

**“A STUDY ON PERSONALITY AND EMOTIONAL INTELLIGENCE
AMONG SECONDARY SCHOOL STUDENTS”**

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Abstract:

The study of the psychology of personality, called personality psychology, attempts to explain the tendencies that underlie differences in behavior. Psychologists have taken many different approaches to the study of personality, including biological, cognitive, learning, and trait-based theories, as well as psychodynamic, and humanistic approaches. The Personality is the characteristic sets of behaviors, cognition, and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with the environment, one is surrounded by. Trait-based personality theories, such as those defined by Raymond Cattell, define personality as traits that predict an individual's behavior, emotions feelings attitudes and behaviour. On the other hand, more behaviorally-based approaches define personality through learning and habits. Nevertheless, most theories view personality as relatively stable. Emotional Intelligence is the ability to understand use and manage emotions in positive ways to relieve stress communicate effectively empathize with others, overcome challenges and defuse conflict in the children.. In this context the purpose of the study was to investigate the study on Personality and emotional intelligence among secondary school students. The study also aims to find out the correlation between the variables of the study. The study has been carried on students who were studying in 8th standard in schools of city of Mysore. The sample for the study consisted of 100 male and female students, data was collected by apply Eysenck personality inventory to measure the personality of secondary school students and Emotional intelligence by Emotional intelligence scale by upinderdhar.

Key words: Emotional intelligence, Personality, Descriptive survey method, t-test.

1. Introduction:

The concept of emotional intelligence was first brought into scientific terms in 1990 by Jack Mayer and Peter Salovey (1995) . Recently another psychologist, Daniel Goleman (1995), proposed a theory on emotional intelligence that centered around five traits. Developments have also been made on measuring emotional intelligence, and analyzing it's correlation with an individual's level of success. Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reactions, state of mind, coping style and communication style. These factors directly affects the level of success, satisfaction, ability to connect to other people as well as the individual's ability to cope with stress, level of self stream, perception of control and overall level of mental and emotional well being. Mayer & Salovey (1997) conducted a study on Emotional intelligence, affect, and attitudes . The result of the study was that despite important exceptions people are usually motivated to seek pleasant feelings and avoid unpleasant emotions. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress. Other emotional abilities, such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by helping people to identify and interpret cues that inform self-regulatory action. Therefore emotional intelligence should contribute to positive affect and attitudes at work. Man is a social animal which gets affected from its

surroundings. Every man has his or her personality which is very unique in nature and characteristics. According to Cattell (1950), "Personality is that which permits a prediction of what a person will do in a given situation and define personality in their own words. Personality is an abstract concept which involves actions, emotions, recognitions and motivations of a person. Despite having many common personality traits, humans have unique personality. The personality is remained constant in a long time; nevertheless, it is changed from one position to another one. Measuring the personality and describing the personality traits has been paid attention by the psychologists from a long time ago. Identifying the people's personality traits is necessary in many living situations. Pevin & John, (2001) said that Personality is a set of psychological traits and mechanism within the individual which was organized, relatively endured and influenced his or her interaction with the adaptation to the environment]. Allport, (1961) elaborate personality that consists of dynamic organization traits that determine how a person adjust himself uniquely to those environment includes seven categories; bio-physical, bio-social, unique, integrative, adjustment, differentiate essential and omnibus . By some other definitions and elaborations it could be said that Personality is an abstract concept which involves a total sum of actions, emotions, recognitions of any human creature with their surroundings. Personality is the sum total of habits, characteristics, traits of any person which remains unchanged for a long time in normal conditions. A study by Matchimanon (2001) exam. various approaches used to study personality today reflect the influence of the first theorists in the field, a group that includes Sigmund Freud, Alfred Adler, Gordon Allport, Hans Eysenck, Abraham Maslow, and Carl Rogers. Emotional intelligence is an ability to control emotions in abnormal situations. Now it is widely accepted that emotional intelligence also a key determent for success and also in development in personality. Personality is a sum total of emotions. By taking a sample of 100 secondary school students an attempt has made to find out the relationship between emotional intelligence and different factors of personality of secondary school students .

2. Need and importance of the study:

Always a point of discussion among philosopher, psychologist and educationist. Many eminent scholars define personality in their own words. Personality is an abstract concept which involves actions, emotions, recognitions and motivations of a person. Despite having many common personality traits, humans have unique personality. The personality is remained constant in a long time; nevertheless, it is changed from one position to another one. Measuring the personality and describing the personality traits has been paid attention by the psychologists from a long time ago. Identifying the people's personality traits is necessary in many living situations. Pevin & John, (2001) said that Personality is a set of psychological traits and mechanism within the individual which was organized, relatively endured and influenced his or her interaction with the adaptation to the environment. Alport, (1961) elaborate personality that consists of dynamic organization traits that determine how a person adjust himself uniquely to those environment includes seven categories; bio-physical, bio-social, unique, integrative, adjustment, differentiate essential and omnibus . By some other definitions and elaborations it could be said that Personality is an abstract concept which involves a total sum of actions, emotions, recognitions of any human creature with their surroundings. Personality is the sum total of habits, characteristics, traits of any person which remains unchanged for a long time in normal conditions. A study by Matchimanon (2001) examined the relationship between personality and emotional intelligence of 100 male and female students. The finding revealed that overall emotional intelligence was significantly related with personality dimensions at .01 level. Donald H. Saklofske (2003) conducted a study on a sample of 354 students to examine the relationship between personality traits and Emotional Intelligence . EI was found to be negatively and significantly correlated

with Neuroticism, and positively and significantly correlated with Extraversion, Openness, Agreeableness and Conscientiousness. However, there are mixed results with respect to extroversion and empathy. Duran, A. Extremera, N. & Rey, L. (2004) examined the relationship among dimensions of self reported emotional intelligence, engagement and burnout and found that emotional functioning and work related variables in a professional sample were significantly related [9]. Kemp et al. (2005) explored relationship between Brain Resource Inventory for emotional intelligence and variables relevant to understanding on emotional intelligence . It was found that emotional intelligence was associated more with personality than cognitive ability. It came out that the study on relationship between personality and emotional intelligence by aiming to explore what dimensions of personality strongly correlated with aspect of emotional intelligence. Amrita and Khadirawan (2006) found that gender, age and qualifications influence the emotional intelligence of school teachers. Todd H. Drew (2006) conducted a study to see the relationship between emotional intelligence and student teacher performance The study is an important contribution to the literature in that it appears to be the first study to explore the possibility an assess event instrument can predict STP are related. However, data, collected from the cooperating teacher and student teacher perspective did not reveal any statistically significant relationship. Updhyaya (2006) has studied the personality of emotionally intelligent student-teachers on a sample of 78 student-teachers It was found that as compared to low emotionally intelligent student-teachers, high emotionally intelligent student-teachers are more confident, persistent, supportive, enthusiastic and divergent. The research conducted by Besharat (2010) as ‘studying the relationship between the aspect of personality and emotional intelligence’ . The research results showed that there is a significant positive correlation between emotional intelligence, the dimensions of extraversion, managing the experiences, harmony and conscientiousness and negative relationship between emotional. According to Petrides (2010) a stronger relationship was reported between emotional intelligence and big five personality Hudani et al (2012) found Conscientiousness, Openness, Extraversion and Agreeableness are positively correlates with emotional intelligence Teacher is also covered with their surrounding and environment. Everything which is happening in surrounding affects both emotional intelligence and personality of a teacher. Teacher is a key determent of success of any society so it is quite necessary to observe the personality pattern and emotional intelligence. Teacher’s personality affects students very much. So a question arises in the mind of investigator whether there is any relationship between personality pattern and emotional intelligence of students. In the lights of the above investigator felt that it is necessary to investigate to study on Personality and Emotional Intelligence among Secondary school students.

3. Operational definitions of the key terms used in the study:

Personality: Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability. The other is understanding how the various parts of a person come together as a whole.

Emotional intelligence: Emotional intelligence (EI) is most often defined as the ability to perceive, use, understand, manage, and handle emotions. children with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments.[Although the term first appeared in 1964, it gained popularity in the 1995 best-selling

book *Emotional Intelligence*, written by science journalist Daniel Goleman. Goleman defined EI as the array of skills and characteristics that drive leadership performance.

4. Methodology:

Statement of the problem

Statement of the problem is “A study on Personality and Emotional intelligence among secondary school students”

5. Objectives of the study:

The study has been undertaken the following objectives:

- a) To compare the personality of male and female secondary school students.
- b) To compare the Emotional intelligence of male and female secondary school students.
- c) To examine whether there is a significant co- relationship between Personality and Emotional intelligence of secondary school students.

6. Hypotheses of the study:

The following hypotheses were formulated in pursuance of the objectives of the study.

- a) There is no significant difference between personality of male and female secondary school students.
- b) There is no significant difference between Emotional intelligence of male and female secondary school students.
- c) There is no significant correlation between personality and Emotional intelligence of secondary school students .

7. Variables of the study:

The following were the variables of the study:

Main variables: Personality
Emotional intelligence
Background variable : Gender

8. Method of the study:

Descriptive survey method has been adopted for the present study.

9. Sample of the study :

Random sampling technique has been adopted for selecting sample in Secondary Schools from the city of Mysore. Further 100 male and female students were selected through cluster sampling technique.

10. Tools used for the collection of data:

Sl. No.		Variables	Tools used	Standardized / Constructed
1		Personality	Esenck personality Inventory	Esenck
2		Emotional intelligence	Emotional intelligence scale	Upender Dhar

11. Statistical techniques used for data analysis:

The following statistical technique was used for analyze the hypotheses formulated in the study:

- a) t – test used to find out significant differences between the variables
- b) Pearson product movement correlation: The techniques used to find out correlation between the variables.

12. Analysis and interpretation of the data:

- a)To compare the personality of male and female secondary school students.
- b) To compare the Emotional intelligence of male and female secondary school students.
- c)To examine whether there is a significant co- relationship between Personality and Emotional intelligence of secondary school students.

Hypotheses 1:There is no significant difference between personality of male and female secondary school students.

Table No. 1: showing mean, SD, t-value of male and female with respect to Personality.

Personality	Groups	N	Mean	SD	df	T	Significance
Gender	Male	50	45.128	11.195	48	8.250	0.01
	Female	50	46.753	12.857			

Table No.1 shows that the obtained ‘t’ value 8.250 is greater than the tabled ‘t’ value 2.626 at 0.01 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Personality of male and female secondary school students is accepted. Since, the mean value of male (45.128) is lesser than that of the mean value of female (46.753), it is concluded that female secondary school students have scored higher in Personality.

Hypotheses-2: There is no significant difference between the Emotional Intelligence of male and female secondary school students.

Table No. 2: showing mean, SD, t-value of male and female with respect to Emotional Intelligence.

Emotional Intelligence	Groups	N	Mean	SD	df	T	Significance
Gender	Male	50	25.30	6.263	30	5.520	0.01
	Female	50	26.41	8.321			

Table No.2 shows that the obtained ‘t’ value 5.520 is greater than the tabled ‘t’ value 3.296 at 0.01 level. Therefore, the above stated null hypothesis is rejected and it is concluded that there is a significant difference between the of male and female secondary school students is accepted.

Hypotheses-3: There is no significant relationship between the Personality and Emotional Intelligence of secondary school students.

Table no- 3: Showing the Number, Mean ‘r’ value between Personality of Secondary school students and their Emotional Intelligence.

Variables	N	Df	‘r’ value	Level of significance
Personality	100	95	0.07	NS
Emotional Intelligence				

Table no-3 shows that obtained ‘r’ value of 0.07 is lesser than table value at 0.250 at 0.05 level. Hence, the null hypothesis Ho-3 is accepted. It is concluded that there is a positive insignificant relationship between the Personality and Emotional Intelligence of secondary school students.

13. Findings of the study

1. There is a significant difference between the Personality of male and female secondary school students
2. There is a significant difference between the Emotional Intelligence of male and female secondary school students
3. There is a positive insignificant relationship between the Personality and Emotional Intelligence of secondary school students

14. Educational Implications of the study:

Teacher need to organize life skill development programs which were leads to personality development and Emotional Intelligence among secondary school students, through organizing tour, trips, camps and conducting cultural activities. Developing self-management, self-awareness, social awareness, relationship management, skills in the students. Guidance by the teacher is important to develop good personality among students.

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