

# A STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND DIFFERENT PERSONALITY TRAITS...

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## ABSTRACT

[The present study has been conducted to find out the relationship between personality traits and emotional intelligence. The research took the sample consisted of 89 students from the 11<sup>th</sup> class of secondary school of UP and CBSE Board of Allahabad district. "Personality inventory" and "Test of emotional intelligence" were used to collect the data and product moment correlation is used to analyze the data. The results show a significant positive correlation between emotional intelligence and six personality traits name by dominant, more analytical, enthusiastic, relaxed, adaptive and emotionally stable.

**Personality** is the combination of behavioural traits. **Allport (1961)** define Personality as the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought. **Emotional intelligence** is the capacity to be aware of, control, and express one's own and others emotions, and to handle interpersonal relationships judiciously and empathetically.

**Daniel Goleman**, an American psychologist, developed a framework of five elements that define emotional intelligence those are Self awareness, Self regulation, Motivation, Empathy, Social skills. Emotional intelligence helps in how well a person is able to use their personality characteristics and traits when handling the emotions of themselves and others. Finding of previous researches revealed that three of the **personality traits**, extraversion, agreeableness, and openness to experience emerged as significant predictors of **emotional intelligence**. (Andi,2012 Atta,Ather & Bano (2013)

**Hari Krishnan Andi, 2012** conducted a study to find out relationship between emotional intelligence and personality traits. The objective of this paper is to study the relationship between Emotional Intelligence (EI) and the personality traits using Malaysian Youth Emotional Intelligence Test (MYEIT) and Big Five Inventory (BFI). The finding of this study is shows that there are strong relationships between EI and Big Five, personality traits namely Conscientiousness and Agreeableness strongly correlates with EI, followed by Extraversion, Openness and Neuroticism.

**Atta, Ather et al 2013**, conducted a study to find out the relationship between the personality traits and emotional intelligence among university teachers. Sample of the study was comprised 163 university teachers. Wong and Law Emotional Intelligence Scale (2002) and NEO-Five Factor Inventory (NEO-FFI) developed by Costa & McCrae (1992) were used to measure EI and personality traits accordingly. Correlational analysis showed that EI is positively correlated with extraversion, conscientiousness, openness to experience and agreeableness, and negatively with neuroticism. t-test analysis demonstrated that there is no gender differences in EI, openness to experience and agreeableness, whereas significant gender differences were demonstrated on extraversion, conscientiousness and neuroticism.

**OBJECTIVE OF THE STUDY-** the objective of the study is

- To find out the relationship between emotional intelligence and different personality traits.

**HYPOTHESES OF THE STUDY-** it was hypothesized that-

- There is no significant relationship between emotional intelligence and personality traits.

**METHODOLOGY-**

**SAMPLE-**

Secondary school students of 2 aided schools of Allahabad city constitute the population for this study. From the population a sample of 100, XI class students of two institutions was taken as sample.

**TOOLS-**

Two tools has been used for data collection. For measuring learning stress among students, 'Emotional intelligence scale' developed by 'K.S.Misra' has been used. For measuring personality of students, 'Personality inventory' made by K.S.Misra has been used.

**STATISTICS USED-**

Correlations were computed to find out the relationship between learning stress and personality product moment correlation has been used to analyze the data.

**Results –**

Table 1 shows value of Product moment correlation was used to calculate the correlation between Emotional intelligence and 20 personality traits and -

**Table-1 Correlations between personality traits and emotional intelligence-**

Sr.no	Personality traits	No.	R
1.	Experimenting vs Conventional	89	.076
2.	Emotionally stable vs Excitable	89	.310**
3.	Spiritual vs Materialist	89	.093
4.	Adaptive vs Rigid	89	.263*
5.	Confident vs Apprehensive	89	.242*
6.	More inquisitive vs less inquisitive	89	.252*
7.	Relaxed vs Tense	89	.357**
8.	Affectionate vs Undemonstrative	89	.019
9.	Persistent vs Casual	89	.016
10.	Self-critical vs Happy-go-lucky	89	.164
11.	Supportive vs Inhibitive	89	.011
12.	Independent vs Group dependent	89	.263*
13.	Enthusiastic vs Lethargic	89	.213
14.	Assertive vs Humble	89	.063
15.	More analytical vs Less analytical	89	.022
16.	Forthright vs Crooked	89	.027
17.	Divergent vs Convergent	89	-.106
18.	Dominant vs Submissive	89	.312**
19.	Conscientious vs Unscrupulous	89	.034
20.	Social vs Selfcentered	89	-.019

Observation of the table shows that the value of coefficient of correlation between emotional intelligence and Enthusiastic vs Lethargic (.213), Adaptive vs Rigid (.263), Confident vs Apprehensive (.242), More inquisitive vs less inquisitive (.252) are significant at .05 level. Value of coefficient of correlation between emotional intelligence and Dominant vs Submissive(.312), Relaxed vs Tense (.357), Emotionally stable vs Excitable(.310) are significant at 0.01 level. It means that emotional intelligence is positively correlated with enthusiastic, adaptive, confident, more inquisitive, emotional intelligence, dominant and emotionally stable personality trait. Table 1 also reveals that the coefficient of correlation between remaining 16 traits of personality and learning stress are not significant at 0.05 level. It means that learning stress is not related to personality traits name by

experimenting, sociable, persistent, supportive, independent, enthusiastic, forthright, divergent, dominant, adaptive, spiritual, affectionate, self-critical, conscientious and independent.

Results show that student who are more **enthusiastic** are more emotionally intelligent it may be possible because students who are enthusiastic are more motivated, energetic and full of enthusiasm, they are able to represent their emotion without any fear, they are always full of zeal, so that can also serve the emotions of others. On the opposite side persons who are **lethargic** lacks energy and feels tired and uninterested and without interest nobody can deal with the emotions of another people with intelligence.

Students who are **confident** are more competent, self motivated, intellectual, self-managed, focused, committed, pragmatic and persistent. They have no doubt about their tasks, they are risk takers and take the responsibilities of their own failure and learn from them, because they have faith on themselves. In this way they are more self analytical so that they can recognize and represent their feelings well. On the other hand students who are **apprehensive** are more uneasy and worried about future, unhappy feelings and failures, so they will have less empathy, compassion etc to deal with emotions of others. Adaptiveness is positively related to emotional intelligence. It means that Students who are **adaptive** are more able to adapt to the circumstances so that he will act, he will deal with circumstances with more patience so that he will be able to Recognize, understand and influence the emotions of others. On the other hand who are **rigid** are inflexible and more firm and does not compromise, so they are unable to work with sympathy and empathy. Results also show that inquisitiveness is positively related to emotional intelligence. It means **more inquisitive** student desire to know more and asks for information, such person try to get more information about how emotions can influence behavior impact people (positively and negatively), and learning how to manage these emotions — both our own and others it is possible that **less inquisitive** person will not be aware of feelings of others so he may be less emotionally intelligent. Being relaxed and emotionally stable has been found to be positively related to emotionally intelligence.

Students who are more **relaxed** or **emotionally stable** has been found to be positively related to emotionally intelligence. Students who are more relaxed or emotionally stable feel more comfortable, person with low level or excitability may be more balanced and they can control emotions. Persons who are **tense** and **excitable** they are more anxious, troubled, fearful, depressed and disappointed, such students seems to be less emotionally intelligent. Independence and dominance are positively related to emotional intelligence. It means students who are **dominant** considers themselves as having more influence, control or authority on others, so they are able to influence emotional expression of other people with their thoughts and ideas. Independent students will tend to be more autonomous in self perception and emotional intelligence.

## CONCLUSION-

The objective of the study has been to find out relationship between emotional intelligence and 20 personality traits and results found out a positive relationship between seven personality traits named relaxed, emotionally stable, more inquisitive, adaptive, confident, enthusiastic and dominant. In this way the study support the results of Andi and Atta, Ather & Bano. It implies that while trying to foster emotional intelligence of students, efforts need to be made to develop adaptiveness, inquisitiveness, emotional stability, dominance, independence, and confidence traits of personality and they should be in a more relaxed atmosphere.

**References-**

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