



# A Study of Polytechnic Students in Relation to their Personality and Emotional Intelligence

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**Abstract:** The current study is an attempt to comprehend the personality and emotional intelligence of polytechnic students in the state of Haryana. In this research, a sample of 100 polytechnic students were taken from polytechnic institutes in the Rohtak District of Haryana (Female students = 50, Male students = 50). The students in the sample varied in age from 16 to 23, with a mean age of 19.5 years. The Neo-Five Factor Inventory and the Multidimensional Emotional Intelligence Scale were administered to all the individuals that were selected. The resulting data was carefully analyzed using descriptive statistics, most notably the t-ratio. Males' polytechnic students' mean scores were then compared to the females' polytechnic student's mean scores. Male students achieved significantly higher scores on the Neo-Five Factor Inventory dimensions of Neuroticism (N), Extraversion (E), and Openness (O) but low scores on Agreeableness (A) and Conscientiousness (C). On the measures of emotional intelligence male students obtained considerably higher mean scores on Managing Emotion (ME) but poor on Self-awareness (SA). Two groups do not differ substantially on the other factors, namely Handling Relations (HR), Motivating Oneself (MO), and Empathy (EM). The findings of this study give important information and data regarding the personality characteristics and emotional abilities of male and female polytechnic students.

**Keywords:** Personality, Emotional Intelligence, Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, Managing Relationship, Self-Awareness.

## INTRODUCTION:

**PERSONALITY:** To begin with, the subject of Personality Psychology is primarily focused on the qualities and traits that distinguish the human species along with the fundamental manners in which individuals differ (Buss, 1984). Three aspects must be considered while defining personality. Firstly, people are diverse in the idea that no two individuals have the exact temperament, behaviour, or interests. Secondly, people do not live in accordance with others in all situations and circumstances. Third but not the least, while individuals are unique and distinct and are not always constant across situations, there is a great deal of consistency in human behaviour (Murphy and Davidshofer, 1991). Pervin (1980) proposed a broad definition that considers both the individual and the situations. Personality is described as a person or a group's set of attributes that provide for consistent pattern of responses to situations.

Allport, like many other researchers in the field of Psychology, noted the virtual impossibility of precisely characterizing personality. After analysing several philosophers', sociologists', and psychologists' definitions, Allport developed his own interpretation in his debut book. In the perspective of Allport, personality means "What a man truly is." However, this description was very brief and ambiguous; therefore, he provided a more detailed definition: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic, behaviour and thought" (Allport, 1961). Moreover, Allport's viewpoint on personality highlights the individual's uniqueness as well as the internal psychological and motivation conditions that influence behaviour. The person's

physique, IQ, temperament, reflexes, urges, beliefs, intentions, attitudes, values, and traits are included in the internal processes and structures. Allport believes that biology and environment both influence personality. Individuals' physique and intellect level are mostly inherited and limiting their capacity to adapt to their surroundings. Temperament is an innate emotional aspect of personality. These inherited structure and process are shaped by the persons' environmental experiences.

**EMOTIONAL INTELLIGENCE:** The idea of emotional intelligence is derived from the psychological aspects. In recent years, the notion of emotional intelligence has been introduced in the field of education, and it has become one of the significant factors in the research (Wong *et al.*, 2010). Emotional intelligence plays an important and significant role in assisting an individual to perform effectively in the given task from the distinct concept as it enables one to adjust themselves accordingly to the unusual situations, which will guide them to experience the successful event in different kind of aspects such as personal, social, professional and academic.

Solovey and Mayer (1990) credited with first discussing the term 'Emotional Intelligence' and list the general components of emotional intelligence are awareness, acknowledgment, sensitivity, comparison and understanding. Emotional intelligence may be defined as an ability to understand one's own emotions as well as the emotions of others and act appropriately based on these emotions. "Emotional intelligence involves the accurate appraisal and expression of emotion in oneself and others and the regulation of emotion in a way that enhances living. One aspect of emotional intelligence is the ability to recognize and consensually agreed-upon emotional qualities of the objects in the environment. Goleman (1995) people, who have control over their lives, can manage and know their feelings well and deal effectively with other people's feelings. While the people who can't have control over their emotional life, fight inner battles that sabotages their ability to focus on work and think clearly. Emotional intelligence is a collection of talents that are independent of intelligence but required for success in the business, personal relationships, and social interactions. Emotional intelligence has a great impact on life achievement than IQ.

**REVIEW OF LITERATURE:** Various studies have been conducted to examine the significance of personality and emotional intelligence in different areas of life, like, health and well-being, sports, organization and academic area. Parker *et al.*, (2004) found that academic success was strongly associated with several dimensions of emotional intelligence. Newsome *et al.*, (2001) found that cognitive ability and personality were significantly correlated with academic achievement. Mojgan and Saeed (2016) conducted a study and found significant association between emotional intelligence and academic performance. Upadhyaya (2006) conducted a study and the obtained findings revealed that students-teachers with high emotional intelligence were more competent and had more self-confidence, hardworking, help others, more motivated, energetic and full of enthusiasm and turn away from accepted given path or opinion. In a study Mondal *et al.*, (2012) found that emotional intelligence among teachers is significantly affected by their own personality, attitude along with age, experience, qualification and training. Another study conducted by Elliot and Thrash (2012) revealed that certain personality traits like extraversion, combined with positive emotionality are associated with a type of approach temperament and individuals who have more neurotic features and negative emotionality possess an avoidance temperament. The study conducted by Mayer, Salovey and Caruso (2004) also revealed correlation between emotional intelligence and personality factors. Eysenck and Eysenck (1985) also found relationship between personality traits and academic success. Chauhan (2020) in a study on secondary school students found that female students have more emotional competencies than male students. Jenifer (2019) also revealed significant association between emotional intelligence and academic achievement. Joshi (2020) conducted a study which revealed significant relationship between academic achievement and emotional intelligence.

Education is perceived to be a universal phenomenon and plays a vital role in human development. Education is an indicator of the progress and prosperity of any nation. The progress of any nation is reflected by the quality of its citizens. In turn, the quality of citizens depends on the quality of education in the country. The quality of the education affected by various factors, such as environment or climate of the institution, available resources, teachers, personality, emotional intelligence and intelligence of the teachers and students both. Researches proved that emotional intelligence and personality of the learners influenced day to day problem solving in business, community, organizations and in educational institutions. Educational institutions appear as the prime location for the promotion of emotional intelligence and this

can be met by infusing emotional literacy into standard curriculum. Keeping in view the importance of emotional intelligence and personality patterns, the investigator has designed the present study.

### **OBJECTIVES OF THE STUDY:**

1. To compare boys and girls polytechnic students on the measures of personality.
2. To compare boys and girls polytechnic students on the measures of emotional intelligence.

### **HYPOTHESES OF THE STUDY:**

1. Boys and girls polytechnic students do not differ on the measures of personality.
2. Boys and girls polytechnic students do not differ on the measures of emotional intelligence.

**METHOD:** The study was carried out through descriptive survey method on a sample of 100 polytechnic students. All the polytechnic students of Rohtak district of Haryana state, of the age group of 16 to 23 years of age with the mean age of 19.5 years constituted the population for the present study. Only 100 polytechnic students (Boys = 50, Girls = 50) constituted the sample for the study and selected on the basis of simple random sampling. All the selected subjects were administered with Neo-Five Factor Inventory and Multidimensional Emotional Intelligence Scale.

**MEASURES:** For the data collection, following measures were used.

#### **1. Neo- Five Factor Inventory-revised (Costa and McCrea, 1992)**

The revised Neo-Five Factor Inventory is a fair measure of the five major dimensions of Personality and some of the important facets that define each dimension. This inventory measures the Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A) and Conscientiousness (C). The Inventory consists of 60 items and each item is responded by the subject on a five point scale. The Neo-Five Factor Inventory is a reliable and valid measure. The full scale coefficient alpha ranged from 0.86 to 0.95 (Costa *et. al.*, 1991). The test-retest reliability of Neo-FFI scales were obtained from a college sample and the coefficients were found to be 0.79, 0.79, 0.80, 0.75 and 0.83 for N, E, O, A and C scales respectively. The construct validity of the five scales was ascertained through factor analysis, and it was also assessed through external evidence. John (1989) provides a strong evidence of convergent and discriminant validity of all the five scales.

#### **2. Multidimensional Measure of Emotional Intelligence (Darolia and Poonam,2003)**

Multidimensional Measure of Emotional Intelligence (MMEI) is a reliable and valid measure of emotional intelligence and it has been adopted in Hindi for use on Indian subjects by Darolia and Poonam (2003). The scale consists of total 80 items and each item is answered on a five point scale. The scale measures the five dimensions of emotional intelligence namely - Self-awareness (SA), Managing Emotions (ME), Motivating One-Self (MO), Empathy (EM) and Handling Relationship (HR). Internal consistency coefficients for the five scales were assessed in terms of alpha coefficients. The alpha coefficients of all the scales were found to be fairly high i.e. 0.77for SA, 0.83 for ME, 0.81 for MO, 0.76 for EM, and 0.78 for HR scales.

**RESULTS AND DISCUSSION:** For the analysis of the obtained data, Mean, SD and t-ratio were used

**TABLE- 1**

**Mean, SD and t-ratio of polytechnic boys and girls students on the measures of personality**

Variables	Boys Students		Girls Students		t-ratio	Level of Significance
	Mean	SD	Mean	SD		
Neuroticism	32.00	5.90	28.88	6.83	3.25	0.01
Extroversion	29.00	6.99	23.20	7.74	2.75	0.01
Openness	28.4	6.60	26.24	6.48	6.96	0.01
Agreeableness	28.16	6.57	29.48	5.34	9.66	0.01
Conscientiousness	29.12	6.94	30.88	6.64	3.90	0.01

A closer inspection of the above mentioned table reveals that mean scores of boys and girls polytechnic students on the Neuroticism dimension of personality are 32.00 and 28.88 with respective SDs of 5.90 and 6.83. The obtained t-ratio equals to 3.25 which is significant at 0.01 level of significance. Further, findings reveals that boys students are more anxious, depressed, guilt prone, low in self-esteem, tense and moody than girls polytechnic students.

Mean scores of boys and girls students on Extraversion are 29.00 and 23.20 with respective SDs of 6.99 and 7.74. The obtained t-ratio equals to 2.75 which is significant at 0.01 level of significance. It reveals that boys polytechnic students are more sociable, outgoing, dominant, impulsive, risk taking, expressive and active than their counterpart girls students.

Boys students also scored high mean scores on Openness dimension of personality. The mean scores of boys and girls on openness measure of personality are 28.40 and 26.24 with their respective standard deviations of 6.60 and 6.48. The calculated t-ratio equals to 6.96 which is significant at 0.01 level of significance. It points that boys are more open to novel experiences, attentive to inner and outer world, more imaginative and curious than girls.

On the Agreeable dimension of personality girls students have scored significantly higher mean score than their counterpart boys students. The mean scores of boys and girls are 28.16 and 29.48 with the respective standard- deviations of 6.57 and 5.34. The calculated t-ratio equals to 9.66 which is significant at 0.01 level of significance. It reveals that girls are more altruistic and sympathetic than their counterpart boys students.

On the last dimension i.e. Conscientiousness girl students have scored higher mean score than boys students. The mean scores of boys and girls on this dimension are 29.12 and 30.88 which respective SDs of 6.94 and 6.64 and the obtained t-ratio equals to 3.90 which is significant at 0.01 level of significance. It reveals that girls are more purposeful, strong willed and determined than the boys students.

The obtained findings with regard to personality patterns reveal that boy students are anxious, depressed, tense, moody, more sociable, outgoing, expressive, open to novel experiences, more attentive to inner and outer world more imaginative and curious than girl students but girls are more altruistic and sympathetic, they are more strong willed, determined and more purposeful than their counterpart boys students. The obtained findings reveal significant differences between boys and girls students. Therefore, the hypothesis, "Boys and girls polytechnic students do not differ significantly on the measures of personality" is rejected.

## **TABLE -2**

### **Mean, SD and t-ratio of polytechnic boys and girls students on the measures of Emotional Intelligence**

Variables	Boys Students		Girls Students		t-ratio	Level of Significance
	Mean	SD	Mean	SD		
<b>Managing Emotions</b>	46.60	11.03	43.40	9.86	1.98	0.05
<b>Handling Relationship</b>	44.30	9.87	40.30	10.83	0.49	Not Significant
<b>Self-awareness</b>	40.50	10.07	44.30	9.47	2.73	0.01
<b>Motivating Oneself</b>	44.30	9.07	46.80	8.00	1.86	Not Significant
<b>Empathy</b>	46.20	10.34	45.20	9.87	0.76	Not Significant

Regarding the measures of emotional intelligence, above mentioned table reveals that mean scores of boys and girls polytechnic students on the Managing Emotions are 46.60 and 43.40 with respective SDs of 11.03 and 9.86. The calculated t-ratio equals to 1.98 which is significant at 0.05 level of significance.



Further, it reveals that boys students are more capable in managing emotions during the interpersonal interactions with others.

Mean scores of boys and girls students on Self-awareness dimension of emotional intelligence are 40.50 and 44.30 with respective SDs of 10.07 and 9.47. The obtained t-ratio equals to 2.73 which is significant at 0.01 level of significance. On this dimension of emotional intelligence girls students have scored high mean scores than their counterpart boys students. It points that, girls students tend to have high level of emotional competencies and skill of self-analysis. On rest of three dimensions of emotional intelligence i.e. Handling Relationship (HR), Motivating Oneself (MO), and Empathy (EM), boys and girls students do not differ significantly. The findings reveal significant differences among boys and girls students. Thus, the hypothesis "Boys and girls polytechnic students do not differ on the measures of emotional intelligence" is rejected.

**CONCLUSION:** With regard to personality patterns overall finding reveal that boys and girls students are differ significantly on all the five measures of personality. Boys scored significantly higher mean scores on three dimensions of personality i.e. Neuroticism, Extroversion, Openness and girls scored higher mean scores on rest of the two dimensions i.e. Agreeableness and Conscientiousness. Thus the obtained findings reflect that boys are anxious, moody depressed, social, more active and curious but girls are more altruistic, sympathetic and purposeful.

In case of emotional intelligence, boys and girls students also differ significantly. The obtained findings reveal that boys are more capable in managing emotions during interpersonal interaction with others but girls are more competent in self- analysis.

The study provides important information about personality patterns as well as emotional competencies of boys and girls polytechnic students. The study emphasizes on the development of positive personality traits and also motivate for the development of emotional competencies among students because studies revealed that both personality and emotional intelligence proved significant and contributing factors in the success (Majgan and Saeed, 2016; Hosotani and Imai-Matsumura, 2011; Eysenck and Eysenck, 1985) of the individual in the academic area, social and organizational life, profession, health, and sports.

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