

Research Paper

Personality and Coping Styles: Predictors of Emotional Intelligence among Emerging Adults

Savitha Kamakshi^{1*}

ABSTRACT

Trait Emotional intelligence also known as emotional self –efficacy is found to have an influence on various protective and risk factors in emerging adulthood. Trait EI was positively associated with lower levels of stress and higher levels of perceived job control, satisfaction, and commitment, increased empathy, communication skills, stress management, organization commitment, leadership, teamwork, higher academic performance. Recognizing the significance of trait emotional intelligence in mental health and spiritual well-being, it is important to understand the predictors of trait emotional intelligence. Therefore, the current study focuses on understanding whether Big Five personality and coping styles predict trait emotional intelligence. The study follows a cross-sectional research design and through convenience sampling a sample of 246 individuals (122 male and 124 females) was collected. Hierarchical regression analysis was performed and the results indicated that 51% of variance in trait emotional intelligence explained by personality and coping style. Coping styles uniquely contributed to 21% variance in trait emotional intelligence. Extraversion, Conscientiousness and task-oriented coping positively predicted trait EI. Neuroticism and emotion-oriented coping negatively predicted trait EI. Given the protective role of trait emotional intelligence in psychological well-being, current study focuses on understanding the predictors of trait emotional intelligence.

Keywords: *Big five personality, Trait emotional intelligence, Task-oriented coping, emotion-oriented coping*

Thorndike was the first to identify emotional intelligence as social intelligence defining it as “an ability to know and deal with men and women, boys and girls to take steps sensibly in human relations” (Thorndike, 1920). According to Goleman (1995) IQ accounts for only 20% of the factors that determine life success whereas emotional intelligence accounts for remaining factors. Emotional intelligence is studied as both a trait-based and an ability-based construct. Ability-based emotional intelligence comprises actual emotion-related cognitive abilities and assesses what an individual could do while trait emotional intelligence comprises emotion related self-perceptions and dispositions and assesses what a person really does (Joseph & Newman, 2010; Van Rooy et al., 2005). Trait emotional intelligence also known as emotional self-efficacy, defined as “a group of emotion-linked self-perceptions and dispositions positioned at the subordinate

¹ Assistant Professor, Dept. of Psychology, Ethiraj College for Women, Chennai

*Corresponding Author

Received: February 25, 2026; Revision Received: September 05, 2026; Accepted: September 09, 2026

© 2026, Kamakshi, S.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

levels of personality hierarchies” (Petrides et al., 2007, p.276). General well-being, self-control, emotionality, and sociability are significantly contributed by Trait emotional intelligence (Fiorilli et al., 2019). Trait EI predicted somatic complaints (e.g., headache, stomachache, and tiredness) (Andrei & Petrides, 2013) and it is negatively associated with Borderline Personality Disorder (Sinclair & Feigenbaum, 2012). Trait EI was positively associated with lower levels of stress and higher levels of perceived job control, satisfaction, and commitment, increased empathy, communication skills, stress management, organization commitment, leadership, teamwork, higher academic performance (Petrides & Furnham, 2006), better mental health and Spiritual well-being (Martins et al., 2010; Beauvais et al., 2014). Trait EI can be separated in personality space (distinct), partially influenced by several personality dimensions (compound) and in joint factor analysis EI factor is oblique rather than orthogonal to the Giant Three and the Big Five indicating that lower levels of personality hierarchies is occupied by trait EI. (Petrides et al., 2007) Based on twin and family design studies, global trait EI is influenced by non-shared environment between 58% and 68% respectively which refers that larger variance of Trait emotional intelligence is attributed to experiences and environment. (Vermon et al., 2008) Studies have found that trait emotional intelligence can be increased by several intervention and training programs. (Nelis et al., 2009; Arteaga-Cedeno et al., 2025; Larsen & White, 2025) Studies have found a strong association between EI and all Big Five personality factors (Dawda & Hart, 2000) and high correlation between EI and extraversion and conscientiousness (Day et al., 2005). Conscientiousness is the strongest contributor of EI whereas neuroticism is the least contributor of EI (Avsec et al., 2009). It is seen that there is a possibility of psychopathological consequences as a result of very low trait EI (Petrides, 2017) Emotional intelligence is found to precede resilience thereby enabling individuals to cope with environmental demands effectively (Bermejo-Martins et al., 2021). Trait emotional intelligence positively predicted engagement coping strategies and negatively predicted disengagement coping strategies. (Asturias, 2017; Lu et al., 2022). Adaptive coping style positively predicted emotional intelligence and maladaptive coping styles negatively predicted Emotional intelligence in adolescents with neuro-motor disabilities. (Cioca et al., 2024). Study by Tosun et al., (2022) found that self-confident coping style positively predicted emotional intelligence in Nursing students. These studies explain a bi-directional relationship between coping style and emotional intelligence. Baron (2000) has found higher scores in scales of EI on older cohorts suggesting that life experiences improve EI. Therefore, repeated use of particular coping style employed during stressful situation acts a life experience, might have an influence on trait emotional intelligence, which was hypothesized in the current study. Rather than understanding the relationship between Trait emotional intelligence and Big Five personality traits as done in the previous study by Kumar & Tanka (2023), the current study focuses on understanding whether personality and coping styles predict trait emotional intelligence, thereby enriching literature in Indian context. Given the protective role of emotional intelligence, interventions planned to enhance emotional intelligence can take into account of these predictor variables.

METHOD

Cross-sectional research design was used in the study. The research study was conducted with 246 emerging adults with 122 male and 124 female. Participants were from various private colleges in Chennai pursuing Professional courses from arts, science and engineering stream. A non-probability convenience sampling was used in the study. Informed consent was sought prior to the individual's participation in the study. Participants were assured that their participation is voluntary and they can withdraw at any point during the study. Data collected from participants was kept confidential. This study was approved by the

Personality and Coping Styles: Predictors of Emotional Intelligence among Emerging Adults

departmental research committee. Participants who fulfill the inclusion and exclusion criteria were included in the study.

Inclusion criteria

- Participants of age group -18-25 years.
- Participants of minimum English reading level of Seventh standard
- Participants who are able to understand and participate independently in survey

Exclusion Criteria

- Participants with past or current history of any psychiatric illness.

Tools Used

Biographic data such as age, gender, education was measured using demographic sheet. Self-report measures were used to screen any past or current history of psychiatric illness.

Mini International Personality Item Pool Scale (Donnellan et al., 2006)- The Mini International Personality Item Pool Scale is a 20-item scale, short form of 50 item measure of International Item Pool five-factor model which measures the Big Five personality traits- extraversion, neuroticism, agreeableness, conscientiousness and openness to experience. The validity of Mini IPIP was established across five studies. The internal consistency was found to be 0.65 to 0.77 and the scale has established good discriminant and criterion-related validity with other measures. The convergent validity of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience in Mini IPIP scale with IPIP-FFM was found to be .93, .89, .90, .92, .85 respectively. Mini IPIP is a five point Likert scale ranging from strongly disagrees to strongly agree with scores from 1 to 5 and there are 11 reverse scored items.

Trait Emotional Intelligence Questionnaire Short Form (Petrides, & Furnham, 2006) - The Trait Emotional Intelligence Questionnaire consists of 30 items which is designed to measure global trait emotional intelligence. TEIQue is a shorter form of trait emotional questionnaire designed by Petrides and Furnham, 2003.: TEIQue-SF is a 7 point likert scale ranging from completely disagrees to completely agree with scores from 1 to 7 and there are 15 reverse scored items. The internal consistency and test retest reliability was found to be .81 and .86 suggesting strong psychometric properties.

Coping Inventory for Stressful Situation (CISS-21) (Endler & Parker, 1999) - The Coping Inventory for Stressful Situation is a 21-item inventory which measures three coping strategies- task-oriented, emotion-oriented and avoidance-oriented coping with seven items in each strategy. CISS-21 is a five-point Likert scale ranging from not at all to very much with scores from 1-5. There are no reverse scoring items Cronbach alpha values for all three subscales are above .7. The average inter-item correlation are in the range of .15-.50. Construct validity was established by correlating CISS with Coping strategy indicator and Defense style questionnaire.

Data Analysis

To identify the relationships of the individual variables (extraversion, neuroticism, openness to experience, agreeableness, conscientiousness, task-oriented coping, emotion-oriented coping and avoidance-oriented coping) with trait emotional intelligence, in addition to the corresponding descriptive statistics, the Pearson's correlation coefficient was calculated.

Then hierarchical regression analysis was performed to understand predictors of trait emotional intelligence.

RESULTS

Table 1 Mean and standard deviation of Big Five personality traits, coping styles and trait emotional intelligence.

Variable	N	Possible range	M	SD
Extraversion	246	4-20	11.80	3.31
Neuroticism	246	4-20	13.06	2.64
Openness to experience	246	4-20	14.10	2.64
Agreeableness	246	4-20	14.76	2.64
Conscientiousness	246	4-20	12.77	3.15
Task-oriented coping	246	7-35	26.82	4.64
Emotion-oriented coping	246	7-35	25.16	5.57
Avoidance-oriented coping	246	7-35	25.74	5.43
Trait emotional intelligence	246	30-210	130.48	19.76

Table 1 illustrates the mean and standard deviation of 246 participants in Big Five personality traits- (extraversion, neuroticism, openness to experience, agreeableness, conscientiousness), coping styles (task-oriented coping, emotion-oriented coping and avoidance-oriented coping) and trait emotional intelligence. Data were entered and double checked for accuracy in SPSS version 20. The test values of Kolmogorov- Smirnov and Shapiro- Wilk test were insignificant indicating the data was normally distributed.

Table 2 Pearson's Coefficient of Correlation between trait emotional intelligence, Big Five personality traits and Coping styles

	1	2	3	4	5	6	7	8	9
1. Trait Emotional Intelligence	-	.25**	-.36**	.27**	.17**	.32**	.42**	-.50**	-.02
2. Extraversion		-	-.12	.02	.22**	.01	-.11	.15*	.24**
3. Neuroticism			-	.04	-.02	-.11	.30**	-.23**	-.04
4. Openness to experience				-	.11	.20**	-.25**	.12	-.13*
5. Agreeableness					-	.08	-.03	.06	.08
6. Conscientiousness						-	-.15*	.16**	-.04
7. Emotion-Oriented coping							-	-.00	.21**
8. Task-oriented coping								-	.35**
9. Avoidance-oriented coping									-

**p<.01

From table 2, it is seen that trait emotional intelligence was found to be positively correlated with extraversion [$r(244) = .25, p < .01$], Openness to experience [$r(244) = .27, p < .01$], agreeableness [$r(244) = .17, p < .01$], conscientiousness [$r(244) = .32, p < .01$] and task-oriented coping [$r(244) = .42, p < .01$]. Trait EI was negatively correlated with neuroticism [$r(244) = -.36, p < .01$] and emotion-oriented coping [$r(244) = -.50, p < .01$]. There was no significant correlation between trait emotional intelligence and avoidance-oriented coping [$r(244) = -.02, p > .05$].

Personality and Coping Styles: Predictors of Emotional Intelligence among Emerging Adults

The assumptions for regression- normality of residuals by examination of scatter plots, homoscedasticity, linearity, and cook's distance, Absence of multicollinearity and homogeneity of variance were confirmed. From collinearity statistics, tolerance values were found to be ranging from .77 to .91 and all variance inflation factor values ranged from 1.07 – 1.29 ensuring no multicollinearity between variables. Hierarchical Multiple regression analysis was performed. In Step 1, personality was added as predictor variable and in step 2 Coping styles were also included in predictor variable with dependent variable as Trait emotional intelligence.

Table 3 Hierarchical Regression analysis of Big Five personality traits and Coping styles predicting trait emotional intelligence

Variable	B	95% CI		SE		R ²	ΔR^2
		LL	UL				
Step 1						.31	.31***
Constant	96.30***	75.51	117.09	10.55			
Extraversion	1.11***	.46	1.76	.33	.19***		
Neuroticism	-2.36***	-3.16	-1.56	.41	-		
Agreeableness	.63	-.19	1.45	.42	.32***		
Openness to experience	1.70***	.89	2.52	.41	.08		
Conscientiousness	1.46***	.77	2.14	.35	.23***		
Step 2						.52	.21***
Constant	103.15***	81.22	125.09	11.13			
Extraversion	.80**	.23	1.37	.29	.13**		
Neuroticism	-.97*	-1.70	-.24	.37	-.13*		
Agreeableness	.70	.01	1.39	.35	.09		
Openness to experience	.61	-.11	1.33	.37	.08		
Conscientiousness	1.03***	.44	1.61	.30	.16***		
Task-oriented coping	1.55***	1.12	1.97	.22	.36***		
Emotion-oriented coping	-1.34***	-1.70	-.99	.18	-		
Avoidance-oriented coping	-.36	-.72	.01	.19	.38***		
					-.10		

Note. N=246, CI= confidence interval: LL= lower limit, UL= Upper limit

*p<.05, **p<.01, ***p<.001.

From table 3, in model 1 personality (extraversion, neuroticism, agreeableness, openness to experience, conscientiousness) accounted for 31% ($R^2=.31$, Adjusted $R^2=.30$ $F(5,240)=21.57$, $p<.001$.) of the variance in trait emotional intelligence. Neuroticism ($\beta=-.32$, $p<.001$) is the strongest negative predictor of trait emotional intelligence followed by Openness to experience ($\beta=.23$, $p<.001$), Conscientiousness ($\beta=.23$, $p<.001$), Extraversion ($\beta=.19$, $p<.01$), positively predicted trait emotional intelligence. Agreeableness did not significantly predict trait emotional intelligence.

In model 2, when coping styles were included along with personality (task-oriented coping, emotion-oriented coping, avoidance-oriented coping, extraversion, neuroticism, agreeableness, openness to experience, conscientiousness) accounted for 51% ($R^2=.51$, Adjusted $R^2=.50$ $F(8,237)=31.54$, $p<.001$) of the variance in trait emotional intelligence. Emotion-oriented coping ($\beta=-.38$, $p<.001$) was found to strongest negative predictor of trait

emotional intelligence followed by task-oriented coping ($\beta=.36$, $p<.001$), conscientiousness ($\beta=.16$, $p<.01$), extraversion ($\beta=.13$, $p<.01$) positive predictor of trait emotional intelligence, neuroticism ($\beta=-.13$, $p<.05$) negative predictor of trait emotional intelligence. Agreeableness ($\beta=.09$, $p>.05$), Openness to experience ($\beta=.08$, $p>.05$), avoidance-oriented coping ($\beta=-.10$, $p>.05$) did not significantly predict trait emotional intelligence.

Overall, in step 2 which included both personality and coping styles ($F(8,237) = 31.54$, $p<.001$) showed significant improvement from step 1 ($\Delta F(3,237) = 33.54$, $p<.001$). The $\Delta R^2 = .21$ reveals that 21% of variance in trait EI is explained by unique contribution of coping styles.

DISCUSSION

From table 2, Although significant correlations have been found with personality traits, task-oriented coping, emotion-oriented coping with trait emotional intelligence, shared variance ranges from 3%- 25%. Small shared variances are also observed in other studies (Hjalmarsson, A. K., & Daderman, A. M., 2020; Fteiha & Awwad, 2020; Montvilaite & Antiniene, 2019). Coping is described as “Emotional intelligence in action” by Zeidner et al (2006). Appraisal of situation and one’s resources to face it is influenced by trait EI (Mikolajczak & Luminet, 2008) Because of faster and accurate processing of emotional material, emotionally intelligent people are less likely to use avoidance-oriented coping style and thus explains non-significant relationship between trait EI and avoidance-oriented coping style.

From table 3, in model 1, neuroticism negatively predicted trait EI and Openness to experience, conscientiousness and extraversion positively predicted trait emotional intelligence which is consistent with the findings of the study by Pérez-González and Sánchez-Ruiz (2014) in University students. Most studies (Kumar & Tanka, 2023, Alegre et. al., 2019) have found agreeableness as the least predictor of trait emotional intelligence which is consistent with the current study.

Neuroticism, Extraversion and trait emotional intelligence

Neuroticism ($\beta=-.32$, $p<.001$) and Extraversion ($\beta=.19$, $p<.01$) negatively and positively predicted trait emotional intelligence respectively. Therefore being emotionally stable, calm, and sociable and experiencing positive emotions is associated with higher trait emotional intelligence. From Broaden-Build theory (Fredrickson, 2001) individual’s momentary thought-action repertoire is broadened by positive emotions and thus building personal resources- physical, intellectual, social and psychological resources of the individual thus explaining extroverts greater experience of positive emotions broadens and builds trait emotional intelligence. Neuroticism characterized by predominant negative emotions narrowed specific action tendencies and depletion of personal resources, and explains reduced trait emotional intelligence. Extroverts’ sociability, assertiveness and outgoing nature aid them to maintain good interpersonal relationship. Their constant connection with people helps to regulate one’s emotion and understand the emotions of others hence contributing to increased trait emotional intelligence (Ghiabi & Besharat, 2011)

Openness to experience and trait emotional intelligence

Openness to experience ($\beta=.23$, $p<.001$) positively predicted trait emotional intelligence. Openness to experience includes traits such as imaginativeness, curiosity, flexibility and creative problem solving and hence in interpersonal interactions, they are more likely to be

verbally fluent, humorous and expressive thus relating to sociability facet of trait EI. (Sneed et al., 1998)

Conscientiousness and trait emotional intelligence

Conscientiousness ($\beta=.23$, $p<.001$) positively predicted trait emotional intelligence. Traits of responsibility organised and self-directed in conscientiousness relates to the facet- self-control thereby contributing to increased trait emotional intelligence. (Alegre et al., 2019)

From table 3, in model 2, emotion-oriented coping ($\beta=-.38$, $p<.001$) negatively predicted trait emotional intelligence and task-oriented coping ($\beta=.36$, $p<.001$) positively predicted trait emotional intelligence and the results are consistent with the findings of the study by Fteiha and Awwad (2020) and Noorbakhsh et al., (2010). Task-oriented coping involves active problem-solving strategies which serves as experiential platforms and thereby enhances emotional intelligence (Zeidner et al., 2012) Emotion-oriented coping in the questionnaire Coping Inventory for Stressful Situation (CISS-21) (Endler & Parker, 1999) focuses on maladaptive coping strategies such as emotional responses, self- preoccupation and fantasizing reactions leading to emotional dysregulation thereby decreasing trait emotional intelligence.

Standardized beta coefficients of conscientiousness and extraversion, neuroticism in model 1 ($\beta=.23$, $p<.001$; $\beta=.19$, $p<.01$; $\beta=-.32$, $p<.001$) reduced in model 2 ($\beta=.16$, $p<.01$; $\beta=.13$, $p<.01$; $\beta=-.13$, $p<.05$) respectively. In model 1 with personality as predictor variables, openness to experience ($\beta=.23$, $p<.001$) was found to positively predict trait emotional intelligence. However, in model 2, when coping styles were also included as predictor variables, openness to experience ($\beta=.08$, $p>.05$) was not statistically significant. The collinearity statistics ensured no multicollinearity between variables. The reduction of beta coefficients from model 1 to model 2 suggests that coping styles share some variance in emotional intelligence that personality traits (extraversion, neuroticism, conscientiousness, openness to experience) were explaining in model 1. Study by Jang et. al., (2007) found that there is a modest influence of genetic contributions of personality on individual's copings style which could explain the shared variance of personality and coping styles.

CONCLUSIONS

The following conclusions were drawn from the study

1. 51% of variance in trait EI is explained by personality and coping style.
2. 21% of variance in trait EI is explained by unique contribution of coping styles.
3. Emotion-oriented coping emerged as the strongest negative predictor of trait EI
4. Task-oriented coping, extraversion, conscientiousness positively predicted trait EI and neuroticism negatively predicted trait EI.

Implications of the study

There has been lack of research examining the predictors of trait emotional intelligence. Therefore, the current study will address this gap to enrich the current understanding of trait emotional intelligence. Emerging adulthood is a phase with a series of developmental changes and challenges making the individual vulnerable to psychological distress. Psychological variables that play a role during this period can be understood from the study and thus enriching the literature. The current study helps in understanding the predictors of trait emotional intelligence in emerging adults. Interventions to improve trait emotional intelligence can focus on coping styles- emotion-oriented coping, task-oriented coping and personality traits- extraversion and conscientiousness.

Limitations

- Convenience method of sampling with a sample of 246 individuals was used in the study. Participants were mostly undergraduate students from Middle socio-economic status Chennai. Hence, results must be interpreted with caution when generalizing to a large population.
- The study used self-report measures for screening individuals with past or current history of any psychiatric illness and therefore undiagnosed psychiatric conditions may be present in the sample which might have an influence on the result.

Suggestions for further research

- To improve the applicability of results, the research can be conducted using probability sampling methods with a larger sample
- Intervention- oriented research focusing on improving trait emotional intelligence can be implemented through the results of the study

REFERENCES

- Alegre, A., Pérez-Escoda, N., & López-Cassá, E. (2019). The relationship between trait emotional intelligence and personality: Is trait EI really anchored within the big five, big two and big one frameworks? *Frontiers in Psychology, 10*, 866. <https://doi.org/10.3389/fpsyg.2019.00866>
- Andrej, F., & Petrides, K. V. (2013). Trait emotional intelligence and somatic complaints with reference to positive and negative mood. *Psihologija, 46*(1), 5–15.
- Antoniou, A.-S., & Drosos, N. (2017). Coping strategies of Greek 6th grade students: Their relationship with anxiety and trait emotional intelligence. *International Journal of Learning, Teaching and Educational Research, 16*(1), 57-71.
- Arteaga-Cedeño, W. L., Carbonero-Martín, M. A., Martín-Antón, L. J., Molinero-González, P., & Valdivieso-León, L. (2025). How an emotional intelligence intervention programme impacts the well-being and performance of teachers of basic general education. *Acta Psychologica, 253*, 104739.
- Asturias, N. (2017). *An exploration of the relationship between emotional intelligence and stress, psychological distress and coping strategies for undergraduate nursing students* [Doctoral dissertation, Victoria University]. Victoria University Research Repository. <https://vuir.vu.edu.au/36449/>
- Avsec, A., Taksic, V., Mohoric, T., & Taksic, V. (2009). The relationship of trait emotional intelligence with the Big Five in Croatian and Slovene university student samples. *Horizons of Psychology, 18*(3), 99–110.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On & J.D.A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 363-388). San Francisco: Jossey-Bass.
- Beauvais, A. M., Stewart, J. G., & DeNisco, S. (2014). Emotional intelligence and spiritual well-being: Implications for spiritual care. *Journal of Christian Nursing, 31*(3), 166–171.
- Bermejo-Martins, E., Luis, E. O., Fernández-Berrocal, P., Martínez, M., & Sarrionandia, A. (2021). The role of emotional intelligence and self-care in the stress perception during COVID-19 outbreak: An intercultural moderated mediation analysis. *Personality and Individual Differences, 177*, 110679.
- Cioca, I. E., Morcov, M. V., Sporea, C., Apostol, O. A., Pellegrini, A., & Bordea, E. N. (2024). Exploring the Links Between Coping Strategies, Emotional Intelligence, and Age in Adolescents with Neuromotor Disabilities. *Children, 11*(12), 1466.

- Dawda, D., & Hart, S. D. (2000). Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students. *Personality and Individual Differences*, 28(4), 797–812.
- Day, A. L., Therrien, D. L., & Carroll, S. A. (2005). Predicting psychological health: Assessing the incremental validity of emotional intelligence beyond personality, type A behaviour, and daily hassles. *European Journal of Personality*, 19(6), 519–536.
- Di Fabio, A., & Kenny, M. E. (2016). Promoting well-being: The contribution of emotional intelligence. *Frontiers in Psychology*, 7, 1182. <https://doi.org/10.3389/fpsyg.2016.01182>
- Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the Big Five factors of personality. *Psychological Assessment*, 18(2), 192–203.
- Endler, N. S., & Parker, J. D. A. (1999). *Coping Inventory for Stressful Situations (CISS) Manual* (2nd ed.). Multi-Health Systems.
- Espinosa, A., Akinsulure-Smith, A. M., & Chu, T. (2019). Trait emotional intelligence, coping, and occupational distress among resettlement workers. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(1), 28–34. <https://doi.org/10.1037/tra0000377>
- Fiorilli, C., Benevene, P., De Stasio, S., Buonomo, I., Romano, L., Pepe, A., & Addimando, L. (2019). Teachers' burnout: The role of trait emotional intelligence and social support. *Frontiers in Psychology*, 10, 2743. <https://doi.org/10.3389/fpsyg.2019.02743>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226.
- Fteiha, M., & Awwad, N. (2020). Emotional intelligence and its relationship with stress coping style. *Health Psychology Open*, 7(2), 2055102920970416. <https://doi.org/10.1177/2055102920970416>
- Ghiabi, B., & Besharat, M. A. (2011). An investigation of the relationship between personality dimensions and emotional intelligence. *Procedia - Social and Behavioral Sciences*, 30, 416–420.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Jang, K. L., Livesley, W. J., & Vernon, P. A. (1996). Heritability of the Big Five personality dimensions and their facets: A twin study. *Journal of Personality*, 64(3), 577–592.
- Jang, K. L., Thordarson, D. S., Stein, M. B., Cohan, S. L., & Taylor, S. (2007). Coping styles and personality: a biometric analysis. *Anxiety, stress, and coping*, 20(1), 17–24. <https://doi.org/10.1080/10615800601170516>
- Joseph, D., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54–78.
- Kumar, V. V., & Tankha, G. (2023). Association between the Big Five and trait emotional intelligence among college students. *Psychology Research and Behavior Management*, 16, 915–925. <https://doi.org/10.2147/PRBM.S400058>
- Larsen, G., & White, B. A. A. (2025). Educational interventions to improve emotional intelligence of health professions students. *Baylor University Medical Center Proceedings*, 38(1), 106–109.
- Lu, Q., Wang, B., Zhang, R., Wang, J., Sun, F., & Zou, G. (2022). Relationship between emotional intelligence, self-acceptance, and positive coping styles among Chinese psychiatric nurses in Shandong. *Frontiers in Psychology*, 13, 837917. <https://doi.org/10.3389/fpsyg.2022.837917>

- Marinaki, M., Antoniou, A.-S., & Drosos, N. (2017). Coping strategies and trait emotional intelligence of academic staff. *Psychology*, 8(10), 1455–1470. <https://doi.org/10.4236/psych.2017.810096>
- Martins, A., Ramalho, N., & Morin, E. (2010). A comprehensive meta-analysis of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 49(6), 554–564.
- Masha'al, D., Rababa, M., Hayajneh, A., & Shahrour, G. (2024). The mediating role of emotional intelligence on nursing students' coping strategies and anxiety during the COVID-19 pandemic. *Plos One*, 19(4), e0300057.
- Mikolajczak, M., & Luminet, O. (2008). Trait emotional intelligence and the cognitive appraisal of stressful events: An exploratory study. *Personality and individual differences*, 44(7), 1445-1453.
- Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M (2009). Increasing emotional intelligence: (How) is it possible? *Personality and Individual Differences*, 47(1), 36-41.
- Noorbakhsh, S. N., Besharat, M. A., & Zarei, J. (2010). Emotional intelligence and coping styles with stress. *Procedia - Social and Behavioral Sciences*, 5, 818–822.
- Parker, J. D. A., Summerfeldt, L. J., Walmsley, C., O'Byrne, R., Dave, H. P., & Crane, A. G. (2021). Trait emotional intelligence and interpersonal relationships: Results from a 15-year longitudinal study. *Personality and Individual Differences*, 169, 110013. <https://doi.org/10.1016/j.paid.2020.110013>
- Pérez-González, J. C., & Sánchez-Ruiz, M. J. (2014). Trait emotional intelligence anchored within the Big Five, Big Two and Big One frameworks. *Personality and Individual Differences*, 65, 53–58. <https://doi.org/10.1016/j.paid.2014.01.021>
- Petrides, K. V., & Furnham, A. (2006). The role of trait emotional intelligence in a gender specific model of organizational variables. *Journal of Applied Social Psychology*, 36(2), 552–569.
- Petrides, K. V., Gómez, M. G., & Pérez-González, J. C. (2017). Pathways into psychopathology: Modeling the effects of trait emotional intelligence, mindfulness, and irrational beliefs in a clinical sample. *Clinical Psychology & Psychotherapy*, 24(5), 1130–1141.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98(2), 273–289.
- Sánchez-Ruiz, M. J., Tadros, N., Khalaf, T., Ego, V., Eisenbeck, N., Carreño, D. F., & Nassar, E. (2021). Trait emotional intelligence and wellbeing during the pandemic: The mediating role of meaning-centered coping. *Frontiers in Psychology*, 12, 648401. <https://doi.org/10.3389/fpsyg.2021.648401>
- Sinclair, H., & Feigenbaum, J. (2012). Trait emotional intelligence and borderline personality disorder. *Personality and Individual Differences*, 52, 674–679.
- Sneed, C. D., McCrae, R. R., & Funder, D. C. (1998). Lay conceptions of the five-factor model and its indicators. *Personality and Social Psychology Bulletin*, 24(2), 115–126.
- Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227–235.
- Tosun, A. S., Gündoğdu, N. A., Ergin, E., & Lök, N. (2022). Social intelligence, self-efficacy, and stress-coping styles as predictors of emotional intelligence in nursing students: A descriptive study. *Black Sea Journal of Health Science*, 5(3), 476-483.
- Van Rooy, D. L., Viswesvaran, C., & Pluta, P. (2005). An evaluation of construct validity: What is this thing called emotional intelligence? *Human Relations*, 58(4), 445–462.
- Vernon, P. A., Petrides, K. V., Bratko, D., & Schermer, J. A. (2008). A behavioral genetic study of trait emotional intelligence. *Emotion*, 8(5), 635–642.

Personality and Coping Styles: Predictors of Emotional Intelligence among Emerging Adults

- Xu, L., Liu, R. D., Ding, Y., Mou, X., Wang, J., & Liu, Y. (2017). The mediation effect of coping style on the relations between personality and life satisfaction in Chinese adolescents. *Frontiers in psychology*, 8, 1076.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2012). The emotional intelligence, health, and well-being nexus: What have we learned and what have we missed? *Applied Psychology: Health and Well-Being*, 4(1), 1–30.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2013). Emotional intelligence, coping with stress, and adaptation. In *Emotional intelligence in everyday life* (pp. 100-125). Psychology Press.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Kamakshi, S. (2026). Psychological Stressors and Academic Performance. *International Journal of Indian Psychology*, 14(3), 1795-1805. DIP:18.01.162.20261403, DOI:10.25215/1403.162