

# Emotional Intelligence as a Precursor to Competitive Advantage and Organizational Performance: A Study of Select Indian Organization

**Thesis**

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Supervisor

**PROF. KUSHENDRA MISHRA**

HEAD OF DEPARTMENT

Research Scholar

**SYED KHUSHBU MEHDI RIZVE**

ENROLLMENT NO. – 1374/16


DEPARTMENT OF RURAL MANAGEMENT  
SCHOOL FOR MANAGEMENT STUDIES  
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY  
(A CENTRAL UNIVERSITY)  
VIDYA VIHAR, RAEBARELI ROAD, LUCKNOW-226 025  
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**2021**

## DECLARATION

I declare that the thesis titled “**Emotional Intelligence as a Precursor to Competitive Advantage and Organizational Performance: A Study of Select Indian Organization**” has been prepared by me under the supervision of **Prof. Kushendra Mishra**, Professor and Head, Department of Rural Management, School for Business Studies, Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow. No part of this thesis has been previously submitted in part or full for the award of any degree or diploma to this or any other university previously.

Further I declare that all the matter presented by me in this thesis is original research work and use of another’s work is duly acknowledged in the correct way at the relevant places. I also declare that my thesis is essential free from all kinds of plagiarism.

  
(Syed Khushbu Mehdi Rizve)

Enrolment No:1374/16  
Department of Rural Management,  
School for Management Studies,  
Babasaheb Bhimrao Ambedkar University  
(A Central University),  
Vidya Vihar, Rae Bareli Road,  
Lucknow-226025, U. P., India

## CERTIFICATE

This is to certify the thesis titled “Emotional Intelligence as a Precursor to competitive Advantage and Organizational Performance: A study of Select Indian Organization” submitted by Ms. Syed Khushbu Mehdi Rizve is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The thesis submitted to Babasaheb Bhimrao Ambedkar University Lucknow satisfies all the requirements as stipulated in the *Doctor of Philosophy (Ph.D.) regulations -1999 as amended in 2008/2010/2013* and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.

Date: 1/2/2021

  
Supervisor

  
Head of the Department



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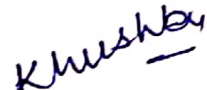
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Syed Khushbu Mehdi Rizve

Ph.D. Research Scholar

## PREFACE

Emotional Intelligence has gained immense popularity in the last two to three decades largely because of its application both personal and professional arena of life. Professional organizations have acknowledged its significant role in work settings although the concept started as social movement followed by interest of academicians and corporate. Overtime academicians have produced evidences confirming its significant role in professional organizational settings and in the parallels, corporate have not only accepted its importance but also have implemented it with appreciable success. Importance of EI especially in work settings provided motivated to the researcher to explore the concept and gain more insights regarding the role of EI in professional organization in Indian context.

Professional organizations are relentlessly interested in enhancing their various outcomes especially performance and ability to compete in the fierce markets. Conventionally, organizations relied on Cognitive Intelligence of the employees to derive performance and enhance it regularly. Prior to the advent of EI concept it has been believed it is only the cognitive intelligence that leads to acquiring the skills and ability required to fulfill the job requirement and these can be enhanced further by proper training. Lately, specifically in the last two and a half decade the importance of EI in work settings has been realized and established both academically and professionally. Researchers and corporate all over the world are now interested to decode role of emotional intelligence particularly in the organizational performance and leveraging it to develop competitive advantage.

Since the research started on EI there has been a debate among researchers regarding its nature, composition and measurement. Originally emotional intelligence was regarded as

ability to deal with emotions. Parallel another concept evolved considering emotional intelligence as a mix of ability and some personality traits. Depending upon its nature various researchers have conceptualized it to be consisting of various components, ranging from one whole EI concept to a multiple EI dimensions. Similarly, some researchers measure it through an emotional performance test while others measure it through self-reported measures. This research basically considered EI as a mixed concept consisting of four specific dimensions measured through self-reported measures and tries to decode the role of each EI dimension in explaining the organizational performance and in turn its impact on competitive advantage.

## LIST OF ABBREVIATIONS

Short Form	Description	Short Form	Description
ANOVA	Analysis of Variance		
CA	Competitive Advantage		
CFA	Confirmatory Factor Analysis		
ECI	Emotional Competency Inventory		
DoF/df	Degrees of Freedom		
EA	Emotional Awareness		
EFA	Exploratory Factor Analysis		
EI	Emotional Intelligence		
MLR	Multiple Linear Regression		
H/H <sub>0</sub>	Hypothesis/Null Hypothesis		
H <sub>1</sub> /H <sub>A</sub>	Alternate Hypothesis		
HTTP	Hyper Text Transfer Protocol		
ICT	Information & Communication Technology		
OP	Organizational Performance		
RM	Relationship Management		
SA	Social Awareness		
KMO	Keiser-Meyer-Olkin		
SM	Self-Management		

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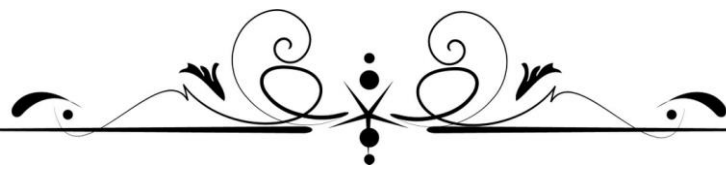


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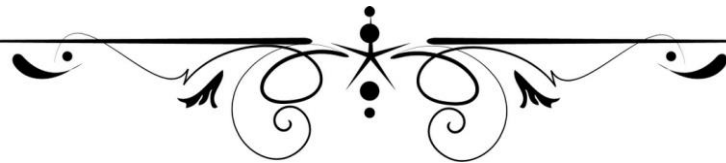
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# *Chapter 1*

## *Introduction*



**CHAPTER 1****INTRODUCTION****1.1 Overview of Emotional Intelligence**

The concept Emotional Intelligence has gained immense attention among various streams of researchers in the last few decades. Not only the academic and corporate researchers have got interested in emotional intelligence but also social science researchers have acknowledged its importance. Academicians are generally interested in understanding its nature, composition, measurement and its effect on different aspects of professionalism. Corporate are obviously interested in enhancing their organizational performance, leadership effectiveness, culture and other organizational aspects through leveraging the emotional quotient of their human resources. Social science researchers are concerned with dealing of emotions for success of individuals at personal, social, and professional levels.

The term *Emotional Intelligence* consists of two terms – ‘Emotion’ and ‘Intelligent’. Emotion is complex mental response to some object or situation in form of a strong feeling that results in psychological and physical changes generally expressed in thoughts or behavior. Intelligence is something that deals with the cognition and intellect of an individual implying the rational thinking and behavior. It is the ability to think rationally, learn from experience, solve problems and deal with new novel situations. On general note emotional capability involves being aware of emotions that affect and interact with traditional intelligence. In this sense ability to manage one's own emotions along with other management of other people's emotions may be considered as emotional intelligence. EI therefore is a multi-faceted concept that links

emotions and cognition to enhance human interactions leading to improved behavior (Mayer and Salovey, 1997). The concept of emotional intelligence is expansive and includes a wide assortment of individual skills and dispositions, generally referred as soft skills operating at inter or intra-personal level outside the traditional areas of specific knowledge, general intelligence and technical or professional skills.

Lately emotional capabilities along with intellectual skills have been considered as an essential competency in individuals to be a fully functioning and contributing member of the society and therefore EI has attracted the interest of corporate around the globe (Singh, 2007). The importance of EI can be estimated from the Goleman (1998) argument that the contribution of EI in individual success is two third (about 67%) whereas intellectual intelligence in form of technical skills contributes only one third (about 33%) that is half of the EI. Some other researches even claim that the share of EI in individual success is about 80% while only 20% is attributed to the intelligent quotient. Owing to the importance of EI in enhancing human behavior and leading to success it may well be considered that emotions of the employees are important at the workplace. Confirming this notion Ashforthe and Humprey (1995) and Jordan and Lawrence (2000) have established the importance of emotions in work settings.

## **1.2 EI Origin and Development**

Intellectual intelligence has long been the subject of study in science and psychology and is widely accepted as the skills required for success in professional life. It is measured as cognitive ability of a person and denoted as *Intelligence Quotient (IQ)*. In the last several decades researchers have found and realized that it is not only the IQ which is important for success in life, the emotions also have important role in determining the success of individual in life. As mentioned above the intelligence other

than intellectual is also important specifically the intelligence related with management of emotions. The concept of *Emotional Intelligence* has its origin in social intelligence theory propagated by Thorndike (1920) where social intelligence considered as the ability to understand and manage other people so that the person act accordingly in social relations. The social intelligence theory proposed that to be successful in life one needs to have the skills of understanding and dealing with other people. The emotional aspect has also its root in Wechsler (1940) along with other researchers where two types of intelligence – intellective and non-intellective is considered under the purview of intelligence quotient (IQ) theory. The intellective intelligence is defined as the set of skills and non-intellective as social emotional skills. (Freshman and Rubino, 2002). Later the non-intellective intelligence was considered as affective and connective abilities, which are related to a person's attitude and behavior and also resistance to change. This was the traditional way to define the emotional intelligence.

Thorndike's (1920) then Wechsler's (1940) researches remained insignificant until Gardner (1983) proposed the theory of multiple intelligences with seven aspects of intelligence. The emotional intelligence virtually originated from Gardner's (1983) two concepts of intrapersonal intelligence and interpersonal intelligence. The intrapersonal intelligence denotes the ability to understand oneself ,know how to manage their own desire and emotions in their life whereas the interpersonal intelligence include person ability to understand and manage desire emotions of other people so that they work effectively with other people These two intelligences from multiple intelligences theory was well received within the emotional intelligence research domain and it paved the path for emotional intelligence as a separate intelligence required for success both at personal and professional level.

Although the term *Emotional Intelligence* appeared in several researches like that of Payne (1986) and Greenspan (1989) it is widely accepted to be formally defined and modeled in Salovey and Mayer (1990) where they have coined the term *EI* for emotional intelligence. They defined EI as "an ability to recognize the meaning of emotions and their relationships, and reason thus solve problems on the basis of them". Mayer, Dipaolo & Salovey (1990) conducted the first empirical study on aspects related to emotional intelligence stating that "EI involves the accurate appraisal and expression of emotions in oneself and others and the regulation of emotion in a way that enhances living". These researches were just the initiation of the concept; the realm of emotional intelligence gained real impetus after the publication of Goleman's (1995) influential book on Emotional Intelligence. It is after this work that EI was popularized creating interest in the public domain as well as in business organizations. Goleman (1995) was the first work where EI was conceptualized in scientific way though theoretically and its importance in life and work was emphasized.

Although many researchers think that Goleman (1995) made tall claims about EI without any substantial evidence the success of this book popularized EI immensely accelerating both conceptual and empirical research in the domain of emotional intelligence. Goleman (1998) and Wesinger (1998) focused specifically on role of emotional intelligence in managing organizations. Since these times the concept of EI has developed continuously with researchers defining the concept then redefining it to refine it and fit in the particular context. Researchers have been done mainly in three domains, first is EI Conceptualization – this domain tries to answer the question of what actually EI is and what contents/ aspects / dimensions does it include in terms of its basic concept and contents. The second domain of research is EI Measurement – here the focus is on measuring EI generally in some particular context. The third main

domain of research is EI role in Organizations – this area of research mainly focuses in assessing the role of EI in predicting and enhancing the organizational outcomes. In the last two and a half decades innumerable researches have been done in all three domains with last decade having been the time where more emphasis is laid on determining the role of emotional intelligence in managing organizations and enhancing the organizational outcomes. This research also contributes in all three domains of conceptualization, measurement and assessing the role of EI in enhancing one of the organizational outcomes.

### **1.3 Background of the Study – The Study Context**

Organizational performance has always been a key issue in business world. Although the financial aspects or the bottom line is the immediate concern the organizations are also interested in individual and team performance. The main reason for organizations to have a keen interest in performance is obviously to survive, sustain and grow the complex and dynamic environment. Performance includes both individual level performance and team performance. Individual performance is directly affected by individual level intellectual competencies, attitude and personal characteristics that are important in work settings like that of self-confidence, adaptability, self-management and overall behavior. Most of these characteristics are part of the emotional intelligence of the employee. Armstrong and Barron (1998) suggests that employee performance has become an important issue in business and organizations stretch to great extents to appraise, manage and enhance the performance of their employees. Singh (2007) states that emotionally intelligent employees are more committed to their organizations. Goleman (1998) argues that emotionally intelligent employees perform better at

workplace. Riette, De Bruin and Crous (2007) even goes to the extent of arguing that individual performance is the key to attain competitive edge.

Team performance is dependent on both individual performance and leveraging the capabilities of other human resources to get optimal performance. This additionally involves some more capabilities like that of understanding and managing others to get superior performance from them. The competencies of managing others and directing them to achieve performance are the effective leadership skills. These skills are also important in the complex and dynamic business environment where modern day organizations face multifarious challenges. Organizations need to face these challenges through effective response and adapt to the ever-changing business environment. This requires effective leadership skills and emotional competencies on part of managers. There is sufficient evidence in literature to support the proposition that emotional intelligence of managers is an important determinant of their leadership skills and explains a significant amount of variance in team performance, leadership effectiveness and organizational performance (Cavazotte, Moreno and Hickmann, 2012; Jordan et al., 2002; Jordan and Troth, 2004).

Another important aspect for the organizations in the present-day complex business environment is that of tough competition. Professional organizations strive hard to sustain, grow and achieve their objectives in the competitive market place. It is the superior organizational performance derived through individual employee performances and team achievements that lead to competitive edge in the marketplace. And it is the emotional competencies of the employees along with their intellectual skills that lead to performance at both individual and team level. Jordan et al. (2002) also confirms that emotionally intelligent employees lead to higher team performance.

As mentioned above, Riette, De Bruin and Crous (2007) argues that it is the individual performance in terms of their attitude and action that lead to competitive edge for the organizations. Kannaiah and Shanthi (2015) established the importance of emotional intelligence organizational success leading to competitive advantage for organization performance.

Literature as also presented in literature review section of this study in many parts of the world suggests positive link between EI and organizational performance, and also the role of EI in gaining superior performance leading to competitive edge. However, there are few evidences in Indian context linking EI to organizational performance and fewer evidences decoding another important issue of how exactly EI and its dimensions are linked up with performance and competitive advantage. Hence there is a need of researches determining the exact role of various emotional competencies in the employee performance on organizations. This issue may be resolved through exploring the specific links between EI dimensions and employee performance. This study is a modest endeavor in this direction and it strives to decode how exactly EI is linked to performance and the role of EI in gaining competitive advantage for professional organizations.

#### **1.4 Statement of the Problem**

Although the importance of EI has been established the problem of how the employees utilize their emotional capabilities to leverage the organizational resources and emotional of employees in work setting are being leveraged and also the question of what emotional competencies are important in work settings to drive effective and desired performance of employees in work settings.

It is an established fact that organizations select their employees on the basis of intelligence of the candidates during recruitment. Sergio (as cited in Karimi, 2014) states that in corporate world candidates are hired only on the basis of mental abilities and cognition-based qualifications. As a part of this process, generally organizations first assess the aptitude or intelligence quotient of the candidates through various written tests and then an interview is conducted at personal level to assess the perception and attitude of the candidate. Though HR professionals try to assess the attitudes of candidates there is no formal assessment of the emotional competencies of the candidates leading to the hiring of the candidates having only required intelligence but devoid of the required emotional competencies for the job. Now that it is established that emotional competencies are integral part of skills required for performance, lack of emotional intelligence in employees causes great loss in performance (Koman and Wolf, 2008). Some researchers also report the loss of performance in financial terms like that of Plakhotnik, Rocco & Roberts, (2011). This is one the persisting problems that professional organizations encounter in the face of emotional intelligence paucity in employees. There may be two reasons for this problem, first is the straight ignorance of the fact that EI is important for deriving superior performance from employees. Secondly, even the organization acknowledging the importance of EI face the problem due paucity of the established practices, methods and processes to assess EI.

Recently professional organizations have initiated to assess the emotional intelligence of the incumbent candidates to some extent. As mentioned, the major problem faced the absence of proper practices in form of exact EI assessment scales and methods to do it. This is problem is faced due to the fact that the nature of EI is still not established and there no standard scales to measure it in a simple and convenient way. As far as the nature of EI is concerned there is debate among researchers that EI is the concept having

only mental abilities as propagated by Mayer, Salovey and Caruso (2000) and some researches consider EI as having both mental abilities and also some personality characteristics as enunciated by specifically by Bar-On (1997) and Goleman (1995).

The measurement of EI is even more complex as there are several approaches to measure EI and innumerable available are available in literature. The natural query is the why EI measurement is a problem even though several scales available. Initial problem faced by professionals is that of selection of approach and then selection of the available. In one approach EI is measured through skill or ability-based performance tests which are cumbersome to administer and even more complex to assess. The other approach of measurement is through self-reported EI measures which are easy and convenient to administer however its validity is the main problem. Most of the available scales are self-reported measures and the main problem with these scales is that of the acceptance of their validity and application in only limited and specific contexts. These scales have been developed by various researchers and in specific context therefore applicable only in those situations. The bigger problem is that of their validity even the context they are being developed let alone their wide spread validity and acceptability. Owing to this reason, the assessment of EI poses a grave concern to professional organizations interested in leveraging the benefits of EI.

### **1.5 Contribution of the Study – Research Significance**

As per the need and identified research problem this study would contribute in the development of the body of literature and will also have implications for the managers and professional organizations. The study will contribute to the body of literature through development and validation of the scale theoretically formulated to measure EI, organizational performance and competitive advantage in work settings specifically

in the context of professional organizations. This study will give insights regarding the relationship of EI with organizational performance and competitive advantage. The specific insights will be findings from separate analysis of the relationship between each EI dimension and organizational performance. These insights and evidences will be important for academicians and EI researchers in understanding the nature of relationship between EI dimension and performance. This study will also generate insights on the role of EI in developing competitive advantage for the organization.

This findings and results of this study will have important implication for the professional organizations, managers, trainers and EI consultants. This study will give specific insights between the relationship of EI dimensions and organizational performance in terms of employee performance. Since this study will determine the effect of various EI competencies on the employee performance separately, it will be important in terms of establishing the specific emotional skills or competencies crucial for employee performance leading to superior organizational performance. The professional organizations will also get the important insights in form of decoding the role of EI in developing competitive edge which may help to sustain and grow in the complex and dynamic environment. One important implication of the study would be validation of tool to measure EI and employee performance specifically in work setting which can be applied by organizations to assess the EI of their employees. Overall the study will significant for both academic world and business organizations.

### **1.6 Scope of the Study**

This study basically determines the impact of emotional intelligence dimensions on organizational performance in terms of employee job performance along with assessing the indirect effect of EI on competitive edge specifically in the context of professional

organizations in India. The specific scope includes two major aspects – concepts and stakeholders of the research. The study involves mainly three concepts – EI and its dimensions, organizational performance and competitive advantage. The stakeholders of the research are – professional organizations, employees of the professional organizations, managers in organization, and EI trainers and consultants. These are discussed as follows:

- I. Emotional Intelligence and its Dimensions:** the first and major concept considered in the study is the concept of *Emotional Intelligence* of individuals in work settings specifically in the context of professional organizations. This study also deals with the dimensions of the EI relevant in the work settings in an organization.
  
- II. Organizational Performance:** one of the most important aspects in modern day business organizations is their performance both at individual level and at group level. This study basically deals with organizational performance represented through self-reports individual level employee job performance.
  
- III. Competitive Advantage:** contemporary professional organizations exist in complex dynamic business environment and to survive, sustain and grow in this multifaceted environment an organization needs to perform better than competitors. This study deals with competitive advantage or edge represented through employee reported superior position of the organization in the marketplace.

- IV. Professional Organizations:** the context of this study is business organizations operating in professional domains. The specific professional organizations that are included in the study are banking organizations, non-banking financial organizations and insurance companies. Specifically, the study included employees from State Bank of India, Punjab National Bank, HDFC Bank, ICICI Bank, Bajaj Capital, LIC, ICICI Prudential, Bajaj Allianz, HDFC Standard Chartered and Exide Life.
- V. Employees of Professional Organizations:** the specific research unit of the study is the employee working in the professional organizations. The emotional competencies of these employees are assessed and its impact on their performance in work settings is determined. The nature of employees selected for the research is both in decision making role and non-decision-making role.
- VI. Managers and Leaders:** it is the managers who derive performance, provide direction and motivate employees through their leadership skills. Emotional intelligence of employees as well as their own EI is of prime importance. Hence managers are the important stakeholders of this study.
- VII. Emotional Intelligence Trainers and Consultants:** another group of individuals which would have important stake in the findings of this study are the trainers and consultants active in the domain of developing emotional competencies among the professionals working in business organizations.

## **1.7 Organization of Thesis**

The research is conducted systematically and the thesis is organized into following five chapters of introduction, review of literature, research methodology to conduct the study, data analysis and results, and conclusion. These are discussed as in the below section.

**Chapter 1 – Introduction:** this chapter presents the opening statement study and a brief discussion on importance of emotional intelligence in the current context. A brief introduction of the concept of EI is given followed by a concise note on its origin and development. Background or the context of the research is discussed bringing about the need of the study in the given context. Subsequently research problem is discussed and significance of the study is stated in terms of the contribution of the study to academics and implications for professional organizations. The chapter closes with mention of thesis content and its organization.

**Chapter 2 – Review of Literature and Theoretical Development:** this chapter explores the extant researches on emotional intelligence and their findings to determine the gap in literature and develop a theoretical framework. First of all, the concept of EI is explored and defined in the context of this present study followed by exploring the EI models, dimensions and measurement. Further the chapter reviews the literature to determine the relationship between EI and various organizational aspects like performance, leadership, culture and others. Once the empirical evidences are established the variables of interest are operationalized. The chapter ends with developing a theoretical framework in terms of a proposed research model. The main research hypotheses are formulated as per the theoretical relationships in the research

model. The chapter ends with statement of the specific objectives and hypotheses for the study.

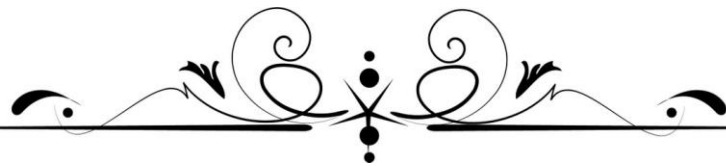
**Chapter 3 – Research Methodology:** this chapter presents the overall research methodology employed to conduct the research and accomplish the objectives. The methodology for the study is covered under research design and approach, sampling design, observational design and statistical design. This study adopts the diagnostic research model employing both qualitative and quantitative approaches with emphasis on the latter. Purposive and convenient sampling was done to collect the primary data through personal and online administration of the structured questionnaire. The instruments for measuring the constructs were adopted from the existing relevant literature. A pilot analysis was done to validate the questionnaire and data was collected and analyzed through SPSS 23. Research methods mainly included descriptive statistics, t-test, exploratory factor analysis and multiple linear regression.

**Chapter 4 – Data Analysis:** this chapter consists of data analysis and its results to accomplish the objectives of the research. First sample analysis was done to prepare a sample profile through descriptive statistics like frequency, percentage, cumulative frequency. The data is graphically represented through bar charts and pie charts. The first objective was theoretical and accomplished through exploring the secondary mainly form literature. Objective two of the study determines the impact of demographic moderating variables of various dimensions of EI through independent samples *t-test*.

**Chapter 5- Data Analysis II:** this chapter consists of data analysis II and its results to accomplish the objectives of the research Objective three included validation of the scale the developed to measure the EI, through *Exploratory Factor Analysis*. Objective

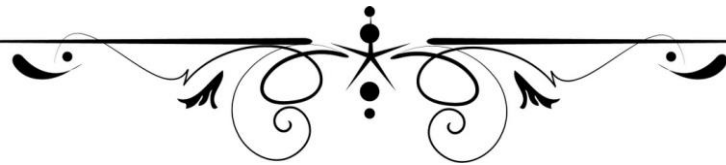
four tests the research hypotheses and estimates the proposed model through *Multiple Linear Regression*.

**Chapter 6 – Findings and Conclusion:** this chapter presents the specific findings of the study followed by discussion of the results, its validation/ confirmation and contradiction of the findings of this study in the context of existing literature. Discussion is followed by the deducting the implications of the results and findings for academicians and presenting recommendation for professional organizations. The chapter ends with final conclusion, research limitations and directions for future research



## *Chapter 2*

# *Review of Literature*



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORK**

This chapter presents the review of literature pertaining understanding of emotional intelligence concept, models and its impact on employee performance and competitive advantage. The first two sections 2.1 and 2.2 states the method and process of literature review respectively. The further sections review the literature, explore and develop the theory leading to identification of gap and a conceptual framework of the study to be tested empirically. Section 2.3 explores and defines the concept of emotional intelligence followed by discussion on its conceptual models and measurement models and brings out various EI dimensions. This section basically covers the objective one of the studies. The next section 2.4 identifies the constructs of interest and their operationalization for the purpose of this study. Section 2.5 explores the literature related to relationships of emotional intelligence with different aspects of a business organization. Identification of gap in the literature is done in section 2.6 followed by mentioning of research problem, deriving research questions and objectives of the study in section 2.7. This section also proposes the conceptual model and formulates research hypotheses.

#### **2.1 Literature Review Method**

The review of literature was initiated through discussion with the supervisor and exploring the concept of emotional intelligence online. The preliminary review was done visiting the departmental library and then exploring university central library resources.

The major medium of information search was internet done primarily through Google Search Engine and more specifically its application of Google Scholar. In the initial stages university online resources were exploited to get research papers from the university subscribed databases. The review was furthered by visiting the coveted IIM Lucknow library and exploring its online subscribed databases. A total of not less than one hundred research papers and various research publication were downloaded and reviewed for the purpose this study.

## **2.2 Literature Review Process**

The literature review starts with defining the concept of emotional intelligence bringing out its various definitions and perceptions. This is followed by discussion on EI models to determine the nature and conceptualizations of EI in literature so as to get an understanding of various aspects, components and dimensions of EI and its measurement specifically in the context of a business organization. Next the review identifies the variables of interest in accordance with the research topic and research. Since the emotional intelligence and its aspects are abstract concepts they cannot be observed or measured directly. Hence first the concepts are defined and operationalized specifically for the purpose of this study. After the operationalization of the variables the literature pertaining to the interrelations among the variables is explored. The thrust review area was researches related to the impact of emotional intelligence aspects on various determinants of business performance, specifically impact on job or organization performance and competitive advantage. These relationships were exhaustively explored and consequences of better understanding of emotional intelligence was emphasized. The

review was concluded with the gap identification through discovering the insufficiencies in literature regarding the understanding the impact of emotional intelligence of organization performance and its competitiveness. Once the gap is identified, the research questions are framed and objectives were formulated to answer the framed questions. An initial assumption or proposition was made regarding the relationships – the formulation of research hypotheses was done. A conceptual framework of the emotional intelligence was derived from the literature and a research model was proposed in accordance with the literature.

### **2.3 Emotional Intelligence – *Definitions and Models***

The concept of emotional intelligence is considered in the context of its application in organizations specifically determining its role in organization's performance. This study tries to explore and define EI from an organization's perspective hence the researches having defined and considered EI in context of organizational management and performance are focused.

The roots of the EI lies in the social intelligence theory of Thorndike (1920) which enunciates about the understanding and managing emotions to act wisely in social relations. The term 'Emotional Intelligence' was loosely appeared in several literature but the first formal and organized definition was given by Salovey and Mayer (1990) as "an ability to recognize the meaning of emotions and their relationships, and reason thus solve problems on the basis of them". They conceived EI in four dimensions of knowing and handling one's own emotions along with knowing and handling of others' emotions. Later, Mayer & Salovey (1997) defined it as "the ability to monitor one's own and

others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Mayer, Salovey and Caruso (2001) improvised on their earlier definitions to state EI as "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions towards personal growth."

Goleman (1995) in his popular book on EI stated that "the abilities called here *emotional intelligence*, which includes self-control, zeal and persistence; and ability to motivate oneself". In the organizational context Goleman (1998) defined emotional intelligence 'as knowing what you are feeling and being able to handle those feelings without having them swamp you'; 'being able to motivate yourself to get jobs done, be creative and perform at your peak'; and 'sensing what others are feeling, and handling relationships effectively'. Bar-On (1997) defined EI as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with the environmental demands and pressures".

The concept of EI gained significance after the pioneering work of Salovey and Mayor (1990) and Goleman's (1995) influential book on EI. Since then EI had become an area of extreme interest among academicians and many researches have been conducted and published. Most of the researches are inspired by these pioneering works. Later on many researchers have defined EI both in a generic manner and also in specific contexts. Boyatzis, Goleman and Rhee (1999) described that "EI is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social-awareness and social-skills at appropriate time and ways in sufficient frequencies to be

effective in the situation.” Harms & Credé, (2010) defined EI as “the ability to identify, assess and control the emotions of oneself, of others and of groups.” In consonance with Goleman (1998) and Boyatzis, Goleman and Rhee’s (1999) description of EI, this study conceptualizes Emotional Intelligence as

*Competencies of a person depicted in self-awareness, self-management, social-awareness and social-skills in an organisation that motivates a person to get the jobs done, be creative, perform at the peak along with sensing of what others are feeling and handling relationships effectively to get the best performance from others.*

### **2.3.1 EI Models**

Since the research started in EI domain there has been a debate about its model and measurement. The ‘EI Model’ depicts the nature of EI as perceived by different authors and researchers in the domain. The first formal classification of EI models was quintessentially proposed by Mayer, Salovey and Caruso (2000) though it was to differentiate their own EI model with other proposed models of EI. They differentiated between models that focus on mental abilities and those that mix mental abilities with personality attributes. Mayer, Salovey and Caruso (2000) noted that initially the concept of EI was developed on the basis of intelligence manifested in mental abilities of the individual to manage the emotions (Mayer & Salovey, 1997; Salovey and Meyer, 1990). Soon after, EI was extended to develop into a broader concept involving some personality dispositions and traits along with some mental abilities (Bar-On 1997; Goleman 1995). The former was labeled as *ability models* focusing on mental abilities and emotions and the later one *mixed model* focusing on mental abilities and other

dispositions and traits (Mayer, Salovey and Caruso, 2000). Hence this classification divides EI as *ability models* and *mixed models* based purely on the basis of their nature and conceptualization.

### 2.3.2 EI Measurement

Another important classification is based on the method of measurement of EI., Petrides and Furnham (2005) differentiated between *trait EI* (emotional self-efficacy) and *ability EI* (cognitive-emotional ability) and emphasized that trait EI and ability EI are two different constructs. Trait EI is measured through self-reported questionnaire whereas ability EI measured through maximal-performance tests Petrides and Furnham (2001). Unlike the difference between ability and mixed model, the core distinction between trait EI and ability EI is purported on the basis of most crucial aspect of EI construct operationalization (measurement method) not on the elements that the models are conceptualized to encompass and is also the most (Perez, Petrides and Furnham, 2005). Hence this classification is based on measurement and divides EI as *trait EI* measured through self-reported questionnaire and *ability EI* based measured through ability-based test.

This study draws on the next generation authors most notably Ashkanasy and Daus (2005) and Joseph and Newman (2010) who have classified EI research into three major streams considering both nature and measurement methods. The first stream treats EI as a mental ability related to cognitive emotional aspect of brain which can only be measured through maximal-performance tests evaluated by EI experts (Mayer and Salovey, 1997), these measures are called as *ability-based* (Ashkanasy and Daus, 2005), *performance*

*based* (Joseph and Newman, 2010). The second stream of researchers also treated EI as an ability, however they measured it through self-reported measures based on Mayer and Salovey model (O'Boyle Jr. et al., 2011), these measures are called as *self-reported based on ability* (Ashkanasy and Daus, 2005), *self-report ability measures* (Joseph and Newman, 2010). The third stream of researchers go beyond the definition of Salovey and Meyer and consider EI as a broader concept consisting of both emotional competencies and measures related to personality traits or skills and are measured through self-reported measures (Ashkanasy and Daus, 2005; Joseph and Newman, 2010; O'Boyle Jr. et al., 2011). These models are termed as *mixed models* (Ashkanasy and Daus, 2005) and named as *self-report mixed models* (Joseph and Newman, 2010).

In the first approach of ability based EI is mostly measured through scales like Multi-Factor Emotional Intelligence Scale (MEIS) developed by Mayer Salovey, & Caruso (1999), Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) developed by Mayer, Salovey, & Caruso (2002a), MSCEIT Version 2 (MSCEIT V2.0) developed by Mayer, Salovey, Caruso & Sitarenios (2003). Some other scales like Emotional Accuracy Research Scale (EARS) and Emotional Intelligence Scale for Children (EISC) have also been employed to measure ability based EI (Mayer & Geher, 1996 and Sullivan, 1999 respectively).

The second approach to measure EI includes self reported scales based on Mayer and Salovey model known as 'self-reported ability based measures' and includes specific scales like Self-Reported Emotional Intelligence Test or Schutte's Emotional Intelligence Test (SREIT or SEIT) developed by Schutte et al. (1998), Swinburne University

Emotional Intelligence Test (SUEIT) developed by Palmer and Stough (2002), Wong & Law Emotional Intelligence Scales (WLEIS) developed by Wong and Law (2002). Some other scales which have been developed as off-shoot this approach is Workgroup Emotional Intelligence Profile (WEIP) developed by Jordan, Ashkanasy, Hartel & Hooper (2002), WEIP-6 developed by Jordan and Troth (2004) and WEIP--Short (WEIP-S) developed by Jordan and Lawrence (2009).

The third EI measurement approach consider broader definitions of emotional competencies that included emotional abilities along with measures of related personality traits (Jordan and Troth, 2004; O' Boyle Jr. et al., 2011). The mixed EI have been extensively employed to measure EI and the establishes scales are Emotional Quotient Inventory (EQ-*i*) developed by Bar-On (1997), Emotional Competency Inventory (ECI) developed by Boyatzis, Goleman, & Hay/McBer (1999), ECI Version 2 developed by Hay Group (Sala, 2002; Wolf 2005), Trait Emotional Intelligence Questionnaires (TEIQue) developed by Petrides and Furnham (2001), Petrides, Pérez, & Furnham (2003), Emotional Intelligence Scale (EIS) by Van der Zee, Schakel, & Thijs (2002), Emotional and Social Intelligence Competencies (ESIC) developed by Boyatzis (2008). The self-report mixed models have gained wide popularity because it consider a wider definitions, ease of understanding, measurement and practical applications (Holt and Jones, 2005). A variety of self-reported mixed scales other than the above mentioned have been developed though not properly backed by theory and established empirically.

Some of the important measurement scales are discussed in this section like that of MSCEIT V.20 scale. Mayer, Salovey, Caruso and Sitarenius (2003) measured EI with

Mayer-Salovey-Caruso Emotional Intelligence Test version 2.0 (MSCEIT V2.0) scale developed by Mayer, Salovey, Caruso (2002) to validate and give more confidence in measuring EI. It was reported that the twenty-one emotional experts endorsed most of the same answers as did the 2112 members of general standardization sample indicating superior agreement with the scale. MSCEIT scale has also shown reasonable reliability and CFA also confirmed the theoretical proposed model of EI. All these findings confirm and imply reliable and valid measurement of EI with MSCEIT V2.0.

Brackett and Mayer (2003) tested the measurement validity of three EI scales, one ability-based scale – Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and two self-reported scales – the Emotional Quotient Inventory (EQ-i) and Self-Reported Emotional Intelligence Test (SREIT). It was found that MSCEIT was weak relation to both EQ-i and SREIT, whereas EQ-I and SREIT were moderately interrelated. They concluded that ability based tests and self-reported measures yield are weakly correlated and shows different aspects of same person.

Perez, Petrides and Furnham (2005) measured trait based EI (emotional self-efficacy) focusing its conceptual difference with ability based EI (cognitive emotional ability). It was argued but the authors that trait based EI measurement has achieved more success as compared to ability based EI measurement.

Conte (2005) reviewed and investigated four major scales to measure EI – Emotional Competency Inventory (ECI), Emotional Quotient Inventory (EQ-i), Multifactor Emotional Intelligence (MFEIS) and Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). It was concluded that ECI scale overlap with Big Five personality

dimensions and some other psychological concepts in motivation and leadership and ECI does not deserve serious considerations because of no discriminant validity low predictive validity. EQ-i was reviewed and it was indicated that though there are adequate evidences of reliability and some of validity it also lacks discriminant validity and most of all it lacks proper theoretical back up. MEIS is the ability-based scale and was later updated to MSCEIT V.2. It was reported that these scales lack scientific standards for determination of accuracy of consensus and expert scores for MEIS and MSCEIT V.2. The author also raised questions on the criterion of selecting experts for choosing the correct answers to determine the expert scores.

#### **2.4 Conceptualization & Operationalization of Constructs – Emotional Intelligence, Organization Performance and Competitive Advantage**

The first step in understanding EI is to perceive it correctly in the relevant context (Mayer & Salovey, 1997) and envisage the various dimensions of EI as the perceived concept and context. Extant researches in literature have measured EI through all the three discussed approaches. Each EI scale irrespective of the three approaches have considered varied number of dimensions representing EI. Most of the scales have conceptualized differently and in a particular context hence the scales have varied number of dimensions, components, elements or aspects. Salovey & Mayer (1990) originally identified four different factors of emotional intelligence – the perception of emotion, the ability to reason using emotions, the ability to understand emotion and the ability to manage emotions. Later it was reviewed and updated by Mayer & Salovey (1997) to four EI abilities – emotional awareness (own and others), emotional management (own and

others), emotional understanding (understanding emotional cycles and progressions) and emotional facilitation (generating emotions). Goleman (1996) identified five aspects – self-awareness, self-regulation, social skill, empathy and motivation. Later Goleman (1998) improvised the five elements into four – self-awareness, self-regulation, social awareness and social skills. Mayer, Salovey, Caruso, and Sitarenios (2003) in their MSCEIT V2.0 scale included four specific EI skills – perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions.

As stated above also Boyatzis, Goleman and Rhee (1999) proposed EI model having four dimension – self-awareness, self-management, social-awareness and social-skills, these are the emotional competencies that individual show at appropriate time, ways and in sufficient frequencies to be effective in the situation. Accordingly, Goleman Boyatzis and McKee (2002) conceived EI to be having four main capabilities of understanding one's emotions, knowing how to manage them, understanding others' emotions, and managing relationships with others. Owing to the reason that the concept of EI in these researches have all the dimensions which are easy to understand and measure in the organizational context this study draws on Boyatzis, Goleman and Rhee (1999) and Goleman, Boyatzis and McKee (2002) and with some improvisation the present study conceives EI model having four dimensions of Emotional Awareness, Self-Management, Social Awareness and Relationship Management. These are the emotional competencies or capabilities that an individual shall possess to be emotionally intelligent. Boyatzis, Goleman, & Hay/McBer (1999) initially designed Emotional Competency Inventory (ECI) scale to measure these competencies. Later, Hay Group (2002) improvised on ECI and developed ECI Version 2.0 having basically eighteen competencies that were

clustered in to the four dimensions to measure the emotional competencies or dimensions. This study basically builds upon Hay Group (2002 and 2005) and develop these four dimensions on the basis of ECI 2.0 These dimensions are discussed separately to operationalize each one.

#### **2.4.1 Emotional Awareness – Awareness of own Emotions**

This dimension of EI relates to understanding one's emotions and it involves being in touch with our moment-to-moment feelings (Jordan and Lawrence, 2009) and this dimension is manifested by an individual's ability to discuss and disclose the emotions they are experiencing. Boyatzis (2009) defines it as 'the ability to recognize one's own emotions and their effects'. Goleman (1995) defines it as 'the ability to know customers' and one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions. This dimension is one of dimensions identified by Goleman (1996) which was later reviewed and retained in Goleman (1998). The dimension of self-awareness is integrated component of the factor 'emotional awareness' reflecting the ability to understand emotions (Mayer & Salovey, 1997). The self-awareness of an individual basically concerns with knowing one's internal states, preferences, resources and intuitions and have three competencies of emotional awareness, accurate self-assessment and self-confidence (Hay Group, 2005). The present study adopts this definition to represent *self-awareness* and operationalize the construct with six self-reported instruments adopted from ECI 2.0 proposed by Hay Group (2005).

### **2.4.2 Self-Management – Management of own Emotions**

This dimension relates to knowing how to manage the own emotions. It involves an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation (Mayer & Salovey, 1997). This ability is reflected in restraining immediate reactions to the emotions and delaying judgments to express them in a more meaningful manner (Jordan and Lawrence, 2009) and also in the notion of observe, think and then behave and act. Boyatzis (2009) defines it as 'managing one's own emotional internal states, impulses and resources. Goleman (1995) named this dimension as 'self-regulation' and states that it 'involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances of customers'. This dimension is also one of dimensions identified by Goleman (1996) and was again identified and retained in Goleman (1997). The dimension of self-management is a part of the factor 'emotional management' in reflecting the ability to manage emotions (Mayer & Salovey, 1997). The self-management on the part of an individual basically refers to managing ones' internal states, impulses and resources and contains six competencies of emotional self-control, transparency, adaptability, achievement, initiative and optimism (Hay Group, 2005). The present study adopts this definition to represent *self-management* and operationalize the construct with six self-reported instruments adopted from ECI 2.0 proposed by Hay Group (2005).

### **2.4.3 Social Awareness – Awareness of Others' Emotions**

The dimension of social awareness relates to understanding others' emotions. It is 'recognizing emotional displays by others and detecting false expressions of emotion is a

fundamental ability involved in successfully dealing with other people' (Mayer & Salovey 1997). Social awareness has impact on relationships and generate positive interaction among employees, it is commonly reflected in people's ability to read faces and body language (Jordan and Lawrence, 2009). It is part of social skills encompassing management of relationships with to move them in the desired direction (Goleman, 1995 and Goleman 1996). It was reviewed and improvised by again Goleman (1998) and was named as 'social awareness'. This dimension is an integrated part of the factor 'emotional awareness' reflecting the ability to understand others' emotions (Mayer & Salovey, 1997). The social awareness of an individual refers to how people handle relationships and awareness of others' feelings, needs and concerns and have three competencies of empathy, organizational awareness and service orientation (Hay Group, 2005). The present study adopts this definition to represent *social awareness* operationalize the construct with six self-reported instruments adopted from ECI 2.0 proposed by Hay Group (2005).

#### **2.4.4 Relationship Management – Management of Others' Emotions**

This dimension relates to managing relationships with others. It involves an individual's ability to manage other team members' emotions (Mayer & Salovey, 1997). This ability is reflected the circumstances where emotions of other team members need to be managed to ensure that working relationships are maintained. (Jordan and Lawrence, 2009) and also encouraging positive emotions in others. Karimi (2014) defines it as 'ability to communicate, influence and collaborate with colleagues and induce desirable responses in others. It is also the part of the element of social skills 'encompassing

management of relationships to move them in the desired direction' as identified in Goleman (1995) and Goleman (1996). It was reviewed and retained as 'social skill' in Goleman (1998). This dimension is an integrated part of the factor 'emotional management' reflecting the ability to manage emotions (Mayer & Salovey, 1997). The relationship management on the part of an individual basically concerns the skills or adeptness at inducing desirable responses in others and have six competencies of developing others, inspirational leadership, change catalyst, influence, conflict management, teamwork & collaboration (Hay Group, 2005). The present study adopts this definition to represent *relationship management* operationalize the construct with six self-reported instruments adopted from ECI 2.0 proposed by Hay Group (2005).

#### **2.4.5 Organizational Performance and Competitive Advantage**

The construct of organizational performance is conceived as employee job performance in the organization. Ghalandari et al. (2012) has considered employee performance as a significant measure of organizational performance. In fact, the organizational or business performance is dependent directly on employee performance, on which business performance is pivoted (Ghalandari et al., 2012). Cote and Miners (2006) investigated the the effect of EI and cognitive intelligence on organizational performance through the measure of job performance. The construct of organizational performance and its measurement is discussed in detail in the context of identifying gap in the literature in this study. The literature shows that the organizational performance can be convincingly depicted and measured through the construct of employee job performance in the organization. To measure and operationalize the construct of employee job performance

this study adopts five self-reported instruments developed by McCarthy and Goffin (2001) as employed also by Cote and Miners (2006).

The next construct of interest in the study is competitive advantage of the organizations. Competitive advantage is viewed as superior position in the marketplace leading to increased market share and profitability (Voola, Carlson and West, 2004). The theory of gaining competitive advantage through leveraging the organizational resources is rooted in Resource Based View proposed by Barney in 1991. The organizations can develop competitive advantage through having Valuable, Rare, Inimitable and Organized (VRIO) resources resulting into unique internal capabilities that may be source of competitive advantage and enhanced profitability (Barney, 1991). This study draws on this argument and adopts competitive advantage as superior position in the marketplace leading to enhanced market share and profitability gained through superior job performance in the organization. Drawing on Voola, Carlson and West (2004) and Barney (1991) this study has developed five self-reported measures to operationalize the construct of competitive advantage or edge gained by the employees. Thus, competitive advantage in the present study is observed through employees' self-reported measures about superior market position, better profitability and financial aspects, enhanced market share and market leadership position, and superior work culture in terms of various practices in the organization.

Voola, Carlson and West (2004) proposed a framework connecting EI and competitive advantage. The study employed resource-based view to study the competitive advantage. It was proposed that EI indirectly leads to gaining of competitive advantage by

influencing the leadership capabilities significant for strategic advantage. Voola, Carlson and West (2004) found empirical evidences that organizations possessing emotionally intelligent human resources are more likely to gain competitive advantage through leveraging the organizational resources specifically the leadership capabilities. Kannaiah and Shanthi (2015) reports that emotional intelligence is one of the important factors in creating organizational success and develop competitive advantage for organization. Riette, De Bruin and Crous, (2007) argued that can organizations can achieve competitive edge through individual performance of employees which depend upon their attitude and actions. Krishnaveni and Deepa (2001) states that individual competencies are important determinants of organizational success argued that EI can be employed as a soft tool to enhance the competencies of individuals and teams in the organizational context and help them gain competitive advantage.

Grewal and Tansuhaj (2001) argued that the organizational resource pool increases the effectiveness of strategies and when integrated with market strategies results into superior firm performance leading to competitive advantage for an organization. It may be argued that superior organizational performance is one of the immediate precursors of gaining competitive advantage for the organizations. The organizational performance is obviously achieved through immaculate job performance of employees in organization, leveraging the organizational resources in the best possible way and developing the strategic capabilities in the organization human resource pool. Drawing on these arguments this study proposes that emotionally intelligent human resources leads to superior organizational performance through high job performance subsequently leading to competitive advantage. Hence this study proposes that EI indirectly leads to

competitive advantage by influencing the human resources capabilities important for gaining superior jobs performance.

### **2.5 Emotional Intelligence and Performance – *The Empirical Evidences***

The concept of EI was also emphasized and established specifically in work settings by Goleman (1995, 1996, & 1998) and his other associates. Initially the EI concept gained unprecedented popularity after Goleman's (1995) book on stating that it is an emerging subject in business and marketing. Subsequent to this, the era of researches on exploring and establishing the role EI in performance started in academic world and the corporate also begin to identify the importance of EI. Researches present evidences of importance of EI in enhancing the performance across business sectors and various types of organizations.

Ashforth and Humprey (1995) states that emotions are integrated part of an organisation's work environment. Goleman (1998) and Weisinger (1998) in their books have focused on the role of emotional intelligence in managing the organisations and finds that EI has positive effect on performance Sosik and Megerian (1999) explored the link between EI of leaders and their performance through determining the moderating role of self-awareness in relationship between EI aspects and leadership behavior and manager performance. They found that found that the correlation between EI aspects, leadership behavior and performance varied as a function of self-awareness of managers.

Cooper (1997) analyzed that profitability is also linked to the way employees feel about their job, colleagues and company. The author stated that having happier employees with

emotional intelligence, not intelligence quotient or raw brain power alone, underpins many of the best decisions, most dynamic organizations and most satisfying career span. Palmer and Stough (2001) stated that when the concept of EI is applied to work environment it enhances the ability to do work in a professional and more effective manner. Higgs (2002) found evidences of positive relationship between EI of the leader and the effective changes that a leader brings within an organization. Wong and Law (2002) also mentions that EI has positive effect on organizational performance.

Jordan et al. (2002) tried to develop an EI measurement scale – the Workgroup Emotional Intelligence Profile Version 3 (WEIP-3) specifically to measure the EI of individuals working in team and determined the link between EI of individuals and team performance (team effectiveness and team goal focus). They find that initially, teams having low EI performed at lower level while teams with high EI performed at higher level. Overtime, however the low EI team also enhanced their performance to match with the performance of high EI team.

Carmeli (2003) explores the role of EI in the success of managers at their workplace. The author tried to confirm the popular notion that managerial skills and particularly EI plays an important role in their success at workplace. The study selected the managers at public sector enterprises and studied their EI, work attitudes, work behavioral outcomes. The findings suggest that EI has a positive and significant effect on job performance of managers at workplace.

Sjöberg, Littorin and Engelberg (2005) in their study investigated salespersons in a telecommunications company for their perceived risk, emotional intelligence and a

number of additional dimensions of work motivation, personality and performance. They concluded that emotional intelligence was related as expected to other variables, most notably to life / work balance (positively), to positive affective tone (positively) and to materialistic values and money obsession (negatively).

Voola, Carlson and West (2004) designed a conceptual framework connecting EI and competitive advantage employing resource-based view. They considered three dimensions – cognitive, emotional and behavioral. They conceptualize that EI helps to develop strategic leadership through developing resources into inimitable capabilities resulting into competitive advantages for the organizations. Sinha and Jain (2004) conducted a study on emotional intelligence and its influence on relevant outcomes. They reported that the dimensions of emotional intelligence were meaningfully related with the job satisfaction, personal effectiveness, organizational commitment, reputation effectiveness, general health, trust, turnover intention, organizational effectiveness and organizational affectivity.

Brenda and Christopher (2004) proposed that organizational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries such as those offered by participation in decision making. The authors stressed that emotional intelligence, organizational learning and participation in decision making can be operationalized to improve an organization's capacity to manage change and improve performance outcomes.

Jordan and Troth (2004) established an important role of emotions in work environment. They investigated the role of EI in determining the individual performance, team

performance and conflict resolution in team. It was an exponential type study where respondents were administered a measure of team member's EI profile. The individuals and teams were assigned a task and afterwards their conflict resolution tactics employed to achieve the outcome was analyzed. The study found that the indicators of EI were positively linked with team performance and were differentially linked with conflict resolution methods.

Meiherm (2004) states that individual performance is most important factor for organization's success. Sharma (2005) conducted a study on understanding the relationship between emotional intelligence and organizational commitment of the executives working in manufacturing and service sectors with at least 10 years of service. The findings state the fact that the employees who are emotionally intelligent are able to find themselves more concerned with the organization as their emotions gets pacified with the working environment, which makes them more committed. Emotionally intelligent employees show their concern for the organizations by discharging their duties with responsibility and keep their spirits high even in the critical times.

Gabel, Dolan and Cerdin (2005) put forward their views on global team managers who handle business in various complex environments which may require them to use emotional intelligence to understand, accept, or adapt to the norms of a foreign culture. The authors had hypothesized that emotional intelligence is a strong predictor of cross-cultural success for international assignment managers. The results indicated that cross-cultural adjustment plays an important role in the significant relationship between some dimensions of emotional intelligence and subsequent success of internationally assigned

managers. The study proposed that emotional intelligence assessments should be added to the traditional selection criteria for international assignment managers to better predict managerial success.

Lopes, Grewal, Kadis, Gall and Salovey (2006) examined the relation between emotional intelligence and workplace outcomes of 44 analysts and clerical employees from the finance department of a Fortune 400 insurance company. Results revealed that high emotionally intelligent employees received greater merit increases and held higher company rank than their counterparts. These employees also received better peer and / or supervisor ratings of interpersonal facilitation and stress tolerance.

Cote and Miners (2006) investigated the the effect of EI and cognitive intelligence on job performance. The findings of the study are important in establishing the role of EI in defining job performance of individuals in the organization. The authors studied the effect of EI on three dimensions of job performance and finds significant and positive relationship of EI with all the three dimensions of job performance.

Kumar Singh (2007) examined the impact of emotional intelligence on organizational learning. The results depicted emotional intelligence as being positively and significantly related with organizational learning. The findings have implications for management of people towards creating and maintaining organizational learning. Bipath (2007) investigated the link of EI and organizational culture with organizational performance. Although both the links were investigated independently the study found empirical evidences to have correlations between EI, organizational culture and organizational performance.

Singh (2007) studied Indian companies documented that enhancement of emotional intelligence of the member's generated more positive work culture in the behaviors. The study explored the role of EI on developing organizational leadership as well as impact of EI on leadership effectiveness. The results indicated that there is a positive and significant relationship between EI and organizational leadership and the study also provided evidences having explained a good amount of variance in leadership effectiveness. The findings have significant implications for the development of leadership capabilities and management of employee behaviors at workplace.

Kafetsios and Zampetakis (2008) tested for links between emotional intelligence, affect at work and job satisfaction. The results demonstrated that emotional intelligence is an important predictor of work affectivity and job satisfaction. The results also indicated that positive and negative affect at work substantially mediate the relationship between emotional intelligence and job satisfaction with positive affect exerting a stronger influence. Among the four emotional intelligence dimensions, use of emotion and emotional regulation were significant predictors of affect at work whereas perceiving others' emotions was uniquely associated with job satisfaction.

Jordan and Lawrence (2009) conceptualized shorter version of self-reported Workgroup Emotional Intelligence Profile (WEIP-S) to measure EI in teams. The study reported to have evidences in having converged four EI constructs: awareness of own emotions – self-awareness, management of own emotions – self management, awareness of others emotions – social awareness and management of other's emotions – relationship management. The developed WEIP-S was conceived to be based on the abilities that are

important for deriving performance through the interaction of team members.

Stein, Papadogiannis, Yip and Sitarenios (2009) examined the emotional intelligence scores of executives in relation to various organizational outcomes such as net profit, growth management, and employee management and retention. The results showed that executives who possessed higher levels of empathy, self-regard, reality testing and problem solving were more likely to yield high profit-earning

Mishra and Mohapatra (2010) explore the relational ship between emotional intelligence and workplace performance among corporate executives. The results provide evidence of the concurrent validity of the emotional intelligence scale and also support the notion that Emotional intelligence is associated with more or less workplace performance.

Hashem (2010) assented that performance in organizations is driven by emotional intelligence, specifically the study presents the evidences in the banking sector. Kim (2010) found the empirical evidences to prove that EI enhances the employees' performance in an organization. Rahim and Malik (2010) identifies that EI has an important role to play in business performance and found a direct relationship between EI and organizational performance.

Brackett, Rivers and Salovey (2011) examined the ability model of emotional intelligence determining how and why the concept become useful in both education and workplace settings. Finding shows that the emotion knowledge and skill that compromise emotional intelligence can be taught and developed. The RULER approach –

recognizing, understanding, labeling, expressing, and regulating emotions is used in this research.

Jain, Kakkar, and Swarup (2011) in his study highlighted that more skilled an organization's management team at creating a work environment where employees experience positive emotions, more successful the organization will be. He opined that emphasis on perception and emotional understanding in an organization will improve the working of the organization. O'Boyle et al. (2011) performed a meta-analysis on relation between EI and job performance. The study analyzed the relation from three EI perspectives of ability based EI model, trait based model and mixed EI model. It was concluded that though there is a considerable debate among researchers about the three EI models, there are evidences to believe that all the three models predict job performance significantly and the relationship lies between the strength of 0.24 to 0.3 with job performance.

Cavazotte, Moreno and Hickmann (2012) examined the effects of intelligence, personality traits and emotional intelligence of the leaders on the effective performance of leaders in the organization. It was found that leadership effectiveness as measured by organizational performance is a direct function of leader's intelligence and personality. EI was found to be significantly associated with leadership effectiveness only when it was considered in isolation, when intelligence-based ability and personality characteristics were controlled for EI was found to be having no effect of leadership effectiveness.

In a related study on effect of EI on entrepreneurial behavior Bahadori (2012) found that all the four dimensions of EI have a positive effect on the entrepreneurial behavior in the organizations. The four dimensions of EI considered were self-emotional appraisal, other's emotional appraisal, regulation of emotions and use of emotions. In health sector Ghalandari et al. (2012) and Komlosi (2013) found that EI has significant impact on organizational performance employees' performance in an organization respectively. Danquah (2014) identifies that EI is positively related to organizational performance and it also significantly predicts EI.

Karimi (2014) researched impact of various EI dimensions on employee performance and finds that three dimensions of EI – self-awareness, self-management and relationship management have a significant impact of employee performance. Kannaiah and Shanthi (2015) studied and confirms that both emotional intelligence and work life balance together create organizational success and develop competitive advantage for organization. The researchers from the study concludes that emotional intelligence is linked at every point of workplace performance and it is of utmost importance nowadays. Hence to be successful in life emotional intelligence play a vital role. Suan-Chin, Anantharaman and Kin-Tong (2015) explored the relationship of organizational performance (both financial and non-financial) with many factors one of which was EI. The study found that EI is one of the important factors determining the financial performance of an organization.

Ramanauskas (2016) dealt with the impact of manager's EI on organization's performance in economics, social and ecological terms as well as qualitative criterion of

organization's performance for sustainable development. The results indicated a close relationship between EI of managers and both quantitative and qualitative measures of performance of an organization. Leah, Michael and Rose (2017) found positive correlation between EI and employee performance concluding that EI affects employee performance significantly and recommended use of EI as a tool for policy making, theory development, practice in organizations and for further research.

Miao, Humphrey, and Qian (2018) conducted a meta-analysis to determine the influence of leader EI on subordinate performance and organizational citizenship behavior and they demonstrated that the relationship between leaders' EI and subordinates' task performance is stronger in collectivistic, feminine, and high uncertainty avoidance cultures. Rezvani, Khosravi, and Ashkanasy (2018) performed a multi-level analysis (including both individual level and team level) in project management to examine the relationships between emotional intelligence, trust, and performance. They found that emotional intelligence is related positively to performance and to trust at different levels of analysis.

Rezvani, Barrett and Khosravi (2019) explored the relationships among team emotional intelligence, trust in team, conflict in team and team performance in large-scale construction projects. They determined that team EI is positively associated with team performance. In addition, trust and conflict in the team mediate the association between team EI and team performance. Aqqad et al. (2019) investigated the relationship among emotional intelligence and job performance in banks through the mediating effect of conflict management styles. They also found that both emotional intelligence and conflict

management styles were significantly and positively related to job performance. Their results also revealed that emotional intelligence and conflict management styles were positively and significantly related to each other.

MacCann et al. (2020) conducted a meta-analysis to examine the association between EI and academic performance of students controlling for their intelligence and conscientiousness. They employed three EI models – ability test, self-rated ability EI and mixed EI. The results indicated that all EI is significantly associated with performance for all three models of EI. Relative importance analysis suggests that EI is the third most important predictor for all three streams, after intelligence and conscientiousness. Udayar, Fiori and Bausseron (2020) argued that EI predispose individuals to better apprehend and accomplish stressful tasks and determined how ability and trait EI is related to performance under stress by distinguishing subjective and objective performance proposing a mediating role of self-efficacy. They found that self-efficacy fully mediated the relationship between trait EI and both subjective and objective performance whereas ability EI, in particular emotion understanding, directly predicted objective performance without the mediating role of self-efficacy.

## **2.6 Identification of Gap**

Subsequent to review of literature it was observed that exhaustive research has been done on EI since the concept came into being. The two main streams of EI research in organizational context are conceptualizing, modeling and measuring EI and the second main stream is prediction of dependent variables as an outcome of EI. The general outcomes considered are performances (employee or organizational), leadership and its

effectiveness, and other organizational outcomes like creativity, organizational culture, competitive advantage, work-life conflict, stress, etc. (O'Boyle Jr. et al., 2011). This research identified gaps from both streams of researches in EI.

The first gap identified was from conceptualization and measurement of EI. As discussed in the review section EI measurement can be divided into three main approaches – ability based EI measured through performance tests evaluated by EI experts (Mayer and Salovey, 1997), self-reported ability based measures based on Mayer and Salovey definition of EI and self-reported mixed EI model based on broad definition of EI including both emotional competencies and related personality traits (Ashkanasy and Daus, 2005). Ability based EI tests includes scales like MEIS, MSCEIT, MSCEIT v2.0, EARS, EISC etc. Ability based self-reported measures includes scales like SREIT or SEIT, SUEIT, WLEIS, WEIP, WEIP-6, etc. Most mixed EI scales employed are EQ-I, ECI, ECI v2, TEIQue, EIS, ECIS.

Since most of these scales have been conceptualized in distinct manner and context each one has operationalized EI with different elements or dimensions. Although most of the scales are derived from either Salovey & Mayer original concept or from Goleman and others extended concept (different scales have some or all of the components conceptualized by two concepts) researchers disagree over the common factors or dimensions of EI. Mayer, Salovey, & Caruso (2000) note that although researchers disagree over the common factors that contribute to EI there is a broad agreement among authors that 'emotional awareness and emotional control' are the two core dimensions of EI (Jordan & Troth, 2004). Accordingly, Jordan and Lawrence (2011) has emphasized

two main abilities for teams in workgroups or organizational context - abilities to deal with one's own emotions and abilities to deal with other peoples' emotions. Therefore, it is also important to distinguish between the ability to deal with own emotions and ability to deal with others' emotions (Jordan & Troth, 2004; George, 2000; Mayer & Salovey, 1997). Drawing on these researches, the present study also recognizes these two abilities – ability of dealing own emotions (awareness and management) and ability of dealing others' emotions (awareness and management).

Emotional Awareness (own and other) and Emotional Management (own and other) have important consequences for performance in organizational context (Ashkanasy & Daus, 2002; Jordan & Troth 2004; Goleman, Boyatzis and McKee, 2002; Jordan and Lawrence, 2011; Jordan & Ashkanasy, 2006, O' Boyle Jr. et al., 2011; Jordan et al., 2002, Singh et al., 2007); Mayer & Salovey, 1997; etc.). Based on these two main abilities this study has identified four main dimensions of EI having consequences for performance in organizational context – self emotion awareness, self-emotion management, others' emotion awareness management and others' emotion management. In accordance with Goleman, Boyatzis and McKee (2002) and Jordan and Lawrence (2009) this study has adopted the below mentioned terms for the four identified abilities respectively Emotional Awareness (self-emotion awareness), Self-Management (self-emotion management), Social Awareness (others' emotion awareness) and Relationship Management (others' emotion management). On account of the importance of these EI dimensions in organizational performance this study has recognized the above mentioned four EI abilities and considered these as four dimensions of EI. Owing to scarcity of researches in extant literature this study has identified the gap related to measurement of

EI through four considered dimensions specifically in the context of professional organizations in India.

The second gap identified in the literature is related to the prediction of organizational performance on the basis of emotional intelligence of employees. The main issues in predicting are measurement of both the constructs. Discussion regarding measurement of EI is presented above, as mentioned this study tries to measure EI through four dimensions of emotional awareness, self-management, social awareness and relationship management. As far as Organizational Performance is concerned it can be measured in two methods – quantitative measures involving financial performance of an organization that are not readily available or organizations are not willing to share. The second approach is qualitative in nature which is generally employed in academic researches due to the obvious reasons of ease of availability. These measures involve the techniques of peer ratings, supervisor ratings or self-reported measures. Extant researches have employed either supervisor ratings or peer review which are also excellent methods to reflect OP. Very few studies have determined the self-reported measures though it is a significant measure of organizational performance (Ghalandari et al., 2012). Mabe and West (1982) showed that self-evaluation measures are more valid than considered in prior research. Hochwarter et al. (1999) employed self-reported measures and also supported that these are quite valid to measure the job performance. This study has employed self-reported measures to record the job performance adopted from McCarthy and Goffin (2001) and Cote and Miners (2006). There have been exhaustive researches determining the effect of EI on organizational performance (OP) as mentioned in the above section. However there is scarcity of studies exploring the impact on performance through

considered four dimensions of EI, also very few researches have determined the effect of each EI dimension separately on organizational performance. This study has identified this gap in the literature and proposes separate impact of four dimensions of EI on organizational performance measured as employee performance.

The third gap identified is related to role of EI in developing the competitive advantage for professional organisations. There is scarcity of researches linking EI of employees in an organisation and gaining of competitive advantage. In literature, mostly EI is linked indirectly to competitive advantage with some mediating variable like leadership capabilities, employee performance, effective strategies etc. Voola, Carlson and West (2004) found that EI of employees leads to competitive advantage through leveraging effective leadership capabilities. Grewal and Tans haj (2001) argued that the organizational resource pool increases the effectiveness of strategies and along with market strategies leads to competitive advantage. The role of EI of team members in achieving competitive advantage is still unclear and it is the area of interest in both strategic field of research as well as academic fields exploring the outcomes and impact of EI. owing to this reason this study has identified the gap in extant literature and propose the impact of EI in developing the competitive advantage through the mediating role of employee performance in professional organisations.

## **2.7 Research Questions, Objectives and Proposed Conceptual Model**

Subsequent to the review of literature and theoretical development leading to identification of gap the following primary research questions were exposed:

1. Could EI of employees in professional organizations in India can be measured with four identified dimensions?
2. Can the Organizational Performance be predicted on the basis of EI of employees? Or – Is there any impact of EI dimensions on Organizational/Job Performance?
3. Can the organizations gain Competitive Advantage be predicted on the basis of EI employees though the mediating role of Employee Job Performance? Or – Is there any impact of Competitive Advantage on Organizational Performance?

This research also aims to explore the emotional intelligence of employees in organizational context. Hence the role of demographic profile of employees in determining their emotional intelligence is also explored empirically. From this perspective the other group of research questions are:

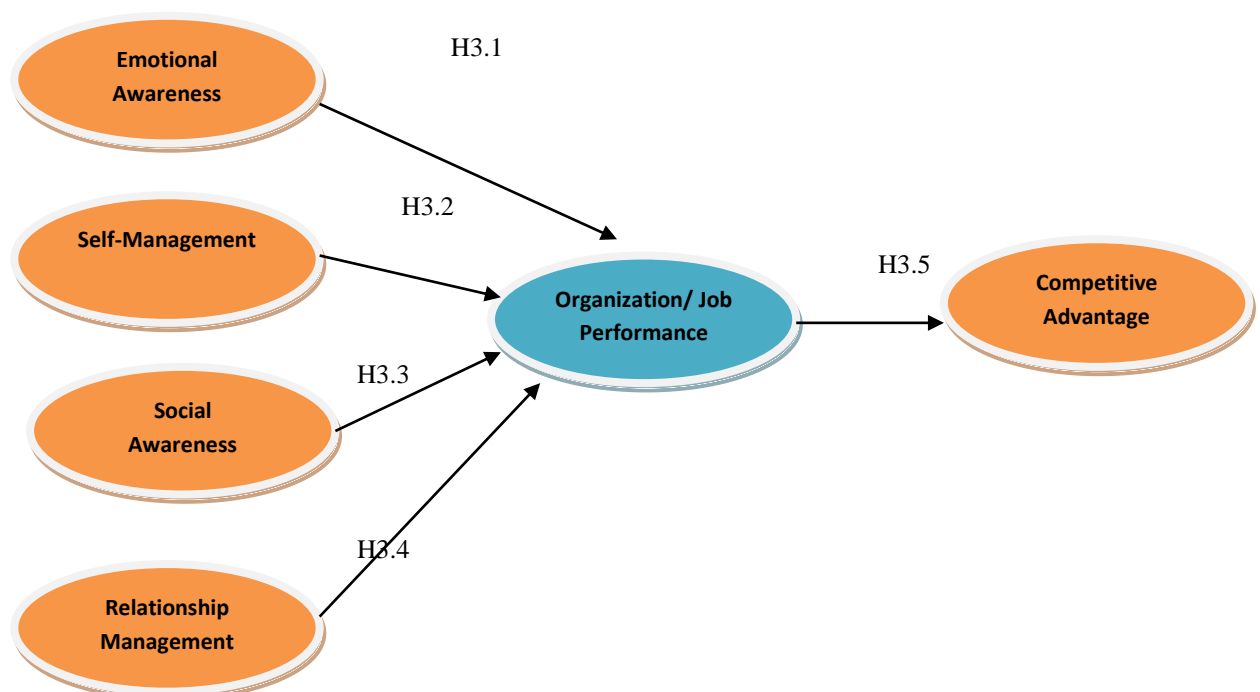
4. What is the demographic profile of the sample collected?
5. Is there any impact of demographic profile of employees in an organization on their emotional intelligence?  
Or – What is the impact of Gender, Age, Education, Employment Sector Type, Income Level and Experience Level of employees in an organization on their emotional intelligence?

To answer these questions this study proposes that EI of employees in professional organisations in India can be measured through four identified dimensions of ‘Emotional Awareness’, ‘Self Management’, ‘Social Awareness’, and ‘Relationship Management’.

The study proposes that the organizational performance (as measured by employee performance) can be predicted on the basis of the EI of the employees. The study also proposes that the professional organisations can gain competitive advantage on the basis of EI of their employees through the mediating role superior employee performance. Specifically the study proposes the following relationships:

1. Impact of Emotional Awareness on Organizational Performance
2. Impact of Self Management on Organizational Performance
3. Impact of Social Awareness on Organizational Performance
4. Impact of Relationship Management on Organizational Performance
5. Impact of Organizational Performance on Competitive Advantage

Based on the above relationships this study proposes the following EI model to predict organizational performance and competitive advantage on the basis of:



**Figure 2.1: Proposed Relationships**

### **2.7.1 Research Objectives**

As per the research gap and proposed model the following three objectives were formulated

1. To study and exfoliate the concept of Emotional Intelligence, its models and measurement.
2. To study and explore the role of demographic factors on Emotional Intelligence of employees.
3. To validate the theoretically developed scale and measure EI in the context of professional organizations with four identified dimensions.
4. To study the impact of Emotional Intelligence on Organizational Performance.
5. To determine the role of EI in gaining Competitive Advantage through the mediating role of Job Performance of employees.

The hypotheses related to the 2<sup>nd</sup> objective is:

- **H2.1:** Gender and Emotional Intelligence of employees are significantly associated.
- **H2.2:** Educational Level and Emotional Intelligence of employees are significantly associated.
- **H2.3:** Employment Type and Emotional Intelligence of employees are significantly associated.
- **H2.4:** Income Level and Emotional Intelligence of employees are significantly associated.

- **H2.5:** Experience and Emotional Intelligence of employees are significantly associated.

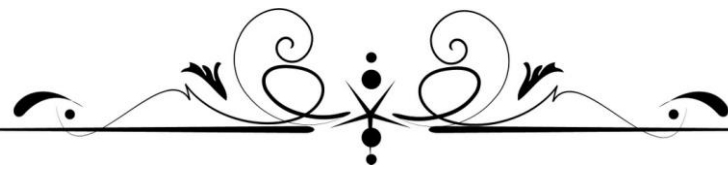
The hypotheses related to the 4<sup>th</sup> and 5<sup>th</sup> objective is:

- **H3.1:** Emotional Awareness has significant positive effect on Organizational Performance.
- **H3.2:** Self-Management has significant positive effect on Organizational Performance
- **H3.3:** Social Awareness has significant positive effect on Organizational Performance
- **H3.4:** Relationship Management has significant positive effect on Organizational Performance.
- **H3.5:** Organizational Performance has significant positive effect on Competitive Advantage of an organization.

### **Chapter Summary**

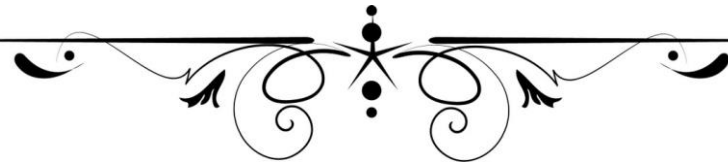
This chapter has presented the review of literature performed to conduct the study. The review was conducted exploring various research papers and publications, research reports, thesis and other publications. The major mode of review was online though visit to libraries was also made. First of all, this chapter defines emotional intelligence and then explores its nature and conceptualization models followed by its measurement models. The chapter proceeds with identification of variables of interest and the operationalization of the constructs. The review section explored the literature related to

relationships of emotional intelligence with different outcomes of business organizations. Consequently, the research gap was identified in area of EI measurement and impact of EI dimensions on organizational performance and competitive advantage. Based on theoretical framework and research gap a research model was proposed and accordingly the research hypotheses and objectives were framed. The chapter ended with statement of research objectives and hypotheses.



## *Chapter 3*

# *Research Methodology*



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents the research methodology employed to conduct this study. Section 3.1 states the objectives of the study. The objectives are stated here because it lays the base for selecting the research methodology and tools to conduct the research. Section 3.2 discusses the research design and approach selected to conduct the study. Section 3.3 describes the data collection methods and sources. Sampling technique adopted to conduct the research is discussed in section 3.4. The next section 3.5 elaborates the questionnaire development and measurement part. Section 3.6 presents a discussion on selection of sample size for the study. Section 3.7 mentions and discusses the research tools and techniques adopted to conduct the data analysis. The chapter end with presentation of pilot study conducted to finalize the questionnaire for primary data collection.

#### **3.1 Research Objectives**

This study has identified three main objectives after reviewing the literature and the research gap there in. These are:

1. To study and exfoliate the concept of Emotional Intelligence, its models and measurement.
2. To study and explore the role of demographic factors on Emotional Intelligence of employees.

3. To validate the theoretically developed scale and measure EI in the context of professional organizations with four identified dimensions.
4. To study the impact of Emotional Intelligence on Organizational Performance.
5. To determine the role of EI in gaining Competitive Advantage through the mediating role of Job Performance of employees.

The first objective is exploratory in nature and requires secondary data. The second and third objectives were diagnostic in nature and require primary data. In first objective mainly content analysis of the secondary data was done whereas in second and third objectives various research tools and techniques were applied. Depending on the requirement of objective the research tools were selected. The further sections will describe and illustrate the research methodology adapted to conduct the study.

### **3.2 Research Design and Research Approach**

The research design is back bone of any research. It determines the nature of any research and also helps to decide the research tools required to conduct the study. As per the requirement of objectives this research calls for both exploratory and diagnostic research designs. This study requires two explorations, first that of the emotional intelligence concepts and models and second exploring the role of demographics of employees in determining their Emotional Intelligence. This study also entails diagnosing the relationships between various Emotional Intelligence aspects and Organization Performance. The diagnostic research is itself a part of descriptive design which states the current state of affairs and diagnoses various relationships among different variables through different tools and techniques (Kothari, 2004).

The research approach basically determines whether the research is qualitative or quantitative in nature. The research approach is sometimes dependent on research design where the exploratory design generally calls for ‘qualitative approach’ including content analysis, observational, ethnographic and focus groups researches (Kotler, Keller, Koshy, & Jha, 2009). Whereas the diagnostic and experimental research designs exploit the quantitative tools and techniques. This study essentially needs quantitative research approach since the objectives are diagnostic in nature and requires hypothesis testing based on observed data. The primary data is collected through survey and is subjected to various quantitative research tools and techniques to obtain the findings and drawing some definite conclusions based on the observed data. Although the qualitative approach is also exploited when content analysis is done however primarily the research approach is quantitative.

Depending upon the research design and approach the research methodology for this study is covered under the following concepts:

1. Data Collection
2. Sampling Techniques
3. Questionnaire Development and Measurement
4. Sample Size
5. Research Tools and Techniques
6. Model and Hypothesis Testing

### **3.3 Data Collection**

The nature of the objectives calls for both secondary and primary and data. The sources for collection of both types of data are mentioned below.

**3.3.1 Sources of Secondary Data** – The secondary data was specifically required for literature review and objective one of the studies. For review of literature the major of data was scholarly publication like that from academic journals, theses, books, research articles, and conference proceedings, research reports from various sources like research consultancies, government, corporate publications and others. Both published and unpublished academic researchers were considered for the study. Unpublished data was primarily obtained scholars, research workers, unpublished theses or research project. The other sources for secondary data was any article or publication relating to emotional intelligence in newspaper articles, books, reports and researches from psychological institutions, universities, psychology periodicals

**3.3.2 Sources of Primary Data** – Primary data was collected from employees working in various professional organizations mainly in Lucknow and its nearby places. The major organizations from which surveys were collected are:

- Bank Branches
- Educational Institutes
- Insurance Companies
- Post Offices
- Other Organizational Setups

**3.3.3 Data Collection Tool** – the tools for employed for collection of primary data was ‘Survey’ of employees working in professional organizations.

**3.3.4 Data Collection Instrument** – the primary data was collected through a structured ‘Questionnaire’ that was developed in accordance with the literature.

**3.3.5 Contact Methods** – the questionnaire was either administered through personal contact or it sent through online mode employing Google Forms. Contacts of personal contact were traced and they handed over the questionnaire. Also, the questionnaires were handed over to personal contacts so that they can get it filled through their contacts themselves. The Questionnaire was also hosted on Google Forms and the links were sent to professionals to get their response.

### **3.4 Sampling Techniques**

This section discusses about population of the study, sample unit, sampling frame, sampling techniques and sample size.

**3.4.1 Population** – All the employees working in professional organizations were conceived as the population of the study. Obviously, the population was very large so the concept of geographical segmentation was employed and within the particular geographical location, sampling method was employed to study the whole population.

**3.4.2 Sampling Unit** – The specific respondents for the sample were employees working in professional organizations. The employees vary in their demographic characteristics like gender, age, designation, experience and income groups.

**3.4.3 Sampling Frame** – sampling frame is necessary when random sampling is to be done. It was tried to get a list of employees from various organizations. However due to privacy and no sharing policies of organizations a list couldn't be obtained. Also, unavailability of sampling frames in India has affected the research in the terms of purely random sampling.

**3.4.4 Sampling Technique** – as mentioned above due to unavailability of sampling frame purely random sampling was not feasible. Therefore, a mix of probabilistic and non-probabilistic sampling techniques was used in the study. Basically, the sampling design was non probabilistic with randomness in selection of the respondents. The main sampling technique selected was Purposive Sampling where only those organizations were selected which were really professional in nature. Some organizations were visited on random basis while others were visited after planning with some acquaintance. After reaching the organization the questionnaires were distributed randomly. Convenience Sampling, another technique of non-probabilistic sampling was also employed whenever the targeted respondents were easily accessible. One level snowballing was also done when target respondents were an acquaintance who were simply handed over the questionnaires to get it filled in their own network.

**3.4.3 Sample Size** – the size of the sample was decided only after the questionnaire was designed. Therefore, sample size is discussed in the section after explaining the questionnaire development.

### 3.5 Questionnaire Development and Measurement

In management researches survey is the most widely employed tool for data collection since it has a wide reach and variety of data can be collected through this tool. This study also employs survey to get the data from the target respondents. The instrument selected to survey the respondents was questionnaire because the target respondents were educated and can read, understand and reply as per requirement. The questionnaire was developed as per the requirements of the objectives. It was designed having two sections; first section had 13 questions that recorded the demographic details of respondents along with work profile as shown below:

1. Organisation Name	8. Total Experience
2. Designation	9. Current Designation
3. Gender	Experience
4. Age Group	10. Last Promotion Duration
5. Educational Qualification	11. Promotion Denied
6. Employment Sector	12. Demotion
7. Monthly Income	13. Nature of Position

The second section was having psychographic statements that measured the six main variables identified through LR in the proposed model. These are four emotional intelligence aspects – self-awareness, self-management, social awareness and social management, and two performance variables – organizational performance and competitive advantage. These variables were the unobserved factors or constructs that were measured through some observed variables represented through the psychographic

statements or items or instruments. Each factor was measured through Likert Scale having a set of statements rated on Five Point Rating Scale having five categories of strongly disagree, disagree, neutral, agree and strongly agree.

The statements measuring the considered factors were adapted from the literature. The process of adapting items from literature not only prevents the researcher from cumbersome and long process of developing the items but also prevents from validation process. Each construct in the model was operationalized through particular and prior validated items that have been earlier employed to measure the same construct. Overall there were 35 items measuring 6 constructs as discussed below.

The first construct of Self Awareness was conceived as ‘Awareness of Own Emotions’ and was measured through the following 6 items adopted from Hay Group (2005):

1. I am able to recognize my emotions
2. I am aware of impact of emotions on other people
3. I am aware of my strengths and weaknesses
4. I know how to calm down myself in crisis
5. I present myself with self-assurance
6. I decisively make sound decisions despite uncertainties and pressures

The second construct of Self-Management was conceived as ‘Management of Own Emotions’ and was measured through the following 6 items adopted from Hay Group (2005):

1. I do manage my impulsive feelings and distressing emotions well

2. I give a fair hearing to fellow team members' ideas
3. I stay composed and positive even in trying moments
4. I think clearly and stay focussed to achieve my goals
5. I take initiatives in performing
6. I do operate from hope of success than fear of failure

The third construct of Social Awareness was conceived as 'Awareness of Others' Emotions' and was measured through the following 6 items adopted from Hay Group (2005):

1. When I talk to a team member I can gauge their true feelings from their body language
2. I can read fellow team members 'true' feelings, even if they try to hide them
3. I am able to describe accurately the way others in the team are feeling
4. I can see things from someone else's perspective
5. I am able to recognize and meet customer needs effectively
6. I am able to sense what other require and provide it precisely

The fourth construct of Relationship Management was conceived as 'Management of Others' Emotions' and was measured through the following 6 items adopted from Hay Group (2005):

1. I am able to sense others' development requirement and
2. I can provide the 'spark' to get fellow team members enthusiastic
3. I challenge the status quo to acknowledge the need for change

4. I do not have difficulty in persuading others to change their point of views
5. I do handle difficult people and tense situations with diplomacy and tact
6. I can get fellow team members to collaborate on a project

The fifth construct considered in the study was Organizational Performance that was actually conceived as ‘Self-reported **Job** Performance’ and was measured through the following 5 items adopted from **McCarthy & Goffin (2001); P19**

1. I have the required job knowledge and skill I am effective in displaying it.
2. I am effective in verbal and written communication
3. I take charge when required I am effective in it
4. I set high standards and strive to meet them
5. I am a quick learner and respond fast to perform

The sixth construct considered in the study was Competitive Advantage that was actually conceived as ‘Employee Perception of their Organization Competitiveness’ and drawing on Voola, Carlson and West (2004) and Barney (1991) this study has developed following 5 items to measure the construct of competitive advantage:

1. My organization has performed better than the competitors in financial aspects
2. We as an organization are market leader in innovation, research and development
3. Staff training and personnel development is integral part of my organization
4. My organization has captured more market than any of our competitors
5. Socio-cultural events is a regular feature of my organization

### **3.6 Sample Size**

The size of the sample required and numbers of items are directly related. Because of the fact that Exploratory Factor Analysis was employed to measure and validate the constructs, the sample size is determined in accordance with the literature of sample size appropriate for this tool. Kass and Tinsley (as cited in Field 2009) recommended having between 5 and 10 participants per variable up to a total of 300 (beyond which test parameters tend to be stable regardless of the participant to variable ratio). Nunnally (as cited in Field (2009) recommended having 10 times as many participants as instruments. Field (2009) argues that correlation coefficients fluctuate much more so in small samples than in large.

**3.6.1 Targeted Sample Size** – Since this study had a total of 31 validated items, as per above stated studies the sample size could lie in the range of 155 and 310 (31x5 and 31x10). As per the need of the study and the researcher’s resources and time a sample size of 250+ respondents were considered for the study.

**3.6.2 Actual Sample Size – During data collection** more than 350 questionnaires were distributed either directly through self-administration or indirectly through personal contacts. After continuous follow up and persistence, a total of 265 responses could be collected. The initially collected responses were fed into SPSS and was subjected to data cleaning and initial processing after which only 254 response data were identified.

### **3.7 Research Tools and Techniques**

As mentioned above first the data was processed for its cleaning and removal of any incomplete or data point. All the created variables were analyzed through frequency distribution. It was observed for any unusual value, entry errors, missed values or any redundancy. If any such value were found it was either rectified or removed on data point basis or case basis. After data cleaning 254 responses were found to complete and considered for further analysis

The research tools and techniques were chosen and employed as per the need of the research. first the tools employed to analyze the sample are discussed followed by discussion of tools employed for each objective

**3.7.1 Sample Analysis** – first of all analysis was done to create a sample profile of the respondents. The descriptive tools like frequency distribution, percentage, cumulative frequency and percentage were applied to various demographic variables and to the other variables related to professional profile. The observed data was represented through bar graphs, column graphs or pie charts. Finally, a tabular representation of the sample profile was done.

**3.7.2 Objective 1** – the first objective was about analyzing emotional intelligence from a conceptual point of view through exploring the emotional intelligence concepts, definition and its proposed and established models. Since the existing data has to be explored and analyzed – the tools of content analysis were employed in first objective.

**3.7.3 Objective 2** – the second objective explored the role of demographic factors on defining four emotional intelligence aspects of the employees. Each EI aspect was having

certain parameters measured on five-point rating scale with lower score showing less of the parameter characteristic while higher score represented more of the parameter characteristic. The scores of all the parameters related to a particular aspect were added up to get total score for corresponding EI aspect. As a result, all the four EI aspects were having a corresponding total score that can be further analyzed and specifically compared.

The demographic variables considered in the study were having either two or more than two categories. The variables having two categories were analyzed as it is while the demographic variables having more than three categories were modified rationally to contain three categories so that more meaningful analysis can be done.

The impact of demographic variables on EI aspects (dependent variables) was determined either through 't Test' or 'One Way ANOVA' depending upon the number of categories in demographic characteristic (independent variables). 't Test' was applied for demographic variables having only two categories whereas One Way ANOVA applied where three categories were present.

**3.7.4 Objective 3 Measurement, Model Estimation and Hypothesis Testing** – The third objective was to estimate the proposed model and determine the impact of Emotional Intelligence on Organizational Performance and in turn its impact on Competitive Advantage of the organization. EI was considered to be having four aspects of Emotional Awareness, Self-Management, Social Awareness and Relationship Management, which were considered as independent variables whereas Organizational Performance and Competitive Advantage were dependent variables.

All the variables in the model were abstract concepts or unobserved variables called as factors or constructs. These were operationalized through certain observed items or instruments as discussed in the questionnaire development section. Thus, each of unobserved factors was measured through Likert Scale with a set of observed items each rated of a five-response scale. First of all, the concepts or unobserved factors were measured and validated through an Exploratory Factor Analysis. The EFA established the relationship of each instrument with its pre conceived factor and measured the considered factors on a continuous scale which can be employed for further statistical analysis.

Once the factors were measured and validated the proposed model was estimated and hypothesis testing was done through multiple linear regression (MLR). The proposed model has two sets of dependent relationship, first set proposes the dependent relationship between EI aspects and organizational performance whereas the second set proposes the dependent relationship between organizational performance and competitive advantage. Since the model has two sets of dependent relationships it is tested through two separate multiple linear regression phases or analysis. The first phase of MLR determines the impact of EI aspects on organizational performance and the second phase determines impact of organizational performance on competitive advantage.

### **3.8 Pilot Study**

Prior to full-fledged data collection a Pilot Study was done to check the reliability of the items or instruments in the questionnaire developed for collection of primary data. As discussed, there were 6 pre identified factors or constructs which were operationalized through 34 instruments adapted from literature. These 34 instruments were assessed for

their reliability through Cronbach's Alpha. Since each factor was operationalized through pre identified instruments, the reliability analysis was done both on individual factor level and on full scale level. The value of Cronbach's Alpha ranges between 0 and 1. Field (2009) has recommended that for an item scale to be a reliable, the value of alpha shall be in the range of 0.7 to 0.8. The reliability analysis was run on SPSS and the following results were obtained.

**Table 3.1: Initial Reliability Analysis**

SN	Factors	No. of Items	Cronbach's Alpha
1	Emotional Awareness	6	0.565
2	Self-Management	6	0.782
3	Social Awareness	6	0.743
4	Relationship Management	6	0.517
5	Organizational Performance	5	0.701
6	Competitive Advantage	5	0.523
	<b>Total Items</b>	34	0.805

The value of alpha for full scale was 0.805 implying acceptable reliability of all the items. The Cronbach's alphas for individual factors were observed and it was found that the value of alpha is greater than 0.7 for only three factors of self-management, social awareness and organizational performance. The value of alpha for other three factors was below 0.7. The three factors having alpha value  $> 0.7$  were considered reliable whereas for other factors further processing was done through running the reliability analysis

again with the option of ‘scale if item deleted.’ The results were observed and it was found that without the 4<sup>th</sup> item of emotional awareness, 2<sup>nd</sup> item of relationship management and 4<sup>th</sup> item of competitive advantage the value alpha for respective factor was between 0.7 - 0.8. To make the scale more reliable these items were dropped from the scale. After dropping the items, the full-scale analysis was again performed and it was found that the overall reliability improved from 0.805 to 0.843 falling in the range of more than acceptable reliability. Now the questionnaire was having 31 items or instruments which were considered reliable to measure the respective factor or constructs. Therefore 31 items were included in the final questionnaire to collect the primary data.

**Table 3.2: Final Reliability Analysis**

SN	Factors	No. of Items	Cronbach's Alpha
1	Emotional Awareness	5	0.765
2	Self-Management	6	0.782
3	Social Awareness	6	0.743
4	Relationship Management	5	0.771
5	Organizational Performance	5	0.701
6	Competitive Advantage	4	0.674
	<b>Total Items</b>	31	0.843

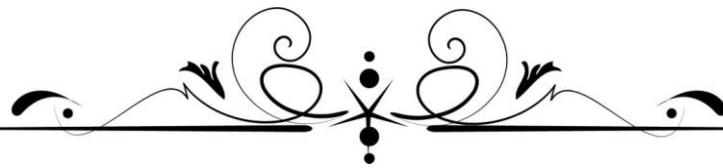
This section presents the overall research methodology adopted to conduct the study in a nut shell through the below table:

Table 3.3: Research Methodology at a Glance

<b>Research Methodology at a Glance</b>		
<b>Research Design</b>	<b>Objective 1</b>	Exploratory Research
	<b>Objective 2 &amp; 3</b>	Descriptive or Diagnostic Research with Hypothesis Testing
<b>Research Approach</b>	<b>Objective 1</b>	Qualitative
	<b>Objective 2 &amp; 3</b>	Quantitative
<b>Data Collection</b>	<b>Nature of data required</b>	Both Secondary and Primary data
	<b>Sources of Secondary Data</b>	Prior Researches from Literature, Research Reports, Documents, Company Records and Various Publications
	<b>Primary Data</b>	Survey
	<b>Primary Data Tool</b>	Structured Questionnaire
	<b>Method of Administration</b>	Personal and Online
<b>Sampling</b>	<b>Population</b>	All Employees of Professional Organizations in India
	<b>Sample Frame</b>	Not Available
	<b>Sampling Unit or Respondents</b>	Any Employee of Professional Organization
	<b>Sample Size</b>	Target: 250 plus; Actual Size: 254
	<b>Sampling Technique</b>	Non-Probabilistic: Purposive, Convenience and Snowballing Sampling
<b>Data Analysis Tools</b>	<b>Objectives 1</b>	Qualitative Research: Content Analysis
	<b>Sample Profile &amp; Descriptive Analysis</b>	Frequency Distribution, Percentage, Cumulative Percentages and Tabulation
	<b>Graphical Representations</b>	Bar or Column Graphs and Pie Charts
	<b>Objective 2: Role of Demographic Factors on EI Aspects</b>	Independent Samples t-Test and One-Way Analysis of Variance (ANOVA)
	<b>Objective 3: Measurement, Model Testing &amp; Hypothesis Testing</b>	Exploratory Factor Analysis, Multiple Linear Regression

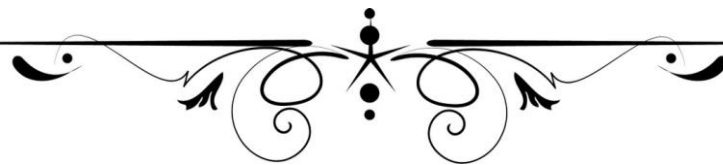
**Chapter Summary**

This chapter presented the overall research methodology and specific research tools to conduct the study. Initially the chapter stated the objectives of the study so that the proper research methods can be selected to conduct the study. The chapter basically states that exploratory and diagnostic research designs were adopted to conduct the study. Data was collected from both secondary and primary sources. The required data was collected through survey technique employing the tool of structured questionnaire administered both personally and through online modes. Purposive and convenience sampling technique was employed to collect the sample data from the target respondents. The chapter also discussed the rationale of selecting sample size for the study and selecting a sample size of 250+ respondents. The chapter mentions that as per the need of the study the researches tools employed are – t-test, ANOVA, exploratory factor analysis, multiple linear regression. The chapter ends with presenting the pilot study where the questionnaire items were validated through Cronbach's Alpha and it was found that out of 34 instruments adopted only 31 could be validated for the final questionnaire.



## *Chapter 4*

# *Data Analysis – I*



**CHAPTER 4****DATA ANALYSIS – I**

This chapter presents part one of the data analysis. The complete data analysis was performed in three major sections – sample analysis, accomplishment of objective two through assessment of the impact of demographic variables on EI aspects and accomplishment of objective three involving measurement and model estimation. This section 4.1 of this chapter presents the sample profile involving descriptive analysis of demographic variables. The section 4.2 consists of inferential analysis determining the impact of demographic variables on EI aspects.

**4.1 Sample Profile – Descriptive Analysis of Demographic Variables**

The sample was analyzed for six recorded demographic variables which were relevant for the to the required characteristics of the respondents. These are

1. Gender
2. Age Group
3. Education Category
4. Employment Sector or Type
5. Income Group
6. Experience Category

The questionnaire also recorded four more characteristics related to professionals working in an organization. These are:

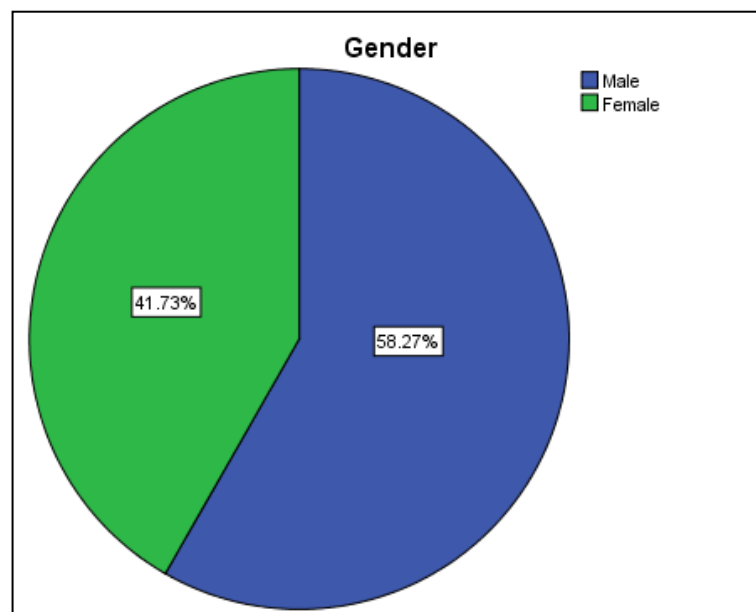
1. No. of years in Present Designation
2. Last Promotion Duration
3. Ever Denied Promotion
4. Nature of Position

### 4.1.1 Gender of Respondents

**Table 4.1: Gender Frequency**

**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	148	58.3	58.3	58.3
Valid Female	106	41.7	41.7	100.0
Total	254	100.0	100.0	



**Figure 4.1: Gender Frequency**

**Descriptive Finding:** it is found that 58% of the respondents were males, and 42% were females. Although majority of the respondents were males the other category of gender also was substantially represented in the sample.

## 4.1.2 Age Group

Table 4.2: Age Group Frequency

Age Group				
	Frequency	Percent	Valid Percent	Cumulative Percent
< 25	33	13.0	13.0	13.0
25-35	98	38.6	38.6	51.6
Valid 35-45	71	28.0	28.0	79.5
> 45	52	20.5	20.5	100.0
Total	254	100.0	100.0	

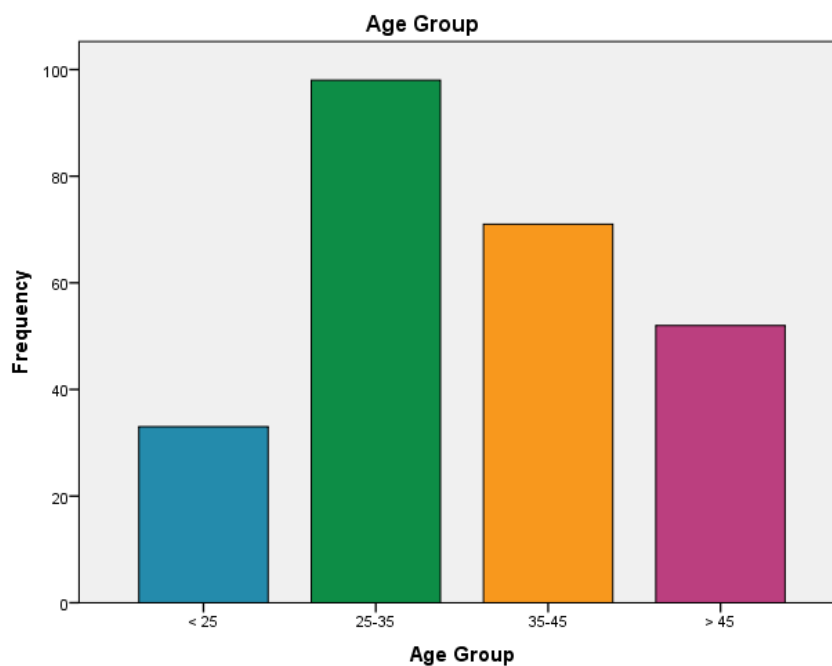


Figure 4.2: Age Group Frequency

**Descriptive Findings:** it was found that 13% of the respondents were < 25 years of age, 38.6% were in 25-30 years age group, 28% were in the age group of 35-45 years and approximately 21% of the respondents were in above the age 45 years. It was found that majority of the respondents were either in age group of 25-35 or in the age group of 35-45 while the other two groups were also amply represented in the sample.

## 4.1.3 Education Level

Table 4.3: Education Level Frequency

Education Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
below UG	16	6.3	6.3	6.3
UG	98	38.6	38.6	44.9
Valid PG	117	46.1	46.1	90.9
above PG	23	9.1	9.1	100.0
Total	254	100.0	100.0	

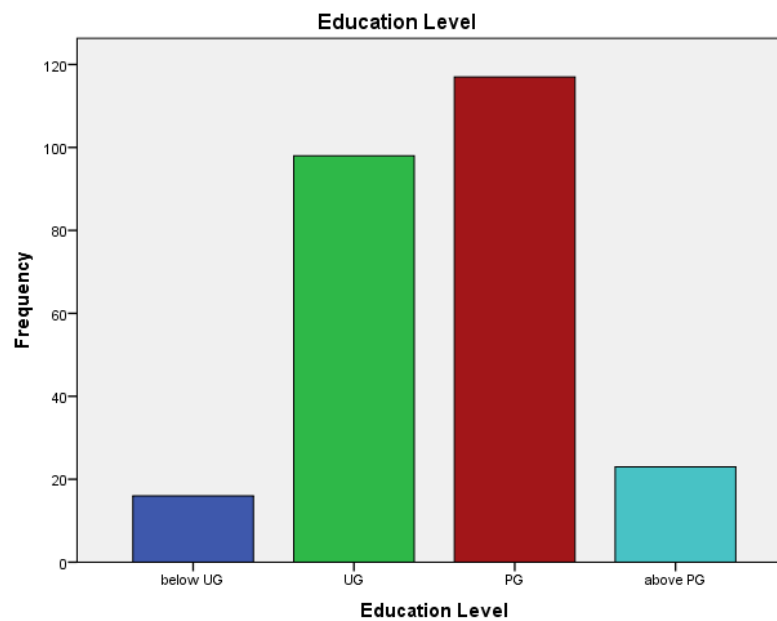


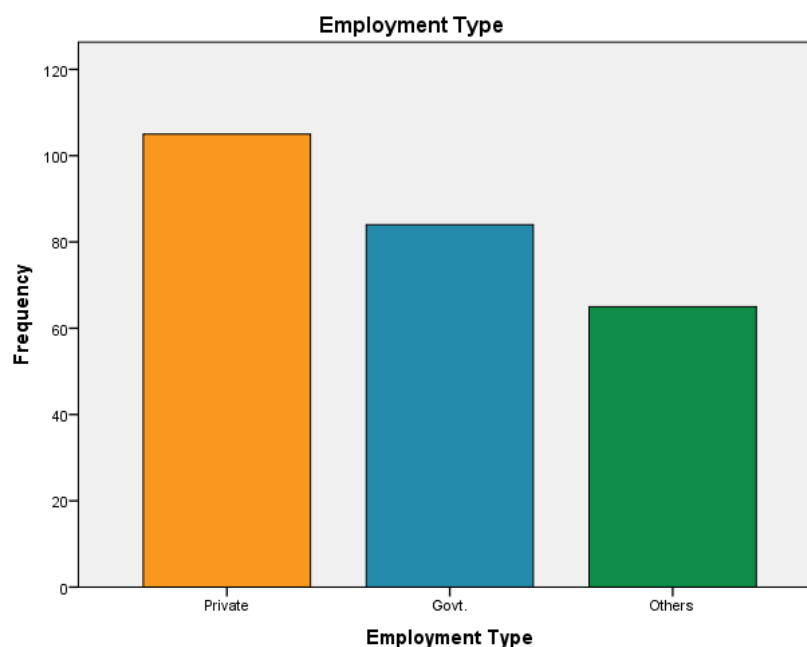
Figure 4.3: Education Level Frequency

**Descriptive Finding:** it is observed that about 6.3% of the respondents were having an education level of below graduation, 38.6 % were graduates and 46.1% of the respondents were post graduates whereas 9.1% were having a qualification above PG. It is found that more than four-fifth of the respondents were either UG or PG, whereas below UG and above PG have a small presence in the sample.

#### 4.1.4 Employment Type

**Table 4.4: Employment Type Frequency**

Employment Type		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	105	41.3	41.3	41.3
	Govt.	84	33.1	33.1	74.4
	Others	65	25.6	25.6	100.0
	Total	254	100.0	100.0	



**Figure 4.4: Employment Type Frequency**

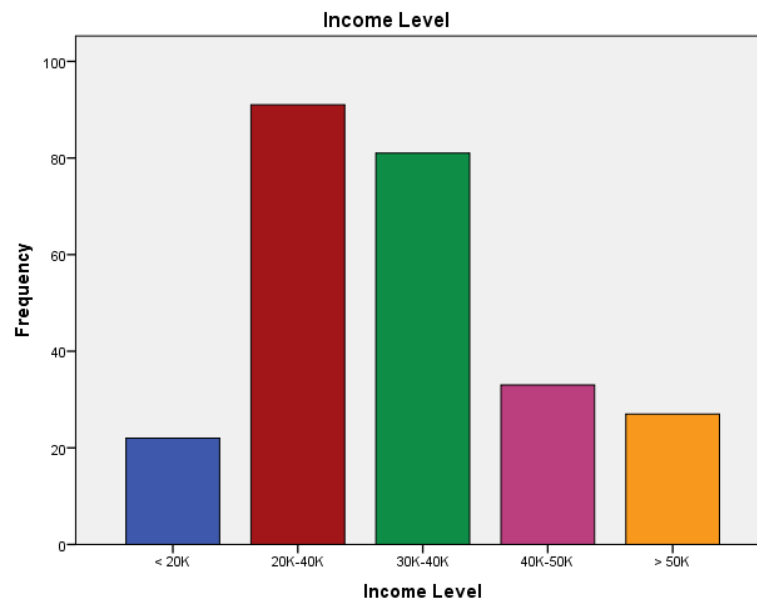
**Descriptive Finding:** it is found that 41.3% the respondents were working in private sector, 33.1% were working in government sector and about 25% worked in other type of sector including semi government, NGOs etc. It is found all the three categories of employment sector have a substantial representation in the sample with

private sector having largest numbers followed by government sector and other types of employment sectors

#### 4.1.5 Income Level

**Table 4.5: Income Level Frequency**

Income Level					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	< 20K	22	8.7	8.7	8.7
	20K-40K	91	35.8	35.8	44.5
	30K-40K	81	31.9	31.9	76.4
	40K-50K	33	13.0	13.0	89.4
	> 50K	27	10.6	10.6	100.0
	Total	254	100.0	100.0	



**Figure 4.5: Income level Frequency**

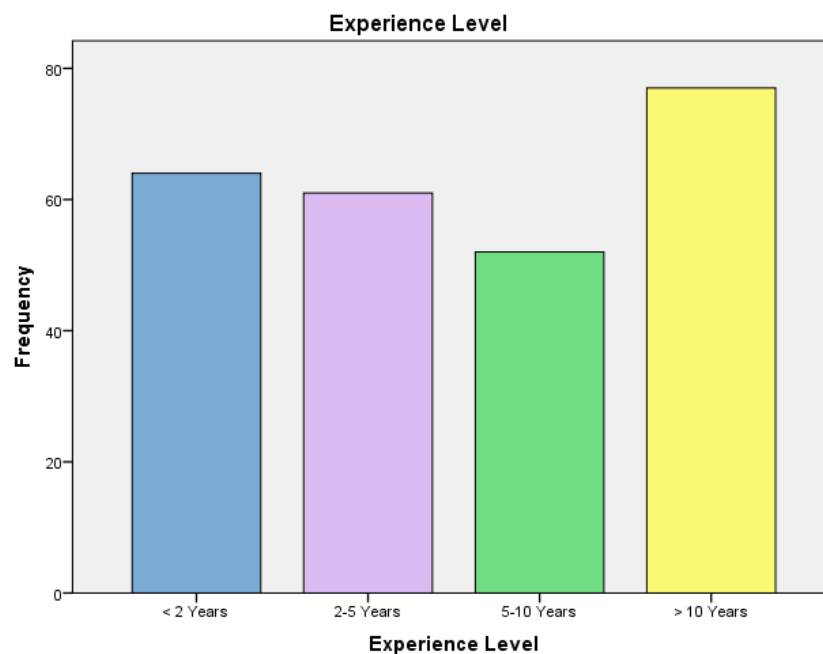
**Descriptive Finding:** it is found that 8.7% of the respondents in the sample were having an income of less than Rs. 20,000 35.8% were in the income bracket of Rs. 20-30,000 about 32% were in the income group of Rs. 30-40,000, 13.45 of the

respondents were in the income group of Rs.40-50,000 and about 10% were having an income of more than Rs. 50,000. It was found that although the majority of respondents in the sample were in income bracket of 20-40,000 the other levels of income were also having a good representation.

#### 4.1.6 Experience Level

**Table 4.6: Experience Level Type Frequency**

Experience Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
< 2 Years	64	25.2	25.2	25.2
2-5 Years	61	24.0	24.0	49.2
Valid 5-10 Years	52	20.5	20.5	69.7
> 10 Years	77	30.3	30.3	100.0
Total	254	100.0	100.0	



**Figure 4.6: Experience Level Frequency**

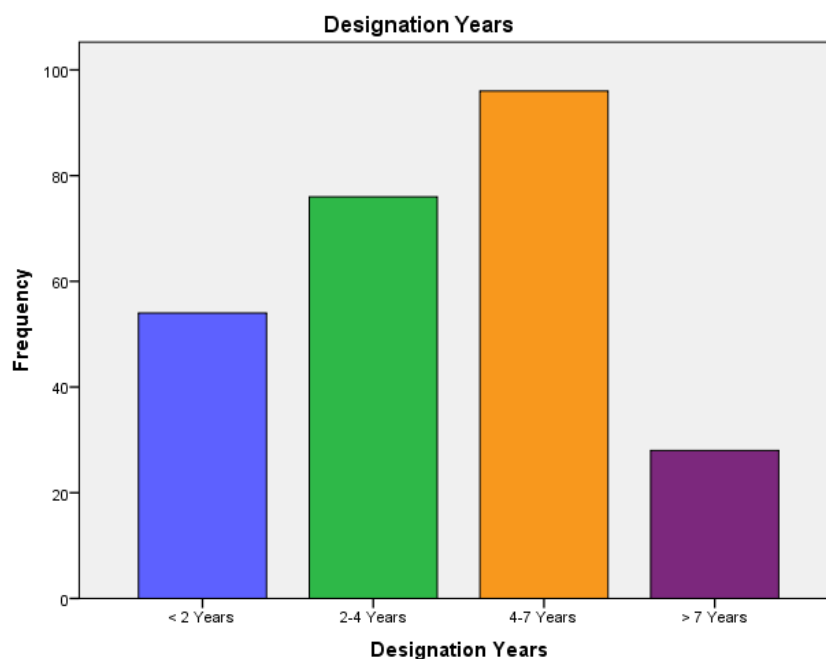
**Descriptive Finding:** it is found that 25.2% of the respondents were having a work experience of less than 2 years, 24% of the respondents were in the experience level

of 2-5 years, about 20% were in experience level of 5-10 years and 30.3% were having an experience of more than 10 years. It was found that all the four categories of experience were more or less equal representation in the sample making the sample a good mix of all experience level employees.

#### 4.1.7 Designation Years

**Table 4.7: Designation Years Frequency**

Designation Years				
	Frequency	Percent	Valid Percent	Cumulative Percent
< 2 Years	54	21.3	21.3	21.3
2-4 Years	76	29.9	29.9	51.2
Valid 4-7 Years	96	37.8	37.8	89.0
> 7 Years	28	11.0	11.0	100.0
Total	254	100.0	100.0	



**Figure 4.7: Designation Years Frequency**

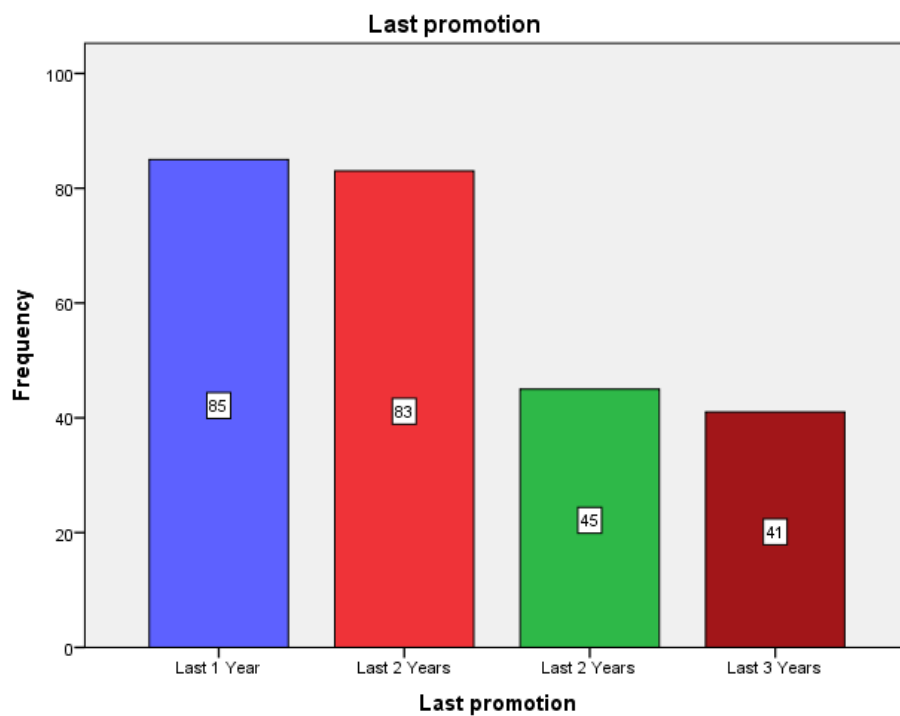
**Descriptive Finding:** it is found that 22% of the respondents were in the same designation for less than 2 years, 29% were working in the present designation for 2-4

years, 37.4% of the respondents were in the same designation for 4-7 years whereas 11.4 were attached with the present designation for more than 7 years. It was found that a good majority of the respondents were in the same designation for 2-7 years and about one third of the respondents were in same designation either for less than two or more than 7 years.

#### 4.1.8 Last Promotion

**Table 4.8: Last Promotion Frequency**

Last promotion				
	Frequency	Percent	Valid Percent	Cumulative Percent
yes	85	33.5	33.5	33.5
no	83	32.7	32.7	66.1
Valid	3	45	17.7	83.9
4	41	16.1	16.1	100.0
Total	254	100.0	100.0	



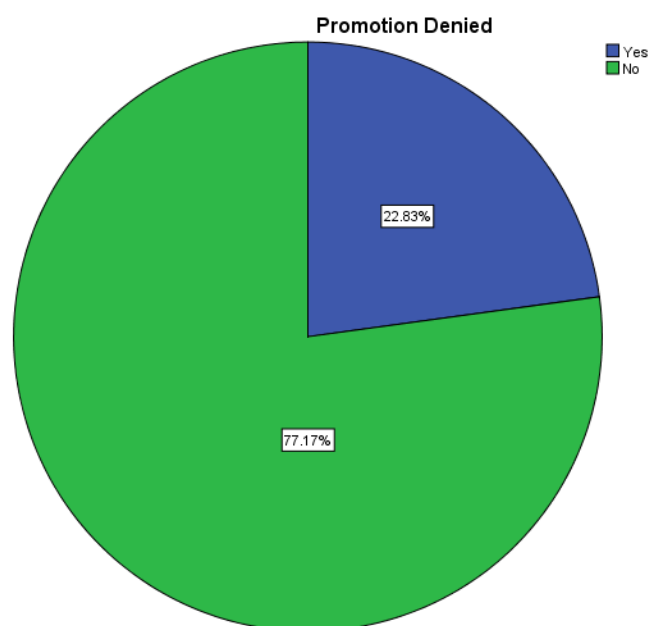
**Figure 4.8: Last Promotion Frequency**

**Descriptive Finding:** it is found that 33.5% of the respondents were promoted in the last 1 year, 32.7% got their previous promotion in last two years, 17.7 % were promoted in the last 3 years and 16.1% got their latest promotion in the last 4 or more years. It was found that a good majority of respondents were promoted in last 2 years whereas about one third of the respondents got their previous promotion in last 3 or more years.

#### 4.1.9 Promotion Denied

**Table 4.9: Promotion Denied Frequency**

Promotion Denied				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	22.8	22.8
	No	196	77.2	100.0
	Total	254	100.0	100.0



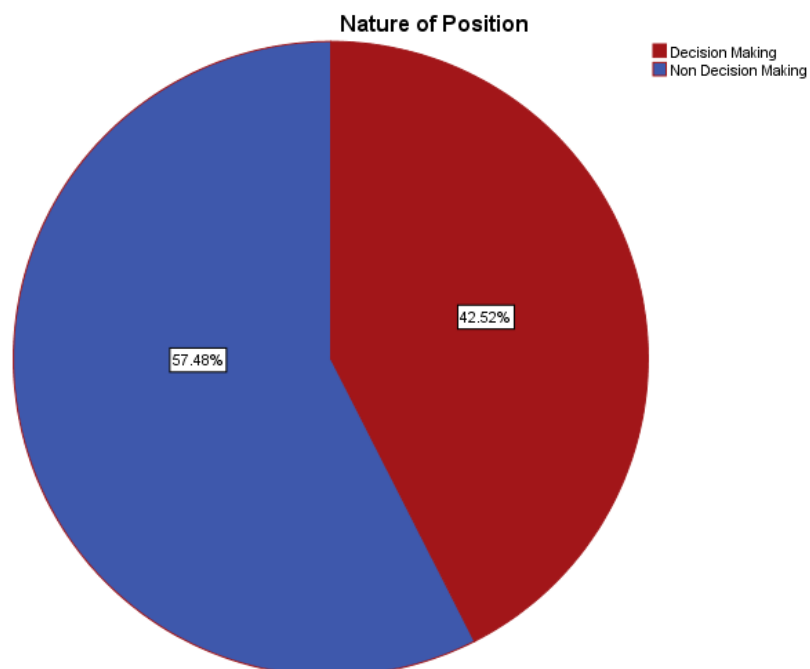
**Figure 4.9: Promotion Denied Frequency**

**Descriptive Finding:** it is found that 77% of the respondents were never denied a promotion when it was due whereas about 23% of the respondents were denied a promotion at least once when it was due. It was found that more than three-fourth of the respondents were never denied a promotion when it was due while about one fourth of the respondents were denied a promotion at least once when it was due.

#### 4.1.10 Nature of Position

**Table 4.10: Nature of Position Frequency**

Nature of Position		Frequency	Percent	Valid Percent	Cumulative Percent
Decision Making		108	42.5	42.5	42.5
Valid Non-Decision Making		146	57.5	57.5	100.0
Total		254	100.0	100.0	



**Figure 4.10: Nature of Position Frequency**

**Descriptive Finding:** it is found that 42.5% of the respondents were in the decision-making position while 57.5% were in non-decision-making roles. It was found that although more respondents were in non-decision-making roles the other category of respondents having decision making roles was also a substantial part of the sample.

#### **4.1.11 Sample Profile – An Analysis**

The demographic variables recorded in the sample are discussed above and shown below through a consolidated table. It may be observed that from a demographic point of view the sample was a proper mix of all the demographic groups considered in the study. The gender ratio was approximate 58–42 ratio of male and female, though the numbers of males was which is quite common and acceptable in professional organizations. In terms of age of the respondents the sample consists of a proper representation of all the age groups from young to mature. The education level of sample was either UG or PG but below UG and above PG educated respondents were also present. Similarly, the three sectors of the employment were also well represented. The income of respondents ranged from < Rs. 20,000 per month to Rs. > 50,000. The sample was having professionals with wide range experience ranging from 2-10 years. All together the sample was quite acceptable representation of the population.

Table 4.11: Sample Profile

Variable	Category	Percent	Variable	Category	Percent
<b>Gender</b>	Male	58.3	<b>Employment Type</b>	Private	41.3
	Female	41.7		Government	33.1
<b>Age Group</b>	< 25 Years	13.0		Others	25.6
	25-35 Years	38.6	<b>Income Level</b>	< 20K	8.7
	35-45 Years	28.0		20K-30K	35.8
	> 45 Years	20.5		30K-40K	31.9
<b>Education</b>	Below UG	6.3		40K-50K	13.4
	Graduate	38.6	> 50K	10.2	
	Post Graduate	46.1	<b>Experience Level</b>	< 2 years	25.2
	Above PG	9.1		2-5 years	24.0
<b>Nature of Job</b>	Decision Making	42.5		5-10 years	20.5
	Non-Decision Making	57.5	> 10 years	30.3	

## **4.2 The objective two of the study is to explore the role of demographics on Emotional Intelligence of employees**

The demographic variables considered in the study are

1. Gender
2. Age
3. Education
4. Nature of Position
5. Employment Sector
6. Income Level
7. Experience Level

These demographic factors were expected to have some effect on EI of employees. The EI was measured through four main aspects as mentioned in LR. Each EI aspect was having certain parameters as shown in the below table. All the parameters of the EI aspects were measured on five-point rating scale with lower score showing less of the parameter characteristic while higher score represented more of the parameter characteristic. The scores of all the parameters related to a particular aspect were added up to get total score for corresponding EI aspect. As a result all the four EI aspects were having a corresponding total score that can be further analyzed and specifically compared.

The demographic variables mentioned above were having two or more categories. The variables having two categories were analyzed as it is while the demographic variables

having more than three categories were changed to contain three categories so that more meaningful analysis can be done. The demographic variable adaptation is shown below.

- 1. Gender:** it was originally recorded in two categories of males and females and was analyzed with the same categories.
- 2. Age:** it was originally recorded in four categories of < 25 Years, 25-35 Years, 35-45 Years and > 45 Years. For a more meaningful analysis the two categories of < 25 years and 25-35 years were combined to make 'Young Employees' and the other two categories of 35-45 and > 45 years were combined to make 'Mature Employees'.
- 3. Education:** it was originally recorded in four categories of Below Graduate, Graduate (UG), Post Graduate (PG) and Above PG. For a more meaningful analysis the two categories of Below UG and UG were combined to make 'UG or Below' and the other two categories of PG and Above PG were combined to make 'PG or above'.
- 4. Employment Sector:** it was originally recorded in three categories of private sector; government sector and others were analyzed with the same categories.
- 5. Income:** it was originally recorded in five categories of < 20K, 20K-30K, 30K-40K, 40K-50K and > 50K. For a more meaningful analysis and proper comparison the first two categories of < 20K and 20K-30K were combined to make 'Lower Income Group' and the last category of >50K was considered as 'Higher Income Group'.
- 6. Experience:** it was originally recorded in five categories of < 2 years, 2-5 years, 5-10 years and > 10 years. For a more meaningful analysis and proper comparison

the first category was considered as ‘Lower Experience Group’, the next two categories of 2-5 years and 5-10 years were combined to make ‘Medium Experience Group’ and the last category of >10 years was considered as ‘Higher Experience Group’.

#### 7. Table 4.12: EI Aspects

Emotional Awareness	I am able to recognize my emotions
	I am aware of impact of emotions on other people
	I am aware of my strengths and weaknesses
	I know how to calm down myself in crisis
	I decisively make sound decisions despite uncertainties and pressures
Self-Management	I do manage my impulsive feelings and distressing emotions well
	I give a fair hearing to fellow team members’ ideas
	I stay composed and positive even in trying moments
	I think clearly and stay focused to achieve my goals
	I take initiatives in performing
	I do operate from hope of success than fear of failure
Social Awareness	When I talk to a team member, I can gauge their true feelings from their body language
	I can read fellow team members ‘true’ feelings, even if they try to hide them
	I am able to describe accurately the way others in the team are feeling
	I can see things from someone else’s perspective
	I am able to recognize and meet customer needs effectively
	I am able to sense what other require and provide it precisely
Relationship Management	I am able to sense others’ development requirement and
	I can provide the ‘spark’ to get fellow team members enthusiastic
	I do not have difficulty in persuading others to change their point of views
	I do handle difficult people and tense situations with diplomacy and tact
	I can get fellow team members to collaborate on a project

The impact of demographic variables on EI aspects (dependent variables) was determined either through 'T Test' or 'One Way ANOVA' depending upon the number of categories in demographic characteristic (independent variables).

The general null and alternate hypothesis for T Test is

- $H_0$ : there is no significant difference between EI aspect means of two groups of demographic variables i.e. there is no impact of demographic variable on EI aspect
- $H_A$ : there is a significant difference between EI aspect means of two groups of demographic variables i.e. there is a significant impact of demographic variable on EI aspect.

Similarly, the general null and alternate hypothesis for One Way ANOVA is

- $H_0$ : there is no significant difference among EI aspect means of three groups of demographic variables i.e. there is no impact of demographic variable on EI aspect.
- $H_A$ : there is a significant difference between EI aspect means at least one pair of demographic variables i.e. there is a significant impact of demographic variable on EI aspect.

The effect of a particular demographic variable on each EI aspect was determined separately. As a result, the impact of each demographic variable on four EI aspects of emotional awareness, self-management, social awareness and relationship management will be determined separately. The below section presents each analysis consisting of the

hypothesis related to particular demographic variable and EI aspect followed by descriptive, graphical presentation, hypothesis testing and conclusions.

#### 4.2.1 Impact of Gender on Emotional Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

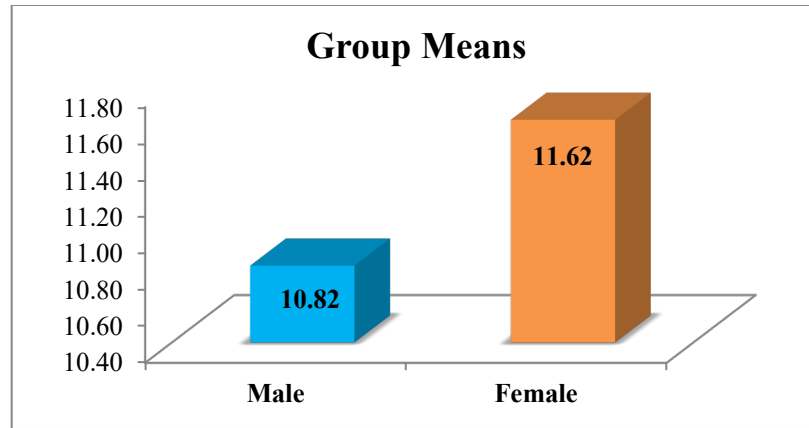
- $H_{02.1}$ : there is no significant difference between emotional awareness means of males and females i.e. there is no significant impact of gender on emotional awareness of employees.
- $H_{A2.1}$ : there is a significant difference between emotional awareness means of males and females i.e. there is a significant impact of gender on emotional awareness of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.13: Gender and Emotional Awareness Descriptive**

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional Awareness	Male	148	10.82	2.832	.233
	Female	106	11.62	2.881	.280

It is found that the mean of emotional awareness for female employees is more than the mean of male employees. This may signify that female employees are more aware of their self-emotions than male employees in the business organizations. Nevertheless, to confirm this notion and draw a valid conclusion T Test inferential statistic are analysed in the next section.



**Figure 4.11: Gender and Emotional Awareness Group Means**

The Independent Samples T Test inferential analysis is presented as follows

**Table 4.14: Gender and Emotional Awareness T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional Awareness	Equal variances assumed	.000	.983	2.188	252	.030	.794	.363
	Equal variances not assumed			2.182	223.991	.030	.794	.364

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.983, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is significant with p value 0.030.

Therefore the above stated null hypothesis  $H_{02.1}$  is rejected in favour of alternate there is

a significant difference between emotional awareness means of males and females i.e. there is a significant impact of gender on emotional awareness of employees. Since the observed mean of emotional awareness for female employees is more than the mean of male and the difference is significant it may be inferred that female employees are more emotionally aware than the male employees in the organization.

Therefore, it is concluded that female employees are more aware about their personal emotions as compared to male counterparts working in the organizations.

#### 4.2.2 Impact of Gender on Self-Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

- H<sub>0</sub>2.2: there is no significant difference between self-management means of males and females i.e. there is no significant impact of gender on self-management of employees.
- H<sub>A</sub>2.2: there is a significant difference between self-management means of males and females i.e. there is a significant impact of gender on self-management of employees.

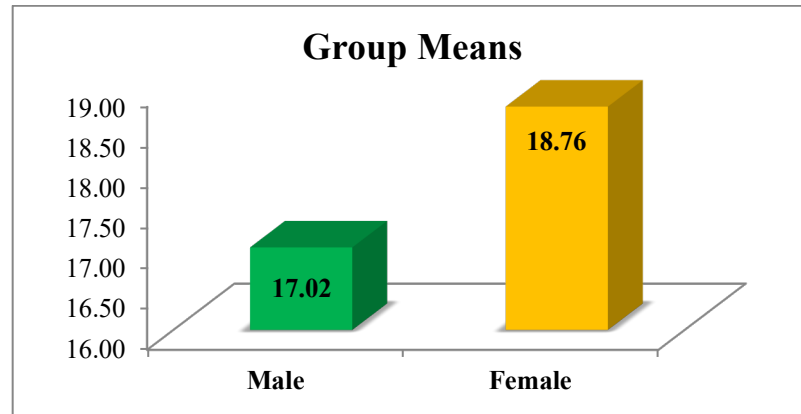
Firstly the descriptive are presented though table/ graph followed by inferential analysis.

**Table 4.15: Gender and Self-Management Descriptive**

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Male	148	17.02	4.729	.459
	Female	106	18.76	5.303	.436

It is found that the mean of self-management for female employees is more than the mean of male employees. This may signify that female employees have greater ability of self-

management of their emotions than male employees in the business organizations. However, to confirm this notion and draw a valid conclusion T Test inferential statistics are analysed in the next section.



**Figure 4.12: Gender and Self-Management Group Means**

The Independent Samples T Test inferential statistics are presented and analyzed below.

**Table 4.16: Gender and Self-Management T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Management	Equal variances assumed	1.168	.281	2.693	252	.008	1.738	.645
	Equal variances not assumed			2.745	240.155	.007	1.738	.633

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is insignificant with p value 0.281, therefore it may be assumed that

variances of both groups are equal. Hence we need to consider the test statistics from the row *Equal variances assumed*.

It may be observed from the above table that T Test is significant with p value 0.008. Therefore the above stated null hypothesis  $H_{02.2}$  is rejected in favour of alternate that there is a significant difference between self-management means of males and females i.e. there is a significant impact of gender on Self-Management of employees. Since the observed mean of self-management for female employees is more than the mean of males and the difference is significant it may be inferred that female employees have more self-management of their emotions than the male employees in the organization.

Therefore, it is concluded that female employees can manage their personal emotions more effectively as compared to male counterparts working in the organizations.

#### **4.2.3 Impact of Gender on Social Awareness**

The null and alternate hypothesis for this demographic variable and EI aspect is:

- $H_{02.2}$ : there is no significant difference between Social Awareness means of males and females i.e. there is no significant impact of gender on Social Awareness of employees.
- $H_{A2.2}$ : there is a significant difference between Social Awareness means of males and females i.e. there is a significant impact of gender on Social Awareness of employees.

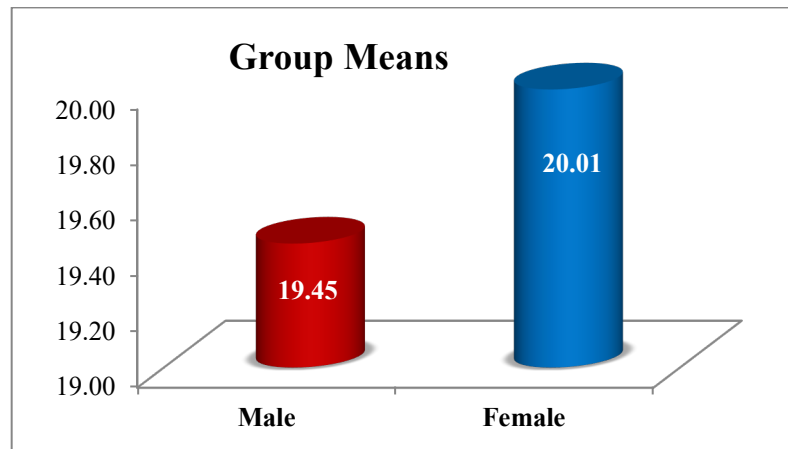
Firstly the descriptive are presented though table/ graph followed by inferential analysis.

**Table 4.17: Gender and Social Awareness Descriptive**

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	Male	148	19.4459	3.67430	.30203
	Female	106	20.0094	4.63012	.44972

It is found that the mean of social awareness for female employees is more than the mean of male employees. This may signify that female employees are more emotionally aware of other's emotions than male employees in the business organizations. Nevertheless, to confirm this notion and draw a valid conclusion T Test inferential statistic are analysed in the next section.



**Figure 4.13: Gender and Social Awareness Group Means**

The Independent Samples T Test inferential analysis is presented as follows.

**Table 4.18: Gender and Social Awareness T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Social Awareness	Equal variances assumed	14.030	.000	-1.080	252	.281	-.56349	.52166
	Equal variances not assumed			-1.040	193.029	.300	-.56349	.54172

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.000, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.300. Therefore the above stated null hypothesis  $H_{02.2}$  cannot be rejected in favour of alternate. Hence it is maintained that there is a no significant difference between social awareness means of males and females i.e. there is no significant impact of gender on social awareness of employees. Although the observed mean of Social Awareness for female employees was found to be more than the mean of males however the difference is not significant, it may be inferred that both male and female employees have equal social awareness level in the organization.

Therefore, it is concluded that both male and female are equally aware about emotions of other employees in the organization.

#### 4.2.4 Impact of Gender on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

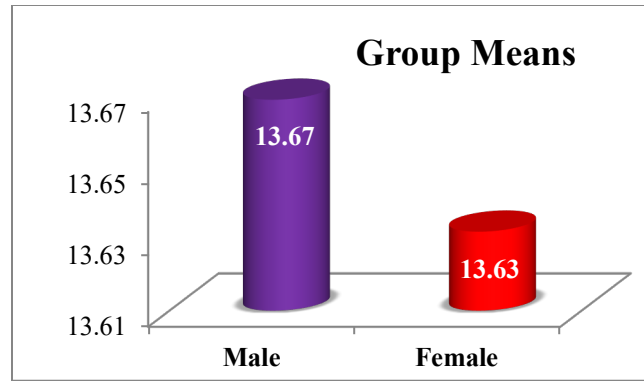
- $H_{02.4}$ : there is no significant difference between Relationship Management means of males and females i.e. there is no significant impact of gender on Relationship Management of employees.
- $H_{A2.4}$ : there is a significant difference between Relationship Management means of males and females i.e. there is a significant impact of gender on Relationship Management of employees.

Firstly the descriptive are presented though table and graph and then inferential analysis is done.

**Table 4.19: Gender and Relationship Management Descriptive**

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Male	148	13.67	4.014	.330
	Female	106	13.63	3.823	.371

It is found that the mean of relationship management for female employees is more than the mean of male employees. This may signify that male employees have more relationship management ability than female employees in the business organizations. However, to confirm this notion and draw a valid conclusion T Test inferential statistic are analysed.



**Figure 4.14: Gender and Relationship Management Group Means**

The Independent Samples T Test inferential statistics are presented and analyzed below.

**Table 4.20: Gender and Relationship Management T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Relationship Management	Equal variances assumed	1.937	.165	.074	252	.941	.03684	.50079
	Equal variances not assumed			.074	232.669	.941	.03684	.49675

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is insignificant with p value 0.165, therefore it may be assumed that variances of both groups are equal. Hence we need to consider the test statistics from the row *Equal variances assumed*.

It may be observed from the above table that t Test is insignificant with p value 0.941. Therefore the above stated null hypothesis  $H_0$  cannot be rejected in favour of alternate.

Hence it is maintained that there is a no significant difference between relationship management means of males and females i.e. there is no significant impact of gender on Relationship Management of employees. Although the observed mean of Relationship Management for male employees was found to be more than the mean of females however the difference is not significant it may be inferred that both male and female employees have equal relationship management ability in the organization.

Therefore, it is concluded that both male and female employees in the organization equal relationship management ability in the organization.

#### 4.3.1 Impact of Age on Emotional Awareness

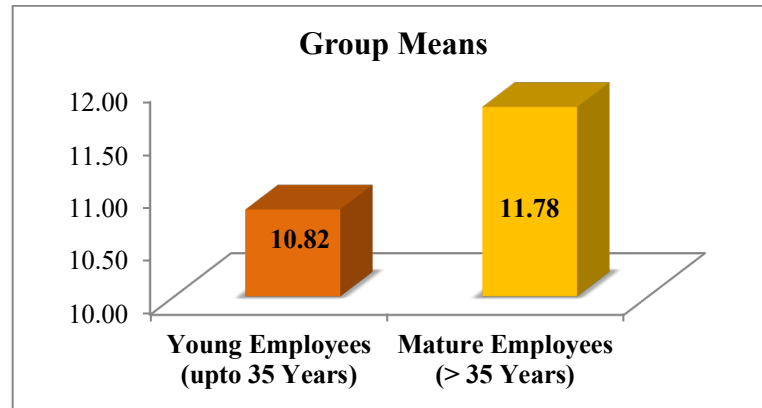
The null and alternate hypothesis for this demographic variable and EI aspect is:

- H<sub>0</sub>3.1: there is no significant difference between emotional awareness means of young and mature employees i.e. there is no significant impact of age on emotional awareness of employees.
- H<sub>A</sub>3.1: there is a significant difference between emotional awareness means of young and mature employees i.e. there is a significant impact of age on emotional awareness of employees.

**Table 4.21: Age and Emotional Awareness Descriptive**

Group Statistics						
	Age Groups Modified	N	Mean	Std. Deviation	Std. Error Mean	
Emotional Awareness	Young Employees (up to 35 Years)	131	11.05	2.869	.251	
	Mature Employees (> 35 Years)	123	12.02	3.109	.280	

It is found that the mean of emotional awareness for mature employees is more than the mean of young age employees. This may signify that young employees are more aware of their self-emotions than mature employees to confirm this T is done in the next section.



**Figure 4.15: Age and Emotional Awareness Group Means**

The Independent Samples T Test inferential analysis is presented as follows

**Table 4.22: Age and Emotional Awareness T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional Awareness	Equal variances assumed	3.797	.052	-2.704	252	.007	-.964	.356
	Equal variances not assumed			-2.691	241.009	.008	-.964	.358

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.052, therefore it may be assumed that

variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is significant with p value 0.008. Therefore the above stated null hypothesis  $H_{03.1}$  is rejected in favour of alternate there is a significant difference between emotional awareness means of young and mature employees i.e. there is a significant impact of age on emotional awareness of employees. Since the observed mean of emotional awareness for mature age group employees is more than the mean of young age group and the difference is significant it may be inferred that mature age group employees are more emotionally aware than the young age group employees in the organization.

Therefore, it is concluded that mature age group employees are more aware about their personal emotions as compared to their young age group counterparts working in the organizations.

### **4.3.2 Impact of Age on Self-Management**

The null and alternate hypothesis for this demographic variable and EI aspect is:

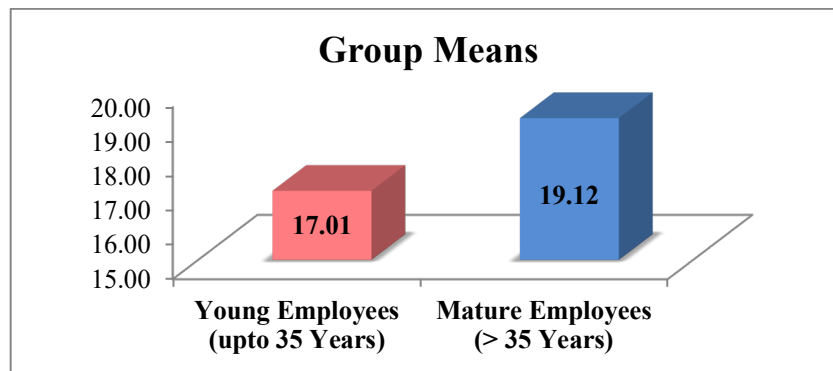
- $H_{03.2}$ : there is no significant difference between Self-Management means of young and mature employees i.e. there is no significant impact of age on Self-Management of employees.
- $H_{A3.2}$ : there is a significant difference between Self-Management means of young and mature employees i.e. there is a significant impact of age on Self-Management of employees.

Firstly the descriptive are presented though table/ graph followed by inferential analysis.

**Table 4.23: Age and Self-Management Descriptive**

Group Statistics					
	Age Groups Modified	N	Mean	Std. Deviation	Std. Error Mean
Self Management	Young Employees (up to 35 Years)	131	17.01	5.014	.438
	Mature Employees (> 35 Years)	123	19.12	5.608	.506

It is found that the mean of self-management for mature employees is more than the mean of young employees. This may signify that mature age group employees have greater ability of self-management of their personal emotions than young age group employees in the business organizations. However, to confirm this notion T Test is done in the next section.

**Figure 4.16: Age and Self-Management Group Means**

The Independent Samples T Test inferential statistics are presented and analyzed below.

**Table 4.24: Age and Self-Management T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Management	Equal variances assumed	5.367	.021	-3.346	252	.001	-2.114	.632
	Equal variances not assumed			-3.325	236.153	.001	-2.114	.636

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.021, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is significant with p value 0.001. Therefore the above stated null hypothesis  $H_{03.2}$  is rejected in favour of alternate that there is a significant difference between self-management means of young and mature employees i.e. there is a significant impact of age on self-management of employees. Since the observed mean of self-management for mature age group employees is more than the mean of young age group and the difference is significant it may be inferred that mature age group employees have more self-management of their emotions than the young age group employees in the organization.

Therefore, it is concluded that mature age group employees can manage their personal emotions more effectively as compared to their young age group counterparts working in the organizations.

#### **4.3.3 Impact of Age on Social Awareness**

The null and alternate hypothesis for this demographic variable and EI aspect is:

- $H_{03.3}$ : there is no significant difference between social awareness means of young and mature employees; there is no significant impact of age on social awareness of employees.

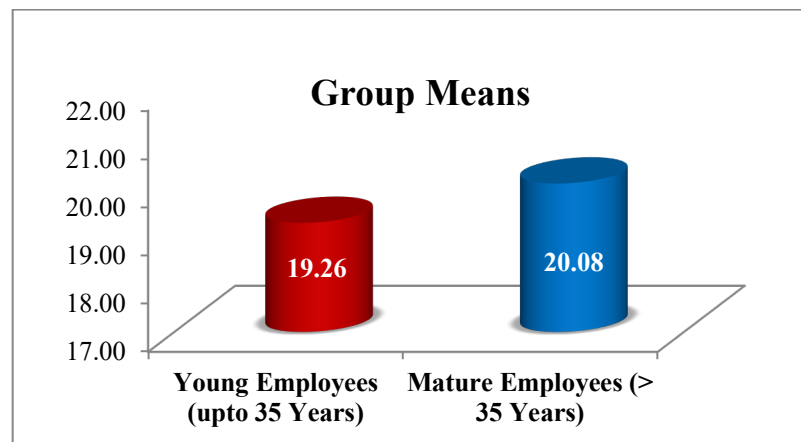
- H<sub>A3.3</sub>: there is a significant difference between social awareness means of young and mature employees; there is a significant impact of age on social awareness of employees.

Firstly the descriptive are presented though table/ graph followed by inferential analysis.

**Table 4.25: Age and Social Awareness Descriptive**

Group Statistics					
	Age Groups Modified	N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	Young Employees (up to 35 Years)	131	19.26	4.362	.393
	Mature Employees (> 35 Years)	123	20.08	3.814	.333

It is found that the mean of social awareness for mature employees is more than the mean of young employees. This may signify that mature age group employees have more social awareness of their emotions than young age group employees in the business organizations. However, to confirm this notion and draw a valid conclusion T Test is done.



**Figure 4.17 Age and Social Awareness Group Means**

The Independent Samples T Test inferential statistics are presented and analyzed below.

**Table 4.26: Age and Social Awareness T Test Statistics**

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Social Awareness	Equal variances assumed	2.325	.129	1.590	252	.113	.81617	.51336
	Equal variances not assumed			1.583	242.665	.115	.81617	.51553

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is insignificant with p value 0.129, therefore it may be assumed that variances of both groups are equal. Hence we need to consider the test statistics from the row *Equal variances assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.115. Therefore the above stated null hypothesis  $H_{03.3}$  cannot be favour of alternate. It is maintained that there is no significant difference between social awareness means of young and mature employees i.e. there is no significant impact of age on social awareness of employees. Although the observed mean of social awareness for mature age group employees is more than the mean of young age group however the difference not significant it may be inferred that both young and mature age group employees have equal social awareness of other's emotion in the organization.

Therefore, it is concluded that both young and mature age group employees are equally aware about emotions of others in the organization.

#### 4.3.4 Impact of Age on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

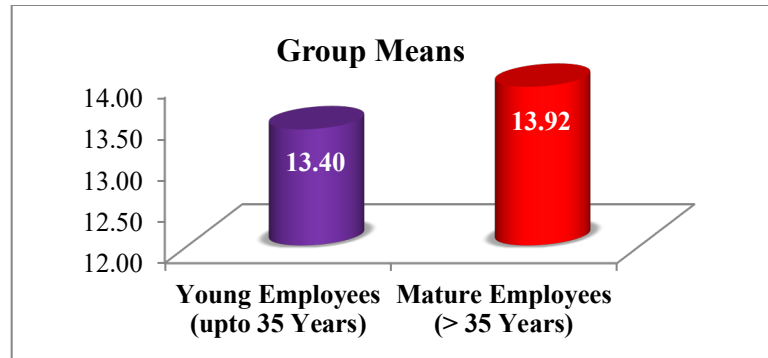
- $H_{03.4}$ : there is no significant difference between relationship management means of young and mature employees; there is no significant impact of age on relationship management of employees.
- $H_{A3.4}$ : there is a significant difference between relationship management means of young and mature employees; there is a significant impact of age on relationship management of employees.

Firstly the descriptive are presented though table/ graph followed by inferential analysis.

**Table 4.27: Age and Relationship Management Descriptive**

Group Statistics					
	Age Groups Modified	N	Mean	Std. Deviation	Std. Error Mean
Relationship Management	Young Employees (up to 35 Years)	131	13.40	4.200	.367
	Mature Employees (> 35 Years)	123	13.92	3.614	.326

It is found that the mean of relationship management for mature employees is more than the mean of young employees. This may signify that mature age group employees have more relationship management of their emotions than young age group employees in the business organizations. However, to confirm this notion T Test inferential is done in the next section.



**Figure 4.18: Age and Relationship management Group Means**

The Independent Samples T Test inferential statistics are presented and analyzed below.

**Table 4.28: Age and Relationship Management T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Relationship Management	Equal variances assumed	8.260	.004	-1.043	252	.298	-.51412	.49308
	Equal variances not assumed			-1.048	250.122	.296	-.51412	.49076

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is insignificant with p value 0.000, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.296. Therefore the above stated null hypothesis  $H_0$  cannot be favour of alternate. It is maintained that there is no significant difference between relationship management means of young and mature employees i.e. there is no significant impact of age on

relationship management of employees. Although the observed mean of relationship management for mature age group employees is more than the mean of young age group however the difference not significant, it may be inferred that both young and mature age group employees have equal relationship management ability in the organization.

Therefore, it is concluded that both young and mature age group employees have equal ability of relationship management or both young and mature age groups have equal ability to manage other's emotions and maintain relationship with other employees in the organization.

#### 4.4.1 Impact of Education on Emotional Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

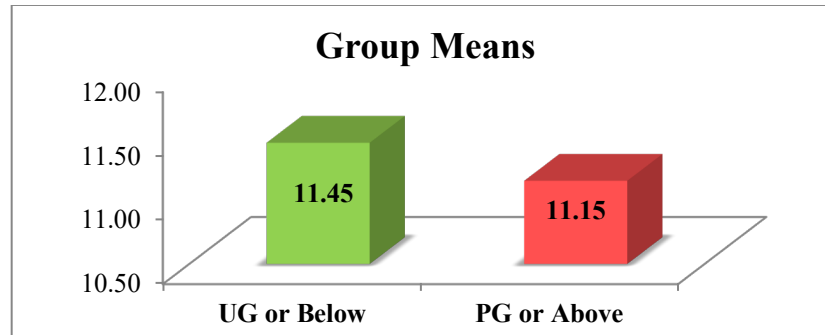
- $H_0$ 4.1: there is no significant difference between emotional awareness means of UG and PG employees i.e. there is no significant impact of education level on emotional awareness of employees.
- $H_A$ 4.1: there is a significant difference between emotional awareness means of UG and PG employees i.e. there is a significant impact of education level on emotional awareness of employees.

First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.29: Education and Emotional Awareness Descriptive**

Group Statistics					
	Education Groups Modified	N	Mean	Std. Deviation	Std. Error Mean
Emotional Awareness	UG or Below	114	11.45	2.813	.263
	PG or Above	140	11.15	2.926	.247

It is found that the mean of emotional awareness for UG or below group employees is more than the mean of PG educated employees. This may signify that UG employees are more aware of their self-emotions than PG educated employees in the business organizations. Nevertheless, to confirm this notion and draw a valid conclusion T is done in the next section.



**Figure 4.19: Education and Emotional Awareness Group Means**

The Independent Samples T Test inferential analysis is presented as follows

**Table 4.30: Education and Emotional Awareness T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional Awareness	Equal variances assumed	.156	.693	.820	252	.413	.297	.363
	Equal variances not assumed			.823	245.130	.411	.297	.361

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is insignificant with p value 0.823, therefore it may be assumed that

variances of both groups are equal. Hence we need to consider the test statistics from the row *Equal variances assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.413. Therefore the above stated null hypothesis  $H_{04.1}$  cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between emotional awareness means for UG and PG employees i.e. there is no significant impact of education level on emotional awareness of employees. Although the observed mean of emotional awareness for UG education group employees is more than the mean of PG education group the difference is not significant. Hence it is inferred that both UG and PG level educated employees have equal emotional awareness in the organization.

Therefore, it is concluded that both UG or below and PG and above educated employees in the organizations are equally aware about their personal emotions.

#### **4.4.2 Impact of Education on Self-Management**

The null and alternate hypothesis for this demographic variable and EI aspect is:

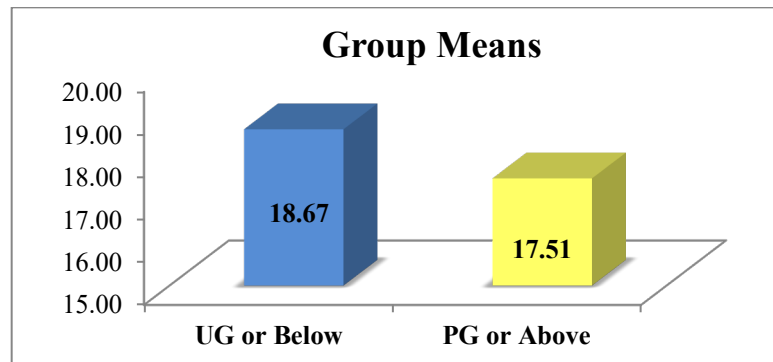
- $H_{04.2}$ : there is no significant difference between self-management means of UG and PG employees i.e. there is no significant impact of education level on self-management of employees.
- $H_{A4.2}$ : there is a significant difference between self-management means of UG and PG employees i.e. there is a significant impact of education level on self-management of employees.

First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.31: Education and Self-Management Descriptive**

Group Statistics						
	Education Groups Modified	N	Mean	Std. Deviation	Std. Error	Mean
Self-Management	UG or Below	114	18.67	5.377	.504	
	PG or Above	140	17.51	4.885	.413	

It is found that the mean of self-management for UG group employees is more than the mean of PG educated employees. This may signify that UG employees have greater ability of self-management of their personal emotions than PG educated employees in the business organizations. Nevertheless, to confirm this notion T Test is done in the next section.

**Figure 4.20: Education and Self-Management Group Means**

The Independent Samples T Test inferential analysis is presented as follows

**Table 4.32: Education and Self-Management T Test Statistics**

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Management	Equal variances assumed	.029	.864	1.787	252	.075	1.152	.645
	Equal variances not assumed			1.770	231.074	.078	1.152	.651

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is insignificant with p value 0.864, therefore it may be assumed that variances of both groups are equal. Hence we need to consider the test statistics from the row *Equal variances assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.075. Therefore the above stated null hypothesis  $H_{04.2}$  cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between self-management means for UG and PG employees i.e. there is no significant impact of education level on self-management of employees. Although the observed mean of self-management for UG employees is more than the mean of PG education group the difference is not significant. Hence it is inferred that both UG and PG level educated employees have equal ability of self-management in the organization.

Therefore, it is concluded that both UG or below and PG and above educated employees have equal ability of self-management of their personal emotions in the business organizations.

#### 4.4.3 Impact of Education on Social Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

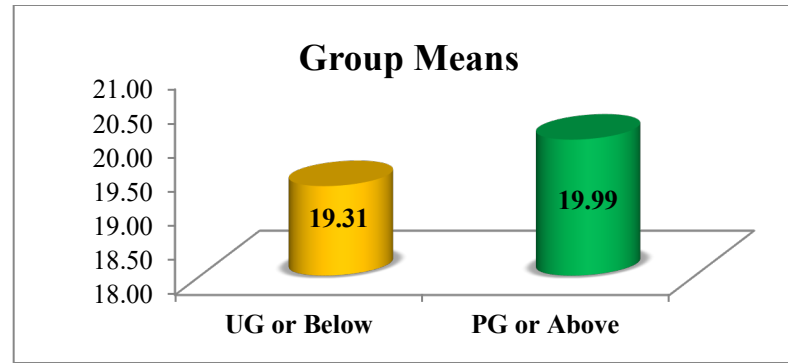
- $H_{04.3}$ : there is no significant difference between social awareness means of UG and PG employees i.e. there is no significant impact of education level on social awareness of employees.
- $H_{A4.3}$ : there is a significant difference between social awareness means of UG and PG employees i.e. there is a significant impact of education level on social awareness of employees.

First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.33: Education and Social Awareness Descriptive**

Group Statistics						
	Education Groups Modified	N	Mean	Std. Deviation	Std. Error	Mean
Social Awareness	UG or Below	114	19.31	3.550	.333	
	PG or Above	140	19.99	4.490	.379	

It is found that the mean of social awareness for PG group employees is more than the mean of UG educated employees. This may signify that PG employees are more socially aware of other's emotions than PG educated employees in the business organizations. Nonetheless, to confirm this notion T Test inferential statistics are analysed in the next section.



**Figure 4.21: Education and Social Awareness Group Means**

The Independent Samples T Test inferential analysis is presented as follows

**Table 4.34: Education and Social Awareness T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Social Awareness	Equal variances assumed	17.698	.000	-1.314	252	.190	-.67870	.51663
	Equal variances not assumed			-1.345	251.799	.180	-.67870	.50453

To interpret the T Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.000, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.180. Therefore the above stated null hypothesis  $H_{04.3}$  cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between social awareness

means for UG and PG employees i.e. there is no significant impact of education level on social awareness of employees. Although the observed mean of social awareness for PG education group employees is more than the mean of UG education group the difference is not significant. Hence it is inferred that both UG and PG level educated employees have equal social awareness in the organization.

Therefore, it is concluded that both UG or below and PG and above educated employees are equally aware about the emotions of others in the organizations.

#### 4.4.4 Impact of Education on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

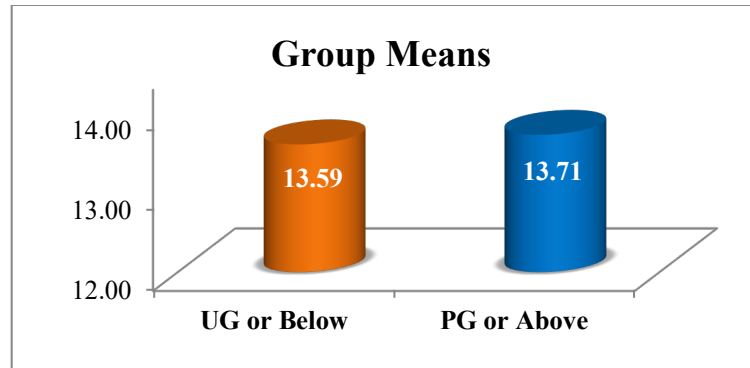
- $H_0$ 4.4: there is no significant difference between relationship management means of UG and PG employees i.e. there is no significant impact of education level on relationship management of employees.
- $H_A$ 4.4: there is a significant difference between relationship management means of UG and PG employees i.e. there is a significant impact of education level on relationship management of employees.

First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.35: Education and Relationship Management Descriptive**

Group Statistics						
	Education Groups Modified	N	Mean	Std. Deviation	Std. Error	Mean
Relationship Management	UG or Below	114	13.59	4.267	.400	
	PG or Above	140	13.71	3.643	.308	

It is found that the mean of relationship management for UG group employees is more than the mean of PG educated employees. This may signify that UG employees have greater ability of relationship management than PG educated employees in the business organizations. Nevertheless, to confirm this notion T Test inferential statistics are analysed in the next section.



**Figure 4.22: Education and Relationship Management Group Means**

The Independent Samples T Test inferential analysis is presented as follows

**Table 4.36: Education and Relationship Management T Test Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Relationship Management	Equal variances assumed	10.672	.001	-.241	252	.810	-.11942	.49645
	Equal variances not assumed			-.237	223.067	.813	-.11942	.50452

To interpret the t Test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.001, therefore it may be assumed that

variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that T Test is insignificant with p value 0.813. Therefore the above stated null hypothesis  $H_{04.4}$  cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between relationship management means for UG and PG employees i.e. there is no significant impact of education level on Relationship management of employees. Although the observed mean of relationship management for UG employees is more than the mean of PG education group the difference is not significant. Hence it is inferred that both UG and PG level educated employees have equal ability of relationship management in the organization.

Therefore, it is concluded that both UG or below and PG and above educated employees have equal ability of relationship management with other employees in the business organizations.

#### **4.5.1 Impact of Nature of Position on Emotional Awareness**

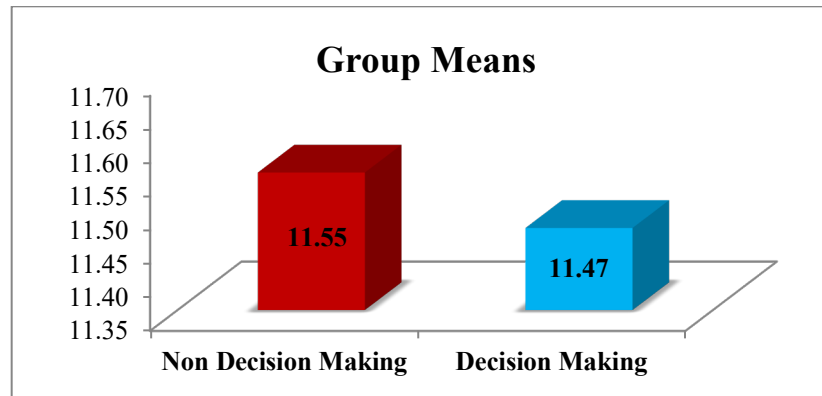
The null and alternate hypothesis for this demographic variable and EI aspect is:

- $H_{05.1}$ : there is no significant difference between emotional awareness means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on emotional awareness of employees.
- $H_{A5.1}$ : there is no significant difference between emotional awareness means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on emotional awareness of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.37: Nature of Position and Emotional Awareness Descriptive****Group Statistics**

	Education Groups Modified	N	Mean	Std. Deviation	Std. Error Mean
Emotional Awareness	Non-Decision Making	146	11.55	2.802	.232
	Decision Making	108	11.47	3.308	.318

**Figure 4.23: Nature of Position and Emotional Awareness Group Means**

It is found that the mean of emotional awareness for non-decision-making employees is more than the mean of decision-making employees. This may signify that non decision-making employees are more aware of their self-emotions than employees in decision making role. Nevertheless, to confirm this notion and draw a valid conclusion inferential test is done in the next section.

The Independent Samples t Test inferential analysis is presented as follows:

**Table 4.38: Nature of Position and Emotional Awareness T Test Statistics**

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Emotional Awareness	Equal variances assumed	4.559	.034	.215	252	.830	.083	.384
	Equal variances not assumed			.210	207.546	.834	.083	.394

To interpret the t test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal or not. As observed from the above table, Levene's test is significant with p value 0.034, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that t test is insignificant with p value 0.834. Therefore the above stated null hypothesis  $H_0$  cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between emotional awareness means of non-decision making and decision making employees i.e. there is no significant impact of nature of position on emotional awareness of employees. Although the observed mean of emotional awareness for non-decision making employees is more than the mean of decision making group the difference is not significant. Hence it is inferred that both non decision making and decision-making employees have equal emotional awareness in the organization. Therefore, it is concluded that non decision

making and decision-making employees in the organizations are equally aware about their personal emotions.

#### 4.5.2 Impact of Nature of Position on Self-Management

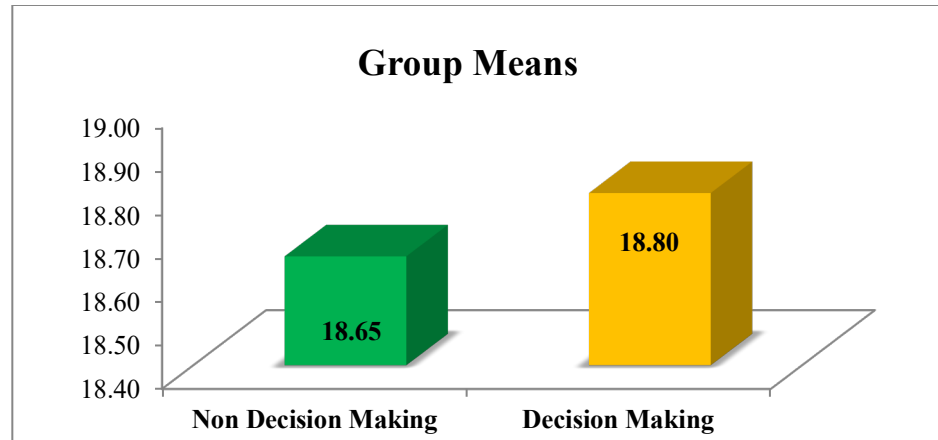
The null and alternate hypothesis for this demographic variable and EI aspect is:

- H<sub>0</sub>5.2: there is no significant difference between self-management means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on self-management of employees.
- H<sub>A</sub>5.2: there is no significant difference between self-management means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on self-management of employees.

First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.39: Nature of Position and Self-Management Descriptive**

Group Statistics						
	Education Modified	Groups	N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Non-Decision Making		146	18.65	5.257	.435
	Decision Making		108	18.80	5.582	.537



**Figure 4.24: Nature of Position and Self-Management Group Means**

It is found that the mean of self-management for decision making employees is more than the mean of non-decision-making employees. This may signify that employees in decision making role are more aware of their self-emotions than employees in non-decision-making role. Nevertheless, to confirm this notion and draw a valid conclusion inferential test is done in the next section.

The Independent Samples t Test inferential analysis is presented as follows:

**Table 4.40: Nature of Position and Self-Management T Test Statistics**

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Self-Management	Equal variances assumed	5.282	.022	-.213	252	.832
Equal variances not assumed	-.211		222.726			.833	-.146	.691

To interpret the t test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal. As observed from the above table,

Levene's test is significant with p value 0.022, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that t test is insignificant with p value 0.833. Therefore the above stated null hypothesis  $H_{05.2}$  cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between self-management means of non-decision making and decision making employees i.e. there is no significant impact of nature of position on self-management of employees. Although the observed mean of self-management for decision making employees is more than the mean of non-decision making group the difference is not significant. Hence it is inferred that both decision making and non-decision-making employees have equal level of self-management in the organization.

Therefore, it is concluded that both decision making and non-decision-making employees have equal ability of self-management of their personal emotions in the business organizations.

#### **4.5.3 Impact of Nature of Position on Social Awareness**

The null and alternate hypothesis for this demographic variable and EI aspect is:

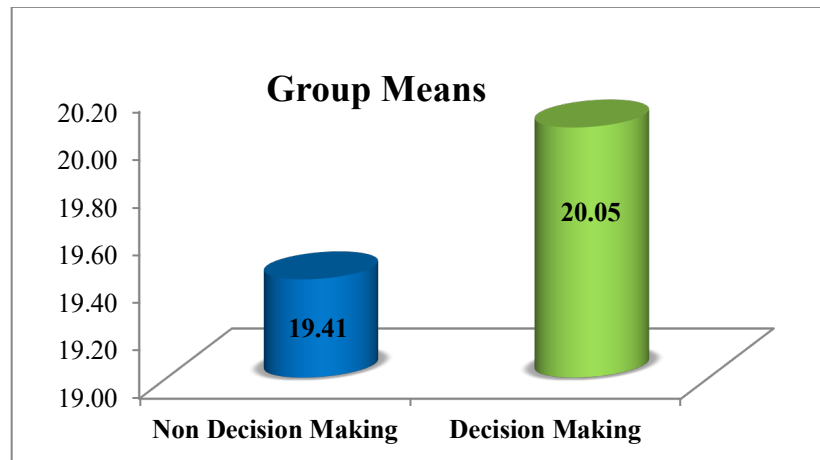
- $H_{05.3}$ : there is no significant difference between social awareness means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on social awareness of employees.

- H<sub>A5.3</sub>: there is no significant difference between social awareness means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on social awareness of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.41: Nature of Position and Social Awareness Descriptive**

Group Statistics						
	Education Groups Modified	N	Mean	Std. Deviation	Std. Error	Mean
Social Awareness	Non-Decision Making	146	19.41	3.670	.304	
	Decision Making	108	20.05	4.613	.444	



**Figure 4.25: Nature of Position and Social Awareness Group Means**

It is found that the mean of social awareness for decision making employees is more than the mean of non-decision-making employees. This may signify that decision-making employees are more aware of other's emotions than employees in non-decision-making role. Nevertheless, to confirm this notion and draw a valid conclusion inferential test is done in the next section.

The Independent Samples t Test inferential analysis is presented as follows:

**Table 4.42: Nature of Position and Social Awareness T Test Statistics**

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Social Awareness	Equal variances assumed	13.676	.000	-1.222	252	.223	-.63534	.52000
	Equal variances not assumed			-1.181	198.554	.239	-.63534	.53786

To interpret the t test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal. As observed from the above table, Levene's test is significant with p value 0.000, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that t test is insignificant with p value 0.239. Therefore the above stated null hypothesis  $H_0$ 5.3 cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between social awareness means of decision making and non decision making employees i.e. there is no significant impact of nature of position on social awareness of employees. Although the observed mean of social awareness for decision making employees is more than the mean of non decision making group however the difference is not significant. Hence it is inferred that

both decision making and non-decision-making employees have equal social awareness in the organization.

Therefore, it is concluded that both decision making and non-decision-making employees in the organizations are equally aware about the emotions of other employees in the organization.

#### 4.5.4 Impact of Nature of Position on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

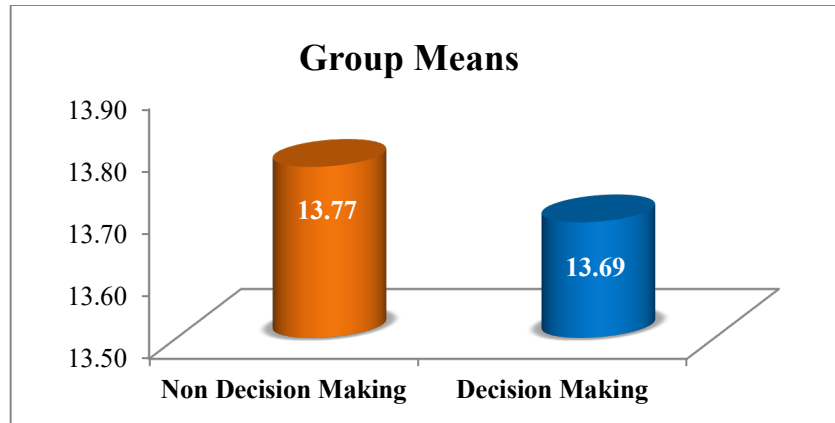
- H<sub>0</sub>5.4: there is no significant difference between relationship management means of non-decision making and decision-making employees i.e. there is no significant impact of nature of position on relationship management of employees.
- H<sub>A</sub>5.4: there is no significant difference between relationship management means of non decision making and decision-making employees i.e. there is no significant impact of nature of position on relationship management of employees.

First the descriptive are presented though table/ graph followed by inferential analysis.

**Table 4.43: Nature of Position and Relationship Management Descriptive**

##### Group Statistics

	Education Groups Modified	N	Mean	Std. Deviation	Std. Error Mean
Relationship Management	Non-Decision Making	114	13.77	4.575	.379
	Decision Making	140	13.69	3.813	.367



**Figure 4.26: Nature of Position and Relationship Management Group Means**

It is found that the mean of relationship management for non-decision-making employees is more than the mean of decision-making employees. This may signify that employees in non-decision-making role have greater ability of relationship management than employees in decision making role. Nevertheless, to confirm this notion and draw a valid conclusion inferential test is done in the next section.

The Independent Samples t Test inferential analysis is presented as follows:

**Table 4.44: Nature of Position and Relationship Management T Test Statistics**

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Relationship Management	Equal variances assumed	5.695	.018	.164	252	.870	.08879	.54172
	Equal variances not assumed			.168	248.393	.866	.08879	.52723

To interpret the t test first the Levene's test statistics are being analysed, it tests the null hypothesis that variances of both the groups are equal. As observed from the above table, Levene's test is significant with p value 0.018, therefore it may be assumed that variances of both groups are not equal. Hence we need to consider the test statistics from the row *Equal variances not assumed*.

It may be observed from the above table that t test is insignificant with p value 0.866. Therefore the above stated null hypothesis  $H_0$ 5.4 cannot be rejected favour of alternate. Hence it is maintained that there is no significant difference between relationship management means of non-decision making and decision making employees i.e. there is no significant impact of nature of position on relationship management of employees. Although the observed mean of relationship management for non-decision making employees is more than the mean of decision making group however the difference is not significant. Hence it is inferred that both decision making and non-decision-making employees have equal level of relationship management in the organization. Therefore, it is concluded that both decision making and non-decision-making employees have equal ability of relationship management with other employees in the business organizations.

### 4.6.1 Impact of Employment Type on Emotional Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

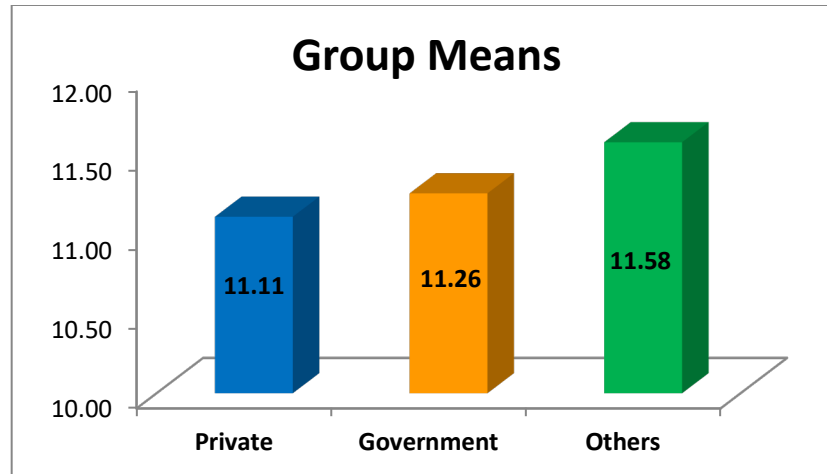
- H<sub>0</sub>6.1: there is no significant difference in emotional awareness means across three types of employment sectors i.e. there is no significant impact of employment type on emotional awareness of employees.
- H<sub>A</sub>6.1: there is a significant difference in emotional awareness means across three types of employment sectors i.e. there is a significant impact of employment type on emotional awareness of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.45: Employment Type and Emotional Awareness Descriptive**

Group Statistics					
Employment Sector Type		N	Mean	Std. Deviation	Std. Error Mean
Emotional Awareness	Private	105	11.11	2.829	.276
	Government	84	11.26	2.942	.321
	Others	65	11.58	2.877	.357
Total		254			

It is found that the mean of emotional awareness for 'others' sector employees is highest followed by mean of government and private sectors respectively. This may signify that employees working in 'others' sector has highest emotional awareness followed by employees in government and private sectors respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.27: Employment Type and Emotional Awareness Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.46: ANOVA for Employment Type and Emotional Awareness**

**ANOVA**

Emotional Awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.939	2	4.470	0.539	.584
Within Groups	2080.651	251	8.289		
Total	2089.591	253			

The F-test was found to be insignificant with p value 0.584 (F-statistic 0.539, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in emotional awareness means across three types of employment sectors. Hence there is no significant impact of employment type on emotional awareness of employees.

Therefore, it is concluded that irrespective of the employees working in government, private or 'others' sector they have equal level of emotional awareness.

### 4.6.2 Impact of Employment Type on Self-Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

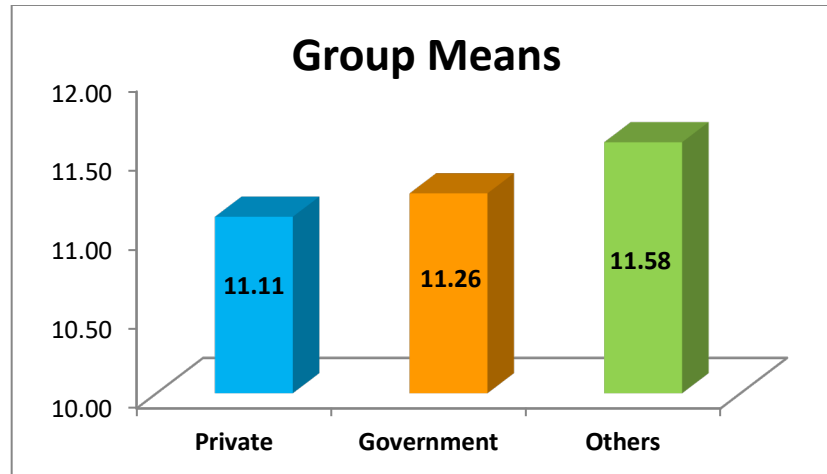
- H<sub>0</sub>6.2: there is no significant difference in self-management means across three types of employment sectors i.e. there is no significant impact of employment type on self-management of employees.
- H<sub>A</sub>6.2: there is a significant difference in self-management means across three types of employment sectors i.e. there is a significant impact of employment type on self-management of employees.

First the descriptive variables are presented through table/ graph followed by inferential analysis.

**Table 4.47: Employment Type and Self-Management Descriptive**

Group Statistics					
Employment Sector Type		N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Private	105	17.70	4.764	.465
	Government	84	18.26	5.118	.558
	Others	65	18.28	5.746	.713
Total		254			

It is found that the mean of self-management for 'others' sector employees is highest followed by mean of government and private sector respectively. This may signify that employees working in 'others' sector has highest ability of self-management followed by employees in government and private sector respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.28: Employment Type and Self-Management Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.48: ANOVA for Employment Type and SM**

**ANOVA**  
Self-Management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.247	2	10.123	0.382	.683
Within Groups	6647.501	251	26.484		
Total	6667.748	253			

The F-test was found to be insignificant with p value 0.683 (F-statistic 0.382, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in self-management means across three types of employment groups. Hence there is no significant impact of employment sector type on self-management of employees.

Therefore, it is concluded that irrespective of the employees working in government, private or 'others' sector has equal ability of self-management.

### 4.6.3 Impact of Employment Type on Social Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

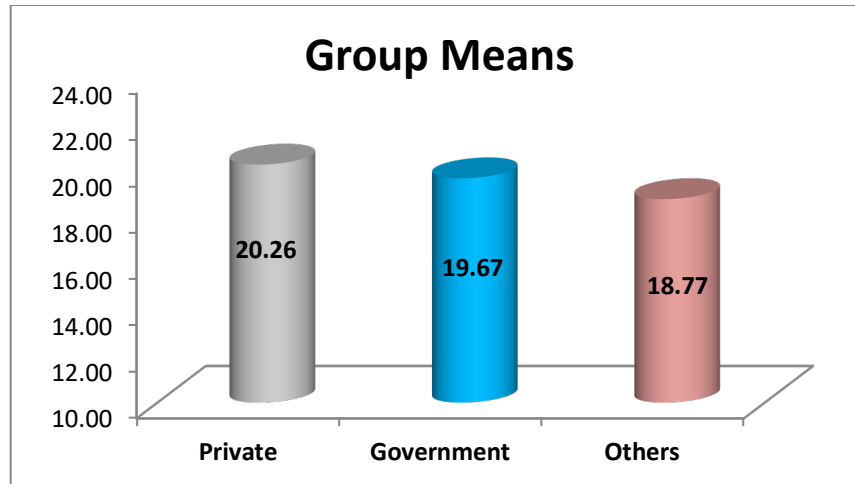
- H<sub>0</sub>6.3: there is no significant difference in social awareness means across three types of employment sectors i.e. there is no significant impact of employment type on social awareness of employees.
- H<sub>A</sub>6.3: there is a significant difference in social awareness means across three types of employment sectors i.e. there is a significant impact of employment type on social awareness of employees.

First the descriptive variables are presented through table/ graph followed by inferential analysis.

**Table 4.49: Employment Type and Social Awareness Descriptive**

Group Statistics					
Employment Sector Type		N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Private	105	20.26	3.927	.383
	Government	84	19.67	4.037	.440
	Others	65	18.77	4.347	.539
Total		254			

It is found that the mean of social awareness for private sector employees is highest followed by mean of government and 'others' sector employees respectively. This may signify that employees working in 'others' sector has highest social awareness followed by employees in government and private sector respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.29: Employment Type and Social Awareness Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.50: ANOVA for Employment Type and SA**

**ANOVA**

Social Awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	88.907	2	44.454	2.678	.071
Within Groups	4166.262	251	16.599		
Total	4255.169	253			

The F-test was found to be insignificant with p value 0.071 (F-statistic 2.678, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in social awareness means across three types of employment groups. Hence there is no significant impact of employment type on social awareness of employees.

Therefore, it is concluded that irrespective of the employees working in government, private or 'others' sector they have equal level of social awareness.

#### 4.6.4 Impact of Employment Type on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

- H<sub>0</sub>6.4: there is no significant difference in relationship management means across three types of employment sectors i.e. there is no significant impact of employment type on relationship management of employees.
- H<sub>A</sub>6.4: there is a significant difference in relationship management means across three types of employment sectors i.e. there is a significant impact of employment type on relationship management of employees.

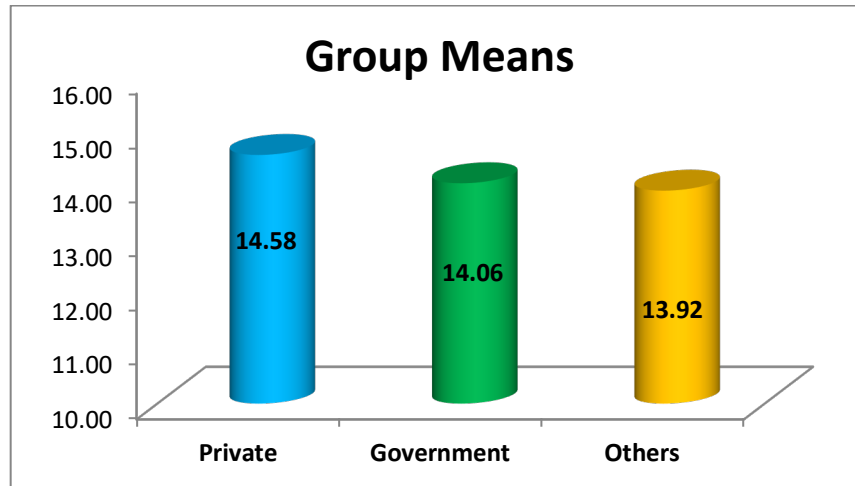
First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.51: Employment Type and Relationship Management Descriptive**

Group Statistics					
Employment Sector Type		N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Private	105	14.58	3.497	.341
	Government	84	14.06	5.875	.641
	Others	65	13.92	4.120	.511
Total		254			

It is found that the mean of relationship management for private sector employees is highest followed by mean of government and 'others' sector respectively. This may signify that employees working in private sector have highest ability of relationship management followed by employees in government and 'others' sector respectively.

Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.30: Employment Type and Relationship Management Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.52: ANOVA for Employment Type**

**ANOVA**

Relationship Management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.471	2	10.735	0.516	.598
Within Groups	5222.880	251	20.808		
Total	5244.350	253			

The F-test was found to be insignificant with p value 0.598 (F-statistic 0.516, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in relationship management means across three types of employment sectors. Hence there is no significant impact of employment type on relationship management of employees.

Therefore, it is concluded that irrespective of the employees working in government, private or 'others' sector type they have equal ability of relationship management.

#### 4.7.1 Impact of Income Level on Emotional Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

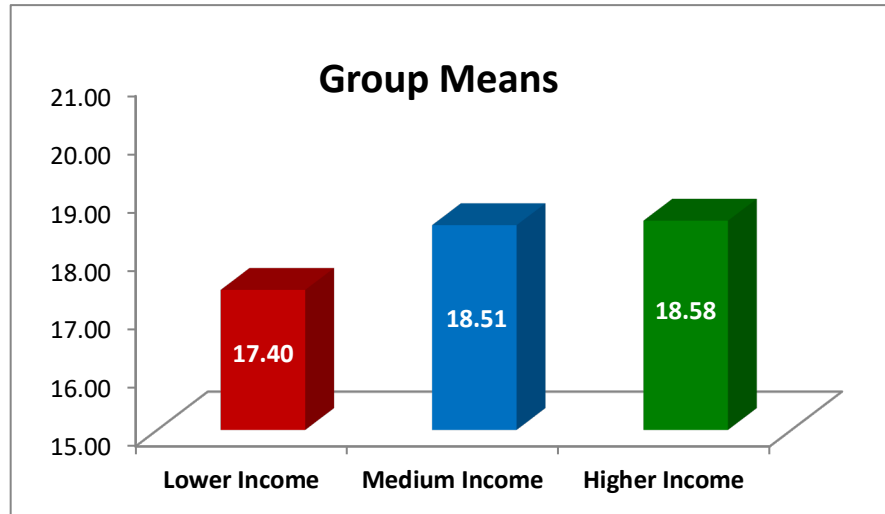
- $H_{06.1}$ : there is no significant difference in emotional awareness means across three levels of income i.e. there is no significant impact of income level on emotional awareness of employees.
- $H_{A6.1}$ : there is a significant difference in emotional awareness means across three levels of income i.e. there is a significant impact of income level on emotional awareness of employees. Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.53: Income Level and Emotional Awareness Descriptive**

Group Statistics					
Income Level		N	Mean	Std. Deviation	Std. Error Mean
Emotional Awareness	Lower Income	113	17.40	4.865	.458
	Medium Income	81	18.51	4.871	.541
	Higher Income	60	18.58	5.875	.758
Total		254			

It is found that the mean of emotional awareness for higher income group is highest followed by mean of medium and lower income groups respectively. This may signify

that employees in higher income group have highest emotional awareness followed by employees in medium and lower income groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.31: Income Level and Emotional Awareness Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.54: ANOVA for Income Level**

**ANOVA**

Emotional Awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81.838	2	40.919	1.559	.212
Within Groups	6585.910	251	26.239		
Total	6667.748	253			

The F-test was found to be insignificant with p value 0.212 (F-statistic 1.559, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in emotional awareness means across three levels of income. Hence there is no significant impact of income level on emotional awareness of

employees. Therefore, it is concluded that irrespective of the employees working in lower, middle- or higher-income group they have equal level of emotional awareness.

#### 4.7.2 Impact of Income Level on Self-Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

- $H_{06.2}$ : there is no significant difference in self-management means across three types of employment sectors i.e. there is no significant impact of income level on self-management of employees.
- $H_{A6.2}$ : there is a significant difference in self-management means across three types of employment sectors i.e. there is a significant impact of income level on self-management of employees.

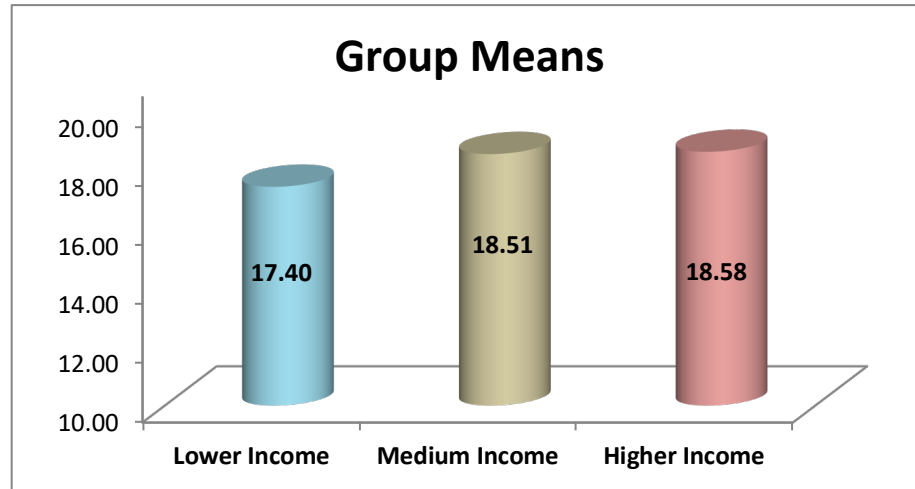
First the descriptive variables are presented through table/ graph followed by inferential analysis.

**Table 4.55: Income Level and Self-Management Descriptive**

Group Statistics					
Income Level		N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Lower Income	113	17.40	4.865	.458
	Medium Income	81	18.51	4.871	.541
	Higher Income	60	18.58	5.875	.758
Total		254			

It is found that the mean of self-management for higher income group is highest followed by mean of medium and lower income groups respectively. This may signify that

employees in higher income group have highest self-management followed by employees in medium and lower income groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.32: Income Level and Self-Management Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.56: ANOVA for Income Level and SM**

**ANOVA**  
Self-Management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74.980	2	37.490	1.295	.276
Within Groups	7267.039	251	28.952		
Total	7342.020	253			

The F-test was found to be insignificant with p value 0.276 (F-statistic 1.295, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in self-management means across three levels on

income. Hence there is no significant impact of income level on self-management of employees.

Therefore, it is concluded that irrespective of the employees working in lower, middle- or higher-income group they have equal level of ability of self-management.

### 4.7.3 Impact of Income Level on Social Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

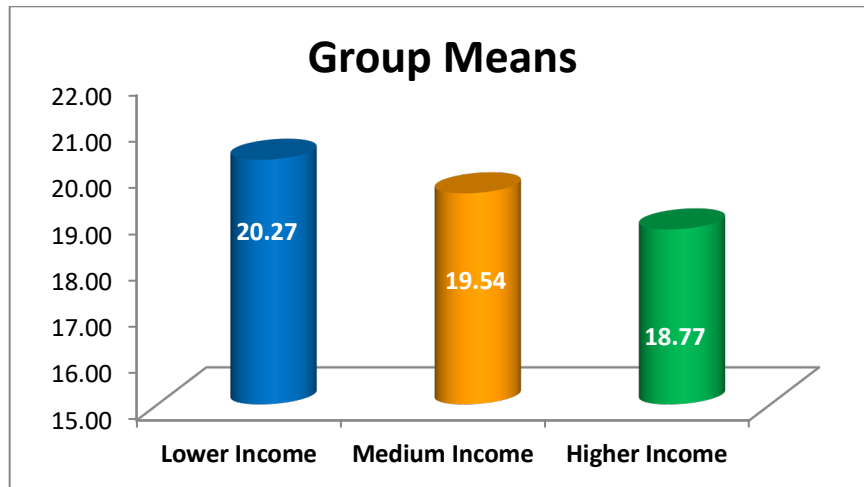
- $H_{06.3}$ : there is no significant difference in social awareness means across three types of employment sectors i.e. there is no significant impact of income level on social awareness of employees.
- $H_{A6.3}$ : there is a significant difference in social awareness means across three types of employment sectors i.e. there is a significant impact of income level on social awareness of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.57: Income Level and Social Awareness Descriptive**

Group Statistics					
Income Level		N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	Lower Income	113	20.27	3.889	.366
	Medium Income	81	19.54	4.016	.446
	Higher Income	60	18.77	4.474	.578
Total		254			

It is found that the mean of social awareness lower income group is highest followed by mean of medium and higher income groups respectively. This may signify that employees in lower income group have highest social awareness followed by employees in medium and higher income groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.33: Income level and Social Awareness Group Means**

The results of One-Way ANOVA are presented below

**Table 4.58: ANOVA for Income Level and SA**

**ANOVA**

Social Awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	90.302	2	45.151	2.721	.068
Within Groups	4164.867	251	16.593		
Total	4255.169	253			

The F-test was found to be insignificant with p value 0.068 (F-statistic 2.721, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ 6.3. It is concluded that there is no significant difference in social awareness means across three levels of income. Hence there is no significant impact of income level on social awareness of employees. Therefore, it is concluded that irrespective of the employees working in lower, middle- or higher-income group they have equal level of social awareness.

#### 4.7.4 Impact of Income level on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

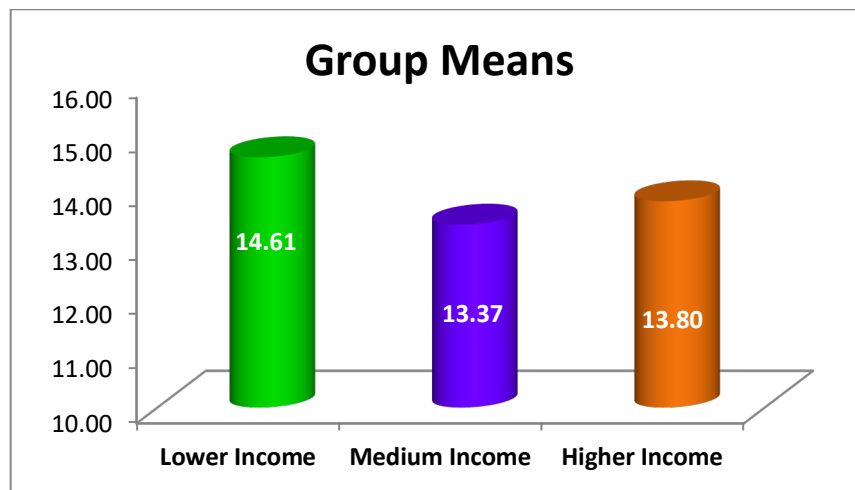
- $H_0$ 6.4: there is no significant difference in relationship management means across three types of employment sectors i.e. there is no significant impact of income level on relationship management of employees.
- $H_A$ 6.4: there is a significant difference in relationship management means across three types of employment sectors i.e. there is a significant impact of income level on relationship management of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis

**Table 4.59: Income Level and Relationship Management Descriptive**

Group Statistics					
Income Level		N	Mean	Std. Deviation	Std. Error Mean
Relationship Management	Lower Income	113	14.61	3.445	.324
	Medium Income	81	13.37	5.117	.569
	Higher Income	60	13.80	4.165	.538
Total		254			

It is found that the mean of relationship management for lower income group is highest followed by mean of medium and higher income groups respectively. This may signify that employees in lower income group have highest relationship management followed by employees in medium and higher income groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.34: Income level and Relationship Management Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.60: ANOVA for Income Level and RM**

**ANOVA**  
Relationship Management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	76.502	2	38.251	2.159	.118
Within Groups	4447.356	251	17.719		
Total	4523.858	253			

The F-test was found to be insignificant with p value 0.118 (F-statistic 2.159, Dof 2). On the basis of these results we fail to reject the null hypothesis  $H_0$ . It is concluded that there is no significant difference in relationship management means across three types of

employment sectors. Hence there is no significant impact of income level on relationship management of employees. Therefore, it is concluded that irrespective of the employees working in lower, middle- or higher-income group they have equal ability of relationship management.

#### 4.8.1 Impact of Experience Level on Emotional Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

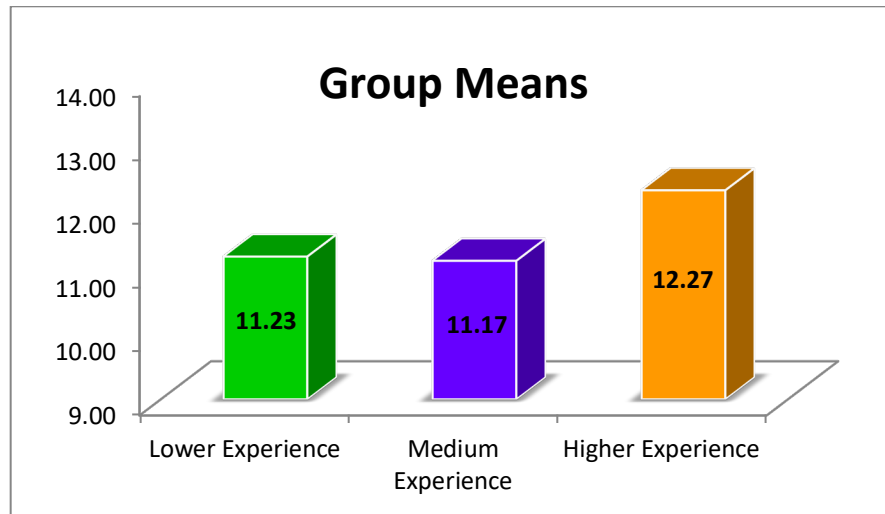
- $H_{07.1}$ : there is no significant difference in emotional awareness means across three levels of experience i.e. there is no significant impact of experience level on emotional awareness of employees.
- $H_{A7.1}$ : there is a significant difference in emotional awareness means across three levels of experience i.e. there is a significant impact of experience level on emotional awareness of employees.

First the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.61: Experience Level and Emotional Awareness Descriptive**

Group Statistics					
Experience Level		N	Mean	Std. Deviation	Std. Error Mean
Emotional Awareness	Lower Experience	64	11.23	3.265	.408
	Medium Experience	113	11.17	2.806	.264
	Higher Experience	77	12.27	3.020	.344
Total		254			

It is found that the mean of emotional awareness for higher experience group is highest followed by mean of lower and medium experience groups respectively. This may signify that employees in higher experience group have highest emotional awareness followed by employees lower and medium experience groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.35: Experience Level and Emotional Awareness Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.62: ANOVA for Experience Level and EA**

**ANOVA**  
Emotional Awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	62.839	2	31.420	3.510	.031
Within Groups	2246.562	251	8.950		
Total	2309.402	253			

The F-test was found to be significant with p value 0.031 (F-statistic 3.510, Dof 2). On the basis of these results the null hypothesis  $H_0$  is rejected in favour of alternate and it

is concluded that there is significant difference in emotional awareness means across three levels of experience. Hence there is a significant impact of experience level on emotional awareness of employees. The results signify that the emotional awareness mean is different for at least one-pair among lower, medium and higher experience groups of employees.

The ANOVA test only establishes whether there is a difference in any pair of means in the given groups. Once it is established that there is difference, a Post Hoc analysis is required to determine which pair/s actually differ. Since the above obtained result establishes that there is a difference in at least one pair, post hoc tests containing multiple comparisons are done for further analysis.

**Table 4.63: Multiple Comparisons for EA and Experience Level**

**Multiple Comparisons**

Dependent Variable: Emotional Awareness

Scheffe

(I) Experience Level	(J) Experience Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower Experience	Medium Experience	.066	.468	.990	-1.09	1.22
	Higher Experience	-1.038	.506	.124	-2.28	.21
Medium Experience	Lower Experience	-.066	.468	.990	-1.22	1.09
	Higher Experience	-1.105*	.442	.046	-2.19	-.02
Higher Experience	Lower Experience	1.038	.506	.124	-.21	2.28
	Medium Experience	<b>1.105*</b>	<b>.442</b>	<b>.046</b>	.02	2.19

\*. The mean difference is significant at the 0.05 level.

Performing the multiple comparisons, it is found that the emotional awareness mean differs significantly only for 'higher experience level and middle experience level', p value 0.046. The observed self-management mean is greater for higher experience group

therefore it is inferred that employees with higher experience in the organization are significantly more emotionally aware than the employees having medium level of experience. Therefore, it may be concluded that as compared to employees having medium level of experience the higher experience group have more awareness about their emotions while for other two pairs of 'lower and medium experience' and 'medium and higher experience' there is no difference in emotional awareness aspect of emotional intelligence.

#### 4.7.2 Impact of Experience Level on Self-Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

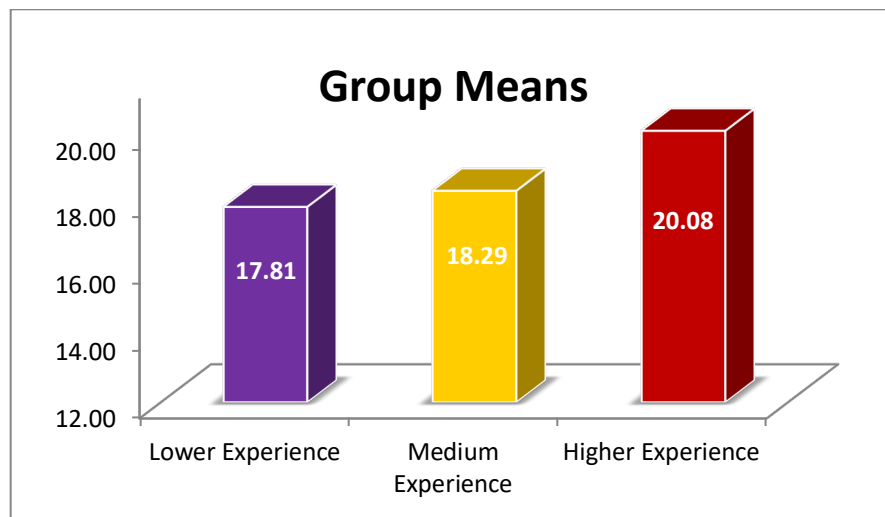
- $H_0$ 7.2: there is no significant difference in self-management means across three levels of experience i.e. there is no significant impact of experience level on self-management of employees.
- $H_A$ 7.2: there is a significant difference in self-management means across three levels of experience i.e. there is a significant impact of experience level on self-management of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.64: Experience Level and Self-Management Descriptive**

Group Statistics					
Experience Level		N	Mean	Std. Deviation	Std. Error Mean
Self-Management	Lower Experience	64	17.81	6.218	.777
	Medium Experience	113	18.29	4.876	.459
	Higher Experience	77	20.08	5.165	.589
Total		254			

It is found that the mean of self-management for higher experience group is highest followed by mean of medium and lower experience groups respectively. This may signify that employees in higher experience group have highest self-management followed by medium and lower experience groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.36: Experience Level and Self-Management Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.65: ANOVA for Experience Level and SM**

**ANOVA**  
Self-Management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	215.374	2	107.687	3.793	.024
Within Groups	7126.645	251	28.393		
Total	7342.020	253			

The F-test was found to be significant with p value 0.024 (F-statistic 3.793). On the basis of these results the null hypothesis  $H_{07.2}$  is rejected in favour of alternate and it is

concluded that there is significant difference in self-management means across three levels of experience. Hence there is a significant impact of experience level on self-management of employees. The results signify that the self-management mean is different for at least one-pair among lower, medium and higher experience groups of employees.

The ANOVA test only establishes whether there is a difference in any pair of means in the given groups. Once it is established that there is difference, a Post Hoc analysis is required to determine which pair/s actually differ. Since the above obtained result establishes that there is a difference in at least one pair, post hoc tests containing multiple comparisons are done for further analysis.

**Table 4.66: Multiple SM Comparisons for SM and Experience Level**

**Multiple Comparisons**

Dependent Variable: Self-Management

Scheffe

(I) Experience Level	(J) Experience Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower Experience	Medium Experience	-.47954	.83361	.848	-.47954	.83361
	Higher Experience	-2.265*	.90132	.044	-2.265*	.90132
Medium Experience	Lower Experience	.47954	.83361	.848	.47954	.83361
	Higher Experience	-1.78588668	.78740	.078	-1.78588668	.78740
Higher Experience	Lower Experience	<b>2.265*</b>	<b>.90132</b>	<b>.044</b>	<b>2.265*</b>	<b>.90132</b>
	Medium Experience	1.78588668	.78740	.078	1.78588668	.78740

\*. The mean difference is significant at the 0.05 level.

Performing the multiple comparisons, it is found that the self-management mean differs significantly only for 'higher experience level and lower experience level', p value 0.044.

The observed self-management mean is greater for higher experience group therefore it is inferred that employees with higher experience in the organization have significantly

more ability of self-management than the employees having medium level of experience. Therefore, it may be concluded that as compared to employees having lower level of experience, the higher experience group have more ability to manage their emotions; while for other two pairs of 'lower and medium experience' and 'medium and higher experience' there is no difference in self-management aspect of emotional intelligence.

#### 4.7.3 Impact of Experience Level on Social Awareness

The null and alternate hypothesis for this demographic variable and EI aspect is:

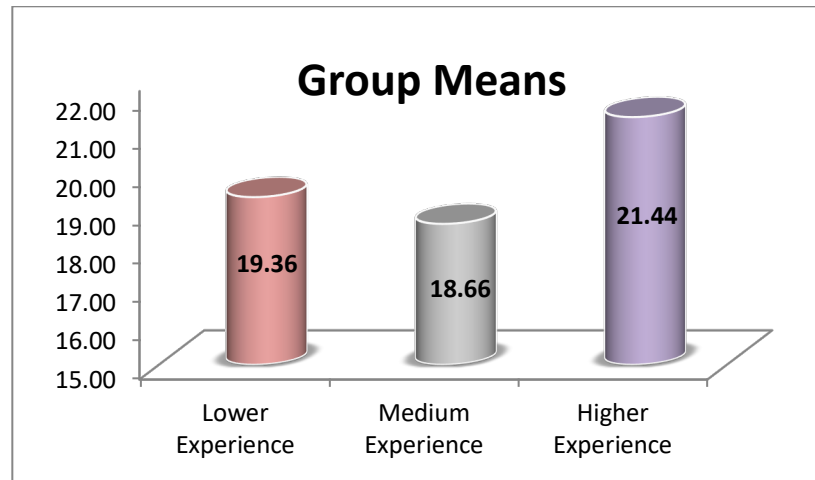
- $H_{07.3}$ : there is no significant difference in social awareness means across three levels of experience i.e. there is no significant impact of experience level on social awareness of employees.
- $H_{A7.3}$ : there is a significant difference in social awareness means across three levels of experience i.e. there is a significant impact of experience level on social awareness of employees.

First the descriptive variables are presented through table/ graph followed by inferential analysis.

**Table 4.67: Experience Level and Social Awareness Descriptive**

Group Statistics					
Experience Level		N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	Lower Experience	64	19.36	2.590	.324
	Medium Experience	113	18.66	4.543	.427
	Higher Experience	77	21.44	3.905	.445
Total		254			

It is found that the mean of social awareness for higher experience group is highest followed by mean of lower and medium experience groups respectively. This may signify that employees in higher experience group have highest social awareness followed by employees lower and medium experience groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.37: Experience Level and Social Awareness Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.68: ANOVA for Experience Level and SA**

ANOVA					
Social Awareness					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	362.227	2	181.113	11.677	.000
Within Groups	3892.943	251	15.510		
Total	4255.169	253			

The F-test was found to be significant with p value 0.000 (F-statistic 11.67). On the basis of these results the null hypothesis  $H_{07.3}$  is rejected in favour of alternate and it is concluded that there is significant difference in social awareness means across three

levels of experience. Hence there is a significant impact of experience level on social awareness of employees. The results signify that the social awareness mean is different for at least one-pair among lower, medium and higher experience groups of employees.

The ANOVA test only establishes whether there is a difference in any pair of means in the given groups. Once it is established that there is difference, a Post Hoc analysis is required to determine which pair/s actually differ. Since the above obtained result establishes that there is a difference in at least one pair, post hoc tests containing multiple comparisons are done for further analysis.

**Table 4.69: Multiple Comparisons for SA and Experience Level**

**Multiple Comparisons**

Dependent Variable: Social Awareness Scheffe

(I) Experience Level	(J) Experience Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower Experience	Medium Experience	.69566	.61611	.529	.69566	.61611
	Higher Experience	-2.08218*	.66616	.008	-2.08218*	.66616
Medium Experience	Lower Experience	-.69566	.61611	.529	-.69566	.61611
	Higher Experience	-2.77784*	.58196	.000	-2.77784*	.58196
Higher Experience	Lower Experience	<b>2.08218*</b>	<b>.66616</b>	<b>.008</b>	<b>2.08218*</b>	<b>.66616</b>
	Medium Experience	<b>2.77784*</b>	<b>.58196</b>	<b>.000</b>	<b>2.77784*</b>	<b>.58196</b>

\*. The mean difference is significant at the 0.05 level.

Performing the multiple comparisons, it is found that the social awareness mean for higher experience level differs significantly with both 'lower and middle experience groups', with p values 0.008 and 0.000 respectively. The observed self-management mean is greater for higher experience group therefore it is inferred that employees with higher experience in the organization are significantly more socially aware than both the group of employees having lower and medium level of experience.

Therefore, it may be concluded that as compared to employees having lower and medium level of experience the higher experience group have more awareness about the emotions of others while for the pair of ‘lower and medium experience’ there is no difference in social awareness aspect of social intelligence.

#### 4.7.4 Impact of Experience Level on Relationship Management

The null and alternate hypothesis for this demographic variable and EI aspect is:

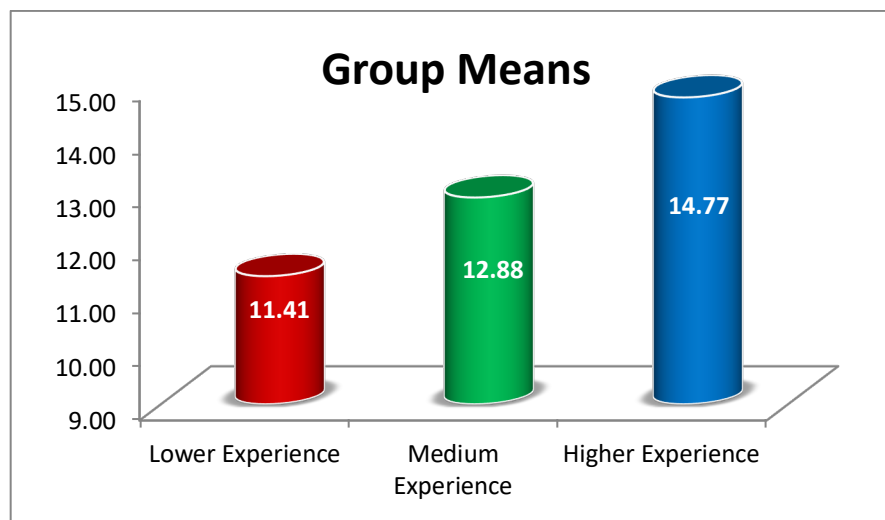
- $H_{07.4}$ : there is no significant difference in relationship management means across three levels of experience i.e. there is no significant impact of experience level on relationship management of employees.
- $H_{A7.4}$ : there is a significant difference in relationship management means across three levels of experience i.e. there is a significant impact of experience level on relationship management of employees.

Firstly the descriptive variables are presented though table/ graph followed by inferential analysis.

**Table 4.70: Experience Level and Relationship Management Descriptive**

Group Statistics					
Experience Level		N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	Lower Experience	64	11.41	4.105	.513
	Medium Experience	113	12.88	4.750	.447
	Higher Experience	77	14.77	3.448	.393
Total		254			

It is found that the mean of relationship management for higher experience group is highest followed by mean of medium and lower experience groups respectively. This may signify that employees in higher experience group have highest relationship management followed by medium and lower experience groups respectively. Nevertheless, to confirm this notion and draw a valid conclusion one-way ANOVA is performed.



**Figure 4.38: Experience Level and Relationship Management Group Means**

The results of One-Way ANOVA are presented below:

**Table 4.71: ANOVA for Experience Level and RM**

**ANOVA**

Relationship Management

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	402.530	2	201.265	11.244	.000
Within Groups	4492.734	251	17.899		
Total	4895.264	253			

The F-test was found to be significant with p value 0.000 (F-statistic 11.244). On the basis of these results the null hypothesis  $H_{07.4}$  is rejected in favour of alternate and it is concluded that there is significant difference in relationship management means across three levels of experience. Hence there is a significant impact of experience level on relationship management of employees. The results signify that the relationship management mean is different for at least one-pair among lower, medium and higher experience groups of employees.

The ANOVA test only establishes whether there is a difference in any pair of means in the given groups. Once it is established that there is difference, a Post Hoc analysis is required to determine which pair/s actually differ. Since the above obtained result establishes that there is a difference in at least one pair, post hoc tests containing multiple comparisons are done for further analysis.

**Table 4.72: Multiple SM Comparisons for RM and Experience Level**

**Multiple Comparisons**

Dependent Variable: Relationship Management Scheffe

(I) Experience Level	(J) Experience Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower Experience	Medium Experience	-1.47871	.66187	.084	-1.47871	.66187
	Higher Experience	-3.35998*	.71564	.000	-3.35998*	.71564
Medium Experience	Lower Experience	1.47871	.66187	.084	1.47871	.66187
	Higher Experience	-1.88128*	.62519	.012	-1.88128*	.62519
Higher Experience	Lower Experience	<b>3.35998*</b>	<b>.71564</b>	<b>.000</b>	<b>3.35998*</b>	<b>.71564</b>
	Medium Experience	<b>1.88128*</b>	<b>.62519</b>	<b>.012</b>	<b>1.88128*</b>	<b>.62519</b>

\*. The mean difference is significant at the 0.05 level.

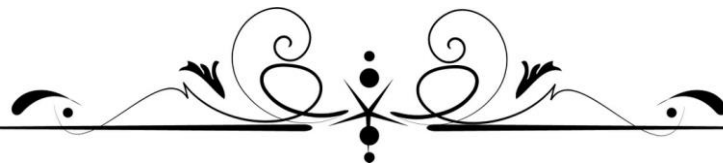
Performing the multiple comparisons, it is found that the relationship management mean for higher experience level differs significantly with both 'lower and middle experience groups', with p values 0.000 and 0.012 respectively. The observed self-management mean is greater for higher experience group therefore it is inferred that employees with higher experience in the organization are significantly more ability of relationship management than the employees having lower and medium level of experience.

Therefore, it may be concluded that as compared to employees having lower and medium level of experience, the higher experience group have more ability to manage the emotions of other employees in the organization; while for the pair of 'lower and medium experience' there is no difference in relationship management aspect of social intelligence.

### **Chapter Summary**

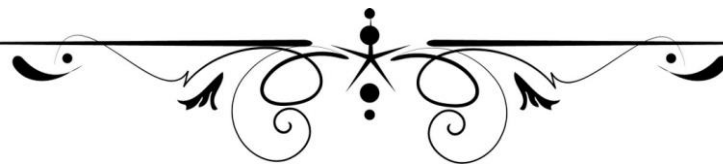
This chapter basically determines the effect of seven demographic or moderator variables on the four EI aspects. These variables were gender, age, education, nature of position, employment sector, income level and experience level. The impact of age, age, education, nature of position was determined through t-test and the results the analysis revealed that gender and age have significant impact on emotional awareness and self-management whereas their impact on social awareness and relationship management was insignificant. Education and nature of position were not found to have significant impact on any of the EI dimensions. The impact of employment sector, income level and experience level were determined through one-way ANOVA and it was found that employment sector and income level did not have significant impact on any of the EI dimensions. Level of

experience of employees were found to have a significant impact on all four EI dimensions of emotional awareness, self-management, social awareness and relationship management.



## *Chapter 5*

# *Data Analysis – II*



**CHAPTER 5****DATA ANALYSIS – II**

This chapter presents part two of the data analysis. As mentioned earlier the complete data analysis was performed in three major sections, two of which are covered in last chapter. This chapter basically accomplishes objectives three, four and five of the study involving measurement and model estimation. Section 5.1 presents a brief discussion on accomplishment of objectives three, four and five. Section 5.2 of this chapter presents the measurement and validation of EI scale through exploratory factor analysis. The hypothesis testing and estimation of the proposed model done through multiple linear regression is presented in section 5.3 of this chapter.

**5.1 Objective Three, Four and Five: A Brief Introduction**

This objective four and five requires to assess determined the impact of Emotional intelligence on organizational performance and in turn impact of on organizational performance on competitive advantage of the organization. As discussed in earlier chapters, EI was considered to be having four aspects as shown below from serial number I to IV. These were independent variables while OP and CA were considered to be dependent variables in the study.

- I. Emotional Awareness
- II. Self-Management
- III. Social Awareness
- IV. Relationship Management
- V. Organizational Performance
- VI. Competitive Advantage

Prior to the assessment of impact of independent variables on dependent variables it was necessary to validate the instruments through which the above six factors or constructs were measured. Therefore, the complete analysis was done in two steps, first – measurement of concepts/factors through Exploratory Factor Analysis and second – determining the impact of independent variables on dependent variables through multiple linear regression.

### **5.2 Objective 3: Validation and Measurement – Exploratory Factor Analysis**

The literature review section of this study has developed an EI scale in the context of professional organizations. The six constructs of interest – four EI dimensions, organizational performance and competitive advantage were operationalized through various instruments either adopted from literature or developed in accordance with the literature. An exploratory factor analysis was done to validate the instruments measuring the respective constructs of factors.

As mentioned above and discussed in literature review six initial factors were identified (four aspects of EI, OP and CA). The identified factors or concepts were observed through Likert Type scale with each factor having a set of instruments rated on five-point response scale. The response scale consisted of five categories of strongly disagree, disagree, neutral, agree and strongly agree. An exploratory factor analysis was applied to measure these factors from the set of observed instruments. After the factors were extracted the factor scores were obtained and the further analysis of model estimation was done.

### 5.2.1 EFA: Reliability Analysis

The purpose of exploratory factor analysis in this study was to measure the priori identified factors from preset observed instruments or items. As discussed, a total of six prior factors were identified which were measured through a total of 31 items. Since the factors were pre identified and measured through preset instruments, a reliability analysis was performed before entering the items for main exploratory factor analysis. The reliability analysis was done through the Cronbach's Alpha measure. Reliability analysis was done both on individual factor level and on all the items together. The value of alpha lies between 0 to 1, and as per Field (2009) a reliable scale should have an alpha value of 0.7 to 0.8. The reliability analysis was run on SPSS and the following results were obtained.

**Table: 5.1 EFA – Reliability Analysis**

SN	Factors	No. of Items	Cronbach's Alpha
1	Emotional Awareness	5	0.679
2	Self-Management	6	0.829
3	Social Awareness	6	0.713
4	Relationship Management	5	0.771
5	Organizational Performance	5	0.708
6	Competitive Advantage	4	0.723
	<b>Total Items</b>	31	0.922

The value of alpha for all the items together was 0.922 implying high reliability of all the items or overall scale. The observed value of Cronbach's alpha for individual factor was also found to be in acceptable range of 0.7 to 0.8 except that for emotional awareness which was 0.679. For 'emotional awareness' this factor, the reliability analysis was again run with the option of 'scale if item deleted.' It was found that if

the 5<sup>th</sup> item of emotional awareness was deleted the value of alpha improved to 0.708. To make the scale more reliable this item was dropped from the final analysis and only 30 items were considered for final factor analysis. The table below shows final reliability statistics. It was observed that the value of overall reliability dropped minutely from 0.922 to 0.919, still in the range of high reliability.

**Table: 5.2 EFA – Final Reliability Analysis**

SN	Factors	No. of Items	Cronbach's Alpha
1	Emotional Awareness	4	0.708
2	Self-Management	6	0.829
3	Social Awareness	6	0.713
4	Relationship Management	5	0.771
5	Organizational Performance	5	0.708
6	Competitive Advantage	4	0.723
	<b>Total Items</b>	30	0.919

### 5.1.2 EFA Conditions Assessment: KMO & Bartlett's Test

Initially, 30 items were entered into the factor analysis through SPSS. The two necessary conditions for EFA are: sample adequacy – the size of the sample should be adequate to perform factor analysis and the second condition is correlation sufficiency – there should be sufficient correlation among the items considered for factor analysis. The Keiser-Meyer-Olkin (KMO) test is performed to assess the adequacy of sample. The value of KMO test ranges from 0 to 1 and t value of 0.7 is considered acceptable for sample size to be enough of adequate to perform factor analysis. The KMO value was found to be .879 which is quite high and assumed as great value since Keiser (1974) recommends KMO value  $> 0.5$  as mere acceptable, from .5 to .7 as mediocre

value, from .7 to .8 as good KMO value, .8 to .9 as great and  $> .9$  as superb value of KMO.

**Table 5.3: KMO and Bartlett's Test**

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b>		.879
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	2510.925
	df	435
	Sig.	0.000

The next condition assessed is that of correlation sufficiency. In EFA, Bartlett's Test of Sphericity is the measure to determine whether there is a significant correlation among the items or not. Because, it is a statistical test it has null and alternate hypothesis; null: there is no correlation between the variables in the population, and alternate: there is a significant correlation between the variables in the population. It is obvious that for significant correlation among items null hypothesis should be rejected in favor of alternate. Essentially, Bartlett's Test is a Chi Square test, and it is evident from the above table that it is significant at p value 0.000, therefore the above stated null hypothesis is rejected in favor of alternate and it is concluded that there is a significant correlation among the items. With both the conditions of sample adequacy and correlation sufficiency fulfilled it was considered that factor analysis can be performed and outputs can be meaningfully interpreted.

### 5.2.3 EFA: Initial Solution

An initial round of factor analysis was done entering the 30 items finalized in the reliability analysis. As shown in the table below the initial solution suggested a seven-

factor solution explaining 60.79% of the variance in the factor model (overall variability in the observed variables as shown in the table below.

Although the amount of variance explained in the model was sufficient and the acceptable, initially extracted seven factors were not meaningful since the study identified six priori factors deployed to measure the particular concepts. Hence the obtained initial solution was not considered consequential and more solutions were further explored and much iteration was done to get an acceptable solution. The first change made in the SPSS factor analysis settings was that of rotation or rearrangement of factors.

**Table 5.4: EFA Initial Analysis**

Total Variance Explained						
Component No.	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.315	31.049	31.049	9.315	31.049	31.049
2	2.463	8.210	39.259	2.463	8.210	39.259
3	1.707	5.692	44.950	1.707	5.692	44.950
4	1.340	4.465	49.416	1.340	4.465	49.416
5	1.273	4.243	53.659	1.273	4.243	53.659
6	1.131	3.769	57.428	1.131	3.769	57.428
7	1.011	3.370	60.798	1.011	3.370	60.798
8	.950	3.167	63.965			
9	.879	2.931	66.897			
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	..	..	..
29	.220	.732	99.386			
30	.184	.614	100.000			
Extraction Method: Principal Component Analysis.						

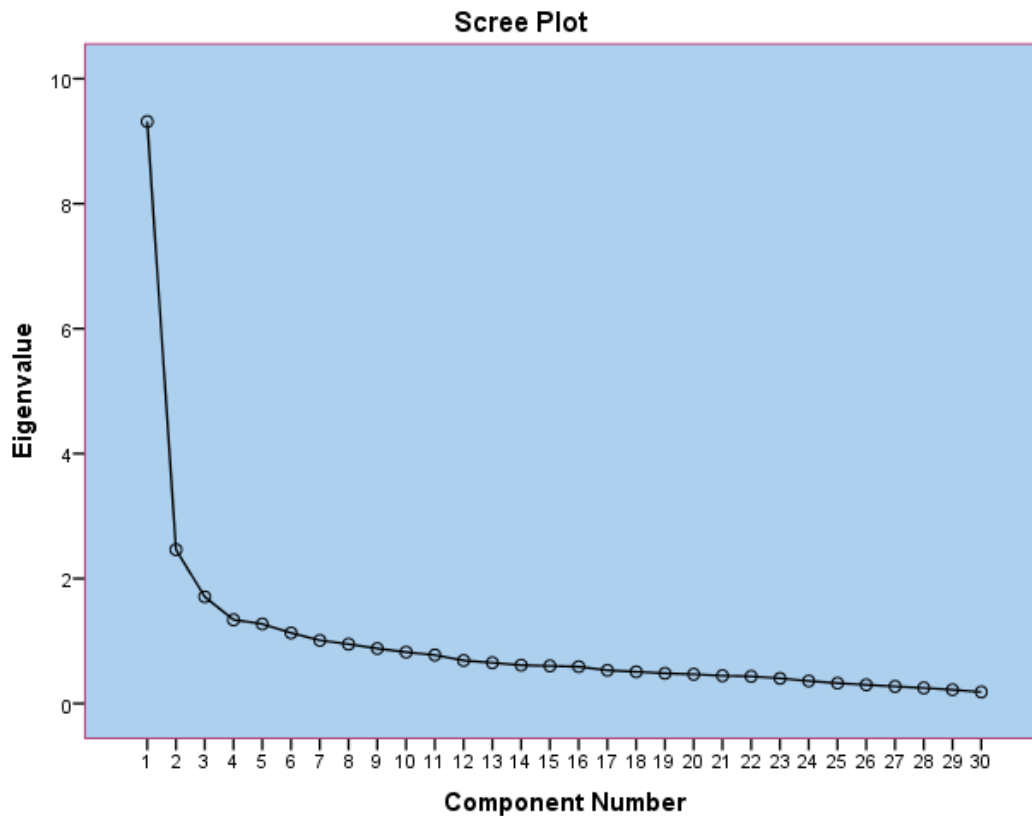
Basically, rotation is of two types – orthogonal and oblique. In orthogonal rotation the factors are rearranged in such a way that they are independent from one another or do not have relationship with one another. This type of rotation is applied in the analysis when the extracted factors are supposed to be independent and doesn't have any relationship among themselves. The oblique rotation is a method where factors are rearranged in such a way that they may correlate among themselves and have dependent relationships. This study is about emotional intelligence in business organizations and the factors considered in this study are interdependent since some relationship is proposed among the factors. Therefore, oblique rotation method was selected to perform factor analysis in this study.

With default settings SPSS performs EFA without any rotation. Instead of knowing that oblique rotation is required the factor analysis was initially run without any rotation to obtain the KMO and Bartlett's statistics to establish sample adequacy and correlation sufficiency. Once these essential conditions are met now the factor analysis is run again with oblique rotation. This method is also selected because in orthogonal method the extraction is in such a way that the first extracted factors ones gets more variance or more weight while the later extracted factors gets less variance and hence less weight. Therefore, the first extracted factor gets maximum variance and is most important factor while last extracted factor gets least variance and is least important. In oblique rotation though the extraction method is same as that of orthogonal the rearrangement of factors is done in such a way that the all the factors get approximately equal importance though rotated sum of square loadings.

As mentioned, the number of factors extracted in initial analysis was not acceptable so the next round of analysis was performed with oblique rotation. In this rotation many

methods are available. Field (2009) suggests ‘*Direct Oblimin*’ method of oblique. Following this suggestion, the analysis was run once again. Keiser’s (1960) factor extraction criterion was applied to extract the factors. It states that only those factors could be extracted whose eigenvalue is either 1 or greater. Eigenvalue is the characteristic of each factor and a value of 1 is equivalent to the weight of 1 variable in the analysis. Therefore Keiser (1960) argues that for a factor to be considered important it should have weight equivalent to at least 1 variable in the analysis. Employing this combination of rotation and factor extraction criterion SPSS again extracted seven factors though this time the variances was rearranged within the factors as evident from rotated sum of square loadings.

Since this solution was still unacceptable another attempt was made to obtain an acceptable solution exploring the Scree plot. It is a tool employed to determine and extract meaningful number of factors. It is a plot showing the eigenvalues of components or factors extracted. Since in principal components method of factor analysis the initial factors have greatest variance leading to high eigenvalue and later factors have less variance leading to low eigenvalue.



**Figure 5.1: Scree Plot**

A sharp point of inflexion or tilt shows that after the extraction of a particular factor there is a sharp decrease in variance. This sharp point determines that after this point the factors cannot be extracted. When the observed scree plot (as shown below) was analyzed, it was found that no clear sharp inflexion was present. Therefore, this method was also found to be inconsequential.

**5.2.4 EFA Final Solution:** To obtain an acceptable solution some deep analysis was performed. Since the number of factors extracted was unacceptable the component pattern matrix was analyzed. The factor loadings of each item on the factors are shown in this matrix. When the loadings of each item were analyzed separately it was observed that some of the items were having loading onto the factors which they were not meant to load or measure. This is called cross loading.

Table 5.5: EFA Final Solution

Total Variance Explained							
Component No.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	8.687	31.025	31.025	8.687	31.025	31.025	5.507
2	2.405	8.589	39.614	2.405	8.589	39.614	2.798
3	1.678	5.993	45.606	1.678	5.993	45.606	4.149
4	1.322	4.721	50.327	1.322	4.721	50.327	4.257
5	1.261	4.503	54.830	1.261	4.503	54.830	3.863
6	1.112	3.973	58.803	1.112	3.973	58.803	4.490
7	0.986	3.522	62.325				
8	.886	3.165	65.490				
9	.830	2.965	68.455				
10	.789	2.819	71.274				
..	..	..	..	..	..	..	
24	.235	.838	99.314				
25	.192	.686	100.000				
Extraction Method: Principal Component Analysis.							
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.							

Although in EFA all the items are allowed to correlate with all the factors therefore all the items will have some loading onto each factor. The weight of loading decides whether the item is having strong or weak relationship with the factor. Only a loading of 0.4 or greater is considered to be indicator of strong relationship with the factor. Therefore, only a loading of 0.4 or more was considered as cross loading. All the items having cross loading were identified along with the items having low loading onto their respective factors which they were meant to be measuring.

**Table 5.6: Factor Loadings – Rotated Component Pattern Matrix**

	Components or Extracted Factors or Constructs					
	1	2	3	4	5	6
Item No.	Self-Management	Emotional Awareness	Job Performance	Social Awareness	Competitive Advantage	Relationship Management
SM4	.744					
SM5	.652					
SM1	.594					
SM3	.594					
SM2	.561					
SM6	.504					
EA2		.826				
EA3		.813				
EA1		.489				
EA5		.407				
OP1			.726			
OP2			.719			
OP3			.693			
OP4			.422			
SA3				-.895		
SA1				-.715		
SA5				-.658		
SA2				-.518		
CA2					-.721	
CA3					-.620	
CA4					-.498	
RM1						.781
RM2						.720
RM3						.611
RM4						.476
Extraction Method: Principal Component Analysis.						
Rotation Method: Oblimin with Kaiser Normalization.						
a. Rotation converged in 24 iterations.						

It was found that some of items from component number 3, 4 5 and 6 were either having cross loadings or low loadings. In the next step, a series of analyses were done with the removal of one or more items identified above. After many iterations and removal five items – one item each from component number 3, 5 and 6, and two items from component number 4, a solution as shown in above table was obtained where SPSS extracted only six factors that were meaningful from the point of this study.

The next phase in EFA is to analyze the factor loadings of each variable onto the respective factor. In this step it was confirmed whether the particular items were loaded to the correct factor and with the enough strength or not (no cross loadings and

no weak loadings). The factor loading was observed from Rotated Component Pattern Matrix as shown in the table. The purpose of doing this exercise was to fix the final structures of the extracted factors to confirm the specific variables measuring respective factors.

**Table 5.7: Extracted Communalities**

Extracted Communalities					
Variable No.	Initial	Extraction	Variable No.	Initial	Extraction
1	1.000	.645	14	1.000	.622
2	1.000	.662	15	1.000	.638
3	1.000	.553	16	1.000	.569
4	1.000	.655	17	1.000	.530
5	1.000	.610	18	1.000	.545
6	1.000	.670	19	1.000	.546
7	1.000	.582	20	1.000	.551
8	1.000	.641	21	1.000	.524
9	1.000	.747	22	1.000	.596
10	1.000	.456	23	1.000	.592
11	1.000	.523	24	1.000	.553
12	1.000	.606	25	1.000	.531
13	1.000	.478			
Avg.		.602	Avg.		.560
Overall Average				0.581	
Extraction Method: Principal Component Analysis.					

The next task in EFA is to analyze the communalities of each item. Communality is a characteristic of the items or variables which are employed to measure the particular factors. It may be defined as the amount of variance that is being shared by each variable in EFA model to measure the factors. In layman's term it is interpreted as the amount of variance or variable that is being used up to measure the factors. Its value lies between 0 to 1, higher the value more is the shared variance or amount of variable being used up in the EFA model. For acceptable EFA model the average extracted

communality of the variables should be greater than 0.5. The above shows the extracted communalities and it can observe that most of the communalities are more than 0.5 and the average communality is about 0.58. It means that the shared variance in the EFA model is 58% which can also be confirmed from the shared variance value in the final solution table.

The obtained solution was analyzed for all the essential parameters especially component pattern matrix was closely observed and for factor loadings. The final observed KMO value for analysis with 25 variables was 0.875 while the Bartlett's test was still significant. With this combination of settings (oblique rotation, factor extraction at eigenvalue equal to or more than 1, factor loading cut off of 0.4) and 25 final items an acceptable solution was obtained where six factors were extracted and were quite meaningful in measuring the six emotional intelligence constructs. The extracted component numbers and the corresponding emotional intelligence are shown in the below table.

Subsequent to extraction of factors and fixing their structure the last task in factor analysis is to determine the factors scores of the extracted. Factor Score is the value assigned by SPSS to each respondent corresponding to the factor. Originally each respondent was a having a score corresponding to each variable in the study. When a set of variables are assigned to measure the particular factor, then each respondent must have score corresponding to each factor. This score is called factor score and is employed for further analysis of factors. Factor scores were calculated by regression method since all the factors in the study were allowed to correlate among themselves and oblique rotation was employed to extract the factors.

**Table 5.8: Component Number and EI Factors**

Extracted Component No.	EI Factor
1	Self-Management
2	Emotional Awareness
3	Job Performance
4	Social Awareness
5	Competitive Advantage
6	Relationship Management

**Table 5.9: Factor Correlations**

Correlation Table						
Factors	Self-Management	Emotional Awareness	Organizational Performance	Social Awareness	Competitive Advantage	Relationship Management
Self-Management	1.000	0.076	0.313	-0.275	-0.268	0.387
Emotional Awareness	0.076	1.000	0.158	-0.269	-0.169	0.089
Organizational Performance	0.313	0.258	1.000	0.216	0.297	0.292
Social Awareness	-0.275	-0.269	-0.216	1.000	0.296	-0.186
Competitive Advantage	-0.268	-0.169	-0.197	0.296	1.000	-0.237
Relationship Management	0.387	0.089	0.292	-0.186	-0.237	1.000

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

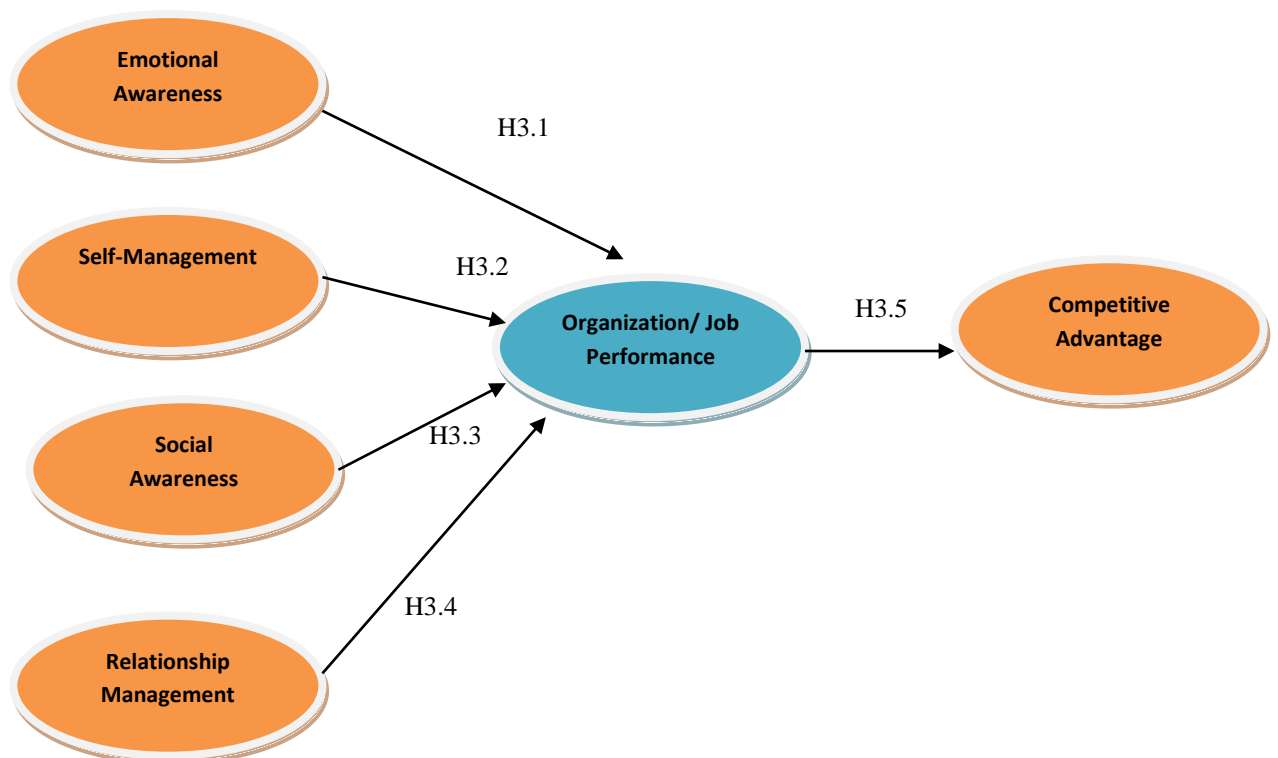
**5.2.5 EFA Summary:** exploratory factor analysis was done to validate the developed scale to measure EI aspects, job performance and organizational competitiveness. An initial analysis was run to measure 6 pre set factors with 30 items. Each factor was measured through particular variables or items identified in literature review. First the sample adequacy was assessed and it was established that the sample was adequate to perform the factor analysis, the obtained value of KMO test was .879. Next the condition of significant correlation among observed variables was assessed through

Bartlett's test and it was observed that the test was significant at p value 0.000 leading to the conclusion that there is significant correlation among the observed variables and further analysis can be performed based on these correlations. Once these conditions were met the initial solution was assessed and it was found that SPSS extracted 7 factors explaining 58% variance in the model. This solution was not accepted since there were 6 priori factors in the study. The factor extraction criterion applied was that of eigenvalue equal to or more than 1 and oblique rotation method was employed since the considered factors may have correlation among themselves. Next the scree plot method was examined and it was found that it couldn't lead to any conclusion to extract the required number of factors much iteration was done and loadings of the items onto the factors were analyzed. The items having cross loading or low loading were identified and several iterations were done by removing one or other cross loaded and weakly loaded items. A factor loading of 0.4 was considered to be meaningful. After many iterations and removal of four items from the analysis a 6 factor solution was obtained explaining about 58% of the variance in the EFA model. This solution was accepted since it measured the considered six EI factors. Lastly, the factor scores were obtained through regression method and the correlation among the obtained factors was assessed. The final accepted solution consists of 6 extracted factors measured through 25 corresponding items. The 6 extracted factors were retained in the study and employed to conduct further analysis.

### **5.3 Objective 4 and 5: Impact of Emotional Intelligence on Organizational performance leading to Competitive Advantage – Multiple Linear Regressions**

EFA was done in the last section this section tests the proposed model in this study which determines the impact of four EI aspects on organizational performance and in

turns its impact on competitive advantage. The proposed model has two sets of dependent relationship, first set proposes the dependent relationship between EI aspects and organizational performance whereas the second set proposes the dependent relationship between organizational performance and competitive advantage. The model is shown in the below figure and since it has two sets of dependent relationships it is tested through two separate multiple linear regression phases or analysis. The first phase of MLR determines the impact of EI aspects on organizational performance and the second phase determines impact of organizational performance on competitive advantage.



As per the proposed relationships in the model the following hypotheses were formulated:

- H3.1: Emotional Awareness has significant positive effect on Organizational Performance.

- H3.2: Self-Management has significant positive effect on Organizational Performance
- H3.3: Social Awareness has significant positive effect on Organizational Performance
- H3.4: Relationship Management has significant positive effect on Organizational Performance.
- H3.5: Organizational Performance has significant positive effect on Competitive Advantage of an organization.

As mentioned above, model estimation and hypothesis testing were done employing MLR models in two steps. The two sets of regression models are represented through the regression equations as shown below:

- I. Organizational Performance =  $C_1 + B_1 \cdot \text{Emotional Awareness} + B_2 \cdot \text{Self-Management} + B_3 \cdot \text{Social Awareness} + B_4 \cdot \text{Relationship Management} + \epsilon_1$ .
- II. Competitive Advantage =  $C_2 + B_5 \cdot \text{Organizational Performance} + \epsilon_2$ .

The regression coefficients in the models are represented through capital letters C and B. C is annotated for constant while B is for regression or relationship coefficients. In equation I,  $C_1$  is intercept,  $B_1$ ,  $B_2$ ,  $B_3$  and  $B_4$ , are the relationship coefficients and  $\epsilon_1$  is the error term associated with first model. In regression equation II,  $C_2$  is intercept,  $B_5$  is the relationship coefficient and  $\epsilon_2$  is the error term associated with second model.

### 5.3.1 Model I: Effect of EI Dimensions on Organizational Performance

In model I the four EI aspects were independent variables whereas organizational performance measured as job performance was the dependent variables. The results of

MLR are assessed through three outputs of model summary, model significance through ANOVA and model coefficients.

### 5.3.2 Model I Summary

The first output of MLR is model summary and it depicts the multiple correlation coefficient between dependent and independent variables represented by 'R' and also the ratio or percentage of variance in dependent variable that is explained by the all the independent variables considered in the regression model which is nothing but 'R<sup>2</sup>' i.e. squared value R. The obtained value of R and R<sup>2</sup> was 0.394 and 0.155 respectively. It implies that multiple correlation coefficient between dependent and independent variables is 0.66 and the amount of variance explained in organizational performance by the four EI aspects is 15.5%.

This output also depicts the adjusted R<sup>2</sup> which is a measure of explained variance if the is estimated from the population. This value is lower than R<sup>2</sup> because some extra considerations are taken into account and some corrections are made in the formulas when it is calculated. The obtained value of adjusted R<sup>2</sup> is 13.8% and it was found that it is not much lower than original R<sup>2</sup>. The model summary states that four EI aspects explain 15.5% of the variance in organizational performance.

**Table 5.10: Model Summary R and R<sup>2</sup>**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>SE of the Estimate</b>
1	.394 <sup>a</sup>	.155	.138	.928
a. Predictors: (Constant), Relationship Management, Emotional Awareness, Social Awareness, Self-Management				

### 5.3.3 Model I Significance

The next output depicts ANOVA statistics which assesses whether the amount of variance explained in dependent variable by independent variables is significant or not which in turn determines whether the proposed regression model is significant or not. As in regular ANOVA overall significance of the model is determined by F statistics which is ratio of the variance explained to the variance unexplained (variance remaining after the estimation and prediction through the present model). Basically, the F statistics is assessed by its significance level. The obtained value of F statistic was 9.1 (dof – 4,198) which is found to be significant at p value 0.000. This indicated that the overall amount of variance explained in organizational performance by all four EI aspects was significant. Therefore, it was considered that the overall model was significant and the respective relationship coefficients obtained can now be interpreted meaningfully.

**Table 5.11: Model Significance ANOVA**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.393	4	7.848	9.108	.000 <sup>b</sup>
1 Residual	170.607	198	.862		
Total	202.000	202			

a. Dependent Variable: Organizational Performance  
b. Predictors: (Constant), Relationship Management, Emotional Awareness, Social Awareness, Self-Management

### 5.3.4 Model I Coefficients

The overall model was found to be significant implying that there is a significant impact of overall EI on organizational performance. Now the respective relationships coefficients or model coefficient can be analyzed to determine the impact of each EI aspect separately. The relationship coefficients of respective EI aspect with organizational performance are below in the table.

The obtained output depicts the unstandardized relationship coefficients, standardized relationship coefficients, t values and significance level associated with each EI aspects. The above regression equation can now be shown as:

$$\text{Organizational Performance} = C_1 + B_1 \cdot \text{Emotional Awareness} + B_2 \cdot \text{Self-Management} + B_3 \cdot \text{Social Awareness} + B_4 \cdot \text{Relationship Management} + \epsilon_1.$$

**Table 5.12: Regression Coefficients**

Coefficients*						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.9 E-16	.065		.000	1.000
	Emotional Awareness	.099	.068	.099	1.466	.144
	Self-Management	.207	.073	.207	2.844	.005
	Social Awareness	-.098	.071	-.098	-1.386	.167
	Relationship Management	.185	.071	.185	2.596	.010

a. Dependent Variable: Organisational Performance

This analysis reveals some interesting results. It was observed only two EI aspects have a significant impact on Organisational Performance while the other two does not have significant impact. The standardized coefficient of significant variables in the descending order are Self Management –  $b_2 = .207$ , p-value .005, Relationship Management –  $b_4 = .185$ , p-value .010, Emotional Awareness –  $b_1 = .130$ , p-value .144 and Social Awareness –  $b_3 = .098$ , p-value .167.

The importance of different factors for brand attitude may be gauged from the size of the standardized beta coefficient. It is found that the standardized beta coefficient is highest for Word of Mouth indicating that this variable has strongest effect on brand attitude and is the most important among the considered factors. The second highest standardized beta coefficient was that of Constitutive Rhetoric indicating it to be second most important factor after word of mouth. This finding may be against the common belief that constitutive rhetoric has the strongest impact in developing brand attitude. Marketing communication was found to have third strongest effect in

development of brand attitude since it has third largest standardized beta coefficient among the considered variables. This indicates that marketing communication is also one the important factor for development of brand attitude. Next in line was Brand Personality which was found to have weakest though significant effect on brand attitude among the considered factors. It was found that Brand Elitism and Brand Distinctiveness do not have a significant impact in development of brand attitude. These are quite interesting findings because it is against the belief that brand suaveness (elitism) and brand uniqueness (distinctiveness) plays important role in development of brand attitude.

### **5.3.5 Model II: Effect of Organizational Performance Competitive Advantage**

This section determines the effect of organizational performance on gaining competitive advantage for organisation. A separate regression analysis is being run to test the Model II as shown :

$$\text{Competitive Advantage} = C_2 + B_5 \cdot \text{Organizational Performance} + \epsilon_2.$$

In model II competitive advantage is the dependent variable whereas organizational performance was considered as an independent variable. The regression analysis was run through SPSS and the results are shown below.

### **5.3.6 Model II Summary**

The summary states that the value of R is 0.197 and R<sup>2</sup> is 0.039 respectively. It implies that the correlation coefficient between organizational performance and competitive advantage is 0.19 and the amount of variance explained in competitive advantage by organizational performance is 3.9% and the value of adjusted R<sup>2</sup> is 3.4%

.The model summary states that organizational performance explains merely 3.9% of the variance in competitive advantage.

**Table 5.13: Model Summary R and R<sup>2</sup>**

Model Summary				
Model	R	R Square	Adjusted R Square	SE of the Estimate
1	.197 <sup>a</sup>	.039	.034	.983
a. Predictors: (Constant), Organizational Performance				

### 5.3.7 MLR 2: Model Significance

To determine whether organizational performance explains a significant amount of variance or not the ANOVA was analysed and the F statistic was 8.1 (dof 1 and 201) with p-value of 0.005. Although the amount of variance in competitive advantage by organizational performance is small it is significant. Obtaining this result, it is concluded that the formulated regression model II is significant implying that the relationship coefficient can now be interpreted meaningfully.

**Table 5.14: Model Significance ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
II	Regression	7.853	1	7.853	8.130	.005 <sup>b</sup>
	Residual	194.147	201	.966		
	Total	202.000	202			
a. Dependent Variable: Competitive Advantage						
b. Predictors: (Constant), Organizational Performance						

### 5.3.8 MLR 2: Model Coefficients

Subsequent to the model significance it is inferred that there is a significant impact of organizational performance on competitive advantage. The relationship coefficient between competitive advantage and organizational performance is shown below.

**Table 5.15: Regression Coefficients**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
II	(Constant)	2.583E-17	.069		.000	1.000
	Organizational Performance	.197	.069	.197	2.851	.005

a. Dependent Variable: Competitive Advantage

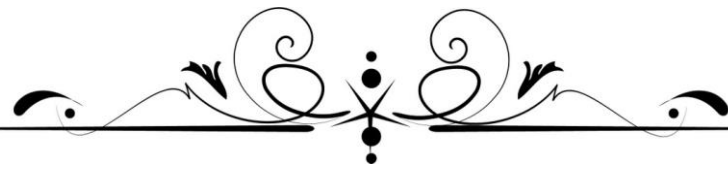
The obtained output depicts the unstandardized relationship coefficients, standardized relationship coefficients, t values and significance level. It is observed organizational performance has a significant impact on competitive advantage. The standardized relationship coefficient is = .197, p-value .005.

**Table 5.16: Hypotheses Testing at a Glance**

Hypotheses Testing Results			
Talent Management Factor	Hypothesis	Predicted Effect On Organizational Performance	Result (Hypothesis Supported or Not)
EA	H1	Significant & Positive	Not Supported
SM	H2	Significant & Positive	Supported
SA	H3	Significant & Positive	Not Supported
RM	H4	Significant & Positive	Supported
OCP	H5	Significant & Positive	Supported

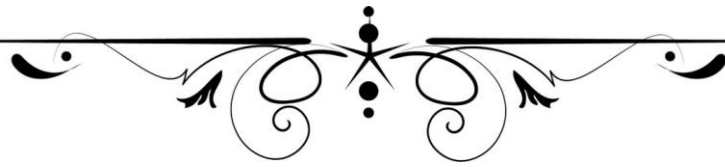
**Chapter Summary**

This chapter accomplished the objectives three, four and five of the study. Objective three included measurement and validation of the EI scale developed in the context of this study. An exploratory factor analysis was conducted to validate the scale and measure EI. It was found that the initially conceptualized six factors – four EI dimensions, organizational performance and competitive advantage can be extracted successfully with some minor changes in the originally considered instruments. Objective three and four were related to the proposed model and determined the impact of four EI dimensions on organizational performance and in turn effect of organizational performance competitive advantage. The results revealed that the two EI dimensions of self-management and relationship management have significant impact on organizational performance whereas the other two dimensions of emotional awareness and social awareness doesn't have significant impact on organizational performance. it was also found that of organizational performance has a significant effect on competitive advantage.



## *Chapter 6*

# *Findings & Conclusion*



## CHAPTER 6

### FINDINGS AND CONCLUSION

This chapter presents the overall conclusion of the study. Section 5.1 presents the findings from the descriptive analysis and discussion on the descriptive statistics followed by inferential findings and conclusions in the subsequent sections. Findings and conclusions regarding objective two – impact of demographic variables on various EI dimensions comprise the contents of section 5.2. Objective three findings are placed in section 5.3 which comprises discussion on validation of theoretically developed EI scale. Section 5.4 presents the findings of objective four exploring the role of EI dimensions on organization performance leading to competitive advantage. Section 5.5 includes the discussions and conclusions regarding the overall findings and results. Section 5.6 depicts the implications of the research and recommendations to the professional organizations. Lastly, section 5.7 and 5.8 shows the limitations of the study and directions for future researches respectively.

#### **6.1 Findings from Descriptive Analysis**

1. It is found that 58% of the respondents were males and 42% were females. Although majority of the respondents were males the other category of gender also was substantially represented in the sample.
  - This indicates fairer gender also has substantial presence in professional organizations contrary to the belief of their lesser number.

2. It is found that 13% of the respondents were < 25 years of age, 38.6% were in 25-30 years age group, 28% were in the age group of 35-45 years and approximately 21% of the respondents were in above the age 45 years.
  - This indicates that majority of the employees in professional organizations are either in age group of 25-35 years or 35-45 years, matured employees having age more than 45 years also have good representation in professional organizations. While younger employees have lesser representation, this may be due to the fact that people join organizations after completing their education only.
3. It is found that about 6.3% of the respondents were having an education level of below graduation, 38.6 % were graduates and 46.1% of the respondents were post graduates whereas 9.1% were having a qualification above PG.
  - This is an important indication that a strong majority (more than four-fifth) of the employees are either graduates or post graduates. The employees with education level of both below UG and above PG have a small presence in professional organizations. This may also indicate that professional organizations only prefer UG and PG education level for employing the professionals.
4. It is found that 41.3% the respondents belonged to private sector, 33.1% were working in government sector and about 25% worked in other type of sector including semi government, NGOs etc.
  - This indicates that a largest section of professional's work in private sector followed by government sector. Also, a good number of

professionals also work in other types of employment sectors like semi government and NGOs. This also indicates the common observed trend of largest employment in private sector.

5. It is found that 8.7% of the respondents in the sample were having an income of less than Rs. 20,000, 35.8% were in the income bracket of Rs. 20-30,000 about 32% were in the income group of Rs. 30-40,000, 13.45% of the respondents were in the income group of Rs.40-50,000 and about 10% were having an income of more than Rs. 50,000.

- This indicates that a good majority of the professionals in organizations are either in middle income group earning Rs. 20 – 40,000 or upper middle income of Rs. 40 – 50,000. Lesser number of employees has either lower or higher income in the professional organizations.

6. It is found that 25.2% of the respondents were having a work experience of less than 2 years, 24% of the respondents were in the experience level of 2-5 years, about 20% were in experience level of 5-10 years and 30.3% were having an experience of more than 10 years.

- This indicates that all the four categories of experience have more or less equal representation in the professional organizations. This also indicates that the professional organizations maintain an appropriate mix of experience pool with employees ranging from starters to seasoned and expert level in the organizations.

7. It is found that 22% of the respondents were in the same designation for less than 2 years, 29% were working in the present designation for 2-4 years, 37.4% of the respondents were in the same designation for 4-7 years whereas 11.4 were attached with the present designation for more than 7 years.
  - This indicates that a good majority of the professionals are in the same designation for either 2-4 or 4-7 years. Also, about one-third of the professionals were in same designation either for less than two or more than 7 years. This may indicate that organizations change the designation of employees in 2-7 years. It may be promotion or just change of designation.
8. It is found that 33.5% of the respondents were promoted in the last 1 year, 32.7% got their previous promotion in last two years, 17.7 % were promoted in the last 3 years and 16.1% got their latest promotion in the last 4 or more years.
  - This indicates that a good majority (two-third) of professionals are promoted every 1 or 2 years. While only whereas about one third of the respondents got their previous promotion in last 3 or more years. About one-third of the employees get promotion in either 3 or 4 years. This may indicate the professional organizations do promote majority of their employees at regular intervals.
9. It is found that 77% of the respondents were never denied a promotion when it was due whereas about 23% of the respondents were denied a promotion at least once when it was due.

- This indicates that a good majority (three-fourth) of the employees were never denied a promotion when it was due. Also, about one-fourth of the respondents were denied a promotion at least once when it was due. This may also indicate that professional organization never denies promotions to most of their employees however sometimes they hold promotion even when it is due.

**10.** It is found that 42.5% of the respondents were in the decision-making position while 57.5% were in non-decision-making roles.

- This indicates that although majority of the professionals in the organizations are in non-decision-making roles the employees having decision making roles also institute a substantial part of organizations.

## **6.2 Findings from Objective 2: Impact of Demographic/ Moderating Variables on EI dimensions**

### **6.2.1 Findings and Conclusions regarding Impact of Gender on EI**

It is found that observed mean of emotional awareness for female employees is more than the mean of male and the difference is significant. Therefore, it is concluded there is a significant impact of gender on emotional awareness of employees. And it is inferred that female employees are more aware about their personal emotions as compared to male counterparts working in the organizations.

It is found that observed mean of self-management for female employees is more than the mean of males and the difference is significant. Therefore, it is concluded that there is a

significant impact of gender on Self-Management of employees. And it is inferred that female employees can manage their personal emotions more effectively as compared to male counterparts working in the organizations.

Although it is found that the observed mean of Social Awareness for female employees was more than the mean of males however the difference was not found significant. Therefore, it is concluded that there is no significant impact of gender on social awareness of employees. And it is inferred that both male and female employees have equal social awareness level in the organization or both male and female are equally aware about emotions of other employees in the organization.

Although It is found that the observed mean of Relationship Management for male employees was found to be more than the mean of females however the difference is not significant. Therefore, it is concluded that there is no significant impact of gender on Relationship Management of employees. And it may be inferred that both male and female employees have equal relationship management ability in the organization.

### **6.2.2 Findings and Conclusions regarding Impact of Age on EI**

It is found that the observed mean of emotional awareness for mature age group employees is more than the mean of young age group and the difference is significant. Therefore, it is concluded that there is a significant impact of age on emotional awareness of employees. And it may be inferred that mature age group employees are more aware about their personal emotions as compared to their young age group counterparts working in the organizations.

It is found that the observed mean of self-management for mature age group employees is more than the mean of young age group and the difference is significant. Therefore, it is concluded that there is a significant impact of age on self-management of employees. And it may be inferred that mature age group employees can manage their personal emotions more effectively as compared to their young age group counterparts working in the organizations.

Although it is found that the observed mean of social awareness for mature age group employees is more than the mean of young age group however the difference not significant. Therefore, it is concluded that there is no significant impact of age on social awareness of employees. And it may be inferred that both young and mature age group employees are equally aware about emotions of others in the organization.

Although it is found that the observed mean of relationship management for mature age group employees is more than the mean of young age group however the difference not significant. Therefore, it is concluded that there is no significant impact of age on relationship management of employees. And it is inferred that both young and mature age group employees have equal ability to manage other's emotions and maintain relationship with other employees in the organization.

### **6.2.3. Findings and Conclusions regarding Impact of Education on EI**

Although it is found that the observed mean of emotional awareness for UG education group employees is more than the mean of PG education group the difference is not significant. Therefore, it is concluded that there is no significant impact of education level

on emotional awareness of employees. And it is inferred that both UG or below and PG and above educated employees in the organizations are equally aware about their personal emotions.

Although it is found that the observed mean of self-management for UG employees is more than the mean of PG education group the difference is not significant. Therefore, it is concluded there is no significant impact of education level on self-management of employees. And it is inferred that both UG or below and PG and above educated employees have equal ability of self-management of their personal emotions in the business organizations.

Although it is found that the observed mean of social awareness for PG education group employees is more than the mean of UG education group the difference is not significant. Therefore, it is concluded that there is no significant impact of education level on social awareness of employees. And it is inferred that both UG or below and PG and above educated employees are equally aware about the emotions of others in the organizations.

Although it is found that the observed mean of relationship management for UG employees is more than the mean of PG education group the difference is not significant. Therefore, it is concluded that there is no significant impact of education level on Relationship management of employees. And it is inferred that both UG or below and PG and above educated employees have equal ability of relationship management with other employees in the business organizations.

#### **6.2.4 Findings and Conclusions regarding Impact of Nature of Position on EI**

Although it is found that the observed mean of emotional awareness for non-decision making employees is more than the mean of decision making group the difference is not significant. Therefore, it is concluded that there is no significant impact of nature of position on emotional awareness of employees. And it is inferred that both non decision making and decision-making employees in the organizations are equally aware about their personal emotions.

Although it is found that the observed mean of self-management for decision making employees is more than the mean of non-decision making group the difference is not significant. Therefore, it is concluded that there is no significant impact of nature of position on self-management of employees. And it is inferred that both decision making and non-decision-making employees have equal ability of self-management of their personal emotions in the business organizations.

Although it is found that the observed mean of social awareness for decision making employees is more than the mean of non-decision making group however the difference is not significant. Therefore, it is concluded that there is no significant impact of nature of position on social awareness of employees. And it is inferred that both decision making and non-decision-making employees in the organizations are equally aware about the emotions of other employees in the organization.

Although it is found that the observed mean of relationship management for non-decision making employees is more than the mean of decision making group however the

difference is not significant. Therefore, it is concluded that there is no significant impact of nature of position on relationship management of employees. And it is inferred that both decision making and non-decision-making employees have equal ability of relationship management with other employees in the business organizations.

### **6.2.5 Findings and Conclusions regarding Impact of Employment Type on EI**

It is found that there is no significant difference in emotional awareness means across three types of employment sectors. Hence it is concluded that there is no significant impact of employment type on emotional awareness of employees. And is inferred that irrespective of the employees working in government, private or 'others' sector they have equal level of emotional awareness

It found that there is no significant difference in self-management means across three types of employment groups. Therefore, it is concluded that there is no significant impact of employment sector type on self-management of employees. And it is inferred that irrespective of the employees working in government, private or 'others' sector has equal ability of self-management.

It is found that there is no significant difference in social awareness means across three types of employment groups. Therefore, it is concluded that there is no significant impact of employment type on social awareness of employees. And it is inferred that irrespective of the employees working in government, private or 'others' sector they have equal level of social awareness.

It is found that there is no significant difference in relationship management means across three types of employment sectors. Therefore, it is concluded that there is no significant impact of employment type on relationship management of employees. And it is inferred irrespective of the employees working in government, private or 'others' sector type they have equal ability of relationship management.

### **6.2.6 Findings and Conclusions regarding Impact of Income Level on EI**

It is found that there is no significant difference in emotional awareness means across three levels of income. Therefore, it is concluded that there is no significant impact of income level on emotional awareness of employees. And it is inferred that irrespective of the employees working in lower, middle- or higher-income group they have equal level of emotional awareness.

It is found that there is no significant difference in self-management means across three levels on income. Therefore, it is concluded that there is no significant impact of income level on self-management of employees. And it is inferred irrespective of the employees working in lower, middle- or higher-income group they have equal level of ability of self-management.

It is found that there is no significant difference in social awareness means across three levels of income. Therefore, it is concluded that there is no significant impact of income level on social awareness of employees. And it is inferred irrespective of the employees working in lower, middle- or higher-income group they have equal level of social awareness.

It is found that there is no significant difference in relationship management means across three types of employment sectors. Therefore, it is concluded that there is no significant impact of income level on relationship management of employees. And it is inferred irrespective of the employees working in lower, middle- or higher-income group they have equal ability of relationship management.

### **6.2.7 Findings and Conclusions regarding Impact of Experience Level on EI**

It is found that there is significant difference in emotional awareness means across three levels of experience. Hence there is a significant impact of experience level on emotional awareness of employees. The results signify that the emotional awareness mean is different for at least one-pair among lower, medium and higher experience groups of employees. To determine which pair/s differ a post hoc tests containing multiple comparisons is done. Performing the multiple comparisons, it is found that the emotional awareness mean differs significantly only for 'higher experience level and middle experience level'. Since the observed self-management mean is greater for higher experience group therefore it is inferred that employees with higher experience in the organization are significantly more emotionally aware than the employees having medium level of experience. Therefore, it is concluded that as compared to employees having medium level of experience the higher experience group have more awareness about their emotions while for other two pairs of 'lower and medium experience' and 'medium and higher experience' there is no difference in emotional awareness aspect of emotional intelligence.

It is found that there is significant difference in self-management means across three levels of experience. Hence there is a significant impact of experience level on self-management of employees. The results signify that the self-management mean is different for at least one-pair among lower, medium and higher experience groups of employees. To determine which pair/s differ a post hoc tests containing multiple comparisons are done for further analysis. Performing the multiple comparisons, it is found that the self-management mean differs significantly only for 'higher experience level and lower experience level'. Since the observed self-management mean is greater for higher experience group therefore it is inferred that employees with higher experience in the organization have significantly more ability of self-management than the employees having medium level of experience. Therefore, it may be concluded that as compared to employees having lower level of experience, the higher experience group have more ability to manage their emotions; while for other two pairs of 'lower and medium experience' and 'medium and higher experience' there is no difference in self-management aspect of emotional intelligence.

It is concluded that there is significant difference in social awareness means across three levels of experience. Hence there is a significant impact of experience level on social awareness of employees. The results signify that the social awareness mean is different for at least one-pair among lower, medium and higher experience groups of employees. To determine which pair/s differ a post hoc tests containing multiple comparisons are done for further analysis. Performing the multiple comparisons, it is found that the social awareness mean for higher experience level differs significantly with both 'lower and middle experience groups. Since the observed self-management mean is greater for

higher experience group therefore it is inferred that employees with higher experience in the organization are significantly more socially aware than both the group of employees having lower and medium level of experience. Therefore, it may be concluded that as compared to employees having lower and medium level of experience the higher experience group have more awareness about the emotions of others while for the pair of 'lower and medium experience' there is no difference in social awareness aspect of social intelligence.

It is concluded that there is significant difference in relationship management means across three levels of experience. Hence there is a significant impact of experience level on relationship management of employees. The results signify that the relationship management mean is different for at least one-pair among lower, medium and higher experience groups of employees.

To determine which pair/s differ a post hoc tests containing multiple comparisons are done for further analysis. Performing the multiple comparisons, it is found that the relationship management mean for higher experience level differs significantly with both 'lower and middle experience groups. Since the observed self-management mean is greater for higher experience group therefore it is inferred that employees with higher experience in the organization are significantly more ability of relationship management than the employees having lower and medium level of experience. Therefore, it may be concluded that as compared to employees having lower and medium level of experience, the higher experience group have more ability to manage the emotions of other

employees in the organization; while for the pair of 'lower and medium experience' there is no difference in relationship management aspect of social intelligence.

### **6.3 Findings from Objective 3: – Validation of theoretically developed EI scale EFA**

Exploratory factor analysis was done to validate the developed scale to measure four EI dimensions, job performance and organizational competitiveness. An initial analysis was run to measure 6 preset factors measured with 31 instruments. Each factor was measured through particular variables or instruments identified in literature review.

**6.3.1 Reliability Analysis:** Since the factors were pre identified and measured through pre set instruments, a reliability analysis was performed employing Cronbach's Alpha criterion before entering the items for main exploratory factor analysis. Reliability analysis was done both on individual factor level and on all the items together. The observed value of Cronbach's alpha for individual factor was also found to be in acceptable range of 0.7 to 0.8 except that for emotional awareness which was 0.679. For 'emotional awareness' this factor, the reliability analysis was again run with the option of '*scale if item deleted.*' It was found that if the 5<sup>th</sup> item of emotional awareness was deleted the value of alpha improved to 0.708. To make the scale more reliable this item was dropped from the final analysis and only 30 items were considered for final factor analysis.

**6.3.2 Sample Adequacy:** the sample adequacy was assessed through KMO test and it was established that the sample was adequate to perform the factor analysis since the obtained value of KMO test was .879 which is quite high as per Keiser (1974).

**6.3.3 Correlation Sufficiency:** next the condition of significant correlation among observed variables was assessed through Bartlett's test and it was observed that the test was significant at p-value 0.000, leading to the conclusion that there is significant correlation among the observed variables and further analysis can be performed based on these correlations.

**6.3.4 Initial Solution:** Once these conditions were met the initial solution was analyzed. Initially the factors were extracted applying the criterion of eigenvalue equal to or more than 1 and employing oblique rotation method since the priori factors may have correlation among themselves. With this combination found that SPSS extracted 7 factors explaining 58% variance in the model. This solution was not accepted since there were 6 priori factors in the study. Next the scree plot method was examined and it was found that it also couldn't lead to any conclusion.

**6.3.5 Final Solution:** To extract the required number of factors much iteration was done and loadings of the items onto the factors were analyzed. The items having cross loading or low loading were identified and several iterations were done by removing one or other cross loaded and weakly loaded items. A factor loading of 0.4 was considered to be meaningful. After many iterations and removal of four items from the analysis a 6 factor solution was obtained explaining about 58% of the variance in the EFA model. This solution was accepted since it measured the considered six EI factors. Lastly, the factor scores were obtained through regression method and the correlation among the obtained factors was assessed. The final accepted solution consists of 6 extracted factors measured through 25 corresponding items.

**6.3.6 Factor Structure:** after the extraction of factors the structure of each factor is analyzed in terms of the instruments that loaded meaningfully on these factors. As discussed in LR each of the four EI dimensions were considered to be having some competencies. A closer look at each factor yielded that most of the EI competencies are part of the final scale whereas some competencies could not be incorporated into the final scale due to removal of several instruments and hence their non validation. In the final scale the four EI dimensions were found to be having following competencies. Emotional Awareness – only two competencies of emotional awareness and accurate self-assessment could be represented in the final scale. Self-Management – all six competencies of emotional self-control, transparency, adaptability, achievement, initiative and optimism were represented in the final scale since none of its instruments were needed to be removed. Social Awareness – only two competencies of empathy and organizational awareness were represented in the final scale. Relationship Management – only four competencies of developing others, change catalyst, conflict management and teamwork & collaboration could be represented in the final scale.

**Table 6.1: Component Number and EI Factor Structure**

<b>Extracted Component No.</b>	<b>EI Factor</b>	<b>No. of Validated /Finally Retained Items</b>
<b>1</b>	Self-Management	6
<b>2</b>	Emotional Awareness	4
<b>3</b>	Job Performance	4
<b>4</b>	Social Awareness	4
<b>5</b>	Competitive Advantage	3
<b>6</b>	Relationship Management	4

**6.3.7 EFA Conclusion:** this study has developed a scale to measure four EI dimensions, job performance and organizational competitiveness measured with instruments adopted from the literature. Since the scale was developed in a new context its validation is required. EFA was done to validate the scale and it was concluded that the considered six factors or construct can be measured through 25 finally retained instruments that were validated to measure the respective construct. The structure of final factors is shown below. The factor scores of all six factors/constructs corresponding to each respondent or individual were obtained to employ for further analysis.

#### **6.4 Findings from Objective 4: Impact of EI Dimensions on Job Performance and Organizational Competitiveness**

This study could not find evidences to support the hypothesis H4.1 – Emotional Awareness does not have a significant effect on organizational performance. Therefore, it is concluded that though organizational performance is positively correlated to the level of emotional awareness of the employees in organizations the relationship is not significant. And it is inferred that in the present context emotional awareness dimension of EI was not found to be significant predictor of organizational performance measured as job performance.

This study finds evidences to support the hypothesis H4.2 – self management has significant and positive effect on organizational performance. Therefore, it may be concluded that organizational performance is positively correlated to skills of self-management of the employees in professional organizations. And it may be inferred that

self-management dimension of EI is a significant predictor of organizational performance measured as job performance.

This study could not find evidences to support the hypothesis H4.3 – Social Awareness ha a significant and positive effect on organizational performance. Therefore, it is concluded that though organizational performance is positively correlated to the level of social awareness of the employees in organizations the relationship is not significant. And it is inferred that in the present context Social awareness dimension of EI was not found to be significant predictor of organizational performance measured as job performance.

This study finds evidences to support the hypothesis H4.4 – relationship management has significant and positive effect on organizational performance. Therefore, it may be concluded that organizational performance is positively correlated to skills of relationship management of the employees in professional organizations. And it may be inferred that relationship management dimension of EI is a significant predictor of organizational performance measured as job performance.

This study finds evidences to support the hypothesis H4.5 – organizational performance has significant and positive effect on competitive advantage. Therefore, it may be concluded that competitive advantage is positively correlated to job performance of employees in their organizations. And it may be inferred that competitive advantage is an outcome of organizational performance driven through superior job performance.

## **6.5 Discussions and Conclusions**

One of the important objectives of this study was EI measurement specifically in the context of professional organizations in India. As mentioned in literature EI is being measured through two methods – a maximal performance test and through self-reported measures. The selection of method of measurement basically depends upon the conceptualization of EI. As discussed in LR this study conceptualizes EI as a broader concept consisting of both emotional competencies and measures related to personality traits or skills measured through self-reported measures. This study has adopted this self-reported scale for measurement of EI.

Very few researches in India have tried to measure self-reported EI in the context of professional organizations in India. Sinha and Jain (2002) conducted a study to determine the impact of EI dimensions on various organizational outcomes. They adopted Emotional Quotient Inventory EQ-I developed by BarOn (1997) to measure EI and conducted a factor analysis on all the 133 instruments of EQ-I and managed to extract five factors – assertiveness and positive self-concept, impulse control, positive attitude about life, reality awareness and controlled problem solving. These factors represented various EI aspects or skills. However, the extracted factors were not anywhere close to most accepted four EI dimensions derived as a result of interaction between emotional awareness and management, and, self and others. Singh's (2003) model of EI constitutes three dimensions of emotional sensitivity, emotional maturity and emotional competency capturing Indian psyche to help researchers, corporate and general public. These EI dimensions represent more of the general public's emotional intelligence rather the EI in

professional organizational contexts though some researchers have applied this scale in Indian context like that of Mishra and Mahopatra (2010). Singh (2007) explored the role of EI on organizational leadership and performance, although four EI dimensions were considered and Hay/Mcber's (1999) ECI was adopted to measure EI the scale was not validated and the scores of various instruments belonging to particular dimensions were simply added to obtain a consolidated EI score.

Owing to the broad acceptance among authors about the importance of two core EI dimensions – 'emotional awareness and emotional control' (Jordan & Troth, 2004; Meyer et al., 2000) and emphasis on dealing with 'own and other people's emotions' in organizational workgroup context (Jordan and Lawrence, 2011) this study draws on Boyatzis, Goleman and Rhee (1999), Goleman, Boyatzis and McKee (2002) and Jordan and Lawrence (2011) to conceptualize EI theoretically to be having four dimensions – Emotional Awareness, Self-Management, Social Awareness and Relationship Management. To validate the theoretically derived EI dimensions empirically this study has operationalized the dimensions through adopting the corresponding instruments from Emotional Competency Inventory 2.0 (ECI 2.0) developed by Hay group (2002). This study has designed and developed this scale for measuring four dimensions of EI along with organizational/ job performance and competitive advantage in professional organizations in India. An exploratory factor analysis was done to validate this theoretically developed EI scale. It was found that EI can be measured with the developed scale where four significant EI dimensions were extracted along with other two considered factors explaining 58% of the variance in all the instruments considered. Hence it is concluded that EI can be measured in organizational context through the scale

developed in this study although it needs more validation in different geographical context to be applied generally in Indian context.

The findings regarding the impact of EI dimensions on organizational performance are quite interesting. Out of four EI dimensions two have a significant effect while the other two have insignificant effect on organizational performance or job performance of employees. The study basically finds that emotional management (self and others – self management and relationship management) plays an important role in determining their performance in the organization while emotional awareness (self and others – self-awareness and social awareness) does not have any significant role in determining their performance.

Self-management is represented by competencies of emotional self-control, transparency, adaptability, achievement, initiative and optimism, and relationship management developing others, inspirational leadership, change catalyst, influence, conflict management, teamwork & collaboration. As per the findings of the study in the present context these skills or competencies have a significant role in determining the job performance of employees in professional organizations. These findings are in tandem in one or other way with many other researches mentioned in literature review like Weisinger (1998), Jordan (2002), Sosik & Megerian (1999) Carmeli (2003) and many others. Bahdori (2012) measures two constructs of regulation of emotions and use of emotions equivalent self-management of emotions in this study finds evidences to support that these competencies have a significant impact on effective behavior of leaders in entrepreneurial context. Jordan (2002) developed a Workgroup Emotional Profile 3

(WEIP-3) scale through combination of two EI sub scales where scale 1 represents ability to deal with own emotions and scale 2 represents ability to deal with other emotions. These two scales were pre-obtained combining several emotional competencies. It was found that that EI of teams have positive correlation with the team performances.

The results of Jordan (2002) study can be confirmed by the findings of this study where it is significant that emotional management (self and other) has positive correlation with performance in organizations though the former study combines all the EI competencies. The results of this study where emotional is found to be significant predictor of job performance also matches with Sinha and Jain (2004) in the terms that they found a positive correlation between various EI dimensions representing emotional management and organizational effectiveness and productivity. The findings of this study confirm the results of Karimi (2014) where they have found a significant relationship between emotional self-management and employee performance and between relationship management and employee performance. The findings of this study are in tandem with Karimi (2014) except that they also found significant relationship between self-emotional self-awareness and employee performance whereas this study could not find any evidences in favor of this relationship.

This study also supports Bipath (2007) which finds positive correlations between EI dimensions and organizational performance. Singh (2006) finds significant relationship between organizational leadership effectiveness and all the four EI dimensions – self-awareness, self-management, social awareness and relationship management. This study confirms two findings of Singh (2006) significant relationship between organizational

performance and two EI dimensions (self-management and relationship management) and while it contradicts other two findings insignificant relationship between organizational performance and other two EI dimensions (self-awareness and social awareness).

The results of this study also find similarity with Kafetsios and Zampetakis (2008) where they find that among four EI considered only two dimensions of use of emotions and emotional regulation were having significant relationship with affect at work. These two EI dimensions are very close to emotional management as considered in this study. The other two EI dimensions having insignificant effect were self-emotional appraisal and others' emotional appraisal and are same as emotional self-awareness and social awareness. The findings of this study may be considered with striking similarity with Kafetsios and Zampetakis (2008). The results are also in consonance with the argument of contribution of self-regulation of emotions as stated by Jordan and Lawrence (2009). The findings are also in consonance with Mishra and Mahopatra (2010) who finds that overall job performance can be predicted by all three considered EI dimensions of emotional sensitivity, emotional maturity, and emotional competency. These three EI dimensions are also very much similar to emotional management constructs of this study.

Emotional awareness is represented by competencies of emotional awareness, accurate self-assessment and self-confidence whereas social awareness is represented by competencies of empathy, organizational awareness and service orientation. As per the findings of the study in the present context these skills or competencies does not have a significant role in determining the job performance of employees in professional organizations. The result the study can be compared with correlated with Sosik and

Megerian (1999) where they have not hypothesized the direct effect of self-awareness but its moderating role in the relationship between EI aspects and leader behavior and performance. These results are not in favor the findings of Bahadori (2012) findings evidences to support that self-emotional appraisal and other emotional appraisal have a significant impact on effective behavior of leaders in entrepreneurial context. The finding of insignificant relationship between emotional awareness (self and other) and performance is in tandem with Jordan and Troth (2004) where they have found an insignificant correlation between dealing of emotions (self and other) and performance at individual levels. They have even found insignificant correlation between dealing of other emotions other and team performance. The findings of this study are also in contradiction with Jordan and Ashkanasy (2006) who found that emotional self-awareness is a significant predictor of team performance. Similar results were also reported by Sosik & Megerian (1999) presenting the evidences of self-awareness contributing in leadership effectiveness and having contradiction with the present study. Leah, Michael and Rose (2017) determined the effect of two EI dimensions on employee performance and found that both emotional self-awareness and self-regulation have a significant impact. The presents study supports one finding whereas contradicts the other.

This study has also found that organizational performance measured as employee job performance has significant and positive effect on competitive advantage. And it may be inferred that employee job performance is a significant precursor of gaining competitive advantage leading to further inference that EI indirectly leads to gaining of competitive advantage. This finding supports the results of Voola, Carlson and West (2004) where they have concluded that that EI indirectly leads to gaining of competitive advantage by

influencing the leadership capabilities significant for strategic advantage. The study also remotely supports **Destikannaiah and Shanthi (2015) reporting that** EI is one of the important factors in creating organizational success **and develop competitive advantage for** organization. The role of EI in gaining competitive advantage is still unclear and more evidences are required to generalize these results.

From the above discussion it may be concluded that there are varied findings regarding the effect of EI dimensions on employee performance. Numerous researchers have reported significant relationship between organizational/employee performance and same or similar EI dimensions as considered in this study whereas a few researchers have also found an insignificant effect of some of EI dimensions. Although it may be concluded there are evidences that EI as a whole is a significant predictor of organizational/employee performance however when it comes to various EI dimensions there is not many researches which can produce evidences of significant impact of all EI dimensions on organizational/employee performance. This also produces evidences for two of EI dimensions however the evidences for other two dimensions could not be established.

This study has also made an endeavor to study EI from the perspective of some demographic characteristics of the employees. These characteristics generally act as moderating variables in determination of EI and its relationship with other variables like organizational performance, leadership effectiveness. There has been very limited literature regarding these variables since the moderation effect is limited to specific situations and therefore not of much interest among researchers in general terms. This

study has explored the role of these moderating variables on EI in the context of professional organizations in India. Two groups of moderating variables – depicting personal and professional characteristics were selected. Personal characteristics included three variables of gender, age and education of employees whereas professional characteristics considered are experience level, income level, type of organization and nature of position of employees in the organization. This study determined the effect of these moderating variables on separate EI dimensions. The analysis revealed some interesting results about the role of moderating variables.

Gender was found to be having a significant effect on emotional self-awareness and self-management whereas the effect is insignificant on social awareness and relationship management. It was found that female employees were more aware about their personal emotions as well as they manage their personal emotions more effectively as compared to their male counterparts. It may be inferred that gender is moderating variable for awareness and management of own emotions whereas it is not moderating variable for awareness and management of others' emotions.

Age was found to have similar effect as that of gender. It was found that age has a significant effect on emotional self-awareness and self-management whereas the effect is insignificant on social awareness and relationship management. It was found that mature age group employees were more aware about their personal emotions as well as they manage their personal emotions more effectively as compared to the employees in young age groups. It may be inferred that age is also a moderating variable for awareness and

management of own emotions whereas it is not moderating variable for awareness and management of others' emotions.

Education was found to be having a non-significant effect on all four dimensions of EI. There was no significant difference in education groups neither for awareness and management of own emotions nor for awareness and management of others' emotions. It was inferred that education is not a moderating variable for any of the EI dimensions.

The nature of position (decision making and non-decision making) of employees was also found to have an insignificant effect on all four dimensions of EI. There was no significant difference in decision making and non-decision-making groups either for awareness and management of own emotions or for awareness and management of others' emotions. It was inferred that nature of position is not a moderating variable for any of the EI dimensions.

The effect of employment type (government, private and others) of employee on all four dimensions of EI was also found to insignificant. There was no significant difference across three types of employment sectors (government, private and others) either for awareness and management of own emotions or for awareness and management of others' emotions. It was inferred that employment type is not a moderating variable for any of the EI dimensions.

The income level (low, medium and high) of employees was also found to have an insignificant effect on all four dimensions of EI. There was no significant difference across three groups of income level (low, medium and high) either for awareness and

management of own emotions or for awareness and management of others' emotions. It was inferred that income is not a moderating variable for any of the EI dimensions.

The experience level (lower, medium and higher) of employees was found to have a significant effect on all four dimensions of EI. There was a significant difference in at least one-pair among lower, medium and higher experience groups of employees both for awareness and management of own emotions and for awareness and management of others' emotions. It was found that higher experience group of employees have more EI abilities as compared to employees having less experience. It was inferred that experience is a moderating variable for any of the EI dimensions.

All in all, it was found that in personal characteristics gender and age were moderating variables only for two EI dimensions – emotional awareness and self-management i.e. own emotional awareness and management of own emotions. Among professional characteristics only experience level was found to be significant moderator for all four dimensions of EI. The findings of the study regarding gender confirms the findings of Meyer and Geher (1996) and Mayer, Caruso and Salovey (1999) female employees are better in perceiving and management of their emotions and subsequently score higher on EI. the study contradicts the findings of Singh (2007) where it was found that there is no significant difference in emotional self-awareness and own emotion management in males and females, the study also contradicts Singh's (2007) finding of significant difference in social awareness of males and females. However, this study confirms Singh's (2007) fourth finding of insignificant difference in relationship management of males and females. The findings of this study confirm and are in total conformance with

Mishra and Mahopatra (2010) where out of various demographic variables considered like that of gender, education and experience, only experience level was found to be significant moderator and correlate positively with EI score. Mishra (2014) conducted a study to explore the link between EI and demographic variables of gender, age and experience and found significant effect of gender and experience level whereas age was found to have no association with EI. The findings of this study confirm Mishra's (2014) first two significant results whereas it contradicts the third finding since this study also find significant association between EI and age also.

## **6.6 Implications and Recommendations**

**6.6.1 Implications of EI measurement through developed scale:** First major result of the study is empirical validation of the theoretically developed scale to measure EI in the context of professional organizations. It was found that EI of employees working in professional organizations could be measured with the self-reported scale with four dimensions of Emotional Awareness, Self-Management, Social Awareness and Relationship Management. The major implication for the professional organizations is presence of these four main EI competencies or skills in the employees working in the organization. It is suggested that

**6.6.2 Implications regarding impact of EI dimensions on organizational performance:** The major finding of the study is statistically significant impact of two EI dimensions – self management (management of own emotions) and relationship management (management of others' emotions) on job performance of employees in the professional organizations. It is inferred from the results that emotional self-management

and relationship management are the important predictors of employee job performance. It is suggested in general that professional organizations shall start giving equal importance to Emotional Intelligence/ Quotient along with the Intelligence Quotient in their workforce. The first implication for organizations is regarding the fresh recruitments. It is suggested that emotional competency assessment tests shall be introduced in the recruitment process along with assessment of technical/ professional skills. This will enable the organizations with EI profile of the incumbent employees helping the organizations in important decisions areas like placement department, responsibility choice in terms of charting out key responsibility areas especially for new recruits/ trainees.

The next implication for the organizations is regarding the existing employees, it is recommended that professional organizations should assess the emotional competencies of their employees. And subsequently, it is recommended that professional organizations should work in the direction of developing the EI of their employees especially the skills of self-management and relationship management should be emphasized to develop the competencies of management of their own emotions and the emotions of others. To develop these skills assistance from professional emotional development consultants shall be sought and customized emotional development programmed and workshops shall be planned and executed the as per the needs of the organizations.

The findings of this study also have some further implication regarding the development of self-management and relationship management skills in employees. These two major EI skills or factors are composed of some sub or specific emotional. Self-management

dimension of EI was found to be composed of all considered six competencies – emotional self-control, transparency, adaptability, achievement, initiative and optimism. Relationship management was found to be composed of four competencies – developing others, change catalyst, conflict management, teamwork & collaboration. Now that we know these specific emotional competencies are significant predictor of employee performance in professional organization it is recommended that organizations assess the existing and incumbent employees for these skills and include these specific skills set in their EI development programmed and workshops.

Another implication of these findings is for the professional emotional intelligence trainers and consultants. These EI professionals may take note of the specific skills that are important in deriving performance from employees and design specific EI development programs to cater to the needs of their corporate clients. For developing self-management, the competencies like emotional self-control, adaptability, achievement, initiative and optimism may be included and for development of relationship management the competencies like developing others, change catalyst, conflict management, teamwork & collaboration may be included in their EI development program.

### **6.6.3 Implications regarding impact of organizational performance on competitive**

**advantage:** the next important finding in this sequence is statistically significant impact organizational performance on competitive advantage. It is inferred from the results that organizational performance measured as employee job performance is a significant precursor of gaining competitive advantage for the organizations leading to further

inference that superior job performance has a significant mediating effect between EI and gaining competitive advantage. It is recommended for the professional organizations seeking to gain competitive advantage that they should leverage the organizational resources through leadership capabilities of emotionally skilled or emotionally intelligent human resources to drive superior performance in the competitive marketplace. The professional organizations should assess the EI of their human resources specifically EI of the personnel in strategic leadership role should be assessed and important projects should only be delegated to managers having requisite EI skills and competencies to steer the project success through superior leveraging of both human and other organizational resources.

#### **6.6.4 Implications regarding Impact of moderating variables on EI dimensions**

Another major finding of the study is statistically significant impact or moderating role of personal characteristics – gender and age on two EI dimensions – emotional awareness and self-management i.e. own emotional awareness and management of own emotions. Out of three professional characteristics only experience level was found have a significant effect on EI or moderator for all four EI dimensions. Since emotional awareness was not found to be a significant predictor of employee performance there was not much implication neither for gender, age or experience. However, owing to significant impact of self-management on employee performance there are important implication regarding the moderating role gender, age and experience in defining EI and as a result affecting employee performance.

For gender it was found that the self-management skills (management of own emotions) are higher in females as compared to male counterparts in the organization. The effect will also reflect in employee performance and may lead to higher explanation of variance in employee performance. It may lead to the proposition that females in professional organizations explain more variance in performance owing to their superior self-management skill. It is inferred that more emphasis is needed in terms of developing the self-management skills in males and therefore it is suggested that professional organizations should focus more on development of self-management skills in males as compared to females. This may be done by organizing more frequent or separate emotional development training programmed for males.

Similarly, for age it was found that the self-management skills (management of own emotions) are higher in mature age group as compared to younger in the organization. This effect will also reflect in employee performance and may lead to higher explanation of variance in employee performance. It may lead to the proposition that mature age group employees in professional organizations explain more variance in performance owing to their superior self-management skill. It is inferred that more emphasis is needed in terms of developing the self-management skills in younger age groups and therefore it is suggested that professional organizations should separately focus more on development of self-management skills in younger age groups. This also may be done by organizing more frequent or separate emotional development training programmed for younger age group employees.

For experience it was found that the both self-management (management of own emotions) and relationship management (management of others' emotions) skills are higher in employees having higher experience in the organization. This effect will also reflect in employee performance and may lead to higher explanation of variance in employee performance. It may lead to the proposition that more experienced employees in professional organizations explain more variance in performance owing to their superior emotional management skills (both self and others'). It is inferred that more emphasis is needed in terms of developing the emotional management skills (both self and others') in employees having lesser experience and therefore it is suggested that professional organizations should focus more on development of emotional management skills in employees having lesser experience. This also may be done by organizing more frequent or separate emotional development training programmed for employees with level of experience.

### **6.7 Limitations of the Study**

1. The first major limitation of the study is employment of non-probabilistic sampling technique. This study employs purposive and convenience sampling technique due to non-availability of sampling frame in India. Use of convenience sampling causes convenience sampling bias whereas it may happen that sample is not complete representative of the population it tries to study. This application of non-probabilistic sample limits the generalizability of findings of the study. since the sample was nonrandom the inferences may not be applicable in all the professional organizations in India.

2. Time was also one of the limitations of the study. A comprehensive study of professional organizations in India needs larger time frame. Since this was an academic study a stipulated short time period was allocated to conduct the research.
3. Another important constraint of the study was that of financial resources. The scarcity of finance mainly has effect on the data collection, data collection and analysis, affecting the overall quality of research. Assistance from associated stakeholders was sought but because the research was academic in nature it was of no avail. Therefore, the research scholar has made a modest endeavor in her limited resources.
4. Since the financial performance data pertaining to professional organizations is not easily and freely available this study has employed self-reported employee job performance measures to observe the variable organizational performance. First limitation from this issue is representation of organizational performance through individual employee performance not the overall organizational. Second issue is the qualitative nature of the measure which is subjective in nature. Another limitation arising is the possibility of personal baseness in reporting.
5. The competitive advantage was represented through the employees' perception of superior position of their own organizations. This measure is also qualitative in nature leading to subjective interpretation and reporting of the superior position of the organization. The measure suffers from the possibility of the reporting in favor of the organizations in which the employees work.

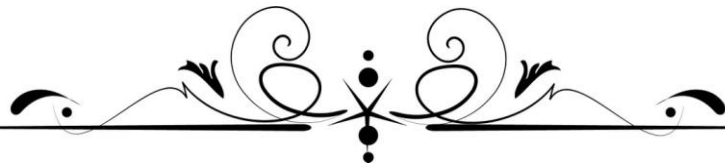
6. Due to financial and time constraints the sample was collected mainly from the professional organizations in Lucknow and nearby cities. This may limit the findings of the study only to the geographical area from which the sample was collected.
7. Due to scarcity of resources and its academic nature this study considers only one of the organizational aspects of performance which is affected by EI. There are other organizational aspects and outcomes which are important for the organizations which are not included in this study.

### **6.8 Directions for Future Researches**

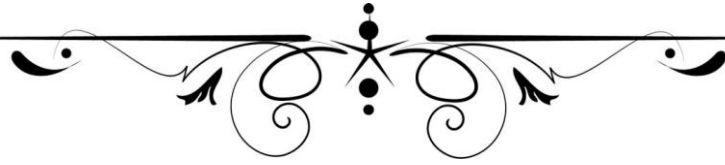
1. The first direction for future researchers is employment of random sampling so that the findings of the study can be generalized to a broader set of populations. The geographical scope of the sample may also be increased so that the findings may be applicable pan India.
2. This study is academic in nature but has professional implications. Future researchers may seek the help of professional organizations in terms of finances, convenient and free availability of data, access to their employees and managers and overall cooperation with the researchers.
3. Future researchers shall design the study to measure the performance through financial data which will provide more objectivity to the measures and overall research.

4. Employee job performance shall be measured through a combination of both self-reported measures and their ratings from their superior. This will remove the personal bias and give a more accurate measurement to performance.
5. To measure the superior position of the organizations more objective parameters may be selected like that of market share, overall sales, profits and growth. This will give an accurate competitive position of the organizations and will give more validity to the measurement of competitive advantage.
6. This study has considered only organizational performance as an outcome of EI. The other important aspects like leadership effectiveness, organizational work culture, job satisfaction, organizational commitment, organizational effectiveness and productivity, turnover intentions etc. may also be included in future researches.
7. The four dimensions of EI are the major emotional competencies and each of these dimensions is made up of many sub competencies. This study has measured each dimension as one main emotional competency or a single variable and further analysis is done accordingly. Future researches may consider each of the sub competencies as a separate variable so that each sub competency can be measured separately. Further impact of each competency can be determined separately and deeper insights can be drawn about the impact of emotional intelligence on various outcomes in professional organizations.
8. Future researchers may employ the EI scale developed in this study apply in the context of various professional organizations and wide geographical so that the scale can be validated for different contexts and situations.

9. One important stream of research in EI domain may be in the context of specific industry. Yate (1977) found that different jobs required different levels of EI and it is a fact that different jobs require different skills or competencies. Future researches may be done determining the various EI skills required for different type of jobs in different industries so that deeper insights may be drawn from such analysis.



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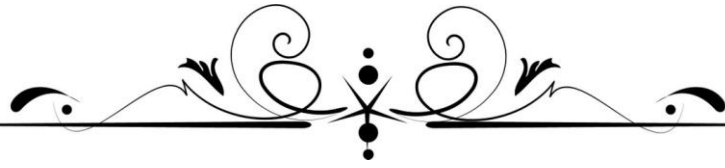
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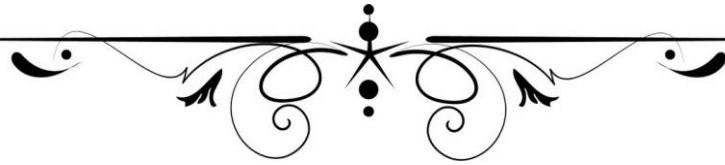
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# *Appencides*





## Survey Questionnaire

[Ph.D. Purpose]

### **Emotional Intelligence as a Precursor to Competitive Advantage and Organizational Performance: A Study of Select Indian Organization**

I am collecting this information as a part of my doctoral research. This questionnaire basically seeks to determine the opinion of Employees and Managers/Supervisors towards their Emotional Aspects and its effect in various organizations. I request you to spare me your valuable time to respond and help me in completing my Research Endeavor. I assure you that survey is purely for research and academic purpose and the information acquired would be kept confidential and will not be used for any other purpose.

I would be really thankful to you for your help and cooperation in completing my research work.

#### **Personal Information (Optional)**

Name: .....

Mobile. No./E mail: .....

**Babasaheb Bhimrao Ambedkar University (A Central University),  
Rae Bareli Road, Lucknow, U. P. – 226025**

## Section I

**Please Fill or Tick at the appropriate options.**

- |  |   |
|--|---|
| <p>1. Organisation .....</p> <p>2. Designation .....</p> <p>3. Gender:<br/>i. Male            ii. Female</p> <p>4. Age Group (In Years):<br/>i. up to 30<br/>ii. 30-45<br/>iii. More than 45</p> <p>5. Educational Qualification:<br/>i. HSC or Intermediate<br/>ii. Graduate<br/>iii. Post Graduate<br/>iv. Others</p> <p>6. Employment Sector:<br/>i. Private<br/>ii. Semi Government<br/>iii. Government</p> <p>7. Monthly Income (in Rs):<br/>i. Less than 20,000<br/>ii. 20,001-30,000<br/>iii. 30,001-40,000<br/>iv. 40,001-50,000<br/>v. More than 50,000</p> | <p>8. Total experience with the current organisation:<br/>i. &lt; 2 years                      iii. 5-10 years<br/>ii. 2-5 years                      iv. &gt; 10 years</p> <p>9. Numbers of years in the present designation:<br/>i. &lt; 2 years<br/>ii. 2-3 years<br/>iii. 3-4 years<br/>iv. &gt; 4 years</p> <p>10. When was the last time you got promotion?<br/>i. Last 1 year<br/>ii. Last 2 years<br/>iii. Last 3 years<br/>iv. 4 or more years</p> <p>11. Have you even been denied promotion?<br/>i. Yes                      ii. No</p> <p>12. Have you even been demoted?<br/>i. Yes                      ii. No</p> <p>11. Nature of the Position you hold in the organization:<br/>i. Managerial/ Supervisory<br/>(Decision Making Role)<br/>ii. Executive/Non-Supervisory<br/>(Non Decision Making Role)</p> |
|--|---|

## Section II

**Suppose the following sentences describe your emotions while working in teams in an organization.**

**What is your degree of agreement on a scale of 1–5? The higher the point, the more you agree.**

(1 –Strongly Disagree, 2 –Disagree, 3 – Neither disagree nor agree, 4 –Agree, 5 –Strongly Agree)

Please Tick

SN	Statements/Instruments	SD	D	N	A	SA
1	I am able to recognize my emotions					
2	I am aware of impact of emotions on other people					
3	I am aware of my strengths and weaknesses					
4	I know how to calm down myself in crisis					
5	I decisively make sound decisions despite uncertainties and pressures					
6	I do manage my impulsive feelings and distressing emotions well					

Please Tick

SN	Statements/Instruments	SD	D	N	A	SA
7	I give a fair hearing to fellow team members' ideas					
8	I stay composed and positive even in trying moments					
9	I think clearly and stay focused to achieve my goals					
10	I take initiatives in performing					
11	I do operate from hope of success than fear of failure					
12	When I talk to a team member, I can gauge their true feelings from their body language					
13	I can read fellow team members 'true' feelings, even if they try to hide them					
14	I am able to describe accurately the way others in the team are feeling					
15	I can see things from someone else's perspective					
16	I am able to recognize and meet customer needs effectively					
17	I am able to sense what other require and provide it precisely					
18	I am able to sense others' development requirement and					
19	I can provide the 'spark' to get fellow team members enthusiastic					
20	I do not have difficulty in persuading others to change their point of views					
21	I do handle difficult people and tense situations with diplomacy and tact					
22	I can get fellow team members to collaborate on a project					
23	I have the required job knowledge and skill I am effective in displaying it.					
24	I am effective in verbal and written communication					
25	I take charge when required I am effective in it					
26	I set high standards and strive to meet them					
27	I am a quick learner and respond fast to perform					
28	My organization has performed better than the competitors in financial aspects					
29	We as an organization are market leader in innovation, research and development					
30	Staff training and personnel development is integral part of my organization					
31	My organization has captured more market than any of our competitors					

**I express my sincere thanks for your valuable time and cooperation.**