

Analysis

Emotional Intelligence as a Measure of an Employee's Overall Effectiveness

Sameeksha Barthwal¹

Som Aditya Juyal²

Abstract

In present times Emotional Intelligence (EI) has become the major rationale for employee effectiveness and organizational growth. Employee functionality is determined by their level of self awareness, self regulation, motivation, social awareness and social skills, which are the primary factors determining employee emotional intelligence level. Awareness about self, molded with strict self discipline and higher levels of motivation along with the awareness about environment, people and culture and skills to better manage social relations can redeem constructive, committed and effective employee for better organizational roles and performances. The present study introspects the relationship of EI with Organizational Commitment, Work Motivation, Self Efficacy, and Organizational Effectiveness disposed by an employee. The study has been conducted among 300 mid and senior level managers of ONGC at Dehradun.

¹ Assistant Professor
Department of Applied Sciences
GVP Government Engineering College, Pauri
Email: sameeksha.barthwal@gmail.com

² Professor
College of Management Studies
Guru Nanak Education Trust, Roorkee
Email: aditya.juyal@gmail.com

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Introduction

Emotional intelligence is old wine in new bottle. It is about self-awareness and empathy, and those are skills that both employees and bosses need in building a successful organization (McGarvey, 1997). In addition, emotional intelligence is ‘good old street smarts’ which includes knowing when to share sensitive information with colleagues, laugh at the boss’s jokes, or speak up in a meeting. Emotions impact everything we do. In an office setting, emotions can lead to team camaraderie and increased productivity. Likewise, emotions can also prove destructive. Not surprisingly, it is an individual’s emotional intelligence that dictates interpersonal relationships (Klausner, 1997). One costly consequence of the relentless demands on leaders’ time is their propensity to turn away from emotional issues and to stick as closely as possible to the realm of facts and intellect – to value only things that can be ordered, analyzed, defined, dealt with, controlled, and contained. Emotions seem ‘leaky’. They can get people riled up, and then who knows where their time and energy might go? Many managers just want to keep emotions out of a situation and deal with things only rationally. Yet, research shows that emotions, properly managed can drive trust, loyalty and commitment – and drive many of the greatest productivity gains, innovations, and accomplishments of individuals, teams and organizations (Cooper, 1997). If managers and employees develop their emotional intelligence, they will both benefit. Managers will have a workforce willing to engage with passion and employees will have managers who are receptive

and open to their needs. Companies have built teams, reengineered processes, even downsized for the sake of profitability. Now it is time to make sure organizations are getting the most efficient, high performing managers and employees possible; ones who won't check their brains and hearts at the door. Managers can have a strong impact on the people working around them. In fact, research has shown that managers with high emotional intelligence can get results from employees that are beyond expectations. Executives her on understanding their own feelings and that of their subordinates are more likely to achieve business outcomes and be considered as effective leaders by their employees and direct manager. According to Diggins (2004) the best managers need to possess emotional intelligence (EI) to make decisions that based on a combination of self-management and relationship skills and an awareness of how their behavior affects others in the organization. He argued that emotional intelligence plays a greater role than 'traditional' intelligence in determining leaders' and organizations' success and concluded that emotional intelligence helps people to be more aware of their interpersonal style;. Recognize and manage the impact of emotions on their thoughts and behavior. Develop their ability to judge social dynamics in the workplace; and understand how well they manage relationships and how to improve. In organizations, the inclusion of emotional intelligence in training programs has helped employees to co-operate better and be more motivated, thereby increasing productivity and profits. An understanding of emotion, both our own and those of other people, plays an important part in organizational life.

As organizations try to survive and remain competitive, they are reorganizing, re-engineering, downsizing and

implementing new technology. In other words, they constantly try to change. In their ongoing quest to be competitive, organizations are being exposed to more significant change. It is now commonplace for an organization to undergo change most are due to some internal or external factor that requires an organizational adaptation. Of particular importance is the significant change with which an enterprise must cope in order to improve competitive advantage and maximize the gain from the needed change transformation process. Because significant change involves uncertainty the lack of clarity of the unknown will raise the anxiety levels of staff which can be overcome with knowledge. It is logical that this anxiety would be reflected in behaviors when dealing with both internal and external customers. Hence the concept of emotional intelligence is explored and offered as a means to predict both individual and organizational success. Over the last decade the construct has gained further momentum within organizations, with global organizations no longer being seen as 'emotion-free' zones. Emotional Intelligence is now being considered to be important in organizational factors such as: organizational change. The complexity and competitiveness of today's business environment requires that companies continuously raise the bar on their effectiveness. Top performance increasingly demands excellence in all areas, including leadership, productivity, and adaptation to change, process improvement, and capability enhancement (knowledge, skills, abilities, and competencies. The organizations are a human tool of extraordinary versatility.

As job performance and training performance are related to both cognitive and emotional factors. Accordingly, in today's competitive business world, where many leaders seem to have management qualification, and given a broadly equivalent

level of cognitive ability, Emotional Intelligence has the potential to become a core differentiator in terms of selecting the best leaders for your organization. Lack of interpersonal sensitivity, personal flexibility and emotional resilience have tremendous capacity today to wreck the career prospects of highly intelligent, qualified, and experienced professionals. Being able to perform intellectual gymnastics counts for little if the individual is a source of friction in the team, has difficulty dealing with ambiguity and uncertainty, and is emotionally ill equipped to handle stress and criticism. Emotional Intelligence has benefits beyond the managerial and leadership sphere. It also has a useful purpose for positions where a high degree of interpersonal effectiveness is required, such as in customer service and sales roles. Emotional Intelligence assessment is an ideal technique for differentiating between candidates early in the recruitment process, without adding significant time or cost to the overall process. Given the limitations of purely using intelligence or ability testing, a recruitment process which incorporates both cognitive and Emotional Intelligence assessments is likely to be a stronger predictor of successful occupational performance, and is therefore a more reliable way in which to select the most appropriate and highest performing personnel. The other force driving the popularity of Emotional Intelligence testing as part of the recruitment paradigm has been the suggestion by its advocates that unlike traditional forms of intelligence and personality, which are relatively fixed, Emotional Intelligence can be learnt.

Literature Review

Stein, Steven J. (2009) et.al: The study was conducted to examine the emotional intelligence (EI) scores of two high profile executive groups in comparison with the general

population. Also the study aims to investigate the executive group's emotional intelligence scores in relation to various organizational outcomes such as net profit, growth management, and employee management and retention. The Emotional Quotient Inventory (EQ-i) was administered to a sample of 186 executives (159 males and 27 females) belonging to one of two executive mentoring associations, the Young Presidents' Organization (YPO) and the Innovators' Alliance. The results showed that top executives differed significantly from the normative population on the EQ-i in eight of the 15 EQ-i subscales. Executives who possessed higher levels of empathy, self-regard, reality testing, and problem solving were more likely to yield high profit-earning companies.

Kirk, B.A., Schutte (2009) et.al: A study was conducted in the areas of emotional intelligence and self-efficacy (i.e., beliefs in one's capabilities to organize and execute the courses of action required to produce a given attainment); a measure of emotional self-efficacy was developed and validated. Two hundred and seven participants rated their self-efficacy for adaptive emotional functioning. High emotional self-efficacy was associated with greater emotional intelligence, as measured by the MSCEIT, higher positive mood and lower negative mood. Emotional self-efficacy showed evidence of incremental predictive validity in that it remained associated with positive and negative mood after emotional intelligence was controlled. Assessment of emotional self-efficacy may be useful in future studies that aim to better understand the process of adaptive emotional functioning and its impact on life outcomes.

Samuel O Salami (2008): Research was conducted to investigate the relationship of demographic factors (age,

marital status, gender, job tenure and education level); emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment of industrial workers. Three hundred twenty participants were randomly selected from five service and five manufacturing organizations in Oyo state, Nigeria. Measures of biographical data, emotional intelligence, work role salience, achievement motivation, job satisfaction and organizational commitment were administered on the sample. Hierarchical multiple regression analysis was used to analyze the data collected. Result showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organizational commitment of the workers. The finding of the study revealed the need for organizational managements and psychologists to consider the factors investigated when designing programmes for increasing the organizational commitment of the workers.

Annamaria Di Fabio Letizia Palazzeschi (2008): A study was conducted to further analyze the construct of emotional intelligence and its relation to occupational self-efficacy in a sample of Italian teachers. ‘The Italian version of the Bar-On emotional quotient Inventory’ (Bar-On, 2002) and the Ohio State Teacher Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001) were administered to 169 participants. It was found that a significant differences in emotional intelligence emerged with respect to age. In comparison to females, males obtained higher scores in the intrapersonal dimension, while women scored higher on the interpersonal dimension. Teacher self-efficacy was best explained by the intrapersonal dimension.

David W. Chan (2008): Research was conducted to investigate the emotional intelligence (interpersonal and intrapersonal) and general teacher self-efficacy were assessed to represent personal resources facilitating active and passive coping in a sample of 273 Chinese prospective and in-service teachers in Hong Kong. The finding of the study revealed that interpersonal emotional intelligence were found to predict significantly active coping strategy, but teacher self-efficacy might interact with intrapersonal emotional intelligence in the prediction of active coping especially for male teachers.

Bhattacharya Ashok K (2008) et.al: Research was conducted to examine the factor structure of the construct of emotional intelligence in India. In the study 49 items were selected that were subject to principal component factor analysis. Analysis of the study yielded five factors, appraisal of negative emotions, appraisal of positive emotions, interpersonal conflict and difficulties. Finding of the study revealed that emotional inter-personal skill and flexibility and goal awarding intelligence involve appraisal and experience of emotion for self and inter-personal situation in specific terms.

Rathi Neerpal (2008) et.al: The relationship between Emotional Intelligence (EI) and Occupational Self-Efficacy was studied on 112 scientists in a number of research organizations, using the emotional intelligence scale developed by Hyde, Pethe and Dhar and occupational self-efficacy scale developed by Pethe, Chaudhari and Dhar Correlation and regression analysis have revealed that emotional intelligence has a positive relationship with occupational self-efficacy and is found to be one of its significant predictors. The study implies that people with

higher emotional intelligence are more effective employees as compared to those with lower emotional intelligence.

Stubbs Koman E (2008) et.al: The study was conducted to examine the team leader's competencies; team leader emotional intelligence and team performance. Data for the study was collected from 422 respondents representing 81 teams in a military organization. The findings of the study was that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and that emotionally competent group norms are related to team performance.

Rosete David (2007) et.al: The study was conducted to investigate the relationship between emotional intelligence, personality, cognitive intelligence and leadership effectiveness. Forty-one executives who completed an ability measure of emotional intelligence (MSCEIT); a measure of personality (16PF5) and a measure of cognitive ability (the Wechsler abbreviated scale of intelligence). Leadership effectiveness was assessed using an objective measure of performance and a 360 assessment involving one -hundred and forty nine each leader's subordinates and direct manager. Data was analyzed through co relational and regression analyses. The finding of the study revealed that higher emotional intelligence was associated with higher leadership effectiveness.

Singh Sanjay K (2007): The study was conducted to explore two important variables, Emotional Intelligence and organizational leadership in an Indian context in a software organization. The study sampled 210 male and 130 female software professionals to investigate the relationships of

emotional intelligence with organizational leadership as well as the impact of emotional intelligence on leadership effectiveness. The results indicate positive and significant relationships of emotional intelligence with organizational leadership for both the genders. Also, it is indicated that emotional intelligence of male and female software professionals contribute huge variance in the total variance of their leadership effectiveness.

Christie Anne (2007) et.al: Research was conducted to explore the relationship between emotional intelligence and motivation. An empirical study was done to test the two different conceptualizations i.e. emotional intelligence and motivation. The sample taken for the study was one hundred and thirteen individuals. The individuals completed the measures of emotional intelligence and McClelland's three motivational needs. Structural Equation analysis in the study revealed that motivation is a factor related to emotional intelligence but is not a component part of emotional intelligence construct.

S. Yuvaraj (2007) et.al: Research was conducted in relation to the role of emotional intelligence in Managerial Innovation and Effectiveness. The sample of the study was 90 which consist of male and female executives from entry-level managers to middle-level managers from 11 organizations from Mumbai, Ahmadabad and Chennai. The result of the study indicate a positive correlation between Emotional Intelligence and Managerial Innovation and Managerial Effectiveness implying that with the help of emotional intelligence, one could successfully complete the activities of his position and achieve desired result, also an emotionally intelligent manager could also undertake activities of

developing his or her potential further which would lead to the development of the organization. Hence emotional intelligence should be an integral part of an organization's recruitment and development process.

Petrides K (2006) et.al: Research was conducted to assess the relationships between trait emotional intelligence ('trait EI' or 'emotional self-efficacy') and four job-related variables (perceived job control, job stress, job satisfaction and organizational commitment). Gender specific data (167 males, 87 females) were analyzed via multi-group structural equation modeling. Perceived job control had a negative effect on stress and a positive effect on satisfaction. Older females had higher EI and lower organization commitment scores than their younger counterparts. There were many gender differences in the model, mainly concerning age, which was negatively related to control and commitment in the female sample only.

Jayan. C (2006): A study was conducted to explore the role of predictive variance of emotional competencies, personality variables and job attitude in job performance. The sample consisted of 204 middle level managers, who completed Emotional competency Inventory, Type- A personality pattern and performance rating scale was used. Co-workers and superior rating for these managers were also obtained. Regression analyses showed that emotional competence, personality and job attitude are significant to the predictor of job performance.

Sullivan Mary-A (2006): Research was conducted to explore the effectiveness of executive coaching for the development of emotional intelligence competencies. Eight executives from

the same government agency were interviewed regarding the coaching they had received. The study was qualitative in nature. The coaching was offered as a component of an executive development program that was grounded in action learning, through these interviews, the executives shared their perspectives of the coaching process and the degree to which they and their teammates were able to benefit. Peers and Subordinates of the executives, as well as four executive's coaches who were involved in the program, were also interviewed for their perspectives of the process and of the participants. Data collected through this study suggested that executive coaching is an effective tool in the enhancement of emotional intelligence competencies in executives.

P Bindu (2006): Attempted to investigate the nature and extent of the relationship that exist among the two cognitive variable viz. intelligence and creative and two non-cognitive variable i.e. emotional intelligence and maladjustment among a sample of young adults. The sample size for the study was 90. Emotional Inventory Test, Mathew Inventory test and T-test was used during the analysis of the data. Result of the study revealed that two gender group differed significantly in the mean score on the variable and also in their inter correlation. Maladjustment was identified as the most important predictor of all other variables in male sample. Emotional intelligence played a significant role in determining over all creativity and maladjustment in female sample. Findings indicate the relationship between emotional intelligence and creativity was found to be strong in female group than a male group.

Chrusciel D (2006): The study was conducted a study to know the use of emotional intelligence to assess how an

organization can improve staffs performance and productivity and also to develop a effective human resource strategy to deal with organization change. In the study the contemporary research was used which includes a review of the concept of emotional intelligence. Result of the study revealed that emotional intelligence may be a predictor of success not unlike intelligence quotient. Study also indicates that by incorporating consideration of emotional intelligence into the organization's change management philosophy not only does the individual employee have an opportunity to improve but also gains the organization.

Jamie Callahan (2005) et.al: The study was conducted to determine the gender related emotion expressiveness differences among the senior executives to explore the extent to which there are emotion expressiveness differences by organizational position. Data was collected from senior organizational leaders (781 males, 669 females). Differences were explored using ANOVA. The finding of the study revealed in several key positions, including CEOs, males reported they to be significantly more expressive than females. However, differences between male and female expressiveness were not observed for certain executive positions. Further, both males and females reported statistically significant low levels of expressiveness.

Jain Ajay-K (2005) et.al: Research was conducted to examine the predictive ability of emotional intelligence, trust and organizational support in general health. The sample consisted of 250 middle-level executive from two wheeler manufacturing organizations. Result of the study reveals that the dimensions of emotional intelligence termed positive attitude about life predicted both factors of general health

positively: (a) sense of accomplishment and contribution and (b) botheration-free existence. Organizational support predicted sense of accomplishment and contribution, whereas vertical trust predicted botheration-free existence, accompanied by the assertiveness and positive self-concept dimension of emotional intelligence.

Callahan Jamie L (2005) et.al: Research was conducted to determine the gender related emotion expressiveness difference among senior executive and to explore the extent to which there are emotion expressiveness differences by organizational position. The sample size for the study was 781 males and 699 females as senior organizational leaders. Differences by gender and position were explored using ANOVIS. Result of the study indicates that males reported themselves to be significantly more expressive than females. Although in certain executive position, the difference between male and female expressiveness was not observed.

Little, Jack E (2005): Research was conducted to examine the relationship between emotional intelligence and McGregor's Theory X and Theory Y. The sample size for the study was 70 students. The survey was administered to students based on two parts: Emotional intelligence questionnaire and McGregor's Theory x and Theory y questionnaire. Data was analyzed through the Pearson correlation between the dimensions of Emotional intelligence and McGregor's Theory X and Theory Y scores. Result of the study indicates that there was no significant relationship between the overall emotional intelligence score and Theory y. Hence the concept of emotional intelligence and McGregor's Theory X and Theory Y appear to be unrelated.

Humphreys J (2005) et.al: Attempt was made to determine if the emotional structure of direct health workers was related to their commitment to the organization. It was an exploratory study. The sample size for the study was 105 workers, who completed self-reported surveys to determine their emotional intelligence, emotional coping ability and affective organizational commitment. Pearson Correlation and 'T' test were used to analyze the data. The result of the study revealed that a significant correlation was found between emotional intelligence, emotional coping ability, and organizational commitment. In addition, emotional intellect served as a moderating variable between coping ability and commitment such that those direct care workers who exhibited higher emotional coping abilities were more committed when emotional intelligence was high rather than low.

Singh, Shailendra (2004): The study was conducted to develop and standardize a measure of emotional intelligence. The study has followed Goleman's (1998) model of emotional intelligence competencies. It contained five dimensions i.e. self-awareness, self-regulation, motivation; empathy and social skill have been incorporated. Data was collected from 263 managers from various functional areas. The scale was constructed and tested to examine a positive relationship with three variables i.e. organizational commitment, emotional expression and quality of work life. The five dimensions of emotional intelligence were positively correlated with organizational commitment, emotional expression and quality of work life.

Jain, Ajay K (2004) et.al: Conducted a study to determine the relationship of the factor analytically derived dimensions of emotional intelligence with some of the organizationally

relevant outcome variables. The data was obtained from 250 middle-level male executives of two- wheeler automobile manufacturing organizations. Data was analysed through multiple regression analyses. Result of the study revealed that the dimensions of emotional intelligence were related with job satisfaction, personal effectiveness, organizational commitment, reputational effectiveness, general health, turnover intention, organizational effectiveness and organizational productivity.

Longhorn (2004): Research conducted on ‘How emotional intelligence can improve management performance’ in relation to the emotional competencies of individual general managers to the key performance outputs under their direct control. The Bar-On Eqi was the tool used to test emotional intelligence, and the participants in the study were a group of managers operating in the pub restaurant sector of the leisure industry in the UK. Evidence was found that relationship exist between emotional intelligence of the general managers and their key performance results as measured by the performance appraisal rating of the manager, the profit output of the units under their control and the satisfaction of the customers.

Shipper F (2003) et.al: Attempted to explore the relationship between emotional intelligence and managerial effectiveness using a cross-cultural sample i.e. three culture. EI is conceptualized and measured as self-other agreement concerning the use of managerial skills using data gathered under a 360-degree feedback process. Three hypotheses relating to managerial self-awareness of both interactive and controlling skills are examined using data from 3,785 managers located in the United States (US); United Kingdom (UK); and Malaysia. The two sets of managerial skills

examined were found to be stable across the three national samples. The hypotheses were tested using polynomial regressions. The study revealed that empathy, ability to perceive other's emotions, self-awareness, and self regulation are highly related to managerial effectiveness.

S Joberg, Lennart (2003) et.al: Attempt was made to determine the relationship between emotional intelligence and work motivation and also to determine the effect of gender difference on emotional intelligence. The study was conducted in a large tele-communications company. The sample for the study was 45 out of which 39 were males and 9 females. In the study the facets of emotional intelligence were self actualization, alexithmia, impulse control, Empathy, Machiavellianism and ability to withstand failure whereas for work motivation some of the measure were willingness to work, work interest and risk of disengagement .The result of the study indicate that the emotional intelligence was positively related to work motivation and females excelled more on emotional intelligence than males.

Carmeli A. (2003): Research was conducted to explore the relationship of emotional intelligence and work related behavior outcomes on senior manager. The study revealed that managerial skills in general and emotional intelligence in particular play a significant role in the success of senior manager in the workplace. The sample size of the study was 262 senior managers as chief official in local government in Israel. The result of the study revealed that when senior managers have high emotional intelligence they tend to develop high affective commitment to the organization for which they work but could not find any relationship between emotional intelligence and continuance commitment.

Gupta, Amurity (2002) et.al: Research was conducted to investigate the effect of self-efficacy and industrial set on goal setting performance in a group. The sample size for the study was 112 girls from a group. Result of the study indicates that low self-efficacy group scored significantly lower than high self-efficacy group. It was further found that there was a significant main effect of instructional set, within the non-ego threatening group scoring significantly lower than the ego – threatening group.

Sinha, S.P. (2002) et.al: Research was conducted to investigate the relationship between organizational commitment, self-efficacy and perceived organizational barriers to technological change. The sample consisted of one hundred and sixty seven male managers. It was found that organizational commitment was positively related to age, length of service in cadre structure and self-efficacy; it was negatively related to psychological barriers to technological change. Psychological barriers were negatively related to self-efficacy. There was a negative correlation between self-efficacy and age as well as between self-efficacy and length of service in the cadre structure. Multiple regression analysis was done to examine the relative contribution of different variables.

Yehuda B (2002) et.al: Attempted to examine the different work-related forms of commitment, such as the work group and the employing organization as well as the current occupation. The study assessed how these forms of commitment are influenced by, and influences the attitudes and emotions at work. Data was collected from employees and managers in the British health-service sector. Regression

analysis was used to analyze the data. Result of the study revealed a strong relation between positive work-related emotions and commitment levels in the organization, which leads to higher intention to stay in the organization.

N. Ioannis (2002) et.al: Research was conducted to explore the effect of emotional intelligence on occupational stress and organizational commitment. The study was conducted on the professionals in mental health institutions. The sample size for the study was 212. The participants were administered the Emotional Intelligence Questionnaire as well as the Organizational Stress Screening Tool (ASSET); a new organizational screening tool, which measures workplace stress. The results of the study were in the expected direction showing a negative correlation between emotional intelligence and stress at work, indicating that high scorers in overall positive correlation was also found between emotional intelligence and organizational commitment, which according to the ASSET model is considered as a consequence of stress, suggesting a new role for emotional intelligence as a determinant of employee loyalty to organizations.

Sivanathan N (2002) et.al: The study was conducted explored the association of emotional intelligence and moral reasoning to leadership style and the effectiveness. The questionnaires were administered to 58 residence staff. Subordinates rated the residence staff's leadership behaviors and effectiveness. Residence staff's supervisors also provided similar effectiveness ratings. Analysis of the study indicates that leaders who reported higher levels of emotional intelligence were perceived by their followers as higher in transformational leadership and more effective.

Pradhan, Ravindra Kr (2001) et.al: Research was conducted to compare the motivational aspects of organizational climate in public sector organizations (PSO) and multi-national companies (MNC) in India. The sample consisted of four hundred (age 25-55 years) executives from organizations and companies in Delhi, Gurgaon and Bhopal. The Motivational Analysis of Organizational Climate, assessing twelve dimensions of organizational processes related to climate (orientation, interpersonal relationships, supervision, problem management, management of mistakes, conflict management, communication, decision-making, trust, management of rewards, risk-taking and innovation and change) was administered to the subjects. Each dimension was analyzed for six types of motives: achievement, expert influence, extension, control, dependency and affiliation. Findings of the study revealed that there was a substantial mean difference between the responses of executives of PSUs & MNCs. Result revealed that executives of PSUs had higher means on control, dependency affiliation motives, while executives of MNCs had higher means on motives of achievement, expert influence and extension.

Gardener L (2001) et.al: Research was conducted to investigate whether emotional intelligence measured by emotional intelligence test predicted transformational, transactional & laissez-faire leadership style. The sample size of the study was 110 senior level managers. The leadership questionnaire was administered to the participants. Study indicates that effective leaders were identified as those who reported transformational rather than transactional behaviour. Study indicates that emotional intelligence is correlated highly with all components of transformational leadership.

Ahmad, (2000): The study was conducted to explore the relationship between the low Emotional Intelligence (EI) and low performance of managers (n=20). The purpose of this study is to explore the emotional intelligence and its impacts on the ability to make decisions and manage social relations in the organization. Certain comparisons were made between middle-level managers with low emotional intelligence (n=16) and high emotional intelligence (n=16). Wechsler Adult Intelligence Scale (WAIS) and Emotional Competency Inventory (ECI) were used in the study. The results of the study revealed that the emotional intelligence has impact on the ability of the managers to make better decisions and enjoy better social relations in the organization.

Research Methodology

The present research employs correlation research design to establish relationship among Emotional Intelligence (EI) with Organizational Variables i.e. Organizational Commitment, Work Motivation, Self Efficacy and Organizational Effectiveness with respect to senior, middle and lower level management executives of ONGC at Dehradun. This study conducted in May-June 2011, includes 300 management, i.e. E1-E9 belonging to Lower level (E1-E3); Middle (E4-E6) and High level (E7-E9) executives. The sample comprises of both male and female executives. Of the 300 management executives selected for the study about 60 percent are males and 40 percent females. About 50 percent of the respondents belonged to the age group of up to 30 years, a third (33 percent) of respondents are in the age group of 31-45 years and about 17 percent in the age group of 46 years and above. Lower level executives (E1-E3); Middle level (E4-E6) and High level (E7-E8) corresponded to about 50 percent, 33 percent and 17 percent of total sample respectively. Data was

collected using quota sampling so as to ensure to ensure that adequate representation is given to respondents (executives) across various age groups, and organizational hierarchies.

The data is collected using the following personal tools...

1. Personal Data Schedule
2. Emotional Intelligence Questionnaire: Shailendra Singh (2004) based on model of emotional intelligence given by Goleman (1998)
3. Organizational Commitment: Organizational Commitment scale by Dhar, Mishra and Srivastav (2000)
4. Self-efficacy: Occupational self-efficacy scale by Sanjyut Pethe, Chaudhary and Dhar(1999)
5. Work Motivation: Work motivation Questionnaire by K.G Aggarwal (1998)
6. Organizational Effectiveness: Organizational effectiveness test by A.K Sinha(1992) based on work Sutton and Ford (1982)

The research objective of the study is to study the relationship of various emotional intelligence dimensions with organizational variables among the executives. This collaborates to the following hypothesis...

H- The emotional intelligence dimensions will have a significant and positive relationship with various organizational variables; Organizational commitment, Work motivation, Self-efficacy and Organizational effectiveness among the executives.

The data is analyzed using SPSS. Pearson Correlation Test is used to study the relationship between various variables.

ANALYSIS

Correlation among Emotional Intelligence variables and Organizational Variables is performed to understand the relationship between the two (Refer table 1, 2A & B, 3A, B & C in the annexure).

Organizational commitment of an executive is defined by his or her self awareness (0.263; 0.000); self regulation (0.228; 0.000); Motivation (0.192; 0.001) and social awareness (0.183; 0.002) levels.

Among males organization commitment of an executive is expressed significantly by all EI variables namely motivation (0.375; 0.000); self regulation (0.375; 0.000); social skills (0.267; 0.000); social awareness (0.264; 0.000) and self awareness (0.235; 0.002); however for females it is limited to self awareness (0.293; 0.002) only. Organizational commitment of males thus is not limited to self awareness as in case of females whereby an executive is able to analyze his or her skills and potential and shape it in form of organizational commitment. Also a male executive is able to harness control and regulate his behaviour, remain motivated, be socially aware and apply social skills for achieving better organizational commitment.

At lower level an executives organization commitment is expressed by his or her self awareness (0.327; 0.000); social skills (0.327; 0.000); and self regulation (0.184; 0.023) levels. The same is expressed by middle level executive's motivation (0.360; 0.000); self regulation (0.232; 0.008); self awareness (0.196; 0.026) and social skills (0.196; 0.026). In case of high level executives the organizational commitment is expressed by their self awareness (0.352; 0.000); social skills (0.352;

0.000); motivation (0.728; 0.007) and social awareness (0.683; 0.014).

Work motivation of an executive is significantly expressed by his or her level of social awareness (0.290; 0.000); social skills (0.290; 0.000); motivation (0.205; 0.000); self awareness (0.178; 0.002) and self regulation (0.142; 0.014).

Among male executives work motivation is expressed significantly by social skills (0.284; 0.000); social awareness (0.279; 0.000); motivation (0.226; 0.002); and self regulation (0.172; 0.020). However, in females work motivation is expressed significantly by self awareness (0.408; 0.000); social awareness (0.344; 0.000); motivation (0.217; 0.019); and social skills (0.205; 0.031). Self awareness which contributes significantly for arousing work motivation among females is insignificant contributor towards work motivation among males. Similarly self regulation which is a significant contributor for work motivation among males fails to apt significantly for females.

Lower level executives' work motivation is defined to a larger extent by their self awareness (0.211; 0.009) and social skills (0.211; 0.009). It is significantly expressed by middle level executives' social awareness (0.417; 0.000); motivation (0.405; 0.000) and self regulation (0.241; 0.005). Among higher level executive's social awareness (0.834; 0.001) and motivation (0.744; 0.006) play a significant role in enhancing their work motivation.

Self efficacy too is expressed significantly by all variables of EI. Social awareness (0.266; 0.000); self awareness (0.231; 0.000); self regulation (0.204; 0.000); social skills (0.196;

0.001) and motivation (0.157; 0.007) have positive and significant relationship with self efficacy.

Among males self efficacy is mustered significantly by all EI variables namely motivation (0.407; 0.000); social skills (0.399; 0.000); social awareness (0.343; 0.000); self regulation (0.305; 0.000) and self awareness (0.251; 0.001). However, among females none of the EI variables contributes significantly towards self efficacy. This purports the fact that self efficacy is least defined by EI among females whereas it is expressed significantly by all EI variables among males.

Social awareness (0.193; 0.020); self awareness (0.177; 0.033); social skills (0.177; 0.033); and self regulation (0.172, 0.037) of lower level executives significantly explain their self efficacy levels. All EI variables significantly contribute in enhancing the self efficacy level of mid level executives. Motivation (0.485; 0.000); social awareness (0.306; 0.000); self awareness (0.260; 0.003); social skills (0.260; 0.003); and self regulation (0.207; 0.017) contribute significantly in mid level executives self efficacy. Likewise the self efficacy level of high level executive is defined significantly by all EI variables. Motivation (0.871; 0.000); social skills (0.819; 0.001); self awareness (0.819; 0.001); social awareness (0.719; 0.008); and self regulation (0.709; 0.010) contribute significantly in high level executives self efficacy.

Organization effectiveness propounds positive and significant relationship with social awareness (0.156; 0.007) variable of EI.

Organization effectiveness among males is expressed significantly by their level of social awareness (0.192; 0.010);

and social skills (0.181; 0.016) whereas in case of females a significant relationship emerges between organizational effectiveness and self awareness (0.199; 0.033).

Organization effectiveness is expressed significantly by social awareness (0.188; 0.021) among low level executives. Like wise it is expressed by social awareness (0.626; 0.030) for high level executives.

CONCLUSION

In general emotional intelligence dimensions exhibit positive correlation with organization variables. However more specific conclusion is enumerated below:

1. Self awareness dimension of emotional intelligence demonstrates a high degree of correlation with organization commitment, work motivation and self efficacy, but exhibit only indicative significance with organization effectiveness.
2. Self regulation dimension of emotional intelligence exhibit positive and significant relation with organization commitment, work motivation and self efficacy variable of organization. However self regulation demonstrates no significant relationship with organization effectiveness.
3. Motivation dimension of emotional intelligence correlates positively with organization commitment, work motivation and self efficacy variable but exhibit no significant relationship with organization effectiveness.
4. Social awareness of emotional intelligence exhibit significant and positive relation with organization variables.

5. Social skills dimension of emotional intelligence exhibit significant correlation with work motivation and self efficacy. But only indicative significance prevails with organization commitment and organization effectiveness.

In respect of EI and organizational variables with reference to executive hierarchies, following conclusions emerge...

1. Self Awareness level of an executive has a positive and significant relationship with his or her Organizational Commitment and Self Efficacy at all hierarchal levels of the organization. Whereas for Work Motivation, this relationship exists only among low level executives.
2. Self Regulation level of an executive has a positive and significant relationship with his or her Self Efficacy at all hierarchal levels of the organization. But for Organizational Commitment this relationship exists among low and middle level executives. Whereas for Work Motivation, this relationship exists only among mid level executives.
3. Motivation level of an executive has a positive and significant relationship with his or her Organizational Commitment, Self Efficacy and Work Motivation for low and middle hierarchal levels of the organization.
4. Social Awareness level of an executive has a positive and significant relationship with his or her Self Efficacy at all hierarchal levels of the organization. Organizational Commitment is seen to be related for high level executives. Work Motivation is seen to have positive and significant relationship for mid and high level executives. Social Awareness and

organizational Effectiveness is significantly related at low and high level executive positions.

5. Social Skills of an executive has a positive and significant relationship with his or her Self Efficacy and Work Motivation at mid and high hierarchal levels of the organization. Organizational Commitment and Organizational Effectiveness are related significantly at high level executive position only.

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Annexure

Table 1- Correlation among EI and Organizational Variables

	Self Awareness	Self Regulation	Motivation	Social Awareness
Organizational Commitment	0.263** 0.000	0.228** 0.000	0.192** 0.001	0.183** 0.002
Work Motivation	0.178** 0.002	0.142* 0.014	0.205** 0.000	0.290** 0.000
Self Efficacy	0.231** 0.000	0.204** 0.000	0.157** 0.007	0.266** 0.000
Organizational Effectiveness	0.096 0.098	0.038 0.514	0.047 0.421	0.156** 0.007

The first row denotes the Pearson correlation and the latter significance.

**** Highly Significant at 0.01 level' * Significant at 0.05 level, + Indicative Significance at 0.10 level**

Table 2A- Correlation among EI and Organizational Variables (Males)

	Self Awareness	Self Regulation	Motivation	Social Awareness
Organizational Commitment	0.235** 0.002	0.327** 0.000	0.375** 0.000	0.264** 0.000
Work Motivation	0.101 0.174	0.172* 0.020	0.226** 0.002	0.279** 0.000
Self Efficacy	0.251** 0.001	0.305** 0.000	0.407** 0.000	0.343** 0.000
Organizational Effectiveness	0.103 0.167	0.045 0.544	0.136 0.066	0.192** 0.010

The first row denotes the Pearson correlation and the latter significance.

**** Highly Significant at 0.01 level' * Significant at 0.05 level, + Indicative Significance at 0.10 level**

Table 2B- Correlation among EI and Organizational Variables (Females)

	Self Awareness	Self Regulation	Motivation	Social Awareness
Organizational Commitment	0.293** 0.002	0.072 0.448	-0.029 0.757	0.078 0.411
Work Motivation	0.408** 0.000	0.086 0.357	0.217* 0.019	0.344** 0.000
Self Efficacy	0.149 0.115	0.067 0.471	-0.094 0.312	0.168 0.071
Organizational Effectiveness	0.199* 0.000	-0.004 0.000	-0.112 0.000	0.009 0.000

Effectiveness	0.033	0.964	0.225	0.922
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The first row denotes the Pearson correlation and the latter significance.

**** Highly Significant at 0.01 level' * Significant at 0.05 level, + Indicative Significance at 0.10 level**

Table 3A- Correlation among EI and Organizational Variables (Lower Level Executives)

	Self Awareness	Self Regulation	Motivation	Social Awareness
Organizational Commitment	0.327**	0.184*	0.084	0.140
	0.000	0.023	0.303	0.089
Work Motivation	0.211**	0.054	0.109	0.088
	0.009	0.503	.0178	0.285
Self Efficacy	0.177*	0.172*	-0.009	0.193*
	0.033	0.037	0.916	0.020
Organizational Effectiveness	0.107	0.012	0.033	0.188*
	0.190	0.886	0.685	0.021

The first row denotes the Pearson correlation and the latter significance.

**** Highly Significant at 0.01 level' * Significant at 0.05 level, + Indicative Significance at 0.10 level**

Table 3B- Correlation among EI and Organizational Variables (Middle Level Executives)

	Self Awareness	Self Regulation	Motivation	Social Awareness
Organizational Commitment	0.196*	0.232**	0.360**	0.155
	0.026	0.008	0.000	0.077
Work Motivation	0.113	0.241**	0.405**	0.471**
	0.201	0.005	0.000	0.000
Self Efficacy	0.260**	0.207*	0.485**	0.306**

	0.003	0.017	0.000	0.000
Organizational Effectiveness	0.053	0.047	0.038	0.097
	0.544	0.593	0.665	0.263

The first row denotes the Pearson correlation and the latter significance.

**** Highly Significant at 0.01 level' * Significant at 0.05 level, + Indicative Significance at 0.10 level**

Table 3C- Correlation among EI and Organizational Variables (High Level Executives)

	Self Awareness	Self Regulation	Motivation	Social Awareness
Organizational Commitment	0.752** 0.005	0.569 0.053	0.728** 0.007	0.683* 0.014
Work Motivation	0.444 0.148	0.399 0.199	0.744** 0.006	0.834** 0.001
Self Efficacy	0.819** 0.001	0.709** 0.010	0.871** 0.000	0.719** 0.008
Organizational Effectiveness	0.497 0.100	0.318 0.314	0.549 0.065	0.626* 0.030

The first row denotes the Pearson correlation and the latter significance.

**** Highly Significant at 0.01 level' * Significant at 0.05 level, + Indicative Significance at 0.10 level**