



**TRAIT EMOTIONAL INTELLIGENCE AND BIG FIVE PERSONALITY
TRAITS
AS PREDICTORS OF ACADEMIC SUCCESS IN EFL CLASSES**

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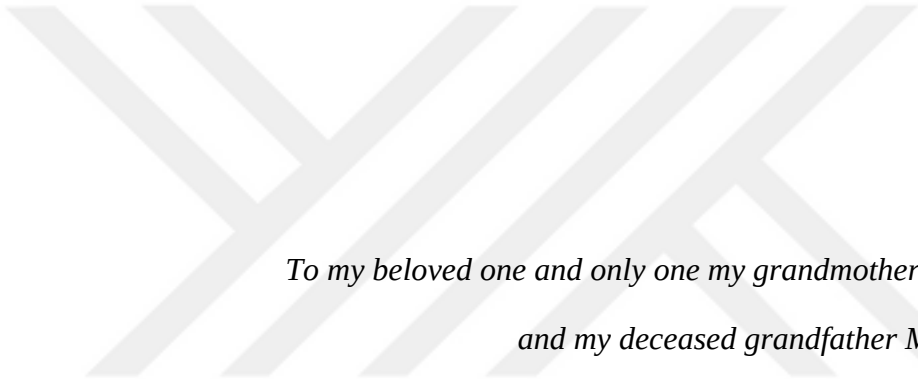
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*To my beloved one and only one my grandmother Ayten YAMAN
and my deceased grandfather Muhtar YAMAN
whose heartfelt love and passion I've always felt deeply...*

**İNGİLİZCE YABANCI DİL SINIFLARINDA
AKADEMİK BAŞARIYI YORDAYANLAR OLARAK
ALGILANAN DUYGUSAL ZEKA VE BEŞ BÜYÜK KİŞİLİK
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ÖZ

Bu araştırmanın amacı, bir senelik yoğun bir İngilizce eğitimi ile İngilizceyi yabancı dil olarak öğrenen farklı alanlardan üniversite öğrencilerinin Algılanan Duygusal Zekâları, Beş Büyük Kişilik Özellikleri ve dört dil becerisindeki akademik başarıları arasındaki ilişkileri inceleyerek Algılanan Duygusal Zekâ ve Beş Büyük Kişilik Faktörünün dört dil becerisi (okuma, yazma, dinleme ve konuşma) akademik başarıları ve genel İngilizce'deki akademik başarıları üzerindeki yordayıcı gücünü belirlemektir. Bu araştırmanın evrenini Üniversite'nin hazırlık sınıfında okuyan öğrenciler oluşturmaktadır. Çalışmanın örneklem grubu 2013-2014 yılında Gazi Üniversitesi Yabancı Diller Okulu'nun İktisadi İdari ve Sosyal Bilimler, Mühendislik, Mimarlık ve Fen Bilimleri fakültelerinde okuyan 1220 öğrenci arasından rastgele yöntemle seçilmiş olan 211 gönüllü öğrenci (107 kız, 104 erkek öğrenci) ile oluşturulmuştur. Araştırmada betimsel ve nicel bir yöntem kullanılmıştır. Algılanan Duygusal Zekâ'yı ölçmek için kullanılan Duygusal Zekâ Ölçeği, Schutte ve diğerleri (1998) tarafından geliştirilen Schutte Duygusal Zekâ Ölçeği'nin Austin, Saklofske, Huang ve Mckenney (2004) tarafından yeniden düzenlenmiş ve Tok, Morali ve Tatar (2005) tarafından Türkçe'ye uyarlanmış hâlidir. Ölçekte 41 madde yer almaktadır ve genel Algılanan Duygusal Zekâ puanının yanı sıra İyimserlik/Ruh Hali Düzenlemesi, Duygu Değerlendirmesi ve Duygu Kullanımı için alt ölçek puanları sunmaktadır. Tatar (2005) tarafından geliştirilen Kısa Beş Faktör Kişilik Envanteri, Nevrotiklik, Dışadönüklük, Deneyime Açıklık, Uygunluk ve Sorumluluk Duygusu ile Hareket Etme özelliklerinden oluşan Beş Büyük Kişilik Faktörünü ölçen beşli likert yapıda 85 maddeden oluşan kişilik envanteridir. Katılımcılar aynı zamanda cinsiyet, yaş, branş, öğrenci

numarası ve ğretim yılı ile ilgili genel demografik sorular cevaplandırmıştır. Elde edilen betimsel istatistiksel verilerin analizinde SPSS 20.0 istatistik analiz yazılımı üzerinde Pearson korelasyon katsayısı ve regresyon analizleri uygulanmıştır. Çalışmanın bulguları dil ğrencilerinin Beş Büyük Kişilik Özelliđi ve Algılanan Duygusal Zekaları arasında anlamlı ölçüde negatif ilişki olduğunu göstermektedir. Ayrıca, Beş Büyük Kişilik Özelliđi ve Algılanan Duygusal Zeka'nın dil becerilerinde akademik başarı kabiliyeti ve not ortalaması üzerinde önemli seviyede tahmin kabiliyeti bulunmaktadır. Bunun yanında cinsiyet ve branş deđişkenlerinin dil ğrencilerinin başarısında önemsiz olduğu bulunmuştur.



Anahtar Kelimeler : Beş büyük Kişilik Faktörü, Algılanan Duygusal Zeka, akademik başarı, dil becerileri, Yabancı Dil olarak İngilizce

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ABSTRACT

The aim of the present study is to research the associations among Trait Emotional Intelligence (TEI), Big Five Personality Traits (BFPT) and the academic success of the students in four language skills and to determine the predictive power of TEI and BFPT for academic success in language skills namely reading, writing, listening and speaking in English and overall academic success in EFL college students from different majors and having one-year intensive English education. The universe of the study is the college students at preparatory schools. The sample of the study includes randomly chosen 211 willing students (107 females, 104 males) out of 1220 students from the School of Foreign Languages of Gazi University in 2013- 2014 academic year. They were from the Faculty of Economics and Administrative Sciences, the Faculty of Engineering, the Faculty of Architecture and the Faculty of Sciences. In this study a descriptive and quantitative method was applied. The Emotional Intelligence Scale developed by Schutte et al. (1998), Schutte Emotional Intelligence Scale was revised by Austin, Saklofske, Huang, and McKenney (2004). Tok, Morali, and Tatar (2005) adapted the scale for Turkish populations. In this study, the translated Turkish version was used in order to measure TEI. The TEI scale includes 41 items and provides an overall TEI score together with three subscale scores, which are Optimism/Mood Regulation, Appraisal of Emotion and Utilization of Emotion. The Short Form Five Factor Personality Inventory developed by Tatar (2005) was used in the study to assess BFPT namely, Neuroticism, Extroversion, Openness to Experience, Agreeableness, and Conscientiousness. It is an 85-item personality inventory in a 5-point scale design. Participants also responded to general demographic questions about gender, age, major, student numbers, and school year. In

order to analyze the obtained data set descriptive statistics, Pearson correlation coefficient ANOVA and regression analyses were applied through SPSS 20.0 statistical analysis software. The findings of the study showed that there is a significant negative relationship between BFPT and TEI of the language learners. Also, BFPT and TEI have certain levels of predictive ability of academic success in language skills and in GPA. However, the variables of gender and major are insignificant in the success of language learners.



Key Words : Big Five Personality Traits, Trait Emotional Intelligence, academic success, language skills, EFL

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LIST OF ABBREVIATIONS

BFPT	Big Five Personality Traits
EFL	English as a Foreign Language
EI	Emotional Intelligence
FFT	Five Factor Theory
GPA	Grade Point Averages
TEI	Trait Emotional Intelligence
USE	Unified State Examination

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter aims to present an overview of the present study through six sections. First, some background information for the study is presented. Following this, the research questions and hypothesis are explained. After that, the significance of the study is explained very briefly. Then, the problem and the purpose of the study are clarified. Finally, the assumptions and the limitations are presented.

1.2. General Background to the Study

In the field of education psychology, there have been a number of studies to examine and explain the predictors of academic success in terms of various factors, aspects and components active in the learning process beside the studies aiming at finding new ways to increase the academic success. At that point, the importance of individual differences treads the boards. It is a common concept that “individuals differ in how they learn” (James & Gardner, 1995). In fact, there are a huge number of studies concerning the individual differences, such as learning styles (Dunn, et al, 1984; Kolb, 1985), learning strategies (O’Neill, 1978), language learning strategies (O’Malley&Chamot, 1990; Oxford, 1990) and multiple intelligences (Gardner, 1983) specific to each learner. There are also applications of these theoretical studies, which carry them into the practice so that they can be used in the real life instead of being written and left between the pages of books, dissertations or articles in the libraries. However, it is quite evident that there are still other individual differences like personality to scrutinize to understand the human being in depth.

Personality has had three distinct meanings so far, namely, personhood by Williams (1976 as cited in Haslam, 2007: p.4), individuality and personal charm (Haslam, 2007: p.4-5). In

the theological sense, personhood refers to our shared human capacities that make it possible to distinguish human beings from animals whereas individuality looks from just the opposite window to personality by relating it to the characteristics special to each individual that distinguishes his/her from other people (Haslam, 2007: p.4-5). The third connotation made for personality is personal charm meaning attraction, vivacity and charisma in terms of interpersonal relations (Haslam, 2007: p.4-5). People with these qualities were said to have more personality. With its second meaning 'individuality', personality evokes the idea that we have distinctive features that we bring with us with the birth and that create our individuality. It is for sure that everyone is unique by their nature. Even twins can be completely dissimilar despite their common parents and identical appearance. One can look obedient whereas the other is headstrong.

Efforts to explain personality traits can be traced as far back as ancient Greek. All philosophers looked for an answer to the same question "what makes us 'us'?" After Hippocrates indicated two pillars of temperament hot/cold and moist/dry in 370 BCE, he suggested the theory of the Four Humors, which pointed out the fact that humoral imbalances can have an impact on a patient's personality. Through this way of thinking other Philosophers also tended to make a categorization about personality. While Plato came up with four groups, namely artistic, sensible, intuitive and reasoning, Aristotle suggested four factors (iconic, pistic, noetic and dianoetic). Aristotle was significant in his hypothesis which indicates a connection between physical aspects of the body and the behavior.

There were four significant groups of scholars with different point of views who contemplated about personality. The first group covered some like Jung, Charcot, Janet, McDougall and Freud. They take clinical observation into consideration and their own creative reconstructions. The second group including William Stern abode by Gestalt tradition, which indicates the unity of behavior. These theorists claimed that segmental/fragmented study of small elements of behavior could never prove enlightening (Hall & Lindzey, 1970, p. 2). The other group covering Helmholtz, Pavlov, Thorndike, Watson and Wundt, who focused on natural science looked at the relationship between experimental psychology and learning theory. The last group who follows the psychometric tradition was interested in the measurement and the study of individual differences.

Emotional intelligence is a much more recent and well known psychological construct which has been popularized by Daniel Goleman in his book Emotional Intelligence (1995).

It is also considered to be a predictor of academic achievement. Goleman described Emotional Intelligence as the capacity to understand your own feelings and others' to manage the processes you are involved in thanks to this capacity (1995). Although there have been several EI models which have contradictory approaches, the roots of the work goes back to Gardner's (1983) study of Multiple Intelligences and where it is possible to see the relationship between emotional intelligence and the concept of interpersonal and intrasapersonal intelligence (Mayer, Salovey, & Caruso, 2008; Petrides, Frederickson, & Furnham, 2004). Despite the contradictory approaches in their study Cherniss, Extein, Goleman, and Weissberg (2006) pointed out the evident overlap among EI models. All of the EI models obviously cover two main components which are awareness and *management of one's own emotions and awareness and management of others' emotions*.

The conceptual distinction between trait EI and ability EI which would help a clearer understanding of EI was made by Petrides and Furnham (2000a, 2000b).

“On one hand, Trait EI (or emotional self-efficacy) refers to a cluster of behavioral tendencies and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information. On the other hand, Ability EI (or cognitive-emotional ability) refers to one's actual ability to recognize, process, and utilize emotion-laden information” (Petrides, Frederickson, & Furnham, 2004, p. 278).

Petrides and Furnham (2003) also stated that in spite of the fact that ability and trait EI are different constructs, they may overlay theoretically. There have been quarrels about EI whether the predictive power of trait EI measured by self-report tests has outweighed the traditional personality traits. According to the results of the studies about this debate have shed light on the fact that trait EI could be a valid construct in the prediction of life satisfaction, somatic complaints, coping styles and rumination (Freudenthaler, Neubauer, Gabler, Scherl, & Rindermann, 2008; Kluemper, 2008; Petrides, Pita, & Kokkinaki, 2007). In the end, the predictive ability of trait EI is obscure in an academic setting. While some other studies (Barchard, 2003; Parker, Summerfeldt, Hogan, & Majeski, 2004; Petrides et al., 2004) which examined the effect of trait EI on academic success could find no – or a low – relationship between them, others (Barchard, 2003; Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008; Schutte et al., 1998) detected that trait EI is related to academic success. Essentially, regarding the relationship between academic success and alexithymia characterized by low ability to handle stress (Parker, Taylor, & Bagby, 1998), and to determine and understand emotions (Parker, Austin, Hogan, Wood, & Bond, 2005) there might be theoretical ground to expect any of the EI dimensions to be associated with

academic success. In fact, Schutte et al. (1988) found that EI related with less alexithymia and EI significantly predicted academic success in first-year college students.

Despite the traditional belief, it has been debated that academic success is quite associated with some other psychological constructs such as personality and Emotional intelligence rather than the intellectual intelligence.

1.3. Purpose of the Study

In the field of foreign language teaching, there have been significant developments, which suggest the necessity of categorizing learners of foreign languages into groups according to common features shared by certain individuals so that the learning and the teaching environment and the processes can all be designed accordingly. EI and personality are two of the key features, which are proved to be crucial in terms of learning in several studies. Thus, it is believed that learners can be put into groups by applying EI and personality tests to arrange a more effective learning environment.

The aim of the present study is to research the associations among Trait Emotional Intelligence (TEI), Big Five Personality Traits (BFPT) and the academic success of the students in four language skills and to determine the predictive power of TEI and BFPT for academic success in language skills namely reading, writing, listening and speaking in English and overall academic success in EFL college students from different majors and having one-year intensive English education.

1.4. Significance of the Study

The present study is an attempt to open a new door to the understanding of certain psychological predictors of academic success. Thus, in the light of the findings of the present study, some precautions can be taken and students can be grouped according to their TEI and Big Five Personality Traits so that the academic success can rise. This is a kind of ability selection, which will contribute to the effectiveness of the instruction; time and effort spend on learning and teaching. It is possible to categorize learners even in every skill thus why not doing that for language skills of EFL college students in Turkey so that it can contribute to the enhancement of the language learning, which is an open sore for years in Turkey.

1.5. Assumptions of the Study

The present study, offering quantitative research design, is based on certain assumptions that help to conduct the study. The assumptions behind the present study are as follows:

1. The students participated in the study responded to the Big Five Personality Inventory and Trait Emotional Intelligence Scale given in the study honestly.
2. The participants of the study represent the EFL learners in Turkey in general.
3. The scales and the questionnaires used were enough to collect relevant and enough amounts of data for the research.
4. The period during which the study was conducted was enough to achieve a reliable conclusion.
5. The exams administered to assess students' academic success in each L2 skills namely listening, reading, writing and speaking separately were reliable enough.

1.6. Limitations of the Study

The study has been limited to;

- 1220 students regularly enrolled only in an intensive English course during a year at the School of Foreign Languages at Gazi University and the sample was limited to 211 students,
- four skills, namely reading, writing, speaking, and listening,
- students from different majors in certain faculties, namely Engineering, Architecture, Economy and Administrative Sciences and Science.
- the scores of the students from six midterm exams.

1.7. Hypothesis and Research Questions

It is supposed that even in none of the institutions at any level providing English education, there is no consideration about the individual differences, specifically personality traits and Trait Emotional Intelligence, to categorize and, thus, train the learners accordingly so that their academic success in all language skills namely listening, reading, writing and speaking can increase. Considering this fact, it is hoped that with a new educational selection approach to put learners in groups to train them which considers the personality

and emotional intelligence as a predictor, it is possible to contribute the academic success of the learners with different personality traits and at various levels of emotional intelligence. Thus, these language learners may not waste time trying to catch up with an instruction which is not appropriate for them. They may feel more comfortable with people who have and show similarities with themselves, which would most probably promote the positive attitude towards the learning atmosphere and the process itself. Therefore, it will result in a higher academic success in English classes. Finally, the language learners may ameliorate their speaking, listening and writing skills which are highly crucial to become successful language learners.

1.7.1. Hypotheses

Trait Emotional Intelligence (TEI) and Big Five Personality Traits (BFPT) predict the academic success in four language skills (listening, reading, writing, and speaking) in English.

1. Trait Emotional Intelligence (TEI) and Big Five Personality Traits (BFPT) should be correlated.
2. EFL learners should differ in their GPA and language skills, TEI and BFPT scores in terms of gender.
3. There should be a statistically significant difference on behalf of the students at the faculty of Engineering in terms of their GPA and their academic success in language skills.
4. There should be a statistically significant difference among EFL learners in terms of their TEI and BFPT according to their majors.
5. TEI and the academic success in four language skills and GPA are positively correlated.
6. BFPT -except for Neuroticism- are positively correlated with GPA and language skills in EFL learners.
7. There should be a correlation between BFPT –except for Neuroticism- and GPA and Language skills in EFL learners in terms of their majors.

1.7.2. Research Questions

The main research question of the study is ‘Do Trait Emotional Intelligence (TEI) and Big Five Personality Traits (BFPT) predict the academic success in four language skills (listening, reading, writing, and speaking) in English?’

The related sub-questions of the study are as in the following;

1. Are Trait Emotional Intelligence (TEI) and Big Five Personality Traits (BFPT) correlated?
2. Is there a significant difference in GPA and the academic success in four language skills, TEI and BFPT of the EFL learners in terms of their gender?
3. Is there a statistically significant difference among EFL learners in the faculty of engineering and the other faculties in terms of their GPA and their academic success in language skills?
4. Is there a significant difference in the TEI and BFPT of the EFL learners in terms of their majors?
5. Are TEI and its sub-dimensions positively correlated with the academic success in four language skills and GPA?
6. Are BFPT- except for Neuroticism- positively correlated with the academic success in four language skills and GPA?
7. Is there a correlation between BFPT-except for Neuroticism- and the academic success in four language skills and GPA in terms of the majors of the EFL learner?

Therefore, both the literature review and the methodology of the study focused on clearing up the above mentioned research questions.



CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

The aim of this chapter is to present a review of the available literature relevant to the topic and it consists of four main sections. Theories of Personality- a general overview (2.2) embrace a review of personality traits and certain theories on personality which have distinct classifications of personality traits. The following chapter of the study is (2.3) Intelligence and Emotional Intelligence introduces background information on intelligence theories and the roots of the theory of Emotional Intelligence. In section 2.4 the relationship among Big Five Personality Traits, Trait Emotional Intelligence and academic success is provided.

2.2. Theories of Personality

“A science of astronomy that made no distinctions among planets, stars, and galaxies, a geology that regarded every rock as a unique structure, or a biology that could only distinguish two-legged from four-legged creatures, would not progress very far in understanding or prediction (Zuckerman 1991: 1)”.

In the sense of distinguishing human being from one another and categorizing them, physical appearance would work to a certain extent and provide a limited amount of evidence to develop their lives and organize their environment according to them. However, together with looking at the physical features of people, looking into them, in other words into their personality, could do more to ensure a deeper idea about their real capacities, tendencies and preferences as a result of a better understanding of ‘the human being’. Indeed, there is a need to look into a person’s personality as personality is mostly defined as internal phenomenon therefore it is not directly accessible. It can be observable in a person’s behaviour, attitude and appearance; these are external signs through which we can infer the internal elements of personality.

There have been many scholars such as Costa & McCrae (1992a), Eysenck (1952; 1967) and Zuckerman (1982) searching for the answers to the questions which are concealing just behind our personalities. As it has always been in any field, there have been many controversial approaches in the field of psychology while doing their researches about personality, as well. Some personality theories are given below.

2.2.1. Zuckerman and Personality

Zuckerman (2007) suggested that basic personality traits depend on genes and he also adds that biological mechanisms are in contact continuously with the environment. He (Zuckerman, 2003) emphasized that risk is not the only aim of sensation seeking while it may reinforce the arousal the sensations produced.

According to sensation seeking theory, individuals with high scores of arousal tend to raise the level when it is low for them to be more functional and less stressful. Similarly, individuals with low scores of arousal are in an attempt to decrease the level just due to the same reason- to balance it and to feel more comfortable to function efficiently in their everyday life.

It must be emphasized that risk per se is not the goal of sensation seeking. However, it may contribute to the arousal resulted from the sensations themselves. Impulsive sensation seekers seldom pay attention to the risks, but those who are more planful consider them and struggle to do their bests to eliminate or at least minimize them. In two distinct studies by Horvath and Zuckerman (1993) and Zuckerman (1979), it was determined that low sensation seekers naturally find taking any unnecessary risks irrational and they tend to overestimate risk, whereas high sensation seekers underestimate it.

In the personality model developed by Zuckerman (1991), there are 5 subdimensions. These subdimensions can be listed as follows (Zuckerman, 2002)

- a. Neuroticism: measures emotional tension, disappointment and anxiety associated with lack of self-confidence, indecisiveness, being too sensitive, fragility, low self-respect and sensitivity to criticism.
- b. Aggression-Hostility/Social desirability: measures, anger, aggression, hostility and lack of inhibitory control. It is related to, rude, thoughtless and antisocial behaviours, , quick temper, impatience and vengeance.

- c. Impulsive sensation seeking: measures, high psychoticism, low socialization, impulsivity and sensation-seeking. Impulsivity refers to unplanned actions without thinking. Sensation seekers like and are always in the pursuit of novelty, excitement and thrills as well as variety and unpredictable situations and friends.
- d. Sociability: measures social participation, affiliation and extraversion. Sociable people do like being in parties and interaction with others while disliking isolation.
- e. Activity: measures energetic behavior and persistence. It is related to the need to keep active and feelings of restlessness when there is nothing to do.

The Zuckerman-Kuhlman Personality Questionnaire Form III, Revised, a self-report measure, including 99 items in a true-false format, was developed to assess these five traits (Zuckerman & Kuhlman, 2002).

2.2.2. Eysenck and Personality

Eysenck applied the factor analysis to personality data. Counting on his findings; he indicated that personality can be defined by three important factors: extraversion-introversion, neuroticism-stability and psychoticism normality. He arrived at this view of structure of the personality with the help of a number of analytic studies in which he tested hypotheses about the nature of personality (Hampson, 1988: 46).

Eysenck (1944) tested the hypothesis that neurotic patients can be gestated in terms of two dimensions; Neuroticism, Extraversion/Introversion. One of them was that hysterical patients would be remarkably extravert and neurotic while anxious patients would be remarkably introvert and neurotic. He collected psychiatrists' ratings on thirty-nine rating scales of 700 patients who were suffering from different types and degrees of neurotic disorders in a military hospital. Some examples of the scales are 'dependent', 'sex anomalies', 'headaches', 'degraded work history' and 'narrow interests'. The scales were connected with each other and factor analysed. The factor analysis brought about two main factors with high loadings from two different subsets of the thirty-nine scales. Eysenck foreshadowed the adequateness of the two dimensions to describe the data and this was approved by others. He also foreshadowed that the consideration of the scales was immensely associated with each of the factors and this brought about the identification of one factor as neuroticism stability and the other as introversion-extraversion. All the high loadings on the neuroticism factor were positive and they included scales such as badly

organised personality', 'dependent' and 'little energy'. Introversion–extraversion turned out to be an oscillating factor, with high positive loadings from scales such as 'anxiety', 'depression', 'obsessional tendencies', 'sex anomalies', 'narrow interests' and 'degraded work history'. Taking these results into consideration, Eysenck concluded that these two factors alone were satisfactory in order to give an adequate definition of personality. The neuroticism stability factor corresponded to the items which refer to severity of the disorder while the introversion–extraversion factor corresponded to the items differentiating between the two main forms of neurosis, anxiety and hysteria (As cited in, Hampson, 1988: 48-49).

2.2.3. McCrae and Costa and Personality

Costa & McCrae (1992a) indicates that Five Factor Theory (FFT) mentions about three central components to explain personality; *Basic Tendencies*, *Characteristic Adaptations* and *Self-concept*, and two peripheral components called *Biological Bases* and *External Influence*. Basic Tendencies cover the abstract capacities and tendencies of an individual, while Characteristic Adaptations are concrete structures which are not inborn unlike basic tendencies, and they evolve in time as the individual has interactions with the environment. Hereby, Basic Tendencies can be called as stable contrary to Characteristic Adaptations changing in time (McCrae & Costa, 2003 p. 187). FFT puts emphasis mainly on personality traits. However, Basic Tendencies comprises of “cognitive abilities, artistic talents, sexual orientation, and the whole psychological machinery underlying learning, perception, and other psychological functions” (McCrae & Costa, 2003 p. 187). The capacity to learn language is an example of Basic Tendency as all healthy human infants bring and own it with birth. However, knowing any language cannot be called as a Basic Tendency in that all learned skills such as habits, interests, attitudes, beliefs and psychological aspects related to roles and relationships are Characteristic Adaptations. Furthermore, some of the characteristic adaptations like language are exceptionally long-lasting by contrast with some other personal concerns which can be temporary.

To the claim of the FFT theory, the distinction between Basic tendencies and Characteristic adaptations are that the personality traits are mainly the former ones, Basic Tendencies. The third component of FFT is Dynamic Processes- reasoning, perception, role playing, long-range planning, coping - which regulate the relations between Basic Tendencies and

Characteristic Adaptations although much is not mentioned in FFT. (McCrae & Costa, 2003 p. 189).

The five-factor model of personality is a ranked organization of personality features in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. There has been a research to support the magnitude of the model and its applicability across observes and cultures. This research had used both the natural language adjectives and theoretically based personality surveys. (McCrae and John, 1992, p.175).

Table 1.

Big Five Personality Traits developed and revised by Costa and McCrae in 1992

Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
Anxiety	Warmth	Fantasy	Trust	Competence
Anger-Hostility	Gregariousness	Aesthetic	Straightforwardness	Order
Depression	Assertiveness	Feelings	Altruism	Dutifulness
Shyness	Active	Moving	Obedience	Strive to achieve

Costa P. T. & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the Revised NEO Personality Inventory. *Journal of personality assessment*, 64(1), 21-50.

The conscientiousness feature of a person shows the capacity to take responsibilities, to have a personal achievement, to be dependable, to be efficient, planned, hardworking and persistent. Agreeableness shows the inclination to be sympathetic, helpful, friendly, tolerant, trustworthy, easy going, considerate and unified. An extraverted person is regarded as sociable, confident, ambitious, affable, reward-seeking and enterprising. Emotional stability indicates the ability to remain calm, flexible, easy going, tolerant, reasonable and self-confident. Lastly, openness to experience shows the capacity of someone to be free-thinking, creative, sensitive, intelligent, inquisitive and cultured (Echchakoui, 2013, p.18).

As for Singh and Pathardikar's views, (2010), neuroticism means the inclination to take a form of poor emotional adjustment behavior. It appears in negative behaviours for example; anxiety, insecurity and hostility. Extraversion means the inclination to be sociable, confident, active. Extraversion appears in positive behaviours for example; energy and enthusiasm. Openness to Experience is a temper of mood through which you turn out to be imaginative, independent, eccentric and self-determining. Agreeableness is the

inclination to be trustworthy, obedient, mindful and amiable. Conscientiousness is composed of two relevant aspects: attainment and perseverance.

The five-factor model of personality is a ranked organization of personality features with regards to five fundamental dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Research which uses both real language adjectives and apparently based personality surveys contribute to the understandability of the model and its practicality across observers and cultures (McCare and John, 1992, p.175).

Table 2.

The big five personality dimensions: An overview

Dimension	Highscorers are...	Low scorers are...
Extraversion	Outgoing, enthusiastic	Aloof, quiet
Neuroticism	Pronetostress and worry	Emotionally stable
Conscientiousness	Organized, self-directed	Spontaneous, careless
Agreeableness	Trusting, empathetic	Uncooperative, hostile
Openness	Creative, imaginative, eccentric	Practical, conventional

Many psychologists choose to work at different levels of detail or with other types of elements than traits. There has been an adequate enthusiasm in the Big Five to advocate looking at genetic and environmental effects on their differences. There have been several current evalutaions of the extent to which gene sor family environments explain individual differences on the Big Five dimensions. Most of these conclude that all five are fairly and almost equally inherited, and that common family environmental determinants play an insignificant role, at least, in explaining individual differences on them. (Loehlin et al., 1998: 432).

2.2.3.1. Neuroticism

Concerning the high neuroticism scorers, there is definitely a clear shape of difference in the all population. They are similar to smoke-detectors. They are at the end of the curve. This indicates that, if the modal is troubled without any basis 80 percent of the time which they are troubled, so miserable old high-neuroticism scorer is maybe troubled unnecessarily

99 percent of the time which they are troubled. Furthermore, it is clear that there are many things except for these, these are observed with at least very few cues of possible troubles that your high scorer will be in trouble considerably much time (Nettle, 2007: 111).

We don't need what our ancestors need so as to survive while we want to have a delightful life. This thing is especially valid for high Neuroticism scorers. Developmental logic also provides us with understanding why the unrests of negative feelings have the shapes of the things they are doing. We are afraid of refusal, shame, disease, clearance, foreigners and the implicit negative goals, absolutely since all of these were situations of real danger which our progenitors encountered during their lifetime. All such anxieties and mood disturbances are highly foreseen by Neuroticism scores as it is clearly seen. Without no doubt, neuroticism will affect many numerous genes and the system of distinct brain areas. However, we can say with some certainty that the accomplishment of that specific riddle is in motion. Now, let's return to the nature and results of Neuroticism in terms of its psychological level. (Nettle, 2007: 111-114).

The high Neuroticism scorer is thinking about very seriously of the things. He questions himself whether he has done the right thing in life or not. Probably, one of the hazards we can encounter as a negative feeling is the hazard of being on the wrong way in our life. Therefore, when we feel negative emotions, we will always question this. Susan, similar to many of my high -Neuroticism journalists, announces numerous shifts of identity and ambitions, which go on till mature life: ' I often questioned myself whether I was on the right way or not in my life.' Such journalists usually start with these phrases and they say they are thankful to express this on their lives thanks to this opportunity. They also attempt to understand themselves by questioning what they are attempting to do. As for low scorers, they don't utter these sentences, they are aware of what they are doing. Most likely, they write for my profit instead of themselves. Of course, high scorers may write very much and it probably since I provided them with permission to think deeply. (Nettle, 2007: 119).

2.2.3.2. Extraversion

The difference between the people who insist on living an unhappy marriage and the ones who prefer to divorce is levels of Extraversion and Agreeableness. This is the same, again. Extraverts are most importantly capable of becoming acquainted with people and

therefore they are likely to find someone else who is more often than average and end the marriage in a miserable marriage. On the subject of Agreeableness, my own comment is that if the person who has a high empathy towards people and capability of sympathy, s/he attempts to solve the problem in a way. If the person has less empathy towards others or psychological situations of other people, s/he can go on in spite of apathy or even animosity (Nettle, 2007: 33-34).

Nevertheless, we should associate Extraversion with sociability. Primarily, shyness is most probably because of not low Extraversion, but because of high Neuroticism and anxiety. The low Extraversion scorer is not certainly shy. He just does not enjoy much social activity and he can live without it. Therefore, low scorers are usually regarded as a cold people. We should not associate Extraversion with good social interactions with people, either. Extraversion may be related to how much an individual enjoys joining parties, how much time he spends in social enterprises, and the inclination to have new friendships yet it does not mean how well those friendship continue to survive. In the research in which college students were examined, agreement of connections with other pupils was predicted by another personality feature called Agreeableness rather than Extraversion. In fact, Extraverts may be rather philosophically difficult unless they are good at Agreeableness. They are the type of people who enjoy very much going to the party, getting sloshed and hobnobbing with someone whom they have known before. Extraverts bad at Agreeableness never regret having ignored people in front of themselves. Moreover, they may get a kick out of doing so. (Nettle, 2007: 82-83).

Extraversion means discrepancy in the receptivity of positive feelings. Receptivity is excellent in the high scorers and therefore the individual is arranged for toiling in order to enjoy company, excitement, success, commendation and charm. The low scorer's positive feeling operations are less active, consequently the psychological advantages of having these things are minor than others. When we take all these costs into considerations as both introvert and extravert, the introvert is not so encouraged to do so. (Nettle, 2007: 82-83).

2.2.3.3. Openness to Experience

The Openness to Experience personality dimension has been questioned due to its deficiency in separation from other personality elements. (Garcia et al., 2005: 132). People who are good at Openness/Intellect show their capabilities and inclinations to look

for, identify, understand and use more knowledge when compared to those who are bad at Openness/Intellect. (DeYoung et al., 2013).

Do honest individuals declare their Openness in forms which other people can identify? Can other people identify these hints correctly or do people have instinctive notions about which behaviors belong to Openness which cannot show the person's actual level of Openness? Is it possible that many people can agree on whether someone is open or not? Additionally, are these people correct on this Notion? The person approach literature discusses each one of these topics and explains this topic largely in terms of its uses in daily life and social communication and its perception by others thanks to the use of these hints (McCrae and Sutin, 2009).

In any interaction, potentials of the communication are formed partially by the personalities of the participants in the communication. Most of the proof about this topic originates from the studies on love affair communications and married couples in spite of the fact that this is valid for dual relationships. Openness gives form to these options, communications and results at each phase from the decision to get married to the decision to parenthood. The social outcomes of Openness for social communications are not confined within love affair communications and the family. Open and closed people have diverse ways of communicating with the world and this has an impact on their interactions with aliens, kinds of friends they want to have and also the maintenance of these friendships. Open and closed people vary in their governmental views, religious faiths and psychological concerns. These attributes may have impact on friendships for at least two causes. First, individuals want to interact with the people with whom they have much in common. Therefore, it is less probably the case that a foreign film buff and a NASCAR fanatic don't meet often. Second, when two stable notions vary from each other. Politics and religion are usually the reasons for a considerable dispute. Consistent dispute does not create a good ground for the creation of lasting friendship (McCrae and Sutin, 2009, pp. 10-16).

Contrary to friendships, pupils mainly can have little preference in their roommates. When this is the case, inharmoniousness between the Opennesses may lead to dispute. In fact, dispute was not because of the Openness when roommates had identical mean levels but because of mean-level diversity in Openness between roommates. However, at both ends of the process, people can understand each other better and feel more ease with harmonious roommate. On the contrary, roommates who fail in harmony with each other, may headbutt if one of the individuals is original and passionate whereas one of the

individuals is traditional and aloof. Additionally, whereas something is fun and contentious for an open person, the same thing may lead to a serious conflict for a closed person. Due to these both reasons, the conflict is less likely to occur if roommates are in harmony with each other on Openness. (McCrae and Sutin, 2009, p. 18).

2.2.3.4. Agreeableness

Theoretically, Extraversion is concerned about social effect while Agreeableness is concerned about the purpose of sustaining the positive interactions with other people (Jensen-Campbell and Graziano, 2001). A congenial individual is mainly humanitarian, affectionate towards people and willing to assist them. They also believe that the others he helps will be helpful to him one day. The obnoxious/adversary individual is self-centered, doubtful about other people's objections and aggressive rather than supportive (Rothmann and Coetzer, 2003).

2.2.3.5. Conscientiousness

Conscientiousness is in connection with stimulus control in the five-factor model of personality. Ones who get high scores are unpermissive, systematized and reversed while ones who get low scores are hasty, instant and have the deficiency in self-control. So, very low Conscientiousness refers to obsessive personality which always continues on doing the things even if they are damaging. Most of the low scorers are not so extremely addictive or don't have antisocial personality disorder indeed. Yet, it is possible for you to come across a bit of evidence with stimulus control in nearly all low scorers. Many of my journalists who have rather low Conscientiousness scores typically have deficiency in focus and they prefer to linger. So, they usually write on being competitive but dealing with laziness otherwise their need to enhance their careers for economical reasons but their wish to not having to do it. Work is the dominant rule if you see the impacts of low Conscientiousness somewhere. Conscientiousness is the greatest dependable personality predictor of business achievement across the board (contrary to personality necessities of specific kinds of job) (Nettle, 2007: 138-142).

2.2.3.6. Postulates of FFT: How the System Works

In the adapted version of a table in their book, McCrae and Costa (2003) showed how FFT theory works and in which directions the dynamic processes work. Thus, we can figure out what is happening at any moment of a person's life even the process through his/her lifespan. It is clearly shown in the table that biological bases are the input to basic tendencies while external influences directly affect the characteristic adaptations. Although objective biography is the output of the process which covers total record of everything an individual does, that's his/her behaviors, it regularly feeds the external influences as being the experiences standing over there to indirectly contribute to the creation of the characteristic adaptations. Behavior was defined by Kurt Lewin as a function of the person and the environment. McCrae and Costa have a similar but not an exact perspective about the concept of behavior. They claim that the constituents in the occurrence of any behavior are the External Influences and Characteristic Adaptations. Any interaction via the dynamic processes among the components of FFT results in an effect to the self-concept which is part of characteristic adaptations. Although behaviors are described to be the reflections of the interactions of the External Influences with Characteristic Adaptations, the biological bases and naturally basic Tendencies affect this occurrence. It can be understood in the light of the postulates of interaction and adaptation. They specify the bases of characteristic adaptations in the interplay of Basic Tendencies and External Influences. The interaction between personality dispositions and social and physical environment forms the characteristic adaptations to arrange the behavior flow.

2.2.3.7. Genetics

Moving on to the origins of Basic Tendencies, specifically personal traits, FFT alleges that only biological bases are related to them. By contrast with all personality theories, FFT rejects any impact of the environment on personality traits, which is a radical standing (McCrae et al., 2000). According to the development postulate, traits develop through childhood but they are stable after the adulthood. Several studies have been conducted about the inheritability or the environmentability of the traits with adopted children (Loehlin, 1992), twins brought up in the same family (Jang et al., 1996) and twins separated after birth (Bouchard & McGue, 1990). All of them consistently claim half of the variance that trait scores show is because of the genes and nearly none of them results from

a shared environment. With respect to the genetics literature, nothing the shared environment includes has an effect on the development of personality traits. The trait scores for biologically unrelated children grown up in the same family showed no resemblance just like randomly chosen people from the population. Although they prefer same kind of foods and speak with the same accent, their levels of Extraversion or Conscientiousness aren't alike. Then scholars have inclined to answer the question "what is the other half that contributes to the variance in the personality trait scores of individuals?" In his study McCrae, (2000a), found that people from the same culture show similarity in personality traits, McCrae and Costa also (2003) indicated that people from the same culture have similar genetic profiles, as well.

2.2.3.8. Biological Influences

McCrae and Costa (2003) pointed out a distinction between genes as a biologic feature and other biological influences such as traumatic brain injuries, dementing disorders like Alzheimer, mental disorder like Schizophrenia. This illustrates the possibility of the indirect effect of environment on basic tendencies by changing the underlying biology. They suggest making a modification in the figure of FFT by adding another arrow from External Influences to Biological Bases, which would contribute to the understanding of FFT by presenting a new perspective without any harm or effect on the line between EI BB, consequently between Basic Tendencies and Characteristic Adaptations.

2.2.3.9. Trait Development and the FFT

In shaping the personality traits, FFT doesn't accept any influence of life events while it does confirms their impact on the change of trait levels through lifetime. Whilst the character of a 5 year-old child is formed (Kohnstamm, Halverson, Mervielde, & Havill, 1998), it is difficult to decide whether a 12 year-old child is more conscientious less extraverted. McCrae and Costa (2003) also explain the relationship between genes and personality traits indicating that genes are stable contrary to dynamic genetic influences. Some processes such as *Menopause and middle-aged weight gain* are named as *biological clocks*, which play a role in *the development of personality trait levels*.

In terms of Extraversion and Openness adolescents have high scores whereas adults are claimed to have high scores in Agreeableness and Conscientiousness by McCrea and Costa

(2003). This is probably because of the fact that at the beginning of their independent lives, people see it advantageous to be adventurous (open and extraverted) to have contact with potential mates and to find out one's way of living in the world. Conscientiousness might be reconciled with the responsibility of carrying out the everyday tasks. Likewise, Agreeableness is a helpful feature in catching on with children. Thus, it can be said that *certain personality traits are dominant at certain periods of life for every individual parallel to the needs and aims of that age period.*

2.2.3.10. Changes in Individual Differences

Up to now, mean level changes in personality trait levels have been approached from a normative developmental perspective (decrease in Neuroticism with age). However, if personality were shaped only by the biological bases, then it would be completely stable and everyone would change at the same age and rate. Taking into consideration the twins studied by McGue et al. (1993) some of them showed big decreases while others showed small ones in Stress Reaction. The magnitude of the change might depend on unique personal experiences. Perhaps some of them are happily married or they had meditation therapies as suggested by McCrea & Costa (2003). Here the effect of individual differences caused by hypothesized biological clocks step in and help to explain the differences among individuals in terms of personality trait levels even though they are twins.

2.2.3.11. Nature or Nurture?

Postulates of the FFT theory can be listed as follows McCrae and Costa (2003, p. 190):
FFT Postulates

1. Basic Tendencies

1a. Individuality. All adults can be characterized by their differential standing on a series of personality traits that influence patterns of thoughts, feelings, and behaviors.

1b. Origin. Personality traits are endogenous basic tendencies.

1c. Development. Traits develop through childhood and reach mature form in adulthood; thereafter they are stable in cognitively intact individuals.

1d. **Structure.** Traits are organized hierarchically from narrow and specific to broad and general dispositions; Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness constitute the highest level of the hierarchy.

2. Characteristic Adaptations

2a. **Adaptation.** Over time, individuals react to their environments by evolving patterns of thoughts, feelings, and behaviors that are consistent with their personality traits and earlier adaptations.

2b. **Maladjustment.** At any one time, adaptations may not be optimal with respect to cultural values or personal goals.

2c. **Plasticity.** Characteristic adaptations change over time in response to biological maturation, changes in the environment, or deliberate interventions.

3. Objective Biography

3a. **Multiple determination.** Action and experience at any given moment are complex functions of all those characteristic adaptations that are evoked by the environment.

3b. **Life course.** Individuals have plans, schedules, and goals that allow action to be organized over long time intervals in ways that are consistent with their personality traits.

4. Self-Concept

4a. **Self-schema.** Individuals maintain a cognitive-affective view of themselves that is accessible to consciousness.

4b. **Selective perception.** Information is selectively represented in the self-concept in ways that (i) are consistent with personality traits and (ii) give a sense of coherence to the individual.

5. External Influences

5a. **Interaction.** The social and physical environment interacts with personality dispositions to shape characteristic adaptations and with characteristic adaptations to regulate the flow of behavior.

5b. **Apperception.** Individuals attend to and construe the environment in ways that are consistent with their personality traits.

5c. **Reciprocity.** Individuals selectively influence the environment to which they respond.

6. Dynamic Processes

6a. **Universal dynamics.** The ongoing functioning of the individual in creating adaptations and expressing them in thoughts, feelings, and behaviors is regulated in part by universal cognitive, affective, and volitional mechanisms.

6b. **Differential dynamics.** Some dynamic processes are differentially affected by basic tendencies of the individual, including personality traits.

2.2.4. Personality and Performance

There is not too much known about the connection between personality features, performance and adaptive behavior (Echchakoui, 2013: p.17). In literature, there are various researches regarding the relationship between personality and job performance. In addition, the relationship between personality and job performance has been investigated several times in industrial-organizational psychology in the past century. If we speak generally about it, these researches can be divided into two main stages. The first stage dates back to a long time period and it contains the studies which were carried out from the early 1900s through the mid-1980s. Research which was carried out during this time period was identified by the previous primary studies. In these primary studies, researchers had investigated the connection between individual scales from many types of personality inventories to numerous facets of the job performance. The general result by counting on this body of research was that personality and job performance were not relevant to each other in any meaningful way across features and across situations. Indeed, some people have scornfully mentioned about this time as the time in which we had no personalities (Barrick, Mount and Judge, 2001).

Personality has had an irregular history in work motivation research. Most researchers are implicitly in unison about the individual differences in motivation, and these differences can be the causes of dispositional inclinations. In addition to being the strong multiple correlation between the personality features and performance motivation, these results are also important supporters of the feature perspective in motivation research. (Judge and Ilies, 2002). A significant relationship between personality and performance in various studies was a reality which was determined there. (Furnham, Jackson and Miller, 1999; Rothmann and Coetzer, 2003).

2.2.4.1. Cognitive Performance

If we want to comprehend the connection between personality and behavior, we need to explain a range of traits belonging to each individual and the necessities of a specific role or situation. (Chatman, Caldwell and O'Reilly, 1999). The literature focusing on cognitive ability and personality presents a variety of conclusions for the people who were engaged in the practice of the psychology.

Cognitive ability measures should determine performance results in most; at least jobs and situations even if it doesn't performance.

Performance measures should also determine performance along with cognitive ability measures. It is most probably a situation that it can't determine albeit. It can be restricted to some situations in which job analyses or theory supports their connection.

Suitable, context-specific personality measures some sub-facets of The Big Five and mixture of related personality constructs may be superior to the Big Five measures.

Specialists should also use other kinds of studies and proofs to favour test use instead of just depending on traditional criterion-related validation study or proof.

Performance results should be used as targets of predictor studies instead of task performances if they are relevant to the subject. Again, it is necessary to take care about the nature of predictor and criterion constructs.

During the time of making up their mind about the optional selection procedures, specialists should take models of the trade-offs between performance results and variety of those hired into account.

Test takers' and users' views should be taken into account in the selection and construction of measures. These views absolutely determine the possibility of the use of tests. Additionally; they may affect their validity, too.

It is necessary to be on alert in case there may be faking and cheating on knowledge. There may be web-based environments. There should be a great effort to minimize such situations and occurrences.

And lastly, connection between predictors and results at different levels of analysis should be found. These connections are likely to have an effect on organizational decision makers. (Schmitt, 2014). Furnham, Chamorro-Premuzic and McDougall (2002) conducted a survey

which indicates that among an elite class, remarkably selected student boy, personality features (but not cognitive ability) are definitely relevant to many measures of academic success such as final examination grades, written essays and ongoing assessments. Moreover, personality features are linked to the beliefs about the nature of intelligence, which is linked particularly to constant assessment of university performance (but not examinations). Most basically, this study has proposed that between a fifth and a third of the variance in marks can be explained by personality features, especially by two of them, that's; Conscientiousness and Extraversion. This has implications for university selection. The results propose that both conscientious and introverted (and to a lesser extent stable and female) students are most probably better at least under the British system. In fact, it is likely that personality traits will play a significant role in determining grade results as continuous assessment projects are inclined to rely more on final grades than examinations. The results suggest that once it is reached to suitable levels of intelligence, personality variables play an expanding role in educational results, which diminish in favour of psychometric tests for university screening (Furnham, Chamorro-Premuzic and McDougall, 2002).

In another survey, two researchers Fajkowska and Eysenck (2008) investigated the hypothesis that anxious individuals process stimuli in a manner related with their style of coping and the level of extraversion, neuroticism and psychoticism. It is guessed that attentional mechanisms might be modulated in a direct way via enhancing or in an indirect way via facilitating by many kinds of personality and temperamental features. These features are interactive with each other and produce specific attentional biases for this interaction. That is to say, it was predicted that other dimensions of individual differences enable the effects of anxiety on attentional processing of facial expressions. As a result of the two experiments, it was indicated that specific structure of personality advances the functional role of anxiety in processing facial emotional material. Afterwards, a differentiation in attention biases in anxious individuals was seen. That is, the proof from this research showed that anxiety together with other personality characteristics advances the processing quality of positive emotional materials (when it comes into interaction with psychoticism). Additionally, anxiety has an effect on the inefficient processing of threatening and neutral stimuli. In this sample, anxiety is found to be related with efficient processing and good attentional selectivity (searching and inhibition) when it expresses itself in more formal characteristics of behavior. (Fajkowska and Eysenck, 2008).

2.2.4.2. Academic Performance

It has always been a concern of educational psychologists to comprehend the causes of individual differences in levels of scholastic success. Knowledge of factors which has an effect on academic success has significant implications for both learning and education. Many educators, for instance, are enthusiastic about knowing in advance who will do better will, who will do worse, in academic programs. Other researchers are worried about identifying the determinants of academic success in order to develop curricula which is aimed at improving levels of academic performance (O'Connor and Paunonen, 2007: p.972).

For the last decades, individual elements of academic achievement and success have succeeded in getting the attention of many scholars. Personality features and self-confidence beliefs turned out to be significant predictors of academic achievement among other determinants. Obviously, distinctive features can have an effect on behaviors at different levels. It seems as a good idea that conscientiousness can have an effect on maintaining self-regulative processes which cause achievement in school life but openness can have a great effect on more broadly in developing the student's attitudes towards the things about the school and it increases the epistemic motivation as it increases the cultural interests. Nonetheless, both features create many differences in personality and these differences are hard to be modeled by experience. However, self-confidence, has an effect mainly on school achievement with the help of setting the basis for the student's academic goal and connecting the inclination to impressive achievement. (Capara et al., 2010: 78-80).

A survey conducted by Nye et al. (2013: 6) found positive and important correlations between the Neuroticism and all educational determinants on the overall example. Agreeableness is positively in parallel with Unified State Examination (USE) results for Math and Social Science. Correlations of Conscientiousness and Extraversion and all academic determinants are all useless. Openness to experience is in parallel with only USE scores on social science which is a great significance to us whereas its correlation with GPA (the average grades of all subjects the students took during their course of study in university) is useless.

A survey was conducted by Capara et al. (2010: p.78), openness and academic self-confidence at the age of 13 helped junior high-school grades, after controlling for socio-

economic status (SES). Junior high-school grades help academic self-confidence views at the age of 16. This helped high-school grades, over and above the effects of SES and prior academic achievement. Academic self-confidence views enhanced the contribution of features to later academic achievement to some extent in accordance with the assumed hypothesis. Especially, conscientiousness at the age of 13 had an effect on highschool grades in an indirect way via its impact on academic self-confidence views at the age of 16. These results have many implications for interferences which are desired to embellish children's academic goals. While personality features show fixed individual characteristics which most probably originated from individual genetic inheritance, social cognitive theory gives guidelines for embellishing the students' competence to organize their own learning activities.

A research with two longitudinal samples of British university pupil analyzed the connection between personality elements and academic performance. Personality scores attained during the first weeks of the academic year turned out to be related to final exam and course work determined two years later to a great extent. Additionally, when the predicting characteristic of personality features was linked to both academic behaviors such as attendance to the class and class participation and teacher's guesses, it was found that personality features explain an additional 10-17 % of exclusive difference in academic performance. There has been another study of Furnham et al. (2003) showing that personality features explain nearly one-fifth of the difference in exam grades and as much as one-third of the difference in essay grades for a 2-year period (Chamorro-Premuzic and Furnham, 2003a).

In another research, personality super-features (especially Conscientiousness positively, and Extraversion and Neuroticism negatively) were in parallel with examination grades to a great extent and they were found to explain about 15 % of the difference. Basic features were also analyzed and the results represented that important correlations between a small number of these features (most known dutifulness and achievement success positively, and anxiety and activity negatively) and academic achievement. Moreover, chosen basic personality features (i.e. achievement striving, self-discipline, and activity) were found to account for 30 % of the difference in academic examination performance. (Chamorro-Premuzic and Furnham, 2003b).

Other leading features such as extraversion, neuroticism, and agreeableness have not shown as much continuous connections with academic achievement as openness and

conscientiousness. Few surveys have showed a negative connection between neuroticism and academic performance, yet most of the studies have resulted in results which are no significance to us. Extraversion has shown a connection at issue (i.e., positive, negative, and non-significant) with academic performance. Indeed, different aspects of extraversion can be linked to academic success in different ways (Martin, Montgomery and Saphian, 2006).

Conscientiousness is obviously a significant variant of academic success when it is regarded as a considerable topic of research. Nevertheless, the degree of connection between Conscientiousness and achievement can differ also slightly. Openness to experience may create a positive or worthless effect on academic performance. The small average connection provides little proof of any connection between Extraversion and academic performance in the literature. Nonetheless, the confidence pauses represent that there is an inclination for extraversion to be linked to scholastic attainment in some cases in a negative way. Neuroticism can not be a powerful variant of individual differences in scholastic achievement generally and agreeableness is not a significant determinant of academic performance. (O'Connor and Paunonen, 2007: 976-78).

There is some dispute about the names and content of these five personality dimensions. Still, they can be described as in the following. Extraversion includes sociability, preeminence, enthusiasm, positive emotionality and excitement-seeking. Agreeableness is described by collaboration, trustfulness, agreement and amiability. Emotional stability is described by the lack of anxiety, aggression, stress and personal insecurity. Conscientiousness is related to perseverance, attainment attempt and being planned. Lastly, openness to experience is described by intellectance, talent, originality and sophistication. When we take all them together, this five-factor model enables an inclusive but avaricious theoretic foundation in order to analyze the connection between specific personality features and job performance. (Barrick, Mount and Judge, 2001).

2.2.4.2.1. Why and how Big Five Personality Traits are associated with Academic Success

G factor-a general intelligence factor which is also known as IQ- was introduced by Charles Spearman (Vedel, 2014). Binet and Spearman explained academic performance with cognitive abilities (Ackerman & Heggestad, 1997). However, some other scholars

weren't satisfied with the idea of predicting academic success only with these abilities. Edward Webb (1915) conducted a study on college students and school boys in terms of their individual differences and academic success and he concluded that 'character' wasn't less important than 'intelligence' in predicting the students' academic success by replacing Spearman's *g factor* with a general-will factor *w(factor)* to emphasize the role of personality on academic success. Although Webb put a lot of effort, in that century the stars in the studies were again *g factor* and *cognitive abilities*. Later, many scholars have a tendency on researching the predicting ability of big five personality traits namely Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness (McCrae & Costa, 2008) of academic success. In the light of the meta-analysis covering 20 studies with 21 samples and using at least one of the five widely used measures of Big Five personality traits (NEO-PI-R, NEO-FFI, BFI, Markers, or IPIP); high level of Conscientiousness (.26) as the best predictor may lead better academic performance (GPA). In the second place, there is Agreeableness and Openness with weak yet significant scores relatively .08 and .07. On the other hand, Neuroticism and Extraversion were insignificant in the prediction of GPA.

For the second aim of the study, the effect of the sample feature- major- whether they are psychology students or from different majors. For Openness and Agreeableness the summary effects showed no substantial difference from each other. Unlike these two traits, there was a significant difference between the summary effects of Conscientiousness with GPA for psychology students $r = .31$ and for students from other academic major $r = .22$. Conscientiousness and GPA relation is quite stronger for psychology than for students from other majors, which can be explained with group membership. This considerable result of the study would open new ways for further researchers in the field. In most of the undergraduate level studies investigating the relationship between GPA and personality, samples are psychology students. That's why many universities pin down psychological tests for students to enroll the department or the course. Also, the result of these studies has been, unfortunately, generalized to the all university students, which is a biased unfavorable approach being unrealistic. This meta-analysis of 20 distinct studies hasn't followed the same tradition because the half of the studies was chosen just due to having samples from different majors rather than psychology. The study indicates the need to care the majors of students while testing the validity of the Big Five personality traits in terms of its predictive ability of academic performance.

Wittmann and Süß (1999) suggested that while predicting the psychological outcomes, often some problems occur since there isn't enough correlation in terms of predictors and criteria. In fact, each trait of BFPT comprises of 6 largely independent sub dimensions, despite of the correlation of each one with their super-ordinate factor.

What is interesting but logical is that excessive amounts of any trait or facet in fact found beneficial with respect to academic success, such as Conscientiousness, can impede it.

Arneson (2007) suggested that there is an inverted U-shape relationship between Conscientiousness and GPA. That's why students with extremely high levels of Conscientiousness would probably concentrate on details and accomplishing their responsibilities, which can result in their loss of sight of the study process and burn out ultimately. Correlatively, although there seems to be no association between Neuroticism and GPA, it can be a curvilinear relationship, which means some amount of Neuroticism could be even advantageous and incentive while excessive levels could cause contrary effects like anxiety and stress.

In short, beside common data for the predictive strength of Conscientiousness with a mean of .26, diverse correlations are hidden at the facet level. Some of them are higher and some others are lower, which is probably because of curvilinearity, as well. The rest of the four personality traits aren't found to be as highly related to GPA as Conscientiousness. However, specific facets can potentially have remarkably predictive validity.

2.2.4.2.2. Mechanisms behind the Conscientiousness–GPA relationship Returning

It is worth to explore the point how Conscientiousness and GPA relate. Several studies followed the mechanisms Conscientiousness utilizes in predicting the GPA. Students with high level of conscientiousness are inclined to stand out in the class more often than less conscientious ones (Chamorro-Premuzic & Furnham, 2003a; Conard, 2006) and also make use of learning strategies more (McKenzie, Gow, & Schweitzer, 2004). It is unclear from the studies if this is the cause of the relationship between Conscientiousness and GPA due to the study designs which are correlational. However, it is still possible. Richardson & Abraham (2009) found Achievement Motivation to be a mediator of this relationship directly. However, it clarifies the will-component of Conscientiousness facilitating performance both general and academic performance. There are complex mechanisms and

relationships behind Conscientiousness and GPA, which cannot be explained clearly yet and are still waiting to be researched.

In addition to Achievement striving, Conscientiousness facets like self- discipline and dutifulness have been indicated to have predictive validity. All in all, with a summary effect of .26 between Conscientiousness and GPA, personality certainly outshines as a strongly relevant predictor not e weaker one than cognitive abilities. Abilities become functional by means of the things we really do with them as Edward Webb indicated nearly a century ago.

2.3. Intelligence, Multiple Intelligence and Emotional Intelligence

2.3.1. Psychometric Intelligence/ g factor

General ability which is expressed as psychometric g, comes from the fact that scores on diverse cognitive tests are positively correlated in the population. The g factor is mainly fixed across distinct factor analytic algorithms, test batteries and populations. Jensen (2000) suggested that as any kind of cognitive tests, regardless of their informational content, no matter it is a simple or a complicated one, are g-loaded in various degrees, g can not be defined according to the tests' content, or even in psychological terms. The positive effect of cognitive abilities the correlations are usually interpreted as mainly caused by effects of cognitive ability is seen in different paradigms of cognitive ability research, in psychometric intelligence research, in students' academic performance research and in cognitive development research. Furthermore, as Rindermann (2007, p.668) indicated the impact is seen at the levels of both individuals and societies.

2.3.1.2. Binet Intelligence Test

Intelligence is a concept that has settled down in our daily lives with its various connotations diverging from paying someone compliment to insulting him/her. Beside its divergent usage in society, it is a concept which has attracted many researchers from different fields especially of education, psychology, education and science. However, intelligence is not a concrete concept we can see or hold, so its definition evolutionarily develops in accordance with the actual social values along with scientific knowledge. Most modern definitions mention about various mental capabilities, covering the ability to

reason, think abstractly, comprehend complicated ideas, solve problems, plan, learn quickly and from experience, in addition to the potential to achieve these things. Intelligence derived from a Latin word 'intelligere' meaning to comprehend or perceive. In the field of scientific psychology intelligence is a controversial term. However, most early modern philosophers like Francis Bacon, Thomas Hobbes, John Locke and David Hume rejected metaphysical and cosmological theories utilized intelligence for the study of nature, and they preferred the word 'understanding' (Martinich, 1995; Nidditch, 1979).

The researchers in the field of psychology handled the concept of 'intelligence' from a variety of aspects but with the same aim in their mind - to see the individual differences, finding another way to do this. While Sir Francis Galton (1822– 1911) investigated physical and sensory abilities to define intelligence, Binet and Henri (1895) used complex mental abilities such as memory, abstraction, judgment, and reasoning. The production and frequency of the intelligence tests has unfortunately increased during the years the USA had wars. The aim in the use of these tests was to distinguish more intellectual people from those who less intellectual before deciding on whom to send to the front during those bloody wars (Goleman, 1995).

In 1904 the job of the committee charged by the Minister of Public Instruction in Paris was to find a way/tool to pick out mentally retarded children and normal children so that they would be able to identify children in the need of specialized assistance. Binet was also in the committee, too. The first practical test of intelligence the Binet-Simon Scale of Intelligence (Binet & Simon, 1905) was developed in the light of the Binet and Henri's earlier work and with Simon's collaboration. Later, some revisions and amendments of this scale were published in 1908 and 1911. Then, the test was brought to the USA. Thanks to the success of the Binet-Simon Scale in France, it was translated by five American scientists, namely Henry H. Goddard, Frederick Kuhlmann, J. E. Wallace Wallin, and Robert M. Yerkes for their own use in the USA (Kaufman, 1990). However, these translations weren't well-matched together with problems.

The Stanford University showed great importance and interest to the test. Then, Lewis M. Terman- a psychologist from the university- used Binet's original test to standardize it using a sample of American participants. Terman made the most comprehensive adaptation resulting in the best translation of the Binet-Simon Scale of Intelligence- authoring the book of *The Measurement of Intelligence: An Explanation of and a Complete Guide for the Use of the Stanford Revision and Extension of the Binet-Simon Intelligence Scale* (Terman,

1916). This adapted version of the test called Stanford-Binet Intelligence Scale was first published in 1916 and became the Standard intelligence test in the US soon. Despite the other translations by other researchers (Binet & Simon, 1916; Kuhlmann, 1912; Melville, 1917; Herring, 1922), Terman made a splash with his studies and methodological approach with the success of the Stanford-Binet (Minton, 1988).

Terman with Maud Merrill, first his students later a fellow professor, continued his research to develop the test. He came up with two parallel forms of the Stanford-Binet which covers most original items together with several new alternative items. Following a revision, Terman and Merrill (1937, p.ix) told that they had “provided two scales instead of one, have extended them so as to afford a more adequate sampling of abilities at the upper and lower levels, have defined still more meticulously the procedures for administration and scoring, and have based the standardization upon larger and more representative populations”

The parallel forms were called Form L (for Lewis) and Form M (for Maud) of the Stanford-Binet. After another revision of the two forms by Merrill in the 1950s, a combined new form of the two forms, Form L-M, turned up. This form was published in 1960 (Terman & Merrill, 1960) and in 1973 it was renamed (Terman & Merrill, 1973).

With its several revisions so far, Terman's measure is still in use. The most recent edition of the *Stanford-Binet Intelligence Scales* by Terman is *the Stanford-Binet Intelligence Scales, Fifth Edition* (SB5) (Roid, 2003a), published in 2003.

The Stanford-Binet intelligence scale utilized a single number which is known as the intelligence quotient (or IQ) representing an individual's score on the test. To calculate this score, after the test taker's mental age was divided by their chronological age, this number was divided by 100. For instance, a child with a mental age of 13 and a chronological age of 10 would have an IQ of 130 ($13 / 10 \times 100$).

With a number of revisions throughout the years since its emergence, the Stanford-Binet is still a well-known assessment tool today.

Combining the point-scale and age-scale formats, the Stanford-Binet is a hybrid intelligence test. The 2003 form of the scale having a balanced number of nonverbal and verbal content for each factor includes multiple factors and a variety of items changing both qualitatively and quantitatively to measure distinctive abilities which are general intelligence, knowledge, fluid reasoning, quantitative reasoning, visual-spatial processing,

working memory, nonverbal IQ and verbal IQ. In addition the general composite score the scale contains several factor scores for to test the intelligence/cognitive abilities for individuals 2 to over 85 years of age (child, adolescent, and adult) via 284 items. With a standard deviation of 15 for composite scores, the scale allows easy comparison with other tests: M: 10 and SD: 3 for subtests. Stanford-Binet (2003) is an adaptive test which economizes the administration time of the test and reduces the examinee frustration. This form of the scale extends the low-end items which enables the early identification of individual with cognitive difficulties or delays. Likewise, it also extends the high-end items to measure those gifted adolescents and adults.

The creation of another instrument by American psychologist David Wechsler to measure the intelligence was the second significant development in the history of intelligence testing, persuing the Stanford-Binet Intelligence Scale.

2.3.1.3. Multiple Intelligence

The theory of Multiple Intelligence was developed by Harvard University psychologist Howard Gardner. It first occured in *Frames of Mind: The Theory of Multiple Intelligences* (Gardner, 1983). In *Frames of Mind*, Gardner discovered the question, What are the mental capabilities which advocate the wide range of adult roles over time and across culture? Dr.Gardner had an exclusive approach. Instead of just describing intelligence in terms of IQ scores, Gardner suggested an optional point of view. He said that intelligence can be defined as the mixture of psychological and biological characteristics which provide the individuals with the ability to solve problems or create products valuable for one or more cultures. (Gardner, 1999).That's to say, What would happen if we think of intelligence as a capacity which is enhanced and expressed within particular social and cultural contexts? This tells us that thinking, problem solving, creating are different from each other in value because their family and community they live, learn and work differs from each other. Consequently,in one context,perseverance,maintaining the effort and delayed satisfaction may be more precious than other features.Besides,examples of creativity and story telling may be especially desired in a family if that family attaches importance to conversation and innovation (As cited in; Fierros, 2004;p. 3). There is not a universal agreement upon the Big Five model yet it is a useful taxonomy and in today's world, it is regarded as one which is the most useful one in personality studies. (Barrick, Mount and Judge, 2001).

This model contains the following sections which are based on multiple intelligences of Gardner;

Linguistic intelligence: Linguistic intelligence lets individuals interact with each other and have an understanding about the world via the language. The individuals who are fond of spoken language or written language can show this ability in the form of being poets, writers, lawyers, and public speakers. Linguistic intelligence is remarkably valuable and it is rewarded in schools.

Logical-mathematical intelligence: Logical-mathematical intelligence allows individuals to use, understand and analyze abstract relationships. In Western culture, this capability is usually turned out to be in mathematical reasoning and scientific investigations. Mathematicians, scientists, and engineers use this intelligence at high levels. Logical-mathematical intelligence is similar to linguistic intelligence in that it is important in schools.

Spatial intelligence: Spatial intelligence provides individuals with the perception of visual or spatial information. Thanks to it, people can transform this information and change visual images in the memory. Blind people elegantly use this intelligence, they use it to create mental maps of their environments. Most artists, surgeons, architects and pilots seem to have it at high levels.

Musical intelligence: Musical intelligence helps people create, communicate and understand meanings made out of sound. This intelligence belongs to high levels such as composers, musicians, and acoustic engineers.

Bodily-kinesthetic intelligence: Bodily-kinesthetic intelligence means using all or some parts of the body so as to solve problems or create product. The intelligence looks as if it is an absolute contrast to the reasoning appreciated in traditional tests of intelligence. Leading forms of problem solving and creativity through the use of body are apparent in the activities of choreographers, rock climbers, and skilled artisans.

Interpersonal intelligence: Interpersonal intelligence is the ability to identify and be aware of the distinct differences among others' emotions and goals and to take the advantage of these in solving problems. Successful teachers, actors, therapists, political leaders, and salespeople depend on remarkably developed interpersonal intelligence.

Intrapersonal intelligence: Intrapersonal intelligence allows people to identify and make the difference among their own emotions, to create the exact mental models of themselves,

and to take the advantage of these models in order to make up their minds about their lives. Intrapersonal intelligence appears in skillful autobiographies at times and broadly, it appears among the people who can make logical choices about life and work.

Naturalist intelligence: Naturalist intelligence lets individuals to solve problems by discriminating among, categorizing and using characteristics of the natural environment. This intelligence widely appears in people who can classify different types of plants and animals and has the ability to differentiate between human-made objects. It is peculiar to the work of environmental scientists, landscape architects, archeologists, farmers, and hunters (Fierros, 2004:p. 4-5).

Intrapersonal/ interpersonal Intelligence: Interpersonal intelligence means having the capability of communication to other people. Interpersonally intelligent people may identify other people's feelings and encouragements at times. They are very good at organizing things. Also, they may handle people at times. They usually attempt to maintain the peace in groups and enhance collaboration among the people in groups. People who are interpersonally intelligent both understand themselves and the lying reasons behind their actions. They are aware of their strengths and weaknesses. If necessary, they can take action on these, (www.onestopenglish.com).

Interpersonally intelligent people have the potential of understanding other people around them. They can also measure others' feelings, encouragements and desires. This feature provides them with flexibility in their approaches towards others. Consequently, they can communicate very well to others. They are appreciated by other people since they listen after they urge on the information which is beneficial to both sides, (Roos, 2013).

Particular characteristic of interpersonally intelligent people:

- They are good at communicating to others verbally.
- They are skilled at communicating to others nonverbally.
- They are good listeners to both verbal and nonverbal messages.
- They are good at understanding the purposes, inspirations and ambitions of other people.
- They are empathetic.
- They can correspond well to other people's desires.
- They are confident of themselves.
- They are extroverted and outgoing people.

- They like being in social situations.
- They learn best by working with others.
- They like teaching and helping others.
- They can understand themselves very well.
- They can respect others' emotions, anxieties and inspirations.
- They are good at discussions and debate.
- They are good at keeping good relationships with others.
- They look at the situations from other perspectives.
- They can handle undesired debates in group works.
- They have a peace of mind since they know their strengths and feel confident of themselves.
- They can develop intimacy with others quickly and easily.
- They can understand others' responses and they feel insights into others' feelings. Therefore, the other side can easily be understood by these people and they feel relaxed thanks to these people.
- They work in an effective way with others.
- Their immediate environment is nice thanks to their social sensibility spirits.
- They are good at social events and persuading others to do things.
- They work in the jobs requiring high interpersonal talents. (Roos, 2013)

2.3.1.4. Emotional Intelligence (EI) Ability-Trait

The word 'emotional intelligence' is attributed to John Mayer of the University of New Hampshire and Peter Salovey of Yale University. In 1990, there was a resembling test for emotional intelligence which was carried out by two psychology professors and a colleague of them - David Caruso. The test, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), is a test which is based on emotional intelligence. It is still doubtful who indeed uncovered the term 'emotional intelligence' or who first called it. We came to a point in which researchers and social scientists were marking a new epoch in the area of human functioning. It started to become more possible thanks to new views to measure and test for the impacts of feelings in our lives in an exact and meaningful way. (Deutschendorf, 2009: 10). Emotional Intelligence (EI) clarifies how feelings enhance life ambitions. There have been many theories proposed though there is still a debate about

how we should approach and measure EI. It is admitted that EIs pertinence is dependent on its capability to foresee the important life results for us. (Bastian, Burns and Nettelbeck, 2005: 1135).

In 1998, Goleman worked on Emotional Intelligence in the Workplace after he succeeded in his remarkably successful first book. In this work, he made inquiries about how businesses were taking the advantage of applying emotional intelligence perceptions in the workplace. This one also became outstanding like his first book. This article instantly removed any delusions that emotional intelligence is indefinite and it has no place in the real world (Deutschendorf, 2009: 11).

Emotional intelligence (EI) has lately appeared as a key element of current psychological research. It is one of the most broadly debated facets of intelligence in the modern literature. EI means the ability to identify and Express emotions, understand the feelings, grasp emotions in thought and organize them both positive emotions in both oneself and the others. Researches allege to have made significant steps towards comprehending the term's nature, its elements, variants and its impacts, developmental stages and its adaptations. EI research has developed partly since there has been an increase in the personal significance of both intelligence and healthy emotions for people in today's world. It was also alleged that EI foresees the significant educational and job-related principle beyond those which are foreseen by general intellectual ability. (Mayer, Salovey and Caruso, 2002).

Emotional intelligence may be best described as an association between our rational brain and limbic brain. We can direct our own actions and behaviours when we mix the thoughts we take via our rational brain with the rich information out of our limbic brain or else we turn out to be in an emotional lane and this is not a good idea. It doesn't serve us well. Our rational brain may provide us with the ability of understanding the emotional memory and depository of data which is attained by our limbic brain. Additionally, our rational brain provides our limbic brain with distinguishing between the real emergencies which jeopardize our life and limb from those false alarms that our limbic system may be programmed to sound. Connection, nonetheless, indicates change. In fact, our limbic brains have lots of information to share. Emotional intelligence is not about eliminating our emotions. Rather than it is, it is about making sense of our emotions which can help us reach our ambitions. It is about directing our emotions towards a way which they would work to our benefit. All emotion is beneficial. Whether it causes peace or disturbance in or

life depends on how we experience and behave as a result of our emotions. It is possible to see the resemblance between emotional intelligence and a radio. Lynn (2005: 37) indicated that we can turn up or down the volume just as we can turn up our emotions and turn down.

There are some people who have much greater capacities than others in that they can have much sophisticated information processing about emotions. They are knowledgeable about emotion-relevant stimuli and they use this knowledge as a way of thinking and behavior. The authors called this range of abilities as emotional intelligence (EI). There has been a separation since this term first appeared. Some researches focused on EI as a different group of mental abilities. Others focused on varied blend of positive features like happiness, self-esteem, and optimism. Describing what emotional intelligence and what it is not may help the field by detecting the research which is really relevant to EI from research which is not. EI is a significant determinant both theoretically and analytically. It can predict socially relevant results. (Mayer, Salovey and Caruso, 2008: 503). Each of us has some level of emotional intelligence. How can we know what our emotional intelligence level is? If it were as easy as to measure height or weight, it would certainly be meaningful but it is unfortunate that there is not such a case. There are various distinct assessments of emotional intelligence in use. The mediums are inclined to show difference in three areas: the person assessed, mechanism for measurement and basic foundation (Mersino, 2013: 9).

There are five fundamental skills which define, enable and guide your emotional intelligence in communication. These five skills help you create and maintain safe, favorable and long-lasting relationships. (Segal and Jaffe, 2008: 5).

The elastic: high safety and low stress. It is the capability to manage stress. It provides security and it provides you with being emotionally accessible and involved. Stress endangers this ability. When we communicate with emotional intelligence, the first step is noticing when stress levels become out of control and returning to a relaxed peace of mind by returning ourselves, our colleagues or partners.

The glue: exchange based on basic emotions. This is an emotional exchange and it holds the communication process together. This exchange is caused by basic biological emotions consisting of anger, sadness, fear, pleasure and hatred. These emotions are essential to communication involving others and they have usually been dulled and deformed by early bad relationships. Yet, they can be restored and they must be restored, already.

The pulley: wordless communication. This is a kind of nonverbal communication. It gets the attention of others and keeps the relationships on its way. These include eye contact, facial expression, tone of voice, posture, gesture, touch, intensity, timing pace, and sounds and they provide people with conveying the messages. While doing that, these engage the brain and influence others much more than words alone can.

The ladder: pleasure in interactive play. Friskiness and comedy, the naturally high ladder, provide us with directing towards risky and ticklish subjects. Jointly shared positive occurrences also raise our spirits, and enhances our courage, help us find inner resources which we need in order to deal with disillusionment and miseries, and give us the desire to maintain a positive relation with our work and the people we love.

The velvet hammer: conflict as opportunity to establish trust. How we respond to dissimilarities and disputes in home and work relationships can either start an animosity and cracks beyond repair or start safety and trust, therefore it is called velvet hammer. Whether we can be in conflict with someone and then easily forgive her or him depends on our ability to manipulate stress, be emotionally trustworthy and communicate nonverbally and laugh easily to a great extent. (Segal and Jaffe, 2008: 5-7).

The conceptual distinction between trait EI (or emotional self-efficacy) and ability EI (or cognitive-emotional ability) should be made to have a clear idea of emotional intelligence in detail. The former comprises of emotion-related behavioral dispositions and self-perceived abilities that are measured via self-report, while the latter cares about actual emotion-related cognitive abilities which must be measured via maximum-performance tests (Perez & Petrides & Furnham: 2005: 181). It is argued that in terms of measurement most success has been achieved in relation to trait EI rather than ability EI.

2.3.1.5. Why Trait EI and Personality together?

There have been studies which support the significance of trait emotional intelligence (EI) for subjective welfare. (Avsec & Kavcic, 2011). Trait EI is a personality feature and it is against cognitive ability. Petrides (2010) indicated that Trait EI is the only operational definition in the field that recognizes the inherent subjectivity of emotional experience. He also added that the trait EI facets are personality traits, as opposed to competencies or mental abilities or facilitators, is also corroborated by research revealing that the same genes that are implicated in the development of individual differences in the Big Five

personality traits are also implicated in the development of individual differences in trait EI (Vernon, Villani, Schermer, & Petrides, 2008)

So which personality facets does it belong to? Where is trait EI located in Big Five Personality Trait theory? Putting trait EI in personality field is significant so that we can connect it to the well-accepted personality literature. There is a need to show how these two concepts are relevant to each other around the surviving knowledge in the field. The main goal of interpretation and evolution of trait EI. Moreover, putting trait EI in the actual taxonomies may help practical aid for construct's discriminant validity via the high-rank traits. If a particular EI determinant may be confined in personality field, it implies that an adequate number of trait EI aspects share enough prevailing difference to explain an individual factor in combined inquiries with the Giant Three or the Big Five, which is a definite evidence of discriminant validity. (Petrides, Pita and Kokkinaki, 2007).

In the research which was carried out by Austin, Saklofske and Egan found that EI is more highly linked to social network size instead of personality. However, social network quality, life enjoyment, alcohol drinking, number of doctor conferences and health condition are more highly linked to personality (Austin, Saklofske and Egan, 2005). In the other study, the connections were examined among emotional intelligence (EI), personality features and psychological welfare in college students. Additionally, the prognostic capability of EI and personality features was examined. Outcomes showed that low scores in neuroticism and high scores in extraversion are the dimensions of personality most associated with psychological welfare rates. They were also the best prognosticators of welfare. Moreover, high scores in certainty and emotional improvements turned out to be two persistent prognosticators for all the rates of psychological welfare, after supervising personality factors. These outcomes prove the predictive importance of EI on psychological welfare. (Augusto Landa, Martos and Lopez-Zafra, 2010). In research which was performed by Avsec, Takšić and Mohorić (2009), the outcomes indicated significant connections between trait EI and the Big Five, in spite of the fact that the connections are not too high to create ambiguities about the prong validity of the trait EI. Agreeableness did not contribute to the elucidated difference of EI in all three reversion examinations. In research which was done by Furnham and Petrides (2014), across examples, models foreseeing universal Trait Emotional Intelligence Questionnaire scores from the Big Five were constant between genders. Neuroticism and Extraversion were the strongest features. After that, there was Conscientiousness, Agreeableness, and Openness. Nevertheless, there was some proof

which indicates that gender-specific contributions of the Big Five to trait EI differ because of the personality measure used and it is more persistent for women.

2.3.1.6. Intelligence Emotional intelligence and personality

We often measure the people around us by their emotions, by their feelings. We appreciate the union of some people since we are contented with the emotions they express. Others go against each other because there may be times when there is some conflict between their emotion and our emotion. There are two principal questions come to the mind which guide us towards thinking. Do some people possess personality features which embellish their emotional capability? If the answer is yes, is there any real difference between emotional intelligence and emotional capability and those aspects of personality which are related to emotional functioning? Occasionally, psychologists think that personality features are styles of behaviors which are neither mostly good nor bad. If emotional intelligence is linked to personality, so are some personalities superior to others? Is it really so? There is a quote from Camus which emphasizes a number of further twists. “How much is emotional intelligence related to essential temper and the person’s self-guided attempts at character growth? Maybe, emotional intelligence originates from the degree of our learning to guide our personal temper characteristics towards personal and social success, rather than originating from our basic delight or gloom. In a world of emotions, there are many possibilities. At least, it seems so. (Zeindert, Matthews and Roberts, 2009: 104).

The ancient roots of EI lies in Thorndike’s (1920) social intelligence, concerning the ability to understand and manage people and to act wisely in human relations. Its closer roots can be found in Gardner’s (1983) multiple intelligences in fact specifically, in the concept of intrapersonal and interpersonal intelligence in multiple intelligence. Gardner expressed that (1999: p.43) “interpersonal intelligence denotes a person’s capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others”. On the other hand, “intrapersonal intelligence covers the capacity to understand oneself, to have an effective working model of oneself—including one’s own desires, fears, and capacities—and to use such information effectively in regulating one’s own life” (Gardner, 1999: p. 43). Emotional intelligence had been seen in the literature many times (Greenspan, 1989; Leuner, 1966; Payne, 1986), until it was first modelled and defined by Salovey and Mayer (1990). These researchers also carried out the first relevant empirical studies (Mayer, DiPaolo, & Salovey, 1990). Goleman’s (1995) influential book

made the construct popular and it influenced most scientific conceptualizations of EI deeply. Therefore, many models of EI emerged after the model proposed by Salovey and Mayer, and especially after Goleman's best selling book. However, the correspondence between models and data has been weak in the majority of cases, with most models being dissociated from empirical evidence and most studies carried out in a theoretical vacuum.

Emotion can nullify our thoughts and can have great impacts on our behaviors deeply. Enhancing emotional intelligence skills provide us with recognizing, containing and effectively expressing our feelings in addition to providing us with recognizing the feelings of the other people. These capabilities have turned out to be reality in outweigh high cognitive intelligence (IQ)in predicting success in all kinds of connections. Forexample; at home, at work, and in all other areas of our social life.For instance; once most people look for relationship help,they have some problems in their minds that they suppose themselves of their conflicts-it means that their IQs have decided that these problems are the reasons of their sorrows.They aren't aware of the fact that more important matters which can be identified only by emotional intelligence are creating and maintaining the difficulties which they experience in their relationships (Segal and Jaffe, 2008: 1-2).

Emotional intelligence means the capability to accept emotions and deal with them in you and in others. The term gained popularization thanks to the success of Daniel Goleman's book Emotional Intelligence: Why it can matter more than IQ. This work appeared in 1995 (1996 in the UK). Goleman (1998: 317) and it described emotional intelligence or EQ, as the capability of noticing our own feelings and the other ones' in order to both motivate ourselves and manage emotions in ourselves as well as in our interactions with others relationships' (cited in Mortiboys, 2005: 7). Goleman states that emotional intelligence is of great significance in life and most probably it is more significant than intellectual intelligence. People enjoy this message in Goleman's book since they have been against the importance attached to IQ because it was too much importance than needed. Everybody knows the people who have average IQs. They are extremely successful.Also,everybody knows the people who have high IQs.They are known as stars of their high school class yet it is known that they can't do this in the reality,in their daily life.This arouses a question in people's minds:What is the difference between them ? What is missing in the first group? Goleman's answer is that the missing is emotional intelligence. (Epstein, 1998)

There are people doing their best in order to attract someone or go beyond their capacities in a new work but they often have difficulty in succeeding in it while they are trying to have

good relationships with others. Emotional intelligence skills promote you to reach beyond their first good impressions in order to have everlasting relationships at home and at work (Segal and Jaffe, 2008: 1). First of all, the most important thing here is to keep in mind that emotional intelligence is regarded as a kind of intelligence, namely, individuals have different abilities in coping with emotion. There is a belief that there many ways of these differences' appearance and they are complicated and diverse. Let's have a look at lists of abilities we can gather:

- Understanding someone's emotions by facial expressions, voice pitch, rhythm, gestures
- Understanding the determiners of emotions and its consequences
- Facilitate thought by arousing distinct emotions
- Balancing negative emotions like anger and sadness (Zeindert, Matthews and Roberts, 2009: 5).

Popular interest in emotional intelligence comes from the persceptive revealed by academic studies. These studies look for enhancing cosmopolitan theories of the psychological and biological attendants, causes and the determiners of emotionally intelligent behaviours. They also look for definite measures of these character traits and behaviours. Moreover, such studies are carried out in order to comprehend how emotional intelligence is linked to valuable social results and functions. (Zeindert, Matthews and Roberts, 2009: 4).

2.3.1.7. Personality and Emotional Intelligence & Academic Success

The concept of emotional intelligence (EI) has sparked a huge enthusiasm among researchers and professionals who work in the field of mental health (Augusto Landa, Martos and Lopez-Zafra, 2010). Emotional Intelligence (EI) clarifies how feelings enhance life ambitions. There have been distinct theories put forward yet there is still debate about how EI should be formed and measured. It is admitted that EIs relation is based on its capacity to foresee important life consequences (Bastian, Burns and Nettelbeck, 2005).

Most of the people believe that they know the definition of intelligence. It is most probably since they have had to take tests of this, or related aspects during their lifetime. The term generally means intellectual and academic capabilities for abstract thinking and problem-solving. Infact, it has been more than a century since psychologists have worked to design more developed tests of such characteristics. The attempts were proven to be true because

the standardized IQ tests could foresee a person's future academic and job-related attainments. Nobel distinguished people, college professors and rocket scientists indeed generally get higher scores on these kinds of tests than most people. A key belief is that there is an entire general intelligence. It means that there is an overall cognitive ability which supplies a wide variety of intelligent behaviors in spite of the fact that people vary by some means in their propensities for distinct types of thinking such as verbal reasoning or mathematical reasoning. (Zeindert, Matthews and Roberts, 2009: 6).

Classic approaches to the evaluation of cognitive abilities (and related research on intelligence, attainment, and propensities) are in an ordinary order. Usually, they need the resolution to an abstract problem (e.g., rotating an object in three-dimensional space) or some real element which is significant for the dominant culture (e.g., knowing the meaning of words or recalling some important piece of information). Responses to such tests are marked as either right or wrong, with fast performance usually rewarded, all other things which are equal. Therefore when it is evaluated, cognitive ability gives one of the individual best predictors of a broad type of meaningful, real-life criteria. (Zeindert, Matthews and Roberts, 2009: 67).

In the study which was performed by Fermande et al. (2010) examines the connection between trait emotional intelligence and academic performance, which checks the impacts of IQ, personality, and self-concept dimensions. The sample covered 290 preadolescents (11-12 years old). Trait Emotional Intelligence Questionnaire-Adolescents Short Form (TEIQue-ASF); Children's Personality Questionnaire (CPQ; Form A, Part A); IQ test TIDI-2; Adaptation Questionnaire (CAI-1); and academic performance. Were the mediums of the research. It was found that there is a positive and significant relationship between trait EI measured by the TEIQue-ASF and general academic performance. The TEIQue-ASF indicated an additional effectiveness to predict general academic performance, after checking the intelligence, personality and self-concept features.

2.3.1.8. Foreign Language Learning, Personality and Emotional Intelligence

Some people have more difficulty than others in second language acquisition because of definite social factors. One of the most studied factor which hinders language development is the concern of extraverts versus introverts. Researchs have indicated that extraverts can

learn the second language much better than introverts. One specific study performed by Naiman (1975) demonstrated the same situation. The participants were 72 Canadian high school students from grades 8,10 and 12. These students were studying French as a second language. Naiman gave them all census to set up their psychological identities. These censuses also contained a French listening text and imitation test. He found that nearly 70 % of the students who get high grades (B or higher) would think of themselves as extravert individuals. Extraverts will be volunteer to make an attempt to interact with people although they are not sure that they will be successful. Introversion has the most important chance which affects SLA in a negative way. Students who are afraid of being embarrassed by saying something incorrect or not speaking at all may try to refrain from these opportunities that or else help their learning. (Zhang, 2008).

Developing the sense of understanding of personality classification, personality features, thinking styles and learning styles theories is a very beneficial way in order to enhance the instructor's information about motivation and behaviour of the pupil. Motivation, management, interactions, connections are much more effective when the instructor understands personality of his/her pupils. Understanding personality is also essential to reveal ambiguous human features, such as leadership, motivation and empathy. There is a variety of other personality models, psychometric tests and concepts apart from those which are explained here. Having the knowledge of the learner's choice of learning styles and strengths provides us with assistance, opportunities, guidelines and responsibilities to them. These also are compatible with their needs and motivations. (Sepehri et al., 2013).

Naturally, many second language instructors feel in a way that a student with an extraverted personality is more likely to succeed in second language than his less sociable fellow. Language teachers infer that the extroverts will develop more situations for themselves in order to provide themselves with involvement in chats in the target language. This enhancement of opportunities to speak the new language will have the impact on the development of the student's skillfulness in it in a positive way. (Kerzner, 1987). There was no possible predictions about the connection between personality and language predilection. After simple connections of a variety of personality features with measures of second language success, attitudes, motivation and language predilection were investigated, it was found that there should be more significance to the role of personality determinants in second language learning. (Lalonde and Gardner, 1984). Openness to experience and conscientiousness have generated constant results in learning. These two

determinants have a positive connection between learning. The other personality feature is neuroticism and it is a negative connection with learning. In a study, personality determinants explained 24% of the difference in compulsory L2 self. Compulsory L2 self was linked to neuroticism and conscientiousness in a positive way. That's to say, students who learn English for compulsion and responsibilities to refrain from possible negative results experience some extents of anxiety and they are responsible individuals. They can organize themselves. (Ghapanchi, Khajavy and Asadpour, 2011).

Our overall personality and feelings engage in the process of learning second language. How do they deal with their feelings occurring during the learning process? What kind of motivation does the learner have in the learning task? What kind of personal values, beliefs and attitudes about the learning process does the learner have? Does the learner choose to work individually or collaboratively? What kind of a relationship with the other learners and teacher does the learner aim? All these are essential to the learning process. The learner's personality along with emotional aspects (Sepehri et al., 2013) of the learning process create the emotional aspect of a learner's overall learning style (Sepehri et al., 2013).

The research conducted by Fernande et al. (2010) intended to examine the connections between foreign language anxiety, handling stress and personality characteristics in learners in higher education. The sample covered 399 participants. 164 of them is female and 235 of them is male. Their age varies between 17 and 32. The average age was 19.30. The data compilation mediums used in the research were Personality Test Based on Adjectives, Scale for Coping with Stress and the Anxiety Scale for Foreign Language Learning. Pearson's conduct moment correlations and independent samples t test were also utilized to examine the data. Analyses attained from the statistics uncovered that the average anxiety scores of the males and females did not vary considerably. Furthermore, there was not an important correlation between handling stress and personality characteristics. Rather than personality, emotional intelligence, which is also an individual difference, can be preferred to relate with handling with stress.

The study performed by Lalonde and Gardner (1984) intended to identify the role of personality determinants in second language acquisition and then to incorporate these determinants into a fitting form of Gardner's socio-educational model which was tested using LISREL new modeling. Totally 88 first-year college students of French were evaluated on scales of language predilection, attitudes, encouragement, French success,

self-understanding of skillfulness in French and personality features. The underlying determinants in the model involved Language Predilection, self-confidence with the second language. Integrativeness, Attitude towards the Learning Situation, Motivation, Situational Anxiety and two personality elements marked Analytic Orientation and Seriousness. The last model is argued by taking previous models of second language acquisition into consideration. Four personality determinants equated considerably with Attitudes toward the Learning Situation. Students with positive attitudes were inclined to show their ability on Organization and Social allure and lower ability on Aggression and risk-taking. This correlational examination indicates very little connection between personality features and extents of French success, self-understanding of French proficiency, or language predilection in spite of the fact that there were many essential connections with the extents of attitudes and encouragement. Moreover, there were two groups of personality characteristics which seem to explain the quantity of the connections.

The study which was performed by Safdarian, Ghyasi and Farsani (2014) intended to reveal reading strategies used by Iranian English Foreign Language (EFL) university students and their relationships with personality types. 194 university EFL learners filled out the Myers-Briggs Type indicator (MBTI) to describe their personality types and answer a reading strategy survey to make use of metacognitive, cognitive and support strategies. The outcomes attained showed that the members in the research are intermediate reading strategy users. Their most common strategies were the cognitive strategies. After that, there were metacognitive and support strategies. There was also an interview administered and the results both approved the data gathered via the surveys and even uncovered some extra strategies which had not been previously involved in the survey. Introversion contributed to reading strategies considerably among the four oscillating personality types. This result indicated that the learner's extraversion and introversion separation should be considered in order to throw light on their reading strategy use.

It has been alleged that high self-respect and the feeling of assurance are effective in second language learning yet the outcomes of the researches are also ambiguous in this subject. An absolute mood for courage has been regarded as an affirmative thing, particularly in the classroom environment. Risk-taking as a voluntariness to predict, to use complicated language and the belief of the likelihood of looking absurd seems to hold up language learning. Nonetheless, excessive risk-taking can have a preventing impact upon language learning. Learning a new language also requires happening upon tumble and lack of

clearness and other vaguenesses in the language. So, a particular extent of fortitude to vagueness may be regarded as a promoter for the language learner. (Granberg, 2001).

In his study, Oz (2014) also pointed out that the participants' academic achievement was linked with neuroticism, conscientiousness, and agreeableness as a proof of significant relationship between neuroticism, agreeableness, and academic achievement. He also concluded that some personality traits are potentially liable to moderate L2 WTC, educational outcomes, and quality language learning.

It is probably that the learner's confrontation with a new language and a new culture will encourage emotional or intuitive responses. We discussed the likelihood of maintaining a language or culture shock along with its impacts on emotions of identity above and now, we will discuss the other emotional aspects like attitudes and motivation below. A further common debated factor in second language learning is anxiety. Many language learners have different intuitive situations in diverse situations when they learn a second language. Other kinds of intuitive factors, for instance, isolation, alienation, family problems or living conditions which are accepted as a part of natural life-world, have been less commonly examined in second language learning research. (Granberg, 2001).

2.4. The Learning Process Of Four Language Skills

Language skills which are Listening, Speaking, Reading and Writing go through distinct processes. That's why it is significant to understand these processes better to evaluate them properly. With this better knowledge of language skills, it would be possible to relate them with any concepts in the field of psychology and language learning.

2.4.1. Listening

Previous ideas about listening skill regarded it as the expertise of individual skills or microskills, such as identifying shortened shapes of words, identifying cohesive devices in paragraphs and key words in a paragraph. It also indicated that these skills should create the focus of teaching process. Later ideas about listening skills focused on the area of cognitive psychology, which presented the ideas about bottom-up and top-down processing and it attracted the attention to the importance of prior information and schema in understanding. Listening developed and it became an analytical process. Simultaneously, much quantity of knowledge about the nature and organization of

spoken discourse was uncovered by the areas of discourse analysis .This also brought about the awareness that reading written texts loudly could not enhance the capabilities necessary for processing real time real discourse because it was lack of an appropriate ground for this. Therefore, recent notions about listening skills attach importance to the role of the listener ,who is regarded as a dynamic member in listening, uses strategies to ease the skill, controls and assesses his or her listening. (Richards, 2008).

Listening is even needed in traditional education on various ranks for activities like asking for and giving directions, communicate in a social group, accounting for stories (that have been heard), classical dialogues, asking questions, (platform) speech, discussing and note-taking. Therefore, the fundamental aim of teaching listening skills in school is to learn. Consequently, education in listening is as significant as education in speaking, reading and writing. (Adelmann, 2012). Listening is an approach in language. It is one of the basic skills of a language i.e. listening, speaking, writing and reading. It includes a dynamic participation of a person. Listening includes a sender, a receiver and a message. It is a psychological process of receiving. It goes on with building meaning on the message and then it ends with a response to it either by a spoken way or non-verbal messages.

Listening is composed of some key elements. These elements are:

- Differentiating between the sounds
- Identifying words and comprehending the actual meaning
- Recognizing parts of speech
- Recognizing phrases and the series of sentences used in order to form the meaning
- Associating linguistic cues with non-linguistic and paralinguistic cues
- Making use of background knowledge to guess the meaning and then to approve it
- Remembering significant words and notions (Tyagi, 2013).

The initial step in effective listening is identifying definite misconceptions or wrong ideas. The following step is making sense of process. Listening is a complicated process and it is the essential component of the overall conversation process. (Kline, 1996). Listening is composed of these categories:

Hearing: It means answer led by sound waves which provokes the aural receptors of the ear. It is a physical reaction. Hearing is the comprehension of sound waves. You need to hear so as to listen. However, you don't have to listen so as to listen. (understanding which is necessary for listening can vary according to the attention, focus) Brain filters the

stimulant and it just allows chosen ones to get to the focus-these discriminatory approach is called attention and attention is a significant necessity for listening effectively. (Tyagi, 2013).

Receiving: It is an easily understandable step. You can send me a message via E-mail. You can form it excellently and clearly. Much of the human listening is unsuccessful because of the same cause. Receivers directly are not connected to the sender or they are not aware of the sender. The problem is psychologic at times, for instance the receiver is lack of hearing because of inborn or hereditary weakness. Or maybe it was because of an accident, an illness or continued exposure to loud noises. Occasionally, the problem may be amended through the use of mechanical devices which improve hearing deficiency, or through hearing assistances which intensifies sound. Scientists and engineers are continually promoting new products which are invented to improve and assist particular kinds of hearing deficiency. Recall the difference between hearing and listening. Whereas hearing is the receiving of sound, listening is the meaning attached to sound. Nonetheless, hearing is must for listening and an essential element of the listening process. (Kline, 1996).

Attending: Human listening is usually useless or does not happen for identical causes. Receiving happens yet attending does not. Various messages are competitive with each other in order to get our attention within a given time. The stimulant can be extrinsic. It may be words of a lecturer or printouts on a paper, or occurring events. It can also be intrinsic. It may be a deadline we should meet tomorrow, a backache because of excessive sitting at the computer, or the hunger twinges we feel since we did not have any time to eat meal. No matter what is the stimulant's source, we clearly can't concentrate on all these simultaneously. So, we should prefer which stimulant to accept and which one to refuse deliberately or unvoluntarily. These determinants tell how these preferences appear. (Kline, 1996).

Understanding: There is a sentence uttered. "Communication begins with understanding" It is really true. A message may have been sent and then received. The receiver may have responded to the message. But, there is not any efficient communication at all. Efficient communication is based on comprehension. It means that efficient communication does not occur until the receiver makes sense of the message. Understanding should lead to communication in order to be an efficient communication. (Kline, 1996). This phase provides us with comprehension of symbols around us we both see and hear. We should examine the feeling of the meaning of the stimulant we receive. Symbolic stimulant may

be sounds like applause, and sights like blue uniform as well as words. They have symbolic meanings and meanings we add to them are a function of our previous connections and of the content where symbols appear. For achievement of a social interaction, the listener should comprehend the desired meaning and the content the sender wants to convey. (Tyagi, 2013).

Responding: The listening process may result in comprehension, because efficient communication and efficient listening can be defined as the exact sharing or comprehension of meaning. But response can be required or it is at least helpful. (Kline, 1996).

Remembering: It is a significant listening process since it refers to the process in which a person does not just receive and explain the messages but also adds it to the mind's storage bank. Our attention is too discriminatory in listening skill. Therefore, our memory is also too discriminative. That means the thing which is recalled may be rather distinct than its original form which is seen or heard.

Listening may be a distressing enterprise for language learners at the beginning or intermediate level who can process the knowledge instantly enough to comprehend the message. This is a problem and it is probably because of distinct determinants involving awareness and desire. Language teachers have a difficult task which is to assist learners in order to enhance their skill which includes invisible processes. Teachers are suggested to support their learners to provide them with engaging roles in their own listening growth (Goh and Taib, 2006). Maybe, listening is the slightest explicit of the four basic language skills. This feature makes it the most challenging skill to learn. The underlying metacognitive skills assist learners to realize how they can use their already existing knowledge to fill the deficiency of their understanding. Some metacognitive methods in listening skills enhancement are available. The step in this phase and the underlying metacognitive methods are represented in Table 2. (Vandergrift, 2004).

Table 3.

Listening instruction stages and related metacognitive strategies

Stage of Listening Instruction	Reaction	Related Metacognitive Strategies
Planning/predicting stage	Once students know topic and text type, they predict types of information and possible words they may hear.	Planning and directed Attention
First verification stage	Students verify initial hypotheses, correct as required, and note additional information understood.	Monitoring
	Students compare what they have written with peers, modify as required, establish what needs resolution and decide on details that still need special attention.	Monitoring, planning, and selective attention
Second verification stage	Students verify points of disagreement, make corrections, and write down additional details understood.	Monitoring and problem Solving
	Class discussion in which all contribute to reconstruction of the text's main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.	Monitoring and evaluation
Final verification stage	Students listen for information that they could not decipher earlier in the class discussion.	Selective attention and Monitoring
Reflection stage	Based on discussion of strategies used to compensate for what was not understood, students write goals for next listening activity.	Evaluation

Vandergrift, L. (2004). 1. Listening To Learn Or Learning To Listen? Annual Review of Applied Linguistics, 24(1), 3-25.)

A leading means for L2 language learning including a bilateral process of meaning formation is viewed in these days. In such a process, listeners' active engagement has been emphasized, and also the impact of linguistics, psychological and cultural determinants has also been defined. The complicatedness apparent in how these determinants have an impact on the listening understanding act has made the teaching of this specific skill a challenging task. Nonetheless, the enhancements occurring in interactive methods to L2 language teaching since the 1980s have provided us with new path to handle this topic. With regards to this topic, it has been demonstrated how teaching of listening can be

performed as a unit of the whole interactive structuring. By adjusting this outlook to the current state, we can say that learners' conversational skill can be enhanced through the listening skill. (Martinez-Flor and Uso-Juan, 2006).

If you have good listening skills, you are more productive. The capability of listening carefully provides learners with:

- Comprehending the tasks better than others and find out the thing needed by them
- Having good interactions with colleagues, administrators and customers
- Assisting others
- Collaboration in group works
- Dealing with the problems altogether with clients, colleagues and administrators
- Responding to the questions
- Uncovering the hidden meanings in others' utterances (Tyagi, 2013).

2.4.2. Reading

Reading is a complicated process. It is based on oral language ease and it includes both particular skill enhancement (strategies of phonemic and decoding) and the use of understanding strategies. The exact ways to combine these processes have to be comprehended if instructors want to recognize their pupils' desires and want to teach them in the most efficient way. (Konza, 2011). Discussions for the significance of this skill are very abundant currently as it is abundant in the reading research which was performed in the last few decades. This reading research has considerably clarified and embellished our information about the mysterious disposition of the reading understanding. One important result of this study is its assistance to us in better comprehension of the reason why reading skill was classically viewed as an inactive skill, why it had no place in L2 teaching and how it progressively turned out to be seen as an active, effective and contextualized process with the most leading role in enhancing learners' interactive skills. (Uso-Juan and Martinez-Flor, 2006a).

Unless students read diverse kinds of reading passages, they can not be exposed to the L2. Consequently, they should read many types of reading passages so that they can enrich their word knowledge, their ideas about different aspects of the life, they can indirectly learn both grammar and pattern of organizations in the texts. Pupils' lexical information or vocabulary knowledge is also considerably significant if they want to write paragraphs of

good quality /or essays). Words have meanings and provide learners with communication with their readers in an efficient way. If deficiency of words is a case, it is inevitable for the communication to fail. (Yigzaw, 2013).

Reading is a process largely decided by beliefs and emotions about the reading, information (or misconception, lack of knowledge), strategies for processing the text, attitudes, concerns and delightments all of it. The strategies a person uses differ from one purpose to another involving whether someone is reading for himself/herself (again, purposes differ here) or for someone else, for example, in order to answer the questions, in order to demonstrate for listeners (involving classmates and teacher) and so on. Definitely, these social determinants may lead to assurance, concern, animosity, disobedience and/or other feelings on which it is just based. Briefly, reading is both a pyscholinguiistic and sociolinguistics process. It involves mind very actively as well as multiple determinants affecting one's reading, one's understanding of the reading and more. Even word recognition can be influenced by these determinants,since reading is both related to brain-to-text process along with text-to-brain process. (Weaver, 2009). This reflects the mutual interaction between the reader and the text depending on certain individual features of the reader and the textual features of the text.

2.4.3. Writing

Writing needs and integrates more fundamental skills rather than any other topic. When we take developmental stages of children into consideration, teachers teach writing by some sets of steps which are based on a child's learning experiences. Children are inborn writers. Young children are often willing and volunteer to jot down their ideas on a piece of paper. Even at early phases of their growth, they are progressively becoming writers. Parents and other caretakers support their children' enthusiasm and writing by being interested in their writing process and being engaged with their writings which their children make use of in school. This writing process starts at the early stages by providing students with exposure to a kind of books of quality read aloud to them so that children see and hear the forms during using a language or accounting for a story. Children make use of books they hear and read them as a prototype for their own writing. (Spivey, 2006). The steps of the writing process;

Pre-writing: Children just produce ideas by brainstorming technique. They make use of charts, diagrams, graphic organizers to organize their word list for notetaking, they choose the kind of their writing and the listener. They also decide upon the ambition of writing here.

Rough Draft: It is like an outline. Children jot down their ideas on a piece of paper. While doing that, they write without any attention to punctuation, grammar or organization of writing. Some teachers call this sloppy copy that is messy copy or rough draft. The aim here is to provide the children with concentrating on his/her ideas and jotting down them on a piece of paper without any hesitation for writing, any fear of writing mistake, any mistake in grammar use, capitalization, punctuation or essay structure.

Peer editing: Students in the classroom share their writings with each other in order to add something on them or explain the depths of writings. They to advance their writing by themselves. The teacher is involved in each phase actively and he gives feedback to students' writing.

Editing: Students can work with the teacher and classmates in order to improve all grammar and spelling mistakes.

Final Draft: Students are asked to give their last copy of their writing with the new form which was all corrections were made on it. Then, student discusses this final copy with the teacher. Teacher looks at the final draft and suggests the necessary improvement for the students related to it.

Publishing: Here, the writing process is finished. Children publish their writing after they produce the new copy of their writing in their the most beautiful and illegible handwriting. They can use a word processor in this step. This is a time when they appreciate their writings. They share their writings with their classmates during storytelling time, they can make a classbook or they can produce an individual portfolio. They can also send their these writings to local newspapers or childrens' magazines in order to its being published! (Spivey, 2006).

Most teachers are in the belief that students learn writing thanks to writing better. This is a repeatedly mentioned topic and strongly confirmed by almost all areas of L2 writing researches. When this is the case, the construction of the engaging writing tasks becomes maybe the most important element of curriculum design. It is the involvement and achievement of the writing tasks in which pupils will directly involved in the achievement

of their writing skills. Teachers are naturally accomplished when they reveal that the students are leaving the courses with a great delightment of writing as a process (not as a gifted skill) and developed a variety of skills they can apply in identifying writing tasks in the next classes. However, we should recognize that it is not always the instructor's skill or preference of task (or deficiency in the student's effort) which causes less progress than needed. It is significant to take into consideration that courses can be confined to a period of just a few weeks or it can last over many months. At the same time, the total number of class necessary for each class meeting can differ broadly. Teachers may work in the situations where the total number of their students permits them leisure time to collaborate with learners on personal ground or cases in which they are exceeded in number by their whole tasks at hand. The extrinsic facts are determined by a diversity of institutional limits and decided by the research based on amount of the time or the nature of the conditions under which best learning happens. Without looking at how attentively done and performed writing assignments can be, the development in the talent skill level which organizes the programs in the hope of reaching the aim turns out to be an elusive proof due to the determinants which have little or no connection with the thing happening in fact within a classroom environment since its life cycle develops. (Martinez-Flor, Uso-Juan and Patmer-Silveira, 2006).

2.4.4. Speaking

Speaking is a form of communication in which you Express your ideas and messages verbally. (Efrizal, 2012). You convey your intended message to the audience via organs and operations occurring in the brain. Speaking is a complex process and it is the most widely known and significant vehicle of communication among the individuals. Speaking, which is an important role both personally and socially, has an impact on success and failure of someone's life. (Kurudayıoğlu, 2011).

Speaking indeed is despised in various forms due to the fact that now almost everyone can speak and have this inborn skill. It is also usually regarded as a popular utterance in which you can use colloquial language: classic skills are fully appreciated. This partly indifference can may be because of the fact that speaking skill is both temporary and spontaneous. So, it may be regarded as easy, silly and smooth. So is it possible that negative sides of behaviorist teaching methods which concentrated widely on oral language teaching be linked to the this skill itself? Nonetheless, speaking is a skill which is

entitled to be given attention every-bit as much as literary skills not only in first language both also in second language. Language learners usually should be able to speak in a self-confident way so as to reach their most fundamental ambitions. Speaking is a skill in which you can easily judge someone or you can also be judged. You can make new friends while you can lose your existing friends. It is a means of greatness of communal unity, of social hierarchy, of individual development and of career.

It is also a means with which you can learn a language and it is so favourable for language learning for many language learners. Maybe, then, teaching how to speak deserves consideration. thought (Bygate, 2003).

Speaking includes an active affinity between speakers and audience. At the end, the product is a spontaneous communication and processing the spoken lecture within limits presented to us. When we think of all these describing sides of complicated and elaborate character of spoken lecture, we recognize speaking as an interrelational, communal and interactive cases in a context in the expanding research which has been carried out over the last few decades. Consequently, the most basic role of speaking skill in enhancing the language learners' interactive abilities has also be proven, because this skill, I mean speaking skill, needs to belong to knowledge about how a person can produce not only grammatically true but also realistically exact sentences. (Martinez-Flor, Osu-Juan and Soler, 2006).

2.5. Conclusion

One of the most important variables in improving students language learning thus in increasing academic success is ensuring that students are being trained in a system that cares about their individual differences. It is behind controversy that learners in an instructional environment who know that they are cared as individuals unlike a bag of balls in the same bag would be more motivated and as a result they would have a positive attitude towards the content of the subject matter. Lately, there have been several attempmts at various institutions to group language learners according to their intelligence types defined by Gardner (1995) in his theory of Multiple intelligences. They tried to organize the learning environment according to the learners and developed materials, as well, and it worked. In the literature above it can be seen that there are numerous studies which have proved the predictive ability of certain personality traits and emotional intelligence.

Therefore, in the same way, the instructional environment can be organized according to, this time, personality traits and emotional intelligence.





CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents detailed description of the research methodology applied in the present research study. The Research design is explained. Universe and Samples explains the participants of this study. Data Collection Techniques' describes the data collection tools and procedure is explained and presented. The last part of the methodology Data Analysis in which analysis methods are indicated and the findings are described.

3.2. Research Design

The study has the features of quantitative research design. It gives descriptive information on the BFPT, the TEI and academic success relationships of the sample.

3.3. Universe and Sample

The universe of the study is the college students at preparatory schools. The sample of the study includes randomly chosen 211 willing students (107 females, 104 males) out of 1220 students from the School of Foreign Languages of Gazi University in 2013- 2014 academic year. The majors and the faculties of the participants were different. They were from Faculty of Economics and Administrative Sciences, Faculty of Engineering, Faculty of Architecture and Faculty of Sciences. Since it is one of the biggest state universities with diverse student profile from different parts of the country the results can safely be generalized as a picture of the whole country.

Table 4.

Features of the Participants

Groups		n	Percentage %
Gender	Male	104	49.29
	Female	107	50.71
TOTAL		211	100
FACULTY	Faculty of Engineering	94	44.54
	Faculty of Architecture	11	5.22
	Faculty of Business and Administrative Sciences	79	37.44
	Faculty of Sciences	27	12.80
TOTAL		211	100

3.4. Data Collection

The data collection tools used in this study are introduced and explained in detail below.

3.4.1. Schutte Emotional Intelligence Scale

In the study, The Emotional Intelligence Scale which was developed by Schutte et al. (1998), then revised by Austin, Saklofske, Huang, and McKenney (2004) was planned to used. However as the group is not proficient enough to understand the items in English, the adapted version for Turkish populations by Tok, Moralı, and Tatar (2005) was used in order to measure trait emotional intelligence. The scale included 41 items and gives an overall EI score together with the separate scores for the subscales of Optimism/Mood Regulation, Appraisal of Emotion and Utilization of Emotion. Optimism/Mood Regulation measures the extent to which people report being able to regulate their own and others' emotions; Utilization of Emotions measures the extent to which people report being able to utilize emotions in solving problems; and Appraisal of Emotions measures the extent to which people report being able to identify their own and others' emotions. Besides, Austin et al. (2004) provided evidence for the first two factors and the full scale's internal reliability. The scale's internal consistency coefficient for our sample was .92.

3.4.2. Short Form Five Factor Personality Inventory

The Short Form Five Factor Personality Inventory developed by Tatar (2005) is an 85-item personality inventory with a 5-point scale ranging from Totally accurate (1) to Totally inaccurate (5).designed to assess the five main personality traits, namely, Neuroticism, Extroversion, Openness to Experience, Agreeableness, and Conscientiousness. Internal consistency coefficients for personality factors were 0.82 .0.72, .75, .80, and .75 respectively. Participants were asked to rate how accurately each statement described their behaviors.

Participants also responded to general demographic questions about gender, age, major, student numbers, and school year.

3.4.3. Data Collection Procedure and the Setting

The English education at the School of Foreign Languages of Gazi University is planned yearly instead of two separate terms unlike the other departments of most universities but like most preparatory schools do. The one-year intensive English education and evaluation process designed for the 2013-2014 academic year was as follows.

At the beginning of the academic year, an exemption test, with the aim of determining the students level of English to identify the ones who would take one-year English education at the preparatory school, was administered to the students who could pass the university entrance exam and preferred to study in various departments of the faculties at Gazi university that require their students to be proficient in English to be able to follow the courses carried out in English Students who got 60 and over from that exemption test had the chance to go directly to their departments to start taking courses related to their own majors. A placement test was also administered to the rest of the students who got under 60 from the exemption test. According to the results of this second test, the students were grouped into two levels of proficiency: starter and elementary. Up to a certain date, the programs of these groups were different because of the level difference. However, when both of the groups reached the intermediate level, another grouping was done considering their faculties for ESP instruction, which would last for the last seven weeks of this academic year. Following this new grouping, the rest of the assignments and quizzes and also the sixth (last) midterm exam were prepared considering their faculties. Therefore, one

of the reading passages, some of the listening tracks as well as some writing and speaking tasks included in the sixth (last) midterm covered the ESP content in a way so that the ESP instruction could also be assessed. Since the change in the content of the sixth midterm would affect the interpretation of the findings of the study, it must be considered during the interpretation process. To be successful at the end of the academic year, students were expected to gather at least 60 points. During the academic year, they took 26 quiz grades which included 13 quizzes conducted in the classroom and 13 portfolio assignments covering individual and group presentations, in-class writing tasks, online assignments and in-class participation grades. These 26 quiz grades equals to the 30 % of their GPA, the rest 70 % was gained from the six midterms they took throughout the year. In this study, it does not matter whether the participants were able to pass their class or not since the study aimed at observing the process rather than the result. Besides, quizzes differ in their focus point while all the midterm exams have the same main parts namely, listening, reading, writing and speaking, the four language skills focused on this study. Therefore, this study accounted for only the midterm exams, which provided the necessarily sufficient data to observe academic successes of the learners in four language skills throughout that academic year.

Participants completed the Short Form Five Factor Personality Inventory and Schutte Emotional Intelligence Scale at the beginning of the 2013-2014 academic years.

Self-administered questionnaires were distributed in general English classes. The questionnaire contained three sections: Big Five Personality Traits, Trait Emotional Intelligence, and demographics. Participants completed the questionnaire and were ensured about the confidentiality of their responses.

Throughout the year, apart from the quizzes and portfolio assignments -- including in-class writing and speaking tasks, individual or group presentations, online assignments -- the participants were tested via six midterm exams that are based on four main language skills, namely listening, reading, writing and speaking to see their achievement in these skills in English.

What was different for the last midterm in terms of its content and approach was that it covered the ESP training the students had undergone for the last seven weeks of the academic year. In other words, the last midterm had five versions for each faculty each of which was specific to the faculties. For instance; the content and the context of one of the two reading passages in the reading section was designed according to their faculties in the

framework of ESP. Similarly, one or two of the recordings the students were made to listen during the midterm exams' listening sections were also designed in the same way as the reading. When it comes to speaking, certain tasks the students were expected to perform in the sixth midterm exam were also designed according to their faculties. In the writing section of the midterm, as well as it was in the other sections, one of the writing tasks was designed according to their faculties again in the framework of ESP.

At the end of the year, their grade point averages for each midterm exam covering the four language skills were obtained and were matched to their trait EI and personality scores. The relationship between the personality factors and EI was also investigated separately for each language skills.

3.5. Data Analysis

In order to analyze the obtained data set descriptive statistics, ANOVA, Pearson correlation coefficient and regression analyses were administered through SPSS 20.0 statistical analysis software. The data directly related with the study are presented in the related parts of the findings section of the thesis, and many other findings are given in the Appendices part (Appendix 3).



CHAPTER IV

FINDINGS OF THE STUDY

4.1.Introduction

In this chapter, the analyses and the interpretation of the collected data is presented. The collected quantitative data were analyzed via SPSS 20.0 version and the findings are interpreted in the tables of the relevant specific research question(s).

Findings based on the research question 1.

The findings based on the research question “Are Trait Emotional Intelligence (TEI) and Big Five Personality Traits (BFPT) correlated?” are as in the following:

Table 5.

Correlation between Personality Traits and Trait Emotional Intelligence

	1	2	3	4	5	6	7	8
1. Extraversion								
2. Agreeableness	-.091 p=.186							
3. Conscientiousness	-.004 p=.955	.248** p=.000						
4. Neuroticism	-.147* p=.033	.070 p=.311	-.202** p=.003					
5. Openness	.181** p=.008	.319** p=.000	.319** p=.000	-.118 p=.087				
6. Total TEI	.027 p=.701	-.033 p=.635	.058 p=.403	-.125 p=.069	.067 p=.331			

Table 5.

(devam). *Correlation between Personality Traits and Trait Emotional Intelligence*

7. Regulation of Emotions	.032 p=.644	-.036 p=.599	.051 p=.462	-.107 p=.122	.109 p=.114	.827** p=.000		
8. Utilization of Emotions	-.009 p=.892	-.055 p=.427	.025 p=.719	-.096 p=.164	-.002 p=.975	.444** p=.000	.208* p=.002	
9. Appraisal of Emotions	-.013 p=.848	-.026 p=.712	.033 p=.631	-.074 p=.286	.013 p=.849	.799** p=.000	.514* p=.000	.170* p=.013

*p<.05; **p<.01

Table 5 shows that there is no significant correlation between BFPT and TEI.

The first and one of the most significant hypotheses of this study was that TEI and BFPT should be correlated. In terms of sub-dimensions of BFPT, Neuroticism and Agreeableness were found to be negatively correlated with TEI and its all sub-dimensions without any statistical significance. Extraversion and Conscientiousness were also found to be negatively correlated with two of the sub-dimensions of TEI, namely Utilization of Emotions and Appraisal of Emotions. In addition, Openness was found to be negatively correlated only with Utilization of Emotions. Thus, majority of the BFPT were found to be negatively correlated with TEI, which indicates opposite relevance of some certain personality traits with TEI and its sub-dimensions.

Findings based on the research question 2.

The findings based on the research question “Is there a significant difference in GPA and the academic success in four language skills, TEI and BFPT of the EFL learners in terms of their gender?” areas given in Table 5.

Table 6.

Differences in GPA, Language Skills, TEI and Personality Traits by Gender in Entire Sample

Scores	Gender	N	Mean	SD	t	p
GPA/Midterms	Female	107	67.7679	12.17000	1.656	.099
	Male	104	64.7772	14.02438		
Listening	Female	107	61.2040	12.16962	.346	.729
	Male	104	60.5673	14.46251		
Reading	Female	107	68.0171	12.85319	1.387	.167
	Male	104	65.4792	13.71716		
Writing	Female	107	70.1854	15.25816	2.644	.009
	Male	104	64.0994	18.09630		
Speaking	Female	107	72.2430	13.22351	1.635	.104
	Male	104	69.0769	14.88231		
Total Trait EI	Female	107	153.2897	14.59840	1.201	.231
	Male	104	150.6442	17.31542		
Regulation of Emotions	Female	107	46.4860	5.75501	.782	.435
	Male	104	45.7981	6.97482		
Utilization of Emotions	Female	107	21.2991	3.12088	1.769	.078
	Male	104	20.5192	3.28273		
Appraisal of Emotions	Female	107	37.7570	5.29300	-.214	.830
	Male	104	37.9231	5.94912		
Extraversion	Female	107	3.483311	.7015426	-.121	.904
	Male	104	3.494505	.6431801		
Agreeableness	Female	107	3.678738	.6734438	-.308	.759
	Male	104	3.705529	.5871212		
Conscientiousness	Female	107	3.296866	.5904721	.722	.471
	Male	104	3.238122	.5913896		
Neuroticism	Female	107	2.661059	.6438304	.741	.460
	Male	104	2.594231	.6669327		
Openness	Female	107	4.090788	.4263837	.897	.371
	Male	104	4.037088	.4428930		

*p<.05; **p<.01

Independent samples T-test was conducted to test whether there is a significant difference between female and male EFL learners in terms of their success in GPA and language skills as well as their TEI and BFPT mean scores. The results in Table 6 show that there is no significant difference between females and males in terms of their success in GPA and language skills as well as their TEI and BFPT mean scores. Thus, it can be understood that both female and male students are almost equally successful in terms of their GPA and language skills. Furthermore, neither females nor males outweigh the other group in TEI or in BFPT. However, it can be seen in the table that females have higher mean scores in GPA and language skills as well as majority of the TEI, its sub-dimensions and personality traits without any statistical significance. All in all, these results indicate statistically insignificance of gender in GPA and language skills or any of the dimensions or sub-dimensions of TEI and BFPT. Thus, we cannot associate the variable of gender with EFL learners' success in GPA and language skills as well as their TEI and BFPT.

Findings based on the research question 3.

The findings based on the research question “Is there a statistically significant difference among EFL learners in different faculties in terms of their GPA and their academic success in language skills?” areas given in Tables 7-11.

Table 7.

Differences among EFL learners in different faculties in terms of their GPA (One Way ANOVA)

Faculties	N	Mean	SD	F	P
Architecture	12	64.8750	15.04406	2.034	.110
Engineering	93	68.7491	14.60415		
Economy and Administrative Sciences	79	64.6456	10.74399		
Science	27	63.2901	12.81731		

*p<.05; **p<.01

As is seen in Table 7.the result of One way ANOVA test illustrates that there is no significant difference among EFL learners in different faculties in terms of their GPA. However, follow up LSD Post-Hoc analysis shows that the students at the faculty of Engineering have significantly higher scores for GPA than the faculty of Economy and Administrative Sciences. These findings confirm the hypothesis 3, which was based on the

higher scores of the students in the faculty of Engineering in the Undergraduate Placement Examination than the rest of the students in the other faculties.

Table 8.

Differences among EFL learners in different faculties in terms of their Listening Skills

Faculties	N	Mean	SD	F	P
Architecture	12	57.4583	13.43280	1.757	.157
Engineering	93	63.1900	14.55791		
Economy and Administrative Sciences	79	59.4346	11.08059		
Science	27	58.7531	14.25121		

*p<.05; **p<.01

As is seen in Table 8, the result of One way ANOVA test illustrates that there is no statistical significant difference among EFL learners in different faculties in terms of their listening skills.

Table 9.

Differences among EFL learners in different faculties in terms of their Reading Skills

Faculties	N	Mean	SD	F	P
Architecture	12	66.4861	16.23680	2.633	.051*
Engineering	93	69.5627	14.13175		
Economy and Administrative Sciences	79	64.5886	11.89983		
Science	27	63.6296	11.67704		

*p<.05; **p<.01

As is seen in Table 9. the result of One-way ANOVA test illustrates that there is a statistical significant difference on behalf of the students in the faculty of Engineering in terms of their reading skills. Furthermore, the follow up LSD Post-Hoc analysis shows that the students at the faculty of Engineering have significantly higher scores for reading than the students in the faculty of Economy and Administrative Sciences and the faculty of Science. These findings partly confirm the hypothesis 3, which was based on the scores of the students in the Undergraduate Placement Examination.

Table 10.

Differences among EFL learners in different faculties in terms of their Writing Skills

Faculties	N	Mean	SD	F	P
Architecture	12	69.0000	16.96669	1.579	.196
Engineering	93	69.7043	18.33981		
Economy and Administrative Sciences	79	65.3460	14.82845		
Science	27	63.0864	17.26431		

*p<.05; **p<.01

As is seen in Table 10, the result of One way ANOVA test illustrates that there is no statistical significant difference among EFL learners in different faculties in terms of their writing skills.

Table 11.

Differences among EFL learners in different faculties in terms of their Speaking Skills

Faculties	N	Mean	SD	F	P
Architecture	12	66.1806	17.65901	1.526	.209
Engineering	93	72.7204	15.75766		
Economy and Administrative Sciences	79	69.9810	11.13319		
Science	27	67.7160	13.90719		

*p<.05; **p<.01

As is seen in Table 11, the result of One way ANOVA test illustrates that there is no statistical significant difference among EFL learners in different faculties in terms of their listening skills.

All in all, as is seen in the Tables above regarding the differences among the EFL students in different faculties in terms of GPA and language skills, the 3rd hypothesis of the study was partly confirmed only for GPA and reading skills on behalf of the students in the faculty of Engineering. There was no statistically significant difference in terms of the faculty of Architecture and three of the language skills namely listening, writing and speaking.

Findings based on the research question 4.

The findings based on the research question “Is there a significant difference in the TEI and BFPT of the EFL learners in terms of their majors?” areas given in Tables 12-13.

Table 12.

Difference among EFL learners in different Faculties in terms of Trait Emotional Intelligence

TEI	Faculties	N	Mean	SD	F	p
Total EI	Architecture	12	153.3333	10.81525	.413	.744
	Engineering	93	150.7312	17.51902		
	Economy and Administrative Sciences	79	152.5063	15.81453		
	Science	27	154.1852	13.14135		
Regulation of Emotions	Architecture	12	46.2500	6.03211	.840	.473
	Engineering	93	45.6774	6.52947		
	Economy and Administrative Sciences	79	46.0886	6.64713		
	Science	27	47.8889	5.09399		
Utilization of Emotions	Architecture	12	19.5000	3.11886	1.233	.299
	Engineering	93	20.8387	3.24470		
	Economy and Administrative Sciences	79	21.3038	3.31799		
	Science	27	20.6667	2.78733		
Appraisal of Emotions	Architecture	12	39.5833	4.99924	1.046	.373
	Engineering	93	37.1935	6.30262		
	Economy and Administrative Sciences	79	38.3797	4.95959		
	Science	27	37.7037	5.07494		

*p<.05; **p<.01

As is seen in Table 12 One way ANOVA results illustrate that there is no significant difference among EFL learners in different faculties for their TEI. These results do not support the 4th hypothesis.

Table 13.

Difference among EFL learners in different Faculties in terms of BFPT

	Faculties	N	Mean	SD	F	P
Extraversion	Architecture	12	3.464282	.8198036	1.198	.311
	Engineering	93	3.575269	.6829595		
	Economy and Administrative Sciences	79	3.449367	.6440924		
	Science	27	3.317460	.6355918		
Agreeableness	Architecture	12	3.911458	.4755815	.530	.311
	Engineering	93	3.668683	.6990012		
	Economy and Administrative Sciences	79	3.692247	.5778507		
	Science	27	3.673611	.6043048		
Conscientiousness	Architecture	12	2.872549	.5065369	2.468	.063
	Engineering	93	3.322581	.5789298		
	Economy and Administrative Sciences	79	3.299330	.5973791		
	Science	27	3.163399	.5930422		
Neuroticism	Architecture	12	2.744444	.5316894	.708	.548
	Engineering	93	2.625090	.7020270		
	Economy and Administrative Sciences	79	2.568776	.6523100		
	Science	27	2.760494	.5346967		
Openness	Architecture	12	4.035714	.4312686	.452	.716
	Engineering	93	4.103687	.4412609		
	Economy and Administrative Sciences	79	4.032550	.4017553		
	Science	27	4.034392	.5121638		

*p<.05; **p<.01

As is seen in Table 13 One way ANOVA results illustrate that there is no significant difference among EFL learners in different faculties for their BFPT. These results do not support the 4th hypothesis.

As a result, it is safe to state that majors of EFL learners in different faculties do not have any influence on their TEI or BFPT.

Findings based on the research question 5.

The findings based on the research question “Are TEI an its sub-dimensions positively correlated with the academic success in four language skills and GPA?” areas given in Table 14.

Table 14.

Correlation among Trait Emotional Intelligence and Four Language Skills and GPA in entire sample

	1.	2.	3.	4.	5.	6.	7.	8.
1. Total TEI								
2. Regulation of Emotions	,827** p=,000							
3. Utilization of Emotions	,444** p=,000	,208** p=,002						
4. Appraisal of Emotions	,799** p=,000	,514** p=,000	,170* p=,013					
5. GPA	,034 p=,623	,068 p=,322	,008 p=,906	,006 p=,927				
6. Listening	-,029 p=,679	-,049 p=,479	-,040 p=,567	,037 p=,590	-,713** p=,000			
7. Reading	,011 p=,871	,016 p=,822	-,026 p=,709	,046 p=,507	-,713** p=,000	,874** p=,000		
8. Writing	,002 p=,974	-,005 p=,938	,040 p=,559	-,005 p=,941	-,759** p=,000	,787** p=,000	,805** p=,000	
9. Speaking	-,066 p=,338	-,090 p=,193	-,012 p=,860	-,046 p=,509	-,663** p=,000	,748** p=,000	,686** p=,000	,731** p=,000

*p<.05; **p<.01

Table 14 shows that there is no correlation among Trait Emotional Intelligence, GPA and four listening skills. These findings do not support the 5th hypothesis claiming that TEI, GPA and the academic success in four language skills are positively correlated. Although

the results are insignificant, there are some negative correlations contrary to the 5th hypothesis. Especially, speaking was found to be negatively correlated with TEI.

Findings based on the research question 6.

The findings based on the research question “Are BFPT- except for Neuroticism- positively correlated with the academic success in four language skills and GPA?” areas given in Table 15.

Table 15.

Correlation among the Personality Traits, Language Skills and GPA in entire sample

	1	2	3	4	5	6	7	8	9
1. Extraversion									
2. Agreeableness	-,091 p=,186								
3. Conscientiousness	-,004 p=,955	,248** p=,000							
4. Neuroticism	-,147* P=,033	,070 p=,311	-,202** p=,003						
5. Openness	,181** p=,008	,319** P=,000	,319** p=,000	-,118 p=,087					
6. GPA	,098 p=,158	,138* P=,045	,115 p=,096	-,017 p=,804	,124 p=,072				
7. Listening	,076 p=,274	,157* p=,022	-,026 p=,705	,063 p=,363	-,019 p=,785	-,713** p=,000			
8. Reading	,031 P=,658	-,125 p=,071	-,049 p=,476	,044 p=,523	-,104 p=,133	-,713** p=,000	,874** p=,000		
9. Writing	,035 p=,609	-,119 p=,085	,039 p=,572	,032 p=,639	-,046 p=,502	-,759** p=,000	,787** p=,000	,805** p=,000	
10. Speaking	-,002 p=,973	-,070 p=,311	,080 p=,250	,011 p=,876	,001 p=,988	-,663** p=,000	,748** p=,000	,686** p=,000	,731** p=,000

*p<.05; **p<.01

As it is seen in Table 15 Pearson correlation analysis illustrates Agreeableness is positively correlated only with GPA and listening. Despite being statistically insignificant, Agreeableness was found to be negatively correlated with reading, writing and speaking but listening. However, the rest of the BFPT were not found to be positively correlated with GPA or any language skills. Thus, the 6th hypothesis was confirmed only for

Agreeableness in GPA and listening, and for Neuroticism only in GPA. Interestingly, despite being statistically insignificant, Neuroticism was found to be positively correlated with all language skills, which contradicts the 6th hypothesis.

Findings based on the research question 7.

The findings based on the research question “Is there a correlation between BFPT-except for Neuroticism- and the academic success in four language skills and GPA in terms of the majors of the EFL learner?” areas given in Tables 16-19.

Table 16.

Correlation among Personality Traits, GPA and Language Skills for the EFL learners in the faculty of Architecture

	1	2	3	4	5	6	7	8	9
1. Extraversion									
2. Agreeableness	-.206 p=.521								
3. Conscientiousness	-.392 p=.208	-.099 p=.760							
4. Neuroticism	.215 p=.502	.100 p=.756	-.433 p=.160						
5. Openness	.237 p=.458	-.016 p=.961	.451 p=.141	-.440 p=.152					
6. GPA	-.649* p=.022	.732** p=.007	.176 p=.585	.021 p=.948	-.235 p=.463				
7. Listening	-.477 p=.117	.760** p=.004	.028 p=.931	.112 p=.728	-.371 p=.235	.909** p=.000			
8. Reading	-.582* p=.047	.701* p=.011	.144 p=.655	.081 p=.803	-.291 p=.359	.951** p=.000	.916** p=.000		
9. Writing	-.575 p=.050	.806** p=.002	.299 p=.346	-.151 p=.639	-.011 p=.974	.930** p=.000	.853** p=.000	.930** p=.000	
10. Speaking	-.505 p=.094	.722** p=.008	.056 p=.862	.162 p=.616	-.333 p=.291	.916** p=.000	.832** p=.001	.790** p=.002	.769** p=.003

*p<.05; **p<.01

Table 16 shows that there is a negative correlation among extraversion, all language skills and GPA. On the other hand, Agreeableness is positively correlated with GPA and all language skills for the Faculty of Architecture. Thus, the 7th hypothesis claiming that

there should be a positive correlation between BFPT-except for Neuroticism- GPA and Language skills in EFL learners in terms of their majors was partially confirmed for the faculty of Architecture.

Table 17.

Correlation among Personality Traits, GPA and Language Skills for the EFL learners in the faculty of Engineering

	1	2	3	4	5	6	7	8	9
1. Extraversion									
2. Agreeableness	-.092 p=.383								
3. Conscientiousness	-.040 p=.702	.231* p=.026							
4. Neuroticism	-.186 p=.074	.161 p=.123	-.001 p=.995						
5. Openness	.123 p=.239	.296** p=.004	.330** p=.001	-.085 p=.417					
6. GPA	-.166 p=.113	-.039 p=.712	-.089 p=.396	.180 p=.085	-.203 p=.051				
7. Listening	-.169 p=.105	-.059 p=.574	-.116 p=.269	.175 p=.094	-.195 p=.060	.940** p=.000			
8. Reading	-.173 p=.097	-.024 p=.819	-.123 p=.240	.233* p=.025	-.153 p=.142	.938** p=.000	.872** p=.		
9. Writing	-.026 p=.807	-.022 p=.835	-.075 p=.473	.061 p=.562	-.207* p=.046	.902** p=.000	.811** p=.000	.802** p=.000	
10. Speaking	-.213* p=.041	-.086 p=.414	-.090 p=.389	.113 p=.281	-.219* p=.035	.893** p=.000	.802** p=.000	.781** p=.000	.748** p=.000

*p<.05; **p<.01

Table 17 shows that Extraversion is negatively correlated only with Speaking. In addition, Neuroticism is also negatively correlated only with Reading. Openness is also negatively correlated with writing and speaking. Thus, the 7th hypothesis stating that there should be a positive correlation between BFPT –except for Neuroticism-and GPA and Language skills in EFL learners in terms of their majors has partially been confirmed for the faculty of Engineering.

Table 18.

Correlation among Personality Traits, GPA and Language Skills for the EFL learners in the faculty of Economy and Administrative Sciences

	1	2	3	4	5	6	7	8	9
1. Extraversion									
2. Agreeableness	-.089 p=.433								
3. Conscientiousness	.044 p=.697	.270* p=.016							
4. Neuroticism	-.085 p=.455	-.129 p=.258	-.381** p=.001						
5. Openness	.187 p=.098	.321** p=.004	.277* p=.013	-.072 p=.527					
6. GPA	.221 p=.050	-.087 p=.447	-.125 p=.270	.033 p=.775	.223* p=.048				

Table 18.

(devam). Correlation among Personality Traits, GPA and Language Skills for the EFL learners in the faculty of Economy and Administrative Sciences

	1	2	3	4	5	6	7	8	9
7. Listening	.109 p=.337	-.121 p=.287	-.253* p=.024	.169 p=.137	.126 p=.268	.873** p=.000			
8. Reading	.188 p=.097	-.083 p=.467	-.161 p=.157	-.010 p=.934	.184 p=.104	.874** p=.000	.846** p=.000		
9. Writing	.139 p=.222	-.029 p=.800	-.061 p=.596	-.003 p=.982	.215 p=.058	.863** p=.000	.671** p=.000	.722** p=.000	
10. Speaking	.244* p=.030	-.092 p=.421	-.082 p=.474	-.004 p=.975	.175 p=.123	.757** p=.000	.648** p=.000	.548** p=.000	.620** p=.000

*p<.05; **p<.01

Table 18 shows that Extraversion is positively correlated only with Speaking in the faculty of Economy and Administrative Sciences. However, Conscientiousness is negatively correlated with listening. Moreover, Openness is positively correlated with GPA. Thus, the 7th hypothesis indicating that there should be a positive correlation among BFPT, GPA and Language skills in EFL learners in terms of their majors has partially been confirmed for the faculty of Economy and Administrative Sciences.

Table 19.

Correlation among Personality Traits, GPA and Language Skills for the EFL learners in the faculty of Science

	1	2	3	4	5	6	7	8	9
1. Extraversion									
2. Agreeableness	-.242 p=.225								
3. Conscientiousness	-.122 p=.544	.626** p=.000							
4. Neuroticism	-.064 p=.750	-.105 p=.602	-.301 p=.126						
5. Openness	.190 p=.342	.519** p=.005	.358 p=.066	-.418* p=.030					
6. GPA	.037 p=.853	.175 p=.382	.073 p=.716	-.025 p=.903	-.055 p=.787				
7. Listening	-.002 p=.990	.257 p=.195	.100 p=.621	-.196 p=.326	.039 p=.848	.916** p=.000			
8. Reading	-.034 p=.867	-.061 p=.763	.038 p=.852	-.026 p=.899	-.303 p=.125	.841** p=.000	.731** p=.000		
9. Writing	.021 p=.917	.096 p=.635	.056 p=.781	-.012 p=.952	-.073 p=.717	.946** p=.000	.787** p=.000	.802** p=.000	
10. Speaking	.166 p=.408	.247 p=.215	.086 p=.670	-.018 p=.928	.156 p=.438	.851** p=.000	.758** p=.000	.604** p=.001	.743** p=.000

*p<.05; **p<.01

Table 19 shows that there is no significant correlation among any personality traits, GPA or language skills in the faculty of Science. Thus, the 7th hypothesis claiming that there should be a positive correlation between BFPT and GPA and Language skills in EFL learners in terms of their majors has not been supported for the faculty of Science.

In the light of the data obtained through the Tables 8.a-d, it can be inferred that there is a correlation among Personality Traits, GPA and Language Skills for the EFL learners in different faculties. When BFPT and skills are considered, extraversion was found to be negatively correlated with speaking in EFL learners in the faculty of Engineering and Economy and Administrative Sciences. Moreover, Extraversion was negatively correlated with GPA and all language skills in EFL learners in the faculty of Architecture. Agreeableness was found to be positively correlated only with GPA and all language skills

only in EFL learners in the faculty of Architecture. Neuroticism was found to be negatively correlated with reading in EFL learners in the faculty of Engineering. Openness was found to be negatively correlated with writing and speaking in EFL learners in the faculty of Engineering whereas it was positively correlated with GPA in EFL learners in the faculty of Economy and Administrative Sciences. Conscientiousness was found to be negatively correlated in EFL learners only in the faculty of Economy and Administrative Sciences. All in all, although there were some certain correlations among the personality traits, GPA and language skills, there was no correlation for the faculty of Science.

4.2. Discussion

In the present study, we aimed to examine the predictive ability of Big Five Personality Traits (BFPT) and Trait Emotional Intelligence (TEI) of the academic success of EFL learners in four language skills as well as in their GPA.

Based on the theoretical background and the research findings mentioned earlier, we anticipated that to some extent there were certain correlations and differences in terms of the variables of gender and major in GPA (McCrea&Costa,1992a; Parker, et al, 2004; Chamorro-Premuzic, 2007; Tok&Moralı, 2009; Naderi, et al, 2010; Siegling, et al, 2014). The findings of this study, thus, are partially compatible with the previous researches in terms of the variables of gender and major of the participants of the research so that this study proposes that gender and major play a significant role in the academic performance of the EFL learners in their GPA and four language skills, namely reading, listening, writing and speaking.

The data obtained is broadly consistent with the major trends such as McCrea & Costa's BFPT theory (1992), Zuckerman's (1991) and Eysenck's (1952) personality theories.

The most significant hypothesis of the study was that BFPT and TEI should be correlated as given in certain researches (Austin, et al, 1998; Austin, et al, 2005; Avsec& Kavcic, 2011; Avsec, et al, 2009; Augusto, et al, 2010, Tok&Moralı, 2009; Petrides, 2010; Vernon, et al, 2008). However, in this study it has been found out that there is no significant correlation between BFPT and TEI. In this study it has also been determined that Neuroticism and Agreeableness are negatively correlated with TEI. Likewise, Extraversion and Conscientiousness have showed negative correlation with two of the sub-dimensions of TEI namely, Utilization of Emotions and Appraisal of Emotions. When it comes to

Openness it has also been found to be negatively correlated with the Utilization of Emotions.

One of the two variables in the study was gender. Many of the previous researches illustrate that gender plays a significant role in academic success (Naderi, et al, 2010;) whereas gender is not significantly related to TEI (Petrides& Furnham, 2000a; Sieling, et al 2010, Fatami&Asghari, 2012; Constanta Dumitriu et al, 2014; Esfandiaria& Ekradib, 2014; Zimmerman&Kitsantas, 2014; Mitrofana& Cioricaru, 2014). The findings of this study also have demonstrated no significant differences between female and male EFL learners. However, female participants have higher scores in GPA and language skills as well as the majority of TEI, its sub-dimensions and personality traits. Thus, we cannot associate gender with EFL learners' scores in GPA, language skills and TEI and BFPT.

The second variable of the study was major of the EFL learners. They were from four distinct faculties, which are the Faculty of Engineering, the Faculty of Administrative Sciences, the Faculty of Architecture and the Faculty of Science. Results showed that there was no significant difference among the students from different faculties although the students of the Faculty of Engineering have higher scores for GPA than the Faculty of Economy and Administrative Sciences, confirming the 3rd hypothesis. Unlike the findings of the study, there are few studies which have found a positive correlation between the majors of the students and their academic success (Vedel, 2014; Lakhal, et al, 2013).

The variable of major has showed a significant difference only in the reading skill out of four language skills. The students of the faculty of Engineering have higher scores than the ones in the faculty of Economy and Administrative Sciences and the faculty of Science, which partly confirmed the 3rd hypothesis based on the scores of the students in the Undergraduate Placement Examination.

Also, the majors of the EFL learners have not played a significant role in their TEI or BFPT scores. Thus, the participants from a certain faculty have not outweighed the ones from the other faculties neither in TEI nor BFPT.

Although the results are insignificant in terms of the correlation among TEI, Language Skills and GPA, there are some negative correlations contrary to the 5th hypothesis. Especially, speaking was found to be negatively correlated with TEI similar to those stated by Freudenthaler (2008). Unlike these studies, Petrides et al. (2004) and Restegar and Karami (2013) have shown the importance of emotional intelligence in academic

achievement in. Also, Oz, (2015) indicated the positive relationship between emotional intelligence and language learning. Additionally, Parker, et al (2004) indicated the predictive ability of emotional intelligence of academic success.

On the other hand there are significant correlations among the BFPT, Language Skills and GPA also stated in many researches (Safdarian, 2014; Vehar, 1968; Oz, 2014; Petrides, et al, 2004; Tok&Moralı, 2009). Agreeableness has been found to be negatively correlated with GPA, writing and Speaking. Furthermore; despite being statistically insignificant, Neuroticism is positively correlated with language skills in the entire sample.

Finally, for the correlation among BFPT, GPA, Language Skills across faculties, it has been determined that extraversion is negatively correlated with the academic success in language Skills and GPA unlike Agreeableness for the students at the faculty of Architecture. In the faculty of Engineering, negative correlation has been detected between Extraversion and Speaking; Neuroticism and Reading; Openness and Writing/Speaking. On the other hand, the EFL learners in the faculty of Economy and Administrative Sciences, Extraversion are positively correlated with Speaking; Conscientiousness is negatively correlated with Listening; Openness is positively correlated with GPA. Unlike the rest of the EFL learners, there has been no significant correlation for the learners at the faculty of Science in terms of their BFPT, GPA and Language Skills.

In short, the most important points to underline in this study are the facts that gender which is one of the two variables of the study has not been found significant in explaining the predictive ability of neither BFPT nor TEI of GPA or academic success in language skills of the EFL learners. However, it can be indicated that female learners have had higher scores in their GPAs and some sub-dimensions of the TEI. Thus, we cannot associate gender with any of the research dimensions of this study. These findings are also partially consistent with the literature. The second variable of the study is major of the EFL learners. The students of the faculty of Engineering have had higher scores than the ones in the faculty of Economy and Administrative Sciences and the Faculty of Science only in Reading. Agreeableness has been found to be negatively correlated to GPA and writing and speaking. In contrast to related researches mentioned earlier, Neuroticism is positively correlated with language skills in the entire sample despite being an insignificant finding. Negative correlation has been detected between Extraversion and Speaking. All in all, no relationship has been determined between TEI and BFPT contrary to the hypothesis of the study.

Overall, the results of this study confirmed the knowledge of the associations among personality traits, trait emotional intelligence, and academic success. The findings also extend the body of knowledge of personality traits and trait emotional intelligence in Turkish context.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Introduction

In this part of the study, the conclusions made in the light of the research are provided. Next, the suggestions for practical applications and ideas for further research are indicated.

5.2. Conclusion

The terms Big Five Personality Traits (BFPT) and Trait Emotional Intelligence (TEI) have some specific meanings in EFL contexts. To illustrate, BFPT in an English language classroom refers to Conscientiousness, Agreeableness, Extraversion, Neuroticism and Openness in terms of linguistic, communicative and intercultural abilities of language learners and users for their personal communication purposes. In the same sense, TEI refers to the Optimism/Mood Regulation, Appraisal of Emotion and Utilization of Emotion of the language learners with regard to such language abilities stated above.

The results of this study, which lasted about three academic years, have revealed various significant facts that have potential to influence further researches in the related areas. All of these facts have been reflected via some quantitative data concerning BFPT, TEI, academic success in language skills and general competences (GPA). In the light of the results it is possible to make conclusions as in the following:

BFPT based data have demonstrated that Neuroticism and Agreeableness are negatively related to TEI, which can be explained with the emotional instability of neurotic individuals, who are more likely to experience feelings such as stress, anxiety, envy, anger, guilt and depression. However, individuals having high scores from TEI can be treated as people who are controlled and emotionally stable, and who are capable of recognize and manage their own and others' feelings. When it comes to the negative correlation between Agreeableness and TEI, it can arouse from the nature of agreeable individuals that can be

easily persuaded to do and involve in anything since people scoring high in Agreeableness tend to believe that most people are honest, decent, and trustworthy. Thus, agreeable people are inclined to lose control over their lives and let others to affect them easily. The study showed that if a person is dominantly agreeable, then s/he can have low scores in TEI. Likewise, Extraversion and Conscientiousness have also been found to be negatively correlated with the sub-dimensions of TEI; Utilization of Emotions and Appraisal of Emotions. Extraverts tend to be enthusiastic, talkative and assertive. Extravert people are intelligent and responsible however not patient enough to consider others' emotions. They can be distracted by anything attractive and this can hinder their ability to appraise and utilize their and others' emotions.

As this is the first year of the participants at university as preparatory school students, they have a new life, new friends and unlimited freedom after a long time with lots of responsibilities to study hard for the university entrance exam beside their families. Now that they have the chance to decide on and do anything themselves, it wouldn't be hard for their friends to convince them not to study and do anything more enjoyable. They would go out and have fun with friends rather than studying. On the other hand conscientious people avoid spontaneous behavior. They would rather planned ones. However, emotions change too fast. They may have the difficulty do adapt the emotionally new situations, which would cause them to have difficulty in handling their own and others' emotional changes and situations caused by them. Openness was also negatively correlated with the sub-dimension of TEI-Utilization of emotions. Those individuals who are open to new ideas are inclined to try new things without any or little hesitation, which may cause them miss out the emotions occurring around. Thus, they miss the chance to utilize these emotions to solve any problems.

It has been demonstrated that gender does not play a significant role in academic success, TEI or BFPT. Thus, none of the genders outweigh the other one in any of the dimensions in the study. However, it can be added that female participants got higher scores in both of the scales and language tests during the term without any significance. It can be concluded that gender plays no role in TEI, BFPT or in academic success in language skills or in GPA.

Another insignificant correlation was among majors of the participants and their TEI, BFPT and academic success, except for the students of Engineering Faculty, who had significantly higher academic scores than the ones of the faculty of Economy and

Administrative Sciences only in reading skill. Thus, we cannot claim that any faculty students are better or the best in realizing and monitoring emotions as well as solving problems with the help of their control over emotions to be academically successful as EFL learners who try to achieve the linguistic, communicative and intercultural purposes of their own. Another point that should be indicated here is that none of the personality traits can be attributed to any faculty members to explain their academic success in language skills as EFL learners and users. As for the students of Engineering Faculty and their significantly higher success in reading skill than the students at the faculty of Economy and Administrative Sciences, they had already got higher scores than the rest of the participants from the University Entrance Exam (ÖSS) in Turkey. The fact that they are academically more successful than the others has been confirmed once more in this study via their success in reading skill. Reading being a complex oral and mental process requires certain skills at phonemic and decoding. Students of engineering faculty are good at numbers, numerical operations which needs analytical skills. Decoding in the comprehension and analyzing a reading text is crucial in the success of reading skill. Thus, engineering students with their analytical skills could have higher scores. Furthermore, the content of the reading texts is another determining point in their success in that reading is a text-to-brain process as well as being a brain-to-text one. As these students received ESP courses and exams parallel to this education, the reading texts related to engineering, mathematics, science and technology could have attracted and motivated them, which contributed to their understanding of the texts and finally get good marks in the exams.

The data obtained indicated that the correlation between the academic success in language skills and TEI was insignificant. Only Speaking was found to be negatively correlated with TEI. The fact that there is not a negative correlation among skills and TEI can be explained with the stressful nature of communicating in a foreign language. You should be calm enough to control and understand others' feelings to continue the communication. However, if you are not good at identifying and regulating your or other's feelings, or at using these feelings in solving problems, then it is not surprising that you fail in the process of reaching at your desired communicative goals. On the other hand, it is surprising that there is a negative correlation between speaking, which can be treated as the most stressful language skill among the others, and TEI. All in all, people who have low scores from TEI can be unsuccessful in language skills due to the lack of control over feelings on time and properly while communicating in the target language.

Summing up the results about BFPT and academic success, it can be concluded that Agreeableness has been found to be negatively correlated with GPA, academic success in writing and speaking. In fact, agreeable people are easy going. However, as it's probably their first experience in a new environment far away from their families and hometowns, they may not have adapted this new situation, yet. In addition, they are quite friendly, mindful and helpful individuals. That's they are inclined to be too altruist towards other people. As its their first year, just like them, their friends had various problems and they may have spend so much time in solving others' problems that they forgot themselves and their academic responsibilities. Therefore, it is possible that they couldn't focus on their studies sufficiently, which caused them to get lower marks. Due to the fact that writing and speaking are productive skills unlike reading and listening that are receptive skills, they develop later and they are demanding skills which can cause more stress on the language learner. These agreeable learners who were experiencing a new life were also learning a new language, which can also be treated another stress resource for them. The adaptation period might have taken a long time for them leading low scores in these language skills and in their GPAs. Interestingly, participants who had high scores in Neuroticism are successful in language skills without statistically any significant value. Contrary to the prevailing literature, emotionally unstable learners and users of English can be academically successful in language skills and in their daily lives while using the language. This may have resulted in the low levels of Neuroticism of these learners. That's, maybe, the stress and anxiety they felt was even useful during the tests they took throughout a year. Here comes the term 'positive stress' from the field of learning and educational psychology, which helps the learners focus on the material they are studying on so that they can understand it better.

In conclusion, it is evident that this study has shown BFPT and TEI have certain levels of predictive ability of academic success in language skills and in GPA. Some personality traits can predict the achievement in a foreign language skill. Besides, language learners and users who have high scores in TEI can be treated as successful language learners. Parallel to the hypotheses of the research it can be concluded that as individual differences BFPT profiles and TEI levels of language learners can foresee their success as EFL learners and users. In contrast, gender and major as other individual differences do not have any significant difference in the success of EFL learners. When it comes to the relationship between BFPT and TEI, each of the BFPT has negative correlations with the

TEI or its sub-dimensions. Thus, it is clear that there is a strong and negative relationship between BFPT and TEI.

5.3. Suggestions

In the light of the findings and conclusions of the study it is safe to state the following suggestions as part of the study.

This research concerned with the preparatory school students' academic success in English language; however, the results should be applicable to their overall academic success. The same research can be conducted for language learners studying other languages. Moreover, it is possible to do the same research for the students of undergraduate and graduate level in any field. Also, a similar research can be carried out at earlier levels of education.

In addition to the language learners, the lecturers and instructors at universities, as well as teachers at primary, secondary or high schools can be tested in terms of their BFPT and TEI with regard to their teaching methods, styles or strategies.

As for the practical applications of this study, the assessment and evaluation criteria of language learners and users can be revised so that their personality traits and emotional intelligences, as individual differences, can be taken into consideration in their education. The findings of the study has made it clear that certain personality traits predict the success in language skills, which means learners are advantageous or disadvantageous in some language skills. They cannot change these personality traits; however, the courses and tests they take can be adapted or materials can be developed accordingly. The same concern can be kept in the material development and adaptation stages of education for language learners. With such materials, it is suggested that language learners will be more motivated and focused while learning a new language, which would definitely contribute to their academic success in language learning.

Teachers of languages are suggested to apply personality and emotional intelligence scales that they are easily accessible and free to see the personality profiles of their students as well as their capacities of using emotions. In that way, they can arrange the materials, lessons, activities and the tests they will apply for their students. Hopefully, they can help their learners make use of the resources in them, motivate and guide them while learning a new language according to their individual differences.

More research into the relationship between Neuroticism and academic success is still necessary before obtaining a definitive explanation to the positive correlation between them, which is a contradictory to the prevailing literature about this topic. Thus, further research of the issue would be of interest for the researchers who deal with BFPT and TEI. On the other hand, the negative correlation between speaking and TEI found in this study can be a specific research topic due to being another controversy finding to the prevailing literature.



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APPENDICES



Appendix 1. Trait EMotional Intelligence Scale

Aşağıda çeşitli durumlara ilişkin ifadeler bulunmaktadır. Lütfen ifadeyi okuduktan sonra sizin için uygun olma derecesini (“Kesinlikle Katılmıyorum (1)”, “ Katılmıyorum (2)”, “Fikrim yok (3)”, “Katılıyorum (4)”, “Kesinlikle Katılıyorum (5)”) sağ taraftaki kutucuklardan birini işaretleyerek (x) belirtiniz.	Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum
1. Kişisel sorunlarımı başkaları ile ne zaman paylaşacağımı bilirim.	1	2	3	4	5
2. Bir sorunla karşılaştığım zaman benzer durumları hatırlar ve üstesinden gelebilirim.	1	2	3	4	5
3. Genellikle yeni bir şey denerken başarısız olacağımı düşünürüm.	1	2	3	4	5
4. Bir sorunu çözmeye çalışırken ruh halimden etkilenmem.	1	2	3	4	5
5. Diğer insanlar bana kolaylıkla güvenirlir.	1	2	3	4	5
6. Diğer insanların beden dili, yüz ifadesi gibi sözel olmayan mesajlarını anlamakta zorlanırım.	1	2	3	4	5
7. Yaşamımdaki bazı önemli olaylar neyin önemli neyin önemsiz olduğunu yeniden değerlendirmeme yol açtı.	1	2	3	4	5
8. Bazen konuştuğum kimsenin ciddi mi olduğunu yoksa şaka mı yaptığını anlayamam.	1	2	3	4	5
9. Ruh halim değiştiğinde yeni olasılıkları görürüm.	1	2	3	4	5
10. Duygularımın yaşam kalitem üzerinde etkisi yoktur.	1	2	3	4	5
11. Hissettiğim duyguların farkında olurum.	1	2	3	4	5
12. Genellikle iyi şeyler olmasını beklemem.	1	2	3	4	5
13. Bir sorunu çözmeye çalışırken mümkün olduğunca duygusallıktan kaçınırım.	1	2	3	4	5
14. Duygularımı gizli tutmayı tercih ederim.	1	2	3	4	5
15. Güzel duygular hissettiğimde bunu nasıl sürdüreceğimi bilirim.	1	2	3	4	5
16. Başkalarının hoşlanabileceği etkinlikler düzenleyebilirim.	1	2	3	4	5
17. Sosyal yaşamda neler olup bittiğini sıklıkla yanlış anlarım.	1	2	3	4	5
18. Beni mutlu edecek uğraşlar bulmaya çalışırım.	1	2	3	4	5
19. Başkalarına gönderdiğim beden dili, yüz ifadesi gibi sözsüz mesajların farkındayım.	1	2	3	4	5
20. Başkaları üzerinde bıraktığım etkiyle pek ilgilenmem.	1	2	3	4	5
21. Ruh halim iyiyyken sorunların üstesinden gelmek benim için daha kolaydır.	1	2	3	4	5
22. İnsanların yüz ifadelerini bazen doğru anlayamam.	1	2	3	4	5
23. Yeni fikirler üretmem gerektiğinde duygularım işimi kolaylaştırmaz.	1	2	3	4	5
24. Genellikle duygularımın niçin değiştiğini bilmem.	1	2	3	4	5
25. Ruh halimin iyi olması yeni fikirler üretmeme yardımcı olmaz.	1	2	3	4	5
26. Genellikle duygularımı kontrol etmekte zorlanırım.	1	2	3	4	5
27. Hissettiğim duyguların farkındayım.	1	2	3	4	5
28. İnsanlar bana, benimle konuşmanın zor olduğunu söylerler.	1	2	3	4	5
29. Üstlendiğim görevlerden iyi sonuçlar alacağımı hayal ederek kendimi güdülerim.	1	2	3	4	5
30. İyi bir şeyler yaptıklarında insanlara iltifat ederim.	1	2	3	4	5
31. Diğer insanların gönderdiği sözel olmayan mesajların farkına varırım.	1	2	3	4	5
32. Bir kişi bana hayatındaki önemli bir olaydan bahsettiğinde ben de aynısını yaşamış gibi olurum.	1	2	3	4	5
33. Duygularımda ne zaman bir değişiklik olsa aklıma yeni fikirler gelir.	1	2	3	4	5
34. Sorunları çözüm biçimim üzerinde duygularımın etkisi yoktur.	1	2	3	4	5
35. Bir zorlukla karşılaştığım zaman umutsuzluğa kapılırım çünkü başarısız olacağıma inanırım.	1	2	3	4	5
36. Diğer insanların kendilerini nasıl hissettiklerini sadece onlara bakarak anlayabilirim.	1	2	3	4	5
37. İnsanlar üzgünken onlara yardım ederek daha iyi hissetmelerini sağlarım.	1	2	3	4	5
38. İyimser olmak sorunlar ile baş etmeye devam edebilmem için bana yardımcı oluyor.	1	2	3	4	5
39. Kişinin ses tonundan kendini nasıl hissettiğini anlamakta zorlanırım.	1	2	3	4	5
40. İnsanların kendilerini neden iyi ya da kötü hissettiklerini anlamak benim için zordur.	1	2	3	4	5
41. Yakın arkadaşlıklar kurmakta zorlanırım.	1	2	3	4	5

Appendix 2. Big Five Personality Inventory

Üniversitedeki kaçınıcı yılınız: _____
Yaşınız: _____

Cinsiyetiniz : Bayan _____ Erkek _____
***Öğrenci Numarası: _____

Aşağıda insanların bazı özelliklerini tanımlayan cümleler verilmiştir. Lütfen dikkatlice okuyarak her ifadenin sizi tanımlamakta ne derece uygun olduğunu belirten seçeneklerden bir tanesini işaretleyiniz.

Eğer cümle sizi tanımlamakta;

Tamamen Uygunsa	baş harfleri olan	"TU" yu	☒ TU	BU ?	PUD	HUD
Biraz Uygunsa	baş harfleri olan	"BU" yu	TU	☒ BU	? PUD	HUD
Pek Uygun Değilse	baş harfleri olan	"PUD" yi	TU	BU ?	☒ PUD	☒ HUD
Hiç Uygun Değilse	baş harfleri olan	"HUD" yi	TU	BU ?	PUD	☒ HUD

daire içine alın. Eğer hiç bir seçenek size uymuyorsa veya **kararsızsınız** “ ? ” n daire içine alınız. Lütfen karar vermekte çok zorlanmadığınız sürece soru işaretini (?) kullanmayınız.

Bu anketteki hiç bir sorunun doğru ya da yanlış cevabı yoktur. Bizim için önemli olan sizin samimi görüşünüzü almaktır. Lütfen cevaplarınızı **genel halinize göre, çoğunlukla nasıl olduğunuzu** düşünerek veriniz. Ayrıca olmak istediğinize göre değil, şu anda kendinizi nasıl görüyorsanız ona göre cevaplayınız.

Tamamen Uygun TU	Biraz Uygun BU	Kararsız ?	Pek Uygun Değil PUD	Hiç Uygun Değil HUD
1. Çekingen bir insanım.	TU BU ? PUD	HUD	14. Emirlerle uyarım.	TU BU ? PUD HUD
2. Her şeyi son dakikada yaparım.	TU BU ? PUD	HUD	15. Başkalarının göremediği özelliklerini fark ederim.	TU BU ? PUD HUD
3. Etrafımdaki insanları eğlendiririm.	TU BU ? PUD	HUD	16. Her şeyi sorun haline getiririm.	TU BU ? PUD HUD
4. Farklı düşünen insanları anlarım.	TU BU ? PUD	HUD	17. Yabancı ortamlarda rahatımdır.	TU BU ? PUD HUD
5. Otoriteye saygı duyarım.	TU BU ? PUD	HUD	18. Zamanımı boşa harcarım.	TU BU ? PUD HUD
6. Düşüncelerimi hayata geçiremem.	TU BU ? PUD	HUD	19. Bağışlayıp unutmaya çalışırım.	TU BU ? PUD HUD
7. Coşkulu bir grupta olmaktan hoşlanırım.	TU BU ? PUD	HUD	20. Hayatımın bir yönü olmadığını hissediyorum.	TU BU ? PUD HUD
8. Başkalarını başışlamakta güçlüğüm çekerim.	TU BU ? PUD	HUD	21. Çılgın hayallere dalmaktan hoşlanırım.	TU BU ? PUD HUD
9. İnsanlara acı konuşurum.	TU BU ? PUD	HUD	22. Kolayca kızmam.	TU BU ? PUD HUD
10. Değişiklik fikrinden hoşlanmam.	TU BU ? PUD	HUD	23. Kendimi olduğumdan daha aşağıda görürüm.	TU BU ? PUD HUD
11. Çalışırken sıklıkla canım sıkılır.	TU BU ? PUD	HUD	24. Şiddetli arzularımı kontrol edebilirim.	TU BU ? PUD HUD
12. Derin umutsuzluklara kapılırım.	TU BU ? PUD	HUD	25. Benden beklenenden fazlasını yaparım.	TU BU ? PUD HUD
13. Her şeye endişelenirim.	TU BU ? PUD	HUD	26. Hiç okula gitmedim.	TU BU ? PUD HUD

Tamamen Uygun TU	Biraz Uygun BU	Kararsız ?	Pek Uygun Değil PUD	Hiç Uygun Değil HUD
27. Yalnız olmaktan hoşlanırım.	TU BU ? PUD	HUD	57. Kin tutarım.	TU BU ? PUD HUD
28. Başkalarına tepeden bakarım.	TU BU ? PUD	HUD	58. Kurallara sıkı sıkıya bağlıyım.	TU BU ? PUD HUD
29. Geçmiş hatalarımı düşünerek zaman harcarım.	TU BU ? PUD	HUD	59. Olayları analiz etmeye çalışırım.	TU BU ? PUD HUD
30. Disiplinli bir insanım.	TU BU ? PUD	HUD	60. Ruh halim çok sık değişir.	TU BU ? PUD HUD
31. Rekabetten çok işbirliğine önem veririm.	TU BU ? PUD	HUD	61. Kendi fikirlerimi oluşturmak isterim.	TU BU ? PUD HUD
32. Hayal kırıklıklarının acısını başkalarından çıkarırım.	TU BU ? PUD	HUD	62. Aynı anda birçok şeyi idare edebilirim.	TU BU ? PUD HUD
33. Macera ararım.	TU BU ? PUD	HUD	63. Kahkahayla gülerim.	TU BU ? PUD HUD
34. Yapacağım işlerin listesini çıkarırım.	TU BU ? PUD	HUD	64. Eleştirileri kızmadan kabul edebilirim.	TU BU ? PUD HUD
35. Fırsatını buldum mu gösteriş yaparım.	TU BU ? PUD	HUD	65. Duygularımın altında ezilirim.	TU BU ? PUD HUD
36. Az konuşurum.	TU BU ? PUD	HUD	66. Sivri dilliyim.	TU BU ? PUD HUD
37. Duygusal davranan insanları anlayamam.	TU BU ? PUD	HUD	67. Vücut ağırlığım yüz elli kilonun altındadır.	TU BU ? PUD HUD
38. Düşünmeye iten filmleri severim.	TU BU ? PUD	HUD	68. Göze girmek için insanlara yaranırım.	TU BU ? PUD HUD
39. Kalabalıktan hoşlanmam.	TU BU ? PUD	HUD	69. Her zaman faalimdir.	TU BU ? PUD HUD
40. Başkalarını memnun etmek isterim.	TU BU ? PUD	HUD	70. Amaçlarıma ulaşmak için sıkı çalışırım.	TU BU ? PUD HUD
41. Her zaman gördüğüm gibi değildir.	TU BU ? PUD	HUD	71. Her zaman söylediğimi yapmam.	TU BU ? PUD HUD
42. Hazır cevap biriyimdir.	TU BU ? PUD	HUD	72. Yeni hiçbir şey söylemem.	TU BU ? PUD HUD
43. Özürleri kolayca kabul ederim.	TU BU ? PUD	HUD	73. Kolayca etki altında kalırım.	TU BU ? PUD HUD
44. Arkadaşlarımı güldürürüm.	TU BU ? PUD	HUD	74. Harekete bayılırım.	TU BU ? PUD HUD
45. Başkalarına çok fazla önem veririm.	TU BU ? PUD	HUD	75. Genellikle eşyaları yerine koymayı unuturum.	TU BU ? PUD HUD
46. Hiç baş ağrısı yaşamadım.	TU BU ? PUD	HUD	76. Okumaktan hoşlanırım.	TU BU ? PUD HUD
47. Olaylara yalnız tek bir açıdan bakarım.	TU BU ? PUD	HUD	77. Kolayca kendimi baskı altında hissedirim.	TU BU ? PUD HUD
48. Kendimi bir şeylere veremem.	TU BU ? PUD	HUD	78. Duygularımı yoğun yaşarım.	TU BU ? PUD HUD
49. Kendimi anlamaya çalışırım.	TU BU ? PUD	HUD	79. Tehlikeli şeyler yaparım.	TU BU ? PUD HUD
50. İnsanları kolayca bağışlayabilirim.	TU BU ? PUD	HUD	80. Bazen yalan söylemek zorunda kalırım.	TU BU ? PUD HUD
51. İşleri planlayarak yaparım.	TU BU ? PUD	HUD	81. Cesaretim çabuk kınılır.	TU BU ? PUD HUD
52. Yakalanmayacağımı bilsem dahi vergi kaçırmam.	TU BU ? PUD	HUD	82. Sonradan pişman olacağım şeyler yaparım.	TU BU ? PUD HUD
53. Sanata ilgi duymam.	TU BU ? PUD	HUD	83. Konuşkan bir insanım.	TU BU ? PUD HUD
54. Sürekli aynı şeyleri yapmaktan hoşlanmam.	TU BU ? PUD	HUD	84. Başkaları için uğraşmaktan hoşlanmam.	TU BU ? PUD HUD
55. Kolayca huzursuz olurum.	TU BU ? PUD	HUD	85. İnsanlara güvenirim.	TU BU ? PUD HUD
56. Düzensizlikten rahatsız olmam.	TU BU ? PUD	HUD		

Appendix 3. Other Statistical Findings of the Study

Descriptive Statistics in Relation to Personality Traits

	N	Minimum	Maximum	Mean	SD
Extraversion	211	1,857	4,9286	3,488829	,6718308
Agreeableness	211	1,6250	5,0000	3,691943	,6310118
Conscientiousness	211	1,8235	4,4706	3,267912	,5902504
Neuroticism	211	1,0667	4,8667	2,628120	,6546126
Openness	211	2,7857	5,0000	4,064320	,4343966

Descriptive statistics in Relation to Trait Emotional Intelligence Scale

	N	Minimum	Maximum	Mean	SD
Total EI	211	108,00	187,00	151,9858	16,01204
Regulation of Emotions	211	22,00	59,00	46,1469	6,37945
Utilization of emotions	211	12,00	29,00	20,9147	3,21786
Appraisal of emotions	211	22,00	50,00	37,8389	5,61313

Correlation between Trait Emotional Intelligence and midterms for the Faculty of Architecture

	1	2	3	4	5	6	7	8	9
1. Total TEI									
2. Regulation of Emotions	.981** p=.000								
3. Utilization of Emotions	.495 p=.102	.460 p=.132							
4. Appraisal of Emotions	.714** p=.009	.536 p=.072	-.029 p=.929						
5. Midterm 1	.130 p=.688	-.061 p=.851	-.180 p=.575	.324 p=.304					
6. Midterm 2	.175 p=.585	.039 p=.903	-.159 p=.622	.313 p=.322	.867** p=.000				
7. Midterm 3	.202 p=.529	.070 p=.829	.051 p=.874	.171 p=.595	.848** p=.000	.830** p=.001			
8. Midterm 4	.297 p=.348	.236 p=.460	-.050 p=.878	.335 p=.287	.753** p=.005	.837** p=.001	.884** p=.000		
9. Midterm 5	.288 p=.364	.150 p=.642	-.081 p=.802	.416 p=.178	.811** p=.001	.965** p=.000	.830** p=.001	.865** p=.000	
10. Midterm 6	.395 p=.203	.175 p=.586	-.023 p=.943	.449 p=.143	.925** p=.000	.914** p=.000	.860** p=.000	.832** p=.001	.911** p=.000

*p<.05; **p<.01

The table shows that there was no correlation between Trait Emotional Intelligence and midterms in the faculty of Architecture.

Correlation between Trait Emotional Intelligence and midterms for the Faculty of Engineering

	1	2	3	4	5	6	7	8	9
1. Total TEI									
2. Regulation of Emotions	.832** p=.000								
3. Utilization of Emotions	.434** p=.000	.242* p=.019							
4. Appraisal of Emotions	.873** p=.000	.644** p=.000	.204* p=.050						
5. Midterm 1	.025 p=.815	-.040 p=.703	.170 p=.103	.031 p=.768					
6. Midterm 2	.162 p=.121	.102 p=.330	.193 p=.063	.164 p=.115	.768** p=.000				
7. Midterm 3	-.046 p=.663	-.014 p=.897	.162 p=.122	-.058 p=.578	.806** p=.000	.737** p=.000			
8. Midterm 4	-.048 p=.647	.021 p=.841	.140 p=.181	-.035 p=.740	.771** p=.000	.746** p=.000	.862** p=.000		
9. Midterm 5	-.004 p=.968	.063 p=.546	.172 p=.100	-.030 p=.777	.742** p=.000	.776** p=.000	.825** p=.000	.833** p=.	
10. Midterm 6	-.022 p=.838	-.044 p=.675	.182 p=.082	-.048 p=.649	.736** p=.000	.729** p=.000	.765** p=.000	.766** p=.	.771** p=.

*p<.05; **p<.01

The Table shows that there was no correlation between Trait Emotional Intelligence and midterms in the faculty of Engineering.

Correlation between Trait Emotional Intelligence and midterms for the Faculty of Economy and Administrative Sciences

	1	2	3	4	5	6	7	8	9
1. Total TEI									
2. Regulation of Emotions	.818** p=.000								
3. Utilization of Emotions	.465 p=.000	.272* p=.015							
4. Appraisal of Emotions	.746** p=.000	.500** p=.000	.114 p=.317						
5. Midterm 1	-.029 p=.802	.057 p=.620	.133 p=.243	-.079 p=.488					
6. Midterm 2	.067 p=.555	.111 p=.328	.129 p=.258	.040 p=.728	.632** p=.000				
7. Midterm 3	-.194 p=.086	-.177 p=.118	.276* p=.014	-.263* p=.019	.627** p=.000	.495** p=.000			
8. Midterm 4	-.154 p=.176	-.10 p=.931	.048 p=.675	- .289** p=.010	.594** p=.000	.495** p=.000	.616** p=.000		
9. Midterm 5	.147 p=.196	.087 p=.446	.333** p=.003	.081 p=.480	.523** p=.000	.683** p=.000	.592** p=.000	.522** p=.000	
10. Midterm 6	-.039 p=.734	-.038 p=.742	-.014 p=.901	-.032 p=.780	.574** p=.000	.507** p=.000	.543** p=.000	.521** p=.000	.604** p=.000

*p<.05; **p<.01

The Table shows that Utilization of Emotions was positively correlated with the 3rd and the 5th midterms in the faculty Economy and Administrative Sciences. On the other hand, Appraisal of Emotions was negatively correlated with the 3rd and the 4th midterms.

Correlation between Trait Emotional Intelligence and midterms for the Faculty of Science

	1	2	3	4	5	6	7	8	9
1. Total TEI									
2. Regulation of Emotions	.796** p=.000								
3. Utilization of Emotions	.296 p=.133	.078 p=.701							
4. Appraisal of Emotions	.634** p=.000	.338 p=.085	.175 p=.382						

5. Midterm 1	.360 p=.066	.095 p=.638	.159 p=.429	.543** p=.003					
6. Midterm 2	.296 p=.134	.049 p=.808	.200 p=.316	.471* p=.013	.770** p=.000				
7. Midterm 3	.247 p=.214	.055 p=.784	.192 p=.337	.640** p=.000	.699** p=.000	.719** p=.000			
8. Midterm 4	.447* p=.019	.181 p=.366	.299 p=.130	.754** p=.000	.710** p=.000	.564** p=.002	.686** p=.000		
9. Midterm 5	.243 p=.223	.018 p=.930	.203 p=.310	.585** p=.001	.652** p=.000	.747** p=.000	.775** p=.000	.698** p=.000	
10. Midterm 6	.466* p=.014	.200 p=.316	.125 p=.533	.630** p=.000	.656** p=.000	.467** p=.014	.549** p=.003	.728** p=.000	.701** p=.000

*p<.05; **p<.01

The Table shows that there was a significant positive correlation among Trait Emotional Intelligence 4th and the 6th midterm in the faculty of Science while Appraisal of Emotions is positively correlated with all of the midterms.

Correlation between Four language skills and GPA for the faculty of Architecture

	1	2	3	4
1. GPA				
2. Listening	.955** p=.000			
3. Reading	.942** p=.000	.989** p=.000		
4. Writing	.949** p=.000	.850** p=.000	.908** p=.000	
5. Speaking	.902** p=.000	.850** p=.000	.729** p=.007	.792** p=.002

*p<.05; **p<.01

The Table shows that there was a significant correlation between the language skills and GPA for the faculty of Architecture.

Correlation between Four language skills and GPA for the faculty of Engineering

	1	2	3	4
1. GPA				
2. Listening	.935** p=.000			
3. Reading	.934** p=.000	.887** p=.000		
4. Writing	.939** p=.000	.825** p=.000	.829** p=.000	
5. Speaking	.905** p=.000	.777** p=.000	.773** p=.000	.804** p=.000

*p<.05; **p<.01

The Table shows that there was a significant correlation between the skills and GPA for the faculty of Engineering.

Correlation between four language skills and GPA for the faculty of Economy and Administrative Sciences

	1	2	3	4
1. GPA				
2. Listening	.899** p=.000			
3. Reading	.890** p=.000	.864** p=.000		
4. Writing	.882** p=.000	.709** p=.000	.750** p=.000	
5. Speaking	.761** p=.000	.654** p=.000	.526** p=.000	.594** p=.000

*p<.05; **p<.01

The Table shows that there was a significant correlation between the skills and GPA for the faculty of Economy and Administrative Sciences.

Correlation between four language skills and GPA for the faculty of Sciences.

	1	2	3	4
1. GPA				
2. Listening	.931** p=.000			
3. Reading	.892** p=.000	.852** p=.000		
4. Writing	.913** p=.000	.773** p=.000	.770** p=.000	
5. Speaking	.845** p=.000	.730** p=.000	.613** p=.000	.685** p=.000

*p<.05; **p<.01

The table shows that there was a significant correlation between the skills and GPA for the faculty of Economy and Administrative Sciences.

Correlation between TEI and GPA and Language Skills in the faculty of Architecture

	1.	2.	3.	4.	5.	6.	7.	8.
1. Total TEI								
2. Regulation of Emotions	,732** p=,007							
3. Utilization of Emotions	,496 p=,101	,384 p=,218						
4. Appraisal of Emotions	,682* p=,015	,188 p=,559	,038 p=,907					
5. GPA	,130 p=,688	,015 p=,963	-,143 p=,658	,198 p=,537				
6. Listening	,179 p=,577	,022 p=,946	-,164 p=,610	,289 p=,363	,955** p=,000			
7. Reading	,205 p=,523	,240 p=,453	-,103 p=,749	,127 p=,693	,942** p=,000	,898** p=,000		
8. Writing	,016 p=,961	-,013 p=,967	-,260 p=,415	,078 p=,809	,949** p=,000	,850** p=,000	,908** p=,000	
9. Speaking	,100 p=,756	-,184 p=,567	-,022 p=,946	,278 p=,382	,902** p=,000	,850** p=,000	,729** p=,007	,792** p=,002

*p<.05; **p<.01

The Table shows that neither TEI nor its sub-dimensions were found to be correlated with GPA or language skills for the faculty of Architecture.

Correlation between TEI and GPA and Language Skills in the faculty of Engineering

	1.	2.	3.	4.	5.	6.	7.	8.
1. Total TEI								
2. Regulation of Emotions	,846** p=,000							
3. Utilization of Emotions	,458** p=,000	,243* p=,019						
4. Appraisal of Emotions	,859** p=,000	,601** p=,000	,234* p=,024					
5. GPA	,085 p=,417	,077 p=,464	,211* p=,043	,055 p=,600				
6. Listening	,070 p=,504	,077 p=,465	,167 p=,111	,047 p=,656	935,** p=,000			
7. Reading	,028 p=,789	,034 p=,748	,199 p=,056	,009 p=,934	,934** p=,000	,887** p=,000		
8. Writing	,130 p=,215	,129 p=,217	,209* p=,044	,065 p=,536	,939** p=,000	,825** p=,000	,829** p=,000	
9. Speaking	,078 p=,458	,039 p=,713	,204* p=,050	,081 p=,442	,905** p=,000	,777** p=,000	,773** p=,000	,804** p=,000

*p<.05; **p<.01

The Table shows that Appraisal of emotions was found to be positively correlated with GPA and all language skills except for Listening for the faculty of Engineering.

Correlation between TEI and GPA and Language Skills in the faculty of Business and Administrative Sciences

	1.	2.	3.	4.	5.	6.	7.	8.
1. Total TEI								
2. Regulation of Emotions	,832** p=,000							
3. Utilization of Emotions	,444** p=,000	,177 p=,119						
4. Appraisal of Emotions	,736** p=,000	,481** p=,000	,113 p=,322					
5. GPA	-,027 p=,815	-,034 p=,765	,169 p=,136	-,093* p=,417				
6. Listening	-,054 p=,635	-,049 p=,667	,158 p=,163	-,092 p=,422	899,** p=,000			
7. Reading	-,048 p=,672	-,028 p=,804	-,129 p=,255	-,112 p=,326	,890** p=,000	,864 ** p=,000		
8. Writing	,079 p=,488	,038 p=,737	,207 p=,067	-,002 p=,988	,882 p=,000	,709** p=,000	,750** p=,	
9. Speaking	,072 p=,528	,047 p=,682	,252* p=,025	-,027 p=,813	,761** p=,000	,654** p=,000	,526** p=,000	,594** p=,000

*p<.05; **p<.01

Utilization of emotions was found to be positively correlated only with speaking. On the other hand, Appraisal of Emotions was found to be negatively correlated with GPA for the faculty of Business and Administrative Sciences.

Correlation between TEI and GPA and Language Skills in the faculty of Science

	1.	2.	3.	4.	5.	6.	7.	8.
1. Total TEI								
2. Regulation of Emotions	,763** p=,000							
3. Utilization of Emotions	,433* p=,024	,144 p=,475						
4. Appraisal of Emotions	,766** p=,000	,396* p=,041	,164 p=,414					
5. GPA	,454* p=,018	,120 p=,551	,252 p=,205	,565** p=,002				
6. Listening	,408* p=,035	,135 p=,503	,152 p=,448	,529** p=,005	,931** p=,000			
7. Reading	,448* p=,019	,072 p=,719	,366 p=,061	,548** p=,003	,892** p=,000	,852 ** p=,000		
8. Writing	,437* p=,023	,145 p=,472	,233 p=,242	,505** p=,007	,913** p=,000	,773** p=,000	,770** p=,000	
9. Speaking	,349 p=,074	,083 p=,681	,184 p=,359	,462* p=,015	,845** p=,000	,730** p=,000	,613** p=,001	,685 ** p=,000

*p<.05; **p<.01

The Table shows that TEI was found to be positively correlated GPA and all of the language skills except for Speaking. In addition, Appraisal of Emotions was found to be positively correlated with all of the language skills unlike Regulation of Emotions and Utilization of Emotions.



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