



A STUDY ON EMOTIONAL INTELLIGENCE AMONG IT EMPLOYEES, CHENNAI

Management

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ABSTRACT

In this day and age the Economy is always growing, business volumes rising. We live in a World where competition is always present and confrontations and battles at a business level are all around us. Therefore management theories develop models on "the rivalry of a company based on its human resources", with the argument that a company can achieve competitive advantages through creation and protection that increases distinctive value. In this environment managers begin to conclude that the motto is "not knowing how to do it, but yes increasing its value".

It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions, to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that gives rise to strategic leaders in organizations"

This research paper throws light on the impact of emotional intelligence on performance of employees and the next objective is to know how to become an EI organization. Emotional Intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Through this study, it is concluded that emotional intelligence has greater impact on performance of employees. Secondly an emotionally intelligent organization is based on an organizational strategy to improve business performance.

KEYWORDS

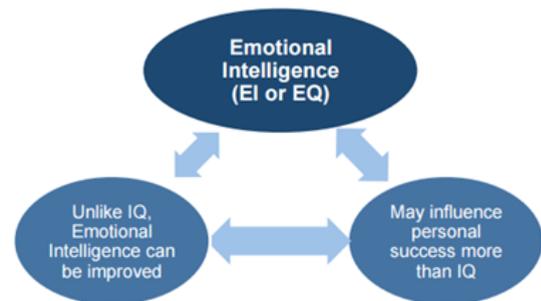
CHAPTER 1
INTRODUCTION

Humans are emotional beings, who live in social contexts. These characteristics influence learning by filtering experiences through perceptions and attitudes. Consequently, effective learning involves internal factors (Bereiter & Scardamalia, 1989) and self-regulation (Peer & Martin, 2005)

On the one hand, this presentation explores the ways in which the Social Emotional Learning (henceforth SEL) approach and academic success are connected. "A growing body of research demonstrates that evidence-based SEL interventions are associated with academic achievement, health, and citizenship [...]", (Zins & Elias, 2001, p. 10) To present the complex relationship between the brain and enhanced performance, this brief interactive project will start with an overview of SEL outcomes and competencies; continue with a glimpse at brain based learning; followed by a look at neuroplasticity and its relation with academic achievement; and conclude with some SEL pedagogical guidelines.

On the other hand, this wiki also discusses some limitations associated with the SEL approach. Finally, it offers examples of SEL implementation practices. In an era of shifting paradigms, one of the world's fastest growing emerging economies, such as India, should be able to develop its human resources as a source of competitive advantage. In order to develop and enhance workforce capabilities and to successfully compete in the 21st Century, organizations have to embark on future oriented human resources strategies. It could be argued that the individual competencies of the workforce in any organization would determine its overall success. This success, among other things, may be attributed to the socio-behavioral characteristics and adjustments these individuals have to make in their job-role and position-power to gain common ground in any organizational setting. Therefore the concept of Emotional Intelligence (EI) is playing a vital role in every organization which describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. Emotional Intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer has been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate along them and to use this information to guide one's thinking and actions" (1990). Scope of the present study is limited to

Core Solutions, Chennai. This would prove to be helpful for the organization in achieving its targets. A sample of 100 employees will be surveyed and the results are analyzed and interpreted. The present study is aimed to produce significant results that have implications for both research and practice.



The recent years have witnessed the swift alteration towards the globalization and competitiveness among a handful of organizations. So, a new generation of competent officers should be employed by these organizations to tackle the shifts and competitiveness and contend with this situation. Human Resource Development (HRD) has a crucial role in the officers' potentials to be developed and improved as its end is to concentrate on and develop the resources towards the equal triumph of persons and organizations brought by the individuals to the organizations. According to Swanson & Holton III, 2001, two hub threads of HRD comprise (1) the learning of individuals and organizations, and (2) the performance of individuals and organizations. The vertical component should be positioned inside the human resource development viewpoint and this also can have an impact on the job performance namely, Emotional Intelligence.

It is shown that a host of variables affect the performance. The majority of researchers have investigated the impacts of other variables such as conflict, commitment, culture and value, satisfaction, education, total Quality management, ability, competencies. As such, the purpose of this probe is to examine the impacts of emotional intelligence, which is of utmost importance in today's society. In attaining the triumph of the organization, managers' performance, encompassing quality service, customer attraction, resource attraction, and organization outcomes are considered as essential features in an organization. A good management goes for the development of the human's capital, especially in their managers. They search for ways to augment the performance individually and organizationally. To reach this aim, they

make use of a variety of courses. In addition, there exist the contradictory consequences in emotional intelligence and job performance.



Therefore, working on this subject has the priority and as such, this investigation is about to fill this gap and to establish a theory of job performance. Up to now, the studies show that there is no relation between job performance and emotional intelligence theoretically in the banking industry as shown in the literature. Furthermore, emotional intelligence as a feasible variable in the explanation of success in life and the workplace, has some relationships with performance, as well as its significance to assist people to have interaction with their environment, involving work environment, and its relationship with academic performance, plays an important role in team performance which are also significant in the organization. At last, the findings are inconsistent regarding these variables (emotional intelligence and job performance) which show another gap in the literature. On the other hand, the studies of other researchers did not show any relationship between emotional intelligence and job performance. To date, a few controlled studies have been conducted to make a comparison between differences in emotional intelligence and performance. So, there is a paucity of study in this regard. As a result, it is necessary to have an understanding of a variety of perceptions of emotional intelligence and job performance.



Emotional intelligence and job performance Emotional intelligence develops innovational creativity in individuals and as a result, helps in the improvement people's job performance. In addition, what is of paramount importance in the process of job performance is facilitating the communication within organization which is another function of emotional intelligence. Emotional intelligence has the power to better explain the people's workplace performance. It's role is to change attempts, management effectiveness, training and the performance of organization within the organization (such as bank, school, company).

It is of paramount importance to do the studies on emotional intelligence, its impacts and the total influence in the improvement of the performance to better understand the domain of Human Resource Development (HRD) and the role it plays in the promotion of the strategic ability of organizations. Regarding the profession choice, the emotional intelligence assists people to choose their job properly in a right way and helps them to succeed in the organization by augmenting the extent of their job performance. According to Mayer et al. (2000a), outcomes which relate to the work such as job performance may be affected by emotional intelligence. Goleman (1995, 1998) believes that the prediction of emotional intelligence for individuals is successful life and work. Due to the influence of emotional intelligence on each aspect of individuals' work life, high-level possessed emotional intelligence employees are considered as "star performers".

As a result, as stated in the previous sections, there exist a positive correlation between emotional intelligence and job performance.

As such, a majority of probes done previously have supports for the relationship between these two variables, namely emotional intelligence and job

1.2 INDUSTRY PROFILE

Introduction

Information Technology (IT) has made possible information access at gigabit speeds. It has created a level playing field among nations and has a positive impact on the lives of millions. Today, a country's IT potential is paramount for its March towards global competitiveness, healthy gross domestic product (GDP) and meeting up energy and environmental challenges.

The Indian IT and Information Technology enabled Services (ITeS) sectors go hand-in-hand in every aspect. The industry has not only transformed India's image on the global platform, but also fuelled economic growth by energising the higher education sector (especially in engineering and computer science). The industry has employed almost 10 million Indians and, hence, has contributed significantly to social transformation in the country.

India is one of the fastest-growing IT services markets in the world. It is also the world's largest sourcing destination, accounting for approximately 52 per cent of the US\$ 124-130 billion market. The country's cost competitiveness in providing IT services continues to be its USP in the global sourcing market.

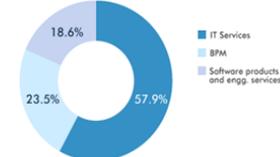
India has the potential to build a US\$ 100 billion software product industry by 2025, according to Indian Software Product Industry Roundtable (iSPIRT). The software products market in India, which includes accounting software and cloud computing-based telephony services, is expected to grow at 14 per cent in 2014.

Latest update: November, 2014

Market size of IT industry in India
India's technology and BPM sector (excluding hardware) is estimated to have generated US\$ 105 billion in revenue during FY13.



Sector-wise breakup of export revenue
Export of IT services has been the major contributor, accounting for 57.9 per cent of total IT exports (excluding hardware).



Market Size

The Indian IT-BPM industry is expected to add revenues of US\$ 13-14 billion to the existing revenues by FY15, according to National Association of Software and Services Companies (NASSCOM).

The industry grew at a compound annual growth rate (CAGR) of 13.1 per cent during FY08-13. Total exports from the IT-BPM sector (excluding hardware) were estimated at US\$ 76 billion during FY13. Export of IT services has been the major contributor, accounting for 57.9 per cent of total IT exports (excluding hardware) in FY13. BPM accounted for 23.5 per cent of total IT exports during the same fiscal. The IT outsourcing sector is expected to see exports growing by 13-15 per cent during FY15.

The data centre infrastructure market of India is estimated to reach US\$ 2.03 billion in 2015, a 5.4 per cent increase from US\$ 1.92 billion in 2014. The sale of personal computers (PC) in India has registered significant growth as 2.55 million units were sold in January-June, 2014 compared to 2.03 million units in the corresponding period of 2013.

E-commerce space in India is expected to grow at 20-25 per cent over the next 2-3 years in terms of jobs, salaries and growth, which in turn could create at least 150,000 jobs. The current estimated size of the industry is about Rs 18,000 crore (US\$ 2.91 billion) and is expected to reach Rs 50,000 crore (US\$ 8.08 billion) by 2016 and as the industry grows, the demand for talent would grow proportionally.

Investments

Indian IT's core competencies and strengths have placed it on the international canvas, attracting investments from major countries. According to data released by the Department of Industrial Policy and Promotion (DIPP), the computer software and hardware sector

attracted foreign direct investment (FDI) worth US\$ 13,238.58 million between April 2000 and September 2014. Some of the major investments in the Indian IT and ITeS sector are as follows:

- Microsoft plans to offer its commercial and cloud services-Azure and Office 365—from three local data centres by the end of 2015, making it the first technology company to set up cloud data centres in India.
- Infosys plans to invest Rs 1,400 crore (US\$ 228.04 million) in a campus proposed to be built in Noida, Uttar Pradesh. The project is estimated to generate 35,000 direct and indirect jobs.
- Cognizant has acquired US-based digital marketing agency Cadient Group. The latter is expected to boost Cognizant's presence in the healthcare segment.
- Visa plans to set up a technology centre in India in 2014 and join a host of global system players who have established technology centres in the country to access its software and engineering talent.
- Genpact Ltd has signed an agreement with the US-based Automation Anywhere to provide automated business processes for its clients.
- Nielsen India has acquired Indicus Analytics. This acquisition will add to Nielsen's capabilities for macro and microeconomic research for the public and private sectors.

Government Initiatives

The Government of India has played a key role with public funding of a large, well trained pool of engineers and management personnel who could forge the Indian IT industry.

Its spending on information technology (IT) will reach US\$ 7.2 billion in 2015, a five per cent increase over 2014, according to a report by Gartner Inc.

Some of the major initiatives taken by the government to promote IT and ITeS sector in India are as follows:

- The Government of India through the Board of Approval (BoA) under the Union Ministry of Commerce and Industry has approved Wipro Ltd's plan of setting up a special economic zone (SEZ) in Visakhapatnam.
- The Government of India has launched the .bharat domain name which will cover eight languages. The domain will help to bridge the digital divide and enhance the reach of the Internet to remote villages.
- The Government of Andhra Pradesh and Google India have signed a Memorandum of Understanding (MoU) to launch a number of initiatives aimed at bridging the state's digital divide and enabling skill development.
- The Government of Karnataka and Nasscom plan to launch a series of new initiatives to help shore up the local startup and technology ecosystem in the state, including plans to build one of Asia's largest startup warehouses and also the country's first 'hackerator'.
- The Central Government and the respective state governments are expected to collectively spend US\$ 6.4 billion on IT products and services in 2014, an increase of 4.3 per cent over 2013, according to a study by Gartner.

Road Ahead

India continues to be the topmost offshoring destination for IT companies followed by China and Malaysia in second and third position, respectively. Leading IT services firms are expanding their traditional offerings (in India) to include research and development (R&D), product development, and other niche services.

Emerging technologies present an entire new gamut of opportunities for IT firms in India. Social, mobility, analytics and cloud (SMAC) collectively provide a US\$ 1 trillion opportunity. Cloud represents the largest opportunity under SMAC, increasing at a CAGR of approximately 30 per cent to around US\$ 650-700 billion by 2020. Social media is the second most lucrative segment for IT firms, offering a US\$ 250 billion market opportunity by 2020.

RESEARCH BACKGROUND

2.1 PROBLEM IDENTIFIED

This study is made to identify whether emotional intelligence of employees impact self and organizational performance. This study is made as the researcher find comparatively lesser productivity as that of previous year.

2.2 OBJECTIVES OF THE STUDY

1. To study about the emotional intelligence amongst the employees at IT industry
2. To study the impact of emotional intelligence on performance of employees at IT industry .
3. To understand the key competencies of emotional intelligence and to suggest detailed development programs that would reflect the organization's capability framework.
4. To suggest development programs that would increase the emotional intelligence of the employees at IT industry.
5. To suggest overall measures to improve emotional intelligence at IT industry.

2.3 SCOPE OF THE STUDY

The study on employee's emotional intelligence and their ability to perform effectively on the job is identified as they are able to manage their emotional intelligence, which has a direct impact on their job. These skills are to be developed for achieving higher employee productivity and to enhance the image of the organization. Scope of the present study is limited to IT industry, Chennai. This would prove to be helpful for the organization in achieving its targets.

2.4 NEED FOR THE STUDY

Most of the organizations are nowadays taking those employees who are emotionally intelligent, so that they can face the workplace problems easily and they can become more productive for the organization. Emotionally intelligent organization can be made through organizational strategies, self awareness and self management tools, through leadership skills, development programmes. The present study is aimed to produce significant results that have implications for both research and practice.

2.5 RESEARCH METHODOLOGY

Type of study

Descriptive research includes surveys and fact-finding enquires of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. This project involves descriptive research for data collection.

Universe: The respondents were selected from the employees of IT industry, Chennai

Population: Total population of the Chennai floor

Sample: It is a single element or group of elements subjected to selection in the sample. Here in this project, the sampling unit is employees of IT industries and its size is 200

Sampling technique: In this study, samples were collected by using Simple Random sampling Technique.

DATA COLLECTION

For the purpose of the study, both primary and secondary data has been obtained from employees of the organization and with the help of the published information provided by the HR Department of IT companies.

Primary data

Primary data is collected by issuing a well designed questionnaire to the employees and their opinions and suggestions were sought with the help of the questionnaire.

About the questionnaire

After the data has been collected, analysis is made from questionnaire and tabulation method is followed. Tabulation is a technique procedure where in data is classified and put in the form of tables. The tables thus obtained were analyzed with statistical tools like percentages and pie diagram so that interpretation would be precise and easy.

Secondary data

The secondary data is gathered with the help of the literature that has been obtained from the organization in the various forms as such magazines, journals, annual report and additional information from personal department of Core Solutions. Apart from the questionnaire, data will be collected through secondary data sources such as:

- Company annual reports
- Records and documents
- Magazines and other brochures published by the company
- News papers and other data sources
- White Papers from websites

2.6 LIMITATIONS OF THE STUDY

1. The study is restricted to IT industry in Chennai
2. Due to time constraint the whole population could not be considered.
3. The study considered only 200 samples.
4. The employees could not contribute more time. Not all the employees are interested to answer the questionnaire

REVIEW OF LITERATURE

Rahim, Hussain, Saddam (2010) has investigated the effect of demographic factors like Age, Education, Job tenure, Gender and Marital Status on the level of Emotional Intelligence which leads to organizational performance among male and female employees. Research has shown that the female segment is more emotionally intelligent than their male employees in bank sector and there is inverse relationship between the age of the male and female employees and EI. With increase in education level, EI has also improvement in its level. Satisfaction level of employees is also a good determinant of their performance.

Deepa, R. (2009):- Emotional intelligence (EI), which is an ability to manage one's own and others' emotions appropriately, has caught the attention of researchers in recent times. It has a significant impact on the personal and professional success of individuals. It has been empirically proven that EI impacts the performance and well-being characteristics of individuals and teams, and facilitates organizational effectiveness and competitive advantage. This paper consolidates the research activities on EI in four areas namely Conceptualization, measurement, Impact, and development, and concludes with directions for future research for adapting this concept to Indian Context.

Peter Taylor (2009) Emotional intelligence is the ability to perceive one's emotions and to effectively manage one's behaviours in emotionally charged situations. It is also the ability to factor in the emotions of others as one interacts with them. In this article the author has provided tips and techniques for applying emotional intelligence to various scenarios. All of these techniques have application in negotiations and supplier development. They are also essential in leadership and coaching. People respond much better to those who treat them with honesty, respect and civility.

Karen Albertsen, et.al(2009)The aim was to examine whether exposures in the psychosocial work environment predicted symptoms of cognitive stress in a sample of Danish knowledge workers and whether performance-based self-esteem had a main effect, over and above the work environmental factors. Knowledge workers, selected from a national, representative cohort study, were followed up with two data collections, 12 months apart. Author used data on psychosocial work environment factors and cognitive stress symptoms measured with the Copenhagen Psychosocial Questionnaire and a measurement of performance-based self-esteem. Results: Measures at baseline of quantitative demands, role conflicts, lack of role clarity, recognition, predictability, influence and social support from management were positively associated with cognitive stress symptoms 12 months later. Performance-based self-esteem was prospectively associated with cognitive stress symptoms and had an independent effect above the psychosocial work environment factors on the level of and changes in cognitive stress symptoms.

Krishnaveni, R., & Deepa, R. (2008):- Today's workplace is dynamic in nature and is characterized by time deadlines, cross-cultural teams, work pressures, and work-family conflicts, which in turn result in a highly stressed work force. These factors have a negative impact on the well-being of employees and the effectiveness of an organization. The individual competencies of the workforce are strong determinants of an organization's success. It is in this context that this paper explains how Emotional Intelligence (EI) can be used as a soft tool, to enhance the competencies of individuals and teams in Indian organizations and help them to gain competitive advantage

Lorenzo, Fariselli, et.al (2008)

As in many fields, healthcare is a complex and stressful environment where interpersonal interactions are of paramount importance. This study finds that in a sample of 68 professional midwives and

obstetricians in a large urban hospital, emotional intelligence is strongly predictive of performance (66%), stress is slightly predictive (6% to 24%), and emotional intelligence is predictive of stress management (6.5%). The study elaborates on the first finding to identify the differences of effect in seniority (for the most senior employees the effects are strongest) to which specific emotional intelligence competencies are most significant in this context.

Dong, Qingwen (2007):- This study based on a sample of 292 college students shows that interpersonal communication satisfaction can be predicted by individuals' emotional intelligence. Emotional intelligence is operationalized based on Goleman's (1998) conceptualization including self-awareness, self-regulation, motivation, empathy, and social skills. The study suggests that those individuals, who are aware of themselves and others, and who are able to manage themselves and others, tend to satisfy their communication experience with others. However, the study indicates that self-esteem does not have significant impact on college students' interpersonal communication satisfaction. This finding raises possibilities for further investigation in the area. Limitations and suggestions for future studies are provided

Rajendran, Diana et.al (2007) The concept of Emotional Intelligence (EI) has recently attracted a great amount of interest from HR practitioners and academics alike. Whilst the majority of research in this area has been conducted in Western countries, recent studies have begun to assess the generalisability and validity of the EI concept in cross-cultural settings. The purpose of this paper was to assess the reliability of the Workplace version of the Swinburne University Emotional Intelligence Test in an Indian population. The Workplace SUEIT demonstrated adequate reliability in the sample of 110 participants in India, although the mean scores for the sub-scales were significantly lower than in the Australian normative population. The results are discussed in the context that EI tests need to undergo cross-cultural examination to assess their validity and cultural relevance. Researchers using Indian workplace samples are needed to evaluate the predictive validity of tests of EI in the Indian context.

Singh, Kavita (2007) the concept of emotional intelligence has become so popular in the management literature that it has become imperative to understand and leverage it for the sake of enhancing the capacity of human capital in organizations. As the pace of change is increasing and world of work is making ever greater demands on a person's cognitive, emotional and physical resources, this particular set of abilities are becoming increasingly important. Since majority of the concerns in organization involve people in different roles, emotional intelligence must become a determining factor for their effective management. It has also been found that ultimately it is the emotional and personal competencies that we need to identify and measure if we want to be able to predict performance at workplace resulting in its effectiveness, thereby enhancing the worth of the human capital. In this scenario the competencies possessed by the people will have a bearing on the extent to which they can actualize their emotional intelligence. The result suggests that emotional intelligence is significantly related with the personal competencies of employees and the variables of personal competency namely, people success, system success and self success have a predictive relationship with emotional intelligence.

William L Weis, David W Arnesen (2007) Interest in emotional intelligence (EQ) has grown exponentially over the past decade. Growing along with that popularity is a demand for management training programs and graduate business courses that help clients and students enhance their EQ awareness and behaviours. So far the response to that demand has been tepid - limited, for the most part, to educating participants on the theory of EQ, offering assessment instruments, and suggesting action plans. This discussion reviews the current state of EQ training and offers an outline for changing EQ attributes based on a course developed for graduate business students at Seattle University.

Wakeman, Chris (2006) "Motivation helps the individuals to define new and improved methods of completing a certain task or performing a job. It also creates loyalty among the individuals, towards their cause. In addition to this, the element of empathy further contributes towards the development of emotional intelligence in an individual. It allows the individual to consider the feelings of the individuals who are expected to be affected by his or her decisions. Emotional Intelligence helps the individuals to realize the fact that their decisions are going to

affect others in a positive or a negative manner and therefore they should consider the consequences of their decisions. Finally, social skills allow the individuals to come close to their peers and subordinates and understand their emotional needs.”

Timothy Tumer (2006) This study examined the relationships among employees' emotional intelligence, their manager's emotional intelligence, employees' job satisfaction, and performance for 187 food service employees from nine different locations of the same restaurant franchise. They predicted and found that employees' emotional intelligence was positively associated with job satisfaction and performance. In addition, manager's emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. These findings remain significant after controlling for personality factors. A similar pattern was found for job performance; however, the effect did not meet traditional standards of significance.

Brown, F. William et.al (2006) this article presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. They start by reviewing the debate about the adaptive versus maladaptive qualities of emotion. They then explore the literature on intelligence, and especially social intelligence, to examine the place of emotion in traditional intelligence conceptions. A framework for integrating the research on emotion-related skills is then described. Next, they review the components of emotional intelligence. To conclude the review, the role of the emotional intelligence in mental health is discussed and avenues for further investigation are suggested.

Kevin McGuinness, Bauld, Stephen (2006) this article identified some of the critical elements of an Emotional Intelligence (EI) training program, explain their importance, and discuss their relationship to other training efforts. When selecting a suitable EI program, look beyond academic merit for a program with a clear connection to the commercial context in which purchasing professionals must operate. EI training lays the foundation for further specialized training in motivational techniques, including coaching and leadership programs. The prospective trainer should be able to explain how the program information will relate to overall organizational strategy, and how participants will achieve at a high potential, and demonstrate drive, commitment and initiative in the performance of their day-to-day responsibilities.

Joni Rose (2006) Employers no longer just look for a set of industry related skills. They look for leadership potential and that includes a high level of emotional intelligence (EI). The competencies that make up EI include self-awareness, social awareness, self management and relationship management. Being aware of your emotional triggers and why they trigger you is key to practicing emotional intelligence principles. Emotional triggers are events or personality types that cause an intense emotional response. It is crucial to your professional development that you deal with these triggers head-on. They can cause major career derailment, severe stress and emotional burn out if not taken seriously.

Joshua Freedman,et.al (2005) Critical success factors for work and life are predicted by scores on the Six Seconds Emotional Intelligence Assessment (SEI). In a sample of 665, SEI scores are strongly predictive of effectiveness, relationship quality, health, and quality of life. This suggests that emotional intelligence (as measured by the SEI) is an essential element for professional and personal success. Navigate Emotions: learn from and transform feelings Increase Optimism: identify multiple options for changing the future Engage Intrinsic Motivation: build internal energy and drive:-Increase Empathy: respond appropriately to others' feelings

Pursue Noble Goals: align daily choices with principles and purpose

James Thomas Kunnanatt (2004) in business, it is growing into a multimillion dollar training industry. Multinational corporations and the world's giant industrial groups are realizing that emotions play an equally important role as intelligence in enhancing employee performance. Daniel Goleman, who popularized the concept, argues that the contribution of emotional intelligence to effective performance at work is as much as 66 percent for all jobs and 85

percent for leadership jobs (Goleman, 1995). Management practitioners all over the world, however, are only beginning to understand what EI is, how EI develops in a person, and what tools, techniques, and methods are available to develop emotional intelligence.

Lennart Sjöberg Elisabeth Engel berg (2004) EI was measured by performance and self-report tasks. Data were also obtained on basic values, some standard personality dimensions such as those specified in the five-factor model, social adjustment and several scales of impression management. Criteria were loneliness, work-family life balance and Internet addiction, and also measures of emotional and value deviance. Participants were college students in a business education program who participated anonymously in the extensive test session, which took about six hours to complete. It was found that EI measures - both self-report and performance - intercorrelated as expected, and that EI was strongly related as expected to criteria. People high in EI reported less loneliness, less Internet addiction and better work/studies - leisure/family balance. Impression management was more strongly related to self-report data than to performance. Self-report data were to a large extent accounted for by measures of personality according to the five-factor model, but performance measures were not. Finally, the extent of faking was measured and controlled for.

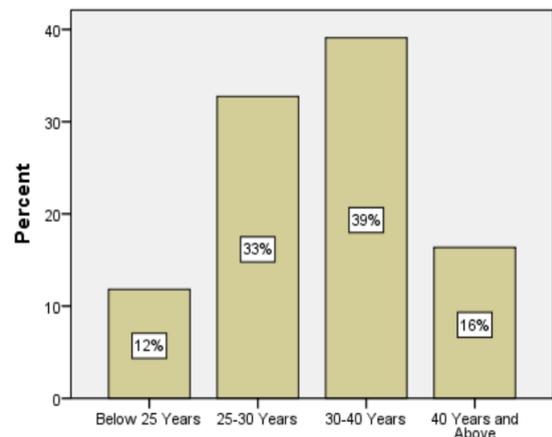
Douglas, Caesar et.al (2004) This study investigates whether the relationship between conscientiousness and performance is stronger for individuals who are high on emotional intelligence. The results of hierarchical moderated regression analyses supported the hypothesis by demonstrating that the relationship between conscientiousness and work performance is positive for individuals high (versus low) in emotional intelligence. However, the opposite pattern was found for those low in emotional intelligence; that is, increases in conscientiousness were associated with decreases in performance.

**CHAPTER 4
DATAANALYSIS & INTERPRETATION**

Table 1: Age of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25 Years	13	11.8	11.8	11.8
	25-30 Years	36	32.7	32.7	44.5
	30-40 Years	43	39.1	39.1	83.6
	40 Years and Above	18	16.4	16.4	100.0
	Total	110	100.0	100.0	

CHART 1: Age of the respondents



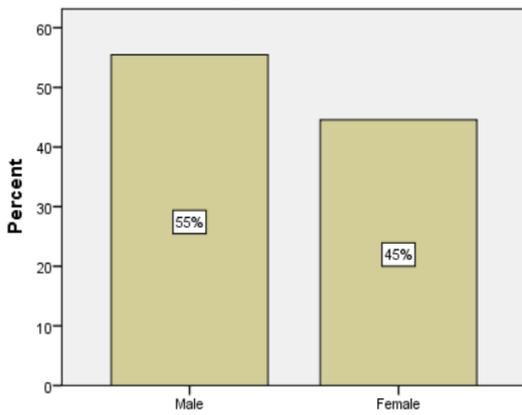
Interpretation:

12% of the respondents are aged below 25 years, 33% of them are 25-30 Years old, 39% of them are 30-40 Years, and 16% of them are 40 more than 40 years old.

Table 2: Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	61	55.5	55.5	55.5
	Female	49	44.5	44.5	100.0
	Total	110	100.0	100.0	

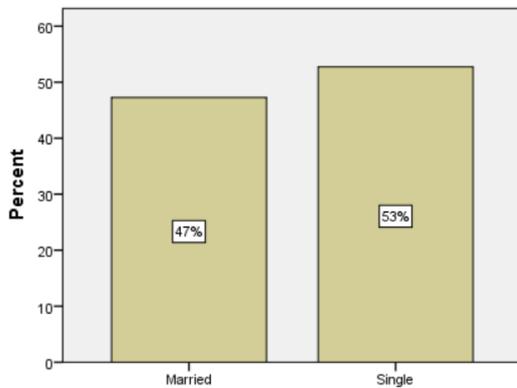
CHART 2: Gender of the respondents



Interpretation:
55% of the respondents are male and the rest 45% of them are female respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	52	47.3	47.3
	Single	58	52.7	100.0
	Total	110	100.0	100.0

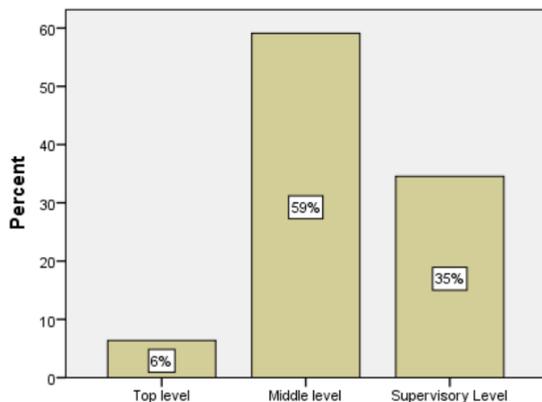
CHART 3: Marital Status of the respondents



Interpretation:
47% of the respondents are married and the rest 53% of them are not married.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top level	7	6.4	6.4
	Middle level	65	59.1	65.5
	Supervisory Level	38	34.5	100.0
	Total	110	100.0	100.0

TABLE 4: Level of Management

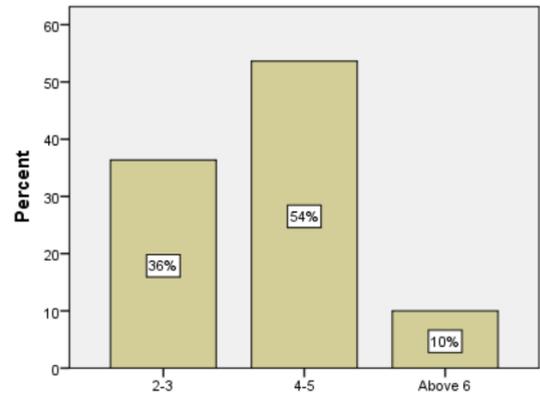


Interpretation:

6% of the respondents are from top management, 59% of them are middle level employees and the rest 35% of them are supervisory level of employees.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-3	40	36.4	36.4
	4-5	59	53.6	90.0
	Above 6	11	10.0	100.0
Total	110	100.0	100.0	

CHART 5: Family Members

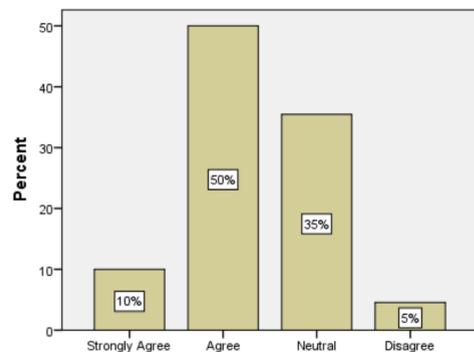


Interpretation:

36% of the respondents have 2-3 members in their family, 54% of them have 4-5 members and the rest 10% of them are from above 6 membered families.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	10.0	10.0
	Agree	55	50.0	60.0
	Neutral	39	35.5	95.5
	Disagree	5	4.5	100.0
	Total	110	100.0	100.0

CHART 6: Emotion reason for it is known

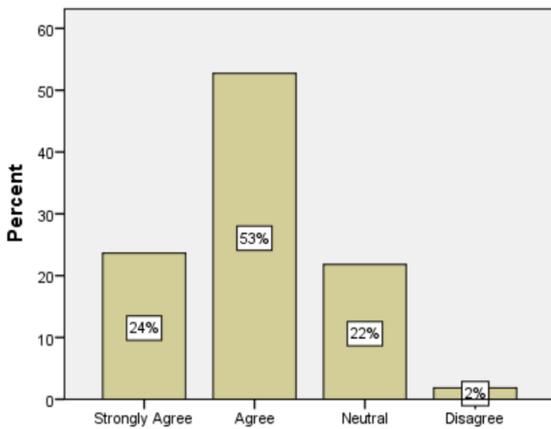


Interpretation:

10% of the respondents strongly agree that they always know which emotions they feel and the reason for it, 50% of the respondents agree with this, 35% of them neither agree nor disagree with this, 5% of them disagree

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	23.6	23.6
	Agree	58	52.7	76.4
	Neutral	24	21.8	98.2
	Disagree	2	1.8	100.0
	Total	110	100.0	100.0

CHART 7: Realization Of Link Between Thought And Action



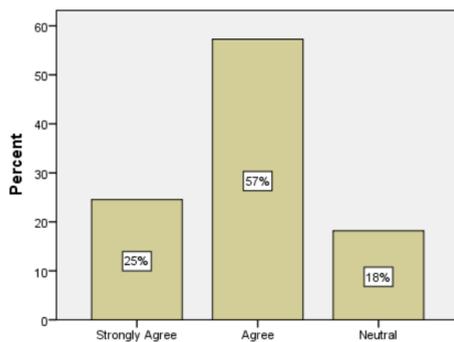
Interpretation:

24% of the respondents strongly agree that they realize the links between feelings and what they think, do, and say, 53% of the respondents agree with this, 22% of them neither agree nor disagree with this, 2% of them disagree

Table 8: Recognition of feelings affecting performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	24.5	24.5	24.5
	Agree	63	57.3	57.3	81.8
	Neutral	20	18.2	18.2	100.0
	Total	110	100.0	100.0	

CHART 8: Recognition of feelings affecting performance



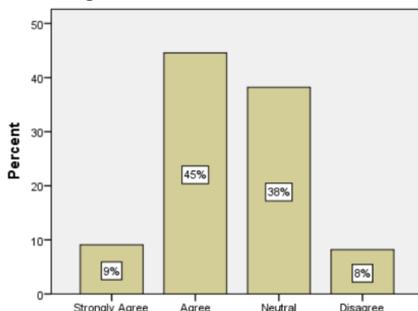
Interpretation:

25% of the respondents strongly agree that they recognize how their feelings affect their performance, 57% of the respondents agree with this, 18% of them neither agree nor disagree with this

Table 9: Guiding awareness of values and goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.1	9.1	9.1
	Agree	49	44.5	44.5	53.6
	Neutral	42	38.2	38.2	91.8
	Disagree	9	8.2	8.2	100.0
Total		110	100.0	100.0	

CHART 9: Guiding Awareness Of Values And Goals



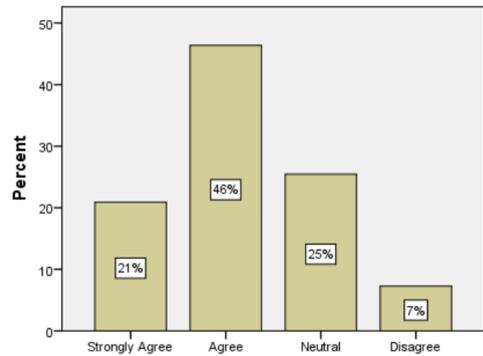
Interpretation:

9% of the respondents strongly agree that they have a guiding awareness of values and goals, 45% of the respondents agree with this, 38% of them neither agree nor disagree with this, 8% of them disagree

Table 10: Awareness of self-strengths and weaknesses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	20.9	20.9	20.9
	Agree	51	46.4	46.4	67.3
	Neutral	28	25.5	25.5	92.7
	Disagree	8	7.3	7.3	100.0
Total		110	100.0	100.0	

CHART 10: Awareness of self-strengths and weaknesses



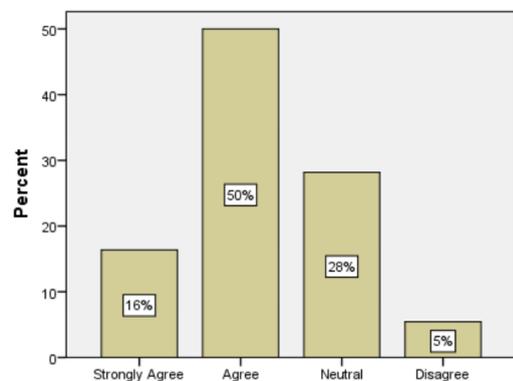
Interpretation:

21% of the respondents strongly agree that they are aware of their strengths and weaknesses, 46% of the respondents agree with this, 25% of them neither agree nor disagree with this, 7% of them disagree

Table 11: Reflectiveness and learning from experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	16.4	16.4	16.4
	Agree	55	50.0	50.0	66.4
	Neutral	31	28.2	28.2	94.5
	Disagree	6	5.5	5.5	100.0
Total		110	100.0	100.0	

CHART 11: Reflectiveness and learning from experience



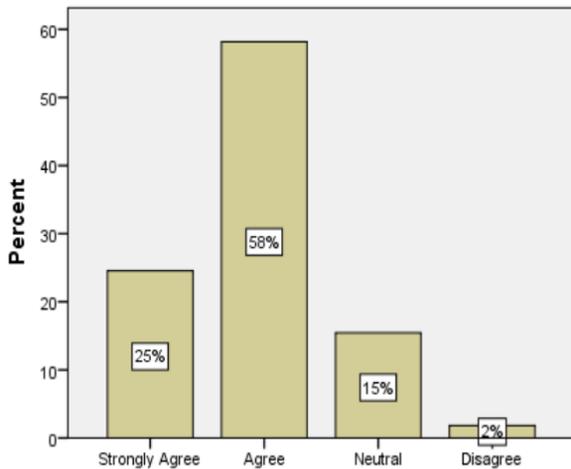
Interpretation:

16% of the respondents strongly agree that they are reflective and try to learn from experience, 50% of the respondents agree with this, 28% of them neither agree nor disagree with this, 5% of them disagree

Table 12: Openness to candid feedback, new perspectives, continuous learning & self-development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	24.5	24.5	24.5
	Agree	64	58.2	58.2	82.7
	Neutral	17	15.5	15.5	98.2
	Disagree	2	1.8	1.8	100.0
Total		110	100.0	100.0	

CHART 12: Openness to candid feedback, new perspectives, continuous learning & self-Development



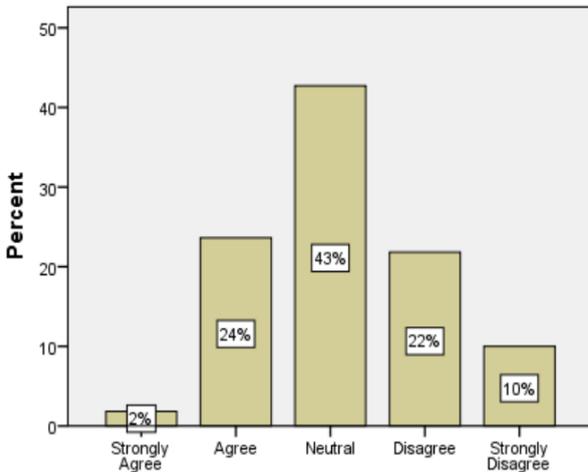
Interpretation:

25% of the respondents strongly agree that they are open to candid feedback, new perspectives, continuous learning & self-Development, 58% of the respondents agree with this, 15% of them neither agree nor disagree with this, 2% of them disagree

Table 13: Able to show a sense of humour and self-perspectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	1.8	1.8	1.8
	Agree	26	23.6	23.6	25.5
	Neutral	47	42.7	42.7	68.2
	Disagree	24	21.8	21.8	90.0
	Strongly Disagree	11	10.0	10.0	100.0
	Total	110	100.0	100.0	

CHART 13: Able to show a sense of humour and self-perspectives



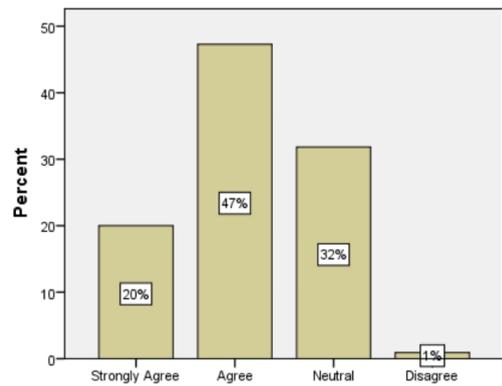
Interpretation:

2% of the respondents strongly agree that they are able to show a sense of humour and perspective about themselves, 24% of the respondents agree with this, 43% of them neither agree nor disagree with this, 22% of them disagree and the rest 10% of the respondents strongly disagree with this.

Table 14: Presenting self-assurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	20.0	20.0	20.0
	Agree	52	47.3	47.3	67.3
	Neutral	35	31.8	31.8	99.1
	Disagree	1	.9	.9	100.0
	Total	110	100.0	100.0	

CHART 14: Presenting self-assurance



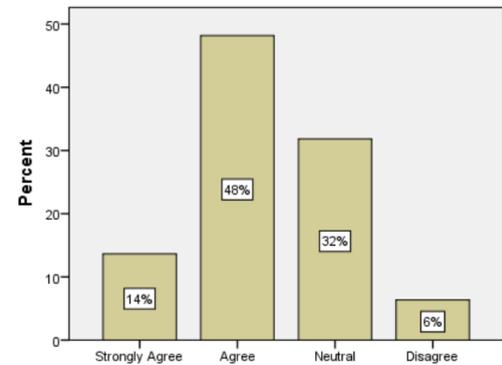
Interpretation:

20% of the respondents strongly agree that they present themselves with self-assurance; 47% of the respondents agree with this, 32% of them neither agree nor disagree with this, 1% of them disagree

Table 15: Raising voice for right things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	13.6	13.6	13.6
	Agree	53	48.2	48.2	61.8
	Neutral	35	31.8	31.8	93.6
	Disagree	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

TABLE 15: Raising voice for right things



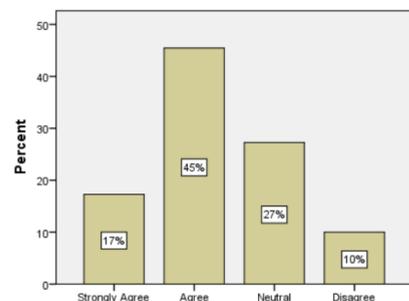
Interpretation:

14% of the respondents strongly agree that can voice views that are unpopular and go out on a limb for what is right, 48% of the respondents agree with this, 32% of them neither agree nor disagree with this, 6% of them disagree

Table 16: Ability to make sound decisions despite uncertainties and pressures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	17.3	17.3	17.3
	Agree	50	45.5	45.5	62.7
	Neutral	30	27.3	27.3	90.0
	Disagree	11	10.0	10.0	100.0
	Total	110	100.0	100.0	

CHART 16: Ability to make sound decisions despite uncertainties and pressures



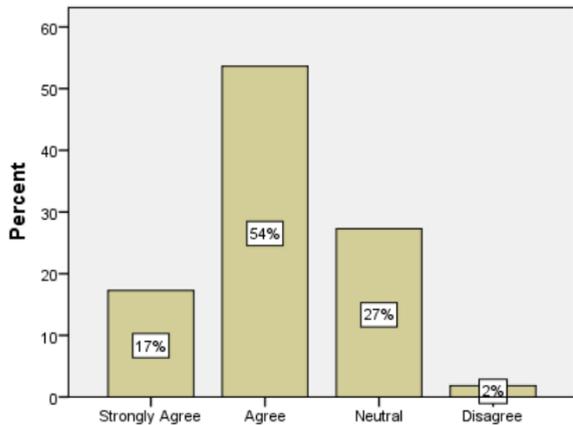
Interpretation:

17% of the respondents strongly agree that they are decisive and able to make sound decisions despite uncertainties and pressures, 45% of the respondents agree with this, 27% of them neither agree nor disagree with this, 10% of them disagree

Table 17: Managing impulsive feelings and distressing emotions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	17.3	17.3	17.3
	Agree	59	53.6	53.6	70.9
	Neutral	30	27.3	27.3	98.2
	Disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

CHART 17: Managing impulsive feelings and distressing emotions



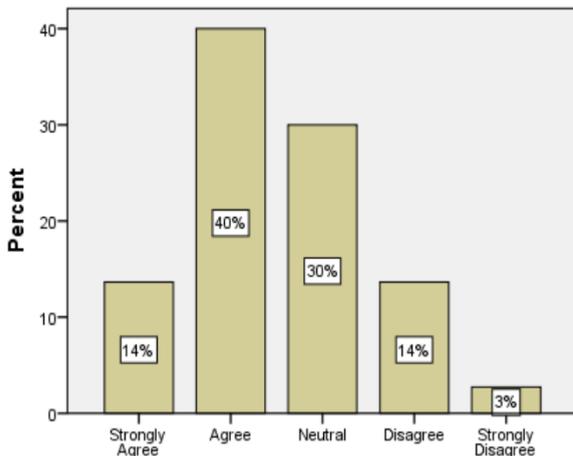
Interpretation:

17% of the respondents strongly agree that they can manage their impulsive feelings and distressing emotions well, 54% of the respondents agree with this, 27% of them neither agree nor disagree with this, and 2% of them disagree

Table 18: Staying composed, positive, and unflappable even in trying moments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	13.6	13.6	13.6
	Agree	44	40.0	40.0	53.6
	Neutral	33	30.0	30.0	83.6
	Disagree	15	13.6	13.6	97.3
	Strongly Disagree	3	2.7	2.7	100.0
Total	110	100.0	100.0		

CHART 18: Staying composed, positive, and unflappable even in trying moments

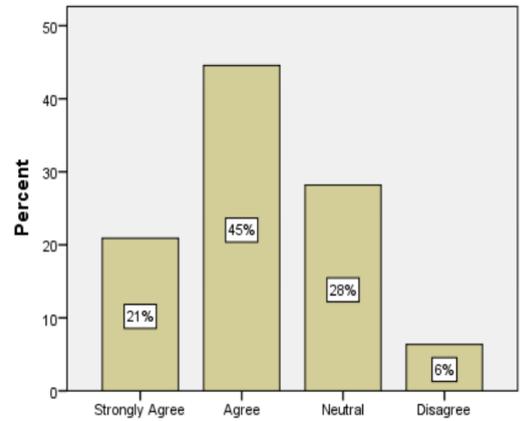


Interpretation: 14% of the respondents strongly agree that stay composed, positive, and unflappable even in trying moments, 40% of the respondents agree with this, 30% of them neither agree nor disagree with this, 14% of them disagree and the rest 3% of the respondents strongly disagree with this.

Table 19: Clear thoughts and stay focused under pressure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	20.9	20.9	20.9
	Agree	49	44.5	44.5	65.5
	Neutral	31	28.2	28.2	93.6
	Disagree	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

CHART 19: Clear thoughts and stay focused under pressure



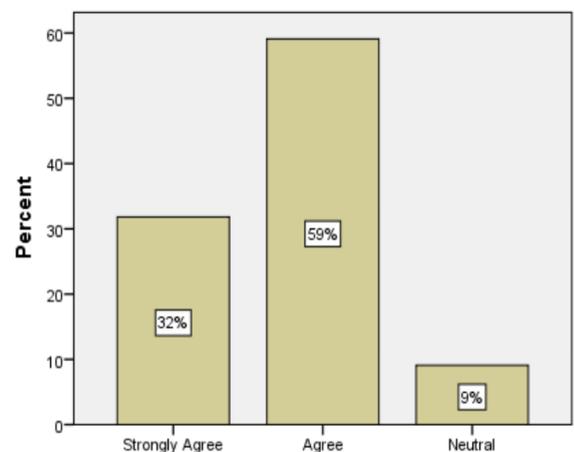
Interpretation:

21% of the respondents strongly agree that they think clearly and stay focused under pressure, 45% of the respondents agree with this, 28% of them neither agree nor disagree with this, 6% of them disagree

Table 20: Ethical Acting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	31.8	31.8	31.8
	Agree	65	59.1	59.1	90.9
	Neutral	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

Chart 20: Ethical Acting



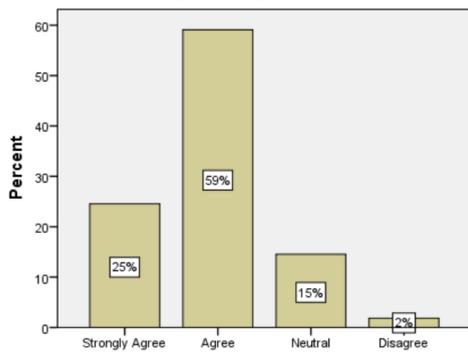
Interpretation:

32% of the respondents strongly agree that consistently act ethically and is considered to be above reproach, 59% of the respondents agree with this, 9% of them neither agree nor disagree with this

Table 21: Trust building by being reliable and authentic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	24.5	24.5	24.5
	Agree	65	59.1	59.1	83.6
	Neutral	16	14.5	14.5	98.2
	Disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

CHART 21: Trust building by being reliable and authentic



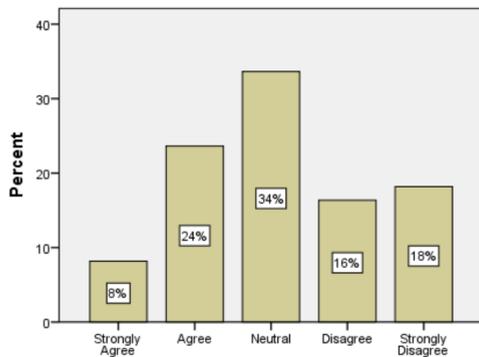
Interpretation:

25% of the respondents strongly agree that they build trust by being reliable and authentic, 59% of the respondents agree with this, 15% of them neither agree nor disagree with this, 2% of them disagree

Table 22: Taking tough, principled stands even if they are unpopular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	8.2	8.2	8.2
	Agree	26	23.6	23.6	31.8
	Neutral	37	33.6	33.6	65.5
	Disagree	18	16.4	16.4	81.8
	Strongly Disagree	20	18.2	18.2	100.0
	Total	110	100.0	100.0	

CHART 22: Taking tough, principled stands even if they are unpopular



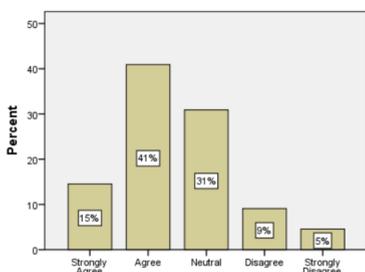
Interpretation:

8% of the respondents strongly agree that they take tough, principled stands even if they are unpopular, 24% of the respondents agree with this, 34% of them neither agree nor disagree with this, 16% of them disagree and the rest 18% of the respondents strongly disagree with this.

Table 23: Admit own mistakes and confront unethical actions in others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	14.5	14.5	14.5
	Agree	45	40.9	40.9	55.5
	Neutral	34	30.9	30.9	86.4
	Disagree	10	9.1	9.1	95.5
	Strongly Disagree	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

CHART 23: Admit own mistakes and confront unethical actions in others



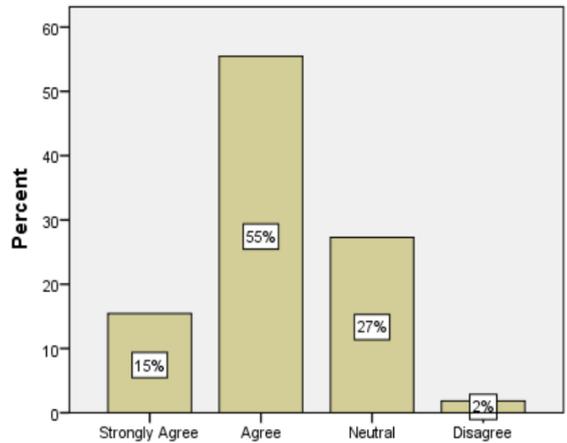
Interpretation:

15% of the respondents strongly agree that they admit their own mistakes and confront unethical actions in others, 41% of the respondents agree with this, 31% of them neither agree nor disagree with this, 9% of them disagree and the rest 5% of the respondents strongly disagree with this.

Table 24: Meet commitments and keep promises

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	15.5	15.5	15.5
	Agree	61	55.5	55.5	70.9
	Neutral	30	27.3	27.3	98.2
	Disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

CHART 24: Meet commitments and keep promises



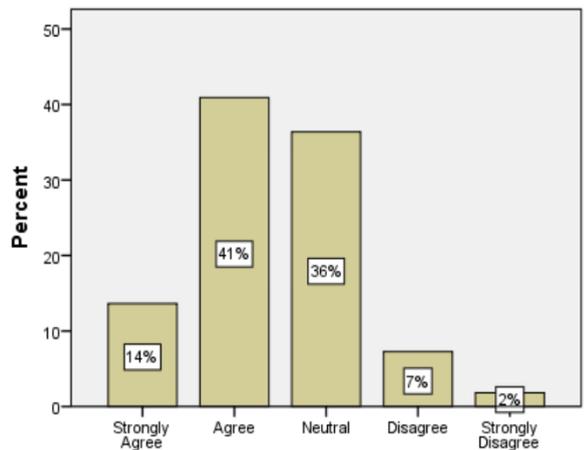
Interpretation:

15% of the respondents strongly agree that they meet commitments and keep promises, 55% of the respondents agree with this, 27% of them neither agree nor disagree with this, 2% of them disagree

Table 25: Holding self for meeting objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	13.6	13.6	13.6
	Agree	45	40.9	40.9	54.5
	Neutral	40	36.4	36.4	90.9
	Disagree	8	7.3	7.3	98.2
	Strongly Disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

CHART 25: Holding self for meeting objectives



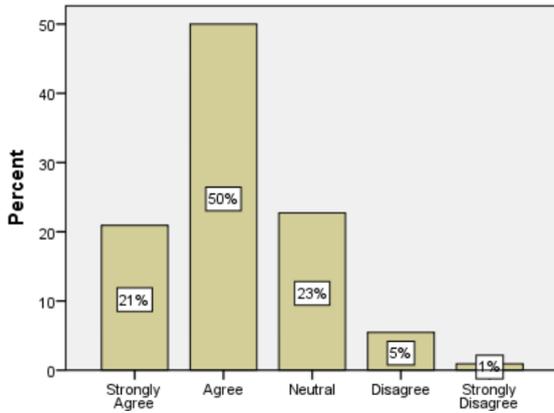
Interpretation:

14% of the respondents strongly agree that they hold themselves accountable for meeting their objectives, 41% of the respondents agree with this, 36% of them neither agree nor disagree with this, 7% of them disagree and the rest 2% of the respondents strongly disagree with this.

Table 26: Organized and careful in work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	20.9	20.9	20.9
	Agree	55	50.0	50.0	70.9
	Neutral	25	22.7	22.7	93.6
	Disagree	6	5.5	5.5	99.1
	Strongly Disagree	1	.9	.9	100.0
Total		110	100.0	100.0	

Chart 26: Organized and careful in work



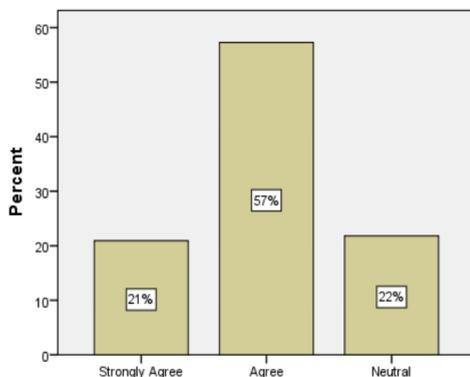
Interpretation:

21% of the respondents strongly agree that they are organized and careful in their work, 50% of the respondents agree with this, 23% of them neither agree nor disagree with this, 5% of them disagree and the rest 1% of the respondents strongly disagree with this.

Table 27: Smoothly handle multiple demands, shifting priorities, and rapid change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	20.9	20.9	20.9
	Agree	63	57.3	57.3	78.2
	Neutral	24	21.8	21.8	100.0
	Total	110	100.0	100.0	

Chart 27: Smoothly handle multiple demands, shifting priorities, and rapid change



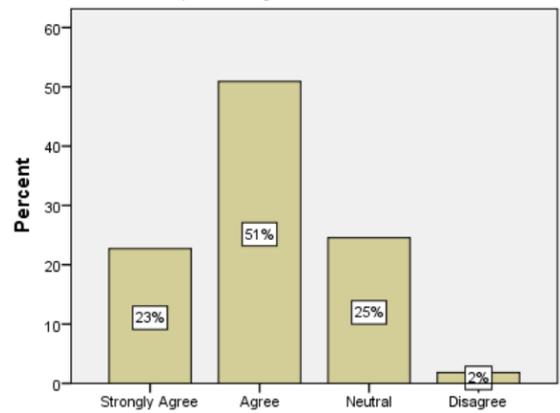
Interpretation:

21% of the respondents strongly agree that they smoothly handle multiple demands, shifting priorities, and rapid change, 57% of the respondents agree with this, 22% of them neither agree nor disagree with this

Table 28: Flexibility in seeing events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	22.7	22.7	22.7
	Agree	56	50.9	50.9	73.6
	Neutral	27	24.5	24.5	98.2
	Disagree	2	1.8	1.8	100.0
Total		110	100.0	100.0	

Chart 28: Flexibility in seeing events



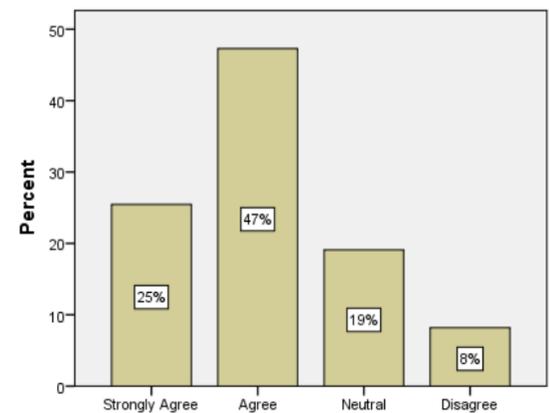
Interpretation:

23% of the respondents strongly agree that they are flexible in how they see events, 51% of the respondents agree with this, 25% of them neither agree nor disagree with this, 2% of them disagree

Table 29: Adapt responses and tactics to fit fluid circumstances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	25.5	25.5	25.5
	Agree	52	47.3	47.3	72.7
	Neutral	21	19.1	19.1	91.8
	Disagree	9	8.2	8.2	100.0
Total		110	100.0	100.0	

Chart 29: Adapt responses and tactics to fit fluid circumstances



Interpretation:

25% of the respondents strongly agree that they adapt their responses and tactics to fit fluid circumstances, 47% of the respondents agree with this, 19% of them neither agree nor disagree with this, 8% of them disagree

CHI-SQUARE TEST

Chi-square between age of the respondents and admission for their own mistakes and confront unethical actions in others. To find the reliability of the collected data Chi-square test has to be conducted, required hypothesis is the null hypothesis

H₀ (Null hypothesis) = There is no significant relationship between age of the respondents and admission for their own mistakes and confront unethical actions in others

H₁ (Alternate hypothesis) = There is a significant relationship between age of the respondents and admission for their own mistakes and confront unethical actions in others

Table 30: admit * Age - Cross-tabulation

		AGE				Total	
		Below 25 Years	25-30 Years	30-40 Years	40 Years and Above		
admit	Strongly Agree	Count	2	4	9	1	16
	Agree	Expected Count	1.9	5.2	6.3	2.6	16.0

Agree	% within admit	12.5%	25.0%	56.2%	6.2%	100.0%
	% within AGE	15.4%	11.1%	20.9%	5.6%	14.5%
	% of Total	1.8%	3.6%	8.2%	0.9%	14.5%
	Count	6	16	15	8	45
	Expected Count	5.3	14.7	17.6	7.4	45.0
	% within admit	13.3%	35.6%	33.3%	17.8%	100.0%
	% within AGE	46.2%	44.4%	34.9%	44.4%	40.9%
	% of Total	5.5%	14.5%	13.6%	7.3%	40.9%
	Count	3	11	14	6	34
	Expected Count	4.0	11.1	13.3	5.6	34.0
	% within admit	8.8%	32.4%	41.2%	17.6%	100.0%
	% within AGE	23.1%	30.6%	32.6%	33.3%	30.9%
	% of Total	2.7%	10.0%	12.7%	5.5%	30.9%
	Count	1	5	3	1	10
	Expected Count	1.2	3.3	3.9	1.6	10.0
% within admit	10.0%	50.0%	30.0%	10.0%	100.0%	
% within AGE	7.7%	13.9%	7.0%	5.6%	9.1%	
% of Total	0.9%	4.5%	2.7%	0.9%	9.1%	
Count	1	0	2	2	5	
Expected Count	.6	1.6	2.0	.8	5.0	
% within admit	20.0%	0.0%	40.0%	40.0%	100.0%	
% within AGE	7.7%	0.0%	4.7%	11.1%	4.5%	
% of Total	0.9%	0.0%	1.8%	1.8%	4.5%	
Count	13	36	43	18	110	
Expected Count	13.0	36.0	43.0	18.0	110.0	
% within admit	11.8%	32.7%	39.1%	16.4%	100.0%	
% within AGE	100.0%	100.0%	100.0%	100.0%	100.0%	
% of Total	11.8%	32.7%	39.1%	16.4%	100.0%	

Table 31: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.495 ^a	12	.745
Likelihood Ratio	9.747	12	.638
Linear-by-Linear Association	.305	1	.581
N of Valid Cases	110		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .59.

TWO-WAYANOVA

GENDER AND MARITAL STATUS VS ORGANIZED AND CAREFUL IN WORK

Hypothesis 1:

H₀: Gender will have no significant effect on staying composed, positive, and unflappable even in tiring moments

H_A: Gender will have a significant effect on staying composed, positive, and unflappable even in tiring moments

Hypothesis 2:

H₀: Marital Status will have no significant effect on staying composed, positive, and unflappable even in tiring moments

H_A: Marital Status will have a significant effect on staying composed, positive, and unflappable even in tiring moments

Hypothesis 3:

H₀: Gender and marital status will have no significant effect on staying composed, positive, and unflappable even in tiring moments

H_A: Gender and marital status will have a significant effect on staying composed, positive, and unflappable even in tiring moments

Tests of Between-Subjects Effects					
Dependent Variable: composed					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.117 ^a	3	1.706	1.802	.151
Intercept	681.740	1	681.740	720.147	.000
GENDER	.099	1	.099	.105	.747
MARITAL	.698	1	.698	.738	.392
GENDER * MARITAL	3.809	1	3.809	4.023	.407
Error	100.347	106	.947		
Total	803.000	110			
Corrected Total	105.464	109			

a. R Squared = .049 (Adjusted R Squared = .022)

RESULTS:

P = 0.747 > 0.05

Accept null hypothesis, hence gender will have no significant effect on staying composed, positive, and unflappable even in tiring moments

P = 0.392 > 0.05

Accept Null Hypothesis, marital status of the respondents has no significant effect on staying composed, positive, and unflappable even in tiring moments

Gender & Marital Status (P) = 0.407 > 0.05

Accept Null Hypothesis; hence the combination of gender and marital status of the respondents has no significant effect on staying composed, positive, and unflappable even in tiring moments

REGRESSION ANALYSIS

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.118 ^a	.014	-.005	.578

a. Predictors: (Constant), adapt the responses and tactics to fit fluid circumstances and decisive, and able to make sound decisions despite uncertainties and pressures

The first table of interest is the **Model Summary** table. This table provides the R and R2 value. The R value is 0.118, which represents the simple correlation. It indicates a high degree of correlation. The R2 value indicates how much of the dependent variable, "Level of management", can be explained by the independent variables, "Adaptability and Self-confidence". In this case, 5% can be explained, which is too small

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.501	2	.250	.749	.475 ^b
	Residual	35.763	107	.334		
	Total	36.264	109			

a. Dependent Variable: LEVEL

b. Predictors: (Constant), adapt the responses and tactics to fit fluid circumstances and decisive, and able to make sound decisions despite uncertainties and pressures

The next table is the **ANOVA** table. This table indicates that the regression model predicts the outcome variable significantly well. Here, p = 0.475, which is greater than 0.05, and indicates that, overall, there is a significant relationship between the selected variables.

Coefficients ^a						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.259	.190		11.889	.000
	decisive, able to make sound decisions despite uncertainties & pressures	-.052	.064	-.078	-.802	.425

adapt the responses and tactics to fit fluid circumstances	.067	.064	.103	1.052	.295
a. Dependent Variable: LEVEL					

Coefficients, provides us with information on each predictor variable. This gives us the information we need to note that level of management has no impact on adapt the responses and tactics to fit fluid circumstances and decisive, and able to make sound decisions despite uncertainties and pressures. We can see that both the constant and both the variables contribute significantly to the model (by looking at the Sig. column). By looking at the B column under the Unstandardized Coefficients column, we can present the regression equations as:

Level of Management = B + Self Confidence
 Level of Management = 2.259 + (-0.052) and

Level of Management = B + Adaptability
 Level of Management = 2.259 + 0.067

**CHAPTER 5
 FINDINGS OF THE STUDY**

- 12% of the respondents are aged below 25 years, 33% of them are 25-30 Years old, 39% of them are 30-40 Years, and 16% of them are 40 more than 40 years old.
- 55% of the respondents are male and the rest 45% of them are female respondents
- 47% of the respondents are married and the rest 53% of them are not married.
- 6% of the respondents are from top management, 59% of them are middle level employees and the rest 35% of them are supervisory level of employees.
- 36% of the respondents have 2-3 members in their family, 54% of them have 4-5 members and the rest 10% of them are from above 6 membered families.
- 10% of the respondents strongly agree that they always know which emotions they feel and the reason for it, 50% of the respondents agree with this, 35% of them neither agree nor disagree with this, 5% of them disagree
- 24% of the respondents strongly agree that they realize the links between feelings and what they think; do, and say, 53% of the respondents agree with this, 22% of them neither agree nor disagree with this, 2% of them disagree
- 25% of the respondents strongly agree that they recognize how their feelings affect their performance, 57% of the respondents agree with this, 18% of them neither agree nor disagree with this
- 9% of the respondents strongly agree that they have a guiding awareness of values and goals, 45% of the respondents agree with this, 38% of them neither agree nor disagree with this, 8% of them disagree
- 21% of the respondents strongly agree that they are aware of their strengths and weaknesses, 46% of the respondents agree with this, 25% of them neither agree nor disagree with this, 7% of them disagree
- 16% of the respondents strongly agree that they are reflective and try to learn from experience, 50% of the respondents agree with this, 28% of them neither agree nor disagree with this, 5% of them disagree
- 25% of the respondents strongly agree that they are open to candid feedback, new perspectives, continuous learning & self-Development, 58% of the respondents agree with this, 15% of them neither agree nor disagree with this, 2% of them disagree
- 2% of the respondents strongly agree that they are able to show a sense of humour and perspective about themselves, 24% of the respondents agree with this, 43% of them neither agree nor disagree with this, 22% of them disagree and the rest 10% of the respondents strongly disagree with this.
- 20% of the respondents strongly agree that they present themselves with self-assurance; 47% of the respondents agree with this, 32% of them neither agree nor disagree with this, 1% of them disagree
- 14% of the respondents strongly agree that can voice views that are unpopular and go out on a limb for what is right, 48% of the respondents agree with this, 32% of them neither agree nor disagree with this, 6% of them disagree
- 17% of the respondents strongly agree that they are decisive and able to make sound decisions despite uncertainties and pressures, 45% of the respondents agree with this, 27% of them neither agree nor disagree with this, 10% of them disagree
- 17% of the respondents strongly agree that they can manage their impulsive feelings and distressing emotions well, 54% of the respondents agree with this, 27% of them neither agree nor disagree with this, and 2% of them disagree
- 14% of the respondents strongly agree that stay composed, positive, and unflappable even in trying moments, 40% of the respondents agree with this, 30% of them neither agree nor disagree with this, 14% of them

- disagree and the rest 3% of the respondents strongly disagree with this.
- 21% of the respondents strongly agree that they think clearly and stay focused under pressure, 45% of the respondents agree with this, 28% of them neither agree nor disagree with this, 6% of them disagree
- 32% of the respondents strongly agree that consistently act ethically and is considered to be above reproach, 59% of the respondents agree with this, 9% of them neither agree nor disagree with this
- 25% of the respondents strongly agree that they build trust by being reliable and authentic, 59% of the respondents agree with this, 15% of them neither agree nor disagree with this, 2% of them disagree
- 8% of the respondents strongly agree that they take tough, principled stands even if they are unpopular, 24% of the respondents agree with this, 34% of them neither agree nor disagree with this, 16% of them disagree and the rest 18% of the respondents strongly disagree with this.
- 15% of the respondents strongly agree that they admit their own mistakes and confront unethical actions in others, 41% of the respondents agree with this, 31% of them neither agree nor disagree with this, 9% of them disagree and the rest 5% of the respondents strongly disagree with this.
- 15% of the respondents strongly agree that they meet commitments and keep promises, 55% of the respondents agree with this, 27% of them neither agree nor disagree with this, 2% of them disagree
- 14% of the respondents strongly agree that they hold themselves accountable for meeting their objectives, 41% of the respondents agree with this, 36% of them neither agree nor disagree with this, 7% of them disagree and the rest 2% of the respondents strongly disagree with this.
- 21% of the respondents strongly agree that they are organized and careful in their work, 50% of the respondents agree with this, 23% of them neither agree nor disagree with this, 5% of them disagree and the rest 1% of the respondents strongly disagree with this.
- 21% of the respondents strongly agree that they smoothly handle multiple demands, shifting priorities, and rapid change, 57% of the respondents agree with this, 22% of them neither agree nor disagree with this
- 23% of the respondents strongly agree that they are flexible in how they see events, 51% of the respondents agree with this, 25% of them neither agree nor disagree with this, 2% of them disagree
- 25% of the respondents strongly agree that they adapt their responses and tactics to fit fluid circumstances, 47% of the respondents agree with this, 19% of them neither agree nor disagree with this, 8% of them disagree

SUGGESTIONS

In the earlier era as we have seen in this project report there was a much emphasis on IQ only and EI was not given much importance but now the scenario has been changed and organization from IQ to EI so here are some of the recommendations for organizations and individuals about EI. As now-a-days, a person is exposed to many cultures and influenced by many things. Organizations earlier used to give tangible benefits to the internal / external customers, these days customers are looking for fulfilment of their emotional needs. Organizations in a long run to maintain customer loyalty they need to take care of employees emotional needs and behave empathetically. Therefore Core Solutions should pay attention towards Emotional Intelligence needs of employees.

- IT Industries should choose those employees who are having a high level of emotional intelligence. Because these people are more emotionally balanced and they have a better understanding of every situation and they can perform very well in these situations weather it is stress, happiness, anger, love etc.
- IT Industries should time to time check the level of EI to provide them feedback and get better performance out of them. Because when there is a effective communication between the two sides better will be the results for both the parties hence increased productivity and performance.
- IT Industries should give training to employees to improve their EI, because EI can be learned at any age and at any time in life, it is not an inborn characteristic.
- EI techniques should be used to enhance the reasoning of employees.
- Those companies who will be using EI, they'll remain successful in the future, because the workforce will be emotionally more stable and can handle under every situation.
- Individuals who are having lower level of EI they should work to improve this and it can result in understanding better your emotions and managing them and it will be helpful in workplace and as a result the performance of an individual will be increased.

CONCLUSION

The present study has produced some important results that have implications for both research and practice. The study on employee's emotional intelligence and their ability to perform effectively on the job is identified as they are able to manage their emotional intelligence, which has

a direct impact on their job. These skills are to be developed for achieving higher employee productivity and to enhance the image of the IT Industries. A particularly interesting finding or result of the present study was that emotional intelligence of employees had an impact on their level of performance on the job. This has implications for management, suggesting that IT Industries could be profitable by identifying the level of emotional intelligence of employees and apply interventions that are focused on the developing emotional intelligence among the employees in the organization. EI is associated with better performance in the following areas.

- Participative Management.
- Pulling people at Ease.
- Balance between personal life and work.
- Straight Forwardness & Composure.
- Decisiveness
- Doing whatever it takes
- Adaptability.
- Confronting Problem Employees

IT industries is nowadays taking those employees who are emotionally intelligent, so that they can face the workplace problems easily and they can become more productive for the organization. Emotionally intelligent organization can be made through organizational strategies, self-awareness and self-management tools, through leadership skills, development programmes. So what has been concluded from the whole project report is that emotional intelligence is linked at every point of workplace performance and it is of utmost importance nowadays. In the earlier time EI was not given much emphasis and instead of that IQ is given more importance. People with IQ level are preferred within the organizations but now the scenario has been changed and organizations prefer those employees who are emotionally stable. Hence, to be successful in life EQ plays a vital role.

**APPENDIX
QUESTIONNAIRE ON EMOTIONAL INTELLIGENCE**

1. Name: _____

2. Age:
- Below 25 years
 - 25-30 years
 - 30-40 years
 - 40 Years and above

3. Gender:
- Male
 - Female

4. Marital status:
- Married
 - Single

5. Level of Management
- Top level
 - Middle level
 - Supervisory level

6. Number of family members
- 2-3
 - 4-5
 - Above 6

Please tick any one option, (where SA-Strongly Agree; A-Agree; N-Neutral; DA-Disagree SDA-Strongly Disagree)

	SA	A	N	DA	SDA
Emotional Awareness: Recognizing one's emotions and their effects					
1					
I always know which emotions I am feeling and why					
2					
I realize the links between my feelings and what I think, do, and say					
3					
I recognize how my feelings affect my performance					
4					
I have a guiding awareness of my values and goals					
Accurate Self-Assessment: Knowing one's strengths and limits					
5					
I am aware of my strengths and weaknesses					
6					
I am reflective and try to learn from experience					

7	I am open to candid feedback, new perspectives, continuous learning & self-Development				
8	I am able to show a sense of humor and perspective about myself				
Self-Confidence: Sureness about one's self-worth and capabilities					
9	I present myself with self-assurance; I have "presence"				
10	I can voice views that are unpopular and go out on a limb for what is right				
11	I am decisive, and able to make sound decisions despite uncertainties and pressures				
Self-Control: Managing disruptive emotions and impulses.					
12	I manage my impulsive feelings and distressing emotions well				
13	I stay composed, positive, and unflappable even in tiring moments				
14	I think clearly and stay focused under pressure				
Trustworthiness: Maintaining standards of honesty and integrity					
15	I consistently act ethically and am considered to be above reproach				
16	I build trust by being reliable and authentic				
17	I take tough, principled stands even if they are unpopular				
18	I admit my own mistakes and confront unethical actions in others				
Conscientiousness: Taking responsibility for personal performance					
19	I meet commitments and keep promises				
20	I hold myself accountable for meeting my objectives				
21	I am organized and careful in my work				
Adaptability: Flexibility in handling change					
22	I smoothly handle multiple demands, shifting priorities, and rapid change				
23	I am flexible in how I see events				
24	I adapt my responses and tactics to fit fluid circumstances				

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