



Personality Traits and the Growth of Emotional Intelligence. A Systematic Evaluation

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Abstract

Emotional intelligence (EI) and personality traits are inherent factors that shape individuals' perception, cognitive processing, and behavioral responses to emotional stimuli. This study examines the complex interplay between personality traits and emotional intelligence (EI), investigating how certain personality traits can impact the formation and expression of EI. By employing a blend of empirical investigation and theoretical examination, we evaluate the correlation between fundamental aspects of an individual's personality, namely openness, conscientiousness, extraversion, agreeableness, and neuroticism, and their emotional intelligence (EI) capacities, including self-awareness, self-regulation, motivation, empathy, and social skills. This study utilized fourteen articles acquired through a systematic search using the keywords "emotional intelligence and personality" in the Scopus and PubMed databases. An individual's personality plays a significant role in shaping their emotional intelligence, which in turn has a profound impact on multiple domains of human endeavor. Initial findings indicate that specific personality traits may facilitate developing emotional intelligence (EI), whereas others may pose obstacles that necessitate focused interventions. Acknowledging the interaction between personality and emotional intelligence (EI) presents novel opportunities for comprehensive personal growth, emphasizing the significance of customized approaches encompassing both aspects. This study emphasizes the need for a comprehensive comprehension of human behavior, advocating for approaches that accommodate the distinct interplay between an individual's personality and emotional intelligence. These strategies aim to enhance personal and interpersonal outcomes to their fullest potential.

Keywords: Emotional Intelligence, Personality Traits, Emotions, Behavior, Big Five Factors

1. Introduction

The concepts of emotional intelligence (EI) and personality have been widely recognized and extensively studied in psychology, playing a crucial role in enhancing our comprehension of human behavior, the process of decision-making, and the dynamics of interpersonal relationships. Emotional intelligence (EI) encompasses an individual's capacity to perceive, comprehend, control, and regulate emotions, including their own and those of others. On the other hand, personality traits provide a valuable understanding of an individual's enduring cognitive, affective, and behavioral patterns. Nevertheless, how do these two domains intersect? To what extent can our innate personality traits influence the development of our emotional intelligence? And if so, to what degree?

This investigation delves into the intricate correlation between individual personality traits and the development of emotional intelligence. Utilizing the theoretical framework of the Five-Factor Model of personality, which encompasses the dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism, our objective is to explore the interconnections and distinctions between these traits and the fundamental elements of Emotional Intelligence (EI), namely self-awareness, self-regulation, motivation, empathy, and social skills (Halkiopoulou et al., 2021a; Gkintoni et al., 2017; Gkintoni et al., 2016).



Comprehending this association is of utmost importance for various reasons. In addition to offering a more profound understanding of the human psyche, it also presents practical implications. Acknowledging the impact of personality traits on emotional intelligence (EI) makes it possible to customize interventions aimed at personal development, cultivate favorable interpersonal dynamics, and enhance overall personal and professional outcomes (Antonopoulou et al., 2022b; Antonopoulou et al., 2021). This article aims to examine the intersection between personality traits and the development of emotional intelligence, which requires a thorough comprehension of both domains.

2. Literature Review

In recent academic research, there has been a significant amount of attention given to the concept of emotional intelligence (EI) (Dev et al., 2012; Goleman, 2001; Mayer et al., 2000; Petrides & Furnham, 2003; Schutte et al., 2009; Stough et al., 2009). According to Woolfolk et al. (2008), Emotional Intelligence (EI) can be defined as the capacity to effectively and efficiently process emotional information. According to Goleman (1997) and Higgs (2000), emotional intelligence (EI) encompasses the ability to effectively regulate emotions in order to enhance self-motivation, foster creativity, and improve performance within one's respective domain (Tzachrista et al., 2023). An increasing amount of empirical research indicates a significant correlation between emotional intelligence (EI) and various indicators of social-emotional success. These indicators include experiencing positive emotions more frequently, having higher levels of self-esteem, greater life satisfaction, increased social engagement, improved academic performance, higher job satisfaction, enhanced self-efficacy, and overall well-being (Kafetsios & Zambetakis, 2008; Song et al., 2010; Zeidner et al., 2009; Zeidner & Shemesh, 2010).

In recent years, there has been a growing interest among literature authors in investigating the impact of emotions and emotional intelligence (EI) on educational outcomes to enhance performance (Arnold, 2005; Jennings & Greenberg, 2009; Rohana et al., 2009; Sutton, 2004; Najmuddin et al., 2011). Researchers have argued that the emotional intelligence (EI) of employees can predict various work-related outcomes, including job satisfaction and performance (Bachman et al., 2000; Prati et al., 2003). According to Wong and Law (2002), Emotional intelligence (EI) encompasses three distinct categories of abilities: the capacity to evaluate one's own and others' emotions, the aptitude to manage and articulate emotions, and the skill to utilize knowledge about one's own and others' emotions to enhance personal cognition and behavior (Halkiopoulou et al., 2022). Research has demonstrated that it can assist individuals in effectively managing various stressors encountered in life. Additionally, it is crucial to acknowledge that this ability facilitates an individual's capacity to be versatile and accommodating, particularly in interpersonal contexts, thereby playing a vital role in their personal growth and overall welfare. Research has indicated that emotional intelligence significantly enhances and influences an individual's personality and traits (Gkintoni et al., 2022b). Hence, it can be inferred that Emotional Intelligence (EI) plays a significant role in enhancing individuals' overall well-being, encompassing physical and mental health, and facilitating personal and professional adaptation (Gkintoni et al., 2021c).

Moreover, there exists a direct correlation between EI and improved job performance. According to Lean and Schwartz (1987), emotional competence contributes to mental well-being, whereas emotional disturbance plays a crucial role in developing personality disorders (Giannoulis et al., 2022b; Gkintoni & Ortiz, 2023). The researchers have comprehensively investigated the relationship between five personality dimensions, specifically highlighting the notably significant correlation between extraversion and neuroticism.

Emotional intelligence is strongly associated with the Big Five, which aligns with a widely acknowledged framework encompassing five personality traits: neuroticism, extraversion, openness to experience, cooperativeness, and conscientiousness. Each of these dimensions, in turn, comprises six subfactors, thereby offering a comprehensive examination of fundamental inclinations and individual traits (Antonopoulou et al., 2020; Antonopoulou et al., 2019). It is essential to mention that virtual reality has positively contributed to the field regarding depicting technological events or objects. This technology, along with emotional intelligence, establishes a fundamental association with personality traits, which notably influences academic achievement



(Gkintoni & Dimakos, 2022). The capacity to demonstrate acceptance towards others, comprehend their requirements, and exhibit sensitivity towards their emotional states, encompassing social and empathic aptitudes, is highly conspicuous (Giannoulis et al., 2022a).

Another component of emotional intelligence involves the capacity for empathy towards both one and others. Numerous studies have demonstrated that emotional intelligence (EI) significantly correlates with neuroticism and extroversion personality factors. Additionally, it is essential to note that emotional intelligence is intricately connected to various other psychological constructs, such as self-awareness, self-control, personal responsibility, and conflict management. These constructs, in turn, play a crucial role in effectively regulating emotions. A notable distinction has been identified between the two sheets in question. Research findings have indicated that there exist both commonalities and distinctions between males and females in various domains, including interpersonal, social, cultural, and emotional dimensions (Gkintoni et al., 2023a; Gkintoni et al., 2023d).

Numerous studies have consistently reported that women exhibit a more excellent proficiency in perceiving and discerning the emotions of others compared to men. Additionally, women tend to experience both positive and negative emotions with heightened intensity compared to men. Consequently, a disparity exists in manifesting conscious emotions based on gender. There was a disparity in the prevalence of guilt and shame between genders, with women exhibiting higher levels than men. Furthermore, this gender discrepancy intensified as individuals progressed through different age cohorts. The abovementioned differences can be elucidated by considering biological and social factors. Furthermore, it is imperative to consider the social factors between the two entities, explicitly examining how social communication and teaching styles may contribute to these variations (Gkintoni et al., 2023c). A significant role has been identified in establishing a connection between emotional intelligence (EI) and resilience and enhancing academic achievement.

Upon conducting an extensive examination of the pertinent scholarly works, it was determined that there is a compelling need to undertake a systematic review that explores the impact of individual differences on the emotional intelligence of individuals. The primary focus of the analysis will be on the interrelationships among gender, performance, and individual characteristics. The hypotheses posited that emotional intelligence (EI) would significantly impact the abovementioned factors and that EI is contingent upon the individual's personality.

3. Methodology

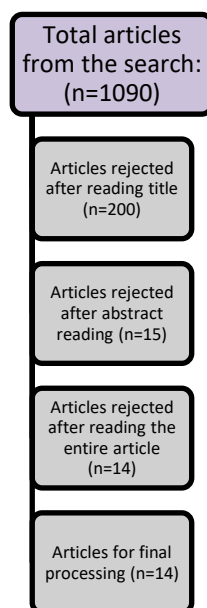
The current investigation employed a systematic review approach to compile empirical evidence concerning emotional intelligence and individual variations. In order to achieve the objective, a comprehensive search was conducted in the "Scopus" and "PubMed" databases to identify relevant articles. The search query employed the keywords "emotional intelligence and personality". The constraints applied in PubMed involved limiting the search results to the domain of psychology and restricting the language to English ("PSYC" and "English"), in order to exclude irrelevant content.

Initially, the titles were examined to ascertain their relevance to the subject matter and their ability to address the research inquiries. Subsequently, in the studies that pertained to the subject matter, the subsequent course of action involved scrutinizing the abstract to ascertain the objectives, the sample composition, the research methodology employed, and, ultimately, to provide a concise summary of the findings. In order to distinguish between valuable and non-useful articles, a set of inclusion and exclusion criteria was employed. Consequently, the articles considered appropriate for composing the systematic review were chosen.

In particular, the research articles must be written in English and published within the past ten years. The articles utilized in this study were limited to the time frame of 2015 to 2023. The data retrieval process was carried out during May and June 2023.

The initial phase involved formulating the research question as a starting point for conducting the literature review. Following a series of group discussions, a collective decision was made to investigate the topic of

emotional intelligence, specifically focusing on its relationship with individual differences, performance, work, and other personality traits. Subsequently, the process of searching within the database commenced. A total of 1,090 search results were generated using the specified keywords. Of the options presented, and considering the title, 200 were deemed valid. Subsequently, the task entailed perusing the abstracts of the studies as mentioned above. The inclusion criterion for this study was limited to experiments with a sample, excluding reviews or post-analyses. Only articles not open access or accessed through the university were excluded from the selection process. A total of 15 articles were initially gathered by employing a restricted set of keywords and assessing the abstracts for relevant information. However, one article was excluded due to the considerable time and effort required for its interpretation. The remaining portion constituted the research material utilized for the systematic review. Subsequently, a comprehensive examination of the articles was conducted individually, aiming to scrutinize each study's outcomes and facilitate a comparative analysis among them. The results were meticulously documented and analyzed using statistical methods, and their interpretation is presented in the final sections of the study.



4. Results

At the onset of data collection, we categorized the outcomes about the correlation between personality traits and emotional intelligence (EI). Subsequently, we compiled empirical evidence about the influence of emotional intelligence (EI) on job performance. In conclusion, we present findings about emotional education within the field of education, as well as the examination of gender and age disparities in emotional intelligence.

Akhtar et al. (2015) conducted a study to examine the impact of Big Five personality traits, work personality, and trait emotional intelligence on work engagement. The study's findings revealed a significant positive relationship between emotional intelligence and work engagement. Notably, when emotional intelligence was incorporated into the model, the proportion of variance explained increased to 26%. Simultaneously, the findings demonstrate that personality factors validly predict work engagement. Nevertheless, it is worth noting that emotional intelligence (EI) exhibited a significant correlation with engagement, even when accounting for the potential influence of other personality factors. This implies that individuals with higher levels of emotional intelligence are more inclined to actively participate in their work, irrespective of age, gender, and Five Factor



model profiles. *Emotional intelligence* is an individual attribute that enhances one's ability to demonstrate commitment. Duran et al. (2004) posited those individuals with elevated levels of emotional intelligence exhibit proficient interpersonal skills, effectively fostering increased employee engagement.

In their study, Kumar and Tankha (2023) seek to establish the significance of intelligence as a determinant of human behavior, like the Big Five Factors. Additionally, their research aims to identify the most influential predictors of global CAD among the Big Five traits. The initial findings indicate no significant differences in emotional intelligence between males and females. Moreover, the observed correlations demonstrate a statistically significant association between the Big Five Factors and the overall coronary heart disease (CHD) trait. Moreover, it was found that neuroticism emerged as the primary predictor of the overall construct of emotional intelligence. Simultaneously, it can be observed that there exists a positive correlation between conscientiousness and the global trait of emotional intelligence. This suggests that individuals who exhibit traits such as responsibility, organization, industriousness, self-motivation, and adherence to rules tend to possess higher levels of emotional intelligence.

Similarly, the observed correlation between extraversion and intelligence implies that extroverted individuals also tend to possess solid social aptitude and adeptness in managing interpersonal relationships. These qualities are commonly associated with high levels of cognitive ability. Individuals who possess traits such as agreeableness, understanding, caring, generosity, trust, and helpfulness may or may not demonstrate elevated levels of emotional intelligence (EI), as these traits may lead them to be cautious about causing harm to others or neglecting the needs of others for the sake of their well-being. The study's results also demonstrate a potential for overlap and mutual influence between personality factors and trait emotional intelligence. On the other hand, emotional intelligence has the potential to enhance one's ability to manage and navigate emotional distress and instability, surpassing the influence of the big five personality traits.

In their study, Fabioa and Saklofskeb (2021) investigate the associations between personality traits and emotional intelligence. The study's findings indicated a positive correlation between reconciliation and compassion and an indirect relationship between reconciliation and compassion mediated by emotional reality. The participants who reported higher levels of pleasure perceived themselves as having more significant emotionality and compassion. The findings of the second model indicate a positive correlation between reconciliation and compassion, both directly and indirectly, through the mediating factor of well-being. Participants who experienced a higher level of pleasure reported a correspondingly higher level of well-being.

Furthermore, there was a positive and indirect association between pleasantness and compassion, mediated by self-control. In line with the findings, individuals who reported higher levels of pleasure also reported a greater sense of self-control. Additionally, those who perceived themselves as having greater self-control demonstrated a higher level of compassion. Simultaneously, a positive and direct correlation existed between emotional stability and compassion, while emotional stability demonstrated an indirect relationship with self-control. Hence, individuals exhibiting more excellent emotional stability tend to perceive themselves as possessing higher levels of self-control, which subsequently leads to an increased sense of compassion. Ultimately, a direct and positive correlation exists between emotional stability and compassion, while the relationship between emotional stability and well-being is indirect. Individuals exhibiting elevated levels of emotional stability demonstrated a propensity to perceive a heightened overall satisfaction with their lives and a stronger inclination towards self-compassion.

In conclusion, emotional intelligence plays a crucial and fundamental role in cultivating and advancing compassion. Cultivating emotional intelligence through education and training is of utmost importance in fostering the well-being of both organizations and their employees. As a profound human sentiment and manifestation, compassion has extensive ramifications for the individual, society, and the global community.

The primary objective of the research conducted by Abe et al. (2018) was to examine the correlation between empathy, emotional intelligence, and personality traits. Additionally, the study explored potential gender



disparities in the above correlation between empathy, emotional intelligence, and personality traits. The results indicate a limited association between emotional intelligence (EI) and empathy. Nevertheless, the regression analysis findings indicate that Emotional Intelligence (EI) is positively associated with a heightened level of empathic capacity. The association between emotional intelligence (EI) and empathy has yielded varying outcomes, as reported in the literature. The study yielded a significant discovery: a robust inverse relationship between emotional intelligence and neuroticism. The findings of our study indicate notable gender-based disparities in personality traits, wherein women exhibit higher levels of neuroticism and agreeableness. However, it is essential to note that the effect size for both traits is relatively modest. In alignment with our research findings, a comprehensive meta-analysis study demonstrated that women exhibited elevated anxiety and acceptance scores. Women tend to exhibit emotional expression and possess more excellent interpersonal communication proficiency than men. The findings indicated no statistically significant disparities in emotional intelligence between genders. The pivotal determinant in emotional intelligence and empathy is personality. This study's findings indicate a significant relationship between personality traits and students' perceptions of empathy.

The primary objective of the research conducted by Othman et al. (2020) is to evaluate the influence of personality traits on emotional intelligence and decision-making among medical students enrolled in Lebanese Universities. Additionally, the study aims to examine the potential mediating role of emotional intelligence in the relationship between personality traits and decision-making styles within this population. The study's findings indicate that individuals with higher levels of extraversion tend to exhibit a lower propensity for rational decision-making. Conversely, individuals with higher agreeableness and conscientiousness tend to demonstrate a greater inclination toward rational decision-making. A significant positive association existed between greater levels of extraversion and openness to experience and a higher inclination towards an intuitive decision-making style.

Conversely, higher levels of agreeableness and conscientiousness were significantly associated with a lower inclination towards an intuitive decision-making style. Furthermore, this lower intuitive style was significantly associated with a higher tendency towards dependent decision-making. There was a significant correlation between heightened receptiveness to new experiences and a reduced tendency to rely on others when making decisions. The study found that higher levels of agreeableness, conscientiousness, and neuroticism were significantly correlated with a reduced tendency towards spontaneous decision-making. No significant association was found between any of the examined personality traits and a negatively impacted avoidant decision-making style in the context of artificial intelligence. The relationship between conscientiousness and intuitive decision-making style is fully mediated by emotional intelligence, while the relationship between extraversion and openness to experience with the intuitive decision-making style is partially mediated by emotional intelligence. The findings suggest that emotional intelligence (EI) has a notable and favorable impact on the intuitive decision-making style while adversely influencing the avoidant and dependent decision-making styles (Halkiopoulou et al., 2021b). Additionally, the research emphasized the significance of emotional intelligence in mediating the relationship between personality traits and decision-making styles.

In their study, Hui-Hua and Schutte (2015) examined a theoretical framework proposing a positive relationship between emotional intelligence trait stability and optimal job performance. The findings indicated a positive correlation between elevated levels of stability, enhanced performance, and increased emotional intelligence. Consequently, individuals with higher stability demonstrated superior performance in tasks and other evaluative measures. Based on the proposed model, it can be observed that the construct of emotional intelligence plays a crucial role as a mediator between the meta trait of stability and job performance, as well as the meta trait of plasticity and job performance. Hence, the results of this study suggest a significant association between meta traits and enhanced job performance, with stability exhibiting a slightly stronger correlation with job performance (Halkiopoulou et al., 2023b). Therefore, it has been demonstrated that there exists a strong correlation between the highest degrees of stability and plasticity and the most prominent indicator of emotional intelligence.



The research conducted by Mohamad and Jais (2016) examines the correlation between emotional intelligence (EI) and job performance, encompassing various dimensions of EI, such as self-regulation, self-awareness, self-motivation, and social skills (relationship management). In summary, the study underscores the significance of emotional intelligence (Gkintoni et al., 2021a; Gkintoni et al., 2021b). Teachers' work performance is significantly influenced by the four domains of emotional intelligence: self-awareness, self-regulation, self-motivation, empathy, and social skills. To sustain optimal performance and gain a competitive edge, it is imperative to cultivate and enhance emotional intelligence through a methodical and steadfast approach. Hence, organizations should establish training initiatives aimed at enhancing the emotional competencies of both managers and employees. Organizations must acknowledge the pivotal significance of emotional intelligence in cultivating human capital, resulting in a workforce that excels in performance.

Burnout, a work-related syndrome, poses a significant challenge for many professionals. Colomeischi's (2015) study aims to ascertain the presence of burnout syndrome within the teaching profession and elucidate its correlation with internal factors, such as emotional intelligence and personality traits. The study's findings indicate a significant association between teachers' emotional intelligence and burnout. This suggests that teachers with higher levels of emotional intelligence experience lower levels of burnout syndrome. Individuals who experience greater life satisfaction are less likely to experience feelings of exhaustion and lack of fulfillment. The findings additionally demonstrate an inverse relationship between teachers' burnout and their emotional intelligence, life satisfaction, and personality traits. The findings mentioned above align with previous research indicating that teachers' emotional intelligence plays a crucial role in the overall quality of education (Biol et al., 2009).

The concept of emotional intelligence was initially introduced by Salovey and Mayer, as outlined in the study conducted by Tommasi et al. (2023). They defined *emotional intelligence* as the capacity to recognize and comprehend emotions and the aptitude to utilize them as a cognitive aid. Additionally, the authors propose a comprehensive understanding of emotional intelligence (EI) can be attained by examining its relationship with individual attributes such as gender, personality traits, and fluid intelligence. The study's results indicate significant associations among the Five Dimensions, overall emotional intelligence scores, and individual personality traits. The findings of this study indicate a noteworthy positive correlation between the factors of emotional intelligence and the dimensions of personality.

In contrast, a limited association was observed between trait emotional intelligence (EI) and fluid intelligence, indicating a negligible relationship between the two variables. The gender characteristics of individuals are found to be influenced by both gender characteristics and scores on subscales of emotional intelligence. Both men and women demonstrated comparable levels of adaptability and general mood factors. Nevertheless, it was observed that males exhibited superior performance compared to females in terms of intrapersonal stress management factors. Consequently, individuals exhibited heightened levels of self-awareness, a deeper understanding of their capabilities, enhanced capacity to comprehend and articulate emotions and thoughts, and improved ability to navigate challenging circumstances.

Conversely, it was observed that women exhibited superior performance compared to men in the domain of Interpersonal Emotional Intelligence (EI), which pertains to the capacity to comprehend and interpret the emotions of others. Hence, males can comprehend and interpret their emotional states. At the same time, females exhibit an enhanced ability to discern, comprehend, and interpret the emotional states of individuals around them.

The study conducted by Amico and Geraci (2022) examines the gender disparities in emotional and post-emotional intelligence among adolescents and preadolescents. The researchers employ a variety of trait tests to investigate this phenomenon. The study's findings indicated that female participants exhibited higher scores on ability-EI compared to their male counterparts, particularly among the adolescent age group. In contrast, male participants exhibited higher scores than their female counterparts regarding emotional self-concept across both age cohorts. Research findings indicate that there is a tendency for boys to consistently



overestimate their emotional abilities, whereas girls tend to underestimate their emotional abilities. Gender and age are significant factors that contribute to variations in emotional intelligence. In a more specific context, it has been observed that girls tend to exhibit higher levels of meta-emotional knowledge than boys. Additionally, boys have been found to overestimate their emotional capabilities in various everyday scenarios consistently. The findings indicate a need for more awareness among girls regarding their heightened emotional capacity. Specifically, adolescent girls tend to underestimate their emotional perception, as evidenced by their lower self-perceived abilities compared to their demonstrated aptitude on the test. Ultimately, it is crucial for both preadolescent and adolescent cohorts, regardless of gender, to exhibit a comprehensive understanding of their emotional capabilities. Both overestimation and underestimation can be indicative of a lack of emotional self-awareness.

5. Discussion

This systematic review aimed to examine the relationship between emotional intelligence and various factors such as gender, sociability, performance, work effectiveness, and other relevant variables. Emotional intelligence encompasses a range of capabilities, including social skills, self-regulation, and motivation, which are instrumental in facilitating various endeavors undertaken by individuals. Emotional Intelligence (EI) has gained significant attention in recent years, leading to a substantial growth in scholarly publications.

In greater depth, the findings demonstrated that emotional intelligence (EI) plays a significant role in determining academic achievement and exhibits variability based on individual personality traits. The functionality of a system is closely linked to its stability and performance in the workplace. López-Cassà et al. (2022) have provided evidence indicating a stronger correlation between emotional intelligence (EI) and plasticity than stability. Concerning the correlation with the occupational milieu, heightened emotional intelligence (EI) is positively associated with enhanced levels of work engagement. Moreover, Emotional Intelligence (EI) enhances operational effectiveness by cultivating emotional acuity.

A substantial body of literature examines the relationship between Emotional Intelligence (EI) and the 5 Factor Model, with a particular focus on individual differences in determining behavior and identifying the most influential factor. Neuroticism exhibits a prominent role, while extroversion and conscientiousness demonstrate a substantial positive impact (Sortwell et al., 2023). The attributes of sociability, self-confidence, and organization have been identified as crucial and prevalent among individuals exhibiting elevated levels of emotional intelligence. Individuals who possess extroverted and sociable traits demonstrate enhanced proficiency in managing the emotions of others, thereby attaining elevated levels of emotional intelligence (Gkintoni et al., 2022a). The absence of neuroticism significantly promotes emotional stability and facilitates effective emotion regulation and management. The body of scholarly work about the Big Five personality traits continues to expand, underscoring its significance and ramifications across diverse disciplines.

Furthermore, emotional intelligence (EI) serves as a mediator in decision-making, contingent upon the unique personality traits of individuals. Additional characteristics linked to emotional intelligence (EI) encompass self-compassion and overall psychological well-being (Antonopoulou et al., 2022a; Antonopoulou et al., 2023). The ability to regulate emotions was regarded as a significant factor contributing to emotional stability, and it was observed that proficiency in this skill was enhanced through training.

Specific emphasis was placed on gender and its impact on emotional intelligence (EI). Females exhibited higher emotional perception rates than males, with males frequently demonstrating a tendency to overestimate their emotional perception, whereas females tended to underestimate it. The latter possesses a heightened ability to perceive and comprehend the emotions of others with greater ease. Consequently, disparities exist in the overall levels of emotional intelligence among individuals of different genders. Another factor of individual differences worth mentioning is age, which has been extensively studied. It has been observed that the results



vary depending on the age group of individuals, as there is an increase in management skills with age (Antonopoulou et al., 2021a; Antonopoulou et al., 2021b).

Nevertheless, the chosen articles exhibit certain limitations. Initially, certain studies necessitated the inclusion of a representative sample. The presence of a gender disparity within the study sample may give rise to concerns regarding the credibility and applicability of the findings; similar concerns may arise from an imbalance in the social strata of the participants. It is important to note that certain age groups were not included in the study. Additionally, it would be beneficial to analyze gender disparities across a broader spectrum of age cohorts, explicitly focusing on younger children, to ascertain whether these disparities are less pronounced among this demographic. Two scholarly articles employed self-report measures that exhibited an elevated tendency towards social desirability bias, compromising their internal validity. Ultimately, including participants from diverse cultural backgrounds in a cross-cultural study would mitigate potential limitations and enhance the generalizability of the findings.

Potential areas of future exploration and expansion for the emotional intelligence inquiry encompass an examination of gender disparities across a broader spectrum of age cohorts, with a particular focus on younger children. This investigation aims to ascertain whether gender distinctions are less discernible in children than in adolescents. Additionally, it is crucial to research the extent to which gender identity and sexual orientation, rather than biological sex, can serve as predictors of emotional intelligence, both in magnitude and direction. One notable area of concern for evaluation and commentary involves the examination of the correlation between specific attributes and an individual's level of dedication, particularly the impact of a supervisor's emotional intelligence (EI) on the commitment of subordinates. The assessment of emotional intelligence (EI) in individuals of comparable age residing in diverse countries and cultures would be of specific significance as the elucidation of the findings and the development of cross-cultural instruments to facilitate comparisons across these populations. Furthermore, it would be beneficial to conduct further research on the relationship between performance and effectiveness to illustrate how individuals can enhance their emotional intelligence through educational interventions and strategic approaches.

6. Conclusion

As individuals delve into their introspective realm and uncover their latent capacities, emotional intelligence has emerged as the fundamental underpinning for attaining equilibrium and contentment in one's way of life. By employing emotional intelligence, individuals can comprehend the requirements of others and establish meaningful relationships founded on trust, mutual comprehension, and acceptance. The presence of emotional intelligence is imperative within a professional setting. Cultivating emotional intelligence among individuals in the workplace fosters an atmosphere that promotes well-being, effective collaboration, and enhanced efficiency. Nevertheless, it is essential to note that emotional intelligence extends beyond interpersonal connections.

Furthermore, it exerts a substantial influence on both societal and global spheres. Individuals who cultivate their emotional intelligence exhibit heightened awareness of global issues and possess the capacity to confront obstacles with emotional fortitude and mindfulness. In a societal context characterized by a collective pursuit of prosperity and social cohesion, the cultivation of emotional intelligence has the potential to foster empathy and facilitate interpersonal engagement.

The complex interplay between personality traits and the development of emotional intelligence provides valuable insights into the intricate structure of human behavior and potential. The findings from our investigation indicate that the fundamental components of an individual's personality substantially impact the formation and progression of their emotional intelligence, either enhancing or impeding their growth.

The intricate interplay between personality and emotional intelligence is characterized by subtlety and synergy. Personality traits establish the foundation, while emotional intelligence orchestrates a dynamic and unfolding



process. Acknowledging, valuing, and fostering this connection can facilitate comprehensive individual development, enhanced interpersonal connections, and the cultivation of more inclusive and compassionate societies. The pursuit of self-awareness and empathy is an ongoing endeavor. However, by harnessing the collective influence of personality traits and emotional intelligence, individuals are more adept at traversing the complexities inherent in the human condition.

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