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## RELATIONSHIP BETWEEN PERSONALITY TRAITS ON EMOTIONAL INTELLIGENCE AMONG SINGLE-PARENTED ADOLESCENTS

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### 1. ABSTRACT:

*The relationship between personality traits and emotional intelligence among single-parented adolescents is a complex and multifaceted area of study. Both personality traits and emotional intelligence play crucial roles in shaping an individual's behavior and social interactions. In the present study aims to analyse the "relationship between personality trait on emotional intelligence among single-parented adolescents". The researcher used a correlational research design. The sample consist of 404 samples among them 202 were single-parented adolescents and 202 were single parents of these adolescents from different formal and non-formal schools in Port Moresby in Papua New Guinea in Oceania and are selected through Purposive sampling. The data were gathered using a purposive sampling method, and the tools employed for data collection encompassed the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the Big Five Personality Test developed by Lewis Goldberg. Further, the data were analyzed using Spearman Rank correlation The result indicatethat in terms of relationships between these traits, a significant connection was found between the conscientiousness of parents and the emotional intelligence of single-parented adolescents.*

**KEYWORDS:** *Emotional Intelligence, Personality Traits, Single Parented Adolescents.*

### 2. INTRODUCTION

Adolescence is a crucial period of development that begins at puberty and ends at emerging adulthood, or into the mid- to late 20s (Steinberg, 2013). The World Health Organization (WHO) defines adolescence as a period of development spanning from 10 to 19 years of age, marked by significant physical, emotional, psychosocial, and behavioural fluctuations that facilitate the transition from childhood to adulthood. Adolescence is a significant life stage characterized by biological, cognitive, psychological, social, moral, and philosophical changes, including puberty and mood swings. (Lerner, et al., 2005). As they transition from childhood to maturity, they face psychological obstacles, such as changing rules and expectations, and the need for accountability (Insel, & Fernald, 2004).

Parents play a crucial role in providing emotional support, empathy, and understanding. By validating their emotions and offering guidance, parents can help adolescents build resilience and cope with the ups and downs of this stage (Russell, 2023). In a similar vein, various factors and alterations in family dynamics and parenting can have a significant impact on adolescent development(Simons Ronald, et al., 2004).

Children may have a wide range of adjustment problems if parents' actions, attitudes, and behaviour are out of balance. In contemporary society, it is quite common for a child to be raised in a family where one of the parents is not present. According to Dornbusch et al. (1985), Single parenting, or single parenthood, denotes the situation in which a parent is responsible for raising their child or

children without the presence or support of a spouse or partner. According to Rathus (2017), single-parent families have a detrimental impact on children's mindsets, which lowers their self-esteem. According to McLanahan & Sandefur (2009) children who grew up in a single-parent family have signs of feeling undesired because there isn't a second parent who is actively involved in their life. Growing up in a home with both parents typically gives children greater emotional resources than single-parent families (Azuka-Obieke, 2013). In some cases, the personality traits of single parents may influence adolescence.

Personality is typically described as a collection of psychological traits that lead to consistently meaningful patterns of behavior (Schofield et al., 2012). According to the American Psychological Association (2023), the term "personality" refers to the persistent traits, interests, motivations, values, self-concept, abilities, and emotional patterns that make up a person's particular way of adjusting to life. Personality encompasses traits influencing problem-solving, cultural adaptability, and potential threats to family and psychological health. The five-factor model, a key study of personality attributes, has gained significant influence in recent years, which as follows:

1. Neuroticism refers to the individual's tendency toward anxiety/stress, pity-seeking, hostility, impulsivity, depression, and low self-esteem.
2. Extraversion: refers to the individual's tendency toward being positive, daring, energetic, and intimate.
3. Openness refers to the individual's desire for curiosity, love of art, artistic interests, flexibility, and wisdom.
4. Agreeableness refers to the individual's desire for generosity, kindness, empathy and sympathy, altruism, and trusting others.
5. Conscientiousness refers to the individual's desire for punctuality, efficiency, reliability and self-reliance, self-regulation, and being progress-oriented, rational, and calm.

Research shows that high extraversion and agreeableness are linked to a more pleasant, emotionally warm, and responsible parenting style towards a child, while neuroticism and emotional instability are associated with parental authoritarianism and lack of warmth. Parental warmth is influenced by the home environment and parents' personality traits (Belsky et al., 1995, Clark et al., 2000, Kendler et al., 1997; Belsky et al., 1995; Huver et al., 2010). The most important thing is that parents try their best to create a loving and supportive environment for their children's growth and development (Ramesh & Ramana, 2023). So, these may affect the emotional development of their adolescents.

The simplest definition of emotional intelligence (EI), created by Goleman, states that it is the capacity to recognize and manage our own emotions as well as those of others (Goleman & Cherniss, 2001). Emotional Intelligence is a collection of traits or abilities related to one's emotional side. Emotional intelligence entails successfully understanding and controlling emotions to improve results for both individuals and relationships. According to Peter Salovey and John Mayer (1990), emotional intelligence is "a form of intelligence that involves the ability to monitor one's own and other people's feelings and emotions, to discriminate between them, and to use this information to guide one's thinking and actions". Based on Goleman there are five dimensions of emotional intelligence: Knowing one's emotions, controlling one's own emotions, inspiring oneself, identifying and comprehending the emotions of others, and managing relationships. John Gottman's 1997 study on raising an emotionally intelligent child highlights the importance of parents being aware of their children's emotions and guiding them. Studies show that children raised by two parents have higher IQs, better memory, learning, and social skills. Thus the present study aims to investigate the relationship between personality traits and emotional intelligence among single-parented adolescents. Understanding how specific personality traits may influence emotional intelligence in this demographic is crucial for developing targeted interventions and support systems. By exploring these connections, hope to contribute valuable insights that can inform strategies for enhancing emotional well-being among in single-parented adolescents and also reducing parental stress among single parents, and ultimately fostering healthier socio-emotional development during this critical life stage.

### 3. METHOD

#### Objectives

- To find out the relationship between parental personality traits and emotional intelligence of single-parented adolescents.

#### Hypothesis

Various null hypotheses formulated for the present study are given as follows;

H 01: There will be no significant relationship between parental personality traits and emotional intelligence of single-parented adolescents

H 01:1 There will be no significant relationship between neuroticism of parents and emotional intelligence of single-parented-adolescents

H 01:2 There will be no significant relationship between extraversion of parents and emotional intelligence of single-parented-adolescents

H 01:3 There will be no significant relationship between conscientiousness of parents and emotional intelligence of single-parented adolescents.

H 01:4 There will be no significant relationship between agreeableness of parents and emotional intelligence of single-parented adolescents.

H 01:5 There will be no significant relationship between the openness of parents and emotional intelligence of single-parented adolescents.

#### Variables

- **Single Parent:** Here single parent refers to a parent who lives with a child without a spouse or partner, often due to divorce, break-up, domestic violence, rape, death, childbirth, or adoption. A single-parent family is headed by a single parent
- **Adolescents:** Adolescence is the development and growth period between childhood and maturity. Here the adolescent refers to a child between the age group of 13-18 who lives with his/her single parent.
- **Personality:** Personality is typically defined as a group of psychological traits that contribute to meaningfully consistent behaviour. Here the personality dimensions are neuroticism, extraversion, conscientiousness, agreeableness, and openness.
- **Emotional Intelligence:** It refers to the capacity to comprehend, control, and influence one's own emotions as well as those of those around one. Here EI means the ability of the adolescent to make choices regarding their feeling, their decisions and their manners in life.

#### Research Design

- **Correlational research design**

Here the researcher adopts a correlational research design to analyze the relationship between two variables. It is a non-experimental design that investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables. The direction of a correlation can be strong or weak, either positive or negative. Here the predictor variable is personality traits and the criterion variable is emotional intelligence.

**Procedure :** In this current research, the investigator employs purposive sampling, a non-probability sampling method, where the researcher exercises their discretion to choose individuals from the population for participation in the study. The sample was drawn from both formal and non-formal schools located in Port Moresby, a city in Papua New Guinea, a country situated in the Oceania region. The data was collected through the survey method by distributing the questionnaire to the 404 participants, where 202 being adolescents aged between 13 and 20 years from single-parent

households and the remaining 202 being the single parents of these adolescents. The data was collected after obtaining consent from parents and also from the school management.

### Method of Data collection

#### • Survey Method

According to Check & Schutt (2011), survey research is "the collection of information from a sample of individuals through their responses to questions." This kind of study permits the use of a range of techniques for participant recruitment, data collection, and instrumentation. The methods used in survey research can be either quantitative (such as using questionnaires with numerically rated items) or qualitative (such as using open-ended questions) or a combination of both (i.e., mixed methods). Surveys are widely utilized in social and psychological research because they are commonly used to describe and examine human behaviour (Singleton, 2009). In the present study, the researcher will distribute questionnaires such as The Schutte Self-Report Emotional Intelligence Test and the Big Five Personality Test.

### Inclusion and Exclusion Criteria

#### Inclusion Criteria:

- Institutions have given informed consent for data collection
- Single-parented adolescents who gave consent.
- Single parent who gave consent.
- Male and female single-parented adolescents between the age group of 13-20 years.
- Single-parented adolescents from Papua New Guinea only

#### Exclusion Criteria:

- Adolescents who didn't give consent.
- Single parent who didn't give consent.
- Intact parents are excluded
- Adolescent with a Parent who is abroad is excluded
- Adolescents with any physical or psychological issues.
- Single parent with any psychological issue and their children is excluded

### Tools

- **The Schutte Self-Report Emotional Intelligence Test (SSEIT):** It is a method of measuring general Emotional Intelligence (EI). The SSEIT is structured off on the EI model by Salovey and Mayer (1990). It is a 33-item self-report inventory, with a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is 28 graded and then added together to give the total score for the participant. It is a self-report on a 5-point Likert scale, scored as 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. The score ranged from 33 to 165, with the higher scores indicating more characteristic EI (Schutte et al., 1998). The mean EI score is 124; scores below 111 or above 137 are considered unusually low or high. The survey can be completed in 15-20 minutes.

**Reliability and Validity:** Schutte and her colleagues report a reliability rating of 0.90 for their emotional intelligence scale. The EI score, overall, is fairly reliable for adults and adolescents; however, the utilizing emotions sub-scale has shown poor reliability (Ciarrochi, Chan & Bajgar, 2001). The scale also showed evidence of predictive and discriminant validity (Schutte et al., 1998). Internal consistency is good in adolescent samples ( $\alpha = 0.78$  for boys and 0.77 for girls).

- **The Big Five Personality Test:** First developed in 2010 to measure the five fundamental personality dimensions of Neuroticism (N), Extraversion (E), Conscientiousness (C), Agreeableness (A), and Openness (O). The B5T is a psychometric questionnaire with 72 Likert items available as a

paper-pencil test, Excel test, and Online test. (Allport, 1937; Cattell, 1957; Eysenck, 1947; Goldberg, 1993; Norman, 1963; Tupes & Christal, 1992). The application time is 15-20 mins.

**Reliability and Validity:** The reliability of the scale's ranges between Cronbach's alpha = .76 and alpha = .90. The factorial validity could be confirmed in several large samples.

### Data Analysis

- **Spearman Rank Correlation:** It is often referred to simply as the Spearman correlation coefficient or Spearman's rho ( $\rho$ ), is a statistical measure used to assess the strength and direction of the relationship between two sets of ranked or ordinal data. This correlation method is a non-parametric alternative to the Pearson correlation coefficient, which is used for assessing the linear relationship between two continuous variables.

## 4. RESULTS AND DISCUSSION

### 4.1 Spearman Rank Correlation of parental personality traits and emotional intelligence among single parented adolescents

To test the relationship between parental personality and emotional intelligence among single-parented adolescents the researcher used Spearman Rank correlation. The obtained result is given below in Tables 4.1 to 4.5

*H 01 There will be no significant relationship between parental personality traits and emotional intelligence of single-parented adolescents*

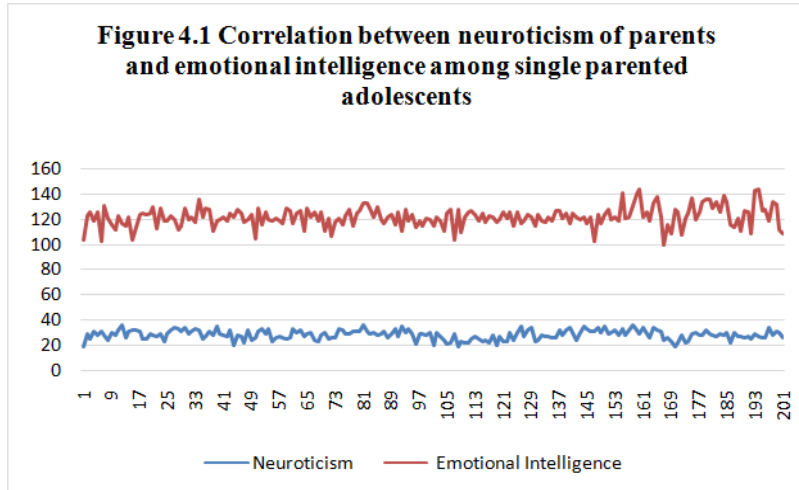
#### 4.1.1 Relationship between neuroticism of parents and emotional intelligence of single parented-adolescents

*H 01:1 There will be no significant relationship between neuroticism of parents and emotional intelligence of single parented-adolescents*

To test the relationship between neuroticism of parents and emotional intelligence of single-parented adolescents researcher used Spearman Rank Correlation. The obtained result is given below in Table 4.1 and Figure 4.1

**Table 4.1 Correlation between neuroticism of parents and emotional intelligence among single-parented adolescents**

Variable	Emotional Intelligence	
Neuroticism	Correlation Coefficient	.074
	Sig.(2-tailed)	.297
	N	202



**FIGURE 4. 1 CORRELATION BETWEEN NEUROTICISM OF PARENTS AND EMOTIONAL INTELLIGENCE OF SINGLE PARENTED-ADOLESCENTS**

Table 4.1 and figure 4.1 shows the relationship between neuroticism of parents and emotional intelligence of single-parented adolescents. The result shows that the Correlation Coefficient value of neuroticism and emotional intelligence is  $r=0.74$  and the corresponding significant value  $p=.297$  which is higher than 0.05 level of significance. Hence the null hypothesis  $H_{01:1}$  is accepted.

In contrast to the present result, Ellenbogen & Hodgins (2004) stated that Children who have consistently high levels of neuroticism in their parents are more likely to have high levels of neuroticism themselves and to struggle with emotional issues.

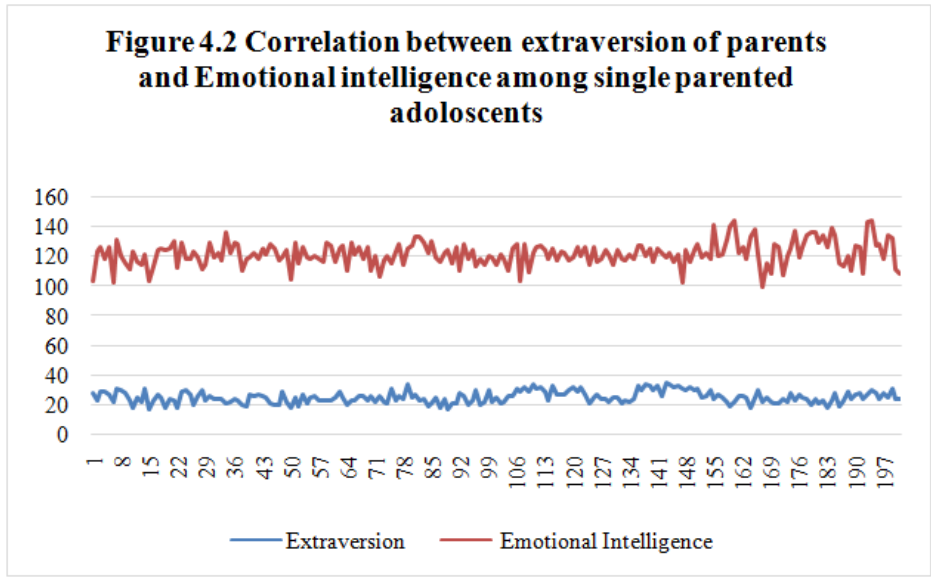
**4.1.2 Relationship between extraversion of parents and emotional intelligence of single parented-adolescents**

*H<sub>01:2</sub> There will be no significant relationship between extraversion of parents and emotional intelligence of single parented-adolescents*

To test the relationship between extraversion of parents and emotional intelligence of single-parented adolescents researcher used Spearman Rank correlation. The obtained result is given below 4.2 and figure 4.2

**Table 4. 2 Correlation between extraversion of parents and emotional intelligence of single parented-adolescents**

Variable	Emotional Intelligence	
Extraversion	Correlation Coefficient	.062
	Sig.(2-tailed)	.377
	N	202



**FIGURE 4. 2 CORRELATION BETWEEN EXTRAVERSION OF PARENTS AND EMOTIONAL INTELLIGENCE OF SINGLE PARENTED-ADOLESCENTS**

Table 4.2 and figure 4.2 shows the relationship between extraversion of parents and emotional intelligence of single-parented adolescents. The result shows that the Correlation Coefficient value of extraversion and emotional intelligence is  $r=.062$  and the corresponding significant value  $p=.377$  which is exceeding the 0.05 level of significance. Hence the null hypothesis  $H_{01:2}$  is accepted.

In contrast to the present result, Jackson (2023) stated in their study that, children who have extroverted parents tend to have lower grades in schools.

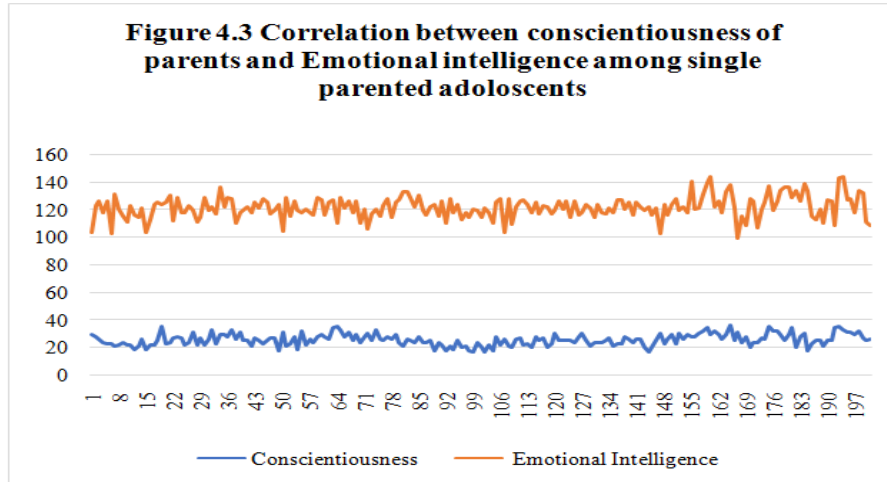
**4.1.3 Relationship between conscientiousness of parents and emotional intelligence of single parented-adolescents**

*H 01:3 There will be no significant relationship between conscientiousness of parents and emotional intelligence of single-parented adolescents.*

To test the relationship between conscientiousness of parents and emotional intelligence of single-parented adolescents researcher used Spearman Rank correlation. The obtained result is given below table 4.3 and figure 4.3

**Table 4. 3 Correlation between conscientiousness of parents and emotional intelligence of single parented-adolescents**

Variable	Emotional Intelligence	
Conscientiousness	Correlation Coefficient	.214**
	Sig.(2-tailed)	.002
	N	202



**Figure 4. 3 Correlation between conscientiousness of parents and emotional intelligence of single parented-adolescents**

Table 4.3 and Figure 4.3 illustrate the connection between the conscientiousness of parents and the emotional intelligence of adolescents raised by single parents. The findings reveal a correlation coefficient value of  $r = 0.213$ , with a corresponding p-value of 0.002, which is less than the predetermined significance level of 0.05. As a result, we reject the null hypothesis  $H_{01:3}$  and restate it as follows: *"There exists a statistically significant association between the conscientiousness of parents and the emotional intelligence of adolescents from single-parent households."*

In line to the present result, Schofield (2012) claimed that parents' conscientiousness and emotional stability influence the long-term development of their children's positive personalities.

**4.1.4 Relationship between agreeableness of parents and emotional intelligence of single parented-adolescents**

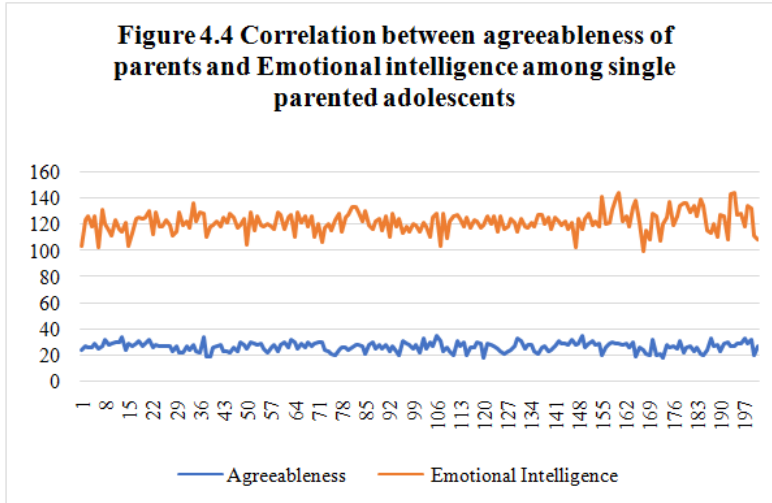
*H<sub>01:4</sub> There will be no significant relationship between agreeableness of parents and emotional intelligence of single-parented adolescents.*

To test the relationship between agreeableness of parents and emotional intelligence of single-parented adolescents researcher used Spearman Rank correlation. The obtained result is given below in Table 4.4 and Figure 4.4

**Table 4. 4 Correlation between agreeableness of parents and Emotional intelligence among single-parented adolescents**

Variable	Emotional Intelligence
Agreeableness	Correlation Coefficient
	Sig.(2-tailed)
	N





**Figure 4. 4 Correlation between agreeableness of parents and Emotional intelligence among single-parented adolescents**

Table 4.4 and figure 4.4 show the relationship between the agreeableness of parents and the emotional intelligence of single-parented adolescents. The result shows that the Correlation Coefficient value of agreeableness and emotional intelligence is  $r=-.012$  and the corresponding significant value  $p=.864$  which exceeds at 0.05 level of significance. Hence the null hypothesis  $H_{01:4}$  is accepted.

In contrast to the present result, Wright and Jackson (2022) claimed parents who have agreeable personalities and children with emotional intelligence tend to argue less with their parents

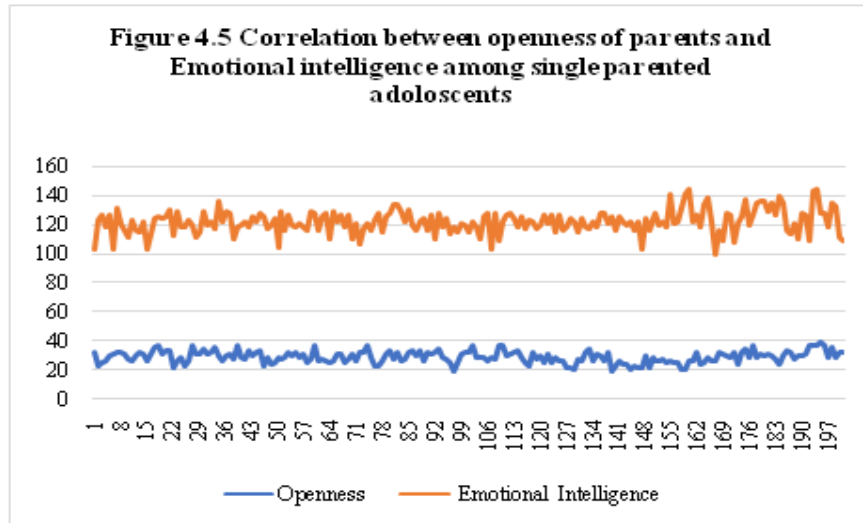
**4.1.5 Relationship between openness of parents and emotional intelligence of single parented-adolescents**

*H<sub>01:5</sub> There will be no significant relationship between the openness of parents and emotional intelligence of single-parented adolescents.*

To test the relationship between openness of parents and emotional intelligence of single-parented adolescents researcher used Spearman Rank correlation. The obtained result is given below in table 4.5 and figure 4.5

**Table 4. 5 Correlation between openness of parents and emotional intelligence of single parented-adolescents**

Variable	Emotional Intelligence	
Openness	Correlation Coefficient	.002
	Sig.(2-tailed)	.976
	N	202



**Figure 4. 5 Correlation between openness of parents and emotional intelligence of single parented-adolescents**

Table 4.5 and Figure 4.5 display the connection between parental openness and the emotional intelligence of adolescents raised by a single parent. The findings reveal that there is a very weak relationship between openness and emotional intelligence, as indicated by a correlation coefficient of  $r = 0.002$ . Furthermore, the p-value associated with this relationship is 0.976, which is greater than the commonly accepted significance level of 0.05. Therefore, we accept the null hypothesis  $H_{01:5}$ .

In contrast to the present result, Nastas and Sala (2012) claim that the five parental traits, which may include openness as a characteristic, have an impact on adolescents' emotional intelligence.

## 5. CONCLUSION

Based on the data collected and analyzed, the researcher concluded that relationships between these traits, a significant connection was found between the conscientiousness of parents and the emotional intelligence of single-parented adolescents and personality traits such as neuroticism, extraversion, openness, and agreeableness didn't find a significant correlation with emotional intelligence of single parented adolescents.

## 6. LIMITATIONS

- The study limited to only Papua New Guinea
- Lack of Psychological or educational intervention
- The study doesn't include the parents from abroad
- The study's findings may be influenced by respondent bias.
- The research was exclusively carried out among adolescents raised by single parents.

## 7. IMPLICATIONS

- The study suggests that understanding the relationship between personality traits and emotional intelligence can inform targeted interventions and support mechanisms for single-parented adolescents.
- Parenting strategies can be tailored to accommodate the specific emotional needs and preferences of single-parented adolescents based on their personality traits.
- Educators can incorporate the study's findings into school programs to develop emotional intelligence skills, personalized to cater to the diverse emotional needs of single-parented adolescents.

- Mental health professionals can use the insights gained from this study to enhance therapeutic approaches for single-parented adolescents, promoting better emotional regulation and resilience.
- Further research is needed to explore the dynamics between specific personality traits and different components of emotional intelligence.
- Longitudinal studies can be conducted to examine the long-term effects of personality traits on emotional intelligence.
- Investigating the effectiveness of targeted interventions based on personality traits can contribute to the development of evidence-based practices.

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