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Personality predictors for emotional intelligence: A comparative study of urban, rural and tribal areas

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Abstract

The study's objective was to compare the personality predictors among teenagers for emotional intelligence from urban, rural, and tribal settings. The sample consisted of 600 teenagers (300 boys and 300 girls) aged 13 to 17 who were chosen at random from various Government High Schools in the districts of Karnataka. The Multi-Dimensional Assessment of Personality and the Mangal & Shubhramangal Emotional Intelligence Inventory were administered for teenagers. Data analysis was done using regression analysis. The findings showed that out of the twenty personality traits—five in urban adolescents, three in rural adolescents, and two in tribal adolescents—best predicted emotional intelligence. The study has unequivocally demonstrated that teenagers from urban, rural, and tribal backgrounds have varied personality determinants for emotional intelligence.

Keywords: Personality and emotional intelligence

Introduction

There has been a lot of interest in the ideas of personality and emotional intelligence. According to Goleman (1995)^[16], emotional intelligence is the ability to recognise our own feelings as well as those of others, to inspire oneself, and to effectively manage emotions in both personal and interpersonal settings. Individuals require the abilities, formally known as emotional intelligence, to interact, collaborate with others, and manage their personal and family lives. These abilities are now even more crucial as educators are becoming aware of how important these abilities are for academic success. Most fields of life, including those involving health, education, and organisation, use emotional intelligence (Mikolajczak et al 2007). One of the most crucial aspects of learning, along with emotional intelligence, is personality. Studies have displayed that in young adults, openness and extraversion were significant predictors of general knowledge (Bichsel, 2006)^[6].

The connection between emotional intelligence and personality traits has not received much study to date. But it was determined that there may be a connection between emotional intelligence and personality (Dulewicz and Higgs, 2000). Additionally, it was discovered that the traits of extraversion, independence, self-control, and emotional intelligence significantly correlate with one other (Newsome, Day and Catano, 2000)^[27]. A significant positive link between emotional intelligence and extraversion, agreeableness, and conscientiousness was found by Dawda and Hart in 2000. An individual's personality is determined by his or her mental prowess, self-perception, and perspective on the world around him or her (Rothbart, 2004). Researchers contend that children's healthy psycho-social development depends on their emotional intelligence (Liau, Liau, Teoh & Liau 2003)^[23]. There is at least a moderate correlation between all of the Big Five personality traits—Agreeableness, Openness, Extraversion, Neuroticism, and Conscientiousness—and emotional quotient (McCrae, 2000)^[25]. Particularly, it has been discovered that measures of emotional intelligence have small to moderately significant positive relationships with openness, agreeableness, and conscientiousness and negative correlations with neuroticism and extraversion (Matthews et al., 2006). A study in the area of emotional intelligence and personality traits by Gannon & Renzjin (2005) revealed a strong link between these two measures.

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It has been demonstrated that emotional quotient (EQ) and personality type are significant variables influencing human life (Stough, Saklofske and Parker, 2009) [32]. Conceptually, these connections make sense because emotional intelligence and personality both have cognitive and emotional components (Mayer and Salovey, 1995; Shulman and Hemenover, 2006). In fact, it may be argued that the formation of personality is influenced by emotional intelligence, which is viewed as a skill. Regardless of the direction, it is evident that emotional intelligence and personality are related.

Due to the strong link between emotional intelligence and academic success, Svetlana (2007) [33] argues that emotional intelligence training should be included in secondary education curricula. By combining scales of job satisfaction, psychological well-being, emotional intelligence, and the Big Five Scale, Higgs and Dulewicz (2008) found that there were positive correlations between the three scales. In addition, emotional intelligence was found to be the most reliable predictor of variance in overall welfare.

In this background the present study was aimed at comparing the personality predictors among teenagers for emotional intelligence from urban, rural, and tribal settings.

Methodology

Participants

200 each tribal, rural and urban male and female adolescents age range between 13 to 17 years studying in various government High schools of Bangalore, Chitradurga and Tumkur Districts were selected for the study using stratified random selection.

Materials

Mangal Emotional Intelligence Inventory (2011)

S. K. Mangal and Mrs. S. Mangal standardised the Mangal Emotional Intelligence Inventory. For the purpose of measuring emotional intelligence (total and separately) in relation to four domains or aspects of emotional intelligence, namely intrapersonal awareness (knowing one's own emotions), interpersonal awareness (knowing others' emotions), and intrapersonal management (managing one's own emotions) and interpersonal management (managing others' emotions), in that order. Each of these dimensions has 25 items, and the entire inventory has 100 items total, which can be responded with a yes or no. This self-administering inventory has a relatively straightforward scoring system, with one point awarded for possessing emotional intelligence and zero points for not having it. Higher scores indicate greater emotional intelligence, while lower scores indicate less emotional intelligence, both in the individual's particular categories and overall. Three alternative methodologies were used to test the reliability of this inventory, including: 1. Split half method employing Spearman-Brown prophecy formula. 0.89 is the correlation coefficient (N-600) 2. A 0.90 coefficient of correlation for the K.R. Formula (20). (N-600) 3. Test-retest method coefficient correlation is 0.92 (after a time of 4 weeks) (N-200). By utilising two distinct methodologies, namely the factorial and criterion approach, the validity of the inventory has been established.

Multi-Dimensional Assessment of Personality (MAP, Form-T 147 items; Sanjay Vohra, 1996):

Numerous studies on various aspects of personality have been conducted in order to plan and develop the MAP Series' Form T. Up to 20 personality traits, including adaptability, academic achievement, boldness, competition, creativity, enthusiasm, self-control, self-sufficiency, social warmth, and tension, are included in the MAP Form T. These traits were objectively determined through factor analytic research and may be significant in clinical practise, counselling, and educational and career guidance.

The test-retest reliability and split-half reliability coefficients with a one-week interval were used to calculate the reliabilities of the MAP Form T. Test-retest reliability is between 0.66 and 0.73, while split-half reliability is between 0.64 and 0.75. The MAP Form -T's Factorial Validity Coefficients range from 0.77 to 0.85.

Procedure

The headmasters of the chosen schools granted permission to administer the questionnaires to the eighth-graders, ninth-graders, and tenth-graders after being informed of the research project's goals. It was promised that the subjects' comments and names would be kept totally confidential and would not be revealed anywhere. They were given the freedom to respond however they felt, comfortably, and honestly. In this approach, participants were motivated to cooperate fully during the test. After building a rapport with the pupils, demographic information was gathered before the MAP scale and Emotional Intelligence Inventory were given out. Each sentence prompted a response from the participants.

Following the completion of the data gathering, the inventories were validated, examined for completeness, and graded in accordance with the manuals. Emotional intelligence scores were used as dependent factors in a later regression study, whereas area and personality traits were used as independent variables.

Results

Emotional intelligence personality predictors for the entire sample

The results were obtained using step-wise multiple regression when 21 personality traits were regressed on emotional intelligence scores. Only six of the 21 personality traits were the most accurate predictors of the whole sample's emotional intelligence. Self-control was the first and most important variable included in the equation, with a correlation coefficient of .214 and a variance of 4.4%. With a total correlation of .285 and a variance of 3.4%, innovation was the second dimension to be included in the equation along with self-concept. Excitability, the third variable in the equation, had a total correlation of .322 and a variance of 2.1%. Enthusiasm, the fourth variable to predict emotional intelligence together with the three preceding ones, is then used, with a combined correlation of .365 and a variation of 1.2%. Individualism, the fifth variable in the formula, had a total correlation of .365 and a variance of 1.1%. Mental health was the final variable to be considered, and it was integrated with the other five factors with a correlation of .393 and a variance of 0.8%. These 7 personality variables contributed 13.5% in total. The remaining variance is unaccounted for.

Table 1: Results of stepwise multiple regression using personality traits as independent variables and emotional intelligence as the main dependent factor for the urban, rural, tribal, and overall samples.

Predictors/models	Area			
	Overall	Urban	Tribal	Rural
1	Self-control (4.4%)	Innovation 7.3%	Morality 7.8%	Academic achievement 6.3%
2	Innovation (3.4%)	Adaptability 5.7%	Adaptability 2.9%	Excitability 3.4%
3	Excitability (2.1%)	Mental health 4.3%	-	Innovation 1.3%
4	Enthusiasm (1.5%)	Excitability 2.2%	-	-
5	Individualism (1.1%)	Morality 1.6%	-	-
6	Mental health (0.8%)	-	-	-
Total contribution	13.3%	21.1%	10.7%	11%

Personality predictors for Emotional Intelligence for urban sample

The following results were obtained using step-wise multiple regression when 21 personality traits were regressed on emotional intelligence scores. Only 5 of the 21 personality traits were the most accurate predictors of the urban sample's emotional intelligence. Innovation was the first and most important variable to be considered, with a correlation coefficient of .279 and a variance of 7.3%. With a total correlation of .372 and a variance of 5.7%, Adaptability was the second dimension to be included in the equation along with Innovation. Excitability, the fourth measure to predict emotional intelligence together with the three preceding ones, is then used, with a combined correlation of .459 and a variance of 2.2%. Morality was the fifth variable to be considered, and it had a total correlation of .480 and a variation of 1.6%. These five personality variables together contributed a total of 21.1%. The remaining variance is unaccounted for.

Personality predictors for Emotional Intelligence for tribal sample

The following results were obtained using step-wise multiple regression when 21 personality traits were regressed on emotional intelligence scores. Only 2 of the 21 personality traits were the most accurate predictors of the rural sample's emotional intelligence. Morality was the first and most important variable to be considered, with a correlation value of .288 and a variance of 7.8%. Along with morality, adaptability was the second variable to be considered, with a total correlation of .341 and a variance of 2.9%. These two personality dimensions contributed a total of 10.7% to the total. The remaining variance is unaccounted for.

Personality predictors for Emotional Intelligence for rural sample

The following results were obtained using step-wise multiple regression when 21 personality traits were regressed on emotional intelligence scores. Only 3 of the 21 personality traits were the most accurate predictors of the emotional intelligence of the tribal group. Academic Achievement was the first and most important variable to be considered, with a correlation coefficient of .261 and a variance of 6.3%. Excitability, which had a total correlation of .325 and a variance of 3.4%, was the second factor that was included in the equation along with Academic Achievement. Innovation, the third variable in the formula, had a total correlation of .352 and a variance of 1.3%. These three personality traits contributed a total of 11% to the analysis. The remaining variance is unaccounted for.

Discussion

Out of the 20 personality traits, self-control, innovation, excitability, excitement, individuality, and mental health all contributed 13.3% to the prediction of emotional intelligence for the entire group. Out of the 20 personality traits, only five of them—innovation, adaptability, mental health, excitability, and morality—best predicted emotional intelligence in the urban group, with a combined 13.3% contribution. Of the 20 personality traits, just two—academic success, excitability, and innovation—best predicted emotional intelligence in the rural group, with a combined contribution of 11.1%. Only two of the 20 personality traits—morality and adaptability—best predicted emotional intelligence in the tribal group, with a combined contribution of 10.7%. A comparison of all the data showed that morality, creativity, flexibility, and excitability were more or less universal indicators of emotional intelligence.

In this study, emotional intelligence among teenagers from urban, rural, and tribal locations was compared across personality factors. It has been proposed that emotional intelligence (EI) is a significant predictor of psychological adjustment to life (Salovey & Mayer, 1990) ^[34]. According to Goc (2010) ^[17], factors influencing students' motivation for academic achievement include the effectiveness of the teacher, friends, the individual's attitude toward school, students' perceptions of their own abilities, past experiences (both positive and negative), the importance placed on the student's success, and parents' approaches to their children and school.

The researcher discovers a strong link between achievement motivation and emotional intelligence (Darsana M. 2007). Additionally, those with strong emotional intelligence are more sociable, maintain connections for longer, and are better at resolving problems (Berenson, Boyles and Weaver, 2008) ^[5]. Using emotional intelligence skills can lead to success in life, as evidenced by the direct correlation between emotional intelligence and a healthy existence (Austin, Saklofeski and Egan, 2005) ^[33].

Conclusions

- Out of the 20 personality traits, self-control, innovation, excitability, excitement, individuality, and mental health all contributed 13.3% to the prediction of emotional intelligence for the entire group.
- Out of the 20 personality traits, only five of them—innovation, adaptability, mental health, excitability, and morality—best predicted emotional intelligence in the urban group, with a combined 13.3% contribution.
- Of the 20 personality traits, just two—academic success, excitability, and innovation—best predicted emotional intelligence in the rural group, with a combined contribution of 11.1%.

- Only two of the 20 personality traits—morality and adaptability—best predicted emotional intelligence in the tribal group, with a combined contribution of 10.7%.
- A comparison of all the data showed that morality, creativity, flexibility, and excitability were more or less universal indicators of emotional intelligence.

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