RELATIONSHIP BETWEEN BIG FIVE PERSONALITY AND EMOTIONAL INTELLIGENCE: A Study Among Executives in a Public Sector Organization

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Abstract

The main purpose of the study is to find out the relationship between the Big Five Personality traits namely, Neuroticism, Agreeableness, Conscientiousness, Extraversion, Openness and Emotional Intelligence. For this purpose a sample size of 536 Executives who are working at a public sector power generating organization functioning in Tamil Nadu state is selected. Simple random sampling technique was used to select the samples. Big five personality inventory developed by John and Srivastava (1999); and Emotional Intelligence developed by Abdullah et al. (2013) were used for data collection. The study has found that there are significant relationship between the Big Five Personality traits and Emotional Intelligence.

Keywords: Neuroticism, Agreeableness, Conscientiousness, Openness, Extraversion, Emotional Intelligence.

BACKGROUND

Today business organizations are facing multiple challenges in the rapidly changing business environments not only in increasing productivity but also maintaining and managing with different dispositional characteristics of human resources in recruitment, selection, training and development and retaining the skilled employees. In order to sustain, effective and efficient HR policies are essential for an organization and to surmount the challenges, to manage these organizations discovering of new avenues of executing effective and efficient HR policies.

In this regards, new dimensions of organizational behavior such as, understanding the personality factors, emotional intelligence of the employees, have gained rapid prominence on the strategic roadmap of the organization. It is well known that personality plays an important role in determining not only the behavior of an individual but also his overall success and prosperity in life. Allport (1937) has defined personality as, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his or her unique adjustments to the environment."

Our ancient philosophers and saints have wondered about how individuals are unique and why they are differed from each other in many aspects. Since, the years to go individuals, situations, activities and their important role are identified and developed in identifying an individual's personality. Several researchers have done studies on dispositions in analysing individual personality traits, these lead to look forward in certain kinds of attitudes and job related behaviour. Michele (1977) has described about individual behaviour and situations have been studies on dispositions. Studies on dispositions helped for the emergence of Big Five Personality traits models which was developed by Goldberg (1990). Big Five Personality traits model has divided the Personality into five broad traits, these are more useful in identifying

different kinds of job related attitudes and behaviours. Hence, the researcher considers studying of the relationship between of Big Five Personality Traits and dimensions of Emotional Intelligence.

Neuroticism: a personality trait shows the universal attitude to perceive negative dimension of normal personality indicating the general tendency to experience negative things such as, dread, sorrow, shame, irritation, guiltiness and revulsion. Individual who gets more scores may be at threat of some kinds of psychiatric issues, but low neuroticism score indicates of emotional stability.

Extraversion: a personality trait indicates such as, friendliness, ferociousness activity and loquaciousness. Extraversion has lively and positive, it is described by positive feelings and perception. Hence it is seen as an optimistic affect (Clark and Watson, 1991).

Openness: a personality trait comprise, thoughts, visual sensitivity, thoughtfulness to inner feelings, favourite for alternative choices, academic interest and autonomy to judgement. Individuals who score low on openness have a propensity to be conservative in attitudes (Hamilton, 1988; Barrick and Mount, 1991; Vinchur et al., 1998; Horton, 1992; Raudsepp, 1990; Johnson, 1997, and Hayes, Roehm and Castellano, 1994).

Agreeableness: an individual who is basically humane, understanding to others and excited to extend help on them and treating others equally. Salgado (1997) identified that agreeableness is concerned to educating for achievement.

Conscientiousness: is self-discipline and the energetic process in determining, arranging and implement the tasks (Barrick and Mount, 1993). An individual who has more conscientious is focused, strong-minded and resolute. Conscientiousness means obvious in accomplishment oriented, reliability, planful and organized.

In reviewing the previous studies and literature, researchers have identified various antecedents and outcomes between Big Five Personality and Emotional Intelligence. Since the last two decades, Emotional Intelligence (EI) was come into view universally among the eminent researchers in organizational behaviour and psychologists and these have known due credit by the industries. Recently, it has gained familiarity in many discussions, among researchers, scholars, academics and corporate leaders.

Emotional Intelligence is defined as ability both to know one's own emotions and to read others' emotions as well (Davies et al., 1998; Zadel, 2008). Goleman focused on the personal capabilities of the leaders that appeared to drive outstanding performance within these organizations. Individual capacities were bring together into three different types namely, technical skills, human skills and conceptual skills, these skills representing emotional intelligence namely, the potential to accomplish job with others and efficiency in importing changes. Results of several studies have demonstrated that as significant as technical and conceptual skills to the managerial job categories in different levels in an organization. Studies about sensation or emotion in the industries recommend that emotions can influence productivity, improvement and achievements of employees in groups and the entire organization (Cooper, 1997).

REVIEW OF LITERATURE

Prior research has explored the concept of emotional intelligence, which is the ability both to know one's own emotions and read others' emotions as well (Goleman, 2001). Thus, emotional intelligence is an important collection of a series of capabilities such as abilities as the person able to maintain his motivation and resist against difficulties, postpone his impulsivities, adjust his own moods, empathy with others and hopeful (Akharzade, 2004). Meanwhile, personality is an abstract concept which involves actions, emotions, recognition and motivations of a person. Humans have unique personality, and remained constant in a long time. Work by Zadal (2004) has assessed the link between emotional intelligence by using Emotional Competence Inventory (Goleman's inventory) and personality trait. This study found that there is a significant relationship between emotional intelligence and personality trait of extraversion.

Moreover, Brackett and Mayer (2003) found highly significant correlation between Emotion Quotient Inventory (Bar On's inventory) and extraversion, agreeableness, conscientiousness, neuroticism factors and moderately significant correlation were found with openness factors of the Big Five. This consistent with the study by Sala (2002) found that the Emotional Competence Inventory (Goleman's inventory) correlate significant with three of the Big Five Personality factors namely; extraversion, openness and conscientiousness.

Matchimanon (2001) examined the relationship between personality and emotional intelligence of 304 employees. The finding revealed that overall emotional intelligence was significantly related with personality dimensions at 0.01 level. Besides, Kemp, et al. (2005) explored relationship between Brain Resource Inventory for emotional intelligence and variables relevant to understanding on emotional intelligence. It was found that emotional intelligence was associated more with personality than cognitive ability. It came out that the study on relationship between personality and emotional intelligence by aiming to explore what dimensions of personality strongly correlated with aspect of emotional intelligence.

The research conducted by Besharat (2010) as 'studying the relationship between the aspect of personality and emotional intelligence'. The research results showed that there is a significant positive correlation between emotional intelligence, the dimensions of extraversion, managing the experiences, harmony and conscientiousness and negative relationship between emotional intelligence and neuroticism. In fact, the data also showed that only two dimensions of extraversion and neuroticism can predict the changes related to emotional intelligence in positive and negative directions, respectively. The mechanisms namely, regulating the emotions, preparing for positive experience and preparing for negative experiences justify and explain the correlation of personality dimensions and emotional intelligence (Javad et al., 2011). Athota and Jackson (2009) showed in their research that emotional intelligence becomes a significant predictor of personality traits Extraversion, Openness, Agreeableness and Neuroticism. Accoding to research by Petrides et al. (2010) emotional intelligence only correlates significant positively with Extraversion, and Openness. This result is in line with those of several studies. For example, Shulman and Hemeen over (2006) found that emotional intelligence has a positive relationship with the Extraversion and Openness domain of personality.

Research on emotions in the workplace suggests that emotions may drive productivity gains, innovations, and accomplishment of individuals, teams and organizations (Cooper, 1997). Educator leaders with high emotional intelligence are said to be more effective at leading and managing others and fostering positive personality trait of extraversion, agreeableness, conscientiousness and openness to experience. Furthermore, individuals high on

emotional intelligence are also said to be good in using emotions to guide decision making and encourage open–minded in idea generation, because they can consider multiple points of view especially for those possess high in openness to experience domain.

Paulo *et al.* (2003) explored links between emotional intelligence, measured as a set of abilities, and personality traits, as well as the contribution of both to the perceived quality of one's interpersonal relationships. In a sample of 103 college students, we found that both emotional intelligence and personality traits were associated with concurrent self-reports of satisfaction with social relationships. Individuals scoring highly on the managing emotions subscale of the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT), were more likely to report positive relations with others, as well as perceived parental support, and less likely to report negative interactions with close friends. These associations remained statistically significant even controlling for significant Big Five personality traits and verbal intelligence. Global satisfaction with one's relationships was associated with extraversion, neuroticism (negatively), and the ability to manage one's emotions, as assessed by the MSCEIT.

Andreja *et al.* (2009) examined the relationship between trait emotional intelligence (EI) and the Big Five factors of personality in two samples of Croatian and Slovenian university students. If EI is to be significant value, it must measure something unique and distinct from standard personality traits. The Croatian sample consisted of 257 undergraduate students from University of Rijeka and Osijek and in Slovene sample there were 171 undergraduate students from University of Ljubljana. Participants filled out the Emotional Skills and Competences Questionnaire (ESCQ, Taksic, 1998) and the Big Five Inventory (BFI; John, Donahue, & Kentle, 1991). After controlling for nationality and gender, the Big Five explained up to 33% of the variance of EI. For the perceive and Understand Emotions Scale only openness and extraversion and conscientiousness are important predictors. The Big Five traits are able to explain the highest proportion of the variance in the Manage and Regulate Emotion Scale; neuroticism is the strongest predictor, but extraversion and conscientiousness also predict important part of the variance does not put in question the discriminant validity of EI questionnaire.

Ajai and Avinash (2010) studied the impact of personality traits and emotional intelligence on leadership effectiveness. The study was conducted on 140 IT professionals working in firms located in northern India. It was hypothesized that neuroticism, extroversion, openness to experience, agreeableness, and conscientiousness personality traits and emotional intelligence would significantly predict leadership effectiveness among IT professionals. NEO Five Factor Inventory, Schutte's emotional Intelligence scale and GE Leadership Effectiveness survey were used to assess personality traits and leadership effectiveness among IT professionals. The findings revealed that openness to experience emerged as best predictor of leadership effectiveness followed by conscientiousness, emotional intelligence, agreeableness, and extraversion. The findings suggest that personality traits and emotional intelligence are significant predictors of leadership effectiveness. However, different traits play differential role in predicting the leadership effectiveness.

Patrick *et al.* (2011) explored the relationship of personality traits and Emotional Intelligence (EI) to graduate students' performance in the classroom and the field. Participants were 63 school psychology students who completed measures of EI and Big Five personality traits. These measures were compared with two outcomes that can be indicators of success: Graduate grade point average (GGPA) and supervisor ratings of student performance at internship upon completion of their studies. EI was significantly correlated with GGPA; personality traits were not. The personality trait Conscientiousness and EI were significantly correlated with internship ratings.

Nurul *et al.* (2012) determined the correlation of emotional intelligence and personality trait as well as the fitness of suggestion hypothetical model and sample data among school educator leaders in High Performance Schools (SBT). Four sets of questionnaire to measure emotional intelligence, personality trait, leadership behavior and work performance were administered to 306 (89%) subjects in 15 SBT schools in Malaysia. The finding by the bivariate analysis using the Pearson correlation method indicates that the personality trait such as Conscientiousness (r=.552, p<.05),Openness to experiences (r=.362, p<.05), Extraversion (r=.505, p<.05), Agreeableness (r=.193, p<.05) are positively and significant correlated with overall emotional intelligence. Moreover, the results indicate an adequate fit and it obviously met the basic requirement of model fit. Therefore, the modification model is significantly improves the fit of the model to the data. On a practical note, the assessment of psychological construct in schools setting could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational contexts.

Ahmad (2013) examined the relationship between emotional intelligence (self-motivation, social skills, empathy, emotional awareness, and emotional management) and personality traits (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness). Participants of the study consisted of (624) students (male and females) selected randomly from different faculties of Hashemite University. Two questionnaires on emotional intelligence and personality traits were administered to members of the sample during academic year 2012 / 2013. Pearson correlation and multiple regression analysis were used for data in the establishing the dependence of the two variables. Results indicate that there is a significant positive correlation between personality traits and emotional intelligence. Results also indicate that personality traits significantly explain emotional intelligence and personality traits predict all sub-dimensions of emotional intelligence.

Rakesh (2013) studied the impact of emotional intelligence on personality traits of students-teachers who aspire to become effective teachers. A total of 600 student-teachers of various colleges of education affiliated to University of Jammu, Jammu were selected as a sample randomly for the purpose of classification in low and high emotional intelligent student-teachers. Finally 80 student-teachers (40 low and 40 high emotionally intelligent) were selected randomly by using P40 and p60 percentiles. To test hypothesis t-test was used. Result of this study indicated significant differences between high and low emotional intelligent student teachers on personality factors.

Ravi Kant (2014) studied the Emotional intelligence is an ability to control our emotions in abnormal situations. Now it is widely accepted that emotional intelligence also a key determent for success and also in development in personality. Personality is a sum total of emotions. By taking a sample of 200 secondary school teachers an attempt has made to find out the relationship between emotional intelligence and different factors of personality of secondary school teachers. Results indicated that there was no significant difference between emotional intelligence of secondary school teachers in relation to gender and stream in which they are teaching. Further, a positive relationship found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type of relationship was not significant.

Zohreh (2014) studied the five factors of personality in prospecting the emotional intelligence among the students of Islamic Azad University Roudehen Branch. The research tool includes of the short new form questionnaire and Bar-Owen intelligence questionnaire which are performed on 376 students of Islamic Azad University Roudehen Branch. The methodology of

sampling is cluster random sampling in multiple stages. Quantitative results are obtained using the tests of Pierson correlation coefficient, malty-variants regression and one-way Javiance analysis (MANOVA). The results show that: There is a meaningful and positive relationship between emotional intelligence and the dimensions of extraversion, openness to experience, agreeableness, and consciousness. Moreover, there is a negative relationship between emotional intelligence and neuroticism. The regression analysis of data showed that only three dimensions of neuroticism in negative direction, and extraversion and consciousness in positive direction can prospect the changes of emotional intelligence in female and males. There is no meaningful difference between groups in females and males considering the five factors of personality. But in terms of emotional intelligence, there is a meaningful difference in some components of independence, bearing of depression, and optimism.

Alexander *et al.* (2015) investigated the linkages between trait emotional intelligence (trait EI) and the Five-Factor Model of personality were invariant between men and women. Five English-speaking samples (*N* = 307-685) of mostly undergraduate students each completed a different measure of the Big Five personality traits and either the full form or short form of the Trait Emotional Intelligence Questionnaire (TEIQue). Across samples, models predicting global TEIQue scores from the Big Five were invariant between genders, with Neuroticism and Extraversion being the strongest trait EI correlates, followed by Conscientiousness, Agreeableness, and Openness. However, there was some evidence indicating that the gender-specific contributions of the Big Five to trait EI vary depending on the personality measure used, being more consistent for women. Discussion focuses on the validity of the TEIQue as a measure of trait EI and its psychometric properties, more generally.

Betty-Ruth and Hanson (2015) investigated Big Five personality traits as predictors of emotional intelligence of secondary school teachers in Rivers State of Nigeria. Two research questions and two corresponding hypotheses were formulated to guide the conduct of the study. The participants in the study were 770 teachers drawn from public secondary schools in Rivers State, Nigeria. Cluster sampling technique was used to draw the sample of the study. Two instruments were used for data collection. They are: Emotional Intelligence Behaviour Inventory (EQBI) by Akinboye and NEO Five Factor Inventory by Costa and McCrae adapted from Ata, Ather and Bano (2013). Data were analyzed using multiple regression analysis. The hypotheses were tested at 0.05 alpha level. Results of the study showed that Big Five personality traits taken together statistically significantly predicted emotional intelligence of secondary school teachers; the relative contribution of agreeableness and extraversion personality traits in the prediction of emotional intelligence of secondary school teachers was statistically significant while the reverse was the case for others (conscientiousness, openness and neuroticism). Based on the findings, conclusions were drawn and recommendations made accordingly.

Nurul *et al.* (2015) examined the effect and contribution of Big Five personality traits towards emotional intelligence among high performance public school personnel carrying their role as school leaders. Sample of the study was comprised of 306 (Male =132; Female =174) public school personnel as leaders in their respective environments, such as principal, senior administrative assistant, senior assistant student affairs (HEM), senior assistant curriculum, the heads of the four departments set by the Ministry of Education i.e. Heads of Humanities and Religion, Science and Math, English, and Engineering and vocational as well as members of general committee from High Performance Schools (SBT) in Malaysia. Emotional Competence Inventory (ECI) and The Revised NEO Personality Inventory were used to measure EI and personality traits accordingly. Regression analysis showed that personality traits was becomes a significant predictors and contributing significantly in order explain emotional intelligence i.e. Conscientiousness (R^2 = .305, F= 133.528, P<0.05), Extraversion (R^2 = .357, F= 84.295, P<0.05),

Agreeableness (R^2 = .414, F= 71.151, P<0.05), and Openness to experiences (R^2 = .428, F= 56.196, P<0.05). The finding revealed that all four personality traits emerged as significant predictors of emotional intelligence. The finding also revealed that Conscientiousness emerged as best predictor of emotional intelligence. However, different traits play differential roles in predicting the emotional intelligence. Keeping in view the implications of personality traits towards EI among school personnel as leaders, finding of the present research can help to improve overall organizational behaviour and productivity resulting in optimum service delivery to the stakeholders within educational system in Malaysia.

Yoke and Chooi (2015) investigated the relationships between personality traits, emotional intelligence and academic achievements among 160 university students in Malaysia. Big Five Inventory (BFI) was used to measure the five dimensions of personality traits - extraversion, agreeableness, conscientiousness, neuroticism, openness; Schutte Emotional Intelligence Scale (SEIS) was used to measure emotional intelligence and students' academic achievement was measured by Cumulative Grade Point Average (CGPA). Bivariate analysis using Pearson Correlation method indicated that extraversion (r=.311, p<.05), agreeableness (r=.378, p<.05), conscientiousness (r=.315, p<.05) and openness (r=.497, p<.05) were positively and significantly correlated with emotional intelligence. Neuroticism (r= -.303, p<.05) was found negatively and significantly associated with emotional intelligence. However, emotional intelligence (r =.002, p>.05) was insignificantly associated with academic achievement. Future researches are recommended to employ Structural Equation Modeling analysis to determine how both personality traits and emotional intelligence have an impact on academic achievements.

STATEMENT OF THE PROBLEM

Several studies have been conducted world-wide on dispositions among the individuals especially in personality traits, it will guide different kinds of attitudes and job related behavior. Michele (1977) explained that individual attitude as a result of dispositional interaction. Studies on dispositions have been increased since the materialization of Big Five Personality traits model (Goldberg, 1990). Big Five Personality traits model resolute the broad five personality traits, those are important in predicting various kinds of job related attitudes and behaviours among employees. Though the concept of Big Five Personality traits and dimensions of Emotional Intelligence have been considered as study variables. Studies on relationship between Big Five Personality and Emotional Intelligence were found very few in literature. Few studies relationship between the Big Five Personality Traits and Emotional Intelligence have been done. Therefore, the researcher considers this as research gap and resulting in making an attempt to fill such a research gap. This research gap led the researcher to study the Big Five Personality traits and its relationship with Emotional Intelligence.

CONCEPTUAL FRAMEWORK OF THE STUDY

The present study is aimed to investigate the relationship between Big Five Personality and Emotional Intelligence. Big Five Personality is independent variable and Emotional Intelligence is dependent variable in this study. Hence, the researcher has framed this study on Relationship between Big Five Personality and Emotional Intelligence.
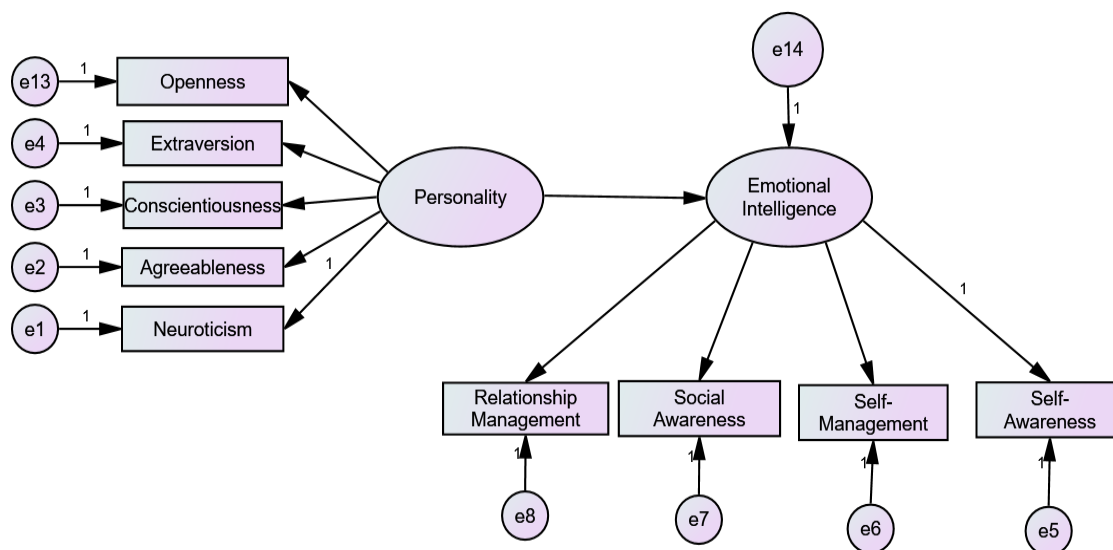
Figure 1. Conceptual Framework of the Study

SCOPE OF THE STUDY

The present study is aimed to investigate the relationship between Big Five Personality and Emotional Intelligence. Big Five Personality is independent variable and Emotional Intelligence is dependent variable. The present study is undertaken in Neyveli Lignite Corporation Limited, a public sector power generation company, situated in Neyveli, Tamil Nadu. NLC is one of the leading mining and power companies, with social responsiveness which accelerates India's growth, where merely about 12,000 people are employed. Hence, the researcher intended to know the relationship between Big Five Personality Traits and Emotional Intelligence.

OBJECTIVE OF THE STUDY

➢ To find out the relationship between the Big Five Personality Traits and dimensions of Emotional Intelligence.

HYPOTHESIS OF THE STUDY

Big Five Personality Traits have significant relationship with the dimensions of Emotional Intelligence.

RESEARCH METHODOLOGY

The type of study is descriptive in nature, which describes the Personality Traits and dimensions of Emotional Intelligence among the sample. The population of the study is Executives of Public Sector Power Generating Organization in Tamil Nadu who work at different divisions were selected. A sample size of 536 Executives were selected in the study. The samples are selected by adopting simple random sampling technique. The researcher has used the Big Five Inventory (BFI) developed by John and Srivastava (1999) to collect the primary data, which

consists of 100 statements about Big Five personality traits by adopting likert's five point scale (Disagree strongly-1 to Agree strongly-5) to measure the responses. The 61 statements concerning Emotional Intelligence according to Abdullah Sani et al. (2013) by adopting Likert's Seven Point Scale (Strongly Disagree Strongly - 1, Disagree - 2, Somewhat Disagree -3, Not Sure – 4, Somewhat Agree – 5, Agree – 6 and Strongly Agree – 7) was used to measure the responses.

FINDINGS

It is understood from the results of descriptive analysis that Big Five Personality traits namely, Conscientiousness (mean = 3.24; S.D. = 0.25) and Openness (mean = 3.37; S.D. = 0.27) are found to be higher than other traits. Emotional Intelligence are found to be higher for Self-Management (mean = 5.86; S.D. =0.61) and Self-Awareness (mean = 5.80; S.D. = 0.65). Hence, it may be concluded that Executives in the study organization have higher Conscientiousness and Openness Personality pattern, favorable Self-Management and Social Awareness.

Neuroticism has significant correlation at the 0.01 level with the factors namely, Self-Awareness (r = 0.123), Social Awareness (r = 0.159) and Emotional Intelligence (r = 0.128); and 0.05 level significant different is found with Self-Management (r = 0.093). Agreeableness has significant correlation at the 0.01 level with the other factors namely, Self-Awareness (r = 0.151), Social Awareness (r = 0.171), Relationship Management (r = 0.151), Emotional Intelligence (r = 0.165) and 0.05 level significant difference is found with Self-Management (r = 0.105). Conscientiousness has significant correlation at the 0.01 level with the other factors namely, Self-Awareness (r = 0.252), Self-Management (r = 0.197), Social Awareness (r = 0.206), Relationship Management (r = 0.166), Emotional Intelligence (r = 0.233). Extraversion has significant correlation at the 0.01 level with the other factors namely, Self-Awareness (r = 0.190), Self-Management (r = 0.154), Social Awareness (r = 0.248), Relationship Management (r = 0.137), Emotional Intelligence (r = 0.209). Openness has significant correlation at the 0.01 level with the other factors namely, Self-Awareness (r = 0.367), Self-Management (r = 0.341), Social Awareness (r = 0.316), Relationship Management (r = 0.320), Emotional Intelligence (r = 0.381). Findings of this study gains support from the study undertaken by Nurul et al. (2012), Zohreh (2014), Yoke and Chooi (2015) and Nurul et al.(2015).

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics and Correlations between the study variables

Variables	Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11
Neuroticism	3.19	0.32	1										
Agreeableness	3.14	0.28	.510**	1									
Conscientiousness	3.24	0.25	.438**	.530**	1								
Extraversion	3.15	0.28	.455**	.480**	.518**	1							
Openness	3.37	0.27	.492**	.486**	.475**	.557**	1						
Personality	3.22	0.22	.771**	.779**	.754**	.776**	.775**	1					
Self Awareness	5.80	.65	.123**	.151**	.252**	.190**	.367**	.275**	1				
Self Management	5.86	.61	.093*	.105*	.197**	.154**	.341**	.226**	.774**	1			
Social Awareness	5.56	.69	.159**	.171**	.206**	.248**	.316**	.282**	.637**	.637**	1		
Relationship Management	5.70	.65	.072	.151**	.166**	.137**	.320**	.214**	.710**	.832**	.635**	1	
Emotional Intelligence	5.73	.57	.128**	.165**	.233**	.209**	.381**	.284**	.884**	.914**	.832**	.898**	1

*- Correlation is significant at the 0.05 level; **- Correlation is significant at the 0.01 level
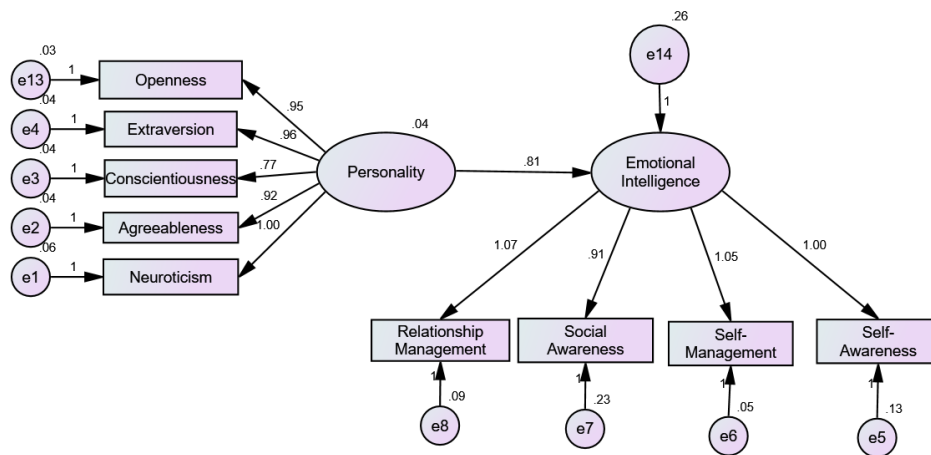
Figure 2. Results of Path Analysis for Conceptual Framework

The result of path analysis is shown in Figure 2. It is implied from the results that Personality has significant positive impact on Emotional Intelligence among the Executives. The Big Five Personality traits and other study variables show a very good fit of the sample data. All values of Chi-square, GFI, CFI, RMR, NFI, and RMSEA are in acceptable range. Chi-square = 122.453; Degrees of Freedom = 26; Probability level = 0.00; CMIN/DF = 4.710; GFI = 0.953; RMR = 0.011; NFI = 0.950; CFI = 0.960; RMSEA = 0.083. The value of β between Personality, and Emotional Intelligence is 0.81 indicating that Big Five Personality significantly predicts Emotional Intelligence among the Executives. Hence, the Hypothesis is accepted.

MANAGERIAL IMPLICATION

The present study has attempted to investigate the relationship between Big Five Personality and Emotional Intelligence. The findings suggest that personality plays an important role in balancing Emotional Intelligence. Hence it is suggested to their attitudes to be improved towards Organizational objectives. The present study provides the administrators and policy makers with insights into the individual differences in their emotional intelligence.

CONCLUSION

The present study is undertaken to investigate the relationship between Big Five Personality and Emotional Intelligence. Big Five Personality is independent variable and Emotional Intelligence is dependent variable. The results that the Personality traits Conscientiousness and Openness are found to be higher among the Executives. Similarly other factors namely, Self-Management, Social Awareness are found to be higher. Openness has significant positive correlation in this study. Moreover, hypothesis of the study is accepted since the proposed model has good fit with the variables. Thus the study is concluded that Big Five Personality traits have significant relationship between Emotional Intelligence.

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