

**EMOTIONAL INTELLIGENCE AMONG THE EMPLOYEES OF BABINA
HEALTHCARE AND HOSPITALITY INDUSTRIES PVT. LTD : A CASE STUDY**

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE DEGREE OF
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CHAPTER 1

Introduction

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1.1: Introduction

Humans are by far dependent on one another. They like living as social groups than being alone and isolated. Being in a social group means that certain societal norms are to be followed. Often people with no blood relations are found to be very close with each other. Then there comes the question, how does such a relation exist? Probably it's the human emotion that binds them.

Success of an individual is considered to be dependent on the so called intelligence quotient (IQ). But it would be very wrong to under estimate the emotions. Emotional intelligence quotient (EQ) is also rightly important in one's life to be successful. Similarly, emotional intelligence is a factor that contributes to organisational success (Goleman, 1998). Organisations in earlier times had taken EI as a stumbling block to development and success. But in the recent years, EI is gaining popularity.

It is very interesting to observe emotions. Emotions can spread from one person to another. As for instance: while watching films, people are carried away by the emotional set up of the filmy scenes. People feel happy when the hero does extraordinary feat or some comedy scenes come along. On the same way people get depressed to see the hero in pain or some tragedy scene come along. Good feelings can spread more powerfully than the bad ones. Good feelings can act as boosters. It happens that smiles are the most contagious emotional signal of all, having an almost irresistible power to make other people smile in return. And smiling in and of itself primes positive feelings (Levenson and Ruef, 1997). In an organisation, effective people use their emotional sense to check how others are reacting to a situation.

Certain researchers have found out that emotional intelligence contributes to organisational success to a large extent. But it is also true that excessive emotions can act as a negative factor towards the growth and success of an organisation. Leaders or employers who ignore or pay less attention to emotions of employees are likely to lose good employees and deciding suitable courses of actions by considering their emotions will provide ample opportunities for the leaders and employers to achieve organisational goal and maintaining a healthy, productive and friendly environment.

Goleman (2013) in his book "Working with Emotional Intelligence" recorded that in October 1997, the American Society for Training and Development surveyed a selected

group of thirty- five highly regarded benchmark companies. Among the thirty- five companies, twenty- seven said that they tried in some way or the other to promote emotional competence through training and development. But two- third of them have never attempted to evaluate the impact of EI. Those who did, depend on measures like reactions to training sessions and employee opinion surveys.

A classic study of group IQ by Williams and Sternberg (2013) revealed interpersonal skills and compatibility of group members as key to their performance. Those members who were not social and unaware of others' feelings lacked the ability to resolve differences and effective communication. The presence of at least one high- IQ member was required for good performance but this alone was not sufficient. Also a member who was too dominating did not allow full contribution of others. A group needs motivation. If the members are cared, they are committed to their goals and work harder. So social effectiveness of a group predicts how well the group is doing than individuals. Groups can perform better when there is internal harmony by utilising the full talent of their members.

The emotional intelligence is an important area but still today it is somewhat neglected. Emotions are very high in developing countries like India, Pakistan etc. It is very obvious that emotions play a significant role in the work environment but it is surprising that its significance has been given due recognition very recently. In earlier times, well- built organisations didn't allow their employees to show expressions of emotions like fear, anger, love, frustration etc. One and all understood that emotions are part of human life and organisations but always attempted to create an environment free of emotions. Emotions are considered to be a hindrance to employee performance and organisational growth. But emotional signals like tone of voice, choice of words, posture, gesture, timing etc. can speak a lot. They have the power to keep a conversation continue or stop. Smooth coordination of non- verbal gestures depends on emotional channels as much as on the content of what is said and done (Goleman, 2013).

A person who can keep oneself cool in emergency situations or in times of panic or distress have a sense of self control, can smoothly carry conversation and can stay calmly. But people burdened by their own emotions too much are less reciprocating to the demands of present situations. Social intelligence is a matter of great importance for research and development of team works.

People in general are of the opinion that intelligence is based on intelligence quotient (IQ). But IQ is just a function of academic learning, rational thinking and analysis. IQ is something which can be perceived by repeated working and learning. So it is not wrong to say that IQ is a weak predictor of success. It should not be surprising that emotions are a contributing factor to success. One should not deny it. Emotions are constructive (Goleman, 1998). So that is why emotional intelligence is becoming important in social sciences and business management. It is very much necessary for life satisfaction, interpersonal outcomes and for business' success. When the emotions of the employees are understood, the employer and the employees can maintain enthusiasm and confidence with one another. There will be effective communication among them and so ideas will be shared and a more constructive work environment will be created.

1.2: Emotional Intelligence

The concept of EI has been defined and explained by many researchers in many ways. Also many supportive theories give explanations about the significance of emotional intelligence. Goleman (1998) stated that emotional intelligence is a person's ability to recognize the inner feelings and feelings of others and then to manage those emotions within themselves and also in their relationships with other people. Moghadam, Jorfi & Jorfi (2010) also said that emotional intelligence represents a set of competencies that perceive, understand and regulate emotions in ourselves and in others. These emotional competencies are learned capabilities based on skills that lead to employee performance.

Emotional intelligence (EI) is a set of competencies that direct and control one's feelings towards work and performance at work. The set of competencies include the ability of an individual to control as well as manage one's moods and impulses on the job. Understanding emotional feelings and tuning oneself to changed situations require emotional competency, emotional sensitivity and emotional maturity. In a workplace, employee performance depends on working with people as a team sharing different ideas, opinions and suggestions (Ashforth et al., 1995).

Mayer et al. (2000) defined emotional intelligence as the ability to understand emotions which in turn help an individual to solve problems in their life. It is also an ability of a person to understand feelings and show right emotions, the ability to understand the

purpose of other's emotions, assimilate emotions in thought so as to manage self-emotion and that of others.

Emotional intelligence is the ability of individuals in handling relationships with others called interpersonal and controlling their own emotion which is called intrapersonal. It is a set of competencies that signifies an understanding and control of emotions in our self and others. Basically, the emotional competence is the ability to learn based on emotional intelligence. Emotional intelligence based learning leads to superior performance (Fletcher, 2001).

Singh (2001) said that the application of emotional intelligence can give support to manager and employee to use the emotional intelligence to manage their self, the relationship with others and to recognize and understand about emotions. According to Orme (2003), emotional intelligence (EI) is the ability of understanding and taking favourable actions accordingly. So he pointed out three important points as:

- EI is understanding emotions of one- self
- EI is understanding emotions of others
- EI is taking favourable actions on the basis of our understanding of emotions

Hence, Orme concluded that EI does not mean that one should cope with life experiences more effectively but to deal with life problems in positive ways. Emotional intelligence can enhance effectiveness in workplace as well as in life.

Salovey et al., (2003), has outlined that emotional intelligence is a part of social intelligence that involves the ability to control emotions and feelings of oneself as well as that of others, to distinguish between these emotions and use that information to guide the thinking and actions of a person.

As for instance let us analyse a school setup: students' workplace intelligence is important in case of a school. Teaching EQ- Related skills to students can improve the quality of student- life both at present and in the future. Moreover, schools are also the workplace of teachers. Success in teaching depends on the skill and sensitivity of the teachers both in the class and outside the class. So teaching skills are related to the EQ of teachers, who are again influenced by the climate of the school. The school climate is again influenced by the EQ of the principal. Similarly, in other organisations also, the levels of interaction relating to EQ can be identified (Cherniss, 2005).

Hayward (2005) conducted a research on 'Relationship between employee performance, leadership and emotional intelligence in a South African Parastatal Organisation. In his study he found out that proper management of emotions can give successful outcomes. Properly managed emotions can drive trust, loyalty and commitment thereby increasing productivity, innovation and accomplishment among individuals, team and organisational environment.

Muyia (2008) stated that emotional intelligence is the ability of a person to successfully face the environmental demands and pressures which are influenced by the combination of non-cognitive capabilities, competencies and skills. Emotional and social intelligence is more important rather than intelligence quotient. According to Yao et al. (2009), an organisation is a social system where members always interact with each other and also with external members. Interactions with external members include interaction with customers, suppliers and other external stakeholders. These interactions require great deal of emotions associated with human behaviour. Employees who have a high level of emotional intelligence can properly feel the emotions of co-workers, senior officials etc. this in turn helps in making accurate evaluation of the job roles expected by others and enables one to perform adaptive behaviours. Emotional intelligence thus allows harmonious and quick integration of employees in an organisation and helps in achieving higher performance. Emotional intelligence allows a person to build positive relation with others, thereby building team spirit and social understanding.

Emotional intelligence is defined as the ability of an individual's internal being which exists to manage and control emotions as well as that of others. It is also a positive encouragement to create human relationship that can lead to the achievement of common goals and organisational effectiveness. It plays important roles to ensure success and so it must be nurtured and practiced by all parties in facing the challenges of competing business and emerging globalisation of business world (YengKeat, 2009). Team performance is positively and significantly influenced if the team is able to recognize emotions of teammates (Stough, Saklofske & Parker, 2009).

If discussions are made on the pressure and ability to deal with work pressures in organisations, then the discussions directly hint to the dimensions of emotional intelligence. This is so because the emotional symptoms caused by stress like anxiety, depression, agitation, irritability, changing of feelings, insecurity, aggressive behaviour,

sensitivity, feeling emotionally exhausted, running sort of energy or drive to work etc. have an impact on the life of the individuals and organisations involved (Salim et al., 2010).

According to Jorfi et al. (2010), managers in an organisation are required to be emotionally intelligent as they have to represent the organisation to the customers. They need to interact with a large number of people within and outside the organisation. Only when the managers are emotionally intelligent, they are able to understand employee needs and able to support them with constructive feedback. Hee Kim (2010), says emotional intelligence is the efficiency to know one's own emotions and to manage them, as well as understanding the emotions of others so as to keep personal relations with others in good terms.

Lynn (undate), states that emotional intelligence is the intelligence dimension which is responsible on the ability of someone such as the ability to manage their own self, the relationships with others and also the skills that drive their internal world and their response to the outside world.

1.2.1: Comparison of Emotional Intelligence Quotient (EQ) and Intelligence Quotient (IQ)

IQ can be taken as the assessment of intelligence by any institution using standardised tests. Such tests can be designed depending on the individual or group to be tested and IQ can be improved on repeated practice and learning. It determines academic abilities of an individual. IQ can help in finding mental challenges. It relates to the ability of an individual to learn as well as understand it and apply it. It requires logical reasoning, math skills and word comprehension. A person with high IQ can think abstracts and make connections thereby making easy generalisations.

EQ is the set of abilities to control others' emotions including closed ones, groups and individual self. Emotions are critical ingredients for optimal information processing, social communication, motivation, attention, concentration, behaviour, physical health and even our very survival, (Goleman, 1995). Singh (2003) in his study found that different professionals need different levels of emotional intelligence to be successful.

In today's global scenario the norms and requirements of workplaces are changing rapidly. This competitive world does not only need mere academic qualifications, smartness and expertise. It calls for a need to handle oneself and others in effective ways, which in turn requires not just academic intelligence or IQ but also intelligence of human emotions or EQ. Interviews and job hiring processes are designed reflecting on EQ these days. It is now time for all to enhance the ability to handle situations which may involve high emotions. Different emotional skills need to be developed.

Table: 1.1 Comparison chart of EQ and IQ

	EQ	IQ
Stands for	Emotional intelligence quotient or emotional intelligence	Intelligence quotient
Definition	It is the ability to identify, assess and control the emotions of oneself, of others and of groups	It is a score derived from several standardised tests designed to assess intelligence
Abilities	Identify, evaluate, control and express emotions, one's own emotions; perceive and assess others' emotions; use emotions to facilitate thinking, understand emotional meanings	Ability to learn, understand and apply information to skills, logical reasoning, word comprehension, math skills, abstract and spatial thinking, filter irrelevant information
In the workplace	Teamwork, leadership, successful relations, service orientation, initiative, collaboration	Success with challenging tasks, ability to analyse and connect the dots, research and development
Identifies	Leaders, team players, individuals who best work alone, individual with social challenges	Highly capable or gifted individuals, individuals with mental challenges and special needs
Origin	1985, Wayne Payne's doctoral thesis "A Study of Emotion:	1883, English statistical Francis Galton's paper

	Developing Emotional Intelligence”. Popular use came in Daniel Goleman’s 1995 book “Emotional Intelligence- Why it can matter more than IQ”	“Inquiries into Human Faculty and its development”. First application came in French psychologist Alfred Binet’s 1905 test to assess school children in France
Popular tests	Mayer- Salovey- Caruso Test (emotion- based problem- solving tasks); Daniel Goleman model score (based on emotional competencies)	Stanford- Binet test; Wechsler; Woodcock- Johnson Tests of Cognitive Abilities

(Source: http://www.diffen.com/difference/EQ_vs_IQ, retrived on 20th Sep, 2016)

1.2.2: Affective Event Theory (AET)

Affective Event Theory (AET) supports emotional intelligence. This theory tells that employees react emotionally to things that happen to them at work and that this reaction influences their job performance and satisfaction. AET begins by recognising that emotions are a response to an event in the work environment. The work environment includes everything surrounding the job – the variety of tasks and degree of autonomy, job demands and requirements for expressing emotional labour. This environment creates work events that can be hassles, uplifting events or both. So Affective Event Theory (AET) is a model that suggests that workplace events cause emotional reactions on the part of employees, which then influence workplace attitudes and behaviours. AET offers two important messages. First, emotions provide valuable insights into understanding employee behaviour. The model demonstrates how workplace hassles and uplifting events influence employee performance and satisfaction. Second, employees and managers shouldn’t ignore emotions and the events that cause them, even when they appear to be minor, because they accumulate (Robbins, Judge and Sanghi, 2008).

1.2.3: Models of Emotional Intelligence (EI)

Models of EI have been designed based on three aspects viz., ability, traits and mixed model.

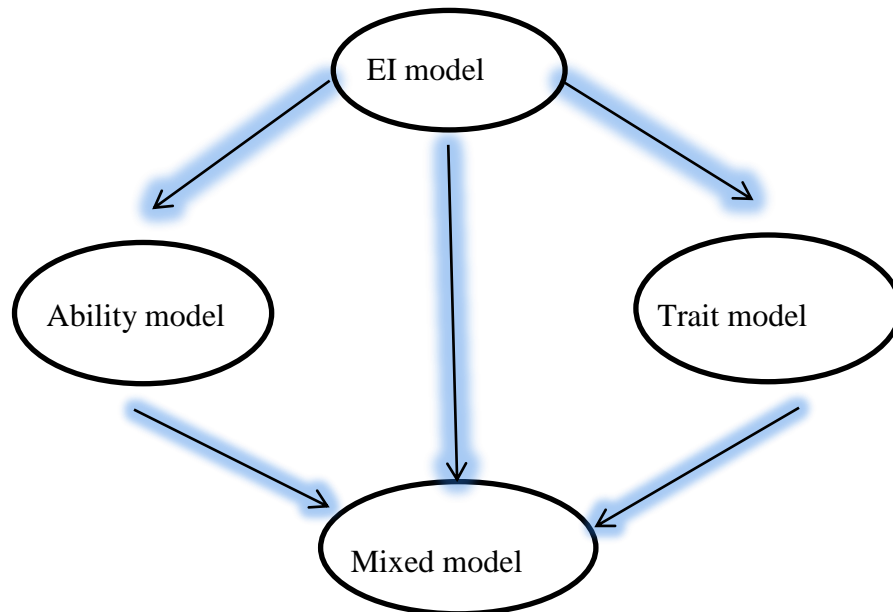


Fig: 1.1: Models of emotional intelligence

Ability model

This model of EI describes EI 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. This model is based on four separate but interrelated abilities as under:

- 1) Perceiving emotions: The first step to understand emotions is to perceive them accurately. This involves non- verbal signals such as body language and facial expressions. Unless emotions are perceived, it is not possible to find emotional intelligence.
- 2) Reasoning with emotions: Emotions can be used to promote cognitive activity as well as thinking. Emotions can be used to solve problems and deal with certain situations. Highly emotional intelligent persons can direct timely thinking towards important matters.
- 3) Understanding emotions: understanding perceived emotions can help one to understand the emotional state of others and the causes. As for instance, if someone shows anger the observer must interpret the cause and meaning of the anger. Degree of understanding emotions includes the ability to perceive

the shades of emotions that exist and how different emotions interact with one another and exhibit over time.

- 4) Managing emotions: Managing emotions is an important part of emotional intelligence. It includes regulation of emotions, appropriately responding and responding to others' emotions. A person with high EI can understand positive and negative emotions and can also manage them in productive ways. Understanding emotions of people is a must for conveying information in acceptable manners.

Trait model

This model of EI considers EI and included non- cognitive competencies like self-esteem, self- actualisation, general mood and general well- being to measure intelligence. Measures based on trait approaches to EI do not correlate highly with measures of intelligence. However, they strongly correlate with personality measures. So researchers refer this model as personality model.

Traits are not measured in scientific ways but are measured by respondents' self-report. This model assumes that a respondent is able to describe his/ her traits accurately. It is determined using Trait Emotional Intelligence Questionnaire (TEIQue) Model which consists of 15 facets: adaptability, assertiveness, perception of emotions (self & others), impulsiveness (low), emotion regulation, management of others' emotion, relationships, self- esteem, self- motivation, social awareness, optimism trait, happiness trait, empathy trait and stress management.

This model of EI is distinct from other models in the sense that it claims EI as a brain-based ability rather than an environmental aspect of personality.

Mixed model

This model of EI is a combination of ability and trait model. This denotes the idea that EI assesses aspects of personality and cognitive intelligence in addition to EI. This model mixes together EI qualities with other personality traits which are unrelated to either emotion or intelligence. This model mixes together the core ideas of EI with a

variety of other personality traits. It considers many characteristics of EI including self-awareness, diverse qualities of teamwork, collaboration, initiative, service orientation, achievement, motivation etc.

(Source: free- management -ebook, 2014)

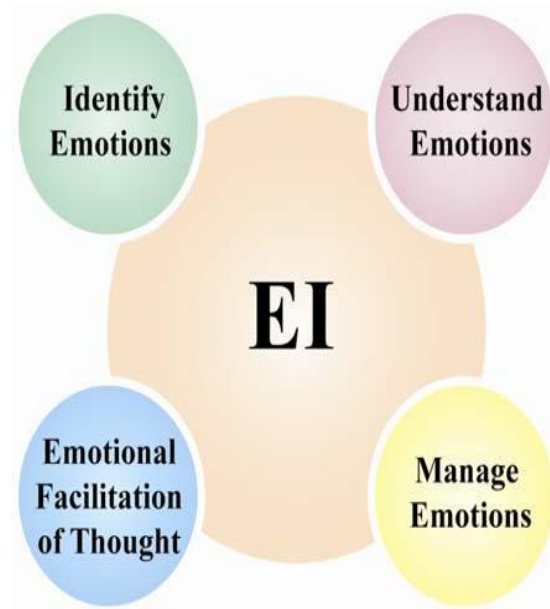
1.2.3.1: Mayer- Salovey Model of Emotional Intelligene

The Mayer- Salovey Model (1997) is an ability based model. It is the first ever formal model of emotional intelligence (EI). This model defines EI as an ability to perceive, understand, manage and use human emotions so as to enable better thinking. It is like a systematic processing of emotions to enhance logical thinking and intelligence. This model arranges hierarchically the basic psychological process to more integrated and complex thinking and it is developed along with age and experience. The Mayer-Salovey model consists of four major components as under:

- 1) Identifying emotions: The perception and appraisal of emotion is a basic requirement. Identifying emotions enables one to recognise how oneself and others are feeling. Emotions may not be verbal always, it may be non- verbal like facial expression, activeness, dullness etc. Even the voice or way of speaking of a person can show his/ her emotion. A person can be better understood by others if he/ she can express his/her emotions properly.
- 2) Emotional facilitation of thought: Emotional facilitation of thought involves the set of skills to bring in emotional experiences into mental life, including weighing emotions against one another and thoughts so as to allow direct attention on emotions. In other words, something we respond emotionally is something that grabs our attention. We may hold an emotional state of consciousness so as to compare it with a similar sensation in sound, colour or taste (Mayer et al., 2000).
- 3) Understand emotions: The third step to be emotionally intelligent is to understand emotion and analyse it. Emotions convey various information like happiness, sadness, desire, hatred, love, fear, anxiety, confidence etc. So understanding emotional messages and the actions associated with them is an

important area to learn. Thus EI involves the ability to recognise the emotions, how and why they happen, and reasoning them in suitable manner.

- 4) Managing emotions: The highest level of emotional intelligence is the management and regulation of emotion in oneself and others like how to control anger, extreme fear etc. Voluntary control of emotions involve accepting emotional signals that are not painful and blocking those that are too extreme and overwhelming. Emotional intelligent people are not very defensive, socially adapt well, emotions are considered optimistically, and communicates and discusses emotional feelings better than others.



(Source: www.selwyn.org)

Fig 1.2: Mayer- Salovey Model of Emotional Intelligence

1.2.3.2: Goleman's Theory of Emotional Intelligence (EI)

Daniel Goleman is one of the pioneers of popularising the new area of emotional intelligence. His books “Emotional Intelligence (1995)” and “Working with Emotional Intelligence (1998b)” have helped in catching people’s attention on the area of emotional intelligence. In his book “Working with Emotional Intelligence (1998b)”, Goleman explored the functions of emotional intelligence on job, and claimed emotional

intelligence to be the strongest predictor of success in workplace. This was further confirmed in Bradberry and Graves book “The Emotional Intelligence Quick Book (2005)”. After conducting a tireless research at nearly 200 large global companies, Goleman found that effective leaders are well distinguished by a high degree of emotional intelligence. He proclaimed that a person can’t be a great leader irrespective of the training, skill, creativity he/she has unless he/she is emotionally intelligent. Further Goleman says that *“Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies”*.

Goleman’s model of emotional intelligence (2001) is a mixed model characterised by five broad areas as under:

1. Self- awareness : EI depends on one’s ability to monitor one’s own emotional state and to correctly identify and name one’s emotions.
2. Self- regulation : It is the ability to control or redirect disruptive impulses and moods; and the propensity to suspend judgment so as to think before acting.
3. Internal motivation : It is a passion to work for internal reasons that go beyond money and status. It is also a drive to achieve, feel optimistic even in face of failure and organisational commitment.
4. Empathy : Empathy can be understood as the ability to understand the emotional makeup of other people. It is a skill in treating people according to their emotional reactions. It can be used for compassionate or cruel behaviour like that of a serial killer.
5. Social skills : It is the proficiency in managing relationships and building networks as well as the ability to find common ground and build rapport. It includes effectiveness in leading change, persuasiveness and expertise in building and leading teams.

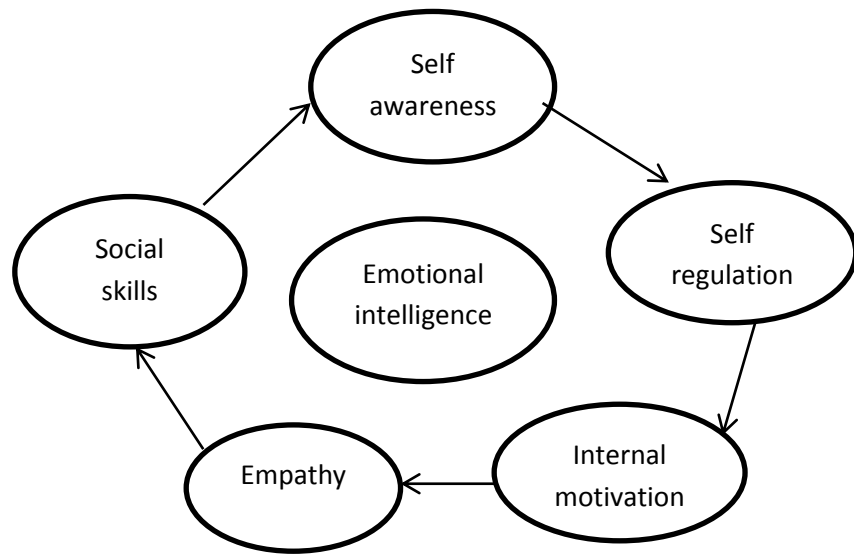


Fig 1.3: Goleman’s model of emotional intelligence

1.2.3.3: Bar- On Model of Emotional Intelligence

Theoretical foundation of the Bar- On Model

Bar- On Model stresses on the importance of emotional expressions and considers the outcome of emotionally and socially intelligent behaviour in terms of Darwin’s theory of effective expression for survival and adaptation (1872/ 1965) and this had been the base for development of Bar- On Model. Many ideas of other philosophers had also influenced Bar- On Model such as Thorndike’s description of social intelligence and its importance for human performance (1920); Wechsler’s Observations on the impact of intelligent behaviour (1940, 1943); Sifneos’ description of alexithymia (1967) on pathological end of the ESI continuum etc.

The Bar- On Model has provided the theoretical basis for the EQ- i. According to this model, *“Emotional- Social Intelligence (ESI) is a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands”*. To be socially and emotionally intelligent is to properly understand and express oneself, to understand and relate well with others, and to

successfully go along with daily demands, pressures and challenges. This is on intrapersonal and interpersonal abilities. Intrapersonal ability is to be aware of oneself; to understand one's weaknesses and strengths; and also to express one's own feelings and thoughts in non- destructive ways. Interpersonal ability is to be aware of others' emotions, needs and feelings as well as to establish and maintain constructive, cooperative and mutually satisfying relations. Hence, being emotionally and socially intelligent means to manage social, environmental and personal change effectively by realistic and flexible coping/ adjustment with immediate situation, solving problem and right decision making.

The factors of Bar- On Model

Bar- On describes emotional intelligence as an array of interrelated emotional and social competencies, skills and behaviours that impact intelligent behaviour. It is a mixed model. This model is based on 15 factors which are as under:

- 1) Self- regard: It is defined as our ability to look inward and accurately perceive, understand and accept ourselves. A person with good self- regard feels fulfilled and satisfied.
- 2) Emotional self- awareness: It is defined as our ability to be aware of, identify and understand our emotions. People who possess high emotional self- awareness are said to be in touch with their feelings and have a good understanding of their inner being.
- 3) Assertiveness/ emotional self- expression: It is our ability to effectively and constructively express our feelings and ourselves in general which is based on effective self- awareness. This is the ability to express feelings, beliefs and thoughts as well as our ability to defend our rights in a non-destructive manner.
- 4) Independence: It is the ability to be self- reliant and free of emotional dependency on others. This is the ability to be self- directed and independent on our actions.
- 5) Empathy: It is the ability to be aware of and understand how others feel. It is being sensitive to what, how and why people feel the way they do.
- 6) Social responsibility: It is the ability to identify social groups, among friends, at work and in the community, and to cooperate with others in a constructive and

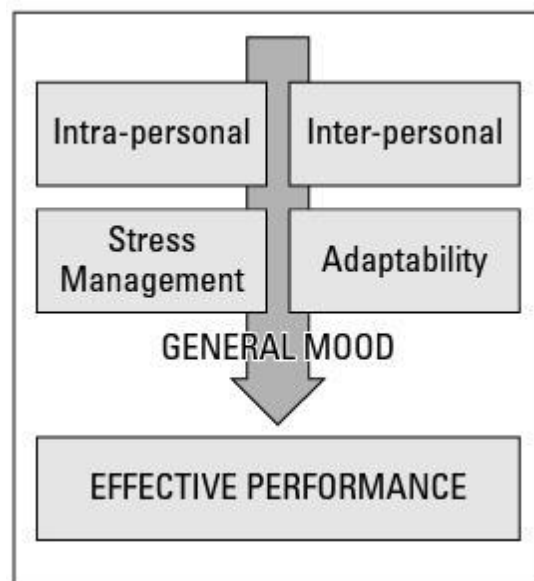
contributing manner. This involves acting in a responsible manner, even though we may not benefit personally.

- 7) Interpersonal relationship: It is the ability to establish and maintain mutually satisfying relationships and relate well with others. Mutual satisfaction describes meaningful social interactions that are potentially rewarding and enjoyable for those involved.
- 8) Stress tolerance: It is the ability to effectively and constructively manage emotions. It is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress.
- 9) Impulse control: It is the ability to effectively and constructively control emotions. It is the ability to resist or delay an impulse or temptation to act and it assumes a capacity for accepting our aggressive impulses as well as controlling hostile and potentially irresponsible behaviour.
- 10) Reality testing: It is the ability to objectively validate our feelings and thinking with external reality.
- 11) Flexibility: It is the ability to adapt and adjust one's feelings, thinking and behaviour to new situations and conditions.
- 12) Problem solving: It is the ability to easily solve problems of personal or interpersonal nature.
- 13) Self- actualisation: It is the ability to set personal goals and the drive to achieve them in order to actualise our potential.
- 14) Optimism: It is the ability to maintain a positive and hopeful attitude towards life even in the face of adversity.
- 15) Happiness/ well- being: It is the ability to feel content with ourselves, others and life in general.

The above mentioned 15 factors are under 5 major domains in Bar- On's (1997) Model as under:

- 1) Intrapersonal skills: Set of skills representing abilities, competencies and skills pertaining to the inner self.
- 2) Interpersonal skills: Set of skills and functions to deal with others.

- 3) Adaptability: It represents how successfully one is able to cope with environmental demands by effectively sizing up and dealing with problematic situations.
- 4) Stress management: It concerns with the capability to manage and cope effectively with stress.
- 5) General Mood: It refers to the ability of enjoying life and to maintain a positive disposition.



(Source: <https://clientmanagementvn.wordpress.com>)

Fig 1.4: Bar- On Model of Emotional Intelligence

(Source : free- management -ebook, 2014)

1.3: Emotional Awareness

Emotional awareness means knowing when feelings are present in oneself and others. It is the ability to identify and express what one is feeling moment to moment and to understand the connection between one's feelings and one's actions. It enables one to understand what others are feeling. It is also closely related to emotional literacy, which means being able to label feelings with specific feeling words. It simply means being able to predict feelings in advance.

It has broadly six levels as under:

- a) Knowing present feeling
- b) Acknowledging the present feeling
- c) Identifying the feeling
- d) Accepting the feeling
- e) Reflecting on the feeling
- f) Forecasting the feeling

1.4: Significance and scope of the study

Emotions are always associated with feelings and emotional intelligent people can understand themselves and others well. With the help of emotional intelligence, one can understand the feelings of people in certain situations. It can enhance better communication and enables good decision making in organisations.

The study is confined to BABINA HealthCare and Hospitality Industries Pvt. Ltd , Imphal. It tried to draw out the importance of emotional intelligence on the employees working in this organisation. The study is an effort to find the relationship between emotional intelligence and emotional awareness. The study also analyses the EI of male and female employees at the workplace so as to check who is more emotionally stable at workplace. Benefits obtained by understanding the emotional intelligence of employees have also been discussed. Variables like self-awareness, work experience, job designation, age, gender of the employees, emotions like anger, surprise, fear, sadness, neutral etc. have been used.

1.5: Limitations of the study

The research undergone has several limitations as being stated below:

- 1) The research is confined only on Babina HealthCare and Hospitality Industries Pvt. Ltd., and so it cannot be generalised on the entire healthcare and hospitality industry of Manipur.
- 2) All the employees of Babina HealthCare and Hospitality Industries Pvt. Ltd. are not covered in the research, the results of the research were based on data collected from only 150 respondents.
- 3) Relation between emotional intelligence, age, work experience and gender show contrasting result with some other studies. A better scale to study the relation of emotional intelligence with age, work experience and gender needs to be developed.
- 4) This research was based on western models which might not be very compatible with an organisation of a developing country like India.
- 5) Cultural factor should have been considered for better exploration.
- 6) Broader studies should have been conducted on the role of demographic variables like age, gender, marital status, work experience etc., in relationship with emotional intelligence.
- 7) Other than just measuring EQ, study on the impact of emotional intelligence also would have added more value to the research.
- 8) The study found that majority of the employees were emotionally intelligent, satisfied and friendly with co- workers, but it could not find out a valid and clear relationship between emotional intelligence and job satisfaction.
- 9) Other standardised EQ- scales should also have been tested for a better research.
- 10) If a test on emotional intelligence and stress tolerance had been included, the research results would have enabled better understanding of the positive aspects of emotional intelligence in workplace.

1.6: Theoretical framework

Emotional intelligence quotient (EQ) has been calculated based on three factors: self-emotion appraisal (SEA), use of emotions (UOE) and emotion regulation (ER).

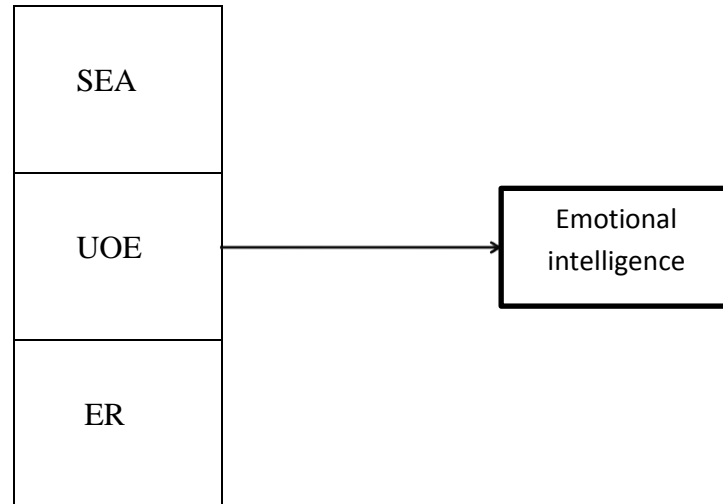


Fig: 1.5: Framework of emotional intelligence

This framework has been designed based on the EI models viz., Mayer- Salovey model of emotional intelligence, Goleman's model of EI and Bar- On model of EI.

Further, emotional awareness has been calculated based on two broad factors: self-awareness and social- awareness. This study is designed to find the relation between EI and emotional awareness.

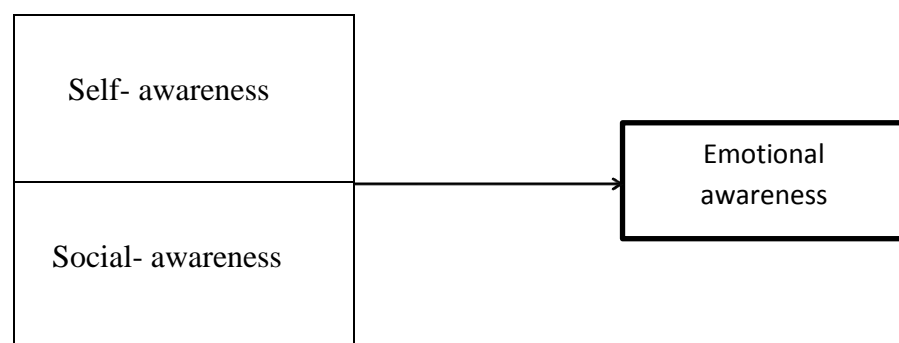


Fig: 1.6: Framework of emotional awareness

Keeping in view the importance of emotional intelligence, this study has focussed on the emotional intelligence of the employees in their workplace. Aspects of EI that are associated with organisational growth because of emotions among employees have also been discussed. The research is aimed at finding new aspects of emotional intelligence among employees of the selected organisation and sharing the findings of the research along with possible suggestions.

1.7: Research gap

Various literatures have been reviewed and presented in chapter 2. From the review of relevant literatures it is observed that many a research has been conducted on emotional intelligence (EI) with respect to leadership. Also many have been conducted in EI's relation with employee performance. But so far not much research has been conducted on EI with respect to employees of North East Indian organisations. Some research has shown that people in developing countries are more emotional than the people in developed ones. So it is obvious that that Indians generally give importance to emotions. While making organisational rules and regulations, as well as decisions, understanding the EI of employees is very much in need for an Indian organisation. But research on EI in India is still in the infancy stage. Moreover, human resource is the most important asset of an organisation all over the globe. In fact, there are many situations/incidents that show the positive effect of EI on job performance and employees' wellbeing, but studies examining the relationship between EI and individual level performance show that the benefits of using EI in the workplace is generally neglected. But EI contributes many benefits which may not be very direct. The literatures on emotional intelligence offer mixed nature and contrary results on many aspects and hence the field of emotional intelligence demands further research.

1.8: Research design

1.8.1: Statement of the problem

Employees in the healthcare and hospitality industry are often subjected to wear welcoming smile even at awkward situations. Real emotional feelings are not allowed to be shown. Sometimes dealing with rude customers requires much effort to hide emotions. Some employees are good in dealing with emotional encounters and controlling emotions but to some it appears to be highly problematic. Hospitality industry largely depends on the services rendered by the employees. So, it is very important to understand the emotion of the employees in healthcare and hospitality industry. Research on EI in the healthcare and hospitality industry of Manipur is not yet done.

The study has discussed the emotional intelligence of the employees of the selected organisation. EI with respect to the job hierarchy, experience and sex of the employees has also been studied.

1.8.2: Objectives of the study

The study conducted has the following objectives with regard to the selected organisation:

1. To study the emotional intelligence of the employees
2. To examine the relationship between emotional awareness and emotional intelligence quotient (EQ) of the employees
3. To study the difference in the emotional intelligence (EI) among the different levels of employees

1.8.3: Hypotheses of the study

1. H₀: Emotional awareness is not related with emotional intelligence quotient (EQ)
H_a: Emotional awareness is related with EQ
2. H₀: There is no significant difference in EI among employees of different levels
H_a: There is a significant difference in EI among employees of different levels
3. H₀: There is no significant difference between EI of male and female employees
H_a: There is a significant difference between EI of male and female employees

1.8.4: Methodology

The research undertaken is descriptive as well as exploratory in nature. It has made an attempt to examine the existing emotional intelligence and awareness among the employees in the workplace. Also the research has focused on the emotional intelligence of different levels of employment and the relation of EI with work experience. EI of male and female employees has also been compared. Both primary and secondary data have been employed to get the research result.

Population of the study

Under Babina Diagnostics, The Classic Hotel, Imphal Hotel by The Classic and Classic Grande, 750 people are employed. The two branches of Babina Diagnostics have different locations but both are under the same administration and the staffs are working in rotation basis. The above mentioned three hotels are under the Classic group of hotels and are being administered under one roof. Babina diagnostics and the Classic group of hotels are under the umbrella of Babina HealthCare and Hospitality Industries Pvt. Ltd. In Babina Diagnostics there are 287 employees with 34 managers, 45 middle level employees, 195 lower level employees, 1 legal advisor, 1 company secretary and 11 doctors. In the Classic group of hotels, there are 36 managers, 57 middle level employees and 370 lower level employees making a total of 463 employees.

Sampling

The sample has been chosen using disproportionate stratified random sampling so that data could be collected from the employees belonging to different hierarchy of the organisation. For the study, the employees have been broadly divided into three strata: managerial level, middle/ supervisory level and lower level employees. Managerial level consists of the managers and assistant managers of different departments. Middle level employees consist of team leaders, supervisors and department in-charge. Lower level employees include the rest of the staffs leaving the higher authorities, managerial level and middle level employees.

Primary data collection

Primary data have been collected using self-administered questionnaire which consisted of close ended and open ended questions. Set of possible questions has been used to test the emotional intelligence and awareness of the employees. The Mayer- Salovey Model of emotional intelligence (1997), Goleman's model (2001) and the Bar- On's model of emotional intelligence (2002) have been considered as the base while framing the questionnaire.

200 questionnaires had been distributed and out of that 169 had been received. From these 169 questionnaires, accessible 150 have been undertaken for data analysis. 91 were from Classic group of hotels and 59 from Babina Diagnostic. Hence, from the total 750 employees of Babina Diagnostics, The Classic Hotel, Imphal Hotel by The Classic and Classic Grande, 150 respondents have been taken for the study.

Statistical tools

Various statistical tools have been used to analyse the data and interpretations have been made on the results of analysis. Data entry has been done on SPSS. Mean, standard deviation, percentage, frequency count, cronbach's alpha test and normality plots have been used. For testing the hypotheses Pearson's correlation, One- way ANOVA and Independent sample t- test have also been done.

1.9: Chapterisation

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Profile of the organisation

Chapter 4: Analysis and Interpretation

Chapter 5: Findings, Conclusion & Suggestions

CHAPTER 2

Literature Review

2.1: Emotional Intelligence in International Organisations

2.2: Emotional Intelligence in Indian Organisations.

2: Introduction

Emotions are the intense feelings directed towards a thing or a person. People in the workplace are subjected to stress and strain which is call emotional labour. Usually emotions are of two kinds – actual emotions and displayed emotions. Emotional feelings are of very important in workplace (Chitale, Mohanty & Dubey, 2013). So emotional intelligence does not mean to eliminate the emotional feelings from actions but it can be understood as – how responsible we are to ourselves and towards others; and ability to make decisions on how to do or act so as not to hurt the feelings of others whereby our own feelings are also well considered.

Many researchers, psychologists and OB experts have given many definitions of emotional intelligence and also made many contributions in this field. The literature review has been broadly divided into two: emotional intelligence in international organisations and emotional intelligence in Indian organisations.

2.1: Emotional Intelligence in International Organisations

A study was conducted to assess the predictive validity of emotional intelligence among students. This study investigated the relationship of emotional intelligence, cognitive ability and personality with academic achievement. Emotional intelligence was measured using Emotional Quotient Inventory (EQ- i), including the (EQ- i) score and five EQ-I composite factor scores. None of the EQ-i factor scores nor the EQ-I scores was significantly related to academic achievement (Newsome et al., 2000). The study did not find any significant relationships between EI and academic success. However, some studies showed that EI is positively correlated with academic and organisational performance which is stated in some of the following reviews. If EI is not significantly related with academic success, then studies should be conducted to check if EI is related to organisational success or not. Also some research had shown that emotional intelligence quotient (EQ) contributes more than intelligence quotient (IQ). Then relationship between EI and academic performance still require further research so as to minimise contradictory results.

Bar- On et al., (2003) conducted a research on exploring the neurological sub-state of emotional and social intelligence to find the impact of emotional intelligence on physical health. The EQ- I scores of 418 psychiatric patients were compared with

randomly selected non clinical samples in Argentina, Israel and South Africa and the US. Statistically significant differences were obtained in overall emotional- social intelligence, also significant differences on the EQ- I scales were revealed between the clinical and non- clinical sample. Thus, from the study it can be understood that emotionally intelligent people are more social and mentally healthy.

O’Conner & Little (2003), did a study on “Revisiting the predictive validity of emotional intelligence: self- report versus ability- based measures” with an aim to assess the relationship between emotional intelligence and academic achievement of college students. Academic achievement was measured by grade point average using both self- report and ability- based measures of emotional intelligence. The results of the study showed that EI was not a strong predictor of academic performance regardless of the type of instrument used to measure it. From the study it can be understood that academic performance has little to do with emotional intelligence. These two appear to be different spheres.

Provis et al., (2003) conducted a study on the selection and training of workers in the tourism and hospitality industries for the performance of emotional labour. The study found out that the handling of rude customers requires forceful suppression of one’s own emotion and showing an alternative warm welcoming emotion. The service workers are expected to be calm and positive in times of criticisms and complaints. Employees in the hospitality service have to wear cheerful and professional smile no matter what the situation may be.

Law, Wong and Song (2004) conducted a study on the construct and criterion validity of emotional intelligence and its potential utility for management studies. The purpose of the study was to review the definition and domain of the emotional intelligence construct and argue that when emotional intelligence is properly defined, it is conceptually different from personality dimensions and also try to establish the predictive validity of emotional intelligence in social and organisational settings. The study observed that emotional intelligence is important for psychological wellbeing and reducing organisational stress. From the observations of the study it can be opined that emotional awareness relates to an individuals’ ability to understand his or her emotions and those of other people, and the ability to express emotions, accordingly. People who

are accomplished at this acknowledge their emotions better than most, are highly sensitive to the emotions of others and able to predict others' emotional responses.

In a study conducted by Parker et al., (2004), various dimensions of emotional intelligence were found to be predictors of academic success. At the beginning of the semester, 372 first- year students completed the short form of Emotional Quotient Inventory (EQ- i: Short) at a small Ontario university. At the end of the academic year, data from this inventory was matched with the students' academic records and two levels of very different academic success were identified: highly successful students who achieved a first year university grade point average of 80% or better and relatively unsuccessful students who received a first year grade point average of 59% or less. The results showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management and adaptability) of emotional intelligence as defined by the EQ- I: Short. The two groups did not score significantly different on interpersonal ability.

Bastian et al., (2005) conducted a study on the theme "Emotional Intelligence predicts life skills, but not as well as personality and cognitive abilities". The aim of the study was to examine the relationship between EI and a number of life skills such as academic achievement, life satisfaction, anxiety, problem solving and coping ability. 246 predominantly first year tertiary students from a university of Australia participated in this study. The participants completed three measures for assessing EI that were widely used and suitable for an Australian sample. The three measures were: Trait Meta mood Scale, Assessing Emotions Scale and Mayer Salovey Caruso Emotional Intelligence Test. The study found that correlations between EI and academic achievement were not satisfactory. From the study it can be understood that academic performance cannot be determined by emotional intelligence. It needs deeper studies to arrive at remarkable results.

In South Africa, a research investigated the relationship between employee performance, leadership and emotional intelligence in a sample of 160 leaders and 800 raters. Through linear regression analysis, it was concluded that there is a significant relationship between employee performance and an emotionally intelligent transactional leader. However, no significant linear relationship was found between employee performance and emotionally intelligent transformational leader. Simple correlation

analysis shows that there is a relatively weak significant linear relationship between emotional intelligence and transformational leadership (Hayward, 2005).

A study was conducted on the impact of emotional intelligence on the performance of employees in their workplace. The EQ- I scores show that there is a significant relationship between emotional intelligence and various aspects of occupational performance. The study was conducted to examine the relationship between emotional intelligence and occupational performance. In this study, the EQ- I scores of 1171 US Air Force (USAF) recruiters were compared with their ability to meet the annual recruitment quotas. The recruiters were divided based on the criteria: high performers (those who can fulfil 100% of their annual quota), and low performers (those who met less than 80% of their quota). Discrimination function analysis indicated that EQ- I scores could identify accurately the high and low performers based on regression correlation of 0.53, which shows that the relationship between emotional intelligence and occupational performers is moderately high (Bar- On et al., 2006).

Fariselli, Ghini and Freedman (2006) conducted a study on age and emotional intelligence. The study was done on 405 American people between 22-70 years of age. The data was analysed through a statistical method called Linear Aggression to discover if age predicts emotional intelligence or not. The finding shows that emotional intelligence slightly increases with age. There is positive, significant but weak relationship between age and emotional intelligence. From this study it can be observed that older people are slightly more likely to be higher in emotional intelligence. The study suggests that emotional intelligence is a developing ability and accumulated life experiences contribute to emotional intelligence.

A study was conducted on emotional intelligence (EI), religiosity and self- efficacy as predictors of psychological well- being and secondary school adolescents in Ogbomoso, Nigeria. The aim of the study was to analyse the joint effect of emotional intelligence, religiosity and self- efficacy on psychological well-being. Also it was aimed to study the separate effect of emotional intelligence, religiosity and self- efficacy on psychological well-being. The design of the study was descriptive survey and stratified random sampling was adopted. Data were collected from 292 adolescents of 10 secondary schools in Ogbomosa, Oyo State, Nigeria. The study found that emotional intelligence and self- efficacy are strong predictors of psychological well-being. Religiosity does not

contribute to predict psychological well-being. Religiosity could predict certain aspects of psychological well-being. So it can be concluded that schools should begin to develop programmes that can improve EI and self-efficacy among adolescents. EI is teachable and learnable. Psychologists and counsellors can help in developing EI and self-efficacy among adolescents. Likewise, similar situations might be observed in organisations (Adeyemo & Adeleye, 2008).

A study on emotional competence and work performance was conducted in four hotels located in South Korea. Data were collected from employees and supervisors of the selected hotels. The study used interpersonal proactive behaviours i.e., feedback seeking and relationship development with supervisors to link employees' competence to their work performance. The study found that competence is significantly associated with interpersonal proactive behaviours and also the linkage between relationship development and task effectiveness becomes weaker as job autonomy increases. From the observation of the study it can be suggested that hotels can gain more from employees with high emotional competence if they are provided with high job autonomy. People with high emotional level can gather and regulate the emotions accurately and then use that information to make decisions and to enhance the performance by changing the behaviours in a desired manner (Kim, Cable and Wang, 2009).

Yao et al., (2009) has conducted a research on emotional intelligence in order to see the influence of emotional intelligence on job performance, looking at the moderating effects of leadership. The study was conducted on the department managers and their employees from Changsha, Zhuzham, Guangzhou and Shenzhen in mainland China and it investigated the principle of convenience sampling. The results show that employees' emotional intelligence have significant and positive correlation with job performance ($r= 0.54, p< 0.01$), task performance ($r= 0.45, p< 0.01$) and contextual performance ($r= 0.48, p< 0.01$). From correlation coefficients, the researcher also concludes that emotional intelligence has stronger effects on contextual performance than task performance.

Hee Kim (2010) conducted a research on the effect of emotional intelligence on salespersons' behaviour and customers' perceived service quality with an aim to find out the relation between emotional intelligence and sellers' performance and customers'

perceived service quality. In the study it was found that EI is important in influencing customers. Experience and positive emotions are necessary for the sellers/ employees who interact directly with customers. So they need to manage their own emotions and understand the emotions of customers. Further, EI is needed by the sellers in achieving close relationship with the customers, high level of EI is very important for these people. For a seller it is very important to get sufficient knowledge of sales but more important than sales performance is the competency to solve social problems and flexible ways of thinking.

Moghadam, Jorfi & Jorfi (2010) conducted a study on impact of emotional intelligence on performance of employees with an aim to understand the level of performance of the managers and employees as well as their level of emotional intelligence. The study was conducted on 30 states of educational administrations of Iran. From the study it was observed that the managers show lower level of emotional intelligence in key areas of education and the employees show a lower level of emotional intelligence on the job, which would have greater impact on the performance of the job. From the observations of the study it can be suggested that educational administrations can be profitable by identifying the level of emotional intelligence of managers and employees; and interventions to develop emotional intelligence among the employees in the educational administrations is needed.

Guillen and Treacy (2011) conducted a study on Emotional Intelligence and Leadership Effectiveness: The Mediating Influence of Collaborative Behaviours by collecting data from 929 managers enrolled in executive education programs at an elite European business school. The purpose of the study was to find out the relation between emotional intelligence and behaviours at work. This study aimed at examining the mediating effects of collaborative behaviours at work between EI and leadership effectiveness. It was also aimed to determine if getting along behaviours lead to getting ahead leadership behaviours or not. Collaborative behaviours include getting along and getting ahead leadership. The Chi- square difference was significant, indicating the need to maintain the two- factor solution for subsequent analyses. The predicted influence of EI on getting along behaviours was supported (0.89, $p < 0.05$) and the direct path from getting along to inspirational leadership behaviours was significant (0.81, $p < 0.05$). The study found out that awareness and regulation of emotions need to clear in group processes in order to be effective. Emotional awareness needs to reverberate in team

work if it is to impact others' perceptions of inspirational leadership behaviours. EI does not directly affect how leaders are perceived in terms of their inspirational skills, but contrarily, their level of EI have a direct impact on collaborative capabilities of leaders. EI significantly affects getting along behaviours. From the study it can be observed that it is important to spend time with others and work cooperatively so as to influence others.

A study was conducted on impact of emotional intelligence on team performance in higher education institutes by collecting data from employees of higher education sector of Pakistan. In the study it was observed that high emotional intelligence work teams performed at a higher level than low emotional intelligence teams. Organisations could profit by identification of high and low emotional intelligence work teams; so that interventions can be focussed on the low emotional intelligence teams where maximum benefits can be realized. Employees are engaged in positive as well as negative emotions, it is important for them to perceive, analyse their own emotions as well as of others, use them in an effective way, and regulate them in such a way that it provides them maximum benefit instead of harm. Emotional reactions provide a useful insight of where interest may be focussed, whereas unmanaged emotions can hinder the effective information processing (Naseer , Chishti, Rahman and Jumani ,2011).

Nawi & Redzuan (2011) conducted a research on "Emotional Intelligence, Personality and Self- esteem: A comparison of the characteristics among two categories of subjects" by taking 276 respondents who are volunteers and non- volunteers. The main objective of the research was to determine the difference in characteristics of volunteers and non- volunteers in terms of emotional intelligence, self- esteem and personality. It was based on four dimensions: psychoticism, neuroticism, extraversion and lie. The findings of the research showed that there was no significant difference ($t= 0.13$, $p> 0.05$) between the two subjects in terms of emotional intelligence. There was a significant difference ($t= 9.72$, $p< 0.05$) between the two subjects in terms of psychoticism. Non- volunteers have a lower score ($t= 2.67$, $p< 0.05$) than volunteers in self- esteem. Volunteers have lower neuroticism score than non- volunteers ($t= -4.70$, $p< 0.05$). thus, the research shows that EI is moderately correlated with neuroticism, psychoticism and extraversion. Personality assessment of voluntary workers can help in enhancing the screening potential of voluntary workers which in turn will ensure effective service to the society.

Moreover, it can be understood that connection between personality and emotional intelligence depends on the type of measure used.

Lazovic (2012) conducted a study on the role and importance of emotional intelligence in knowledge management with an objective to outline new dimensions of leadership practice, which include incorporate elements of emotional intelligence in order to strengthen mutual relations and employee loyalty. The study was a qualitative research focussing on the role and importance of emotional intelligence in management skills. Semi structured interviews were conducted with key management personnel from ten business organisations. The study found out that managers in general have more than enough knowledge but they lack leadership skills. There is lack of proactive thinking in ways that emphasize the emotional potential of employees and their emotional affiliation. From the study it can be understood that emotional self-awareness gives managers better responsibilities for understanding their own emotional dynamics. This knowledge again helps them to regulate group emotions inside the team and directly affect their productivity.

A study on intra departmental communication and employees' reaction to organisational change was conducted by Tang and Gao (2012) with a purpose to investigate the moderating effect of employee emotional intelligence on the relationship of intra-departmental communications and employees' reaction towards organisational change. Data were collected from a large state owned enterprise (SEO) in the telecommunication industry of China. The study found out that intra- department communications positively influence employee's reaction to organisational change. Also employee emotional intelligence moderates the relationship i.e., when employees' emotional intelligence is higher, intra departmental communication has greater positive effect on employees' reaction to change. From the observation of the study it can be suggested that in order to maintain employees' positive reactions to change, managers and organisations must develop strategies to improve employees' emotional intelligence so that they can accept future changes.

Hanzaee & Miruaisi (2013) conducted a survey on impact of emotional intelligence, organisational citizenship behaviours and job satisfaction on employees' performance in Iranian Hotel Industry. Data were collected randomly from employees of various departments and ranks of some hotels in Iran. The study design was cross sectional. 235

questionnaires were distributed and only 225 usable responses were received. This study has focused on hotel industry because hotels are labour intensive and hospitality oriented to provide service to customers and they are required to manage their emotions at tight situations. Chi-square statistics, root mean square error of approximation (RMSEA), non-normed fit index (NNFI) and comparative fit index (CFI) were employed. The results of the study had a high degree of good fit to the data with values: chi square = 265.66, RMSEA= 0.077, NNFI= 0.94 and CFI= 0.95. The results confirmed that if employees understand, control and use their emotions effectively, they will create positive working environments and significantly improve organisational outcomes such as organisational citizenship behaviour (OCB). The study found significant relationship between EI and employee performance. Hence it can be concluded from this study that if employees of hotel industry have high EI, they will be able to balance work with organisational demands in order to minimise work conflicts. Therefore counselling and personal psychologists should be used by various organisations where the employees have a significant role in offering service and customer satisfaction.

In Saudi Arabia, a research was conducted on employee emotional intelligence and employee performance in the higher education institutes. The purpose of the study was to propose a theoretical framework highlighting the link between emotional intelligence and performance of employees. The study came up with a framework consisting of four factors viz., Self-Emotion Appraisal (SEA), Others-Emotion Appraisal (OEA), Use of Emotions (UOE) and Regulation of Emotions (ROE). The study found out that higher education institutes in Saudi Arabia would improve the performance of their employees by implementing such a framework. The study thus suggests that there is positive relationship between employee performance and the four factors i.e., SEA, OEA, UOE and ROE (Kahtani, 2013).

A research on emotional intelligence, religious orientation and mental health of university students of Pakistan demonstrated that “EI has positive relationship with psychological wellbeing in terms of well measure and positive effect. Also, EI was found to be a strong predictor of psychological wellbeing. Thus, EI was regarded to play an important role in mental health of the university students of Pakistan (Butt, 2014).

A study was conducted on Emotional Labour and Employee Performance Appraisal by taking the managers of hotels in the South-Eastern Nigeria as the population. The study found that most of the hotels are still using job description and performance appraisal which focus on tasks and not on competency based approaches. Using competency based approaches like person- job- fit in selection, redesigning and building emotional labour in their HR schemes will help to reflect the emotional demands of the service staffs, thus promoting organisational growth in the long run (Igbojekwe, Poly A, 2015)

A study has been conducted on the impact of EI on employees' performance of two public sector universities in Peshawar i.e. University of Peshawar and Islamia College University, Peshawar. The research was an attempt to describe the prevailing level of emotional intelligence among the management and productivity of the employees. The study was quantitative as well as qualitative. Primary data were collected by interview of department heads and by using questionnaires from employees. The study found out that EI has greatly influenced employee performance, productivity and satisfaction. Peshawar University employees are looking more satisfied in contrast to Islamia College University, Peshawar. This study also revealed the causal relationship among levels of EI and productivity (Baloch et al., undate).

A study conducted by Jamshidi et al., (N.D.) on the customs staff of Bandar Abbas Customs in Iran consisted of 400 people. The purpose of this research was to identify the factors of emotional intelligence of employees of Bandar Abbas Customs and its relation to their performance. The results showed that there was a direct and significant relation between emotional intelligence and employees' performance. This means that by increasing employees' emotional intelligence their performance is also improved. Also, results of the study show that there is a positive and meaningful relation between emotional intelligence and functional factor and contextual performance.

Shiple et al., (N. D) conducted a research on the effects of EI on age, work experience and week for a minimum academic performance. A questionnaire comprising of 30 questions with a 7 point Likert Scale was administered to 193 college of business students at a South Eastern University. Trait Emotional Intelligence Questionnaire (TEIQue) developed by K. V. Petrides was considered as a base while framing the questions. Academic performance was measured using self- reported overall college grade points average (GPA). To measure work experience the students were divided

into two categories: students who had full- time work experience and those who did not have full- time work experience. Students who worked 40 or more hours per week for a minimum of one year were considered to work full time. Simple regression analysis was done to determine if EI was positively related with work experience or not. One way ANOVA was also done. Multiple linear regression was also performed to determine if EI was positively associated with academic performance or not. The study found that EI was significantly associated with work experience. The ANOVA results show that there was a significant difference between the average EI scores among students that had full time work experience and those who did not have full time work experience. EI was not significantly associated with GPA. The results show that there was a significant difference between at least one of the average “well- being” scores among the three categories of GPA. This study confirmed that EI is positively associated with work experience. Also certain sub- factors of EI are related to academic performance as measured by GPA. Age was not positively correlated with EI. From this study, it can be suggested that students with a mid- range of CGP (3.0- 3.4) need to develop EI skills to a greater extent than students at lower and higher end of spectrum. It would be an added value if business schools add practical courses that would help students to attain high EI skills so as to perform better in workplace.

Zahid, Wasim, Razig (N.D.) conducted a study on impact of emotional intelligence on quality of service in software industry of Pakistan by taking the employees of Export Focused Pakistan based and Foreign Software organisations located in Pakistan. The purpose of the study was to judge employee satisfaction by calculating the emotional intelligence level of the employees working in the software organisations. The study found out that clash with immediate supervisors turned out to be one of the foremost issues in software companies. Also it was observed that a technically sound individual with high IQ but low or average EQ can certainly never be a good team leader. Thus, personal emotions of an individual influence on moods and behaviours of other people greatly. Understanding of personal emotions and emotions of others at workplace is must for smooth communication.

2.2: Emotional Intelligence in Indian Organisations

A study was conducted on emotional intelligence with an aim to determine whether there is relationship between emotional intelligence and job performance in a call centre environment of Uttarakhand, India. The sample comprised of 135 call centre agents who worked in client services, sales and administrative environments in a life insurance company. The results showed a statistically significant and positive correlation between emotional intelligence and job performance in the call centre environment. From the study it can be concluded that there is a tendency of association between a high level of performance in the respective call centres with a high level of emotional intelligence (Nel and De Villiers, 2004).

Rajendran et al., (2007) conducted a study with an objective to assess the reliability of the Workplace version of the Swinburne University Emotional Intelligence Test (Workplace SUEIT) in an Indian population. The sample size consisted of 110 participants from Bangalore and Chennai- the two major high-tech hubs in India. Convenience sampling was adopted and the sample consisted of many professions, comprising politicians and self- employed people with an age range from 19 to 59. The mean value was found to be 32.10 and standard deviation was found to be 8.66. a series of t- test were also conducted. It was expected that the scores derived from the Indian data would be reasonably equivalent to the Australian normative data in magnitude, but the Indian sample score were lower than the Australian sample score. However, the workplace SUEIT demonstrated adequate reliability in the Indian sample, although the mean scores for the sub- scales were significantly lower than in the Australian sample. From this study it can be concluded that a model designed for one culture may not be assessable or compatible with another cross- culture.

A study was conducted on emotional intelligence (EI) and organisation leadership with reference to gender study in Indian context with a primary aim to map a profile of male and female employees on their level of EI and leadership styles. 340 samples (210 male and 130 female) were collected from the middle management positions of a software company. Emotional Competency Inventory- V2 (Hay Group, 2002) and Organisational Leadership Questionnaire (Pareek, 2002) were used as the tools. The study found that both male and female are relatively high on their intrapersonal as well as interpersonal intelligence. They successfully and effectively manage emotions of their own as well as

those of others which get generated in their organisational lives. Also no significant difference in EI was found between genders i.e., both male and female software professionals possess more or less same level of EI. The EI of both gender was found to be positively associated with their leadership effectiveness and the EI of both gender predicted significantly to their leadership effectiveness behaviours at workplace. From this study, it can be concluded that EI of employees make effective leadership behaviour happen in organisational environment. Also relation management skills require EI. (Singh, 2007).

Goparaj & Sharma (2009) have conducted a study to draw out the vedic and modern perspectives of emotional intelligence (EI) based on the Ancient Indian Vedas and the modern western models of EI. The study made an analysis of Vedas along with modern models of EI: Mayer- Salovey Model, Goleman model, Trait model etc. this study revealed that to the Indians, EI is actually not a modern concept but it was content in the preaching of the ancient Vedas. The basic difference between the Vedic and modern perspectives has been identified as: modern researchers focused on ability (Mayer-Salovey) or competency (Goleman), while the ancient Indian literature stresses on self, its characteristics and its relationship with the external world. Relationship management, Social awareness: Empathy, self-realisation etc. which are the main components of modern EI perspectives were all in the preaching of Ancient Vedas. Hence from the study it would not be wrong to conclude that the Vedas have developed a well -built concept of EI in long years back, much before the development of modern perspectives of EI. Also from this study it can be understood that EI in the Indian context focuses on higher levels of self 'the supreme self' rather than ability and competency as in the modern perspectives.

Kulkarni et al., (2009) conducted a study on emotional intelligence and employee performance as an indicator for promotion, a study of automobile industry in the city of Belgaum, Karnaraka with a primary objective to measure emotional intelligence among the managers and supervisors and to compare their performance level. 320 samples were collected from the employees working in the automobile retailer of Belgaum, Karnataka. The age group of the respondents were between 25- 55 years. Data were analysed using t- test and correlation. From the data analysis, the mean and standard deviation scores of performance were found to be 2.563 and 0.4839 indicating low overall performance. The t- test show 5% level of significance and p- value is 0.992>

0.05 indicating no significant difference between the performance appraisal scores of managers and supervisors. The correlation value was found to be 0.080 and so there is no significant correlation between the emotional intelligence score and performance appraisal score. The performance of managers and supervisors are not accordingly with the expectations of the management as they are not able to manage their emotional intelligence on the job. Hence, from the study it can be understood that low emotional intelligence of managers and supervisors had an impact on job performance. Every organisation at the time of employee selection must conduct emotional intelligence test so as to select the right person for the right job.

A research has been conducted on “Assessing the relationships between emotional intelligence, Occupational self- efficacy and Organisational Commitment” (Rathi & Rastogi, 2009) to explore the relationship between emotional intelligence , occupational self- efficacy and organisational commitment among the employees in India. A total of 120 samples were covered in the study and the mean age of the respondents was 42 years. Factor analysis, regression analysis and correlation were used for data analysis. The results of the study shows that emotional intelligence significantly predicts occupational self- efficacy in such a way that employees with a high level of emotional intelligence exhibit a high level of occupational self – efficacy which is evident from the F- value (62.80, $p < .01$). This study has also found a positive relationship between emotional intelligence and organisational commitment as indicated by correlation value ($r = .23$). From this study it can be understood that emotionally intelligent employees show high level of occupational self- efficacy and commitment to their organisations. Such employees are bound to have more emotional attachment to their organisation.

A study was conducted to examine the role of emotional intelligence in managing stress and anxiety at workplace. 120 samples were randomly collected from 120 MBA students of Delhi region in the age group of 21- 26 years of age. Emotional intelligence scale developed by Schutte et al. (1998) and stress inventory developed by Hari (2005) were used. The mean and standard deviation scores of stress were found to be 136.54 and 17.34 and that of emotional intelligence were 124.97 and 10.92 respectively. These values show that the scores on anxiety variable range from average to normal and also the stress and emotional intelligence scores range from average and above average. The correlation between stress and emotional intelligence is negative but significant. Inter-correlation between both is -0.547 significant at 0.001, showing that people who are

highly emotional intelligent have less probability to get stressed. Hence, from the study it can be concluded that low and high level of emotional intelligence can establish relationship with stress and anxiety to some extent. In order to overcome stress and anxiety at workplace and to be successful, emotional intelligence should be developed (Sunil & Rooprai, 2009).

Anand & UdayaSuriyan (2010) have conducted a study to find the relationship between emotional intelligence (EI) and leadership practices. Survey method was adopted and 300 executives were selected from a public sector organisation in South India through stratified random sampling. Out of 300, only 256 samples were under study. Statistical tools like t- test, f- test and Pearson's Product moment Correlations were used for data analysis. The results of the study showed that many components of emotional intelligence are correlated with leadership practices. "Interpersonal relationship" a component of EI has a positive relationship with "modelling the way" and "enabling others to act" whereas negative relationship with "challenging the process" dimensions of leadership practices. The t- values are significant for EI dimensions viz. interpersonal relationship, problem solving, reality testing, assertiveness and emotional intelligence total. EI is high for 45 years above aged respondents, non- professional degree holders and above 20 years of service in the organisation. From this study it can be concluded that EI is significantly related to leadership practices. EI will help leaders to analyse, organise and utilize information in an effective way.

A study was conducted on "Developing human capital by linking emotional intelligence with personal competencies in Indian business organisations" with an objective to develop a framework to identify the relationship between emotional intelligence and personal competencies of executives in Indian business organisations. 378 samples were covered under the study. Mean, standard deviation, inter-correlations and multiple regression were computed. The results of the study indicated that success is one of the important constructs of personal competencies and is strongly related to emotional intelligence. The study also indicates the importance of system success in predicting emotional intelligence of executives in Indian Business scenario. The study also found that self- success contributes to predict emotional intelligence. Task success was also found to be a low predictor of EI. From this study it can be summarised that the ability of an individual to focus on the current task in hand and doing it effectively does not have a strong association with emotional intelligence (Singh, 2010).

A study was conducted to diagnose the EI of the employees of the IT/ ITES sector of South India. This study also aimed to analyse the impact of demographic variables like gender, age and education on the EI skills of the employees. Unstructured interview was conducted with 168 respondents by convenience sampling. A 47 item instrument was also designed and distributed to the respondents. The results of the study found significant difference in the perception score and EI score between men and women. Respondents in the age group 41- 60 have higher EI score but there is no significant correlation between age and EI. Education does not have influence on EI and its constituents. Hence from the study it can be concluded that the relation between age, experience and EI need further studies as the results of the study are found contrary with the literature reviews (Krishnaveni & Deepa, 2011).

Sinha & Sinha (2012) conducted a research to study the emotional after- effect of change based on empirical evidence from an Indian organisation. A descriptive survey was designed to collect data from 100 middle level managers. A five point Likert scale was used. The correlations between the variables self- efficacy of emotions, work attitude, surface acting- emotion work, deep acting- emotion work, emotional dissonance, mixed emotions and emotional exhaustion are moderate ($0.10 < r < 0.40$) indicating no problem of multi- collinearity. From the results of the study, it can be understood that middle managers encounter different emotional effects in India as compared to Western Countries. The study shows that emotional after effect has psychological effect and based on the understanding of people's perception of emotional after- effects of change, management can identify strategic gaps and make better strategies.

Agarwal & Chaudhary (2013) conducted a study on "Role of Emotional Intelligence in Ethical Decision Making: A study of Western U.P." The primary objective was to study why EI is important in decision making now a days; and also to check and analyse hoe EI effects employee productivity. This study was based on primary data. From the analysis of relevant literatures and data, this study has come out with the result that emotionally intelligent employees tend to want outcomes that benefit others as well as themselves. It has also said that EI and organisational learning can combine to facilitate an organisation's response to change. This study has clearly outlined that organisations and individuals can benefit from the development and utilisation of behaviours attributed to EI. Practical application of EI skills can enhance individual and group

decisions and outcomes. From this study it can be concluded that one should behave in an acceptable manner in the society/ workplace so as not to harm others and oneself. A strong ethical base is an important parameter while decision making.

A study was conducted on the influence of emotional intelligence on organisational commitment and organizational citizenship behaviour to assess the level of emotional intelligence among executives, the level of commitment and the extent to which executives possess organizational citizenship behaviour. Data were collected from 115 executives working at FCI OEN Connectors Ltd., Cochin by purposive sampling technique. Emotional Intelligence Inventory developed by Meera Shanker and Omer Bin Sayeed, The Organisational Commitment Questionnaire developed by Mowday et al., 1979 etc. were used as tools. The mean and standard deviation of emotional intelligence, organisational commitment and organisational behaviour signifies that all the three variables are average among the executives with mean scores of 319.3, 59.5 and 174.5 respectively. This values indicate that the executives can manage their emotions moderately and maintain inter- personal relationships. They are committed to their organisation. There is a positive correlation between emotional intelligence and organisational commitment as well as emotional intelligence and organisational citizenship behaviour with scores 0.39 and 0.470 respectively. It indicates that higher the level of emotional intelligence within an individual, greater will be commitment towards the organisation and his citizenship behaviour. From the study it can be concluded that emotional intelligence is necessary for better commitment towards the organisation and also to perform extra roles (Antony, 2013).

A study was conducted on emotional intelligence and work related variable among business executives by Buvanewari (2013). Data were collected from 255 business executives using convenient sampling from both Indian and Multinational organisations in Chennai. The executives were from various areas like production, administration, finance, computer and marketing of manufacturing and service sector. Primary data were collected using questionnaire. Emotional Competence Inventory 2.0 developed by Goleman and Boyatzis (2002) were used to study the emotional intelligence of the executives. A one way ANOVA (F- test) as well as t- test were also used. The study found that emotional intelligence was increasing with increase in work experience up to 30 years of experience but then it declines from 30 years onwards. A high level of emotional intelligence was found among executives at early stages of their

worklife. The ANOVA results showed a significant difference in the mean emotional intelligence of executives with respect to the number of companies they had worked with a 'p' value equal to zero. Also the mean scores of emotional intelligence indicated that the junior level managers have lower levels of emotional intelligence and the middle level managers have higher levels of emotional intelligence and it declines as they reach the level of senior managers. From this study it can be concluded that work related variables have impact on the emotional intelligence of business executives. The work related variables like experience, promotion, managerial level, functional area business strategy etc. were found to be significantly related with emotional intelligence. There is also a need to design policies for improving emotional intelligence of executives.

A study was conducted to compare the impact on stress perceived between school teachers and bank staffs. 60 teachers from different schools and 60 staffs from different banks were selected by random sampling. Correlation between emotional recognition and expression and stress management of school teachers is 0.581. This value indicated that there is average positive relationship between emotions and bank staff is 0.335. Correlation between emotional and stress management of bank staff and school teachers are 0.331 and 0.563 respectively. These values indicate that there is a weak positive relationship between emotional management and stress management of bank staff and moderate level of positive relationship between emotional management and stress level of school teachers. Hence, from this study it can be concluded that teachers are more emotionally stable than bank staffs (Mayuran, 2013).

Verma (2013) conducted a study to analyse the influence of emotional intelligence on software engineer's emotional adjustment at workplace. Samples were collected from 414 software engineers working in different IT sectors of Bangaluru, Pune, Delhi, Noida and Gurgaon by using random sampling. Correlation coefficient between emotional intelligence, its competencies and emotional adjustment at workplace varies from 0.628 – 0.832. Also there is a positive correlation between among the emotional intelligence competencies. Emotional intelligence positively affects IT employees's emotional adjustment at workplace in Indian IT industry. Emotional intelligence competencies were highly correlated with social skills with correlation value 0.832 but minimum with empathy with a correlation value 0.690. ANOVA output is also positive showing a positive relation between these two variables. Hence, it can be concluded that

emotional intelligence is statistically significant with emotional adjustment at workplace. Emotional intelligence has a positive relation with software engineers' emotional adjustment at workplace in Indian context. People with higher emotional intelligence enjoy better relations with superiors as well as co-workers and they are highly motivated.

Borooah et al., (2014) conducted a study on the relationship between emotional intelligence (EI) and adolescent psychopathology in the senior school students of Assam with an aim to investigate emotional intelligence and adolescent psychopathology in the senior school students of Assam and also to explore if any relationship exists between emotional intelligence and adolescent psychopathology. The sample of the study was 1900 in total including both male and female students of classes 9- 10 (group 1) and classes 11- 12 (group 2). Emotional Intelligence Scale (ESI) designed by Schutte et al., (1998) and Adolescent Psychopathology Scale- Short Form (APS- SF) designed by William M. Reynolds were used as the tools to conduct this study. The study found out that the students of residential schools as a whole were showed higher emotional intelligence levels than the students of day schools. Peer influences exist in day school students but it was higher in case of residential school students. Also EI of female students were higher than those of male students. However, male students as a whole showed greater psychopathologies than female students as a whole. From this study it can be concluded that environment has great impact on students and younger age groups may be observed to see the development of EI through different developmental stages.

Jain & Gupta (2014) conducted a study with an aim to find out the impact of emotional intelligence (EI) on service quality in Indian private banks with special reference to Moradabad City, Uttar Pradesh. Data were collected using close ended questionnaires designed for the study from 65 respondents (30 ICICI/ 15 HDFC/ 10 Yes Bank/ 10 NAINITAL BANK Bank) using convenience sampling. This study has employed five dimensions of EI: self- awareness, managing emotions, self- motivation, recognising the emotions of others with a mean score 4.25. Also the average score of the banks showed that HDFC leads on EI which is important to retain customers and maintain business longevity. From this study it can be concluded that emotionally intelligent employees are the best performers and they have high levels of interpersonal skills and they are more satisfied with their work. Banks need to introduce programs so as to enhance emotional intelligence of their staffs.

A study was conducted to measure the emotional intelligence, occupational stress of the employees and also to find the relationship between emotional intelligence and occupational stress of the employees. Data were collected from 42 respondents. Correlation between emotional intelligence and occupational stress was found to be 0.738 significant at 0.01 level. The study found that there is no difference in emotional intelligence and occupational stress among male and female employees. Even though the employees are emotionally intelligent, they have some level of stress from moderate to high. Among the various reasons of work stress, role overload and conflict were the main reason. From the study, it can be concluded that emotionally intelligent people also have stress and work pressure is the main reason for stress among employees. Stress control programs can help in reducing stress among the employees in organisations. (Krishnakumar & Lalitha, 2014).

Subha & Narayansamy (2014) conducted a study on “Emotional Intelligence- A descriptive study among software professionals. The objectives of the study were to perceive the emotional level of the employees, to understand whether the emotions experienced by employees varies according to age, gender, experience and to analyse the impact of emotions on employees performance and behaviour in the organisation. The research was descriptive in nature and the sample size was 321. Simple percentage analysis, Chi- square and correlation were used as tools for analysis. The results of the study showed that there is no association between gender and awareness of a situation. Also it was found that there is no relationship between age and experience. The study thus revealed that high EQ helps in developing a stable and trusting relationship, better understanding thereby promoting a stable and successful environment.

Tajeddini (2014) conducted a comparative study on emotional intelligence and self-esteem among Indian and Foreign students. An enquiry was conducted on emotional intelligence and self- esteem among Indian and Foreign students. Data were collected from 200 men and 200 women in the age group of 20-35 years from Ph. D, M. Phil and M.A. students. Descriptive statistical analysis and correlation were used to interpret the data. Correlation between self- esteem and emotional intelligence was found to be 0.43 showing self- esteem and emotional intelligence to be strongly positive and significant. Also there was significant difference in self- esteem between Indian and Foreign students, thereby foreign students showed higher self- esteem as compared to Indian students. But there was no observed significant difference in total score of emotional

intelligence between Indian and Foreign students. There was no significant difference in emotional intelligence between boy and girl students. The Christian foreign students showed higher self-esteem as compared to Indian students in the middle socioeconomic status. Hence from the study it can be concluded that emotional intelligence and self-esteem were strongly and positively correlated and significant. This study also shows that there was no difference between boys and girls with regard to emotional intelligence. The difference in emotional intelligence between different age groups may be due to many obstacles and challenges that different age groups come across.

A study was conducted among 200 female baseball players of India from different regions: A (North Region = 50 players), B (East Region = 50 players), C (West Region = 50 players) and D (South Region = 50 players). The purpose of this study was to investigate the emotional intelligence among female baseball players of India and for this The Emotional Intelligence Questionnaire developed by Hyde et al. was used. One way Analysis of Variance (ANOVA) was used to compare the four different regions. This study found significant differences between among the four regions with respect to the sub-parameters: empathy, self-development, value orientation and the parameter emotional intelligence (total). When the mean values were compared, the East Region players were found to demonstrate significantly better empathy, self-development, value orientation and the parameter emotional intelligence (total) than others. This result might be due to the fact that the East Region players were able to pay attention to the worries, problems, and concerns of others, can listen to someone without the urge to say something, can stay focused under pressure, and able to handle multiple demands and able to identify and separate their emotions better. But the study also found insignificant differences on the sub-parameters: self-awareness, self-motivation, emotional stability, managing relations, integrity and commitment among all the four different regions. However it can be summarised that the players were equally developed on the said parameters i.e., significant differences were observed among the four different regions on the sub-parameters as mentioned earlier (Singh et al., 2015).

Tokpam et al., (2015) conducted a study to find out the emotional intelligence levels of adults working in government and non-government organisations by taking 200 respondents in the age group (27- 40) years of Jorhat, Assam. Structured questionnaire named “Emotional Quotient Test” (EQ Test) was used for conducting the study. Frequency, percentage, mean, standard deviation and z-test were used for data analysis.

The study found that there was no significant difference between the levels of emotional intelligence among the respondents working in both government and non- government organisations. The study further found that 68% of respondents have high level of emotional intelligence, 23% have extremely high level of emotional intelligence and the rest 8% have moderate level of emotional intelligence. Better level of emotional intelligence reflected the capacity of promoting emotional growth. This might be due to the fact that the young government and non- government service holders have better opportunities of having in- service training for developing leadership qualities, decision making qualities, problem solving capabilities etc. which in turn would enhance good relationship with others. Since none of the respondents have low level of emotional intelligence, it can be concluded that selection of employees depend not only in educational qualification but also on other aspects like stress management, conflict resolution, motivation ability etc.

A study was conducted by Punia (undate) to examine the leadership frame of Indian executives, their level of emotional intelligence and also to study the impact of emotional intelligence on leadership orientation and behaviour of executives. An exploratory cum descriptive design was followed and data were collected from the executives of different organisations in Delhi. Data had been analysed on the basis of different demographic factors like age, sex, religion and marital status. The study found that only leaders with higher level of emotional stability are more effective and gain competitive advantage. Also the young generation executives have long range vision and they can recognise and support a diverse organisational community. Younger age group executives are more willing to work in global world. But executives above 35 years of age were found to be less prone to multiple orientations as their experience has turned them to be humanistic and ensnare the opportunities in the same culture instead of diversified one. A medium level of biasness had been found in every age group yet it is highest among those less than 25 years of age. Respondents above 25 years but less than 45 years of age show emotional stability compared with others. A person's leadership style also changes with age. Emotional intelligence is however not dependent on marital status. But unmarried executives show somewhat higher level of emotional stability compared with the married ones. Men executives opt for multiple frame of leadership while female executives are more oriented towards structural and humanistic frame. Hence it can be concluded that the degree of passive biasness increases with age,

which in turn indicates that the executives with growing age resist changes and like to work in their own ways. Also a person's emotional intelligence level increases first with age, reaches a peak level and then starts decreasing.

A study was conducted on emotional intelligence of employees in a workstation with a primary objective to investigate the role of emotional intelligence in managing stress among employees at workplace and also to find the relationship between emotional intelligence and stress at workplace. This study was descriptive in nature using a combination of primary and secondary data. Primary data were collected by structured interview. Samples were collected from forty employees of industries located at Karur using convenient sampling. The study found a positive relation between emotional intelligence and performance of employees. Also it was found that emotional intelligence plays a vital role on the younger generation as compared to the other age group of employees (above 40 years). The study also revealed that highly emotional intelligent people are sensitive to group differences, attentive to emotions, listens well to others, seek mutual understanding, straightforward, communicates openly and perform well at work. Thus from this study it can be understood that emotionally intelligent people are sociable and can face workplace problems easily and are more productive at work (Radhika, undate).

CHAPTER- 3

Profile of the organisation

3.1: Babina Diagnostics

3.2: The Classic Hotel

3.3: Imphal Hotel by The Classic

3.4: Classic Grande

3.5: The Classic- Aradura Inn (Kohima)

3.6: Sendra Park & Resort

3.7: Classic Hospitality Training Institute

3: Profile of the organisation

BABINA HealthCare and Hospitality Industries Pvt. Ltd. is one of the fast growing organisations in Manipur. It was first initiated as a small scale clinical laboratory named “Babina Clinical Laboratory” under Dr. Thangjam Dhabali Singh in a corner of Rupmahal Tank located near the Gambhir Singh Arcade by a small road next to the main road from the Kangla Fort, Imphal with only 4 staff in 1983. Then in 1993 it moved on to RIMS road. From healthcare service Dr. Dhabali diversified his business to hospitality industry by setting up The Classic Hotel. Now under BABINA HealthCare and Hospitality Industries Pvt. Ltd, there are five business units: two diagnostic units and 3 hotels viz., Babina Diagnostics at RIMS Road, Babina Diagnostics at Porompat, The Classic Hotel, The Imphal Hotel by The Classic and Classic Grande. Imphal Hotel is a Government of Manipur undertaking but now it is run by The Classic Hotel. The Classic Hotel also runs the Sendra Park and Resort at Sendra tourists spot, The Classic-Aradura Inn (Kohima) and it is also running The Classic Hospitality Training Institute.

BABINA HealthCare and Hospitality Industries Pvt. Ltd. has been giving employment to 750 people under its five business units mentioned above excluding The Classic-Aradura Inn (Kohima) and The Classic Hospitality Training Institute. Moreover, it is also contributing a lot in the development of hospitality industry in Manipur.

3.1: Babina Diagnostics

Babina Diagnostics is the first medical laboratory in Northeast India to be accredited by NABL. It was established in 1983 by Dr. Thangjam Dhabali Singh and was named Babina Clinical Laboratory. From a small clinical laboratory clinic it has now developed to be one of the best medical laboratories in Northeast India. One unit of Babina Diagnostics is operating at RIMS Road and another at Porompat. The unit in Porompat is a new venture and is now operating as the main lab with spacious waiting lounge for patients, ample parking space and cafeteria. Babina Diagnostics caters to more than two lakh patients annually and has a good number of medical professionals of high calibre belonging to various healthcare disciplines including Pathology, Radiology, Biochemistry, Microbiology, Molecular Biology etc. and are supported by well experienced and highly skilled senior technicians. The operations are managed by a team of professionals representing various functional areas such as Sales and Marketing, Accounts and Administration, Customer Care, Systems Management, Report Checking

and Sorting, Housekeeping etc. Moreover, it has various sample collection centres all over Manipur.

In order to comply with the national and international standard guidelines, quality control samples are run every day at pre- determined intervals before commencement of testing of actual patient samples. Results are checked for compliance with Westgard rules using LJ charts target CV%. Thereafter, Departmental Heads of the different laboratory sections along with Senior Technicians review Levey Jenning control charts every day to detect specific areas that require improvement.

Achievements: Babina Diagnostics has attained many recognisable achievements of which some are listed below:

1. It is the first laboratory in India to install D10 Haemoglobin Analyser (2004)
2. It is the first laboratory in Manipur to introduce Immunohistochemistry (2007)
3. It is the first laboratory in Northeast India to get NABL Accreditation (2007)
4. It is the first laboratory in Eastern India to install Auto Analyser COBAS 6000 (2008)
5. It is the first laboratory in Manipur to install Four- Slice Spiral CT Scanner (2008)
6. It is the first laboratory to introduce Immunofluorescent Microscopy for the first in Northeast India (2008)
7. It is the first laboratory to install RT PCR Analyzer in Northeast India (2009)
8. It is the first laboratory in Northeast India to install Automated Haematology Analyzer, Sysmex XE- 2100 (2010)
9. It is the first laboratory to install Fibroscan 402 in Northeast India (2011)
10. It is the first laboratory in India to install StreamLab Laboratory System (Siemens) (2012)
11. It is the first laboratory in Northeast India to install BACTEC MGIT 320 for detection of mycobacterium tuberculosis and drug sensitivity from liquid culture (2012)
12. It is the first laboratory in Northeast India to install PrepStain Slide Processor for liquid- based Pap cytology (2013)

Mission: To provide the best medical diagnostic services using the latest in medical technology at affordable rates.

Vision: To be the leading brand in medical diagnostics in the region.

Babina Diagnostics is indeed an advantage for the people of Manipur. It is a healthcare organisation with utmost dedication towards providing quality healthcare service.

3.2: The Classic Hotel

The Classic Hotel is the first hotel to be certified as a 3 star category hotel in Manipur. It began operating from November 2009 at North AOC, near the Kangla Fort, Imphal. It is the corporate head office of the Classic Group of Hotels. The location of the hotel is quite an opportunity for it. Being centrally located in the prime business, commercial and administrative area in the heart of Imphal city makes it readily approachable from various directions.

The hotel provides an altogether 55 AC and Non- AC rooms with modern amenities like Wi- Fi connectivity, Digital cable connection and 24/ 7 room service. Besides this, the Classic Hotel offers mouth- watering cuisines. Whether it's a quick bite or a full sumptuous meal, the Rita Café and the Classic Café exceed the culinary expectation of all the visitors. Classic Café has a seating capacity of 69 covers and alfresco dining. The food and beverage service along with production team in the kitchen are ready to delight guests with a wide range of sumptuous dishes, be it Chinese, Indian, Continental or Local.

Special facilities

From parties to confidential meetings, the Classic Hotel has all ready with its multifacilitated halls and board room.

Conference & Banquet Hall: Be it a high profile meeting of dignitaries or a private celebration, the hotel has room for every demand and occasion. Classic Royale, Classic Regency and Classic Regal offer the right choice for the right number of people.

Classic Royale: It has a capacity of 200 Pax in Theatre style, 80 Pax in Cluster Style and 50 Pax in Rectangular Style. This hall has PA Sound system and multi facility presentation.

Classic Regency: It can host a gathering of 80 Pax in Theatre Style, 40 Pax in Cluster Style and 25 Pax in Rectangular Style. This hall also has PA Sound System and multimedia facility for presentation.

Classic Regal or Board Room: This board room can accommodate 10 Pax in rectangular set up for a closed door high profile meetings.

The Classic Hotel is on its way to provide the best possible service to its customers. The team is hard working and dedicated. However, the Classic Hotel has a drawback which is being improved in its other hotel. Being in a crowded area, the hotel could not provide a big spacious lawn and parking lot. Yet, the hotel has worked at its best level to provide quality services to its customers.

3.3: Imphal Hotel by The Classic

Imphal Hotel is one of the finest hotels in Imphal city located in the heart of the city in North AOC Imphal near MPSC office building. It has an area of 1,35,000 square feet with beautiful lawns at the front and back of the hotel. The structural design of the building provides it with plenty of light and open air. The greenery provides a calm and serene atmosphere to weary travellers and visitors from near and far. It is a spacious hotel with a green environment and large parking lot.

Formerly, Imphal Hotel was run and managed by Manipur Tourism Department. Recently it has been run by the Classic Group of Hotels under the name: Imphal Hotel by the Classic. The Classic group of Hotels and Tourism department of Manipur has entered an MOU according to which it is now run by the Classic Group of Hotels. Imphal Hotel has thus become a public- private- partnership (PPP) hotel.

It has altogether 55 comfortable AC and Non- AC room accommodation. The types of the rooms are: Standard (Non- AC), Deluxe, Executive Deluxe, Suite and Executive Suites. The horizontal layout of the hotel provides a spacious corridor and sitting area behind the room or a balcony in each room from first floor onwards. A beautiful view of the lawn is visible from both east and west of the building. This hotel has also other

added facilities like Wi- Fi connectivity, spacious car parking area, 24 hour room service, travel desk, business centre, doctor on call, laundry service, credit/ debit card payment facilities, transport facility, beauty spa and parlour at convenience, local boutique showcasing an artistic collection of unique Handloom and Handicraft products from across the state.

Special facilities

The Lifestyle Coffee Shop: The Lifestyle Coffee Shop is a good pick for a cup of one's favourite beverages and tasty foods. It is a fine place to chill out and enjoy the music played by the live band.

Emoinu Restaurant: The Emoinu Restaurant offers a wide range of cuisines whether Indian or Chinese or Continental. The chefs are always ready at service to give the best taste and quality dishes.

Lawn: The Lawn in the front and back is a perfect spot for hosting celebratory occasions with high tea or lunch or dinner on pleasant days. One can enjoy quality service in a serene environment.

Conference or Banquet Hall: Sangai Classic serves both as a conference and banquet hall. It is fitted with centralised air conditioned and PA system as well as Multimedia that can be used for presentation. In theatre set up it has a capacity of 250 Pax, in Cluster 110 Pax and Rectangular 50 Pax.

Classic Siroy is a mini- conference hall. It can be used to host conference or tea or lunch or dinner parties. Under theatre, cluster and rectangular style, it can hold 40 Pax, 25- 30 Pax and 20 Pax respectively.

3.4: Classic Grande

It would not be wrong to say Classic Grande is one of the achievements of Classic Group of Hotels. It is located in Chingmeirong opposite Khumanlampak State Bus Terminus, Imphal East. It is the first ever 4 star category hotel in Manipur with a swimming pool. It is not only the largest in Manipur but also holds the record for being the highest room provider in 4 star category in entire Northeast India. It has a luxurious 171 room accommodation. Besides the modern amenities expected in a 4 star hotel, it offers art facilities and spacious parking area. The rooms are divided into the Club &

Executive Floor and Suites & Presidential Suites with all the modern facilities and delicious food at doorstep.

The food and beverage section is divided into three outlets. The main restaurant has a seating capacity of 150 followed by the Lounge and Speciality Restaurant with enough room on the rooftop for a group of people. The terrace provides a rocking platform to hang out with friends and share tasty grills and kebabs.

Conference & Banquet: Classic Grande has two halls suitable for conference or a banquet. The biggest hall can accommodate at least 300 guests and the second one has enough room for 100 guests. The small one is meant for Executive Board Room Meeting for a group of 10- 15 members.

3.5: The Classic – Aradura Inn (Kohima)

The Classic- Aradura Inn located on the hills of Aradura, Kohima is a fine inn to stay on amidst the hills and greenery bringing one closure to nature. It is a small inn with 13 room accommodation and a restaurant at reach in just 15 minutes' drive (4.5 Km) from the town centre. Yet it is a good place for hang out and stay.

The rooms are quite spacious with bath attached to it and the balcony gives a pleasant scenic view. For a refreshing and peaceful stay it is a notable place free from the crowded city life. The restaurant offers Indian, Chinese, Continental and Local dishes as well as beverages and drinks to satisfy oneself.

3.6: Sendra Park and Resort

The Sendra Park & Resort comprises of cottages nestled in the hills of Sendra at a distance of 45 Km away from Imphal. For a birdseye view of the beautiful Loktak Lake, Sendra Park & Resort is the right spot. One can enjoy the picturesque landscape of the boathouses and fishermen throwing their nets in the lake. It is always alluring to watch the sunrise and sunset across the Loktak Lake from Sendra Park & Resort.

The cottages are eco-friendly and provide all the necessities for a comfortable stay. A stay in the Sendra Park & Resort is comparable to a camping experience. Besides this a trip to the Keibul Lamjao National Park which is famous for Sangai, the brow antlered deer, can be arranged with prior notice to Classic Tours & Travels. The Sangai Café also provides delicious multi- cuisine to weary travellers. Be it Indian or Chinese or

Local delicacies the restaurant is at service. It would not be misleading to say that the Sendra Park & Resort is a fun place that gives one to explore the beautiful countryside.

3.7: Classic Hospitality Training Institute

This is a premier hospitality training centre in Manipur mentored by experienced trainers who are certified by Manipal City & Guilds (MCG) under the aegis of Manipal Education (India) and City & Guilds (UK). The students are trained to meet the industry standard as well as to ensure employability in the job market. Demonstration Room, Mock Room and kitchen are provided for practical class in a simulated environment comprising- Front Office, Housekeeping and Food & Beverage Service. There is a good collection of books, air conditioned classrooms and art facilities.

Achievements

The Classic Group of Hotels has attained many recognitions. Some of the awards and achievements are listed as under:

1. It has been classified as the Three Star Category Hotel in Manipur by Ministry of Tourism, Govt. of India, New Delhi.
2. It has been certified ISO 22000- 2005 based on Food Safety Management System by ICS (International Certification services Pvt. Ltd.)
3. Indian Chamber of Commerce (ICC) has awarded it as the Best Medium Entrepreneur in the 2nd North- East Excellence award 2010, during the North East Business Summit 2011, Mumbai
4. It has been a part of the team who won the Most Promising New Destination Award in India in the 91st Travel & Tourism Fair, 2011 held in Mumbai
5. It has been recognised by Trip Advisor for impressive review of the travellers

Vision: To grow and emerge as a leader in the hospitality industry in North Eastern region of India providing world class experience, initiative and commitment towards environment and community

Mission: To set a benchmark standard by providing state- of – art facilities, create a homely atmosphere with delightful service, to maintain consistency in quality food & services and products to meet the expectation of guests.

The Classic Group of Hotels is on its journey of excellence thereby promoting hospitality and tourism industry in Manipur. A stay in the Classic Group of Hotels is like a homely stay, assures its team.

BABINA HealthCare and Hospitality Industries Pvt. Ltd. is contributing in the fields of healthcare and hospitality services in Manipur. It is an ideal example of one of the successful entrepreneurs in the state which can be a true inspiration for others.

(Source: Souvenir- The Classic Group of Hotels; www.classicgroupofhotels.com, www.babinadiagnostics.com)

CHAPTER 4

Analysis and Interpretation

4.1: Introduction

4.2: Dependent and Independent Variables

4.3: Profile of the respondents

4.4: Data Analysis and Interpretation

4.5: Hypotheses testing

4.1: Introduction

This chapter has been divided into four parts. The first part represents the dependent and independent variables associated with this research. The second part describes the profile of the respondents covered in the study. The demographic profile of the respondents is represented in terms of gender, age, work experience and job designation. The third part of this chapter is all about data analysis and interpretation. Various statistical tools have been employed. Mention may be made of simple mean, standard deviation, cronbach's alpha reliability test, normality test, independent sample t- test, Pearson's correlation, One-way ANOVA etc. the last part of this chapter presents the testing of the three hypotheses. The first hypothesis has been tested using Pearson's correlation, the second hypothesis by One- way ANOVA and the third hypothesis by independent sample t- test. Specifically, the research objectives are related to the research hypotheses as under:

Research hypotheses:

1. H_0 : Emotional awareness is not related with emotional intelligence quotient (EQ)
 H_a : Emotional awareness is related with EQ
2. H_0 : There is no significant difference in EI among employees of different levels
 H_a : There is a significant difference in EI among employees of different levels
3. H_0 : There is no significant difference between EI of male and female employees
 H_a : There is a significant difference between EI of male and female employees

4.2: Dependent and Independent Variables

Dependent Variables

The main objective of this research is to study the emotional intelligence of the employees and also to examine the relationship between emotional intelligence quotient (EQ) and emotional awareness. Therefore emotional intelligence and emotional awareness are the main dependent variables. For the study a 5 point Likert Scale ranging from 5- Strongly Agree, 4- Agree, 3- Neither Agree nor Disagree, 2- Disagree and 1- Strongly Disagree has been used for positive statements and the reverse point for negative statements.

Emotional Intelligence: 25 statements were framed to study the emotional intelligence of the employees. These 25 statements were divided into three groups as under:

- 1) Self- emotion appraisal (SEA)
- 2) Use of emotions (UOE)
- 3) Emotion regulation (ER)

Emotional Awareness: Another 25 statements were framed to study the emotional awareness of the employees. These 25 statements were again divided into two heads as under:

- 1) Self- awareness
- 2) Social- awareness

Independent Variables

This research is intended not only to study the emotional intelligence of the employees but it is also intended to study the difference in emotional intelligence among the various levels of employment along with age, gender and work experience. Also it is focussed on studying the views of the employees regarding their workplace. It is designed with an effort to study the relation between employees' view about their workplace and their emotional intelligence. So the variables like gender, age, work experience, job designation etc. are the independent variables. The statements in the questionnaires are also a part of independent variables.

4.3: Profile of the respondents

The first part of the questionnaire had been designed to find the personal information of the respondents like gender, age, marital status, job designation, work experience etc. This information has been presented as under in this chapter. Altogether 150 respondents are covered in the study.

Demographic variables

Table 4.1: Gender of the respondents

Gender	No. of respondent	Percentage (%)
Male	92	61.33
Female	58	38.67
Total	150	100

(Source: Field survey)

Table 4.1 shows the gender of the respondents. The gender of the respondents has been divided into two groups: male and female. Out of 150 respondents, 92 are male and 58 are female. The percentage of male respondents is 61.33% and that of female respondents is 38.67%.

Table 4.2: Marital status of the respondents

Marital status	No. of male	No. of female	Total	Percentage (%)
Married	53	23	76	50.67
Unmarried	39	35	74	49.33
Total	92	58	150	100

(Source: Field survey)

Table 4.2 shows the marital status of the respondents. As it can be observed from the table above, 76 respondents are married and 74 respondents are unmarried. The percentage of married respondents is 50.67% and that of unmarried respondents is 49.33%. Out of the total 92 male, 53 are married and 39 are unmarried. Likewise, out of 58 female, 23 are married and 35 are unmarried.

Table 4.3: Mean score of EI for different age groups

Age of the respondent in years	No. of respondent	Mean score of responses	Std. deviation	Percentage (%)
Below 20	3	93.33	2.309	2.00
20- 30	74	93.92	6.425	49.33
30- 40	56	92.54	7.746	37.33
40 and above	17	92.53	7.970	11.33
Total	150	93.23	7.052	99.99= 100 (approx.)

(Source: Field survey)

Table 4.3 shows the distribution of the total 150 respondents according to their age. The age of the respondents is divided into four groups: below 20 years, 20-30 years, 30-40 years and 40 years and above. 3 respondents belonged to the age group below 20 and the corresponding percentage is 2%. 74 respondents belonged to the group of 20-30 years with corresponding percentage 49.33%. 56 respondents belonged to the age group of 30-40 years with corresponding percentage 37.33%. 17 respondents belonged to the age group of 40 years and above with corresponding percentage 11.33%. The mean EI score of respondents who are below 20 years of age is 93.33 with corresponding standard deviation 2.309, respondents of age group 20-30 years has mean EI score 93.92 with standard deviation 6.425, respondents between age group 30-40 years have mean EI score 92.54 with standard deviation 7.746 and those who are 40 years and above have mean EI score 92.53 with standard deviation 7.970. It can be summarised from this table that maximum respondents are in the age group of 20-30 years followed by those of 30-40 years.

Table 4.4: Job designation of the respondents

Job designation	No. of respondent	Percentage (%)
Managerial level	23	15.33
Middle/ supervisory level	31	20.67
Lower level	96	64.00
Total	150	100

(Source: Field survey)

Table 4.4 displays the job designation of the employees. Out of the total 150 respondents, 23 belong to the managerial level, 31 belong to the middle/ supervisory level and 96 belong to the lower level with corresponding percentage 15.33%, 20.67% and 64% respectively.

Table 4.5: Mean score of EI in comparison to work experience

Work experience of the respondents in years (yr)	No. of male	No. of female	Total	Mean score of responses	Std. deviation	Percentage (%)
Below 1 yr	11	12	23	93.70	6.255	15.33
(1-3) yr	18	13	31	92.10	5.974	20.67
(3-6) yr	28	17	45	93.24	7.330	30.00
(6-9) yr	19	8	27	92.81	8.143	18.00
9 yr and above	16	8	24	94.71	7.486	16.00
Total	92	58	150	93.23	7.052	100

(Source: Field survey)

Table 4.5 shows work experience of the respondents. Work experience is divided into five groups: below 1 year, (1-3) years, (3-6) years, (6-9) years and 9 years and above. Out of the total 150 respondents, 23 respondents have experience below 1 year and the corresponding percentage is 15.33%. Out of these 23 respondents, 11 are male and 12 are female. 31 respondents have experience between (1-3) years and the corresponding percentage is 20.67%. Out of these 31 respondents, 18 are male and 13 are female. 45 respondents have experience between (3-6) years and the corresponding percentage is 30%. Out of these 45 respondents, 28 are male and 17 are female. 27 respondents have work experience between (6-9) years. Out of these 27 respondents, 19 are male and 8 are female. 24 respondents have work experience between 9 years and above and the corresponding percentage is 16%. Out of these 24 respondents, 16 are male and 8 are female. Mean EI score of respondents having experience below 1 year is 93.70 with

standard deviation 6.255, respondents having experience between 1-3 years have mean EI score of 92.10 with standard deviation 5.974, those having experience between 3-6 years have mean EI score 93.24 with standard deviation 7.330, those having experience between 6-9 years have mean EI score 92.81 with standard deviation 8.143 and those having experience 9 years and above have mean EI score 94.71 with standard deviation 7.486. From the table it can be summarised that maximum of the respondents have work experience between (3-6) years.

Table 4.6: Distribution of male and female respondents among the different levels of employment

Levels of employment	Managerial level		Middle/ supervisory level		Lower level		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
No. of respondents	14	9	21	10	57	39	92	58
Total	23		31		96		150	

(Source: Field survey)

Table 4.6 shows the distribution of male and female respondents among the different levels of employment. Out of the total 150 respondents, 23 belong to managerial level, 31 belong to middle/ supervisory level and 96 belong to lower level. 14 male and 9 female respondents constitute the managerial level, 21 male and 10 female respondents constitute the middle/ supervisory level and 92 male and 58 female respondents constitute the lower level. From the table it can be summarised that male respondents dominate the female respondents in number in all the three levels of employment.

4.4: Data Analysis and Interpretation

Table 4.7: Case processing summary of Emotional Intelligence Scale

Cases	No. of respondents (N)	Percentage (%)
Valid	150	100
Excluded	0	0
Total	150	100

(Source: Calculated value)

Table 4.7 shows the number of cases or respondents covered in the study. There are all together 150 respondents and there is no missing cases in the study.

Table 4.8: Reliability Statistics of Emotional Intelligence Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No. of Items
0.745	0.781	25

(Source: Calculated value)

Table 4.8 shows the value of Cronbach's Alpha, $\alpha = 0.745$ and it is close to the optimum value of Alpha = 1.000. This value denotes the reliability as a minimum 70% Alpha value is generally considered reliable. Alpha value = 0.745 denotes that 74.5% of the variability in a composite score is true and consistent and it shows reliability by combining all the 25 items in the scale.

This table also shows the Cronbach's Alpha based on standardised items which is 0.781 and the difference between the two values is that $\alpha = 0.781$ is calculated based on the pre- test or pre assumption that all the scales have the same variance which in actual practice is not possible and not true as there will be always some variance in the scale or items so that first α value is taken in most cases.

Table 4.9: Case processing summary of Emotional Awareness Scale

Cases	No. of respondents (N)	Percentage (%)
Valid	150	100
Excluded	0	0
Total	150	100

(Source: Calculated value)

Table 4.9 shows the number of cases or respondents covered in the study. There are all together 150 respondents and there is no missing cases in the study.

Table 4.10: Reliability Statistics of Emotional Awareness Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No. of Items
0.743	0.782	25

(Source: Calculated value)

Table 4.10 shows the value of Cronbach's Alpha, $\alpha = 0.743$ and it is close to the optimum value of Alpha = 1.000. This value denotes the reliability as a minimum 70% Alpha value is generally considered reliable. Alpha value = 0.743 denotes that 74.3% of the variability in a composite score is true and consistent and it shows reliability by combining all the 25 items in the scale.

This table also shows the Cronbach's Alpha based on standardised items which is 0.782 and the difference between the two values is that $\alpha = 0.782$ is calculated based on the pre- test or pre assumption that all the scales have the same variance which in actual practice is not possible and not true as there will be always some variance in the scale or items so that first α value is taken in most cases.

Table 4.11: Emotional Intelligence

Particulars	Manager		Middle/ supervisory level		Lower level		No. of respon- dents	Percen- tage (%)
	Male	Female	Male	Female	Male	Female		
Emotional intelligent	14	8	16	10	52	30	130	86.67
Emotionally not intelligent	0	1	5	0	5	9	20	13.33
Total	14	9	21	10	57	39	150	100
Grand total	23		31		96			

(Source: Field survey)

Table 4.11 shows the number of respondents who are emotionally intelligent and who are emotionally not intelligent. Emotional intelligence/ emotional intelligence quotient (EQ) has been calculated by finding the percentage of the total sum of Likert points for each individual. If the percentage score of the total sum is found to be 70% and above, then the respondent is said to be emotional intelligent (Chitale et al., 2013). In the above table out of 150 respondents, 130 respondents have 70% and above scores so they are considered to be emotional intelligent; and 20 respondents have scores below 70% so they are considered to be emotionally not intelligent. The corresponding percentage of the number of emotional intelligent respondents is 86.67% and that of emotionally not intelligent respondents is 13.33%.

Table 4.12: Emotional Awareness

Particulars	Manager		Middle/ supervisory level		Lower level		No. of respon- dents	Percen- tage (%)
	Male	Female	Male	Female	Male	Female		
Emotional awareness	11	8	18	9	49	38	133	88.67
Emotionally not aware	3	1	3	1	8	1	17	11.33
Total	14	9	21	10	57	39	150	100
Grand total	23		31		96			

(Source: Field survey)

Table 4.12 shows the number of respondents who are emotionally aware and who are emotionally not aware. Like in the above table 4.7, emotional awareness has been calculated by finding the percentage of the total sum of Likert points for each individual. If the percentage score of the total sum is found to be 70% and above, then the respondent is said to be emotionally aware as in case of table 4.10. In the above table out of 150 respondents, 133 respondents have 70% and above scores so they are considered to be emotionally aware; and 17 respondents have scores below 70% so they are considered to be emotionally not aware. The corresponding percentage of the number of emotionally aware respondents is 88.67% and that of emotionally not aware respondents is 11.33%.

Table 4.13: Comparison of different age groups and EQ

Particulars	Sum of squares	Df	Mean square	F	Sig.
Between groups	124.019	3	41.130	1.141	0.335
Within groups	5072.536	140	36.232		
Total	5196.556	143			

(Source: Calculated value)

The test of variance is not significant since the value of $F = 1.141$ and p -value = 0.335 which is greater than 0.05. Hence from the result of this test, it can be assumed that there is no significant difference among age groups and emotional intelligence. But certain researches have shown that there is a weak positive correlation between age and emotional intelligence. Since contrasting result is obtained, there is a need of further studies regarding age and emotional intelligence in workplaces.

Table 4.14: Comparison of work experience and EQ

Particulars	Sum of squares	Df	Mean square	F	Sig.
Between groups	243.436	4	60.859	1.708	0.152
Within groups	4953.120	139	35.634		
Total	5196.556	143			

(Source: Calculated value)

The test of variance is not significant since the value $F = 1.708$ and p -value = 0.152 which is greater than 0.05. Hence from the result of this test, it can be assumed that

there is no significant difference in emotional intelligence of the employees having different years of work experience. But the review of some other studies found significant relation between work experience and EQ. This might be due to different work culture and difference in the type of respondents.

Table 4.15: Employees' view about the organisation

Sl. No	Statement	SA		A		N		D		SD	
		F	%	F	%	F	%	f	%	F	%
1	I am fully satisfied with my present job	33	22	84	56	29	19.3	2	1.3	2	1.3
2	I face no problem working here	21	14	56	37.3	52	34.7	17	11.3	4	2.7
3	I like to continue working here	30	20	91	60.7	27	18	0	0	2	1.3
4	It is stressful working here	6	4	31	20.7	59	39.3	44	29.3	10	6.7
5	Co- workers are not friendly	1	0.7	12	8	28	18.7	63	42	46	30.7
6	I do not feel myself as a part of this organisation	2	1.3	21	14	22	14.7	52	34.7	53	35.3
7	There is little scope of career growth in my organisation	8	5.3	44	29.3	36	24	37	24.7	25	16.7

(Source: Field survey)

The respondents were asked if they were fully satisfied with their present job, 56% of the respondents agree to it, 22% strongly agree to it, 19.3% of them neither agree nor disagree, 1.3% disagree and another 1.3% strongly disagree to it. Hence majority of the respondents were fully satisfied with their present job.

When the respondents were asked if they had any problem working in their organisation, 37.3% of them agree with it, 34.7% neither agree nor disagree, 14% strongly agree, 11.3% disagree and 2.7% strongly disagree to it. Hence less than 15% of the employees face problem working in their organisation.

The response to the statement 'I like to continue working here' shows 60.7% of the employees agree, 20% strongly agree, 18% neither agree nor disagree and 2% strongly disagree. None of the respondents disagree to it. Hence majority of the employees agree to continue working in their present organisation.

39.3% of the respondents neither agree nor disagree to the statement 'It is stressful working here'. However, 29.3% disagree to it, 20.7% agree to it, 6.7% strongly disagree and 4% strongly agree. Hence nearly 25% of the respondents feel stressful working in this organisation and majority of them could neither agree nor disagree to it.

When the respondents were asked if their co-workers are not friendly, 42% of the respondents disagree to it, 30.7% strongly disagree, 18.7% neither agree nor disagree, 8% agree and 0.7% strongly agrees to it. Hence majority of the respondents do not agree that their co-workers are not friendly. So the employees enjoy a friendly working environment.

Regarding the statement 'I do not feel myself as a part of this organisation', 35.3% of the respondents strongly disagree to it, 34.7% disagree, 14.7% neither agree nor disagree, 14% agree and 1.3% strongly agree to it. Hence majority of the employees disagree to this statement and they feel themselves as a part of this organisation.

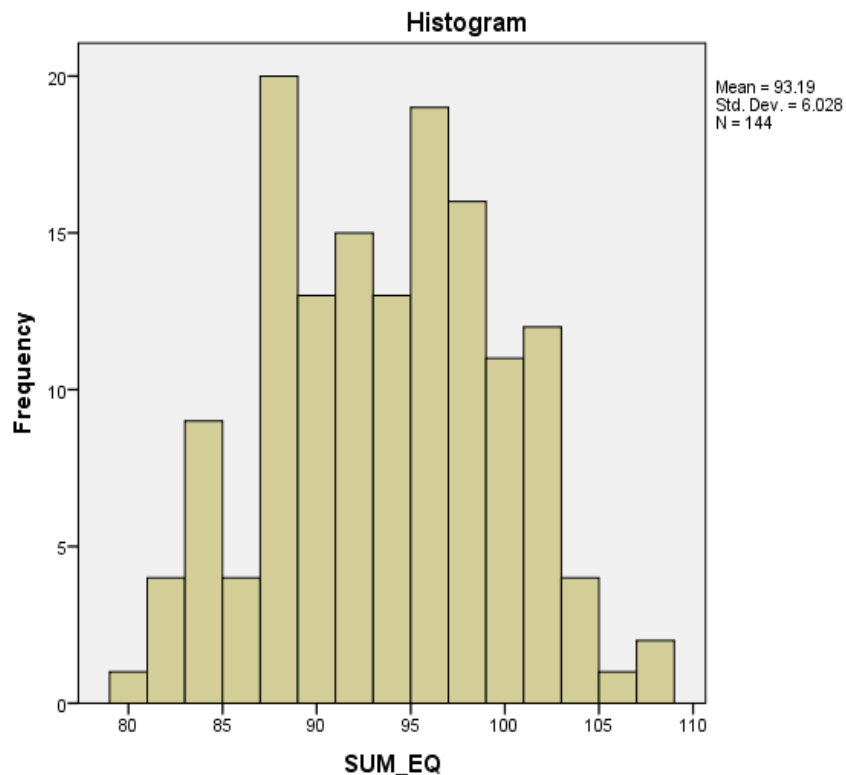
Out of 150 respondents, 29.3% of the respondents agree that there is little scope of career growth in their organisation, 24.7% disagree, 24% neither agree nor disagree, 16.7% strongly disagree and 5.3% strongly agree to it. Hence majority of the respondents feel that there is little scope of career growth in their organisation but the percentage of this majority is not up to half of the total respondents. However, there is a need to improve career growth opportunities in this organisation.

4.5: Hypotheses Testing

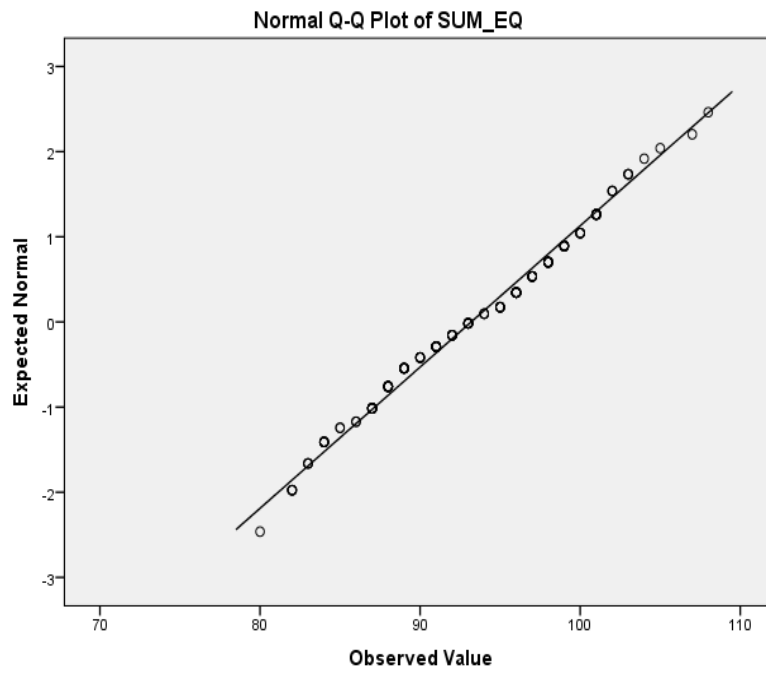
Before testing the hypotheses, the variables must be first tested for normality of the data and also to find the normal distribution of the data. Normality test was conducted and six outliers were found. After removing the outliers, the normality test was again conducted. The histograms, Normal Q-Q plots and boxplots indicate that the data are normally distributed. For emotional intelligence quotient (EQ) the skewness and kurtosis values were found to be 0.008 and -0.707 respectively. For emotional awareness (EA) the skewness and kurtosis values were found to be -0.022 and 0.218 respectively. The histograms, Normal Q-Q plots and boxplots of EQ and EA are represented as under:

4.5.1: Normality test of emotional intelligence/ emotional intelligence quotient (EQ)

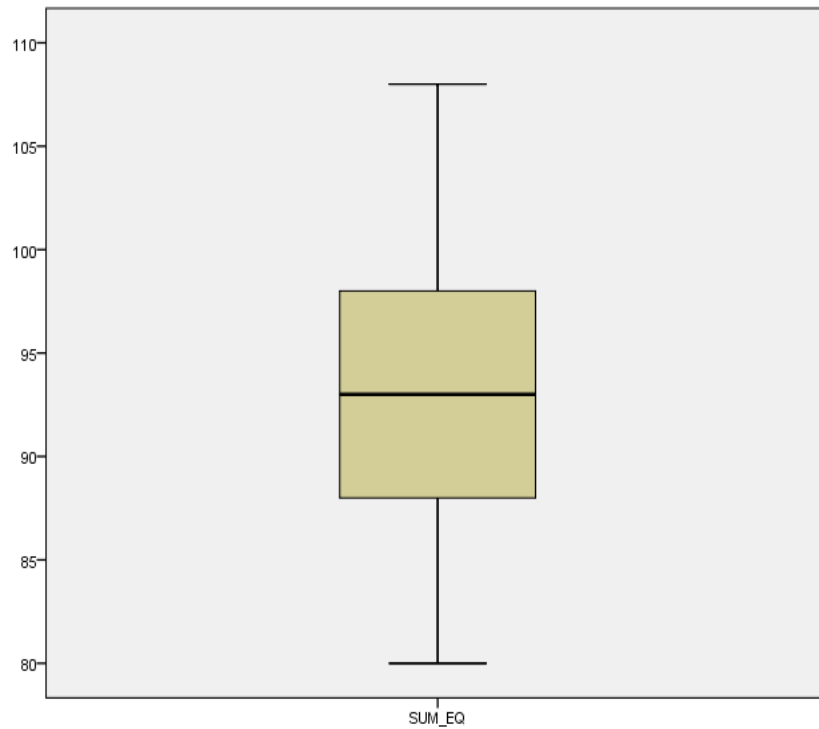
Graph 4.1: Histogram of EQ



Graph 4.2: Normal Q-Q plot of EQ



Graph 4.3: Boxplot of EQ



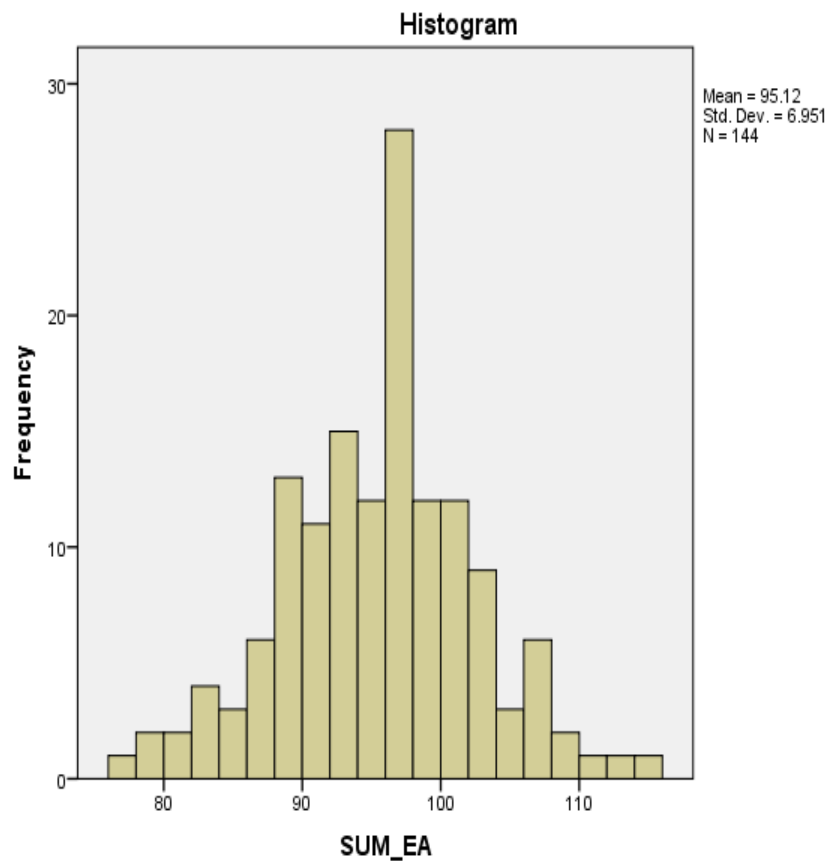
Graphs 4.1, 4.2 and 4.3 have shown that the data of EQ- score are normally distributed and can undergo hypothesis testing. The histogram (graph 4.1) is plotted with the EQ- score on the X- axis and frequency of the values of EQ- score on the Y- axis. The histogram is found to be approximately a bell curve, representing a normal distribution. The mean and standard deviation of the data are 93.19 and 6.028 respectively.

The normal Q-Q plot of EQ- score is shown in graph 4.2. Here observed value and expected value are plotted on the graph. If the value varies more from a straight line, then the data is not normally distributed. Otherwise, data will be normally distributed. In the above Q-Q plot the values are almost aligned in a straight line indicating a normal distribution.

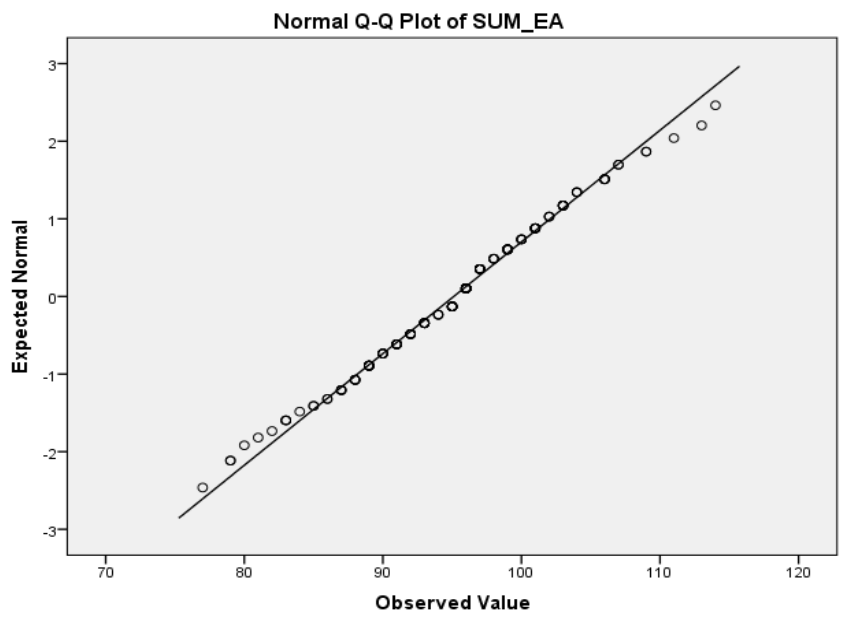
Boxplot of EQ- score is shown in graph 4.3 and it is used to test if there are outliers present in the data. Boxplot has been used to test symmetry and a test of symmetry is a sufficient substitute for normality. Here the boxes on each side are almost symmetry.

4.5.2: Normality test of emotional awareness (EA)

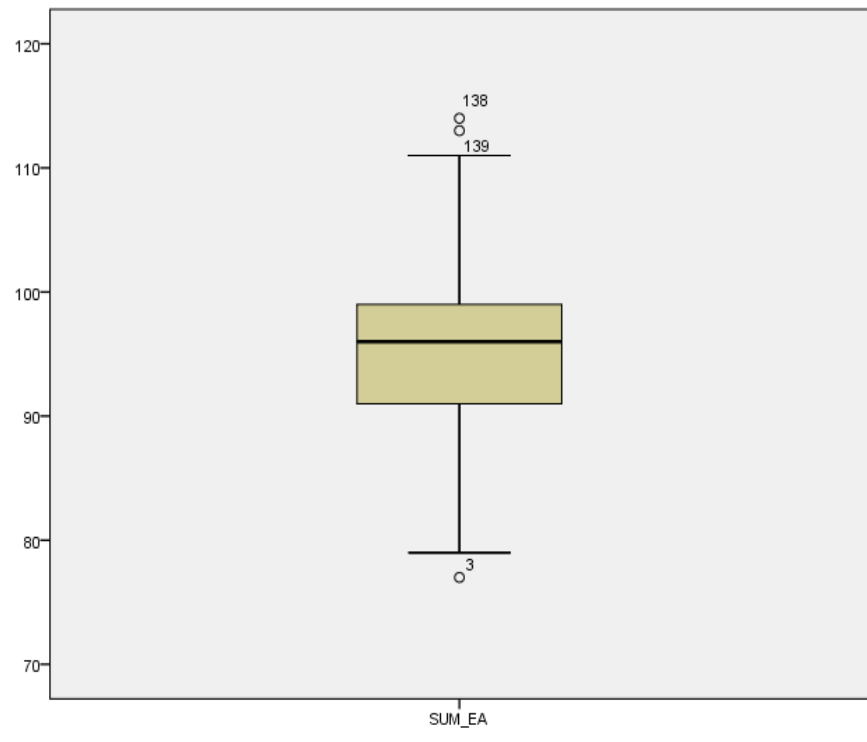
Graph 4.4: Histogram of EA



Graph 4.5: Normal Q-Q plot of EA



Graph 4.6: Boxplot of EA



Graphs 4.4, 4.5 and 4.6 have shown that the data of EA are normally distributed and can undergo hypothesis testing. The histogram (graph 4.4) is plotted with the EA- score on the X- axis and frequency of the values of EA- score on the Y- axis. The histogram is found to be approximately a bell curve, representing a normal distribution. The mean and standard deviation of the data are 95.12 and 6.951 respectively.

The normal Q-Q plot of EA- score is shown in graph 4.5. Here observed value and expected value are plotted on the graph. If the value varies more from a straight line, then the data is not normally distributed. Otherwise, data will be normally distributed. In the above Q-Q plot the values are almost aligned in a straight line indicating a normal distribution.

Boxplot of EA- score is shown in graph 4.6 and it is used to test if there are outliers present in the data. Boxplot has been used to test symmetry and a test of symmetry is a sufficient substitute for normality. Here the boxes on each side are not exactly symmetry. The box above is smaller compare with the lower box. Five outliers are found as shown in the boxplot.

Hypothesis 1

H_0 : Emotional awareness is not related with emotional intelligence quotient (EQ)

H_a : Emotional awareness is related with EQ

This hypothesis has been tested by using Pearson's correlation as it consists of two variables: emotional intelligence quotient and emotional awareness and the results are shown under the following two tables.

Table 4.16: Descriptive statistics of emotional intelligence quotient (EQ) and emotional awareness (EA)

Particulars	Mean	Std. Deviation	Total
EQ	93.19	6.028	144
EA	95.12	6.951	144

(Source: Calculated value)

Table 4.17: Correlation of emotional intelligence quotient (EQ) and emotional awareness (EA)

Particulars		EQ	EA
EQ	Pearson Correlation	1	0.368
	Sig. (2- tailed)		0
	N	144	144
EA	Pearson Correlation	0.368	1
	Sig. (2- tailed)	0	
	N	144	144

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

(Source: Calculated value)

From table 4.17, we can observe that the Pearson's correlation (r) = 0.368 and is significant at 0.01 level. This means that there is a significant relationship between EQ and EA. The significance or p- value= 0, which is less than 0.05 denotes that the test is statistically significant. This test indicates that there is positive correlation between EQ and EA. Also it suggests that to be emotionally intelligent, one needs to be emotionally aware. Hence the null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis 2

H_0 : There is no significant difference in EI among employees of different levels

H_a : There is a significant difference in EI among employees of different levels

The second hypothesis has been tested by using One- way ANOVA as it involves more than two variables. The result of the test along with the descriptive statistics has been presented in the following two tables.

Table 4.18: Descriptive statistics of job designation and emotional intelligence (EI)

Job designation	Frequency	Mean	Std. Deviation
Managerial level	20	94.00	4.413
Middle/ supervisory level	29	93.48	7.039
Lower level	95	92.94	6.030
Total	144	93.19	6.028

(Source: Calculated value)

Table 4.19: ANOVA result for emotional intelligence (EI) and job designation

Particulars	Sum of squares	Df	Mean square	F	Sig.
Between groups	21.693	2	10.847	0.296	0.745
Within groups	5174.862	141	36.701		
Total	5196.556	143			

(Source: Calculated value)

The one- way Analysis of Variance (ANOVA) is not significant since $F= 0.296$ and $p\text{- value} = 0.745$, which is greater than 0.05. Hence the test fails to reject the null hypothesis and so it can be assumed that there is no significant difference on emotional intelligence (EI) depending on job designation. Null hypothesis is thus accepted.

Hypothesis 3

H_0 : There is no significant difference between EI of male and female employees

H_a : There is a significant difference between EI of male and female employees

The last hypothesis has been tested by independent sample t-test so that the gender of the respondents can be compared with respect to emotional intelligence. This test is presented in the following three tables.

Table 4.20: Group statistics

Particulars	Gender of the respondents	N	Mean	Std. Deviation	Std. Error Mean
EI	Male	88	93.70	5.784	0.617
	Female	56	92.39	6.364	0.850

(Source: Calculated value)

Table 4.21: Levene's Test for Equality of Variance

F	Sig.
0.659	0.418

(Source: Calculated value)

Table 4.22: t- test for equality of means

Particulars	T	Df	Sig. (2- tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
						Lower	Upper
Equal variances assumed	1.276	142	0.204	1.312	1.028	-0.721	3.344
Equal variances not assumed	1.249	108.982	0.214	1.312	1.050	-0.770	3.394

(Source: Calculated value)

Table 4.20 shows that the mean of male (93.70) and female (92.39) employees differ but by a small value. This shows that emotional intelligence (EI) of male and female employees differ somewhat but there is no major difference.

Next table 4.21 shows that Levene's Test for Equality of Variance and the significance level is found to be $p= 0.418$ which is greater than 0.05 . This denotes that the variance is not significantly different and hence the top row of the t- test results (equal variances assumed) should be interpreted.

Table 4.22 has thus presented the t- value. Since the significance value $p= 0.204$, which is greater than 0.05 , it can be concluded that the t- test is not significant and it fails to reject the null hypothesis. It thus shows that EI of male and female employees are equal in workplace regardless of the general notion that female are bound to be more emotional. Hence, the null hypothesis is accepted.

It is evidently clear from the test that male and female employees have no significant difference in emotional intelligence in workplace with t- value (142) = 1.276 and Sig. (2- tailed) = 0.204 at 95% confidence level.

CHAPTER 5

Findings, Conclusion & Suggestions

5.1: Findings

5.2: Conclusion

5.3: Suggestions

5.1: Findings

The last chapter is findings, conclusion and suggestions. It is divided into three parts. The first part of the chapter presents the summary of the findings obtained through the analysis and interpretation of the data. The second part of the chapter is conclusion. The concluding part of the research is highlighted in this part along with the hint of further possible studies. The last part of the chapter presents the possible suggestions that can be suggested to the employees as well as to the employer for betterment of the organisation.

The summary of the findings are given below:

- 1) 49.33% of the respondents were in the age group of (20-30) years and 37.33% of the respondents were in the age group of (30- 40) years. Thus, majority of the respondents belong to the age group (20- 30) years followed by age group (30-40) years. Moreover, there are many senior employees who are above 40 years of age and a small number of respondents are below 20 years of age. The organisation in general has majority of young workforce.
- 2) The organisation has a number of staffs working for more than nine years. Maximum of the respondents were found to have work experience between three to six years. This reveals that employee turnover is low.
- 3) Almost an equal number of male and female employees occupy all the different levels of job in the organisation. No doubt, the number of male employees is leading in all levels but the difference is not very large. So it can be generalised that the organisation provides equal job opportunities to all deserving persons irrespective of gender.
- 4) The number of married and unmarried respondents is almost equal. But the number of married and unmarried female respondents is somewhat different. Number of unmarried female respondents is quite more than the married female respondents. However, in case of male respondents, the number of married male is more than that of unmarried ones. Hence, it can be generalised that there are some challenges for married women to continue working but not so for married men.

5) 86.67% of respondents were found to have EQ- score 70% and above. So 86.67% of the respondents are emotional intelligent and the remaining 13.33% are emotionally not intelligent as their EQ- score is below 70%. Out of 23 managers under study, 22 were found to be emotionally intelligent, 26 middle level/ supervisors were found to be emotionally intelligent from the total 31 of them and 82 lower level employees were found to be emotional intelligent out of the total 96. From this result, it can be generalised that nearly 86% of the employees in the organisation are emotionally intelligent, leaving only a small percentage of emotionally not intelligent employees.

6) Emotional awareness score was also found to be in close relation with the EQ- score. Out of 150 respondents, 133 respondents presenting 88.67% were found to be emotionally aware and only 17 respondents presenting 11.33% were found to be emotionally not aware. 19 managers were emotionally aware as against a total number of 23, also 27 middle level/ supervisors were emotionally aware as against a total number of 31 and out of 96 lower level employees, 87 employees were found to be emotionally aware. These values suggest that almost 88% of the employees are emotionally aware of their own emotions and those of others.

7) The study found a significant relationship between emotional intelligence and emotional awareness. It is evident from the value the value of Pearson's correlation, $(r) = 0.368$, significant at 0.01 level as shown in testing of hypothesis 1. The p- value is also found to be 0, which is less than 0.05 indicating the test is statistically significant. From the above inferences, it can be assumed that to be emotionally intelligent, one needs to be emotionally aware first.

8) A one- way ANOVA had been conducted to study the difference in emotional intelligence among the different levels of employees. The F- value was found to be 0.296 and p- value to be 0.745, which is greater than 0.05. Hence, it can be assumed that there is no significant difference on emotional intelligence depending in job designation. Thus, the study reveals that emotional intelligence is not related to job designation but rather it depends on the personal self.

9) The comparison of emotional intelligence for male and female employees showed an interesting result. As being shown in testing hypothesis 3, the mean value of male (93.70) and female (92.39) employees differ by a small value showing some difference in emotional intelligence but no major difference could be observed. The Levene's Test

for Equality of Variance found the value of p to be 0.418 which is greater than 0.05 denoting that the variance is not significantly different. From the t -test, the significance value p was found to be 0.204 which is greater than 0.05. This value indicates that the t -test is not significant and hence the emotional intelligence of male and female employees are equal in workplace regardless of the general notion that female are bound to be more emotional. Hence, male and female employees have no significant difference in emotional intelligence at workplace. Both genders have better control and use of emotion at the workplace.

10) When a one-way ANOVA was conducted to find the significant relation between different age groups and emotional intelligence, the F value was found to be 1.141 and p -value to be 0.335 which is greater than 0.05. This result shows that there is no significant difference among different age groups and emotional intelligence. Hence, emotional intelligence cannot be decided by age group. Being in a higher age group does not imply one would be emotionally intelligent and being in a lower age group does not imply one would be emotionally less intelligent.

11) In order to find the significant relation between work experience and emotional intelligence, a one-way ANOVA was conducted by dividing the work experience into different groups. The test of variance was found to be not significant since the value of F was found to be 1.708 with p -value 0.152, which is greater than 0.05. This result shows that there is no significant difference in emotional intelligence of employees having different years of work experience. From the study it can be assumed that work skills improve with work experience but there is no certainty that emotional intelligence will improve along with work experience.

12) 56% of the respondents agree that they were satisfied with their present job, 22% of the respondents strongly agree to it, 1.3% disagree and another 1.3% strongly disagree to it. Hence majority of the respondents were fully satisfied with their present job. Therefore, it can be generalised that majority of the employees are satisfied with their present job.

13) Regarding the problem faced by the respondents working in the organisation, out of the 150 respondents, 37.3% of them agree that they face problem working in the organisation, 34.7% of them have no comment on it, 11.3% disagree and 2.7% strongly disagree that they are facing problem working in the organisation. Then on an average,

less than 15% of the employees face problem working in the organisation. Thus, it can be said that most of the employees do not face problem working in the organisation.

14) Out of 150 respondents, 60.7% of the respondents like to continue working in the organisation and another 20% strongly like to continue working in the organisation. But 18% of them neither agree nor disagree to continue working there and 2% strongly disagree to continue working. Thus, 80% Of the employees like to continue working in the organisation.

15) Working in this organisation is somewhat stressful as being indicated by the data. Almost 20.7% of the respondents agree that it is stressful working in this organisation with 39.3% of them giving no comments. While 20.7% of the respondents agree that it is stressful working in this organisation and another 4% strongly agree it, but 29.3% disagree and 6.7% strongly disagree that it I stressful working in this organisation. Obviously, from the data, 25% of the employees feel stressful working in this organisation with a majority of them giving no comment on it.

16) Since the majority of the respondents are emotionally intelligent, majority of the respondents feel that their co- workers are friendly. 42% of the respondents disagree that their co- workers are not friendly, 30.7% strongly disagree that their co- workers are not friendly. However, 18.7% neither agree nor disagree that their co- workers are not friendly. Only 8% of the respondents feel that their co- workers are not friendly and 0.7% strongly feel that their co- workers are not friendly. In an organisation, one cannot expect everyone to be friendly, so this percentage of disagreement is acceptable. Thus, almost all the employees in the organisation are friendly and hence the employees enjoy a friendly work environment.

17) As the employees are mostly emotional intelligent, they have emotional attachment with their organisation. They feel themselves as a part of this organisation. 35.3% of the respondents strongly feel themselves as a part of this organisation and 34.7% feel themselves as a part of this organisation. But 14.7% of the respondents could neither agree nor disagree to say that they feel themselves as a part of this organisation. Only 14% of the respondents do not feel themselves as a part of this organisation with another 13% of them strongly feeling themselves not as a part of this organisation. Hence, majority of the respondents feel themselves as a part of this organisation and so they have emotional attachment with their organisation.

18) There is a need to improve career growth opportunities in this organisation. Majority of the respondents feel that there is little scope of career growth in this organisation but the percentage of this majority is not up to half of the total number of respondents. 29.3% of the respondents feel that there is little scope of career growth in this organisation but 24.7% of the respondents disagree to it, 24% neither agree nor disagree, 16.7% strongly disagree and 5.3% strongly agree to it. Based on these values, it can be seen that there is a need for improving career growth opportunities.

19) Employees are emotionally intelligent but many of them seem to disagree that emotions are beneficial to the organisation and they seem to deny their own emotional competencies.

5.2: Conclusion

Emotional intelligence is one of the emerging fields of interest to many including psychologists, OB experts, business organisations, educational institutions etc. Being a human being, emotions are innate and one should not deny it even at workplaces but should try to make good use of emotions. As everything has a positive and negative side, emotions too have both sides. An emotional intelligent person can make better use of emotion of oneself and others. So, emotional intelligence is gaining popularity. This research has found that emotional awareness brings in emotional intelligence. But emotional intelligence is not significantly related with gender, job designation, work experience and age. So, it can be concluded that emotional intelligence is something with the personal self of a person. Being old, having many years of experience or a high job designation have less to do with being emotionally intelligent. The study has strongly revealed that if the employees are emotionally intelligent, there is less problem among the employees, employees are more satisfied and they are more friendly. A positive and friendly work environment can be created if the employees are emotionally intelligent.

This research has been conducted on the employees of BABINA HealthCare and Hospitality Industries Pvt. Ltd., so generalising the research results on the entire healthcare and hospitality industry of Manipur might not be a wise option. When a study is conducted on the entire healthcare and hospitality industry of Manipur the results might be contradictory with the present findings. The research results would have been more accurate if the study had been conducted including every unit of

healthcare and hospitality industry of Manipur. In fact, further research on many areas of emotional intelligence is needed to establish valid theories, facts, merits and demerits of emotional intelligence.

5.3: Suggestions

After conducting the research, certain suggestions can be made based on the opinion expressed by the respondents and the research results.

- 1) The findings of the study can be used on theoretical level but for that studies have to be conducted on the entire healthcare and hospitality industry of Manipur.
- 2) Not only intelligence quotient (IQ), emotional intelligence quotient (EQ) can also be used to check the psychological wellbeing of employees and individuals.

Suggestions to employers/ management

- 1) Emotions of the employees should not be neglected and should be addressed properly and in time by the management in private.
- 2) Special cell should be set up to deal with emotional issues in the organisation.
- 3) Employees are emotionally intelligent but many of them seem to reject that emotions are beneficial to the organisation. So management should make sure that the employees express their true emotion freely.
- 4) Counselling class, yoga and meditation facility should be provided to enhance emotional stability of the employees.
- 5) The HR team should identify employees who are very emotional at earliest and they should be counselled so that they attain emotional stability.
- 6) Involvement of employees in organisational issues should be appreciated.
- 7) Emotions are important but the management/ leaders should check if the emotions are right because excessive emotion can be harmful and can force one to make biased decision.
- 8) Emotional intelligence should be enhanced through compatible strategies to improve the mental health of the employees and to concentrate focus on organisational goals.

- 9) Managers should resolve any conflict in a trust- building way. This can recognise the reality of a current situation and can help in resolving ill feelings.
- 10) Even if for some moment, playful communication among employees should be encouraged to allow sharing of ideas freely. It can help in reenergising and creative thinking.
- 11) Leaders and management should be well aware of non- verbal communication such as facial expressions, posture, tone of voice and the pace of conversation. Understanding non- verbal communication can help in wise decision making.
- 12) If management/ leaders find difficulty in reading an employee's emotion, then they should ask. Some people are willing to disclose their opinion only when asked. Such a practice can also help the management/ leaders to develop their emotional intelligence.
- 13) Emotionally intelligent team can enhance team capabilities and coordination to achieve goals.
- 14) Management should stay proactive and not reactive while dealing with staffs.

Suggestions to employees

- 1) Employees should pay more attention to their own emotions. They should analyse their own response in emotional situations. They should try to seek feedback from their boss and co-workers.
- 2) Every employee should focus on listening when communicating with other employees. Instead of thinking what to respond, one should listen attentively on what others are saying.
- 3) One should give credit to others when the credit is due and should be kind with words even with lower level staffs. It will not create emotional breakdown of people.
- 4) Employees should try to understand the emotions shown by co- workers.
- 5) A positive outlook must be maintained by employees even if they face emotional encounter.
- 6) Employees need not hide their true emotions all the time. They should show their true emotion when they really feel the need of letting others know of it.
- 7) Employees should go for recreation as for instance attaining yoga class and meditation can help in reducing stress.

- 8) Employees can sometimes have playful communication with their co- workers when they feel too stressed and bored with their hectic duties.
- 9) Employees should not have ill feelings towards others and they should try to work out mutual conflicts if any in a positive way.
- 10) Other than work duties, employees should also take part in social and community services if possible. This can help in bringing joy to their social life and work life.
- 11) Employees should not suppress their own emotions every time because it can make one unhappy and depressed which can result in explosive outburst of emotions at workplace.
- 12) Under stress, one should not act immediately but one should take time and relax a while.

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ABSTRACT

**EMOTIONAL INTELLIGENCE AMONG THE EMPLOYEES OF BABINA
HEALTHCARE AND HOSPITALITY INDUSTRIES PVT. LTD : A CASE STUDY**

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE DEGREE OF
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1.1: Introduction

Humans are by far dependent on one another. They like living as social groups than being alone and isolated. Being in a social group means that certain societal norms are to be followed. Often people with no blood relations are found to be very close with each other. Then there comes the question, how does such a relation exist? Probably it's the human emotion that binds them.

Success of an individual is considered to be dependent on the so called intelligence quotient (IQ). But it would be very wrong to under estimate the emotions. Emotional intelligence quotient (EQ) is also rightly important in one's life to be successful. Similarly, emotional intelligence is a factor that contributes to organisational success (Goleman, 1998). Organisations in earlier times had taken EI as a stumbling block to development and success. But in the recent years, EI is gaining popularity.

It is very interesting to observe emotions. Emotions can spread from one person to another. As for instance: while watching films, people are carried away by the emotional set up of the filmy scenes. People feel happy when the hero does extraordinary fit or some comedy scenes come along. On the same way people get depressed to see the hero in pain or some tragedy scene come along. Good feelings can spread more powerfully than the bad ones. Good feelings can act as boosters. It happens that smiles are the most contagious emotional signal of all, having an almost irresistible power to make other people smile in return. And smiling in and of itself primes positive feelings (Levenson and Ruef, 1997). In an organisation, effective people use their emotional sense to check how others are reacting to a situation.

Certain researchers have found out that emotional intelligence contributes to organisational success to a large extent. But it is also true that excessive emotions can act as a negative factor towards the growth and success of an organisation. Leaders or employers who ignore or pay less attention to emotions of employees are likely to lose good employees and deciding suitable courses of actions by considering their emotions

will provide ample opportunities for the leaders and employers to achieve organisational goal and maintaining a healthy, productive and friendly environment.

The emotional intelligence is an important area but still today it is somewhat neglected. Emotions are very high in developing countries like India, Pakistan etc. It is very obvious that emotions play a significant role in the work environment but it is surprising that its significance has been given due recognition very recently. Emotions are considered to be a hindrance to employee performance and organisational growth. But emotional signals like tone of voice, choice of words, posture, gesture, timing etc. can speak a lot. They have the power to keep a conversation continue or stop. Smooth coordination of non- verbal gestures depends on emotional channels as much as on the content of what is said and done (Goleman, 2013).

1.2: Emotional Intelligence

The concept of EI has been defined and explained by many researchers in many ways. Also many supportive theories give explanations about the significance of emotional intelligence. Goleman (1998) stated that emotional intelligence is a person's ability to recognize the inner feelings and feelings of others and then to manage those emotions within themselves and also in their relationships with other people. Moghadam, Jorfi & Jorfi (2010) also said that emotional intelligence represents a set of competencies that perceive, understand and regulate emotions in ourselves and in others. These emotional competencies are learned capabilities based on skills that lead to employee performance.

Emotional intelligence (EI) is a set of competencies that direct and control one's feelings towards work and performance at work. The set of competencies include the ability of an individual to control as well as manage one's moods and impulses on the job. Understanding emotional feelings and tuning oneself to changed situations require emotional competency, emotional sensitivity and emotional maturity. In a workplace, employee performance depends on working with people as a team sharing different ideas, opinions and suggestions (Ashforth et al., 1995).

Mayer et al. (2000) defined emotional intelligence as the ability to understand emotions which in turn help an individual to solve problems in their life. It is also an ability of a person to understand feelings and show right emotions, the ability to understand the

purpose of other's emotions, assimilate emotions in thought so as to manage self-emotion and that of others.

1.3: Models of Emotional Intelligence (EI)

Models of EI have been designed based on three aspects viz., ability, traits and mixed model.

Ability model: This model of EI describes EI 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.

Trait model: This model of EI considers EI and included non- cognitive competencies like self- esteem, self- actualisation, general mood and general well- being to measure intelligence. Measures based on trait approaches to EI do not correlate highly with measures of intelligence. However, they strongly correlate with personality measures. So researchers refer this model as personality model.

Mixed model: This model of EI is a combination of ability and trait model. This denotes the idea that EI assesses aspects of personality and cognitive intelligence in addition to EI. This model mixes together EI qualities with other personality traits which are unrelated to either emotion or intelligence. This model mixes together the core ideas of EI with a variety of other personality traits. It considers many characteristics of EI including self- awareness, diverse qualities of teamwork, collaboration, initiative, service orientation, achievement, motivation etc.

1.4: Emotional Awareness

Emotional awareness means knowing when feelings are present in oneself and others. It is the ability to identify and express what one is feeling moment to moment and to understand the connection between one's feelings and one's actions. It enables one to understand what others are feeling. It is also closely related to emotional literacy, which means being able to label feelings with specific feeling words. It simply means being able to predict feelings in advance.

It has broadly six levels as under:

- a) Knowing present feeling

- b) Acknowledging the present feeling
- c) Identifying the feeling
- d) Accepting the feeling
- e) Reflecting on the feeling
- f) Forecasting the feeling

1.5: Literature Review

Emotions are the intense feelings directed towards a thing or a person. People in the workplace are subjected to stress and strain which is called emotional labour. Usually emotions are of two kinds – actual emotions and displayed emotions. Emotional feelings are of very important in workplace (Chitale, Mohanty & Dubey, 2013). So emotional intelligence does not mean to eliminate the emotional feelings from actions but it can be understood as – how responsible we are to ourselves and towards others; and ability to make decisions on how to do or act so as not to hurt the feelings of others whereby our own feelings are also well considered.

Many researchers, psychologists and OB experts have given many definitions of emotional intelligence and also made many contributions in this field. The literature review has been broadly divided into two: emotional intelligence in international organisations and emotional intelligence in Indian organisations.

1.5.1: Emotional Intelligence in International Organisations

A study on emotional competence and work performance was conducted in four hotels located in South Korea. Data were collected from employees and supervisors of the selected hotels. The study used interpersonal proactive behaviours i.e., feedback seeking and relationship development with supervisors to link employees' competence to their work performance. The study found that competence is significantly associated with interpersonal proactive behaviours and also the linkage between relationship development and task effectiveness becomes weaker as job autonomy increases. From the observation of the study it can be suggested that hotels can gain more from employees with high emotional competence if they are provided with high job autonomy. People with high emotional level can gather and regulate the emotions accurately and then use that information to make decisions and to enhance the performance by changing the behaviours in a desired manner (Kim, Cable and Wang, 2009).

Hee Kim (2010) conducted a research on the effect of emotional intelligence on salespersons' behaviour and customers' perceived service quality with an aim to find out the relation between emotional intelligence and sellers' performance and customers' perceived service quality. In the study it was found that EI is important in influencing customers. Experience and positive emotions are necessary for the sellers/ employees who interact directly with customers. So they need to manage their own emotions and understand the emotions of customers. Further, EI is needed by the sellers in achieving close relationship with the customers, high level of EI is very important for these people. For a seller it is very important to get sufficient knowledge of sales but more important than sales performance is the competency to solve social problems and flexible ways of thinking.

Moghadam, Jorfi & Jorfi (2010) conducted a study on impact of emotional intelligence on performance on employees with an aim to understand the level of performance of the managers and employees as well as their level of emotional intelligence. The study was conducted on 30 states of educational administrations of Iran. From the study it was observed that the managers show lower level of emotional intelligence in key areas of education and the employees show a lower level of emotional intelligence on the job, which would have greater impact on the performance of the job. From the observations of the study it can be suggested that educational administrations can be profitable by identifying the level of emotional intelligence of managers and employees; and interventions to develop emotional intelligence among the employees in the educational administrations is needed.

1.5.2: Emotional Intelligence in Indian Organisations

A study was conducted on emotional intelligence with an aim to determine whether there is relationship between emotional intelligence and job performance in a call centre environment of Uttarakhand, India. The sample comprised of 135 call centre agents who worked in client services, sales and administrative environments in a life insurance company. The results showed a statistically significant and positive correlation between emotional intelligence and job performance in the call centre environment. From the study it can be concluded that there is a tendency of association between a high level of performance in the respective call centres with a high level of emotional intelligence (Nel and De Villiers, 2004).

Goparaj & Sharma (2009) have conducted a study to draw out the vedic and modern perspectives of emotional intelligence (EI) based on the Ancient Indian Vedas and the

modern western models of EI. The study made an analysis of Vedas along with modern models of EI: Mayer- Salovey Model, Goleman model, Trait model etc. this study revealed that to the Indians, EI is actually not a modern concept but it was content in the preaching of the ancient Vedas. The basic difference between the Vedic and modern perspectives has been identified as: modern researchers focused on ability (Mayer-Salovey) or competency (Goleman), while the ancient Indian literature stresses on self, its characteristics and its relationship with the external world. Relationship management, Social awareness: Empathy, self-realisation etc. which are the main components of modern EI perspectives were all in the preaching of Ancient Vedas. Hence from the study it would not be wrong to conclude that the Vedas have developed a well -built concept of EI in long years back, much before the development of modern perspectives of EI. Also from this study it can be understood that EI in the Indian context focuses on higher levels of self ‘the supreme self’ rather than ability and competency as in the modern perspectives.

Tokpam et al., (2015) conducted a study to find out the emotional intelligence levels of adults working in government and non- government organisations by taking 200 respondents in the age group (27- 40) years of Jorhat, Assam. Structured questionnaire named “Emotional Quotient Test” (EQ Test) was used for conducting the study. Frequency, percentage, mean, standard deviation and z- test were used for data analysis. The study found that there was no significant difference between the levels of emotional intelligence among the respondents working in both government and non- government organisations. The study further found that 68% of respondents have high level of emotional intelligence, 23% have extremely high level of emotional intelligence and the rest 8% have moderate level of emotional intelligence. Better level of emotional intelligence reflected the capacity of promoting emotional growth. This might be due to the fact that the young government and non- government service holders have better opportunities of having in- service training for developing leadership qualities, decision making qualities, problem solving capabilities etc. which in turn would enhance good relationship with others. Since none of the respondents have low level of emotional intelligence, it can be concluded that selection of employees depend not only in educational qualification but also on other aspects like stress management, conflict resolution, motivation ability etc.

1.6: Profile of the organisation

BABINA HealthCare and Hospitality Industries Pvt. Ltd. is one of the fast growing organisations in Manipur. It was first initiated as a small scale clinical laboratory named “Babina Clinical Laboratory” under Dr. Thangjam Dhabali Singh in a corner of Rupmahal Tank located near the Gambhir Singh Arcade by a small road next to the main road from the Kangla Fort, Imphal with only 4 staff in 1983. Then in 1993 it moved on to RIMS road. From healthcare service Dr. Dhabali diversified his business to hospitality industry by setting up The Classic Hotel. Now under BABINA HealthCare and Hospitality Industries Pvt. Ltd, there are five business units: two diagnostic units and 3 hotels viz., Babina Diagnostics at RIMS Road, Babina Diagnostics at Porompat, The Classic Hotel, The Imphal Hotel by The Classic and Classic Grande. Imphal Hotel is a Government of Manipur undertaking but now it is run by The Classic Hotel. The Classic Hotel also runs the Sendra Park and Resort at Sendra tourists spot, The Classic-Aradura Inn (Kohima) and it is also running The Classic Hospitality Training Institute. BABINA HealthCare and Hospitality Industries Pvt. Ltd. has been giving employment to 750 people under its five business units mentioned above excluding The Classic-Aradura Inn (Kohima) and The Classic Hospitality Training Institute. Moreover, it is also contributing a lot in the development of hospitality industry in Manipur.

1.7: Significance and scope of the study

Emotions are always associated with feelings and emotional intelligent people can understand themselves and others well. With the help of emotional intelligence, one can understand the feelings of people in certain situations. It can enhance better communication and enables good decision making in organisations.

The study is confined to BABINA HealthCare and Hospitality Industries Pvt. Ltd , Imphal. It tried to draw out the importance of emotional intelligence on the employees working in this organisation. The study is an effort to find the relationship between emotional intelligence and emotional awareness. The study also analyses the EI of male and female employees at the workplace so as to check who is more emotionally stable at workplace. Benefits obtained by understanding the emotional intelligence of employees have also been discussed. Variables like self-awareness, work experience, job designation, age, gender of the employees, emotions like anger, surprise, fear, sadness, neutral etc. have been used.

1.8: Limitations of the study

The research undergone has several limitations as being stated below:

- 1) The research is confined only on Babina HealthCare and Hospitality Industries Pvt. Ltd., and so it cannot be generalised on the entire healthcare and hospitality industry of Manipur.
- 2) All the employees of Babina HealthCare and Hospitality Industries Pvt. Ltd. are not covered in the research, the results of the research were based on data collected from only 150 respondents.
- 3) Relation between emotional intelligence, age, work experience and gender show contrasting result with some other studies. A better scale to study the relation of emotional intelligence with age, work experience and gender needs to be developed.
- 4) This research was based on western models which might not be very compatible with an organisation of a developing country like India.
- 5) Cultural factor should have been considered for better exploration.
- 6) Broader studies should have been conducted on the role of demographic variables like age, gender, marital status, work experience etc., in relationship with emotional intelligence.
- 7) Other than just measuring EQ, study on the impact of emotional intelligence also would have added more value to the research.
- 8) The study found that majority of the employees were emotionally intelligent, satisfied and friendly with co-workers, but it could not find out a valid and clear relationship between emotional intelligence and job satisfaction.
- 9) Other standardised EQ- scales should also have been tested for a better research.
- 10) If a test on emotional intelligence and stress tolerance had been included, the research results would have enabled better understanding of the positive aspects of emotional intelligence in workplace.

1.9: Theoretical framework

Emotional intelligence quotient (EQ) has been calculated based on three factors: self-emotion appraisal (SEA), use of emotions (UOE) and emotion regulation (ER). This framework has been designed based on the EI models viz., Mayer- Salovey model of emotional intelligence, Goleman's model of EI and Bar- On model of EI.

Further, emotional awareness has been calculated based on two broad factors: self-awareness and social- awareness. This study is designed to find the relation between EI and emotional awareness.

Keeping in view the importance of emotional intelligence, this study has focussed on the emotional intelligence of the employees in their workplace. Aspects of EI that are associated with organisational growth because of emotions among employees have also been discussed. The research is aimed at finding new aspects of emotional intelligence among employees of the selected organisation and sharing the findings of the research along with possible suggestions.

1.10: Research gap

Various literatures have been reviewed and presented in chapter 2. From the review of relevant literatures it is observed that many a research has been conducted on emotional intelligence (EI) with respect to leadership. Also many have been conducted in EI's relation with employee performance. But so far not much research has been conducted on EI with respect to employees of North East Indian organisations. Some research has shown that people in developing countries are more emotional than the people in developed ones. So it is obvious that that Indians generally give importance to emotions. While making organisational rules and regulations, as well as decisions, understanding the EI of employees is very much in need for an Indian organisation. But research on EI in India is still in the infancy stage. Moreover, human resource is the most important asset of an organisation all over the globe. In fact, there are many situations/incidents that show the positive effect of EI on job performance and employees' wellbeing, but studies examining the relationship between EI and individual level performance show that the benefits of using EI in the workplace is generally neglected. But EI contributes many benefits which may not be very direct. The

literatures on emotional intelligence offer mixed nature and contrary results on many aspects and hence the field of emotional intelligence demand further research.

1.11: Research design

1.11.1: Statement of the problem

Employees in the healthcare and hospitality industry are often subjected to wear welcoming smile even at awkward situations. Real emotional feelings are not allowed to be shown. Sometimes dealing with rude customers requires much effort to hide emotions. Some employees are good in dealing with emotional encounters and controlling emotions but to some it appears to be highly problematic. Hospitality industry largely depends on the services rendered by the employees. So, it is very important to understand the emotion of the employees in healthcare and hospitality industry. Research on EI in the healthcare and hospitality industry of Manipur is not yet done.

The study has discussed the emotional intelligence of the employees of the selected organisation. EI with respect to the job hierarchy, experience and sex of the employees has also been studied.

1.11.2: Objectives of the study

The study conducted has the following objectives with regard to the selected organisation:

1. To study the emotional intelligence of the employees
2. To examine the relationship between emotional awareness and emotional intelligence quotient (EQ) of the employees
3. To study the difference in the emotional intelligence (EI) among the different levels of employees

1.11.3: Hypotheses of the study

1. H_0 : Emotional awareness is not related with emotional intelligence quotient (EQ)
 H_a : Emotional awareness is related with EQ
2. H_0 : There is no significant difference in EI among employees of different levels
 H_a : There is a significant difference in EI among employees of different levels
3. H_0 : There is no significant difference between EI of male and female employees

H_a: There is a significant difference between EI of male and female employees

1.11.4: Methodology

The research undertaken is descriptive as well as exploratory in nature. It has made an attempt to examine the existing emotional intelligence and awareness among the employees in the workplace. Also the research has focused on the emotional intelligence of different levels of employment and the relation of EI with work experience. EI of male and female employees has also been compared. Both primary and secondary data have been employed to get the research result.

Population of the study

Under Babina Diagnostics, The Classic Hotel, Imphal Hotel by The Classic and Classic Grande, 750 people are employed. The two branches of Babina Diagnostics have different locations but both are under the same administration and the staffs are working in rotation basis. The above mentioned three hotels are under the Classic group of hotels and are being administered under one roof. Babina diagnostics and the Classic group of hotels are under the umbrella of Babina HealthCare and Hospitality Industries Pvt. Ltd. In Babina Diagnostics there are 287 employees with 34 managers, 45 middle level employees, 195 lower level employees, 1 legal advisor, 1 company secretary and 11 doctors. In the Classic group of hotels, there are 36 managers, 57 middle level employees and 370 lower level employees making a total of 463 employees.

Sampling

The sample has been chosen using disproportionate stratified random sampling so that data could be collected from the employees belonging to different hierarchy of the organisation. For the study, the employees have been broadly divided into three strata: managerial level, middle/ supervisory level and lower level employees. Managerial level consists of the managers and assistant managers of different departments. Middle level employees consist of team leaders, supervisors and department in-charge. Lower level employees include the rest of the staffs leaving the higher authorities, managerial level and middle level employees.

Primary data collection

Primary data have been collected using self-administered questionnaire which consisted of close ended and open ended questions. Set of possible questions has been used to test the emotional intelligence and awareness of the employees. The Mayer- Salovey Model of emotional intelligence (1997), Goleman's model (2001) and the Bar- On's model of emotional intelligence (2002) have been considered as the base while framing the questionnaire.

200 questionnaires had been distributed and out of that 169 had been received. From these 169 questionnaires, accessible 150 have been undertaken for data analysis. 91 were from Classic group of hotels and 59 from Babina Diagnostic. Hence, from the total 750 employees of Babina Diagnostics, The Classic Hotel, Imphal Hotel by The Classic and Classic Grande, 150 respondents have been taken for the study.

Statistical tools

Various statistical tools have been used to analyse the data and interpretations have been made on the results of analysis. Data entry has been done on SPSS. Mean, standard deviation, percentage, frequency count, cronbach's alpha test and normality plots have been used. For testing the hypotheses Pearson's correlation, One- way ANOVA and Independent sample t- test have also been done.

1.12: Chapterisation

The present study is divided into five chapters as under:

Chapter 1: Introduction

This chapter dealt with the meaning and concept of emotional intelligence, emotional awareness and various models of emotional intelligence. This chapter also highlights the significance of the study, objectives, hypothesis, theoretical framework, research design and limitations of the study.

Chapter 2: Literature Review

This chapter presents the relevant literatures reviewed. The literatures have been divided into two parts: Emotional Intelligence in International organisations and Emotional Intelligence in Indian organisations.

Chapter 3: Profile of the organisation

The profile of the selected organisation is presented in this chapter.

Chapter 4: Analysis and Interpretation

This chapter is divided into four parts. The first part represents the independent and dependent variables used in the study. The second part of the chapter shows the demographic profile of the respondents. The third part of the chapter represents the data analysis and interpretations. The last part of the chapter shows the testing of research hypotheses.

Chapter 5: Findings, Conclusion & Suggestions

This is the last chapter of the study. It consists of three parts. The first part lists out the summary of the major findings. The second part presents the conclusion of the study along with the hint of possible future research and the last part of the chapter is suggestions. Some possible suggestions are made based on the research findings and opinions of the respondents.

1.13: Some major findings

1) 49.33% of the respondents were in the age group of (20-30) years and 37.33% of the respondents were in the age group of (30- 40) years. Thus, majority of the respondents belong to the age group (20- 30) years followed by age group (30-40) years. Moreover, there are many senior employees who are above 40 years of age and a small number of respondents are below 20 years of age. The organisation in general has majority of young workforce.

2) 86.67% of respondents were found to have EQ- score 70% and above. So 86.67% of the respondents are emotional intelligent and the remaining 13.33% are emotionally not intelligent as their EQ- score is below 70%. Out of 23 managers under study, 22 were

found to be emotionally intelligent, 26 middle level/ supervisors were found to be emotionally intelligent from the total 31 of them and 82 lower level employees were found to be emotional intelligent out of the total 96. From this result, it can be generalised that nearly 86% of the employees in the organisation are emotionally intelligent, leaving only a small percentage of emotionally not intelligent employees.

3) Emotional awareness score was also found to be in close relation with the EQ- score. Out of 150 respondents, 133 respondents presenting 88.67% were found to be emotionally aware and only 17 respondents presenting 11.33% were found to be emotionally not aware. 19 managers were emotionally aware as against a total number of 23, also 27 middle level/ supervisors were emotionally aware as against a total number of 31 and out of 96 lower level employees, 87 employees were found to be emotionally aware. These values suggest that almost 88% of the employees are emotionally aware of their own emotions and those of others.

4) The study found a significant relationship between emotional intelligence and emotional awareness. It is evident from the value the value of Pearson's correlation, $(r) = 0.368$, significant at 0.01 level as shown in testing of hypothesis 1. The p- value is also found to be 0, which is less than 0.05 indicating the test is statistically significant. From the above inferences, it can be assumed that to be emotionally intelligent, one needs to be emotionally aware first.

5) A one- way ANOVA had been conducted to study the difference in emotional intelligence among the different levels of employees. The F- value was found to be 0.296 and p- value to be 0.752, which is greater than 0.05. Hence, it can be assumed that there is no significant difference on emotional intelligence depending in job designation. Thus, the study reveals that emotional intelligence is not related to job designation but rather it depends on the personal self.

6) The comparison of emotional intelligence for male and female employees showed an interesting result. As being shown in testing hypothesis 3, the mean value of male (93.70) and female (92.39) employees differ by a small value showing some difference in emotional intelligence but no major difference could be observed. The Levene's Test for Equality of Variance found the value of p to be 0.418 which is greater than 0.05 denoting that the variance is not significantly different. From the t- test, the significance value p was found to be 0.204 which is greater than 0.05. This value indicates that the t-

test is not significant and hence the emotional intelligence of male and female employees are equal in workplace regardless of the general notion that female are bound to be more emotional. Hence, male and female employees have no significant difference in emotional intelligence at workplace. Both genders have better control and use of emotion at the workplace.

7) When a one- way ANOVA was conducted to find the significant relation between different age groups and emotional intelligence, the F value was found to be 1.141 and p- value to be 0.335 which is greater than 0.05. This result shows that there is no significant difference among different age groups and emotional intelligence. Hence, emotional intelligence cannot be decided by age group. Being in a higher age group does not imply one would be emotionally intelligent and being in a lower age group does not imply one would be emotionally less intelligent.

8) In order to find the significant relation between work experience and emotional intelligence, a one- way ANOVA was conducted by dividing the work experience into different groups. The test of variance was found to be not significant since the value of F was found to be 1.708 with p- value 0.152, which is greater than 0.05. This result shows that there is no significant difference in emotional intelligence of employees having different years of work experience. From the study it can be assumed that work skills improve with work experience but there is no certainty that emotional intelligence will improve along with work experience.

9) 56% of the respondents agree that they were satisfied with their present job, 22% of the respondents strongly agree to it, 1.3% disagree and another 1.3% strongly disagree to it. Hence majority of the respondents were fully satisfied with their present job. Therefore, it can be generalised that majority of the employees are satisfied with their present job.

10) Regarding the problem faced by the respondents working in the organisation, out of the 150 respondents, 37.3% of them agree that they face problem working in the organisation, 34.7% of them have no comment on it, 11.3% disagree and 2.7% strongly disagree that they are facing problem working in the organisation. Then on an average, less than 15% of the employees face problem working in the organisation. Thus, it can be said that most of the employees do not face problem working in the organisation.

11) Out of 150 respondents, 60.7% of the respondents like to continue working in the organisation and another 20% strongly like to continue working in the organisation. But 18% of them neither agree nor disagree to continue working there and 2% strongly disagree to continue working. Thus, 80% Of the employees like to continue working in the organisation.

12) Working in this organisation is somewhat stressful as being indicated by the data. Almost 20.7% of the respondents agree that it is stressful working in this organisation with 39.3% of them giving no comments. While 20.7% of the respondents agree that it is stressful working in this organisation and another 4% strongly agree it, but 29.3% disagree and 6.7% strongly disagree that it I stressful working in this organisation. Obviously, from the data, 25% of the employees feel stressful working in this organisation with a majority of them giving no comment on it.

13) Since the majority of the respondents are emotionally intelligent, majority of the respondents feel that their co- workers are friendly. 42% of the respondents disagree that their co- workers are not friendly, 30.7% strongly disagree that their co- workers are not friendly. However, 18.7% neither agree nor disagree that their co- workers are not friendly. Only 8% of the respondents feel that their co- workers are not friendly and 0.7% strongly feel that their co- workers are not friendly. In an organisation, one cannot expect everyone to be friendly, so this percentage of disagreement is acceptable. Thus, almost all the employees in the organisation are friendly and hence the employees enjoy a friendly work environment.

14) As the employees are mostly emotional intelligent, they have emotional attachment with their organisation. They feel themselves as a part of this organisation. 35.3% of the respondents strongly feel themselves as a part of this organisation and 34.7% feel themselves as a part of this organisation. But 14.7% of the respondents could neither agree nor disagree to say that they feel themselves as a part of this organisation. Only 14% of the respondents do not feel themselves as a part of this organisation with another 13% of them strongly feeling themselves not as a part of this organisation. Hence, majority of the respondents feel themselves as a part of this organisation and so they have emotional attachment with their organisation.

15) There is a need to improve career growth opportunities in this organisation. Majority of the respondents feel that there is little scope of career growth in this

organisation but the percentage of this majority is not up to half of the total number of respondents. 29.3% of the respondents feel that there is little scope of career growth in this organisation but 24.7% of the respondents disagree to it, 24% neither agree nor disagree, 16.7% strongly disagree and 5.3% strongly agree to it. Based on these values, it can be seen that there is a need for improving career growth opportunities.

16) Employees are emotionally intelligent but many of them seem to disagree that emotions are beneficial to the organisation and they seem to deny their own emotional competencies.

1.14: Some suggestions

After conducting the research, certain suggestions can be made based on the opinion expressed by the respondents and the research results.

- 1) The findings of the study can be used on theoretical level but for that studies have to be conducted on the entire healthcare and hospitality industry of Manipur.
- 2) Not only intelligence quotient (IQ), emotional intelligence quotient (EQ) can also be used to check the psychological wellbeing of employees and individuals.

Suggestions to employers/ management

- 1) Emotions of the employees should not be neglected and should be addressed properly and in time by the management in private.
- 2) Special cell should be set up to deal with emotional issues in the organisation.
- 3) Employees are emotionally intelligent but many of them seem to reject that emotions are beneficial to the organisation. So management should make sure that the employees express their true emotion freely.
- 4) Counselling class, yoga and meditation facility should be provided to enhance emotional stability of the employees.
- 5) The HR team should identify employees who are very emotional at earliest and they should be counselled so that they attain emotional stability.
- 6) Involvement of employees in organisational issues should be appreciated.
- 7) Emotions are important but the management/ leaders should check if the emotions are right because excessive emotion can be harmful and can force one to make biased decision.

- 8) Emotional intelligence should be enhanced through compatible strategies to improve the mental health of the employees and to concentrate focus on organisational goals.
- 9) Managers should resolve any conflict in a trust- building way. This can recognise the reality of a current situation and can help in resolving ill feelings.
- 10) Even if for some moment, playful communication among employees should be encouraged to allow sharing of ideas freely. It can help in reenergising and creative thinking.
- 11) Leaders and management should be well aware of non- verbal communication such as facial expressions, posture, tone of voice and the pace of conversation. Understanding non- verbal communication can help in wise decision making.
- 12) If management/ leaders find difficulty in reading an employee's emotion, then they should ask. Some people are willing to disclose their opinion only when asked. Such a practice can also help the management/ leaders to develop their emotional intelligence.
- 13) Emotionally intelligent team can enhance team capabilities and coordination to achieve goals.
- 14) Management should stay proactive and not reactive while dealing with staffs.

Suggestions to employees

- 1) Employees should pay more attention to their own emotions. They should analyse their own response in emotional situations. They should try to seek feedback from their boss and co-workers.
- 2) Every employee should focus on listening when communicating with other employees. Instead of thinking what to respond, one should listen attentively on what others are saying.
- 3) One should give credit to others when the credit is due and should be kind with words even with lower level staffs. It will not create emotional breakdown of people.
- 4) Employees should try to understand the emotions shown by co- workers.
- 5) A positive outlook must be maintained by employees even if they face emotional encounter.
- 6) Employees need not hide their true emotions all the time. They should show their true emotion when they really feel the need of letting others know of it.

- 7) Employees should go for recreation as for instance attaining yoga class and meditation can help in reducing stress.
- 8) Employees can sometimes have playful communication with their co-workers when they feel too stressed and bored with their hectic duties.
- 9) Employees should not have ill feelings towards others and they should try to work out mutual conflicts if any in a positive way.
- 10) Other than work duties, employees should also take part in social and community services if possible. This can help in bringing joy to their social life and work life.
- 11) Employees should not suppress their own emotions every time because it can make one unhappy and depressed which can result in explosive outburst of emotions at workplace.
- 12) Under stress, one should not act immediately but one should take time and relax a while.

1.15: Conclusion

Emotional intelligence is one of the emerging fields of interest to many including psychologists, OB experts, business organisations, educational institutions etc. Being a human being, emotions are innate and one should not deny it even at workplaces but should try to make good use of emotions. As everything has a positive and negative side, emotions too have both sides. An emotional intelligent person can make better use of emotion of oneself and others. So, emotional intelligence is gaining popularity. This research has found that emotional awareness brings in emotional intelligence. But emotional intelligence is not significantly related with gender, job designation, work experience and age. So, it can be concluded that emotional intelligence is something with the personal self of a person. Being old, having many years of experience or a high job designation have less to do with being emotionally intelligent. The study has strongly revealed that if the employees are emotionally intelligent, there is less problem among the employees, employees are more satisfied and they are more friendly. A positive and friendly work environment can be created if the employees are emotionally intelligent.

This research has been conducted on the employees of BABINA HealthCare and Hospitality Industries Pvt. Ltd., so generalising the research results on the entire

healthcare and hospitality industry of Manipur might not be a wise option. When a study is conducted on the entire healthcare and hospitality industry of Manipur the results might be contradictory with the present findings. The research results would have been more accurate if the study had been conducted including every unit of healthcare and hospitality industry of Manipur.

In fact, further research on many areas of emotional intelligence is needed to establish valid theories, facts, merits and de- merits of emotional intelligence.

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Emotional Intelligence Quotient (EQ) - Scale

Self- emotion appraisal (SEA):

- 1) I can freely admit my own mistakes
- 2) Barriers and setbacks may delay me a little in the achievement of my goals, but they cannot stop me
- 3) Negative emotions do disturb me a little, but they cannot stop me
- 4) I work with a positive approach rather than a fear of failure
- 5) I cannot hear criticisms about myself
- 6) I can express my emotions to others in an acceptable manner
- 7) I become very sad when things go wrong
- 8) I can effectively communicate with others
- 9) I find it very difficult to maintain a positive and calm outlook when I am under stress
- 10) I get irritated with my colleagues under stress
- 11) In the work environment, I find it hard to control strong emotions
- 12) I feel insulted when my boss picked on me

Use of emotions (UOE):

- 1) I hold myself accountable for meeting my goals
- 2) I regularly look out for ideas from a wide variety of sources
- 3) I can practically handle and make good use of new organisational changes
- 4) I try to attend goals beyond what is requested or expected of me in my present job
- 5) I utilize criticism and other feedback for growth
- 6) I am good at encouraging and motivating others
- 7) I never get offended when my suggestions and ideas are not accepted

Emotion regulation (ER):

- 1) I usually stay calm, positive and unwavering even in pressurising moments
- 2) I do not become defensive when criticised
- 3) I manage anxiety, stress, anger and fear in pursuit of a goal
- 4) I can control my own emotions when I am sad or angry

- 5) It is easy to control my anger in the work environment
- 6) I can work effectively even with people that I do not like

Questionnaire

I. PERSONAL INFORMATION

1. Name (optional):
2. Gender: 3. Age: 4. Marital status:
5. Job designation/ level of employment:
6. Work experience:

Kindly read the following statements carefully and tick the option you consider best.

(SA= Strongly Agree, A= Agree, N= Neither Agree nor Disagree, D= Disagree and SD= Strongly Disagree)

II	TO MEASURE EMOTIONAL INTELLIGENCE QUOTIENT	SA	A	N	D	SD
1	I usually stay calm, positive and unwavering even in pressurising moments					
2	I can freely admit my own mistakes					
3	I hold myself accountable for meeting my goals					
4	I regularly look out for ideas from a wide variety of sources					
5	I can practically handle and make good use of new organisational changes					
6	I try to attend goals beyond what is requested or expected of me in my present job					
7	Barriers and setbacks may delay me a little in the achievement of my goals, but they cannot stop me					
8	Negative emotions do disturb me a little, but cannot stop me					
9	I work with a positive approach rather than a fear of failure					
10	I do not become defensive when criticized					
11	I manage anxiety, stress, anger and fear in pursuit of a goal					

12	I utilize criticism and other feedback for growth					
13	I can control my own emotions when I am sad or angry					
14	I cannot hear criticisms about myself					
15	I can express my emotions to others in an acceptable manner					
16	I become very sad when things go wrong					
17	I can effectively communicate with others					
18	I find it very difficult to maintain a positive and calm outlook when I am under stress					
19	I am good at encouraging and motivating others					
20	I get irritated with my colleagues under stress					
21	It is easy to control my anger in the work environment					
22	In the work environment, I find it hard to control strong emotions					
23	I can work effectively even with people that I do not like					
24	I never get offended when my suggestions and ideas are not accepted					
25	I feel insulted when my boss or colleagues picked on me					
III	EMOTIONAL AWARENESS					
A	SELF AWARENESS	SA	A	N	D	SD
1	I always maintain a good sense of humour					
2	I find myself sensitive towards the feelings and emotions of others					
3	I usually criticize my co-workers					
4	I am aware of the effects of my emotions on others					
5	I can understand what I actually feel					
6	I can feel my boss is offended with me by looks					
7	I think many times before giving a feedback					
8	My colleagues do not give importance to me and my work					
9	My co-workers share their happy or sad moments with me and I also do the same					
10	My co-workers share their happy or sad moments with me but I do not					

11	I am concerned only with my duty in the workshop					
12	I don't feel any emotional attachment with this organisation					
13	My co-workers come to me only for parties and hangouts					
14	My co-workers come to me only when they have serious problems					
15	My co-workers come to me when they have problems as well as for friendly chats					
B	SOCIAL AWARENESS	SA	A	N	D	SD
1	I always try to see things from others' view or from different angles					
2	I can recognize how one's behaviour affects others					
3	I can handle grievances skilfully					
4	I always listen to others' explanations without jumping into any conclusion					
5	I can understand my colleagues' emotions from their behaviour					
6	I know the emotions of people around me					
7	I always help my colleagues to solve their problems					
8	I like team work					
9	Sometimes I have to take decisions for the sake of my colleagues which I do not really want to take					
10	I know and understand the feelings of others					
IV	EMPLOYEES VIEW ABOUT THE ORGANISATION	SA	A	N	D	SD
1	I am fully satisfied with my present job					
2	I face no problem working here					
3	I like to continue working here					
4	It is stressful working here					
5	Co-workers are not friendly					
6	I do not feel myself as a part of this organisation					
7	There is little scope of career growth in my organisation					

V. What is your opinion about being emotional in workplace? Can emotions bring growth to your organisation?

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VI. How are emotional situations dealt in your organisation? Suggest some of your ideas regarding it.

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VII. Are your team leader and boss aware of your emotions? How do they handle employee emotions?

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VIII. Do you agree that emotions are important for organisational growth and welfare? Elaborate why?

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Workshop participated

Participated ICSSR sponsored 10 days "Research Methodology Workshop" organised by Department of Mass Communication, Mizoram University, Aizawl (22nd March to 31st March 2016).