Emotional Intelligence and Personality : Their Relationship in the Indian Context

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Abstract

Emotional intelligence (EI) has created a buzz in the academic and corporate world; it is the ability to comprehend and control emotions and use the same as a guide towards effective behavior. EI is very essential as it affects the conduct of an individual profoundly, which is an after-effect of personality. Hence, personality can explicitly be related to emotional intelligence. The purpose of this study is to examine the relationship between EI and the nine personality traits; empathy, ego - ideal, pessimism, introversion, neuroticism, need achievement, self- confidence, dogmatism, and dominance. The sample for this study included 685 managers from a number of organizations of the service sector in India (banking, education, health care, IT, and advertising). The data were collected with the help of self-report measures, that is, DKEIT which is used to measure EI and MPI used to measure personality traits. Correlation and regression analysis were performed to find the relationship between the dependent and independent variables. The results of correlation analysis showed a relationship between EI and six personality traits (empathy, ego-ideal, pessimism, introversion, neuroticism, and self confidence). The stepwise regression models provide support for the association between emotional intelligence and personality traits. No significant relationship was found between emotional intelligence and three personality traits, which are need - achievement, dogmatism, and dominance. The sample of the study was delimited to middle level management from five service sectors, which is not truly representative of all the employees in the organization, and the study can be expanded to the employees of the entire organization and other sectors. Practical and managerial implications of the study are discussed in the article. The present study contributes to a growing body of literature seeking to find the relationship between emotional intelligence and personality. This is one of the first studies where self-report measures DKEIT and MPI were used, which makes this study unique. Both of the tools are developed in India, which added value to the study.

Keywords : **emotional intelligence, personality, Indian service sector**

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"A man would have been marked as a creature if he was not Emotionally Intelligent".

Daniel Goleman reformed the universe of human resources when he conveyed emotional intelligence to spotlight in the mid 90's through his book *Emotional Intelligence: Why it can Matter More the IQ* (Goleman, 1995). He contended that emotional intelligence (EI) is more essential than the intelligence quotient (IQ) as EI impacts the conduct of a man considerably more than IQ (Goleman, 2008). The conduct of a man is an after-effect of his personality; hence, personality can specifically be related to emotional intelligence (Cavazotte, Moreno, & Hickman, 2012). Most of the organizations today are facing challenges due to changing environment, globalization, innovation, and development. Literature suggests that an individual who is

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emotionally intelligent can manage and direct his/her feelings and emotions in such a manner that they can achieve higher-level efficiency, there is a significant difference in human behavior when there are changes in the work environment, and most of these changes relate to the dimensions of personality and emotional intelligence of the individuals. The most essential proposition in the papers and research on EI and personality is that it explains more variance in the success of individuals in their professional life than traditional measures such as IQ (Dhani & Sharma, 2017). The enormous interest in the concept of EI and personality is perhaps one manifestation of this trend. The purpose of this study is to determine the relationship between emotional intelligence and personality among middle-level managers, particularly in the Indian context.

Literature Review

(1) Emotional Intelligence : The idea of emotional intelligence was firstly presented by Salovey and Mayer (1990) as a sort of social intelligence, divisible from general intelligence, which includes the capacity to screen one's own and others' emotions, to segregate among them, and to utilize the data to guide one's reasoning and activities. All the more particularly, EI is said to include the capacity to see and precisely express emotion, to utilize emotion to encourage thought, to comprehend emotions, and to oversee emotions for emotional development (Neil, Wagstaff, Weller & Lewis, 2016). On the other hand, the credit of promoting the term emotional intelligence goes to Daniel Goleman, who published a book : *Emotional Intelligence: Why it can Matter More than IQ*, which attracted the attention of scholars, practitioners, and academicians around the globe (Goleman, 1995). The concept of emotional intelligence is very important as it is directly related to success and enduring performance in any setting, be it in an educational field in terms of scoring better grades or in an organization by maintaining good relations with people and thereby earning brownie points from the superiors and climbing the corporate success ladder very soon (Das, 2011).

Emotional intelligence has three main models, ability, trait, and mixed ; various related ideas related to emotional knowledge exist, including emotional competence, emotional innovativeness, and empathic accuracy. Ability model explains EI as the capacity of a person to see precisely, assess, and express feeling ; the capacity to get to and/or create sentiments when they encourage thought ; the capacity to comprehend feelings and emotional information ; and the capacity to control emotions to advance emotional development (Dhani & Sharma, 2016). Emotional intelligence can also be termed as the limit for perceiving an individual's particular sentiments and those of others and for overseeing emotions well in an individual's connections. There are additionally different ways to deal with EI. Mixed originations of EI are professed as they blend in well-studied but mainly uncorrelated characteristics, for example, prosperity, motivation, and optimism and with factors of ability EI. Cavazotte et al. (2012) purported that the mixed models of EI are principally in view of an advancement of the idea, and the measures that stem from them are pitifully associated with EI capacity.

(2) Personality : Personality is said to be a dynamic organization within the individual that helps in determining his/her characteristic behavior and thought (Allport, 1961). Each individual possesses a unique set of traits, behavior, attributes, and features that separate him/her from others that is known as personality. Costa, Terracciano, and McCrae (2001) suggested that there are around 18000 personality traits, even after joining the words with comparative implications, it contained roughly 200 unmistakable personality traits. Austin, Saklofske, Huang, and McKenney (2004) portrayed personality through five dimensions or five primary variables, including neuroticism, extraversion, openness, agreeableness, and conscientiousness. Neuroticism is viewed as a propensity for encountering uneasiness, pressure, and hesitancy, lack of caution, melancholy, and low self-esteem. Extraversion is explained as an inclination to be sure, firm, dynamic, kind, and friendly. Openness is an inclination for interest, adaptability, liberality, and imagination. Agreeableness is explained as a preference for pardoning, consideration, liberality, dependability, sensitivity, accommodation, penance, and reliability.

Conscientiousness incorporates an inclination to compose, proficiency, unwavering quality, moderation, progressiveness, level headedness, and reflection. There are different methods for evaluating personality. The big five theory intends to associate and investigate elements that uncover essential traits of personality. The big five traits are extraversion, neuroticism, conscientiousness, openness to experience, and agreeableness. Literature suggests that the big five traits, to a great degree, are valuable in personality research and utilize its applications in work and academic regions. The researchers have contended that this model speaks of a noteworthy commitment to the comprehension of work conduct (Petrides, Vernon, Schermer, Ligthart, Boomsma, & Veselka, 2010). On the other hand, Weisberg, DeYoung, and Hirsh (2011) stated that there might be 200 traits. However, the most vital are the ones given in the big five model.

(3) Emotional Intelligence in the Workplace : The concept of emotional intelligence is recognized to be an important element in organizations today. This concept includes vision creation, goal accomplishments, ambition, self-awareness, character, and skills in tuning into others' emotions through the ability to establish relationships and bonds (AlHashmei & Hajee, 2013). Researchers have argued that emotional intelligence provides the bedrock for competencies that are a strong predictor of job performance. The business world is ever-changing, and emotions have become a very important aspect of working relationships. Every workplace is comprised of people with different strengths, personalities, and emotions, which greatly affect the way they work; thereby suggesting that emotional intelligence has a great impact on work life and career. Business organizations need to understand their human resources and pay attention to improve their performance by concentrating on psychological problems (Shahu, 2010).

Emotional intelligence is the ability to identify and manage your own emotions and emotions of others. Being emotionally intelligent increases the chances of being more accepted in teams, workgroups, and for leadership positions. It also increases the chances of selection in case of new positions and promotions. People with high EI are more productive at work as they are better able to take constructive criticism and feedback, this openness results in effective performance and improved productivity over the period. On the other hand, people with low EI are not able to cope with changing work environments. They are more likely to blame others for work related problems and feel victimized, which lowers their likability in the workplace. Employers look for candidates who are good listeners and can communicate well; they prefer employees who can adapt to changing working environments, can work in teams, and have leadership qualities. All these qualities and competencies are aspects of emotional intelligence. As the workplace continues to evolve, making room for new technologies and innovations, EI happens to be the most important success factor the organisations are hovering upon.

(4) Emotional Intelligence and Personality : The relationship amongst emotional intelligence and personality traits has been vigorously talked about in the literature. Unintentionally, even the pure model of emotional intelligence, proposed by Salovey and Mayer (1990), has indicated observationally critical correlations with measures of personality. Literature suggests that they are interlinked because emotional intelligence is significant in comprehension and control of emotions, which are imperative in personality development. Emotional intelligence has a multidimensional build which incorporates discernment expression, comprehension, and emotional management of one's self as well as other people and has a relationship with a scope of variables and outcomes associated with life quality. These connections are both identified with interpersonal parts of emotional intelligence like a better quality of social cooperation and intrapersonal viewpoints, for example, sensitivity, connection management, and state of mind change. Regarding the interpersonal dimensions of emotional intelligence, researchers have examined the capacity of individuals for comprehending the substance of emotions and the use of this capacity to sympathize with others. The outcomes demonstrated that people with constrained emotional mindfulness were less ready to have sensitivity and compassion with others. Along these lines, emotional prosperity requires a capacity to perceive emotions in regular life. As per Vohs and Leonhardt (2016),

emotional capacity is considered as an element of psychological wellness, while emotional disorders have an essential part in creating mental and personality disorders.

The relationship between both variables has been broadly examined, however, the level of relationship between these two constructs relies upon the measures used to evaluate them. Emotional intelligence is essentially associated with neuroticism, extraversion, agreeableness, and conscientiousness, however, respectably is related to openness to experience (Indradevi, 2015). Hudani, Redzuan, and Hamsan (2012) analyzed that emotional intelligence measured by Goleman's Emotional Competence Inventory was fundamentally identified with extraversion, openness to experience, and conscientiousness. Maul (2012) purported that when the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was utilized, just openness to experience and agreeableness were found to identify with emotional intelligence. The mixed model of emotional intelligence is firmly joined with personality theory as it lists components and sub-components, which have been already considered under personality theory.

In the pure measure of emotional intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test and the NEO-PI-R, critical correlations were found between the openness and agreeableness factors of personality and emotional intelligence (Andrei, 2015). Siegling, Furnham, and Petrides (2015) stated that the five-factor model of personality traits established the truth that the emotional intelligence measures have huge correlations with extraversion and neuroticism with constructive and contrary signs separately, and have a constructive relationship with openness to experience, agreeableness, and conscientiousness. The literature on the relationship of five dimensions of personality and emotional intelligence has indicated a high significant relationship of EI with extraversion and neuroticism and the relationship with openness, agreeableness, and conscientiousness has been lower.

Taking into account the available literature, it is accepted that emotional intelligence is related to several personality traits like extraversion, neuroticism, openness, agreeableness, and conscientiousness, and it compelled us to carry out a research to find if and how emotional intelligence is related to nine personality traits : empathy, ego - ideal, pessimism, introversion, neuroticism, need achievement, self - confidence, dogmatism, and dominance, based on which the following hypotheses were formed :

- **H1:** There is a relationship between emotional intelligence and empathy.
- **H2:** There is a relationship between emotional intelligence and ego-ideal.
- **H3:** There is a relationship between emotional intelligence and pessimism.
- **H4:** There is a relationship between emotional intelligence and introversion.
- **H5:** There is a relationship between emotional intelligence and neuroticism.
- **H6:** There is a relationship between emotional intelligence and need achievement.
- **H7:** There is a relationship between emotional intelligence and self confidence.
- **H8:** There is a relationship between emotional intelligence and dogmatism.
- **H9:** There is a relationship between emotional intelligence and dominance.

Methodology

The study examined the relationship between emotional intelligence and personality traits of managers from five sectors, that is, banking, health care, IT, education, and advertising in India. A sample of 685 middle management employees was selected through random sampling. Each respondent was personally contacted and requested to

fill the questionnaire. The respondents were middle management employees, that is, team leaders, assistant managers, managers, senior managers from various organizations in India. The study was conducted from June 2015 to July 2016. The self-report scale developed by Deepa and Krishnaveni (2011) known as the Deepa Krishnaveni Emotional Intelligence Test (DKEIT) has been used as a tool for measurement of EI among the employees. It consists of 18 items that reflect adaptive tendency towards emotional intelligence. Each item in the questionnaire described a work-related behavior. The higher the score, the greater the tendency an individual possessed to exhibit emotionally intelligent behavior. DKEIT is divided into three constituents of EI namely emotional perception, emotional appraisal, and emotional regulation. To measure the personality traits, a self-report measure known as Multivariable Personality Inventory (MPI) was used; this consists of 50 questions, which reflect nine personality traits of each individual. Nine personality traits covered under MPI are : dominance, neuroticism, empathy, need - achievement, ego - ideal, introversion, self-confidence, dogmatism, and pessimism.

Analysis and Results

(1) Descriptive Statistics : The descriptive statistics of the data are given in the Table 1. This table reports means and standard deviations of variables.

(2) Reliability Analysis : The reliability of the data is tested by computing Cronbach's alpha model and the reliability coefficient of the scale DKEIT (Emotional Intelligence) is $\alpha = .745$, which is highly significant. On the other hand, the reliability coefficient of MPI (Personality) is $\alpha = .715$, which suggests that the data is reliable. The reliability statistics are given in the Table 2.

(3) Correlation Analysis : The objective of the present study is to explore the relationship between the emotional intelligence and personality traits. To realize this objective, Pearson's product-moment correlation is computed. The correlation results are presented in the Table 3. The first hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Emotional Perception	685	16	4	20	14.85	4.164
Emotional Appraisal	685	12	8	20	17.56	2.450
Emotional Regulation	685	35	25	60	50.63	7.784
EI	685	55	45	100	83.04	10.472
Empathy	685	5	0	5	3.40	1.143
Ego Ideal	685	6	0	6	3.31	1.207
Pessimism	685	6	0	6	2.80	1.514
Introversion	685	6	0	6	2.70	1.521
Neuroticism	685	7	0	7	3.83	1.793
Need Achievement	685	6	0	6	3.08	1.173
Self Confidence	685	5	0	5	2.64	1.206
Dogmatism	685	5	0	5	2.73	1.255
Dominance	685	5	1	6	3.95	1.227

Table 2.Reliability Statistics

Tool	Cronbach's Alpha	No. of Items
Emotional Intelligence	0.745	18
Personality	0.715	50

Table 3. Correlational Analysis

		Perception	Appraisal	Regulation	Emotional Intelligence
Empathy	Pearson Correlation	.150**	.083*	.220**	.243**
	Sig. (2-tailed)	.000	.031	.000	.000
Ego Ideal	Pearson Correlation	.101**	-.006	.000	.038
	Sig. (2-tailed)	.008	.868	.984	.321
Pessimism	Pearson Correlation	-.036	-.067	-.112**	-.113**
	Sig. (2-tailed)	.342	.079	.003	.003
Introversion	Pearson Correlation	-.077*	-.125**	-.219**	-.223**
	Sig. (2-tailed)	.043	.001	.000	.000
Neuroticism	Pearson Correlation	-.001	-.063	-.076*	-.072
	Sig. (2-tailed)	.973	.097	.047	.061
Need Achievement	Pearson Correlation	-.003	-.044	.037	.016
	Sig. (2-tailed)	.940	.245	.336	.680
Self Confidence	Pearson Correlation	.195**	.150**	.293**	.330**
	Sig. (2-tailed)	.000	.000	.000	.000
Dogmatism	Pearson Correlation	-.031	-.023	.011	-.009
	Sig. (2-tailed)	.424	.551	.775	.807
Dominance	Pearson Correlation	.036	.036	.054	.063
	Sig. (2-tailed)	.346	.344	.159	.100

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

empathy. As hypothesized, there are significant correlations between employee's empathy and emotional intelligence [$r = 0.243$ ($p < 0.01$)], emotional perception [$r = 0.150$ ($p < 0.01$)], emotional appraisal [$r = 0.083$ ($p < 0.05$)], emotional regulation [$r = 0.220$ ($p < 0.01$)]. That is, employees with higher scores on emotional intelligence, emotional perception, emotional appraisal, and emotional regulation were significantly more likely to be empathetic than others. On this basis, the H1 is supported.

The second hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and ego ideal. There is no significant correlation between ego ideal and emotional intelligence ($r = 0.38$), emotional appraisal ($r = -0.006$), and emotional regulation ($r = 0.000$). There is, however, a significant relationship between ego ideal and emotional perception ($r = 0.101$ ($p < 0.01$)). This suggests that employees rating themselves higher on their ability to perceive the emotions of themselves and others were more likely to have the trait ego-ideal, providing partial support for H2.

The third hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and pessimism. There are significant negative

correlations between pessimism and emotional intelligence [r = -0.113 (p < 0.01)] and emotional regulation [r = -0.112 (p < 0.01)]. However, there are no significant correlations between pessimism and emotional perception (r = -0.36) and emotional appraisal (r = -0.067). That is, employees with higher scores on emotional intelligence and emotional regulation were significantly less likely to be pessimistic than others, providing partial support for H3.

The fourth hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and introversion. As hypothesized, there is a significant but negative correlation between introversion and emotional intelligence (r = -0.223 (p < 0.01)), emotional perception (r = -0.77 (p <0.05)), emotional appraisal (r = - 0.125 (p <0.01)), and emotional regulation (r = -0.219 (p < 0.01)). This suggests that employees with higher scores on emotional intelligence and its components were significantly less likely to be introverts than others. On this basis, the H4 is supported.

The fifth hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and neuroticism. There are no significant correlations between neuroticism and emotional intelligence (r = -0.072), emotional perception (r = -0.001), and emotional appraisal (r = -0.063). There is, however, a significant but negative relationship between neuroticism and emotional regulation (r = -0.076 (p < 0.05)). This suggests that employees rating themselves higher on their ability to regulate the emotions of themselves and others were less likely to be neurotic, providing partial support for H5.

The sixth hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and need achievement. There are no significant correlations between need achievement and emotional intelligence (r = 0.016), emotional perception (r = -0.003), emotional appraisal (r = -0.044), and emotional regulation (r = 0.037). This suggests that there is no relationship between emotional intelligence and its components and need achievement. On this basis, H6 is rejected.

The seventh hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and self-confidence. As hypothesized, there are significant correlations between employee's self-confidence and emotional intelligence (r = 0.330 (p < 0.01)), emotional perception (r = 0.195 (p <0.01)), emotional appraisal (r = 0.150 (p < 0.01)), emotional regulation (r = 0.293 (p < 0.01)). That is, employees with higher scores on emotional intelligence, emotional perception, emotional appraisal, and emotional regulation were significantly more likely to be self-confident than others. On this basis, the H7 is supported.

The eighth hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and dogmatism. There are no significant correlations between dogmatism and emotional intelligence (r = -0.009), emotional perception (r = -0.031), emotional appraisal (r = -0.023), and emotional regulation (r = 0.011). This suggests that there is no relationship between emotional intelligence and its components and dogmatism. On this basis, the H8 is rejected.

The ninth hypothesized relationship is between employees' emotional intelligence and its components : emotional perception, emotional appraisal, emotional regulation, and dominance. There were no significant correlations between dominance and emotional intelligence (r = 0.063), emotional perception (r = 0.036), emotional appraisal (r = 0.036), and emotional regulation (r = 0.054). This suggests that there is no relationship between emotional intelligence and its components and dominance. On this basis, the H9 is rejected. The correlations between the independent and dependent variables are given in the Table 3.

(4) Regression Analysis : Building on the significant bivariate relationships shown in Table 3, multiple regression analysis was conducted to examine the combined effect of the significant predictors on the outcome variables. Multiple regression analysis also controls the inter-correlations found between the predictors in Table 3.

Table 4. Regression Analysis

Model	*R*	*R Square*	*Adjusted R Square*	*F*	*Sig.*
1	.220[a]	.048	.047	34.678	.000[a]
2	.245[b]	.060	.057	21.766	.000[b]

a. Predictors: (Constant), Regulation

b. Predictors: (Constant), Regulation, Perception

Table 5. Regression Analysis

Model	*R*	*R Square*	*Adjusted R Square*	*F*	*Sig.*
1	.101[a]	.010	.009	6.984	.008[a]

a.Predictors: (Constant), Perception

Table 6. Regression Analysis

Model	*R*	*R Square*	*Adjusted R Square*	*F*	*Sig.*
1	.102[a]	.013	.011	8.646	.003[a]

a.Predictors: (Constant), Regulation

R square, the adjusted *R* square, and *F* values have been used when reporting the regression analyses. According to H1, employees with higher scores on emotional intelligence, emotional perception, emotional appraisal, and emotional regulation were more likely to be empathetic than others. Stepwise multiple linear regression technique is applied to the dependent variable : empathy. Emotional perception, emotional appraisal, and emotional regulation were entered into a regression equation as independent variables. The Table 4 shows that the value of *R* increases in the successive step, and it is highest (*R* = .245) in model 2 in which the explanatory variables : emotional perception and emotional regulation are included and emotional appraisal is excluded. This makes us accept the second model where combined relationship of emotional perception and emotional regulation on empathy is statistically significant ($F = 21.766$, $p = 0.001$) and the value of *R* Square = 0.060, which predicts that the explanatory variables : emotional perception and emotional regulation cause 6% variance on empathy with an Adjusted $R^2 = 0.057$. The Beta weights for emotional appraisal are not statistically significant ($\beta = 0.18$), indicating that only emotional perception ($\beta = 0.30$, $p = 0.004$) and emotional regulation ($\beta = 0.029$, $p = 0.000$) contribute to the variance in empathy of the employees.

The summary of successive models of stepwise multiple linear regressions are given in the Table 4. Correlations of H2 suggest that employees rating themselves higher on their ability to perceive emotions were more likely to have the trait ego-ideal. Stepwise multiple linear regressions are applied to the dependent variable : ego - ideal. Emotional perception, emotional appraisal, and emotional regulation were entered into a regression equation as independent variables. The Table 5 shows that the value of $R = 0.101$ for the model where the explanatory variable emotional perception is included and the variables emotional appraisal and emotional regulation are excluded. The relationship of emotional perception with ego ideal is statistically significant ($F = 6.984$, $p = 0.008$) and the value of *R* Square = 0.010, which predicts that emotional perception causes 6% variance on ego ideal with an Adjusted $R^2 = 0.009$. The Beta weights for emotional appraisal ($\beta = -0.024$) and emotional regulation ($\beta = -0.022$) are not statistically significant, indicating that only emotional perception ($\beta = 0.29$, $p = 0.008$) contributes to the variance for the trait : ego - ideal. The summary of successive models of stepwise multiple linear regressions are given in the Table 5.

The Table 6 shows the stepwise multiple linear regressions for dependent variable : pessimism. Emotional perception, emotional appraisal, and emotional regulation were entered into a regression equation as independent

Table 7. Regression Analysis

Model	*R*	*R Square*	*Adjusted R Square*	*F*	*Sig.*
1	.219[a]	.048	.046	34.323	.000[a]
2	.231[b]	.053	.051	19.256	.000[b]

a. Predictors: (Constant), Regulation

b. Predictors: (Constant), Regulation, Appraisal

Table 8. Regression Analysis

Model	*R*	*R Square*	*Adjusted R Square*	*F*	*Sig.*
1	.0.076[a]	.006	.004	3.957	.047[a]

a.Predictors: (Constant), Regulation

variables. According to the Table 6, the value of $R = 0.112$ for the model where the explanatory variable emotional regulation is included, whereas emotional perception and emotional appraisal are excluded. The relationship of emotional regulation with pessimism is statistically significant ($F = 6.984$, $p = 0.003$) and the value of R Square = 0.013, which predicts that emotional perception causes 1.3% variance on pessimism with an adjusted $R^2 = 0.011$. The Beta weights for emotional perception ($\beta = - 0.014$) and emotional appraisal ($\beta = - 0.043$) indicate that only emotional regulation ($\beta = - 0.22$, $p = 0.003$) contributes to making an employee less pessimistic.

The correlation analysis of H4 says that employees with higher scores on emotional intelligence, emotional perception, emotional appraisal, and emotional regulation were not introverts as compared to others. Stepwise multiple linear regression technique is applied to the dependent variable : introversion. Emotional perception, emotional appraisal, and emotional regulation were entered into a regression equation as independent variables. Two models are developed and the value of R increases in the second step, and it is highest (R = .231) in model 2 in which the explanatory variables : emotional appraisal and emotional regulation are included, and emotional perception is excluded. This makes us accept the second model where combined relationship of emotional appraisal and emotional regulation on empathy is statistically significant ($F = 19.256$, $p = 0.000$) and the value of R Square = 0.053, which predicts that emotional appraisal and emotional regulation cause 5.3% variance on introversion with an adjusted $R^2 = 0.051$. The Beta weights for emotional perception are not statistically significant ($\beta = -0.025$), suggesting that only emotional appraisal ($\beta = -0.048$, $p = 0.045$) and emotional regulation ($\beta = -0.039$, $p = 0.000$) contribute to the variance in introversion. The summary of successive models of stepwise multiple linear regressions are given in the Table 7.

The Table 8 shows the stepwise multiple linear regressions for dependent variable : neuroticism. Emotional perception, emotional appraisal, and emotional regulation were entered into a regression equation as independent variables. The regression model shows the value of $R = 0.076$ where the explanatory variable : emotional regulation is included ; whereas, emotional perception and emotional appraisal are excluded. The relationship of emotional regulation with neuroticism is statistically significant ($F = 3.201$, $p < 0.05$) and the value of R square = 0.006, which predicts that emotional perception causes 0.6% variance on neuroticism, which is very less. The adjusted $R^2 = 0.004$ and the Beta weights for emotional perception ($\beta = 0.015$) and emotional appraisal ($\beta = -0.048$) indicate that only emotional regulation ($\beta = - 0.017$, $p = 0.047$) contributes to making an employee less neurotic. Correlation analysis of H7 shows that the employees with higher scores on emotional intelligence, emotional perception, emotional appraisal, and emotional regulation are more likely to be self-confident as compared to others. Stepwise multiple linear regression technique is applied to the dependent variable : self-confidence where emotional perception, emotional appraisal, and emotional regulation were entered into a regression equation as independent variables.

Table 9. Regression Analysis

Model	*R*	*R Square*	*Adjusted R Square*	*F*	*Sig.*
1	.293[a]	.086	.085	85.520	.000[a]
2	.324[b]	.105	.102	40.046	.000[b]

a. Predictors: (Constant), Regulation

b. Predictors: (Constant), Regulation, Perception

The Table 9 shows that the value of R increases in the second regression model ($R = .324$) in which the explanatory variables : emotional perception and emotional regulation are included and emotional appraisal is excluded. This makes us accept the second model where combined relationship of emotional perception and emotional regulation on self-confidence is statistically significant ($F = 40.046$, $p = 0.000$) and the value of R square = 0.105 which predicts that the variables emotional perception and emotional regulation cause 10.5% variance on self-confidence of the employees with an adjusted $R^2 = 0.102$. The Beta weights for emotional appraisal are not statistically significant ($\beta = 0.67$), indicating that only emotional perception ($\beta = 0.041$, $p = 0.000$) and emotional regulation ($\beta = 0.041$, $p = 0.000$) contributed towards making the employees more self-confident. The summary of successive models of stepwise multiple linear regressions are given in the Table 9.

Discussion

The present study is the first to report and systemically examine the associations between emotional intelligence measured with the help of DKEIT and nine personality traits measured with the help of MPI. The results show that emotional intelligence along with all its components : emotional perception, emotional appraisal, and emotional regulation is positively correlated to the personality trait : empathy. Emotional perception and emotional regulation cause maximum variance by making the person more empathetic, it helps them understand how their coworkers feel which further leads to better team work. These results are similar to the results of Martin-Raugh, Kell, and Motowidlo's (2016) study, where they suggested that emotionally intelligent people are more empathetic as compared to those who rated less on EI. The studies of the NEO-PI-R feelings sub item (I find it easy to empathize with others - to feel myself what others are feeling) also suggest the same.

The personality trait ego - ideal is not correlated to overall emotional intelligence of the employees. However, it is correlated to the sub scale : emotional perception which causes just 1% variance in ego - ideal. Pessimism is inversely or negatively correlated to emotional intelligence and its component : emotional regulation, which means that employees who rate themselves high on EI are less pessimistic. The results of this study show that ER causes 1.3% variance in pessimism, making the employees more optimistic, which may help them in maintaining a positive outlook towards their work and life.

Correlations of introversion show that it is inversely or negatively correlated to emotional intelligence and all its components. Our findings are similar to the results of many other studies which suggested that EI contributes as a significant positive predictor of extraversion, and inversely predicted pessimism (Athota, O'Connor, & Jackson, 2009 ; Hudani, et al., 2012 ; Joseph & Newman, 2010 ; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011 ; Siegling et al., 2015 ; Singh & Woods, 2008). Neuroticism, in particular, was reported as having strong negative correlations with dimensions on EI scales (Joseph & Newman, 2010 ; O'Boyle et al., 2011; Siegling et al., 2015 ; Singh & Woods, 2008). This study reflects the same and shows that emotional regulation is inversely related to neuroticism. Self-confidence is also significantly and positively related to self-confidence; it means that people who are more emotionally intelligent tend to be more confident. All three components of emotional intelligence have shown positive correlations with self-confidence. On the other hand, need achievement, dogmatism, and dominance did not show any correlation with emotional intelligence or any of its sub scales.

Implications

Emotional intelligence is hypothesized to influence the success with which employees interact with colleagues, the strategies they use to manage conflict and stress, and overall performance (Dhani, 2017). Until now, personality traits have been thought to be relatively stable across the lifespan (Klimstra, Bleidorn, Asendorpf, Van Aken, & Denissen, 2013). It is plausible that the ability to process and manage emotions will offer additional information to current conceptions of personality dispositions that manifest in patterns of behavior. An alternative explanation could be that EI may influence/ predict behavior, which manifests as enduring personality traits. Therefore, the relationship between EI and personality required closer inspection. Given that individuals with a preference for extroversion are more likely to focus their attention on "action and interaction" than the more contemplative introvert (Tanner, 2015), a logical interpretation of the results of this study is that extraverted behaviors may create a stock of experiences, which provides an opportunity for increased awareness of the sensibilities of others. Furthermore, EI literature indicates EI can be increased through training (Vesely, Saklofske, & Nordstokke, 2014) which can further lead an employee understanding his/her co-workers, help the employees work more effectively and efficiently because of their high self-confidence, and also make them able to work with others. It could be that people who experience high levels of neuroticism may be assisted by learning emotionally intelligent skills that enable them to develop a greater awareness, understanding, and regulation of emotions, which further help them to have better work relationships. Organizations in India can use DKEIT and MPI at the time of recruitment and selection, by employing people who are rated high on EI.

Based on our findings, organizations can, therefore, promote desirable outcomes by training employees to enhance their EI to reflect empowering behavior. With the knowledge of their own and their colleagues' behavioral preferences, employees can improve the ability to work together and thus attain personal and organizational goals.

Conclusion

The concept of emotional intelligence is a well-known behavioral construct among students, teachers, and researchers in the area of organizational behavior and psychology throughout the world (Mohanty & Das, 2017). Emotional intelligence and personality traits are two important psychological constructs and there are several studies which show that these two constructs are related to each other. There are various studies, which have investigated the role of emotional intelligence and personality on several life outcomes, however, the current research, more specifically, was conducted to investigate the relationship between emotional intelligence and nine personality traits. This research has observed that the relationship between emotional intelligence and personality traits is interlinked because emotional intelligence is significant in comprehending and controlling of emotions, which are imperative in personality development. Furnham (2017) emphasized that emotional intelligence is essentially associated with neuroticism, extraversion, agreeableness, and conscientiousness; the results of current study also show that EI is negatively related to neuroticism and extraversion. Siegling et al. (2015) stated that emotional intelligence measures have huge correlations with extraversion and neuroticism with constructive and contrary signs separately, this also goes along with the results of this study.

This study also shows a relationship between EI and empathy, ego-ideal, pessimism, and self-confidence. On the other hand, it is found that three personality traits, that is, need-achievement, dogmatism, and dominance have no relationship with EI. It could be observed from the earlier studies that no research has been done to find the relationship between DKEIT and MPI. Thus, this study is beneficial because it has found the relationship between these which has helped in adding its implications to the current literature on emotional intelligence and personality.

Limitations of the Study and Scope for Further Research

Obviously, empirical studies are not a formal proof of a fact. They rather yield, support, or reject hypotheses. However, the results are always afflicted with uncertainty, which can often be expressed in a statistical probability value. Thus, empirical evaluations have to be combined with theoretical grounds to yield useful results. The current study is limited to just five sectors of the Indian service sector, therefore, there is a need to conduct further studies with a wider range of organizations in order to test further the findings and build a more generalizable basis for interpretation of the results. This study comprises of 685 respondents and for obtaining better findings, it is suggested that further studies should be conducted on a larger population with more balanced sample in terms of gender.

Further research into the role of MPI analysis as an aid to developing EI could be warranted as a result of this study. More studies could include studies of development programs which use MPI as a core component and in which individual EI is assessed at the start of the program and after a period of sustained development to ascertain how actions to build MPI functions may impact on the development of EI. The demographic information related to gender, age, income, and education is also significant for studying the relationship between these variables. Like all studies utilizing self-reported data, this study shares possible limitations associated with common method variance. While the EI and MPI data was self-reported and the possibility of over- or under-estimations cannot be conclusively ruled out, there is no reason to suspect a systematic bias. Future research utilizing these measurement tools in a variety of settings would add to the understanding of the relationship between these two management development tools.

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