

A study on the level of Emotional Intelligence among the employees of COIRFED

By

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(2016-31-008)

MAJOR PROJECT SYNOPSIS

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Under the guidance of

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COLLEGE OF CO-OPERATION, BANKING AND MANAGEMENT

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KERALA, INDIA

2018

DECLARATION

DECLARATION

We, hereby declare that this project entitled **“A study on the level of Emotional Intelligence among employees of COIRFED”** is a bonafide record of research work done by us during the course of project work and that it has not previously formed the basis for the award to us for any degree/diploma, associate ship, fellowship or other similar title of any other University or Society.

Vellanikkara,

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GRINSHA DEVASSY (2016-31-008)

CERTIFICATE

CERTIFICATE

Certified that this project report entitled **“A study on the level of Emotional Intelligence among the employees of COIRFED”** is a record of project work done by Miss. GRINSHA DEVASSY, under my guidance and supervision and that it has not previously formed the basis for the award of any degree/diploma, associate ship, fellowship or other similar title of any other University or Society.

Vellanikkara

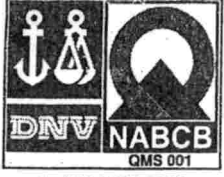
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This is to certify that Ms. Grinsha Devassy MBA Final Year Student of Kerala Agricultural university, Vellanikkara, Thrissur has conducted "A Study on the Significance of Emotional Intelligence of the Employees in Kerala State Co-operative Coir Marketing Federation" (COIRFED) Alappuzha for a period from 1.09.2018 to 30.11.2018 and has successfully completed the same.

GENERAL MANAGER

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Chapter- I

DESIGN OF THE STUDY

Chapter - I

DESIGN OF THE STUDY

1.1 Introduction

Many companies today are teetering on the edge of disaster. Excessive downsizing has created employees who find themselves overworked, underappreciated and constantly seesawing between exhaustion and fear. Competition in the workplace is fierce and many new recruits feel a need to turn to aggressive tactics to get ahead of their peers or risk falling behind. Business leaders are beginning to realize that such negative emotions among their employees are not healthy for the organization and its prospects for success. Many are seeking ways to turn negative emotions into positive, productive behavior.

By emphasizing emotional intelligence in hiring and in teambuilding and training programs, senior management and human resources professionals can improve decision making, problem solving and the ability to cope with change among employees. Emotionally intelligent organizations maximize potential for business success and increase productivity because people in these organizations share more powerful connections. Organizations today must strive to become more emotionally intelligent. Their success indeed their very survival – depends on it.

Emotional intelligence is a better predictor of “success” than traditional measures of cognitive intelligence. The workplace is an ideal environment for people to develop their social and emotional skills, as individuals are motivated to develop those capabilities in pursuit of success and promotion. The concept is equally important to employers, as their bottom-line productivity rests on the emotional intelligence of the whole organization. When executives and employees work to improve capabilities in areas in which they are weakest, it benefits the entire organization, improving communication and increasing productivity.

The consequences for neglect of emotional intelligence in an organization can be devastating to productivity and bottom-line business results. Breakdowns in internal communication that produce confusion, uncertainty, and hostility and reduced productivity are just a few of the factors organizations face if they do not actively pursue a strategy of fostering emotional intelligence in the workplace.

Work attitudes are the feelings we have toward different aspects of the work environment. Job satisfaction and organizational commitment are two key attitudes that are the most relevant to important outcomes. Attitudes create an intention to behave in a certain way and may predict actual behavior under certain conditions.

People develop positive attitude as a result of their personality, fit with their environment, stress level they experience, relationship they develop, perceived fairness of their pay, company policies, interpersonal treatment, whether their psychological contract is violated, and the presence of policies addressing work life conflict. When people have positive attitude they may have the inclination to perform better, display citizens behavior and be absent less often and for shorter periods of time , and they are less likely to quit their jobs within a short period of time. When workplace attitudes are more positive, companies benefit in the form of higher safety and customer service as well higher work performance.

1.2 Statement of the Problem

Emotional intelligence can both be a skill that you can learn and it can also be something that's innate. Some people have a natural high level of emotional intelligence also known as EQ, and it can make them a better leader. Emotional intelligence requires an individual to be aware of their emotions as well those around them, this can help them assess a situation and act accordingly. Emotional intelligence also ensures that individuals can understand what impact their behavior and attitudes have on others.

Emotional intelligence can have a significant impact in the workplace. It can help your team form strong bonds allowing them to thrive, or the lack of it

can create misunderstanding and cause issues. Emotional intelligence is becoming a more prominent topic of conversation when it comes to business leaders and business environments, therefore all businesses organizations need to understand what it is and why it can make a great impact in the workplace.

This study is an attempt to contribute a different perspective to the field of human resources as with special reference to the level of emotional intelligence among the employees of COIRFED Alappuzha.

1.3 Objectives of the Study

1. To study the level of emotional intelligence of the employees
2. To suggest measures to improve emotional intelligence of the employees

1.4 Methodology

The methodology adopted for the study is as follows,

1.4.1. Study Area

The Kerala State Co-operative Coir Marketing Federation Limited was selected as the organization for the study.

1.4.2. Sample Frame

The respondent employees were selected using stratified random sampling method to collect required information by distributing a structured questionnaire. Out of sample frame of 375 employees from the organization sample of 75 respondents were taken for the study, which include 5 top level managers, 29 supervisors, and 41 workers as per the proportion of 5:29:41 from 25 managers, 145 supervisors and 205 workers.

1.4.3. Data Collection

The data was collected through Primary data and Secondary data. The primary data was collected from employees through structured questionnaire. The secondary data was mainly consisting of data and information from records, organizations websites and also from journals, magazines and books.

1.4.4. Data Analysis

Index, percentage and other appropriate statistical tools were used to analyses and interpret the collected data. Index was used to rank the emotional intelligence of employees in COIRFED.

The level of emotional intelligence was classified as excellent, good, average, poor and very poor.

Index	Level of EI
<20	Very Poor
21-40	Poor
41-60	Average
61-80	Good
Above 81	Excellent

Percentages were used for analyses the data regarding profiles of respondents. The responses were graded in five point Likert scale and the score allotted for the response were in the following manner. Based on the scores, index of each statement was calculated.

Responses	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The formula for calculating Index was,

$$\text{Statement} = \frac{\text{Total Score for the Statement}}{\text{Maximum obtainable score for the statement}} \times 100$$

Where,

Maximum obtainable score for the statement =

Maximum obtained for the parameter X Total number of respondents

$$\text{Composite Index} = \frac{\text{Total score obtained for the parameter}}{\text{Maximum score X No. of respondents X No. of Statements}} \times 100$$

1.4.5 Parameters for the Study

- 1. Self-Awareness
- 2. Self-Regulation
- 3. Self-Motivation
- 4. Empathy
- 5. Social Skills

1.5 Scope of the Study

Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. “Emotional intelligence is one of the few key characteristics that give rise to strategic leaders in organizations”. Emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization. The scope of the study is to increase the employee’s emotional intelligence at work place and to help in future why some employees are outstanding performers while others are not.

1.6 Limitations of the Study

The present study was limited by the following:

1. Since the study is about one organization, the results of the study cannot be generalized.
2. Responders' bias

1.7 Chapterisation scheme

The first chapter deals about the introduction, statement of the problem, objective, methodology, scope and limitations of the study. The second chapter explains theoretical framework related to job satisfaction. The third chapter deals with review of related literature. The fourth chapter deals with industrial profile and the company profile of COIRFED. The fifth chapter deals with data analysis and interpretation and the sixth chapter deals with summery of findings, suggestions and conclusion.

Chapter - II

***EMOTIONAL INTELLIGENCE – A
THEORETICAL FRAMEWORK***

Chapter - II

**EMOTIONAL INTELLIGENCE– A THEORETICAL
FRAMEWORK**

The concept of emotional intelligence brings new depth to the understanding of human intelligence; it expands the ability to evaluate one's general or overall intelligence. Like cognitive intelligence, emotional intelligence is difficult to define. Broadly speaking, emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence (Bar-On, 1997).

There are lots of arguments about the definition of EI, arguments that regard both terminology and operationalization. Salovey and Mayer (1990) made the first published attempt toward defining the concept. The concept of emotional intelligence has been defined in various ways by different authors, giving emphasis to different components of the concept. While Mayer and Salovey (1997) emphasize the cognitive elements in their definition of EI, Goleman relates it to the way people function emotionally, if their function is at its potential or at least is not problematic. The definition given by Cooper and Sawaf (1997) gave greater emphasis to the higher aspects of human behavior, particularly aspects associated with business leadership. Their concept includes factors such as intuition, integrity, personal purpose, and creativity, not emphasized by Goleman. Weisinger's (1998) definition is relatively close to Goleman's definition.

Currently, there are several definitions of EI in use and they do not necessarily match well. EI is a multifaceted construct and we do not have a clear, simple definition of it. Nonetheless, the following are some of the widely used definitions at present. Salovey and Mayer (1990) defined emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and

others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".

Mayer and Salovey (1997) defined emotional intelligence as the ability to perceive emotions, to assess and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotion so as to promote emotional and intellectual growth. Martinez (1997) refers to emotional intelligence as being "an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures" (cited in Len Tickler et al., 2002).

Goleman (1997) provides a very useful definition of the construct of emotional intelligence, which is about:

- Knowing what you are feeling and being able to handle those feelings without having them swamp you;
- Being able to motivate yourself to get jobs done, be creative and perform at your peak; and
- Sensing what others are feeling, and handling relationship effectively.

In other words, Emotional Intelligence, as defined by Goleman, is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. His framework has five branches: self-awareness, self-regulation, motivation, empathy and social skills.

Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence.

Bar-On's (1997) non-cognitive model defines emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Weisinger (1998) defined emotional intelligence as "the intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results".

Caruso (1999), co-creator of the Multifactor Emotional Intelligence Scale (MEIS), has offered another definition: 'Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. The complete solution is the head working with the heart'.

Emotional intelligence has been defined by Mayer et al., (1999) as an ability to recognize the meanings of emotions and their relationships to reason, and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

EI has been defined by James (2004) as the ability of a person to use emotions as a guiding tool for interpersonal effectiveness in his or her social environment. According to Murthy (2004), EI is the ability to choose the right feelings appropriate to a given situation and the skill to communicate these feelings effectively. It is the emotional competency which includes awareness of our own emotions, ability to identify and empathize with others' feelings, understanding the impact of one's emotions on others, and sensitivity to cultural sanctions for expression of emotions that constitutes EI.

2.1 The Major Emotional Intelligence Models

The Encyclopedia of Applied Psychology states that there are three major models of emotional intelligence:

a) The Mayer-Salovey model: which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking;

b) **The Bar-On model:** which describes EI as a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior and

c) **The Goleman model:** which views it as an array of emotional and social competencies that contribute to managerial performance?

The Bar-On Model and the Goleman Model are also known as the Mixed Models of Emotional Intelligence. Models that mix together emotional intelligence qualities with other personality traits unrelated to either emotion or intelligence are often referred to as mixed models of emotional intelligence.

2.1.1 The Mayer-Salovey Model of Emotional Intelligence (Ability Model)

It is the first formal model of emotional intelligence - the 1990 model - was the one Daniel Goleman relied on in his popularization of the field. The Mayer-Salovey model of Emotional Intelligence is widely known as the 'Ability Model of EI'. The model views emotions and thoughts as working with each other in adaptive ways. This model defines EI as "intelligence" in the traditional sense, that is, as a set of mental abilities to do with emotions and the processing of emotional information that are a part of, and contribute to, logical thought and intelligence in general. These abilities are arranged hierarchically from basic psychological process to the more psychologically integrated and complex ones, and are thought to develop with age and experience in much the same way as crystallized abilities. Further, they are considered to be independent of traits and talents and preferred ways of behaving (Mayer and Salovey, 1993).

Emotional intelligence refers in part to an ability to recognize the meanings of emotional patterns and to reason and solve problems on the basis of them (Mayer and Salovey, 1997; Salovey and Mayer, 1990). Mayer and Salovey (1997) defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotion so as to promote emotional and intellectual growth.

The Mayer-Salovey model was initially known as the Four Branch Model of Emotional Intelligence. This model describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer and Salovey, 1997). The domain of emotional intelligence describes several discrete emotional abilities. As per the ability model of EI, these emotional abilities can be divided into four classes or branches, as shown below.

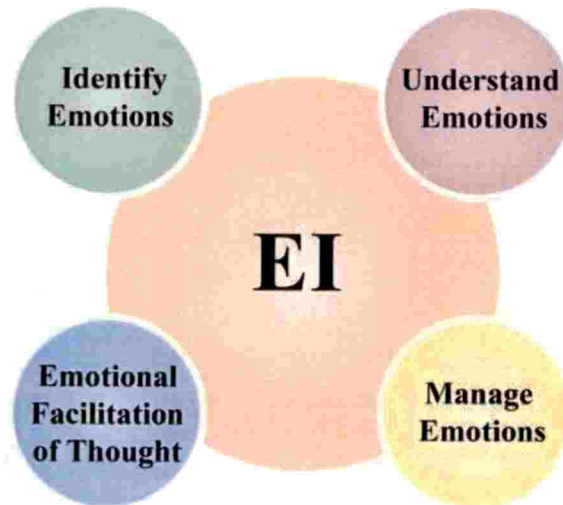


Figure 2.1 Mayer-Salovey Model of Emotional Intelligence

1. Perception and Appraisal of emotions (Identifying Emotions):

The most basic skill involves the perception and appraisal of emotion. It is the ability to recognize how you and those around you are feeling. The initial, most basic, area has to do with the nonverbal reception and expression of emotion. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.

Individuals who accurately appraise and express (perceive and respond to) their emotions are likely to be better understood by the people they work with, and they also have the potential to better lead and manage people when they are able to perceive the emotions of the people around them and to develop empathy—the ability to comprehend another's feelings and to re-experience them oneself. (Salovey and Mayer, 1989, 1990)

2. Assimilating Emotion in Thought (Using Emotions to Facilitate Thought):

The second set of skills involves assimilating basic emotional experiences into mental life, including weighing emotions against one another and against other sensations and thoughts and allowing emotions to direct attention. In other words, "it is the capacity of the emotions to enter into and guide the cognitive system and promote thinking. For example, cognitive scientists point out that emotions prioritize thinking. In other words, something we respond to emotionally is something that grabs our attention. We may hold an emotional state consciousness so as to compare it with a similar sensation in sound, colour, or taste (Mayer et al., 2000).

Individuals also differ in the ways (functional vs. dysfunctional) in which they utilize their emotions. Emotions can:

- Help in generating multiple future plans (flexible planning)
- Improve the decision-making process due to a better understanding of one's emotional reaction (creative thinking)
- Facilitate cognitive processes such as creativity on the one hand and punctuality on the other hand (mood redirected attention); and
- Enhance persistence regarding challenging tasks (motivating emotions) (Salovey and Mayer, 1989, 1990)

3. Understanding and Analyzing Emotions:

The third level involves understanding and reasoning about emotions. It is the ability to understand complex emotions and emotional 'chains', how emotions transition from one stage to another. According to the proponents of the model, emotions convey information: Happiness usually indicates a desire to join with other people; anger indicates a desire to attack or harm others; fear indicates a desire to escape, and so forth. According to Mayer and Barsade (2008), each emotion conveys its own pattern of possible messages, and actions associated with those messages. He says that a message of anger, for example, may mean that the

individual feels treated unfairly. The anger, in turn, might be associated with specific sets of possible actions: peacemaking, attacking, retribution and revenge seeking, or withdrawal to seek calmness. Understanding emotional messages and the actions associated with them is one important aspect of this area of skill. In other words, emotional intelligence involves the ability to recognize the emotions, to know how they unfold, and to reason about them accordingly.

4. Managing Emotions:

The fourth and the highest level of emotional intelligence involves the management and regulation of emotion in oneself and others such as knowing how to calm down after feeling angry or being able to alleviate the anxiety of another person. Mayer et al. (2008) say that a person needs to understand that emotions convey information. To the extent that it is under voluntary control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals.

People differ in their ability to manage (monitor, evaluate, and adjust to changing moods) their emotions, as well as in their ability to regulate and alter the affective reactions of others (Salovey and Mayer 1989, 1990). Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally intelligent individuals are adept at placing themselves in positive affective states and are able to experience negative affective states that have insignificant destructive consequences.

Mayer et al. (2000) opine that the mental ability model of emotional intelligence makes predictions about the internal structure of the intelligence and also its implications for a person's life. The theory predicts that emotional intelligence is, in fact, intelligence like other intelligences is that it will meet three empirical criteria.

First, mental problems have right or wrong answers, as assessed by the convergence of alternative scoring methods.

Second, the measured skills correlate with other measures of mental ability (because mental abilities tend to intercorrelate) as well as with self-reported empathy.

Third, the absolute ability level rises with age (Mayer et al., 2000). The model further predicts that emotionally intelligent individuals are more likely to

- a) Have grown up in bio socially adaptive households (i.e., have had emotionally sensitive parenting),
- b) Be non-defensive,
- c) Be able to reframe emotions effectively (i.e., be realistically optimistic and appreciative),
- d) Choose good emotional role models,
- e) Be able to communicate and discuss feelings, and
- f) Develop expert knowledge in a particular emotional area such as aesthetics, moral or ethical feeling, social problem solving, leadership, or spiritual feeling (Mayer and Salovey, 1995).

2.1.2 The Bar-On Model of Emotional Intelligence

Unlike the Ability model, the Bar-On model explicitly includes non-ability traits also in its efforts to explain Emotional Intelligence and it is also known as Mixed Model of Emotional Intelligence. The Bar-On's (1997) non-cognitive model defines emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". While Bar-On (2000) places this model under the banner of EI, it is a somewhat broader construct to which he more generically refers as "emotional and social intelligence". This model describes EI as a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior. He defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

This model can be divided into two main parts. The first part is the theory, or conceptualization, of emotional-social intelligence; and the second part is the

psychometric aspect of the model, which is, essentially, the measure of emotional social intelligence based on the theory and designed to assess it. These two aspects of the model have also been referred to as

- a) The Bar-On conceptual model of emotional-social intelligence, and
- b) The Bar-On psychometric model of emotional-social intelligence, while
- c) The Bar-On model of emotional-social intelligence refers to both the conceptual and the psychometric aspects of this model combined into one entity.

The psychometric aspect of the Bar-On model is the measure of the construct which was created to assess the conceptual aspect of this model. The Bar-On (1997) model of emotional intelligence was intended to answer the question, "Why are some individuals more able to succeed in life than others?" Bar-On reviewed the psychological literature for personality characteristics that appeared related to life success. He has operationalized this model according to 15 conceptual components that pertain to five specific dimensions of emotional and social intelligence. These five major domains in Bar-On's (1997) model are:

1. Intrapersonal skills: representing abilities, capabilities, competencies and skills pertaining to the inner self.
2. Interpersonal skills: representing interpersonal skills and functioning.
3. Adaptability: representing how successfully one is able to cope with environmental demands by effectively sizing up and dealing with problematic situations.
4. Stress management : concerning the ability to manage and cope effectively with stress, and
5. General mood: pertaining to the ability to enjoy life and to maintain a positive disposition.

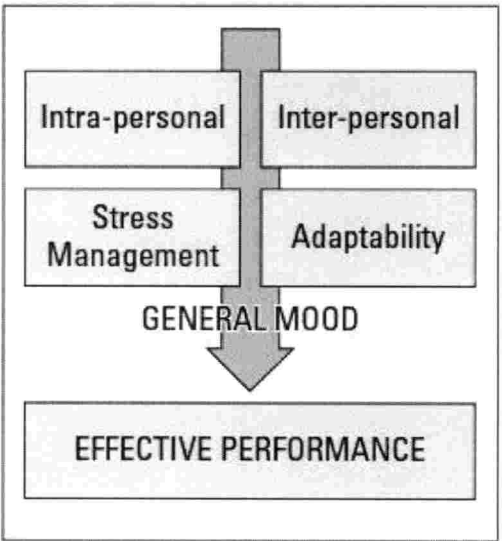


Figure 2.2 Bar-On Model of Emotional Intelligence

Each broad area is further subdivided. For example, intrapersonal skills are divided into emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. The 15 components of the model are described as non-cognitive variables that resemble personality factors (Bar-On, 1997). Bar-On offered the following rationale for his use of the ten forms of emotional intelligence: Intelligence describes the aggregate of abilities, competencies, and skills that represent a collection of knowledge used to cope with life effectively. The adjective ‘emotional’ is employed to emphasize that this specific type of intelligence differs from cognitive intelligence (Bar-On, 1997). Bar-On's theoretical work combines what may qualify as mental abilities (e.g., emotional self-awareness) with other characteristics that are considered separable from mental ability, such as personal independence, self-regard, and mood; this makes it a mixed model (cited in Mayer et al., 2000). Bar-On (1997) contended that to be emotionally and socially intelligent is to effectively understand and express ourselves, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures. Bar-On proposes that the components of this model develop over time, change throughout life, and can be improved

through training and development programmes, and that the model relates to the potential for performance rather than the performance itself.

The development of Bar-On's model of EI had been influenced by the contributions of many earlier theorists including Darwin, Thorndike and Wechsler. Darwin's early work (1837-1872) on the importance of emotional expression for survival and adaptation influenced the development of the Bar-On model, which also stresses the importance of emotional expression and views the outcome of emotionally and socially intelligent behavior in terms of effective and successful adaptation. Thorndike's (1920) description of social intelligence and its importance for human performance as well as Wechsler's (1940) observations related to the impact of non-intellective (non-cognitive) factors on what he referred to as intelligent behavior, are also influenced the development of the Bar-On's Model. Gardner's (1983) introduction of the concept of intrapersonal and interpersonal intelligences, within the context of multiple intelligences, had an impact on the development of the intrapersonal and interpersonal components of the Bar-On model of emotional-social intelligence.

The most popularly used measure of Emotional Intelligence is the Bar-On Emotional Quotient Inventory (the EQ-i). The development of the conceptual aspect of the Bar-On model and the construction of its psychometric component (the EQ-i) are closely interrelated. Consequently, the EQ-i may be considered an 'operationalization' of this model. Consistent with the way this model is conceptualized, to be emotionally and socially intelligent is to effectively understand and express ourselves, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures. This is based, first and foremost, on our interpersonal ability to be aware of ourselves, to understand our strengths and weaknesses, and to express our feelings and thoughts non-destructively.

On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying

relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions as the need arises. To do this, we need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated. Subsequently, Bar-On (2000) defined EI in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands. This array includes

1. The ability to be aware of, to understand, and to express oneself;
2. The ability to be aware of, to understand, and to relate to others;
3. The ability to deal with strong emotions and control one's impulses; and
4. The ability to adapt to change and to solve problems of a personal or a social nature.

2.1.3 The Goleman Model (The Emotional Competencies Model):

Daniel Goleman's books, *Emotional Intelligence* (1995) and *Working with Emotional Intelligence* (1998b), have served to popularize this relatively new area of 'Emotional Intelligence'. He has presented his adaptation of a few existing models of emotional intelligence and emphasized how it is altered throughout life, the ways basic emotional skills can augment one's ability to function better and to succeed in life, and the price paid for what he calls "emotional literacy".

The EI model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive managerial performance. The competency-based model of emotional intelligence by Goleman (2001) has been designed specifically for workplace applications. In *Working with Emotional Intelligence*, Goleman (1998b) explored the function of EI on the job, and claimed EI to be the strongest predictor of success in the workplace, with more recent confirmation of these findings on a worldwide sample seen in Bradberry and Greaves, "The Emotional Intelligence Quick Book" (2005). In his research at nearly 200 large, global companies, Goleman found that truly effective leaders are distinguished by a high degree of emotional intelligence. Without it, a person can have first-class

training, an incisive mind, and an endless supply of good ideas, but he still won't be a great leader. Goleman's model of intelligence is also a mixed model and it is characterized by the five broad areas. They are:

- a. Knowing one's emotions (Self-awareness),
- b. Managing emotions (Self-management),
- c. Motivating oneself,
- d. Recognizing emotions in others (Social awareness), and
- e. Handling relationships (Relationship management).

Goleman included a set of emotional competencies within each construct of EI. 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.

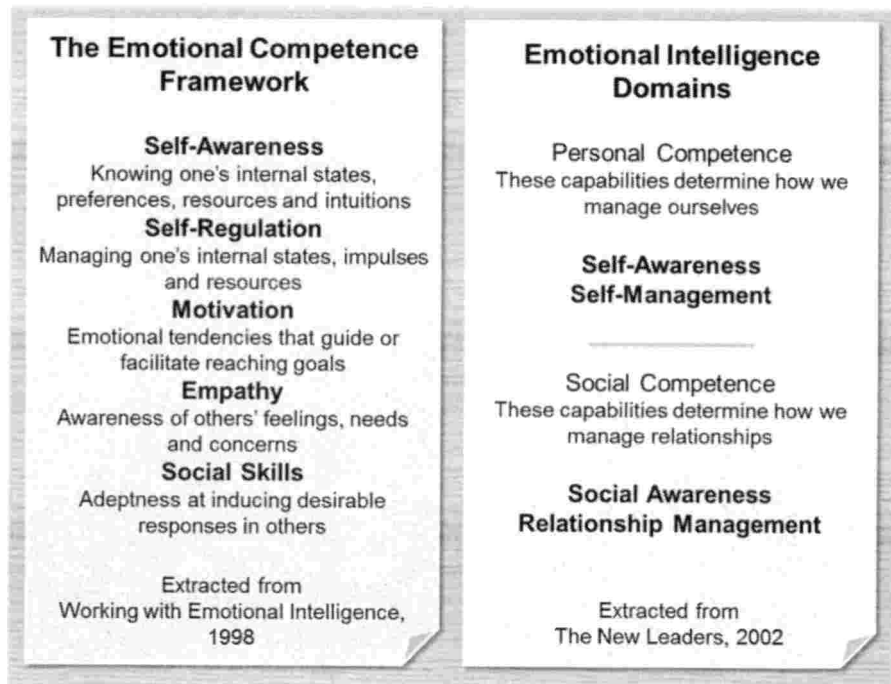


Figure 2.3 Goleman Model (The Emotional Competencies Model)

Goleman (1998a) summarizes the five broad areas of his EI model in his famous article published in Harvard Business Review (HBR) as given in the following Table:

Table 2.1. Summary of the five broad areas of competency-based model of EI by Goleman

	Definitions	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others.	<ul style="list-style-type: none"> • Self-confidence • Realistic self-assessment • Self-deprecating sense of humor
Self-Regulation	The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment to think before acting.	<ul style="list-style-type: none"> • Trustworthiness and integrity • Comfort with ambiguity • Openness to change
Motivation	A passion to work for reasons that go beyond money or status. A propensity to pursue goals with energy and persistence.	<ul style="list-style-type: none"> • Strong drive to achieve • Optimism, even in the face of failure • Organizational commitment
Empathy	The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.	<ul style="list-style-type: none"> • Expertise in building and retaining talent • Cross cultural sensitivity services to clients and customers
Social skill	Proficiency in managing relationships and building networks. An ability to find common ground and build rapport.	<ul style="list-style-type: none"> • Effectiveness in leading change • Persuasiveness • Expertise in building and leading teams

Goleman (1995) recognized that he was moving from emotional intelligence to something far broader. He states that "ego resilience is quite similar to [this model] emotional intelligence" in that it includes social (and emotional) competencies. He goes so far as to note that, "There is an old - fashioned word for the body of skills that emotional intelligence represents: Character" (Goleman, 1995). Goleman (1995) notes that, "at best, IQ contributes about 20 per cent to the factors that determine life success, which leaves 80 per cent to other factors". He further states that EI can be as powerful as, and at times more powerful than, IQ". Mayer et al. (2000) opine that, 'it is hard not to conclude that at least part of the popular excitement surrounding emotional intelligence is due to these very strong claims'. Goleman (2001) proposes that the underlying abilities of the model are necessary, though not sufficient, to manifest competence in anyone of the EI domains" and that the emotional competencies are job skills that can be learned. Within this context, Goleman defines emotional intelligence as the ability to recognize and regulate emotions both within the self and others.

Table 2.2 Comparison between three models

Mayer & Salovey (1997)	Bar-On (1997)	Goleman (1995)
Overall Definition "Emotional intelligence is the set of abilities that account for how people's emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others". (Mayer & Salovey, 1997)	Overall definition "Emotional intelligence is an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". (Bar-On, 1997)	Overall definition "The abilities called here emotional intelligence, which include self control, zeal and persistence, and the ability to motivate oneself" (Goleman, 1995). "There is an old-fashioned word for the body of skills that emotional intelligence represents: Character" (Goleman, 1995).
Major Areas of skills and Specific Examples <i>Perception and Expression of Emotion</i> Identifying and expressing emotions in one's physical states, feelings, and thoughts. Identifying and expressing emotions in other people, artwork, language, etc. <i>Assimilating Emotion in Thought</i> Emotions prioritize thinking in productive ways Emotions generated as aids to judgment and memory <i>Understanding and Analysing Emotions</i> Ability to label emotions, including complex emotions and simultaneous feelings Ability to understand relationships associated with shifts of emotions <i>Reflective Regulation of Emotion</i> Ability to stay open to feelings Ability to monitor and regulate emotions reflectively to promote emotional and intellectual growth (Mayer and Salovey, 1997)	Major Areas of skills and Specific Examples <i>Intrapersonal Skills</i> Emotional self-awareness Assertiveness Self-regard Self-Actualisation Independence <i>Interpersonal Skills</i> Interpersonal relationships Social responsibility Empathy <i>Adaptability Scales:</i> Problem solving Reality testing Flexibility <i>Stress Management Scales:</i> Stress tolerance Impulse control <i>General mood:</i> Happiness Optimism	Major Areas of skills and Specific Examples <i>Knowing One's Emotions</i> Recognizing a feeling as it happens. Monitoring feelings from moment to moment <i>Management of Emotions</i> Handling feelings so they are appropriate. Ability to soothe oneself Ability to shake off rampant anxiety, gloom, or irritability <i>Motivating Oneself</i> Marshalling emotions in the service of a goal Delaying gratification and shifting impulsiveness Being able to get into the "flow" state <i>Recognizing Emotions in Others</i> Empathic awareness Attunement to what others need or want <i>Handling Relationships</i> Skill in managing emotions in others Interacting smoothly with others
Model Type Ability	Model Type Mixed	Model Type Mixed

2.2. Emotional Competency Inventory (ECI)

The ECI is a 360-degree tool designed to assess the emotional competencies of individuals and organizations. It is based on emotional competencies identified by Dr. Daniel Goleman in *Working with Emotional Intelligence* (1998), and on competencies from Hay/McBer's *Generic Competency Dictionary* (1996) as well as Dr. Richard Boyatzis's *Self-Assessment Questionnaire* (SAQ). Hay/McBer's *Generic Competency Dictionary* was originated by Lyle and Signe Spencer as documented in their book *Competence at Work* (1993), and revised by the psychologist David McClelland after an extensive review of the literature. It is based on over 20 years of research initiated by Dr. McClelland (1973) with his seminal article, "Testing for Competence rather than Intelligence." Hay/McBer and other researchers have established that every core competency in the Dictionary reliably differentiates performance in a variety of organizations.

The Self-Assessment Questionnaire was initially developed by Dr. Boyatzis in 1991 for use with MBA and executive students to assess competencies in the Generic Model of Management used at the Weatherhead School of Management, Case Western Reserve University. The SAQ has shown a high degree of construct validity against a variety of behavioral and questionnaire measures. Since 1991, it has been used in numerous studies, including longitudinal research (Boyatzis, Baker, Leonard et al., 1995; Boyatzis, Cowen & Kolb, 1995). Expanding upon Dr. Boyatzis's well-established evaluation measure, Dr. Boyatzis and Dr. Goleman developed a pool of items designed to capture the full spectrum of emotional competencies. Items were selected from this pool based on conceptual and logical considerations. Hay/McBer consultants further refined these items to reflect developmental scaling, which is characteristic of Hay/McBer's *Generic Dictionary of Competencies*. Developmental scales were designed and target levels were identified based on expert opinion and prior studies.

Chapter -III

REVIEW OF LITERATURE

Chapter - III

REVIEW OF LITERATURE

Review of literature is an overview of previous research, on the topic, and its explanation. A literature review is the synthesis of the available literature regarding a research topic. This synthesis merges the conclusions of many different sources to explain the overall understanding of the topic, thus laying a foundation for the research problem.

This chapter provides an overview of previous research, studies on the topic emotional intelligence.

3.1 Emotional Intelligence (EI)

Research on EI is focused on establishing EI as a distinct and independent intelligence, its relationship with job performance and on how EI influences effective leadership, specifically transformational and transactional leadership behavior. EI has been undoubtedly established as an independent intelligence satisfying the criteria for intelligence.

Salovey and Mayer (1990) documented a framework for EI. They traced the roots of EI to social intelligence and highlighted how the concept of emotion had been used in traditional intelligences. They explained that EI is associated with positive mental health and emotionally intelligent people are a pleasant company whereas those lacking in EI are generally maladjusted to their environment.

Mayer and Salovey (1997) explained the evolution of the concept of EI and put forth their 4-branch ability model of EI. They cited the role of EI in schools, at home, workplace and in other work settings. They also purported that EI skills can be acquired through education like other skills.

George (2000) explained the role of EI through description of four aspects of Mayer and Salovey's model (1990) in effective leadership. The four components of EI i.e. the appraisal and expression of emotion, use of emotion to enhance cognitive processes and decision making, knowledge about emotions and

management of emotions and five essential elements of effective leadership i.e. development of collective goals and objectives; instilling in others an appreciation of the importance of work activities generating and maintaining enthusiasm; confidence, optimism, cooperation and trust: encouraging flexibility in decision making and change and establishing and maintaining a meaningful identity for an organization were studied.

Mayer et. al. (1999) conducted a research in order to identify whether Conforms to the criteria for it to be considered as an intelligence i.e. EI must measure mental performance in terms of correct and incorrect answers, EI abilities should be correlated yet distinct from the already existing intelligences and EI must develop with age. Two studies were conducted as part of this research using Multifactor EI Scale (MEIS) Study I was conducted on 503 adults from diverse sources i.e. collegedents, corporate employees, executives etc. Results from study I confirmed that EI can be considered a new type of intelligence and EI was found to moderately correlate with a measure of verbal intelligence. Study 2 was conducted on 229 adolescents and the results were compared with the scores in study I. The findings from study 2 revealed that adults scored higher on EQ than adolescents. Therefore, it was concluded that EI can be considered as a full-fledged Intelligence satisfying the three point criteria.

Sherlock (2002) suggested the incorporation of EI into the curriculum of international education Based on Goleman's notion that EI can be taught and arguments and researches supporting the need for both intellectual and emotional development of students through education, the study recommended that values like open mindedness, inclusion, respect and tolerance can be developed by propagating the development of EI in students.

3.2 Emotional Intelligence and Performance

Goleman (1998) analyzed the competency models developed by psychologists in 188 large and global organizations. He calculated the ratio of technical skills Intelligence Quotient and EQ as contributing factors to excellent performance and found that 'EI proved to be twice as important as others for jobs at all levels'. He

also discussed the role of five components of EI (self-awareness, self-regulation motivation, empathy and social skills) in the success of leaders.

Cavallo (2001) conducted the famous study at Johnson and Johnson consumer and personal care group involving 358 managers and about 1400 employees in offices across the globe with an objective to identify the competencies that make a difference between high and average performers. He concluded that managers with greater 'emotional competence' were best performing leaders as compared to those with low EQ.

Barchard (2003) studied the role of EI in academic success (measured through grades achieved) of undergraduate psychology students. The study found that EI does not predict academic success and although a measure of emotional understanding was found to be related with academic success. But this relationship lost ground when relevant cognitive abilities and personality characteristics were considered.

Abraham (2004) put forth five propositions based on the relationship between emotional intelligence competencies (self-control, resilience, social skills conscientiousness, reliability, integrity and motivation) and performance on the job. These propositions were based on the notion that weak relationship between EI and performance reported in the past literature has some of the competencies rather than the overall EQ that predict performance.

Law ET. al. (2004) conducted a study in order to identify the relationship of With Big Five Personality dimensions, life satisfaction, feelings of powerlessness and job performance. Two studies were conducted - study I examined 202 undergraduate students at a large university in Hong Kong and in study 2; 216 business undergraduates were administered the measures for the aforementioned variables The study concluded that though EI was related with Big Five Personality dimensions but was distinct from them. EI was found to be positively associated with life satisfaction and job performance, but negatively associated with feelings of powerlessness.

Nel and Villiers (2004) studied the relationship between EI and job performance of 135 call Centre agents working in client services, sales and administration in a life insurance company in Western Cape, South Africa. The study confirmed a strong positive relationship between EI and job performance in call Centre. Further, out of all emotional competencies; self-management and self-confidence contributed largely to the effective job performance.

Zeidner, ET. al. (2004) reviewed the empirical research which supports the claims regarding importance of EI in the workplace. The study largely considered the role of EI in personnel selection, placement, job performance and job satisfaction. They concluded that though EI does contribute to the performance and other affective outcomes, but there is dearth of empirical evidence supporting the same and the claims regarding the positive relationship of EI with performance measures are generally unsubstantiated. The research regarding the role of EI is generally contradictory and the predictive validity of measures of EI may be attributed to their resemblance with personality measures.

Van Rooy ET. al. (2005) studied the role of gender differences and age in EI of 275 undergraduate students studying in a large south eastern university. They found that females had higher levels of EI than males and age had a positive and significant association with EI.

Fariselli, ET, al. (2006) conducted a research on 405 people in USA in the age group of 22 to 70 years. They found that age has a positive and significant association with EI but the relationship is weak. They asserted that the older people have slightly higher EI.

Lopes ET. al. (2006) researched the relationship between EI and job performance (through factors like salary, per cent merit increase, company rank) EI and ratings of interpersonal facilitation and affect and attitudes at work. Results revealed a positive and significant association between EI and per cent merit increase and company rank and no link between EI and salary. EI was related to peer rated and supervisor rated indicators of interpersonal facilitation and except few these

associations were found to be significant after controlling other predictors one at a time (age, gender, education, verbal ability, Big Five traits and trait effect)

Rode ET. al. (2007) studied direct and moderating effect of EI (measured by ability based MSCEIT) on individual performance among business undergraduates. The study concluded that controlling mental ability and personality factors, EI was found to determine only one measure of interpersonal effectiveness i.e. public speaking effectiveness. The study supported that EI has indirect effect on performance and mere possession of EI skills does not guarantee effective performance, there should be an impulse to use it also.

Ayiro (2009) examined the impact of EI of school principals and their performance among 100 principals. The schools were profiled on the basis of high or low performance. The study found a positive correlation between total EI scores and performance ratings and experiential EI was found to be the strongest predictor of performance.

Gryn (2010) studied the relationship between EI traits of 268 call Centre leaders and their job performance in a medical aid administration organization in Johannesburg, South Africa. The Study found no significant association between overall EI and job performance of the call Centre leaders.

Mishra and Mohapatra (2010) researched the relationship between EI and job performance of 90 executives employed in different organizations in Delhi NCR. There was a significant positive relationship between EI and job performance. The study also confirmed the concurrent validity of EI scale (EI test by Chadha and Singh, 2001). Also, out of various demographic variables, only work experience was found to be positively correlated with EI.

Platsidou (2010) studied the relationship between perceived EI and burnout syndrome and Job Satisfaction in 123 primary special education teachers in Greece. The findings showed that overall EI was moderately but significantly related to burnout syndrome (emotional exhaustion, depersonalization and personal accomplishment). Optimism and social skills were found to be highly

correlated with burnout variables highlighting their importance in relieving burnout. However, no relationship was found between overall EI or any of EI dimensions and job satisfaction.

Zampetakis and Moustakis (2010) examined the impact of managers' trait EI on group job satisfaction of 51 managers and 158 team members working in 11 public and semi-public organizations (hospitals, universities, research and higher education institutions) in Crete, Greece. The findings showed that managers' trait EI was not directly related to group job satisfaction. However, an indirect relationship was concluded based on positive correlation between managers' trait EI and group's evaluative statements of managers' trait EI.

O'Boyle Jr. ET. al. (2011) conducted meta-analysis of empirical research concerning relation among EI, Five Factor Model (FFM), cognitive ability and job performance. The study focused on identifying the association of three streams of EI (ability based models adopting objective test items, self-report measures based on four-branch model of EI and mixed models of emotional competencies) with FFM cognitive ability and job performance. The results confirmed a positive correlation (approximately same level) between EI measured by three streams and job performance. EI and cognitive ability and four FFM were positively associated and neuroticism (one of the FFM factors) was negatively associated with EI.

Berrocal ET. al. (2012) investigated the role of gender differences in EI and whether age acted as a mediator in the relationship between gender and EI among university students and adults in the community. They observed that age completely mediated the relationship between gender and EI. Therefore, the role of age is more pronounced.

Bii ET. al. (2012) investigated the relationship between age and EI of managers and whether the relationship is moderated by gender and managerial experience in educational institutions including primary, secondary and tertiary institutions. They observed that age had a positive and significant influence on EI and

moderating effects of gender and managerial experience were mild and non-significant.

Kumar and Muniandy (2012) studied the EI of lecturers in a polytechnic in Malaysia and examined the impact of demographic factors like age, gender occupational grade and work experience in the present as well as in the past job in industry. They concluded that age, experience, occupational grade and education had a significant positive influence on EI but gender and previous work experience had no impact on level of EI of lecturers.

3.3 EI and Leadership

Barling ET. al. (2000) studied the association between EI and use of transformational leadership in managers using self-reporting measures of EI and attributional style and ratings on their transformational leadership were provided by their subordinates. They concluded that EI is associated with three dimensions of transformational Leadership i.e. Idealized influence, inspirational motivation and individualized consideration. But no relationship was found between EI and transactional leadership and EI and laissez-faire style.

Palmer ET. al. (2001) in their study examined the relationship between EI and transformational leadership and observed that the ability to monitor and manage emotions in oneself as well as in others are significantly associated with inspirational motivation and individualized consideration dimensions of transformational leadership.

Gardner and Stough (2002) in their study proved that the five components of Swinburne University Emotional Intelligence Test (Emotional recognition and expression, emotions direct cognition, understanding of emotions external, emotional management and emotional control) are positively correlated with four components of transformational leadership. Strong correlation between transformational leadership and total EI scores was found and the strongest correlation between Individualized Consideration and understanding of emotions was observed.

Sivanathan and Fekken (2002) assessed the relationship of emotional intelligence and moral reasoning of university residence staff (as Leaders) with their leadership style and effectiveness. It was found that emotionally intelligent leaders were considered to be transformational in their leadership style by their subordinates and they were also more effective. However, moral reasoning was related with effectiveness rather than EI.

Trabun (2002) in his doctoral research studied the association between EI and leadership performance of 104 male and female US Naval Academy (USNA) midshipmen. The study found no evidence of relationship between EI and effective leadership performance. However, the study recommended that the EI abilities which formed the basis of this investigation represent an elementary framework which should guide effective leadership.

Hayward (2005) examined the relationship between employee performance, leadership and EI in a South African parastatal. The results varied according to two different statistical techniques employed. With linear regression analysis, significant relationship between employee performance and emotionally intelligent and transactional leader emerged, but no significant relationship between EI and emotionally intelligent transformational leader was concluded. Simple correlation analysis revealed a weak linear relationship between EI and transactional leadership and a strong relationship between EI and transformational leadership.

Bradberry and Su (2006) examined EI of leaders in order to identify the relationship between EI of leaders and their job performance. They used two measures of EI one skill based i.e. Emotional Intelligence Appraisal (EIA) and other ability based i.e. MSCEIT. The study was conducted for 212 employees in the organizations a homebuilder, a telecom company and an irrigation system manufacturing company. The findings indicated that scores on EIA and MSCEIT were positively but not significantly related with each other. Leader EI scores on MSCEIT did not exhibit a significant relationship with their job performance whereas EI scores on EIA were found to have strong association with

performance. Relationship management dimension of EI emerged a stronger predictor of leader job performance than other components and social awareness was the only EI skill that did not have any association with performance of leaders.

Kerr ET. al. (2000) studied relationship between EI of managers and their leadership effectiveness measured through subordinate ratings. Employing MSCEIT for measuring EI, the study found that half of the MSCEIT scores strongly predicted leadership effectiveness especially the branches in experiential EI domain but relationship between reasoning EI domain and subordinate ratings was insignificant.

Modassir and Singh (2008) investigated the relationship between EI and Transformational leadership of managers and Organizational Commitment Behavior (OCB) of followers in different industries in Goa and Daman. The study found no significant relationship between subordinates' perception of their leader as transformational and their OCB. EI was observed to be associated with conscientiousness and altruism. However, no significant link between EI and Transformational leadership was found.

Zafra, ET. al. (2008) stated that emotionally intelligent individuals are likely to emerge as leaders in a group because their leadership style is largely transformational in nature. Further they cited that for effective leadership, EI and transformational leadership style go hand in hand i.e. one would be irrelevant without the other.

Wong ET. al. (2010) examined the impact of school middle-level leaders (senior teachers with official leadership roles) EI on teachers' job satisfaction in Hong Kong. Two studies were conducted- in study 1, 107 teachers were inquired about the characteristics of middle level leaders and it was concluded that majority of teachers supported the importance of EI of school middle level leaders in the success of schools. In study 2, 3866 teachers and middle level leaders were surveyed and findings revealed a significant impact of middle level leaders' EI on teachers' Job satisfaction.

Mwangi et.al. (2011) concluded that EI has a significant role in transformational leadership in a study conducted for Kenyan public universities. They found that eight out of fifteen EI skills were related with transformational leadership behavior.

Mir and Abbasi (2012) for academic leaders in higher education sector in Pakistan established that EI forms the core of transformational leadership behavior and all the components of EI are significantly related to transformational leadership. Self-awareness and motivation emerged the strongest predictors of transformational leadership.

3.4 Organizational Commitment (OC)

Major part of the research on organizational commitment is focused on identifying the factors (antecedents) which contribute towards organizational commitment and the outcomes of organizational commitment. Organizational factors such as job satisfaction, job involvement, perceived organizational support, leadership style or approach, organizational culture, organizational justice are some of the most commonly researched upon antecedents of organizational commitment. In addition, personal characteristics such as age, gender, education, tenure etc. are also found to have impact on organizational commitment. Also, emotional intelligence is considered as another antecedent in this study and an attempt is made to identify its impact on organizational commitment.

3.4.1 Antecedents and consequences of organizational Commitment

Shore and Martin (1989) investigated the differential association of job satisfaction and OC to two outcomes i.e. turnover intentions and job performance of bank tellers and hospital professionals. The findings support that OC is a stronger predictor of employees' intentions to stay than job satisfaction and job satisfaction was more strongly related with supervisory ratings of performance than OC for professionals as well as bank tellers. The study supports the notion that IAA member institutions across America. The study concluded that current

annual salary, age and alumni status were significantly related to affective commitment ethnicity was significantly related to normative commitment and alumni status to continuance commitment.

Saqer (2009) researched the effect of leadership style, in the form of full range leadership theory i.e. including transformational, transactional and laissez faire styles on three dimensions of organizational commitment namely, affective continuance and normative commitment in UNRWA staff in West bank Gaza, Jordan, Syria and Lebanon. The research yielded a stronger Positive relationship between perceived transformational leadership style and organizational Commitment than transactional style. A negative correlation was found between laissez faire style and organizational commitment.

Colakoglu ET. al. (2010) conducted a research in order to analyses the effect of perceived organizational support on dimensions of organizational commitment, the effect of job satisfaction on dimensions of organizational commitment, the effect of perceived organizational support (POS) on job satisfaction and the mediating role of job satisfaction on the relationship between POS and dimensions of organizational commitment in hotel industry employees in Turkey. The conclusions supported significant positive effect of POS on both job satisfaction and affective, normative and continuance commitment and job satisfaction had a partially mediating role between POS and dimensions of organizational commitment.

Sonia (2010) studied the relationship among job satisfaction, motivation and organizational commitment of technical employees at three levels of (top, middle and entry) in top 10 IT multinational companies. The study found a significant positive correlation between job satisfaction and affective and normative commitment and negative correlation with continuance commitment. Out of the various factors constituting the job satisfaction scale, the factors with highest correlation with affective commitment were related to salary, benefits, fair treatment, opportunity for advancement and supervision. Factors with moderate correlation were appreciation (from management), interest (from intrinsic aspects

of job), job security and intrinsic aspects of job (excluding case). Items with lowest correlation were working conditions (excluding hours), social aspects of job and communication.

Dixit and Bhati (2012) examined the influence of employee commitment on sustained productivity in auto-component industry in India the findings revealed a positive association between the three components of OC and sustained productivity of the organization. A high degree of correlation was observed (with r approaching +1) between the three independent variables (affective, continuance and normative commitment) and a dependent variable (sustained productivity)

Ghina (2012) examined the influence of corporate culture on organizational commitment of employees at civil Government organizations in Indonesia. Four dimensions of corporate culture were studied- team work, communication, reward and recognition and training and development. The results proved that the four dimensions were positively associated with on organizational commitment.

Kanchana and Panchanatham (2012) studied relationship between demographic variables like gender, age, and job position, psychological variables like role clarity, job satisfaction and organizational commitment among employees in Tamil Nadu papers limited at Kagidapuram. Karur district. The analysis of, Sample of 500 employees showed a significant relationship between demographic and psychological variables and organizational commitment. Also, the study purported that greater role clarity and high levels of job satisfaction result in greater commitment among employees. Job satisfaction was also found to influence components of organizational commitment.

Kumar and Eng (2012) examined the impact of OC on turnover intention into level to low management level employees of a hotel in Penang, Malaysia. The study of 278 employees confirmed a negative correlation i.e. employees with strong commitment to the organization have low turnover intention and vice-versa.

Mohamed ET. al. (2012) studied the relationship between job satisfaction, organizational trust and organizational commitment in two private banking organizations in Tiruchirappalli. The results revealed that job satisfaction is positively related to organizational commitment, trust and the three components of organizational commitment.

Qaisar ET. al. (2012) explored the impact of the three components of OC on performance of police officers in Islamabad (Pakistan). The results showed a significant effect of OC on officers' performance where affective commitment exerting the strongest influence on performance followed by normative and continuance commitment.

Rastegar and Aghayan (2012) investigated the association between organizational culture and organizational commitment in a training and education organization in a city of Iran. The results revealed that supportive and innovative culture were positively correlated with organizational commitment but correlation between bureaucratic culture and organizational commitment is low.

Rehman ET. al. (2012) studied the relationship between transactional and transformational leadership styles (Independent variables) and organizational commitment (dependent variable) in academic and administrative staff in Pakistan. A positive relationship was found between both styles of leadership and organizational commitment but transformational leadership had slightly stronger impact on organizational commitment.

3.4.2 Emotional Intelligence and Organizational Commitment

Cichy ET. al. (2007) explored the relationship between EI and OC among private club board and committee volunteer members using Cichy's model of EI with three dimensions - IN, OUT and RELATIONSHIPS. The results conclude a strong association between EI and affective commitment, a negative relationship between Eland continuance commitment and a weak relationship between EI and normative commitment.

Rangriz and Mehrabi (2010) probed the association between EI, OC and performance of employees at Iranian Red Crescent Societies (IRCS) and whether managers' EI had an impact on employees' OC and performance. The findings indicate a significant correlation between employees' EI and OC and their performance. However, no impact of managers' EI on employees' commitment and performance was observed. Also, based on gender, no significant difference was found between EI, OC and performance.

Aghdasi, et.al. (2011) analyzed the direct effects of emotional intelligence on occupational stress, job satisfaction and organizational commitment on 234 employees in an Iranian organization. The results indicated the emotional intelligence did not have any direct or indirect effect on occupational stress, job satisfaction and organizational commitment.

Khail (2011) investigated the correlation between EI and OC of 142 employees of small and medium enterprise in private sector in Iran. The findings and social awareness were found to have strong and positive influence on employee's obligation to the organization. Self-awareness and relationship management (the abilities of EI) exhibited positive but not significant impact on employee's oc.

Moradi and Ardabacy (2011) identified a significant role of EI in determining OC. Their study concluded that a high level of EI was associated with moderate level of OC which may be attributed to the effect of moderating variable(s) such as job satisfaction.

Ghorhani and Sami (2012) examined the influence of EI on OC of personnel in Salehieen finance and credit institute. The study concluded a positive and significant relationship between EI and OC of employees.

Mohamadkhani and Lalardi (2012) studied the relationship between EI and OC of the hotel staff in 5 star hotels of Tehran, Iran. The findings support a high correlation between EI and OC. However, the results differed for the various dimensions of EI and OC i.e. a highly positive significant relationship was found between emotional self-awareness and maintaining membership component, a

relationship between emotional self-management and putting extra efforts as a member and no relationship between social awareness and relationship negative management group and 3 components of OC emerged from the research.

Negoescu (2012) examined the influence of EI on OC and employee working behavior in highly competitive environment. The findings showed a positive impact of EI on OC and positive work behavior in highly challenging environment. The study supported the notion that emotionally intelligent individuals are capable of surmounting the difficulties posed by the competitive work environment.

NikNesat ET. Al. (2012) explored the relationship between EI and OC and JS. In addition, job satisfaction's role as a mediator between emotional intelligence and organizational commitment in a healthcare organization was studied. The results revealed a positive impact of emotional intelligence on organizational commitment positive mediating role of between EI and OC.

Nordian (2012) conducted a research to identify whether leadership behavior and EI influence augment OC among academic staff at a higher learning institution i.e. University of Teknologi MARA (UiTM). The results support a positive but correlation between EI, leadership behavior and OC. The statistics proved strongest and exceptional contribution of transactional leadership to explain OC and confirmed EI and leadership behavior as the impending antecedents of OC.

Sarboland (2012) studied the relationship between EI and OC of employees the tax affairs offices in Andebil province of Iran and proved a significant affiliation between EI dimensions (self-awareness, self-management, social awareness, and relationship management) and OC but the strength of association various dimensions of OC varied.

Antony (2013) investigated the impact of EI on organizational commitment and OCB among employees working at FCI OEN Connectors, Cochin, and Kerala. The findings prove a positive relationship between emotional intelligence organizational commitment and organization commitment behavior. The study

recommended that a moderate level of emotional intelligence is vital for better commitment towards one's organization and to go an extra mile in performing one's duties

3.5 Job Involvement

The empirical research on job involvement mainly related to the antecedents and consequences of job involvement and the role of emotional intelligence in job involvement.

3.5.1 Emotional Intelligence and Job Involvement

Research work on the role emotional intelligence in determining job involvement is limited and there are very few studies which focus on examining the relationship between these constructs. Some of the important ones are explained below.

Carmeli (2003) researched the relationship between emotional intelligence and work attitudes (career commitment, job involvement, and affective commitment continuance commitment. Job satisfaction, work-family conflict), work behavior (altruistic behavior or organizational citizenship behavior i.e. OCB) and work outcomes (job performance, withdrawal intention from organization) among senior managers as Chief Financial Officers in local government authorities in Israel. The results indicate a positive and significant relationship between emotional intelligence and job satisfaction, affective commitment, career commitment, OCB, control of work-family conflict and job performance; no relationship between emotional intelligence and continuance commitment, job involvement and a negative relationship between emotional intelligence and withdrawal intention from the organization.

Najafpour (2008) studied the relationship between emotional intelligence and job involvement with moderating factors such as gender and age in a manufacturing company located in Penang Island. The results indicated that emotional intelligence dimensions of regulation of emotion (ROE) and use of emotion (UOE) are positively related to job involvement and dimensions of self-emotional

appraisal (SEA) and others emotional appraisal (OEA) have no relationship with job involvement. Further, it was concluded that ROE had a positive effect on job involvement with moderating effect of gender and age.

Ravichandran, ET. al. (2011) conducted a research in order to identify the relationship between emotional intelligence and work engagement behavior of IT and ITES employees. The results indicated a positive but weak association between overall emotional intelligence and overall work engagement behavior. A weak correlation was attributed by the researchers to the reason that emotional intelligence is not the only factor in influencing the work engagement behavior of employees.

Akintayo and Babalola (2012) undertook a research to describe the relationship between emotional intelligence and workers' behavior (in terms of job performance effectiveness, job satisfaction, and organizational commitment and job involvement) among workforce in industrial organizations in Nigeria. The findings revealed a positive association between emotional intelligence and all constructs of workers' behavior.

Judeh (2013) examined the effect of emotional intelligence on retention and the moderating role of job involvement among employees working in hotels and tourism corporations listed in Amman Stock Exchange in Jordan. The findings reveal that retention was related to emotional intelligence and job involvement acted as moderator on the relationship between emotional intelligence and retention.

3.5.2 Job Involvement- Antecedents and Outcomes

Research supports the notion that highly involved employees exhibit greater work or job satisfaction, job performance and effort, organizational commitment and fewer instances of absenteeism and voluntary turnover. Various studies sustaining the aforementioned consequences of job involvement are:

Baba (1979) investigated the impact of two antecedents of job involvement namely individual difference factors (need for achievement, locus of control) and

situational factors (job scope and participation indecision making) and the impact of job involvement on job related effort in employees working in communication industry in Montreal. No relationship between demographic factors and job involvement was found and factors of internal locus of control and high need for achievement were found to be positively related to job involvement and so was job scope and participation in decision making. Job involvement exhibited a significant positive relationship with job related effort i.e. highly involved employees exerted greater job related effort.

Pathak (1983) conducted a research to investigate the relationship between job involvements and need satisfaction of bank employees in four major public sector banks in India. Only one factor emerged as an important determinant of job involvement i.e. "recognition for good work done" implying that highly involved employees were the ones whose need for recognition was fulfilled. But job involvement and overall need satisfaction did not exhibited strong relationship with job involvement.

Fletcher (1998) in her doctoral research studied the impact of organizational commitment, job involvement and organization culture on employee turnover process of 574 managerial, sales and service employees in a large southwestern retail organization. The results establish a significant negative correlation of organizational commitment, job involvement and organization culture with voluntary turnover.

Chughtai (2008) studied the impact of job involvement on in role job performance and OCB of full time faculty members teaching in five major cities of Pakistan (Lahore, Islamabad/ Rawalpindi, Peshawar, Karachi and Quetta). The results support job involvement as an important determinant of in-role job performance and a significant positive relationship between job involvement and OCB. Further, it was found that job involvement exhibits both direct as well as indirect (through enhancing organizational commitment) impact on in-role performance.

Lambert (2008) explored the impact of job involvement on job stress, job satisfaction, organizational commitment, life satisfaction, turnover intentions, and family on work conflict and work on family conflict among correctional staff in a Midwestern state correctional institution. The study concluded that job involvement had a significant impact on job satisfaction, organizational commitment and both forms of work-family conflict and no direct relationship with job stress, job satisfaction and turnover intentions.

Uzundu (2009) researched the role of job dissatisfaction resulting from the perceived levels of low job involvement in determining the withdrawal behaviors (described in terms of absence and lateness to work) of public service employees in three states namely Abia, Anambra and Imo of Nigeria. The findings indicate that perceived low levels of job involvement act as predictors of absenteeism and lateness. Individuals with low job involvement were associated with higher absenteeism and lateness to work.

Ekmecki (2011) analysed the effect of job involvement on organizational commitment of employees at two Multi-National Companies (MNCs) in Turkey. The research findings ascertain organizational commitment as a consequence of job involvement with males more committed to their organizations and more involved in their jobs than females. However, no such relationship was found between job involvement and marital status, education level and tenure.

Bhatia, ET. al. (2012) studied the relationship between job involvement and among employees at Punjab National Bank. The organizational effectiveness research inferred a direct relationship between job involvement and organizational effectiveness through employees' working style, approach towards the attainment of organizational goals, quality improvement, acquisition of new talent and skills etc.

Ho, Oldenburg, Day and Sun (2012) studied job involvement as a mediator of the influence of work values on organizational commitment of 1047 Taiwanese nurses. The findings indicate that work values are positively related to job involvement and organizational commitment and job involvement is positively

associated with organizational commitment. The study recommended enhancing organizational commitment through increased job involvement.

Islam ET. al. (2012) examined the relationship between job involvement and in role performance with three dimensional organizational commitments as a mediating factor. The study conducted in the educational sector in Pakistan yielded positive association between job involvement and in role performance where organizational commitment function as a perfect mediator enhancing this relationship with normative and affective components acting as mediating variables barring any role of continuance commitment dimension.

Omoniyi and Adedapo (2012) examined the role of job involvement and organizational commitment as determinants of job performance in all thirty-three educational resource centers' employees servicing Oyo state government in Nigeria The study revealed a significant relationship between job involvement and job performance but association between organizational commitment and job performance was found to be non-significant.

Sheikh, ET. al. (2012) examined the moderating role of individually held cultural values in the relationship between transformational leadership behavior of supervisors and job involvement of their followers in 10 organizations in UAE. Transformational leadership was found to have a positive and significant impact on job involvement of followers and cultural value orientations moderated the relationship.

Asil, et.al. (2013) confirmed a significant positive relationship between Job Involvement and organizational commitment with organizational citizenship behavior (OCB) in employees at Haji and pilgrimage organization of East Azerbaijan province of Iran.

Javed and Farocqi (2013) examined the relationship of transformational leadership style to followers' perception of well-being on job satisfaction and the mediating role of perceived work characteristics was also studied for banking sector leaders and their subordinates in Gujarat, Pakistan. Significant positive

influence of transformational leadership style of leaders was observed on perception of meaningful work and job involvement. Further, followers' perception of meaningful was found to mediate the relationship between transformational leadership style and job satisfaction.

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Chapter IV

***THE KERALA STATE COOPERATIVE
COIR MARKETING FEDERATION LTD
.NO. 679- A PROFILE***

Chapter IV

THE KERALA STATE COOPERATIVE COIR MARKETING FEDERATION LTD. NO. 679- A PROFILE

4.1 Industry profile

Coir industry is an integral part of the economy of Kerala. The industry provides employment directly and indirectly and to a large number of people. Coir industry had its origin in Kerala. However, with the expansion of coconut cultivation the industry had developed fast in the states like Tamil Nadu, Andhra Pradesh, Orissa, West Bengal, Gujarat and Goa.

Coir industry is highly labour intensive, but the productivity level seems to be so slow that the average earnings of workers employed are insufficient to maintain a standard of living. On the demand side coir products appeared to be facing increasing competition from other hard fibers in the world markets. Kerala is the home of Indian coir industry where white fibre, accounting for 61% of coconut production and over 85% of coir products are from women. With 10.05 lakh hectares having coconut cultivation in Kerala, which accounts for 45% of the net cropped area. The coconut output is estimated at 5759 million nuts annually. Indian coir industry employs more than 1.5 lakh weavers and 4 lakh spinners. The industry has been going through a bit of rough patch because of the lack of modernization and marketing effort.

4.1.2. Global Scenario

Currently, the global annual production of coir fiber is about 350,000 metric tons (MT). Yet, even in the world's top two producers, India and Sri Lanka, which account for about 90% of global coir fiber production, combined, this renewable resource is underutilized; local coir mills process only a fraction of the available husks, which accrue more or less year round as a waste during coconut processing. Traditional uses for the resilient and durable coir fiber include

rope and twine, brooms and brushes, doormats, rugs, mattresses and other upholstery, often in the form of rubberized coir pads. In the 1980s and 90s, global exports of coir fiber fell by almost half, as Western consumers shifted to synthetic foam and fibers. Then, since 1990, rapidly growing domestic demand in India more than doubled global production benefiting exclusively the Indian coir industry. Finally, since 2001, a rising Chinese demand for coir, an expanding market for coir-based erosion control products, and the spread of coir pith as a peat moss substitute in horticulture has further pushed up global production and prices. In turn, other coconut growing countries, including Philippines, Thailand and Vietnam are now expanding their production and export of coir fiber. These changes are also reflected in the international trade in coir. Historically, Sri Lanka had been the world's largest exporter of various fiber grades, whereas India exports largely value added products – yarn, mats, and rugs. While in 1990 about 80% of global production was exported, growth of the Indian domestic market dropped that rate to below 40%. Global trade volume for coir fiber, value added products – yarn, mats, rugs – and coir pith now stands at about \$140 million per year with India and Sri Lanka respectively accounting for about \$70 and \$60 million of that amount. This may not seem much but in the coconut regions of producing countries coir is an important economic factor. In Sri Lanka, coir related exports account for 6% of agricultural exports, over 1% of all exports and 0.35% of GDP. Moreover, coir milling and value addition, mostly spinning and weaving, are important regional employers, particularly in rural Southern India and coastal Sri Lanka. They give work to 500,000+ people, many of them women working part-time. Yet, working conditions and productivity are generally poor. The challenge for industry is to sustainably expand markets for this versatile renewable resource while maintaining its role as employer for the rural poor. This may require producer's to innovate production, improve product consistency, and in particular develop novel applications – jointly with their customers in importing countries. Businesses, public agencies and research institutes are now addressing this challenge in multilateral projects worldwide – setting examples that global trade can be beneficial to all parties involved.

4.1.2. Indian Scenario

Indian coir industry is an important cottage industry contributing significantly to the economy of the major coconut growing States and Union Territories, i.e., Kerala, Tamil Nadu, Andhra Pradesh, Karnataka, Maharashtra, Goa, Orissa, Assam, Andaman & Nicobar, Lakshadweep, Pondicherry, etc. About .5.5 lakh persons get employment, mostly part time, in this industry. The exports from this industry are around Rs. 70 crores. Coconut husk is the basic raw material for coir products. Around 50 per cent of the available coir husk is used to produce coir products. Hence, there is scope for growth of coir industry. During the Seventh Plan period, encouragement has been given for expansion of home market through publicity and advertisement, product diversification, adoption of new technology, research and development, training for artisans, including women and social welfare measures for coir workers, most of whom are SC/ST and women. The Eighth Plan programmes for coir industry aimed at increased utilization of coconut husk for production of coir fibre, growth of the domestic market, strengthening of research and development to find out new uses of coir fibre especially in the areas of geo-fibre, fire retardant, cement and gypsum polymer development, acquiring of new technology like PVC-tufted coir products, encouragement to cooperativisation and providing social welfare, civic amenities and medical facilities to coir workers. Emphasis would be laid on mechanization in a phased manner without affecting employment to make Indian coir products competitive in the export market. Brown coir fibre production would be encouraged by providing seed capital assistance. Modernization of coir units has been envisaged by providing incentives for installation of modern equipment's to make coir industry more competitive in the export market. Special training programmes have been formulated for women artisans. Improved modern treadle rats would be provided to trained women artisans to increase employment and earnings. Medical facilities, creche for children of coir workers, model coir villages for SC/ST coir workers and social welfare schemes would be implemented during the Eighth Plan period. Emphasis has been given on developing devices/equipment/machinery through R&D to reduce drudgery and to

improve productivity of coir workers. Development of improved variety of ratts and looms would help in improving the production of coir yarn spinning, coir mats, etc. In order to boost exports, the scheme of cooperative publicity/programme in the export markets which was started in the Seventh Plan would be continued. India accounts for more than two-thirds of the world production of coir and coir products. Kerala is the home of Indian coir industry, particularly white fibre, accounting for 61 per cent of coconut production and over 85 per cent of coir products. Although India has a long coastline dotted with coconut palms, growth of coir industry in other coastal States has been insignificant. Not more than 50 per cent of the coconut husks are utilized in the coir industry, the remaining being used as fuel in rural areas. Production in the cooperative fold is not more than 20 to 25 per cent. The development programmes so far undertaken aimed at revitalization of coir cooperatives, improvement in quality and products diversification. Efforts were also made for exploring wider export markets for coir and coir products. Judged from the increase in production and employment,

4.1.3. Regional Scenario

Coir industry is perhaps the largest industry in the coastal villages of Kerala. The State, with its favorable ecological setting, abundant supply of coconut, and skilled labour, has provided the conditions necessary for its growth and development. The process of production begins with de-husking, which is largely concentrated in Kerala, as this State produces sufficient quantity of nuts (4,886 million nuts) in 2014-15. (The Hindu, Dt., 28-04-2015) In addition to this, facilities like lakes and lagoons for retting the husk and the availability of traditional expertise of the people in coir work also added to the phenomenal growth of the industry in Kerala. History tells that ancient Greece, Egypt and Rome used coir ropes made in Kerala for the construction of houses, citadels, ship mast and mansions. It was with the arrival of the Portuguese in Kerala that the coir trade spread to the European countries. The British interest on Kerala's coir products made them conduct an exhibition on coir products in London in 1851.

The industry is comprised of fiber making, yarn making, mats and mattings, rubber backed mats, synthetic backed mats, rubberized beds and various other useful products. The first coir factory in the country was started in 1854 by an Irish man named James Darragh, at Kulachal and Alappuzha. The factory was named, "James Darragh, Smail & Co. Ltd." with its registered offices in London and New York. The success of Darragh's company attracted many enterprising businessmen to Kerala to set up similar factories in the State for production and export. In course of time, demand for coir and coir products increased and 2 several coir factories in and around Alappuzha came into existence. After Independence (1947), the foreigners left the coir scene and most of the large factories were closed down. Some of them were taken over by the workers' unions themselves and re-organized on cooperative basis. But, lack of competence of workers to manage the units on commercial basis affected the growth of the coir sector. Coir exports dwindled.

Alleppey, the coir capital of Kerala is the nerve center of famous coir industry. One of the most commonly seen tropical trees in Kerala is the Coconut tree. In fact, even the name Kerala (Keralam in Malayalam) is derived from this tree ("Kera" in Malayalam language means Coconut and "Alam" means Land, thus Keralam means Land of Coconut). Here, one can see coconut husks being beaten into fibre for making beautiful mats and other coir products. Both men and women are actively involved in the production of Coir. The women are mainly involved in the yarn spinning sector and the men in the product-weaving sector. Coir Industry enjoys the status as the largest Cottage Industry in the State of Kerala, giving employment to over a million people. Kerala also has a very fine natural harbor located at Kochi. coir manufacturing industry producing coir mats, matting and other floor coverings, was started in India on a factory basis, over a hundred years ago when the first factory was set up in The Alleppey in 1859 by the Late Mr. James Darragh, an adventurous Irish born American national, Enterprising Indians followed the trail blazed by this foreigner. The Kerala State Co-operative Coir Marketing Federation (COIRFED), the Apex Federation of Co-operative Societies engaged in the manufacture of coir and coir products is

entrusted with the task of marketing the product of the Co-operative Societies. It provides sustenance to workers especially women.

COIRFED and its member societies provide higher employment, better wages and better living conditions to the coir workers by eliminating middlemen. According to the estimate of COIRFED, at present 628 coir primaries are affiliated to COIRFED with its headquarters located in the coir capital Alappuzha has an exclusive coir yarn division with four regional offices at Kollam, Kochi, Kozhikode and Alappuzha that handles the procurement and distribution of around 80 varieties of coir yarn. The central stores handle the procurement and distribution of coir products is located in Alappuzha. It has 47 showrooms and more than 100 retail outlets. COIRFED has a number of factories for producing value added coir products like rubber backed coir mats, tiles, rubberized coir products like mattress, pillows, cushions etc., PVC tufted mats, pith briquettes, coir fibre, coir pith and COIRFED has set up an array of 47 showrooms. Performance evaluation is a constructive process to acknowledge the performance of an organization. Financial performance analysis gives an overview of financial position of COIRFED.

4.2. Genesis of the Organization

Alleppey, the coir capital of Kerala is the nerve center of famous coir industry. One of the most commonly seen tropical trees in Kerala is the Coconut tree. In fact, even the name Kerala (Keralam in Malayalam) is derived from this tree ("Kera" in Malayalam language means Coconut and "Alam" means Land, thus Keralam means Land of Coconut). Here, one can see coconut husks being beaten into fibre for making beautiful mats and other coir products. Both men and women are actively involved in the production of Coir. The women are mainly involved in the yarn spinning sector and the men in the product-weaving sector. Coir Industry enjoys the status as the largest Cottage Industry in the State of Kerala, giving employment to over a million people. Kerala also has a very fine natural harbor located at Kochi.

Although the first recorded history of coconut goes way back to Valmiki's Ramayana period, it was only after the birth of COIRFED that an industry around coir was formed. COIRFED is the single marketing agency with state-wide jurisdiction over primary coir societies. COIRFED either sells yarn to manufacturing units or use it to make coir products either in its own units or through its accredited small-scale manufacturers. COIRFED established in the year 1979 as the apex federation of primary cooperatives functioning in the state. It follows the rich tradition of Late Mr. James Darragh and Mr. Henry Smail, perhaps one of the most important western businessmen to set foot in India, who established the first mechanized coir mat manufacturing unit in Alleppey, Kerala in 1885. An adventurous Irish born American national, Enterprising Indians followed the trail blazed by this foreigner. The Kerala State Co-operative Coir Marketing Federation (COIRFED), the Apex Federation of Co-operative Societies engaged in the manufacture of coir and coir products is entrusted with the task of marketing the product of the Co-operative Societies. It provides sustenance to workers especially women.

COIRFED and its member societies provide higher employment, better wages and better living conditions to the coir workers by eliminating middlemen. According to the estimate of COIRFED, In 2016, as per the Annual reports of COIRFED 628 coir primaries are affiliated to COIRFED with its headquarters located in the coir capital Alappuzha has an exclusive coir yarn division with four regional offices at Kollam, Kochi, Kozhikode and Alappuzha that handles the procurement and distribution of around 80 varieties of coir yarn. The central stores handle the procurement and distribution of coir products is located in Alappuzha. It has 47 showrooms and more than 100 retail outlets. COIRFED has a number of factories for producing value added coir products like rubber backed coir mats, tiles, rubberized coir products like mattress, pillows, cushions etc., PVC tufted mats, pith briquettes, coir fibre, coir pith and COIRFED has set up an array of 47 showrooms.

Before 1979 there existed certain central coir marketing societies in Kerala at places like Kozhikode, Kollam, Alleppey and Cochin. COIRFED plays a mediator role in finding markets yet untapped and promoting new business opportunities. A wide range of coir products are exported to the high quality conscious market of European Union, the United States and so on. Coir is not just a natural product. It has some winning advance too.

COIRFED also set an all-time record in the implementation of coir Geo Textiles programme under Mahatma Gandhi National Rural Employment Guarantee programme associating itself with local self-employment in the state. During the last financial year, COIRFED had developed three new products in the market: mattress for children in anganawadis, roll up mattress and oonjal. COIRFED is facing stiff competition from other natural fibers and synthetic materials. At present COIRFED is making efforts to expand the reach of ecofriendly and bio degradable coir products to all good citizens with care for nature and mankind. COIRFED is instrumental in implementing the novel schemes of Govt. Of Kerala like Distress purchase scheme, Fiber subsidy scheme, Price fluctuation scheme etc. The products of COIRFED are marketed under the brands Cocofert, Coco plus, Cocogeofabric, Dustout and Deep sleep.

4.3. Area of Operation

The area of operation of the Kerala State Cooperative Coir Marketing Federation is all over Kerala with its headquarters located at the coir capital Alleppey.

4.4. Mission

The mission of COIRFED is “To act as a facilitator for promotion and sustainability of coir sector in the state.

4.5. Vision

To act as a nodal agency for coordinating the technological, commercial and academic developments in the entire gamut of activities related to the coir sector

in Kerala and emerge as a center of excellence for research and developments, industrial consulting and knowledge dissemination globally.

4.6. Objectives

COIRFED is not a profit motive organization. This organization is formed with a motive to uplift the people those who are working in the coir industry. The main objectives of COIRFED are,

- ❖ To arrange for the purchase and sale of coir fibre, yarn and other coir products belonging to the affiliated societies to the best advantages.
- ❖ To rent purchase or own Administrative Office, Godowns, Sales Depots, Sub office and Branch offices with the jurisdiction of the federation and elsewhere to facilitate storage and marketing.
- ❖ Purchase and distribution of raw materials
- ❖ Establish plant and machinery for the delivery of husk and manufacturing all varieties of coir products.
- ❖ Establish research centers for diversification of products.
- ❖ Undertake retting of husks, production of fiber, coir yarn and coir goods.
- ❖ To establish research centers for diversification of products.
- ❖ To raise funds by way of loan, grants and other contribution from government, NABARD and other financing institutions.
- ❖ To advance loans to member societies against security of products and other goods deposited with federation.
- ❖ To undertake trade and export of coir and coir products.
- ❖ To formulate and conduct schemes of training for the officers in the affiliated societies and federation.
- ❖ To supervise, develop assist and coordinating activities of affiliated societies.
- ❖ To encourage self-help, thrift and cooperation among the affiliated societies and their members.
- ❖ To act as the agent of the government or Financial Institutions to distribute funds to member societies.

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- ❖ Undertaking retting of husks, production of fiber, coir yarn and coir goods.
 - ❖ Undertaking Inter State trade and Export of coir and coir products.
 - ❖ Supply of market news.
 - ❖ Rendering Technical advice and guidance.
 - ❖ To act as an exponent of cooperative opinion in matters relating to coir and coir products, marketing and cooperative trade.
 - ❖ To arrange for the holding of periodical conferences and seminars on coir industry, publishing of periodicals and booklets for the stabilization and development of coir industry and production of films to undertake propaganda work.

4.7. Membership

Membership of the Federation shall be open to the following in its area of operation

- i. Primary coir co-operative societies.
- ii. Mats and Mattings Coir co-operative societies.
- iii. Other Co-operative societies registered under the coir Development Scheme.
- iv. State Government.
- v. Nominal/ Associated Members (without voting rights), registered self-help groups engaged in the production of coir.

Every society on admission shall pay Rs. 100/- as admission fee, which shall not be refundable. No admission fee shall be payable for shares taken by Government. Application for admission as a member shall be made to the Managing director in the form if any, prescribed for the purpose. The liability of the members for any defect in the assets of the federation on liquidation shall be limited to the face value of their subscribed shares.

4.8. Sources of Funds

The funds of the organization comprises of owned funds and borrowed funds. Owned funds includes total paid up share capital, reserve fund and undistributed profit. Borrowed funds include loans, grants and subsidies from the government, cash credit from KSCB and borrowings from NCDC, NABARD etc...The authorized share capital of the Federation for the present shall be Rs. 65 Crores (65, 00, and 00,000) made up of 1, 30,000 shares of Rs.5000/- each (Amended on 27.05.2012).

4.9. Reserves

The reserves constitute another part of working capital of the Coir fed. These are kept by the organization for meeting unforeseen contingencies that might arise in future. The reserves is classified in to statutory reserves and non-statutory reserves in Coir fed reserves from primary coir societies price fluctuation fund, special price fluctuation fund ,statutory reserves are maintained .Every year not less than 15%of the net profit shall be carried over to reserve fund. 10% of the net profit can contributed to the price fluctuation fund .10% of the net profit shall be contributed to the special price fluctuation fund also.

Reserve position of COIRFED shows a constant position from 2007-08 to 2015-16. Non statutory reserve fund of COIRFED includes reserves from primary societies, price fluctuation fund and special price fluctuation fund with the amount of 595.45 rupees, 25.19 crores, and 11.136crores respectively. The statutory reserve fund of COIRFED forms an amount of 1.02 crores. The total of reserve fund contribution is 137.36 which is same from 2007-08 to 2015-16.

4.10. Borrowings

Borrowings are another source of funds for the society. It is an important component of working capital. It shows the liability of the organization. The maximum borrowing power of the federation shall not exceed twenty times of the paid up share capital plus the reserve fund. The federation has also got loans,

grants and subsidies from the government, cash credit from KSCB and borrowings from NABARD, NCDC etc...

4.11. Working of COIRFED

The COIRFED is vested with the responsibility for finding market for coir products of the affiliated primary societies. In order to provide timely help to affiliated primary societies, the federation has opened four regional offices at Kollam, Alappuzha, Cochin and Kozhikode. Besides they are maintaining godowns at important centers in the state. The federation conducts trade fairs and exhibitions for enhancing the sale of coir products. The purchase price of the products from the primary societies is based on the market price. The products are stored in the COIRFED depots and distributed to various showrooms. The payments for these societies are made through the regional offices. COIRFED is entrusted with the task of procuring and marketing the products of the 643 cooperatives, COIRFED has been able to set up four regional offices and a central store that handles procurements of products which are marketed through a wide network of more than 50 showrooms and more than 100 agency outlets throughout the country.

COIRFED runs factories for producing Rubberized coir products, PVC Tufted Mats, Rubber backed mats, Coir fibre, Pith Briquette, Grow bags and curled rope. With the largest stock of coir and coir products, it enjoys the unique status of dealing only in bio degradable and nature friendly Product its area of operation as a monopoly producer with high demand and value.

4.14. Exports

COIRFED is having export relations with countries like china, USA, Netherlands, UK, South Korea, Italy, Spain, Australia, Germany etc...COIRFED is having better export experience during the past years with different countries.

4.15 Working capital

Working capital is money available to a working organization for day to day operations. It is a common measure of company's liquidity, efficiency and

overall health. The working capital of the society is mobilized through Deposits, Borrowings and share capital. Working capital is the amount of fund used for the day to day working of the organization. It represents operating liquidity available to the business.

4.16. Other sources of funds

COIRFED is availing others funds like grants and subsidies for its functioning from government and other sources, which act as a major source of its working.

4.17. Net profit/ Loss

Profit can be classified in to gross profit and net profit. Net profit or loss indicates what the society has earned in a given period of time.it is an indication of efficiency and profitability of a society.

4.18. Product profile

COIRFED is engaged in marketing of coir yarn, coir doormats matting which are purchased from the primary societies. It is also engaged in manufacturing and marketing of rubberized coir products like mattresses, pillows, cushions etc...

Some of the major COIRFED products are,

- Coir yarn
- Handmade Doormats
- PVC Tufted Mats
- Rubber Molded Mats
- Coir Mattings
- Coir mattress
- Carpets
- Coir tiles
- Rubberized Coir Products
- Coir geo textiles

- Coco Green –Garden materials

Coir yarn

COIRFED is the largest supplier of quality coir yarn. COIRFED specializes in the finest varieties of ecofriendly and natural coir yarn made out of 100% natural coir fiber. The skilled workers using their traditional skill Tripp make the best that suits the requirement. Coir Yarn is generally of 2 ply, spun from coir fibre by hand as well as with the help of traditional ratts, fully automatic spinning machines etc. The Coir yarn is of different qualities/grades based on the quality of fibre used, the nature of twist, presence of impurities etc. Available in different forms like hydraulically pressed bales, spools bobbins, dolls, balls etc. cut length for various industrial and agricultural purposes.



Handmade Doormats

It is one of the most popular and widely used coir products. COIRFED mats are economical and easy to maintain.



PVC Tufted Mats

These mats made by tufting fine spun coir yarn in poly vinyl chlorides using sophisticated machinery in rolls. These rolls are cut in to different shapes and sizes and design are printed. COIRFED enjoys a near monopoly in fine spun coir yarn used in making this mats.



Mattresses

COIRFED is having branded mattress like deep sleep, Cool etc... With high market value now a days



Rubber Molded Mats

It is a perfect blend of two natural products, Coir and natural rubber. This product comes in a wide range of design, shapes and sizes. It is cost effective and elegant.



Coir Mattings

Coir matting makes the ideal furnishings for floors, stairs, corridors, wall paneling and ceiling lines. They are available with or without latex backing in a wide range of woven design in natural, bleached and solid colors.



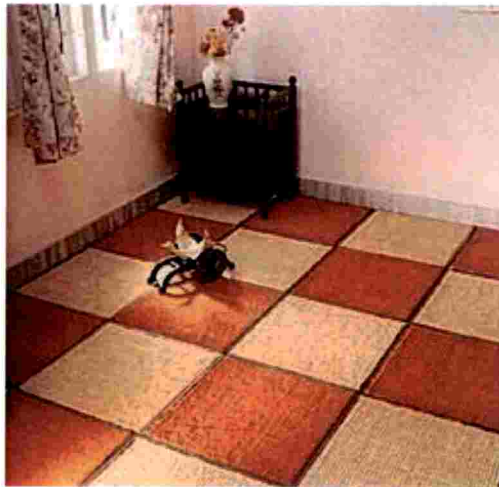
Carpets

Coir carpets come in a wide range of design, pattern, and weaves. They include Carnatic pile carpets (VC8), Mourzouks and coir rugs.



Coir Tiles

Coir tiles are made out of the strong fibers of coconut husks that are soaked in water for several months to make it tough and unyielding. Resistibility to insects makes each tile a hygienic option. They are extremely handy and easy to maintain through all climates.



Rubberized Coir Products

Blended in the right proportion, it brings to mattresses, pillows, cushions, bolsters, bath mats, wrestling mats and other upholstery items, the right mix of comfort and durability.



Coir Geo Textiles

Woven in to small and large sized meshes, depending on the nature of the soil, the degree of precipitation etc... This product prevents soil erosion. It effectively keeps the soil in place during heavy rains, gradually promoting the growth of vegetation over the years and finally, being biodegradable, disintegrating in to the soil harmlessly.



Coco Green Garden Materials

Products like mulch mats (prevent growth of weeds), Coco pot top (composted coir for quicker seed germination), coco disc (protect the foot of the plant from direct sunlight) etc. are available.



4.19. Procurement and Warehousing

COIRFED was established with an aim to help primary societies to market their coir products. COIRFED procures coir and coir products from affiliated societies for using in production unit and for marketing. At the time of high demand such as during the festive seasons like onam, when the coir yarn produced by the primary societies are bought from other states such as Tamilnadu, Karnataka etc.. The coir materials needed for producing the coir products are mostly bought after going through the tenders. The tenders with the lowest quotation are given with the order.

COIRFED has its own warehouses. The finished products are kept in small stores close to the production unit temporarily as the finished products are taken to the showrooms in a short period of time. In the case of raw materials such as coir ropes which are used to produce rubberized products like mattress and pillows are stored in big warehouses. Orders are placed in a fixed quantity. But during peak seasons, orders are placed in large quantity and alternate sources are found out if the resources are not sufficient. COIRFED has achieved a record growth in procurement, production and sales in 2011-12.

4.20. Manufacturing units of COIRFED

The production unit or manufacturing unit of COIRFED is RCP unit or Rubberized coir products unit. The head of the production unit is works manager. There are four manufacturing units in COIRFED. They are,

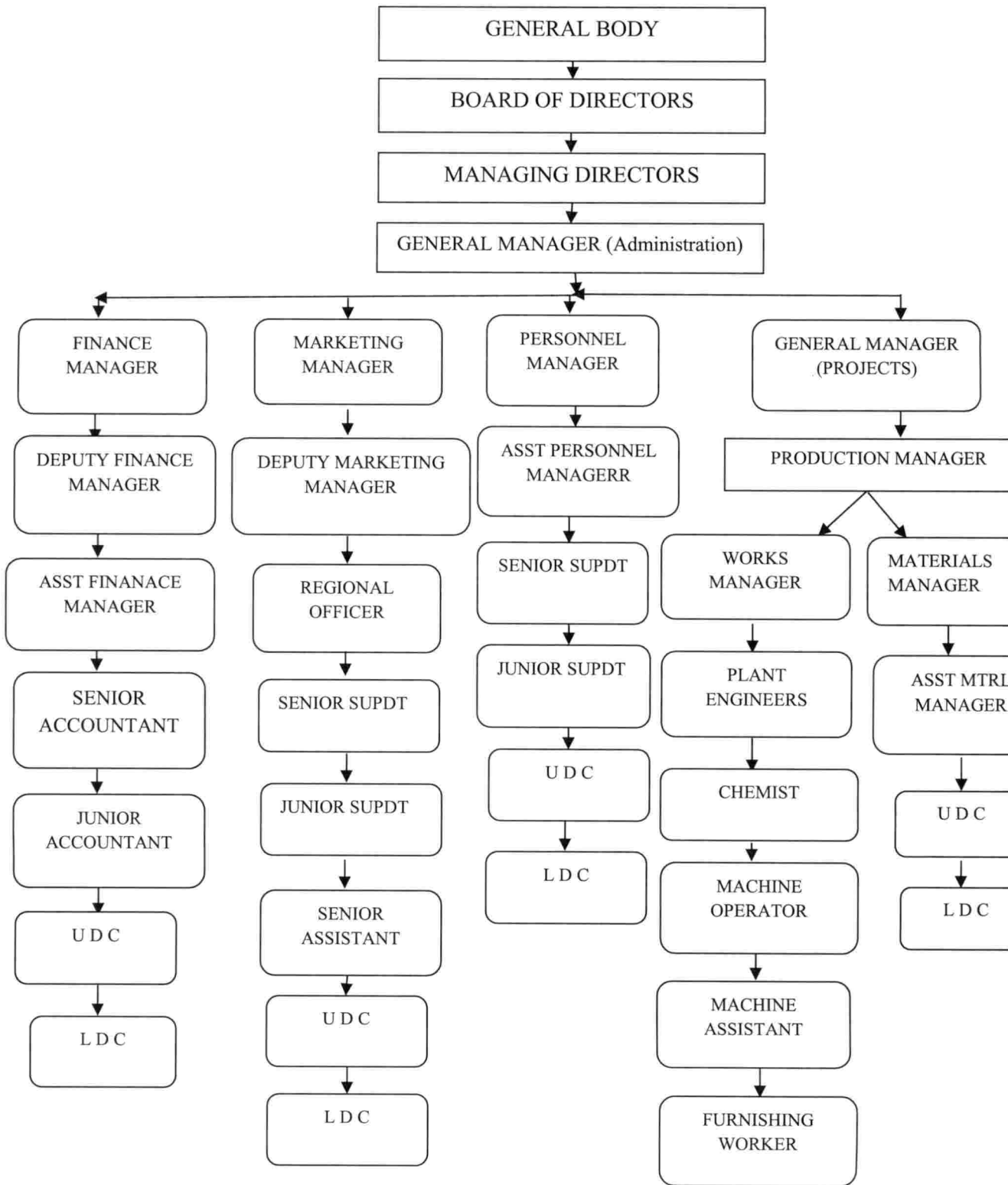
- Rubberized coir product unit(RCP)
- Rubber backing unit
- Rubber backed car mats, tiles unit(RBCM)
- Defibering units at Thavam, Thumboor, Ananathapuram, Mampatta

The basic raw material used is raw fibre. Mainly two types of raw materials are used decorticated fibre and bristle fiber for production. Defibers are shorter, thicker and dark in colour and Be fibers are long, soft and lighter in colour.

4.21. Marketing of COIRFED

Marketing of coir products is vested with COIRFED as it is the single marketing agency with state-wide jurisdiction over primary coir societies have to sell their products to COIRFED. Affiliated societies have to sell their products with COIRFED. They are not allowed to market them through private parties. During the investigation, it was observed that some societies sell yarn to mats and mattings owned by private parties or to local people for agricultural purpose. Some units make thick yarn, known as 'vadam' to meet local demands. Ready cash, less technical formalities and higher price are the reasons that encourage CVCS to follow this practice. This need not be discouraged. Secretaries of CVCS regularly complain about the unscientific way of measuring quality of yarn by the COIRFED. For quality check, COIRFED takes one bundle of 15 kg coir from a load of 50 quintals of yarn and measures its runnage (Meter per kg.). If COIRFED finds the quality as less than the standard, the entire load of 5000 kg will be underpriced. The moisture measuring equipment is not used in checking quality. The employees of COIRFED randomly assess the quality with a preconceived notion. To avoid further confrontation and delay, most of the secretaries are forced to accept this procedure. Another complaint against COIRFED is non-acceptance of produce. As a result, godowns and offices of majority of the societies are flooded with unsold stock. Due to lack of storage facilities at their disposal, the societies are forced to stop production and consequently, workers go to private manufacturers in search of work at lower wages (Rs. 200 per day). Moreover, due to delay in sale, the yarn gets dried, resulting in further weight-loss and that adds to the cost (of production) since the workers were already paid on the basis of the original weight. Price is calculated on the basis of market price

4.22. Organizational structure



The major competitors of COIRFED are,

- D C Mills
- William Good acre Pvt. Ltd.
- N C Johnson Pvt Ltd.
- Kerala Balers Pvt. Ltd
- Palm Fibre Pvt. Ltd.
- Foam Matting India Ltd.
- Duroflex Mattings India Ltd. Etc.

4.23. Departmental Profile

The various types of departments in the COIRFED Ltd Alleppey are,

1. Finance Department
2. Production Department
3. Marketing Department
4. Personnel/ Human Resource Department

4.23.1. Finance Department

Financial management provides a framework for selecting a proper course of action and deciding a viable commercial strategy. COIRFED maintains the daybook, cash book, purchase register, sales register, assets register, and general ledger. Financial manager controls finance department and this department is responsible for financial matters. This department prepares periodical reports and submits to the Managing Director. Since the COIRFED is following its activities through showroom system, it requires maintenance of detailed separate account.

4.23.2. Production Department

The production department in COIRFED is known as Rubberized Coir products (RCP); it provides all answers about the raw materials and finished products. The head of the department is production manager. It has production unit and an administration unit separate. The production unit consists of plant engineers, chemists, and material manager responsible for the purchase of raw materials. The product division in COIRFED deals with the procurement and

marketing of coir products produced by the manufacturing societies. It takes care of the factories producing value added, coir products.

4.23.3. Marketing Department

COIRFED, the apex federation of coir cooperative societies was formed with a view to sale and market the coir products from primary societies. The reason behind it is the primary societies. The reason behind it is the primary societies cannot sell their product in the market due to intensive competition, lack of warehousing facilities and fund requirements. So the main job of marketing department is to obtain orders and dispatch the required products. For this purpose coir fed set up four regional offices at Kollam, Alappuzha, Kozhikode and Kochi and about 100 showrooms all over India.

4.23.4. Human Resource Department

The latest asset of any organization is the human being. The growth and development of the organization depends on the grooming of the workers there. The HR function includes welfare, industrial relation and being a party to the trade union negotiation. Functions of human resource department are,

1. To ensure statutory benefits such as provident fund, employee state insurance, employee provident fund.
2. To claim salary, wages and travelling allowance.
3. To maintain the attendance and punctuality of employees.
4. To attend all legal matters relating to organization.
5. Developing a communication system.

Strength of Human Resource

At present, 2017-18, there are 170 employees and 205 workers are working under COIRFEDs structure.

Working Hours

- Workers -9.30am to 5.30 pm
- Office -10.00am to 5.00 pm

Recruitment

Recruitment is mainly through PSC and other sources are board of directors, interview, employment exchange, deputation from government, promotion etc...

4.24. Management and Administration

The board of directors consisting of 21 members in the management of COIRFED. It includes vice president, director of coir development, government nominees and nominees from primary societies. The board of directors selects an executive committee of 7 members. It consists of president, vice president, Managing director and other members from board of members. The board of directors meets at least once in three months and executive committee meets at least once in every month.

The ultimate authority in all matters relating to the administration of the federation shall be the central body. It shall be convened at least once a year. The general body shall consist of one delegate from each of the affiliated society nominees of the Government and managing director of the federation.

The management of the federation shall be vested in a board consisting of 21 directors constituted in the following manner.

- One director each to represent the member of the societies from each one of the coir projects of chirayinkeezhu, kollam, Kayamkulam, Alappuzha, Vaikom, North paravoor, Thrissur, Ponnani, Kozhikode and Kannur.
- One director representing the coir mats and matting societies in the state.
- Three directors including the Director of coir development is to be nominated by the Government under section 31 and SC/ST member and women member is nominated by the Government as per 28A of the KCS Act.
- Five directors are representing all the members of the society in the state.

- The Managing Director
- One Nominee of NCDC

The term of the office of Board of Directors shall be five years. The members of the board of directors constituted by the general body as per bye laws and the nominated members called for a meeting for the purpose of electing the directors other than managing director, a president, a vice president.

4.25. Awards

Since its inception in 1979, COIRFED has been performing exceptionally well in all fronts like procurement, production and marketing.

- COIRFED has received National Coir industry awards instituted by Govt. India in the following categories as a mark of recognition of its commendable performance since 2008.
- Best performing Apex federation (2010, 2011,2012,2013,2014)
- Best performance in finished coir products in Domestic Market(2008,2009,2010,2011,2012,2013,2014)
- Best performance in Rubberized coir products in Domestic Market(2011,2012)
- Best performance in Nontraditional products like Geo textiles, pith etc... in Domestic Market(2012,2013,2014)
- Outstanding performance in the Domestic Market Development of traditional coir products(2010)
- Best performance in coir yarn and rope (2008 to 2014)

3.26 SWOT Analysis

SWOT Analysis gives the strength, weakness opportunity and threats of COIRFED.

Strengths

- High reputation of the firm.
- The products manufactured by the COIRFED are good quality.
- The products are unique one in nature.

- Skilled labors.
- COIRFED provides a number of welfare measures to its employees.
- Government assistance for finance.
- COIRFED has successfully implemented coir geo-textiles which is an environment friendly.
- Easy access of transportation.

Weakness

- No new attempts were made for expanding the internal marketing for coir and coir products throughout India.
- The research and development activities are not up to the mark.
- Huge amounts by way of stock shortage and short remittance from showroom are recorded.
- Employee participation in decision making is very less.
- Influence from Government and political parties.
- There is no timely modernization of the factories and other manufacturing activities.
- Low promotional programmes.
- Limited advertisement.
- Less number of own goes down opportunity.

Opportunities

- Infrastructure facilities are available in COIRFED.
- Well established marketing network throughout India.
- Highly qualified and trained manpower is available in COIRFED.
- Vast experience in coir business.
- Scope for diversification of activities with the existing infrastructure facilities.
- Opportunity for the future growth.
- Explore more opportunities in export market.
- Diversification of products.
- Increasing affinity for eco-friendly products.

- Availability of raw materials.

Threats

- Over political involvement in COIRFED.
- Non professionalism in the business.
- The trade union intervention will occur as a threat.
- Over burden of debts and its interest on COIRFED.
- High competition.
- Shortage of adequate de fibering units in the state.
- Stiff competition from the exporters.
- Threats of stopping rebate by central government.

4.26 Conclusion

Kerala state Cooperative Coir Marketing Federation Ltd 679, the apex federation of marketing for coir and coir products shows an n increasing trend in share capital, working capital, purchase and sale of coir and coir products during the reference period which is a good indication of marketing growth. But the trend of membership, reserves, net profit is not satisfactory and projects the non-profitability of federation. Membership is not showing a growing trend and members are interested to sell their products to private agencies. Also it's Purchase and sales position of COIRFED is showing a growing trend and has witnessed record sales recently. Export position of COIRFED is also satisfactory. COIRFED products are having good demand in the market due to good quality and product reliability. COIRFED providing job opportunities to many and act as a marketing hub in its area of operation. Federation is not running in profit for the last 10 years. Even though COIRFED shows a net loss it is successful in catering the needs of affiliated societies in its marketing and production.

Chapter - V

***A STUDY ON THE LEVEL OF
EMOTIONAL AMONG THE EMPLOYEES
OF COIRFED – AN ANALYSIS***

Chapter V

A STUDY ON THE LEVEL OF EMOTIONAL AMONG THE EMPLOYEES OF COIRFED – ANALYSIS

Emotional Intelligence is the ability to perceive, identify and manage emotions which provides the basis for the kind of social and emotional competencies that are important for success in almost any job. Emotional intelligence can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace.

Emotional intelligence competencies are critical for success in most jobs, many adults enter the workforce without the competencies necessary to succeed at work, employers already have the established means and motivation for providing emotional intelligence training, most adults spend the majority of their waking hours at work. Work Attitude refers to the individual's way of feeling, thinking or behaving in their work.

Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. “Emotional intelligence is one of the few key characteristics that give rise to strategic leaders in organizations”. Emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization. Emotional Intelligence calls for recognizing and understanding of the issues in the organizations on the basis of the results organization can choose a strategy and actions to improve the performance of their employees.

COIRFED is the single marketing agency with state-wide jurisdiction over primary coir societies. Out of sample frame of 375 employees from the organization sample of 75 respondents were taken for the study, which include 5 top level managers, 29 supervisors, and 41 workers as

per the proportion of 5:29:41 from 25 managers, 145 supervisors and 205 workers. The responses of employees were collected using structured interview schedule related to emotional intelligence. The responses were collected on a Five-point Liker scale and were analysed using analytical frame work developed by Daniel Goleman (1996) which is known as Goleman’s model of emotional intelligence.

The analysis of study is under following two heads:

1. Socio- economic profile of the respondents
2. Analysis of significance of emotional intelligence

Index, percentage and other appropriate statistical tools was administrated to analyses and interpret the collected data. Index was used to rank the emotional intelligence of employees in COIRFED.

The level of emotional intelligence will be classified as excellent, good, average, poor and very poor.

Index	Level of EI
<20	Very Poor
21-40	Poor
41-60	Average
61-80	Good
Above 81	Excellent

Percentages were used for analyses the data regarding profiles of respondents. The responses were graded in five point Likert scale and the score allotted for the response were in the following manner. Based on the scores, index of each statement were calculated.

Responses	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The formula for calculating Index were,

$$\text{Statement} = \frac{\text{Total Score for the Statement}}{\text{Maximum obtainable score for the statement}} \times 100$$

Where,

Maximum obtainable score for the statement =

$$\text{Maximum obtained for the parameter} \times \text{Total number of respondents}$$

$$\text{Composite Index} = \frac{\text{Total score obtained for the parameter}}{\text{Maximum score} \times \text{No. of respondents} \times \text{No. of Statements}} \times 100$$

5.1. Socio Economic Characteristics of the Respondents

When a person comes to work, he brings with him his total personality, his attitudes, like and dislikes, his personal characteristics and there in turn influence the satisfaction he derives from his work .As work is one of the necessary aspects of the total life experience of an individual, it becomes important to examine how his personal characteristics influences his emotional intelligence. Personal characteristics here refer to such biosocial variables as age, education, length of service etc.

Table 5.1 socio-economic characteristics of the respondents

Parameters	Frequency				Percentage			
	Top	Middle	Lower	Total	Top	Middle	Lower	Total
Age								
20-30	1	7	18	26	1.33	9.33	24	34.67
31-40	3	10	19	32	4	13.33	25.33	42.67
>40	1	12	4	17	1.33	16	5.33	22.67
Total	5	29	41	75	6.67	38.67	54.66	100
Sex								
Male	3	15	30	48	4	20	40	64
Female	2	14	11	27	2.67	18.67	14.67	36
Total	5	29	41	75	6.67	38.67	54.66	100
Educational qualification								
Primary	0	0	10	10	0	0	13.33	13.33
SSLC	0	0	19	19	0	0	25.33	25.33
HSC	0	10	12	22	0	13.33	16	29.33
Degree	1	18	0	19	1.33	24	0	25.33
PG	4	1	0	5	5.33	1.33	0	6.67
Total	5	29	41	75	6.67	38.67	54.66	100
Experience								
<5	0	18	38	56	0	24	50.67	74.67
5-10	2	7	3	12	2.67	9.33	4	16
>10	3	4	0	7	4	5.33	0	9.33
Total	5	29	41	75	6.67	38.67	54.66	100

Source: compiled from sample survey

From the table 5.1 we are clearly understand that most of the employees(42.33) are in the age group of 31-40 category, 22.67% of employees came under the category of above 40 age group and others are rest in the age group of 20-30 category

Most of employees (64%) in the organization are males and 36% of the employees in the organization are females.

In the case of educational qualification, most of the employees (29.33) have higher secondary level education. 25.33% employees have SSLC qualification, and 25.33% employees have degree qualification, 13.33% employees only have primary level of education and only 6.67% employees have the qualification of post graduate level.

Most of the employees (74.67%) only have less than 5 year of experience. Only 9.33% of employees have more than 0 years of experience in the organization. 16% of the employees are come under the category of 5-10 year of experience.

5.2. Parameter wise emotional intelligence analysis

Emotional Intelligence is the ability to perceive, identify and manage emotions which provides the basis for the kind of social and emotional competencies that are important for success in almost any job .Emotional intelligence is also said to be the determinant of work quality.

The study analyzed the emotional intelligence on the light of Goleman model. According to Daniel Goleman the 5 elements of emotional intelligence (Goleman model 1998) are Self Awareness, Self-regulation, Motivation, Empathy and Social Skills. The above variables are analyzed with the help of scoring techniques and the level of emotional intelligence is calculated and which is shown in subsequent paragraphs.

5.2.1. Self Awareness

High Self Awareness refers to having an accurate understanding of how we behave, how other perceive us, recognize how we respond to others, being sensitive to our attitudes, feelings, emotions, intents and general communication style at any given moment and being able to accurately disclose this awareness to others. Emotional awareness, accurate self-assessment and self-confidence are the major determinants of self-awareness.

Table 5.2 level of self-awareness of the top level employees

SI No	Statements	A	O	S	R	N	score	Index	Remarks
Emotional Awareness:									
1	I am aware that which emotions I am feeling and why	2	3	0	0	0	22	88	Excellent
2	I have a guiding awareness of my values and goals how my feelings affect my performance	1	3	1	0	0	20	80	Good
Accurate Self-Assessment:									
1	I am aware of my strengths and weaknesses	1	3	1	0	0	20	80	Good
2	I am reflective and try to learn from experience	2	3	0	0	0	22	88	Excellent
Self-Confidence:									
1	I present myself with self-assurance; I have "presence"	1	2	2	0	0	19	76	Good
2	I am decisive, and able to make sound decisions despite uncertainties and pressures	2	2	1	0	0	21	84	Excellent
TOTAL								82.67	Excellent

Source: compiled from the primary data

Table 5.3 level of self-awareness of the middle level employees

Sl No	Statements	A	O	S	R	N	score	Index	Remarks
Emotional Awareness:									
1	I am aware that which emotions I am feeling and why	3	6	14	5	1	92	63.45	Good
2	I have a guiding awareness of my values and goals how my feelings affect my performance	2	7	15	4	1	92	63.45	Good
Accurate Self-Assessment:									
1	I am aware of my strengths and weaknesses	1	8	16	4	0	93	64.14	Good
2	I am reflective and try to learn from experience	1	8	16	2	2	91	62.75	Good
Self-Confidence:									
1	I present myself with self-assurance; I have "presence"	2	8	15	3	1	94	64.83	Good
2	I am decisive, and able to make sound decisions despite uncertainties and pressures	4	6	15	4	0	97	66.89	Good
TOTAL								64.25	Good

Source: compiled from the primary data

Table 5.4 level of self-awareness of the lower level employees

Sl No	Statements	A	O	S	R	N	Score	index	Level
Emotional Awareness:									
1	I am aware that which emotions I am feeling and why	0	10	12	14	5	109	53.17	Average
2	I have a guiding awareness of my values and goals how my feelings affect my performance	0	8	15	16	2	111	54.15	Average
Accurate Self-Assessment:									
1	I am aware of my strengths and weaknesses	0	7	13	20	1	108	52.68	Average
2	I am reflective and try to learn from experience	0	10	13	17	1	114	55.61	Average
Self-Confidence:									
1	I present myself with self-assurance; I have "presence"	0	5	14	20	2	104	50.73	Average
2	I am decisive, and able to make sound decisions despite uncertainties and pressures	0	4	15	19	3	102	49.76	Average
TOTAL								52.68	Average

Source: compiled from primary data

Table 5.5 Overall level of self-awareness of the respondents

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Emotional Awareness:									
1	I am aware that which emotions I am feeling and why	5	19	26	19	6	223	59.46	Average
2	I have a guiding awareness of my values and goals how my feelings affect my performance	3	18	31	20	3	223	59.46	Average
Accurate Self-Assessment:									
1	I am aware of my strengths and weaknesses	2	18	30	24	1	221	58.93	Average
2	I am reflective and try to learn from experience	3	15	29	25	3	215	57.33	Average
Self-Confidence:									
1	I present myself with self-assurance; I have "presence"	2	15	31	23	3	212	56.53	Average
2	I am decisive, and able to make sound decisions despite uncertainties and pressures	6	12	31	23	3	220	58.66	Average
Overall								58.4	Average

Source: compiled from table 5.2, table 5.3 and table 5.4

From the table 5.5, it reveals that the level of self-awareness of the employees in the organization is 58.4. This means that the employees in the organization have average level of emotional awareness, accurate self-assessment, and also they have self-confidence too.

Top level workers in the organization have excellent level of self-awareness. They give 82.67% score as they have self-awareness. Middle level workers of the organization have good level of self-awareness. They gave 62.25% of score for self-awareness. In the case of lower level employees, they only have average level of self-awareness. They gave 52.68% of score for self-awareness. Since we used 5:29:41 as the proportion between top level, middle level and lower level employees, the level of self-awareness of lower level employees was highly affected the overall of the data.

From the above data we knew that employees in the COIRFED have average level of self-awareness. So, we can easily understand that COIRFED may give the opportunity to aware about their emotions.

5.2.2. Self-regulation

Self-regulation is the ability to keep an emotional perspective such as be able to relax in pressure situations, calm oneself quickly when angry, communicate feelings effectively and stay calm when become target of anger from others. It has an important role to play in an organizational environment. Regulation of emotions of an employee in the workplace is mainly analyzed on the basis of self-control, trustworthiness, conscientiousness, adaptability, and innovativeness. These five elements are the major determinants of the overall self-regulation of an employee in the organization.

Table 5.6 level of self-regulation of top level employees

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Self-Control									
1	I manage my impulsive feelings and distressing emotions well	1	2	1	1	0	18	72	Good
2	I think clearly and stay focused under pressure	1	3	1	0	0	20	80	Good
Trustworthiness									
1	I consistently act ethically and am considered to be above reproach	1	2	2	0	0	19	76	Good
2	I admit my own mistakes and confront unethical actions in others	2	3	0	0	0	22	88	Excellent

Conscientiousness:									
1	I meet commitments and keep promises for meeting my objectives	3	2	0	0	0	23	92	Excellent
2	I am organized and careful in my work	4	1	0	0	0	24	96	Excellent
Adaptability									
1	I smoothly handle multiple demands, shifting priorities, and rapid change	2	2	1	0	0	21	84	Excellent
2	I am flexible in how I see events	4	1	0	0	0	24	96	Excellent
Innovativeness:									
1	I seek out fresh ideas from a wide variety of sources	3	1	1	0	0	22	88	Excellent
2	I take fresh perspectives and risks in my thinking	3	2	0	0	0	23	92	Excellent
Total								94.4	Excellent

Source: compiled from primary data

Table 5.7 level of self-regulation of middle level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Self-Control									
1	I manage my impulsive feelings and distressing emotions well	2	8	15	3	1	94	64.83	Good
2	I think clearly and stay focused under pressure	3	9	13	2	2	96	66.21	Good
Trustworthiness									
1	I consistently act ethically and am considered to be above reproach	4	8	12	3	2	96	66.21	Good
2	I admit my own mistakes and confront unethical actions in others	3	8	16	2	0	99	68.28	Good
Conscientiousness:									
1	I meet commitments and keep promises for meeting my objectives	8	5	14	1	1	105	72.41	Good
2	I am organized and careful in my work	9	9	11	0	0	114	78.62	Good
Adaptability									
1	I smoothly handle multiple demands, shifting priorities, and rapid change	5	8	14	2	0	103	71.03	Good
2	I am flexible in how I see events	5	5	15	3	1	94	64.83	Good
Innovativeness:									
1	I seek out fresh ideas from a wide variety of sources	4	8	11	4	2	95	65.51	Good
2	I take fresh perspectives and risks in my thinking	4	9	12	3	1	99	68.27	Good
Total								68.62	Good

Source: compiled from primary data

Table 5.8 level of self-regulation of lower level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Self-Control									
1	I manage my impulsive feelings and distressing emotions well	0	10	13	17	1	114	55.61	Average
2	I think clearly and stay focused under pressure	0	8	12	18	3	107	52.19	Average
Trustworthiness									
1	I consistently act ethically and am considered to be above reproach	0	9	13	19	0	113	55.12	Average
2	I admit my own mistakes and confront unethical actions in others	1	7	14	18	1	112	54.63	Average
Conscientiousness:									
1	I meet commitments and keep promises for meeting my objectives	1	6	15	17	2	110	53.66	Average
2	I am organized and careful in my work	0	5	18	15	3	107	52.19	Average
Adaptability									
1	I smoothly handle multiple demands, shifting priorities, and rapid change	0	4	15	21	1	104	50.73	Average
2	I am flexible in how I see events	1	8	11	18	3	109	53.17	Average
Innovativeness:									
1	I seek out fresh ideas from a wide variety of sources	1	7	13	19	1	111	54.15	Average
2	I take fresh perspectives and risks in my thinking	0	8	14	18	1	111	54.15	Average
Total								53.56	Average

Source: compiled from primary data

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Table 5.9 Overall level of self-regulation of the respondents

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Self-Control									
1	I manage my impulsive feelings and distressing emotions well	3	20	29	21	2	226	60.26	Average
2	I think clearly and stay focused under pressure	4	20	26	20	5	223	59.46	Average
Trustworthiness									
1	I consistently act ethically and am considered to be above reproach	5	19	27	22	2	228	60.8	Average
2	I admit my own mistakes and confront unethical actions in others	6	18	30	20	1	233	62.13	Good
Conscientiousness:									
1	I meet commitments and keep promises for meeting my objectives	12	13	29	18	3	238	63.47	Good
2	I am organized and careful in my work	13	15	29	15	3	245	65.33	Good
Adaptability									
1	I smoothly handle multiple demands, shifting priorities, and rapid change	7	14	30	23	1	228	60.8	Average
2	I am flexible in how I see events	10	14	26	21	4	230	61.33	Good
Innovativeness									
1	I seek out fresh ideas from a wide variety of 5sources	8	16	25	23	3	228	60.8	Average
2	I take fresh perspectives and risks in my thinking	7	19	26	21	2	233	62.13	Good
Overall								61.65	Good

Source: compiled from table 5.6, table 5.7 and table 5.8

From the table 5.9 we knew that, employees in the organization have good level of self-regulation. Most of the employees are organized and careful at work, because about 65.33% given good score to this statement, which means that they are very focused to their work. But at the same time employees are sometimes feels pressure in their work, May be COIRFED give challenging work to their employees.

The top level employees in the COIRFED pointed out that they have excellent level of self-regulation. They gave 94.4% of score to this parameter of emotional intelligence. The middle level employees gave 68.62% of score to this variable. It reveals that they have good level of self-regulation. In the case of lower level employees they have average level of self-regulation. They gave 53.56% score for self-regulation. Since we used 5:29:41 as the proportion between top level, middle level and lower level employees, the level of self-regulation of lower level employees was highly affected the overall of the data.

The overall level of self-regulation of the employees is good. So we can assume that COIRFED may give the better opportunity to self- regulate their feelings at the time of work.

5.2.3. Self- motivation

Self- Motivation is the ability to challenge emotions to achieve a goal, and to postpone immediate gratification to future gratification. It is about being productive in low interest and low enjoyment activities. It is the ability to persist in the face of frustration and generate initiative without external pressure. It is mainly analysed on the light of achievement drive, commitment, initiative and optimism of the employees at the time of work.

Table 5.10 Level of self-motivation of top level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Achievement Drive									
1	I am results-oriented, with a high drive to meet objectives and standards	4	1	0	0	0	24	96	Excellent
2	I set challenging goals and take calculated risks	3	2	0	0	0	23	92	Excellent
Commitment:									
1	I am willing to make personal or group sacrifices to meet a larger organizational goal	1	2	2	0	0	19	76	Good
2	I use the group's core values in making decisions and clarifying choices	1	3	1	0	0	20	80	Good
Initiative:									
1	I am always ready to seize opportunities	2	2	1	0	0	21	84	Excellent
2	I pursue goals beyond what's required or expected of me	1	1	3	0	0	18	72	Good
Optimism									
1	I am persistent in seeking goals despite obstacles and setbacks	1	3	1	0	0	20	80	Good
2	I operate from hope of success rather than fear of failure	1	2	2	0	0	19	76	Good
Total								82	Excellent

Source: compiled from the primary data

Table 5.11 Level of self-motivation of middle level employees

Sl No	Statement	A	O	S	R	N	Score	Index	Remarks
Achievement Drive									
1	I am results-oriented, with a high drive to meet objectives and standards	8	5	14	1	1	105	72.41	Good
2	I set challenging goals and take calculated risks	5	7	13	3	1	99	68.27	Good
Commitment:									
1	I am willing to make personal or group sacrifices to meet a larger organizational goal	4	6	16	3	0	98	67.59	Good
2	I use the group's core values in making decisions and clarifying choices	3	8	15	2	1	97	66.90	Good
Initiative:									
1	I am always ready to seize opportunities	2	8	14	3	2	92	63.45	Good
2	I pursue goals beyond what's required or expected of me	3	5	18	2	1	94	64.83	Good
Optimism									
1	I am persistent in seeking goals despite obstacles and setbacks	5	6	14	2	2	97	66.90	Good
2	I operate from hope of success rather than fear of failure	4	5	17	3	0	97	66.90	Good
Total								67.16	Good

Source: compiled from primary data

Table 5.12 Level of self-motivation of lower level employees

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Achievement Drive									
1	I am results-oriented, with a high drive to meet objectives and standards	1	6	15	17	2	110	53.66	Average
2	I set challenging goals and take calculated risks	2	3	18	15	3	109	53.17	Average
Commitment:									
1	I am willing to make personal or group sacrifices to meet a larger organizational goal	1	5	15	19	1	109	53.17	Average
2	I use the group's core values in making decisions and clarifying choices	0	4	14	21	2	102	49.76	Average
Initiative:									
1	I am always ready to seize opportunities	1	7	13	18	2	106	51.71	Average
2	I pursue goals beyond what's required or expected of me	0	3	14	19	5	97	47.32	Average
Optimism									
1	I am persistent in seeking goals despite obstacles and setbacks	2	5	13	16	5	106	51.71	Average
2	I operate from hope of success rather than fear of failure	2	4	14	19	2	108	52.68	Average
Total								51.65	Average

Source: compiled from primary data

Table 5.13 Overall level of self-motivation of the respondents

SI No	Statements	A	O	S	R	N	Score	Index	remarks
Achievement Drive									
1	I am results-oriented, with a high drive to meet objectives and standards	13	12	29	18	3	239	63.73	Good
2	I set challenging goals and take calculated risks	10	12	31	18	4	231	61.6	Good
Commitment:									
1	I am willing to make personal or group sacrifices to meet a larger organizational goal	6	13	33	22	1	226	60.26	Average
2	I use the group's core values in making decisions and clarifying choices	4	15	30	23	3	219	58.4	Average
Initiative:									
1	I am always ready to seize opportunities	5	17	28	21	4	223	59.46	Average
2	I pursue goals beyond what's required or expected of me	4	9	35	21	6	209	55.73	Average
Optimism									
1	I am persistent in seeking goals despite obstacles and setbacks	8	14	28	18	7	223	59.46	Average
2	I operate from hope of success rather than fear of failure	7	11	33	22	2	224	59.73	Average
Overall								59.8	Average

Source: compiled from table 5.10, table 5.11 and table 5.12

From the table 5.13, it reveals that, employees of the organization have average level of self-motivation. They gave 59.8% of score to this particular parameter. Most of the employees have achievement drive. They are result oriented and like challenging goals. 63.73% employees said that they like to meet objectives and standard. But at the same time 55.73% employees said that they pursue goals beyond what's expected of them.

The top level employees in the COIRFED said that they have excellent level of self-motivation. They gave 82% of score to this parameter of emotional intelligence. The middle

level employees gave 67.16% of score to this variable. It reveals that they have good level of self-motivation. In the case of lower level employees they have average level of self-motivation. They gave 51.65% score for self-motivation. Since we used 5:29:41 as the proportion between top level, middle level and lower level employees, the level of self-motivation of lower level employees was highly affected the overall of the data.

The overall level of self-motivation of the employees is average. So we can assume that COIRFED may give the opportunity to self- motivate at their quality working time.

5.2.4 Empathy

Empathy is the ability to exchange information on a meaningful level adept in skills necessary for organizing groups and building teams negotiating solutions and mediating conflict among others, building consensus and making personal connections. It find out by the determinants of empathy like social awareness, developing others, leveraging diversity, service orientation, political awareness.

Table 5.14 Level of empathy of top level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Social awareness									
1	I am attentive to helping others by understanding their needs and feelings and am a good listener	1	2	2	0	0	19	76	Good
2	I show sensitivity and understand others' perspectives	1	3	1	0	0	20	80	Good
Developing Others									
1	I acknowledge and reward people's strengths, accomplishments, and development	2	3	0	0	0	22	88	Excellent
2	I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill and offer useful feedback	1	3	1	0	0	20	80	Good
Leveraging Diversity									
1	I try to understand diverse worldviews and be sensitive to group differences	1	2	1	1	0	18	72	Good

2	I see diversity as opportunity, creating an environment where diverse people can thrive	1	3	1	0	0	20	80	Good
Service Orientation									
1	I understand customers' needs and match them to services or products	3	2	0	0	0	23	92	Excellent
2	I seek ways to increase customers' satisfaction and loyalty	3	1	1	0	0	22	88	Excellent
Political Awareness									
1	I am good at accurately read key power relationships	4	1	0	0	0	24	96	Excellent
2	I can usually detect crucial social networks	4	1	0	0	0	24	96	Excellent
Total								84.8	Excellent

Source: compiled from primary data

Table 5.15 Level of empathy of middle level employees

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Social awareness									
1	I am attentive to helping others by understanding their needs and feelings and am a good listener	2	8	14	3	2	92	63.45	Good
2	I show sensitivity and understand others' perspectives	3	9	15	2	0	100	68.97	Good
Developing Others									
1	I acknowledge and reward people's strengths, accomplishments, and development	2	9	13	4	1	94	64.83	Good
2	I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill and offer useful feedback	2	5	15	4	3	86	59.31	Average
Leveraging Diversity									
1	I try to understand diverse worldviews and be sensitive to group differences	1	4	18	5	1	86	59.31	Average
2	I see diversity as opportunity, creating an environment where diverse people can thrive	2	3	16	6	2	84	57.93	Average



Service Orientation									
1	I understand customers' needs and match them to services or products	3	8	17	1	0	100	68.97	Good
2	I seek ways to increase customers' satisfaction and loyalty	3	9	14	3	0	99	68.28	Good
Political Awareness									
1	I am good at accurately read key power relationships	4	8	16	1	0	101	69.66	Good
2	I can usually detect crucial social networks	3	6	18	2	0	97	66.90	Good
Total								64.76	Good

Source: compiled from primary data

Table 5.16 Level of empathy of lower level employees

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Social awareness									
1	I am attentive to helping others by understanding their needs and feelings and am a good listener	1	5	15	19	1	109	53.17	Average
2	I show sensitivity and understand others' perspectives	1	4	16	20	0	109	53.17	Average
Developing Others									
1	I acknowledge and reward people's strengths, accomplishments, and development	0	2	18	20	1	103	50.24	Average
2	I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill and offer useful feedback	0	3	14	19	5	97	47.31	Average
Leveraging Diversity									
1	I try to understand diverse worldviews and be sensitive to group differences	0	4	13	18	6	97	47.31	Average
2	I see diversity as opportunity, creating an environment where diverse people can thrive	0	2	10	20	9	87	42.44	Average

Service Orientation									
1	I understand customers' needs and match them to services or products	1	6	18	16	0	115	56.10	Average
2	I seek ways to increase customers' satisfaction and loyalty	1	5	15	17	3	92	44.88	Average
Political Awareness									
1	I am good at accurately read key power relationships	2	8	13	15	3	114	55.61	Average
2	I can usually detect crucial social networks	3	7	12	18	1	116	56.56	Average
Total								50.69	Average

Source: compiled from primary data

Table 5.17 overall level of empathy of respondents

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Social awareness									
1	I am attentive to helping others by understanding their needs and feelings and am a good listener	4	15	31	22	3	220	58.66	Average
2	I show sensitivity and understand others' perspectives	5	16	32	22	0	229	61.06	Good
Developing Others									
1	I acknowledge and reward people's strengths, accomplishments, and development	4	14	31	24	2	219	58.4	Average
2	I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill and offer useful feedback	3	11	30	23	8	203	54.13	Average
Leveraging Diversity									
1	I try to understand diverse worldviews and be sensitive to group differences	2	10	32	24	7	201	53.6	Average
2	I see diversity as opportunity, creating an environment where diverse people can thrive	3	8	27	26	11	191	50.93	Average
Service Orientation									
1	I understand customers' needs and match them to services or products	7	16	35	17	0	238	63.47	Good

2	I seek ways to increase customers' satisfaction and loyalty	7	15	30	20	3	228	60.8	Average
Political Awareness									
1	I am good at accurately read key power relationships	10	17	29	16	3	240	64	Good
2	I can usually detect crucial social networks	10	14	30	20	1	237	63.2	Good
Overall								58.83	Average

Source: compiled from table 5.14, table 5.15 and table 5.16

From table 5.17, we understood that, the level of empathy among the employees in the COIRFED is average. The employees gave the 58.83 of the score to this variable. The employees pointed out that they have good ability to keep their relationships by providing 64% score to this statement. The ability to leverage the diversity is average among the employees. They only gave 50.93% score to the above category.

The top level employees in the COIRFED said that they have excellent level of empathy towards others. They gave 84.5% of score to this parameter of emotional intelligence. The middle level employees gave 67.76% of score to this variable. It reveals that they have good level of empathy towards others. In the case of lower level employees they have average level of empathy towards others. They gave 50.69% score for empathy. Since we used 5:29:41 as the proportion between top level, middle level and lower level employees, the level of empathy of lower level employees was highly affected the overall of the data.

The overall level of empathy of the employees is average. So we can assume that COIRFED may create any situations to show their empathy toward others.

5.2.5 Social Skills

Social skills is about being aware of other people's feelings and being able to listen to their feelings. It is also about being able to help others deal with their feelings and emotions in a productive ways and assist them in increasing their awareness about their own impact on others. Employee in an organization should be social, because man is a social animal. So that he should have to face many situations to interact with each other's. It's a part of their work. So as an employee of the institution; he should possess some social skills in order to survive in the

organizational culture. It is mainly analysed by using the determinants of social skills. Those are as follows, Influence, communication, Leadership, Change catalyst, Conflict management, Building bonds, Collaboration and cooperation, Team capabilities. These types of skills of an employee will help to analyze the level of social skills

Table 5.18 Level of social skills of top level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Influence									
1	I am skilled at the art of persuasion and able to use complex strategies like indirect influence to build consensus and support	1	3	1	0	0	20	80	Good
2	I make sure I fine-tune presentations to appeal to the listener	2	2	1	0	0	21	84	Excellent
Communication									
1	I am good at Sending clear and convincing messages and deal with difficult issues straightforwardly	1	2	2	0	0	19	76	Good
2	I listen well, seek mutual understanding, and fully welcome sharing of information	2	3	0	0	0	22	88	Excellent
Leadership									
1	I step forward to lead as needed, regardless of position	1	2	1	1	0	18	72	Good
2	I guide the performance of others while holding them accountable according to the shared vision and mission	2	2	1	0	0	21	84	Excellent
Change Catalyst									
1	I recognize the need for change and remove barriers to it	3	2	0	0	0	23	92	Excellent
2	I champion the change and enlist others in its pursuit	2	3	0	0	0	22	88	Excellent
Conflict Management									
1	I handle difficult people and tense situations with diplomacy and tact by win-win solutions	2	2	1	0	0	21	84	Excellent

2	I spot potential conflict, bring disagreements into the open, and help deescalate the conflict by open discussion	3	2	0	0	0	23	92	Excellent
Building Bonds									
1	I cultivate and maintain extensive informal networks and seek out relationships that are mutually beneficial	3	1	1	0	0	22	88	Excellent
2	I make and maintain personal friendships among work associates	4	1	0	0	0	24	96	Excellent
Collaboration and Cooperation									
1	I balance a focus on task with attention to relationships by promoting a friendly, cooperative climate	2	3	0	0	0	22	88	Excellent
2	I spot and nurture opportunities for collaboration, sharing plans, information, and resources	3	2	0	0	0	23	92	Excellent
Team Capabilities									
1	I model team qualities like respect, helpfulness, and cooperation to protect the group and its reputation, and share credit with the group	3	1	1	0	0	22	88	Excellent
2	I draw all members into active and enthusiastic participation by building team identity, esprit de corps, and commitment	2	1	1	1	0	19	76	Good
Total								85.5	Excellent

Source: compiled from primary data

Table 5.19 Level of social skills of middle level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Influence									
1	I am skilled at the art of persuasion and able to use complex strategies like indirect influence to build consensus and support	1	4	18	5	1	86	59.31	Good
2	I make sure I fine-tune presentations to appeal to the listener	2	3	16	6	2	84	57.93	Good
Communication									
1	I am good at Sending clear and convincing messages and deal with difficult issues straightforwardly	3	8	17	1	0	100	68.97	Good
2	I listen well, seek mutual understanding, and fully welcome sharing of information	3	9	14	3	0	99	68.28	Good
Leadership									
1	I step forward to lead as needed, regardless of position	8	5	14	1	1	105	72.41	Good
2	I guide the performance of others while holding them accountable according to the shared vision and mission	9	9	11	0	0	114	78.62	Good
Change Catalyst									
1	I recognize the need for change and remove barriers to it	4	8	16	1	0	101	69.66	Good
2	I champion the change and enlist others in its pursuit	3	6	18	2	0	97	66.90	Good
Conflict Management									
1	I handle difficult people and tense situations with diplomacy and tact by win-win solutions	1	8	16	4	0	93	64.14	Good
2	I spot potential conflict, bring disagreements into the open, and help deescalate the conflict by open discussion	1	8	16	2	2	91	62.75	Good

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Building Bonds									
1	I cultivate and maintain extensive informal networks and seek out relationships that are mutually beneficial	2	9	13	4	1	94	64.83	Good
2	I make and maintain personal friendships among work associates	2	5	15	4	3	86	59.31	Good
Collaboration and Cooperation									
1	I balance a focus on task with attention to relationships by promoting a friendly, cooperative climate	2	8	15	3	1	94	64.83	Good
2	I spot and nurture opportunities for collaboration, sharing plans, information, and resources	3	9	13	2	2	96	66.21	Good
Team Capabilities									
1	I model team qualities like respect, helpfulness, and cooperation to protect the group and its reputation, and share credit with the group	5	6	14	2	2	97	66.90	Good
2	I draw all members into active and enthusiastic participation by building team identity, esprit de corps, and commitment	4	5	17	3	0	97	66.90	Good
Total								66.12	Good

Source: compiled from primary data

Table 5.20 level of social skills of lower level employees

Sl No	Statements	A	O	S	R	N	Score	Index	Remarks
Influence									
1	I am skilled at the art of persuasion and able to use complex strategies like indirect influence to build consensus and support	0	10	12	14	5	109	53.17	Average
2	I make sure I fine-tune presentations to appeal to the listener	0	8	15	16	2	111	54.15	Average
Communication									
1	I am good at Sending clear and convincing messages and deal with difficult issues straightforwardly	2	5	13	16	5	106	51.71	Average
2	I listen well, seek mutual understanding, and fully welcome sharing of information	2	4	14	19	2	108	52.68	Average
Leadership									
1	I step forward to lead as needed, regardless of position	0	4	13	18	6	97	47.31	Average
2	I guide the performance of others while holding them accountable according to the shared vision and mission	0	2	10	20	9	87	42.44	Average
Change Catalyst									
1	I recognize the need for change and remove barriers to it	0	5	14	20	2	104	50.73	Average
2	I champion the change and enlist others in its pursuit	0	4	15	19	3	102	49.76	Average
Conflict Management									
1	I handle difficult people and tense situations with diplomacy and tact by win-win solutions	0	2	18	20	1	103	50.24	Average
2	I spot potential conflict, bring disagreements into the open, and help deescalate the conflict by open discussion	0	3	14	19	5	97	47.31	Average

Building Bonds									
1	I cultivate and maintain extensive informal networks and seek out relationships that are mutually beneficial	1	6	15	17	2	110	53.66	Average
2	I make and maintain personal friendships among work associates	0	5	18	15	3	107	52.19	Average
Collaboration and Cooperation									
1	I balance a focus on task with attention to relationships by promoting a friendly, cooperative climate	2	5	13	16	5	106	51.71	Average
2	I spot and nurture opportunities for collaboration, sharing plans, information, and resources	0	4	14	21	2	102	49.76	Average
Team Capabilities									
1	I model team qualities like respect, helpfulness, and cooperation to protect the group and its reputation, and share credit with the group	1	7	13	18	2	106	51.71	Average
2	I draw all members into active and enthusiastic participation by building team identity, esprit de corps, and commitment	2	4	14	19	2	108	52.68	Average
Total								50.70	Average

Source: compiled from primary data

Table 5.21 overall level of social skills of the respondents

SI No	Statements	A	O	S	R	N	Score	Index	Remarks
Influence									
1	I am skilled at the art of persuasion and able to use complex strategies like indirect influence to build consensus and support	2	17	31	19	6	215	57.33	Average
2	I make sure I fine-tune presentations to appeal to the listener	4	13	32	22	4	216	57.6	Average
Communication									
1	I am good at Sending clear and convincing messages and deal with difficult issues straightforwardly	6	15	32	17	5	225	60	Average
2	I listen well, seek mutual understanding, and fully welcome sharing of information	7	16	28	22	2	229	61.07	Good
Leadership									
1	I step forward to lead as needed, regardless of position	9	11	28	20	7	220	58.67	Average
2	I guide the performance of others while holding them accountable according to the shared vision and mission	11	13	22	20	9	222	59.2	Average
Change Catalyst									
1	I recognize the need for change and remove barriers to it	7	15	30	21	2	229	61.07	Good
2	I champion the change and enlist others in its pursuit	5	13	33	21	3	221	58.93	Average
Conflict Management									
1	I handle difficult people and tense situations with diplomacy and tact by win-win solutions	3	12	35	24	1	217	57.87	Average
2	I spot potential conflict, bring disagreements into the open, and help deescalate the conflict by open discussion	4	13	30	21	7	211	56.27	Average

Building Bonds									
1	I cultivate and maintain extensive informal networks and seek out relationships that are mutually beneficial	6	16	29	21	3	226	60.27	Average
2	I make and maintain personal friendships among work associates	6	11	33	19	6	217	57.87	Average
Collaboration and Cooperation									
1	I balance a focus on task with attention to relationships by promoting a friendly, cooperative climate	6	16	28	19	6	222	59.2	Average
2	I spot and nurture opportunities for collaboration, sharing plans, information, and resources	6	15	27	23	4	221	58.93	Average
Team Capabilities									
1	I model team qualities like respect, helpfulness, and cooperation to protect the group and its reputation, and share credit with the group	9	14	28	20	4	229	61.07	good
2	I draw all members into active and enthusiastic participation by building team identity, esprit de corps, and commitment	8	10	32	23	2	224	59.73	Average
Overall								59.07	Average

Source: compiled from table 5.18, table 5.19 and table 5.20

From table 5.21, it reveals that, the overall level of social skills among the employees in COIRFED is average. Employees give 59.07% of the score to this particular parameter of emotional intelligence. Employees only have an average level of conflict management approach. They only give 56.27% for the open discussion in order to deescalate the conflict. Employees are highly flexible, highly willing to work with the team and they have good communication skill also. They provide 61.07% of the score to those statements.

The top level employees in the COIRFED said that they have excellent level of social skills. They gave 85.5% of score to this parameter of emotional intelligence. The middle level

employees gave 66.12% of score to this variable. It reveals that they have good level of social skills. In the case of lower level employees they have average level of social skills. They gave 50.70% score for self-motivation. Since we used 5:29:41 as the proportion between top level, middle level and lower level employees, the level of social skills of lower level employees was highly affected the overall of the data.

The overall level of social skills of the employees is average. So we can assume that COIRFED may create provide a scope for improving their social skills.

5.3. Overall emotional intelligence

The overall emotional intelligence index of employees is presented in table 5.7. The satisfaction index is 59.55, which leads to the inference that the level of emotional intelligence of the employees can be categorized as average. This finding supports the first stage of analysis.

Table 5.22 Overall level of emotional intelligence of top level employees

SI No.	Parameter	Satisfaction index	Satisfaction Level	Rank
1	Self-awareness	82.67	Excellent	4
2	Self-regulation	94.4	Excellent	1
3	Self-motivation	82	Excellent	5
4	Empathy	84.8	Excellent	3
5	Social skills	85.5	Excellent	2
Overall emotional intelligence		85.87	Excellent	

Source: compiled from primary data

Table 5.23 Overall level of emotional intelligence of middle level employees

SI No.	Parameter	Satisfaction index	Satisfaction Level	Rank
1	Self-awareness	64.25	Good	5
2	Self-regulation	68.62	Good	1
3	Self-motivation	67.12	Good	2
4	Empathy	64.76	Good	4
5	Social skills	66.12	Good	3
Overall emotional intelligence		66.18	Good	

Source: compiled from primary data

Table 5.24 Overall level of emotional intelligence of lower level employees

SI No.	Parameter	Satisfaction index	Satisfaction Level	Rank
1	Self-awareness	52.68	Average	2
2	Self-regulation	53.56	Average	1
3	Self-motivation	51.65	Average	3
4	Empathy	50.69	Average	5
5	Social skills	50.70	Average	4
	<i>Overall emotional intelligence</i>	<i>51.86</i>	<i>Average</i>	

Source: Compiled from primary data

Table 5.25 Overall level of emotional intelligence of the respondents

SI No.	Parameter	Satisfaction index	Satisfaction Level	Rank
1	Self-awareness	58.4	Average	3
2	Self-regulation	61.65	Good	1
3	Self-motivation	59.8	Average	4
4	Empathy	58.83	Average	5
5	Social skills	59.07	Average	2
	<i>Overall emotional intelligence</i>	<i>59.55</i>	<i>Average</i>	

Source: compiled from primary data

Table 5.25 indicates that the overall emotional intelligence index towards 5 parameters, and ranked them according to their position. It is understood that 61.65% employees are pointed out that they have self-awareness and it is in the 1st position. 2nd position is to social skills. 59.07% of the employees have this. Self-motivation and empathy holds the 4th and 5th position with the percentage of 59.83 and 59.8 respectively.

The top level employees in the COIRFED said that they have excellent level of emotional intelligence. They pointed out that 85.87% employees have excellent emotional intelligence and also 94.4% employees have the ability to self-regulate according to the situation. But the level of self-motivation is lower than other parameters. It has only 82%. Social skills, empathy and self-awareness have the rank of 2, 3 and 4 with the percentage of 85.5, 84.8 and 82.67 respectively.

The middle level employees in the COIRFED said that they have good level of emotional intelligence. They pointed out that 66.18% employees have good emotional intelligence and also 68.62% employees have the ability to self-regulate according to the situation. But the level of self-awareness is lower than other parameters. It has only 64.25%. Self-motivation, social skills and empathy and have the rank of 2, 3 and 4 with the percentage of 67.16, 66.12 and 64.76 respectively.

The lower level employees in the COIRFED said that they have average level of emotional intelligence. They pointed out that 51.86% employees have average emotional intelligence and also 53.56% employees have the ability to self-regulate according to the situation. But the level of empathy is lower than other parameters. It has only 50.69%. Self-awareness, self-motivation and Social skills have the rank of 2, 3 and 4 with the percentage of 52.68, 51.65 and 50.70 respectively. Since we used 5:29:41 as the proportion between top level, middle level and lower level employees, the level of emotional intelligence of lower level employees was highly affected the overall of the data.

Chapter VI

***SUMMARY OF FINDING, SUGGESTIONS
AND CONCLUSION***

Chapter VI

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. If a worker has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance. Emotional Intelligence is not about being soft! It is a different way of being smart - having the skill to use his or her emotions to help them make choices in the moment and have more effective control over themselves and their impact on others.

Emotional Intelligence allows employees to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.

Emotional Intelligence helps the employees to increase their emotional self-awareness, self-regulation, self-motivation, empathy and social skills like creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that give rise to strategic leaders in organizations". Emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization.

The scope of the study is to increase the employee's emotional intelligence at work place and to help in future why some employees are outstanding performers while others are not. Emotional Intelligence calls for recognizing and understanding of the issues in the organizations on the basis of the results organization can choose a strategy and actions to improve the performance of their employees.

The study entitled "a study on the level of emotional intelligence among the employees in COIRFED" was carried with objectives:-

1. To study the level of emotional intelligence of the employees.
2. To suggest some measures to improve the emotional intelligence of the employees.

The study is based on five selected and identified as contributors of emotional intelligence. Primary data is collected through structured schedules from a sample of 75 respondents; Scaling techniques, simple percentages and index methods are used for analysis.

Design of study is presented in the first chapter. The second chapter examines the review of literature for studying the emotional intelligence. The third chapter is theoretical framework and the fourth chapter examines the profile of COIRFED. The fifth chapter attempted to analyze the level of satisfaction in order to find out major areas of discontent, which will adversely affect that workers and the organization as a whole.

6.1 Findings of the study

Findings about the socio economic characteristics of the respondents as follows:-

1. Most of the employees(42.33) are in the age group of 31-40 category, 22.67% of employees came under the category of above 40 age group and others are rest in the age group of 20-30 category
2. Most of employees (64%) in the organization are males and 36% of the employees in the organization are females.

3. Most of the employees (29.33) have higher secondary level education. 25.33% employees have SSLC qualification, and 25.33% employees have degree qualification, 13.33% employees only have primary level of education and only 6.67% employees have the qualification of post graduate level.
4. Most of the employees (74.67%) only have less than 5 year of experience. Only 9.33% of employees have more than 0 years of experience in the organization. 16% of the employees are come under the category of 5-10 year of experience.

Findings about the parameters determine emotional intelligence of the employees as follows:-.

1. As the level of employees goes down, there is a tendency of score getting lowered.
2. Top level workers in the organization have excellent level of self-awareness.
3. Middle level workers of the organization have good level of self-awareness.
4. Lower level employees only have average level of self-awareness
5. The employees in the organization have average level of self-awareness which means that employees have emotional awareness, accurate self-assessment, and also they have self-confidence too.
6. The top level employees have excellent level of self-regulation.
7. Middle level workers of the organization have good level of self-regulation
8. Lower level employees only have average level of self-regulation
9. Most of the employees are organized and careful at work
10. Employees are very focused to their work.
11. Employees are sometimes feels pressure in their work
12. The employees in the organization have good level of self-regulation.
13. The top level employees have excellent level of self-motivation

14. Middle level workers of the organization have good level of self-motivation
15. Lower level employees only have average level of self-motivation
16. Most of the employees have achievement drive
17. Employees are result oriented and like challenging goals
18. Employees like to meet objectives and standard
19. Sometimes employees pursue goals beyond what's expected of them
20. The overall level of self-motivation of the employees is average
21. The top level employees have excellent level of empathy towards others
22. The middle level employees have good level of empathy towards others
23. The lower level employees have average level of empathy towards others
24. The employees have good ability to keep their relationships
25. The ability to leverage the diversity is average among the employees
26. The overall level of empathy of the employees is average
27. The top level employees have excellent level of social skills
28. The middle level employees have good level of social skills
29. The lower level employees have average level of social skills
30. Employees only have an average level of conflict management approach
31. Employees are highly flexible according to the situation
32. Employees are highly willing to work with the team
33. Employees have good communication skill
34. The overall level of social skills of the employees is average
35. The top level employees have excellent level of emotional intelligence
36. The middle level employees have good level of emotional intelligence
37. The lower level employees average level of emotional intelligence
38. The overall level of emotional intelligence of the employees is average.
39. Self-regulation is the most critical factor that has an impact on emotional intelligence.

6.2 Suggestions

On the basis of the observations and discussions with the employees and the opinions are recorded by them certain suggestions are proposed

There is much scope for improving the working and operational efficiency of the organization, if suitable remedial measures to overcome the areas of lower level emotional intelligence is initiated. The following are some measures.

1. Company can provide stress management techniques like meditation which are critical to becoming more emotionally intelligent.
2. Training can help develop emotional intelligence, but training must be done on a consistent and ongoing basis
3. Company can implement activities that foster togetherness and allow employees to bond and build relationships.
4. Company can provide employee outings to create positivity and freshness in the mindset of the employees
5. Company can create conflict redressal committee in order to manage the conflicts within the company
6. Company can reduce the multitasking works which given to the employees.
7. Company can make workplaces as properly organized to foster trust, boost productivity, and help to avoid depressions at work.
8. Company can provide time to think before making decisions
9. Try to maintain a positive attitude

6.3 Executive Summary

The study entitled “a study on the level of emotional intelligence among the employees in COIRFED” was carried with objective to examine the level of emotional intelligence of the employees in COIRFED. The study is based on five selected and identified as contributors of emotional intelligence. Primary data is collected through structured schedules from a sample of 75 respondents by

stratified random sampling method. Scaling techniques, simple percentages and index methods are used for analysis.

The study was mainly based on five parameters that are, self-awareness, self-regulation, self-motivation, empathy and social skills. The study found out that, the top level employees have excellent level of emotional intelligence. The middle level employees have good level of emotional intelligence. The lower level employees average level of emotional intelligence. The overall level of emotional intelligence of the employees is average.

On the basis of the observations and discussions with the employees and the opinions are recorded by them certain suggestions are proposed in order to improving the working and operational efficiency of the organization like, adopting stress management techniques, training, employee outings etc. Thus it can be conclude that, by the effective management of elements of emotional intelligence like self-awareness, self-regulation, self- motivation, empathy and social skills employee can improve their emotional intelligence.

6.4 Conclusion

To conclude, an attempt is made to combine the inference drawn from analysis of emotional intelligence for each parameter presented in table 5.2 to 5.21 and the inference is presented in Table 5.25, as overall emotional intelligence index.

It is evident that from the five selected parameters, one parameter which is self-regulation came under the category of good and all other parameters are came under the category of average.

The overall satisfaction level is 59.55, which concludes that the level of emotional intelligence is average .Further an attempt was made to compare the score of overall index with the individual index of selected parameter and to identify those parameters, which obtained a score above the overall job satisfaction index, and to rank them. This leads to the conclusion that two

parameters which are self-regulation and self-motivation attained a satisfaction index above the overall emotional intelligence index. The other three parameters which is self-awareness, empathy and social skills have satisfaction level which is below the overall emotional intelligence index.

Thus efforts should be initiated by the organization to adopt measures to increase the overall level of emotional intelligence of the employees and thereby increasing the productivity of the employees, which ultimately contribute in a large way to the excellence of the organization.

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APPENDIX

APPENDIX

KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF CO-OPERATION BANKING & MANAGEMENT,
VELLANIKKARA, KAU (P.O), THRISSUR-680656



Schedule for Data collection

Topic: A study on the level of Emotional Intelligence among the employees of COIRFED

STRUCTURED INTERVIEW SCHEDULE FOR EMPOLYEES

1. Personal Information:-

- a. Name of the employee :
- b. Age :
- c. Sex :
- d. Designation :
- e. Educational qualification :
- f. No. of years of service :

2. Information's related to parameters:-

a. Self-awareness

Sl No.	Emotional Awareness: Recognizing one's emotions and their effects.	Always	Often	Sometimes	Rarely	Never
1	I am aware that which emotions I am feeling and why					
2	I have a guiding awareness of my values and goals how my feelings affect my performance					

Sl No.	Accurate Self-Assessment: Knowing one's strengths and limits.	Always	Often	Sometimes	Rarely	Never
1	I am aware of my strengths and weaknesses					
2	I am reflective and try to learn from experience					

Sl No.	Self-Confidence: Sureness about one's self-worth and capabilities.	Always	Often	Sometimes	Rarely	Never
1	I present myself with self-assurance; I have "presence"					
2	I am decisive, and able to make sound decisions despite uncertainties and pressures					

b. Self-regulation

Sl No.	Self-Control: Managing disruptive emotions and impulses.	Always	Often	Sometimes	Rarely	Never
1	I manage my impulsive feelings and distressing emotions well					
2	I think clearly and stay focused under pressure					

Sl No.	Trustworthiness: Maintaining standards of honesty and integrity.	Always	Often	Sometimes	Rarely	Never
1	I consistently act ethically and am considered to be above reproach					
2	I admit my own mistakes and confront unethical actions in others					

Sl No.	Conscientiousness: Taking responsibility for personal performance.	Always	Often	Sometimes	Rarely	Never
1	I meet commitments and keep promises for meeting my objectives					
2	I am organized and careful in my work					

Sl No.	Adaptability: Flexibility in handling change.	Always	Often	Sometimes	Rarely	Never
1	I smoothly handle multiple demands, shifting priorities, and rapid change					
2	I am flexible in how I see events					

Sl No.	Innovativeness: Being comfortable with and open to novel ideas and new information.	Always	Often	Sometimes	Rarely	Never
1	I seek out fresh ideas from a wide variety of sources					
2	I take fresh perspectives and risks in my thinking					

c. Self-motivation

Sl No.	Achievement Drive: Striving to improve or meet a standard of excellence.	Always	Often	Sometimes	Rarely	Never
1	I am results-oriented, with a high drive to meet objectives and standards					
2	I set challenging goals and take calculated risks					

Sl No.	Commitment: Aligning with the goals of the group or organization.	Always	Often	Sometimes	Rarely	Never
1	I am willing to make personal or group sacrifices to meet a larger organizational goal					
2	I use the group's core values in making decisions and clarifying choices					

Sl No.	Initiative: Readiness to act on opportunities.	Always	Often	Sometimes	Rarely	Never
1	I am always ready to seize opportunities					
2	I pursue goals beyond what's required or expected of me					

Sl No.	Optimism: Persistence in pursuing goals despite obstacles and setbacks.	Always	Often	Sometimes	Rarely	Never
1	I am persistent in seeking goals despite obstacles and setbacks					
2	I operate from hope of success rather than fear of failure					

d. Empathy

Sl No.	Social awareness: Sensing others' feelings and perspective, and taking an active interest in their concerns.	Always	Often	Sometimes	Rarely	Never
1	I am attentive to helping others by understanding their needs and feelings and am a good listener					
2	I show sensitivity and understand others' perspectives					

Sl No.	Developing Others: Sensing what others need in order to develop, and bolstering their abilities.	Always	Often	Sometimes	Rarely	Never
1	I acknowledge and reward people's strengths, accomplishments, and development					
2	I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill and offer useful feedback					

Sl No.	Leveraging Diversity: Cultivating opportunities through diverse people.	Always	Often	Sometimes	Rarely	Never
1	I try to understand diverse worldviews and be sensitive to group differences					
2	I see diversity as opportunity, creating an environment where diverse people can thrive					

Sl No.	Service Orientation: Anticipating, recognizing, and meeting customers' needs.	Always	Often	Sometimes	Rarely	Never
1	I understand customers' needs and match them to services or products					
2	I seek ways to increase customers' satisfaction and loyalty					

Sl No.	Political Awareness: Reading a group's emotional currents and power relationships	Always	Often	Sometimes	Rarely	Never
1	I am good at accurately read key power relationships					
2	I can usually detect crucial social networks					

e. Social skills

Sl No.	Influence: Wielding effective tactics for persuasion.	Always	Often	Sometimes	Rarely	Never
1	I am skilled at the art of persuasion and able to use complex strategies like indirect influence to build consensus and support					
2	I make sure I fine-tune presentations to appeal to the listener					

Sl No.	Communication: Sending clear and convincing messages.	Always	Often	Sometimes	Rarely	Never
1	I am good at Sending clear and convincing messages and deal with difficult issues straightforwardly					
2	I listen well, seek mutual understanding, and fully welcome sharing of information					

Sl No.	Leadership: Inspiring and guiding groups and people.	Always	Often	Sometimes	Rarely	Never
1	I step forward to lead as needed, regardless of position					
2	I guide the performance of others while holding them accountable according to the shared vision and mission					

Sl No.	Change Catalyst: Initiating or managing change	Always	Often	Sometimes	Rarely	Never
1	I recognize the need for change and remove barriers to it					
3	I champion the change and enlist others in its pursuit					

Sl No.	Conflict Management: Negotiating and resolving disagreements.	Always	Often	Sometimes	Rarely	Never
1	I handle difficult people and tense situations with diplomacy and tact by win-win solutions					
2	I spot potential conflict, bring disagreements into the open, and help deescalate the conflict by open discussion					

Sl No.	Building Bonds: Nurturing instrumental relationships.	Always	Often	Sometimes	Rarely	Never
1	I cultivate and maintain extensive informal networks and seek out relationships that are mutually beneficial					
2	I make and maintain personal friendships among work associates					

Sl No.	Collaboration and Cooperation: Working with others toward shared goals	Always	Often	Sometimes	Rarely	Never
1	I balance a focus on task with attention to relationships by promoting a friendly, cooperative climate					
2	I spot and nurture opportunities for collaboration, sharing plans, information, and resources					

Sl No.	Team Capabilities: Creating group synergy in pursuing collective goals.	Always	Often	Sometimes	Rarely	Never
1	I model team qualities like respect, helpfulness, and cooperation to protect the group and its reputation, and share credit with the group					
2	I draw all members into active and enthusiastic participation by building team identity, esprit de corps, and commitment					

