised that years of service do not necessarily indicate the level of experience in terms of being a manager.

The implications of the particular characteristics of the sample for the variables and thus the interpretation of the empirical results will briefly be highlighted.

6.1.2.1 MBTI: Personality preferences

The predominant male characteristic of the sample group may imply a socialisation toward the personality preference Extraversion (E), Thinking (T), Sensing (S), and Judging (J). According to Myers and Myers (1980), ESTJ men represent the majority or dominant population in Western society. The ESTJ and ISTJ personality preferences are also typical of a technical environment. This implies an overrepresentation of the EJ, IJ, ET and IS personality preferences and an underrepresentation of the EF, IF, ES, IS, IT, ES, EP, IP, EN, IN personality preferences. Findings of the empirical research may therefore be limited to the confines of the particular population.

In terms of race, De Beer (1997) reports findings of an analysis of type preference in South Africa from a database of 6,452 people which confirm ESTJ (EJ, ET) and ISTJ (IJ, IS) as the most common types for Black South Africans, as well as for Whites. The findings pertinent to these personality preferences may therefore be generalised to Blacks and Whites. Current evidence also supports the use of the MBTI in most multi-cultural settings (Myers, et al., 1998).

6.1.2.2 CFSEI-AD: Self-esteem

A South African study conducted by Coetzee (2004), confirms the culture-free properties of the CFSEI-AD. However, research makes it clear that different facets of self-esteem within any population are influenced by the cultural background of that population, and particularly the cultural background of the group within that population which may be considered the majority (Hewitt, 2002; Watkins, et al.,

1991). As such, an individual may self-stereotype himself or herself in order to feel like a member of the majority group, but at the expense of reduced self-esteem.

Furthermore, gender stereotyping of particular women in Western society may influence the empirical results obtained from the CFSEI-AD. For example, Haw (1991) reports that poor self-esteem is directly related to both gender and cultural stereotyping. The sample has an under-representation of Blacks and females, and thus again, the empirical findings may therefore be limited to White males.

Research indicates that adult self-esteem tends to be quite stable. The older the subject, the more intensive the experience that may be required over a longer period of time for change in self-esteem (Gurney, 1987b, 1987c; Koniak-Griffin, 1989; Portes, et al., 1988; Searcy, 1988). The age group of the sample is relatively mature and therefore the empirical results may potentially be generalised to those age groups.

6.1.2.3 360° ECP: *Emotional competence*

Racial cultural or ethnic group and social environment influence the emotional response behaviour of individuals (Fitzgerald & Betz, 1994; Hewitt, 2002; Hofstede, 1980; Triandis, 1994). The sample is characterised by a predominant White male racial culture within a socio-technical environment. The empirical results may therefore be limited to the particular population.

In terms of gender, research by BarOn (1997); Fatt and Howe (2003) and Pugh (2002) demonstrates that males and females do not differ significantly in terms of emotional intelligence levels. However, men and women as groups tend to have a shared, gender-specific profile of strong and weak points. Men are generally more self-confident and optimistic, and can handle stress better than women, but women are more aware of their emotions, show more empathy, and are more adept interpersonally. Males constitute 80% of the sample, thus again, the empirical results may be limited to males in general.

Theory and research from developmental and aging literature suggest that individual differences in emotional experience and emotion regulation may change over time as a function of maturation, changing goals and experience (Eisenberg, et al., 2000; Carstensen, 1992). Age-related changes in emotions and emotion regulation are

viewed as the result of changes in physiological, cognitive, and conative systems (Carstensen, 1992). Emotion regulatory processes seem to improve with age (Gross, et al., 1997). The emotional regulation strategies employed by younger and older individuals as well as their emotional response behaviour also differ. Older adults use internal and cognitively focused strategies with the aim of regulating their interpretation of events and internal actions, while younger individuals tend to aim for changing the environment by being more expressive and goal-directed in their emotional behaviour responses (Carstensen, 1998; Heckhausen, 2000; McConatha & Huba, 1999).

The sample is predominantly represented by an older age group (66% from the age group 36 years and older), which may influence the self and other evaluations on the 360° ECP. This aspect should be taken into consideration when interpreting the empirical results.

In summary, in terms of the MBTI, the sample may potentially tend to over-represent the typical male dominant personality preferences ESTJ (EJ, ET) and ISTJ (IJ, IS). The CFSEI-AD results may potentially be generalised to adult male dominant populations and the 360° ECP results may potentially be generalised to older male age groups.

6.1.3 Reporting of frequency distribution tables of personality preferences

The frequency distribution of the personality preferences of particular importance to this research for the total sample is displayed in table 6.2. The personality preferences are expressed as a percentage for the sample group in table format. The data is only used to categorise the sample according to the personality preferences, and therefore only frequencies and percentages are shown.

TABLE 6.2 FREQUENCY DISTRIBUTION: PERSONALITY PREFERENCES PROFILE OF SAMPLE

PERSONALITY PREFERENCES (N=107)		
COMBINATIONS OF ATTITUDES	DOMINANT ATTITUDES & FUNCTIONS	TYPES
IJ (n=48) 45 %	IS (n=35) 32%	ISTJ (n=33) ISFJ (n=2)
	IN (n=13) 13%	INTJ (n=12) INFJ (n=1)
IP (n=11) 10%	IT (n=7) 6%	ISTP (n=2) INTP (n=5)
	IF (n=4) 4%	ISFP (n=1) INFP (n=3)
EP (n=11) 10%	ES (n=3) 3%	ESTP (n=3) ESFP (n=0)
	EN (n=8) 7%	ENTP (n=6) ENFP (n=2)
EJ (n=37) 35%	ET (n=33) 31%	ESTJ (n=26) ENTJ (n=7)
	EF (n=4) 4%	ESFJ (n=3) ENFJ (n=1)
E (n= 48) : 45%		
I (n=59) : 55%		
S (n=70) : 65%		
N (n=37) : 35%		
T (n=94) : 88%		
F (n=13) : 12%		
J (n=85) : 79%		
P (n=22) : 21%		

6.1.4 Interpretation of the frequency distribution of personality preferences

The majority of the sample clusters in the Introversion-Judging (IJ 45%; IS 32%; IN 13%) and Extraversion-Judging (EJ 35%; ET 31%; EF 4%) personality preferences categories, followed by a less strongly clustering in the Introversion-Perceiving (IP 10%; IT 6%; IF 4%) and Extraversion-Perceiving (EP 10%; EN 7%; ES 3%) personality preferences categories. Overall, the Introverted-Thinking (IT 7%); Extraverted-Intuition (7%); Introverted-Feeling (IF 4%), Extraverted-Feeling (EF 4%) and Extraverted-Sensing (ES 3%) personality preferences are under-represented.

The Introversion (I 55%) and Extraversion (E 45%) representation seems to be approximately balanced across the sample group. With respect to the Sensing-Intuition personality preferences, the sample clusters predominantly in the Sensing (S 65%) category. The Thinking-Feeling preferences indicate a predominant clustering in the Thinking (T 88%) category, while the Judging-Perceiving personality preferences indicate a predominant clustering in the Judging (J 79%) category.

The frequency distribution indicates a predominance of the ESTJ (n=26) and ISTJ (n=33) personality preference types. The overall under-representation of the other personality types needs to be considered when interpreting the empirical results.

6.1.5 Reporting of item-reliability and Cronbach alpha coefficients: 360° Emotional Competency Profiler

Tables 6.3 and 6.4 display the item-reliability and Cronbach alpha coefficients of the 360° Emotional Competency Profiler (ECP) respectively, and Table 6.5 displays the item-reliability and Cronbach alpha coefficients of the 360° Emotional Competency Profiler (ECP) Total Emotional Competence construct. Item-analyses were conducted separately for the self-evaluation and other-evaluation responses on the current behaviour scale to establish construct reliability. Construct reliability is essential to enable the researcher to compare the results of the self and other evaluation scores. A Cronbach alpha coefficient $>0,7$ will indicate construct reliability, that is, that the single score calculated for each construct can be calculated to represent a measurement of the specific construct (Nunnally & Bernstein, 1994). The scores were calculated as the mean of the individual item-scores within the construct.

TABLE 6.3 DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY RELIABILITIES FOR THE 360° EMOTIONAL COMPETENCY PROFILER CURRENT BEHAVIOUR: SELF & OTHERS

Item	Self				Other			
	N	Mean	SD	Cronbach Alpha	N	Mean	SD	Cronbach Alpha
Emotional Literacy								
1	107	3,39	0,58	0,48	340	3,22	0,51	0,78
2	107	3,36	0,59	0,45	340	3,27	0,64	0,72
3	107	3,36	0,54	0,50	340	3,29	0,58	0,71
4	107	3,14	0,56	0,48	340	2,97	0,55	0,71
5	107	3,13	0,67	0,42	340	3,06	0,65	0,71
6	107	3,07	0,67	0,42	340	3,04	0,60	0,71
Self-esteem/self-regard								
7	107	3,41	0,60	0,68	334	3,26	0,60	0,71
8	107	3,52	0,52	0,67	334	3,47	0,55	0,74
9	107	3,41	0,71	0,61	334	3,26	0,59	0,67
10	107	3,40	0,57	0,59	334	3,31	0,59	0,68
11	107	3,25	0,59	0,59	334	3,12	0,59	0,70
12	107	3,61	0,49	0,59	334	3,34	0,58	0,69
Self-management								
13	105	3,15	0,69	0,73	339	3,16	0,53	0,80
14	105	3,02	0,60	0,68	339	3,12	0,67	0,73
15	105	3,05	0,56	0,74	339	3,18	0,57	0,77
16	105	3,16	0,64	0,68	339	3,17	0,66	0,74
17	105	2,93	0,70	0,69	339	3,15	0,70	0,73
18	105	3,04	0,59	0,68	339	3,17	0,64	0,74
Self-motivation								
19	105	3,37	0,62	0,59	342	3,39	0,59	0,71
20	105	3,35	0,55	0,59	342	3,35	0,59	0,70
21	105	3,35	0,65	0,62	342	3,19	0,59	0,71
22	105	3,32	0,58	0,58	342	3,19	0,62	0,71
23	105	3,45	0,54	0,51	342	3,34	0,55	0,69
24	105	3,28	0,62	0,52	342	3,34	0,55	0,70
Change resilience								
25	104	3,31	0,61	0,75	321	3,07	0,59	0,77
26	104	3,22	0,62	0,71	321	3,11	0,58	0,76
27	104	3,57	0,52	0,76	321	3,38	0,60	0,74
28	104	3,54	0,52	0,73	321	3,28	0,63	0,75
29	104	3,35	0,55	0,75	321	3,23	0,57	0,74
30	104	3,18	0,52	0,73	321	3,19	0,56	0,78
31	104	3,29	0,55	0,73	321	3,18	0,53	0,76
Interpersonal relations								
32	105	3,51	0,57	0,78	338	3,32	0,60	0,85
33	105	3,34	0,60	0,77	338	3,21	0,65	0,85
34	105	3,37	0,50	0,75	338	3,28	0,57	0,84
35	105	3,53	0,52	0,77	338	3,38	0,59	0,84
36	105	3,27	0,51	0,77	338	3,21	0,54	0,84
37	105	3,46	0,52	0,77	338	3,35	0,58	0,84
38	105	3,32	0,63	0,74	338	3,18	0,67	0,84
39	105	3,27	0,62	0,76	338	3,11	0,61	0,84
40	105	3,46	0,50	0,77	338	3,29	0,64	0,83
Integration Head/Heart								
41	106	3,62	0,52	0,73	336	3,53	0,56	0,79
42	106	3,37	0,61	0,65	336	3,21	0,63	0,74
43	106	3,10	0,68	0,64	336	2,98	0,62	0,73
44	106	3,30	0,60	0,63	336	3,18	0,55	0,75
45	106	3,21	0,49	0,66	336	3,16	0,52	0,73
46	106	3,21	0,63	0,69	336	3,21	0,54	0,74

**TABLE 6.4 CONSTRUCT RELIABILITY (CRONBACH ALPHA COEFFICIENTS):
360° EMOTIONAL COMPETENCY PROFILER CURRENT
BEHAVIOUR: SELF & OTHERS**

	CRONBACH ALPHA COEFFICIENTS SELF	CRONBACH ALPHA COEFFICIENTS OTHER
Emotional Literacy	0,51	0,75
Self-esteem/self-regard	0,67	0,74
Self-management	0,74	0,79
Self-motivation	0,61	0,74
Change Resilience	0,77	0,78
Interpersonal Relations	0,79	0,86
Integration Head & Heart	0,71	0,78

TABLE 6.5 DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY RELIABILITIES: 360° ECP TOTAL EMOTIONAL COMPETENCE CURRENT BEHAVIOUR: SELF & OTHERS

Item	Self		Other	
	Correlation With Total	Cronbach Alpha	Correlation with Total	Cronbach Alpha
Emotional Literacy				
1	0,317	0,91	0,400	0,95
2	0,308	0,91	0,511	0,95
3	0,211	0,91	0,554	0,95
4	0,265	0,91	0,552	0,95
5	0,377	0,91	0,534	0,95
6	0,462	0,91	0,538	0,95
Self-esteem/self-regard				
7	0,221	0,91	0,431	0,95
8	0,423	0,91	0,357	0,95
9	0,353	0,91	0,557	0,95
10	0,535	0,91	0,510	0,95
11	0,434	0,91	0,451	0,95
12	0,395	0,91	0,548	0,95
Self-management				
13	0,375	0,91	0,410	0,95
14	0,442	0,91	0,463	0,95
15	0,476	0,91	0,502	0,95
16	0,393	0,91	0,506	0,95
17	0,273	0,91	0,472	0,95
18	0,345	0,91	0,508	0,95
Self-motivation				
19	0,355	0,91	0,434	0,95
20	0,385	0,91	0,448	0,95
21	0,408	0,91	0,485	0,95
22	0,509	0,91	0,582	0,95
23	0,542	0,91	0,534	0,95
24	0,497	0,91	0,504	0,95
Change resilience				
25	0,457	0,91	0,498	0,95
26	0,569	0,91	0,471	0,95
27	0,396	0,91	0,560	0,95
28	0,466	0,91	0,494	0,95
29	0,516	0,91	0,535	0,95
30	0,498	0,91	0,463	0,95
31	0,514	0,91	0,512	0,95
Interpersonal relations				
32	0,258	0,91	0,477	0,95
33	0,398	0,91	0,521	0,95
34	0,497	0,91	0,561	0,95
35	0,414	0,91	0,567	0,95
36	0,398	0,91	0,562	0,95
37	0,435	0,91	0,526	0,95
38	0,526	0,91	0,661	0,95
39	0,470	0,91	0,607	0,95
40	0,486	0,91	0,700	0,95
Integration Head/Heart				
41	0,347	0,91	0,417	0,95
42	0,369	0,91	0,559	0,95
43	0,386	0,91	0,592	0,95
44	0,520	0,91	0,560	0,95
45	0,440	0,91	0,592	0,95
46	0,441	0,91	0,590	0,95

6.1.6 Interpretation of item-reliability and Cronbach alpha coefficients: 360° Emotional Competency Profiler

Cronbach alpha coefficients $>0,7$ were obtained for all the scales for the self and other evaluation scores, with the exception of the Emotional Literacy ($\alpha=0,51<0,7$) and Self-motivation ($\alpha=0,61<0,7$) scales for the self evaluations. However, the sample size of the self evaluations ($n=107$) versus the sample size of the other evaluations ($n=340$) needs to be considered. Nevertheless, it was decided to include these two constructs in the statistical analyses that follow. However, when interpreting the empirical results, cognisance need to taken of the fact that the Emotional Literacy and Self-motivation constructs do not represent the two relevant constructs as accurately as the other construct scores.

In terms of the Emotional Competence Total construct, Cronbach alpha coefficients $>0,91$ for all the scales for self and other evaluation scores were obtained, confirming the reliability and validity of including the Total Emotional Competence construct in the statistical analyses pertaining to the investigation of the relationship between personality preferences, self-esteem and emotional competence.

6.2 COMMON STATISTICS

In order to investigate the relationships between the variables of concern to this study, descriptive test statistics must be transformed to a common statistic in order to be able to make decisions about accepting or rejecting the null hypotheses pertinent to this research. The most widely used common statistics to investigate hypothesised relationships are r , the correlation coefficient (Tredoux, 2002). In terms of this research, point bi-serial correlation coefficients were computed to establish the relationship between the Myers-Briggs Type Indicator and 360° Emotional Competency Profiler data, and the Myers-Briggs Type Indicator and CFSEI-AD data. Pearson product-moment correlation coefficients were calculated to establish the relationship between the CFSEI-AD and 360° Emotional Competency Profiler data. The cut-off point for rejecting a particular null hypothesis will be when the probability obtained under H_0 is less than or equal to 0,05 ($p \leq 0,05$). The results are herewith reported and subsequently interpreted.

6.2.1 Reporting of point bi-serial correlation coefficients: Myers-Briggs Type Indicator and CFSEI-AD

The point bi-serial correlation coefficients for the MBTI data and CFSEI-AD data are reported in tables 6.6 and 6.7. Figures 6.5 to 6.19 display the box plots for only the X (MBTI data) and Y (CFSEI-AD data) variables that correlate significantly. The box plots illustrate the nature and direction of the point bi-serial correlations between the X and Y variables.

The S (mean=6,47) MBTI scale shows a large overlap with the N (mean=6,92) scale in Figure 6.5, with a small, but definite negative relationship with Social self-esteem ($r=-0,20$; $p=0,04$ - Table 6.6). With regard to Social self-esteem (Figure 6.6), there is a large overlap between E (mean=7,00) and I (mean=6,35), with a small, but definite positive relationship with Social self-esteem ($r=0,30$; $p=0,00$ – Table 6.6). In similar fashion, the S (mean=12,92) MBTI scale in Figure 6.7 shows a large overlap with the N (mean=14,11) scale, with a small, but definite negative relationship with General self-esteem ($r=-0,23$; $p=0,02$ – Table 6.6).

The S (mean=5,29) MBTI scale shows a large overlap with the N (mean=6,16) scale, with a small, but definite negative relationship with Personal self-esteem ($r=-0,24$; $p=0,01$ – Table 6.6) in Figure 6.8. Finally, with regard to the S (mean=24,66) MBTI scale in Figure 6.9 shows a large overlap with the N (mean=27,19) scale, with a small, but definite negative relationship with Total self-esteem ($r=-0,30$; $p=0,00$ – Table 6.6). In terms of Total self-esteem (Figure 6.10), there is a large overlap between E (mean=26,64) and I (mean=24,73), with a small, but definite negative relationship with Total self-esteem ($r=-0,23$; $p=0,02$ - Table 6.6).

The ET (mean=6,97) personality preference in Figure 6.11 shows a large overlap with the IT (mean=6,28) personality preference, with a small, but definite positive relationship with Social self-esteem ($r=0,34$; $p=0,00$ - Table 6.7). The ES (mean=6,79) personality preference in Figure 6.12 shows a large overlap with the IS (mean=6,24) personality preference, with a small, but definite positive relationship with Social self-esteem ($r=0,24$; $p=0,05$ - Table 6.7). The EN (mean=7,38) personality preference in Figure 6.13 shows a very small overlap with the IN (mean=6,57) personality preference, with a moderate, but a substantially positive relationship with Social self-esteem ($r=0,49$; $p=0,00$ - Table 6.7).

The EJ (mean=6,91) personality preference in Figure 6.14 shows a large overlap with the IJ (mean=6,29) personality preference, with a small, but definite positive relationship with Social self-esteem($r=0,28$; $p=0,01$ - Table 6.7). The EP (mean=7,27) personality preference in Figure 6.15 shows a very small overlap with the IP (mean=6,57) personality preference, with a moderate, but a substantially positive relationship with Social self-esteem($r=0,40$; $p=0,05$ - Table 6.7).

The ET (mean=13,85) personality preference in Figure 6.16 shows a large overlap with the IT (mean=12,85) personality preference, with a small, but definite positive relationship with General self-esteem($r=0,21$; $p=0,05$ - Table 6.7). The EN (mean=15,06) personality preference in Figure 6.17 shows a small overlap with the IN (mean=13,38) personality preference, with a moderate, but a substantially positive relationship with General self-esteem($r=0,44$; $p=0,01$ – Table 6.7).

Finally, with regard to Total self-esteem (Figure 6.18), there is a small overlap between ET (mean=26,64) and IT (mean=24,42), with a small, but definite positive relationship with Total self-esteem($r=0,27$; $p=0,01$ - Table 6.7). The EN (mean=29,06) personality preference in Figure 6.19 shows a small overlap with the IN (mean=25,76) personality preference, with a moderate, but a substantially positive relationship with Total self-esteem($r=0,50$; $p=0,00$ - Table 6.7).

TABLE 6.6 POINT BI-SERIAL CORRELATION COEFFICIENTS: MBTI FOUR ATTITUDES AND CFSEI-AD

	MBTI			
	E - I	S - N	T - F	J - P
CFSEI-AD				
Social	0,30 (0,00)**	- 0,20 (0,04)*	- 0,17 (0,23)	- 0,13 (0,18)
General	0,18 (0,06)	- 0,23 (0,02)*	- 0,08 (0,43)	- 0,11 (0,28)
Personal	0,10 (0,29)	- 0,24 (0,01)**	- 0,06 (0,51)	- 0,11 (0,28)
Total	0,23 (0,02)*	- 0,30 (0,00)***	- 0,11 (0,27)	- 0,15 (0,13)

*** p 0,001

** p 0,01

* p 0,05

TABLE 6.7 POINT BI-SERIAL CORRELATION COEFFICIENTS: MBTI COMBINATIONS OF EI ATTITUDES WITH FUNCTIONS AND CFSEI-AD

	MBTI					
	EF IF	ET IT	ES IS	EN IN	EJ IJ	EP IP
CFSEI-AD						
Social	0,22 (0,42)	0,34 (0,00)***	0,24 (0,05)*	0,49 (0,00)***	0,28 (0,01)**	0,40 (0,05)*
General	0,01 (0,97)	0,21 (0,05)*	0,08 (0,52)	0,44 (0,01)**	0,14 (0,21)	0,33 (0,10)
Personal	-0,09 (0,74)	0,14 (0,19)	0,03 (0,81)	0,24 (0,15)	0,08 (0,48)	0,18 (0,39)
Total	0,01 (0,96)	0,27 (0,01)**	0,13 (0,27)	0,50 (0,00)***	0,20 (0,07)	0,35 (0,08)

*** p 0,001 ** p 0,01 * p 0,05

Box Plot: CFSEI (sscore) according to personality type:n—s.

Mean(0) n = 6.92 : mean(1) s = 6.47

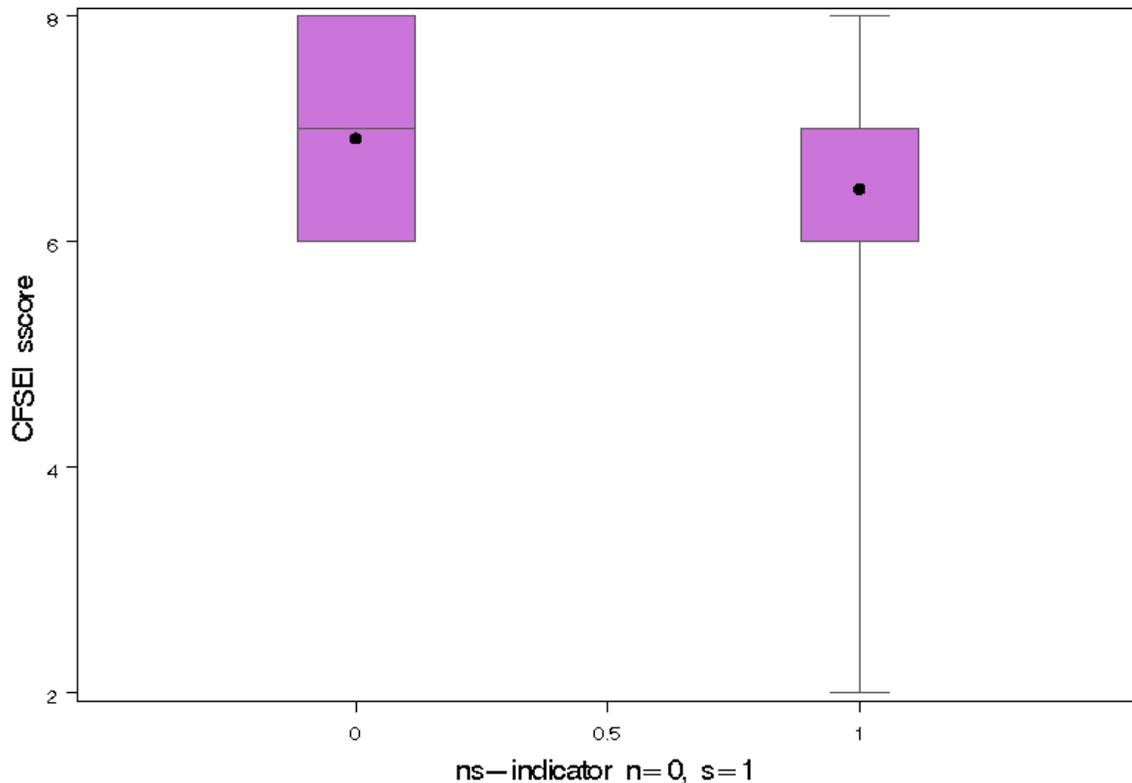


Figure 6.5 Box plot S-N MBTI scale and Social self-esteem (sscore= Social self-esteem)

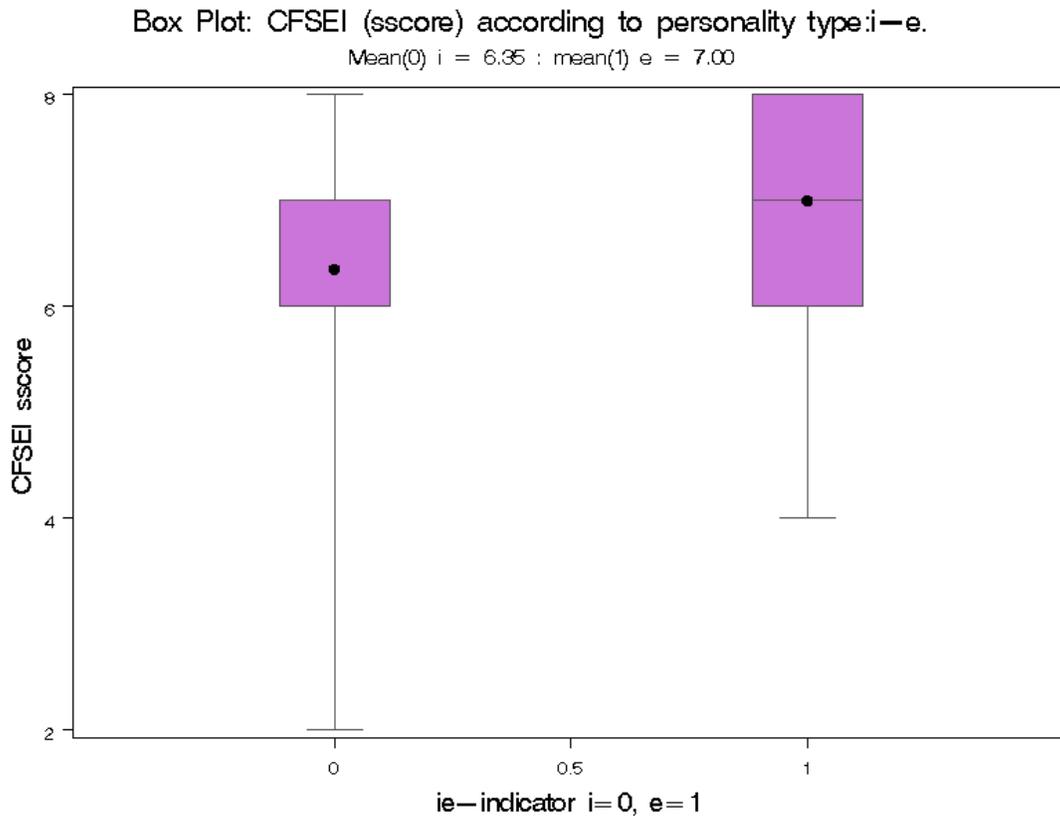


Figure 6.6 Box plot: E-I MBTI scale and Social self-esteem (sscore= Social self-esteem)

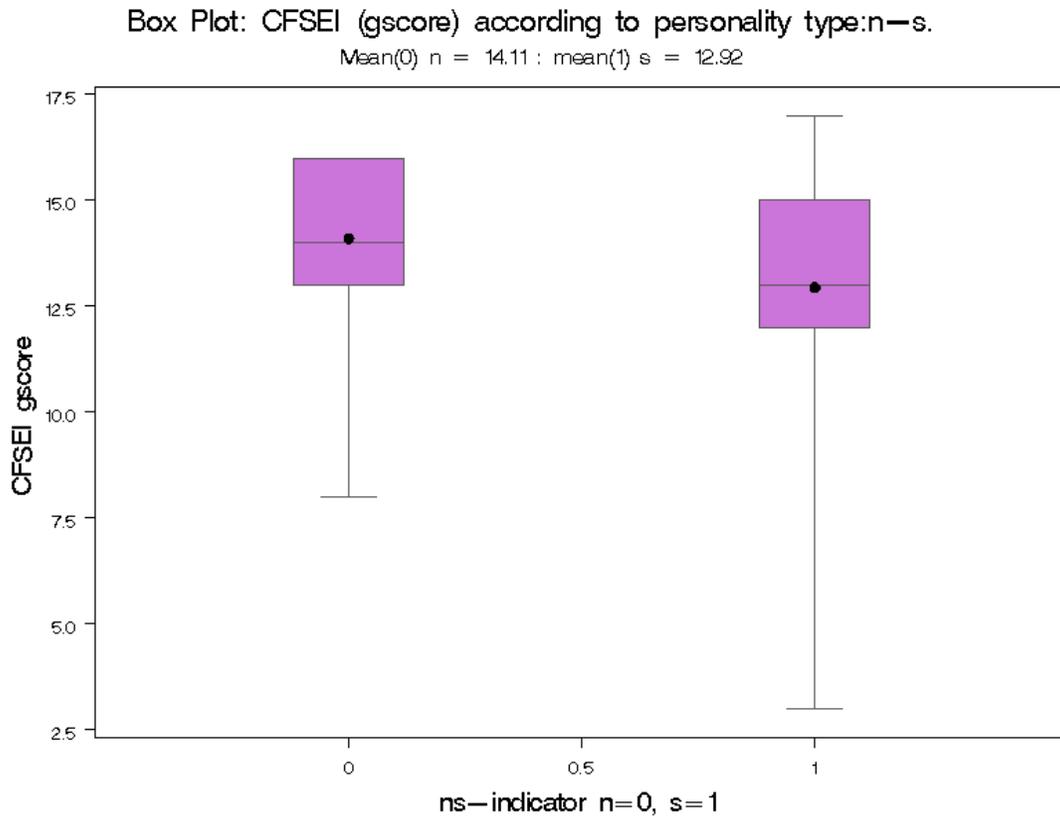


Figure 6.7 Box plot: S-N MBTI scale and General self-esteem (gscore= General self-esteem)

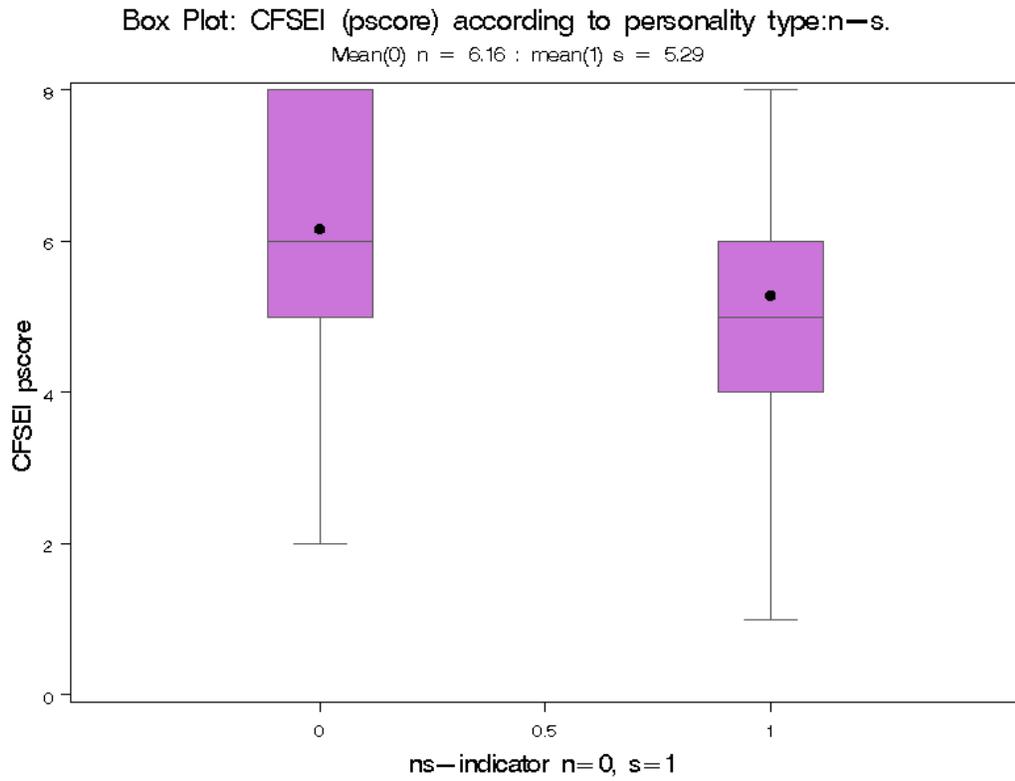


Figure 6.8 Box plot: S-N MBTI scale and Personal self-esteem (pscore= Personal self-esteem)

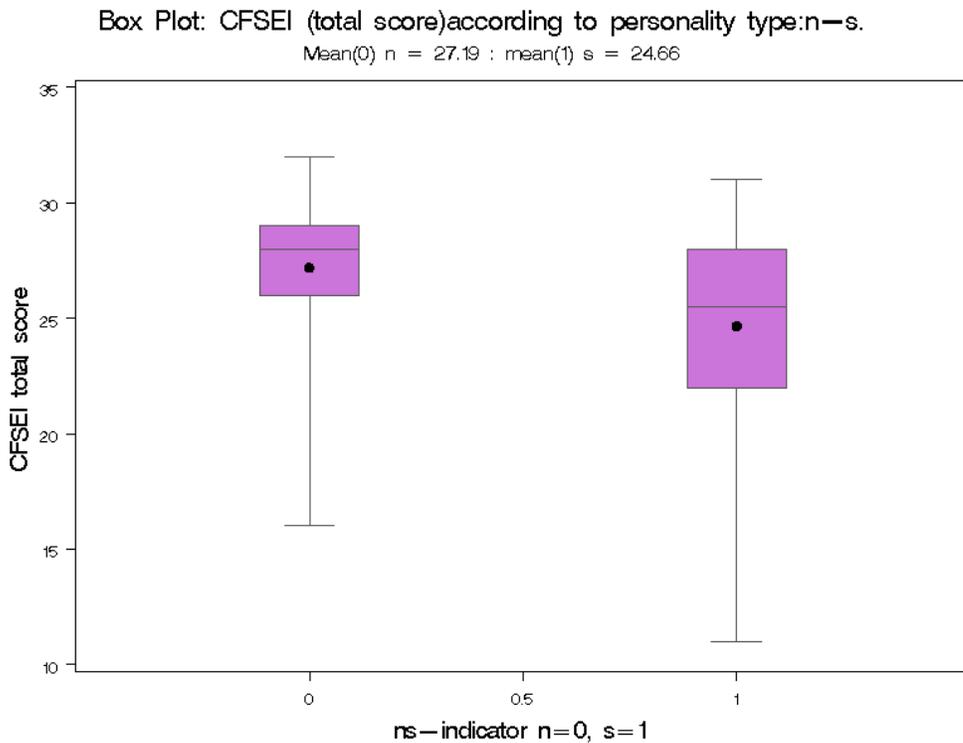


Figure 6.9 Box plot: S-N MBTI scale and Total self-esteem (total score= Total self-esteem)

Box Plot: CFSEI (total score) according to personality type: i—e.

Mean(0) i = 24.73 : mean(1) e = 26.64

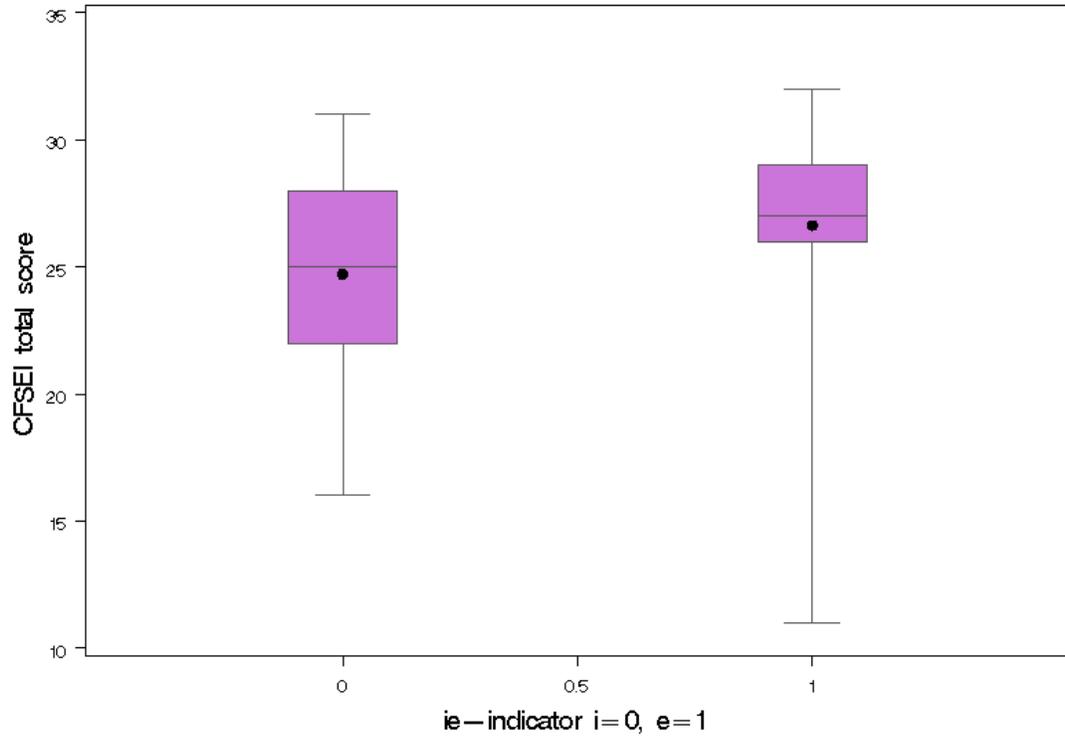


Figure 6.10 Box plot: E-I MBTI scale and Total self-esteem
(total score = Total self-esteem)

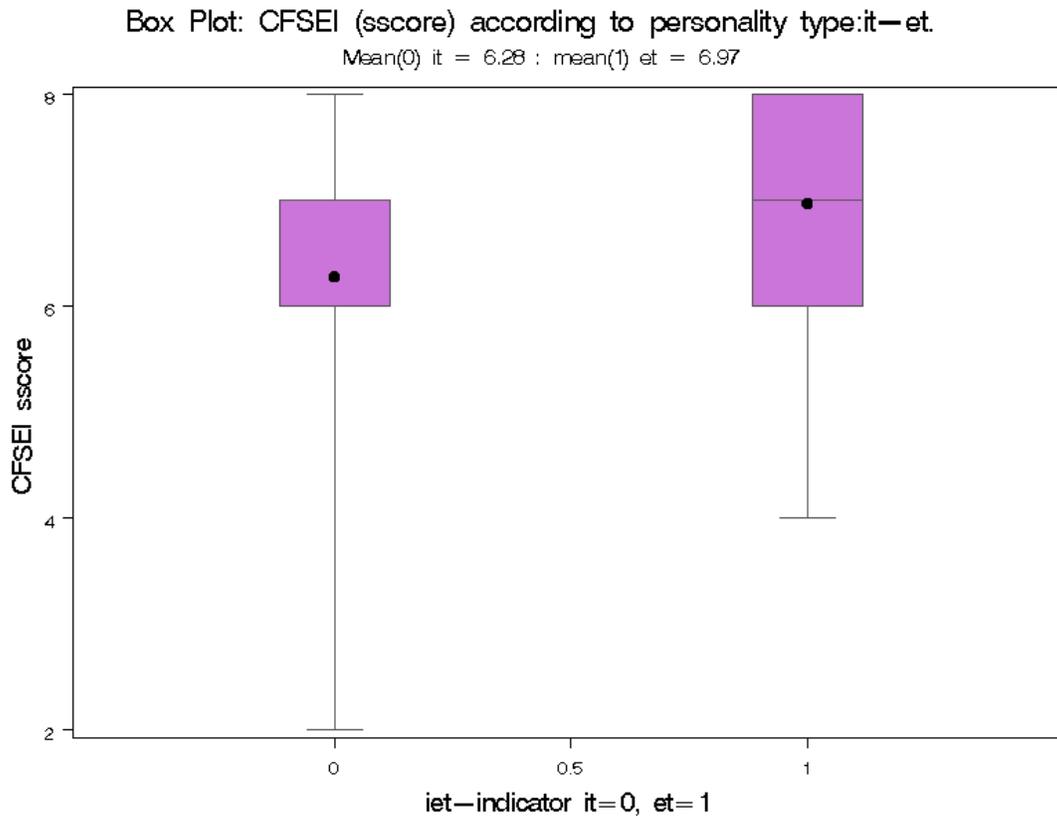


Figure 6.11 Box plot: ET-IT personality preference and Social self-esteem (sscore= Social self-esteem)

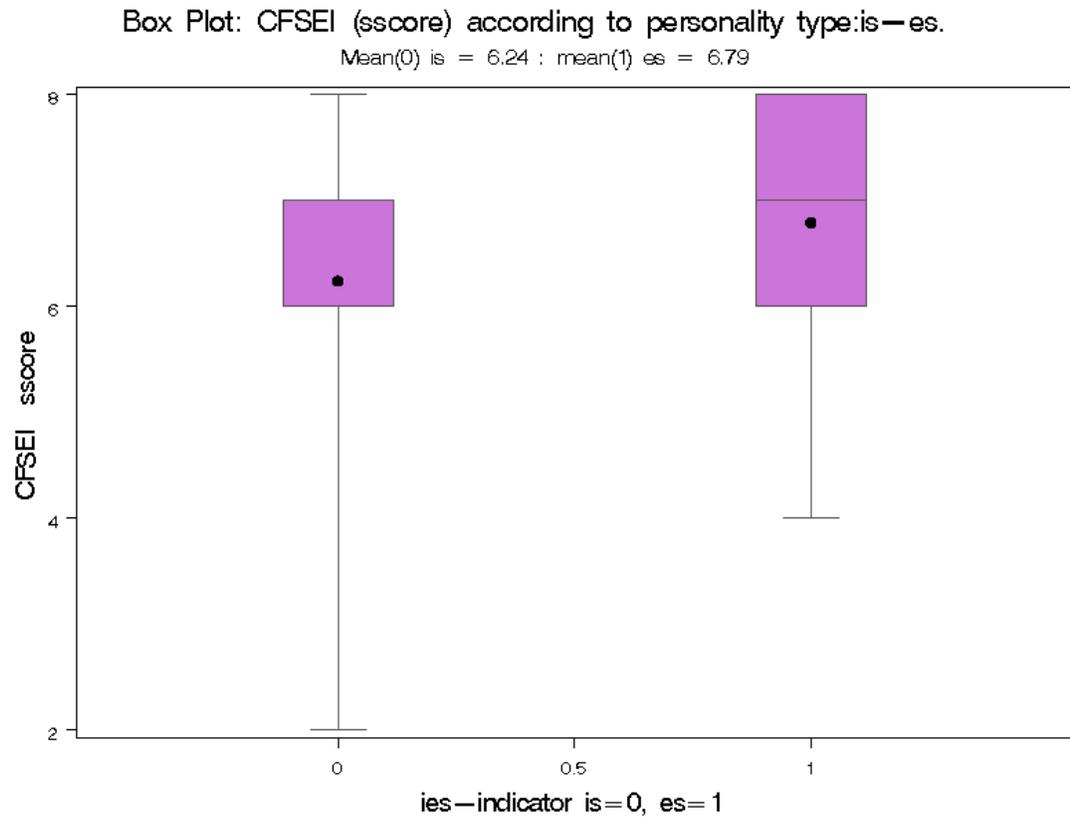


Figure 6.12 Box plot: ES-IS personality preference and Social self-esteem (sscore= Social self-esteem)

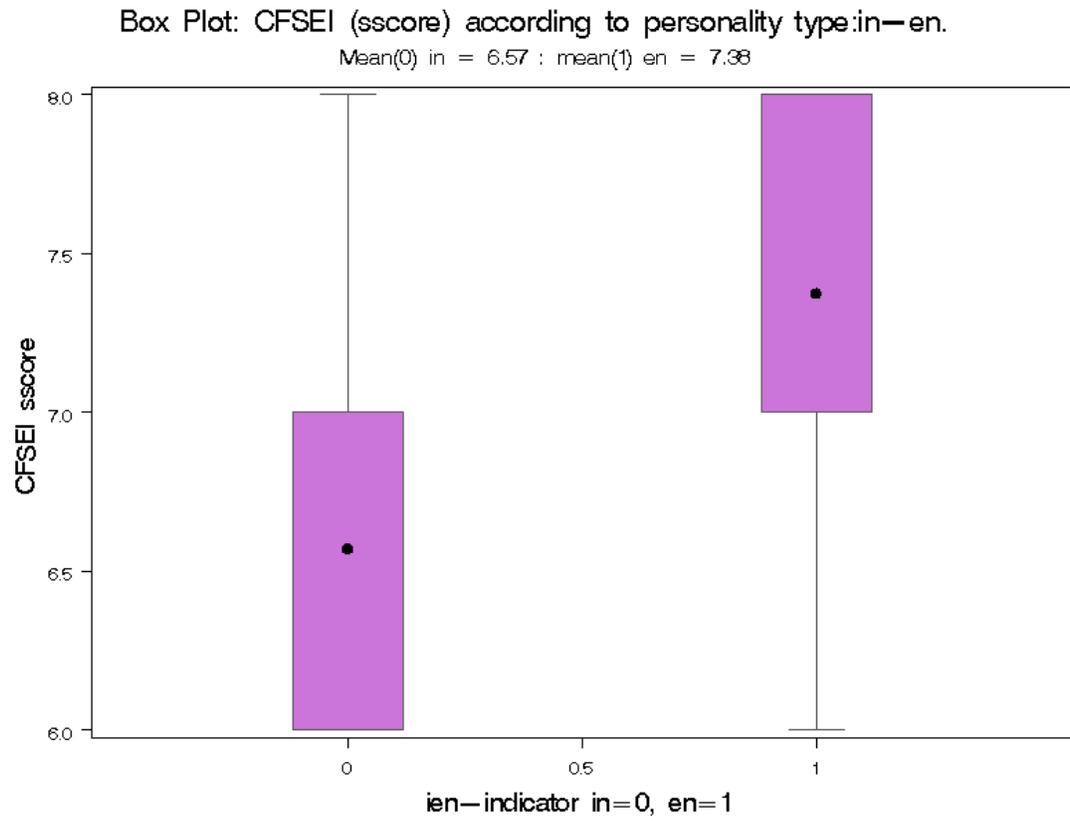


Figure 6.13 Box plot: EN-IN personality preference and Social self-esteem (sscore = Social self-esteem)

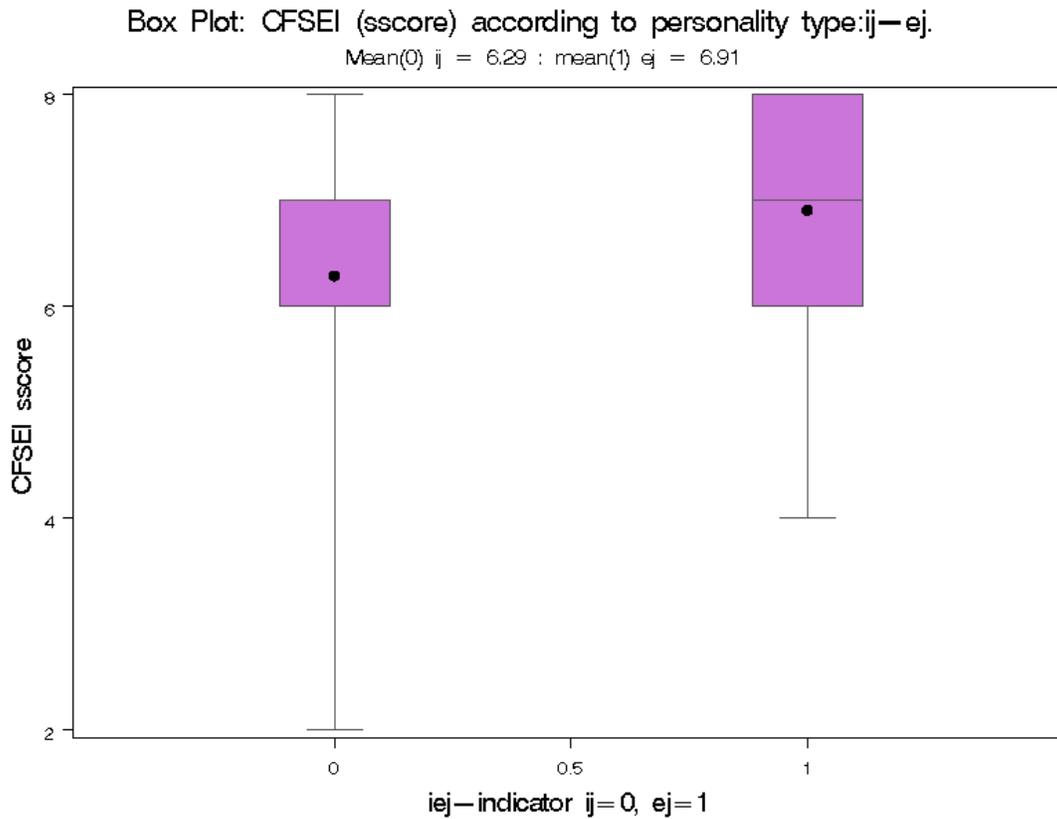


Figure 6.14 Box plot EJ-IJ personality preference and Social self-esteem (sscore= Social self-esteem)

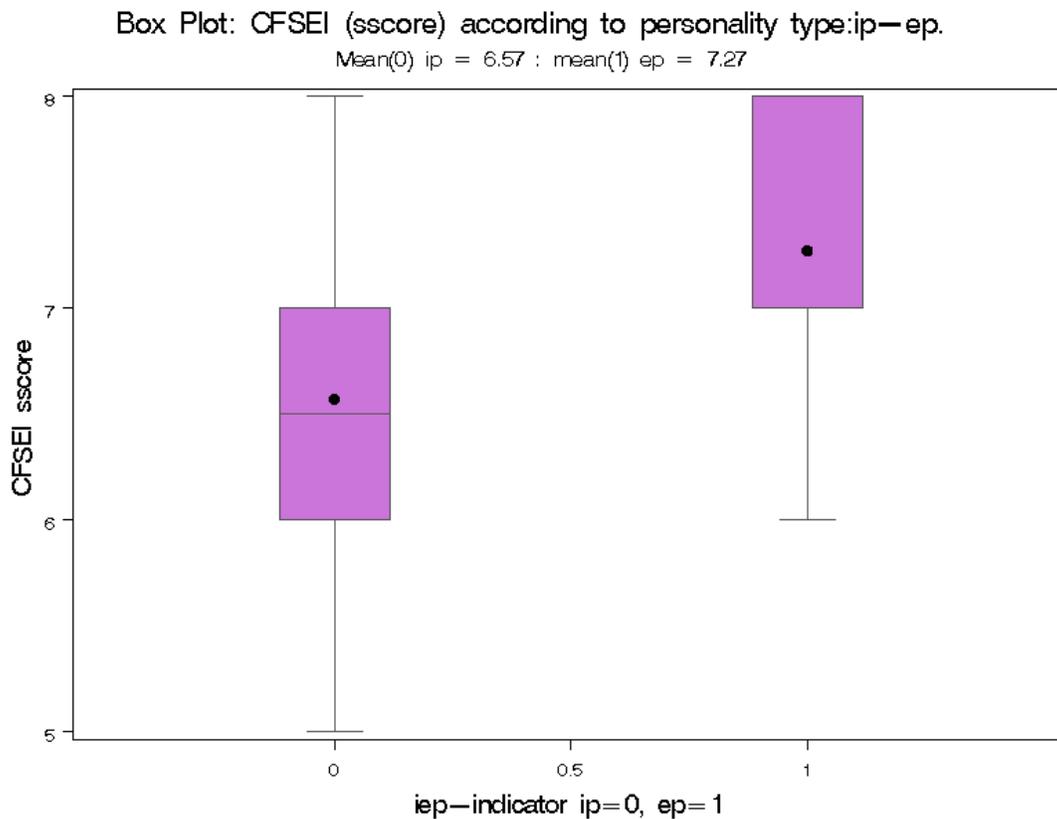


Figure 6.15 Box plot: EP-IP personality preference and Social self-esteem (sscore= Social self-esteem)

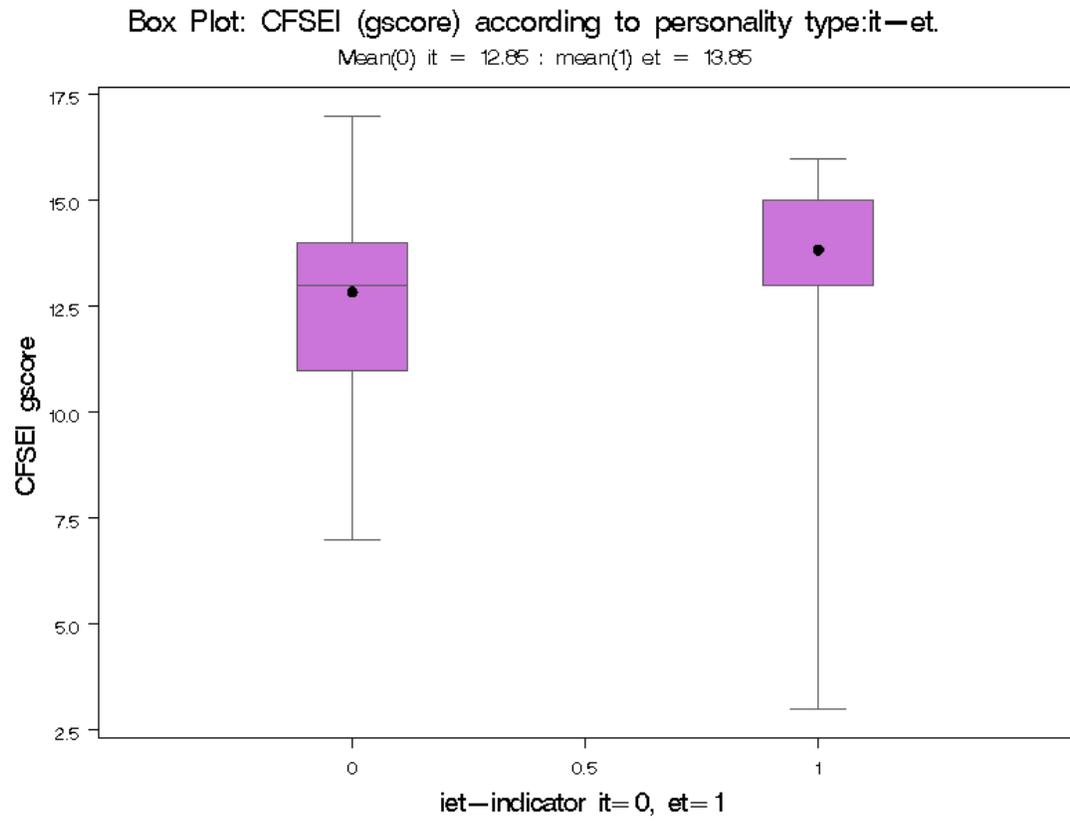


Figure 6.16 Box plot: ET-IT personality preference and General self-esteem (gscore= General self-esteem)

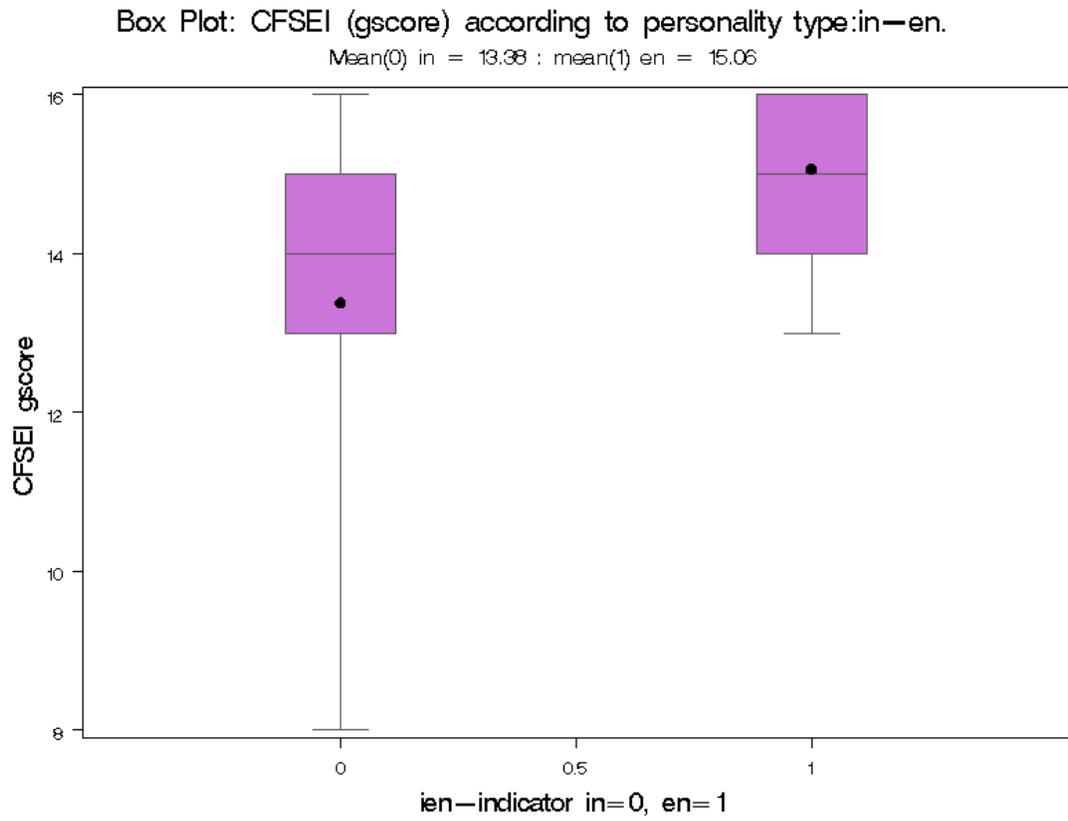


Figure 6.17 Box plot: EN-IN personality preference and General self-esteem (gscore= General self-esteem)

Box Plot: CFSEI (total score) according to personality type: it-et.

Mean(0) it = 24.42 : mean(1) et = 26.64

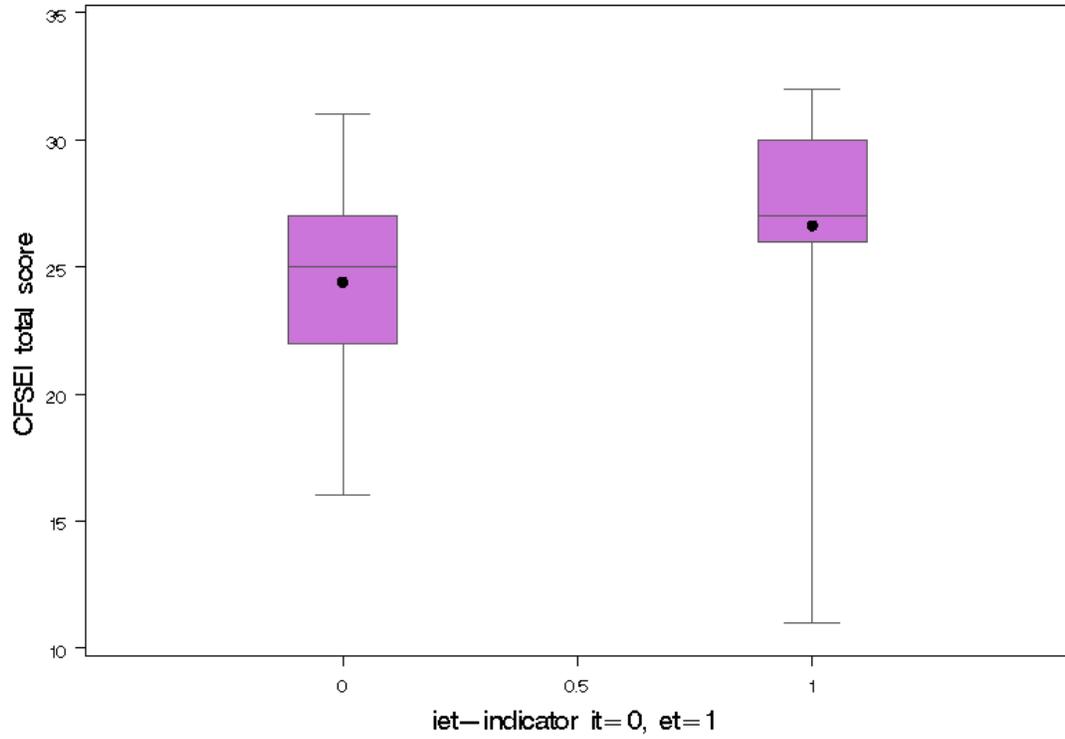


Figure 6.18 Box plot: ET-IT personality preference and Total self-esteem (total score = Total self-esteem)

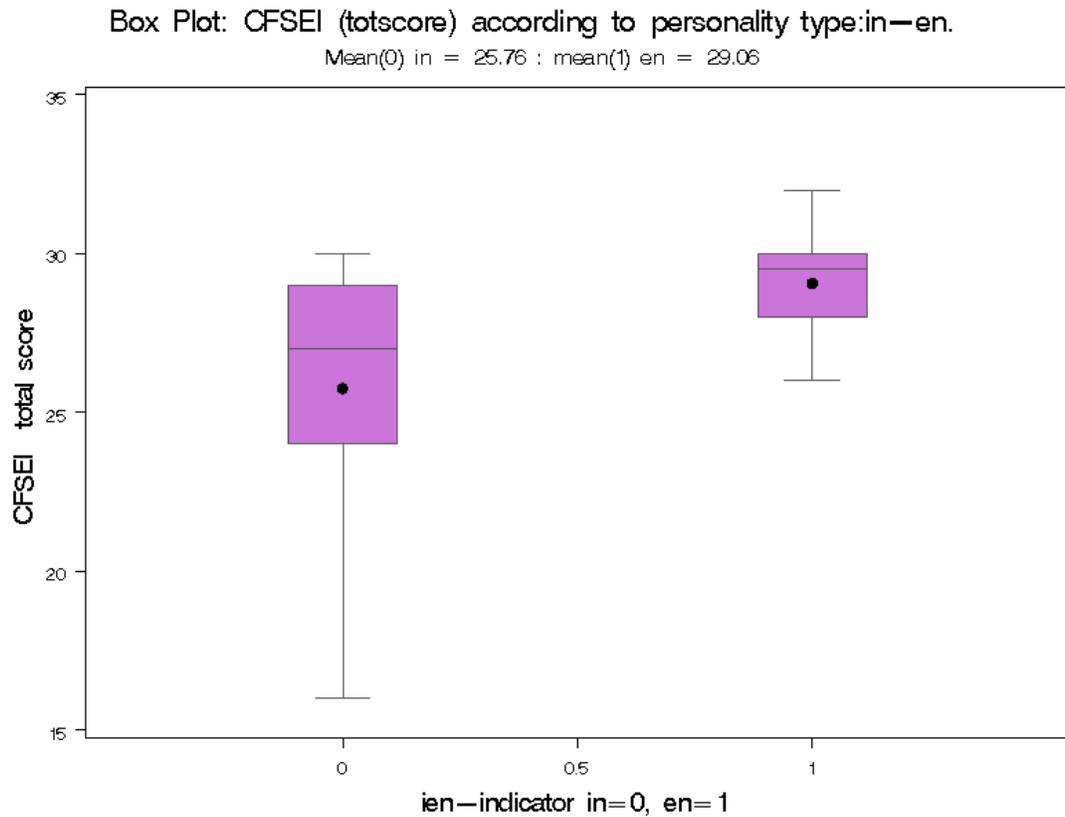


Figure 6.19 Box plot: EN-IN personality preference and Total self-esteem (total score = Total self-esteem)

6.2.2 Interpretation of point bi-serial correlation coefficients: Myers-Briggs Type Indicator and CFSEI-AD

Based on the data displayed in Tables 6.6 and 6.7, the specific relationships between the MBTI personality preferences of concern to this research and the CFSEI-AD self-esteem scales can be derived. Tables 6.8 and 6.9 provide an overview of the key relationships.

In comparing the expected relationships between the relevant MBTI personality preferences and the CFSEI-AD self-esteem scales with the hypothesised relationships displayed in Table 4.4, a reasonably high proportion of expected relationships were encountered. Theoretically, it was hypothesised that the EP, EN, ES, and EF personality preference types may tend to relate more positively to high self-esteem than the introverted types. The hypothesised results between the Extraversion-Introversion (E-I) scale and Social and Total self-esteem are supported, as are the relationships between the Sensing-Intuition (S-N) scale and all four of the self-esteem scales (Social, Personal, General, Total). Furthermore, the expected

relationships between the ET, ES, EN, EJ, EP personality preferences and Social self-esteem are supported, as are the relationships between the ET and EN personality preferences with both General and Total self-esteem.

In general the Extraversion attitude combinations (ET, ES, EN, EJ, EP) are characterised by being sociable, confident, and having a characteristic efficacious action orientation, whereas the IT, IS, IN, IJ, IP personality preference types rank low in positive affectivity as they are found to be quite vulnerable to negative affectivity and personal stress (Myers, et al., 1998). The results indicate a small, but definite significant relationship between the personality preferences and the self-esteem scales with the exception of the EF-IF personality preferences. This may be due to the under-representation of these types.

The absence of a positive relationship between the personality preferences and Personal self-esteem (with the exception of the Intuition personality preference function) is at first somewhat surprising. However, further analysis of the Personal self-esteem description indicates self-awareness, self-regard and psychological well-being. A possible explanation could be that the MBTI does not purport to measure an individual's self-regard and psychological well-being. Indeed, no personality instruments directly assess this construct (Dulewicz & Higgs, 1998).

In summary, only the Extraversion scale and Intuition scale in terms of the four MBTI scales appear to have a significant link with the CFSEI-AD self-esteem scales. The Extraversion scale appears to be significantly related to Social self-esteem (Figure 6.6) and Total self-esteem scales (Figure 6.10), whilst the Intuition scale appears to be significantly related to all four of the CFSEI-AD self-esteem scales (Figures 6.5, 6.7, 6.8 and 6.9). Furthermore, the Extraverted personality preferences (ET, ES, EN, EJ, EP) appear to be the most closely linked to the Social self-esteem scale (Figures 6.11, 6.12, 6.13, 6.14 and 6.15). The ET (Figures 6.16 and 6.18) and EN (Figures 6.17 and 6.19) personality preferences appear to be most closely linked to the General and Total self-esteem scales. The findings confirm the research findings reported by Myers, et al. (1998) that EJs and ETs tend to be high on dominance, sociability, self-acceptance, well-being, socialisation, self-control and achievement, whereas EPs, ESs, and ENs tend to be high on sociability, social presence, self-acceptance and tolerance. An examination of the MBTI personality preferences offers some insight into the significance of the Extraverted attitude of energy

orientation (E) and the Intuition (N) function in terms of self-esteem as measured by the CFSEI-AD.

In conclusion, the empirical results show that there is a small, but definite and comprehensive relationship between the MBTI personality preferences (ET, ES, EN, EJ, EP) and the Social, General and Total self-esteem scales and the EN personality preference with all four of the CFSEI-AD self-esteem scales. However, evidence regarding the relationship with the four MBTI scales (E-I, S-N, T-F, J-P) is not sufficiently significant to reject the null hypothesis.

Given the nature of the relationships, the following null hypothesis is herewith *accepted*:

Ho1 There is no relationship between the four MBTI scales (E-I, S-N, T-F, J-P) and total self-esteem and the three subscales (general, social, personal self-esteem) as measured by the CFSEI 2-AD.

The following null hypothesis is herewith *rejected*:

Ho2 There is no relationship between the MBTI personality preferences EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP and total self-esteem and the three subscales (general, social, personal self-esteem) as measured by the CFSEI 2-AD.

TABLE 6.8 DERIVED PROFILE: MBTI FOUR ATTITUDES AND CFSEI-AD

	MBTI			
	E - I	S - N	T - F	J - P
CFSEI-AD				
Social	+(E)	+(N)		
General		+(N)		
Personal				
Total	+(E)	+(N)		

TABLE 6.9 DERIVED PROFILE: MBTI COMBINATIONS OF EI ATTITUDES WITH FUNCTIONS AND CFSEI-AD

	MBTI					
	EF	ET	ES	EN	EJ	EP
	IF	IT	IS	IN	IJ	IP
CFSEI-AD						
Social		+(ET)	+(ES)	+(EN)	+(EJ)	+(EP)
General		+(ET)		+(EN)		
Personal						
Total		+(ET)		+(EN)		

6.2.3 Reporting of point bi-serial correlation coefficients: Myers-Briggs Type Indicator and 360° Emotional Competency Profiler

The point bi-serial correlation coefficients for the MBTI data and 360° ECP are reported in Tables 6.10 and 6.11. Figures 6.20 to 6.44 display the box plots for only the X (MBTI data) and Y (ECP data) variables that correlate significantly. The box plots illustrate the nature and direction of the point bi-serial correlations between the X and Y variables.

The data reported in Table 6.10 indicate significant relationships between the following variables: The S-N MBTI scale and Emotional Literacy Self ($p=0,04$); the E-I MBTI scale and Emotional Literacy Other ($p=0,02$); the T-F MBTI scale and Self-management Self ($p=0,04$); the E-I MBTI scale and Self-motivation Self ($p=0,01$); the S-N MBTI scale and Change resilience Self ($p=0,01$); the E-I MBTI scale and Interpersonal relations Other ($p=0,05$).

Table 6.11 indicates significant relationships between Emotional literacy Other and the following personality preferences respectively: ET-IT ($p=0,01$); ES-IS ($p=0,05$); EJ-IJ ($p=0,02$). Self-esteem/self-regard Other appears to correlate significantly with the personality preferences ET-IT ($p=0,05$) and EJ-IJ ($p=0,04$) respectively. Self-motivation Self appears to correlate significantly with the personality preferences ET-IT ($p=0,02$), EN-IN ($p=0,02$) and EJ-IJ ($p=0,02$) respectively. Finally, Interpersonal relations Self appears to correlate significantly with the personality preferences EF-IF ($p=0,05$) and EN-IN ($p=0,03$) respectively, while Interpersonal relations Other appears to correlate significantly with the personality preferences ET-IT ($p=0,03$), ES-IS ($p=0,02$) and EJ-IJ ($p=0,03$) respectively.

TABLE 6.10 POINT BI-SERIAL CORRELATION COEFFICIENTS: MBTI FOUR ATTITUDES AND 360° ECP CURRENT BEHAVIOUR – SELF & OTHERS

	MBTI			
	E – I	S – N	T – F	J – P
ECP				
Emotional Literacy				
Self	0,12 (0,21)	0,20 (0,04)*	- 0,08 (0,43)	0,17 (0,08)
Others	- 0,23 (0,02)*	- 0,01 (0,95)	- 0,05 (0,63)	0,04 (0,66)
Self-esteem / Self-regard				
Self	0,16 (0,11)	- 0,14 (0,16)	- 0,02 (0,85)	- 0,15 (0,12)
Others	- 0,16 (0,10)	- 0,02 (0,86)	- 0,05 (0,64)	- 0,00 (0,99)
Self-management				
Self	(0,12) (0,21)	- 0,05 (0,63)	0,20 (0,04)*	0,04 (0,70)
Others	- 0,08 (0,43)	- 0,01 (0,93)	- 0,01 (0,95)	- 0,03 (0,78)
Self-motivation				
Self	(0,26) (0,01)***	- 0,03 (0,76)	0,00 (0,33)	0,10 (0,32)
Others	- 0,17 (0,08)	0,01 (0,96)	- 0,01 (0,89)	0,04 (0,67)
Change Resilience				
Self	(0,15) (0,11)	- 0,19 (0,05)*	0,07 (0,47)	- 0,09 (0,37)
Others	- 0,16 (0,11)	- 0,02 (0,86)	- 0,15 (0,12)	- 0,76 (0,44)
Interpersonal Relations				
Self	(0,18) (0,07)	0,03 (0,77)	- 0,06 (0,56)	0,05 (0,63)
Others	- 0,19 (0,05)*	0,01 (0,88)	- 0,08 (0,43)	0,06 (0,57)
Integration				
Head & Heart				
Self	(0,03) (0,75)	0,02 (0,80)	0,02 (0,80)	0,11 (0,26)
Others	- 0,15 (0,11)	- 0,14 (0,15)	- 0,18 (0,06)	- 0,10 (0,32)
Total				
Self	0,20 (0,04)*	- 0,04 (0,70)	0,05 (0,60)	0,04 (0,70)
Other	- 0,20 (0,04)*	- 0,03 (0,78)	- 0,09 (0,36)	- 0,01 (0,94)

*** p < 0,001

** p < 0,01

* p 0,05

TABLE 6.11 POINT BI-SERIAL CORRELATION COEFFICIENTS: MBTI COMBINATIONS OF EI ATTITUDES WITH FUNCTIONS AND 360° ECP CURRENT BEHAVIOUR – SELF & OTHERS

	MBTI					
	EF IF	ET IT	ES IS	EN IN	EJ IJ	EP IP
ECP						
Emotional Literacy						
Self	0,01 (0,96)	0,14 (0,17)	0,08 (0,51)	0,23 (0,18)	0,16 (0,16)	0,03 (0,88)
Others	- 0,04 (0,89)	- 0,26 (0,01)**	- 0,24 (0,05)*	- 0,20 (0,22)	- 0,25 (0,02)*	- 0,11 (0,60)
Self-esteem / Self-regard						
Self	0,06 (0,84)	0,17 (0,10)	0,07 (0,51)	0,31 (0,06)	0,20 (0,08)	0,00 (0,98)
Others	0,14 (0,61)	- 0,20 (0,05)*	- 0,09 (0,46)	- 0,30 (0,07)	- 0,23 (0,04)*	- 0,12 (0,55)
Self-management						
Self	0,07 (0,81)	0,13 (0,22)	0,12 (0,31)	0,12 (0,49)	0,13 (0,23)	0,09 (0,68)
Others	0,01 (0,96)	- 0,09 (0,38)	- 0,03 (0,81)	- 0,19 (0,26)	- 0,17 (0,14)	0,32 (0,11)
Self-motivation						
Self	0,33 (0,23)	0,25 (0,02)*	0,19 (0,13)	0,39 (0,02)*	0,27 (0,02)*	0,26 (0,20)
Others	0,11 (0,69)	- 0,19 (0,06)	- 0,17 (0,15)	- 0,17 (0,31)	- 0,20 (0,07)	- 0,05 (0,81)
Change Resilience						
Self	0,32 (0,24)	- 0,12 (0,24)	0,0 (0,46)	0,26 (0,12)	0,14 (0,22)	0,20 (0,34)
Others	- 0,08 (0,77)	- 0,17 (0,11)	- 0,28 (0,02)*	0,12 (0,47)	- 0,20 (0,08)	- 0,00 (0,99)
Interpersonal Relations						
Self	0,51 (0,05)*	0,12 (0,25)	0,07 (0,56)	0,36 (0,03)*	0,15 (0,19)	0,27 (0,19)
Others	0,13 (0,65)	- 0,23 (0,03)*	- 0,29 (0,02)*	- 0,00 (0,98)	- 0,24 (0,03)*	0,04 (0,84)
Integration						
Head & Heart						
Self	0,19 (0,49)	- 0,00 (0,98)	- 0,12 (0,34)	0,27 (0,10)	- 0,06 (0,62)	0,31 (0,13)
Others	- 0,06 (0,84)	- 0,17 (0,11)	- 0,17 (0,15)	- 0,13 (0,45)	- 0,17 (0,13)	- 0,12 (0,56)
Total						
Self	0,29 (0,30)	0,18 (0,08)	0,10 (0,39)	0,36 (0,03)*	0,19 (0,08)	0,23 (0,29)
Others	0,03 (0,91)	- 0,24 (0,02)*	- 0,22 (0,07)	- 0,17 (0,32)	- 0,26 (0,02)*	0,06 (0,78)

*** p 0,001 ** p 0,01 * p 0,05

The box plots in Figures 6.20 to 6.44 illustrate the nature and direction of the relationships between these variables. In terms of Emotional literacy Self and the S-N MBTI scale, the S scale in Figure 6.20 tends to have a higher mean (mean=3,29) than the N scale (mean=3,15). There is a large degree of overlap between the two bi-polar scales, which is why the relationship is small, but definitely significantly positive ($r=0,20$; $p=0,04$ – Table 6.10). In Figure 6.21, the I bi-polar scale of the MBTI E-I

scale tends to have a higher mean (mean=3,20) than the E scale (mean=3,07). There is a large degree of overlap between the two bi-polar scales, with a small, but definitely significantly negative relationship ($r=-0,23$; $p=0,02$ - Table 6.10) with Emotional literacy Other.

In terms of Self-management (Self), on the MBTI T-F scale, the T bi-polar scale in Figure 6.22 tends to have a higher mean (mean=3,09) than the F scale (mean=2,86). There is a large degree of overlap between the two bi-polar scales, which is why the relationship is small, but definitely significantly positive ($r=0,20$; $p=0,04$ - Table 6.10).

With regard to Self-motivation Self and the MBTI E-I scale, the E bi-polar scale in Figure 6.23 tends to have a higher mean (mean=3,46) than the I scale (mean=3,27). There is a large degree of overlap between the two bi-polar scales, which is why the relationship is small, but definitely significantly positive ($r=0,26$; $p=0,01$ - Table 6.10).

In terms of Change resilience Self and the S-N MBTI scale, the N bi-polar scale in Figure 6.24 tends to have a higher mean (mean=3,46) than the S scale (mean=3,31). There is a large degree of overlap between the two bi-polar scales, which is why the relationship is small, but definitely significantly negative ($r=-0,19$; $p=0,05$ - Table 6.10).

Similarly, with regard to Interpersonal relations Other and the E-I MBTI scale, the I bi-polar scale in Figure 6.25 tends to have a higher mean (mean=3,28) than the E scale (mean=3,18). There is a large degree of overlap between the two bi-polar scales, which is why the relationship is small, but definitely significantly negative ($r=-0,19$; $p=0,05$ - Table 6.10).

The personality preferences IT (mean=3,20) in Figure 6.26, IS (mean=3,20) in Figure 6.27 and IJ (mean=3,21) in Figure 6.28 tend to have higher means than the personality preferences ET (mean=3,05), ES (mean=3,05) and EJ (mean=3,06) respectively in terms of Emotional literacy Other. The degree of overlap between the means in each instance is large, with small, but definitely negative relationships with Emotional literacy Other ($r=-0,26$; $p=0,01$; $r=-0,24$; $p=0,05$; $r=-0,25$; $p=0,02$ Table 6.11).

With regard to Self-esteem/self-regard Other, there is a large overlap between IT (mean=3,31) and ET (mean=3,21), with a small, but definitely negative relationship

with Self-esteem/self-regard Other ($r = -0,20$; $p = 0,05$ – Table 6.11) in Figure 6.29. The IJ (mean=3,32) personality preference shows a large overlap with the EJ (mean=3,21) personality preference, with a small, but definitely negative relationship with Self-esteem/self-regard Other ($r = -0,23$; $p = 0,04$ – Table 6.11) in figure 6.30.

With regard to Self-motivation Self, there is a large overlap between IT (mean=3,29) and ET (mean=3,46), with a small, but definitely positive relationship with Self-motivation Self ($r = 0,25$; $p = 0,02$ - Table 6.11) in Figure 6.31. In Figure 6.32, the EN (mean=3,53) personality preference shows a large overlap with the IN (mean=3,23) personality preference, with a small, but definitely positive relationship with Self-motivation Self ($r = 0,39$; $p = 0,02$ – Table 6.11). Similarly, the EJ (mean=3,48) personality preference shows a large overlap with the IJ (mean=3,29) personality preference, with a small, but definitely positive relationship with Self-motivation Self ($r = 0,27$; $p = 0,02$ – Table 6.11) in Figure 6.33. In Figure 6.34, the ES (mean=3,10) personality preference shows a large overlap with the IS (mean=3,25) personality preference, with a small, but definitely negative relationship with Change resilience Other ($r = -0,28$; $p = 0,02$ – Table 6.11).

With regard to Interpersonal relations Self (Figure 6.35), there is a large overlap between EF (mean=3,65) and IF (mean=3,30), with a moderate, substantially positive relationship with Interpersonal relations Self ($r = 0,51$; $p = 0,05$ – Table 6.11). In figure 6.36, the EN (mean=3,52) personality preference shows a large overlap with the IN (mean=3,26) personality preference, with a small, but definitely positive relationship with Interpersonal relations Self ($r = 0,36$; $p = 0,03$ – Table 6.11). Similarly, the ET (mean=3,16) personality preference in Figure 6.37 shows a large overlap with the IT (mean=3,28) personality preference, with a small, but definitely negative relationship with Interpersonal relations Other ($r = -0,23$; $p = 0,03$ – Table 6.11). In Figure 6.38, the ES (mean=3,15) personality preference shows a large overlap with the IS (mean=3,31) personality preference, with a small, but definitely negative relationship with Interpersonal relations Other ($r = -0,29$; $p = 0,02$ – Table 6.11); and the EJ (mean=3,17) personality preference in Figure 6.39 shows a large overlap with the IJ (mean=3,30) personality preference, with a small, but definitely negative relationship with Interpersonal relations Other ($r = -0,24$; $p = 0,03$ – Table 6.11).

In Figure 6.40, the EN (mean=3,42) personality preference shows a large overlap with the IN (mean=3,23) personality preference, with a small, but definitely positive

relationship with Total Emotional Competence Self ($r= 0,36; p=0,03$ - Table 6.11); and the IT (mean=3,25) personality preference in Figure 6.41 shows a large overlap with the ET (mean=3,15) personality preference, with a small, but definitely negative relationship with Total Emotional Competence Other ($r=-0,24;p=0,02$ - Table 6.11). In figure 6.42, the IJ (mean=3,26) personality preference shows a large overlap with the EJ (mean=3,15) personality preference, with a small, but definitely negative relationship with Total Emotional Competence Other ($r= -0,26; p=0,02$ – Table 6.11).

In Figure 6.43, in terms of the E-I MBTI scale, the E (mean=3,36) bi-polar scale shows a large overlap with the I (mean=3,26) scale, with a small, but definitely positive relationship with Total Emotional Competence Self ($r= 0,20; p=0,04$ Table 6.11); and the I (mean=3,25) bi-polar scale in Figure 6.44 shows a large overlap with the E (mean=3,17) scale, with a small, but definitely negative relationship with Total Emotional Competence Other ($r=-0,20;p=0,04$ - Table 6.11).

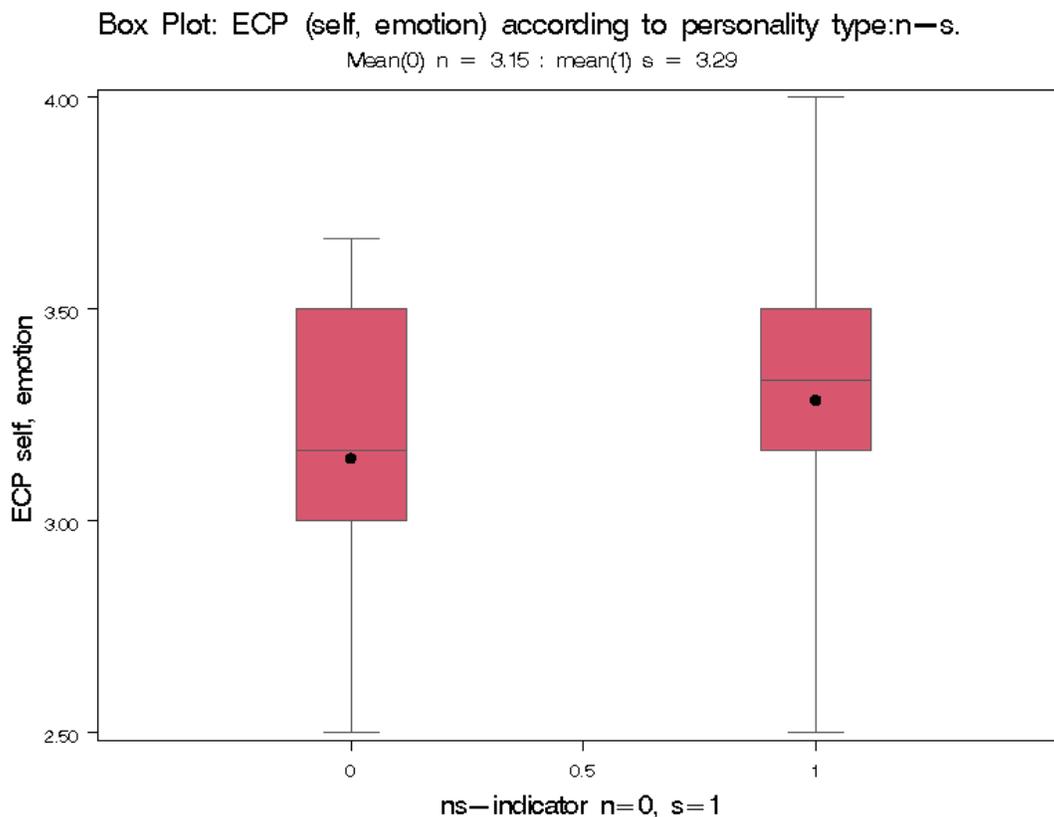


Figure 6.20 Box plot: S-N MBTI scale and Emotional literacy (Self)
 (self, emotion = Emotional literacy Self)

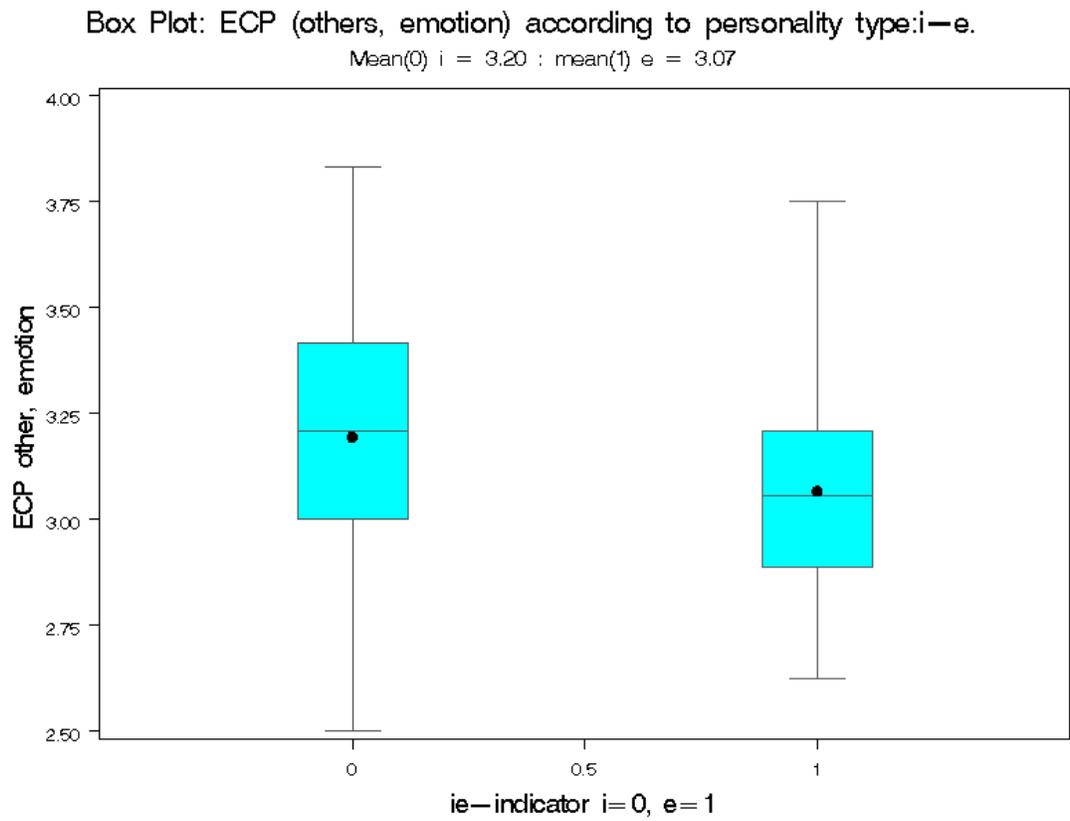


Figure 6.21 Box plot: E-I MBTI scale and Emotional literacy (Other)
 (other, emotion = Emotional literacy Other)

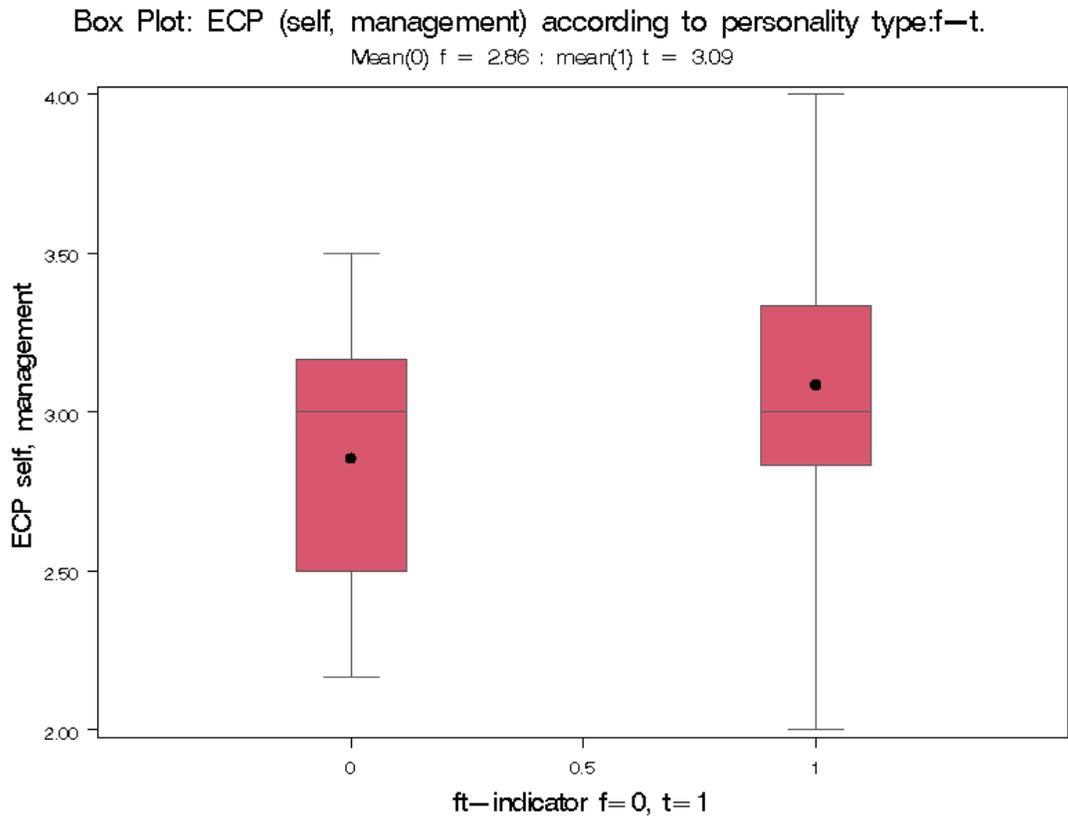


Figure 6.22 Box plot: T-F MBTI scale and Self-management (Self)
 (self, management = Self-management Self)

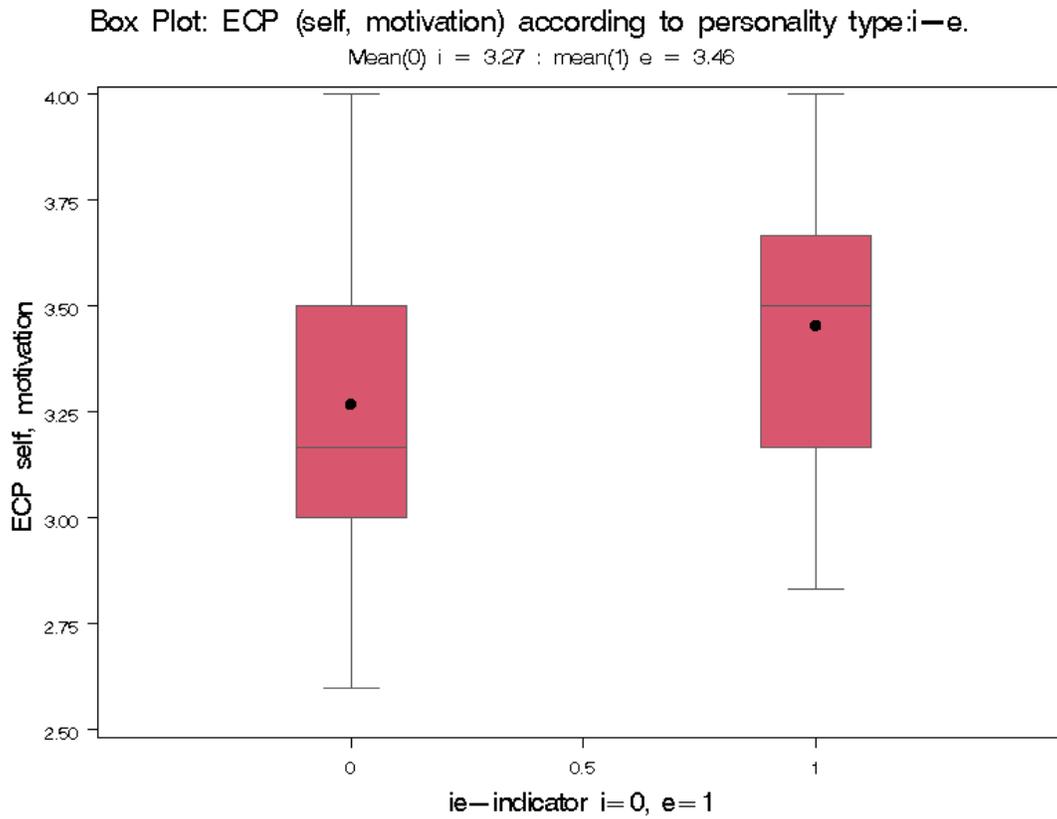


Figure 6.23 Box plot: E-I MBTI scale and Self-motivation (Self)
(self, motivation = Self-motivation Self)

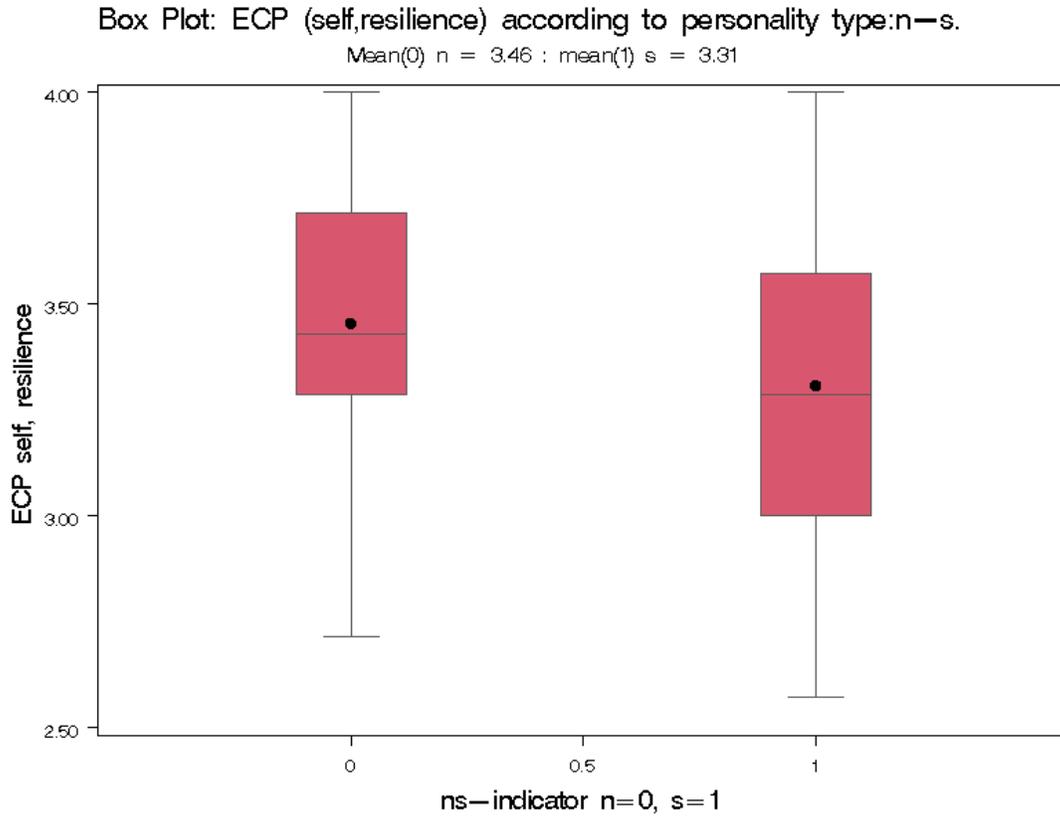


Figure 6.24 Box plot: S-N MBTI scale and Change resilience (Self)
 (self, resilience = Change resilience Self)

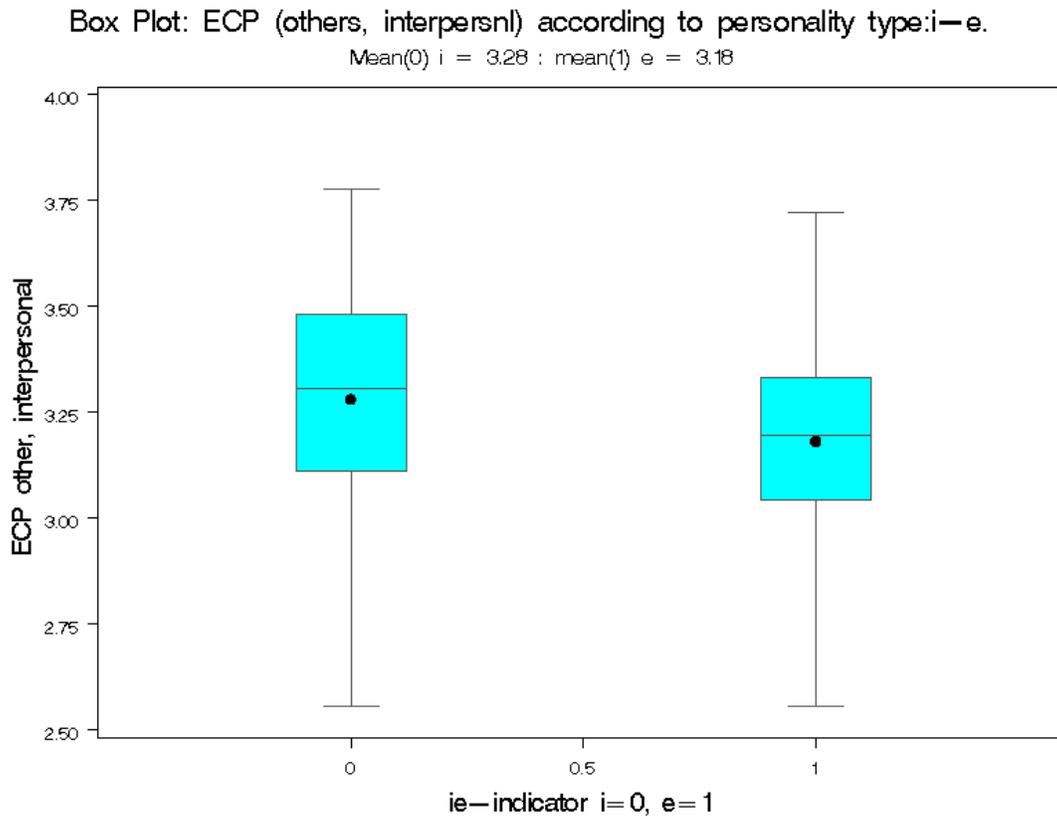


Figure 6.25 Box plot E-I MBTI scale and Interpersonal relations (Other)
(other, interpersonal = Interpersonal relations Other)

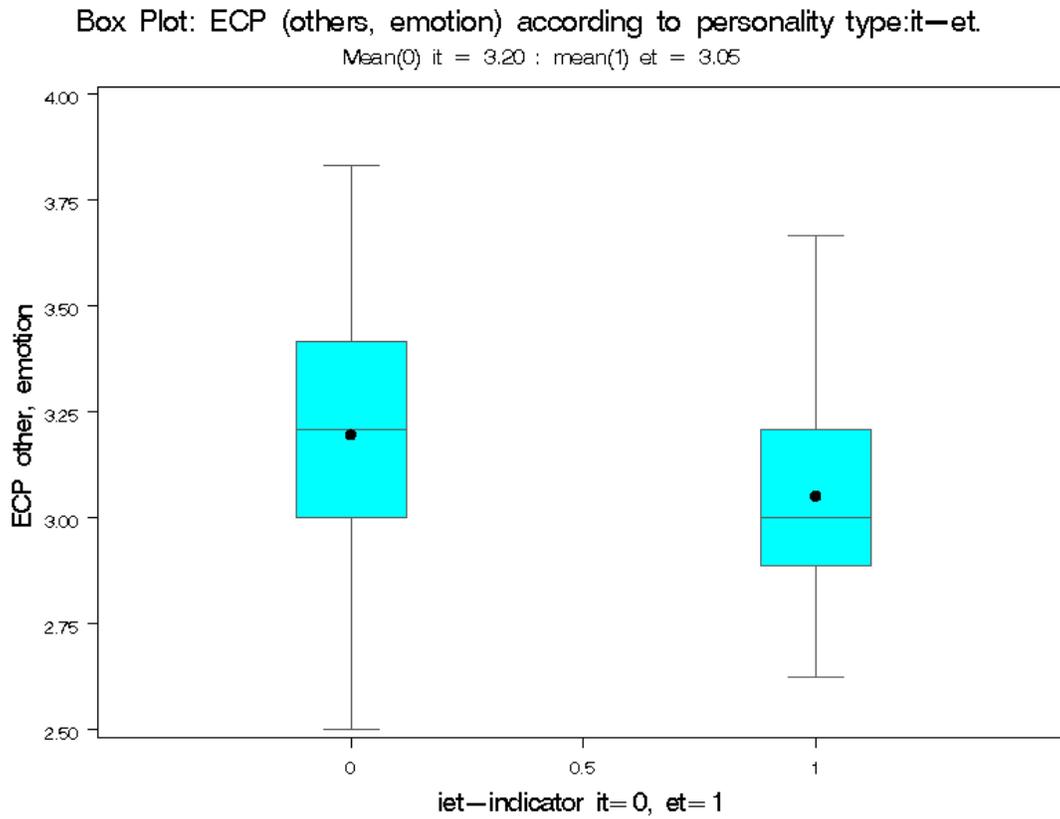


Figure 6.26 Box plot ET-IT personality preference and Emotional literacy (Other)
(other, emotion = Emotional literacy Other)

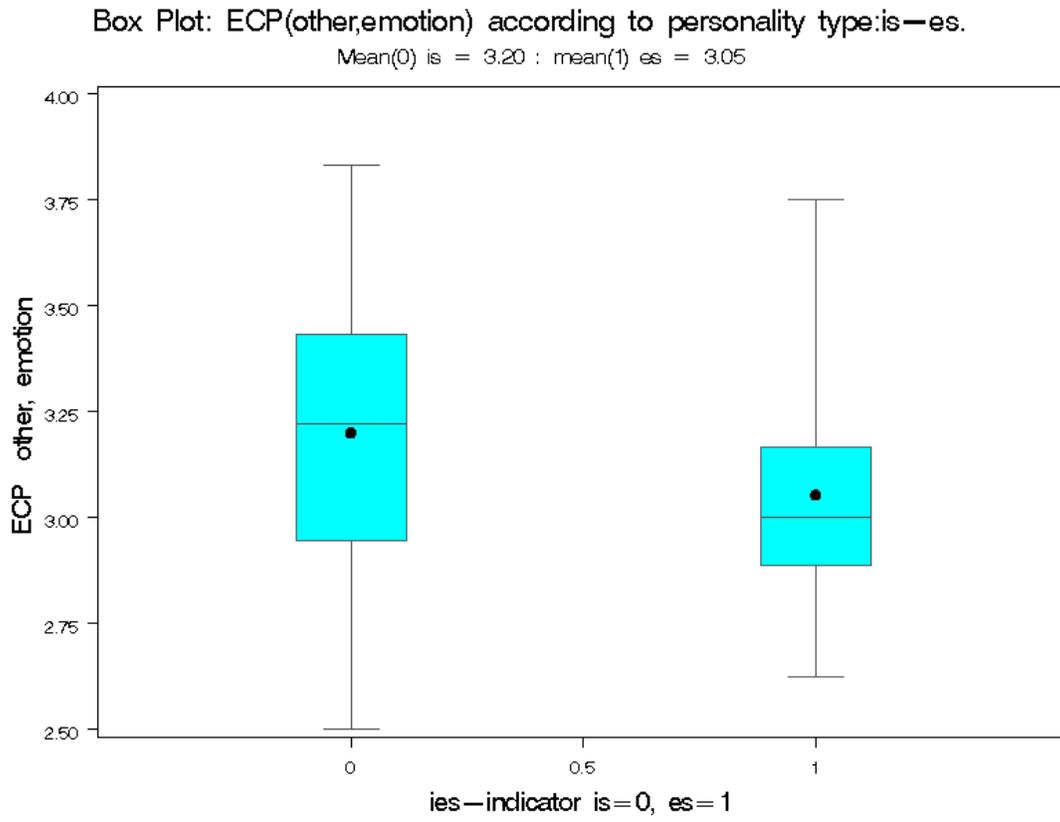


Figure 6.27 Box plot ES-IS personality preference and Emotional literacy (Other)
(other, emotion = Emotional literacy Other)

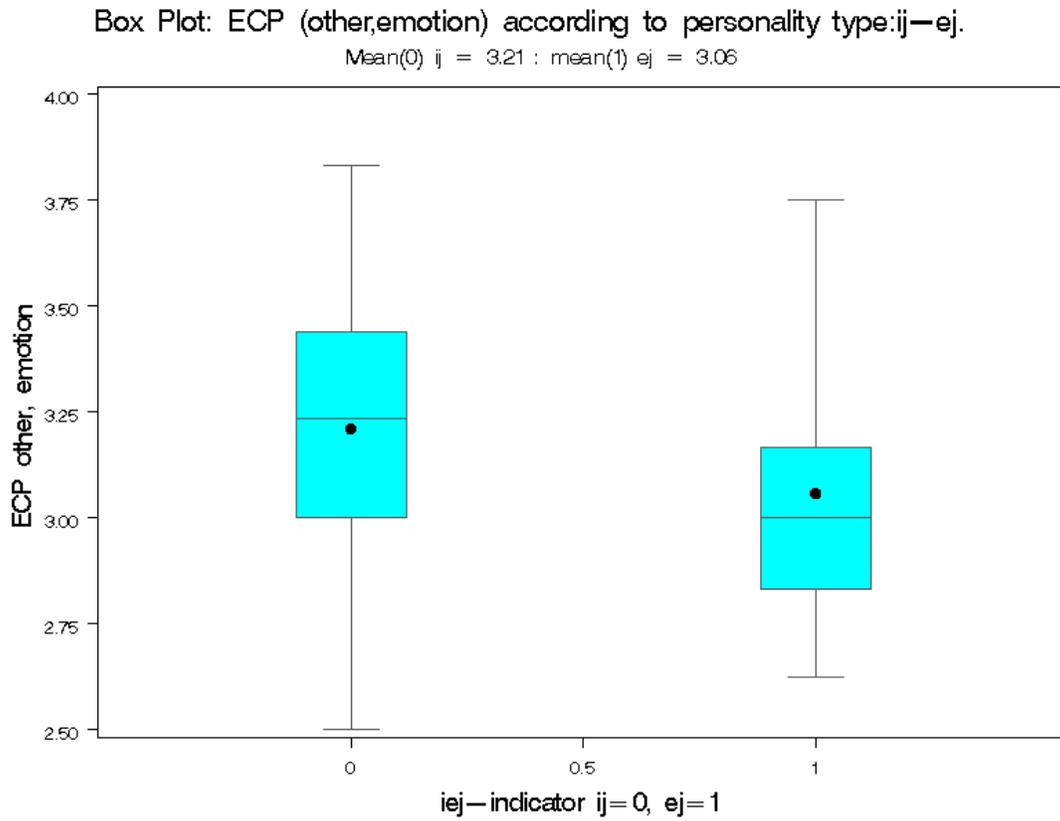


Figure 6.28 Box plot: EJ-IJ personality preference and Emotional literacy (Other)
(other, emotion = Emotional literacy Other)

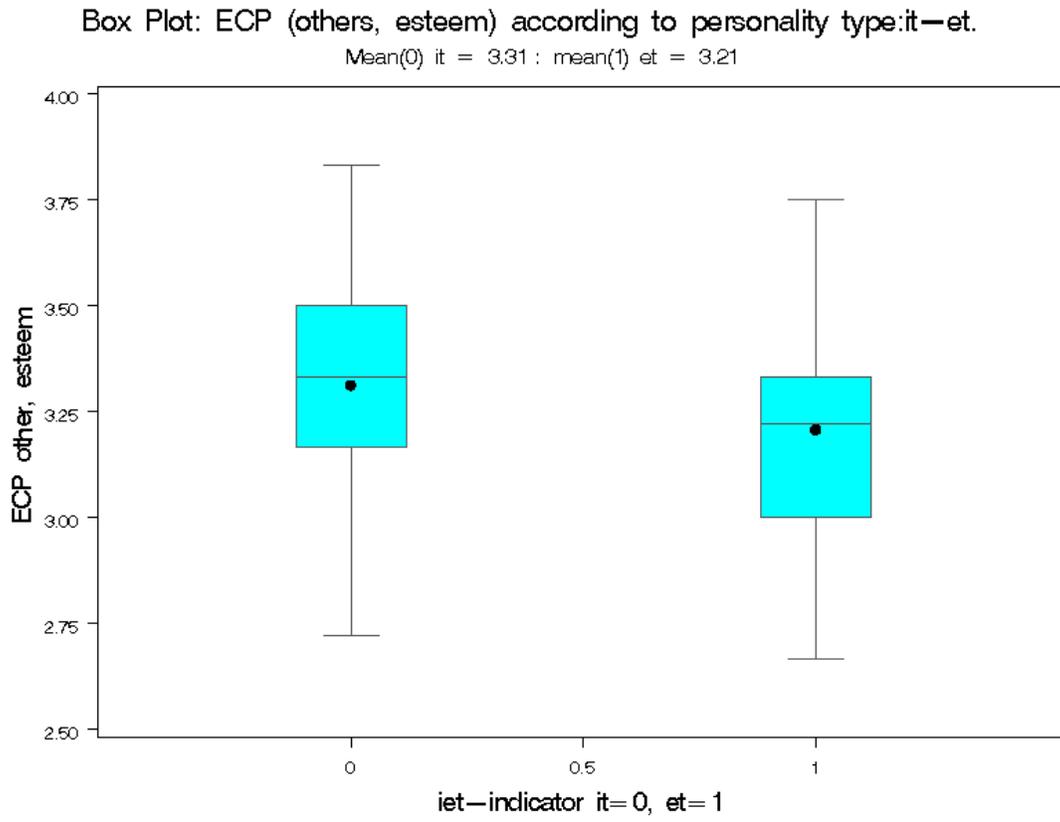


Figure 6.29 Box plot: ET-IT personality preference and Self-esteem/self-regard (Other)
(other, esteem = Self-esteem/self-regard Other)

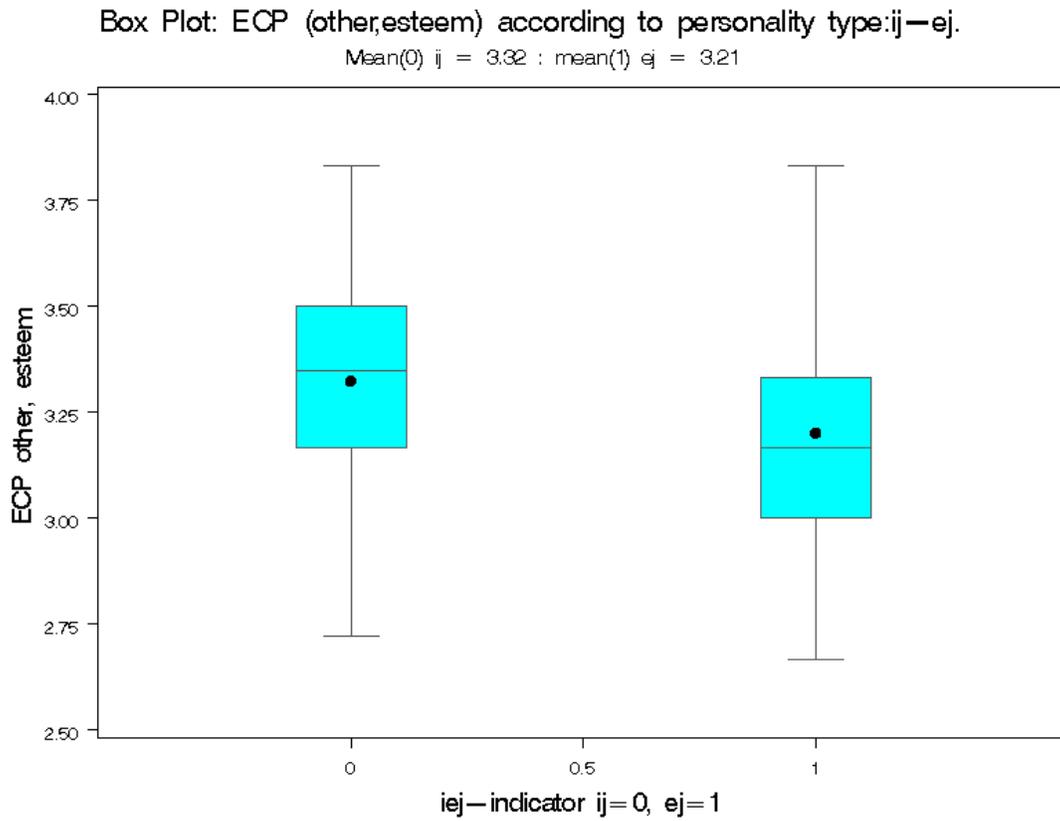


Figure 6.30 Box plot EJ-IJ personality preference and Self-esteem/self-regard (Other)
(other, esteem = Self-esteem/self-regard Other)

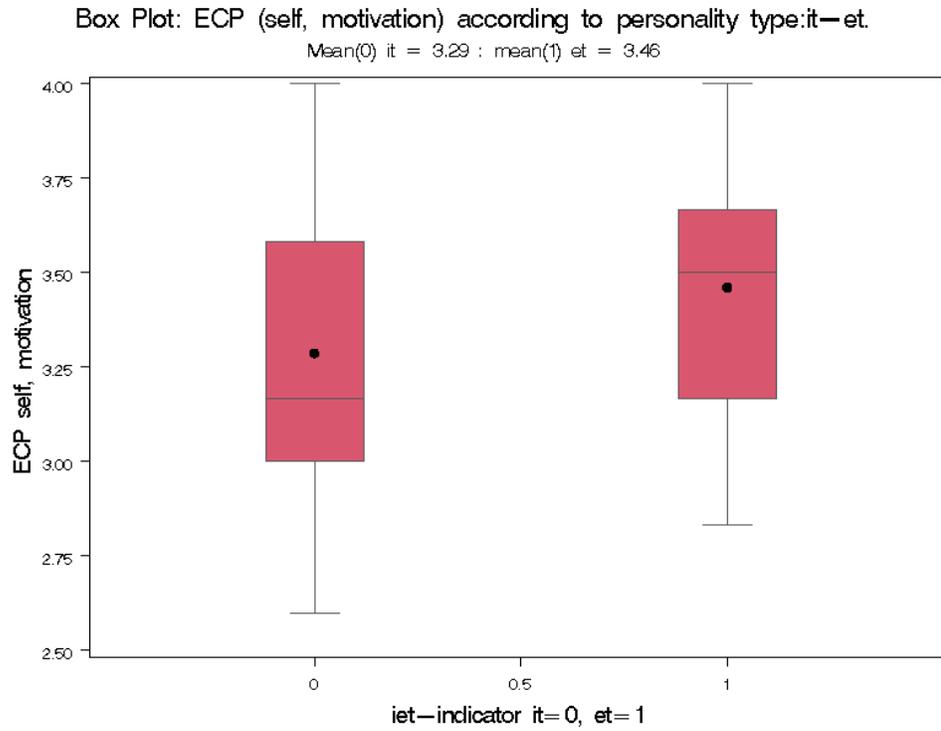


Figure 6.31 Box plot: ET-IT personality preference and Self-motivation (Self)
(self, motivation = Self-motivation Self)

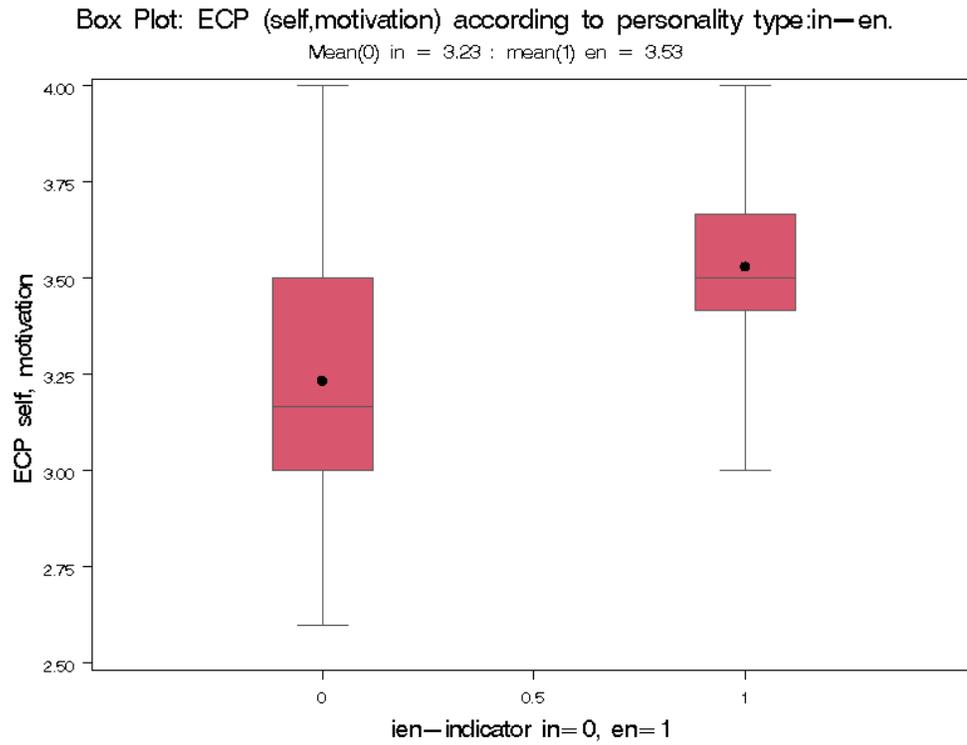


Figure 6.32 Box plot: EN-IN personality preference and Self-motivation (Self)
(self, motivation = Self-motivation Self)

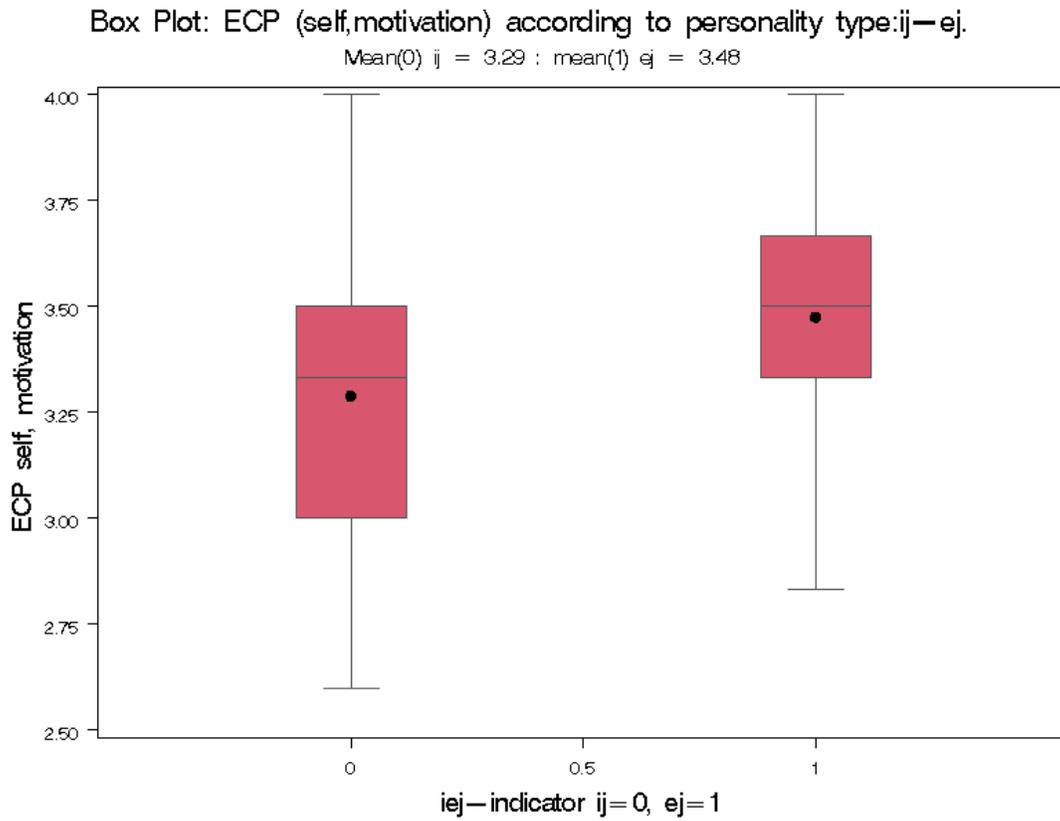


Figure 6.33 Box plot: EJ-IJ personality preference and Self-motivation (Self)
(self, motivation = Self-motivation Self)

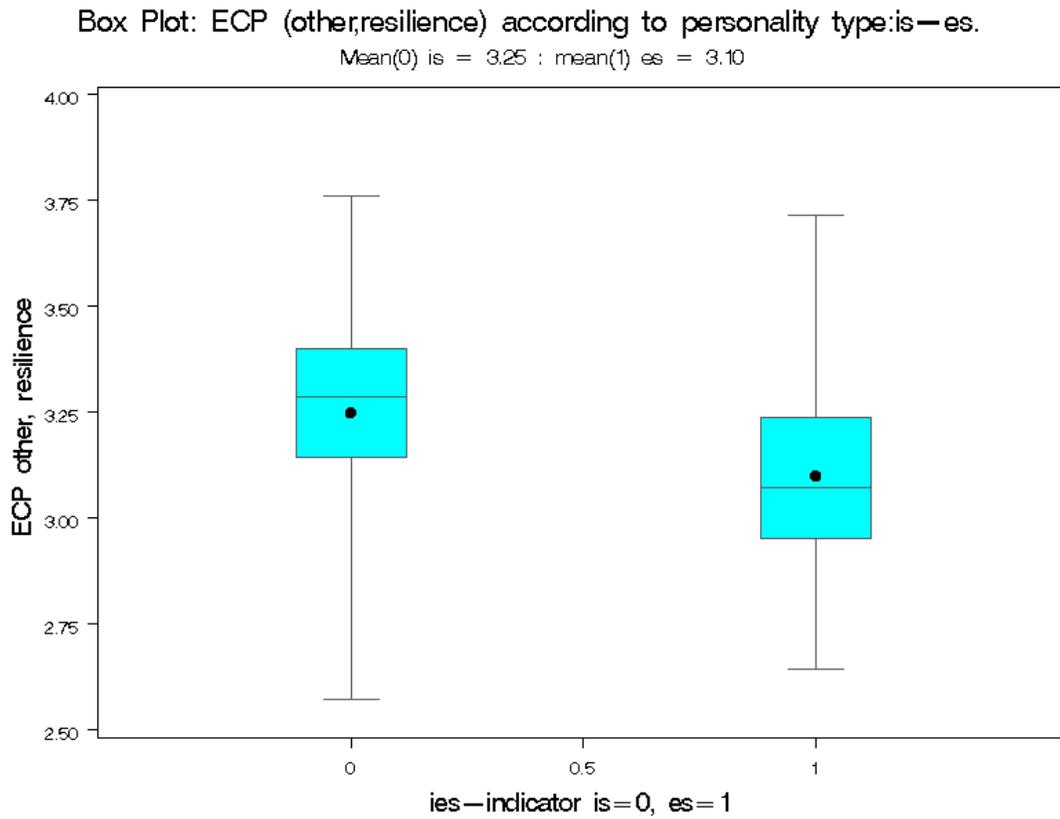


Figure 6.34 Box plot: ES-IS personality preference and Change resilience (Other)
(other, resilience = Change resilience Other)

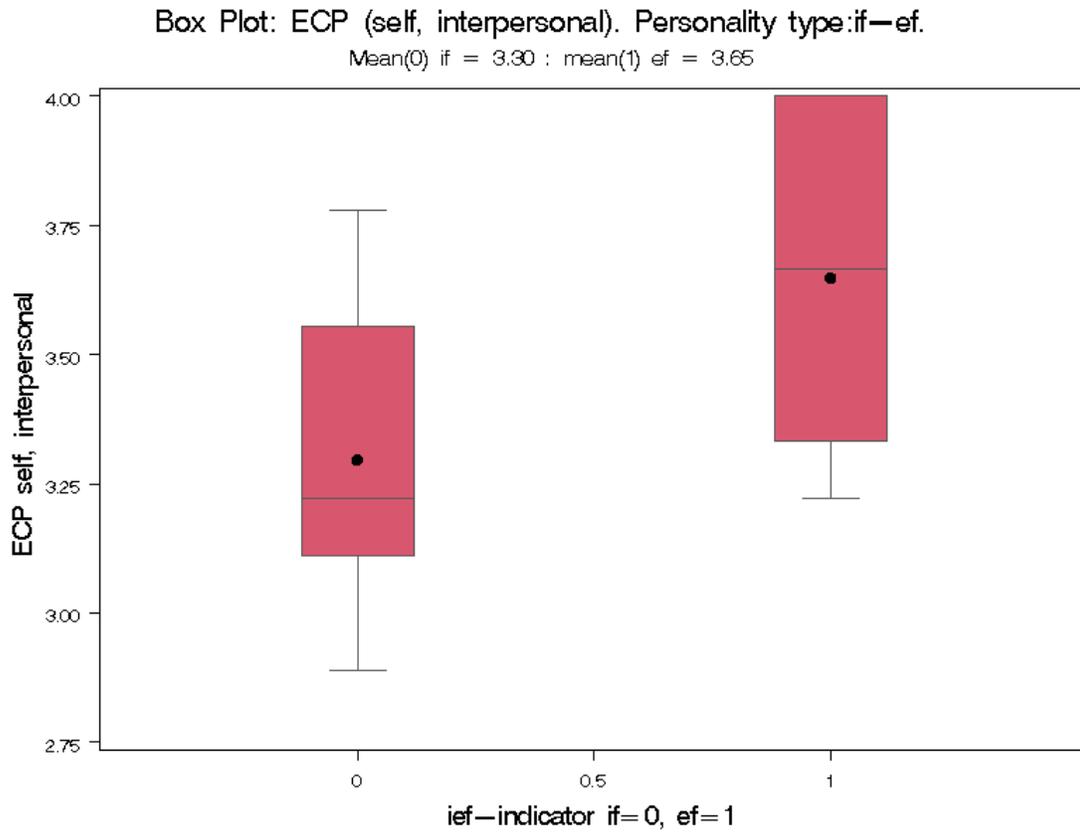


Figure 6.35 Box plot: EF-IF personality preference and Interpersonal relations (Self)
(self, interpersonal = Interpersonal relations Self)

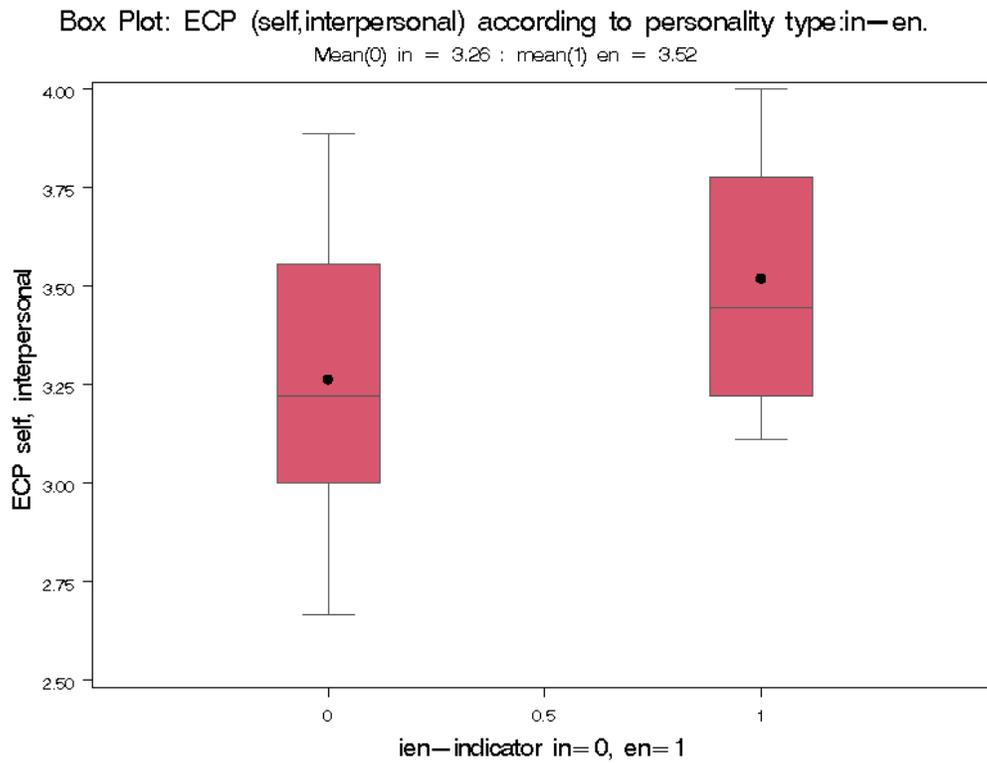


Figure 6.36 Box plot: EN-IN personality preference and Interpersonal relations (Self)
(self, interpersonal = Interpersonal relations Self)

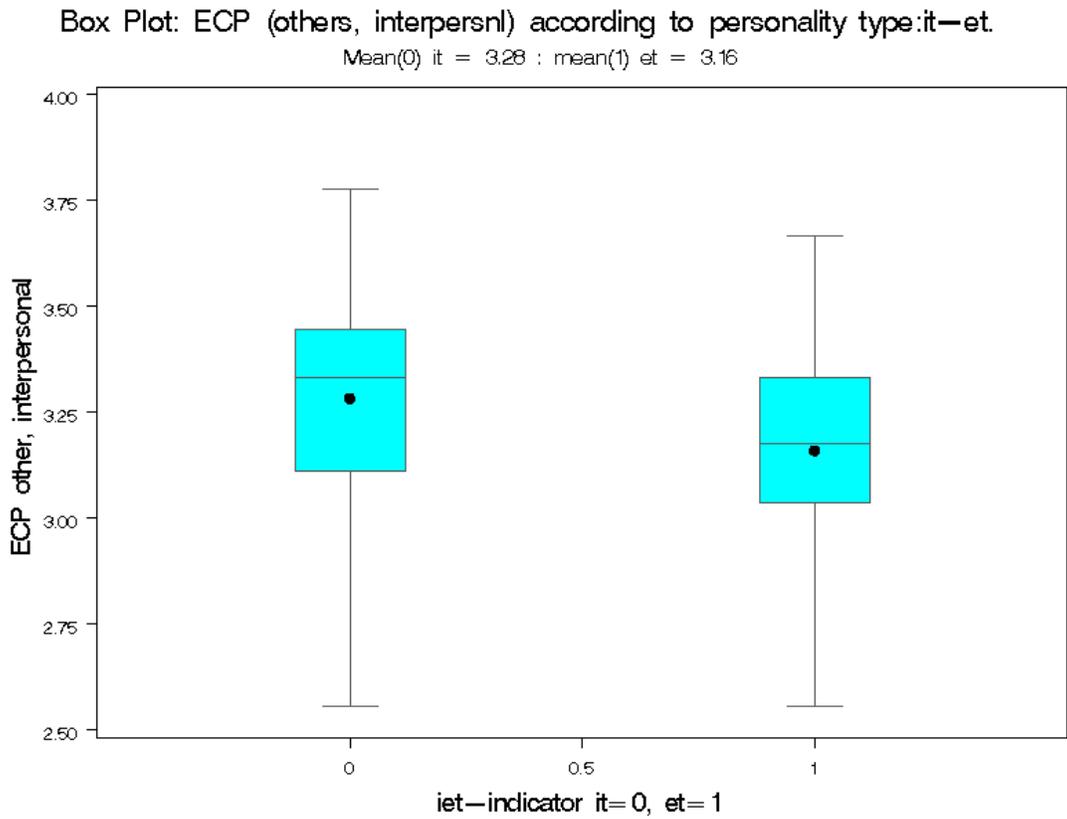


Figure 6.37 Box plot: ET-IT personality preference and Interpersonal relations (Other)
 (other, interpersonal = Interpersonal relations Other)

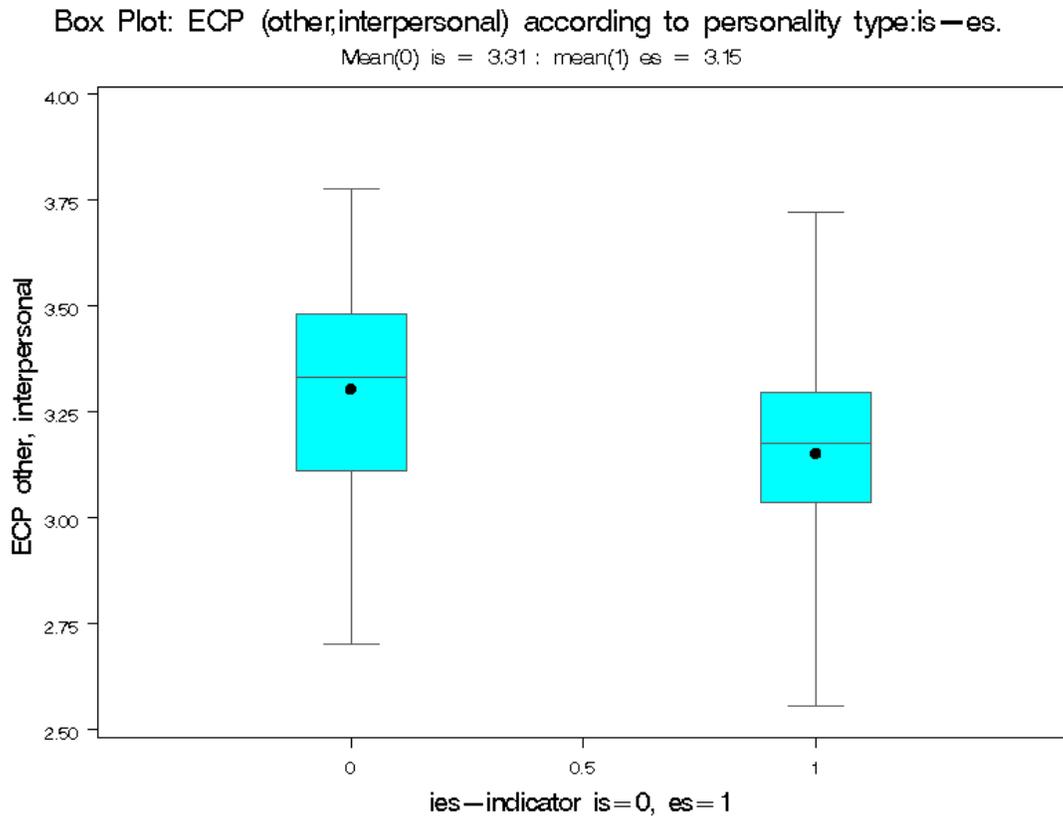


Figure 6.38 Box plot: ES-IS personality preference and Interpersonal relations (Other)
(other, interpersonal = Interpersonal relations Other)

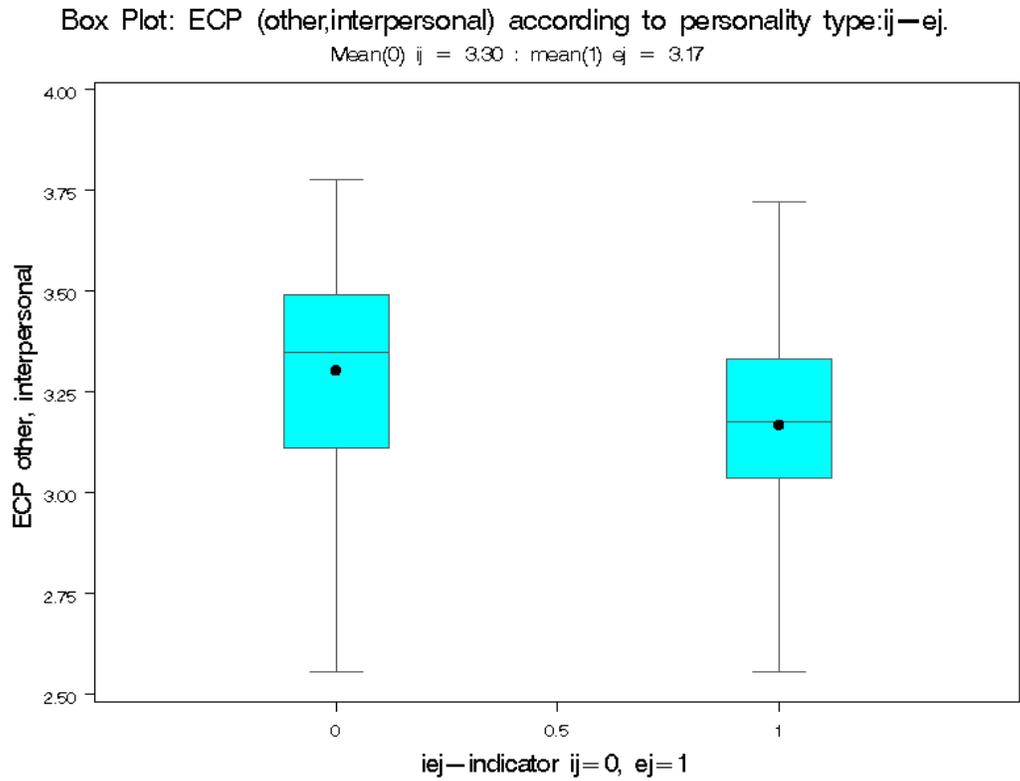


Figure 6.39 Box plot EJ-IJ personality preference and Interpersonal relations (Other)
 (other, interpersonal = Interpersonal relations Other)

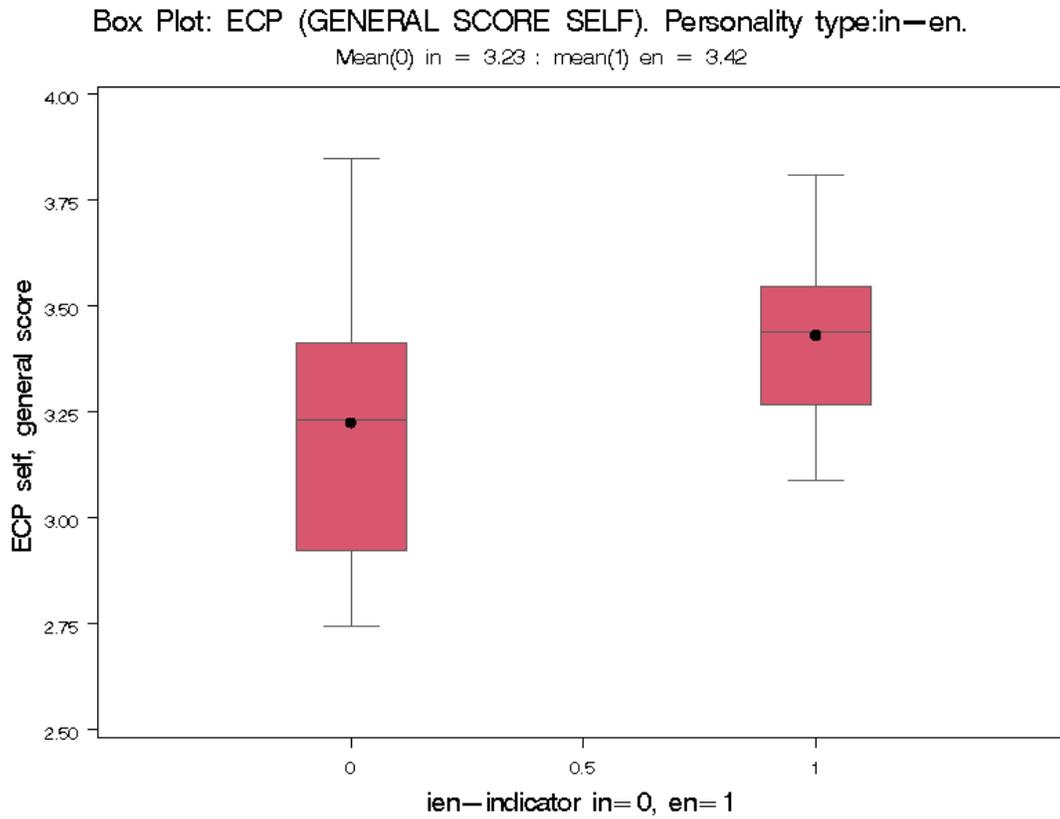


Figure 6.40 Box plot EN-IN personality preference and Total Emotional Competence (Self)
(self, general score = Total Emotional Competence Self)

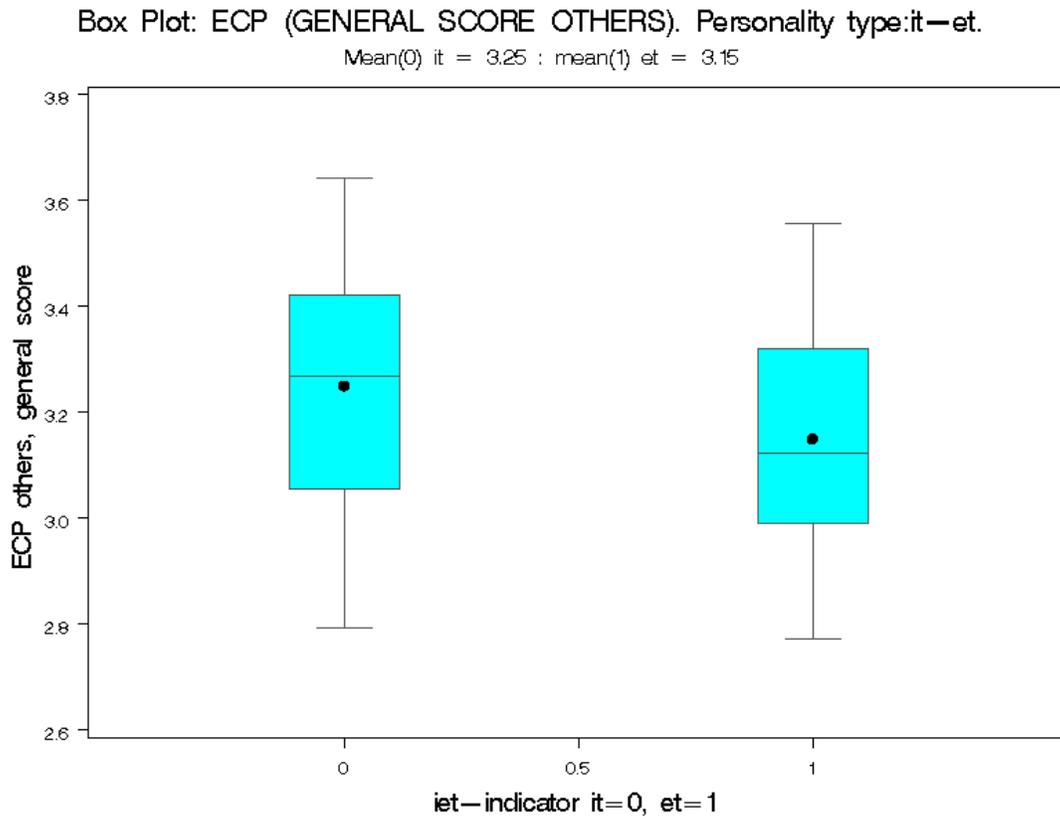


Figure 6.41 Box plot ET-IT personality preference and Total Emotional Competence (Other)
(other, general score = Total Emotional Competence Other)

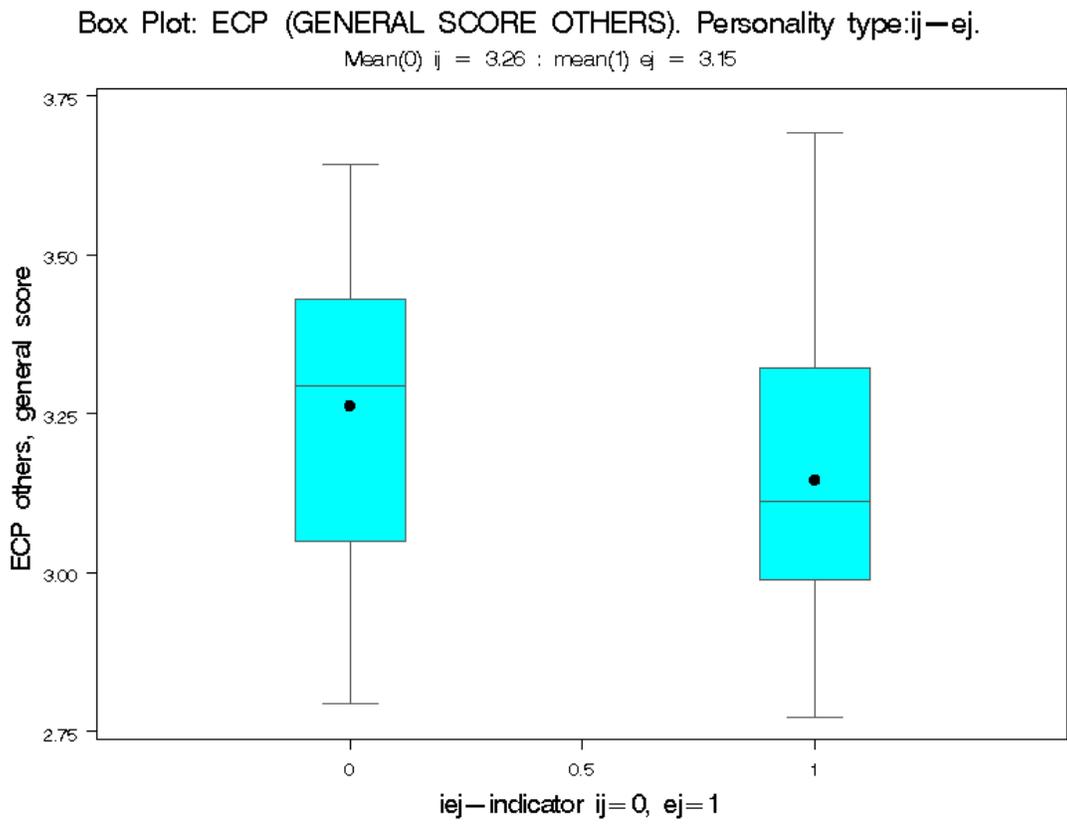


Figure 6.42 Box plot EJ-IJ personality preference and Total Emotional Competence (Other)
(other, general score = Total Emotional Competence Other)

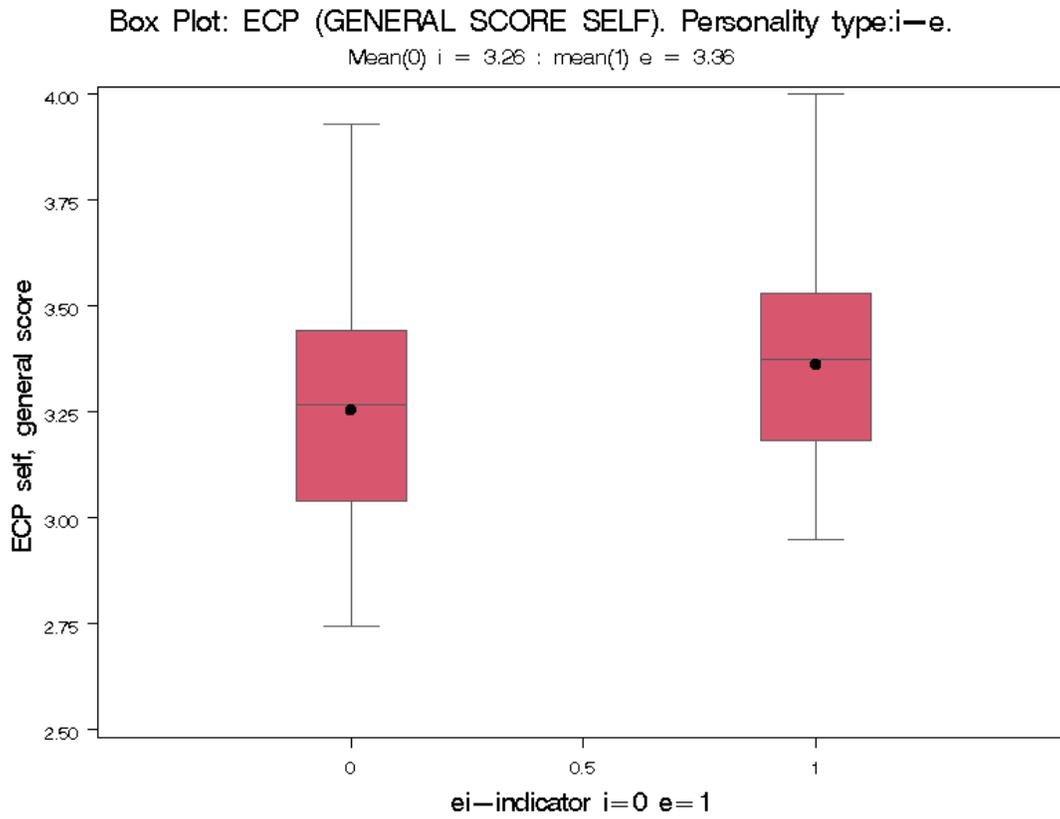


Figure 6.43 Box plot E-I MBTI scale and Total Emotional Competence (Self)
(self, general score = Total Emotional Competence Self)

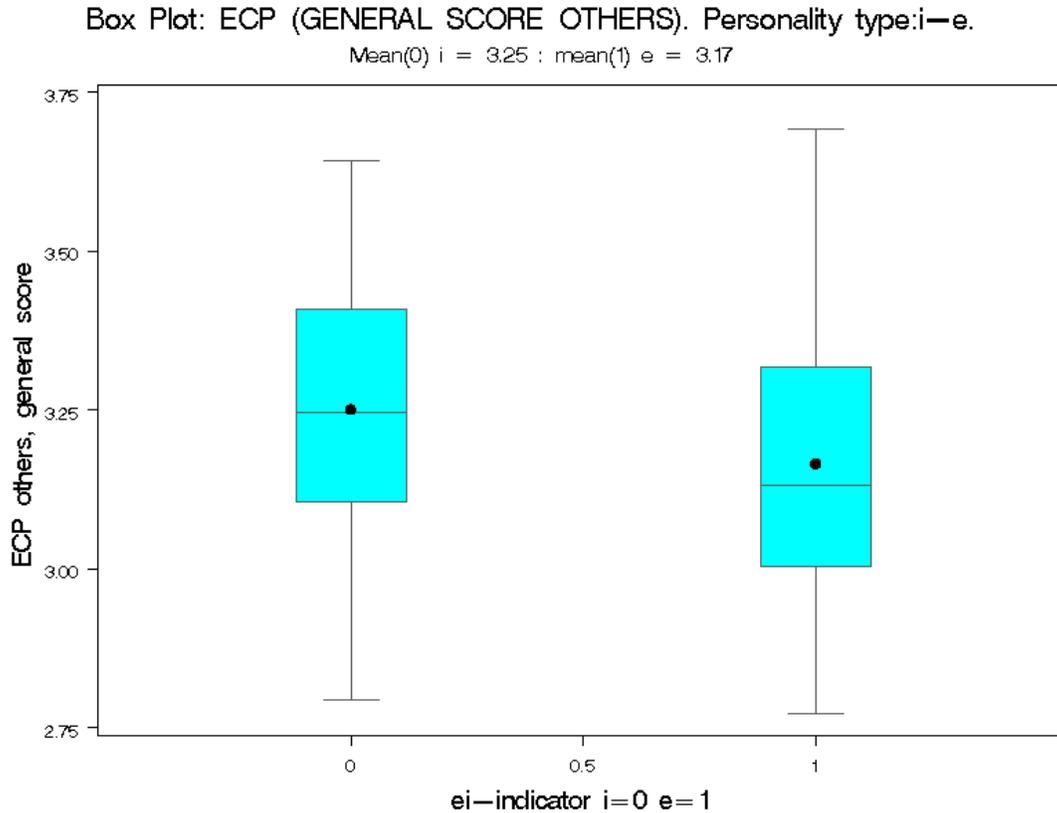


Figure 6.44 Box plot E-I MBTI scale and Total Emotional Competence (Other)
 (other, general score = Total Emotional Competence Other)

6.2.4 Interpretation of point bi-serial correlation coefficients: Myers-Briggs Type Indicator and 360° Emotional Competency Profiler

Based on the data displayed in Tables 6.10 and 6.11, the specific relationships between the MBTI personality preferences of concern to this research and the 360°ECP emotional competency scales can be derived. Tables 6.12 and 6.13 provide an overview of the key relationships.

**TABLE 6.12 DERIVED PROFILE: MBTI FOUR ATTITUDES AND 360° ECP
CURRENT BEHAVIOUR – SELF & OTHERS**

	MBTI			
	E - I	S - N	T - F	J - P
ECP Emotional Literacy Self		+(S)		
Others Self-esteem / Self-regard Self	+(I)			
Others Self-management Self			+(T)	
Others Self-motivation Self	+(E)			
Others Change Resilience Self		+(N)		
Others Interpersonal Relations Self				
Others Integration Head & Heart Self	+(I)			
Others				
Total Self	+(E)			
Others	+(I)			

TABLE 6.13 DERIVED PROFILE: MBTI COMBINATIONS OF EI ATTITUDES WITH FUNCTIONS AND 360° ECP CURRENT BEHAVIOUR – SELF & OTHERS

	MBTI						
	EF IF	ET IT	ES IS	EN IN	EJ IJ	EP IP	
ECP Emotional Literacy Self							
Others		+(IT)	+(IS)		+(IJ)		
Self-esteem / Self-regard Self							
Others Self-management Self		+(IT)			+(IJ)		
Others Self-motivation Self		+(ET)		+(EN)	+(EJ)		
Others Change Resilience Self							
Others Interpersonal Relations Self	+(EF)		+(IS)	+(EN)			
Others Integration Head & Heart Self		+(IT)	+(IS)		+(IJ)		
Others							
Total Self				+(EN)			
Others		+(IT)			+(IJ)		

In comparing the expected relationships between the relevant MBTI personality preferences and the emotional competence scales with the hypothesised relationships displayed in Table 4.4, a reasonably high proportion of expected relationships were encountered. The hypothesised results between the Extraversion scale (E) in Figure 6.23 and the Extraverted personality preferences (ET, EN, EJ) in Figures 6.31, 6.32 and 6.33 and Self-motivation Self are supported, as are the relationships between the personality preferences EF (Figure 6.35), EN (Figure 6.36) and Interpersonal Relations Self. Furthermore, in terms of the expected relationship

between the T-F MBTI scale, the relationship between the Thinking (T) scale in Figure 6.22 and Self-management Self is supported, as well as the relationship between the Intuition (N) scale (in terms of the MBTI S-N bi-polar scale) in Figure 6.24 and Change Resilience Self.

In general, the personality preferences appear related to a smaller number of ECP elements than was initially expected. Interesting is the difference between the Self and Other ECP scales regarding the relationship with the personality preferences. The direction of the relationships with regard to the Other ECP scales is more toward the Introverted personality preferences, while the direction of the Self ECP scales' relationships is more toward the Extraverted personality preferences. The IT (Figure 6.26), IS (Figure 6.27) and IJ (Figure 6.28) personality preferences show small, but definite negative relationships with the Emotional Literacy Other, Interpersonal Relations Other and Self-esteem/self-regard Other ECP scales respectively.

The IT (Figure 6.29) and IJ (Figure 6.30) personality preferences show a small, but definite relationship with the Self-esteem/self-regard Other scale. Also interesting is the small, but definite relationship between the IS personality preference and the Change Resilience Other ECP scale in Figure 6.34. It appears that others perceive these introverted types as more emotionally competent than the extraverted types. The Total ECP Other scale shows a small but definite negative relationship with particularly the IT and IJ preferences. This may be due to the introspective and quiet nature of these personality preferences, which may lead to them being perceived as being more in control of their emotions, and thus more emotionally competent.

The ET (Figure 6.31), EN (Figure 6.32) and EJ (figure 6.33) personality preferences show a small, but definite positive relationship with the ECP Self-motivation Self scale, while the EN (Figure 6.36) and EF (Figure 6.35) preferences show a small but definite relationship with the Interpersonal Relations Self ECP scale. The Extraverted scale E (Figure 6.33) and the EN personality preference in Figure 6.40 show a small, but definite relationship with the Total ECP Self scale. These personality types are action-oriented, confident and sociable and may tend to show and verbalise their emotional nature. Although it appears that Others may perceive these extraverted personality type preferences as being less emotionally competent than their introverted counterparts, they appear to have confidence about their emotional competence.

Both the ET and EF personality preferences are combinations of the dominant attitudes and functions of the EJ personality preference. The typical characteristics of these personality preferences (being confident, energetic and decisive action-oriented thinkers and co-operators respectively) explain the positive relationship with Self-motivation Self (EJ and ET) and Interpersonal relations Self (EF).

The EN personality preference is a combination of the dominant attitudes and functions of the EP personality preference. The typical characteristics of these personality preferences (being action-oriented, energetic, sociable and adaptable innovators) explain the positive relationship with Interpersonal relations Self.

The IS personality preference is a combination of the dominant attitudes and functions of the IJ personality preference. The typical characteristics of this personality preference (being introspective, quiet and thoughtful realists) explain the positive relationship with Emotional literacy Other, Change resilience Other and Interpersonal relations Other. Others may experience the quiet and introspective nature of the IJ and IS personality preference as being in control of their emotions, open to change and willing to co-operate with others. The actual inward experiences of the IJ and IS personality preferences are not always obvious as they usually show their secondary function preference to the outside world, namely their reserved thinking and feeling nature.

The IT personality preference is a combination of the dominant attitudes and functions of the IP personality preference. The typical characteristics of this personality preference (being quiet, introspective, reflective and adaptable reasoners and harmonisers respectively) explain the positive relationship with Emotional literacy Other and Self-esteem/self-regard Other. Others may experience the quiet, reflective, introspective and adaptable nature of the IP and IT personality preference as being in control of their emotions and having a positive self-regard. The actual inward experiences of the IP and IN personality preferences are not always obvious as they usually show their secondary function preference to the outside world, namely their reserved thinking and feeling nature.

The absence of a positive relationship between the personality preferences and the ECP Integration of Head and Heart Self and Other is not so surprising, as personality preferences imply the use of preferred dominant functions and the Integration of

Head and Heart emotional competency implies the balanced use of all four mental functions.

In summary, the Extraversion scale (E) appears to be closely related to the emotional competencies Self-motivation Self and Total Emotional Competence Self, while the Introverted scale (I) seems to be more closely related to the emotional competencies Emotional literacy Other, Interpersonal Relations Other and Total Emotional Competence Other. The Extraverted personality preferences (EJ, ET, EF, EN) appear to be the most closely linked to the emotional competencies Self-motivation Self (EJ, ET, EN), Interpersonal relations Self (EF) and Total Emotional Competence Self (EN). The Sensing scale (S) appears to be most closely related to the ECP Emotional Literacy Self scale, whilst the Intuition scale (N) seems to be more closely related to the emotional competency Change Resilience Self. The Thinking scale (T) appears more closely related with the emotional competency Self-management Self.

The personality preference IS appears to be most closely linked to the emotional competencies Emotional literacy Other and Change resilience Other. The IT personality preference appears to be more closely related to the emotional competencies Emotional literacy Other, Self-esteem/self-regard Other, Interpersonal relations Other and Total Emotional Competence Other, the IJ personality preference to Self-esteem/self-regard Other, Total Emotional Competence Other, and both the IJ and IS personality preferences to the emotional competencies Emotional literacy Other and Interpersonal Relations Other. The IS personality preference also seems closely related to the emotional competencies Change Resilience Other. The examination of the MBTI personality preferences offers some insight into the significance of the attitudes of energy (E and I) in terms of emotional competence as measured by the ECP.

In conclusion, the empirical results show that there is a significant relationship between seven of the twelve MBTI personality preferences relevant to this research and the emotional competencies measured by the ECP. Three of the personality preferences related significantly to the ECP Other scales (IS, IT, IJ) and four personality preferences (EN, ET, EF, EJ) related significantly to the ECP Self scales. The limited relationships between the four MBTI scales may be partly due to the psychometric limitations of the MBTI (Higgs, 2001; Furnham & Stringfield, 1993) and its moderate proven ability to predict behaviour (McCrae & Costa, 1998). It may also be due to the methodological limitations in comparing ipsative and normative

instruments and the nature of the current sample and its potential bias in terms of gender and race. However, valuable information pertaining to the ESTJ and ISTJ profile was obtained, given that this is a dominant profile of technical environment in a typical Western society.

Due to the limited nature of the relationships indicated, the following null hypothesis is *not rejected*:

Ho3 There is no relationship between the MBTI scales (E-I, S-N, T-F, J-P) and total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) for both the self and other evaluations as measured by the 360° Emotional Competency Profiler.

The following research hypothesis is herewith *rejected*:

Ho4 There is no relationship between the MBTI personality preferences IF - IT, ES - EN, IS - IN, EF - ET, EJ - IJ, EP-IP and total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) for both the self and other evaluations as measured by the 360° Emotional Competency Profiler.

6.2.5 Reporting of Pearson product-moment correlation coefficients: CFSEI-AD and 360° Emotional Competency Profiler

Table 6.14 indicates significant relationships between Self-esteem/self-regard Self and Social self-esteem ($p=0,00$); General self-esteem ($p<,0001$); Personal self-esteem ($p=0,01$) and Total self-esteem ($p<,0001$). Self-management Self appears to correlate significantly with General self-esteem ($p=0,00$) and Total self-esteem ($p=0,00$).

Self-motivation Self appears to correlate significantly with General self-esteem ($p=0,00$); Personal self-esteem ($p=0,00$) and Total self-esteem ($p=0,00$). Change resilience Self appears to correlate significantly with General self-esteem ($p=0,02$); Personal self-esteem ($p=0,02$) and Total self-esteem ($p=0,04$). Finally, Interpersonal relations Self appears to correlate significantly with General self-esteem ($p=0,01$); Personal self-esteem ($p=0,01$) and Total self-esteem ($p=0,01$). The ECP Other does not seem to correlate with the CFSEI-AD self-esteem scales, except for Self-esteem/self-regard Other that relates to the CFSEI-AD Personal self-esteem scale ($p=0,01$).

TABLE 6.14 PEARSON PRODUCT-MOMENT CORRELATIONS: CFSEI-AD AND 360° ECP CURRENT BEHAVIOUR – SELF & OTHERS

	CFSEI-AD			
	Social	General	Personal	Total
ECP				
Emotional Literacy	0,04 (0,67)	0,18 (0,06)	0,11 (0,26)	0,15 (0,12)
Others	0,04 (0,69)	0,06 (0,55)	- 0,12 (0,22)	- 0,01 (0,94)
Self-esteem / Self-regard	0,28 (0,00)***	0,43 (<,0001)***	0,26 (0,01)**	0,42 (<,0001)***
Self				
Others	0,01 (0,91)	- 0,12 (0,23)	- 0,25 (0,01)**	- 0,18 (0,07)
Self-management	(0,12) (0,22)	0,35 (0,00)***	0,18 (0,06)	0,30 (0,00)***
Self				
Others	0,05 (0,59)	- 0,04 (0,68)	- 0,07 (0,48)	- 0,05 (0,63)
Self-motivation	(0,14) (0,15)	0,32 (0,00)***	0,32 (0,00)***	0,31 (0,00)***
Self				
Others	0,01 (0,89)	- 0,00 (0,98)	- 0,15 (0,11)	- 0,07 (0,48)
Change Resilience	(0,01) (0,90)	0,23 (0,02)*	0,23 (0,02)*	0,20 (0,04)*
Self				
Others	- 0,06 (0,54)	- 0,04 (0,65)	- 0,04 (0,65)	- 0,07 (0,49)
Interpersonal Relations	(0,18) (0,07)	0,27 (0,01)**	0,27 (0,01)**	0,24 (0,01)**
Self				
Others	0,04 (0,67)	0,01 (0,94)	- 0,18 (0,06)	- 0,07 (0,50)
Integration				
Head & Heart	(0,00) (0,97)	0,16 (0,11)	0,16 (0,11)	0,15 (0,12)
Self				
Others	0,11 (0,25)	0,10 (0,31)	0,00 (0,97)	0,09 (0,37)
Total				
Self	0,15 (0,11)	0,38 (<,0001)***	0,24 (0,01)**	0,35 (0,0002)***
Others	0,04 (0,70)	- 0,01 (0,92)	- 0,15 (0,13)	- 0,06 (0,51)

*** p 0,001 ** p 0,01 * p 0,05

6.2.6 Interpretation of Pearson product-moment correlation coefficients: CFSEI-AD and 360° Emotional Competency Profiler

Based on the data displayed in Table 6.14, the specific relationships between the 360°ECP emotional competency scales and the CFSEI-AD self-esteem scales can be derived. Table 6.15 provides an overview of the key relationships.

In comparing the expected relationships between the relevant self-esteem scales and the emotional competence scales with the hypothesised relationships displayed in Tables 4.5, a reasonably high proportion of expected relationships were encountered. The hypothesised results between the four self-esteem scales and the Self-esteem/self-regard, Self-management, Self-motivation, Change Resilience and Interpersonal Relations ECP scales are supported. Interesting is the absence of a relationship between the four self-esteem scales and the Emotional Literacy and Integration of Head and Heart ECP scales. A possible explanation could be the fact that these ECP scales encompass aspects related to self-regard, self-efficacy and emotional well-being, while the Emotional Literacy and Integration of Head and Heart relate more to attitudes and self-awareness aspects. Another possible explanation could be the dominant personality profiles (ISTJ and ESTJ) and the predominance of males who in general are more task focused and less comfortable with aspects related to emotional literacy and feelings.

Another interesting, but not surprising, aspect is the overall lack of significant relationships between the ECP Other scales and the four CFSEI-AD self-esteem scales, except for the Self-esteem/self-regard ECP Other that relates negatively to the CFSEI-AD Personal self-esteem scale. A possible explanation could be that self-esteem is a personal, internally generated aspect of the personality. It appears that subjects with lower Personal self-esteem, and who may consequently be more withdrawn and reserved, are perceived by others to demonstrate the qualities associated with the ECP Self-esteem/self-regard scale. Another perspective may be that subjects with lower Personal self-esteem may have under-rated themselves and are thus more positively perceived and evaluated by Others on the ECP Self-esteem/self-regard scale.

In summary, the ECP Self scales (Self-esteem/self-regard, Self-management, Self-motivation, Change Resilience, Interpersonal Relations) appear to be most closely linked to Total self-esteem scale, whilst the ECP Self scales (Self-management, Self-motivation, Change Resilience, Interpersonal Relations, Total Emotional Competence) appear to be most closely linked to the General self-esteem scale. The ECP Self scales (Self-esteem/self-regard, Self-motivation, Change Resilience, Total Emotional Competence) appear to be most closely linked to the Personal self-esteem scale. The ECP Self Self-esteem/self-regard scale seems to be most closely linked to the Social self-esteem scale.

Total Emotional Competence Self appears to be significantly related to General, Personal and Total self-esteem, while Total Emotional Competence Other indicates

no significant relationships with the self-esteem scales. This is not surprising as the self-esteem construct deals with the internally generated views and affectivity of the individual which are private and intimate to the individual, whilst emotional competence relates to the observable cognitive-affective skills and traits of individuals. The examination of the relationship between the ECP scales and the CFSEI-AD scales offers some insight into the significance of General and Personal self-esteem in the demonstration of emotionally competent behaviour as measured by the ECP and CFSEI-AD respectively.

In conclusion, the empirical results show that there is a small to moderate substantial and comprehensive relationship between the ECP emotional competence scales and the CFSEI-AD self-esteem scales (with the exception of the Emotional Literacy and Integration of Head and Heart scales). Furthermore, the Social self-esteem scale (with the exception of the ECP self-esteem/self-regard scale) does not show any significant relationship to the other ECP scales. The Social self-esteem scale refers to individuals' perceptions of the quality of their relationships with others, their sense of belonging to and acceptance by the group, while both the General and Personal self-esteem scales deal with the affective component of self-esteem.

General self-esteem deals with the general feeling of well-being, self-acceptance and feeling worthy. Personal self-esteem deals with the individual's most intimate sense of self-worth, mood and physical self-regard. The findings imply that emotional competence is closely related to the affective component of self-awareness, one's sense of psychological well-being. It appears that the understanding and regulation of emotions in the self-evaluative process may facilitate positive affect, which in turn is related to General and Personal self-esteem. In this regard, the absence of a significant relationship between the self-esteem scales and the Emotional Literacy scale is quite surprising. A probable reason for this may be the low item-reliability measurement (Cronbach alpha coefficient = 0,51) on the Emotional Literacy scale.

Given the nature of the relationships, the following null hypothesis is herewith *rejected*:

Ho5: There is no relationship between total self-esteem and the sub-elements (general, social, personal) and total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) for both the self and other evaluations as measured by the CFSEI 2-AD and 360° Emotional Competency Profiler, respectively.

TABLE 6.15 DERIVED PROFILE: CFSEI-AD AND 360° ECP CURRENT BEHAVIOUR – SELF & OTHERS

	CFSEI-AD			
	Social	General	Personal	Total
ECP Emotional Literacy Self				
Others Self-esteem / Self-regard Self	+	+	+	+
Others Self-management Self		+	+	+
Others Self-motivation Self		+	+	+
Others Change Resilience Self		+	+	+
Others Interpersonal Relations Self		+	+	+
Others Integration Head & Heart Self				
Others Total Self		+	+	+
Others				

6.3 INFERENCE STATISTICS

Inferential statistics are concerned with using samples to infer something about populations. Common statistics such as correlations are used to determine whether two variables are related, while inferential statistics such as regression are used to determine whether predictor or independent variables are related to dependent variables. Inferential statistics such as multiple linear regression analysis allow the researcher to study the effects and the magnitude of the effects of more than one independent variable on one dependent variable using principles of correlation and regression (Kerlinger, 1986). In this research, regression analyses were conducted to determine the effect of the MBTI personality preferences and the CFSEI-AD Total self-esteem scale on the 360° Emotional Competency Total Self-evaluation scores. Finally, a one-way ANOVA was conducted to test the difference between the means of Self and Other Total Emotional Competence with regard to the CFSEI-AD Total self-esteem levels. The results are herewith reported and interpreted.

6.3.1 Reporting of regression analysis: MBTI, CFSEI-AD and 360° Emotional Competency Profiler

Linear regression analysis was conducted to determine the effect of the personality preferences and Total self-esteem on the Total Emotional Competency construct. The Total Emotional Competency Self-evaluation scores were regressed against the Total self-esteem scores (CFSEI-AD) with the added effect of the personality preferences E-I, S-N, T-F, J-P, EF-If, ET-IT, ES-IS, EN-IN, EJ-IJ and EP-IP. The personality preferences were included one at a time in the equation of the regression model. The significance of the predictions was then evaluated against their appropriate F-values. The levels of significance decided upon were: $F(p) < 0,001$; $F(p) < 0,01$; and $F(p) < 0,05$ as the cut-off point for rejecting the null hypotheses. The results of the regression analyses are reported in Tables 6.16 to 6.25.

TABLE 6.16 MULTIPLE REGRESSION ANALYSIS REGARDING E-I PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,369	Regression	2	1,024	0,512
R square	0,136	Residual	104	6,492	0,062
Adjusted R square	0,120				
F=8,20; p=0,001					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard error	F	p
Intercept	2,739	0,155	17,64	<,0001
Total self-esteem	0,021	0,006	3,40	0,001
Personality preference				
E-I	0,067	0,050	1,33	0,185

From an inspection of Table 6.16, it is evident that the E-I personality preferences and Total self-esteem explain 14% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of $R=0,369$ is statistically significant, as shown in the analysis of variance $F(df=2;104)=8,20; p(F)=0,001$. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,021) \text{ Total self-esteem} + (0,067) \text{ E-I Personality preference} + (2,739)$$

TABLE 6.17 MULTIPLE REGRESSION ANALYSIS REGARDING S-N PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,355	Regression	2	0,948	0,474
R square	0,126	Residual	104	6,567	0,063
Adjusted R square	0,109				
F=7,51; p=0,001					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard error	F	p
Intercept	2,656	0,176	15,08	<,0001
Total self-esteem	0,024	0,006	3,85	0,000
Personality preference				
S-N	0,040	0,054	0,75	0,454

From an inspection of Table 6.17, it is evident that the S-N personality preferences and Total self-esteem explain 13% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of R=0,355 is statistically significant, as shown in the analysis of variance F (df=2; 104)=7,51; p(F)= 0,001. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,024) \text{ Total self-esteem} + (0,040) \text{ S-N Personality preference} + (2,656)$$

TABLE 6.18 MULTIPLE REGRESSION ANALYSIS REGARDING T-F PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,360	Regression	2	0,972	0,486
R square	0,129	Residual	104	6,544	0,063
Adjusted R square	0,113				
F=7,72; p=0,001					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard error	F	p
Intercept	2,644	0,173	15,28	<,0001
Total self-esteem	0,024	0,006	3,89	0,000
Personality preference				
T-F	0,068	0,070	0,97	0,335

From an inspection of Table 6.18, it is evident that the T-F personality preferences and Total self-esteem explain 13% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of $R=0,360$ is statistically significant, as shown in the analysis of variance $F(df=2; 104)=7,72; p(F)=0,001$. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,024) \text{ Total self-esteem} + (0,068) \text{ T-F Personality preference} + (2,644)$$

TABLE 6.19 MULTIPLE REGRESSION ANALYSIS REGARDING J-P PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,360	Regression	2	0,973	0,486
R square	0,130	Residual	104	6,542	0,063
Adjusted R square	0,113				
F=7,73; p=0,001					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard error	F	p
Intercept	2,652	0,169	15,70	<,0001
Total self-esteem	0,024	0,006	3,91	0,000
Personality preference				
J-P	0,057	0,058	0,98	0,329

From an inspection of Table 6.19, it is evident that the J-P personality preferences and Total self-esteem explain 13% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of R=0,360 is statistically significant, as shown in the analysis of variance F (df=2; 104)=7,73; p (F)= 0,001. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,024) \text{ Total self-esteem} + (0,057) \text{ J-P Personality preference} + (2,652)$$

TABLE 6.20 MULTIPLE REGRESSION ANALYSIS REGARDING EF-IF PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,532	Regression	2	0,339	0,170
R square	0,283	Residual	12	0,859	0,072
Adjusted R square	0,164				
F=2,37; p=0,136					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard error	F	<i>p</i>
Intercept	2,317	0,490	4,73	0,001
Total self-esteem	0,033	0,018	1,84	0,091
Personality preference				
EF-IF	0,161	0,141	1,14	0,275

From an inspection of Table 6.20, it is evident that the EF-IF personality preferences and Total self-esteem explain 28% of the variance of Total Emotional Competence Self Current Behaviour. However, the multiple correlation of $R=0,532$ is not statistically significant, as shown in the analysis of variance $F(df=2; 12)=2,37; p(F)=0,136$. Both predictors (Total self-esteem and the EF-IF personality preferences) are not statistically significant in the regression equation. The following regression equation was computed:

$$Y' = (0,033) \text{ Total self-esteem} + (0,161) \text{ EF-IF Personality preference} + (2,317)$$

TABLE 6.21 REGRESSION ANALYSIS REGARDING ET-IT PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,354	Regression	2	0,789	0,395
R square	0,125	Residual	89	5,509	0,062
Adjusted R square	0,106				
F=6,37; p=0,003					
VARIABLES IN THE EQUATION					
Independent variables		Parameter	Standard error	F	p
Intercept		2,770	0,166	16,70	<,0001
Total self-esteem		0,020	0,007	3,05	0,003
Personality preference					
ET-IT		0,052	0,055	0,96	0,339

From an inspection of Table 6.21, it is evident that the ET-IT personality preferences and Total self-esteem explain 13% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of $R=0,354$ is statistically significant, as shown in the analysis of variance $F (df=2; 89)=6,37; p(F)= 0,003$. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,020) \text{ Total self-esteem} + (0,052) \text{ ET-IT Personality preference} + (2,770)$$

TABLE 6.22 MULTIPLE REGRESSION ANALYSIS REGARDING ES-IS PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,282	Regression	2	0,360	0,180
R square	0,080	Residual	67	4,148	0,062
Adjusted R square	0,052				
F=2,91; p=0,062					
VARIABLES IN THE EQUATION					
Independent variables		Parameter	Standard error	F	p
Intercept		2,878	0,180	16,00	<,0001
Total self-esteem		0,016	0,007	2,24	0,028
Personality preference					
ES-IS		0,036	0,061	0,59	0,560

From an inspection of Table 6.22, it is evident that the ES-IS personality preferences and Total self-esteem explain 8% of the variance of Total Emotional Competence Self Current Behaviour. However, the multiple correlation of $R=0,282$ is not statistically significant, as shown in the analysis of variance $F (df=2;67)=2,91$; $p(F)=0,06$. The predictor Total self-esteem is statistically significant in the regression equation. The following regression equation was computed:

$$Y' = (0,016) \text{ Total self-esteem} + (0,036) \text{ ES-IS Personality preference} + (2,878)$$

TABLE 6.23 MULTIPLE REGRESSION ANALYSIS REGARDING EN-IN PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,547	Regression	2	0,897	0,448
R square	0,299	Residual	34	2,099	0,062
Adjusted R square	0,258				
F=7,26; p=0,002					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard error	F	p
Intercept	2,162	0,374	5,77	<,0001
Total self-esteem	0,041	0,014	2,87	0,007
Personality preference				
EN-IN	0,070	0,095	0,74	0,467

From an inspection of Table 6.23, it is evident that the EN-IN personality preferences and Total self-esteem explain 30% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of $R=0,547$ is statistically significant, as shown in the analysis of variance $F(df=2;34)=7,26; p(F)=0,002$. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,041) \text{ Total self-esteem} + (0,070) \text{ EN-IN Personality preference} + (2,162)$$

TABLE 6.24 MULTIPLE REGRESSION ANALYSIS REGARDING EJ-IJ PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,349	Regression	2	0,698	0,349
R square	0,122	Residual	79	5,030	0,064
Adjusted R square	0,099				
F=5,48; p=0,006					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard Error	F	p
Intercept	2,791	0,175	15,96	<,0001
Total self-esteem	0,019	0,007	2,76	0,007
Personality preference				
EJ-IJ	0,071	0,058	1,23	0,222

From an inspection of Table 6.24, it is evident that the EJ-IJ personality preferences and Total self-esteem explain 12% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of $R=0,349$ is statistically significant, as shown in the analysis of variance $F(df=2;79)=5,48$; $p(F)=0,006$. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,019) \text{ Total self-esteem} + (0,071) \text{ EJ-IJ Personality preference} + (2,791)$$

TABLE 6.25 MULTIPLE REGRESSION ANALYSIS REGARDING EP-IP PERSONALITY PREFERENCES, TOTAL SELF-ESTEEM & TOTAL EMOTIONAL COMPETENCE

ANALYSIS OF VARIANCE					
		Source of variance	Degrees of freedom	Sum of squares	Mean square
Multiple correlation	0,485	Regression	2	0,418	0,209
R square	0,235	Residual	22	1,360	0,062
Adjusted R square	0,165				
F=3,38; p=0,053					

VARIABLES IN THE EQUATION				
Independent variables	Parameter	Standard Error	F	p
Intercept	2,400	0,368	6,51	<,0001
Total self-esteem	0,033	0,014	2,29	0,032
Personality preference				
EP-IP	0,037	0,107	0,34	0,736

From an inspection of Table 6.25, it is evident that the EP-IP personality preferences and Total self-esteem explain 24% of the variance of Total Emotional Competence Self Current Behaviour. The multiple correlation of $R=0,485$ is statistically significant, as shown in the analysis of variance $F(df=2;22)=3,38$; $p(F)=0,053$. The predictor Total self-esteem is statistically significant in the regression equation and appears to be the best predictor of Total Emotional Competence. The following regression equation was computed:

$$Y' = (0,033) \text{ Total self-esteem} + (0,037) \text{ EP-IP Personality preference} + (2,400)$$

6.3.2 Interpretation of regression analysis: MBTI, CFSEI-AD and 360° Emotional Competency Profiler

Analysis of the regression analyses shows that Total self-esteem is the best predictor of Total Emotional Competence in terms of subjects' self-evaluations of their current emotional competence behaviour. Overall, the personality preferences do not appear to significantly predict Total Emotional Competence. Total self-esteem appears to predict 30% of subjects' total emotional competence when related to the IN-EN personality preferences, and 23% when related to the EP-IP personality preferences. This may be because the EN personality preference forms the dominant attitude and function of the EP attitudes. The Pearson product-moment correlations also indicated a relationship between the EP and EN personality preferences and Total Emotional Competence of subjects' self-evaluations of their current performance.

Furthermore, both the EN and EP personality preferences had significant correlations with Social self-esteem, and the EN personality preference correlated significantly with the Social, General and Total self-esteem scales. It appears that subjects who are action-oriented innovators, change agents, and who are adaptable, sociable and seeking new experiences, may tend to develop a higher self-esteem than the other personality preference types. In turn, subjects who have a higher self-esteem appear to develop a higher level of emotional competence than subjects with lower self-esteem.

Based on the research results the following null hypothesis is herewith *accepted*:

Ho6: Personality preferences cannot predict Total Emotional Competence.

The following null hypothesis is consequently *rejected*:

Ho7: Total self-esteem cannot predict Total Emotional Competence.

6.3.3 Reporting of analysis of variance (ANOVA): CFSEI-AD and 360° Emotional Competency Profiler

In order to determine whether statistically significant differences exist between the ECP Self and Other Total Emotional Competence evaluations regarding the CFSEI-AD Total Self-esteem scale, that is, whether self-esteem had any effect on the

difference between the ECP self and other ratings on the Total Emotional Competence scale, a one-way ANOVA was conducted. A pair-wise comparison of means was then conducted to establish the significance of the difference between the means in respect of the four rating levels of the CFSEI-AD Total Self-esteem scale. Table 6.26 reports the results of the ANOVA, and Table 6.27 reports the t-test (LSD) results of the pair-wise comparison of the means.

TABLE 6.26 ANOVA: COMPARISON OF THE MEANS OF THE ECP TOTAL EMOTIONAL COMPETENCE SELF & OTHER GROUPS IN RESPECT OF CFSEI-AD TOTAL SELF-ESTEEM

	Source	Dependent variables	DF	Type III SS	MS	F	<i>p</i>
F(3 ;102) =3,47 ; p=0,02*	TSE	TECS	3	0,684	0,228	3,47	0,02*
F(3 ;102) =0,54 ; p=0,66	TSE	TECO	3	0,69	0,223	0,54	0,66
F(3 ;102) =2,99 ; p=0,03*	TSE	DIFSEC	3	0,96	0,319	2,99	0,03*

*p<0,05

Note:

TSE (Total Self-esteem)

TECS: Total Emotional Competence Self

TECO: Total Emotional Competence Other

DIFSEC: Difference between means of Total Emotional Competence Self and Total Emotional Competence Other

TABLE 6.27 T-TEST (LSD): PAIR-WISE COMPARISON OF THE MEANS OF THE ECP TOTAL EMOTIONAL COMPETENCE SELF & OTHER GROUPS IN RESPECT OF CFSEI-AD TOTAL SELF-ESTEEM LEVELS

CFSEI-AD LEVELS	N	T-GROUPING	MEAN	SD
TOTAL EMOTIONAL COMPETENCE SELF				
Very high	18	A	3,467	0,201
High	33	A	3,305	0,227
Intermediate	46	B	3,264	0,278
Low	9	B	3,182	0,332
TOTAL EMOTIONAL COMPETENCE OTHER				
Very high	18	A	3,178	0,228
High	33	A	3,244	0,221
Intermediate	46	A	3,198	0,194
Low	9	A	3,278	0,171
TOTAL EMOTIONAL COMPETENCE DIFFERENCE BETWEEN SELF & OTHER TOTAL EC				
Very high	18	A	0,289	0,255
High	33	B	0,062	0,321
Intermediate	46	B	0,066	0,352
Low	9	B	-0,056	0,332

Note: Means with the same letter are not significantly different

6.3.4 Interpretation of analysis of variance (ANOVA): CFSEI-AD and 360° Emotional Competency Profiler

Inspection of Tables 6.26 and 6.27 indicates that subjects within the ECP Self-evaluation group rated themselves significantly differently, implying that the rating on the CFSEI-AD Total Self-esteem scale influenced subjects' Total Emotional Competence rating. Further investigation of the pair-wise comparison t-test on the means of the different Total Emotional Competence groups indicates that the Total Emotional Competence Self ratings differ significantly for those subjects with a high to very high CFSEI-AD Total self-esteem rating. It appears that subjects with a very

high self-esteem view themselves more positively in terms of their emotional competence than how others perceive them.

The results appear to support findings that people with an intermediate to low self-esteem usually lack a firm, elaborate self-concept and may therefore experience negative feelings about themselves, and consequently find it difficult to present themselves in either a strongly positive or negative fashion. On the other hand, individuals with high self-esteem may tend to overestimate themselves in terms of the evaluations of others and therefore present themselves in an unrealistically positive manner (Campbell, 1990; Roth, et al., 1986). Atwater and Yammarino (1992) contend in this regard that although self-ratings are unreliable indicators of behaviour, they may be useful in terms of providing information about the self-rater's degree of self-awareness or self-focus. Self-awareness results from one's ability to self-observe and self-aware individuals are usually more cognisant of how they are perceived by others, which may result in more accurate self-assessments. Nasby (1989) found the self-reports of individuals high in self-awareness to be more reliable than reports from those who scored low on this measure. According to Fahr and Dobbins (1989), leniency bias in self-ratings was related to self-esteem and inaccurate self-raters (over- or under-raters) may tend to have either low or high self-esteem.

In summary, the findings confirm the effect of self-esteem on the self-evaluations of self-raters in multi-rater assessments such as the 360° Emotional Competency Profiler. Knowledge of individuals' self-esteem may help to add perspective to the interpretation of individuals' self-ratings, particularly with regard to emotional competence assessments.

6.4 INTEGRATION OF RESEARCH FINDINGS

A correlational research approach was selected for the purpose of this research project as it identifies relationships between variables, in this case, personality preferences, self-esteem and emotional competence. The MBTI personality preferences (E-I, S-N, T-F, J-P, EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) and the CFSEI-AD self-esteem scales (Social, Personal, General and Total) acted as the independent variables and the 360° ECP subscales (Emotional Literacy, Self-esteem/self-regard, Self-motivation, Self-management, Interpersonal Relations,

Change Resilience, Integration Head and Heart) and Total Emotional Competence scale acted as the dependent variables.

In order to determine the overall effect of the two independent variables on the dependent variable, multiple linear regression analyses were also conducted to determine whether the personality preferences and Total self-esteem could act as predictors of Total Emotional Competence.

With regard to the biographical characteristics, the sample tended to over-represent the typical male dominant personality preferences ESTJ (EJ, ET) and ISTJ (IJ, IS). The overall under-representation of the other personality types needs to be considered when interpreting the empirical results. Furthermore, the results may potentially be generalised to adult male dominant populations in the age group >35.

In terms of the relationship between personality preferences and self-esteem, the empirical results showed that there is a small, but definite and comprehensive relationship between the MBTI personality preferences (ET, ES, EN, EJ, EP) and the self-esteem scales (with the exception of the Personal self-esteem scale) as measured by the CFSEI-AD. The examination of the MBTI personality preferences offered some insight into the significance of the Extraverted attitude of energy orientation (E) and the Sensing-Intuition (S-N) functions in terms of self-esteem as measured by the CFSEI-AD. However, evidence regarding the relationship with the four MBTI scales (E-I, S-N, T-F, J-P) is not sufficiently significant to reject the null hypothesis.

With regard to the relationship between the personality preferences and emotional competence, the Extraversion scale (E) appears to be closely related to the emotional competencies Self-motivation Self and Total Emotional Competence Self, while the Introverted scale (I) seems to be more closely related to the emotional competencies Emotional literacy Other, Interpersonal Relations Other and Total Emotional Competence Other. The Extraverted personality preferences (EJ, ET, EF, EN) appear to be most closely linked to the emotional competencies Self-motivation Self (EJ, ET, EN), Interpersonal relations Self (EF) and Total Emotional Competence Self (EN). The Sensing scale (S) appears to be most closely related to the ECP Emotional Literacy Self scale, whilst the Intuition scale (N) seems to be more closely related to the emotional competency Change Resilience Self. The Thinking scale (T)

appears to be more closely related to the emotional competency Self-management Self.

The personality preference IS appears to be most closely linked to the emotional competencies Emotional literacy Other and Change resilience Other. The IT personality preference appears to be more closely related to the emotional competencies Emotional literacy Other, Self-esteem/self-regard Other, Interpersonal relations Other and Total Emotional Competence Other, the IJ personality preference to Self-esteem/self-regard Other, Total Emotional Competence Other, and both the IJ and IS personality preferences to the emotional competencies Emotional literacy Other and Interpersonal Relations Other. The IS personality preference also appears closely related to the emotional competency Change Resilience Other. The examination of the MBTI personality preferences offers some insight into the significance of the attitudes of energy (E and I) and orientation (J and P) in terms of emotional competence as measured by the ECP.

Overall, the empirical results showed that in general terms there is a significant relationship between the combinations of the four MBTI attitudes that constitute the twelve personality preferences relevant to this research and the emotional competencies measured by the ECP. However, the four MBTI scales do not show overall significant relationships with the ECP scales. In part this may be due to the psychometric limitations of the MBTI (Higgs, 2001; Funham & Stringfield, 1993) and its moderate proven ability to predict behaviour (McCrae & Costa, 1998). It may also be due to the methodological limitations in comparing ipsative and normative instruments and the nature of the current sample and its potential bias in terms of gender and race. However, valuable information pertaining to the ESTJ and ISTJ profile was obtained, given that this is a dominant profile of the technical environment in a typical Western society. The null hypothesis with regard to the four MBTI scales (E-I, S-N, T-F, J-P) was not rejected, while the null hypothesis pertaining to the twelve personality preferences (ET-IT, ES-IS, EN-IN, EF-IF, EJ-IJ, EP-IP) was rejected.

Regarding the relationship between self-esteem and emotional competence, the empirical results showed that there is a small to moderate substantial and comprehensive relationship between the ECP emotional competence scales (with the exception of the Emotional Literacy and Integration of Head and Heart scales) and the CFSEI-AD self-esteem scales.

The ECP Self scales (Self-esteem/self-regard, Self-management, Self-motivation, Change Resilience, Interpersonal Relations) appear to be the most closely linked to the Total self-esteem scale, whilst the ECP Self scales (Self-management, Self-motivation, Change Resilience, Interpersonal Relations, Total Emotional Competence) appear to be most closely linked to the General self-esteem scale. The ECP Self scales (Self-esteem/self-regard, Self-motivation, Change Resilience, Total Emotional Competence) appear to be most closely linked to the Personal self-esteem scale. The ECP Self Self-esteem/self-regard scale seems to be most closely linked to the Social self-esteem scale. The examination of the relationship between the ECP scales and the CFSEI-AD scales offered some insight into the significance of General and Personal self-esteem in the demonstration of emotionally competent behaviour as measured by the ECP and CFSEI-AD respectively.

Investigation of the regression analyses showed that Total self-esteem is the best predictor of Total Emotional Competence in terms of subjects' self-evaluations of their current emotional competence behaviour. Overall, the personality preferences do not appear to significantly predict Total Emotional Competence. Total self-esteem appears to predict 30% of subjects' total emotional competence when related to the IN-EN personality preferences, and 23% when related to the EP-IP personality preferences. This may be because the EN personality preference forms the dominant attitude and function of the EP attitudes. The Pearson product-moment correlations also indicated a relationship between the EP and EN personality preferences and Total Emotional Competence of subjects' self-evaluations of their current performance.

The analysis of variance indicated that the Total Emotional Competence Self ratings differed significantly for those subjects with a high to very high CFSEI-AD Total self-esteem rating. It appears that subjects with a very high self-esteem view themselves more positively in terms of their emotional competence than how others perceive them. The findings confirm the effect of self-esteem on the self-evaluations of self-raters in multi-rater assessments such as the 360° Emotional Competency Profiler. Knowledge of individuals' self-esteem may help to add perspective to the interpretation of individuals' self-ratings, particularly with regard to emotional competence assessments. Figures 6.45 and 6.46 provide an overview of the key findings regarding the relationship between personality preferences, self-esteem and emotional competence.

In conclusion, Figure 6.47 summarises the eight hypotheses and the decisions exercised regarding these hypotheses. Figure 6.47 indicates that three of the eight null hypotheses were accepted, particularly the null hypotheses related to the relationship between the four MBTI scales (E-I, S-N, T-F, J-P), the CFSEI-AD self-esteem scales and the ECP emotional competence scales respectively. Figures 6.45 and 6.46 clearly indicate a lack of significant relationships between the scales and hence the acceptance of hypotheses Ho1 and Ho3.

Furthermore, Figure 6.47 indicates that the null hypotheses pertaining to the MBTI personality preferences (ES-IS, EJ-IJ, ET-IT, EN-IN, EP-IP, EF-IF), the CFSEI-AD self-esteem scales and ECP emotional competence scales respectively, were rejected. Figures 6.45 and 6.46 indicate significant relationships between the scales. These relationships formed the basis for rejecting hypotheses Ho2 and Ho4.

The null hypothesis related to the relationship between the CFSEI-AD self-esteem scales and ECP emotional competence scales were rejected. Figures 6.45 and 6.46 indicate significant relationships between the scales and hence the rejection of hypothesis Ho5.

Finally, the regression analyses (Tables 6.23 and 6.25) showed that Total self-esteem is the best predictor of Total Emotional Competence and hence the acceptance of hypothesis Ho6 and the rejection of hypothesis Ho7. Hypothesis Ho8 was rejected on the basis of the analysis of variance findings reported in tables 6.26 and 6.27. The Total Emotional Competence Self ratings differed significantly for those subjects with a high to very high CFSEI-AD Total self-esteem rating.

Figure 6.45 Integrated empirical model: The relationship between personality preferences, self-esteem and emotional competence Self

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Figure 6.46 Integrated empirical model: The relationship between personality preferences, self-esteem and emotional competence Self

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SUMMARY OF THE HYPOTHESES

CENTRAL HYPOTHESIS

Individuals with a particular personality preference and higher level of self-esteem will demonstrate a different level of emotional competence than individuals with other types of personality preferences and lower self-esteem.

HYPOTHESES	DECISION
Ho1: There is no relationship between the four MBTI scales (E-I, S-N, T-F, J-P) and total self-esteem and the three subscales (general, social, personal self-esteem) as measured by the CFSEI 2-AD.	Accepted
Ho2: There is no relationship between the MBTI personality preferences EF - IF, ET-IT, ES - IS, EN- IN, EJ - IJ, EP - IP and total self-esteem and the three subscales (general, social, personal self-esteem) as measured by the CFSEI 2-AD.	Rejected
Ho3: There is no relationship between the MBTI scales (E-I,S-N, T-F, J-P) and total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) for both the self and other evaluations as measured by the 360° Emotional Competency Profiler.	Accepted
Ho4: There is no relationship between the MBTI personality preferences EF - IF, ET-IT, ES - IS, EN- IN, EJ - IJ, EP - IP and total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) for both the self and other evaluations as measured by the 360° Emotional Competency Profiler.	Rejected
Ho5: There is no relationship between total self-esteem and the sub-elements (general, social, personal) and total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) for both the self and other evaluations as measured by the CFSEI 2-AD and 360° Emotional Competency Profiler, respectively.	Rejected
Ho6: Personality preferences cannot predict total emotional competence.	Accepted
Ho7: Total self-esteem cannot predict total emotional competence.	Rejected
Ho8: There is no difference between self-other current emotional competence behaviour ratings for subjects with high self-esteem ratings.	Rejected

Figure 6.47 Overview of decisions regarding the research hypotheses

6.5 CHAPTER SUMMARY

This chapter addressed steps 7 and 8 of the empirical study. The descriptive, common and inferential statistics that are of relevance to this research were reported and interpreted to enable the researcher to integrate the findings of the literature study with the empirical research findings.

The first empirical research aim, namely to conduct an empirical investigation into the relationship dynamics between personality preferences, self-esteem and emotional competence as manifested in a sample of respondents employed in a typical South African organisational setting, has now been achieved.

Chapter 7 will address the final step of the empirical study, namely the formulation of conclusions, limitations and recommendations regarding the research project. Chapter 7 will conclude this research project by addressing the second and final empirical research question, namely: what recommendations can be formulated for Industrial and Organisational Psychology practices regarding leader development and possible future research based on the findings of the research?