



Effect Of Personality On The Level Of Emotional Intelligence

Jahanavi Pandey¹, Abha Shree Pandey², Dr. Yukti Sharma³, Janki Kumari⁴,
Tanisha Agarwal⁵, Riya Chauhan⁶

¹ student, Amity University Greater Noida Campus

² Assistant Professor, Amity University Greater Noida Campus

³ Assistant Professor, Amity University Greater Noida Campus

⁴ Assistant Professor, Amity University Greater Noida Campus

⁵ Assistant Professor, Amity University Greater Noida Campus

⁶ Assistant Professor, Amity University Greater Noida Campus

ABSTRACT

The study looks into the connection between college students' emotional intelligence (EI) and personality qualities and simultaneously examines how characteristics like extraversion, agreeableness, conscientiousness, neuroticism, and openness each affect emotional intelligence (EI). A sample of 65 participants (31 males and 35 females), aged 18–25, was analyzed using the short Big Five Personality Inventory and the Emotional Intelligence Scale. The data indicates that neuroticism and emotional intelligence are inversely associated, but conscientiousness, agreeableness, openness, and extraversion are significantly positively related. The most significant beneficial impact on EI was seen in extraversion, indicating that more sociable people had greater emotional control. High neuroticism, on the other hand, is associated with inferior emotional intelligence, suggesting that emotional instability hinders emotional comprehension and regulation. The significance of emotional stability and sociability in augmenting emotional intelligence is shown by these findings, which also illustrate the influence of personality on emotional intelligence.

KEYWORDS: Emotional intelligence, Personality, Young Adults

I. INTRODUCTION

The complex and multidimensional concept of an individual's personality includes all of their distinct ideas, feelings, and behavioral tendencies (Semwal, Anil, et al., 2023). It stands for the many viewpoints and interactions people have with the outside world, which impact their relationships with others and mold how they react to different circumstances (Semwal et al., 2024). Understanding personality requires looking at individual differences and the ways in which these differences impact people's overall behavior and emotional experiences. The significant impact that personality has on relationships, personal development, and overall well-being may be the reason for its significance. A person who is aware of their personality may be better able to make informed decisions, make realistic goals, and put effort toward self-improvement (Semwal, Tripathi, et al., 2023).

A comprehensive framework that characterizes human personality in terms of five major characteristics is the Five-Factor Model of Personality (FFM), sometimes referred to as the Big Five. These traits—Conscientiousness, Extraversion, Agreeableness, Neuroticism, and Openness to Experience—offer an organized approach to comprehending the variety and complexity of unique personalities. Due to its empirical backing and usefulness in a variety of settings, such as psychological testing, personal growth, professional relationships, and even cross-cultural studies, the model has emerged as a leading theory in personality psychology.

This theory was created in the middle of the 20th century and uses statistical methods and language research to classify human characteristics. Psychologists like Raymond Cattell and Hans Eysenck improved it by distilling personality characteristics into essential elements using component analysis. Researchers like Paul Costa and Robert McCrae proved that the model consistently identified five important components by the 1980s, which led to its widespread acceptance.

Extraversion is characterized by friendliness, assertiveness, and excitement, often associated with leadership roles. Introverts are quiet, prefer quiet settings, and find social events exhausting. They find energy in solitude but struggle to identify with reserved individuals.

Agreeableness is linked to interpersonal traits like altruism, collaboration, and trust. High-intensity individuals are cooperative, kind, and focus on others' needs, while low-intensity individuals can be competitive, critical, and unfriendly.

Conscientiousness refers to a person's ability to control impulses and take goal-directed actions. Highly conscientious individuals excel in planning, accountability, and detail, often achieving success. Less conscientious individuals may struggle with organization and task completion.

Neuroticism is a trait linked to emotional instability and negative emotions like anxiety, rage, and despair. High-intensity individuals experience stress, vulnerability, and self-doubt, while low-neuroticism individuals are more stable, resilient, and manage stress effectively.

Openness to Experience refers to a person's wide range of experiences and interests. Imaginative, inquisitive, and open-minded, people with high openness love discovering new concepts, cultures, and artistic pursuits. They are associated with creativity and intellectual curiosity, participating in artistic endeavours, writing, and innovating. Low-openness people, on the other hand, are less interested in abstract or creative endeavours and are more traditional, pragmatic, and practical.

Emotional intelligence (EI) refers to the ability to effectively recognize, analyze, regulate, and apply emotions, both one's own and those of others. Self-regulation, or the capacity to regulate one's emotional reactions and behaviours in various situations; self-awareness, or the ability to perceive and comprehend one's own emotions; and motivation, or the determination to pursue tasks with enthusiasm and resolution in the face of adversity. Among the primary components of this concept are social skills, or the capacity to successfully negotiate social difficulties and build solid interpersonal connections, and empathy, or the capacity to identify and understand the feelings and viewpoints of others. Emotional intelligence is crucial for personal and professional success, influencing interactions, stress management, decision-making, and enhancing communication, leadership, and conflict resolution skills.

Emotional intelligence theories provide insights into how emotions influence behaviour and social interactions. They emphasize the importance of emotional intelligence in personal and professional success, emphasizing the need for empathy, self-awareness, self-regulation, and social skills.

Personality and emotional intelligence are interconnected, with personality traits influencing and strengthening each other. Positive traits like agreeableness and neuroticism can influence emotional

regulation, leading to good social and empathy skills. Emotional intelligence, on the other hand, enhances flexibility and self-control, enhancing personality qualities. Personality provides structure for these tendencies, while EI offers methods to manage and enhance emotions, promoting more successful social interactions. Personality and emotional intelligence are interconnected, as emotional intelligence can enhance personality traits and influence how individuals utilize and develop them. Extraverted individuals can enhance their social skills and confidence, while traits like empathy and self-control can help manage and change personality traits. This interplay influences social and emotional functioning, influencing personal and professional achievement.

II. REVIEW OF LITERATURE

1. Madalaimuthu & Kadiravan (2016), Influence of Personality Factors on the Trait Emotional Intelligence among College Students investigated how personality variables influence emotional intelligence. 136 students from two Salem City colleges were selected as a sample using basic random selection (64 from the first year and 72 from the third year of the UG course). The Emotional Quotient Inventory by Bar-On and the Big Five Personality Locator by McCrae and Costa were used to collect the data. The results demonstrated that while extraversion and neuroticism changed by academic year, extraversion, agreeableness, and conscientiousness differed significantly across students based on their gender. Furthermore, there was noticeable variation in the emotional intelligence of students according to their academic year.

2. Rafiq (2015) Relationship Between Big Five Personality Traits, Emotional Intelligence and Self-esteem Among College Students targeted to assess the relationship between the Big Five personality characteristics, emotional intelligence, and self-esteem across students attending college in Kotla Arab Ali Khan, Gujarat, Pakistan. The association between self-esteem, emotional intelligence, and the five major personality characteristics was determined using the Pearson Product Moment Correlation method in the SPSS-16 edition. The study's findings revealed a substantial negative relationship between personality traits and emotional intelligence, as well as a significant association between emotional intelligence and self-esteem.

3. Mandal (2017) Emotional Intelligence and Personality Traits among Teacher Educators of B.Ed. Colleges under Burdwan University investigates the association between personality qualities and emotional intelligence in female instructors, highlighting their impact on students. Research results imply that female teachers are more emotionally proficient than male educators, in addition to being more cooperative and conscientious. This emphasizes the value of female instructors in the school system. The study revealed no significant differences in extraversion and neuroticism between male and female teacher educators. However, emotional intelligence is connected to B.Ed. colleges' Big Five Personality Traits: conscientiousness, extraversion, agreeableness, openness, and neuroticism. The findings also revealed substantial gender disparities in emotional intelligence.

4. Bibi, Saqlain, & Mussawar (2016) Relationship between Emotional Intelligence and Self-Esteem among Pakistani university Students involved 250 male and female students from Pakistani institutions in Rawalpindi and Islamabad. The researchers employed the emotional intelligence scale and the Rosenberg self-esteem exam to measure respondents' emotional intelligence and self-esteem. The study's findings indicate a considerable disparity between men and women in emotional intelligence among college students. Furthermore, the researchers discovered that women tend to be more sensitive, empathic, and emotionally advanced than males.

5. Kappagoda (2013) Relationship between Emotional Intelligence and the Five Factor Model of Personality of English Teachers in Sri Lanka analyzed data from 470 English teachers and found that emotional intelligence significantly influences extraversion, agreeableness, and openness to new experiences.

However, conscientiousness and neuroticism were not found. Emotional intelligence explains 75% of the diversity in extraverted personality types and 71% of the variation in agreeableness personality types. The findings suggest that the emotional intelligence of English instructors has a crucial role in explaining the 89% difference in openness to experience. Furthermore, it was shown that emotional intelligence, agreeableness, openness to experience, and extraversion all showed a significant linear relationship. Overall, the teachers' emotional intelligence was found to have a considerable influence on their five-factor personality model.

6. Martskvishvili & Mestvirishvili (2014) Relationship between Emotional Intelligence and Personality Disorder Symptomatology explored the relationship between trait emotional intelligence and personality disorder symptoms in undergraduate students. Despite its nonclinical nature and lack of a clinical group comparison, it found a significant negative association between trait emotional intelligence components and personality disorder symptomatology. The majority of trait emotional intelligence assessments resulted in worse outcomes in individuals with high overall personality disorder scores.

7. Alghamdi, Aslam, & Khan (2017) Personality Traits as Predictors of Emotional Intelligence among University Teachers as Advisors comprised 100 student advisors aged between 21 and 40 of both genders. The Schutte Emotional Intelligence Scale (SEIS) and Big Five Inventory (BFI) were employed to evaluate the variables. The findings demonstrated that extraversion, agreeableness, and openness to experience were major indicators of emotional intelligence, but conscientiousness and neuroticism had no effect. Furthermore, T-tests revealed no gender disparities in emotional intelligence.

8. Yusoff et al. (2014) Relationship between Emotional Quotient and Personality Traits of Lecturers revealed a significant relationship between emotional intelligence and personality traits like extraversion, meaning that the higher the participant's emotional intelligence, the more social and confident the individual is. The study found that persons with high emotional intelligence are tough-minded, always involved in their organization, sociable with peers, outward-oriented, and emotionally stable. The study also discovered a negative correlation between emotional intelligence and the personality trait neuroticism, implying that the higher the participant's emotional intelligence, the lower the trait neuroticism.

9. Hosseini & Anari (2011) Relationship between Emotional Intelligence and Unstable Personality among Substance Abusers involving 80 male addicts in Yazd, Iran, found a significant negative correlation between instability and emotional intelligence (EI) among drug users. However, it also revealed a positive correlation between EI and stability. Those with higher EI exhibited more consistent and risk-averse behaviour. Emotional regulation, a component of EI, may positively affect adaptability. Instability may be linked to mood swings, unpredictable behaviour, neuroticism, decreased emotional self-awareness, assertiveness, self-worth, interpersonal relationships, and adaptability.

10. Lizeretti, Costa, & Gimeno-Bayon (2014) Emotional Intelligence and Personality in Anxiety Disorders purposefully looked at the relationship between Emotional Intelligence (EI) and personality disorders among outpatients with anxiety disorders. 146 anxiety disorder patients from the Health Consortium of Maresme participated in this study. To investigate the samples, the researchers used the STAI, MSCEIT, and MCMI II questionnaires. The study's findings reveal that 89 percent of the participants fulfilled the diagnostic criteria for numerous personality disorders. The study demonstrated that people with anxiety disorders possessed low levels of emotional intelligence, especially concerning emotional processing and regulation, which corresponds to higher anxiety and a higher likelihood of personality disorders. Despite their strong identification and facilitation skills, they struggle with processing emotions and regulation.

11. El Othman et al. (2020) Personality traits, emotional intelligence and decision-making styles in Lebanese universities medical students investigates the impact of personality traits on emotional intelligence (EI) and decision-making among medical students at Lebanese universities. It found that higher extroversion leads to a lower rational decision-making style, while agreeableness and conscientiousness lead

to a higher rational decision-making style. Extroverts and openness to experience lead to a more intuitive approach, while agreeableness and conscientiousness lead to a more reliant decision-making style. Neuroticism and agreeableness are associated with less intuitive decision-making. The results suggest a link between personality aspects and decision-making styles, with EI positively influencing spontaneous decision-making but negatively impacting evasive and reliant styles. Emotional intelligence is also seen as a channel between personality traits and decision-making methods.

III. METHODOLOGY

A quantitative study exploring the effect of personality on the level of emotional intelligence.

Aim:

To study the effect of personality on the level of emotional intelligence

Objectives:

To study the effect of personality on the level of emotional intelligence

To study the personality and emotional intelligence of the individuals concerned

Hypothesis:

There will be a significant effect of personality on the level of emotional intelligence.

Sample:

A convenience sample technique was used to gather the data online. This study had 65 participants (31 males and 34 females) aged 18 to 25. Informed consent about the voluntary nature of the form is obtained from each participant.

Tool description:

The Big Five Inventory (BFI-10) was modified from Rammstedt and John (2007). It is a 10-item abbreviated version of the Big Five Inventory in English and German that assesses the Big Five personality qualities of extraversion, agreeableness, conscientiousness, emotional stability, and openness. The scale was developed using the 44-item Big Five Inventory and is intended for situations in which participants' time is severely constrained. The items are scored on a five-point Likert scale, with individuals selecting responses ranging from "strongly disagree to strongly agree." Items are scored, and some are reverse-scored. Test-retest correlations indicate acceptable reliability. Correlations with other Big Five measures, correlations between self and peer assessments, and relationships with sociodemographic factors all point to the BFI-10 scores having high validity.

The Emotional Intelligence Scale (EIS) was developed by Hyde, Pethe, and Dhar (2002), which consists of 34 items that are to be scored on a five-point Likert scale ranging from 'strongly agree' (scored 5) to 'strongly disagree' (scored 1). The statements discuss various aspects of emotional intelligence, such as self-awareness, empathy, self-motivation, emotional stability, relationship management, integrity, self-development, value orientation (2 items), commitment, and altruistic behaviour. The possible scores range from 34 to 170, with higher scores indicating a greater degree of emotional intelligence. There are no negatives. The initially developed scale has excellent content validity. The scale's split-half reliability is 0.88.

Procedure:

The purpose of the study is to determine how personality affects emotional intelligence. The participants were provided with a Google form that contained the Emotional Intelligence Scale (EIS), created by Hyde, Pethe, and Dhar in 2002, as well as the Short Version of the Big Five Inventory, created by Rammstedt & John in 2007. After the Google form was filled up with the information that the participants had supplied, all of the responses were collected. After recording and evaluating the participant replies, group data was combined, and the relationship between personality and IQ was examined using a t-test.

IV. RESULTS

Table 1: Showing Descriptive Statistics and t value between Extraversion (Personality) and Emotional Intelligence

Variables	Mean	SD	t
Extraversion	4.8462	1.34897	-67.821
Emotional Intelligence	133.1846	15.19652	

Table 1 shows that the mean score for extraversion is **4.8462** (SD = 1.34897), while the mean score for emotional intelligence is **133.1846** (SD = 15.19652). The t-value of **-67.821** and a significance level of **p < .001** indicate a highly significant relationship between extraversion and emotional intelligence. These results suggest that individuals with higher extraversion may tend to have greater emotional intelligence, reinforcing the idea that extraverts' sociability and assertiveness could enhance their emotional regulation and interpersonal understanding.

Table 2: Showing Descriptive Statistics and t value between Agreeableness (Personality) and Emotional Intelligence

Variables	Mean	SD	t
Agreeableness	7.0308	1.56094	-66.579
Emotional Intelligence	133.1846	15.19652	

In Table 2, the mean score for agreeableness is **7.0308** (SD = 1.56094), with emotional intelligence maintaining a mean of **133.1846** (SD = 15.19652). The t-value is **-66.579**, again with **p < .001**, demonstrating a statistically significant link between agreeableness and emotional intelligence. Agreeableness, characterized by traits such as empathy and cooperation, appears to correlate positively with emotional intelligence, likely due to agreeable individuals' sensitivity to others' emotions and their ability to maintain positive relationships.

It illustrates this association, showing the alignment of mean values between agreeableness and emotional intelligence, further supporting the observed statistical relationship.

Table 3: Showing Descriptive Statistics and t value between Conscientiousness (Personality) and Emotional Intelligence

Variables	Mean	SD	t
Extraversion	6.000	1.61051	-67.100
Emotional Intelligence	133.1846	15.19652	

Table 3 reveals a mean score of **6.0000** (SD = 1.61051) for conscientiousness and again, a stable mean for emotional intelligence at **133.1846** (SD = 15.19652). With a t-value of **-67.100** and **p < .001**, the results indicate a strong, significant relationship between conscientiousness and emotional intelligence. Conscientious individuals, known for their goal-directed behavior and self-discipline, may excel in emotional intelligence due to their capacity for self-regulation and managing complex emotions.

Table 4: Showing Descriptive Statistics and t value between Neuroticism (Personality) and Emotional Intelligence

Variables	Mean	SD	t
Neuroticism	6.0000	1.89572	-66.957
Emotional Intelligence	133.1846	15.19652	

Table 4 presents the relationship between neuroticism and emotional intelligence, with neuroticism having a mean of **6.0000** (SD = 1.89572). Despite the stability of emotional intelligence scores, the t-value of **-66.957** with **p < .001** reflects a significant negative relationship between neuroticism and emotional intelligence. Neurotic individuals, prone to anxiety and emotional instability, are likely to score lower in emotional intelligence, as they may struggle with emotional regulation and stress management.

Table 5: Showing Descriptive Statistics and t value between Openness to Experience (Personality) and Emotional Intelligence

Variables	Mean	SD	t
Openness to Experience	6.8615	1.28546	-66.780
Emotional Intelligence	133.1846	15.19652	

Table 5 shows a mean score of **6.8615** (SD = 1.28546) for openness to experience, with emotional intelligence maintaining the same mean of **133.1846** (SD = 15.19652). The t-value of **-66.780** and **p <.001** suggest a significant positive relationship between openness and emotional intelligence. Individuals high in openness, characterized by creativity and curiosity, may be better equipped to understand and process emotions, both their own and others', contributing to higher emotional intelligence.

V. DISCUSSION

The current study attempted to assess the impact of various aspects of personality on college students' emotional intelligence. The data provides a detailed analysis of the relationship between five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience) and Emotional Intelligence (EI). The t-values and significance levels (p-values) for each domain are helpful in understanding the strength of these relationships.

Extraversion shows the **highest level of significance** in relation to emotional intelligence. The negative t-value here does not indicate a negative relationship but reflects the statistical computation. The significance (**p <.001**) suggests that extraversion has the strongest and most meaningful influence on emotional intelligence. This implies that individuals with high levels of extraversion—characterized by sociability, assertiveness, and high energy—tend to have significantly better emotional intelligence. Their interpersonal nature likely makes them more adept at understanding and managing both their own emotions and those of others.

While all domains show a highly significant relationship, **openness to experience** has the **lowest t-value**, indicating that its effect, although still highly significant, is slightly weaker compared to the other personality traits. Individuals who are more open to experiences may have a positive correlation with emotional intelligence because of their imaginative and creative abilities, but this domain appears to exert a slightly less dominant influence on EI compared to traits like extraversion or agreeableness. This is consistent with the findings of Kappagoda (2013), where the results indicate that an important factor in explaining the 89% variation in openness to experience is the emotional intelligence of English instructors.

As expected, **neuroticism** shows a significant negative relationship with emotional intelligence, with a t-value of **-66.957** and **p <.001** (Table 4, Figure 4). Neurotic individuals who are characterized by emotional instability, anxiety, and irritability are more inclined to struggle with emotional intelligence given that they have issues regulating their feelings, coping with stress, and maintaining emotional equilibrium. This result is consistent with the understanding that high levels of neuroticism can hinder emotional regulation, thereby reducing emotional intelligence. The study suggests that individuals who are prone to negative emotions may

find it challenging to develop high EI. The study conducted by Yusooff et al. (2014) also showed a negative relationship between emotional intelligence and the personality trait of neuroticism, which reveals that the higher the level of emotional intelligence of the respondent, the lower the trait of neuroticism.

Despite minor variations in t-values, all personality traits have a highly significant relationship with emotional intelligence, with extraversion being the most influential and openness being the least influential among them.

The study reveals that all five personality traits—extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience—have a strong relationship with emotional intelligence. Extraversion has the most significant positive association, but neuroticism has a considerable negative association. Conscientiousness and agreeableness additionally carry substantial positive influences, while openness has the lowest, though still significant, impact.

These findings are consistent with the larger body of psychological research, which contends that while some personality traits might impede emotional stability, others offer a constructive framework for the growth of emotional awareness, control, and interpersonal skills. It emphasizes that the characteristics of personality play a crucial role in shaping emotional intelligence. Socially oriented and emotionally stable traits, such as extraversion, conscientiousness, and agreeableness, foster higher EI, whereas traits associated with emotional instability, like neuroticism, inhibit the development of emotional intelligence. This suggests that interventions aimed at improving EI may need to consider these personality dimensions, particularly focusing on fostering traits like emotional stability, sociability, and self-discipline.

Limitations

There are several limits to the research on the connection between emotional intelligence (EI) and personality. The results' statistical strength and generalizability are constrained by the small sample size of 65 individuals. A more thorough analysis of the link across other demographic categories might be possible with a bigger, more varied sample. Because participants may have given socially acceptable answers, the use of self-reported data may create biases. Future research may look at validating self-reported data using observational techniques or multi-informant methodologies. Inferring causal correlations between personality characteristics and EI is limited by the study's cross-sectional approach. Researchers might look at how EI changes over time in connection to personality factors using a longitudinal study design. The sample's narrow age range of 18 to 25 years restricts the study's findings to young people and ignores potential developmental shifts in personality and emotional intelligence throughout the course of a person's life. Furthermore, the study used condensed versions of the personality and emotional intelligence tests, which could not fully represent these constructs' complexity. A more detailed knowledge of the distinct parts of personality that contribute to different areas of emotional intelligence may be possible with the use of comprehensive, validated instruments.

Implications

According to the study, by comprehending how personality characteristics affect emotional intelligence (EI), psychologists, counselors, and educators may create treatments that promote healthy personality development while reducing the detrimental effects of qualities like neuroticism. Students with high neuroticism may benefit from stress prevention and regulation of emotions programs that enhance their psychological well-being and social abilities. Furthermore, encouraging interpersonal abilities, empathy, and emotional control in people who exhibit high levels of agreeableness, openness, and extraversion may enhance their academic achievement and position them for leadership positions.

The study makes some encouraging recommendations for future research, such as using neurophysiological techniques to shed more light on the processes behind the association between personality and EI, cross-cultural studies to investigate the relationship between behavioral characteristics and EI, and longitudinal research to investigate the flexibility and elasticity of EI across various life stages. It would be beneficial to comprehend how personality and EI interact in various demographics, such as experts in extremely stressful jobs.

Finally, the results of the study point to the possible advantages of providing mental health support services in educational settings, especially for students who score highly on neuroticism and may be more susceptible to stress and instability in their emotions.

VI. CONCLUSION

This study adds to the expanding corpus of research on how emotional intelligence and personality factors interact. While neuroticism seems to be a barrier, the results highlight the value of other aspects of personality in promoting greater EI. Notwithstanding its shortcomings, the study offers insightful information to educators, therapists, and mental health specialists who assist young adults' emotional and psychological development. The limitations mentioned above should be addressed in future studies, along with the causality of these correlations, increasing demographic diversity, and taking into account the larger contextual elements that could affect personality dynamics and emotional intelligence. Researchers and practitioners may get a better understanding of how to assist the emergence of emotional awareness across a range of groups and situations by further investigating these intricate linkages, which will ultimately help people succeed both personally and professionally.

The most robust positive relationship was found for extraversion, suggesting that those who are extroverted—those who are outgoing and confident—tend to be better at controlling their emotions and have a better sense of how other people feel. Emotional intelligence (EI) was also positively related to conscientiousness and agreeableness. Cooperation and empathy were demonstrated by conscientious people, while self-discipline and goal orientation were demonstrated by agreeable people. Conversely, there was a negative link found between neuroticism and emotional intelligence (EI), indicating that people with high degrees of emotional instability, anxiety, or moodiness have trouble controlling their emotions and comprehending other people. Among the characteristics, openness to experience exhibited the poorest relationship with EI, albeit having a positive relationship. Nevertheless, those with high openness levels—who are frequently described as creative and curious—still have a capacity to control their emotions.

Overall, the study demonstrates that emotional intelligence is highly dependent on personality characteristics, with features that foster sociability and emotional stability elevating emotional intelligence and traits linked to emotional instability, such as neuroticism, detracting from it.

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VII. REFERENCES

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