

A study of the relationship between emotional intelligence and personality development of rural adolescents

Abstract

“Adolescence” is a dynamically evolving theoretical construct informed through physiologic, psychosocial and cultural lenses. This critical developmental period is usually understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014). Personality development is not only about changes in traits but also about changes in other layers of the self, such as the identity layer. Forming one's identity is thought to be the key developmental task of adolescence, but profound changes in personality traits also occur in this period (Theo, 2012). Emotional intelligence is a set of qualities and competencies that captures a broad group of individual skills and dispositions, usually referred to as soft skills that are outside the traditional areas of specific knowledge, general intelligence, and professional skills (Gupta, 2014). Emotional Intelligence plays an important role in the job performance, enthusiasm, decision making, successful management and leadership. This research examines emotional intelligence in relation to personality development of rural adolescents. The study was conducted in rural areas of Bhiwani district and Gurugram district of Haryana State. From each district sample constituted of randomly selected 120 adolescents including 60 males and 60 females of 14-16 years. Personality Development Scale by John and Srivastava (1999) was used for assessing personality development. Emotional intelligence was assessed by Emotional Intelligence Scale (EIS) of Hyde, Pethe and Dhar (2002). The results revealed that majority of the adolescents had average level of emotional intelligence and personality. Emotional intelligence was found to be positively and significantly correlated with personality. The collected data was classified and tabulated as per the objectives. For analysis of data a frequency, percentages, mean, standard deviation and independent sample ‘z’ test were used.

Keywords: Adolescents, personality, emotional intelligence, developmental task.

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Introduction

Adolescence is a different phase of the developmental life cycle in humans and other animal species (Elliot and Feldman, 1990). Adolescence refers to the period marking the change from

childhood to adulthood. Historically, this typically spans from 12 to 18 years of age, which roughly corresponds to the time from pubertal onset (i.e., specific hormonal changes) to guardian independence (i.e., the legal definition of “adulthood” in many countries). Adolescence commonly co-occurs with puberty, a biological phenomenon defined by a group of events that are driven by increases in adrenal and gonad hormones, including the development of secondary sex characteristics and modulations in strength and fat. It is connected with a period of increased risk-taking behaviors as well as increased emotional reactivity. This is normally coincident with changes in the social and school environment, such as spending less time with parents and more with peers, as well as an increase in independence. These behavioral changes occur in the context of developmental changes that are influenced by both external environmental and internal factors that elicit and support behaviors (Jaworska and Macqueen, 2015).

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality (Devi, 2011). Personality is a significant predictor of mental health including positive mental health/well-being. Healthy personality development is related to several aspects of well-being and there is a need for integrating the contributions of personality to well-being on current approaches to mental health (Moreira *et al.*, 2015).

Emotional Intelligence plays an important role in the job performance, enthusiasm, decision making, successful management and leadership. Everyone experiences and relates their feelings and emotions in day to day life. Emotional intelligence is an ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively so as to promote emotional and intellectual growth (Salovey and Grewal 2005).

Keeping in mind the importance of emotional intelligence and its influence on personality development, the present study has been planned to achieve the following objectives:

Objectives of the investigation

1. To assess emotional intelligence and personality of rural adolescents
2. To assess relationship between emotional intelligence and personality of adolescents.

Review of literature

Ghiabi *et al.* (2011) found that (EI) could positively and negatively predicted by extraversion and neuroticism, respectively. Associations of the two constructs could be explained by “affect regulation”, “tendency to have positive experiences”, and “tendency to have negative experiences”.

Andi (2012) discovered strong relationships between emotional intelligence (EI) and personality (Big Five). Conscientiousness and agreeableness strongly correlates with EI, followed by extraversion, openness and neuroticism.

James (2012) found that whereas EI was significantly related to three of the five well-being

variables, the Big Five personality factor of neuroticism was found to be a stronger predictor of well-being. The findings suggest that EI does not account for additional variance in well-being over personality.

Yusoff et al. (2013) studied that a range of evidence has consistently supported the favorable relationships between emotional intelligence and personality with various areas of individual performance, which include job performance, mental health, academic success, career success, positive personal qualities and **well-being** either in medical or pharmacy context or other.

Dehghansna et al. (2014) detected a positive and meaningful relationship between four components namely, extraversion, agreeableness, conscientiousness as well as openness and emotional intelligence. In addition, the study found a negative and meaningful relationship between neuroticism and emotional intelligence.

George et al. (2017) interviewed 300 adolescents and found that most of them had low EI in self-awareness, i.e., 92 (30.7%), motivation 99 (33%), and social skills 101 (33.7%). It was also observed that most of them had high EI in self-regulation, i.e., 98 (32.7%) and moderately high EI in empathy 117 (39%).

Methods and Materials

Research Design

A ‘Descriptive Research design’ was followed to conduct this study. Descriptive studies are a scientific technique which includes observing and describing the behavior of a subject without influencing it in any way. It gives deeper understanding of a phenomenon on the basis of an in depth study of the phenomenon.

Selection of area

Two districts from Haryana state i.e. Gurugram District and Bhiwani District were selected at random. From Gurugram District, Mahu village was selected at random and from Bhiwani District, Talu village was selected at random. From Mahu village, two schools were selected purposively from which 120 adolescents were selected (60 males and 60 females) at random and similarly from Talu village, two schools were selected purposively from which 120 adolescents (60 males and 60 females) were selected at random. So, the total number of schools was four.

Sample size

From each selected district the sample constituted at randomly selected 120 adolescents, from the age group 14-16 years. The total sample from four schools was 240 adolescents (120 males and 120 females).

Tools used in study

Personality of adolescents was assessed by using Big Five Inventory developed by John and Srivastava (1999) and emotional intelligence was assessed by using Emotional Intelligence Scale given by Hyde, Pathé and Dhar (2002).

Statistical analysis of data

For analysis of data, categorization, coding, tabulation, statistical analysis were done using statistical package for the social sciences (SPSS for windows) SPSS 16.0. For interpretation of results different statistical tools such as frequency, percentages, mean, standard deviation, coefficient of correlation and 'Z' test were employed.

Results and Discussion

Emotional intelligence among adolescents of Mahu village (Gurugram District) and Talu village (Bhiwani District) was assessed with Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar (2002) and results are presented in table 1.

Table 1: Emotional intelligence among adolescents of Mahu and Talu village

Aspect of emotional intelligence	Level	Mahu (n=120) f (%)	Talu (n=120) f (%)	Total (N=240) f (%)
Self-awareness	Low (10-13)	15(12.5)	10(8.3)	25(10.4)
	Average(14-17)	64(53.3)	69(57.5)	133(55.4)
	High (18-21)	41(34.1)	41(34.1)	82(34.1)
Empathy	Low (7-13)	17(14.1)	12(10.0)	29(12.0)
	Average(14-20)	68(56.6)	77(64.1)	145(60.0)
	High (21-25)	25(20.8)	31(25.8)	56(23.3)
Self-motivation	Low (12-17)	7(5.8)	24(20)	31(12.9)
	Average(18-23)	52(43.3)	56(46.6)	108(45.0)
	High (24-29)	51(42.5)	40(33.3)	91(37.9)
Emotional stability	Low (7-13)	41(34.1)	29(24.1)	70(29.1)
	Average(14-20)	74(61.1)	76(63.3)	150(62.5)
	High (21-26)	5(4.1)	15(12.5)	20(8.3)
Managing relation	Low (8-13)	16(13.3)	13(10.8)	29(12.0)
	Average(14-19)	84(70.0)	89(74.1)	173(72)
	High (20-25)	10(8.3)	18(15)	28(11.6)
Integrity	Low (6-12)	63(52.5)	23(19.1)	86(35.8)
	Average(13-19)	54(45.0)	93(77.5)	147(61.2)
	High (20-25)	3(2.5)	4(3.3)	7(2.9)
Self-development	Low (2-4)	1(0.8)	8(6.6)	9(3.7)
	Average(5-7)	42(35.0)	57(47.5)	99(41.2)
	High (8-10)	77(64.1)	54(45)	131(54.5)
Value orientation	Low (4-5)	6(5.0)	4(6.6)	10(4.1)
	Average(6-8)	85(70.8)	34(28.3)	119(49.5)
	High (9-10)	29(24.1)	82(42.5)	111(46.25)
Commitment	Low (2-4)	6(5.0)	5(4.1)	11(4.5)
	Average(5-7)	19(15.8)	69(57.5)	88(36.6)
	High (8-10)	95(79.1)	46(38.3)	141(58.7)
Altruistic behavior	Low (2-4)	6(5.0)	3(2.5)	9(3.7)
	Average(5-7)	36(30.0)	23(19.1)	59(24.5)
	High (8-10)	78(65.0)	64(53.3)	142(59.1)

Note: Figures in parentheses indicate percentages

Table 1 illustrates that as per norms scale, majority of adolescents from both villages belonged to average category of emotional intelligence. In overall emotional intelligence, majority of

adolescents scored average level of Self-awareness (55.4%), Empathy (60%), Self-motivation (45%), Emotional stability (62.5), Managing relation (72%), Integrity (61.2%), Value orientation (49.5%). Adolescents from Talu village gained high level of Empathy (25.8%), Emotional stability (12.5%), Managing relation (15%), Integrity (3.3%) and Value orientation (42.5%) than adolescents from Mahu village. While adolescents from Mahu village scored high level of Self-motivation (33.3%), Self-development (64.1%), Commitment (79.1%) and Altruistic behavior (65%) than adolescents from Talu village. It can be interpreted that adolescents from both the villages were scored average in emotional intelligence. Similarly Nadeem and Ahmad (2016) found that majority of adolescents were in average category of emotional intelligence and there was significant difference in male and female higher secondary students on the basis of composite score of emotional intelligence. On the basis of composite emotional intelligence score male adolescents had higher emotional intelligence than the female adolescents. Makwana (2014) also conducted a study to find the effect of area of residence, gender and educational stream on emotional intelligence. The results showed that the emotional intelligence of rural school students were more than urban school students. In addition, emotional intelligence of science stream students was better than that of art stream students and female students had more emotional intelligence than the male students.

Personality among adolescents of Mahu village and Talu village

Personality among adolescents of Mahu village and Talu village was assessed with Big Five Inventory by John and Srivastava (1999) and results are presented in table 2.

Table 2: Personality as perceived by adolescents of Mahu and Talu village

Aspects of personality	Level	Mahu (n=120) f (%)	Talu (n=120) f (%)	Total (N=240) f (%)
Extraversion	Low (12-21)	12(10.0)	3(2.5)	15(6.2)
	Average (22-31)	101(84.1)	81(67.5)	182(75.2)
	High (32-40)	7(5.8)	36(30.0)	43(17.9)
Conscientiousness	Low (19-27)	58(48.3)	26(21.6)	84(35.0)
	Average(28-37)	49(40.8)	88(73.3)	137(57.0)
	High (38-45)	31(25.8)	6(5.0)	37(15.0)
Agreeableness	Low (19-27)	42(35.0)	32(26.6)	74(38.8)
	Average(28-37)	72(60.0)	73(60.8)	145(60.4)
	High (38-47)	6(5.0)	15(12.5)	21(8.7)
Openness	Low (18-25)	47(39.1)	40(33.3)	87(36.2)
	Average (26-33)	70(58.3)	53(44.1)	123(51.2)
	High (34-41)	3(2.5)	27(22.5)	30(12.5)
Neuroticism	Low (20-29)	52(43.3)	18(6.6)	70(29.1)

	Average (30-39)	63(52.5)	73(60.8)	136(56.6)
	High (40-47)	5(4.1)	29(24.1)	34(14.1)

Note: Figures in parentheses indicate percentages

Table 2 illustrates personality scored by adolescents of Mahu and Talu village. In extraversion, majority i.e. 84.1 percent adolescents scored average followed by low (10.0%) and high (5.8%) scores while in Talu village 67.5 percent adolescents scored average followed by high (30.0%) and low (2.5%) score in extraversion in their families. In conscientiousness, 48.3 percent adolescents from Mahu village scored low followed by average (40.8%) and high (25.8%) score while in Talu village, 73.3 percent adolescents scored average followed by low (21.6%) and high (5.0%) score. In sub scale of agreeableness 60.0 percent of adolescent's from Mahu village scored average followed by low (35.0%) and high level (5.0%) while in Talu village 60.8 percent adolescent's scored average while 26.6 percent adolescents scored low and 12.5 percent adolescents scored high. In openness sub scale from Mahu village 58.3 percent adolescents scored average while 39.1 percent adolescents scored low and only 2.5 percent adolescents scored high level while in Talu village 44.1 percent adolescents scored average while 33.3 percent scored low and 22.5 percent adolescents scored high level of openness in their families. Adolescents from Mahu village 52.5 percent adolescents scored average while 43.3 percent scored low level and remaining 4.1 percent adolescent scored high level in neuroticism domain and in Talu village 60.8 percent adolescent's scored average while 24.1 percent scored high and 6.6 percent adolescents gained low level of neuroticism. Overall it can be interpreted that adolescents from both the villages were scored average in personality. Rajkumari and Hunshal (2013) carried out a study to understand the different personality traits of adolescents in 2012-13. The sample comprised 256 adolescents (128 boys and 128 girls) in the age range of 13-19 years from urban and rural areas of Dharwad taluk of Karnataka. The background information of the adolescents was collected with the help of Self-structured questionnaire. Big Five Inventory was used to understand the personality traits of adolescents. Researchers found that the adolescents were average in all the personality traits.

Relationship between emotional intelligence and personality

Correlation was used to assess the relationship between emotional intelligence and personality.

Table 3: Correlation between emotional intelligence and personality of adolescents

Emotional intelligence	Personality
Self-awareness	0.12*
Empathy	0.16*
Self-motivation	-0.06
Emotional stability	-0.01
Managing relation	0.23*
Integrity	-0.07
Self-development	-0.08

Value orientation	0.17*
Commitment	0.12*
Altruistic behavior	0.39*

*Significant at 5% level of significance

As depicted in table 3, six sub aspects of emotional intelligence i.e. Self-awareness ($r=0.12^*$), Empathy ($r=0.16^*$), managing relation ($r=0.23^*$), value orientation ($r=0.17^*$), Commitment ($r=0.12^*$) and altruistic behavior ($r=0.39^*$) were positively and significantly correlated with personality. While Self-motivation (-0.06), Emotional stability (-0.01), Integrity (-0.07) and Self-development (-0.08) were negatively correlated with personality. Likewise Ugoni (2015) explored the degree of relationship between emotional intelligence and personality stability among urban adolescents and they found very strong positive relationship between emotional intelligence and personality stability. Dhani and Sharma (2017) studied the relationship between Emotional Intelligence (EI) and Personality. The findings of the study suggested that empathetic and self-confident individuals are more emotionally intelligent than the introverts, pessimists, neurotics and dominant individuals. Yussooff *et al.* (2014) found that personality trait such as extraversion ($r=.271$, $p<.05$) and Lie ($r=.239$, $p<.05$) were positively correlated with overall emotional intelligence among lecturers' administrators. While personality trait neuroticism ($r = -.348$, $p<.05$) indicates that there was a negative relationship with overall emotional intelligence. The results suggested that there was a relationship between personality traits and the overall emotional intelligence.

Conclusion

At the end of the research it can be concluded that the present study has made an attempt to provide an outline of emotional intelligence and personality among adolescents. This study will help in better understanding of relationship between emotional intelligence and personality among adolescents. Personality significantly correlated with emotional intelligence of adolescents.

Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

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