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Original Research Article

Emotions, traits, and intellect: a triadic exploration of adjustment and academic success in high school students

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ABSTRACT

Background: Adolescence is a crucial developmental stage where personality traits, intelligence quotient (IQ) and emotional intelligence (EI) significantly influence academic achievement and psychological well-being. Despite widespread belief in IQ as a predictor of success, recent research emphasises the growing relevance of EI and personality in fostering social and academic competence.
Methods: A cross-sectional, correlational study was conducted across six secondary schools in Faridabad, India. A stratified random sample of 387 adolescents (aged 16–18 years) participated. Standardised tools were used: Raven's Standard Progressive Matrices (RSPM) for IQ, Eysenck's Personality Questionnaire (EPQ) and the Emotional Intelligence Scale (EIS). Statistical analyses included Pearson correlation, regression analysis and ANOVA.
Results: The results indicated that IQ had a negligible effect on emotional intelligence (EI). Nevertheless, some personality traits, especially psychoticism and neuroticism, significantly affected emotional regulation and social adaptability. There were differences between men and women in emotional intelligence. Women were better at empathy and social skills, while men were better at self-regulation. Regression models demonstrated that psychoticism influenced the relationship between IQ and emotional intelligence (EI).
Conclusions: This study shows that IQ isn't a great predictor of emotional intelligence and that personality factors are more important in molding social and emotional competence in teenagers. In order to improve academic resilience, self-esteem and stress control, the results support the implementation of interventions focused on emotional intelligence in educational settings. For teens to thrive academically, there must be an interdisciplinary approach to learning that prioritizes their emotional and cognitive development.

Keywords: Adolescents, Academic performance, Emotional intelligence, Personality traits, Psychological well-being

INTRODUCTION

Emotional intelligence (EI), intellect and personality all come together during adolescence to impact social functioning, psychological resilience and academic success.[1] Fostering holistic development in teenagers requires an understanding of how these qualities interact with one another.[2] Personality, which is defined as a set of characteristics that influence one's outlook, emotions and actions, takes center stage throughout adolescence.[3] A valid framework for investigating individual variations among school-aged teenagers can be found in the Big Five personality traits: openness, conscientiousness, extraversion, agreeableness and neuroticism.[4] Learning styles, emotional regulation and interpersonal relationships are all impacted by these characteristics, which are more like dynamic psychological features than static identifiers.[5] A neurotic student's stress and anxiety could impair their social and academic performance, in contrast to a conscientious student's goal-directed conduct and efficient time management abilities, both of which are linked to greater academic success.[6] However, there are

other factors outside a student's personality that influence their academic performance. Cognitive intelligence, as measured by IQ testing, is still a strong predictor of academic achievement, reasoning ability and problem-solving prowess.[7] Those with high IQs tend to excel in scientific and mathematical courses that demand them to think critically. A high IQ promotes persistence, critical thinking and metacognition. EI helps young people cope with adversity, build resilience, resist the influence of peers and conform to social standards.[8] Important components of EI that influence students' ability to get along with their instructors and peers include self-awareness, empathy, emotional regulation and interpersonal communication.[9] High EI is associated with improved classroom behaviour, less anxiety and greater social integration in children. As a result, they are less prone to social issues, academic struggles and bullying.

Personality, intelligence and emotional intelligence do not have a linear or independent relationship. Rather, their effects on one another are intricate and reciprocal. Positive associations between EI and traits like openness and conscientiousness abound.[5,10] This is due to the fact that emotional competency necessitates pupils to possess qualities such as empathy, curiosity and self-control.

Multiple studies support the nuanced interplay of these factors.[11] found that emotional intelligence varies significantly across gender, academic performance and socio-economic background, with girls displaying stronger empathy and boys showing better self-regulation.[8] similarly observed gender-based differences in rural adolescents, reinforcing the need for gender-sensitive interventions.[1] It examined how childhood emotional maltreatment diminishes EI, especially in the absence of mindfulness, highlighting the role of early experiences in shaping emotional competence.[12] explored the negative influence of social media on emotional awareness, further complicating the modern adolescent's emotional landscape.

Several other studies have provided additional insight. For example, reported a positive correlation between EI and academic performance, although the latter noted that this relationship was not statistically significant in all contexts, suggesting the presence of mediating variables such as school environment or motivation.[1,5,13] confirmed that emotional intelligence is linked to self-control in athletes, an attribute critical not only in sports but also in academic persistence. Found that EI is positively associated to self-esteem, which shows how important it is for overall health.[2,14] it identified gender differences in emotional intelligence, indicating that females excel in empathy and social awareness, although may exhibit worse self-regulation skills.[15,16]

These connections are made stronger by trauma and bullying. Researchers discovered that peer bullying was more common among adolescents whose characteristic EI was low.[1] According to research by, EI modifies the association between traumatic events in childhood and behavioral issues.[10] A high level of EI protects one's mental health from the harmful effects of stressful situations. Similarly, it found that bullied teenagers who possessed high EI were less likely to consider suicide.[6] These findings provide credence to the idea that, in order to promote mental health, decrease risky behaviors and boost academic performance, emotional intelligence training should be a part of the school curriculum.

Incorporating emotional intelligence into existing curricula would represent a sea change in Indian institutions, which are notorious for their high levels of academic pressure and dearth of emotional literacy.[17] Confidence and social skills are enhanced in adolescents who develop the ability to identify and manage their emotions. Furthermore, emotional intelligence helps mitigate the effects of stress in the classroom.[5] EI helps students' weather academic transitions, including going from high school to college.[17] The adolescent years are a time of great personal growth, social development and emotional turmoil, making these advantages all the more important.

Intelligence and emotional intelligence aren't the same thing, despite their close relationship. While intelligence does help with things like learning new things and improving one's thinking skills, it doesn't automatically make people better at understanding and connecting with others on an emotional or social level.[1] Intelligence is not a sufficient predictor of EI, as demonstrated in this and other studies. Rather, the association between intellect and achievement in the actual world is moderated by personality traits, especially neuroticism and psychoticism.[18] Teens with severe psychosis, for example, may score high on IQ tests but struggle to communicate their emotions or collaborate with peers, making it difficult for them to blend in and thrive in social settings. Conversely, those who are less prone to neuroses and more diligent in their work may have more emotional stability, allowing them to make better use of their cognitive abilities and make effective leaders.[8]

An ever-increasing amount of research confirms that students need an all-encompassing curriculum that prioritizes their emotional, intellectual and character growth. In order to foster emotional intelligence, social awareness and empathy in their pupils, educational institutions must go beyond merely preparing them for standardized tests. Young people who acquire strong academic and life skills are better prepared to handle the challenges of adolescence and adulthood. Teachers and curriculum developers should collaborate to build inclusive programs for character and social development, mindfulness training and EI that can accommodate a wide range of student backgrounds. Adolescent development is shaped by a combination of factors, including personality traits, emotional intelligence and cognitive intelligence. The way they bond impacts more than just their academic performance, it impacts their emotional well-being and

social acceptance as a whole. A more resilient, competent and emotionally intelligent next generation may be possible by the integration of social and emotional learning into traditional academic curricula. Understanding and enhancing the triadic interplay between these factors is crucial and beneficial, according to this research and analysis.

Research gap

Although numerous studies have examined teens' IQ, EI and personality traits individually, little is known about how these factors interact to influence teens' mental health, social adjustment and academic performance. The need for comprehensive, integrated approaches is underscored by the paucity of research that investigates how personality variables influence the connection between emotional intelligence and cognitive intelligence in educational settings.

Research problem

Adolescence is a pivotal time for developing one's personality, emotions and cognitive abilities, all of which have an effect on how well one does in school and how well one fits in socially. While IQ is commonly associated with academic success, EI and personality qualities play an equally important role in moulding kids' resiliency, self-esteem and connections with others. However, there has been very little research into the relationship between emotional intelligence, personality and cognitive abilities, particularly in the realm of education.

The measures of intelligence, personality and emotional intelligence used in this study are the EIS, Eysenck's Personality Questionnaire and Raven's Standard Progressive Matrices, respectively. This study aims to investigate the role of these psychological variables in influencing the academic performance, stress levels and general health of teenagers. Teachers can improve their strategies for fostering students' intellectual and emotional development by keeping these relationships in mind.

Objectives

To examine the relationship between intelligence (RSPM), personality traits EPQ and EIS among school adolescents. To analyze the differences in intelligence (RSPM) and emotional intelligence (EIS) across different personality traits (EPQ). To determine whether intelligence (RSPM) influences emotional intelligence (EIS). To investigate whether personality traits (EPQ) moderate the relationship between intelligence (RSPM) and emotional intelligence (EIS).

Hypotheses

H_1: There is a significant relationship between intelligence (RSPM), personality traits (EPQ) and emotional intelligence (EIS).

H_2: There are significant differences in intelligence (RSPM) and emotional intelligence (EIS) across different personality traits (EPQ).

H_3: Intelligence (RSPM) significantly influences emotional intelligence (EIS).

H_4: Personality traits (EPQ) moderate the relationship between intelligence (RSPM) and emotional intelligence (EIS).

Variables in the study

Independent variables

Intelligence (IQ): Measured using Raven's Standard Progressive Matrices (RSPM), which assesses abstract reasoning and problem-solving abilities.

Personality traits: Assessed using Eysenck's Personality Questionnaire (EPQ), which categorizes individuals based on psychoticism, neuroticism, extraversion and lie.

Dependent variables

Emotional intelligence: Measured using the Emotional Intelligence Scale (EIS), which evaluates emotional awareness, regulation and social adaptability.

Moderating variable

Personality traits: Examined to determine how they influence the relationship between intelligence and emotional intelligence.

METHOD

Study design

This was a quantitative, cross-sectional, correlational study conducted to examine the relationship between intelligence, personality traits and emotional intelligence among school adolescents.

Sample size

The study involved 387 school adolescents aged 16 to 18 years, from six secondary schools in Faridabad, India.

Place of study

A.D.M. Senior Secondary School, Balaji Public School, Emerald Convent School, New Public Sr. Sec School, S.R.S Sr. Sec School and Shiv Public Sr. Sec School.

Sample area

Data were collected from students studying at Faridabad area.

Age group

Participants ranged between 16 to 18 years old.

Gender representation

Both male and female students were included to analyze differences based on gender.

Sampling technique

A stratified random sampling method was used to ensure proportional representation across different grades and gender groups. Students were chosen based on their academic level and willingness to participate.

Study duration

The study was conducted over a period of four months, from January 2024 to April 2024.

Inclusion criteria

The study included adolescents aged 16–18 from six Faridabad schools who consented to participate and could comprehend English or Hindi.

Exclusion criteria

Exclusion criteria were diagnosed psychiatric or neurological disorders, ongoing psychological treatment, frequent absenteeism or impairments affecting their ability to complete standardised psychological assessments accurately.

Data collection measures

The standardized test measures were IQ measurement by RSPM. Personality traits Assessment by EPQ, EI measurement by EIS.

Data analysis

Descriptive statistics

Mean, standard deviation and frequency distributions were calculated to summarize the sample characteristics.

Correlation analysis

Pearson correlation was used to determine relationships between intelligence (IQ), personality traits (EPQ) and emotional intelligence (EIS).

Regression analysis

Multiple regression models were applied to analyze the predictive influence of intelligence (IQ) and personality traits (EPQ) on emotional intelligence (EIS).

ANOVA (Analysis of variance)

Conducted to assess whether intelligence (IQ) and emotional intelligence (EIS) differ significantly across personality types.

RESULTS

Descriptive statistics

The demographic details of the students were conducted to see the participation. A descriptive statistical analysis was conducted to examine the mean and standard deviation of key psychological variables measured in the study. The results, including the sample size for each variable, are presented in Table 1.

The results indicate that intelligence (M=42.02, SD=8.65) had the highest mean among the variables, whereas psychoticism personality (M=5.21, SD=2.81) had the lowest mean. Among the interaction variables, interaction of neuroticism personality (M=594.42, SD=225.71) showed the highest value, followed closely by interaction of extroversion personality (M=576.51, SD=197.94) and interaction of lie personality (M=534.47, SD=203.50). The results suggest that the interaction effects have a considerable range of variability, with psychoticism personality interactions (M=217.99, SD=128.33) being the lowest among them (Table 2).

Hypothesis 1

There is a significant relationship between intelligence (RSPM), personality traits (EPQ) and emotional intelligence (EIS).

A Pearson correlation analysis was conducted to examine the relationships among intelligence (RSPM), personality traits (EPQ) and emotional intelligence (EIS). The results indicated that intelligence was significantly and positively correlated with extroversion, r(385)=0.102, p=0.044, suggesting a weak positive relationship. However, intelligence was not significantly correlated with emotional intelligence, r (385) =-0.050, p=0.331 or with other personality traits, including psychoticism, r (385) =-0.041, p=0.426, neuroticism, r (385) =0.039, p=0.446 and lie scale personality, r (385) =-0.034, p=0.501. Emotional intelligence was significantly and negatively correlated with extroversion, r (385) =-0.127, p=0.012, indicating a weak inverse relationship. However, emotional intelligence did not show significant correlations with psychoticism, r (385) =0.003, p=0.955, neuroticism, r (385) =0.005, p=0.921 or lie scale personality, r (385) =-0.043, p=0.399. Among the personality traits, psychoticism was significantly and negatively correlated with lie scale personality, r (385) =-0.233, p<0.001, while neuroticism was also significantly and negatively correlated with lie scale personality, r (385) =-0.160, p=0.002. No other significant relationships were found among the variables. Overall, the findings provide partial

support for the hypothesis that intelligence, personality traits and emotional intelligence are interrelated. However, most correlations were weak, with only a few reaching statistical significance (Table 3).

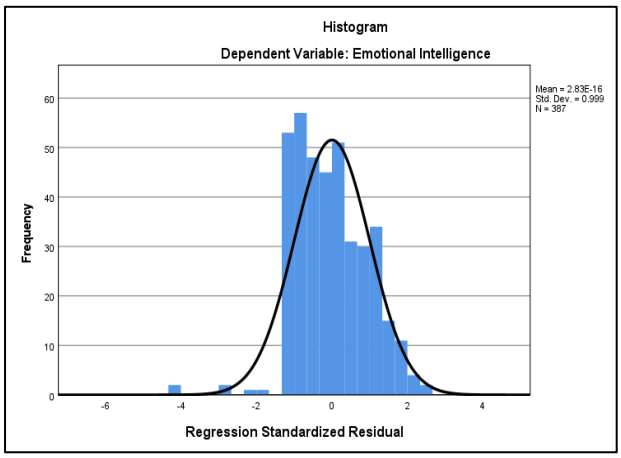

Figure 1: Linear regression bar graph.

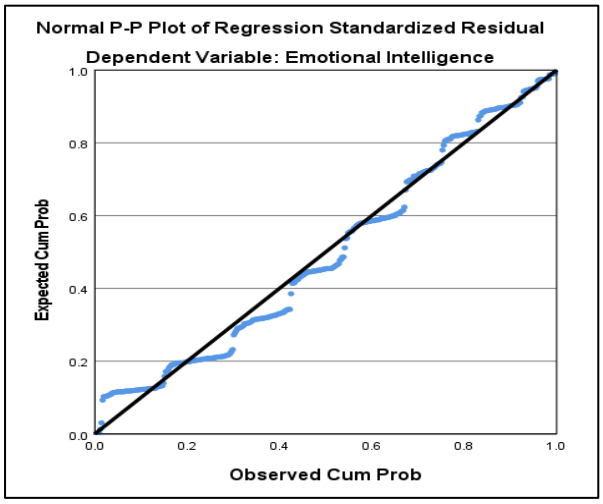

Figure 2: Linear regression line graph plot.

Hypothesis 2

There are significant differences in intelligence (RSPM) and EIS across different personality traits (EPQ).

A one-way analysis of variance (ANOVA) was conducted to examine whether intelligence (RSPM) and EIS differ significantly across various personality traits (EPQ), including psychoticism, neuroticism, extroversion and lie personality. The results for intelligence showed that there were no significant differences across the levels of psychoticism, F (17, 369) =1.25, p=0.224, neuroticism, F (21, 365) =1.23, p=0.225, extroversion, F (18, 368) =1.40, p=0.128 or lie personality, F (22, 364) =0.95, p=0.531. These findings suggest that intelligence does not significantly vary among different personality traits.

Similarly, for emotional intelligence, there were no significant differences observed across psychoticism, F (17, 369) =1.03, p=0.422, neuroticism, F (21, 365) =0.98, p=0.491, extroversion, F (18, 368) =1.31, p=0.181 or lie personality, F (22, 364) =1.06, p=0.391. These results indicate that emotional intelligence remains relatively stable across different personality trait groups. The findings suggest that intelligence and emotional intelligence do not significantly differ based on psychoticism, neuroticism, extroversion or lie personality traits. This implies that personality traits, as measured by the EPQ, may not be strong determinants of an individual's intelligence or emotional intelligence. Given the non-significant p-values across all comparisons, the null hypothesis (H_0), stating that there are no significant differences in intelligence and emotional intelligence across different personality traits, is retained. These results indicate that intelligence and emotional intelligence are likely influenced by other factors beyond personality traits (Table 4).

Hypothesis 3

Intelligence (RSPM) significantly influences emotional intelligence (EIS). A simple linear regression analysis was conducted to examine whether intelligence (RSPM) significantly predicts emotional intelligence (EIS). The regression model was not statistically significant, F(1, 385)=0.949, p=0.331, indicating that intelligence does not significantly predict emotional intelligence. The model summary revealed a weak correlation between intelligence and emotional intelligence, R=0.050, with an R^2 value of 0.002. This suggests that intelligence accounts for only 0.2% of the variance in emotional intelligence, indicating a negligible effect. The regression coefficients showed that intelligence was not a significant predictor of emotional intelligence, B=-0.016, t (385) =-0.974, p=0.331. The 95% confidence interval for the unstandardized coefficient ranged from -0.049 to 0.017, further suggesting that the effect of intelligence on emotional intelligence is statistically insignificant. These results indicate that intelligence does not significantly influence emotional intelligence among participants. The non-significant p-value and the low R^2 value suggest that intelligence alone is not a strong determinant of emotional intelligence. This finding aligns with prior research suggesting that emotional intelligence influenced more by social, psychological or environmental factors rather than cognitive intelligence alone (Table 5).

Hypothesis 4

Personality traits (EPQ) moderate the relationship between intelligence (RSPM) and emotional intelligence (EIS). A moderated regression analysis was conducted to examine whether personality traits (EPQ) moderate the relationship between intelligence (RSPM) and emotional intelligence (EIS).

Table 1: Demographic details.

Variable		Value
Total participants		387
Age range (in years)		16-18
Mean age		17.2
Gender	Male	195
	Female	192
Class XI		189
Class XII		198
Urban students		280
Rural students		107

Table 2: Descriptive statistics for emotional intelligence, intelligence, personality traits and their interactions.

Variable	M	SD	N
Emotional intelligence	23.39	2.86	387
Intelligence (Centered)	42.02	8.65	387
Psychoticism personality (Centered)	5.21	2.81	387
Neuroticism personality (Centered)	14.11	4.42	387
Extroversion personality (Centered)	13.65	3.47	387
Lie personality (Centered)	12.75	3.99	387
Interaction: Psychoticism personality	217.99	128.33	387
Interaction: Neuroticism personality	594.42	225.71	387
Interaction: Extroversion personality	576.51	197.94	387
Interaction: lie personality	534.47	203.50	387

Note. M=Mean, SD=Standard deviation, N=Sample size.

Table 3: Correlations between intelligence (RSPM), personality traits (EPQ) and emotional intelligence correlations.

		Intelligence	Emotional intelligence	Psychoticism personality	Neuroticism personality	Extroversion personality	Lie personality
Intelligence	Pearson Correlation	1	-0.050	-0.041	0.039	0.102*	-.034
	Sig. (2-tailed)		0.331	0.426	0.446	0.044	0.501
	N	387	387	387	387	387	387
Emotional intelligence	Pearson Correlation		1	0.003	0.005	-0.127*	-0.043
	Sig. (2-tailed)			0.955	0.921	0.012	0.399
	N			387	387	387	387
Psychoticism personality	Pearson Correlation			1	0.018	-0.050	-0.233**
	Sig. (2-tailed)				0.726	0.327	0.000
	N				387	387	387
Neuroticism personality	Pearson correlation				1	-0.070	-0.160**
	Sig. (2-tailed)					0.169	0.002
	N					387	387
Extroversion personality	Pearson correlation					1	-0.082
	Sig. (2-tailed)						0.105
	N						387
Lie personality	Pearson correlation						1
	Sig. (2-tailed)						
	N						

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed).

Table 4: ANOVA results table for intelligence (RSPM) and emotional intelligence across different personality traits (EPQ).

Dependent variable	Independent variable	Sum of squares (between groups)	df (between groups)	Mean square (between groups)	F	P value
Intelligence	Psychoticism	1578.94	17	92.879	1.249	0.224
Emotional intelligence	Psychoticism	143.743	17	8.455	1.032	0.422
Intelligence	Neuroticism	1912.545	21	91.074	1.226	0.225
Emotional intelligence	Neuroticism	168.644	21	8.031	0.977	0.491
Intelligence	Extroversion	1859.424	18	103.301	1.4	0.128
Emotional intelligence	Extroversion	190.085	18	10.56	1.305	0.181
Intelligence	Lie Personality	1572.62	22	71.483	0.948	0.531
Emotional intelligence	Lie Personality	190.589	22	8.663	1.059	0.391

Table 5: Linear regression analysis.

Statistic	Value
R	0.05
R square	0.002
Adjusted R square	0
Std. error of estimate	2.86506
Regression sum of squares	7.791
Residual sum of squares	3160.292
Total sum of squares	3168.083
F statistic	0.949
P value	0.331
Unstandardized B (constant)	24.08
Std. error (constant)	0.723
Unstandardized B (intelligence)	-0.016
Std. error (intelligence)	0.017
Standardized beta (intelligence)	-0.05
t (intelligence)	-0.974
p-value (intelligence)	0.331
95% CI lower bound (intelligence)	-0.049
95% CI upper bound (intelligence)	0.017
Collinearity tolerance	1
Variance inflation factor (VIF)	1

Table 6: Regression between intelligence (RSPM) and emotional intelligence.

Model	Statistic	Value	P value
1	R	0.145	0.15
1	R square	0.021	
1	Adjusted R square	0.008	
1	F-statistic	1.635	
2	R	0.183	0.165
2	R square	0.033	
2	Adjusted R square	0.01	
2	F-statistic	1.45	

Model summary

Model 1 included intelligence and the four personality traits as predictors. The overall model was not significant, $F(5, 381)=1.635$, $p=0.150$, explaining only 2.1% of the variance ($R^2=0.021$). Model 2 included interaction terms to assess the moderation effect. The addition of interaction terms resulted in a minor increase in variance explained ($R^2=0.033$), but the change was not significant, $F(9, 377)=1.450$, $p=0.165$ (Table 6).

Regression coefficients

Intelligence (RSPM) was not a significant predictor of emotional intelligence in Model 1 (B=-0.013, p=0.449) or in Model 2 (B=-0.107, p=0.324). Among the personality traits, personality trait 1 (psychoticism) showed a significant negative relationship with emotional intelligence (B=-0.584, p=0.028), indicating that higher scores on this trait were associated with lower emotional intelligence (Table 7).

The interaction term for intelligence×personality trait 1 was significant (B=0.013, p=0.031), suggesting that this personality trait moderates the relationship between intelligence and emotional intelligence. Other interaction terms did not show significant moderation effects. The results indicate that, overall, personality traits do not significantly moderate the relationship between intelligence and emotional intelligence. However, personality trait 1 (psychoticism) does moderate this relationship, suggesting that for individuals high in this trait, the relationship between intelligence and emotional intelligence is altered. This finding aligns with prior research indicating that personality can influence cognitive-emotional interactions.

Table 7: Moderated regression coefficients.

Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t	P value
Constant	30.19	4.655		6.485	0
Intelligence (RSPM)	-0.107	0.109	-0.324	-0.987	0.324
Psychoticism personality	-0.584	0.265	-0.573	-2.201	0.028
Neuroticism personality	-0.023	0.149	-0.035	-0.153	0.879
Extroversion personality	-0.199	0.212	-0.242	-0.942	0.347
Lie personality	-0.007	0.199	-0.01	-0.036	0.971
Interaction: Intelligence Ã— Psychoticism personality	0.013	0.006	0.597	2.17	0.031
Interaction: Intelligence Ã— neuroticism personality	0	0.004	0.024	0.086	0.931
Interaction: Intelligence Ã— extroversion personality	0.002	0.005	0.143	0.42	0.675
Interaction: Intelligence Ã— Lie personality	-0.001	0.005	-0.053	-0.162	0.871

DISCUSSION

The present study revealed that intelligence (IQ), while important for cognitive performance, did not significantly predict EI among adolescents. This finding aligns with the work of, who also reported a negligible correlation between EI and academic performance, indicating that emotional and cognitive domains function independently to a large extent.[3,5] Additionally, personality traits such as psychoticism and neuroticism were found to significantly influence EI, particularly emotional regulation and social adaptability. This supports who emphasised the impact of personality and self-control on EI-related outcomes.[2,4,5,10] Gender-based differences were also consistent with previous research. Females demonstrated higher empathy and social awareness, while males showed greater self-regulation findings in agreement.[8,15] The moderation effect of psychoticism on the relationship between IQ and EI suggests that emotional development in adolescents is influenced by specific personality traits, supporting the integrative frameworks proposed.[10]

Overall, the findings underscore the necessity of school-based interventions that foster both emotional and personality development, rather than relying solely on cognitive skill enhancement for academic and psychosocial success.[12,14,16]

Limitations

This study is limited by its cross-sectional design, only relay on three variables and sample restricted to one geographical area with only correlational research.

CONCLUSION

This study confirms the importance of emotional intelligence in adolescents' academic achievement, social adjustment and psychological health. Although intelligence is a crucial cognitive element, its direct influence on emotional intelligence was determined to be negligible. Instead, emotional intelligence is crucial in augmenting resilience, self-esteem and stress

management, hence facilitating academic and personal achievement. These findings correspond with prior studies by, which illustrated how emotional intelligence alleviates stress and fosters positive coping strategies.

This study underscores the complex interplay among IQ, personality and emotional intelligence, advocating for a holistic educational strategy that nurtures both cognitive and emotional skills. Future studies should investigate the long-term effects of emotional intelligence training to evaluate its enduring advantages in adolescent development.

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