



## The relationship between personality traits and emotional intelligence among young adults

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Date of Submission: 08-04-2024

Date of Acceptance: 20-04-2024

### ABSTRACT

Emotional intelligence (EI) plays a crucial role in the development and development of a person's life. It is one of the most important components of an individual's personality profile. EI is a key component of emotional intelligence, and it has a significant impact on the quality of life (QoL) of individuals. However, little is known about the relationship between EI and emotional intelligence in young people. The purpose of this paper is to clarify the understanding of EI, its attributes, antecedents, consequences, related terms, and implications for advancing nursing practice. The study's conclusions have the potential to guide therapies, curricula, and counseling strategies designed to improve young people's emotional intelligence abilities in light of their individual personality profiles.

**Keywords:** emotional intelligence, personality traits, neuroticism, extra version, psychoticism.

### I. INTRODUCTION

#### 1 Personality traits

The term "personality" stems from the Latin word "persona," referring to the mask worn by actors on stage to portray characters. Initially, personality was seen as the distinct behavioral patterns or mannerisms displayed by individuals through their outward appearance, including clothing, speech, gestures, habits, and facial expressions. However, it became clear that relying solely on external traits to define personality was insufficient. This perspective would overlook individuals like Mahatma Gandhi, Lal Bahadur Shastri, George Bernard Shaw, and others, who lacked outwardly remarkable characteristics yet possessed remarkable personalities. Hence, it was recognized that personality encompasses more than just external attributes, leading to a shift away from emphasizing external appearance in understanding personality.

Personality encompasses the lasting qualities and actions that shape an individual's distinct adaptation to life, incorporating fundamental traits, passions, motivations, beliefs, self-perception, skills, and emotional tendencies.

#### 1.1 Factors affecting personality

##### *Hereditary factors*

Personality is influenced by a combination of genetic inheritance from our parents and environmental factors in which we are raised. Heredity encompasses the traits passed down from our parents, which are innate and present either before or at birth, shaping the trajectory of our personality development. These hereditary factors interact with the specific social contexts in which individuals live. Essentially, personality is the amalgamation of an individual's enduring behaviors, thoughts, and emotions throughout their life. Heredity serves as the blueprint for our personality, establishing the general parameters within which our personality will evolve. Hereditary factors include aspects such as physique, physical health, the endocrine system, and the nervous system.

**-Physique and physical health:** Inherited physical attributes like height, color, and body composition play a significant role in shaping an individual's health and appearance. While these traits are typically passed down from parents, variations can arise due to genetic factors inherited from ancestors. Mendel's experiments illustrated that children tend to inherit an average of their parents' physical traits. These characteristics not only influence one's physical well-being but also impact their mental and psychological traits, as well as behavior. Individuals with favorable physical attributes often receive positive attention, fostering traits like self-confidence and sociability, whereas those with less favorable attributes may struggle with feelings of inferiority



and emotional instability. This is particularly evident among individuals with physical deformities, who may seek validation from others to compensate for perceived deficiencies.

#### **-Endocrine system:**

The glandular system plays a crucial role in shaping our behavior and personality by regulating bodily functions through hormone secretion. This system comprises two main types of glands: endocrine and exocrine glands. While exocrine glands release secretions outside the body, endocrine glands release hormones directly into the bloodstream.

##### *Pituitary gland.*

- Located beneath the hypothalamus in the brain, the pituitary gland releases hormones like somatotropin (growth hormone) and pituitrin.
- Excessive growth hormone secretion can cause gigantism, while insufficient secretion leads to dwarfism.
- Pituitrin helps in maintaining blood pressure, smooth muscle alertness, and kidney function.

##### *Adrenal Gland*

- Positioned above the kidneys, the adrenal gland comprises the adrenal cortex and adrenal medulla.
- The adrenal cortex produces cortin, which regulates carbohydrates, salt, and metabolism.
- The adrenal medulla secretes adrenaline and noradrenaline, with adrenaline influencing emotional states and preparing the body for emergencies.

##### *Thyroid Gland*

- Found in the throat, the thyroid gland produces thyroxin, which regulates metabolism and impacts physical growth.
- Insufficient thyroxin secretion can result in dwarfism, while excessive secretion can lead to overactivity and weight loss.

##### *Parathyroid*

- Despite its small size, the parathyroid gland plays a vital role in regulating blood calcium levels through parathormone secretion.
- Parathormone maintains nerve tissue excitability, and abnormalities can cause lethargy and impaired nerve function.

##### *Pancreas*

- Located beneath the stomach, the pancreas releases insulin and glucagon to regulate blood sugar levels.

- Insulin controls blood sugar levels by initiating sugar oxidation, and insufficient secretion can lead to diabetes, while excessive secretion can cause hypoglycemia.

##### *Sex Glands*

- Female ovaries and male testicles produce hormones like estrogen, testosterone, and progesterone, influencing primary and secondary sexual characteristics.
- Increased estrogen levels lead to the development of secondary sexual characteristics in females, while progesterone prepares the uterus for fetal development.

In summary, the discussion underscores the impact of various glands and their hormones on both physical and mental traits, highlighting their interconnected functioning to maintain physiological balance. Any disruption in one gland's functioning can be partially compensated for by other glands, emphasizing their interdependence.

#### **- nervous system:**

The nervous system plays a vital role in shaping intelligence, personality, and overall mental abilities. Psychologists suggest that individuals with a more intricate and mature nervous system generally possess higher intellectual capacities and are better equipped to adapt to diverse circumstances. The progression of the nervous system is closely tied to a person's achievements and societal standing.

Abnormal development in specific brain regions, like the hippocampus or cerebellum, can lead to deficiencies in memory or motor skills, respectively. For instance, damage to the cerebellum can cause uncoordinated movement and influence one's psychological state.

The cortex, housed within the skull and known as gray matter, oversees advanced mental functions. A greater number of folds in the cortex signifies a more advanced structure, resulting in heightened intelligence and mental abilities. Individuals with a well-developed nervous system typically display traits such as accountability, timeliness, emotional resilience, self-assurance, and inner strength. Conversely, those with a less developed nervous system may encounter difficulties in adaptation and are more prone to personality disorders, which can hinder their personal growth.



### *Environmental factors*

Personality development is not solely determined by hereditary factors. While genetics provide the blueprint through chromosomes and genes, the actual expression of these genes depends on the individual's environment. For instance, someone may inherit a predisposition for mathematical ability, but without opportunities to practice and develop this skill, it may not reach its full potential. Similarly, a person with a natural talent for music may not pursue a career in music without access to training and exposure to musical experiences. Therefore, while heredity provides the foundation, environmental factors play a crucial role in shaping and refining one's abilities. These environmental influences can be broadly categorized into social, cultural, and economic factors.

### **-social factors**

Social factors play a significant role in shaping an individual's personality. Here are some key social influences:

1. **Parents:** The way parents interact with their children can impact their personality development. Permissive parents may lead to children who are demanding and lacking in self-confidence, while strict disciplinarian parents may result in submissive and emotionally unstable children.
2. **Home environment:** Families with strong emotional bonds among siblings and parents tend to raise children who are self-confident, proactive, and emotionally stable.
3. **Birth order:** The ordinal position of a child among siblings, known as birth order, can also affect personality. First-born children may be more introverted, while youngest or last-born children may experience feelings of inferiority. Single or only children may exhibit traits of dependency and self-centeredness.
4. **School:** Schools play a crucial role in shaping personality by influencing the development of personality traits and fostering self-confidence. Factors such as teacher's personality, classroom environment, discipline system, and academic achievement all contribute to a child's personality development.
5. **Neighbourhood:** The type of neighbourhood one lives in can have a significant impact on personality. Neighbourhoods with similar social class and values provide a smooth transition from home to culture, exposing children to different family styles and teaching them how to deal with diversity.

6. **Social acceptance:** Receiving approval and praise from significant others, such as parents, teachers, and friends, contributes to social acceptance. Individuals who receive greater social acceptance tend to exhibit qualities of leadership, self-confidence, and superiority, while those who receive less social acceptance may be introverted and have low self-esteem.

Overall, social factors play a crucial role in shaping various aspects of personality, including behavior, self-esteem, and social adjustment.

### **-Cultural factors**

Cultural factors significantly influence personality development by shaping customs, traditions, and social norms. Here are some key ways in which culture impacts personality:

1. **Greetings and customs:** Cultural norms dictate how individuals greet and interact with others. For example, in India, people greet with folded hands and say namaskar, while in Japan, bowing is common, and in America, handshakes or kisses are typical greetings. These cultural practices are learned behaviors that reflect cultural values.
2. **Personality traits:** Cultural differences can influence the development of personality traits. Studies have shown variations in traits such as hostility among children from different cultures. For example, Thai children may score higher on hostility compared to American children due to cultural differences in upbringing and socialization practices.
3. **Child-rearing practices:** Different cultures have distinct child-rearing practices that impact personality development. Cultures that heavily rely on physical punishment may foster traits of hostility and aggressiveness in children. Conversely, cultures that emphasize positive reinforcement and frequent interaction with children may encourage traits such as curiosity, extroversion, and creativity.

Overall, cultural factors play a crucial role in shaping personality by influencing social norms, child-rearing practices, and behavioral expectations within a given society.

### **-Economic factors**

Economic factors also play a significant role in shaping personality development. Here's how economic conditions can influence various aspects of personality:

1. **Access to resources:** Economic status affects access to resources such as education,



healthcare, and opportunities for personal development. Individuals from higher socioeconomic backgrounds may have greater access to quality education, which can lead to the development of skills, knowledge, and confidence that contribute to a more assertive and self-assured personality.

2. Financial stability: Economic stability within a family can impact the emotional well-being and stress levels of its members. Children growing up in financially stable households may experience less stress and anxiety, which can positively influence their emotional resilience and overall personality development.

3. Social mobility: Economic opportunities and social mobility can influence an individual's aspirations, motivation, and sense of self-efficacy. Those living in economically disadvantaged environments may face barriers to achieving their goals, leading to feelings of frustration, hopelessness, or low self-esteem. Conversely, individuals with access to economic opportunities may be more optimistic, ambitious, and goal-oriented in their personality traits.

4. Work environment: The nature of one's work environment, including job security, job satisfaction, and workplace culture, can impact personality development. Individuals working in stable and supportive work environments may experience greater job satisfaction, leading to higher levels of confidence, self-esteem, and positive interpersonal relationships. Conversely, those in unstable or hostile work environments may exhibit higher levels of stress, anxiety, and negative personality traits.

5. Consumerism and materialism: Economic conditions can influence societal values and priorities, including attitudes toward consumerism and material wealth. In cultures that prioritize material success and accumulation of wealth, individuals may develop personality traits such as competitiveness, ambition, and materialism. Conversely, in cultures that emphasize community, cooperation, and non-materialistic values, personality traits such as empathy, altruism, and social responsibility may be more prevalent.

Overall, economic factors play a complex role in shaping personality development, influencing access to resources, social mobility, work environment, and societal values. Understanding these influences can provide insights into how economic conditions contribute to individual differences in personality traits and behaviors.

## **1.2 Theories of personality**

### **Type approach**

Morgan and King define a type as a class of individuals sharing common characteristics, leading to their classification into categories based on these shared traits. Various typological models have been proposed by thinkers such as Hippocrates, Kretschmer, Sheldon, Jung, Spranger, and Holland, each offering unique perspectives on personality classification.

#### 1. Hippocrates' Typology:

- Definition: Based on the theory of bodily humors, Hippocrates classified individuals into four types:

- Choleric: Characterized by irritability and a hot-blooded temperament.

- Melancholic: Exhibiting feelings of sadness, depression, and hopelessness.

- Sanguinary: Cheerful, optimistic, and lively.

- Phlegmatic: Calm, passive, and generally inactive.

- Explanation: Hippocrates believed that an imbalance in bodily fluids or humors (yellow bile, black bile, blood, and phlegm) led to distinct personality traits. Each type was associated with dominance of one humor, influencing temperament and behavior.

#### 2. Kretschmer's Typology:

- Definition: Kretschmer classified individuals into four types based on physical constitution and temperament:

- Pyknic: Short, cheerful, and socially outgoing.

- Asthenic: Tall, thin, and prone to daydreaming and fantasy.

- Athletic: Muscular, stable, and adaptable.

- Dysplastic: A mix of characteristics from the other three types.

- Explanation: Kretschmer believed that body type influenced temperament, with each type predisposing individuals to specific personality traits and psychological tendencies.

#### 3. Sheldon's Typology:

- Definition: Sheldon categorized individuals based on somatotypes:

- Endomorphy: Rounded body shape, cheerful, and sociable.

- Mesomorphy: Muscular build, assertive, and dominant.

- Ectomorphy: Tall, thin, introverted, and cerebral.

- Explanation: Sheldon proposed that body shape reflected underlying personality traits, with



each somatotype associated with distinct behavioral tendencies and psychological characteristics.

#### 4. Jung's Typology:

- Definition: Jung divided people into two broad types: extroverts and introverts.
- Extroverts: Outgoing, sociable, and oriented towards external stimuli.
- Introverts: Reserved, introspective, and focused on internal thoughts and feelings.
- Explanation: Jung's typology focused on the orientation of energy and attention, suggesting that individuals exhibit different personality traits based on whether they primarily derive energy from external or internal sources.

#### 5. Spranger's Typology:

- Definition: Spranger described six types based on value orientation:
- Theoretical, Economic, Aesthetic, Social, Political, and Religious types.
- Explanation: Spranger proposed that individuals prioritize different values in life, leading to distinct personality orientations and behavioral tendencies influenced by their core values and beliefs.

#### 6. Holland's Typology:

- Definition: Holland classified individuals into six types based on interests, values, and competencies:
- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional types.
- Explanation: Holland's typology suggests that individuals are drawn to specific career paths and environments based on their interests, values, and skills, with each type exhibiting unique strengths and preferences in their personal and professional lives.

These typological models provide frameworks for understanding the diversity of human personality and behavior, highlighting the complex interplay between biological, psychological, and environmental factors in shaping individual differences.

### Trait theory

Trait theory posits that personality is comprised of various traits, which are the fundamental units describing human behavior. Traits such as friendliness, assertiveness, and socialness are examples. However, for a trait to be considered valid, it must exhibit consistency, stability, and relative permanence in an individual's behavior across different situations and over time. If a trait does not demonstrate these qualities, it cannot be considered a true trait according to trait theory. This approach gained significant attention through the

work of psychologists like Allport, Cattell, and Eysenck.

#### 1. Allport's trait theory

Allport's Trait Theory distinguishes between two types of traits: common traits and personal traits.

1. Common Traits: These are traits that are prevalent among the majority of individuals within a society or culture. They can be compared across people within that culture. For example, if cooperativeness is observed in many individuals from a particular community, it is considered a common trait.

2. Personal Traits: These are unique characteristics specific to an individual and not shared by others in the same society or culture. These traits are developed through socialization and are highly consistent across various situations. Personal traits are further divided into three subcategories:

a) Cardinal Dispositions: Traits that have a profound and pervasive influence on an individual's behavior, guiding all aspects of their actions. An example is Mahatma Gandhi's commitment to peace and non-violence, which influenced all his actions.

b) Central Dispositions: These are fundamental traits that define an individual's personality. They are found in all individuals, with each person typically having 5 to 10 central dispositions. For instance, traits like honesty, punctuality, and generosity contribute to shaping an individual's personality.

c) Secondary Dispositions: Traits that are less consistent, less explicit, and less meaningful in defining personality. Examples include hair style, dressing sense, and eating preferences.

Overall, Allport's Trait Theory provides a framework for understanding how both common and personal traits shape an individual's personality, with personal traits further categorized into cardinal, central, and secondary dispositions based on their significance and consistency.

#### 2. Cattell's trait theory

Cattell's Trait Theory distinguishes between surface traits and source traits:

1. Surface Traits: These traits are evident in everyday interactions and behaviors of an individual. They are explicit and easily observable, leaving no doubt about their presence in the personality.





2. Source Traits: Representing the underlying structure of personality, source traits are fewer in number compared to surface traits. They are not readily observable in day-to-day interactions but become apparent when multiple surface traits are combined. For instance, traits like sociability, unselfishness, and humor may combine to form the source trait of friendliness.

Cattell further classified source traits into two types:

- Environmental Mould Traits: Influenced more by environmental factors than genetic factors in their development.
- Constitutional Traits: Determined primarily by genetic factors.

Additionally, traits are categorized based on their relationship to behavior:

- Dynamic Traits: Direct an individual's behavior towards a particular direction, such as attitudes and sentiments. For example, a strong advocacy for girls' education may lead someone to engage in activities supporting this cause.
- Ability Traits: Instrumental in achieving goals, such as musical ability being essential for becoming a musician.
- Temperamental Traits: Arise from an individual's efforts to achieve a goal and are related to their emotional state and energy levels.

Overall, Cattell's Trait Theory provides insights into the structure of personality by distinguishing between observable surface traits and underlying source traits, which are further classified based on their developmental influences and behavioral associations.

### 3. Eysenck's trait theory

H.J. Eysenck proposed a personality theory based on two main dimensions: Neuroticism and Extraversion-Introversion.

1. Neuroticism: This dimension encompasses individuals who tend to be more "nervous" and susceptible to various "nervous disorders." Eysenck believed that neuroticism was biologically and genetically determined, with some people having a more responsive sympathetic nervous system. This heightened responsiveness could lead to panic attacks and other neurotic symptoms, where individuals respond more to their own panic than to the original cause of fear.

2. Extraversion-Introversion: This dimension refers to the balance of inhibition and excitation in

the brain. Extraverts have strong inhibition, allowing them to become "numb" to traumatic stimulation and often experiencing memory gaps during stressful events. In contrast, introverts have weak inhibition, leading to heightened alertness and vivid memory of traumatic events.

Eysenck also investigated the interaction between neuroticism and extraversion-introversion, noting that people with phobias and obsessive-compulsive disorder tended to be introverted, while those with conversion disorders or dissociative disorders tended to be extraverted. Highly neurotic introverts may develop phobias, while highly neurotic extraverts may engage in defense mechanisms like denial or repression.

Additionally, Eysenck recognized a third factor called Psychoticism, which involves qualities commonly found among psychotics, such as recklessness and inappropriate emotional expression. High psychotic trait does not mean a person is psychotic but indicates a susceptibility to becoming psychotic.

Overall, Eysenck's theory provides a framework for understanding personality based on biologically and genetically determined dimensions, shedding light on individual differences in behavior and susceptibility to psychological problems.

***Traits are durable characteristics of a person. Types are collections of traits that are said to occur together in some individuals. For example, we might define the macho type as a person who tries to be tough, independent, courageous, or whatever the person perceives as masculine behaviour. Trait on the other hand makes a person behave in a certain way in almost all situations in a consistent manner. Honesty as a trait is an example. While we can use traits to describe persons, it is not easy to categorise a person in terms of a type. The type is not as consistent as the traits not is it as enduring as a trait.***

***The type is something a person can visualize from his mind. It is a construct and it may not be possible to relate it to any stable thing in the real world. Also, types tend to be a product of a particular place, time, and culture.***

***Types do not represent durable personality patterns; they reflect changing cultural patterns. Finally, when a type is identified, there is always the risk of stereotyping or creating a caricature of a group of people. This may not represent the real picture.***



## 2 Emotional intelligence

Emotion is a multifaceted phenomenon involving a chain of events triggered by internal or external stimuli. It encompasses physical arousal, motivation for action, cognitive appraisal, and varying intensity levels. Emotions drive a range of human behaviors, both desirable and undesirable, and play a crucial role in adaptation to the environment.

Emotions differ from feelings, which refer to an individual's private emotional experience or self-perception of a specific emotion. While emotions arise automatically and precede awareness, feelings result from the cognitive evaluation of emotions.

Moods, on the other hand, are lower-intensity and longer-lasting states that may not be tied to a specific event. Unlike emotions, moods can persist for days and may not have an immediate cause. Despite their subtlety, moods still influence behavior and can impact social interactions and daily activities.

### 2.1 Functions of emotions

Functions of emotions can be categorized into intrapersonal, interpersonal, and social/cultural dimensions:

1. **Intrapersonal Functions:** Emotions serve a crucial role within individuals by guiding behavior and decision-making. They help us survive and function by informing us when to fight or flee in dangerous situations, fostering self-respect and self-care, and promoting creative thinking and realistic judgment.

2. **Interpersonal Functions:** Emotions play a key role in communication and relationship management between individuals. Expressing emotions serves as signals to others about our feelings, intentions, and needs. Positive expressions like smiling encourage approachability, while sadness may elicit empathy or sympathy from others. Emotional communication aids in survival by signaling impending aggression or warning others of threats.

3. **Social and Cultural Functions:** Emotions contribute to the construction and maintenance of societies and cultures. Emotions such as trust act as social glue, fostering cohesion within groups and shaping cultural norms. Cultural codes dictate

specific display rules for emotional expression, influencing how emotions are expressed and perceived in different social contexts. For example, certain cultures may discourage the display of "softer" emotions in certain settings, while others may have different norms regarding emotional expression in the workplace.

Overall, emotions serve essential functions at both individual and societal levels, facilitating communication, fostering social bonds, and shaping cultural norms and behaviors.

### 2.2 Components of emotions

Emotions can be understood through five components:

1. **Affective:** This involves the conscious, subjective feeling experienced by an individual. It encompasses the monitoring of internal, felt states and the recognition of one's emotions.

2. **Cognitive:** This component involves assigning meaning to the emotion and understanding the reasons behind it. It includes thinking about the feeling and how an event might impact the individual.

3. **Physiological:** Bodily reactions accompany emotions, such as sweating palms when feeling anxious. These physiological responses are part of the emotional experience.

4. **Motivational:** Emotions drive individuals toward or away from actions or people. This component, also known as action tendencies, involves specific actions that may be voluntary or involuntary, such as moving away from a hot pan or voluntarily going for a run despite feeling tired.

5. **Expressive:** Emotions are communicated to others through facial expressions, body language, and verbal cues. Displaying emotions, such as smiling, crying, or frowning, helps convey internal states to others.

Understanding these components provides insight into the complexity of emotions and how they influence behavior and interpersonal interactions.



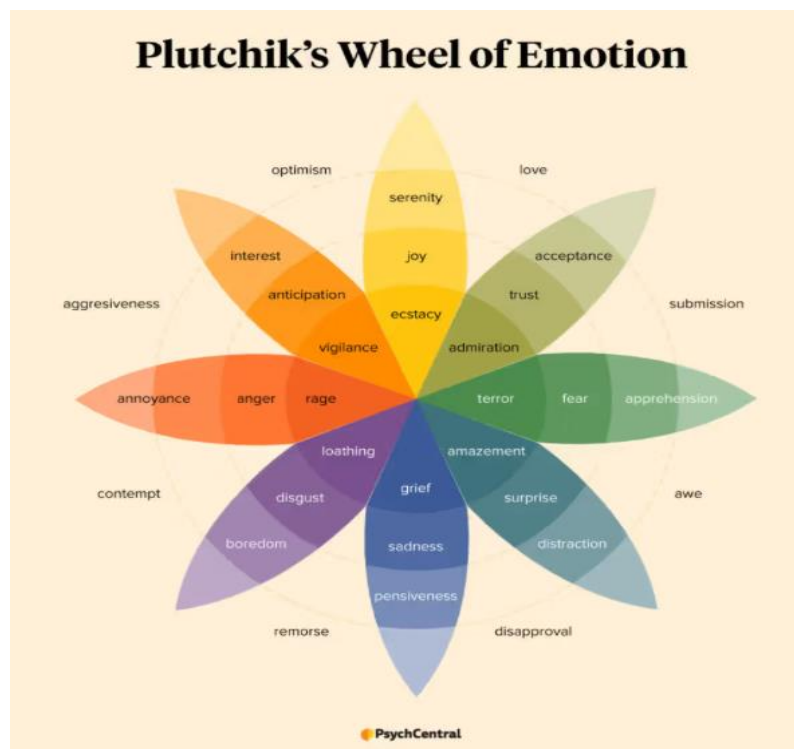
EMOTIONS	ACTION TENDENCY
anger	attack
fear	escape
disgust	expel
guilt	make amends
shame	disappear
sadness	withdraw
joy	play
interest	explore

### 2.3 Types of emotions

Emotions are also commonly classified as primary and secondary. Primary emotions are those that are basic and universal in the sense that they are “hard-wired”, automatic and experienced in all cultures and social contexts. They are thought to have evolved so as to aid our survival as a species. Robert Plutchik (2003) identified eight of these—fear, surprise, sadness, disgust, anger, anticipation, joy and trust and represented them in the form of a

colour wheel. Each of these emotions vary in intensity and show up as layers. For example, the primary emotion of fear may be called apprehension when it is at a very low intensity and terror when it is at its highest intensity. The core emotion remains the same i.e. fear.

Combinations and layers of primary emotions may give rise to more complex emotions. These are called secondary emotions and may be culture specific.







The Plutchik's Emotion Wheel categorizes emotions into eight primary emotions, with varying intensities represented by darker shades. The spaces between emotions indicate combined emotions resulting from the merging of primary emotions. For example, contempt can be a combination of anger and disgust, while optimism can be seen as a blend of serenity and interest. Some emotions are opposites of each other, such as sadness and joy, trust and disgust, and fear and anger.

Different emotion words can express varying intensities of the same family of emotions, with emotions in the central circle of the wheel being at the highest level of intensity. Emotions become less intense as one moves outward from the center. Emotions are dynamic and can transition or evolve into others over time, even if the external situation remains unchanged. For instance, anger about a family argument may evolve into sadness over the course of a day.

**2.4 Relationship between emotions, thinking and behaviour**

Emotions, thinking, and behavior are closely intertwined, as illustrated by contemporary models of emotion. The process begins with an emotional

stimulus, such as a friend shouting, which triggers cognitive appraisal—an evaluation or interpretation of the situation's personal meaning. Depending on this appraisal, individuals experience specific emotions and engage in adaptive behaviors.

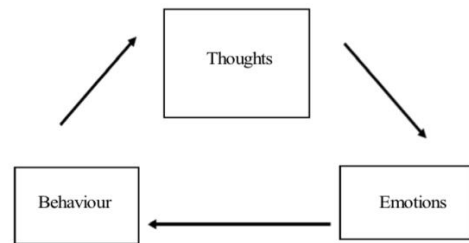


Fig. 1.2: Relationship between Thoughts, Emotions and Behaviour

For example, if one interprets the friend's outburst as anger, they may respond with confusion and seek clarification. Alternatively, if perceived as rudeness, they may feel anger and respond with a similar tone. This process of assigning meaning to events and reacting to them is called appraisal. Different appraisals lead to different emotions, influencing their intensity and quality.

**Table 1.2: Appraisals and Emotions they give rise to**

EMOTION	APPRAISAL
Anger	You have been slighted or demeaned
Anxiety	You feel threatened
Sadness	You have experienced a loss
Guilt	You have broken a moral rule
Happiness	You are moving toward a desired goal
Love	You desire affection from another person
Hope	You fear the worst but yearn for better
Compassion	You are moved by someone's suffering
Pride	You are linked with a valued object or accomplishment.

Changing one's interpretation of an event can prevent overwhelming emotions and promote well-being. By altering appraisals—for example, interpreting someone's behavior as unintentional

rather than malicious—one can protect themselves from stress. However, emotions alone do not determine behavior; situational context, cultural



norms, gender, and past experiences also play crucial roles.

For instance, cultural differences influence the expression of emotions, with Western cultures more openly expressing anger compared to Eastern cultures, where such displays may harm relationships. Gender also affects emotional expression, with women more comfortable showing vulnerability through sadness, while men are conditioned to express anger and aggression.

In summary, emotions, thoughts, and behaviors are interconnected processes influenced by cognitive appraisals, cultural norms, and individual differences, shaping how individuals perceive and respond to the world around them.

### **2.5 Emotional intelligence**

The term emotional intelligence combines the concepts of emotions and intelligence, which may seem contradictory based on traditional views that consider emotions as hindrances to effective functioning. However, modern neuroscience has debunked these myths by highlighting the vital functions served by emotions.

Emotions provide crucial feedback and information about our world, sparking creativity, aiding decision-making, enhancing reasoning, and strengthening trust and connection. They are short-lived psychological-physiological phenomena that adaptively respond to changing environmental demands, altering attention, behavior, and physiological responses.

Emotional intelligence proposes that thinking and emotions are intertwined, with emotions assisting thinking and thinking being used to analyze and regulate emotions. For example, anger signals the presence of an obstacle, fear protects from danger, and trust motivates connection. While emotions may disrupt thinking in some situations, they also direct attention where needed.

Key principles about emotions relevant to emotional intelligence include: recognizing emotions as valuable information, incorporating them into decisions for effectiveness, acknowledging that ignoring or suppressing emotions is unsustainable and stressful, and understanding that hiding emotions is challenging as people can interpret subtle changes in facial expressions.

Instead of dismissing or ignoring emotions, it is important to use them intelligently to thrive. This involves considering how emotions can be leveraged to enhance well-being and decision-making, rather than viewing them as obstacles to overcome.

Emotional intelligence (EI) encompasses a set of emotional and social skills that influence how we perceive and express ourselves, develop and maintain relationships, cope with challenges, and use emotional information effectively. Various definitions of EI have been proposed, highlighting its capacity to recognize and manage emotions, cope with environmental demands, and integrate emotions with thinking.

One popular definition by Goleman (1998) emphasizes the capacity to recognize and manage emotions in oneself and others. Bar-On (2002) focuses on the adaptive function of EI, describing it as a set of non-cognitive abilities that influence success in coping with environmental pressures.

Initially defined as a subset of social intelligence by Salovey & Mayer (1990), EI was later revised to emphasize its comprehensive nature. Mayer, Salovey & Caruso (2004) define EI as the capacity to reason about emotions and to use emotions to enhance thinking, encompassing abilities such as accurately perceiving, accessing, generating, understanding, and regulating emotions.

EI is quantified through Emotional Quotient (EQ), distinct from personality traits and intelligence (IQ). While personality and intelligence are relatively stable, EI is dynamic and can be developed over time through targeted interventions, as highlighted by Glossop and Mitchell (2005). Older individuals tend to score higher on EI measures, suggesting that EQ may increase with age and maturation.

In understanding the "whole person," EI must be considered alongside personality and intelligence, as it plays a significant role in shaping behavior and interactions.

#### *Definition*

#### **Emotional Intelligence**

Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

#### **Emotional Quotient**

Emotional quotient or EQ is a measure of emotional intelligence.



### *Historical development of Emotional Intelligence*

1. Thorndike's 1920 proposal of intelligence as comprising abstract, mechanical, and social/practical domains laid the foundation for recognizing emotional intelligence as a component of intelligence beyond cognitive abilities.
2. Howard Gardner's theory of multiple intelligences, particularly intrapersonal and interpersonal intelligences, further highlighted aspects of emotional intelligence, focusing on understanding and managing one's own emotions as well as understanding others' emotions.
3. Sternberg's conceptualization of intelligence, including analytical, creative, and practical aspects, also contributes to the understanding of emotional intelligence, especially in practical intelligence, which involves problem-solving and adapting to different environments.

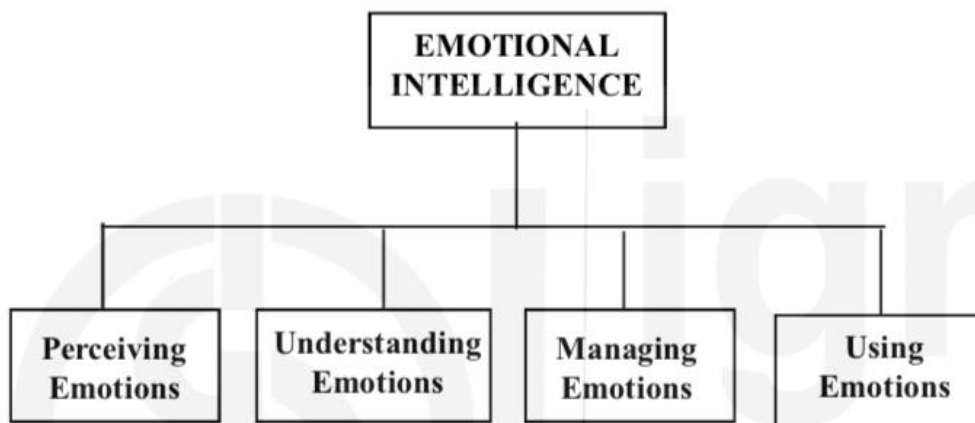
4. Gardner's description of personal intelligences emphasizes the importance of accessing and understanding one's own feelings, which forms the basis of intrapersonal intelligence and relates directly to emotional intelligence.

5. Salovey and Mayer are credited with popularizing the term "emotional intelligence" in 1990, although its roots can be traced back to earlier references in literature and psychiatry, highlighting its relevance across different fields long before its formal recognition.

6. Daniel Goleman's influential book in 1995 propelled emotional intelligence into the mainstream, arguing its significance in predicting job performance and success, leading to widespread recognition and attention across various domains such as mental health, business, and education.

### *Components of emotional intelligence*

Emotional intelligence can be broadly understood to consist of four interconnected elements:



1. **Perceiving emotions:** Involves recognizing and labeling emotions in oneself and others based on cues like facial expressions and body language, essential for understanding and managing emotions effectively.

2. **Understanding emotions:** Requires interpreting the meaning behind emotions and their impact on behavior, enabling individuals to respond appropriately to their own emotions and those of others.

3. **Managing emotions:** Involves recognizing and regulating one's own emotions, as well as

helping others manage theirs, through strategies like relaxation techniques and effective communication.

4. **Using emotions:** Goes beyond managing emotions to leveraging them to enhance decision-making, relationships, and other aspects of life, such as displaying enthusiasm to engage an audience or channeling anger towards social advocacy.

Overall, emotional intelligence encompasses these four components, each contributing to individuals' ability to navigate their emotions and interpersonal interactions effectively. Developing these skills often requires practice and may benefit from structured coaching and experience.



### *Intelligence and emotional intelligence: relationship between IQ and EQ*

The concept of intelligence extends beyond cognitive abilities and includes dimensions such as social and emotional intelligence. Wechsler's definition highlights intelligence as the capacity to act purposefully, think rationally, and effectively deal with the environment. Sternberg emphasizes the role of intelligence in adaptation to and shaping of different environments. Goleman and Pfeiffer argue that emotional intelligence is as crucial as cognitive intelligence, if not more so, in determining success. Emotional intelligence involves dealing with personally relevant information and effectively molding one's environment to meet one's needs. Therefore, viewing intelligence solely as cognitive ability overlooks the various abilities necessary for adaptation and success across domains. Emotional intelligence, categorized as "hot intelligence," plays a vital role in this broader understanding of intelligence.

The distinction between cognitive intelligence (IQ) and emotional intelligence (EQ) is significant, with EQ often playing a more crucial role in predicting success at work and in life. While having a high IQ doesn't necessarily guarantee a high EQ, individuals with high EQ tend to perform better at work and exhibit greater effectiveness in various life domains. Unlike IQ, EQ can be improved through training at any age.

Studies, such as the one by Mount (2006), have consistently shown EQ to be a stronger predictor of business performance than cognitive intelligence alone. This highlights the importance of emotional competence, which refers to the practical application of emotional intelligence in achieving outstanding performance at work. Emotional competence involves specific skills such as self-awareness, motivation, self-regulation, empathy, and social skills.

Researchers are increasingly recognizing the complementary relationship between IQ and EQ. Studies by Kidwell et al. and Agnoli et al. demonstrate that emotional intelligence enhances the relationship between general intelligence and job performance, especially in social contexts requiring interaction and collaboration.

While IQ may serve as a minimum requirement for certain tasks or roles, success thereafter depends on a combination of cognitive and emotional abilities. Emotional competence, as a subset of emotional intelligence, is essential for individuals to excel in their professional and personal lives. Goleman's proposed emotional competencies, including self-awareness, motivation, self-regulation, empathy, and social skills, are crucial for fostering emotional competence and achieving success.

### *benefits of emotional intelligence*

The concept of emotional intelligence has become very popular and is steadily gaining traction because of the many benefits it purports to offer to those who have this capacity. Some of these benefits are:

1. Allows individuals to tap into not just thinking capacities, but also leverage information and strengths that emotions bring.
  2. Takes a realistic and practical view of emotions as opposed to traditional notions that encourage leaving emotions out of certain contexts and encourage unhealthy suppression.
  3. Facilitates understanding of self and others, beyond superficial information.
  4. Encourages and enables empathy so that the quality of interpersonal interactions improves.
  5. Adds competitive advantage over just cognitive intelligence and technical skills so that individuals are able to pursue excellence and success using a range of intelligences.
  6. Allows individuals more agency and control over which emotions they would like to experience more of and which ones they consider undesirable in a given situation and would like to switch from.
- Thus the benefits of emotional intelligence have implications across a wide range of our life from personal relationship to professional contexts and settings.

## **II. REVIEW OF LITERATURE**

### *Personality traits*

The researchers conducted a research on the topic Linking "big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis was done where they performed a quantitative review of associations between the higher order personality traits in the Big Three and Big Five models (i.e., neuroticism, extraversion, disinhibition, conscientiousness, agreeableness, and openness) and specific depressive, anxiety, and substance use disorders (SUD) in adults. This approach resulted in 66 meta-analyses. The review included 175 studies published from 1980 to 2007,



which yielded 851 effect sizes. For a given analysis, the number of studies ranged from three to 63 (total sample size ranged from 1,076 to 75,229). All diagnostic groups were high on neuroticism (mean Cohen's  $d = 1.65$ ) and low on conscientiousness (mean  $d = -1.01$ ). Many disorders also showed low extraversion, with the largest effect sizes for dysthymic disorder ( $d = -1.47$ ) and social phobia ( $d = -1.31$ ). Disinhibition was linked to only a few conditions, including SUD ( $d = 0.72$ ). Finally, agreeableness and openness were largely unrelated to the analyzed diagnoses. Two conditions showed particularly distinct profiles: SUD, which was less related to neuroticism but more elevated on disinhibition and disagreeableness, and specific phobia, which displayed weaker links to all traits. Moderator analyses indicated that epidemiologic samples produced smaller effects than patient samples and that Eysenck's inventories showed weaker associations than NEO scales. In sum, we found that common mental disorders are strongly linked to personality and have similar trait profiles. Neuroticism was the strongest correlate across the board, but several other traits showed substantial effects independent of neuroticism. Greater attention to these constructs can significantly benefit psychopathology research and clinical practice. (Kotov R., Gamez W., Schmidt F, Watson D.(2010)

The researchers conducted a study on the topic Emerging Late Adolescent Friendship Networks and Big Five Personality Traits: A Social Network Approach. The current study focuses on the emergence of friendship networks among just-acquainted individuals, investigating the effects of Big Five personality traits on friendship selection processes. Sociometric nominations and self-ratings on personality traits were gathered from 205 late adolescents (mean age=19 years) at 5 time points during the first year of university. SIENA, a novel multilevel statistical procedure for social network analysis, was used to examine effects of Big Five traits on friendship selection. Results indicated that friendship networks between just-acquainted individuals became increasingly more cohesive within the first 3 months and then stabilized. Whereas individuals high on Extraversion tended to select more friends than those low on this trait, individuals high on Agreeableness tended to be selected more as friends. In addition, individuals tended to select friends with similar levels of Agreeableness, Extraversion, and Openness. (Selfhout M. & Meeus W. (2010)

The researchers conducted a study on the topic Reproductive Behavior and Personality Traits of the Five Factor Model. They examined associations between Five Factor Model personality traits and various outcomes of reproductive behavior in a sample of 15 729 women and men from the Wisconsin Longitudinal Study (WLS) and Midlife Development in the United States (MIDUS) survey. Personality and reproductive history was self-reported in adulthood (mean age: 53 years). High extraversion, high openness to experience, and low neuroticism were associated with larger number of children in both sexes, while high agreeableness and low conscientiousness correlated with larger offspring number in women only. These associations were independent of marital status. There were also more specific associations between personality and timing of childbearing. The findings demonstrate that personality traits of the Five Factor Model are systematically associated with multiple reproductive outcomes. ( Jokela M. , Lummaa V. 2011)

The researchers conducted a study on the topic The Big Five personality traits, learning styles, and academic achievement. The study explores the correlation between Big Five personality traits and learning styles among college students, as well as their impact on academic achievement. It involved 308 undergraduate students who completed personality and learning style inventories along with reporting their GPA. Results suggest that openness is linked to reflective learning styles, while neuroticism shows a negative correlation with all learning styles. Agreeableness and conscientiousness are positively related to learning styles. Additionally, openness appears to influence GPA partially through reflective learning styles. These findings shed light on the intricate relationship between personality traits, learning styles, and academic success, offering practical insights for educators and learners alike. ( Komarraju M., Avdic A. 2011)

The researchers conducted a study on the topic The effects of personality traits on quality of life. The study aimed to examine the influence of personality traits and sociodemographic factors on the quality of life (QoL) of Turkish women aged 45-64 attending a Menopausal Polyclinic. Data from 320 participants were collected using the Turkish versions of the Cervantes Personality Scale and the Menopause-Specific Quality of Life Questionnaire. Results revealed correlations between menopausal QoL and various factors including education,





income, working status, exercise, health issues, social support, and negative life events. Logistic regression analyses showed that neuroticism was associated with lower QoL in vasomotor, psychological, and sexual domains, while introversion was linked to lower QoL in the sexual domain. These findings suggest that personality traits, particularly neuroticism and introversion, significantly impact postmenopausal women's QoL, highlighting the importance of considering personality in managing menopausal transitions for improved well-being. ( **Bal M. , N. Sahin 2011**)

The researchers did a research on the topic The stability of big-five personality traits. Economists are increasingly recognizing personality as a non-cognitive skill affecting economic decisions. Almlund et al. argue that personality traits can change into adulthood due to parental behavior, education, and interventions. However, empirical studies often assume fixed adult personalities, potentially biasing results. Using data from the HILDA survey, this study examines if adult personality changes with age, is influenced by adverse life events, and holds economic significance. Results suggest that while personality traits can change, they remain relatively stable among working-age adults, with small mean-level changes across age groups. ( **Cobb-Clark D., Schumer S. 2012**)

The researchers did a research on the topic The hierarchical structure of DSM-5 pathological personality traits. A multidimensional trait system has been proposed for representing personality disorder (PD) features in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* to address problematic classification issues such as comorbidity. In this model, which may also assist in providing scaffolding for the underlying structure of major forms of psychopathology more generally, 25 primary traits are organized by 5 higher order dimensions: Negative Affect, Detachment, Antagonism, Disinhibition, and Psychoticism. We examined (a) the generalizability of the structure proposed for *DSM-5* PD traits, and (b) the potential for an integrative hierarchy based upon *DSM-5* PD traits to represent the dimensions scaffolding psychopathology more generally. A large sample of student participants (N = 2,461) completed the Personality Inventory for *DSM-5*, which operationalizes the *DSM-5* traits. Exploratory factor analysis replicated the initially reported 5-factor structure, as indicated by high factor congruencies.

The 2-, 3-, and 4-factor solutions estimated in the hierarchy of the *DSM-5* traits bear close resemblance to existing models of common mental disorders, temperament, and personality pathology. Thus, beyond the description of individual differences in personality disorder, the trait dimensions might provide a framework for the metastructure of psychopathology in the *DSM-5* and the integration of a number of ostensibly competing models of personality trait covariation. ( **wright A., Thomas K. 2012**)

The researchers did a research on the topic Personality Traits and Personality Disorders in Late Middle and Old Age: Do They Remain Stable? A Literature Review. They reviewed the evidence regarding which personality traits and personality disorders remain stable into later middle and old age (age >60 years of age) and how expressions of (maladaptive) personality traits affect personality assessment among older adults. Our study was a literature review of longitudinal and cross-sectional studies of the Five Factor Model (FFM) or DSM personality disorders in old age, using PsychInfo, Psychlit, and PubMed (period 1980–2012). Combinations of the following keywords were used: personality, development, stability, five factor personality model, big 5, (borderline) personality disorder(s), aging, older adults. Of the 22 relevant articles that were found, 17 longitudinal or cross-sectional studies of the FFM mainly supported the hypothesis that personality characteristics are susceptible to change over a person's entire lifetime. Neuroticism, Extraversion, and Openness appear to diminish as a person ages, while, conversely, Agreeableness and Conscientiousness appear to increase with age. Two longitudinal studies and three cross-sectional studies of DSM-IV personality disorders suggested there are age-related changes in the ways in which maladaptive personality traits manifest themselves. The temporal instability of personality traits in old age, both adaptive and maladaptive, affects the validity of personality assessment of older adults, especially the face validity. They recommend personality assessment measures that include only age-neutral items. Informant contributions to the personality assessment could also be helpful in improving the reliability in epidemiological research. ( **Debast I., Rossi G. 2014**)

C. Soto and J. Tackett (2015) did a research on the topic Personality Traits in Childhood and Adolescence: Structure, Development, and Outcomes. Like adults, children



and adolescents can be described in terms of personality traits: characteristic patterns of thinking, feeling, and behaving. They reviewed recent research examining how youths' specific behavioral tendencies cohere into broader traits, how these traits develop across childhood and adolescence, and how they relate to important biological, social, and health outcomes. They concluded that there are both key similarities and key differences between youth and adult personality traits, that youths' personality traits help shape the course of their lives, and that a full understanding of youth personality traits will require additional research at the intersection of personality, developmental, and clinical psychology. ( **Soto C., Tackett J. 2015** )

The Researchers did research on the topic Loneliness and the Big Five Personality Traits. This preregistered meta-analysis ( $k = 113$ , total  $n = 93\ 668$ ) addressed how the Big Five dimensions of personality (extraversion, agreeableness, conscientiousness, neuroticism, and openness) are related to loneliness. Robust variance estimation accounting for the dependency of effect sizes was used to compute meta-analytic bivariate correlations between loneliness and personality. Extraversion ( $r = -.370$ ), agreeableness ( $r = -.243$ ), conscientiousness ( $r = -.202$ ), and openness ( $r = -.107$ ) were negatively related to loneliness. Neuroticism ( $r = .358$ ) was positively related to loneliness. These associations differed meaningfully in strength depending on how loneliness was assessed. Additionally, meta-analytic structural equation modelling was used to investigate the unique association between each personality trait and loneliness while controlling for the other four personality traits. All personality traits except openness remained statistically significantly associated with loneliness when controlling for the other personality traits. Our results show the importance of stable personality factors in explaining individual differences in loneliness. ( **Maes M., Luhmann M. 2020** )

The researchers did a research on the topic Personality traits and emotion regulation. The review examined theoretical and empirical evidence describing the role that personality traits play in shaping individuals' intrapersonal and interpersonal regulation styles. They defined and delineated personality traits and emotion regulation and summarize empirical relations between them. Specifically, they reviewed research on the Big Five personality traits in relation to each stage of Gross' (2015) extended process model of emotion

regulation. In doing so, they documented evidence concerning the relationships between personality traits and three key stages of emotion regulation, namely, identification (i.e., choosing which emotions to regulate), selection (i.e., choosing a broad regulatory approach), and implementation (i.e., adopting specific regulatory tactics). Finally, they made recommendations for future research that we hope will guide researchers in building a systematic understanding of how personality traits shape intrapersonal and interpersonal emotion regulation. ( **Hughes D., Niven K. 2020** )

The researchers did a research on the topic Perception of major life events and personality trait change. Major life events can trigger personality trait change. However, a clear, replicable pattern of event-related personality trait change has yet to be identified. They examined whether the perception of major life events is associated with personality trait change. Therefore, they assessed young adults' personality traits at five measurement occasions within 1 year. At the second measurement occasion, we also assessed their perception of a recently experienced major life event using the Event Characteristics Questionnaire. Contrary to our expectations, perceived impact of the event was not associated with the amount of personality trait change, but perceived valence was associated with changes in agreeableness and neuroticism. Exploratory analyses revealed some weak associations between other perceived event characteristics and the amount of personality trait change as well as interactions between perceived event characteristics and event categories in predicting changes in neuroticism. In general, effect sizes were small, and associations depended on the time interval between pre-event and post-event personality assessment. Results indicate that perceived event characteristics should be considered when examining event-related personality trait change. ( **Rakshani A., Luhmann M 2023** )

### ***Emotional intelligence***

The researchers did a research on the topic The relation between emotional intelligence and job performance. This meta-analysis expands on previous research by including more studies with larger sample sizes, utilizing updated methodologies, and incorporating the three-stream approach for emotional intelligence (EI) research classification. The study finds that EI, across its different streams, is positively correlated with job performance, with correlations ranging from 0.24 to



0.30. These streams also show varying relationships with cognitive ability and personality traits. Additionally, EI demonstrates incremental validity beyond cognitive ability and the Five Factor Model (FFM) in predicting job performance, as indicated by dominance analysis. Publication bias has minimal impact on the observed effect sizes. ( **Humphrey R., Pollack J., Hawver T. 2010**)

The researchers did research on the topic Impact of Emotional Intelligence on Performance of Employees. This study examines the role of emotional intelligence in determining the performance of managers and employees in educational administrations in Iran. Data from 155 participants were collected through questionnaires. The study highlights the importance of emotional intelligence in shaping interactions between managers and employees and its positive impact on job performance. Given the complex and global environment, understanding the link between emotional intelligence and performance is crucial for organizational success. The findings suggest that emotional intelligence significantly influences the performance of managers and employees in Iranian educational administrations. ( **Moghadam S., Hassan 2010**)

The researchers did a research on the topic of emotional intelligence. The chapter discussed the study of emotional intelligence including the personality factor of emotion combined with the construct of intelligence as well as how emotional intelligence is measured. There is growing consensus that emotional intelligence involves the capacity to reason accurately with emotion and emotional information, and of emotion to enhance thought. There is an increasing call to "weed out" those conceptualizations that do not make sense to be called emotional intelligence. Alternatively, they can be transplanted in the soil of personality psychology, where they better belong. Current research suggests that mental ability models of emotional intelligence can be described as a standard intelligence, and they empirically meet the criteria for a standard intelligence. Emotional intelligence therefore provides a recognition of an exciting new area of human ability. ( **Mayer J., Salovey P. 2011**)

The researchers did research on the topic Emotional intelligence is a second-stratum factor of intelligence. This article investigates the position of emotional intelligence (EI) within human cognitive abilities by fitting data to various structural models.

The study involves 688 college and community college students and examines unidimensional, multidimensional, hierarchical, and bifactor solutions. Results support two models: an oblique 8-factor model and a hierarchical solution where EI is a second-stratum factor loading onto cognitive g. This suggests that EI is a group factor of cognitive ability, indicating its importance in the emotion domain. The discussion proposes expanding Cattell-Horn-Carroll theory to include EI as a second-stratum factor alongside factors like fluid intelligence and visual processing. ( **MacCann C., Joseph D. 2014**)

The researchers did a research on the topic Emotional intelligence as a predictor of employees' career adaptability. This study examines emotional intelligence's role in predicting career adaptability among 409 early career Black call center agents in Africa. Using the Assessing Emotions Scale (AES), emotional intelligence was assessed alongside career adaptability. Results show significant positive correlations between emotional intelligence and career adaptability. The study highlights the importance of developing emotional intelligence to enhance career adaptability, corroborating previous research findings. Despite limitations, this research offers valuable insights into the relationship between emotional intelligence and career adaptability in the call center environment, contributing to potential career development interventions. ( **Coetzee M., Harry N. 2014**)

The researchers did a research on the topic Emotional intelligence predicts success in medical school. Accumulating evidence suggests that effective communication and interpersonal sensitivity during interactions between doctors and patients impact therapeutic outcomes. There is an important need to identify predictors of these behaviors, because traditional tests used in medical admissions offer limited predictions of "bedside manners" in medical practice. The study examined whether emotional intelligence would predict the performance of 367 medical students in medical school courses on communication and interpersonal sensitivity. One of the dimensions of emotional intelligence, the ability to regulate emotions, predicted performance in courses on communication and interpersonal sensitivity over the next 3 years of medical school, over and above cognitive ability and conscientiousness. Emotional intelligence did not predict performance on courses on medical subject domains. The results suggest that medical schools may better predict who will communicate



effectively and show interpersonal sensitivity if they include measures of emotional intelligence in their admission systems. ( **Libbrecht N., Lievens F. 2014**)

The researchers did a research on the topic *How Efficient Are Emotional Intelligence Training*. This multilevel meta-analysis examines whether emotional intelligence (EI) can be enhanced through training and identifies training effects' determinants. We identified 24 studies containing 28 samples aiming at increasing individual-level EI among healthy adults. The results revealed a significant moderate standardized mean change between pre- and post-measurement for the main effect of EI training, and a stable pre- to follow-up effect. Additionally, the type of EI model, dimensions of the four branch model, length, and type of publication turned out to be significant moderators. The results suggest that EI trainings should be considered effective interventions. ( **Hodzic S., Scharfen J. 2018**)

The researchers did a research on the topic *Emotional Intelligence as Personality: Measurement and Role of Trait Emotional Intelligence in Educational Contexts*. Trait emotional intelligence (trait EI or trait emotional self-efficacy) is formally defined as a constellation of emotional perceptions assessed through questionnaires and rating scales. The construct describes our perceptions of our emotional world (e.g., how good we believe we are in terms of understanding, managing, and utilizing our own and other people's emotions). Although it has been empirically demonstrated that these perceptions affect virtually every area of our life, the present chapter focuses exclusively on their role in education. We begin with a brief overview of trait EI theory and measures that have been salient in education research, with particular emphasis on scales developed for children and adolescents. Subsequently, we summarize the effects of trait EI on academic performance and related variables across primary, secondary, and tertiary education. The review of the evidence indicates that research-based applications of trait EI theory in educational settings can yield concrete and lasting advantages for both individuals and schools. ( **Petrides K., Mavroveli S. 2018**)

The researchers did a research on the topic *The relationship between critical thinking and emotional intelligence in nursing students*. This longitudinal study examined the critical thinking dispositions and emotional intelligence of 182

nursing students over their undergraduate program. While no significant relationship was found between emotional intelligence sub-dimensions and critical thinking disposition at the beginning and end of the academic year, there was a moderate positive correlation between self-motivation at the start of the year and critical thinking disposition at the end. The study suggests further exploration and discussion within nursing scholarship on emotional intelligence and critical thinking, extending beyond the nursing scope. ( **kaya H. , Bodur G. 2018**)

The researchers did a research on the topic *Emotional intelligence in professional nursing practice*. This concept review aimed to clarify the understanding of emotional intelligence, its attributes, antecedents, consequences, related terms, and implications for advancing nursing practice. Through analysis of 23 articles, four common attributes of emotional intelligence were identified: self-awareness, self-management, social awareness, and social/relationship management. Integration of emotional intelligence is supported across disciplines due to its impact on job satisfaction, stress levels, burnout, and fostering a positive environment. In nursing practice, emotional intelligence may influence patient care quality, outcomes, decision-making, critical thinking, and nurse well-being. ( **Raghubir A. 2018**)

The researchers did a research on the topic *Improving Emotional Intelligence: A Systematic Review of Existing Work and Future Challenges*. Emotional intelligence (EI) can be defined as the ability to identify, express, understand, manage, and use emotions. EI has been shown to have an important impact on health, relationships, and work/academic performance. In this article, they presented a systematic review of 46 EI intervention studies on adult populations in order to assess their outcomes. Overall, these findings provided some support for the efficacy of EI programs. However, important limitations in most of the studies restrict the generalizability of their results. They discussed the contributions and limitations of these studies and make recommendations for the development and implementation of future interventions. ( **kotsou I. , Leys C. 2018**)

The researchers did a research on the topic *Emotional intelligence predicts academic performance: A meta-analysis*. This meta-analysis explores the relationship between students' emotional intelligence (EI) and academic performance. It found an overall effect size of  $\rho =$





.20, with ability EI showing a stronger association ( $\rho = .24$ ) compared to self-rated ( $\rho = .12$ ) or mixed EI ( $\rho = .19$ ). EI explained additional variance in academic performance after controlling for intelligence and personality traits. Ability EI's understanding and management branches were particularly impactful. EI ranked as the third most important predictor after intelligence and conscientiousness. Moderators varied across EI streams, with ability EI more predictive in humanities and self-rated EI more predictive of grades. Proposed mechanisms linking EI and academic performance include regulating academic emotions, building social relationships, and academic content overlap with EI. However, the study acknowledges limitations, including the lack of evidence for causality.

(MacCann C., Jiang Y. 2020)

### III. METHODOLOGY

#### AIM

*the aim of this dissertation is to examine the relationship between personality traits and emotional intelligence among young adults.*

#### VARIABLE OF THE STUDY

##### Independent variable

**Emotional intelligence:** Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as to recognize, understand, and influence the emotions of others. It involves skills such as self-awareness, self-regulation, empathy, and social skills. Emotional intelligence is crucial for effective communication, interpersonal relationships, and overall well-being. The independent variable in the study is emotional intelligence, which stands for In this study, if emotional intelligence is the independent variable, it represents the factor that researchers manipulate or measure to observe its impact on another variable, which would be the dependent variable.

##### Dependent variable

##### Personality traits

Personality traits are enduring patterns of thoughts, feelings, and behaviors that characterize an individual's unique way of interacting with the world. These traits are relatively stable over time and across different situations. Some common personality traits include extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Personality traits influence how individuals perceive and respond to various situations, shape their motivations and goals, and affect their interactions with others. In the context of

the study, personality traits are the dependent variable, they represent the outcome or response that researchers are interested in understanding or predicting based on variations in the independent variable, which in this case is emotional intelligence.

#### OBJECTIVE

1. Investigate the existing literature on personality traits and emotional intelligence among young adults.
2. Identify and define the key personality traits and emotional intelligence components relevant to the study.
3. Explore the various theories and models that explain the relationship between personality traits and emotional intelligence.
4. Design a research methodology to collect data on personality traits and emotional intelligence among young adults.
5. Collect and analyze empirical data to examine the correlation between specific personality traits and emotional intelligence.
6. Evaluate the findings to determine the strength and direction of the relationship between personality traits and emotional intelligence.
7. Discuss the implications of the study's findings for understanding and enhancing emotional intelligence among young adults.
8. Provide recommendations for future research and practical interventions to promote emotional intelligence development in this demographic.

#### HYPOTHESIS

here are four hypotheses related to the EPQ-R and its relationship with emotional intelligence among young adults:

1. Hypothesis 1: There will be a positive correlation between psychoticism and emotional intelligence among young adults.
2. Hypothesis 2: There is negative correlation between extraversion and emotional intelligence among young adults.
3. Hypothesis 3: There is negative correlation between neuroticism and emotional intelligence among young adults.
4. Hypothesis 4: There is negative correlation between lie scale and emotional intelligence among young adults.





### PARTICIPANTS OF THE STUDY

The study involved a sample size of 100 individuals, predominantly aged between 18 and 26 years old, with both male and female participants included by purposeful and random sampling.

### DATA COLLECTION INSTRUMENTS

**The Quick Emotional Intelligence Self-Assessment**, adapted for the San Diego City College MESA Program from a model by Paul Mohapel, comprises a set number of questions designed to gauge individuals' emotional intelligence levels. This adaptation aims to provide a rapid yet effective measure of emotional intelligence tailored for participants within the San Diego City College MESA Program. This test included 40 questions. The reliability of the Quick Emotional Intelligence Self-Assessment adapted for the San Diego City College MESA Program can be determined through internal consistency measures such as Cronbach's alpha coefficient. This assessment is conducted to provide participants with insights into their emotional intelligence levels. By completing the questionnaire, individuals can gain self-awareness regarding their abilities to recognize, understand, and manage their own emotions and those of others. This self-awareness can inform personal development efforts, enhance interpersonal relationships, and improve overall emotional well-being.

**The EPQ-R (Eysenck Personality Questionnaire-Revised)** was developed by Hans Eysenck and Sybil Eysenck. It consists of 90 items designed to assess personality traits based on the dimensions of extraversion, neuroticism, psychoticism, and lie scale (social desirability). Reliability of the EPQ-R can be assessed through measures such as internal consistency and test-retest reliability. Validity is established through various studies demonstrating the questionnaire's ability to accurately measure the intended personality traits. The EPQ-R is conducted to assess individuals' personality traits and provide insights into their psychological makeup. It helps researchers and practitioners understand how different personality dimensions influence behavior, cognition, and emotional responses. Additionally, it can be used for clinical purposes, such as diagnosing personality disorders or predicting behavior in certain contexts.

### PROCEDURE

This subject was supposed to fill two questionnaires. Each had a different scoring key.

**EPQ-R:** the subject had to answer 90 questions in the questionnaire. The scoring of the EPQ-R (Eysenck Personality Questionnaire-Revised) typically involves assigning numerical values to participants' responses to each item in the questionnaire. These values are then totaled or averaged to calculate scores for each personality dimension: *extraversion, neuroticism, psychoticism, and the lie scale (social desirability)*. Participants' scores on each dimension are compared to normative data or established cutoffs to interpret their personality profiles. Higher scores on extraversion indicate greater extraverted tendencies, while higher scores on neuroticism suggest greater emotional instability. Similarly, higher scores on psychoticism reflect more unconventional or antisocial traits, and higher scores on the lie scale may indicate a tendency to present oneself in a socially desirable manner. **Interpretation** of scores may vary depending on the specific guidelines provided by the test's developers or researchers conducting the assessment.

**The Quick Emotional Intelligence Self-Assessment**, the subject is required to mark the scores which are appropriate to them in each domain of emotional intelligence. Then they are supposed to total the score of each domain mentioned in the questionnaire and then mark it on the table given in the questionnaire. Then they are supposed to calculate the effectiveness mentioned in the questionnaire where 0 to 24 represents area of enrichment, 24 to 34 represents effective functioning, and 35 to 40 represents Enhanced skills.

### RELIABILITY

**EPQ-R :** The total score with the effect of sex and age removed was 257, score for the P was .78, E was .89, N was .86 and L was .84

**The Quick Emotional Intelligence Self-Assessment:** Reliability of the Q-EISA can be assessed using statistical methods such as internal consistency (e.g., Cronbach's alpha) or test-retest reliability (i.e., administering the assessment to the same individuals on two separate occasions and examining the consistency of their scores). High reliability indicates that the Q-EISA is a dependable tool for measuring emotional intelligence.



**STATISTICAL ANALYSIS**

So, we have used the descriptive statistics and Pearson correlation with the help of SPSS SOFTWARE.

**IV. RESULT & DISCUSSION**

In the fields of psychology, individual growth, and social dynamics, it is crucial to comprehend the complex relationship between Emotional Intelligence (EI) and personality attributes in young people. Psychoticism, Neuroticism, Extraversion, Lie scale to new experiences are examples of personality qualities that influence an individual's inclinations, actions, and worldview. However, emotional intelligence, which is the capacity to recognize, comprehend, control, and effectively communicate emotions, affects how people deal with stress, negotiate social situations, and accomplish their own objectives.

This research explores the connection between young adults' personality characteristics

and emotional intelligence, with the goal of identifying the underlying mechanisms & consequences for psychological health and social interaction. Through the use of a thorough research methodology and a combination of quantitative and qualitative methods, this study aims to clarify the relationship between different aspects of emotional intelligence in young people and certain personality traits.

The study's conclusions have the potential to guide therapies, curricula, and counseling strategies designed to improve young people's emotional intelligence abilities in light of their individual personality profiles. Furthermore, by comprehending the connection between personality traits and emotional intelligence, policymakers, educators, and employers can gain important insights into developing emotionally intelligent leadership, encouraging productive teamwork, and building resilience in young adults as they navigate the challenges of today's complex world.

**Table 1: Descriptive statistics of all variables**

	Personality Traits				Emotional Intelligence
	Psychoticism	Neuroticism	Extraversion	Lie scale	
<b>Mean</b>	15.57	15.81	14.87	13.6	105.49
<b>Standard Deviation</b>	4.362964	4.808862	4.036838	4.259274	26.04638
<b>N</b>	100	100	100	100	100

The descriptive statistics table sheds light on the distribution & variability of the evaluated personality characteristics across the sample of 100 participants. The mean scores for neuroticism, extraversion, and psychoticism are 15.57, 15.81, and 14.87, respectively. The standard deviations for these traits are 4.36, 4.81, and 4.04, suggesting a significant degree of variability within each category. The Lie scale, which measures inclinations toward socially acceptable responses, had a lower average score lying 13.6 but a standard

deviation is 4.26, indicating that participant variability in this area is relatively smaller. Individual differences in emotional intelligence are significant, as seen by the mean score of 105.49 and standard deviation of 26.05. All things considered, these descriptive statistics give a thorough picture of the distribution and dispersion of personality traits across the sample, laying the groundwork for additional research and interpretation of the information.

**Table 2: Pearson correlation analysis of relationship between psychoticism and emotional intelligence among young adults.**

	Psychoticism	Emotional Intelligence
<b>Psychoticism</b>	1	
<b>Emotional Intelligence</b>	0.230133	1

**Null Hypothesis (H<sub>0</sub>):** There will be a positive correlation between psychoticism and emotional intelligence among young adults.

**Alternative Hypothesis(H<sub>1</sub>):** There will be a negative correlation between psychoticism and emotional intelligence among young adults.



The table 2 shows a Pearson correlation study that looks at the link between psychoticism as well as emotional intelligence in young adults. Psychoticism & emotional intelligence have a positive relationship, as indicated by the correlation coefficient of 0.230133.

The correlation coefficient, when taking into account the study indicates that, in contrast to expectations of a negative association, psychoticism & emotional intelligence within young adults appear to be positively correlated. As a result, the **Alternative Hypothesis (H<sub>1</sub>)** is rejected and the **Null Hypothesis (H<sub>0</sub>)** is accepted.

**Table 3: Pearson correlation analysis of relationship between extraversion and emotional intelligence among young adults.**

	Extraversion	Emotional Intelligence
Neuroticism	1	
Emotional Intelligence	0.377869	1

**Null Hypothesis (H<sub>0</sub>):** There is negative correlation between extraversion and emotional intelligence among young adults.

**Alternative Hypothesis(H<sub>1</sub>):** There is positive correlation between extraversion and emotional intelligence among young adults.

A positive association is shown by the correlation value of 0.377869. It follows that those individuals

with higher extraversion levels also tend to have better emotional intelligence

However, the **Alternative Hypothesis (H<sub>1</sub>)** is supported instead of the **Null Hypothesis (H<sub>0</sub>)** by the positive correlation coefficient (0.377869). The results of the correlation study support the alternative hypothesis, which states that there is a positive association between emotional intelligence and extraversion in young people.

**Table 4: Pearson correlation analysis of relationship between neuroticism and emotional intelligence among young adults.**

	Neuroticism	Emotional Intelligence
Neuroticism	1	
Emotional Intelligence	0.129863	1

**Null Hypothesis (H<sub>0</sub>):** There is negative correlation between neuroticism and emotional intelligence among young adults.

**Alternative Hypothesis(H<sub>1</sub>):** There is positive correlation between neuroticism and emotional intelligence among young adults.

Emotional intelligence and neuroticism have a correlation value of 0.129863. This suggests that

even though the relationship is not very strong, people with higher neuroticism scores may also have slightly better emotional intelligence. Consequently, we would accept the **Alternative Hypothesis (H<sub>0</sub>)** rather than the **Null Hypothesis (H<sub>0</sub>)** based on the correlation analysis, which shows a positive association between neuroticism and emotional intelligence among young people.

**Table 5: Pearson correlation analysis of relationship between lie scale and emotional intelligence among young adults.**

	Lie scale	Emotional Intelligence
Lie scale	1	
Emotional Intelligence	0.250716	1

**Null Hypothesis (H<sub>0</sub>):** There is negative correlation between lie scale and emotional intelligence among young adults.

**Alternative Hypothesis(H<sub>1</sub>):** There is positive correlation between lie scale and emotional intelligence among young adults.

A positive association of 0.250716, as measured by the lie scale, was found between emotional intelligence and the trait. This implies that there is a tendency for young adults to have higher emotional intelligence in proportion to their increases in lie scale scores. The **Null Hypothesis (H<sub>0</sub>)**, which proposed a negative association between emotional



intelligence and the lie scale, is rejected in light of the findings. The **Alternative Hypothesis (H<sub>1</sub>)**, which suggests a positive association, is approved in its place.

## DISCUSSION

The intricate association between personality characteristics & emotional intelligence (EI) in young people is clarified by the correlation studies' results. These findings offer insightful information on how different personality traits may affect a person's ability to recognize, comprehend, control, and successfully communicate their emotions. According to how the data were interpreted, here is the discussion:

### **Psychoticism and Emotional Intelligence:**

There is a weak but positive relationship ( $r = 0.230133$ ) between psychoticism as well as emotional intelligence. This means that people who are more psychotically inclined tend to have better emotional intelligence. The prevalent belief that psychoticism & emotional intelligence are negatively correlated is called into question by this research. It suggests that while some characteristics of psychoticism, such impulsivity or a propensity for taking risks, would not always impede the development of emotional intelligence in young people, they might also help it along.

### **Extraversion and Emotional Intelligence:**

Extraverted people often have higher emotional intelligence scores because of the substantial positive association ( $r = 0.377869$ ) between extraversion & emotional intelligence. This is consistent with other studies that found extraverts are better at recognizing and controlling their emotions as well as successfully navigating social situations. The results highlight the significance of taking extraversion into account as a possible predictor of young people' emotional intelligence.

### **Neuroticism and Emotional Intelligence:**

Although the connection between neuroticism & emotional intelligence is minimal ( $r = 0.129863$ ), it does imply a favorable relationship between the two categories. The idea that neuroticism—which is marked by emotional instability & susceptibility to stress—would be negatively correlated with emotional intelligence is refuted by this study. Rather, research suggests that those with greater neuroticism scores could have more emotional intelligence because they have more emotional awareness or specific adaptive coping strategies.

### **Lie Scale and Emotional Intelligence:**

People who are more likely to give socially acceptable answers also seem to have greater levels of emotional intelligence, according to the positive connection ( $r = 0.250716$ ) between the lying scale and emotional intelligence. According to this research, those who are better at controlling their reactions in ways that are acceptable to others may also exhibit improved emotional expressiveness and understanding. It emphasizes how crucial it is to take social desirability biases into account when evaluating young people' emotional intelligence.

In general, the correlation analyses' findings offer sophisticated insights into the connection between young people' emotional intelligence and personality characteristics. The results together highlight the multifaceted character of emotional intelligence & its interaction with individual variances in personality, even if certain correlations were stronger than others. These results could help people come up with ways to help young people improve their emotional intelligence. They could also change how educational institutions work to encourage emotionally intelligent leadership as well as positive social skills. Our comprehension of these intricate dynamics might be enhanced by more study using a longitudinal approach and investigating other factors impacting the development of emotional intelligence.

## V. CONCLUSION

The correlation studies carried out to examine the association between young people' emotional intelligence and personality characteristics produced a number of significant results. In contrast to predictions, psychoticism & emotional intelligence were shown to positively correlate, suggesting that those with higher degrees of psychoticism could be more adept at managing their emotions and comprehending them. Furthermore, the results of the investigation indicated a positive relationship between extraversion & emotional intelligence, indicating that people who are gregarious and outgoing typically have high levels of emotional empathy and interpersonal skills. Despite being somewhat modest, the link between neuroticism & emotional intelligence was positive, suggesting that those with greater neuroticism scores might have slightly higher emotional intelligence. Furthermore, the positive relationship found between emotional intelligence and the lying scale emphasizes how crucial honesty and authenticity are to the comprehension and expression of emotions. These



findings have consequences for psychological health, social engagement, and personal growth as well as the intricate relationship between personality characteristics and emotional intelligence. Teachers, legislators, and mental health specialists may create specialized treatments and tactics to improve young adults' emotional intelligence abilities by knowing these linkages. This will help them become more resilient and successful in managing the challenges of modern life.

## VI. RECOMMENDATIONS

- **Tailored Education Programs:** Educators should explore incorporating emotional intelligence training within school curricula based on individual personality characteristics. This might entail talks, seminars, and activities that are designed to improve students' emotional intelligence, emotional control, and communication while meeting their unique needs and capabilities according to their personality types.
- **Counseling and Therapy:** Interventions that focus on emotional intelligence abilities can be used by mental health practitioners, especially for people who exhibit greater degrees of neuroticism and psychoticism. Mindfulness-based techniques and cognitive-behavioral therapy (CBT) are two ways that can help people improve their psychological well-being by fostering emotional awareness, coping mechanisms, and resilience.
- **Leadership and Team Building:** Employers and leaders of organizations can form teams and improve leadership skills more effectively if they understand the connection between mental traits and emotional intelligence. Through the identification of capabilities linked to distinct personality profiles, groups may be formed to leverage complimentary emotional intelligence abilities, promoting cooperation, creativity, and efficiency.
- **Promotion of Authentic Communication:** Emotional intelligence may be developed through promoting open and sincere communication in professional and academic contexts as well as interpersonal connections. Establishing spaces where people feel comfortable sharing their feelings and vulnerabilities encourages empathy, comprehension, and deep relationships, all of which improve emotional intelligence abilities.

- **Continuous Assessment and Feedback:** People may track their progress in acquiring emotional intelligence abilities and pinpoint areas for growth with the use of regular evaluations and feedback methods. To support continuous improvement, this might be peer assessments, mentor and supervisor comments, or self-assessment tools.

### LIMITATIONS OF THE STUDY

**Sample Size and Generalizability:** The 100 participants in the research may have limited the findings' applicability to larger groups. A more representative knowledge of the association between personality characteristics & emotional intelligence across various demographic and cultural backgrounds would be possible with a bigger and more varied sample.

**Self-Report Measures:** Self-report measures were used to gather data on personality characteristics and emotional intelligence; however, these assessments are biased by factors including response style and social desirability. The accuracy of the results may have been impacted by participants' biased responses based on personal beliefs or answers they thought would be socially acceptable.

**Cross-Sectional Design:** A cross-sectional design was used in the study to collect data at a certain moment in time. This makes it more difficult to establish the directionality or infer causation of the connections between emotional intelligence and personality characteristics that have been found. More information on how these factors change and interact with one another might be obtained from longitudinal studies that follow people over time.

**Measurement Tools:** Emotional intelligence and personality characteristics are complicated concepts, and the instruments employed to measure them may not do them justice. Variations in metrics might highlight distinct dimensions or characteristics, which could affect the outcome. Furthermore, the evaluation of emotional intelligence using a single instrument could not adequately reflect its complex character.

**Potential Confounding Variables:** Potential confounding factors that can affect the connection between personality characteristics and emotional intelligence were not taken into consideration in this





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study. Additional research is necessary to determine if variables including socioeconomic position, cultural background, & life events influence or mitigate these correlations.