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Big Five Personality Traits and Emotional Intelligence: A Study on Secondary School Students in Nagaland

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Abstract

This study investigated Big Five personality traits as predictors of emotional intelligence of secondary school students in Nagaland state of India. Eight (8) hypotheses and ten (10) sub-hypotheses have been framed to test the mean difference between the demographic variables and to look at the association and prediction. Multistage sampling technique were used to select the sample. Finally, 520 samples were selected by stratified random sampling technique on which the tools have been administered. Two tools were used for the data collection, one to test big five personality (developed by K. S. Misra's Five Personality Trait Inventory in 2020) and other was for emotional intelligence (developed and standardized by the researcher). Data were analysed using t-test, Pearson product moment correlations (r) and linear regression analysis. The hypotheses were tested at 0.05 alpha level. Results of the study showed that There is a significant difference in emotional intelligence of boys and girls. Big Five personality traits (neuroticism, agreeableness, extraversion, openness, and conscientiousness) significantly predicted emotional intelligence of secondary school students from Nagaland state. The ability to manage emotional states is mostly depends up on agreeableness, extraversion, and openness among all the five factors. So, the family, school and the teachers should work on to the development of personality on priority basis as well as emotional intelligence should also be taken care off.

Key words: Personality, big Five personality traits, emotional intelligence, neuroticism, agreeableness, extraversion, openness, and conscientiousness

Introduction

Currently, students have the challenge of achieving success in their academic pursuits. There exists a barrier in addressing contemporary changes and the demands of environmental needs. There exists significant rivalry throughout the period. In these adjustments, humane behavior considerably differs (Piderit, 2000). Alterations in the environment and societal expectations arise from varying personality traits and differing levels of emotional intelligence. Personality characteristics forecast human conduct. Personality qualities indicate that an individual may be loquacious, affable, success-driven, achievement-oriented, or experience depression or tension. Based on the preceding discussion, personality traits and emotional intelligence are fundamental factors in the development of student life and their success in both academic and professional endeavours (Beer & Nohria, 2000).

Rooy and Viswesvaran (2004) assert that despite the numerous challenges and opinions around this construct, it plays a significant impact in performance and success. This notion is not novel. The origin derives from Thorndike's concept of social intelligence (Thorndike, 1920). It is imperative to cultivate good personality qualities and augment emotional intelligence in students. To fulfil academic requirements and achieve success in life by enhancing their capacity to engage with societal expectations personality and emotional intelligence is very much needed.

Personality traits and emotional intelligence are interconnected constructs, as emotional intelligence include the comprehension and regulation of personality development. Certain theories of emotional intelligence are intricately linked to personality theories, such as the mixed model of emotional intelligence, which characterizes emotional intelligence as both personality traits and cognitive attributes (Bar-on, 2005; Goleman, 1995). In both theories of emotional intelligence, we examined the aspects already addressed in the personality theories. The emotional intelligence model proposed by Mayer and Salovey, referred to as the pure model or ability model of emotional intelligence, shares characteristics with certain subcomponents of the personality traits model, including agreeableness and openness to experience (Brackett and Mayer, 2003).

Concept of Personality

Personality is increasingly emphasized today as it assesses individual differences and similarities crucial for success in both educational and professional realms. Personality assesses an individual's capabilities in relation to the tasks assigned to them (Sackett et al., 1998). Personality traits are the enduring characteristics of an individual that remain steady throughout their life and career, allowing for the prediction of behavior based on their consistency (Myers, 1998).

Personality encompasses both commonalities and unique distinctions of an individual, guiding their lives and facilitating the attainment of their objectives. Similarities indicate universal aspects of human nature, whilst differences influence significant characteristics of human behavior and performance. Furthermore, he delineates the internal perspective and external social interaction dynamics. The internal perspective encompasses demands, status, acceptability, and capability, whereas social interaction pertains to an individual's reputation in engaging with others.

Internal identities elucidate an individual's performance, whereas external identities forecast an individual's performance (Hogan & Shelton, 1998). Personality refers to the distinctive traits or features that differentiate individuals. Personality is a robust organizational framework inside the psycho-physical system that delineates individual behaviour and cognition (Allport, 1937). The Big Five personality component model, sometimes referred to as the "Five Factor Model" or "Big Five," has been a predominantly effective theory for the past two decades. The Five Factor Model elucidates human nature or personality through five dimensions that are comprehensive and significant in explaining individual variances (McCrae & Costa, 1986; Mount & Barrack, 1998).

The Five Factor Model of Personality delineates personality through five principal dimensions, independent of any singular personality theory. These clauses encompass all qualities that are both essential and sufficient to delineate an individual's complete personality (Costa & McCrae, 1992). While numerous authors regard the five-factor model as inadequate for encapsulating the entirety of individual personality characteristics, evidence indicates its efficacy in assessing personality across diverse cultures and age groups, such as children and adults, utilizing both external ratings and self-reports.

The five dimensions of the five-factor model are Extraversion (E), Neuroticism (N), Agreeableness (A), Conscientiousness (C), and Openness (O). It is a dimension of personality that characterizes an individual as talkative, gregarious, forceful, energetic, outgoing, active, quiet, reserved, silent, among other traits. Years ago, through the application of statistical factor analysis, the B5 traits were consolidated into two overarching personality factors (B2; Digman, 1997): one identified by Digman as Alpha, which DeYoung et al. (2002) reclassified as Stability, encompasses the personality traits of agreeableness (A), conscientiousness (C), and neuroticism (N). The second element identified by Digman as Beta, and referred to as Plasticity by DeYoung et al. (2002), includes extroversion (E) and openness (O). De Young and associates have substantiated the presence of these two elements in various research (DeYoung et al., 2002, 2007), as has Saucier (2010). The model consistently replicates across diverse cultures and languages (Saucier et al., 2014).

Extraversion permits examination for three significant reasons. Initially, it constitutes a dimension of personality (Costa & McCrae, 1992). Furthermore, it delineates efficient functioning and well-being within social contexts (Ozer & Benet-Martinez, 2006). The third rationale for studying extraversion is its capacity to forecast danger and resilience about various psychopathologies (Trull & Sher, 1994; Widiger, 2005). Extraversion is a trait indicating that an individual concentrates on the exterior world, whereas an individual lacking this trait, an introvert, focuses on their internal world and ideas.

The neuroticism factor of personality elucidates an individual's emotional stability. Elevated scores in neuroticism indicate a risk of significant pathology or psychological issues. Elevated scores indicate four: sorrow, anxiety, tension, irritability, despair, wrath, guilt, and humiliation, among others. Low neuroticism scores indicate an individual's emotional stability. Hormann and Maschke (1996) assert that neuroticism is a predictor of success or performance.

Agreeableness reflects an individual's cooperativeness. A high score indicates that an individual is cooperative, empathetic, trustworthy, and inclined to assist others. Low scores indicate that an individual is competitive rather than cooperative, exhibiting selfishness and a deficiency in empathy. Salgado (2003) posits that agreeableness correlates with success in life, and a cooperative disposition facilitates teamwork. Less pleasant individuals are demonstrating their effectiveness as managers.

Conscientiousness demonstrates an individual's competence. Elevated scores indicate efficiency, systematic organization, self-discipline, and proactivity in the planning process. It demonstrates the ability to execute a task in a systematic and efficient manner. A high score indicates diligence and goal orientation, whereas a low score reflects criminal behaviour, lack of achievement, absence of goal orientation, and engagement in antisocial activities.

Openness comprises six aspects or dimensions. The six dimensions are inventiveness, awareness to inner emotions, aesthetic sensitivity, intellectual curiosity, adventurousness, and performance for diversity. Elevated scores indicate a propensity for fantasy or creative imagination, coupled with self-awareness of one's emotions. Appreciate the arts or possess an interest in them, enjoy traveling or exploring new locations, challenge conventional values or authority, relish engaging with ideas or debating, and participate in intellectual discourse. Low scores indicate a preference for factual information over imaginative thought, a limited capacity for emotional expression, a lack of awareness regarding their own feelings, disinterest in the arts, a preference for routine, adherence to traditions and conventions, and a belief that intellectual talks are a waste of time.

Concept of Emotional Intelligence

Although emotional intelligence is so popular in these days but these are also some debates about its conceptualization, assessment and further its predictability and applicability between researchers and practitioners. Rooy and Viswesvaran (2004) examined this issue and describe that although there are many issues and opinion regarding this construct, it has

major role in performance or success. Origins of emotional intelligence started from Thorndike period. He first used the word social intelligence. According Thorndike (1920) intelligence can be divided into three types mechanical, abstract and social. Mechanical intelligence means the intelligence which is used in mechanical work or physical work or things which a person does. Abstract intelligence is related to the ideas and understanding themes related to the ideas. This intelligence helps us to maintain good relationship with others. For the first time term emotional intelligence used in German language by Leuner (1966) while in English language by Payne (1984). This term introduces as main stream in Psychology in 1990 by Mayer and Salovey (Mayer et al.,1990). This is more highlighted by denial Goleman when he wrote his book "emotional Intelligence".

Emotional Intelligence is defined differently by different theorists and each of them gives Model of emotional Intelligence based on their theories. Daniel Goleman defines emotional Intelligence as "Emotional Intelligence refers to the ability to recognize and regulate emotions in ourselves and others" (Goleman, 2001). Emotional Intelligence is a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively (Mehta & Singh, 2013). Salovey and John Mayer defined emotional Intelligence as "A form of Intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990). Bar-on emotional Intelligence as being concerned with understanding oneself and others, relation to People, adapting to and coping with immediate Surroundings to be more successful in dealing with environmental demands (Bar-on, 1997).

Gardner (1993) categorized intelligence into seven domains and gives the idea of interpersonal and intrapersonal intelligence which is closely related to emotional intelligence. He describes interpersonal intelligence is ability to deal with other's mood, temperament, intensions and motivation. Also, he describes intrapersonal intelligence is the ability to deals one-self, inner feelings and inner-motivation. Sternberg and Grigornko (2000) gives the concept of particle intelligence which means that a type of intelligence which deals with real or practical problems of life which are not related to mental abilities that are measured by IQ test.

Regardless all discrepancies one thing is common that emotional Intelligence is differed from Standard Intelligence of I.Q. These Models based on two types Ability Model and Mixed Model of Emotional Intelligence. Emotional intelligence became popular in order to fulfill gap which was not covered by the traditionally define intelligence (Goldstein et al., 2002). It is possible that traditional intelligence may give single theoretical answer across world but it fails to cover daily or routine life where emotions exist or emotions has major role (Zee & Abeke, 2004).

Personality traits and emotional intelligence

Personality traits are essential in determining the core and lasting attributes of individuals, affecting their thoughts, emotions, and behaviours across time (McCrae & Sutin, 2018; Costa & McCrae, 2017). These features reflect individuals' fundamental characteristics, which are largely stable and, when paired with environmental adaptations, progressively form behavioural patterns (Costa & McCrae, 2017).

The Five-Factor Model of Personality (McCrae & Sutin, 2018) is extensively acknowledged within the scientific community based on prior research. The Big Five personality traits encompass the primary dimensions that represent the most significant variances in personality (Mustafa et al., 2022). Openness encompasses imagination, creativity, and curiosity, facilitating the generation of novel ideas and the appreciation of varied experiences. Conscientiousness encompasses organization, responsibility, and a focus on achievement, indicative of meticulousness and goal-oriented behavior. Extraversion signifies a predilection for social interactions, characterized by sociability, assertiveness, and enthusiasm in individual behavior. Agreeableness denotes a propensity for amicable social interactions, characterized by kindness, empathy, and consideration for the well-being of others. Emotional stability, or its antithesis, neuroticism, is defined by tranquility and equilibrium, demonstrating resilience and emotional steadiness across many circumstances (Mustafa et al., 2022).

The Conservation of Resources hypothesis (COR) posits that personality functions as a personal resource, allowing employees to efficiently address situational needs and get supplementary resources (Rubino et al., 2012; Mustafa et al., 2023). Consequently, these personality qualities within the scientific community substantially enhance the attainment of brilliance and high performance in their endeavors (Kell et al., 2013; Woo, 2018). Specifically, elevated scores in openness to experience, conscientiousness, extraversion, and emotional stability have demonstrated beneficial impacts on academic performance in higher education (Thiele et al., 2018) and enhanced work performance across various domains (McKenzie et al., 2004; Joseph et al., 2015).

Lounsbury et al. (2012) compared personality traits between scientific and non-scientific populations, revealing that scientists scored higher in openness but lower in conscientiousness, extraversion, and emotional stability. Researchers typically exhibit a heightened inclination for embracing novel encounters and investigations (Lounsbury et al., 2012), alongside a propensity for introversion; nevertheless, individuals with extroverted traits often report higher levels of job satisfaction (Feist, 2006).

Personality factors illuminate researchers' views on the effects of their work on academic, business, or societal beneficiaries, emphasizing the potential for conflict while striving to simultaneously assist different groups (Azagra-Caro & Llopis, 2018). Personality traits transcend individual achievement, acting as measures of social efficacy and the cultivation of social networks (Loehlin, 2012). Establishing networks is essential within the scientific community to

enhance individual performance and bolster collaborations (Uddin et al., 2013), while caution is necessary to mitigate the risk of attracting an excessive number of collaborators or those of inferior quality (Tur & Azagra-Caro, 2018).

Considering the significance of sociability in research dynamics, it is essential to account for both personality traits and the emotional processes inherently associated with social functioning in the quest for scientific greatness (Arau et al., 2017; Sanmartı´n et al., 2018). Emotional intelligence is recognized as a significant aspect, defined as both a talent and a characteristic. Emotional Intelligence encompasses the cognitive skills necessary to comprehend one's own and others' emotions, regulate them, utilize emotional information to inform ideas and actions, and effectively manage those emotions (Mayer et al., 2016).

Emotional intelligence is characterized by emotional self-perceptions at the foundational layers of personality (Cooper & Petrides, 2010). The two theoretical viewpoints overlap, emphasizing the crucial importance of emotional intelligence in comprehending and managing emotional impressions, which are vital skills for adjusting to daily life demands. Consequently, their presence in the scientific community is advantageous (Shafait & Huang, 2023; Selvi & Saranya, 2022; Woods, 2010). Empirical data demonstrates strong relationships between some personality qualities, such as conscientiousness and extraversion, and emotional intelligence, particularly when utilizing composite measures of emotional intelligence that align more closely with emotional competence. Furthermore, it has been established that personality traits significantly predict emotional intelligence, accounting for 50% of the variance (Joseph & Newman, 2010; Petrides et al., 2010).

Evidences regarding gender differences are contradictory. According to Goleman (1995) there is no effect of gender on overall emotional intelligence whereas so many researches are showing the difference in gender based on emotional intelligence. According to Mayer and Geher (1996) women have high score than males in any measure of emotional intelligence. Mayer et al., (2000) also describe similar results that women have high scores on measure of emotional intelligence than males. Mandell and Pherwan (2003) conducted research and describe that females scores are high than males.

The significance of emotional intelligence as a predictor of success alongside intelligence quotient in several domains has been well recognized (Tripaty, 2017). Similarly, Emotional Intelligence significantly impacts academic success and is not exclusively reliant on cognitive intelligence. Studies indicate that Emotional Intelligence is almost as crucial as cognitive intelligence. Students possessing emotional intelligence exhibit enhanced interpersonal skills and improved situational analysis, facilitating their ability to address academic challenges. Students possessing diminished Emotional Intelligence may struggle to regulate their negative emotions, thereby hindering their learning capacity (Vandervoor, 2006). The correlation between emotional intelligence and personality traits is interconnected, as emotional intelligence encompasses emotional comprehension and regulation, both essential for personality development (Dhani & Sharma, 2017).

Many psychologists have sought to elucidate the relationship between Emotional Intelligence and many behavioural attributes, such as achievement, motivation, decision-making, intelligence, and personality. The relationship between Emotional Intelligence and personality has been extensively studied over the past decade. However, the study on school students of north eastern India has not been found. The culture of north east India is very different from the other part of the Indian territory. The most of the population in northeast India are tribal population. For the present study the researcher has chosen the Nagaland state from the north eastern region of India. Nagaland's population is also tribal in nature. Therefore, the researcher in this present paper is trying to find out that how the personality and emotional intelligence of the school students are and how much the personality and emotional intelligence are associated with each other. Based on the study objectives, null hypothesis has been formed as follows:

Null Hypothesis:

$H_0$1: There is no significant difference in personality of secondary school boys and girls in Nagaland state of north east region of India.

$H_0$2: There is no significant difference in personality of Class 9^{th} and Class 10^{th} secondary school students of Nagaland state in north east region of India.

$H_0$3: There is no significant difference in personality of private and government school secondary school students of Nagaland state in north east region of India.

$H_0$4: There is no significant difference in Emotional Intelligence of secondary school boys and girls in Nagaland state of north east region of India.

$H_0$5: There is no significant difference in Emotional Intelligence of Class 9^{th} and Class 10^{th} secondary school students of Nagaland state in north east region of India.

$H_0$6: There is no significant difference in Emotional Intelligence of private and government school secondary school students of Nagaland state in north east region of India.

$H_0$7: There is no significant relationship between personality and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.

$H_0$7.1: There is no significant relationship between Neuroticism and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.

$H_0$7.2: There is no significant relationship between Agreeableness and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$7.3: There is no significant relationship between Extraversion and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$7.4: There is no significant relationship between Openness and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$7.5: There is no significant relationship between Conscientiousness and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$8: Personality is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$8.1: Neuroticism is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$8.2: Agreeableness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$8.3: Extraversion is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$8.4: Openness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.
$H_0$8.5: Conscientiousness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Methodology:

a. Method
The descriptive survey method with quantitative approach has been used for present study.

b. Population and Sample
Secondary School Students of class IX^{th} and X^{th} of Nagaland state has been considered as the population. Multistage sampling has been done to select the samples. At first stage 4 district has been selected from all the 17 district of Nagaland state based on their education and development index. After that 4 schools (government and private) have been selected from each district. Finally, 520 (238 boys and 282 girls) students have been selected as the samples from those 16 schools of Nagaland state.

c. Research Tools Used
1. K. S. Misra's Five Personality Trait Inventory (2020)
2. Emotional Intelligence developed and standardized by the researcher

The KMO test for the Emotional Intelligence Test yielded a value of 0.812. The value of Cronbach alpha is 0.847 for the scale and the other fit measures are as follows:

Table1: Fit Measures for the developed tool

			RMSEA 90% CI	
CFI	**TLI**	**RMSEA**	**Lower**	**Upper**
0.972	0.966	0.0210	0.00	0.0326

d. Statistical technique used
Descriptive statistics, t-test, Pearson product moment correlation and regression analysis have been used for the present study to find out the results.

Analysis and Interpretation of Data

$H_0$1: There is no significant difference in personality of secondary school boys and girls in Nagaland state of north east region of India.

Table 2: Difference in personality of secondary school boys and girls in Nagaland state of north east region of India

	Gender	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Boys	238	164.70	20.657	1.339	495.955	-1.624	0.105	Not Sig.
	Girls	282	167.60	19.827	1.181				

The p value is 0.105 at 0.05 level of significance (table 2), which is larger than 0.05 and the t value is -1.624 (which is less than the t critical at 0.05 level of significance which is 1.96) at df 495.955. Therefore, the difference between the means of boys and girls are not significantly different for this test. Therefore, **null hypothesis 1:** there is no significant difference in personality between boys and girls of secondary school student of Nagaland state of north east region of India can be accepted.

$H_0$2: There is no significant difference in personality of Class 9th and Class 10th secondary school students of Nagaland state in north east region of India.

Table 3: Difference in personality of Class 9th and Class 10th secondary school students of Nagaland state in north east region of India

	Class	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Class9	207	165.38	21.505	1.495	408.777	-0.800	0.424	Not Sig.
	Class10	313	166.86	19.376	1.095				

The p value is 0.424 at 0.05 level of significance (table 3), which is larger than 0.05 and the t value is -0.800 (which is less than the t critical at 0.05 level of significance which is 1.96) at df 408.777. Therefore, the difference between the means of class 9 and class 10 are not significantly different for this test. Therefore, **null hypothesis 2:** there is no significant difference in personality of Class 9th and Class 10th secondary school students of Nagaland state in north east region of India can be accepted.

$H_0$3: There is no significant difference in personality of private and government school secondary school students of Nagaland state in north east region of India.

Table 4: Difference in personality of private and government school secondary school students of Nagaland state in north east region of India

	Management	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Government School	150	168.82	21.921	1.790	249.128	1.744	0.082	Not Sig.
	Private School	370	165.24	19.458	1.012				

The p value is 0.082 at 0.05 level of significance (table 4), which is larger than 0.05 and the t value is 1.744 (which is less than the t critical at 0.05 level of significance which is 1.96) at df 249.128. Therefore, the difference between the means of government and private school students' personality is not significantly different. Therefore, **null hypothesis 3:** there is no significant difference in personality of private and government school secondary school students of Nagaland state in north east region of India can be accepted as well.

$H_0$4: There is no significant difference in Emotional Intelligence of secondary school boys and girls in Nagaland state of north east region of India.

Table 5: Difference in Emotional Intelligence of secondary school boys and girls in Nagaland state of north east region of India

	Gender	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Male	238	54.34	6.615	0.429	496.644	-3.395	0.001	Sig.
	Female	282	56.28	6.372	0.379				

The p value is 0.001 at 0.05 level of significance (table 5), which is lesser than 0.05 and the t value is -3.395 (which is greater than the t critical at 0.05 level of significance which is 1.96) at df 496.644. Therefore, the mean value of emotional intelligence for boys and girls are significantly different from each other. Therefore, **null hypothesis 4:** there is no significant difference in emotional intelligence of secondary school boys and girls in Nagaland state of north east region of India can be rejected. The emotional intelligence of girls are higher then that of boys (table 5).

$H_0$5: There is no significant difference in emotional intelligence of Class 9th and Class 10th secondary school students of Nagaland state in north east region of India.

Table 6: Difference in Emotional Intelligence of Class 9th and Class 10th secondary school students of Nagaland state in north east region of India

	Class	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	Class9	207	55.03	6.923	0.481	411.422	-1.003	0.316	Not Sig.
	Class10	313	55.63	6.291	0.356				

The p value is 0.316 at 0.05 level of significance (table 6), which is larger than 0.05 and the t value is -1.003 (which is less than the t critical at 0.05 level of significance which is 1.96) at df 411.422. Therefore, the difference between the means of class 9 and class 10 are not significantly different for this test. Therefore, **null hypothesis 5:** there is no significant difference in emotional intelligence of Class 9th and Class 10th secondary school students of Nagaland state in north east region of India can be accepted.

$H_0$6: There is no significant difference in Emotional Intelligence of private and government school secondary school students of Nagaland state in north east region of India.

Table 7: Difference in Emotional Intelligence of private and government school secondary school students of Nagaland state in north east region of India

	Management	N	Mean	SD	SEM	df	t value	p-value	Sig./Not Sig.
Total	GovernmentSchool	150	55.92	6.690	0.546	268.569	1.159	0.247	Not Sig.
	PrivateSchool	370	55.18	6.489	0.337				

The p value is 0.247 at 0.05 level of significance (table 4), which is larger than 0.05 and the t value is 1.159 (which is less than the t critical at 0.05 level of significance which is 1.96) at df 268.569. Therefore, the difference between the means of government and private school students' personality is not significantly different. Therefore, **null hypothesis 6:** there is no significant difference in emotional intelligence of private and government school secondary school students of Nagaland state in north east region of India can be accepted as well.

$H_0$7: There is no significant relationship between personality and Emotional Intelligence of secondary school student in Nagaland state of north east region of India.

Table 8: Correlation between personality and Emotional Intelligence of secondary school student in Nagaland state of north east region of India

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
Personality – Emotional Intelligence	.427	<.001	.354	.495
a. Estimation is based on Fisher's r-to-z transformation.				

Based on table 8, it can be seen that the Pearson product moment correlation (r) value is .427 which means that there is a moderate positive correlation (Schober et al., 2018) between personality and emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, it is very much clear that the null hypothesis 7: there is no significant relationship between personality and emotional intelligence of secondary school student in Nagaland state of north east region of India has been rejected.

$H_0$7.1: There is no significant relationship between neuroticism and emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 9: Correlation between neuroticism and emotional intelligence of secondary school student in Nagaland state of north east region of India

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
Emotional Intelligence - Neuroticism	.132	.003	.046	.215
a. Estimation is based on Fisher's r-to-z transformation.				

Based on table 9, it can be seen that the Pearson product moment correlation (r) value is .132 which means that there is a weak positive correlation (Schober et al., 2018) between neuroticism and emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, it is very much clear that the null hypothesis 7.1: there is no significant relationship between neuroticism and emotional intelligence of secondary school student in Nagaland state of north east region of India has been rejected.

$H_0$7.2: There is no significant relationship between agreeableness and emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 10: Correlation between agreeableness and emotional intelligence of secondary school student in Nagaland state of north east region of India

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
Emotional Intelligence - Agreeableness	.393	<.001	.317	.463
a. Estimation is based on Fisher's r-to-z transformation.				

Based on table 10, it can be seen that the Pearson product moment correlation (r) value is .393 which means that there is a weak positive correlation (Schober et al., 2018) between agreeableness and emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, it is very much clear that the null hypothesis 7.2: there is no significant relationship between agreeableness and emotional intelligence of secondary school student in Nagaland state of north east region of India has been rejected.

$H_0$7.3: There is no significant relationship between extraversion and emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 11: Correlation between extraversion and emotional intelligence of secondary school student in Nagaland state of north east region of India

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
Emotional Intelligence - Extraversion	.381	<.001	.305	.452
a. Estimation is based on Fisher's r-to-z transformation.				

Based on table 11, it can be seen that the Pearson product moment correlation (r) value is .381 which means that there is a weak positive correlation (Schober et al., 2018) between extraversion and emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, it is very much clear that the null hypothesis 7.3: there is no significant relationship between extraversion and emotional intelligence of secondary school student in Nagaland state of north east region of India has been rejected as well.

$H_0$7.4: There is no significant relationship between openness and emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 12: Correlation between openness and emotional intelligence of secondary school student in Nagaland state of north east region of India

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
Emotional Intelligence - Openness	.404	<.001	.329	.473
a. Estimation is based on Fisher's r-to-z transformation.				

Based on table 12, it can be seen that the Pearson product moment correlation (r) value is .404 which means that there is a moderate positive correlation (Schober et al., 2018) between openness and emotional intelligence of secondary school

student in Nagaland state of north east region of India. Therefore, it is very much clear that the null hypothesis 7.4: there is no significant relationship between openness and emotional intelligence of secondary school student in Nagaland state of north east region of India has been rejected.

$H_0$7.5: There is no significant relationship between conscientiousness and emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 13: Correlation between conscientiousness and emotional intelligence of secondary school student in Nagaland state of north east region of India

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
			Lower	Upper
Emotional Intelligence - Conscientiousness	.196	<.001	.112	.277
a. Estimation is based on Fisher's r-to-z transformation.				

Based on table 13, it can be seen that the Pearson product moment correlation (r) value is .196 which means that there is a weak positive correlation (Schober et al., 2018) between conscientiousness and emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, it is very much clear that the null hypothesis 7.4: there is no significant relationship between conscientiousness and emotional intelligence of secondary school student in Nagaland state of north east region of India has been rejected.

$H_0$8: Personality is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 14: Model Summary for Personality (Constant) and emotional intelligence

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.427[a]	.182	.181	5.928	.182	115.605	1	518	<.001

a. Predictors: (Constant), Personality
b. Dependent Variable: EmotionalIntelligence

Table 15: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4062.880	1	4062.880	115.605	<.001[b]
	Residual	18204.872	518	35.145		
	Total	22267.752	519			

a. Dependent Variable: EmotionalIntelligence
b. Predictors: (Constant), Personality

Table 16: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	32.409	2.153		15.052	<.001	28.180	36.639
	Personality	.138	.013	.427	10.752	<.001	.113	.163

a. Dependent Variable: Emotional Intelligence

According to table 14 model summary shows R value of .427 which shows the association between the dependent (emotional intelligence) and the independent (personality) variable and is equal to the r (pearson product moment correlation) value. The value of R^2 is .181 and it shows that 18% of the variance of emotional intelligence is explained by the personality and the model fit is significant at .001 level of significance (table 14). ANOVA table (table 15) also shows that personality is affecting the emotional intelligence (F=115.605, significant at .001). The coefficients table provides the necessary information to predict emotional intelligence by personality (B=32.409, t=15.052, significant at .001 level of significance), as well as determine whether personality contributes statistically significantly to the model and for the present study the p value is significant at .001 level of significance (table 16).

$y = a + bx$

Emotional Intelligence = 32.409 + .138 (personality)
Therefore, it can be said that personality is a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India and the ***Null* Hypothesis 8**: Personality is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India can be rejected.

$H_0$8.1: Neuroticism is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 17: Model Summary for neuroticism (constant) and emotional intelligence

Model Summary[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.132[a]	.017	.015	6.499	.017	9.155	1	518	.003

a. Predictors: (Constant), Neuroticism
b. Dependent Variable: Emotional Intelligence

Table 18: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	386.712	1	386.712	9.155	.003[b]
	Residual	21881.040	518	42.241		
	Total	22267.752	519			

a. Dependent Variable: Emotional Intelligence
b. Predictors: (Constant), Neuroticism

Table 19: Coefficients

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	51.431	1.339		38.399	<.001	48.799	54.062
	Neuroticism	.130	.043	.132	3.026	.003	.046	.214

a. Dependent Variable: Emotional Intelligence

According to table 17 model summary shows R value of .132 which shows the association between the dependent (emotional intelligence) and the independent (neuroticism) variable and is equal to the r (pearson product moment correlation) value. The value of R^2 is .017 and it shows that only 1% of the variance of emotional intelligence is explained by the neuroticism and the model fit is significant at .005 level of significance (table 17). ANOVA table (table 18) also shows that Neuroticism is affecting the emotional intelligence but the strength of the impact is very less (F=9.155, significant at .005). The coefficients table provides the necessary information to predict emotional intelligence by neuroticism (B=51.431, t=38.399, significant at .005 level of significance), as well as determine whether neuroticism contributes statistically significantly to the model and for the present study the p value is significant at .005 level of significance (table 16).
y = a + bx
Emotional Intelligence = 51.431 + .130 (Neuroticism)
Based on the findings, neuroticism is a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, ***Null* Hypothesis 8.1**: Neuroticism is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India can be rejected.

$H_0$8.2: Agreeableness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 20: Model summary for agreeableness (constant) and emotional intelligence

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.393[a]	.154	.152	6.030	.154	94.375	1	518	<.001

a. Predictors: (Constant), Agreeableness

b. Dependent Variable: EmotionalIntelligence

Table 21: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3431.765	1	3431.765	94.375	<.001[b]
	Residual	18835.987	518	36.363		
	Total	22267.752	519			

a. Dependent Variable: EmotionalIntelligence

b. Predictors: (Constant), Agreeableness

Table 22: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound
1	(Constant)	39.980	1.608		24.860	<.001	36.820	43.139
	Agreeableness	.462	.048	.393	9.715	<.001	.369	.555

a. Dependent Variable: Emotional Intelligence

According to table 20 model summary shows R value of .393 which shows the association between the dependent (emotional intelligence) and the independent (agreeableness) variable and is equal to the r (pearson product moment correlation) value. The value of R^2 is .154 and it shows that 15% of the variance of emotional intelligence is explained by the agreeableness and the model fit is significant at .001 level of significance (table 20). ANOVA table (table 21) also shows that agreeableness is affecting the emotional intelligence (F=94.375, significant at .001). The coefficients table provides the necessary information to predict emotional intelligence by agreeableness (B=39.980, t=24.860, significant at .001 level of significance), as well as determine whether agreeableness contributes statistically significantly to the model and for the present study the p value is significant at .001 level of significance (table 22).

y = a + bx

Emotional Intelligence = 39.980+ .462 (Agreeableness)

Based on the interpretations, agreeableness is a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, **Null Hypothesis 8.2**: Agreeableness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India can be rejected.

$H_0$8.3: Extraversion is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 23: Model summary for extraversion (constant) and emotional intelligence

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.381[a]	.145	.144	6.061	.145	88.090	1	518	<.001

a. Predictors: (Constant), Extraversion

b. Dependent Variable: Emotional Intelligence

Table 24: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3236.436	1	3236.436	88.090	<.001[b]
	Residual	19031.316	518	36.740		
	Total	22267.752	519			

a. Dependent Variable: EmotionalIntelligence
b. Predictors: (Constant), Extraversion

Table 25: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	40.649	1.593		25.517	<.001	37.519	43.778
	Extraversion	.440	.047	.381	9.386	<.001	.348	.532

a. Dependent Variable: Emotional Intelligence

According to table 23 model summary shows R value of .381 which shows the association between the dependent (emotional intelligence) and the independent (extraversion) variable and is equal to the r (pearson product moment correlation) value. The value of R^2 is .145 and it shows that 14% of the variance of emotional intelligence is explained by the extraversion and the model fit is significant at .001 level of significance (table 23). ANOVA table (table 24) also shows that extraversion is affecting the emotional intelligence (F=88.090, significant at .001). The coefficients table provides the necessary information to predict emotional intelligence by extraversion (B=40.649, t=25.517, significant at .001 level of significance), as well as determine whether extraversion contributes statistically significantly to the model and for the present study the p value is significant at .001 level of significance (table 25).

y = a + bx

Emotional Intelligence = 40.649+ .440 (Extraversion)

Based on above explanation it can be said that extraversion is a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, **Null Hypothesis 8.3**: Extraversion is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India can be rejected.

$H_0$8.4: Openness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 26: Model summary for openness (constant) and emotional intelligence

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.404[a]	.163	.162	5.998	.163	100.974	1	518	<.001

a. Predictors: (Constant), Openness
b. Dependent Variable: EmotionalIntelligence

Table 27: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3632.556	1	3632.556	100.974	<.001[b]
	Residual	18635.196	518	35.975		
	Total	22267.752	519			

a. Dependent Variable: EmotionalIntelligence
b. Predictors: (Constant), Openness

Table 28: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	38.940	1.658		23.485	<.001	35.683	42.197
	Openness	.458	.046	.404	10.049	<.001	.369	.548

a. Dependent Variable: Emotional Intelligence

According to table 26 model summary shows R value of .404 which shows the association between the dependent (emotional intelligence) and the independent (openness) variable and is equal to the r (pearson product moment correlation) value. The value of R^2 is .163 and it shows that 16% of the variance of emotional intelligence is explained by the openness and the model fit is significant at .001 level of significance (table 26). ANOVA table (table 27) also shows that openness is affecting the emotional intelligence (F=100.974, significant at .001). The coefficients table provides the necessary information to predict emotional intelligence by Openness (B=38.940, t=23.485, significant at .001 level of significance), as well as determine whether openness contributes statistically significantly to the model and for the present study the p value is significant at .001 level of significance (table 28).

$y = a + bx$

Emotional Intelligence = 38.940 + .458 (Openness)

Based on the interpretation of data openness is a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, **Null Hypothesis 8.4:** Openness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India can be rejected.

$H_0$8.5: Conscientiousness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India.

Table 29: Model summary for conscientiousness (constant) and emotional intelligence

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.196[a]	.038	.037	6.429	.038	20.725	1	518	<.001

a. Predictors: (Constant), Conscientiousness

b. Dependent Variable: EmotionalIntelligence

Table 30:ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	856.663	1	856.663	20.725	<.001[b]
	Residual	21411.088	518	41.334		
	Total	22267.752	519			

a. Dependent Variable: Emotional Intelligence

b. Predictors: (Constant), Conscientiousness

Table 31: Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	47.766	1.698		28.125	<.001	44.429	51.102
	Conscientiousness	.231	.051	.196	4.553	<.001	.131	.330

a. Dependent Variable: Emotional Intelligence

According to table 29 model summary shows R value of .196 which shows the association between the dependent (emotional intelligence) and the independent (conscientiousness) variable and is equal to the r (pearson product moment correlation) value. The value of R^2 is .038 and it shows that only 3% of the variance of emotional intelligence is explained by the conscientiousness and the model fit is significant at .001 level of significance (table 29). ANOVA table

(table 30) also shows that conscientiousness is affecting the emotional intelligence (F=20.725, significant at .001). The Coefficients table provides the necessary information to predict emotional intelligence by Conscientiousness (B=47.766, t=28.125, significant at .001 level of significance), as well as determine whether Conscientiousness contributes statistically significantly to the model and for the present study the p value is significant at .001 level of significance (table 28).

$y = a + bx$

Emotional Intelligence = 47.766 + .231 (Conscientiousness)

Based on the findings, it is very clear that conscientiousness is a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India. Therefore, **Null Hypothesis 8.5:** Conscientiousness is not a significant predictor for emotional intelligence of secondary school student in Nagaland state of north east region of India can be rejected.

Findings of the study

- There is no significant difference in personality and girls of secondary school boys
- There is no significant difference in personality of Class 9th and Class 10th secondary school students.
- There is no significant difference in personality of private and government school secondary school students.
- There is a significant difference in emotional intelligence of secondary school boys and girls and girls are more emotionally intelligent in comparison to boys.
- There is no significant difference in emotional intelligence of Class 9th and Class 10th secondary school students.
- There is no significant difference in emotional intelligence of private and government school secondary school students.
- There is a moderate positive relationship between personality and emotional intelligence of secondary school student.
- There is a weak positive relationship between neuroticism and emotional intelligence of secondary school student.
- There is a weak positive relationship between agreeableness and emotional intelligence of secondary school student.
- There is a weak positive relationship between extraversion and emotional intelligence of secondary school student.
- There is a moderate positive relationship between openness and emotional intelligence of secondary school student in Nagaland state of north east region of India.
- There is a weak positive relationship between conscientiousness and emotional intelligence of secondary school student.
- Personality and its all five factors (neuroticism, agreeableness, extraversion, openness, and conscientiousness) are the significant predictors of emotional intelligence.
- Emotional intelligence is mostly predicted by agreeableness, extraversion, and openness among all five factors.

Discussion:

From the very beginning, there has been strong controversy about the definition and nature of emotional intelligence. Lately, there seems to be some agreement among experts that there are two types of emotional intelligence: one termed ability emotional intelligence, which entails a particularly high ability to process emotional information and that is related to, but distinct from cognitive ability. The second, termed trait emotional intelligence, is a construct first proposed by Petrides and Furnham (2001). It relates to personality, and represents a combination of personality traits, particularly effective in situations with emotional and social implications. Over the years, different authors have provided ample evidence of the existence of trait EI, finding relationships with happiness (Petrides and Furnham, 2003; Ye et al., 2018), self-esteem (Ziasma et al., 2015), loneliness (Zou, 2014), and job satisfaction (Platsidou, 2010) among many other positive outcomes. Moreover, because, emotional intelligence is predicated to be a personality trait including a constellation of emotion-related dispositions and self-perceptions (Petrides et al., 2007b), it was necessary to show that it correlates with other personality measures.

Indeed, research findings have shown relationships between emotional intelligence and the big five personality factor, and especially between neuroticism and extroversion and emotional intelligence (Saklofske et al., 2003; Vernon et al., 2008; Siegling et al., 2015).

In the present study, the emotional intelligence is showing moderate positive correlations with overall big five personality and especially it is more related to openness. Researchers as expected and as found in previous studies (Petrides et al., 2007a, 2010), all five personality traits correlated with trait emotional intelligence which is in agreement of the present study.

Conclusion:

Personality and emotional intelligence are very much important for any individual studying in the school. In light of the present research, it can be concluded that emotional intelligence is affecting by the big five personality traits (neuroticism, agreeableness, extraversion, openness, and conscientiousness). The ability to manage emotional states is

mostly depends up on agreeableness, extraversion, and openness among all the five factors. So, the family, school and the teachers should work on to the development of personality on priority basis as well as emotional intelligence should also be taken care off.

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