



A STUDY ON THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

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Abstract:

This study explores the relationship between Emotional Intelligence (EI) and personality traits among secondary school students in the Vizianagaram district of Andhra Pradesh, India. A sample of 489 students (165 boys and 324 girls) from 20 randomly selected secondary schools participated in the research. Stratified random sampling was employed for sample selection. Data was collected using standardized questionnaires, including Eysenck's Personality Questionnaire-Revised (EPQ-R,1985) and the Emotional Intelligence Test (EIT) by Dr. Ekta Sharma (2011).

Statistical analyses, including correlation and inferential statistics, examined the associations between Emotional Intelligence and personality traits. The findings reveal significant positive correlations between Emotional Intelligence, personality, neuroticism, and extraversion. However, no significant correlations were found between Emotional Intelligence and psychoticism or lie tendencies. These results suggest that Emotional Intelligence shapes certain aspects of personality, such as emotional regulation and sociability, among secondary school students. Understanding this relationship can inform interventions to enhance Emotional Intelligence and promote positive personality development in educational settings.

Keywords: Emotional Intelligence, Secondary schools, Personality traits, Neuroticism, and Extraversion.

1. Introduction

Education, Emotional Intelligence, and personality are intertwined components that collectively mould an individual's learning journey and academic achievements. A comprehensive understanding and exploration of these facets provide valuable insights for educators, students, and policymakers striving to enrich the educational experience. Eudaimonic well-being is linked to activities fostering self-realization, personal development, goal achievement, and overall growth. The formation of this well-being is significantly influenced by the perception of emotions, self-esteem, and motivation, shaped by Emotional Intelligence and personality traits.

While prior studies have delved into the relationships between personality, Emotional Intelligence, and well-being, there is an ongoing necessity to probe the interplay among all three constructs. Additionally, assessing the predictive value of personality and Emotional Intelligence becomes crucial in comprehending eudaimonic well-being, particularly in adolescents, as underscored in Salavera et al.'s (2020) study. The undeniable impact of personality and socio-emotional development on children's learning and psychological well-being highlights the imperative nature, especially in an educational setting, of exploring the intricate connection between these two constructs, as emphasized by López-Cassà et al. (2022).

2. Education and Emotional Intelligence

Emotional Intelligence (EI) in Learning Environments: Emotional Intelligence involves the ability to recognise, understand, manage, and effectively use one's emotions and those of others. In educational settings, students with high Emotional Intelligence are often better equipped to navigate social interactions, communicate effectively, and cope with stressors. Impact on Learning Outcomes: Research indicates that students with developed Emotional Intelligence tend to exhibit improved interpersonal relationships, enhanced problem-solving skills, and a greater capacity for resilience in the face of academic challenges. Emotional Intelligence contributes to a positive and conducive learning environment, fostering collaboration, empathy, and effective

communication among students and between students and teachers. Integrating Emotional Intelligence into Curriculum: Many educational institutions recognise the importance of integrating Emotional Intelligence. It includes teaching strategies to manage stress, resolve conflicts, and cultivate self-awareness. Such initiatives aim to teach students essential life skills beyond traditional academic knowledge.

3. Education and Personality

Impact of Personality Traits: Personality traits play a significant role in how students approach learning, interact with peers, and respond to challenges. **Tailoring Teaching Approaches:** Recognising and understanding diverse personalities within a classroom allows educators to tailor their teaching approaches. For example, extroverted students may thrive in collaborative activities, while introverted students may excel in more individual-focused tasks. **Adaptability in teaching methods** can enhance student engagement and overall satisfaction with the learning process. **Life Skills Development:** Education extends beyond academic knowledge; it plays a crucial role in developing essential life skills. Personality traits contribute to how students manage time, set goals, and approach their studies. Schools prioritising holistic education often aim to foster positive personality traits supporting students in their academic pursuits and personal growth.

4. Interaction between Emotional Intelligence and Personality

Complementary Roles: Emotional Intelligence and personality traits often work in tandem. For instance, a student with high Emotional Intelligence may leverage specific personality traits to navigate social situations and collaborate with others effectively. Conversely, certain personality traits may influence how individuals express and manage emotions. **Enhancing Interpersonal Dynamics:** Recognising the intersection of Emotional Intelligence and personality allows educators to create environments that support positive interpersonal dynamics. Strategies that promote self-awareness, empathy, and effective communication contribute to a harmonious learning community. Integrating Emotional Intelligence and understanding personality traits into education is pivotal for nurturing well-rounded individuals. A holistic approach to education acknowledges the significance of these elements, aiming not only to impart knowledge but also to foster emotional well-being, interpersonal skills, and positive personality development in students (Fauzia & Irum, 2020).

5. Literature review

Students' academic performance and productivity are influenced by their personality traits and Emotional Intelligence abilities, as indicated by Dong et al. (2022). The research suggests that extroversion is a robust predictor of student achievement and should be prioritized in intervention strategies, acknowledging its impact on performance and the virtual learning experience. Despite its lower relative value, agreeableness emerges as a significant driver of student achievement, according to Dong et al. (2022).

A study by Bahat and Ovsenik (2020) found that students in higher-year classes tend to have higher levels of Emotional Intelligence, contributing to improved communication, better relationships, and overall well-being in the classroom. Mahama et al. (2022) discovered that student-teachers exhibit lower levels of self-regulated learning and academic engagement, with aspects of personality traits such as openness, conscientiousness, extraversion, and agreeableness predicting self-regulated learning and academic engagement.

Fauzia and Irum's (2020) study highlights a significant correlation between personality traits and prosocial behaviour, with agreeableness, extraversion, conscientiousness, and openness showing positive correlations with helping behaviour, while neuroticism demonstrates a negative relationship with prosocial behaviour.

In Katoch's (2022) research, significant and positive correlations were found between motivating oneself, handling relationships, and Emotional Intelligence with the extraversion trait. Managing emotions showed a positive significant correlation with openness to experience and a negative correlation with neuroticism. Gender differences were noted, with boys scoring higher on extraversion, agreeableness, and neuroticism traits.

Augusto Landa et al.'s (2010) study revealed that low scores in neuroticism and high scores in extraversion are the personality dimensions most closely related to various psychological well-being scales, serving as strong predictors of psychological well-being.

After controlling for the effects of Emotional Intelligence, Naseer et al.'s (2022) study suggests that personality traits like extroversion, agreeableness, and openness do not significantly predict academic achievements, indicating complete mediation by Emotional Intelligence.

The intricate relationship between personality, Emotional Intelligence, and academic outcomes is evident in various studies, emphasizing the need for a holistic understanding of these factors in shaping students' educational experiences and achievements.

6. Need and Significance of the Study

Adolescence is a critical phase where personality traits and Emotional Intelligence significantly impact a student's well-being. Understanding the associations between personality traits and Emotional Intelligence in secondary school students is essential for identifying factors contributing to their psychological and emotional health (Djigić et al., 2016). By uncovering these associations, the study can offer insights into how specific personality traits may contribute to or hinder the development of Emotional Intelligence. This knowledge is crucial for educators, parents, and policymakers aiming to create environments that

foster holistic student well-being (Gidey & Kassaw, 2017). Recognizing the link between personality traits and Emotional Intelligence can guide educators in tailoring teaching methods to accommodate diverse student characteristics. This could enhance student engagement, motivation, and overall academic performance (Wasantha, 2017). The study can provide practical implications for educators by highlighting which personality traits are conducive to developing Emotional Intelligence. This information can inform the design of educational interventions that target specific traits, ultimately contributing to a more effective and personalized teaching approach.

Schools increasingly recognize the importance of social and emotional learning (SEL) programs. Understanding how personality traits are associated with Emotional Intelligence can inform the development and implementation of targeted SEL initiatives (Uçak & Yıldırım, 2020). The study's findings can contribute to the design of tailored SEL programs that address specific personality traits, promoting the development of Emotional Intelligence in secondary school students. It is particularly relevant in fostering empathy, self-awareness, and practical interpersonal communication skills. Mental health is a growing concern among adolescents, and personality traits and Emotional Intelligence play pivotal roles in this context (Extremera & Fernández-Berrocal, 2006). Understanding the associations can guide the development of targeted interventions to support students' mental health. The study can offer valuable insights for mental health professionals, counsellors, and educators by identifying specific personality traits that may serve as protective or risk factors for emotional well-being (Rahmawati et al., 2017) (Balluerka et al., 2016). This knowledge can inform the creation of targeted mental health support programs within schools (Ehsan & Tehrani, 2012).

Despite the existing body of research on personality traits and Emotional Intelligence, there is a need for more specific insights into these associations among secondary school students (Fauzia & Irum, 2020). The study contributes to the broader field of adolescent psychology by filling a gap in understanding the nuanced relationships between personality traits and Emotional Intelligence in this age group. It can serve as a foundation for further research and exploring interventions tailored to adolescent needs (Sajid & Afroz, 2019). Personality encompasses behavioural characteristics, attitudes, and ways of feeling and thinking. The emotional stability of young individuals is influenced by their personality, which, in turn, forecasts how they manage their emotions (Ruchi et al., 2021). Emotional Intelligence and personality traits share a close correlation. Emotional Intelligence, defined as an individual's ability to comprehend and regulate their emotions, shapes one's personality (Augusto Landa et al., 2010). Numerous studies highlight the positive associations of Emotional Intelligence with extraversion, agreeableness, openness to experience, and conscientiousness while showing a negative correlation with neuroticism. The interplay between Emotional Intelligence and personality traits has been extensively explored, with many research studies underscoring strong positive connections between these variables.

Investigating the association of personality traits with Emotional Intelligence in secondary school students is essential for promoting their holistic development, refining educational strategies, supporting mental health initiatives, and advancing the understanding of adolescent psychology. The study holds significance for various stakeholders involved in the well-being and education of secondary school students.

7. Methodology

7.1. Sample and Sample Size

The study was conducted in the Vizianagaram district of Andhra Pradesh, selecting 20 secondary schools randomly from the available list. The sample comprised 489 students, including 165 boys and 324 girls studying in secondary schools. Stratified random sampling was employed for sample selection.

7.2. Method of Data Collection

Standardized questionnaires were utilized to collect data through a combination of questionnaire and survey methods. Before administering each test, respondents were given standardized instructions following the manual guidelines. A detailed briefing about the study and the confidentiality of the results was given to ensure informed and willing participation.

7.3. Tools Used

Eysenck's Personality Questionnaire-Revised (EPQ-R-1985): The EPQ-R, a psychological assessment tool, was employed to measure the respondents' personality traits. Developed based on the theory of British psychologist Hans J. Eysenck, this questionnaire assesses personality across three dimensions: Extraversion, Neuroticism, Psychoticism, and Lie. The revised version provides a comprehensive understanding of an individual's personality.

Emotional Intelligence Test (EIT) by Dr. Ekta Sharma (2011): The Emotional Intelligence Test (EIT) was utilized to assess the Emotional Intelligence of the sample. Developed by Dr. Ekta Sharma, this test comprises 60 items scored on a 5-point Likert scale. The test has demonstrated high reliability, with all items exhibiting strong correlations indicating validity.

7.4. Data Analysis

Statistical methods such as correlation analyses and inferential statistics were employed to explore the relationships between personality traits and Emotional Intelligence. The findings were interpreted and presented to draw meaningful conclusions.

8. Objective-1

To find out the relationship between Emotional Intelligence and Personality Traits of Secondary school Students.

9. Hypothesis-1

There would be no significant relationship between Emotional Intelligence and Personality Traits of Secondary school Students.

Table 1 Descriptive Statistics

Variable	Mean	Std. Deviation	N
Overall Personality	134.6933	8.76819	489
Neuroticism	36.7301	3.29380	489
Extraversion	40.2986	3.26004	489
Psychoticism	37.9284	3.19916	489
Lie /Social desirability	22.7853	2.07367	489
Emotional Intelligence	202.4315	21.51410	489

Table 2 Correlations

		Emotional Intelligence
Overall Personality	Pearson Correlation	0.112*
	Sig. (2-tailed)	0.013
	N	489
Neuroticism	Pearson Correlation	0.139**
	Sig. (2-tailed)	0.002
	N	489
Extraversion	Pearson Correlation	0.098*
	Sig. (2-tailed)	0.029
	N	489
Psychoticism	Pearson Correlation	0.029 ^{NS}
	Sig. (2-tailed)	0.519
	N	489
Lie /Social desirability	Pearson Correlation	0.050 ^{NS}
	Sig. (2-tailed)	0.270
	N	489

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

NS: Not Significant

Interpretation

The correlation analysis between Emotional Intelligence and various personality traits, as measured by Pearson correlation coefficients, reveals fascinating insights:

Overall Personality: A statistically significant positive correlation of 0.112 ($p = 0.013$) between Emotional Intelligence and overall personality. The positive correlation suggests that as Emotional Intelligence increases, there is a tendency for overall personality traits also to exhibit a positive trend. Individuals with higher Emotional Intelligence may demonstrate a more favourable and well-rounded personality.

Neuroticism: A significant positive correlation of 0.139 ($p = 0.002$) between Emotional Intelligence and neuroticism is observed. Interpretation: This positive correlation suggests that individuals with higher Emotional Intelligence tend to have lower levels of neuroticism. Higher Emotional Intelligence may improve emotional regulation and reduce susceptibility to negative emotions.

Extraversion: A statistically significant positive correlation of 0.098 ($p = 0.029$) between Emotional Intelligence and extraversion. The positive correlation indicates that individuals with higher Emotional Intelligence are likelier to exhibit extraverted traits. Emotional Intelligence may contribute to effective social interactions and a higher degree of comfort in social settings.

Psychoticism: There is a non-significant positive correlation of 0.029 ($p = 0.519$) between Emotional Intelligence and psychoticism. The lack of a significant correlation suggests that Emotional Intelligence is not strongly associated with psychoticism. Emotional Intelligence may not significantly predict traits related to aggression, hostility, or interpersonal coldness.

Lie /Social desirability: There is a non-significant positive correlation of 0.050 ($p = 0.270$) between Emotional Intelligence and lie. The absence of a significant correlation indicates that Emotional Intelligence is not strongly linked to tendencies to provide deceptive responses. Emotional Intelligence may not have a notable impact on truthfulness as measured by the Lie scale. The correlation analysis suggests that Emotional Intelligence is positively associated with overall personality, lower levels of neuroticism, and extraverted traits. However, there is no significant correlation with psychoticism or tendencies to provide deceptive responses as measured by the Lie scale. These findings contribute to a nuanced understanding of the studied sample's relationships between Emotional Intelligence and specific personality traits.

Findings and Discussion

The findings of the correlation analysis between Emotional Intelligence and various personality traits provide valuable insights into the interplay of these psychological constructs. Understanding these relationships contributes to our knowledge of how Emotional Intelligence may be linked to specific dimensions of personality. Here, we discuss the implications and potential explanations for the observed correlations:

Positive Correlation with Overall Personality: The statistically significant positive correlation between Emotional Intelligence and overall personality implies that as individuals exhibit higher Emotional Intelligence, they are more likely to possess a favourable and well-rounded personality. This aligns with the notion that understanding and regulating emotions positively influences overall behavioural tendencies and attitudes.

Positive Correlation with Neuroticism: The positive correlation with neuroticism suggests that higher Emotional Intelligence is associated with lower levels of neuroticism. Individuals with better emotional regulation skills may be more adept at managing stressors and mitigating the impact of negative emotions, contributing to lower neuroticism scores.

Positive Correlation with Extraversion: The positive correlation with extraversion indicates that individuals with higher Emotional Intelligence tend to exhibit more extroverted traits. Emotional Intelligence, emphasising effective communication and social awareness, may contribute to greater comfort and proficiency in social interactions, aligning with extraverted characteristics.

Non-Significant Correlation with Psychoticism and Lie: The non-significant correlations between psychoticism and lie suggest that Emotional Intelligence may not have a strong association with these particular personality dimensions. This may imply that Emotional Intelligence, as measured in this study, does not significantly influence tendencies related to aggression, hostility, or deceptive responses.

The correlation analysis between Emotional Intelligence (EI) and personality traits uncovers notable connections, offering insights into their complex interplay. Elevated EI levels are positively linked with a more balanced personality, reduced neuroticism, and heightened extraversion, underscoring its positive influence on emotional regulation and social interactions. Nevertheless, the lack of significant correlations between psychoticism and deceit suggests that EI might not strongly affect aggressive or dishonest behaviours. These findings align with Nitima et al. (2022) study.

10. Educational Implications

These findings align with theoretical perspectives proposing that Emotional Intelligence contributes to adaptive and positive socio-emotional functioning. The positive correlations with extraversion and overall personality support the idea that Emotional Intelligence shapes socially desirable and well-adjusted personality traits.

Educators, counsellors, and practitioners can leverage these findings to design interventions to enhance Emotional Intelligence in individuals, potentially fostering more positive personality traits. Emphasising Emotional Intelligence development in educational and organisational settings may improve overall well-being.

11. Limitations and Future Directions

It is essential to acknowledge the study's cross-sectional nature, limiting causal inferences. Longitudinal research could provide a more nuanced understanding of how Emotional Intelligence changes relate to personality trait shifts over time. Additionally, the study's sample was drawn from a specific geographic location, which may impact the generalizability of the findings.

12. Conclusion

The correlation analysis provides valuable insights into the connections between Emotional Intelligence and specific personality traits. The positive associations with overall personality, lower neuroticism, and extraverted traits underscore the relevance of Emotional Intelligence in shaping positive psychological attributes. These findings contribute to the ongoing

discourse on the interplay between Emotional Intelligence and personality, emphasising their potential impact on individual well-being and social interactions.

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