

Characteristics and Relevance Research of Positive Personality and Emotionally Intelligent Leadership of Medical College Students

Xiang LI

College of Graduate
Jiangxi University of Traditional Chinese Medicine
Nanchang, Jiangxi, China

Zhi-bing ZHONG*

Psychological Counseling Center
Jiangxi University of Traditional Chinese Medicine
Nanchang, Jiangxi, China
494234679@qq.com

*The corresponding author

Rong-hua WEN

Mental Health Education and Counseling Center
Guangdong University of Technology
Guangzhou, Guangdong, China

Ying-mei PENG

Psychological Counseling Center
Jiangxi University of Traditional Chinese Medicine
Nanchang, Jiangxi, China

Abstract—In order to determine the correlation between positive personality and emotionally intelligent leadership, we explored their characteristics and connections, providing a theoretical basis for colleges to train comprehensive and high-quality talents. This research adopts the positive personality scale and emotionally intelligent leadership scale for college students, through the group testing, selects a questionnaire of 2837 medical college students. Our results show that the scores of medical college students' positive personality and emotionally intelligent leadership are both at a moderately high level. And positive personality can positively predict emotional intelligence leadership. Colleges can improve emotionally intelligent leadership by cultivating college students' positive personality.

Keywords—Medical College students; Positive Personality; Emotionally Intelligent Leadership; Correlation

I. INTRODUCTION

As a new ideological trend different from traditional psychology, positive psychology emerged at the end of the 20th century. Its system mainly focuses on happiness, including positive experience, positive personality and positive social system [1]. The positive personality theory pays special attention to the positive force in personality. If the potential ability of individuals is stimulated and gradually strengthened, it can help individuals form positive personality traits, thus reducing the generation of negative emotions, which is beneficial to individual mental health [2]. Contemporary college students are the backbone and hope of the country. College students with positive personality traits are conducive to individuals to develop their potential, promote their overall physical and mental development, and maintain a positive

attitude towards life and an optimistic emotional state to solve the difficulties and problems in life. Therefore, for college students to have positive personality traits are crucial.

Leadership is a comprehensive quality, and youth is a critical period to develop leadership. Emotional intelligence is the ability to form self-cognition, effectively understand communication and recognize others' emotions, which can enable people to play a leading role in thinking and leading positive change when effectively responding to social needs, pressures and conflicts [3]. As early as 1988, Goleman [4] found that emotional intelligence is an important factor in becoming a good leader, and emotional management is one of the most effective leadership skills. Emotionally intelligent leadership is an effective combination of emotionally intelligent and leadership to become a new leadership mechanism. The theory and model of emotionally intelligent leadership was developed by American scholars Shankman and Allen in 2008. Because it mainly targets the specific group of college students and brings together a variety of traditional leadership theory research, so since its theoretical model construction, it has received extensive attention in academic circles [5].

At present, researches on emotionally intelligent leadership mainly focus on the development of college students and student cadres' emotionally intelligent leadership. However, as a necessary ability for high-quality talents, it is worth to explore the relation between positive personality traits and emotionally intelligent leadership. The purpose of this study is to explore the characteristics and relevance of the positive personality and emotionally intelligent leadership of college students, hoping to increase their emotionally intelligent leadership by improving the positive personality level of college students, and to provide theoretical basis for colleges to train comprehensive and high-quality talents.

Jiangxi provincial education and science "13th five-year plan" 2020 annual project(No.146)

Project supported by the subject of Research on College Students' Leadership Training under the Double-Education Mode (2018jzzd-1)

Corresponding author: Zhi-bing ZHONG, 494234679@qq.com

II. METHODS

A. Participants

A total of 2980 students of Jiangxi University of Traditional Chinese Medicine in 2017 were selected to conduct a questionnaire survey. After removing the invalid questionnaire, 2837 valid questionnaires were collected, with an effective rate of 95.2%.

B. Measures

1) Positive Personality Scale for College Students

This study adopted the college students' positive personality scale of college students compiled by Du Xiaohua[6]. The scale consists of 88 items and is divided into 24 dimensions: creativity, judgment, insight, humor, enthusiasm, love, faith, persistence, leadership, fairness, tolerance, hope, bravery, curiosity, prudence, sincerity, self-discipline, teamwork, appreciation, social intelligence, studious, modest, kind and grateful. The scale uses 5 points to score, from 1(very inconsistent) to 5(very consistent), the higher the score indicates that the individual's positive personality traits are more prominent. The positive personality scale has good reliability and validity, and the internal consistency coefficient of the scale in this study is 0.97.

2) Emotionally intelligent leadership Scale for College Students

This study adopted the college students' emotionally intelligent leadership scale compiled by Shankman et al [7]. The scale consists of 24 items and is divided into 3 dimensions: situational cognition, self-cognition and other cognition respectively. The scale uses 5 points to score, from 1 (never) to 5 (always), the higher the score, the higher the frequency of students' leadership practice. The emotionally intelligent leadership scale has good reliability and validity, and the internal consistency coefficient of the scale in this study is 0.93.

3) Statistical Analysis

SPSS 20.0 software is to be selected for statistical analysis of this study, using the methods of descriptive statistics, correlation analysis. Test level $\alpha = 0.05$.

III. RESULTS

A. Common method deviation test

Using Harman's [8] single factor test method was used to conduct exploratory factor analysis on all questionnaire questions. The results show that there are a total of 15 factors with eigenvalues greater than 1, and the explanatory rate of the first common factor is 28.49%, which is less than the critical standard of 40%, indicating that there is no serious common method deviation in this study.

B. General Characteristics of Positive Personality and Emotionally Intelligent Leadership of Students in Medical College

Table I shows that the mean value of positive personality score of medical college students is 330.63 ± 41.41 , which is higher than the median value of 264, indicating that the positive personality score of medical college students is on the middle side. Average score of emotionally intelligent leadership of medical college students is 87.72 ± 12.60 , which is higher than its median value of 72. The mean scores in the three dimensions of situational cognition, self-cognition and other cognition were also slightly higher than their theoretical median of 24, which indicated that the scores of emotionally intelligent leadership of medical college students were on the middle and high level.

C. Differences in demographic variables of Positive Personality and Emotionally Intelligent Leadership among Medical College Students

Table II shows that the scores of positive personality and emotionally intelligent leadership of male college students are significantly higher than those of female college students in terms of gender; in terms of source of students, the scores of positive personality and emotionally intelligent leadership of college students from towns and cities are significantly higher than those from rural areas; in terms of whether they are student cadres, the scores of positive personality and emotionally intelligent leadership of college students who have served as student cadres are significantly higher than those of non-student cadres; and in terms of whether they have participated in social practice, the scores of positive personality and emotionally intelligent leadership of college students who have participated in social practice are significantly higher than those of college students who have not participated in social practice.

D. Analysis of Correlation between Positive Personality and Emotionally Intelligent Leadership of Medical College Students

Table III shows a significant positive correlation between positive personality and emotionally intelligent leadership among medical college students ($r=0.597$, $p<0.01$). Among them, positive personality has significant positive correlation with situational cognitive dimension, self-cognitive dimension and other cognitive dimension in emotionally intelligent leadership.

E. Regression analysis of the relationship between Positive Personality and Emotionally Intelligent Leadership among medical college students

Table IV shows that positive personality traits score is used as predictor variable and students' emotionally intelligent leadership score as dependent variable. The results of regression analysis show that positive personality can positively predict emotionally intelligent leadership ($t=39.672$, $p<0.001$). The regression equation established is: $\hat{y}=27.613+0.182x$.

TABLE I. DESCRIPTIVE STATISTICS OF POSITIVE PERSONALITY AND EMOTIONALLY INTELLIGENT LEADERSHIP OF MEDICAL COLLEGE STUDENTS (N=2837)

Statistics	Positive Personality's Total Score	Emotionally Intelligent Leadership's Total Score	Situational Cognition	Self-Cognition	Other Cognition
$\bar{x} \pm s$	330.63±41.41	87.72±12.60	26.52±4.99	31.22±4.07	29.98±4.71
Midpoint	264	72	24	24	24
Title Number	88	24	8	8	8

TABLE II. DIFFERENCES IN DEMOGRAPHIC VARIABLES OF POSITIVE PERSONALITY AND EMOTIONALLY INTELLIGENT LEADERSHIP AMONG MEDICAL COLLEGE STUDENTS

Factor	Positive Personality	t	Emotionally Intelligent Leadership	t	
Gender	Male (N=1142)	335.02±44.37	4.536***	88.52±13.04	2.766**
	Female (N=1695)	327.67±39.02		87.17±12.27	
Student Origin	From rural areas (N=2088)	329.14±40.62	-3.117**	87.16±12.39	-3.968***
	From urban areas (N=749)	334.79±43.29		89.28±13.03	
Student Cadre	Student Cadre (N=886)	336.19±42.81	4.839***	90.36±12.34	7.595***
	Non-Student Cadre (N=1951)	328.11±40.51		86.52±12.53	
Participation in social practice	Participate in (N=805)	340.56±44.56	7.71***	90.59±12.89	7.713***
	Not participate in (N=2032)	326.7±39.41		86.58±12.3	

Note: *P<0.05, **P<0.01, ***P<0.001. The same below.

TABLE III. CORRELATION ANALYSIS OF POSITIVE PERSONALITY AND EMOTIONALLY INTELLIGENT LEADERSHIP OF MEDICAL COLLEGE STUDENTS (N=2837)

Item	Emotionally Intelligent Leadership	Situational Cognition	Self-Cognition	Other Cognition
Positive Personality	0.597**	0.534**	0.55**	0.558**

TABLE IV. REGRESSION ANALYSIS OF THE RELATIONSHIP BETWEEN POSITIVE PERSONALITY AND EMOTIONALLY INTELLIGENT LEADERSHIP (N=2837)

Dependent Variable	Predictor Variable	B	β	t	R ²
Emotionally Intelligent Leadership	Positive Personality	0.182	0.597	39.672***	0.357

IV. DISCUSSION AND ANALYSES

A. Analysis on the characteristics of positive personality of medical college students

This study found that the positive personality score of medical college students is on the middle side of the high level, indicating that the overall level of positive personality development is better. The positive personality traits score higher for boys than for girls, which is related to gender role expectations. In today's social context, it is believed that men should behave braver and stronger, women should be gentle and emotional more delicate, so that boys show better judgment and social intelligence, while girls show more tolerance and gratitude; compared with rural students, urban students are exposed to more new things, can maintain a higher level of curiosity and insight, more enthusiastic and humorous to people, which makes them show more positive personality traits [9]; Student cadres have higher scores of positive personality traits than those who are not student cadres, because of their sense of mission in the team, they are more persistent and united than students who do not work as student cadres. Students who work as student cadres need to lead by example and therefore are more self-disciplined and fair. Students who often participate in social practice enhance their ability to adapt to society and serve the society, enhancing their sense of social responsibility, thus enhancing positive personality traits such as creativity and social intelligence, and

thus significantly differ from students who do not participate in social practice in positive personality scores.

B. Analysis on the characteristics of emotionally intelligent leadership of medical college students

It is found that the scores of emotionally intelligent leadership of medical college students are in the middle level and do not show high emotionally intelligent leadership, which indicates that college students do not learn professional leadership knowledge in their daily life. It is necessary for colleges to strengthen the training of leadership education for college students, speed up the process of offering leadership related courses, and cultivate college students' leadership ability in practical activities. In this study, the scores of emotionally intelligent leadership in boys were significantly higher than those in girls, which was inconsistent with the results of Tao Siliang's study [10], which may be due to the differences in subjects investigated. The score of emotionally intelligent leadership of urban college students is significantly higher than that of rural college students. Compared with rural students, urban students have great differences in living standard, family environment and social communication, so they can participate more in social activities and get more exercise in coordination work and interpersonal communication, thus improving the ability of emotionally intelligent leadership; Student cadres can be effectively promoted in emotional control, team insight, team responsibility through teamwork and environmental adaptation [11]. As a student cadre can also help college students to

understand more about the relationship between team members, coordinate different views in the team, and improve their ability to solve problems. Therefore, the scores of emotionally intelligent leadership of students who have served as student cadres are significantly higher than that of students who have not served as student cadres. Social practice provides a platform for college students to understand the real society and deeply understand themselves. College students learn how to treat people in social practice, improve their own ability, but also consider the feelings of others, in the work can further exercise the ability to make decisions.

C. Discussion on the correlation between positive personality and emotionally intelligent leadership

Positive personality of medical college students has a significant positive correlation with emotionally intelligent leadership, and positive personality can positively predict students' emotionally intelligent leadership. This is similar to the research results of Zheng Rong [12], and there is a significant correlation between personality traits and leadership level of college students. The dimensions of insight, judgment, leadership, sincerity and team in positive personality traits are all related to situational cognition, self-cognition and other cognitive dimensions of emotionally intelligent leadership. Different positive personality traits can also enhance other aspects of emotionally intelligent leadership. Therefore, the more obvious the positive personality traits, the higher the level of emotionally intelligent leadership. In other words, emotionally intelligent leadership can be improved by cultivating the positive personality traits of college students, and positive personality traits affect the development of their emotionally intelligent leadership. Colleges should pay attention to cultivating the positive personality characteristics of college students and create a positive campus atmosphere through innovative teaching methods and contents. At the same time, colleges should pay attention to the construction of students' organization and community activities, encourage students to exercise their own leadership ability and improve their emotional control ability, cultivate situational cognitive ability, so that students can actively think about the situation in which they are in, and strengthen their leadership cognition of themselves and others.

D. Deficiencies in research

There are some shortcomings in this study. Since the emotionally intelligent leadership model and scale are mainly developed and compiled by American scholars based on the situation of local college students, they may be different from Chinese college students' situation, which needs further exploration and research. In addition, the type of schools in this

study is single and lacks comprehensiveness, which may lead to the deviation of the research results. In the future research, the sample sources should be diversified to avoid the limitations of the results.

V. CONCLUSION

- a) The score of medical college students' positive personality was on the high side, and the overall level is developing well.
- b) The score of medical college students' emotionally intelligent leadership was in the middle level, and colleges should strengthen the training of college students' leadership education.
- c) The medical college students' positive personality can positively predict emotionally intelligent leadership.

REFERENCES

- [1] Ren Jun. Positive psychology. Shanghai Education Press ,2006.8:4(In Chinese)
- [2] Tang Junjun. A review of positive personality traits [J]. Educational and Cultural Materials ,2018(30):116-117 81. (In Chinese)
- [3] Salovey P, Grewal D. The science of emotional intelligence[J]. Current Directions in Psychological Science.2005 (14) 281-285.
- [4] Goleman D. (2004) What makes a leader? Harvard business review,82(1),82-91
- [5] Tao Siliang, Wang Qun, Ma Jun, Lin Lei. A Study on Emotionally Intelligent Leadership of College Student Cadres [J] Contemporary Youth Studies ,2013(03):69-76(In Chinese)
- [6] Du Xiaohua. A study on the relationship between positive personality traits and well-being of college students [D]. Nanchang University, 2009. (In Chinese)
- [7] Shankman, M. L, Allen. S. J. & Facca. T. M. (2010) Emotionally intelligent leadership for students: inventory. San Francisco, Jossey - Bass.
- [8] Zhou Hao, Long Lirong. Statistical test and control method of common method deviation [J]. Advances in Psychological Science, 2004(06):942-950. (In Chinese)
- [9] Wu Yazhi, Xu Cheng, Chen Ting, Jia Xuelei. A Study on Positive Personality Trait of Chinese College Students in recent years [J]. Campus Psychology ,2018,16(01):46-48. (In Chinese)
- [10] Tao Siliang, Wang Qun, Ma Jun, Lin Lei. A Study on Emotionally Intelligent Leadership of College Student Cadres [J] Contemporary Youth Studies, 2013(03):69-76(In Chinese)
- [11] Crawley E. F, Bernard M. Gordon-MIT Leadership Program: Developing Engineering Leadership of Tomorrow[J]. MIT Faculty Newsletter,2009(11): 467.
- [12] Zheng Rong. A Study on the Relationship between Personality Trait and Leadership of College Students [J] Journal of Guangxi Vocational Technology, 2015,8(4):85-88. (In Chinese)