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An Investigation into the Connection Between Secondary School Students' Emotional Intelligence and Personality Traits

ORIGINAL ARTICLE



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Abstract

This study investigates the connection between personality qualities and emotional intelligence (EI) in secondary school pupils in Andhra Pradesh, India's Vizianagaram district. The study included 489 students (165 boys and 324 girls) from 20 secondary schools that were chosen at random. The sample was chosen using stratified random sampling. Standardized questionnaires, such as Dr. Ekta Sharma's Emotional Intelligence Test (EIT) and Eysenck's Personality Questionnaire Revised (EPQ R, 1985), were used to gather data. The relationships between emotional intelligence and personality traits were investigated by statistical techniques, such as correlation and inferential statistics. The results show a strong positive association between extraversion, neuroticism, personality, and emotional intelligence. However, neither psychoticism nor a propensity for lying were shown to be significantly correlated with emotional intelligence. These findings imply that among

secondary school students, emotional intelligence influences personality traits including friendliness and emotional regulation. Interventions to improve emotional intelligence and encourage good personality development in educational settings can be informed by an understanding of this link.

Key Words

Emotional Intelligence, Secondary Schools, Personality Traits, Neuroticism, Extraversion.

Introduction

A person's learning path and academic success are shaped by a combination of education, emotional intelligence, and personality. For educators, students, and policymakers looking to improve education, a thorough grasp and investigation of these aspects offer insightful information. Activities that promote self-realization, personal growth, goal achievement, and general development are associated with eudemonic well-being. The development of this well-being is greatly impacted by the perception of emotions, motivation, and self-worth, which are moulded by personality traits and emotional intelligence.

Although earlier research has examined the connections between personality, emotional intelligence, and well-being, more research is still needed to understand how these three concepts interact. Furthermore, as Salavera et al.'s (2020) study emphasizes, understanding eudemonic well-being, especially in adolescents, requires evaluating the predictive value of personality and emotional intelligence. According to López Cassà et al. (2022), the unquestionable influence of personality and socioemotional development on children's learning and psychological well-being underscores the necessity of investigating the complex relationship between these two constructs, particularly in an educational setting.

Education and Emotional Intelligence

The ability to identify, comprehend, control, and make good use of one's own emotions as well as those of others is known as emotional intelligence (EI) in learning environments. Students with strong emotional intelligence are frequently better able to handle stress, manage social situations, and communicate successfully in educational contexts. Impact on Learning Outcomes: Studies show that kids who have strengthened their emotional intelligence typically have better interpersonal skills, more adept problem-solving abilities, and a stronger ability to bounce back from setbacks. By encouraging cooperation, empathy, and successful communication between students and teachers, emotional intelligence helps create a supportive and favourable learning environment. Curriculum Integration of Emotional Intelligence: A lot of educational institutions understand how important it is to incorporate emotional intelligence. It covers training techniques for stress management, conflict resolution, and self-awareness. These programs seek to impart vital life skills to pupils in addition to conventional academic knowledge.

Education and Personality

Impact of Personality qualities: Students' approaches to learning, interactions with peers, and reactions to difficulties are greatly influenced by their personality qualities. Customizing Teaching Methods: Teachers can modify their methods by identifying and comprehending the many personalities present in a classroom. For instance, introverted individuals might perform better on assignments that require more individual attention, whereas extroverted students might flourish in group activities. Teaching strategies that are flexible can improve student involvement and general satisfaction with the educational experience. Development of Life Skills: Education is vital for the development of vital life skills and goes beyond academic knowledge. Students' time management, goal-setting, and academic approach are influenced by their personality qualities. Schools that place a high priority on holistic education frequently seek to develop positive personalities Time, make objectives, and approach their study. In order to support students in their academic endeavours and personal development, schools that prioritize holistic education frequently seek to cultivate positive personality traits.

Interaction between Emotional Intelligence and Personality

Complementary Positions: Personality qualities and emotional intelligence frequently cooperate. A student with high emotional intelligence, for example, might use particular personality attributes to successfully navigate social settings and work with others. On the other hand, some personality characteristics may affect how people express and control their emotions. Improving Interpersonal Dynamics: Teachers can establish settings that foster positive interpersonal dynamics by acknowledging the connection between personality and emotional intelligence. A peaceful learning community is facilitated by techniques that foster self-awareness, empathy, and effective communication. Understanding personality traits and incorporating emotional intelligence into education are essential for developing well-rounded people. A comprehensive approach to education recognizes the well-rounded people. A holistic approach to education recognizes the importance of these components and seeks to support students' positive personality development, emotional health, and interpersonal skills in addition to imparting art knowledge (Fauzia & Irum, 2020).

Literature review

According to a study by **Augusto Landa; et al. (2010)**, the personality traits most strongly associated with several measures of psychological well-being are low neuroticism and high extraversion.

According to a study by **Bahat and Ovsenik (2020)**, students in higher year classes typically have higher emotional intelligence levels, which enhance relationships, communication, and general classroom wellbeing. According to **Mahama; et al. (2022)**, personality qualities such agreeableness, extraversion, conscientiousness, and openness predict academic engagement and self-regulated learning, while student teachers show lower levels of both.

According to **Fauzia and Irum's (2020)** research, prosocial behaviour and personality traits are significantly correlated. While neuroticism shows a negative relationship with prosocial behaviour, agreeableness, extraversion, conscientiousness and openness show positive correlations with helping behaviour.

According to **Dong et al. (2022)**, students' personality traits and emotional intelligence skills have an impact on their academic performance and productivity. According to the research, extroversion should be given priority in intervention techniques because it is a strong predictor of student achievement and has an impact on

both performance and the virtual learning experience. According to Dong et al., agreeableness emerges as a significant driver of student accomplishment while having a lower relative value.

In **Katoch's (2022)** study, the extraversion attribute was found to be significantly and favourably correlated with self-motivation, relationship management, and emotional intelligence. Emotional regulation was found to be negatively correlated with neuroticism and positively correlated with openness to new experiences. Boys scored higher on extraversion, agreeableness, and neuroticism qualities than girls, according to gender differences.

Naseer; et al.'s (2022) study indicates that personality qualities including extroversion, agreeableness, and openness do not significantly predict academic results after adjusting for the effects of emotional intelligence, demonstrating full mediation by emotional intelligence.

Numerous studies demonstrate the complex relationship between personality, emotional intelligence, and academic success, highlighting the necessity of a comprehensive understanding of these aspects in influencing students' educational experiences and achievements.

Need and Significance of the Study

A student's wellbeing is greatly impacted by personality traits and emotional intelligence during the crucial adolescent stage. Determining the elements influencing secondary school students' psychological and emotional well-being requires an understanding of the relationships between personality traits and emotional intelligence (Djigæ et al., 2016). The study can provide insights into how particular personality qualities may support or impede the development of emotional intelligence by identifying these correlations. This information is essential for educators, parents, and legislators who want to establish settings that promote the overall wellbeing of students (Gidey & Kassaw, Understanding the connection between personality factors and Emotional Teachers can use intelligence to help them modify their teaching strategies to suit a variety of student traits. This could improve students' motivation, engagement, and general academic achievement (Wasantha, 2017). By identifying the personality qualities that support the development of emotional intelligence, the study can have practical implications for educators. This data can help create educational interventions that focus on particular characteristics, which will ultimately result in a more successful and customized teaching strategy.

Social and emotional learning (SEL) programs are becoming more and more important in schools. Targeted SEL initiatives can be developed and implemented with an understanding of the relationship between personality traits and emotional intelligence (Uçak & Yildirim, 2020). The results of the study can be used to create customized SEL programs that target particular personality traits and help secondary school kids increase their emotional intelligence. It is especially important for developing self-awareness, empathy, and useful interpersonal communication skills. Teenagers are becoming increasingly concerned about their mental health, and personality traits and emotional intelligence are crucial in this regard (Extremera & Fernández-Berrocal, The creation of focused treatments to help students' mental health can be guided by an understanding of the associations. By identifying particular personality traits that may function as protective or risk factors for emotional well-being, the study can provide insightful information for mental health professionals, counselors, and educators (Rahmawati et al., 2017) (Balluerka et al., 2016). This information can guide the development of focused mental health assistance programs in schools (Ehsan & Tehrani, 2012).

Although there is a lot of research on personality traits and emotional intelligence, more focused understanding of these relationships among secondary school students is still needed (Fauzia & Irum, 2020). This study fills a knowledge gap in the field of adolescent psychology by illuminating the complex relationships between personality traits and emotional intelligence in this age group. According to Sajid and Afroz, personality covers behavioral traits, attitudes, and methods of feeling and thinking. It can be used as a basis for additional research and investigating solutions catered to the requirements of adolescents. Young people's personalities have an impact on their emotional stability, which in turn predicts how they control their emotions (Ruchi et al., 2021). Intelligence on an emotional level Personality qualities and emotional intelligence are closely related. According to Augusto Landa et al. (2010), emotional intelligence is a person's capacity to understand and control their emotions. Extraversion, agreeableness, openness to new experiences, and conscientiousness are all positively correlated with emotional intelligence, while neuroticism is negatively correlated. Numerous studies have examined

the relationship between personality traits and emotional intelligence, highlighting the substantial positive relationships between both factors.

Examining the relationship between personality traits and emotional intelligence in secondary school children is crucial for fostering their overall growth, improving teaching methods, assisting with mental health programs, and expanding our knowledge of teenage psychology. The study is important for many parties concerned in secondary school kids' education and well-being.

Methodology

Sample and Sample Size

Twenty secondary schools were chosen at random from the available list for the study, which was carried out in the Andhra Pradesh district of Vizianagaram. There were 489 secondary school pupils in the sample, 165 of whom were boys and 324 of whom were girls. The sample was chosen using stratified random sampling.

Method of Data Collection

Standardized questionnaires were used in conjunction with survey and questionnaire techniques to gather data. Respondents received standardized instructions in accordance with the manual's instructions prior to each test being administered. To guarantee informed and voluntary involvement, a thorough explanation of the study and the confidentiality of the results was provided.

Tools Used

The Personality Questionnaire by Eysenck Revised (EPQ R 1985) The respondents' personality qualities were measured using the EPQ R, a psychological evaluation instrument. This questionnaire evaluates personality in three areas: extraversion, neuroticism, psychoticism, and lying. It was created based on the idea of British psychologist Hans J. Eysenck. The updated edition offers a thorough comprehension of a person's personality. Dr. Ekta Sharma's Emotional Intelligence Test (EIT) (2011): The sample's emotional intelligence was evaluated using the Emotional Intelligence Test (EIT). This exam was created by Dr. Ekta Sharma and consists of 60 items with a 5-point Likert scale. All of the test's items show substantial correlations, showing validity, and the test has proven to be highly reliable.

Data Analysis

To investigate the connections between personality traits and emotional intelligence, statistical techniques like correlation analysis and inferential statistics were used. The results were analysed and displayed to make significant.

Objective

To determine the connection between secondary school students' personality traits and emotional intelligence.

Hypothesis

Secondary school students' personality traits and emotional intelligence would not be significantly correlated.

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	0.029NS
	Sig. (2-tailed)	0.519
	N	489
Lie /Social desirability	Pearson Correlation	0.050NS
	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: Fascinating insights are revealed by the correlation analysis between emotional intelligence and several personality qualities as determined by Pearson correlation coefficients:

Overall Character: Overall personality and emotional intelligence have a statistically significant positive connection of 0.112 ($p = 0.013$). The positive association implies that general personality qualities also likely to show a positive trend when emotional intelligence rises. A more positive and well-rounded personality may be exhibited by those with higher emotional intelligence.

Interpretation: This positive association implies that those who are more emotionally intelligent also likely to be less neurotic. Increased emotional intelligence may lessen vulnerability to unpleasant emotions and enhance emotional management. Neuroticism and emotional intelligence have a strong positive connection of 0.139 ($p = 0.002$).

Extraversion

Extraversion and emotional intelligence have a statistically significant positive connection of 0.098 ($p = 0.029$). The positive connection suggests that extraverted tendencies are more common in people with higher emotional intelligence. Effective social relations and a greater level of comfort in social situations may be facilitated by emotional intelligence.

Psychoticism

Psychoticism and emotional intelligence have a non-significant positive correlation of 0.029 ($p = 0.519$). The absence of a substantial link suggests that psychoticism and emotional intelligence are not closely related. Aggression, antagonism, and interpersonal coldness may not be well predicted by emotional intelligence.

Social Desirability and Lies

Emotional intelligence and lying have a non-significant positive connection of 0.050 ($p = 0.270$). The lack of a significant correlation suggests that emotional intelligence and the propensity to give false information are not closely related. Truthfulness as determined by the Lie scale may not be much impacted by emotional intelligence. According to the correlation analysis, extraverted qualities, lower levels of neuroticism, and overall personality are all favourably correlated with emotional intelligence. But according to the Lie scale, there is no discernible relationship with psychoticism or propensity to give false answers. These results add to a more complex understanding of the connections between particular personality qualities and emotional intelligence in the group under study.

Findings and Discussion

The results of the correlation analysis between different personality traits and emotional intelligence offer insightful information about how these psychological concepts interact. Knowing these connections advances our understanding of the potential connections between particular personality traits and emotional intelligence. Here, we go into the ramifications and possible causes of the relationships that have been found:

- **Good Association with Overall Personality:** People with higher emotional intelligence are more likely to have a good and well-rounded personality, according to the statistically significant positive association between emotional intelligence and overall personality. This supports the idea that comprehending and controlling emotions has a beneficial impact on general behavioural patterns and attitudes.
- **Positive Association with Neuroticism:** Higher emotional intelligence is linked to lower levels of neuroticism, according to the positive correlation with neuroticism. Better emotional regulation abilities may help people manage pressures and lessen the effects of unpleasant emotions, which lowers neuroticism scores.
- **Extraversion and Positive Correlation:** People with higher emotional intelligence tend to be more outgoing, according to the positive link with extraversion. Emotional intelligence, which emphasizes social awareness and efficient communication, may help people feel more at ease and competent in social situations, which is consistent with extraverted traits.
- **Non-Significant Correlation with Psychoticism and Lie:** The non-significant correlations between psychoticism and lie imply that these specific personality traits may not be strongly correlated with emotional intelligence. This could suggest that the study's measure of emotional intelligence has no bearing on aggressive, hostile, or dishonest inclinations.

A correlation study between personality traits and emotional intelligence (EI) reveals significant relationships that shed light on their intricate interactions. Increased extraversion, decreased neuroticism, and a more balanced personality are all positively correlated with higher EI levels, highlighting its beneficial effects on social interactions and emotional control.

However, the lack of substantial associations between psychoticism and dishonesty implies that EI may not have a significant impact on aggressive or dishonest behaviours. These results are consistent with the work by Nitima; et al. (2022).

Educational Implications

These results are consistent with theories that suggest emotional intelligence has a role in adaptive and constructive socioemotional functioning. The assumption that socially acceptable and well-adjusted personality qualities are shaped by emotional intelligence is supported by the positive relationships with extraversion and overall personality.

These findings can be used by educators, counsellors, and practitioners to create programs that improve people's emotional intelligence and possibly promote more favourable personality traits. In educational and/or organizational contexts, placing a strong emphasis on the development of emotional intelligence may enhance general wellbeing.

Limitations and Future Directions

Recognizing the cross-sectional aspect of the study, which restricts causal inferences, is crucial. A more sophisticated knowledge of how changes in emotional intelligence relate to changes in personality traits throughout time may be obtained through longitudinal study. Furthermore, the study's sample was selected from a particular geographic area, which could affect how broadly the results can be applied.

Conclusion

The correlation analysis offers insightful information on the relationships between particular personality qualities and emotional intelligence. Favourable correlations with extraverted qualities, decreased neuroticism, and overall personality highlight the importance of emotional intelligence in developing favourable psychological

traits. By highlighting their possible effects on social interactions and personal well-being, these findings add to the continuing conversation about the relationship between emotional intelligence and personality.

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