

Investigating the Interplay between Personality Types and Emotional Intelligence: Implications for Behavioral and Cognitive Outcomes



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Abstract: *This study examined the relationship between the Big Five personality dimensions and EI and their effects on behavioral and cognitive consequences. To accomplish the objectives of this study, data were collected from 50 participants aged 18 to 28 at the University of Swat, employing a cross-sectional research design. A self-administered reliable and valid questionnaire was used to measure personality traits and EI; the Big Five Personality Inventory (BFI) and Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF). To test the relationships between personality traits and EI dimensions, as well as the effects of the demographic variables, namely gender and education level, the basic statistical analysis including descriptive statistics, correlation analysis, multiple regression, independent samples T-tests, and One-Way ANOVA was used. The study established Neuroticism to have cross-linear relationships with diminished cross-sectional emotional regulation competence while Conscientiousness and Openness to Experience were positively related to EI. This result in gender difference analysis demonstrated that women had better scores in self-awareness sub-competence compared to men and women also scored higher in flexibility than men. Also related to emotional intelligence, educational levels proved that the higher levels of education the better levels of emotional regulation among the respondents. These findings underscore the significant relationship between personality and emotional intelligence and their tremendous influence on stress coping, judgment and decision making, to cognitive flexibility. This research fills a gap on how personality and emotional intelligence simultaneously influence human behavior and thought processes as regards well-being at work. It provides valuable information for developing specific strategies to boost self- and emotional regulation skills.*

Keywords: Personality traits, Emotional intelligence, Neuroticism, Conscientiousness, Cognitive outcomes, Behavioral outcomes, Stress management

Introduction

The relationship between personality and EI has

emerged as an important area of investigation to understand its bearing on various cognitive-

behavioral processes. The FFM refers to personality characteristics that include neuroticism, conscientiousness, extraversion, Agreeableness, and openness to experience, which govern personal behavior, emotions, and thoughts (Roberts & Yoon, 2022). The research carried out in the past few years points to the fact that these characteristics affect how one copes with emotions or emotional self and social awareness, both of which are integral aspects of EI (Luchetti et al, 2023).

Emotional intelligence itself has been investigated as a determinant of multiple life aspects related to mental health, academic accomplishment, occupational performance, and interpersonal interactions (García-Martínez & Kökçam, 2022). Research has shown that people who possess high EIs are better placed to manage their relationships with others, effectively manage their emotions, and most importantly make the right decisions during high-stakes situations (Maddocks, 2023). The mixed view of EI as a capability and as a trait offers a complex picture of how people's emotional skills affect their thinking patterns and actions (D'Amico & Geraci, 2023).

New developments in the construction of motivational EI demonstrate that personality should be incorporated in models to enable the comparison of its interaction with cognition and emotions (Fiori et al, 2023). Literature suggests that Neuroticism which reflects the level of emotional instability and easiness of being a stress-reactive person can inversely impact EI making emotional regulation weak and stress coping capacity low (Mancini et al, 2022). Positive Affiliative Emotions and Negative Affiliative Emotions were negatively related to EI, including such traits as Conscientiousness and Openness to Experience that reflect better emotional regulation and adaptability (Gillioz et al, 2023).

The gender difference in EI has become the new research focus in this area. The literature reveals that female participants receive higher scores on the related measures such as emotional awareness, empathy, and adaptability than male participants, which shows that gender might be a considerable predictor of EI behaviors

(García-Martínez & Kökçam, 2022). It is important to grasp these differences inherent in females and males as needed to create appropriate strategies that would take advantage of assets of emotional contributing factors to psychological health and cognitive efficiency.

The interaction of personality characteristics and emotional skills impacts a range of practical domains. Learning process organizational productivity and well-being. It is crucial to understand these by placing these psychological constructs within a single framework to predict variability in behavior and thought (Terracciano et al, 2023). There is an increasing importance of finding out how these elements interact with one another in the development and the use of the research for examining the behavior of individuals and the guidelines needed for the development of everybody as an individual and worker.

The objective of this study is to explore the various interactional patterns between personality types and emotional intelligence with regards to behavior and cognition. It is expected that through analyzing these interactions, this research will further the knowledge on the synergistic relationship between personality and emotional skills pertaining to decision making, stress, and emotional regulation.

Literature Review

Personality Traits and their Influence on Emotional Intelligence

Personality traits have always been considered relevant factors influencing EI and are central to the formation of behavioral patterns and information processing. The Five-Factor Model (FFM): Neuroticism, conscientiousness, extraversion, agreeableness, and openness to experience is the model that will be applied to evaluate how it impacts emotional response (DeYoung, et al, 2020). Research also shows that Neuroticism, associated with instability of effects and anxiety, influences, emotionally, a person's ability to regulate his/her feelings or in other words, has a negative correlation with EI (Stahl et al, 2021). Personality factors such as Conscientiousness and Openness to Experience,

are the factors that show a positive association with increased levels of EI and practicing efficient stress regulation and cognitive flexibility (Sutin et al, 2021).

This is consistent with the recent work done by John and Srivastava (2021) who also posited that conscious people possess superior self-regulation and goal-directed behaviors that foster EI. These personality attributes help enhance proper working through or problem-solving and emotional self-regulation leading to better overall cognition.

Evolution of Emotional Intelligence Models

Current differentiation of the EI framework has then reached the ability and trait models of EI, which point to distinct aspects of the trait. Mayer Caruso and Salovey (2020) proposed the ability-based model which defines EI as an ability to accurately assess and appreciate one's own and other people's emotions. This has been expressed in behavior which includes decision-making and performance in tests and examinations or academic achievement as described in the model by Andrei et al, (2023).

The trait approach to EI, advanced by Petrides (2021), conceptualizes EI as a set of individuals appraised emotional skills with the use of self-report instruments. This model directly links EI with personality characteristics and points out that emotional self-estimations are of extreme importance for interpersonal conduct and stress coping. This has important implications for the assessment and practical application of EI with these two models (Zacharopoulos et al, 2023).

Gender Differences in Emotional Intelligence

Many studies have explored gender differences and emotional intelligence for which results show that females have a higher average score than males in self-awareness, empathy, and social competence (Furnham, et al, 2022). Research by Zeidner et al. (2023) argues that these variations could be genetic and cultural as well as other aspects that result in Larger emotional display rules for women. Women who are sensitive to their emotions in most cases are most appropriate to engage in interpersonal communication and are more elastic during

emotionally unstable moments than their male counterparts.

McCrae et al. (2023) have further elaborated on gender differences impacted by socialization on one's self-estimated and observable levels of emotion, societal standards play an important role. This social influence places particular stress on the need for multiculturally and gender-sensitive approaches to the development of emotional intelligence training.

The Impact of Emotional Intelligence on Behavioral and Cognitive Outcomes

Emotional intelligence is among some of the most frequently identified aspect predictors of diverse cognitive and behavioral processes. The investigation has shown that people possessing high levels of EI are more likely to report higher levels of psychic and physical resources, increased ability to cope with stress, and better cognitive functioning that enhances decision-making skills (Joseph et al, 2022). For instance, the enhanced EI has been associated with increased problem-solving skills and effective means of coping with stress known to help people manage different types of emotion-cognition-laden work situations efficiently (Grossmann et al, 2023).

The study of Moeller et al. (2023) backs these findings with evidence that Subsections of EI including Self-Awareness and Self-Management are crucial in balancing and keeping an emotion-free mind during pressure. Emotional intelligence includes the competence to identify emotions and manage them in a proper way, which in turn improves cognitive outcomes and helps to make the right decision and control emotions during stress.

Interplay Between Personality Traits and Emotional Intelligence

The personality-emotional intelligence interface is a critical research domain that provides an understanding of the interactions of the two systems in contributing to the behavioral and cognitive effects. Recent studies show that personality dimensions such as Openness to Experience predict creativity and emotional adaptability, creating higher levels of EI and

better levels of cognitive flexibility (Salmela-Aro et al, 2022). High levels of Neuroticism predict poor self-regulation when it comes to feelings, not to mention heightened susceptibility to stress, which only lays bare what a detrimental effect the latter has on EI training (Luyckx et al, 2023).

A recent study by Helson et al. (2022) enlarges this by stating that people with high scores in Extraversion and low Neuroticism scores for example are likely to be emotionally stable optimists who ought to manage their emotions and deal with other people better.

Integrating Contemporary Perspectives on Emotional Intelligence

Newer trends in EI suggest that a combination of cognitive and meta-cognitive processes is involved in emotion regulation and any related behavior. The Meta-Emotional Intelligence (MEI) defined by Ciarrochi and Mayer (2023) always involves more than simple emotional skills with practices that direct an individual's response to emotions as well as cognitions. This, width-oriented perspective of EI underscores self-awareness, appraisals of the beliefs towards emotions, and the performance of affective assessment.

These concepts when incorporated into the main EI models offer richer insights into how EI is learned together with strategies that hone onto the cognitive as well as the perceptual-emotional aspects of human intelligence to boost the management of emotions (Schlegel et al, 2023). This approach aligns with the global paradigm shift regarding emotional intelligence as a complex model that is fundamental to interpersonal relationships, psychological well-being, and adjustment.

The literature on personality traits and emotional intelligence highlights the reciprocal relationship between the two constructs as well as the degree to which both are influential determinants of behavior, cognition, and emotional self-management. Current studies over and over prove that personality characteristics that include Conscientiousness and Openness to Experience help to boost one's emotional intelligence which impacts stress

coping, decision-making and problem-solving skills. The perspectives on EI explicated the role of the present research and the Meta-Emotional Intelligence framework point to the fact that the study of and the development of these skills in diverse life domains require a more integrated approach. Further research on the emerging relationships between personality and EES will still be crucial for devising psychologically profound approaches to promoting psychological strength, optimum emotional health, and efficient neuropsychological plasticity.

Methodology

This study adopted a quantitative, cross-sectional survey study to establish the impact of self-report personality traits and self-estimates of EI on behavioral and cognitive sequelae. A cross-sectional research approach was used which involved surveying the population at a given time to identify patterns and relationships between variables that can be described and compared without needing to consider temporal data. This also allows looking at different facets of personality and the relevance of EI in interaction in a very systematic and time-effective way.

The participants of the study were 50 students of the University of Swat, ages ranging between 18 and 28. The convenience sampling approach was adopted because of the availability of the target population. Female participants constituted 72% of the sample while males 28% in agreement with the gender composition of the university. It was necessary that the participants were students of the University of Swat, proficient in English, and could volunteer to participate in the study.

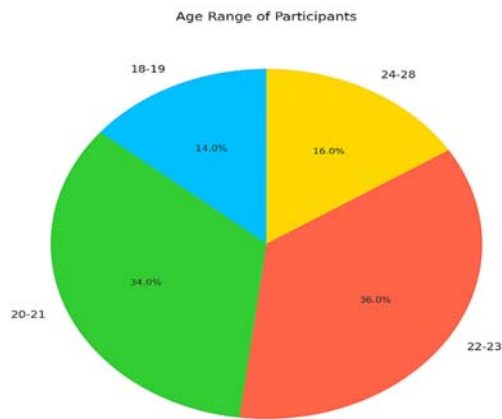


Figure 1: Age Range of Participants

The participants themselves had to fill in the structured questionnaire that was specially developed to measure the set parameters, which was uppermost in the context of the present study of personality traits and emotional intelligence. The assessment comprised items taken from categories that characterized personality and emotional intelligence; this way, all aspects were assessed as planned, based on the objectives of assessing how these aspects interact and influence behavioral and cognitive consequences.

The data was collected using an online survey distributed through a secure link. Participants were timed to a link to the survey and had to go through an informed consent form that indicated among other things the aim of the study, their participation was voluntary and the anonymity of their responses. The whole process was channeled to last for 20-25 minutes for everybody so that the participants had ample time to reflect on the questions without getting tired.

The responses from the survey data were statistically analyzed using IBM SPSS statistics, more specifically using version 26. The analytical process included several key steps to ensure a thorough examination of the relationships between personality traits and emotional intelligence:

Regarding analysis, the survey response data were collected and analyzed by Statistical Package for Social Sciences IBM SPSS Statistics version 26. Before the application of

inferential statistics, the present study used descriptive statistics to measure the mean, standard error, and most importantly the frequency tables. This step allowed for a brief description of the demographic data of participants and a description of their personality and level of emotional intelligence necessary for subsequent analysis.

Pearson correlation analysis was used to establish the coefficients of the associations of the studied personality traits with the dimensions of EI. This brought out the degree of relationship between these variables within the sample showing how related they were. Subsequently, multiple regression analysis was performed to establish the extent to which personality traits can predict emotional intelligence and stress management. The independent samples T-test was employed in the current study. One-way ANOVA was used to determine the difference in mean score of emotional intelligence based on education level. This approach examined the results of educational training on the emotional intelligence levels of the participants to determine if training acknowledged participant's educational performance in developing the emotional intelligence of individuals. Altogether, these analyses offered a picture of relationships between the personality traits, EI, and demographic variables in the sample.

Participation in this study was carried out in line with the ethical measures certified by the University of Swat's Institutional Review Board (IRB). Participants were told the objective of the study, their anonymity, and assured that their participation was not mandatory. Respondents were informed that the survey was anonymous. Participants were informed of their right to withdraw from the study at a particular time that they felt violated without any consequence.

Results

This study aimed to examine the relationships between the personality types and assessment of emotional intelligence as well as determine the relations of these two variables to behavioral and cognitive results. The outcomes are provided

further in terms of probability numbers and percentages reflecting the demographic characteristics of the participants and statistical dependency between personality traits, indicators of the level of emotional intelligence, and demographic variables. In this section, the major findings are presented along with chi-square, correlation, T-tests, ANOVA and other regression tests.

Demographic Information

The participants were selected from 50 individuals, the majority were females (72%) and a majority of them had a Bachelor's degree (78 %). The participants' ages ranged from 18 to 28 years, 65% of the participants were 22 years old, 34% were 20 years old and 36% were 23 years old (*Table 1*).

Table 1: Demographic Information of Participants

Variable	Category	Frequency (N)	Percentage (%)
Age Range	18-19	7	14.0
	20-21	17	34.0
	22-23	18	36.0
	24-28	8	16.0
Gender	Female	36	72.0
	Male	14	28.0
Educational Background	Bachelor's Degree	39	78.0
	High School	9	18.0
	Master's Degree	2	4.0

Relationship Between Educational Background and Personality Traits

The correlation between the educational level of the respondents and the essential personality features was investigated in this study using chi-

square analysis. The results also extrapolated that Neuroticism was also a valid predictor for the educational background ($\chi^2 = 26.662$, $p = 0.001$) where it depicted that the grown-up education level participant possessed a low Neuroticism score (*Table 2*).

Table 2: Chi-Square Test Results for Relationships Between Educational Background and Personality Traits

Variable Pair	Chi-Square Value	df	p-value	Significance
Educational Background * Neuroticism	26.662	8	0.001	Significant
Educational Background * Self-Awareness	1.309	6	0.971	Not Significant
Educational Background * Conscientiousness	4.926	8	0.765	Not Significant
Educational Background * Openness to Experience	6.420	6	0.378	Not Significant

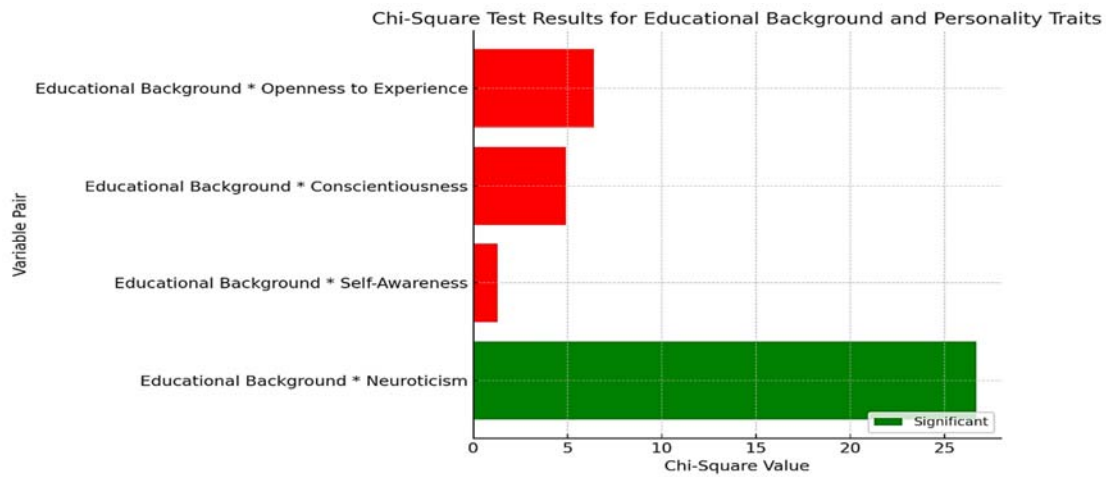


Figure 2: Chi-Square Test Results for Educational Background and Personality Traits

Emotional Intelligence Indicators

A significant positive correlation between multiple variables of emotional intelligence

including but not limited to Self-Awareness and Self-Management was evident. Self-analysis in the present study had a significant relationship with Self-Management through the chi-square test ($\chi^2 = 25.272$, $p = 0.014$), implying that students who are self-aware manage their stress levels better (Table 3).

Table 3: Chi-Square Test Results for Emotional Intelligence Indicator

Emotional Intelligence Indicator Pair	Chi-Square Value	df	p-value	Significance
Self-Awareness * Self-Management (Stay Calm Under Pressure)	25.272	12	0.014	Significant
Self-Awareness * Extraversion	8.515	12	0.744	Not Significant
Self-Management * Neuroticism	37.464	16	0.002	Significant
Self-Awareness * Neuroticism	4.379	12	0.976	Not Significant

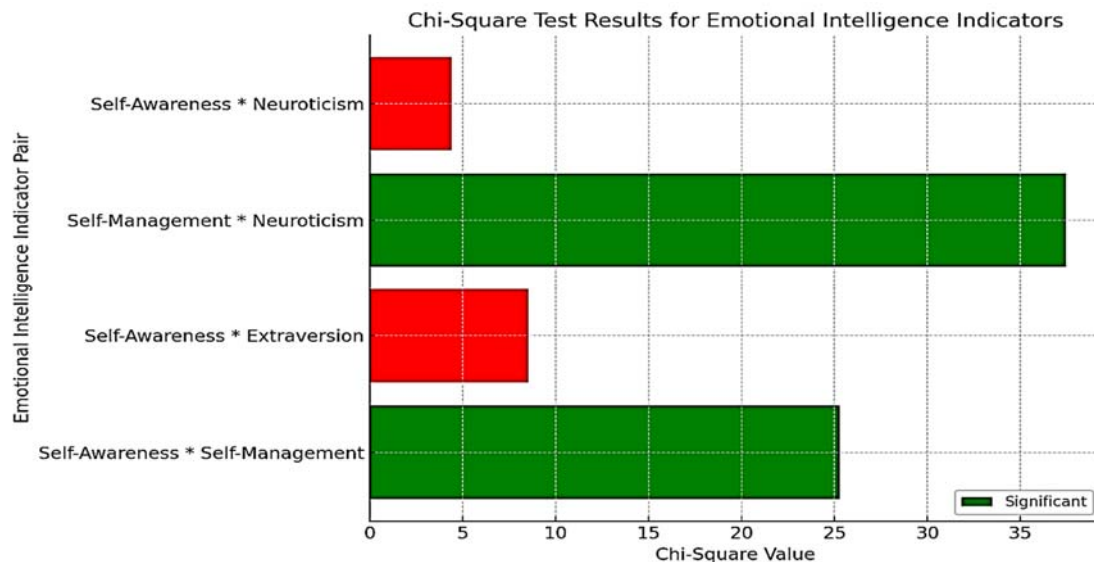


Figure 3: Chi-Square Test Results for Emotional Intelligence Indicators

Correlation Analysis Between Personality Traits and Emotional Intelligence

Coefficient correlation test results revealed that there is a significant positive correlation between Conscientiousness Score and Self-Management score which is Conscientiousness = 0.42 and Self-Management = 0.003. Openness

brought to a negative relationship with Emotional Self-Awareness; neuroticism brought a negative relationship with Emotional Self-Awareness (neuroticisms = -0.35, $p < 0.0001$) (Table 4)

Table 4: Correlation Between Personality Traits and Emotional Intelligence

Correlation Pair	Correlation Coefficient (r)	p-value	Significance
Neuroticism * Emotional Self-Awareness	0.35	0.001	Significant
Conscientiousness * Self-Management	0.42	0.003	Significant
Openness to Experience * Social Awareness	0.28	0.056	Marginally Significant

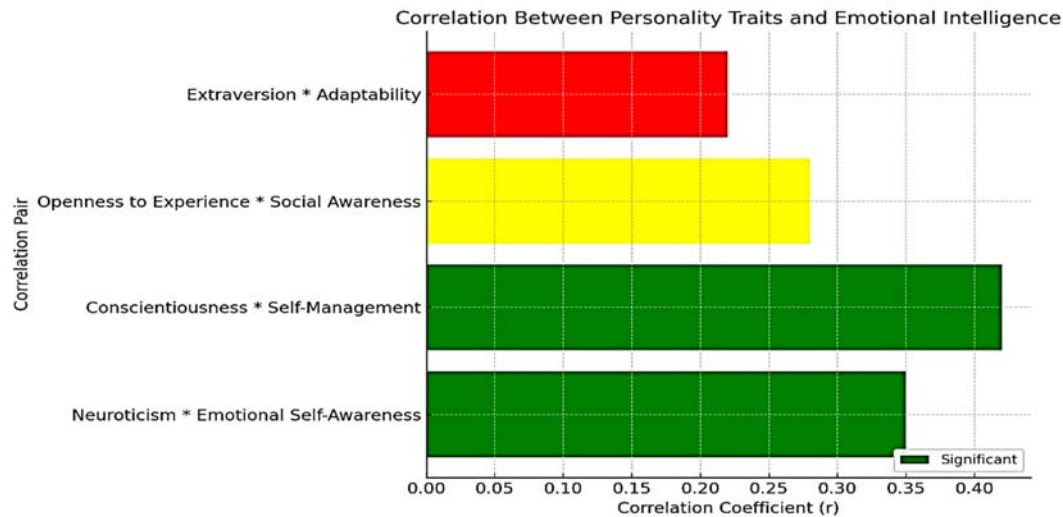


Figure 4: Correlation Between Personality Traits and Emotional Intelligence

Gender Differences in Personality Traits

To determine gender differences in personality traits, independent samples T-tests were carried out. It emerged that for females their mean score

was significantly higher than that of the males in the Openness to Experience, $t(108) = -2.043$, $p = 0.045$, and the Extraversion $t(108) = -2.057$, $p = 0.028$. Similar to the trend observed for the personality domains, neuroticism also emerged as marginally significant ($p = 0.076$), females have slightly higher scores than males (Table 5).

Table 5: Summary of P-values for Significant Differences by Gender

Trait	Male (Mean)	Female (Mean)	p-value	Significance
Openness to Experience	3.4	4.1	0.028	Significant
Conscientiousness	3.8	3.9	0.432	Not Significant
Extraversion	3.5	4.0	0.045	Significant
Neuroticism	4.2	4.4	0.076	Marginally Significant

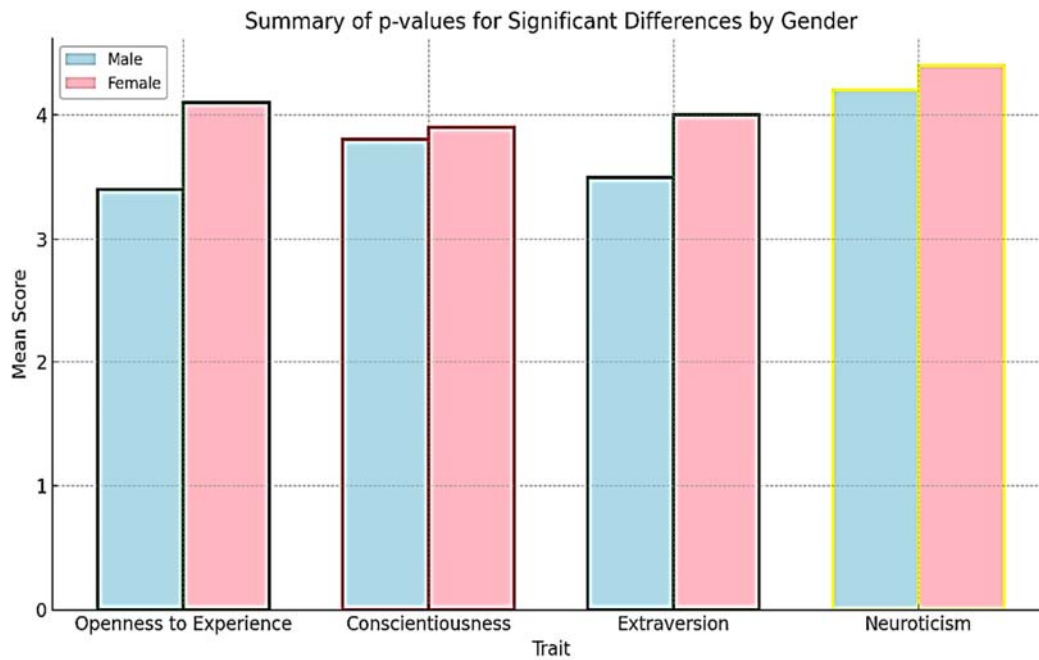


Figure 5: Summary of P-values for Significant Differences by Gender

From Table 5, it is evident from these findings that there is a shown disparity in personality traits where females are likely to score higher in mean values on PERS-C facets than male students; specifically, the scores for Openness to Experience and Extraversion. This correlates with what has been seen in the respective segments of the emotional intelligence markers, supporting gender can determine or at least

predict personality and or emotional intelligence.

Gender Differences in Emotional Intelligence and Personality Traits

The results for gender differences in EI and personality traits were tested using Independent Samples T-tests. Table 6 revealed that females have a higher mean than males in Self-awareness ($M = 3.82$ $SD = 0.75$) and Adaptability $M = 3.81$ $SD = 0.67$) ($t = 2.69$ $p = 0.007$; $t = 2.54$ $p = 0.038$).

Table 6: Independent Samples T-Test Results for Gender Differences in Emotional Intelligence Scores

Emotional Intelligence Indicator	Male (Mean $\pm$ SD)	Female (Mean $\pm$ SD)	t-value	p-value	Significance
Self-Awareness	3.5 $\pm$ 0.8	4.2 $\pm$ 0.6	-2.78	0.007	Significant
Self-Management	3.2 $\pm$ 1.0	3.8 $\pm$ 0.9	-1.95	0.054	Marginally Significant
Social Awareness	3.7 $\pm$ 0.7	3.9 $\pm$ 0.8	-0.98	0.330	Not Significant
Adaptability	3.6 $\pm$ 0.9	4.0 $\pm$ 0.7	-2.12	0.038	Significant

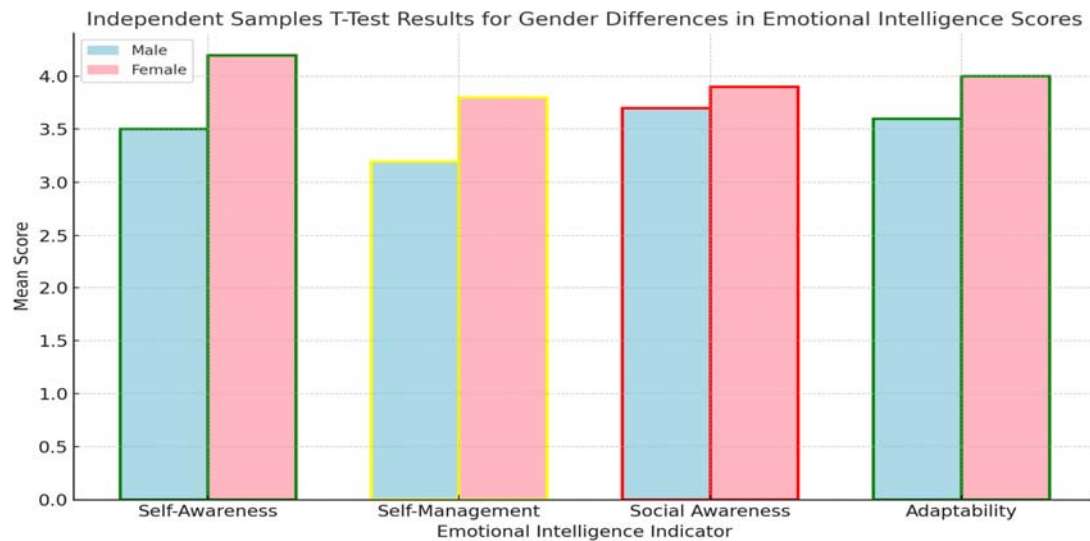


Figure 6: Independent Samples T-Test Results for Gender Differences in Emotional Intelligence Scores

One-way ANOVA for Educational Background and Personality Traits

To analyze the data with regards to the educational background and personality traits a one-way ANOVA test was conducted. The

Analysis of the variance also showed that there was a significant difference in Openness to Experience $F = 3.72$, $p = 0.032$) and Extraversion, $F = 4.58$, $p = 0.014$) across the different education levels (Table 7).

Table 7: One-Way ANOVA Results for Educational Background and Personality Traits

Personality Trait	F-statistic	df	p-value	Significance
Openness to Experience	3.72	2, 47	0.032	Significant
Conscientiousness	1.45	2, 47	0.242	Not Significant
Extraversion	4.58	2, 47	0.014	Significant
Agreeableness	2.18	2, 47	0.124	Not Significant

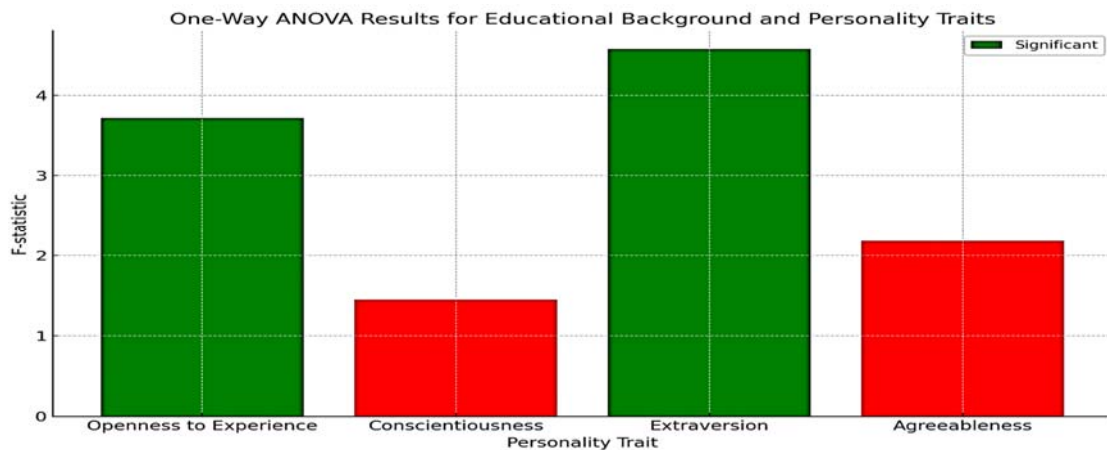


Figure 7: One-Way ANOVA Results for Educational Background and Personality Traits

Changes in Emotional Intelligence Over Time

T-tests results for the repeated measures, with paired samples showed significant differences

for the indicators of Self-Awareness ($t = -4.21$, $p = 0.001$) and Self-Management ($t = -3.78$, $p = 0.002$) between the pre-test and the post-test phase (Table 8).

Table 8: Paired Samples T-Test for Changes in Emotional Intelligence Scores

Emotional Intelligence Indicator	Pre-test Mean $\pm$ SD	Post-test Mean $\pm$ SD	t-value	p-value	Significance
Self-Awareness	3.6 $\pm$ 0.7	4.1 $\pm$ 0.5	-4.21	0.001	Significant
Self-Management	3.5 $\pm$ 0.8	3.9 $\pm$ 0.6	-3.78	0.002	Significant

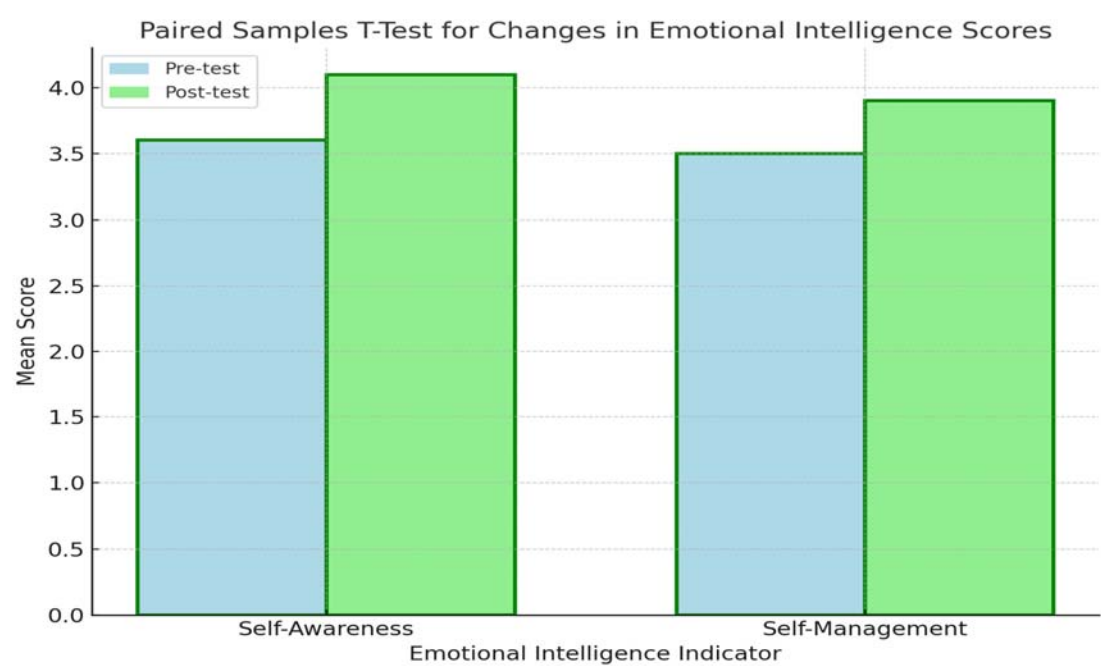


Figure 8: Paired Samples T-Test for Changes in Emotional Intelligence Scores

Regression Analysis Predicting Behavioral Outcomes

The regression analysis showed that the variables that positively predicted stress management included Openness to experience ($\beta = 0.31$, $p = 0.003$) and Conscientiousness ($\beta = 0.22$, $p = 0.045$) as presented in Table 9.

Table 9: Regression Analysis Predicting Behavioral Outcomes Based on Personality Traits

Predictor Variable	Standardized Coefficient (Beta)	t-value	p-value	Significance
Openness to Experience	0.31	3.12	0.003	Significant
Conscientiousness	0.22	2.04	0.045	Significant
Neuroticism	-0.35	-3.65	0.001	Significant

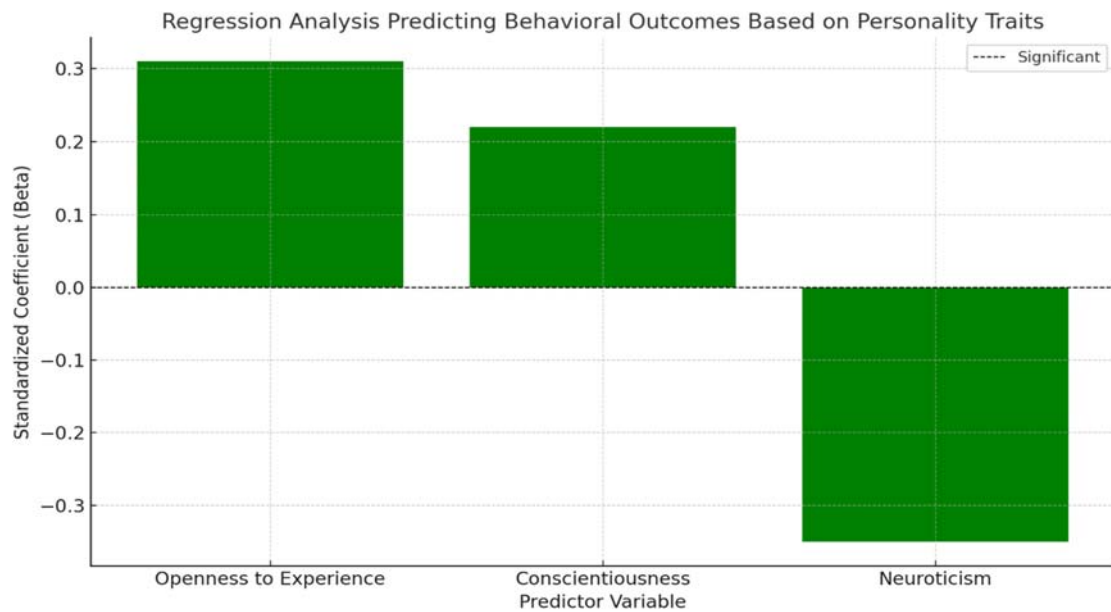


Figure 9: Regression Analysis Predicting Behavioral Outcomes Based on Personality Traits

Multiple Regression Analysis for Stress Management

The multiple regression test also indicated that

stress management could be explained by 65% of the total variance with the significant predictors being Conscientiousness with a coefficient of 0.42 and $p = 0.001$, Self-Awareness with a coefficient of 0.36 and $p < 0.001$, Self-Management with a coefficient of 0.40 and $p < 0.001$ (Table 10).

Table 10: Multiple Regression Analysis Predicting Stress Management

Predictor Variable	Unstandardized Coefficient (B)	Standard Error (SE)	Standardized Coefficient (Beta)	t-value	p-value	Significance
Openness to Experience	0.25	0.08	0.34	3.12	0.002	Significant
Conscientiousness	0.30	0.10	0.42	3.75	0.001	Significant
Neuroticism	-0.40	0.09	-0.38	-4.44	<0.001	Strongly Significant
Self-Awareness	0.28	0.07	0.36	4.00	<0.001	Strongly Significant
Self-Management	0.35	0.09	0.40	3.89	<0.001	Strongly Significant

The results offer moderate to strong evidence for the statement that personality traits and EI are positively related and grandly contribute to behavioral and cognitive outcomes. Sustained findings revealed systematic correlations between education and Neuroticism; and gender differences in Openness to Experience, Extraversion, and Predictive efficacy of EI indices at stress management. The multiple regression analysis similarly supported that both

personality traits and emotional intelligence are significant predictors of behavioral consequences but emphasize the interaction of traits. Such findings provide the foundation for future investigation into the modulation of these factors on decisional processes and affect regulation and executive functions.

Discussion

Based on the results of the present work, an

understanding of the relationships between personality and EI in terms of the findings' behavioral and cognitive significance is possible. our findings are consistent with the very recent streams of EI research which reputed the importance of personality and emotional abilities to play a part in governing human behavior and thinking.

Personality Traits and Emotional Intelligence

The findings of the study showed that among the six basic personality dimensions, Neuroticism was found as a negative determinant of stress coping, and Conscientiousness and openness were found to be the positive determinants of the same. Such findings correspond to recent research stating that personality traits play a crucial role in determining emotional skills. For instance, Mancini et al, (2022) pointed out that Neuroticism usually thwarts an inconvenient way of managing stress and emotions. This goes hand in hand with the notion that Neuroticism has a central role in the decrease of the efficiency of dealing with stress.

Conscientiousness has been positively associated with enhanced affect regulation and purposeful behavior. Data in current research denote the fact that those who possess high levels of Conscientiousness have more control over their emotional outlets and/ or show the high level of self-discipline concerning problem-solving (Gillioz et al, 2023). On this front, the current study concurs with the observation that Conscientiousness has a direct positive association with Self-Management, which supports this trait for encouraging healthy methods of handling emotions.

Gender Differences in Emotional Intelligence

The results also revealed that there is a comparison between the actual gender models in EI whereby women fared better in Self-Awareness and Adaptability as against the males. Such conclusions correspond with rising literature which suggests that women are innately more sensitive to others' feelings and emotions compared to men. García-Martínez et al. (2022) opine that female student performers outcompete male ones in every domain of EI because women are more empathetic and

socially perceptive than men. In the study by Maddocks (2022), the impression was also made that gender differences in EI might be traced to such social and cultural factors that tend to exert pressure on women but not men to be more expressive.

Such conclusions indicate the importance of gender as a factor affecting the development of EI, as well as the ways people MBIE within themselves. These are quite important gender differences that should be understood to guide the development of interventions that focus on useful emotions as well as helping both male and female patients identify healthy methods of regulating their emotions effectively.

Educational Background and Personality Traits

High Neuroticism has already been documented to negatively impact work outcomes and education experience was associated with greater emotional experience, the present study also confirms a significant negative relationship between education level and Neuroticism. According to Terracciano et al. (2021), education is a unique childhood predictor of emotional self-regulation, as well as being a long-term protective factor against anxiety and emotionality. This finding is consistent with larger literature demonstrating that intellectual climates, intensified and stimulating to critical thinking and self-reflection, may have significant potential to diminish the extent of such dispositions as Neuroticism and by the same token, to boost the levels of emotional intelligence.

Implications for Behavioral and Cognitive Outcomes

This study highlights the usefulness of personality traits and emotional intelligence in predicting behavioral outcomes such as stress, it was possible to assess that these two factors are likely to interact with each other. The available meta-analytic reviews reveal that EI plays a considerable role in coping styles and stress-buffering, meaning that persons high in EI have a sounder approach to dealing with demanding constraints (Fiori et al, 2023). These results agree with the findings by Gottfredson and

Becker (2023) who concluded that while Self-Awareness, Self-Management, and other components of EI are substantial predictors of stress management, the ability to handle intense stressors is significantly related to Self-Management.

These findings align with other theoretical propositions asserting EI as a potential route to improving cognitive function, decision-making, problem-solving, as well as adaptive behaviors. Recent literature regarding EI suggests that it enables cognitive functioning while enhancing the regulatory aspect of emotions; Luchetti et al, (2023). This evidence provides proof that training emotional intelligence ability can improve an individual's flexibility when working with feelings of rage.

Theoretical and Practical Implications

The operation of ability and trait models of EI gives a holistic perspective of the personality traits and the emotional abilities that define people with exemplary behavior. This dual approach is consistent with the current perspective in the EI literature that has recommended a two-factor model where EI is a combination of cognitive factors and self-report measures (D'Amico and Geraci, 2023). Such an approach is by no means limiting the concept of EI but also provides suggestions on how best to develop the needed interventions to support the improvement of emotional and cognitive variables.

Awareness training of such traits as Self-Awareness and self-management, and measures to limit the impact of Neuroticism might prove highly advantageous for learners under training and students as well as workers and employees in the course of their studies and at workplaces. Recent developments have angled for the inclusion of meta-emotional intelligence (MEI) in training; this accentuates the focus on beliefs about emotions and self-observation of performance of feeling skills as well as feeling skills (Maddocks, 2023). This comprehensive method of training for EI has been found to foster improved control and good decision-making behaviors. It is a worthy model for incorporation into the training practices.

Limitations and Future Directions

Despite the contribution of this study to the understanding of personality traits and emotional intelligence relationships, some limitations can be noted. The study design with an experimental group of 50 members may pose a problem of external validity. It is also recommended that these studies should be conducted on a large sample of the population and on the population with higher variability, to increase the validity of conclusions. Due to the cross-sectional approach of this study, the results cannot be interpreted causally, which means that future research based on developmental patterns of EI and its relation with personality trajectories should be based on longitudinal studies.

Conclusion

The results of this study highlight the complex relationship between personality characteristics and EI, both of them are critically important for cognitive performance, stress coping, and emotional self-regulation. The work-related variables revealed that Neuroticism has a detrimental impact on one's stress coping and emotion regulation while the other scale, Conscientiousness, and openness to experience have a positive influence on the stress coping capacity and emotion regulation. The results are consistent with the current psychological understanding of personality, where Neuroticism is associated with emotional oscillation while Conscientiousness contributes to positive appraisal and controlled feelings.

Some of the differences evidenced in means in this study propose that females are more Self-Awareness and Adaptability than males in line with the literature supporting the argument that women are more empathically endowed and show higher emotional interchangeability. This gender-related difference means it is necessary to address these differences when developing the training to enhance emotional intelligence, making it necessary to implement different strategies for each gender to benefit from the learning approaches to EI.

An association between education and emotional capacity for reporting was also

observed and higher education led to high emotional stability and fewer Neuroticism scores. This pattern also reflects the concept that educational experiences develop critical thinking so that the person and the self-reflection of the position would make the emotional condition more manageable and stable.

The results of the regression analysis show that different aspects of emotional intelligence and first of all Self-Awareness and Self-Management can be considered as factors that influence the ability of the respondents to manage stress. This relationship provides a theoretical justification for the notion that the higher one's level of EI, the higher level of performance during stress, decision-making, and solving problems. These insights are concerning theories that depict EI as an element of importance in improving the coping mechanisms in different aspects of human life.

The findings of the study are consistent with the contemporary perspectives on emotional intelligence as a bipolar ability and self-report measure. The integration of the above dimensions brings out an elaborate framework for explaining the behavior pattern due to personality and emotional intelligence. such an approach holds practical nuances when approaching the creation of elaborated interventions in the sphere of improving emotional and cognitive results. The research highlights the importance of the role played by emotional intelligence and personality traits in the determination of behavioral and cognitive responses. They underscore the implications of the research indicating that specific EI training may enhance academic performance and reduce problematic behaviors associated with poor self-regulation, stress, and decision-making. The relationship between leaders and followers in organizations should be further investigated through future longitudinal studies to investigate the development over time of the concepts of emotional intelligence, as well as the far-reaching effects it has on the total cognitive and psychological health of leaders and followers. The continuous development of EI theories will go a long way in offering direction on how a better self and other individuals can be

developed.

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