EMOTIONAL INTELLIGENCE, PERSONALITY AND JOB PERFORMANCE: A STUDY OF INDIAN SERVICE SECTOR

Thesis submitted in fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

By

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DECLARATION BY THE SCHOLAR

I hereby declare that the work reported in the Ph.D. thesis entitled "**Emotional Intelligence, Personality and Job Performance: A Study of Indian Service Sector**" submitted at **Jaypee University of Information Technology, Waknaghat, India** is an authentic record of my work carried out under the supervision of **Dr. Tanu Sharma.** I have not submitted this work elsewhere for any other degree or diploma. I am fully responsible for the contents of my Ph.D. Theses.

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SUPERVISOR'S CERTIFICATE

This is to certify that the work reported in the Ph.D. thesis entitled "**Emotional Intelligence, Personality and Job Performance: A Study of Indian Service Sector**", submitted by **PRIYAM DHANI** at **Jaypee University of Information Technology, Waknaghat**, **India,** is a bonafide record of her original work carried out under my supervision. This work has not been submitted elsewhere for any other degree or diploma.

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ABSTRACT

The main aim of this research is to determine the relationship between Emotional Intelligence, Personality Traits and Job Performance in five selected sectors of the Indian Service Sector. To obtain this, the study used three measurement scales including Deepa Krishnaveni Emotional Intelligence Test (DKEIT); Job Performance Inventory (JPI) and Multivariate personality inventory (MPI). These questionnaires were distributed to the target population of 685 Middle-level managers of the five selected service sectors in India. Service sectors include IT, Banking/Insurance, Advertising/Media, Health Care, and Education which were selected through Convenience sampling method. The middle level managers of the selected industries were selected through snowball sampling method. After data collection, data analysis was done using the statistical package of social sciences, SPSS 20.0 version. Different statistical analysis was carried out such as Reliability and validity test, Independent sample t-test, ANOVA, MANOVA, Pearson coefficient correlation and multiple regression analysis.

As a result, the study findings found that the middle level managers in different service sector have both EI (positive and negative) and it impact their job performance. Further, there is a significant difference in demographic variables of gender, age, marital status and education and EI of managers was observed because the role and personality of managers varied based on their nature of job in general. Similarly, the study found the personality of employees in fact holds some utility as a predictor of Job Performance. Demographic variables of gender, age, marital status and education and personality traits 1, 2 and 3 also showed positive relationship, i.e. the personality of managers was different. The study findings confirmed along with previous research findings. This study adds to previous research by showing that past findings were replicated in an Indian business setting especially in service sector perspective.

LIST OF ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
AVE	Average Variance Extracted
BFI	Big Five Inventory
CAGR	Compound Annual Growth Rate
CII	Confederation of Indian Industry
DIPP	Department of Industrial Policy and Promotion
DKEIT	Deepa Krishnaveni Emotional Intelligence Test
EI	Emotional Intelligence
ERB	Extra-Role Behaviour
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
HIT	Healthcare Information Technology
HRS	Human Resource System
IPIP	International Personality Item Pool
IQ	Intelligence Quotient
IT	Information Technology
ITeS	Information Technology enabled Services
JPI	Job Performance Inventory
KWS&B	Karachi Water & Sewage Board
MANOVA	Multivariate analysis of Variance
MBTI	Myers–Briggs Type Indicator

MPI	Multivariate personality inventory
MYEIT	Youth Emotional Intelligence Test
NASSCOM	National Association of Software and Services Companies
NCR	National Capital Region
NEO-FFI	Neuroticism-Extraversion-Openness Five-Factor Inventory
NEOPI-R	Neuroticism, Extraversion, Openness Personality Inventory-Revised
OCB	Organizational Citizenship Behavior’
OHQ	Oxford Happiness Questionnaire
OLC	Organizational Learning Capability
PCA	Principal Components Analysis
PHCs	Primary health Centers
PLS	Partial Least Square
POB	Prosocial Organizational Behaviour
PWB	Psychological Well-Being
RBI	Reserve Bank of India
SPSS	Statistical Package for the Social Sciences
SSEIT	Schutte Self-Report Emotional Intelligence Test
SSGC	Southern Sui Gas Company
TCS	Technology Communication Services
TEIQue-SF	The Trait Emotional Intelligence Questionnaire Short Form
UiTM	University of Technology MARA
WLEIS	Wong and Law Emotional Intelligence Scale

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CHAPTER-1

INTRODUCTION

Presently, several organizations continually confront challenges with the quickly evolving environment. Numerous companies are particularly impacted by turbulence connected with globalization, fast advancement, steady development and quick changes in the expectations of stakeholders and so on. Numerous contemplations have demonstrated critical contrasts of human conduct when there are changes in nature [1]. The majority of the progressions are related to the personality, Emotional Intelligence (EI) and Job Performance. Various researchers have demonstrated that personality and EI were fundamental keys to accomplish the hierarchical objectives and succeeding in changing the environment [2]. Also, with regards to enhancing the organizational effectiveness and improve Job Performances, organizations are starting to focus on the significance of EI and personality attributes so as to accomplish high Job Performance [3]. Considering all the above, the present research aims to determine the relationship between EI and personality and their relationship with Job Performance in the context of India.

1.1 BACKGROUND OF THE STUDY

In India, service sector is one of the rapid developing sectors in both national and international markets. This sector contributes huge support to the national economy in terms of employment opportunities and others; accordingly, it increases the GDP growth rate. This sector contributes nearly 60 percent GDP to the nation (Gross Domestic Product) and assumed it provides 35 percent of employment. Among other things, it accounts for almost a quarter of the national trade and substantial foreign inflows and investments. This sector comprises ranging from various sectors like banking, Information Technology (IT), hospitality, education, advertising etc.

Researchers have highlighted that the emotional competencies play a vital role in the service sector for management of relationship and success of the business. They mainly concentrated on ‘emotional labor’ that was the special requirement of the employees to act in a positive, empathetic and friendly environment always while dealing with consumers to make

them feel greeted and most welcomed [4]. EI has a significant role to play on the outcomes of emotional labour because individuals with huge EI have best strategies for emotional management include deep acting, while people with less EI adopt only surface level of acting to control their emotional expression [5]. The concept of EI was first investigated by Salovey and Mayer, one's own capacity can decide them to understand about themselves and by assisting the thoughts they can generate the emotions and also regulate the growth in their knowledge [6]. The service sector industries like IT, Healthcare, financial, insurance, banking, research and development and advertising are characterized by the challenging situations in employee's performance of the job.

1.2 THE INDIAN SERVICE INDUSTRY

For the global investors, the service sector provides the massive business prospects with enough assistance to the national economy. As per the report of Department of Industrial Policy and Promotion (DIPP), the FDI equity inflows have obtained around Rs 179,150.49 crore through service sector that is US$ 28.78 billion from the time period of April 2000- August 2013. Later, the sector had to achieve the immense growth in India as evidenced by the report of [7] showed that around 66 percent of the growth of GDP in 2015-16, hence, presently it is the most attractive FDI sector in India. The same report noted that service sectors include banking, finance, insurance, research and development, advertising, outsourcing has captivated FDI equity inflows from the period of 2000-2017 as about US$ 59.47 billion which is about 17.92 percent of the total foreign inflows as mentioned in DIPP.

In IT sector, the life expectancy of programs and products decline every year, whereas the employees demand still continue to higher because of the spontaneous work pressure in all functions of IT which include outsourcing, re-engineering, more demanding customers and overloading general information etc. [8], [9] that leads to increasing pressure among employees which reflects in their poor Job Performance. The organizational culture is seen to be lacking in terms of assisting the employees in dealing with these problems.

1.2.1 The Information Technology Industry in India

The IT Sector in India is seen in conjunction with the Information Technology enabled Services (ITeS). The sector has a substantial contribution to the national economy as it caters to domestic and foreign markets. The rise of exports makes it account for almost 75 % of its total earned

revenue. Broadly, the sector is divided into four large segments that comprise of IT services, ITES-Business Process Outsourcing (BPO) and Software; which includes both Research and Development and Engineering. Apart from various other accolades, this sector has also been instrumental in energizing economic growth through its interaction with the higher education sector pertaining to computers and all the Engineering fields. As far as its potential for employment goes, the sector is seen to be marked with providing employment opportunities to over 10 million Indians. The role of the sector in assisting other sectors in their streamlined functioning also remains of high significance; with special reference to sectors such as Manufacturing, Chemicals, Consumer products, and Automobiles etc.

The past decade has witnessed an enormous change in the growth rate of the IT/ITES sector. With assuring growth in employment opportunities, the sector today is one of the largest employers with an approximate of over 2.2 million professionals along with another 8 million in international markets that account for over 5% of GDP. With a promising potential, the sector today becomes a hub of international sourcing for various Fortune 500 companies with as much as for 55% of the global market in offshore IT services and garnering 35% of the ITES/BPO market. In a glimpse at the 28 low – cost countries, it is seen that India holds the record of almost 28 percent of IT and BPO talent. It is visible and pertinently clear that the sector also expands in conjunction with its support systems extended to other economic sectors, leading to economic advances for the nation.

According to the Confederation of Indian Industry (CII) report estimates; the Business Process Outsourcing wing of the sector expects to earn revenue over US$ 225 billion marks by 2020. As per present statistics, the share of the Indian IT industry is close to 7 percent; with an approximate of 4 percent in IT and 2 percent in the ITES segment. As per NASSCOM; the sectors expected growth stood at an approximate 12-14 percent in the FY 14 to approximately touch US$- 84- 87 billion [10].

1.2.2 The Banking Sector in India

Banking industry is considered to be the backbone of Indian economy. This sector evolved strongly from the situation of global financial chaos and proved its determination when the economies of developed countries were shaken. In accordance with the report of World Bank, banking sector of India is heading towards high-growth with almost seven branches and 3.5 ATMs for every 100,000 people. This statistic will surely improve in coming years because the

Government plans for more financial incorporation in the nation. Executives are making efforts to establish the policy structure and organization also support to secure meaningful financial incorporation. As well as, the banking sectors working together with other active service industries like customer product providers, telecom industry and technology to create a favorable environment[11].

According to the report of [12], the asset of Indian banking sector has attained USD1.96 trillion in 2015 from the range of USD1.3 trillion in 2010, this shows the increasing growth. As per the RBI report in 2017, India has accounted the increased foreign exchange rate of approximately USD363.14 billion. The gross non-performing assets of the banks sequentially rose 6.44% in the September 2016 quarter, lower than 8.87% in the June quarter, and around a 32% rise over both the March and December 2015 quarters [13].

1.2.3 The Healthcare in India

One of the sectors in India for both employment and revenue is Health care. It covers medical devices, outsourcing, medical tourism, medical equipment, hospitals, clinical trials, telemedicine and health insurance. Healthcare sector in India is developing at a rapid rate because of its coverage strength, increasing expenditure and services of both the public and private players. India has both private and public healthcare delivery sectors. Hospitals situated in rural areas are mostly government owned (public healthcare) hospitals and it has only limited institutions for secondary health care and tertiary health care system. Primary health Centers (PHCs) are the basic units with most basic facilities especially serving rural India. Most of the quaternary, tertiary and secondary care institutions are situated in metropolitan cities and is owned by private sector. India has a large number of well-trained doctors and is highly competitive. Compared to western countries and other Asian countries India is cost competitive as well.

In India, the surgery cost is just about $1/10^{th}$ of the cost in Western Europe or United states. The corporate group of healthcare industries in India is assessed to contribute 15% revenue in the financial year 2017-18. There is approximately 22 to 25% of development in the field of medical tourism and expected to make it double in 2018 to US$ 6 billion from US$ 3 billion. In India, arrival of medical tourist rate has been increasing from 130,000 in 2015 to 200,000 in 2016 (around 50%). Presently, in April 2016, the market value of Healthcare

Information Technology (HIT) is around US$ 1 billion and look for an increase of 1.5 times in the year 2020 [14].

1.2.4 Advertising in India

Advertising industry of India has been created initially on a small scale, but now it has attained its full-fledged status in the industry. Indian advertising industry stand out second in Asia's advertising market, after china. It is one of the fastest developing industries and is expected to contribute around 0.45% for India's GDP, by 2018. Enormous support has been provided to the marketing and advertising industry by the Indian government. More desirable market sentiments and the licenses recommended for new banks render the marketing and advertising industry in India, a productive place.

There are various contributions to the overall advertising revenue such as print, TV and digital. Print helps to cause more amount of revenue of about 41.2 percent, next TV come up with 38.2 percent and digital make for 11 percent of overall revenue. Cinema, Outdoor and Radio be partly responsible for remaining 10 percent. Digital advertising market in India is forecasted to develop at a Compound Annual Growth Rate (CAGR) of 33.5 percent to exceed the mark of Rs. 25,500 crores (US$ 3.8 billion) by 2020. Double the growth of overall advertising returns is expected from the Internet's share (8 % in 2013 to 16 % in 2018). Online advertising is increasing at a proportional growth rate of 28 %. In five years, it is expected a threefold jump from Rs. 2,900 crores (US$ 435 million) to Rs. 10,000 crore (US$ 1.5 billion) [15].

1.2.5 Education in India

India remains in an important position in the world education industry. It has nearly 1.5 million Schools, 751 Universities and 35,539 Colleges with more than 260 million pupil registered. The system of higher education is well developed in India as compared to other countries in the world. Anyhow, there is more potential stock-still for the advanced growth of education system in India. After US, India is the second largest e-learning market. Presently it has secured US$ 2 billion. In 2020, it is anticipated to hit US$ 5.7 billion. During the period of 2016-2020, the market of distance education is anticipated to develop at a rate of about 11 percent. In addition, the government aims to increase its present ratio of enrolment to 30 % by 2020. It will boost the development of distance education in India as well.

The Indian education sector is balanced to demonstrate huge growth in the following years. By 2020, India will have second largest talented degree-holders and world's largest post-secondary education population. The Indian education market is presently having a value of US$ 100 billion. Soon, it will reach US$ 180 billion in 2020. Presently, vocational education in services and manufacturing come up with 5 percent to the Indian education market; textbook, allied services and e-learning give rise to 28 percent; higher education come up with 15 percent and schools give rise to 52 percent market size. Indian higher education network has undergone greater expansion. India spent over Rs. 46,200 crores (US$ 6.93 billion) to create more registration of students for their higher education within two decades. Now, India has the largest higher education institutions in the world. In two decades, the capacity raised from 40 million students to 70 million students.

1.3 STATEMENT OF THE PROBLEM

In the past few decades, the characteristics of individuals act as the major role in the work environment. The characteristics highlight the explanatory power to reveal how few individuals are capable to control their job stress in workplace. Employees in work environment face distinct stressful experiences when introduced to the similar stressors because of their unique personal characteristics. Hence it is essential to know the Personality Traits of individuals at the workplace through examining the relationship with socio-demographic variables. As Emotions are one of the major characteristics that support to cope up with the stress.

The research with respect to EI and certain demographic factors include gender, age, education, marital status and income was widely reported. However, these studies show mixed results. Therefore, it is indispensable to appreciate the relationship between gender, age, education, marital status and income, known as the socio demographic variables and EI. Similarly, Job Performance being a multidimensional, vibrant and dynamic construct is presupposed to be an indicator of employee's behaviour in given role of organization. Studies revealed the relationship of Job Performance and socio-demographic variables as a mixed relationship.

Further, few studies showed the relationship of EI, personality, and Job Performance among professionals in a positive aspect, while others indicated a negative relationship. Considering all the above, the present study attempts to analyze the relationship of Emotional

Intelligence, personality and Job Performance with all the demographic variables and the main aim of the study is to examine the relationship between personality and EI on Job Performance among Indian service sectors.

1.4 RESEARCH AIM

The main aim of this research is to determine the relationship between EI, Personality and Job Performance in Five Service Sectors in India, namely IT, Banking, HealthCare, Media and Education. To obtain this, the following objectives were framed.

1.5 RESEARCH OBJECTIVES

The research comprises of the following objectives:

- To find the relationship between socio-demographic variables (gender, age, education, marital status and income) and Emotional Intelligence.
- To find the relationship between socio-demographic variables (gender, age, education, marital status and income) and Personality Traits.
- To find the relationship between socio-demographic variables socio-demographic variables (gender, age, education, marital status and income) and Job Performance.
- To find the relationship between Emotional Intelligence and Personality Traits.
- To find the relationship between Emotional Intelligence and Job Performance.
- To find the relationship between Personality Traits and Job Performance.

1.6 RESEARCH QUESTIONS

The given research questions are developed, based on the research objectives framed above:

1. Is there any relationship between socio-demographic variables (gender, age, education, marital status) and Emotional Intelligence of middle level managers in Indian Service Sector?

2. Is there any relationship between socio-demographic variables (gender, age, education, marital status) and Personality Traits of middle level managers in Indian Service Sector?

3. Is there any relationship between socio-demographic variables socio-demographic variables (gender, age, education, marital status) and Job Performance of middle level managers in Indian Service Sector?

4. Is there any relationship between Emotional Intelligence and Personality Traits of middle level managers in Indian Service Sector?

5. Is there any relationship between Emotional Intelligence and Job Performance of middle level managers in Indian Service Sector?

6. Is there any relationship between Personality and Job Performance of middle level managers in Indian Service Sector?

1.7 RESEARCH HYPOTHESIS

Objective 1: To find the relationship between socio-demographic variables (gender, age, education, income and marital status) and Emotional Intelligence.

$H_0$1= There is no significant difference in Emotional Intelligence of men and women.

H1= There is a significant difference in Emotional Intelligence of men and women.

$H_0$2= There is no significant difference in Emotional Intelligence of married and unmarried respondents.

H2= There is a significant difference in Emotional Intelligence of married and unmarried respondents.

$H_0$3= There is no significant difference in Emotional Intelligence of undergraduate and postgraduate respondents.

H3= There is a significant difference in Emotional Intelligence of under graduate and post graduate respondents.

$H_0$4= There is no significant difference in Emotional Intelligence in different age groups.

H4= There is a significant difference in Emotional Intelligence in different age groups.

$H_0$5= There is no significant difference in Emotional Intelligence in different income groups.

H5= There is a significant difference in Emotional Intelligence in different income groups.

Objective 2: To find the relationship between socio-demographic variables (gender, age, education income and marital status) and Personality Traits.

$H_0$1 = There is no significant difference in Personality Trait 1 of men and women.

H1 = There is a significant difference in Personality Trait 1 of men and women.

$H_0$2 = There is no significant difference in Personality Trait 2 of men and women.

H2 = There is a significant difference in Personality Trait 2 of men and women.

$H_0$3 = There is no significant difference in Personality Trait 3 of men and women.

H3 = There is a significant difference in Personality Trait 3 of men and women.

$H_0$4 = There is no significant difference in Personality Trait 1 of married and unmarried respondents.

H4= There is a significant difference in Personality Trait 1 of married and unmarried respondents.

$H_0$5 = There is no significant difference in Personality Trait 2 of married and unmarried respondents.

H5= There is a significant difference in Personality Trait 2 of married and unmarried respondents.

$H_0$6 = There is no significant difference in Personality Trait 3 of married and unmarried respondents.

H6= There is a significant difference in Personality Trait 3 of married and unmarried respondents.

$H_0$7 = There is no significant difference in Personality Trait 1 of Undergraduate and postgraduate respondents.

H7 = There is a significant difference in Personality Trait 1 of under graduate and post graduate respondents.

$H_0$8= There is no significant difference in Personality Trait 2 of Undergraduate and postgraduate respondents.

H8= There is a significant difference in Personality Trait 2 of under graduate and post graduate respondents.

$H_0$9 = There is no significant difference in Personality Trait 3 of Undergraduate and postgraduate respondents.

H9 = There is a significant difference in Personality Trait 3 of Under graduate and post graduate respondents.

$H_0$10 = There is no significant difference in Personality Trait 1, 2, 3 in different age groups.

H10 = There is a significant difference in Personality Trait 1, 2, 3 in different age groups.

$H_0$11 = There is no significant difference in Personality Trait 1, 2, 3 in different income groups.

H11 = There is no significant difference in Personality Trait 1, 2, 3 in different income groups.

Objective 3: To find the relationship between socio-demographic variables socio-demographic variables (gender, age, education, income and marital status) and Job Performance.

$H_0$1 = There is no significant difference in Job Performance of men and women.

H1 = There is a significant difference in Job Performance of men and women.

$H_0$2 = There is no significant difference in Job Performance of married and unmarried respondents.

H2 = There is a significant difference in Job Performance of married and unmarried respondents.

$H_0$3 = There is no significant difference in Job Performance of undergraduate and postgraduate respondents.

H_3 = There is a significant difference in Job Performance of under graduate and post graduate respondents.

$H_0$4 = There is no significant difference in Job Performance in different age groups.

H4 = There is a significant difference in Job Performance in different age groups.

$H_0$5 = There is no significant difference in Job Performance in different income groups.

H5 = There is a significant difference in Job Performance in different income groups.

Objective 4: To find the relationship between Emotional Intelligence and Personality Traits.

$H_0$1 = There is no relationship between Emotional Intelligence and Personality Trait 1.

H1 = There is a significant impact of Emotional Intelligence on Personality Trait 1.

$H_0$2 = There is no relationship between Emotional Intelligence and Personality Trait 2.

H2 = There is a relationship between Emotional Intelligence and Personality Trait 2.

$H_0$3 = There is no relationship between Emotional Intelligence and Personality Trait 3.

H3 = There is a relationship between Emotional Intelligence and Personality Trait 3.

Objective 5: To find the relationship between EI and Job Performance.

$H_0$1 = There is no relationship between Emotional Intelligence and Job Performance.

H1 = There is a relationship between Emotional Intelligence and Job Performance.

Objective 6: To find the relationship between Personality Traits and Job Performance.

$H_0$1 = There is no relationship between Personality Traits and Job Performance.

H1 = There is a relationship between Personality Traits and Job Performance.

1.8 SIGNIFICANCE OF THE STUDY

India is facing growing rate of population with less growth in the rate of employment. Further, there are numerous adults enter into the workforce as without necessary competencies to succeed or excel at the workplace. Therefore, it becomes important to focus on factors other than EI and academics. Research indicates that EI is critical for success, IQ just contributes up to 20% to predict one's success and the other variance is produced by factors like EI and Personality. EI shapes an individual's personality, (measured by Personality Traits of an individual) and controls the conduct of the individual which has a solid association with the Job Performance. Most of the research on EI in India has focused only on the relationship between EI and leadership. Little Research has been done on the relationship between EI, Personality and Job Performance.

Though, most of the research has been done by using tools developed in the context of western countries and industry specific. This study attempts to include people from diverse industry and areas to carry out a comprehensive study to extend the empirical base in the Indian context. To our knowledge, the present study is the first study that uses three scales like JPI, MPI and DKEIT to obtain the study objective. These three tools were developed in India that adds value to the study and makes it unique. This research will be significant to different organizations as it helps in filling this gap by identifying how EI and Personality relationship on Job Performance.

1.9 SCOPE AND DELIMITATIONS OF THE STUDY

This study specifically focuses on the EI, Personality Traits and Job Performance of the middle level managers in the Indian Service Sector. Further, this study chooses five important service sectors those play a prominent role in the economic development of the country. Hence, there is a need for the employees of the Service Sector to improve their Emotional Intelligence and brush their Personality Traits, to be able to handle the demands of their roles in the changing times, without getting stressed [39] and improving their Job Performance to achieve personal and organizational goals. The scope of this study delimits itself to the findings amongst the sample of middle level managers working in the five chosen sectors all over India. The findings of the study would be useful to understand how and if Emotional Intelligence and Personality Traits of an individual help them improve their Job Performance. However, the study is restricted to the investigation of middle level managers in Indian service sectors. It is possible that sampling method may have limited the generalizing of the results.

1.10 ORGANIZATION OF THE THESIS

This research focuses on identifying the relationship of EI, Personality Traits on Job Performance by conducting an analysis of the five Indian service sectors.

Chapter 1 – Introduction: This chapter introduces the concepts of EI, Job Performance, and Personality Traits. It establishes the background to explain the EI, Personality Traits and Job Performance in the service industry. The chapter also provides a broad overview of the chosen five sectors and explains the importance. It outlines the research objectives, scope, and limitations of the study. It also highlights the significance of the study and reasons out the perusal of research in three domains.

Chapter 2 – Literature review: This chapter lays a detailed foundation to examine the various pertinent researchers that contribute to the three chosen variables. It brings forth evidence from the literature that supports the EI and Personality Traits to deal with Job Performance. The stepwise understanding of all the three constructs helps the researcher in identifying the factors that are most relevant to the study and the basis for hypothesis formation.

Chapter 3 – Research Methodology: This chapter elaborates the research objectives of the study along with the methodologies adapted to accomplish the objectives. It also explains the

various tools and techniques used for analyzing the data for the study. SPSS has been used to devise the models and relationships.

Chapter 4- Findings and discussions: This chapter details out the entire analysis. It also presents the statistical analysis of each hypothesis of the study; the interpretation of which leads to the discussion and conclusion of the study.

Chapter 5 –Conclusion: This chapter concludes the results and interpretations of the study by drawing relevant evidence from past researchers; that support the result of the current study. The results also explain the managerial implication of inculcating the research findings into practice. Finally, it discusses the limitations and scope for future work in the arena of EI, Personality Traits, and Job Performance.

CHAPTER-2

LITERATURE REVIEW

"Without the guidance of emotions, reasoning has neither principal nor power"

- Robert K. Cooper

2.0 INTRODUCTION

Service sector acts as the backbone of economic and social development of any country. It emerging as one of the rapid and largest growing sectors in throughout the economy and gives more contribution to the global employment and income generation. In India, service sector plays a major role in after the agriculture sector. It comprises of different activities include financial, business and real estate services, social, community and personal services, transportation and communication etc. However, increasing competition and shift towards market economy gives more pressure on this sector to enhance their level of performance. Their performance was chiefly relying on the employees who work in respective organizations. On the other hand, the expectation of customers towards such sector is completely based on the performance and interaction of employees with them through their attitude and behaviour. As a result, employees in service sector experiencing huge stress and pressure that affects their Job Performance. In order to prove their exceptional Job Performance, employees should be more involved in all the works not only physical but also mentally and emotionally [16].

Few decades before, past researchers have proved that employee's emotions in the workplace [17] and some of them has found the positive association of Emotional Intelligence (EI) and Job Performance of employees [18], [19]. This clearly depicts the importance of EI of employees in Job Performance. However, some eminent researchers have argued the Personality Traits of employees also decide their excellent Job Performance; however, there is no clear evidence in specific to Indian service sector. Hence the present study attempts to deeply review the Emotional Perception and argument of past researchers towards EI, personality and Job Performance in general and service sector context.

To acquire this, the present chapter collects the reviews from several scientific databases include Google Scholar, EBSCO and some peer-reviewed journal articles by using the following keywords such as EI OR Job Performance OR Personality Traits etc. Hence this chapter makes a structure to give clear views to readers, the structure of this chapter is as follows: Section I describe the concepts and definitions of key terms used in this research and Section II analyse the suitable models for EI and theories of personality in section III. Section IV will discuss the appropriate models for Job Performance and previous studies which are in line with study aim in section V. Based on the findings of the review, section VI identify the study gap and ends with chapter summary.

2.1 EMOTIONAL INTELLIGENCE

2.1.1 CONCEPTS AND DEFINITIONS

There are various researchers and academic practitioners and experts in the field of EI reveal several definitions of EI in general. In this aspect, Salovey and Mayer [20] *defined EI as* "the subset 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". Salovey and Mayer further developed a model which examined four distinct EI factors such as Emotional Perception, facilitation, understanding and management. After that, Goleman [18] determined the four chief EI dimensions such as self-management, relationship management, social awareness, and self-awareness. Self-management involves how well the individual redirect or control their internal resources, impulses, and state; while, relationship management refers to manage other individual's emotions and social awareness mainly comprises of empathy that is understanding and give response to the other's feelings, situations and thoughts and lastly, self-awareness involves an in-depth understanding of individual's own emotions and their values, strength, motives, and weakness.

In an organizational context, several definitions were framed by different authors with respect to EI. For instance, according to the definition of Ashforth and Humphrey [21], emotions are an inseparable and an integral part of organizational life and paid more attention to the emotional experience of employees. Similarly, several researchers briefly described the success and increasing importance of the EI in the organization context [18], [20], [22], but

specifically, these studies involved in examining the factors which impact the performance of employees in the workplace.

EI is defined as a group of competency that controls and direct the feelings of one individuals towards the performance of job [23] and further regulates their emotions to cope up more efficiently with stress, pressure and made an adjustment with regards to change in the organization. The same concept was agreed by some other researchers [24], [25]. Cherniss (2001) defined that EI acts as the significant role in fulfilling the job requirements. Several other researchers also in this context have examined the positive role of EI of employees in effective Job Performance [27]–[34]. Hence the present study refers all the above definitions of EI on the Job Performance of employees in the service sector.

2.1.2 MODELS OF EMOTIONAL INTELLIGENCE

2.1.2.1 Ability based model

Ability-based model was established by Salovey and Mayer's. This model portrays emotions as significant wellsprings of information which assists a person to understand and investigate the social condition [35]. In the perspective of Bradberry and Su [36], the ability model recommends that people differ in their ability to process data of an emotional nature and in their ability to associate emotional planning to a more broad discernment. This ability apparently shows itself in certain adaptable practices. Salovey and Grewal [37] implied that this model fuses four abilities are as follows:

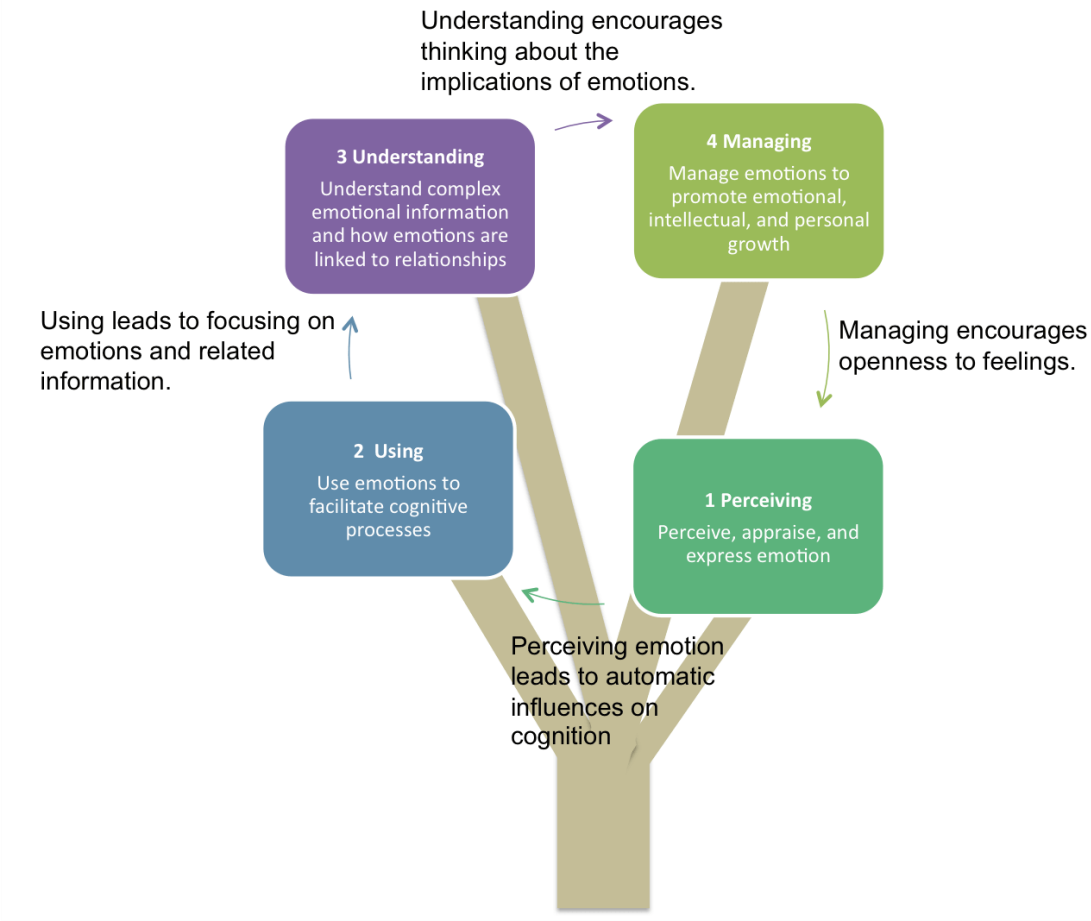
Perceiving emotions: The initial step in understanding the emotions is to precisely perceive them. In most of the instances, this may covers understanding the signals of nonverbal include facial expressions and body language. This stage is the fundamental skill involved in EI because it makes all other handling of emotional data as conceivable.

Utilizing emotions: the ability to deal emotions in order to help different subjective activities like critical considering and deduction. The emotionally clever individual can endorse completely upon his or her changing demeanors recollecting the definitive target to best fit the occupation that ought to be done.

Understanding emotions: the ability to comprehend feeling and to perceive astounded relationship amid emotions. For example, understanding emotions cover the ability to be

precarious to slight arrangements among emotions, and the ability to see and delineate how emotions create later some time.

Managing emotions: the ability to coordinate emotions in both ourselves and in others. Along these lines, the emotionally insightful individual can saddle feelings, even negative ones, and oversee them to accomplish organized goals. The below figure represent the model in detail.



Source: Adopted from Mallery [38]

Figure 2.1: Ability based model of Salovey and Mayer (1990)

2.1.2.2 Mixed model of EI

This model was developed by Daniel Goleman which focuses on EI as a comprehensive betray of skills and abilities which drive performance of leadership. As per the study of Joseph *et al.*[39], the EI model of Goleman comes under five chief constructs are as follows:

Empathy: taking emotions of others specifically when settling on choice.

Social skill: inspecting associations to move individuals in the desired relevance.

Self-Emotional Regulation: includes diverting or controlling one's annoying emotions and forces of driving and managing to evolving circumstances

Self-awareness: the ability to understand one's qualities, emotions, and shortcomings, drive objectives and qualities and perceive their effect on others whereas using hunches to escort choices.

Motivation: being headed to achieve for performance.

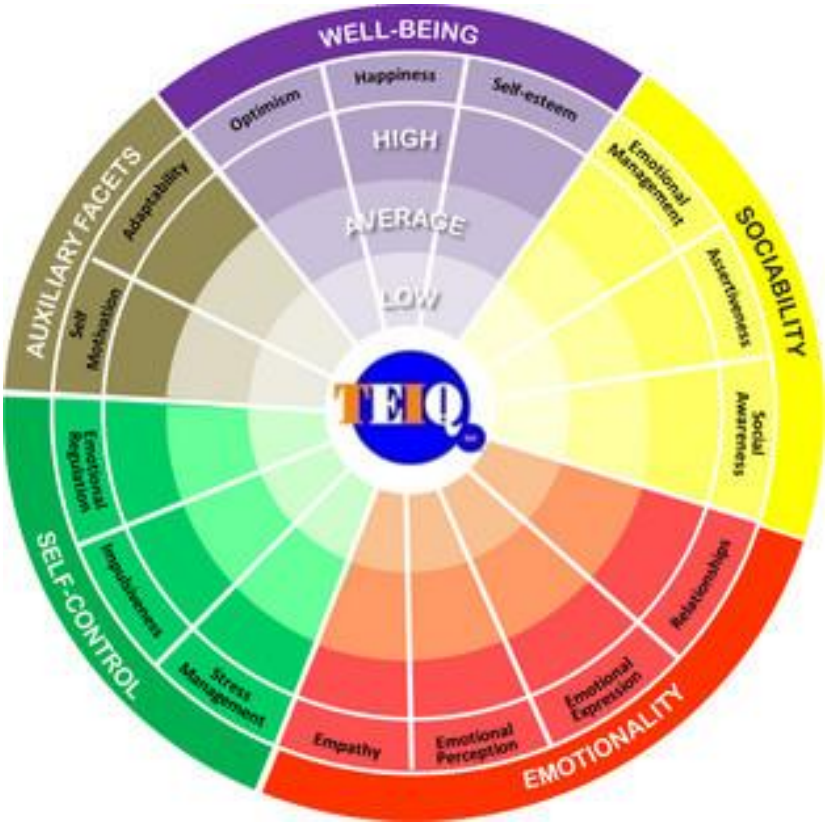
Goleman integrated a plan of emotional capabilities inside each construct of EI. Emotional skills are not inalienable endowments, but rather educated capacities which should be taken to achieve phenomenal performance. Goleman places that individuals are imagined with a common EI which chooses their potential for learning emotional competencies [39]. The figure representation of this model was drawn below:

Source: Adopted from Young Laeder Exchange [40]

Figure 2.2: Mixed models of EI by Daniel Goleman

2.1.2.3 Trait EI model

Petrides developed a framework among the trait-based and ability based model of EI and it was widely discussed in different publications in last few years [41]. As indicated by Kluemper [42], trait EI is a star gathering of emotional self-Emotional Perceptions arranged at the lower levels of personality. Besides, trait EI suggests a person's self-perspective of their emotional capacities. This concept of EI incorporates self-saw abilities and behavioral demeanors and is measured independent of any other individual report, rather than the ability based model suggests that veritable abilities which have exhibited particularly impenetrable to test estimation. Trait EI should be inspected inside a framework of personality [43]. In the perspective of Vernon *et al.* [1], the trait EI model is common and subsumes the Goleman model talked about earlier. The conceptualization of EI as a personality trait elicits a construct that lies outside the logical order of human intellectual capability. This is a basic refinement in as much as it bears particularly on the operationalization of the theories and speculations which are figured about it. The illustration of this model was depicted here:



Source: Adopted from Petrides [44]

Figure 2.3: Trait EI model

2.2 PERSONALITY

2.2.1 CONCEPTS AND DEFINITIONS

Personality represents an individual's behavioral patterns, feelings, and thoughts and all these are different from one another. Furthermore, determining another person's personality makeup will afford a view of how the individual is inclined to react in the given circumstances. To handle employees in a work setting, an understanding of their personalities can be instrumental. This understanding would help in making the managerial personnel to take decisions related to the placement of the employees, however, majority of measures of personality are not true [45]. But, the evidence says that personality measures can play a significant role in judging criteria for the job [46].The personality measures are dissimilar from cognitive ability. This is owing to the fact that the former will not have any drastic effect on the employees who are disadvantaged or not well-to-do [47]. Therefore, it can better the justice involved in decisions taken by the higher personnel. Studies in recent times have indicated that the personality is directly linked to the Job Performance [48], [49].

Basically, there are five different aspects comprise the personality dimension. These aspects are bound to be contingent on varied cultures [50] and these are rebooted persistently in factor analyses of peer- and self-ratings of trait descriptors composed of samples, rotation methods, diverse conditions and factor extraction [51]. Studies have also proved that the five aspects of personality dimensions occur because of genetic makeup [52] and these aspects are more likely to be inhabited because of being passed down genetically through ages [53]. Such five aspects of personality are Extraversion, Agreeableness, Neuroticism, Openness to Experience and Conscientiousness. These five aspects are described in upcoming section.

2.2.2 MODELS OF PERSONALITY

2.2.2.1 Big five Personality Traits

Numerous contemporary psychologists for personality trusted that there are five essential measurements of personality, regularly alluded to as the "Big 5" Personality Traits. The five broad personality attributes depicted by the hypothesis are conscientiousness, extraversion, openness, agreeableness and neuroticism. Trait personality theories have since quite a while ago endeavored to bind precisely what number of personality attributes exists. Prior hypotheses

have proposed a different number of conceivable traits, including Raymond Cattell's 16 personality components, Hans Eysenck's three-factor hypothesis and Gordon Allport's list of 4,000 personality qualities. In any case, numerous analysts felt that Cattell's hypothesis was excessively confused and Eysenck's was excessively restricted in scope. Accordingly, the five-factor hypothesis rose to depict the basic attributes that fill in as the building blocks of personality.

Today, numerous researchers noticed that they are five chief personality characteristics. Confirmation of this theory has been developing for a long time, starting with the examination of Fiske [54] and later developed by different academic practitioners including Norman [55], Goldberg [56], and McCrae & Costa [57]. The "big five" are broad categories of Personality Traits. While there is a critical assemblage of research supporting this five-factor model of personality, analysts don't generally concede to the proper labels for each measurement.

Openness to Experience

A person with a high level of openness to experience enjoys trying new things. Individuals with high level of openness are creative, open to new and different ideas and they will be imaginative, open-minded and curious Lebowitz [58]. Also, Openness is associated with universalism values that improve tolerance and peace, and viewing everyone as equally meritorious of coordination and justice [59]. In addition, research has related openness to experience with knowledge, wide intellectual skills and may likely to proliferate with age [60]. This shows that openness has a positive relationship with intelligence and knowledge, and thus it increases naturally, when an individual gets maturity to learn more new experiences.

Openness is not only related to skills and knowledge, moreover it was found to be associated with originality, creativity and an ability to discover their inner feelings with a psychiatrist or therapist and is linked negatively with conservative political behaviors [61]. The openness to experience is associated with many Personality Traits, and is used to study and measure individual differences in personality. A research was conducted by Soldz and Vaillant [61], to discover the stability of personality trait over 45 years and discovered an important and powerful relation between the one and the other measurement.

With respect to the Big Five Personality Traits, openness is weakly associated with extroversion and neuroticism and is mainly independent to conscientiousness and agreeableness

[62]. Openness to experience is possibly the personality trait which does not change over time but most likely helps for the growth of a person. Higher levels of openness can lead a person to be more open to unconventional ideas, their passions and their selves. Such people make creative and powerful leaders, and are often more willing to try out new activities that they have not experienced previously.

Conscientiousness

This attribute has been associated with conformity, seeking out security and achievement also linked negatively with excitement and stimulation [63]. High conscientiousness is often perceived as obsession and stubbornness and those high conscientious persons are also admissible to value duty, self-discipline, order and achievement and consciously perform diligence and hard work on the road to increased competence [63].

It has been discovered that conscientiousness is positively related to effective Job Performance [64], post-training learning [65], and extrinsic and intrinsic career success [66]. Soldz and Vaillant [61] discovered that conscientiousness was strongly associated with adaptation to challenges in life, and the capability of one's resistive responses, signifying that the high conscientious persons are having a tendency to deal with any barrier that come their way. Conscientiousness is also associated negatively with smoking, depression, engagement in mental treatment and substance abuse. This factor was found to associate favorably with agreeableness and unfavorably with neuroticism, but had no appreciable relation with other factors [62].

The benefits of high conscientiousness are obvious. Those individuals avoid trouble and achieve high levels of success through persistence and purposeful planning. Conscientiousness, one of the big five Personality Traits includes planning, organization, perseverance, ability to work towards great achievement and their authority. As long as the more conscientious persons do not fall as a victim to exaggerated perfectionism, they can able to reach their goal and are likely to bring successful conclusion.

Extroversion

Extroverts are in the habit of value stimulation and achievement and inconceivable to value conformity or tradition [63]. They tend to be active, sociable, assertive and full of energy and often experience positive emotions. Barrick and Mount [64] discovered these findings, that high extroversion is often perceived as domineering and attention-seeking and partly responsible for the success of salespeople and managers also produce favorable outcome in training proficiency of all

job status. High extroversion is positively related with social relationships, high income, early life adaptation with respect to challenges and conservative political behaviors [61]. Introverts lack the energy, exuberance and activity level of extroverts. In reality, introverts simply need less stimulation than an extrovert and prefer to be alone. Introverts and extroverts do not shift easily in to the reverse state and also discovered that extroversion was stable over the years [61].

Extroversion is stable over time and is easy to measure. It is also a wonderful predictor of general well-being and effective functioning and common well-being [67], overconfidence in task performance [68] and positive emotions [69]. The relationship with other Big Five Factors is analyzed, that extroversion is related negatively and weakly with neuroticism and is positively weakly linked to openness [62]. An individual who score more in extroversion test are tending to make companions easily and take pleasure in interacting with people, but they demand more attention of others during the time of interaction. They like to talk, assert themselves and draw attention to themselves.

Agreeableness

Agreeable individuals value tradition, getting along with others, conformity, benevolence, and avoid planting too much concern on achievement, selfish pleasures and power [63]. Agreeableness may be instigated by the passion to accomplish social responsibility or pursue established standards, or it may develop an authentic concern for others' progress. Whatever may be the motivation, agreeableness is rarely associated with selfishness, cruelty or ruthlessness [63]. A person with high agreeableness is likely to enjoy good relationships with family and peers, to acquire desired jobs, model gratitude, forgiveness, experience satisfaction in relationship, live long lives and good citizen in their group/community [67]. High agreeableness is associated strongly with social support and adaptable to a healthy midlife, but somewhat negatively associated with creativity in the long-term [61]. Therefore, they are considerate, generous, friendly, helpful and willing to compromise their interests with others. It is associated negatively with neuroticism, and is weakly related to extroversion and somewhat significantly associated with conscientiousness [62].

Individuals with high agreeableness are supposable to maintain good relationship among the family members and may have many close friends. Also, there is a slight risk of missing out opportunities for learning, development and success. High agreeableness is a tendency to be co-operative and compassionate towards others, it is often seen as submissive or naïve. These people are agreeable and friendly to others, as well as they find positive engagement in their community.

Neuroticism

Neuroticism is negatively related to general self-efficacy and self-esteem, also a personal locus of control [70]. Actually, these four Personality Traits are very closely related and can be included under a single umbrella construct. Added with these relations, neuroticism is also associated with lower Job Performance, motivation, self-efficacy, and goal setting [71]. The vulnerability to anxiety & stress and emotional instability can't able to generate one's best work. The self-consciousness and anxiety constituent of neuroticism is related to more habitual values and correlated negatively with accomplishment values, whilst the impulsiveness and hostility constituent of neuroticism is positively related with hedonism and negatively to tradition, conformity and benevolence [63].

Researchers Vaillant and Soldz observed a long-term study for a period of 45 years and showed that neuroticism is negatively associated with alcohol abuse, smoking cessation, psychological health issues, drug usage and healthy adjustment to life [61]. Neuroticism is the tendency to experience unpleasant emotions easily such as depression, anger, anxiety and vulnerability. It is found to be correlated negatively with conscientiousness and agreeableness, also associated weakly negatively openness to experience and extroversion [62]. Predominantly, high neuroticism is correlated with extra complications in life, along with unhealthy adaptation according to changes in life, poor Job Performance and addiction. Those who score high on Neuroticism are likely to experience negative feelings such as anger, anxiety or depression. People high in neuroticism are emotionally reactive. Their negative emotional reactions tend to persist for unusually long periods of time. These problems in Emotional Regulation can diminish a neurotic's ability to think clearly, make decisions and cope effectively with stress.

2.3 JOB PERFORMANCE

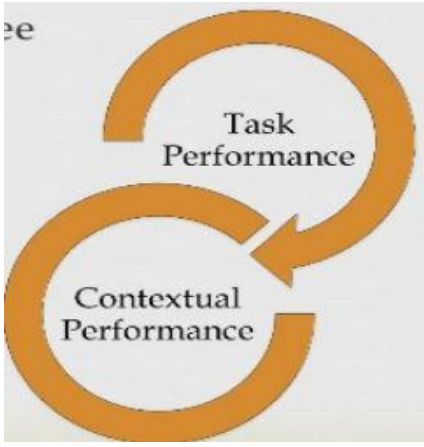
2.3.1 CONCEPTS AND DEFINITIONS

Numerous researchers have shown interest in determining the importance and impact of individual's Job Performance in modern brain science arena. It has been suggested that such an interest has risen to shed light on the synergies involved in the individual, organization and social ecosystem. The one aspect which is indicative of the organizational performance is every worker's Job Performance [72]. Therefore, the firms should concentrate on every employee's Job Performance which would automatically influence the organizational performance. In academic setting, it is noticed in the past few years as the interest among researchers' towards the search of efficacy of employees in work settings.

In this view, there are lot of researchers has defined the concept of Job Performance in work setting. Campbell *et al.* [73] developed the eight-factor framework which covers every subdivision of Job Performance that is relevant to all occupations. McCloy *et al.* [74] and Viswesvaran and Ones [75] also denoted that Job Performance indicates measure by how the employees take decisions and actions that are consistent with the organizational goals. Bommer *et al.* [76] noted that in literature the role of human resource management induces the individual's organizational behavior; as a result it reflects the Job Performance. Typically, one's Job Performance perceived in a couple of terms: execution and completion of assigned tasks [76], [77]. Feddock *et al.* [78] characterized the Job Performance is the extent of an individual's work accomplishment that is subsequent to having applied exertion. Job Performance is the measure of exertion an individual will apply in his or her job [79]. Customarily, Job Performance has been conceptualized as how much an individual executes his or her part with reference to certain predetermined standards set by the association [80]. These above definitions revealed the concept of Job Performance includes quantity and quality of results from the exertion made by an individual or a group in work setting.

2.3.2 MODELS OF JOB PERFORMANCE

Performance is a property of behaviour or simply it is termed as what people do at work. According to Borman and Motowidlo [77] there are two kinds of employee behaviors such as contextual and task performance.



Source: Adopted from Borman and Motowidlo [81]

Figure 2.4: Job Performance

2.3.2.1 Task performance

Task performance in itself is multi-dimensional one. It is defined as the effectiveness with which the individuals carry out the assigned duties that contribute to the technical core of organization [82]. On the other hand, it is defined as behaviors which are involved directly in producing services or goods. In this stage, employees are doing just what is expected by organization.

Campbell [83] detailed five segments [84], [85] include proficiency of job-specific task, non-job-specific task proficiency, oral and written communication proficiency, supervision in the case of a supervisory or position of leadership, and administration or partly management. These components can be further subdivided into smaller components that differ with the occupation. For instance, take the management or administration factor. This component is composed of 4 other subdivisions such as guiding, directing, and motivating subordinates and providing feedback, communication effectively and keeping others informed, planning and organizing and training, coaching, and developing subordinates [86]. Of late, researchers have started to shed light on task performance's nuances. For instance, tailoring behaviour customer-oriented and steadily innovating has started to take the central stage as the firms have realized the importance of customer service [87], [88].

2.3.2.2 Contextual performance

Contextual performance is defined as the activities which do not give contribution to the technical core however give help to the psychological and social core of the organization. According to [89], Contextual performance is composed of duties and activities that are not stated by the job but are carried out of the will and makes an indirect contribution to the technical core objective. This performance contributes to effectiveness of organization and covers volunteering to carry out task activities which are not formally part of the job and supporting and cooperating with others in the organization to get accomplished tasks [90]. Contextual performance is multi-layered and multifaceted [91]. Examples of contextual performance are helping and cooperating with coworkers, volunteering for additional work and other discretionary behaviors.

2.3.2.3 Organizational citizenship behaviors

In the past few years, many academic practitioners insists that job execution demand a lot than task execution [77], [92]–[96]. Though lengthy analysis has been made under several names (e.g., cooperation [97]),) Smith et al. familiarized the theory of Organizational Citizenship Behavior'(OCB) in the job execution literature.

OCB refers to the individual behavior that is non-mandatory, explicitly or indirectly identified by the traditional reward system, and in the total encourages the powerful functioning of the company [89]. It is otherwise termed as extra role behaviour. Various measures of OCB have been classified as civic virtue, cheerleading, courtesy, altruism, conscientiousness and sportsmanship [89]. For many years, many concepts have been suggested in relation with OCB. George and Brief [98] established the concept of 'organizational spontaneity' and explained that as willingly achieved additional-role behaviors that would give effectiveness to the company. Five features were suggested to compose company's spontaneous activity that includes improving one, developing useful ideas, supporting co-workers, spreading compassion and safeguarding the company. "Organizational spontaneity" is varied from OCB partially because of its prize structure being developed to identify organizational spontaneity. Van Dyne et al. [99] stated the usage of 'Extra-Role Behaviour'(ERB). Depending on the concept of role theory explained by Katz [100], ERB is supposed to provide company's effectiveness. Brief and Motowidlo [94] also explained the relative theory of "Prosocial Organizational Behaviour (POB)". POB is denoted as the behavior directed with the idea of developing the benefit of the person or a gang. POB can either be additive role or role-prescriptive and it is affirmative for individuals and contradictory for enterprises.

2.4 PREVIOUS STUDIES

2.4.1 STUDIES ON SOCIO-DEMOGRAPHIC VARIABLES AND EMOTIONAL INTELLIGENCE

It is widely known fact that emotions disturb one's capability, self-identification and also the relationship with others in general. In order to lead an eminent life, emotions are considered to be an important factor. Specifically, in the professional sector, experts need to leave their emotional belongings in outside of the workplace or otherwise it will be unpleasant in Job Performance [101]. Considering the impact of EI in workplace and how the socio-demographic

variables underpin in this concept is not clear. Hence the present section reviews the previous studies on the association between variables of socio-demographics like education, age, marital status and gender of the professionals and their EI in different organizations. For instance, Cumming [102], Kumar and Muniandy [103], and Sergio et al. [104] taken all the demographic factors like age, gender, experience etc. and revealed that how all the factors related to EI in work environment and showed the positive relationship. The detailed view was described here:

Cumming [102] explored the relationship of EI and socio-demographic factors with Job Performance among employees in New Zealand. Researcher analysed that is a notable dependency between organization performance and EI, on the other hand, there is a dependency between the demographic factors like education, gender, age, EI and working groups.

Kumar and Muniandy [103] discovered the standard of EI among lessons from a technical school in Malaysia and also found the impact of demographic profiles regarding these standards. Demographic profiles of age group, occupational grade, and gender, previous working experience in an organization and present job experience in an organization was adopted. The Genos Emotional Intelligence Inventory (Concise version) scale was issued to 162 respondents. t Results revealed that final measure of EI is fair. Results showed that the standard of EI among the scholars enhanced with teaching experience, age, education and grade otherwise previous working and gender were not important things.

Sergio et al. [104] developed a baseline literature on the relationship between enterprise values that guides the suitable concept of change in company's plan or scheme and on demographic factors like nationality, work time schedule, civil status, and gender. Hence the study used the comparative-correlational and descriptive methods and study used three tools namely Work Values Inventory, Demographic profile sheet and Emotional Competence Inventory. It is confirmed by general findings that there is an important connection between enterprise values especially in the areas of achievement, a way of life, independence, management, supervisory relations and EI especially on relationship management, self-management, and social awareness.

Pooja and Kumar [105] examined and highlighted several demographic factors relationship with EI as stated by Trait Emotional Intelligence Questionnaire-Short Form. 424 employees from Indian service sector have been selected to conduct a sample-study. Enterprises

can gain suggestions from the analysis and obey to diversity management practices to secure economic development and profits.

Shukla and Srivastava [106] explored the link between job stressors; EI and socio-demographic variables. A sample of 564 retail employees was selected to analyze the data by using Hierarchical multiple regression, descriptive statistics, and Pearson correlations. The outcome is that there is a difference in socio-demography concerning job stress and EI. To forecast job-stress the proposed model is a good one. For job stress, the most important factor is trait EI rather than age, education, work experience, gender, marital status and annual income. All the above studies viewed the relation of EI and all the socio-demographic variables. In addition, some studies had separately viewed the relation of demographic variables and EI; such studies are described in below section.

Emotional Intelligence and Age

At the end of the 1990s, some analysis exhibited that the old age people have high EI rather than the young people that made the research persons believe that EI may raise with age [107]. After, this postulation was supported by the results of various important studies [108]–[111].

Emotional Intelligence and Gender

According to the opinion of Wood, Gender incorporates the detailed method of interrelated cultural ideas that knowingly or unknowingly act on how a person projects him/herself as man or woman, what type of changeover he/she undertakes to develop in this gender attitude and what he/she generally expects in men and women [112]. Few people rely on this gender idea as it directs the peoples' anticipations, attitude and postulations [112], [113]. Some of the studies reported that women are socially talented to a greater extent than men by using commonly widespread EI tests [114].This assumption aided and supported by some researchers [110]. It is reiterated by few researchers that women are having complex emotional experience and clear feelings than men's experience [115]. Confirming these hypotheses, many researchers highlighted that the relationship between the mother and her child may be the reason for more level of EI in women because higher than male children, female children can probably get a better emotional expression from their mothers [116].

Emotional Intelligence and Education

Achievement in studies can be acquired by establishing and grasping the positive influence of EI which was noted among students by various policymakers and administrators of education for a long time. Teamwork of the curriculum leaders namely Zins, Frey, Haynes, Schwab-Stone, Elias, Weissberg, Greenberg, Kessler & Shivner, 1997 and Pool has also expressed the concept that EI is the centralized idea that makes learning successfully. Their research results exhibited a survey that EI affected 80% of an individual's victory in life [117]. It is recommended to teachers that they should try to strengthen the EI of students who are not obedient and it is discovered in the analysis that low EI is exactly related to the troubles which can be rectified. Anyhow researchers stated the significance of the two constructs which are ignored for long as it is important to notice the scholars as both emotional and intellectual. As well as they stated that a lot of researches done on education and EI were accompanied to personality attribute or a wide combined mode of EI instead of the model based on ability and therefore many types of research are apparently lacking in education and EI [118].

Emotional Intelligence and Marital Status

EI is a factor of fundamental significance in change in accordance with life. It is trusted that couples with high EI are great at seeing each other's feelings and sentiments which, thus, upgrades satisfaction and marital adjustment in their life and it is reflecting in the workplace as well. In this aspect, some studies showed the relationship of socio-economic factors like marital status and EI in beneath. EI has been guessed to be a factor in effective life change described by the accomplishment of an all-around healthy lifestyle with almost no contention between work, family, and recreation. Henceforth, it is sensible to accept that high EI individuals adapt up more effectively even with the contentions emerging from current family life and work. Individuals with a high EI ought to likewise be better balanced in their conjugal life and esteem their employments all the more decidedly on the grounds that they have abilities that assistance them towards accomplishment in different circles of life [119].

Madahi et al. [120] showed the significant difference between single individuals and married individuals in EI (i.e., Self-Regard, Empathy, Social Responsibility, Impulse control, Self-Actualization, Reality Testing, Optimism and Happiness). The study showed that EI score for married individuals is high than unmarried. Verma [121] also noticed the positive relation

between EI and marital status among IT professionals. Hasani [122] examined the marital satisfaction and EI in academic members of Rafsanjan University of Medical Sciences.

2.4.2 EMOTIONAL INTELLIGENCE & LEADERSHIP

In many company scores, EI is discovered to be an important factor. A brief explanation of such studies is discussed below:

Elias *et al.* [123] believed the effective leadership is a mixture of EI and traditional intelligence (intelligence quotient). They made a comparison on intelligent quotient with the basic sense of knowledge and emotional quotient with the potential to convert the knowledge into action. The leaders who have the ability to get along with others and know how to handle all the situations in a different way and tackle it are considered to be the eminent persons in their positions [124]. Insight, empathy, the ability to give feedback, heightened awareness are the required skills for the leaders to be dynamic and efficient [125].

Mandell and Pherwani [126] analysed the anticipative association between the gender differences within each construct an interface between gender and EI and transformational leadership style. The analysis showed that EI appreciably figures out the transformational leadership style. As well as an important difference was analyzed between the EI scores of female and male managers. Anyway, Gender did not estimate a transformational leadership style besides EI. This, in turn, shows that the leaders who express their transformational leadership qualities positively can be identified by the EI.

Webb [127] discovered that how transformational leadership within mentoring relationships have a connection with EI. This is shown in the result that many features of transformational leadership, including fascination and influential motivation, are expressed by the EI.

Srivastva and Bharamanaikar [128] analyzed the interconnection of the EI with work satisfaction, leadership superiority and success. The analysis found that EI is greatly connected with success and transformational leadership. An individual having more EI will become very successful in each and every area than an individual having less EI skills.

Punia [129] carried out the analysis among 250 executives in the Nation’s capital Delhi, that those who love to work in a changing environment and believes in the change that it is

chance for the improvement of every professional and of the company itself are found to be the leaders with high EI.

Rosete and Ciarrochi [130] developed a relationship between EI and organization methods of leadership effectiveness by using an unbiased method of performance and 360° assessment tool. The study results showed that high EI professionals are believed to be the powerful leaders by their assistants and direct manager and are fit for the company's pay-off.

Rego *et al.* [131] analysed the link between team creativity and EI of leaders. The European Union's 66 firms were analysed and from that 138 top and average managers are selected for instance. EI was evaluated by the scale of identity-report comprising of six dimensions such as self-control against criticism, emotional self-control (managing emotions), interpretation other people's emotions, concerning one's emotions, self-encouragement (use of emotions), empathy and emotional contagion. The analysis shows that emotionally intelligent leaders act like the inspirations that will induce their team's creativity.

Singh [132] explored the connection between leadership effectiveness and EI among 340 employees of big companies in India. EI is however related to organizational leadership for both genders in a positive and appreciable manner. Regarding EI and overall leadership power, the results do not show any notable difference between male and female employees in software. The most important factor of leadership is the relationship management view of EI. The analysis put an importance on workers to improve their relationship skills so that one may become great leaders.

Balasubramanian *et al.* [133] carried out an analysis in Apollo Health City, Hyderabad to inquire about the link between organizational leadership and EI and also the influence of EI on powerful leadership quality. The study indicated that management functions have excavated the significance of personal development, at the cost of automation and the process of adapting something according to modern needs. The findings submitted that in order to retain the No.1 position in India among other health care providers, Apollo Hospital group, Hyderabad, should particularly focus on developing the social awareness and self-management skills of the workers.

Boyatzis and Ratti [134] noticed the skills that differentiate powerful leaders and managers in organization. Suggestion from both the higher ranking officers and juniors were

secured to measure the performance. The results showed that the performance can be measured by the cognitive, emotional and social intelligence competencies. Commonly in the emotional competency group, more efficient managers actively exposed more initiative, while average level efficient managers exhibit planning more than their less efficient equivalents. Likewise, the efficient managers were more different in persuasiveness; networking, oral communication and self-confidence in the social competency group. They deliver the absolute and authoritative processes. At the same time, the managers who are efficient at an average level differentiated themselves with group management and empathy. To approach the internal processes these are considered to be the vital competencies because the efficient managers pretended to be engaged in the external environment.

2.4.3 EMOTIONAL INTELLIGENCE & CONFLICT MANAGEMENT

This section talks about the previous studies discussed the EI and conflict management in organizations in general. Carmeli [135] found the association among job satisfaction, work-family conflict, EI and organizational commitment among ninety-eight chief executives. Caramel speculated that excessive amount of EI could arise better feelings and positive moods which in turn produce more job satisfaction, improvement and involvement and also enhance the organizational commitment among executives and they would be capable of performing better work and sustain in a positive affective state. Further the study revealed that executives having more EI are highly capable to balance work-family conflict because they can analyse and control the conflict feelings when they exist.

Jordan and Troth [136] analyzed the importance of EI for projecting the conflict resolution styles in individual and team performance in work setting. To determine this, 350 respondents were selected in around 108 teams as a study sample size. The candidates are supposed to finish a problem solving task as a team contestant and individual contestant. Then, to accomplish team outcome, the conflict resolution strategies were used deliberately in the study. According to the expectations, conflict resolution methods have a different link with EI indicators and it is linked positively with the performance as a team was noticed.

Lenaghan *et al.* [137] carried out the analysis to determine the impact of EI in work-family conflict. This study was carried from the workers of trade to executive managers together with a total of 205 persons. Study noticed the state of being healthy, comfortable or happy is impacted positively by high EI. Especially, it is reported that the persons with high EI are known

as the highest authority because of having low work-family conflict whereas the persons with low EI are considered to be the lowest authority because of having high work-family conflict.

Srinivasan and George [138] analysed the link between conflict management styles and EI among 516 management students from graduate schools in Tamil Nadu, India. The analysis had made it clear that different problems require various techniques of handling and emotionally intelligent persons look like they are efficient in handling the various kinds of conflict management methods according to the situation arises.

Ayoko *et al.* [139] explored the dimensions of emotions and conflict by consolidating the components of team EI environment, conflict and the reactions to conflict. They advanced through their investigation those teams with not clearly outlined EI environment were related with more task and high intensity of conflict and relationship conflict. As well as the team EI environment, particularly conflict management model regulated the association between task conflict and reactions that are destructive to conflict. They made an emphasis on the evidence that team members and leaders are wanted to be alert on conflict reactions of the team members'. Especially, the training related to conflict management standard, empathy, and emotion management is required for the teams that are encountering destructive reactions to conflict. By exercising these skills in the team climate, team members and team leaders can get assistance to minimize the conflict and in controlling the conflict for team effectiveness.

Godse and Thingujam [140] found the association between EI, personality, and conflict resolution styles amidst 81 technical knowledge employees in IT industry in India. The analysis found that EI was positively connected with the combining characteristic of conflict determination which involves the interchange of intelligence and differences concerning the solution satisfyingly to both the sides, negatively connected with the style of avoiding by exiting from the work and not connected with the style of obliging or adjusting and dominating style. The analysis found that IT workers with high EI are tending to accommodate more excellent approach of conflict resolution in favor of handling the situations efficiently.

2.4.4 EMOTIONAL INTELLIGENCE & JOB SATISFACTION

During the 21stcentury, many researches have been carried out on the interrelationship between employee's EI and their job satisfaction in relation to the organizational perspective. The relation between these two factors to Job Performance was noted by some of the important

analyses [34], [141], [142]. Patra made a further examination of this relation. Author hypothesized that workers with high EI will find the job satisfaction in their work and this satisfaction supports the comprehensive productivity which tends to company's development and effective management[143].To deduce, numerous researches furnished important facts that to prevent the consequent harmful negative stress results, more responsive managers are required to grasp the logic beyond the stress and therefore to plan before as they are having high EI levels [144]. Moreover, Odahara and Shimazu felt that the responsive managers will likely to handle other's emotions. In organizing the group knowledge of responsive managers is essential, where the workers with high EI can use their ability to raise positive correlation which will help them to develop their own pride and also the dignity of the group and also includes the overall understanding of job satisfaction with certainty [145].

Sinha and Jain [146] performed an analysis of EI and its control on appropriate results. They outlined that the EI measures were significantly analogous with the personal effectiveness, reputation effectiveness, trust, organizational effectiveness, job satisfaction, organizational commitment, general health, turnover intention and organisational affectivity.

Chiva and Alegre [147] analysed the relation between job satisfaction and EI. From blue-collar employees, the information was gathered who were working in Spain for ceramic tile makers. The result revealed that higher EI persons are more tending to achieve top-level job satisfaction. The analysis also revealed that Organizational Learning Capability (OLC) is outlined as a group of challenging factors like risk-taking, dialogue, experimentation, external environment interaction and participative decision making that promotes organizational learning and performed an important role in deciding the results of EI on job satisfaction. More indicatively, the coordination between personal EI and guaranteed working conditions affects the job satisfaction.

Kafetsios and Zampetakis [148] examined the association between EI, influence at job satisfaction and work. The results showed that EI is a forecaster of job satisfaction and work affectivity. The findings also showed that positive and negative changes at work considerably arbitrate the link between job satisfaction and EI with positive change employing a powerful authority. Amidst the four factors of EI, emotional rule and use of emotion were important forecasters of trouble at work although noticing others' emotions were otherwise related to job satisfaction.

Salami [149] inquired the association of socio-demographic factors like marital status, job tenure, age, and education level, work-role salience, job satisfaction and EI and achievement motivation to the organizational commitment of company's employees in Nigeria. Hence the study chooses 320 workers including 170 males and 150 females were randomly picked as the participants from five production firms and five services. The results revealed that EI, achievement motivation, all demographic factors except gender, work-role salience, and job satisfaction, more importantly, forecasts employees' organizational commitment.

Ashraf *et al.* [150] understand the relation between Job satisfaction and EI. The analysis also ventured to found that how marital status, worker's education experience, age determines the EI and job satisfaction in a working place.100 appellants were selected to gather relevant information for this analysis from Technology Communication Services (TCS), TUV Pakistan utilizing BarOn EQ-I scale, Southern Sui Gas Company (SSGC), and Karachi Water & Sewage Board (KWS&B). The conclusion was extracted by exercising statistical tools like Analysis of variance (ANOVA), correlation and multiple regressions. The analysis found that there were abundant declarations of the noteworthy relation between EI and job satisfaction with marital status and working experience determining it appreciably.

2.4.5 EMOTIONAL INTELLIGENCE & ORGANIZATIONAL COMMITMENT

The present section reviews the past researches on EI and organizational commitment of employees in workplace.

Meyer and Allen [151] asserted that organizational commitment comprises of a person's psychological conditions which assign the person's link with an enterprise that makes a determination about working in the same organization. EI is known to be a significant forecaster of different desirable firm's outcomes such as commitment to the firm, job satisfaction, organizational citizenship behavior and Job Performance [135], [137], [142], [146], [148], [152]. Further, the neurological sciences literature also conveys that the link is positive between commitment and EI [153].

Abraham [154] stated that firmness of the employee and organizational commitment is increased by the interaction between the employees within the enterprises and because EI has good vibes with the employees' capability to combine and assist with other employees, they show the feeling of more commitment with their relevant enterprise.

Zainal *et al.* [155] measured the result of EI on organizational commitment of employees in both nationalized and private enterprise and illustrated an important relationship between the two main factors.

Vakola *et al.* [156] stated that EI is related to organizational commitment, high capacity to resolve the hurdles and stress, job satisfaction and more preferably the changing orientation. Zeidner *et al.* [157] also stated that highly emotional persons are more efficient to convey their objectives, ideas, and goals to induce people.

Cichy *et al.* [158] analyzed a case study and found the association between the organizational commitment of volunteer leaders of the council and members of the private club and EI. The conclusion of their study explained that there was the more convincing difference between the persons with high EI and the low EI persons.

Rangriz and Mehrabi [159] examined the relationship between the conduct of laborers, EI and organizational commitment at Iranian Red Crescent Societies (IRCS) and if the EI of managers' influences organizational commitment and behavior of the laborers. The study revealed an important relation between EI, organizational commitment, and behavior of the workers. By any means, there is no observation found between the influence of EI of managers on the organizational commitment and behavior of workers. As well as no major dissimilarity between behaviors, organizational commitment, EI was found based on gender.

Aghdasi *et al.* [160] examined the direct consequences of EI on Organizational commitment, occupational stress and job satisfaction of 234 workers in an Iranian firm. The conclusion is that there is no direct or indirect consequence of EI on organizational commitment, occupational stress, and job satisfaction.

Khalili [161] examined the relation between organizational commitment and EI of 142 private sector workers of medium and small companies in Iran. The study indicated an important association between total organizational commitment and EI. The two proficiencies of EI known as social awareness and self-management were considered to have a powerful and positive impact on worker's liability to the company. The abilities of EI such as relationship management and Self-awareness show positive but not important influence on workers' organizational commitment.

Moradi and Ardahaey [162] found an important role of EI in deciding organizational commitment. Their analysis resulted that extraordinary EI was related with the average level of organizational commitment that may be connected to the impact of moderating variable(s) like job satisfaction.

Ghorbani and Sani [163] found the impact of EI on organizational commitment of employees in Salehieen finance and credit institute. The analysis showed an important and positive association between organizational commitment and EI of workers.

Mohamadkhani et al. [164] analysed the association between organizational commitment and EI of the 5-star hotels' staffs. The analysis supports a high positive correlation between organizational commitment and EI. However, the results differed for the various dimensions of EI and organizational commitment. A highly positive important link was analyzed between sustaining an element of membership and "emotional self-awareness", a negative link between "emotional self-management" and bringing more effort as a component and no link between a group of relationship management and "social awareness" and 3 features of organizational commitment emerged from the research.

Negoescu [140] examined the influence of EI on organizational commitment and employee working behavior in the highly competitive environment. The findings showed a positive impact of EI on organizational commitment and positive work behavior in the highly challenging environment. The study supported the notion that emotionally intelligent individuals are capable of surmounting the difficulties posed by the competitive work environment.

Nikkheslat *et al.* [165] explored the relationship between EI and organizational commitment and JS. In addition, it was studied in the healthcare organization that it is Job satisfaction's role as an intermediary between organizational commitments. The results confirmed the positive mediating role of JS between EI and OC by showing that it is positive EI which influences organizational commitment.

Nordin [166] conducted a research to identify whether leadership behavior and EI influence augment organizational commitment among academic staff at a higher learning institution i.e. University of Technology MARA (UiTM). The results support a positive but moderate correlation between EI, leadership behavior, and organizational commitment. The

statistics proved the strongest and exceptional contribution of transactional leadership to explain organizational commitment and confirmed EI and leadership behavior as the impending antecedents of organizational commitment.

Sarboland [167] contemplated the connection amongst EI and organizational commitment of representatives in the assessment undertakings workplaces in Ardebil territory of Iran and proved a significant affiliation between EI dimensions such as self-management, relational management, self-awareness & social awareness and organizational commitment but the strength of association of various dimensions organizational commitment varied.

Antony [168] experienced the influence of EI on organizational commitment and OCB in association with workers at FCI OEN Connectors, Cochin, Kerala. The study revealed a positive link between organization commitment behavior, EI, and organizational commitment. The study recommended that a moderate level of EI is vital for better commitment towards one's organization and to go an extra mile in performing one's duties.

2.4.6 EMOTIONAL INTELLIGENCE & JOB PERFORMANCE

Various analyses have been done with work performance relationship and EI. Most of the studies have found that both have importance and positive relationship whereas some studies have shown otherwise.

Langhorn [169] made the study by linking the emotional capabilities of personal general managers to their direct control performance output measures. A group of managers is being selected as participants from the public restaurant division of the self-government industry in the UK and to test EI Bar-On Eqi is used as a tool. Information stated there was inter-relation between the important "areas of profit performance" relating to the sequence of the general managers'.

EI. Nel and De Villiers [170] exhibited an important statistics and positive relationship between Job Performance and EI in the call center environment. The strongest coordination between the emotional capability of 'self-confidence' and behaviour of all call center environment appeared in the group of 'self-management'. The degree of conflict in Job Performance in the whole call center environment is explained greatly by the combination of emotional capabilities such as trustworthiness, influence, self-confidence, and self-awareness.

Tumer [171] analyzed the association between EI of managers' and employees, job satisfaction of employees' and employees' performance for food service. They discovered that performance and job satisfaction of workers was positively related to their EI. The EI of managers' is related positively with job satisfaction of employees having low EI rather with those of having high EI. Gosling [172] observed the managers' EI and the function of EI for the employees and the efficiency of the organization in Singapore. Results showed that male respondents scored higher than did their female counterparts.

Ghosh and Chakraborty [173] did a comparative study between two companies. Researchers found that there is a link between an effective cooperative element of EI of knowledge workers and endured competitive edge. It is stated in the study that in order to manage the employees' emotions effectively, the communication and sharing of information among the co-workers and business partners is necessary. Mature, adaptable and emotionally intelligent leadership was considered as essential to obtaining the growth rate faster.

Rathi and Rastogi [174] made an analysis by questioning 112 scientists and found the association between Occupational Self-Efficacy and EI by using the occupational self-efficacy scale was explained by Dhar, Chaudhari, and Pethe and EI scale explained by Dhar, Pethe, and Hyde. Emotional Intelligence is considered as an important forecaster of Occupational self-efficacy and also has a positive link between them is revealed by the Correlation and Regression analysis. The analysis found that people with more EI are highly efficient workers than the less EI people.

Patnaik *et al.* [175] explored the connection between work performance and EI of managers working in the Gramya and Cooperative banks in Odisha. It is found that in the banking field as the High EQ is inevitable for excellent behavior.

Mishra and Mohapatra [176] discovered the link between overall workplace performance and EI among corporate managers. The primary facilitator to overall work performance is emotional competency and EI elements such as sensitivity, competency and Maturity are also known to promote overall work performance. As well as they recommended that bring in employees with more EI yields excellent performance.

Shih and Susanto [177] determined the link between Job Performance and EI by using EI scales in both private and public firms. Study results noticed that EI within private firms

made an impact on Job Performance; the results showed that EI within public firms also has an influence on Job Performance.

Kaura [178] proved the sturdy relation between the quality of service and EI in public sector banks while the weak connection between the quality of service and EI was noticed in private sector banks. The five most important variables that affect workers' EI of both private and public sector banks are General temperament, stress management, intrapersonal, adaptability and interpersonal. Shahzad *et al.* [179] explored the influence of EI on the behaviour of workers among telecom workers in Pakistan. Telecom division needs to estimate valid characteristics of EI as a powerful forecaster for the excellent behavior of workers and as well as the positive link between performances of workers, social awareness and relationship management is proclaimed in the results.

Chaudhry and Usman [180] investigated the link between the behaviour of workers and their EI in Pakistan. The conclusion showed a fairly high interrelationship between the behaviour of employees in a company and EI. It was further incorporated that the rate of EI can be used to forecast the behaviour of workers in a job.

Tsai *et al.* [181] examined the bank in Taiwan and found the influence among self-efficacy, EI, Organizational commitment and leadership style. They stated that more EI supervisors have an ability to raise the self-efficacy of workers as the workers has a supreme management skill and that self-efficacy of workers' eventually makes a positive impact on organizational commitment. The EI Supervisors' has a noteworthy positive impact on their own administrative method.

Ahuja [182] found that EI is a forecaster of Behaviour and work performance in the field of insurance and can figure out the success or failure of an employee in his or her career. Therefore, the companies and the professionals must concentrate on this perspective so that one may improve their talent.

Yadav [183] hypothesized particularly the employees of Life Insurance and their results of EI on Job Performance. The researcher decided to choose a model of 100 employees from sales division working in various five life Insurance organizations in Vapi area. The matter is that leaving out Self-Management and all the other elements serve to EI.

Singh [184] explored the EI with its importance, applications, and relationship with performance in retail. “ENCORE” was noticed in the study i.e. E- "Emotional Awareness”, N- “Neutralizing emotional dissonance” C- "Constraint" O- “Observation” R- “Realization” E- "Establishing Rapport with Others" approach can be instrumental in enhancing EI skills of sales people in retailing.

Naeem *et al.* [185] examined the banks in private and public sector and investigated whether the EI is a forecaster of high-quality service; they discovered that EI is however firmly connected with service quality dimensions and it improves the quality of service when the company workers exercised to accomplish EI. Skills of EI are highly used in private banks or banks in abroad as compared to public sector banks.

Beulah and Mahalakshmi [186] made an investigation of association between Job Performance, job stress and EI. Employing the workers having more EI can have a positive influence on success of the organization was noticed. The present research found that EI regulates the link between Job Performance and job stress.

Kappagoda [187] discovered the influence of EI on Job Performance include task and contextual performance among executives and non-executives in Sri Lanka. . The analysis found the significance of EI skills on the enhancement of Contextual performance and Task performance eventually that is responsible for the success of an organization.

Jung and Yoon [188] analyzed the association between the EI of workers in an expensive hotel. The findings exhibited that factors of EI self-emotion Emotional Appraisal, others’ emotion Emotional Appraisal, and use of emotion greatly afflicted the unfavorable Job Performance, when in fact use of emotion and self-emotion Emotional Appraisal afflicted organizational performance of the employees.

Gharoie [189] analyzed the connection between Job Performance and EI of the managers from East, West, North, South companies in Iran, study constructed the appearance of an intense positive relation between the managers’ performance and EI as well as based upon the grade of EI, and managers’ destined performance can be anticipated.

2.4.7 EMOTIONAL INTELLIGENCE AND PERSONALITY

A study was conducted by Leary *et al.* [190] to observe the possible correlation between the types of individual personalities as listed by the MBTI and the EI elements are calculated by EQ-i. 529 respondents participated in this study and it was held in North America's largest company of telecommunication equipment. The study result shows that there is a powerful relationship between the components of EI and dimensions of Introversion/Extraversion and EI; Interpersonal, Intrapersonal, general mood and adaptability. Even stress management can be linked to Introversion. During the study, it is also found that there is an important and positive relationship between using the priority of individual's EI and feelings of decision making.

Athota *et al.* [191] noticed the EI is the predictor of Big Five. The study was conducted among 131 university students of psychology in Australia. The study used the instrument like SSEIT and Big Five is the International Personality Item Pool(IPIP) and found that positive relationship of EI and four Personality Traits of Big Five; Neuroticism, Openness, Agreeableness and Extraversion.

Petrides *et al.* [192] find the relationship difference between Big Five personality and EI in two samples consists of 104 males in one and 108 males in another. The traits of personality were measured by NEO-FFI and the EI was measured by TEIQue-SF. This study conducted by both Britain and North America, it is found that Neuroticism was constantly linked in both the samples of EI and followed by Conscientiousness, Openness, Extraversion, and Agreeableness.

Hafen *et al.* [193] studied the relationship of happiness, EI and Personality Traits of Big Five among 205 university students in India. Oxford Happiness Questionnaire (OHQ), NEOPI-R and modified version of SSEIT, are the instruments used to measure the happiness, Personality Traits, and EI respectively. From this study, it is found that there was a direct link between all other Personality Traits and EI expect Agreeableness. Also, the result indicated that in Indian EI was predictable to happiness.

Salami [194] examined the correlation between the psychological happiness of well-being of adolescent and the personality factors of Big Five in terms of controlling the EI. The sample of (N=400) secondary students was selected from South Western Nigeria. NEO-FFI,

WLEIS, and PWB are the instruments used for measuring Personality Traits, EI, and psychological well-being respectively. EI and personality factors had a significant relationship between the psychological well-being.

Salami [194] concluded that EI has a moderated difference between the Extraversion and Neuroticism with psychological well-being but not with the Agreeable, psychological healthy-beings and Conscientiousness. From the findings of this study, it is significantly found that the counseling psychologists should evaluate both the factors of EI and Big Five personality while counseling youngsters with personal, social and emotional problems.

Andi [195] studied the correlation between the Personality Traits and EI by using Big Five Inventory (BFI) and Youth Emotional Intelligence Test (MYEIT). From this study, it is found that there is a strong relationship between Big Five and EI with former related studies. Agreeableness and Conscientiousness are the strongly correlated factors with EI, tailed by Neuroticism, Openness, and Extraversion. Regression analyses also added more confirmation that the measurement of EI by MYEIT is overlapping with higher-order personality factors.

Hudani *et al.* [196] find the relationships between the Big Five Personality Traits and EI among 306 teachers in Malaysia through cross sectionalstudy. Emotional Intelligence Inventory Scale is the instrument used for the measurement of EI and the Big Five factors was identified by NEO PI-R. The result of the study indicates that Openness, Agreeableness, Conscientiousness, and Extraversion are positively related with EI. The study concluded that only strongest personality trait with EI was Conscientiousness.

2.4.8 STUDIES ON SOCIO-DEMOGRAPHIC VARIABLES AND PERSONALITY TRAITS

This section focuses on analyzing the previous studies on Personality Traits and socio-demographic variables. A direct proof was provided by Bucciol *et al.* (2014) on the relationship between Personality Traits and social status. Using survey data from the 2006-2012 of the Human Resource System (HRS), study shows that individuals' self-perceived social status is associated with all the "Big Five" Personality Traits, after controlling for observable characteristics that arguably reflect one's actual status. Study also constructs an objective status measure that in turn is influenced by Personality Traits. Objectively measured status is positively but not highly correlated with its subjective counterpart and, when incorporated in a

regression specification, still leaves room for direct effects of Personality Traits on status Emotional Perception.

Tayo *et al.* [198] inspected the effects of socio-demographic characteristics and personality types among Covenant University students at Ota. The questionnaire was used in this study to gather information from participants of 100 students in academic session 2014-2015 program. The results revealed that the sex and the age of the students are mainly influenced by the participation of work-study. Further study reveals that the significance between Personality types "A" and "B" with a significance level of 1%. The established relation indicates a strong relationship (0.630) between the variables of "Personality Type" and influences of participation of students in work study program.

Shukla *et al.* [199] exploratory study examined the overall engagement level of employees and the extent to which demographic variables such as different designations, years of work experience, qualification, age, gender, marital status and personality among the employees under study contributed to their engagement levels. This study was conducted amongst the employees of a leading Indian web based B2C e-commerce company located in the National Capital Region (NCR) with a sample size of 90 respondents in 2014. The analysis was conducted using t-tests, ANOVA, and multiple regression analysis. Results indicate significant differences in engagement scores for three demographic variables under study i.e., gender, marital status, and experience. Female employees in the organization were more engaged to their jobs as compared to their male counterparts. Engagement levels of married and senior employees were also found to be high. The result of multiple regressions was very encouraging as almost 25% of employee engagement can be explained by the personality of employees only.

Abdul-Nasiru and Mensah [200] analyzed how psychosocial factors, (for example, personality and statistic attributes) anticipate work fulfillment among chose representatives in the Ghanaian saving money segment. This study had cross-sectional research, explorative research plan, and quantitative research. 483 representatives of the keeping money industry were used for this specific examination. The information investigation uncovers that there is a solid association between the activity fulfillment and the three components of five personality attributes: Conscientiousness, Neuroticism, and Agreeableness. This study likewise demonstrates that age is a vital demographical variable that predicts the activity fulfillment in

managing an account staff. There are distinctive measurements of impact that personality qualities could have on hierarchical states of mind, for example, work fulfillment particularly when measured among staff with differing foundations. This investigation causes the association to dedicate asset and time in dealing with the distinctive sensitivities of workers and guaranteeing that perfect individual with legitimate traits is set in adjust positions to enhance the activity fulfillment which has the immediate impacts in anticipating general efficiency.

Tuğsal [201] examined the affecting factors of socio-demographic and the balancing of work-life on employees' emotional condition. Total of 261 participants from the sectors of education, industry, service, logistics and retailing was selected for this study. ANOVA and hierarchical regression analysis was tested. This research adds more contribution to previous literature in exploring the connection between work-life balances, stress, socio-demographic factors by carrying out the execution in the organization.

Chaudhary and Rangnekar [202] examined the level of work engagement and whether socio-demographic and job-related characteristics influence work engagement level of Indian business executives. Study variables included gender, age, education, income, nature of the organization, position in the organizational hierarchy, and job tenure. A total of 404 business executives from select public and private sector organizations in India participated in the study. The study results suggest an above-average level of work engagement among Indian business executives. Findings also suggest that there are significant differences in the work engagement level of employees with different demographic and job characteristics, such as age, nature of the organization, position in the organizational hierarchy, income, etc. However, gender, education, and organizational tenure failed to contribute to our understanding of work engagement. By examining the level of work engagement among select Indian business executives and how it varies with respect to various socio-demographic and job-related variables, the study adds to the scarce literature on employee engagement, especially in Indian context.

2.4.9 PERSONALITY AND JOB PERFORMANCE

Many research studies have revealed the relationship of Personality Traits and Job Performance of employees in work setting. Five personality attributes are greatly connected to job-related behaviors and attitudes was noticed by several researchers [64], [203], [204]. Barrick and Mount [64] found that extraversion, agreeableness, and conscientiousness correlated with Job

Performance, and conscientiousness was the most valid and robust predictor across all work groups and job-related criteria.

A study was conducted by Halden [205] with a sample of 140 employees and 144 principals of a company. The results of this study showed that extraversion and compatibility are the successfully predicted personality factors among the company. Maccoby [206] specified that all highly succeeded leaders have loved their work. Results of the study shows that participated leaders were usually calculated the plans for the future by using their valued personalities, perspective, and robust power. They had the complete strength to succeed their objectives was represented.

Goffin *et al.* [207] cited that personality is associated with Job Performance. Goffin et al. said that both dominance and extroversion were linked with Job Performance. Behzad [208] discovered that there is a significant relation between the performance of teaching majors and their personality.

Khakpour [209] revealed the association between the Job Performance of principals of junior high schools and its personality characteristics. The results of the study indicated that there is a significant connection between the personality characteristics (Extroversion), emotional stability and Job Performance of principals of junior high schools.

Nazem [210] made a study on a prediction of effective management through an organization’s atmosphere and principal’s personality characteristics. Study reported that there is a strong connection between the effective management and personality characteristics.

Nazarpur [211] conducted a research on the relationship between personality characteristics and job satisfaction. Study concluded that there is no meaningful connection between the personality characteristics and demographic cases. The personal characteristic contains age group, sex in high schools and junior school, and degrees. Further study stated that women are less neurotic than man.

Kraus [212] conducted a study on Job Performance and Personality Traits. The study results showed that there is a valuable connection between the principal's characteristics of personality and their overall performance by associating with teachers, control, and creativity, but there was no significant meaning in personality factors, guiding and supervising. And the

factors related to teachers like their working school and their background, have no special effects in the performance.

Gurr *et al*. [213] made a research on the impact of personality characteristics of principals in their Job Performance. Study findings found that personality of principals support them to manage the work successfully in' progress of students.

Klang [214] research on telesales employees found that the Personality Traits which have a correlation with Job Performance are Extroversion, Conscientiousness, and Neuroticism. The study of Rusbadro *et al*. [215] examined the bonding between Job Performance and Personality Traits. According to the author, the traits of the personality are agreeableness, neuroticism and openness to experience has a meaningful relationship with Job Performance. On the other hand, there is no relationship found between the Personality Traits of Extraversion and Conscientiousness with Job Performance.

Chu *et al*. [216] specified the relationship of personality and Job Performance. Study results revealed that conscientiousness and extraversion are the significant Personality Traits which have a positive relationship with Job Performance but agreeableness, openness, and neuroticism do not have any influencing power to Job Performance.

Ongore [217] found that the agreeableness and openness to experience are the important factors for job engagement. There is a strong bond between four Personality Traits and job satisfaction was observed but there is no relationship between the job satisfaction and Neuroticism.

2.4.10 STUDIES ON SOCIO-DEMOGRAPHIC VARIABLES AND JOB PERFORMANCE

Age and Job Performance

Some researches has stated the positive relationship between the Job Performance and age factor [218], [219]. Schmidt and Hunter [220] explored how unique individual attributes, for example, instruction, work involvement and general mental capacities and identify with work

execution. They found that psychological capacity tests anticipate a man's activity execution superior to some other detectable attributes.

Currie and Thomas [221] and Tyler *et al*. [222] found that psychological capacity level measured at youthful ages decide grown-up pay levels, modifying for financial attributes. In attempting to build up the connection amongst age and execution, Pounder watched that the normal period of individuals in the working environment is getting higher, with expanding number of moderately aged and less old specialists utilized in a wide range of employments.

Adeogun [219] stated that money did not inspire the age group to improve the Job Performance of workers at worldwide for higher learning profit institutions in US. Lourence [223] in a US retail services company examined the old age sales representatives responded to a greater extent for performance feedback and monetary incentives and little to recognition and with the order reversed for younger sales representatives.

Shaffril and Uli [224] proposed to find what precisely influence Job Performance among 180 representatives of government farming offices in Malaysia. Discoveries demonstrated that age, working knowledge and gross month to month pay has a critical and positive association with Job Performance.

Anumaka and Fred [218] found the age bracket of the majority of workers in academic institutions to fall between 20 and 39. The attention of researchers was also drawn to other age-related factors of Job Performance such as mental abilities. Age-varieties in mental capacities are probably going to influence profitability levels since they are a standout amongst the most imperative determinants of instruction and work success [225].

Gender and Job Performance

This section focuses on the previous studies with respect to gender relationship on Job Performance in work setting.

In this view, study like Rydstedt [226] determined that there is an difficulty among researchers in the area of analyzing the Job Performance and sex differences in work setting as the comparison of women and men working in the same company and doing the same job especially in work allocation.

Some researchers revealed that male performing well in specific jobs in some organizations, Ellens [227] revealed that disproportionate male-female ratios in some professions make it difficult for several women to interact well with their male colleagues. There are perhaps other views on gender differences in organizations.

Kanter [228] trusted that gender is independent to the profession although he asserted that men are most probably found on the top of job ladders, and they had more favorable opportunities to get promotion. Thusly, the gender difference in opportunity structure clarifies the watched distinction in the profession conduct of men and women in associations. On the off chance that women are furnished with indistinguishable open doors from men, their conduct ought to be more comparative. Women would also behave more similar to men if they also have same chances as that of men.

Contrarily, Opprenheiner [229] suggested that gender is a standardized discrepancy based on the work place. For example, when a company looks for a secretary, the employers aim for only a woman secretary. From the 20th century onwards, women only are recognized for the work of secretary [230]. Therefore, study reported that gender is not independent of the company or profession but it is built-in characteristics of the roles, responsibilities, and rules of the company. For instance, the working hours of men i.e., physical presence of an employee or the extra hours spend to do a work in the company refers to organizational commitment [231].

Kundson cited by Hassan and Ogunkoya [232] believed that women have the ability than men in performing their job well even if they are in similar exposure.

Education and Job Performance

Education may be seen as a process or a product. Hassan and Ogunkoya [232] explained that education is a process of obtaining experience or training about the subject. It is neither job nor company oriented but it is depending upon the person. Intellectual training resulted in the development of knowledge, abilities, mental power and character. Education can influence the attitudes as both positively and negatively towards work and commitment. It is believed in most cases that education performs a significant role in Job Performance of employee, but the association between productivity or Job Performance and education is not known to a great extent. In this view, few studies have analyzed the role of education on Job Performance of employees in organization.

A meta-analysis study described the relationship between education level and core task performance of employee showed the positive relationship as educated people achieve various task than less educated. Similarly, Ng and Feldman [233] found that education was positively related to task performance. Kuncel [234] accepted that education assists in Job Performance. Some other previous studies also revealed the same as positive association of education and task performance [235], [236]. Therefore, it is critical to look at the effect of educational level on different measurements of Job Performance incorporate both contextual and task execution. In this aspect, there are only restricted studies focused on this aspect.

Marital status and Job Performance

The condition of being married or unmarried is marital status. This section specifically viewed the previous studies on the marital status and its impact of employees in line with their Job Performance. Few researches reported that women have the capability to manage both home and work with enough physical and mental strength and also give well performing performance in their work [237]. However, Korenman and Neumark [238] made an attempt to analyze that if men become more productive after marriages. The researchers collected data from the National Longitudinal survey of young men in their first part of the research. The sample involved 14 to 24 men in the year 1966, and every man was followed carefully for 15 years. It was shown in the statistics results as the single men had less experience in work than the married who were older also. The results also showed that, on the average, those who completed schooling worked less than the married people. The study findings further revealed that married men was less productive in after marriage.

2.5 RESEARCH GAP

The following gap was identified in this research:

- From the above reviews, it is noticed that most of the studies on Emotional Intelligence carried out the research on the relationship between EI and leadership [129], [133], [134], [239]; EI and job satisfaction [145], [147], [149].
- In addition, numerous studies have been carried out on the relationship between EI and organizational commitment [158], [160], [164], [166] and EI and Job Performance [178], [180], [182].

- Likewise, a few researchers have carried out their research on EI and Personality Traits [193], [195], [196].
- With respect to socio-demographic variables and its association with EI, studies were restricted to certain variables like age [108]–[111] and gender [116]; and the studies have shown mixed results.
- Similarly, for the association of EI with Personality Traits different researches have inferred different results [198], [200].
- Few studies focused on EI and conflict management [138]–[140].

All the above studies were done in different context and only a few studies have carried out in the context of Indian service sector. Majority of the research in India has been done by using tools developed in Western countries and research conducted in this area is industry specific. This study attempts to include people from diverse service sectors and areas in the Indian context. Therefore, researcher chooses five different service sectors in this study like Banking/insurance, Health Care, IT, advertising/PR and education.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The present chapter describes the suitable methods and its procedure with proper justification. Further this chapter describes the research design and purpose, research approach, research philosophy, and research method and the procedure of methods of data collection are briefly presented. In addition to this, sampling design, sample size, measurement scale, research instrument, and data analysis and processing is also presented.

3.1 RESEARCH PURPOSE

It is essential for the researcher to understand the suitable research purpose of the study before beginning the data collection [240]. This research purpose falls under three constructs, explanatory, exploratory and descriptive based on the requirement [240]. Exploratory research support to examine and clearly know the new phenomenon being investigated to build a new hypothesis [240]. While, the approach of descriptive involves in describing the specific issue or any events or population characteristics [241]. It is generally merged with either exploratory or explanatory research. The approach of explanatory support to examine the relation between the variables and judge the incidence of future [242]. Since the research aimed to explain the relationship of EI, Personality Traits and Job Performance of middle level managers in the context of five service sectors, hence the study adopted the explanatory approach which is the appropriate method for this research.

3.2 RESEARCH DESIGN

Research design mainly covers the methodology adopted in this research, it covers methods and analysis adopted in this study [243]. Saunders *et al*. [244] executed the model of research is Onion Research Model, that is adopted in this research to influence the research design as careful as would be prudent. As per the model of onion research, there are five various layers which are relevant to any kind of research such as research strategy, research philosophy, time

horizon, research approach and the techniques of data collection techniques were the layers recognized. The accompanying table give the clear Emotional Perception of Onion Model (*See Table 3.1*) and the highlighted portion in the below table represent the adopted methods in this research in simple manner.

Table 3.1: Onion Research Model

Elements of research Design	**Proposed approach**
Research Philosophy	Interpretivism, **Positivism** and Realism
Research Approaches	Mixed**,** Inductive and **Deductive**
Research Strategies	Ethnography, Experiment, Grounded theory, **Survey**, Case study, Qualitative and Action research.
Time Horizons	Longitudinal, **Cross-Sectional**
Data Collection Methods	Sampling, Secondary data, Observation, **Questionnaires,** Interviews

Source: Adapted from Saunders *et al*. [244]

3.3 RESEARCH PHILOSOPHY

For the most part, research philosophy helps to gather, recognize and embrace the data first and foremost. However, picking the exact philosophy is decisive as it directs the researcher to move into the proper direction. In addition, the philosophy reveals insight into how the researcher views the world and how they will inspect the issue [240]. Though, such comprehension is imperative as it fills in as a fundamental procedure in the choice of suitable strategy and approach [242]. There are two ways that would characterize the research philosophy to be specific including ontology and epistemology [245]. Saunders *et al*. [244] defined that various common thoughts exist under the two directions. These common thoughts are interpretivism, realism, constructivism, and positivism. In the phenomenon, the study has enough theoretical background, and then it is possible to adopt positivism and realism. In the positivist approach, it is believed that reality is stable. It is an approach of the study of society which specifically uses the evidence of science like qualitative results, experiments and statistics, to explain the

truth about the way the society functions and operates. Contrarily, the realists possess some positivism activities in addition to human belief. This follows the interpretivist position where Constructionism has been used when the researcher needs to explore the subjective meanings motivating the actions of social actors [244]. Positivism views the social world as an external to individuals and the interpretivism views the objectives of thought as words independent of external factors [245]. Considering this the study endeavors that the positivism philosophy is appropriate to this research. It is believed that this approach explains the truth about the way the employees operates and functions in work environment especially in service areas with their EI and Personality Traits and based on which how they perform in job. Hence this philosophy is appropriate.

3.4 RESEARCH APPROACH

The relationship amongst hypothesis and research can be drawn diversely closer as depicted by Saunders et al. [244]. There are two kinds of research approach such as inductive and deductive approach. In the deductive approach, a theory is created in light of the literature review and accordingly tested by utilizing survey technique and it is usually named as a "top down" approach [244], [246] whereas the inductive approach is alluded as a bottom-up approach [245]. In contrast with deductive approach, the inductive technique planned to create hypothesis in light of the Emotional Perceptions and discoveries highlighted and inferred through the collection of data. Bryman and Bell [247] described the approach of inductive maybe associated with the qualitative research while the approach of deductive to deal with the quantitative research. The decision of whether deductive or inductive depended on the framed research question. In this angle, the present investigation received the deductive approach.

3.5 RESEARCH METHOD

The collection of data is significant in a wide range of research. Merriam [248] characterized qualitative research as a technique in which different individuals have included alongside their own Emotional Perception towards research in distinct meaning in view of individual experience and this strategy includes non-numerical collection of data [244]. Creswell [249] characterized quantitative research as any data procedure or collection for data analysis which utilizes numerical information. The present research intended to identify a novel concept through giving answers to the developed survey questions, a quantitative procedure guided by

the philosophy of positivism would be advocated [244]. Hence the present study considers the quantitative technique as more appropriate to use for the survey. Subsequently, quantitative strategy is utilized rather than a qualitative method especially, for questionnaire preparation. The study considered three questionnaires, out of which two were adopted (EI and Personality) and one questionnaire was formulated (Job Performance).

3.6 SAMPLING DESIGN

3.6.1 TARGET POPULATION

Since time and cost are restricted assets it is difficult for the researcher to carry out a survey on overall Indian population. Because of the above reason, the research is limited to Middle-level managers of the Service sectors of Indian Economy, out of the total population.

3.6.2 SAMPLING FRAME AND SAMPLING LOCATION

The study chooses the middle level managers as the sampling frame, who have direct supervisory authority over two employees. The location of sampling is where the investigation was carried out. Therefore, the present research is a Pan India study.

3.6.3 SAMPLING TECHNIQUE

The present study applied multistage sampling method.
First stage: Purposive Sampling was used for selection of target sector. i.e. Service Sector.
Second Stage: Convenience Sampling was chosen for selecting industries of Indian Service Sector, i.e. IT, Banking/Insurance, Advertising/Media, Health Care, and Education
Third Stage: Convenience Sampling was applied for choosing selected institutions or organizations form the five selected industries.
Fourth Stage: Snowball method is used for selecting middle level managers of the selected organizations/institutions.

3.7 RESEARCH INSTRUMENT

The study used three important scales to examine the research objectives; they are briefly described in upcoming section.

Deepa Krishnaveni Emotional Intelligence Test (DKEIT)

Krishnaveni and Ranganath [250] have built up a scale called Deepa Krishnaveni Emotional Intelligence Test (DKEIT) which is a self-report emotional scale. This scale has been utilized as an instrument for EI measurement among the employees involved in this research. It involves 18 items that reflect flexible inclination toward EI. The overall items in the questionnaire depicted a business-related lead. The higher the score, the more noticeable the inclination an individual needed to show emotionally intelligent direct. DKEIT is isolated into three constituents of EI to be particular Emotional Perception, Emotional Appraisal, and Emotional Regulation.

These parts are described underneath:

1. Emotional Perception is the ability of a person to decode the distinctive emotional shocks which are an eventual outcome of the various substances of his/her environment and deal with them for additionally taking care of.
2. Emotional Appraisal is portrayed as the ability of a person to appreciate the emotional information provided by the procedure of Emotional Perception and moreover, survey it mentally, concerning his/her environment, so as to pick the correct responses to the jolts.
3. Emotional Regulation is said to be the ability of a person to control the response maintained by the Emotional Appraisal component in concurrence with the individual/question/situation to bring out further productive outcomes.

Job Performance Inventory (JPI)

Notwithstanding the DKEIT instrument, JPI was used to measure the employee's performance. The creators of this scale characterized to check the common employee's Job Performance. In this scale, 14 items were used to assess the Job Performance of the employees wherein the fast boss or supervisor reviewed these practices on a scale of 5-point running from 2 (always) to -2 (never). The higher score shows that the delegate is better performer. JPI is divided into four constituents to be particular competence, accuracy, teamwork and punctuality; the scores of these four portions precisely expect a person's activity execution.

1. Competence: A gathering of related abilities, obligations, learning, and states of mind that engage a person to act suitably in work or situation
2. Accuracy is adaptability from botch and closeness to reality occurring as a result of the activity of careful consideration or due resourcefulness.
3. Teamwork: The way toward cooperatively working with a social event of people to achieve a goal is teamwork. It is consistently a fundamental bit of business, as it is critical for partners to work commendably together and endeavoring their best in any condition. Teamwork infers that people will endeavor to facilitate, using their individual capacities and giving beneficial criticism and paying little heed to any individual clash between individuals.
4. Punctuality is the typical for having the ability to complete a required errand or fulfill a dedication earlier or at an in the past allocated time.

Multivariate personality inventory (MPI)

In addition, to the DKEIT, Multivariate Personality Inventory (MPI) was utilized to gauge the Personality Traits of the employees. This inventory was created to evaluate a portion of the personal qualities among the regulatory workforce in India. An arrangement of personality variables was chosen on the premise of the data accessible from different studies as it was believed that the workforce whose introduction is individuals driven ought to have ascribed like those of a leader either in a mechanical organization or in political circumstance. A large portion of the studies around there was done on executive leadership in the industry; along these lines, the qualities observed to be important for leadership in such an organization were thought to be applicable to this workforce as well. With the assistance of data accessible in writing significant to the subject, nine personality variables were chosen, viz., dominance, dogmatism, self-confidence, empathy, need achievement, introversion, neuroticism, ego-ideal and pessimism. A brief portrayal of these variables is exhibited.

1. Dominance: Individual whose personalities are portrayed by predominance or ascendance will all the more much of the time be found to involve or rise in leadership parts. The essential longings pervasive in such people are for force eminence and material increase. A portion of the behavioral parts of this variable is to control one's

human surroundings, to coordinate and to impact the conduct of others by recommendation, decrease, and influence or summon.

2. Neuroticism: This idea suggests an elevated affectability to distressing ecological circumstances; a low level of anxiety resistance. Neuroticism has been condensed as far as four noteworthy categories: unreasonable and clashing inspirations, insecurity, insufficient adapting techniques, and low-esteem.

3. Empathy: This variable, also called interpersonal affectability, has been viewed as imperative for individuals, particularly in the workplace. This includes the acknowledgment and comprehension of someone else's sentiments, needs, and sufferings. It is a self-cognizant push to share and grasp precisely the assumed awareness of someone else.

4. Need-achievement: This suggests a yearning or inclination to finish with a standard of excellence where (a) triumphant or doing admirably is the essential concern (b) full of feeling concern over one's objective accomplishment, and (c) there is no opposition, nonetheless, it includes meeting a self-forced necessity of a decent reaction. Any execution its result or the ability to deliver it is seen experienced and judged inside an edge of reference in light of different principles of excellence. Along these lines, the need to accomplish in complete terms implies endeavoring to increment or keep one's own particular capacity as high as could be expected under the circumstances in all exercises in which a standard of excellence is thought to apply and where the execution of such an action can either succeed or fall flat.

5. Ego-Ideal: The ego-ideal is made out of the considerable number of dreams which depict the individual as a saint, finishing awesome deeds or accomplishing acknowledgment. Taken together, at any phase of an individual's life, they speak to his most elevated trust, the performance of himself as a man of predetermination. Inability to complete his instated dream discourages him. The ego ideal, as a rule, comprises of a composite of disguised illustrations.

6. Introversion: The introvert has a tendency to act naturally arranged and thoughtful. Their interests keep running toward the scholarly and imaginative and he demonstrates more concern for conceptual regions that is a compelling concern for inside matters may

bring about deficient consideration regarding functional issues and his qualities are more adept to be idealistic or nostalgic than practical. He has a tendency to carry on in a genuine, entirely, obliged and even restrained way and keeps away from social gatherings and personal inclusions. The introvert has a tendency to be exceedingly ego-required in achievement or in focused circumstances and along these lines powerless enterprise in high hazard circumstances. Resignation or withdrawal from the anxiety circumstance is the common reaction of the introvert.

7. Self-confidence: To be a leader in any circumstance, an individual must seem to make positive commitment to the gathering. As per a few; self-confidence has a positive association with leadership. In this manner, self-confidence is an essential variable as it demonstrates the degree of certification one has about one's abilities and capacities are going up against issue circumstances as well as in discovering the answer for them.

8. Dogmatism: It is any philosophy paying little respect to content: a tyrant point of view, on narrow-mindedness towards those with contradicting convictions and a sufferance of those with comparative convictions; a shut mindset. To say that a man is fanatical or that his conviction framework is shut is to say something in regards to the way he accepts and the way he ponders single issues additionally about networks of issues.

9. Pessimism: It is a propensity to look upon the future with vulnerability, doubt or abhor went with, once in a while, by the desire of negative happenings paying little respect to the facts of the circumstance.

There are nine variables falling under personality were reduced to 3 variables named Personality Trait 1, Personality Trait 2 and personality Trait 3. Personality Trait 1 comprises of Neuroticism, Pessimism, Introversion and Need achievement. Personality Traits 2 comprises of Empathy and Ego Ideal. Personality Trait 3 comprises of self-confidence.

3.7.1 PILOT TEST

Pilot test connotes to an exploration pre-testing where the survey is tried on a minor group of respondents with a specific end goal to distinguish any unexpected issues, for example, the stream and wording of inquiries. It is being directed to test the sensitivity, validity and reliability of the questionnaire.100 questionnaire sets were conveyed to the middle level manager’s and

their supervisors working in the considered five service sectors in India. They were arbitrarily picked to answer the draft inquiries to see if they have any trouble in noting the inquiries. Feedback from the respondents was being recorded with a specific end goal to make a change in the questionnaire. Upon collection of the survey, Statistical Package Social Science (SPSS) was employed to test the validity and reliability of the questionnaire.

3.8 DATA PROCESSING

3.8.1 QUESTIONNAIRES CHECKING

As indicated by Malhotra [251], questionnaire checking include a check of the considerable number of polls to guarantee the quality and the data completeness. This checking is a constant procedure and it can be begun when the principal set of surveys is returned, at the time of progressing stage of research proposal. Therefore, if any error occurs in the initial stage it may be corrected and the corrective action can be taken before the questionnaires are further distributed for the main study.

3.8.2 DATA EDITING

In vision and therefore observation of Malhotra [251], data editing is Emotional Appraisal, assessment and evaluation of the questionnaires with the target of expanding exactness and accuracy. For the Unsatisfactory responses the researcher can adopt two techniques; one is returning to the field to get a better data or totally disposing off the unacceptable questionnaires. As ascribed by Malhotra [252], the inadmissible questionnaires are disposed if they represent a little populace which is under 10% [10].

3.8.3 CODING

“Coding means assigning a code usually a number, to each possible response to each question” as per the statement of Malhotra [251]. The SPSS software is the most widely used software for analysis as it enables the researchers to score and analyze the quantitative data at rapid manner. For this research, SPSS software version 20 was used for data coding.

3.8.4 TRANSCRIBING

After the data is being coded, it will be interpreted into the PC. Interpreting information includes exchanging the coded information from the surveys or coding sheets into plates or

straightforwardly into PC [251].

3.8.5 DATA CLEANING

While the information has been checked and altered amid the underlying phase of the data preparation process, data cleaning is the last and most through a technique, that the information needs to experience before it is at finally considered, “prepared” for examination. The checking in this stage is exceptionally broad since it is finished with the assistance of a PC.

3.9 TOOLS FOR DATA ANALYSIS

In order to analyze the quantitative data, the study carried out quantitative analysis in order to answer the research problem framed in chapter 1. Therefore, Statistical Package for the Social Sciences (SPSS) version 20.0 was utilized. In this aspect, several quantitative statistical techniques were made across all the three research instruments used in this research through tabulating the data and likewise introduces the graphical displays for example, bar charts and tables. It is less demanding to comprehend the consequences of the analysis and the factual figures since it is sorted out, exhibited and abridged. The detailed description of the techniques used for data analysis is described here:

3.9.1 DESCRIPTIVE STATISTICS

Descriptive statistics is a method of summarizing, organizing and displaying the data into quantitative terms and this method give simple summaries about the sample and its measures. This method uses the data to give descriptions of the population, either via graphs or numerical calculations or tables. Therefore, the researcher used this method to give simple description of population of this research.

3.9.2 RELIABILITY AND VALIDITY TEST

Reliability test is how much measurement is free from mistakes and thus yields predictable outcomes. It enables the researchers to think about the properties of estimation scale and the items. The reliability analysis technique measures the reliability of the various scales used and thus gives inferences from the data about the connection between individual items in the scale. As such, it is a measurement set up to test both reliably and consistency. In the event where there is flaw, amid the measuring procedure, test-retest might be utilized. Test-retest reliability

is the reliability coefficient acquired with the redundancy of a similar measure on a moment event. The higher the test outcome, the higher the dependability. Cronbach's alpha is the reliability coefficient that demonstrates how closely related a set of items are as a group. The closer Cronbach's alpha is to 1(one), the higher the internal consistency [253]. A reliability 0.60 and 0.70 or above is thought to be the criteria for exhibiting internal consistency of set up scales [254] referred to by [255].

Validity can be carried out through both constructs and conduct validity. In content validity, the researcher checks the face validity by requesting that reviewers to check the questionnaire items. The items of the questionnaire were embraced from the past literature, which expands the content validity of the study. While, construct validity can be guaranteed by surveying discriminant and convergent validity [256]. The Average Variance Extracted (AVE) is a basis to gauge convergent validity and ought to be more than 0.50 [257], [258]. AVE is a decent trial of convergent validity [259]. For the discriminant validity, PLS is a good way to ensure the extent to which a given construct of the model is different from other constructs [258]. The square of the correlations among the factors has been contrasted with the AVE to evaluate the discriminant legitimacy [260]. Finally, analyzing the factor loadings of each indicator provides a two-fold result for discriminant and convergent validity [258].

3.9.3 NORMAL PROBABILITY PLOT

The normal p-p plot was utilized to test the normality of the distribution of responses. It is a graphical method for assessing whether or not a data set is approximately normally distributed. The data are plotted opponent to theoretical normal distribution in that way the points must from a suitable straight line. The straight line departure indicates the departures from normality.

3.9.4 FACTOR ANALYSIS

Factor analysis is generally used for summarizing and reducing the data and it is a common term used for particular computational techniques. Factor analysis refers to a family of methods of data analytics which can diminish a large set of variables into smaller set of variables. It starts with the development of a novel set of variables on the basis of relationships in the correlation matrix. The method utilized is, Principal component matrix. This function converts the variables into a group of composite variables or Principal Components Analysis (PCA) which are not correlated with each other. The linear combination of variables is termed as

factors which accounted for variance in the data as an entire PCA is generally used to explain the structure of variance-covariance of a set of variables via linear combinations. The next principal component is described as variance that is not accounted by the first factor. The correlation coefficients are termed as loadings.

The present study used PCA method to reduce the personality dimensions. It is usually used as a dimensionality-reduction technique. This analysis is mainly applied to reduce the number of variables and club similar variables and also detect the structure in the association between variables [261]. Hence this study used factor analysis for data reduction or structure detection method.

3.9.5 INDEPENDENT SAMPLE T-TEST

The t-test often uses parametric tests for independent samples. With normally distributed populations, suitable sample size and the presumption of equivalent population differences, the t-test is reasonable. The independent sample t-test is used to make comparison between the means of two disconnected groups on the similar continuous dependent variable.

3.9.6 ANOVA

The extent of measurement of assumptions and variables of the test acts as a significant role in ANOVA. It is a parametric test. The present study applies ANOVA that is a gathering of statistical models utilized to examine the differences between group means and their related procedures.

3.9.7 MANOVA

Multivariate analysis of Variance (MANOVA) is generally defined as an ANOVA with various dependent variables. It is used to examine whether there are any differences between more than one continuous variable or the independent groups [262].

3.9.8 PEARSON CORRELATION ANALYSIS

According to Bolboaca and Jantschi [263], Pearson correlation coefficient alludes to the measure of quality and bearing of the linear connection between the two factors and furthermore portrays degree and direction that the variable is identified with others. The Pearson correlation coefficient esteems from - 1 to +1. The value with +0.1 demonstrates that the factors are

splendidly linear associated by an expanding relationship, however a value with - 1 shows that the factors are directly related by a diminishing relationship, a zero value shows that the factors are not directly identified with each other. Furthermore, if the correlation coefficient is more than 0.8 there is a significant relationship, while, there is a weak relationship if the correlation coefficient is under 0.5.

3.9.9 MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis is a factual procedure that is utilized to examine the connection between the different independent variables (more than one independent factor is expected to influence the dependent variable) and dependent variable by using the proposed formula. Regression might be applied in order to analyze the causal relationships, studying predictions, hypothesis testing and drawing inferences on time series data. A separate regression of every factor was computed to characterize the association with the dependent variable. The relationship that happens between every dependent variable and the independent variables is direct.

Specifically, the present study used stepwise linear regression method. This is a method of regressing multiple variables whereas simultaneously removing those which are not significant. Stepwise regression essentially does multiple regressions a more number of times, each time removing the weakest correlated variable.

3.10 ETHICAL CONSIDERATIONS

Before commencing the study, researcher obtained the formal ethical approval from the University and the faculty members. Further, researcher follows the beneficence, human dignity and the principles of respect at every stage of the research process. Pseudonyms and code words was used rather than their names or direct questions. This process would ensure the confidentiality [264]. All the personal information was deleted from the questionnaire rather they were given pseudonym.

3.11 SUMMARY

The present chapter elucidates sampling method which was utilized and also included the target participant's details. Furthermore, researcher described how the research was carried out at different types of service sectors in India through questionnaire. Pilot test was carried out and

the research validity and reliability was tested. Lastly, researcher has also explained different data analysis tests including Pearson Correlation Analysis, Multiple Regression Analysis, MANOVA, ANOVA and t-test. The detailed analysis of all the above mentioned statistical tests will be discussed in next chapter.

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.0 INTRODUCTION

This chapter details out the data analysis and research findings of the current study with the help of primary data. Data analysis of the research was carried out by using the statistical package for social sciences, SPSS 20.0 version. The sample size taken for the study is six hundred and eighty-five (n=685). This chapter begins with descriptive representation of demographic data, followed by reporting of analysis of each hypothesis keeping in view the objectives of the underlying study.

4.1 DATA ANALYSIS

4.1.1 DESCRIPTIVE REPRESENTATION OF PARTICIPANTS

In this section, the descriptive analysis of the sample is discussed. It begins with the frequency of age, gender, marital status, educational qualification and income of the selected middle level managers of the Indian Service Sector. Followed by the descriptive statistics of the variables under investigation i.e. Emotional Perception, Emotional Appraisal, Emotional Regulation, Emotional Intelligence, Personality Trait 1, Personality Trait 2, Personality Trait 3 and Job Performance.

The frequencies of age, gender, marital status, educational qualification and income are depicted both by a table and a figure.

Table 4.1: Frequency of age

Age group	Frequency (n)	Percentage (%)
20-30	353	51.5
31-40	178	26.0
41-50	84	12.3
51-60	70	10.2
Total	**685**	**100.0**

Table 4.1 presents the age of the respondents. Majority, 51.5% of the respondents are in the age group of 20-30 years', followed by 26% in the age group of 31-40 years', from 41-50 years there are 12.3% and 10.2% are in the age group of 51-60 years.

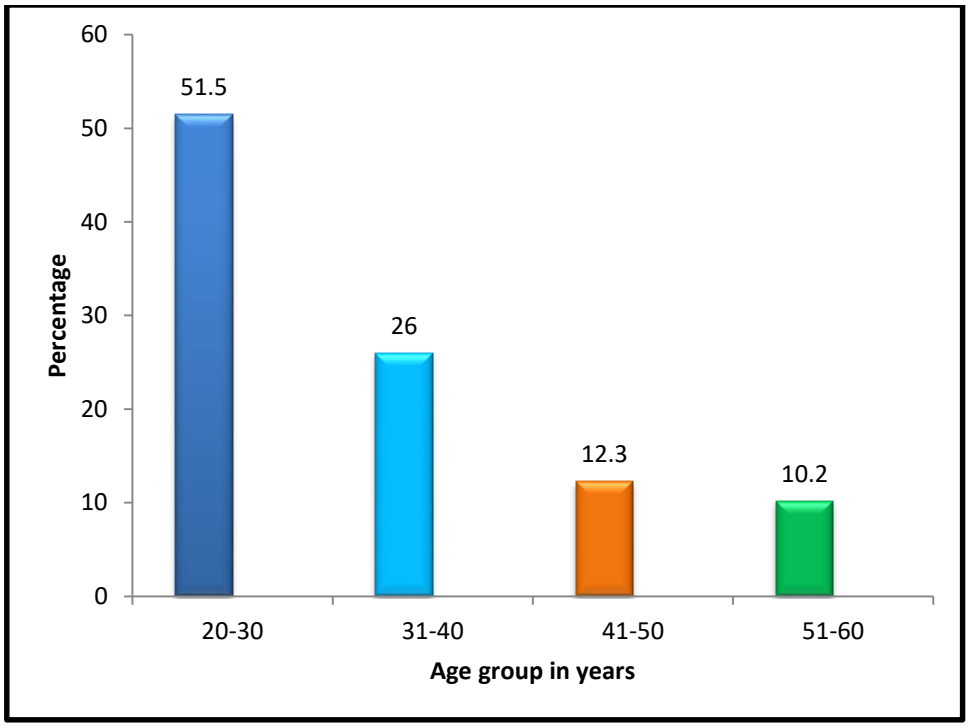


Figure 4.1: Percentage of age group

Figure 4.1 shows the percentage of respondents falling under each age group.

Table 4.2: Frequency of gender

Gender	Frequency (n)	Percentage (%)
Male	360	52.6
Female	325	47.4
Total	**685**	**100.0**

Table 4.2 presents the gender of the respondents. Majority, i.e. 52.6% of the respondents are male while 47.4% of the respondents are female.

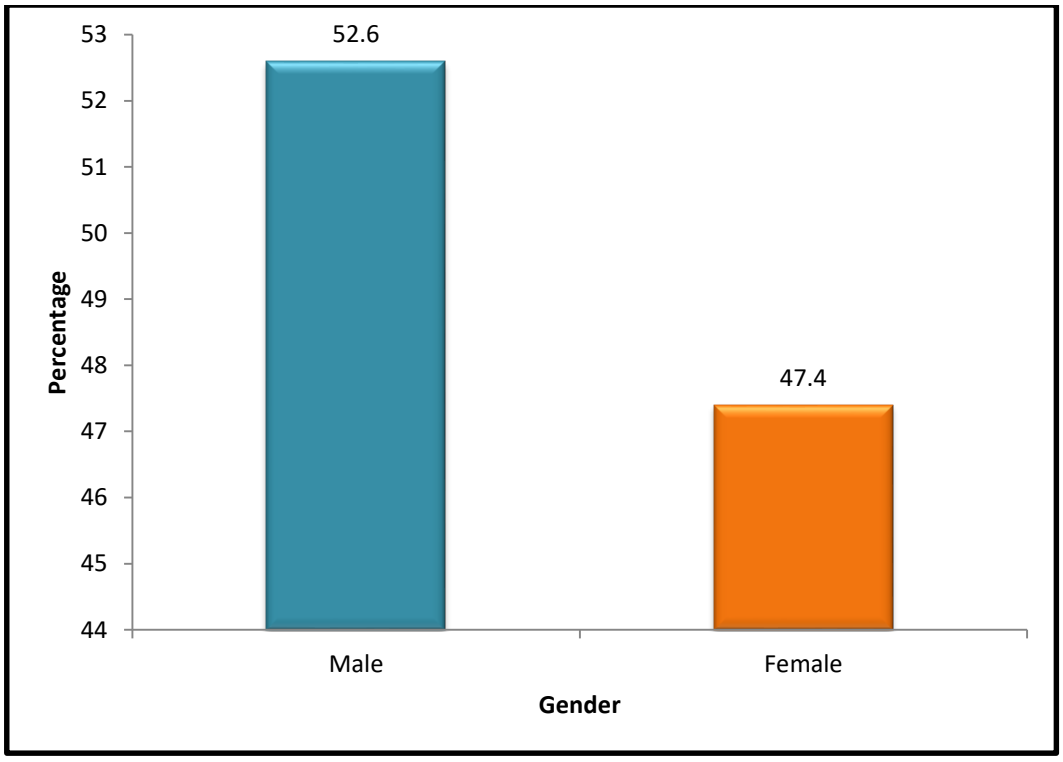


Figure 4.2: Percentage of gender

Figure 4.2 shows the percentage of gender of respondents.

Table 4.3: Frequency of Marital Status

Marital Status	Frequency (n)	Percentage (%)
Married	435	63.5
Single	250	36.5
Total	**685**	**100.0**

Table 4.3 presents the marital status of the respondents. Majority 63.5% of the respondents were married while 36.5% of the respondents were single.

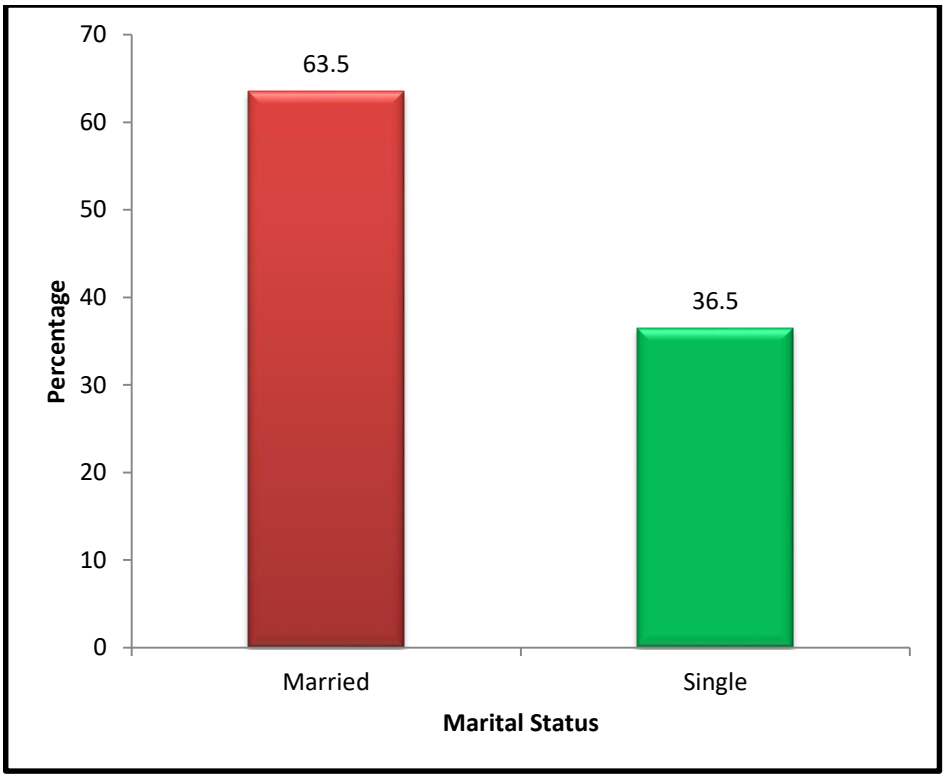


Figure 4.3: Percentage of marital status

Figure 4.3 shows the percentage of married and single respondents.

Table 4.4: Frequency of Education

Education	Frequency (n)	Percentage (%)
UG	284	41.5
PG	401	58.5
Total	**685**	**100.0**

Table 4.4 presents the education of the respondents. 41.5% of the respondents are Under Graduate while 58.5% of the respondents are Post Graduates.

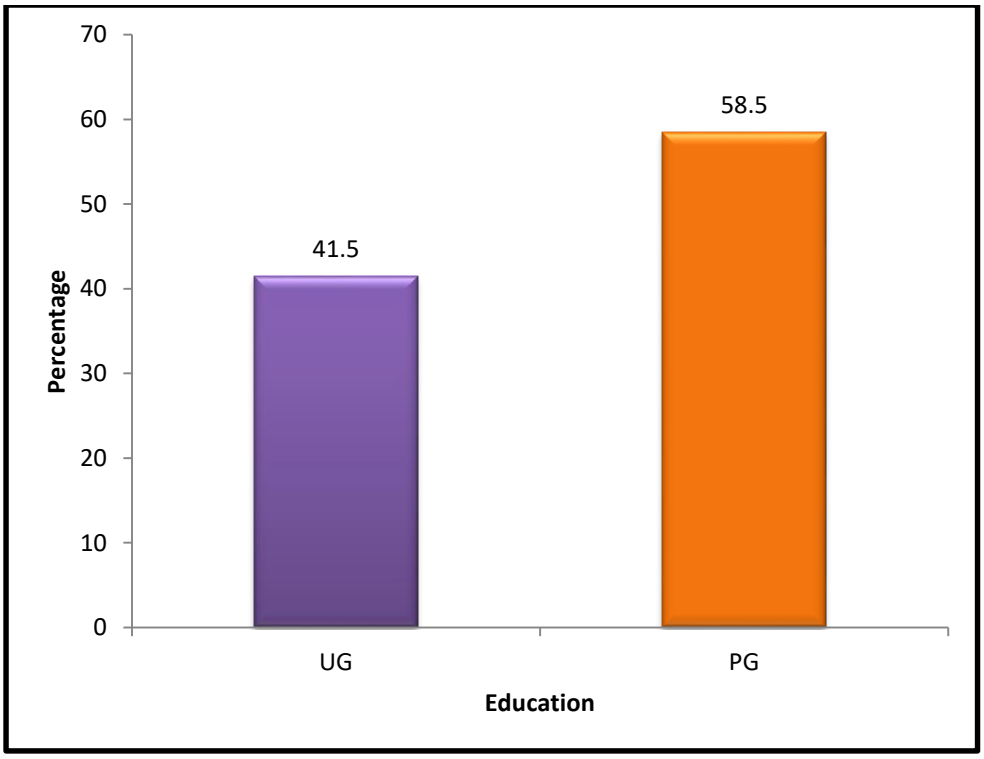


Figure 4.4: Percentage of education

Figure 4.4 shows the percentage of undergraduate and post graduate respondents.

Table 4.5: Frequency of income

Income	Frequency (n)	Percentage (%)
< 5lacs	389	56.8
5lacs-10lacs	209	30.5
10lacs>	87	12.7
Total	**685**	**100.0**

Table 4.5 presents the income of the respondents. 56.8% of the respondents are earning <5lacs followed by, 30.5% of the respondents who are earning 5lacs-10lacs while 12.7% of the respondents are earning 10lacs>.

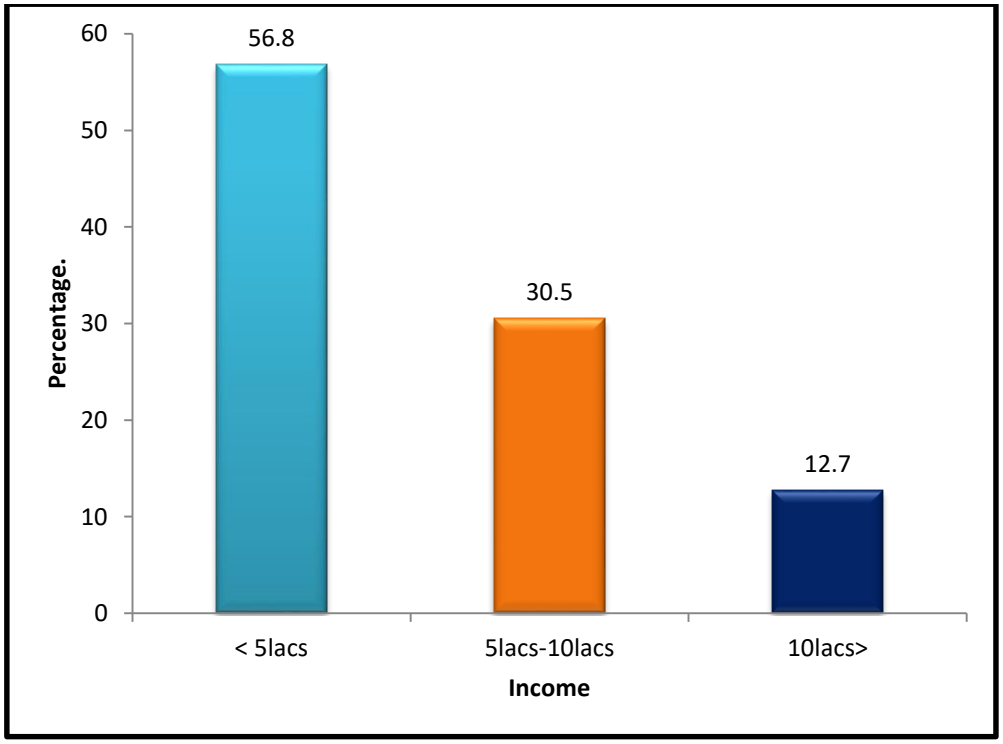


Figure 4.5: Percentage of income

Figure 4.5 shows the percentage of respondents falling under each income group.

Table 4.6: Descriptive Statistics of variables

	Min	**Max**	**Mean**	**SD**
Emotional Perception	4	20	14.85	4.164
Emotional Appraisal	8	20	17.56	2.450
Emotional Regulation	25	60	50.63	7.784
Emotional Intelligence	45	100	83.04	10.472
Personality Trait 1	2.00	22.00	12.4117	4.50080
Personality Trait 2	1.00	10.00	6.7051	1.78789
Personality Trait 3	0	5	2.64	1.206
Job Performance	-14	28	15.85	8.733

Table 4.6 shows the descriptive statistics of independent and dependent variables. The Emotional Intelligence has a mean of 83.04 with standard deviation of 10.472, (maximum 100 and minimum 45) followed by Emotional Regulation which has a mean of 50.63 with standard deviation 7.78, (maximum 60 and minimum 25), Emotional Appraisal has mean of 17.56 with standard deviation 2.45, (maximum 20 and minimum 8) while Emotional Perception has high mean of 14.85 with standard deviation 4.16, (maximum 20 and minimum 4) respectively. Personality Trait 1 has a mean of 12.41 with standard deviation 44.5 (maximum 22 minimum 2), Personality Trait 2 has a mean of 6.7 with standard deviation 1.78 (maximum 10 minimum 1) and Personality Trait 3 has a mean of 2.64 with standard deviation 1.2 (maximum 5 minimum 0). Job Performance has a mean of 15.85 with standard deviation 8.7 (maximum 28 and minimum -14).

4.1.2 RELIABILITY ANALYSIS OF SUBSCALES

Table 4.7: Number of items and reliability coefficients of used scales

Scales	Cronbach's Alpha	No. of Items
DKEIT	.745	18
MPI	.715	50
JPI	.828	14

In order to find the level of understanding of questionnaire, the statistics of reliability was done which is represented in table 4.7. According to Devellis [265], the level of acceptance of reliability for psychometric test begins from .65, in this research; the reliability value obtained is above .65. Table 4.7 shows the value of Cronbach's Alpha of DKEIT, i.e., the questionnaire of Emotional Intelligence is α=0.745, for MPI i.e. questionnaire of personality α=0.715 and for JPI i.e. questionnaire for Job Performance α=0.828.

Principal Component Analysis was conducted at this stage, as it would yield extraction of factors/constructs without any constraints of cross loadings and would therefore provide flexibility of of addition/deletion/modifications of scale items. The table of communalities shows how much of the variance in the variables has been accounted for by the extracted factors. The communality value should be more than 0.5 to be considered for further analysis, else these variables are to be removed from further steps factor analysis, hence the variables (Dominance and Dogmatism) with values less than 0.5 were removed.

Eigen value actually reflects the number of extracted factors whose sum should be equal to number of items which are subjected to factor analysis. As given in table 4.8, for analysis purpose, researcher has taken the extracted Sums of Squared Loadings and the results shows that first factor accounts for 30.708, second factor accounts for 21.370 and third factor accounts for 10.731 % variance, all the other factors were not significant. It is seen that all the components are substantially loaded on three factors, which was named as Personality Trait 1, Personality Trait 2 and Personality Trait 3 by the researcher. These factors can be used as variables for further analysis.

Table 4.8: Factors deduced from PCA with their Eigen values and variance explained.

Factors	Eigen Values	Variance Explained
Personality Trait 1	3.378	30.708
Personality Trait 2	2.351	21.370
Personality Trait 3	1.180	10.731

4.1.3 NORMALITY

After checking the reliability of the data, the next step was to check if the data was normally distributed. To observe whether the responses of the sample with respect to both independent and dependent variables i.e., Emotional Perception, Emotional Appraisal, Emotional Regulation, overall Emotional Intelligence, Personality Trait 1, Personality Trait 2, Personality Trait 3 and Job Performance are following normal distribution, P-P Plots were prepared. The p-p plots of each variable under investigation are discussed in the next section.

4.1.3.1 Emotional Intelligence

Since Emotional Intelligence is the major variable of the study, Normal P-P plot has been plotted for the same which confirms that Emotional Intelligence is normally distributed and the same has been shown in the Figure 4.6.

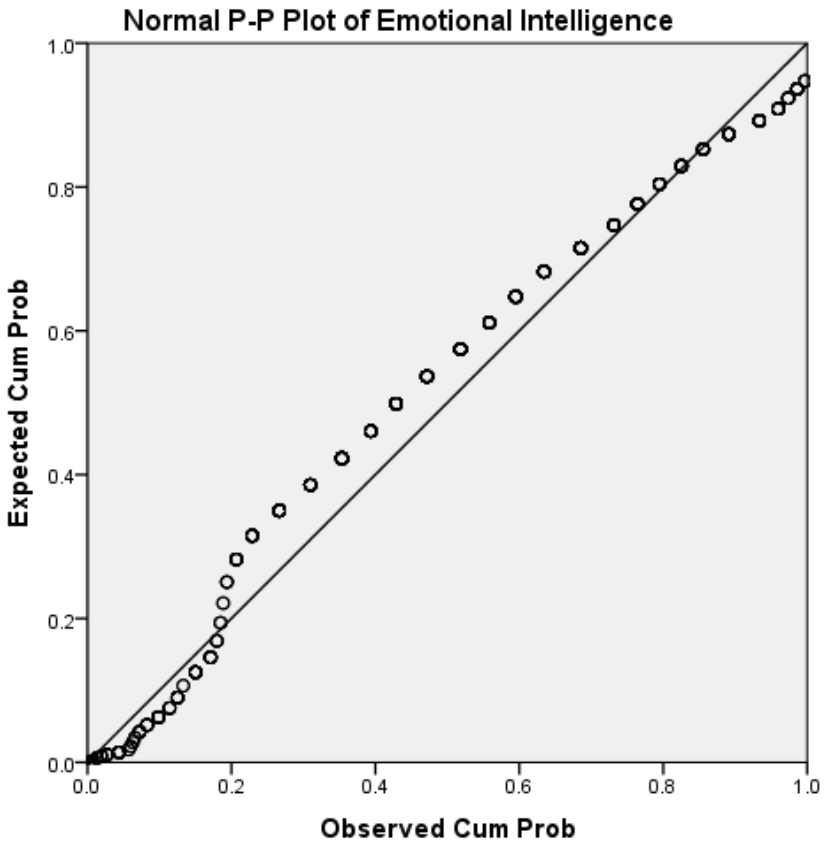


Figure 4.6: Normal P-P plot of Emotional Intelligence

4.1.3.2 Emotional Perception

Emotional Perception is the first construct of Emotional Intelligence which is used as an Independent Variable in two objectives of the study, Normal P-P plot has been plotted for the same which confirms that Emotional Perception is normally distributed and the same has been shown in the Figure 4.7.

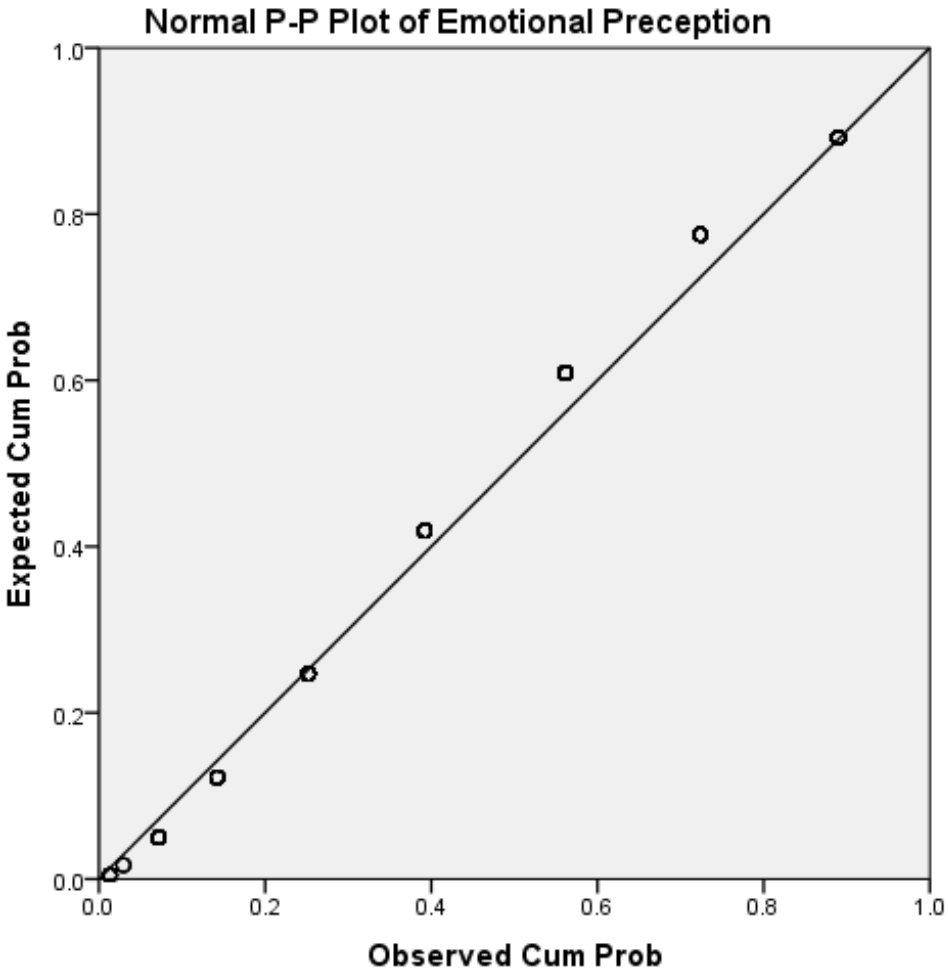


Figure 4.7: Normal P-P plot of Emotional Perception

4.1.3.3 Emotional Appraisal

Emotional Appraisal is the second construct of Emotional Intelligence which is used as an Independent Variable in two objectives of the study, Normal P-P plot has been plotted for the same which confirms that Emotional Appraisal is normally distributed and the same has been shown in the Figure 4.8.

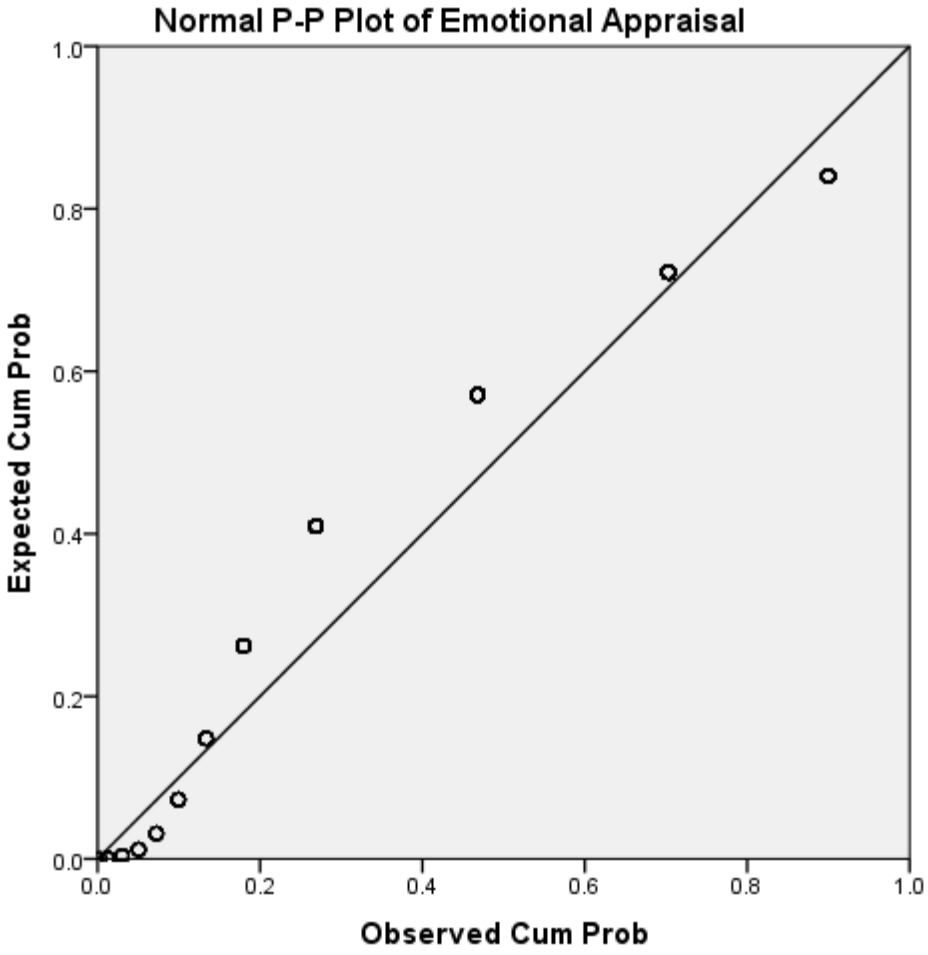


Figure 4.8: Normal P-P plot of Emotional Appraisal

4.1.3.4 Emotional Regulation

Emotional Regulation is the third and last construct of Emotional Intelligence which is used as an Independent Variable in two objectives of the study, Normal P-P plot has been plotted for the same which confirms that Emotional Appraisal is normally distributed and the same has been shown in the Figure 4.9.

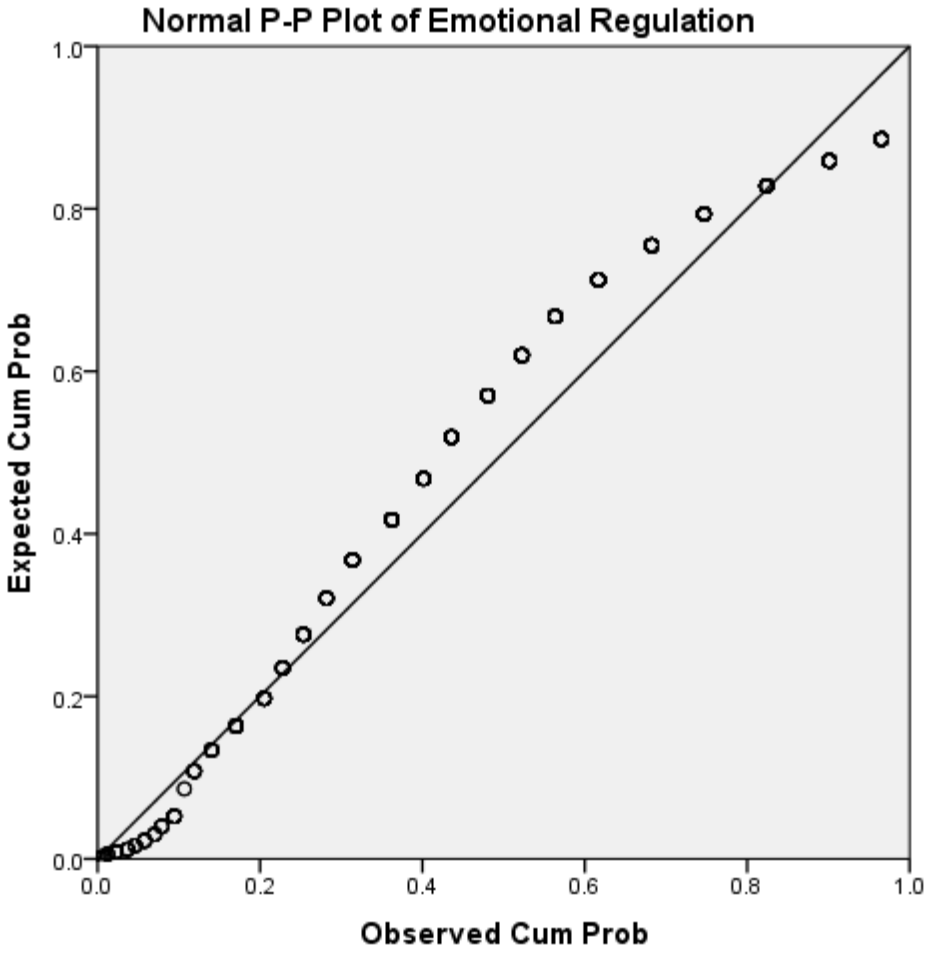


Figure 4.9: Normal P-P plot of Emotional Regulation

4.1.3.5 Personality Trait 1

Since Personality trait 1 is one of the major variable of the study, Normal P-P plot has been plotted which confirms the normality of the Personality trait 1 distribution and the same has been shown in the Figure 4.10.

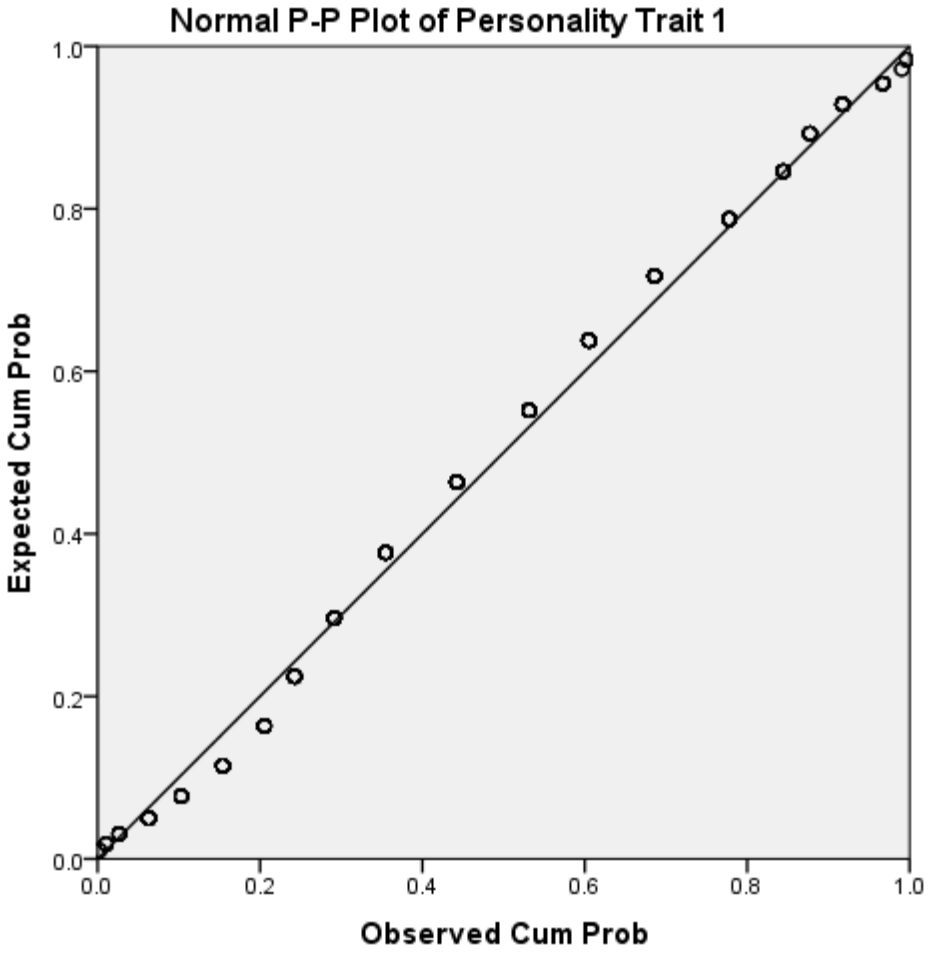


Figure 4.10: Normal P-P plot of Personality Trait 1

4.1.3.6 Personality Trait 2

It is clearly evident from the Figure 4.11 that the scores of Personality trait 2 of the sample is normally distributed. Since Personality trait 2 is one of the major variable of the study Normal P-P plot has been plotted which confirms the normality of Personality trait 2 and the same has been shown in the Figure 4.11.

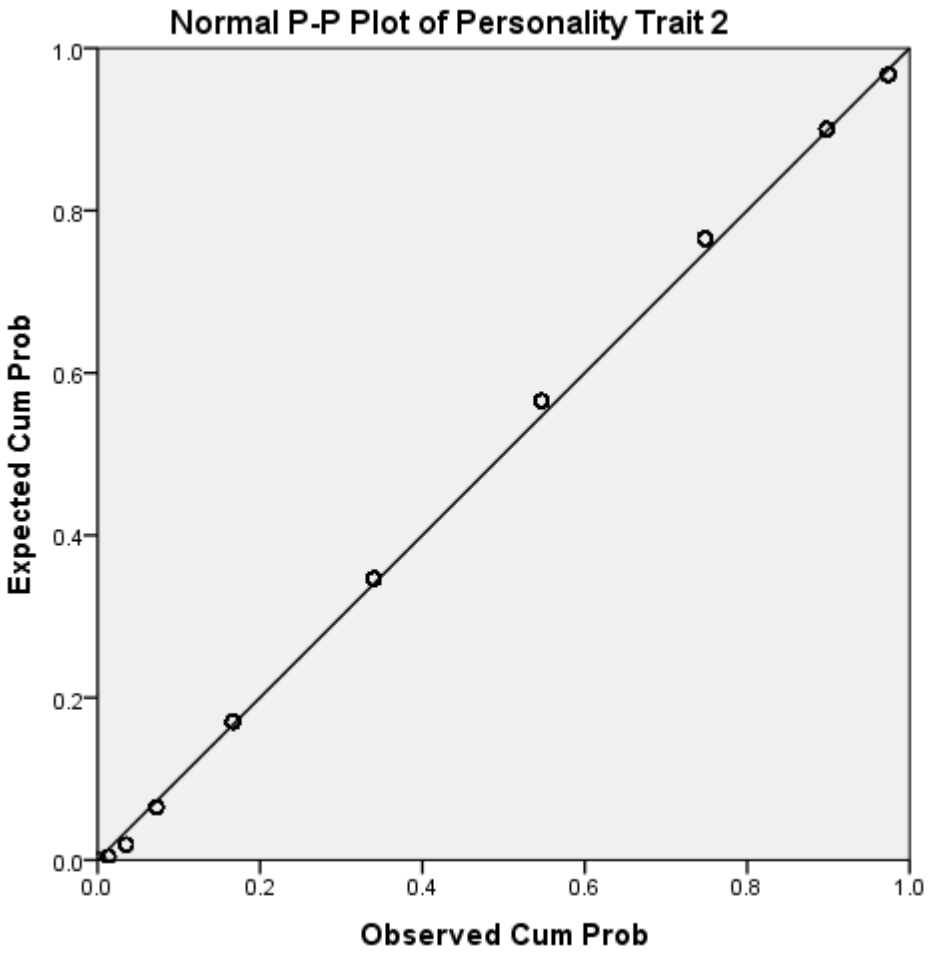


Figure 4.11: Normal P-P plot of Personality Trait 2

4.1.3.7 Personality Trait 3

Since Personality trait 3 is one of the major variables of the study Normal P-P plot has been plotted which confirms that Personality trait 3 is normally distributed and the same has been shown in the Figure 4.12.

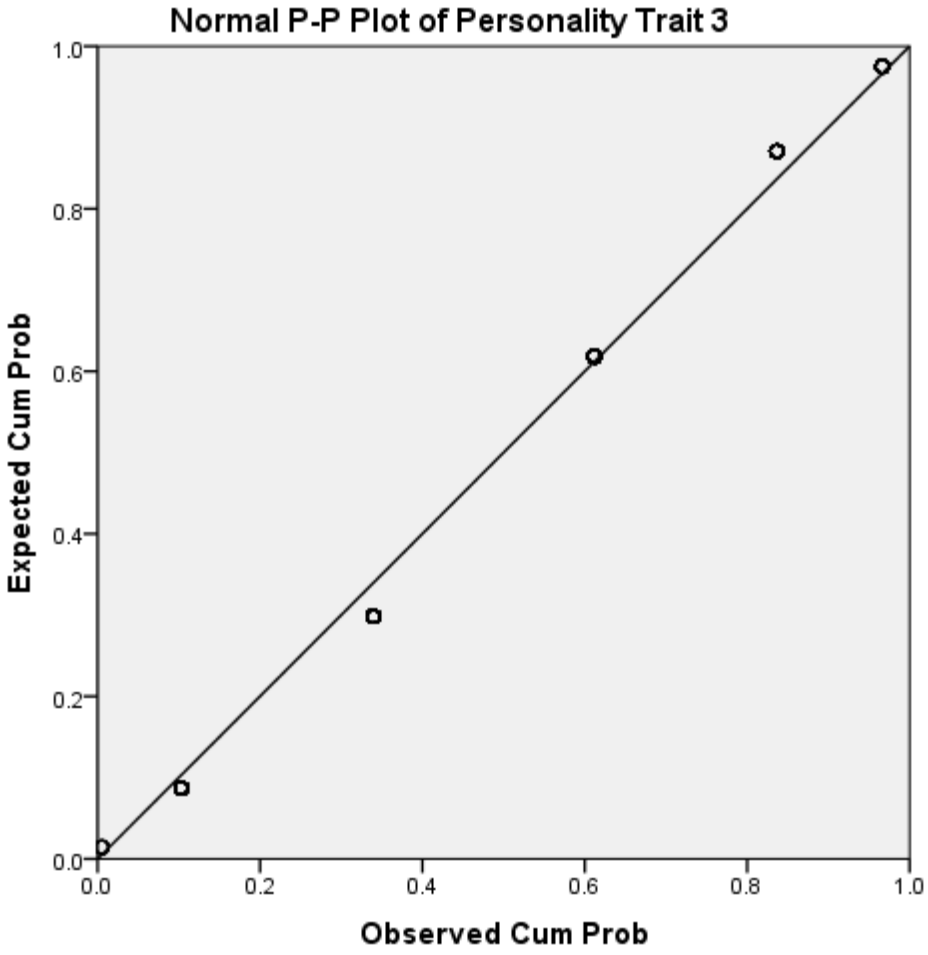


Figure 4.12: Normal P-P plot of Personality Trait 3

4.1.3.8 Job Performance

It is clearly evident from the Figure 4.13 that the distribution of the Job Performance scores of the sample is normal. Since Job Performance is the major dependent variable of the study Normal P-P plot has been plotted which confirms the Job Performance scores are normally distributed.

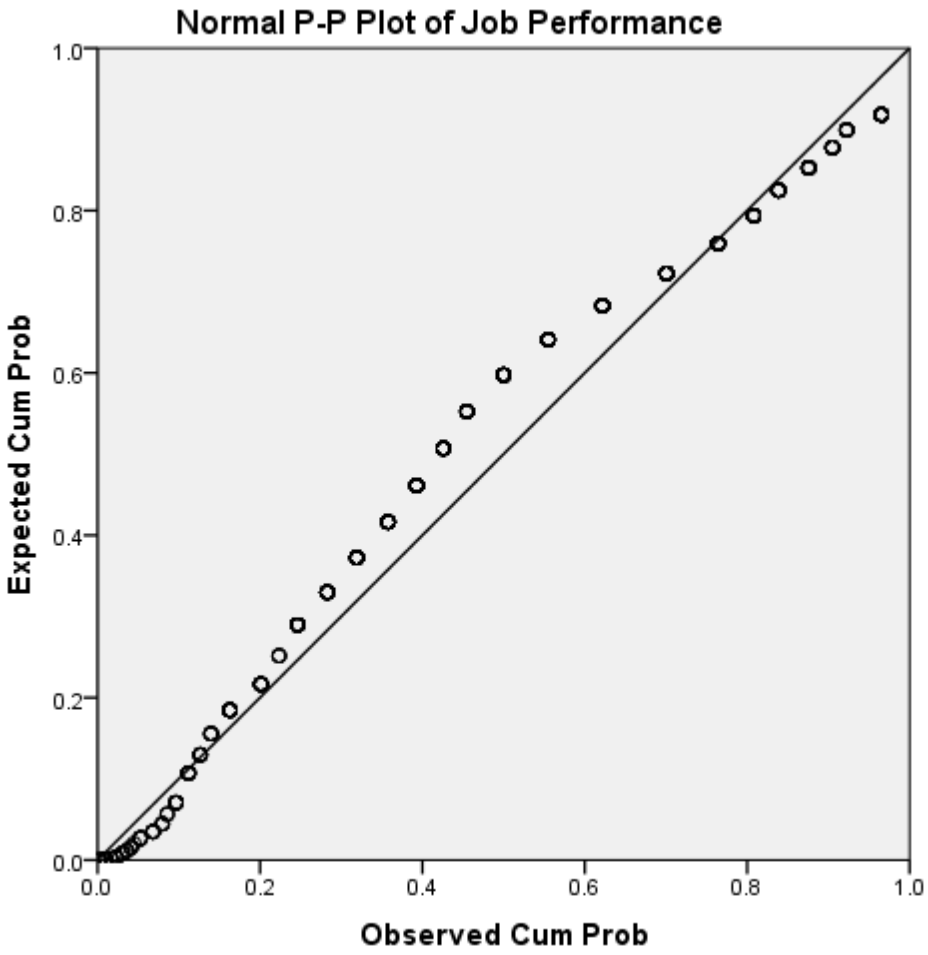


Figure 4.13: Normal P-P plot of Job Performance

4.1.4 CORRELATION BETWEEN VARIABLES

Table 4.9 Correlation analysis

	Emotional Perception	Emotional Appraisal	Emotional Regulation	Emotional Intelligence	Personality Trait 1	Personality Trait2	Personality Trait 3	Job Performance
Emotional Perception	1	**.169****	**.203****	**.588****	-.040	**.164****	**.195****	**.434****
Emotional Appraisal	**.169****	1	**.239****	**.479****	**-.102****	.048	**.150****	**.370****
Emotional Regulation	**.203****	**.239****	1	**.880****	**-.132****	**.140****	**.293****	**.655****
Emotional Intelligence	**.588****	**.479****	**.880****	1	**-.138****	**.181****	**.330****	**.746****
Personality Trait 1	-.040	**-.102****	**-.132****	**-.138****	1	**.124****	-.006	**-.102****
Personality Trait 2	**.164****	.048	**.140****	**.181****	**.124****	1	.023	**.176****
Personality Trait 3	**.195****	**.150****	**.293****	**.330****	-.006	.023	1	**.256****
Job Performance	**.434****	**.370****	**.655****	**.746****	**-.102****	**.176****	**.256****	1

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

Table 4.9 represents the findings of Pearson correlation coefficient r which was used to examine the relationship between Emotional Intelligence (Emotional Perception Emotional Appraisal, Emotional Regulation), Personality Trait 1,2,3 and job performance among middle selected level managers in Indian Service Sector. Pearson Correlation coefficient shows that there is a significant ($p<0.01$) and positive correlation between Emotional Perception and Personality Trait 2, Personality Trait 3 & Job Performance. There is a significant ($p<0.01$) and negative correlation between Emotional Appraisal and Personality Trait 1, significant ($p<0.01$) and positive correlation between Emotional Appraisal and Personality Trait 3 & Job Performance. Emotional Regulation is significantly ($p<0.01$) and negatively correlated with Personality Trai1 1 whereas significantly ($p<0.01$) and positively correlated with Personality Trait 2, Personality

Trait 3 & Job Performance. Emotional Intelligence is significantly ($p<0.01$) and negatively correlated with Personality Trait 1 whereas significantly ($p<0.01$) and positively correlated with Personality Trait 2, Personality Trait 2 & Job Performance. Personality Trait 1 is significantly ($p<0.01$) and negatively correlated with job performance whereas Personality Trait 2 and Personality Trait 3 are significantly ($p<0.01$) and positively correlated with Job Performance. The nature of the association denotes that the middle level managers with high Emotional Intelligence would be better performers and possess Personality Trait 2 and Personality Trait 3. Also the middle level managers who possess Personality Trait 2 and Personality Trait 3 are better at their Job Performance as compared to those who possess Personality Trait 1.

4.1.5 HYPOTHESIS TESTING

The analysis is detailed through explaining the entire hypothesis framed:

Objective 1: To find the relationship between socio-demographic variables (gender, age, education, income and marital status) and Emotional Intelligence

Hypothesis

H_01= There is no significant difference in Emotional Intelligence of men and women.
H_1= There is a significant difference in Emotional Intelligence of men and women.

Table 4.10: Difference in mean Emotional Intelligence of men and women

	Gender		**t value**	**p value**
	Male	**Female**		
	Mean± SD			
Emotional Perception	14.95±4.50	14.74±3.78	0.664	0.507
Emotional Appraisal	17.25±2.63	17.91±2.18	-3.555	**0.000****
Emotional Regulation	49.70±8.36	51.65±6.95	-3.297	**0.001****
Emotional Intelligence	81.90±11.27	84.30±9.55	-3.011	**0.001****

**p<0.01

Table 4.10 reveals the significant difference in mean Emotional Intelligence between men and women through independent sample t-test. The p value for Emotional Appraisal (t=-3.555, p=0.000<0.01), Emotional Regulation (t=-3.297, p=0.001<0.01) and Emotional

Intelligence (t=-3.011, p=0.001<0.01) is significant. Hence, the null hypothesis is rejected. There is a significant difference in mean Emotional Intelligence of men and women. In Emotional Appraisal, women have high mean 17.91 while men have low mean 17.25. In Emotional Regulation, women have high mean 51.65 while men have low mean 49.70. For Emotional Intelligence, women have high mean of 84.30 while men have low mean of 81.90. This result represents that the female employees in service sector have a higher level of EI than their male counterparts. Hence, the hypothesis,

H1= There is a significant difference in Emotional Intelligence of men and women, is accepted.

Hypothesis

$H_0$2= There is no significant difference in Emotional Intelligence of married and unmarried respondents.

H_2= There is a significant difference in Emotional Intelligence of married and unmarried respondents.

Table 4.11: Difference in mean Emotional Intelligence of married and unmarried respondents

	Marital Status		**t value**	**p value**
	Married	**Unmarried**		
	Mean± SD			
Emotional Perception	14.93±4.09	14.70±4.28	0.694	0.488
Emotional Appraisal	17.51±2.50	17.65±2.23	-0.708	0.479
Emotional Regulation	50.47±7.75	50.90±7.92	-0.704	0.482
Emotional Intelligence	82.91±10.02	83.26±11.22	-0.413	0.680

Table 4.11 reveals the difference in mean Emotional Intelligence between married and unmarried respondents, by independent sample t-test. There was no significant difference in the scores for married (M= 82.91, SD= 10.02) and single (M= 83.26, SD= 11.22) respondents, since p value for Emotional Perception (t=0.694, p=0.488>0.05), Emotional Appraisal (t=-0.708, p=0.479>0.05), Emotional Regulation (t=-0.704, p=0.482>0.05) and Emotional

Intelligence (t=-0.413, p=0.680>0.05) is greater than 0.05 level. Thus, the null hypothesis is accepted. Hence, the hypothesis,

$H_0$2= There is no significant difference in Emotional Intelligence of married and unmarried respondents, is accepted.

Hypothesis

$H_0$3= There is no significant difference in Emotional Intelligence of under graduate and post graduate respondents.

H_3= There is a significant difference in Emotional Intelligence of under graduate and post graduate respondents.

Table 4.12: Difference in mean Emotional Intelligence of Undergraduate and Postgraduate respondents

	Education		**t value**	**p value**
	UG (n=284)	**PG (n=401)**		
	Mean ±SD			
Emotional Perception	14.88±3.97	14.83±4.30	0.162	0.871
Emotional Appraisal	17.44±2.65	17.65±2.29	-1.115	0.265
Emotional Regulation	49.69±8.00	51.29±7.56	-2.655	**0.008****
Emotional Intelligence	82.01±10.86	83.77±10.35	-2.167	**0.031***

**p<0.01, *p<0.05

Table 4.12 reveals the difference in mean Emotional Intelligence between Under Graduate and Post Graduate middle level managers of the Indian Service Sector, by independent sample t-test. Since p value for Emotional Regulation (t=-2.655, p=0.008<0.01) and Emotional Intelligence (t=-2.167, p=0.031<0.05) is significant as it is less than 0.05 level. Hence, the null hypothesis rejected. In Emotional Regulation, PG has high mean 51.29 while UG have low mean 49.69. In Emotional Intelligence, PG has high mean 83.77 while UG have low mean 82.01. This result signifies that the middle level managers who have a qualification of Post-

Graduation or above have higher Emotional Intelligence as compared to those who are under graduates. Hence, the hypothesis,

H3 = There is a significant difference in Emotional Intelligence of under graduate and post graduate respondents, is accepted.

Hypothesis

$H_0$4= There is no significant difference in Emotional Intelligence in different age groups.

H4= There is a significant difference in Emotional Intelligence in different age groups.

Table 4.13: Difference in mean Emotional Intelligence between age group

	Age group				**f value**	**p value**
	20-30 (n=353)	**31-40 (n=178)**	**41-50 (n=84)**	**51-60 (n=70)**		
	Mean ±SD					
Emotional Perception	15.00±3.92	14.06±4.28	14.21±4.41	16.89±4.03	8.824	**0.000****
Emotional Appraisal	17.60±2.36	17.02±2.90	17.85±2.22	18.37±1.40	5.960	**0.001****
Emotional Regulation	50.89±7.78	49.81±8.14	51.00±7.55	50.94±7.13	0.891	0.445
Emotional Intelligence	83.49±10.42	80.89±11.50	83.06±9.51	86.20±7.84	4.932	**0.002****

**p<0.01

Table 4.13 reveals the difference in mean Emotional Intelligence between age groups through one-way ANOVA. Since p value for Emotional Perception (t=8.824, p=0.000<0.01), Emotional Appraisal (t=5.960, p=0.001<0.01 and Emotional Intelligence (t=4.932, p=0.002<0.01) is significant, which is less than 0.05 level. Hence, the null hypothesis rejected. Hence there is a significant difference in mean Emotional Intelligence between age groups. As the study achieved a statistically significant result, researcher performed post hoc tests.

Levene's Test suggested that the variances are significantly different therefore the researcher did Games-Howell Test. Post hoc comparisons using the Games-Howell test indicated that the mean score for the age group 51-60 years' age group (M = 86.20, SD =7.84) was significantly different than age group 31-40 (M = 80.89, SD =11.50). However, the score for age group 20-30 (M = 83.49, SD = 10.42) and 41-50 (M= 83.06, SD= 9.51) did not significantly differ from other age groups. Thus, the null hypothesis was rejected. Hence, the hypothesis,

H4= There is a significant difference in Emotional Intelligence in different age groups, is accepted.

Hypothesis

$H_0$5= There is no significant difference in Emotional Intelligence in different income groups.
H5= There is a significant difference in Emotional Intelligence in different income groups.

Table 4.14: Difference in mean Emotional Intelligence between income groups

	Income			**f value**	**p value**
	<5lakhs (n=389)	**5lakhs-10lakhs (n=209)**	**10lakhs> (n=87)**		
	Mean ±SD				
Emotional Perception	14.98±4.03	15.00±4.38	13.89±4.14	2.689	0.069
Emotional Appraisal	17.57±2.57	17.73±2.12	17.09±2.54	2.116	0.121
Emotional Regulation	49.86±7.85	51.73±7.63	51.40±7.52	4.433	**0.012***
Emotional Intelligence	82.42±10.43	84.46±10.80	82.38±9.58	2.804	0.061

*p<0.05

Table 4.14 reveals the difference in mean Emotional Intelligence between income groups by one-way ANOVA test. Since the p value for only Emotional Regulation (t=4.433, p=0.012<0.01) is significant which is less than 0.05 level, whereas the p value for Emotional

Intelligence is not significant, hence, the null hypothesis is accepted. Therefore, it is deduced that here is no significant difference in mean Emotional Intelligence between income groups. In Emotional Regulation, 10lacs> has high mean 51.40 while <5lacs have low mean 49.86. Since p value for Emotional Perception (t=2.689, p=0.069>0.05), Emotional Appraisal (t=2.116, p=0.121>0.05) and Emotional Intelligence (t=2.804, p=0.061<0.05) which is greater than 0.05 level. Hence, the hypothesis,

$H_0$5 = There is no significant difference in Emotional Intelligence in different income groups, is accepted.

Objective 2: To find the relationship between socio-demographic variables (gender, age, education income and marital status) and Personality Traits.

Hypothesis

$H_0$1 = There is no significant difference in Personality Trait 1 of men and women.
H_1 = There is a significant difference in Personality Trait 1 of men and women.

Table 4.15: Difference in mean Personality Trait 1 of men and women

	Gender		**t value**	**p value**
	Male (n=360)	**Female (n=325)**		
	Mean ±SD			
Personality Trait 1	12.52±4.59	12.28±4.39	0.710	0.478

Table 4.15 reveals the difference in mean personality trait 1 between men and women through independent sample t-test. There was no significant difference in the scores for male (M=12.5278, SD= 4.59615) and female (M=12.2831, SD=4.39625) respondents. Since p value for Personality trait 1 (t=0.710, p=0.478>0.05) is not significant as it is greater than 0.05 level. This suggests that gender does not impact the traits falling under Personality Traits 1. Therefore, the null hypothesis accepted. Hence, the hypothesis,

$H_0$1 = There is no significant difference in Personality Trait 1 of men and women, is accepted.

Hypothesis

$H_0$2= There is no significant difference in Personality Trait 2 of men and women

H_2 = There is a significant difference in Personality Trait 2 of men and women

Table 4.16: Difference in mean Personality Trait 2 of men and women

	Gender		**t value**	**p value**
	Male (n=360)	**Female (n=325)**		
	Mean ±SD			
Personality Trait 2	6.84±1.76	6.55±1.80	2.109	**0.035***

*p<0.05

Table 4.16 reveals the difference in mean personality trait 2 between men and women through independent sample t-test. There was a significant difference in the scores for male (M= 6.8417, SD=1.76153) and female (M=6.5538, SD=1.80731) respondents. Since p value for Personality trait 2 (t=2.109, p=0.035<0.05) is significant, which is less than 0.05 level. Hence, the null hypothesis rejected. In Personality trait 2, men have high mean 6.84 while women have low mean 6.55 respectively. This shows that male respondents score higher in empathy and ego ideal than the female respondents which fall under Personality Traits 2. Hence, the hypothesis,

H2 = There is a significant difference in Personality Trait 2 of men and women, is accepted.

Hypothesis

$H_0$3 = There is no significant difference in Personality Trait 3 of men and women.

H_3 = There is a significant difference in Personality Trait 3 of men and women.

Table 4.17: Difference in mean Personality Trait 3 of men and women

	Gender		**t value**	**p value**
	Male (n=360)	**Female (n=325)**		
	Mean ±SD			
Personality Trait 3	2.56±1.22	2.72±1.18	-1.758	0.079

Table 4.17 reveals the difference in mean personality trait 3 between men and women through independent sample t-test. There was no significant difference in the scores for male (M= 2.56, SD= 1.225) and female (M= 2.72, SD= 1.180) respondents. Since p value for Personality trait 3 (t=-1.758 p=0.079>0.05) is insignificant, which is greater than 0.05 level. The analysis pointed that there is no difference in self-confidence of male and female respondents. The null hypothesis accepted. Hence, the hypothesis,

$H_0$3 = There is no significant difference in Personality Trait 3 of men and women, is accepted.

Hypothesis

$H_0$4= There is no significant difference in Personality Trait 1 of married and unmarried respondents

H_4= There is a significant difference in Personality Trait 1 of married and unmarried respondents.

Table 4.18: Difference in mean Personality Trait 1of married and unmarried respondents

	Marital Status	**t value**	**p value**

	Married (n=435)	Unmarried (n=325)		
	Mean ±SD			
Personality Trait 1	12.39±4.77	12.44±3.99	-0.160	0.873

Table 4.18 reveals the difference in mean personality trait 1 of married and unmarried respondents through independent sample t-test. There was no significant difference in the scores for married (M=12.3908, SD=4.77019) and single (M=12.4480, SD=3.99790) respondents. Since p value for Personality trait 1 (t=-0.160, p=0.873>0.05) is greater than 0.05 level. The null hypothesis is accepted. Hence, the hypothesis,

$H_0$4 = There is no significant difference in Personality Trait 1 of married and unmarried respondents, is accepted.

Hypothesis

$H_0$5= There is no significant difference in Personality Trait 2 of married and unmarried respondents.

H_5= There is a significant difference in Personality Trait 2 of married and unmarried respondents.

Table 4.19: Difference in mean Personality Trait 2 of married and unmarried respondents

	Marital Status		t value	p value
	Married (n=435)	Unmarried (n=325)		
	Mean ±SD			
Personality Trait 2	6.79±1.75	6.54±1.83	1.791	0.074

An independent sample t-test was conducted in Table 4.19 reveals the difference in mean personality trait 2 of married and unmarried respondents. There was no significant difference in the scores for married (M=6.7977, SD=1.75596) and single (M=6.5440, SD=1.83454) respondents. Since p value for Personality trait 1 (t=-1.791, p=0.074>0.05) is

greater than 0.05 level. The null hypothesis is accepted. This analysis suggests that marital status does not impact the traits falling under Personality Traits 2. Hence, the hypothesis,

$H_0$5 = There is no significant difference in Personality Trait 2 of married and unmarried respondents, is accepted.

Hypothesis

$H_0$6= There is no significant difference in Personality Trait 3 of married and unmarried respondents.

H_6= There is a significant difference in Personality Trait 3 of married and unmarried respondents.

Table 4.20: Difference in mean Personality Trait 3 of married and unmarried respondents

	Marital Status		**t value**	**p value**
	Married (n=435)	**Unmarried (n=325)**		
	Mean ±SD			
Personality Trait 3	2.63±1.24	2.65±1.13	-0.231	0.817

An independent sample t-test was conducted in Table 4.20 reveals the difference in mean personality trait 3 of married and unmarried respondents. There was no significant difference in the scores for male (M= 2.63, SD=1.246) and female (M= 2.65, SD=1.135) respondents. Since p value for Personality trait 1 (t=--0.231, p=0.817>0.05) is greater than 0.05 level. The null hypothesis is accepted. This result suggests that there is no difference in personality trait 3 of married and unmarried respondents. Hence, the hypothesis,

$H_0$6 = There is no significant difference in Personality Trait 3 of married and unmarried respondents, is accepted

Hypothesis

$H_0$7 = There is no significant difference in Personality Trait 1 of under graduate and post graduate respondents.

H_7 = There is a significant difference in Personality Trait 1 of under graduate and post graduate respondents.

Table 4.21: Difference in mean Personality Trait 1 of Undergraduate and Postgraduate respondents

	Gender		**t value**	**p value**
	UG (n=284)	**PG (n=401)**		
	Mean ±SD			
Personality Trait 1	12.63±4.25	12.25±4.66	1.104	0.270

An independent sample t-test was conducted in Table 4.21 reveals the difference in mean personality trait 1 between UG and PG respondents. There was no significant difference in the scores for UG (M=12.63, SD=4.25) and PG (M=12.25, SD= 4.66) respondents; since p value for Personality trait 1 (t=1.104, p=0.270>0.05) is greater than 0.05 level. Hence, the null hypothesis accepted. This result suggests that that education does not impact the traits falling under Personality Traits 1. Hence, the hypothesis,

$H_0$7 = There is no significant difference in Personality Trait 1 of under graduate and post graduate respondents, is accepted.

Hypothesis

$H_0$8= There is no significant difference in Personality Trait 2 of under graduate and post graduate respondents.

H_8= There is a significant difference in Personality Trait 2 of under graduate and post graduate respondents.

Table 4.22: Difference in mean Personality Trait 2 of Undergraduate and Postgraduate respondents

	Education		t value	p value
	UG (n=284)	PG (n=401)		
	Mean ±SD			
Personality Trait 2	6.59±1.84	6.78±1.74	-1.356	0.175

Table 4.22 reveals the difference in mean personality trait 2 between UG and PG through independent sample t-test. There was no significant difference in the scores for UG (M= 6.59, SD= 1.84) and PG (M= 6.78, SD= 1.74) respondents. Since p value for Personality trait 2 (t=-1.356, p=0.175>0.05) which is greater than 0.05 level. Hence, the null hypothesis was accepted. This result suggests that education does not impact the traits falling under Personality Traits 2. Hence, the hypothesis,

$H_0$8= There is no significant difference in Personality Trait 2 of under graduate and post graduate respondents, is accepted.

Hypothesis

$H_0$9 = There is no significant difference in Personality Trait 3 of Under graduate and post graduate respondents.

H_9 = There is a significant difference in Personality Trait 3 of Under graduate and post graduate respondents.

Table 4.23: Difference in mean Personality Trait 3 of Undergraduate and Postgraduate respondents

	Education		t value	p value
	UG (n=284)	PG (n=401)		
	Mean ±SD			
Personality Trait 3	2.61±1.19	2.66±1.22	-0.526	0.599

Table 4.23 reveals the difference in mean personality trait 3 between UG and PG via independent sample t-test. There was no significant difference in the scores for UG (M= 2.61,

SD= 1.19) and PG (M= 2.66, SD= 1.22) respondents. Since p value for Personality trait 3 (t=-0.526, p=0.599>0.05) which is greater than 0.05 level. Hence, the null hypothesis is accepted. This analysis suggests that education does not impact the traits falling under Personality Traits 3. Hence, the hypothesis,

$H_0$9 = There is no significant difference in Personality Trait 3 of under graduate and post graduate respondents, is accepted.

Hypothesis

$H_0$10= There is no significant difference in Personality Trait 1, 2, 3 in different age groups.

H_{10} = There is a significant difference in Personality Trait 1, 2, 3 in different age groups.

Table 4.24: Difference in mean Personality Trait 1, 2, 3 between age groups

	Age group				**f value**	**p value**
	20-30 (n=353)	**31-40 (n=178)**	**41-50 (n=84)**	**51-60 (n=70)**		
	Mean ±SD					
Personality Trait 1	12.43±4.21	12.52±4.51	12.01±5.60	12.01±5.60	0.220	0.883
Personality Trait 2	6.64±1.82	6.67±1.83	6.75±1.48	7.05±1.82	1.095	0.350
Personality Trait 3	2.61±1.14	2.66±1.26	2.61±1.24	2.79±1.33	0.464	0.707

MANOVA was conducted to find if there was a statistical difference in Personality Trait 1, Personality Trait 2 and Personality Trait 3 among different age groups which was mentioned in above table. Since p value for Personality trait 1 (t=0.220, p=0.883>0.05), Personality trait 2 (t=1.095, p=0.350>0.05) and Personality trait 3 (t=0.464, p=0.707>0.05) is greater than 0.05 level. Therefore, the null hypothesis is accepted. This analysis represents there is no significant difference in Personality Traits in different age groups. Hence, the hypothesis,

$H_0$10 = There is no significant difference in Personality Trait 1, 2, 3 in different age groups, is accepted.

Hypothesis

$H_0 11$ = There is no significant difference in Personality Trait 1, 2, 3 in different income groups

H_{11} = There is a significant difference in Personality Trait 1, 2, 3 in different income groups

Table 4.25: Difference in mean Personality Trait 1, 2, 3 between Income groups

	Income			**f value**	**p value**
	<5lakhs (n=389)	**5lakhs-10lakhs (n=209)**	**10lakhs> (n=87)**		
	Mean ±SD				
Personality Trait 1	12.46±4.42	12.16±4.65	12.78±4.49	0.653	0.521
Personality Trait 2	6.72±1.87	6.70±1.58	6.63±1.87	0.090	0.914
Personality Trait 3	2.57±1.19	2.86±1.19	2.44±1.22	5.414	**0.005****

**p<0.01

Table 4.25 reveals the difference in mean personality trait 1, 2, 3 between income groups through MANOVA test. Since p value for Personality trait 1 (t=0.653, p=0.521>0.05), Personality trait 2 (t=0.090, p=0.914>0.05) is greater than 0.05 level. Since p value for Personality trait 3 (t=5.414, p=0.005>0.01) is significant which is less than 0.05, the null hypothesis is partially rejected. In Personality trait 3, 5 lakhs-10 lakhs have high mean 2.86 while 10lacs> has low mean 2.44 respectively. This analysis reveals there is no significant difference in Personality Traits 1 and 2 but there is a significant different in Personality Trait 3 in different income groups. Hence, the hypothesis,

H11 = There is a significant difference in Personality Trait 1, 2, 3 in different income groups, is partially accepted.

Objective 3: To find the relationship between socio-demographic variables socio-demographic variables (gender, age, education, income and marital status) and Job Performance.

Hypothesis

$H_0 1$ = There is no significant difference in Job Performance of men and women.

H1 = There is a significant difference in Job Performance of men and women.

Table 4.26: Difference in mean Job Performance of men and women

	Gender		**t value**	**p value**
	Male (n=360)	**Female (n=325)**		
	Mean ±SD			
Job Performance	14.83±9.26	16.97±7.95	-3.231	**0.001****

**p<0.01

Table 4.26 reveals the difference in mean Job Performance between men and women through independent sample t-test. There was a significant difference in the scores for male (M=14.83, SD= 9.26) and female (M=16.97, SD= 7.95) respondents. Since p value for Job Performance (t=-3.231, p=0.001<0.01) is less than 0.05 level. Hence, the null hypothesis is rejected. This hypothesis suggested that females are better performers than their male counterparts. Hence, the hypothesis,

H1 = There is a significant difference in Job Performance of men and women, is accepted.

Hypothesis

$H_0$2 = There is no significant difference in Job Performance of married and unmarried respondents.

H2 = There is a significant difference in Job Performance of married and unmarried respondents.

Table 4.27: Difference in mean Job Performance of married and unmarried respondents

	Marital Status		**t value**	**p value**
	Married (n=435)	**Unmarried (n=250)**		
	Mean ±SD			
Job Performance	15.74±8.79	16.02±8.63	-0.406	0.685

Table 4.27 reveals the difference in mean Job Performance between married and unmarried through independent sample t-test. There was no significant difference in the scores for married (M=15.74, SD=8.79) and single (M=16.02, SD= 8.63) respondent. Since p value

for Job Performance (t=-0.406, p=0.685>0.05) which is greater than 0.05 level. Hence, the null hypothesis is accepted. The above result suggests that marital status does not impact Job Performance of respondents. Hence, the hypothesis,

$H_0$2 = There is no significant difference in Job Performance of married and unmarried respondents, is accepted.

Hypothesis

$H_0$3 = There is no significant difference in Job Performance of under graduate and post graduate respondents.

H_3 = There is a significant difference in Job Performance of under graduate and post graduate respondents.

Table 4.28: Difference in mean Job Performance of Undergraduate and Postgraduate respondents

	Education		**t value**	**p value**
	UG (n=284)	**PG (n=401)**		
	Mean ±SD			
Job Performance	15.18±8.83	16.32±8.64	-1.681	0.093

Table 4.28 reveals the difference in mean Job Performance between UG and PG through independent sample t-test. There was no significant difference in the scores for UG (M=15.18, SD=8.831) and PG (M=16.32, SD= 8.643) respondents. Since p value for Job Performance (t=-1681, p=0.093>0.05) which is greater than 0.05 level. Hence, the null hypothesis is accepted. The above result suggests that education does not impact the Job Performance of employees. Hence, the hypothesis,

$H_0$3 = There is no significant difference in Job Performance of UG and PG respondents, is accepted.

Hypothesis

$H_0$4 = There is no significant difference in Job Performance in different age groups.

H_4 = There is a significant difference in Job Performance in different age groups.

Table 4.29: Difference in mean Job Performance between age groups

	Age group				**f value**	**p value**
	20-30 (n=353)	**31-40 (n=178)**	**41-50 (n=84)**	**51-60 (n=70)**		
	Mean ±SD					
Job Performance	16.08±8.34	14.54±10.24	16.37±7.69	17.31±7.12	2.176	0.090

Table 4.29 reveals the difference in mean Job Performance between age groups by one-way ANOVA test. There was no significant effect of age on Job Performance at p<.05 level for four age groups (F= 2.176, p = .090). As study did not achieve a statistically significant result, researcher did not perform any further follow-up tests. Since p value for Job Performance (t=2.176, p=0.090>0.05) which is greater than 0.05 level. Hence, the null hypothesis is accepted. The above result suggesting that age group does not impact the Job Performance of employees. Hence, the hypothesis,

$H_0$4 = There is no significant difference in Job Performance of age groups respondents, is accepted.

Hypothesis

$H_0$5 = There is no significant difference in Job Performance in different income groups.

H_5 = There is a significant difference in Job Performance in different income groups.

Table 4.30: Difference in mean Job Performance between income groups

	Income	**f value**	**p value**

	<5lakhs (n=389)	5lakhs-10lakhs (n=209)	10lakhs> (n=87)		
	Mean ±SD				
Job Performance	15.48±8.62	16.78±8.94	15.22±8.68	1.759	0.173

Table 4.30 reveals the difference in mean Job Performance between income groups by one-way ANOVA test. Since p value for Job Performance (t=1.759, p=0.173>0.05) which is greater than 0.05 level. There was no significant effect of income on Job Performance at p>.05 level for three income groups. Hence, the null hypothesis is accepted. The above result suggesting that income groups do not impact the Job Performance of employees. Hence, the hypothesis,

$H_0$5 = There is no significant difference in Job Performance of income groups respondents, is accepted.

Objective 4: To find the relationship between Emotional Intelligence and Personality Traits.

Hypothesis

$H_0$1 = There is no significant relationship between Emotional Intelligence and Personality Trait 1.

H_1 = There is a significant relationship between Emotional Intelligence and Personality Trait 1.

Table 4.31: Correlation analysis between Emotional Intelligence (and its constructs) and Personality Traits 1,2 and 3.

	Personality Trait 1	**Personality Trait 2**	**Personality Trait 3**

Emotional Perception	-.040	**.164****	**.195****
Emotional Appraisal	**-.102****	.048	**.150****
Emotional Regulation	**-.132****	**.140****	**.293****
Emotional Intelligence	**-.138****	**.181****	**.330****

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

Table 4.31 shows the finding of Pearson correlation coefficient r, which was computed to find the relationship between Emotional Intelligence, its constructs i.e. Emotional Perception, Emotional Appraisal, Emotional Regulation and Personality Trait 1. It is seen that there is a significant $p<0.01$ and negative correlation between Emotional Intelligence, Emotional Appraisal, Emotional Regulation and Personality Trait 1 whereas there is no significant relationship between Emotional Perception and Personality Trait 1. In the service sector, for middle level managers, there is a significant relationship between EI and Personality Traits 1, thus the null hypothesis was rejected.

To find which component of Emotional Intelligence has maximum effect on the Personality Trait 1, regression analysis was conducted. In this case Emotional Perception, Emotional Appraisal and Emotional Regulation were taken as independent variables and Personality Trait 1 was taken as the dependent variable.

Table 4.32: Association between Emotional Intelligence and Personality Trait 1

	Unstandardized Coefficients		**R Square**	**F value**	**p value**
	Beta	**SE**			
(Constant)	16.282	1.123	0.017	12.149	**0.001****
Emotional Regulation	-.076	.022			

Dependent Variable: Personality Trait 1, **p<0.01

Y = 16.282 - 0.076 (Emotional Regulation)

Table 4.32 reveals the association between Emotional Intelligence (emotional Perception, emotional Appraisal and emotional Regulation) and personality trait 1 via stepwise multiple linear regression test. Emotional Perception and emotional Appraisal were excluded in the stepwise regression and it was seen that only emotional Regulation predicts Personality Trait 1. Since p value for Emotional Regulation (β=-0.076, t=-3.486, p=0.001<0.01) is significant it can be said that Emotional Regulation predicts Personality Trait 1. Hence there is an association between Emotional Intelligence and personality trait 1. In addition, it can be said that 2 percent variation of personality trait 1 is dependent on Emotional Intelligence (R-Square= 0.017). Hence, the hypothesis,

H1 = There is a relationship between Emotional Intelligence and Personality Trait 1, is accepted.

Hypothesis

$H_0$2 = There is no relationship between Emotional Intelligence and Personality Trait 2.

H_2 = There is a relationship between Emotional Intelligence and Personality Trait 2.

Table 4.31 shows the finding of Pearson correlation coefficient r, which was computed to find the relationship between Emotional Intelligence, its constructs i.e. Emotional Perception, Emotional Appraisal, Emotional Regulation and Personality Trait 2. It is comprehended that there is a significant p<0.01 and positive correlation between Emotional Intelligence, Emotional Perception, Emotional Regulation and Personality Trait 2 whereas there is no significant relationship between Emotional Appraisal and Personality Trait 2. In the service sector, for middle level managers, there is a significant relationship between EI and Personality Trait 2. Thus the null hypothesis was rejected.

To find which component of Emotional Intelligence has maximum effect on the Personality Trait 2, regression analysis was conducted. In this case Emotional Perception, Emotional Appraisal and Emotional Regulation were taken as independent variables and Personality Trait 2 was taken as the dependent variable.

Table 4.33: Association between Emotional Intelligence and Personality Trait 2

	Unstandardized Coefficients		R Square	F value	p value
	Beta	**SE**			
(Constant)	4.509	0.468	0.039	13.767	**0.000****
Emotional Perception	0.061	0.016			
Emotional Regulation	0.026	0.009			

Dependent Variable: Personality Trait 2, **p<0.01

Y = 4.509 + 0.061 (Emotional Perception) + 0.026 (Emotional Regulation)

Table 4.33 reveals the association between Emotional Intelligence and personality trait 2 via stepwise regression model. In the regression model, Emotional Appraisal was removed and it was seen that only Emotional Perception and Emotional Regulation predict Personality Trait 2. Since p value for Emotional Perception (β=0.061, t=3.691, p=0.000<0.01) and Emotional Regulation (β=0.026, t=2.903, p=0.004<0.01) is significant, we can conclude that Emotional Perception and Emotional Regulation predict Personality trait 2. Hence there is an association between Emotional Intelligence and personality trait 2. In addition, 4 percent variance on personality trait 2 is dependent on Emotional Intelligence (R-Square= 0.039). Hence the hypothesis,

H2 = There is a relationship between Emotional Intelligence and Personality Trait 2, is accepted.

Hypothesis

$H_0$3= There is no relationship between Emotional Intelligence and Personality Trait 3.

H_3 = There is a relationship between Emotional Intelligence and Personality Trait 3.

Table 4.31 shows the finding of Pearson correlation coefficient r, which was computed to find the relationship between Emotional Intelligence, its constructs i.e. Emotional Perception,

Emotional Appraisal, Emotional Regulation and Personality Trait 3. It is found that there is a significant p<0.01 and positive correlation between Emotional Intelligence, all its components (Emotional Perception, Emotional Appraisal and Emotional Regulation) and Personality Trait 3. In the service sector, for middle level managers, there is a significant relationship between EI and Personality Traits 3. Thus the null hypothesis was rejected.

To find which component of Emotional Intelligence has maximum effect on the Personality Trait 3, regression analysis was conducted. In this case Emotional Perception, Emotional Appraisal and Emotional Regulation were taken as independent variables and Personality Trait 3 was taken as the dependent variable.

Table 4.34: Association between Emotional Intelligence and Personality Trait 3

	Unstandardized Coefficients		**R Square**	**F value**	**p value**
	Beta	**SE**			
(Constant)	-0.044	0.304	0.105	40.046	**0.000****
Emotional Regulation	0.041	0.006			
Emotional Perception	0.041	0.011			

Dependent Variable: Personality Trait 3, **p<0.01

Y= - 0.044 + 0.041 (Emotional Regulation) + 0.041 (Emotional Perception)

Table 4.34 reveals the association between Emotional Intelligence and personality trait 3 through stepwise regression model. In the regression model Emotional Appraisal was removed and it was seen that Emotional Perception and Emotional Regulation predict Personality Trait 3. Since p value for Emotional Perception (β=0.041, t=3.813, p=0.000<0.01) and Emotional Regulation (β=0.041, t=7.155, p=0.000<0.01) is significant we can determine that Emotional Perception and Emotional Regulation predict Personality Trait 3, hence there is an association between Emotional Intelligence and Personality Trait 3. In addition, it can also be said that Emotional Intelligence produces 11 percent variance on personality trait 3 (R-Square= 0.105). Hence the hypothesis,

H3 = There is a relationship between Emotional Intelligence and Personality Trait 3, is accepted.

Objective 5: To find the relationship between Emotional Intelligence and Job Performance.

Hypothesis

$H_0$1 = There is no relationship between Emotional Intelligence and Job Performance

H1 = There is a relationship between Emotional Intelligence and Job Performance

Table 4.35: Correlation analysis of Emotional Intelligence and Job Performance

	Emotional Perception	**Emotional Appraisal**	**Emotional Regulation**	**Emotional Intelligence**	**Job Performance**
Emotional Perception	1	**.169****	**.203****	**.588****	**.434****
Emotional Appraisal	**.169****	1	.239**	**.479****	**.370****
Emotional Regulation	**.203****	**.239****	1	**.880****	**.655****
Emotional Intelligence	**.588****	**.479****	**.880****	1	**.746****
Job Performance	**.434****	**.370****	**.655****	**.746****	1

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

Table 4.35 shows the finding of Pearson correlation coefficient r, which was computed to find the relationship between Emotional Intelligence, its constructs i.e. Emotional Perception, Emotional Appraisal, Emotional Regulation and Job Performance. It is seen that there is a significant ($p<0.01$) and positive correlation between Emotional Intelligence, Emotional Perception, Emotional Appraisal, Emotional Regulation and Job Performance. In the service sector, for middle level managers, there is a significant relationship between Emotional Intelligence and Job Performance, thus the null hypothesis was rejected.

To find which component of Emotional Intelligence has maximum effect on the Job Performance, regression analysis was conducted. In this case Emotional Perception, Emotional

Appraisal and Emotional Regulation were taken as independent variables and Job Performance was taken as the dependent variable.

Table 4.36: Association between Emotional Intelligence and Job Performance

	Unstandardized Coefficients		**R Square**	**F value**	**p value**
	Beta	**SE**			
(Constant)	-36.350	1.982	.557	285.393	**0.000****
Emotional Regulation	.618	.030			
Emotional Perception	.608	.055			
Emotional Appraisal	.676	.094			

Dependent Variable: Job Performance, **p<0.01

Y = -36.350 + 0.608 (Emotional Perception) + 0.676 (Emotional Appraisal) + 0.618 (Emotional Regulation)

Table 4.36 reveals the association between respondent's Emotional Intelligence (Emotional Perception, Emotional Appraisal and Emotional Regulation) and Job Performance through stepwise regression analysis. Since p value for Emotional Perception (β=0.608, t=11.04, p=0.000<0.01), Emotional Appraisal (β=0.676, t=7.158, p=0.000<0.01) and Emotional Regulation (β=0.618, t=20.673, p=0.000<0.01) is significant we can determine that Emotional Perception, Emotional Appraisal and Emotional Regulation predict Job Performance of the middle level managers working in the Indian Service Sector. Hence there is an association between Emotional Intelligence and Job Performance. In addition, it can also be said that Emotional Intelligence produces 56 percent variance on Job Performance of the respondents (R-Square= 0.557). Hence the hypothesis,

H1 = There is a relationship between Emotional Intelligence and Job Performance, is accepted.

Objective 6: To find the relationship between Personality Traits and Job Performance.

Hypothesis

$H_0 1$ = There is no relationship between Personality Traits and Job Performance.

H_1 = There is a relationship between Personality Traits and Job Performance.

Table 4.37: Correlation analysis of Personality Traits and Job Performance

	Personality Trait 1	**Personality Trait 2**	**Personality Trait 3**	**Job Performance**
Personality Trait 1	1	**.124****	-.006	**-.102****
Personality Trait 2	**.124****	1	.023	**.176****
Personality Trait 3	-.006	.023	1	**.256****
Job Performance	**-.102****	**.176****	**.256****	1

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

Table 4.37 report the result of Pearson correlation coefficient r, which was computed to find the relationship between Personality Traits and Job Performance. It is induced that there is a significant ($p<0.01$) and negative correlation between Personality Trait 1 and Job Performance whereas there is a significant ($p<0.01$) and positive correlation between Personality Trait 2, Personality Trait 3 and Job Performance. In the service sector, for middle level managers, there is a significant relationship between Personality Traits and Job Performance, thus the null hypothesis was rejected.

To find which Personality Trait has maximum effect on the Job Performance, regression analysis was conducted. In this case Personality Trait 1, Personality Trait 2 and Personality Trait 3 were taken as independent variables and Job Performance was taken as the dependent variable.

Table 4.38: Regression analysis of Personality Traits and Job Performance

	Unstandardized Coefficients		R Square	F value	p value
	Beta	**SE**			
(Constant)	7.950	1.577	0.109	27.809	**0.000****
Personality Trait 3	1.816	0.262			
Personality Trait 2	0.905	0.178			
Personality Trait 1	-0.239	0.071			

Dependent Variable: Job Performance, **p<0.01

Y = 7.950 + 1.816 (Personality Trait 3) + 0.905 (Personality Trait 2) -0.239 (Personality Trait 3)

Table 4.38 reveals the association between Personality Traits 1, 2, 3 and Job Performance through stepwise regression equation. Since p value for Personality Trait 1 (β=-0.239, t=-3.373, p=0.001<0.01), Personality Trait 2 (β=0.905, t=5.079, p=0.000<0.01) and Personality Trait 3 (β=1.816, t=6.930, p=0.000<0.01) is significant we can determine that Personality Traits predict Job Performance of the middle level managers working in the Indian Service Sector. Hence there is an association between Personality Traits and Job Performance. In addition, it can also be said that Personality traits produce 11 percent variance on Job Performance of the respondents (R-Square= 0.109). Hence the hypothesis,

H1 = There is a relationship between Personality Traits and Job Performance, is accepted.

4.2 SUMMARY OF THE CHAPTER

The present chapter used the frequency analysis to examine the demographic details and general information about the middle level managers in the Indian Service Sector, who were involved in this research. Reliability and validity test was carried out to ensure the reliable nature of the items used in developing the questionnaire. In addition, Pearson correlation analysis was carried out to calculate the direction and strength of the linear association between the chosen variables and further describe the degree and direction that the variable is associated to others. On the other hand, stepwise multiple regression method was used to examine the

association between the dependent and independent variables. The upcoming chapter will be discussing the study findings with previous research findings in brief and make a conclusion of the research with study limitations and recommendations.

CHAPTER 5
DISCUSSION AND CONCLUSION

5.0 INTRODUCTION

The chapter consists of the summary of statistical analyses of the descriptive and inferential analysis presented in chapter 4. Evidence and reasons are discussed to support the hypothesis. Then the implications and limitations of research study and recommendations for future research are discussed. In the last section, the overall conclusion of the entire research project is discussed.

5.1 SUMMARY OF STATISTICAL ANALYSIS

In this section, a summary of the entire descriptive and inferential analyses is discussed which were mentioned in chapter 4.

5.1.1 DESCRIPTIVE ANALYSIS

5.1.1.1 Respondents demographic profile

From the total of 685 middle-level managers of Indian Service Sector, 47.4 % were females and 52.6% were males. Majority of the respondents belong to the age group of 20 to 30 years (51.5%). The population of married middle-level managers in the sample taken was 63.5% and 36.5% are single. 58.5% of the population had master's degree or above level of education and people in the income group of fewer than 5 lacs are reported to be 56.8%.

5.1.1.1 Scale measurement

Reliability test and Cronbach's alpha were applied to observe the overall items which were used to measure the internal consistencies of the constructs in the three questionnaires. In this research; the reliability value of all the three scales is above .65 For JPI α= .828, for MPI α=.715 and DKEIT shows α= .745. According to Sekaran [266], all the constructs employed are found to have the internal consistency reliability if the result passed the minimum accepted level of 0.65.

5.1.2 INFERENTIAL ANALYSIS

5.1.2.1 Pearson's correlation analysis

It was noted that there is a significant ($p<0.01$) and both positive and negative correlation between all the components of EI, Personality, and Job Performance. Pearson Correlation coefficient shows that there is a significant ($p<0.01$) and positive correlation between Emotional Perception and Personality Trait 2, Personality Trait 3 & Job Performance. There is a significant ($p<0.01$) and negative correlation between Emotional Appraisal and Personality Trait 1, significant ($p<0.01$) and positive correlation between Emotional Appraisal and Personality Trait 3 & Job Performance. Emotional Regulation is significantly ($p<0.01$) and negatively correlated with Personality Trait 1 whereas significantly ($p<0.01$) and positively correlated with Personality Trait 2, Personality Trait 3 & Job Performance. Emotional Intelligence is significantly ($p<0.01$) and negatively correlated with Personality Trait 1 whereas significantly ($p<0.01$) and positively correlated with Personality Trait 2, Personality Trait 2 & Job Performance. Personality Trait 1 is significantly ($p<0.01$) and negatively correlated with job performance whereas Personality Trait 2 and Personality Trait 3 are significantly ($p<0.01$) and positively correlated with Job Performance. The nature of the association denotes that the increased levels of EI presence of Personality Trait 2 and 3 in the employees would lead to enhanced performance.

5.1.2.2 Multiple regression analysis

Multiple regressions are used to examine the nature of the relationship between the independent variables and the dependent variable, the strength of relationships, and the significance of the relationships of the independent variables with the dependent variable. Stepwise multiple regression was used which eliminates the independent variable producing the least or no variance at each step. Resulting in giving a model which produces the maximum variance on the dependent variable.

The holistic results observed in chapter 4 are represented in Table no. 5.1 as the summary of findings.

Table 5.1: Summary of the findings

Null Hypothesis	Type of statistical used	Accept/ Reject
There is no significant difference in Emotional Intelligence of men and women	T-test	Rejected
There is no significant difference in Emotional Intelligence of married and unmarried respondents	T-test	Accepted
There is no significant difference in Emotional Intelligence of undergraduate and postgraduate respondents	T-test	Rejected
There is no significant difference in Emotional Intelligence in different age groups	ANOVA	Rejected
There is no significant difference in Emotional Intelligence in different income groups	ANOVA	Partially Accepted
There is no significant difference in Personality Trait 1 of men and women	T-test	Accepted
There is no significant difference in Personality Trait 2 of men and women	T-test	Rejected
There is no significant difference in Personality Trait 3 of men and women	T-test	Accepted
There is no significant difference in Personality Trait 1 of married and unmarried respondents	T-test	Accepted
There is no significant difference in Personality Trait 2 of married and unmarried respondents	T-test	Accepted

There is no significant difference in Personality Trait 3 of married and unmarried respondents	T-test	Accepted
There is no significant difference in Personality Trait 1 of undergraduate and postgraduate respondents	T-test	Accepted
There is no significant difference in Personality Trait 2 of undergraduate and postgraduate respondents	T-test	Accepted
There is no significant difference in Personality Trait 3 of undergraduate and postgraduate respondents	ANOVA	Accepted
There is no significant difference in Personality Trait 1, 2, 3 in different age groups	MANOVA	Accepted
There is no significant difference in Personality Trait 1, 2, 3 in different income groups	MANOVA	Rejected
There is no significant difference in Job Performance of men and women	T-test	Rejected
There is no significant difference in Job Performance of married and unmarried respondents	T-test	Accepted
There is no significant difference in Job Performance of Under graduate and Postgraduate respondents	T-test	Accepted
There is no significant difference in Job Performance in different age groups	ANOVA	Accepted
There is no significant difference in Job Performance in different income groups	ANOVA	Accepted
There is no relationship between Emotional Intelligence and Personality Trait 1	Correlation Regression	Rejected

There is no relationship between Emotional Intelligence and Personality Trait 2	Correlation Regression	Rejected
There is no relationship between Emotional Intelligence and Personality Trait 3	Correlation Regression	Rejected
There is no relationship between Emotional Intelligence and Job Performance	Correlation Regression	Rejected
There is no relationship between Personality Traits and Job Performance	Correlation Regression	Rejected

5.2 DISCUSSION OF MAJOR FINDINGS

The main aim of this research is to determine the relationship between EI, personality and Job Performance of the selected middle level managers in different service sectors in India.

5.2.1 RELATIONSHIP BETWEEN SOCIO-DEMOGRAPHIC VARIABLES AND EMOTIONAL INTELLIGENCE

Hypothesis

$H_0$1= There is no significant difference in Emotional Intelligence of men and women.

H_1= There is a significant difference in Emotional Intelligence of men and women.

Based on the result computed in chapter 4 using independent sample t-test, with its analysis showing that there was a significant difference in the scores for male (M = 81.90, SD = 11.27) and female (M= 84.30, SD= 9.55) respondents. Since p-value for Emotional Appraisal (t=-3.555, p=0.000<0.01), Emotional Regulation (t=-3.297, p=0.001<0.01) and Emotional Intelligence (t=-3.011, p=0.001<0.01) is less than 0.05 level. Hence, the null hypothesis was rejected and the alternate was accepted suggesting that females are more Emotionally Intelligent than their male counterparts.

According to the result developed, the study findings are consistent with the past researchers. Mandell and Pherwani [126]; Harrod and Scheer [267], Shanwal [268] as they have found that women are more likely to score higher on measures of EI than men, both in professional and personal settings. Adeyemo [269] also found a significantly high Emotional Intelligence in female workers, however, no significant relationship was found between age, marital status, educational qualification and Emotional Intelligence.

Hypothesis

$H_0$2= There is no significant difference in Emotional Intelligence of married and unmarried respondents.

H_2= There is a significant difference in Emotional Intelligence of married and unmarried respondents.

Based on the result computed in chapter 4, using independent sample t-test to compare mean Emotional Intelligence of married and unmarried respondents in the sample. It was observed that there was no significant difference in the scores for married (M= 82.91, SD= 10.02) and single (M= 83.26, SD= 11.22) respondents; t= -.413, p= .680. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that marital status does not impact EI.

The results of this study are similar to the previous studies [101] which dealt with the association between variables of socio-demographics like education, age, marital status and gender of the professionals on EI in different organizations. Similarly, Shukla and Srivastava [106] also explored the relation of EI on age, education, work experience, gender, marital status and annual income and recommended that marital status does not affect Emotional Intelligence.

Hypothesis

$H_0$3= There is no significant difference in Emotional Intelligence of under graduate and post graduate respondents.

H_3= There is a significant difference in Emotional Intelligence of under graduate and post graduate respondents.

Based on the results computed in chapter 4, using independent sample t-test to compare mean Emotional Intelligence of undergraduate and postgraduate respondents. It was observed that there was a significant difference in the scores for Undergraduate (M=82.01, SD=10.86) and

Postgraduate (M=83.77, SD=10.35) respondents; t= -2.167, p= .031. Thus, the null hypothesis was rejected and the alternate was accepted suggesting that postgraduate respondents are more Emotional Intelligent than undergraduate respondents.

The previous study of Cumming [102] explored the relationship of EI with an organizational performance by examining some employees from New Zealand. The researcher analyzed that is a notable dependency between organization performance and EI, on the other hand, there is a dependency between the demographic factors like education, gender, age, EI and working groups. Also, Kumar and Muniandy [103] discovered the standard of EI among lessons from a technical school in Malaysia and also found the impact of demographic profiles of age group, occupational grade, and gender, previous working experience in an organization and present job experience in an organization are adopted.

Hypothesis

$H_0$4= There is no significant difference in Emotional Intelligence in different age groups.

H4= There is a significant difference in Emotional Intelligence in different age groups.

From the result of one-way ANOVA, it was deduced that there was a significant effect of age on EI at $p<.05$ level for four age groups (F= 4.932, p =.002). The study achieved a statistically significant result in post hoc tests. Post hoc comparisons using the Games-Howell test indicated that the mean score for the age group 51-60 (M = 86.20, SD =7.84) was significantly different than age group 31-40 (M = 80.89, SD =11.50). However, the score for age group 20-30 (M = 83.49, SD = 10.42) and 41-50 (M= 83.06, SD= 9.51) did not significantly differ from other age groups. Thus, the null hypothesis was rejected and the alternate was accepted suggesting that Emotional Intelligence varies with age.

This study is in line with previous studies of Salovey & Mayer [20], Dalip Singh [270], Harrod [267], Naghavi & Redzuan [271] who reported significant predictors of EI are age and gender suggesting that EI improves with age. Fariselli et al. [272] examined the relationship between EI and age and suggested that age is a significant predictor.

Hypothesis

$H_0$5= There is no significant difference in Emotional Intelligence in different income groups.

H5= There is a significant difference in Emotional Intelligence in different income groups.

From the result of one-way ANOVA, it was found that there was no significant effect of income on Emotional Intelligence at $p<.05$ level for three income groups ($F= 2.804$, $p =.061$). As the study did not achieve a statistically significant result, hence the study did not perform any further follow-up tests, accepted the null hypothesis and rejected the alternate hypothesis suggesting that there is no significant difference in EI among different income groups.

Katyal and Awasthi [273] found the significant relationship of EI with the type of family, parents' educational qualification and mother's occupation, however, no significant relation of EI was found with monthly income, birth order and father's occupation. Chaudhary and Rangnekar [202] examined the level of work engagement and whether socio-demographic include gender, age, education, income, nature of the organization, position in the organizational hierarchy, and job tenure.

5.2.2 RELATIONSHIP BETWEEN SOCIO-DEMOGRAPHIC VARIABLES AND PERSONALITY TRAITS

Hypothesis

H_01 = There is no significant difference in Personality Trait 1 of men and women.

H_1 = There is a significant difference in Personality Trait 1 of men and women.

An independent sample t-test was conducted to compare Personality Trait 1 in male and female respondents. There was no significant difference in the scores for male ($M=12.5278$, $SD= 4.59615$) and female ($M=12.2831$, $SD=4.39625$) respondents; $t= 0.710$, $p= 0.478$. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that gender does not impact the traits falling under Personality Traits 1.

Some previous studies also show the relationship of personality traits and gender, however not much studies consider gender variable as alone. Study like Costa and McCrae [274]–[277] suggested that there seems to have been no relationship between personality variables and gender, age and educational attainment. Petrides *et al.* [192] find the relationship difference between Big Five personality and EI in two samples of both genders. It is found that Neuroticism was constantly linked in both the samples of EI and followed by Conscientiousness, Openness, Extraversion, and Agreeableness.

Hypothesis

$H_0$2= There is no significant difference in Personality Trait 2 of men and women

H_2 = There is a significant difference in Personality Trait 2 of men and women

In order to compare Personality Trait 2 in male and female respondents, independent sample t-test was conducted. There was a significant difference in the scores for male (M= 6.8417, SD=1.76153) and female (M=6.5538, SD=1.80731) respondents; t=2.109, p= 0.035. Thus, the null hypothesis was rejected and the alternate was accepted suggesting that male respondents score higher in empathy and ego ideal than the female respondents which fall under Personality Trait 2.

Maccoby and Jacklin [278], Hall [279], Feingold [280] studied Personality Traits like Self-esteem, the Internal locus of control, Assertiveness, and Anxiety and reported higher scores for men. Kogan [281], Ryff and Essex [282], Schaie and Willis [283], McCrae and Costa [284]; Petrides *et al.* [192] also find the relationship difference between Big Five personality and EI. The two samples consisted of 104 males in one and 108 males in another.

Hypothesis

$H_0$3 = There is no significant difference in Personality Trait 3 of men and women.

H_3 = There is a significant difference in Personality Trait 3 of men and women.

An independent sample t-test was conducted to compare Personality Trait 3 in male and female respondents. There was no significant difference in the scores for male (M= 2.56, SD= 1.225) and female (M= 2.72, SD= 1.180) respondents; t= -1.758, p= 0.079. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that there is no difference in self-confidence of male and female respondents.

This was in line with previous study of Boyatzis and Ratti [134] reported that the efficient managers were more different in persuasiveness; networking, oral communication and self-confidence in the social competency group. This study considers both the gender, however, not showing many differences among both genders.

Hypothesis

$H_0$4= There is no significant difference in Personality Trait 1 of married and unmarried respondents

H_4= There is a significant difference in Personality Trait 1 of married and unmarried respondents

In order to compare Personality Trait 1 in married and unmarried respondents independent sample t-test was conducted. There was no significant difference in the scores for married (M=12.3908, SD=4.77019) and single (M=12.4480, SD=3.99790) respondents; t=-.168, p= 0.867. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that marital status does not impact the traits falling under Personality Traits 1.

This shows that the employees are naturally have different personality traits. In line with this, Chaudhary and Rangnekar [202] examined whether the socio-demographic, personality and job-related characteristics influence work engagement level of Indian business executives. Likewise, the study of Shukla *et al.* [199] showed the engagement levels of married and senior employees were also found to be high.

Hypothesis

$H_0$5= There is no significant difference in Personality Trait 2 of married and unmarried respondents.

H_5= There is a significant difference in Personality Trait 2 of married and unmarried respondents.

An independent sample t-test was conducted to compare Personality Trait 2 in married and unmarried respondents. There was no significant difference in the scores for married (M=6.7977, SD=1.75596) and single (M=6.5440, SD=1.83454) respondents; t=1.791, p= 0.74. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that marital status does not impact the traits falling under Personality Traits 2.

In line with our study finding, the study of Madahi et al. [120] showed the significant difference between single individuals and married individuals with respect to the variables of Self-Regard, Empathy, Social Responsibility, Impulse control, Self-Actualization, Reality Testing, Optimism and Happiness). Some other studies like Rego *et al.* [131] and Boyatzis and Ratti [134] also revealed the empathy among leaders with respect to personality characteristics.

Hypothesis

$H_0$6= There is no significant difference in Personality Trait 3 of married and unmarried respondents.

H_6= There is a significant difference in Personality Trait 3 of married and unmarried respondents.

It was compared to Personality Trait 3 in married and unmarried respondents through independent sample t-test. There was no significant difference in the scores for male (M= 2.63, SD=1.246) and female (M= 2.65, SD=1.135) respondents; t= -.231, p= 0.817. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that there is no difference in self-confidence of married and unmarried respondents. People with Personality Traits like extraversion [285], neuroticism and anxiety, [286], [287] usually remain single.

Hypothesis

$H_0$7 = There is no significant difference in Personality Trait 1 of under graduate and post graduate respondents.

H_7 = There is a significant difference in Personality Trait 1 of under graduate and post graduate respondents.

An independent sample t-test was conducted to compare Personality Trait 1 in undergraduate and postgraduate respondents. There was no significant difference in the scores for UG (M=12.63, SD=4.25) and PG (M=12.25, SD= 4.66) respondents; t=1.122, p=0.262. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that education does not impact the traits falling under Personality Traits 1.

There are not much previous studies individually showed the difference in Personality Trait 1 and educational perspective. Conscientiousness attribute of personality traits has been associated with achievement also linked negatively with excitement and stimulation [63]. Similarly, personality traits of order and achievement and consciously perform diligence and hard work of the employee can increase competence [63].

Hypothesis

$H_0$8= There is no significant difference in Personality Trait 2 of under graduate and post graduate respondents.

H_8= There is a significant difference in Personality Trait 2 of under graduate and post graduate respondents.

An independent sample t-test was conducted to compare Personality Trait 2 in undergraduate and postgraduate respondents. There was no significant difference in the scores for UG (M= 6.59, SD= 1.84) and PG (M= 6.7830, SD= 1.74221) respondents; t=-1.356, p=0.175. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that education does not impact the traits falling under Personality Traits 2.

This result was stated by Hassan and Ogunkoya [232] explained that education is a process of obtaining experience or training about the subject not from their personality characteristics. Author further stated that education performs a major role in Job Performance of employees, but education is not known to a great extent. As per the statement of Kraus [212] on Job Performance and Personality Traits showed that no significant meaning in personality factors and teachers educational background.

Hypothesis

$H_0$9 = There is no significant difference in Personality Trait 3 of Under graduate and post graduate respondents.

H_9 = There is a significant difference in Personality Trait 3 of Under graduate and post graduate respondents.

An independent sample t-test was conducted to compare Personality Trait 3 in undergraduate and postgraduate respondents. There was no significant difference in the scores for UG (M= 2.61, SD= 1.191) and PG (M= 2.66, SD= 1.217) respondents; t=-.526, p=0.599. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that education does not impact the traits falling under Personality Traits 3.

Vassend and Skrondal [288] suggested that educational level predicts Personality Trait like Openness. Elliot and Dweck [289] reported that more educated people have higher self-confidence than less educated. Though there is not much studies specifically analysed this concept in more depth.

Hypothesis

$H_0$10= There is no significant difference in Personality Trait 1, 2, 3 in different age groups.

H_{10} = There is a significant difference in Personality Trait 1, 2, 3 in different age groups.

The study was conducted to find if there was a statistical difference in Personality Trait 1, Personality Trait 2 and Personality Trait 3 among different age groups via MANOVA. In the multivariate tests, Wilks' Lambda was checked and it was seen that there was no statistically significant difference in Personality Traits based on respondents age, F = .626, p = .776; Wilk's Λ = .992, partial η2 = .003. As study did not achieve a statistically significant result and did not perform any further follow-up tests; study accepted the null hypothesis and rejected the alternate hypothesis suggesting that there is no significant difference in Personality Traits (1, 2 and 3) in different age groups.

Studies in the United States have shown a decline in Neuroticism, Extraversion, and Openness and increases in Agreeableness and Conscientiousness with growing age [290]. No age differences were present for traits such as social confidence, assertiveness, independence [291].

Hypothesis

$H_0$11 = There is no significant difference in Personality Trait 1, 2, 3 in different income groups

H_{11} = There is a significant difference in Personality Trait 1, 2, 3 in different income groups

The study was conducted to find if there was a statistical difference in Personality Trait 1, 2 and 3 among different age groups via MANOVA. In the multivariate tests, Wilks' Lambda was checked and it was seen that there was no statistically significant difference in Personality Traits based on respondents age, F = 2.046, p = .057; Wilk's Λ = .982, partial η2 = .009. As the study did not achieve a statistically significant result, the study did not perform any further follow-up tests; study rejected the null hypothesis and accepted the alternate hypothesis suggesting that there is no significant difference in Personality Traits in different income groups. When the interaction between income and Personality Traits is introduced, income does not have a significant effect on its own on personality but it predicts life satisfaction [292].

5.2.3 RELATIONSHIP BETWEEN SOCIO-DEMOGRAPHIC VARIABLES AND JOB PERFORMANCE

Hypothesis

$H_0$1 = There is no significant difference in Job Performance of men and women.

H1 = There is a significant difference in Job Performance of men and women.

An independent sample t-test was conducted to compare Job Performance of male and female respondents. There was a significant difference in the scores for male (M=14.83, SD= 9.259) and female (M=16.97, SD= 7.975) respondents; t= -3.256, p=.001. Thus, the null hypothesis was rejected and the alternate was accepted suggesting that females are better performers than their male counterparts.

Burleson and Samter [293] suggested that gender is a significant predictor of performance at the workplace. Women are significantly more likely to be designated as All-Stars, which suggests they outperform at their jobs [294].

Hypothesis

$H_0$2 = There is no significant difference in Job Performance of married and unmarried respondents.

H2 = There is a significant difference in Job Performance of married and unmarried respondents.

An independent sample t-test was conducted to compare Job Performance of married and unmarried respondents. There was no significant difference in the scores for married (M=15.74, SD=8.798) and single (M=16.02, SD= 8.634) respondents; t=-.406, p=.685. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that marital status does not impact Job Performance.

Age, educational qualification, sex, marital status and years of service jointly known as demographic factors are capable of affecting their different work performance dimensions [295].

Hypothesis

$H_0$3 = There is no significant difference in Job Performance of under graduate and post graduate respondents.

H_3 = There is a significant difference in Job Performance of under graduate and post graduate respondents.

An independent sample t-test was conducted to compare Job Performance of undergraduate and postgraduate respondents. There was no significant difference in the scores for UG (M=15.18, SD=8.831) and PG (M=16.32, SD= 8.643) respondents; t=-1.681, p=.093. Thus, the null hypothesis was accepted and the alternate was rejected suggesting that education does not impact the Job Performance of employees.

Studies have suggested that there is no significant relationship between managers' college education and their performance at work [296]. Education is positively related to task performance but not overall Job Performance [233].

Hypothesis

$H_0$4 = There is no significant difference in Job Performance in different age groups.

H_4 = There is a significant difference in Job Performance in different age groups.

A one-way ANOVA was conducted to compare Job Performance among different age groups. There was no significant effect of age on Job Performance at p<.05 level for four age groups (F= 2.176, p = .090). A study did not achieve a statistically significant result; the study did not perform any further follow-up tests. Thus the researcher accepted the null hypothesis and alternate was rejected suggesting that there is no significant difference in Job Performance among different age groups.

Most researchers have generally concluded that the effects of age on Job Performance are slight and insignificant [297]–[299]. Job experience; organizational tenure and age do not have a relationship with Job Performance [300].

Hypothesis

$H_0$5 = There is no significant difference in Job Performance in different income groups.

H_5 = There is a significant difference in Job Performance in different income groups.

A one-way ANOVA was conducted to compare Job Performance among different income groups. There was no significant effect of income on Job Performance at p<.05 level for three income groups (F=1.759, p =.173). This study did not achieve a statistically significant result, the study did not perform any further follow-up tests; study accepted the null hypothesis and

rejected the alternate hypothesis suggesting that there is no significant difference in Job Performance among different income groups.

Income predicts Job Performance in top managers but not in middle managers [301]. Cappelli and Ragovsky [302], Jabroun and Balakrishnan [303] and Fereshteh et al. [304] noted that working experience is a significant factor in work performance.

5.2.4 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY TRAITS

$H_0$1 = There is no significant relationship between Emotional Intelligence on Personality Trait 1.

H_1 = There is a significant relationship between Emotional Intelligence on Personality Trait 1.

A stepwise multiple linear regression analysis was calculated to predict Personality Trait 1 based on the respondents EI (emotional Perception, emotional Appraisal, and emotional Regulation). A significant regression equation was found; F=12.149, p=0.001 with an R2 of 0.017. Emotional Perception and emotional Appraisal were excluded and it was seen that only emotional Regulation predicts Personality Trait 1. Study results show that the null hypothesis was rejected.

Hypothesis

$H_0$2 = There is no relationship between Emotional Intelligence and Personality Trait 2.

H_2 = There is a relationship between Emotional Intelligence and Personality Trait 2.

A stepwise multiple linear regression analysis was carried out to predict the Personality Trait 2 and EI (emotional Perception, emotional Appraisal, and emotional Regulation) among the respondents. A significant regression equation was found; F=13.767, p=0.000 with an R2 of 0.039. Emotional Appraisal was excluded and it was seen that only emotional Regulation and emotional Perception predict Personality Trait 2.

Hypothesis

$H_0$3= There is no relationship between Emotional Intelligence and Personality Trait 3.

H_3 = There is a relationship between Emotional Intelligence and Personality Trait 3.

A stepwise multiple linear regression analysis method was calculated to predict Personality Trait 3 based on the respondents EI (emotional Perception, emotional Appraisal, and emotional Regulation). A significant regression equation was found; F=40.046, p=0.000 with an R2 of 0.105. Emotional Appraisal was excluded and it was seen that only emotional Regulation and emotional Perception predict Personality Trait 3.

Our findings are similar to many other studies who suggested that EI contributed as a significant positive predictor of extraversion, and inversely predicted pessimism [305]–[308], [80], [196], [309].

5.2.5 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Hypothesis

$H_0 1$ = There is no relationship between Emotional Intelligence and Job Performance

H1 = There is a relationship between Emotional Intelligence and Job Performance

Stepwise multiple linear regressions were calculated to predict Job Performance based on respondents EI (emotional Perception, emotional Appraisal, and emotional Regulation). A significant regression equation was found; F=285.393, p=0.000 with an R^2 of 0.557.

Job Performance is highly influenced by an employee's ability to use emotions to further facilitate their performance, which is one of the dimensions of EI [310]. EI is said to influence the success with which employees interact with their colleagues, the strategies they use to manage conflict, stress, and overall Job Performance [311]. Employees with high EI are said to have better working relationships with other employees and they reflect higher integrity [130]. There is a positive relation between EI and Job Performance [142]. The employees with low cognitive intelligence show better performance if their EI scores are high [312]. Rosete [313] examined 122 public sector employees and concluded that EI correlates with effective business performance and it delivers intended results. EI leads to better relationships in work and business settings which helps in enhancing Job Performance [314]. EI creates innovational inventiveness in people and thus, helps in the change individuals' Job Performance [80].

5.2.6 RELATIONSHIP BETWEEN PERSONALITY TRAITS AND JOB PERFORMANCE

$H_0 1$ = There is no relationship between Personality Traits and Job Performance.

H_1 = There is a relationship between Personality Traits and Job Performance.

A stepwise multiple linear regression analysis was calculated to predict Job Performance based on Personality Traits 1, 2, 3 of the respondents. High percent variation of Job Performance is dependent on personality trait 1 (R-Square= 0.109), hence the null hypothesis is accepted.

Agreeableness and openness to experience are correlated with customer service Job Performance [64], [315]. Extroversion is a valid predictor of two occupations, managers and salespeople [64]. Neuroticism is a personality type which leads to negative emotions and lack of alternatives which will make them stick to the organization because of the costs associated with leaving the jobs, which would lead to negative work-related behaviours and attitudes and poor performance [316]. In sales positions, conscientiousness is the best predictor of future performance, followed by extraversion [315]. Agreeableness and openness to experience are not good predictors of Job Performance [317]. Openness to experience also has consistently reported the lowest average true score correlations across occupations for Job Performance [317]. Conscientiousness and agreeableness are significantly related to Job Performance [318]. Regarding professional occupations, conscientiousness is the only Big-Five trait that significantly predicts performance [319]. Conscientiousness is the best predictor of Job Performance followed by emotional stability, which is lower, but significant [319].

5.3 IMPLICATIONS OF THE STUDY

5.3.1 Managerial implications

This research has provided useful information to the management specially of Industries falling under Indian Service Sector as it highlights and demonstrates a better understanding of how the individual's personality and EI affect employee's Job Performance. This research will be useful to provide meaningful information to the top management as for how they can use EI and Personality to recruit and therefore select the right kind of workforce so as to give them a competitive advantage. Many industries are concerned on Personality Traits like conscientiousness, extraversion, and agreeableness [319], but our study is an eye opener for many HR personnel to incorporate the model of B.C. Muthayya which is typically designed on the lines of the Indian population to use as a method for selecting individuals where personality

test is used. Thus on the whole personality of an individual can be given enough importance to depict his Job Performance standards.

The research encourages management to use EI and Personality as essential tools to recruit and select and later train employees on EI and personality to have a better performing workforce, as efficient workforce leads to the attainment of objectives and goals of the organizations. The study has very clearly guided us that EI plays a vital role in depicting the Job Performance of employees in the service sector. Though many MNCs abroad are already using EI as a tool for hiring individuals the Indian Industry has still come to age to aggressively start using EI as a strategic tool in the Recruitment and selection process of employees. Both literature and our study throw immense light that how Personality Traits depicts an individual's Job Performance, therefore it becomes important for HR managers to hire people with Personalities which directly match their organizational culture and therefore will lead to higher Job Performance.

As this research is conducted in service sector on middle-level managers, therefore, it implies that if these managers are trained on EI then they can achieve their organizational and personal goals in a much easier fashion. Furthermore, if attention is paid to guiding their Personality Traits then also it will help in building an efficient workforce.

The research typically highlights the role of Emotional Perception, Emotional Appraisal and Emotional Regulation in depicting high Job Performance and also if the HR manager pays much attention to the traits falling under Personality Trait 2 and Personality Trait 3, then the industry will be benefitted with a high performing, efficient and goal achieving workforce. On the other hand, if special attention is paid to the components under Personality Trait 1 and people with these traits be avoided at the time of selection or given training in an already existing workforce then this would also cultivate a human resource which is effective efficient and performance oriented. Further Personality Traits in addition to Emotional Intelligence, leading to higher Job Performance can help the industries to develop leading global mangers and thus industries can have a competitive advantage by harboring on these skills.

5.4 RECOMMENDATION FOR FUTURE STUDY

The results of this study opens up many possibilities for future studies to build on and develop. Specifically, the chief results of the study replicated the findings of previous studies. However,

the study chooses only IT, Banking, Media, Education and Health Care sectors in India, the same study could be replicated in the other service sectors, agriculture and manufacturing sector not only in India but Globally as well. As only key variables, which conformed to the hypotheses, were tested and discussed, it will be important, for further research, to investigate the relationship between relevant sub-dimensions of Personality Traits, Emotional Intelligence and Job Performance. It is further recommended that a similar research can be carried out for all the hierarchies of management. Such kind of research would throw immense light and give a deep analysis, if conducted on lower level management that how they can be guided to develop their Emotional Intelligence and specific Personality Traits and thus enhance their performance and further rise in the hierarchy.

5.5 CONCLUSION

First, the study focuses on examining the relationship between Emotional Intelligence and Job Performance to show how the EI of employees of service sector has an impact on their Job Performance. The results showed that EI plays an important role in improving the Job Performance of employees in the service sector and there are many evidences from the literature to support this. As the employees are engaged in both positive as well as negative emotions in workplace, it is important for them to perceive, analyze their own emotions as well as of others, use them in an effective way, and regulate them in such a way that it provides the maximum benefit instead of harm. Emotional reactions provide a useful insight of where interest may be focused, whereas unmanaged emotions can hinder the effective information processing. In addition, the study examined the relationship between demographic variables like gender, age group, marital status, graduation and income level and Emotional Intelligence and it was found that women score higher in EI and are better performers than their male counterparts. Whereas marital status and income played no role in depicting an individual's EI and Job Performance.

Secondly, the purpose of the study reveals the relationship between Personality Traits and Job Performance. Study results showed that Personality Traits play an important role in the Job Performance of employees in the service sector. The study reveals the importance of Personality Trait 2 and Personality Trait 3 in depicting high level of Job Performance. The socio demographic are not significant predictors of Personality Traits under focus in this study, however the study revealed the importance of higher income in depicting high self-confidence

in individuals. It is important to mention that men scored higher on Personality Trait 2 as compared to their female counter parts.

This study adds to the previous research, conducted in other countries, in depicting the role played by Emotional Intelligence and Personality Traits as significant predictors of Job Performance of middle level managers in Indian Service Sector.

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APPENDIX A

Questionnaire for Middle-level Managers

Instructions

1. This inventory is to test your level of Emotional Intelligence and to assess your Personality attributes.
2. The information provided by you will be used for research purpose.
3. Your responses will be kept secret.
4. Answer the questions without any reservation.
5. There is no right or wrong response for these statements; it only tests your level on basis of certain parameters.
6. Answer all the questions and encircle your response for each question.

General Profile

Name: _____

Age: 20-30; 31-40; 41-50; 51-60; 60>

Marital Status: Married; Single

Gender: Male/Female

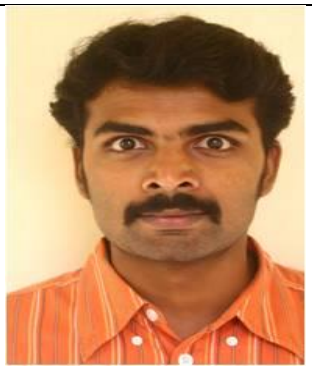
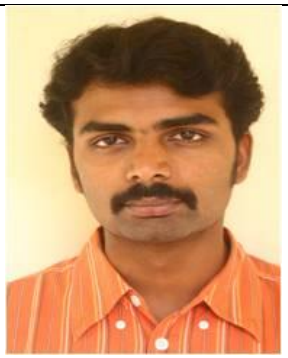
Educational Qualification: A. UG; B.PG

Income per annum: <5 Lac; 5lac – 10lac; 10lac>

Job Title: _____

DEEPA KRISHNAVENI EMOTIONAL INTELLIGENCE TEST (DKEIT)

I. Please identify the emotions expressed by the following faces and gestures. Circle the appropriate emotion.

1		1. Happiness 2. Sadness 3. Fear 4. Anger 5. Surprise 6. Other	**2**		1. Happiness 2. Sadness 3. Fear 4. Anger 5. Surprise 6. Other
3		1. Happiness 2. Sadness 3. Fear 4. Anger 5. Surprise 6. Other	**4**		1. Happiness 2. Sadness 3. Fear 4. Anger 5. Surprise 6. Other

II. Please read the following incidents and answer the questions given. Please select the appropriate emotional words from the choices given below each incident.

5. You trained your colleague in a project and had spent substantial amount of time on him. When the project ends, your colleague gets the best employee award for his performance in the project. How will you feel? How will your colleague feel?

My feeling	**My Colleague's feeling**
a. Sad	a. Happy
b. Proud	b. Uncomfortable
c. Jealous	c. No feeling
d. Frustrated	d. Proud
e. No feeling	e. Guilty
f. Other	f. Other

6. Your boss is a very reserved person and never appreciates a person quickly. He always critiques the work of his subordinates. He comes to your cabin and appreciates you for the recent project you have done. How will you feel? How will he feel?

My feeling	**My Boss's feeling**
a. Happy	a. Happy
b. Proud	b. Jealous
c. Surprised	c. Sad
d. Uneasy	d. Uncomfortable
e. No feeling	e. No feeling
f. Other	f. Other

III. Please observe the following photographs and answer the questions.

7. Mr. Ram and Mr. Gopal

Mr. Ram is Gopal's superior. Ram is discussing with Gopal about the latter's performance review and is criticizing him for his lack of attention to deliverables and targets, which Gopal thinks is not right. What is the feeling of Gopal as seen from the photograph?

i. Disappointed
ii. Happiness
iii. Anger
iv. Frustration

8. Mr. Rajesh on his phone

Mr. Rajesh is working in a place far away from his home. He had come down to be with his family for a short vacation. On the second day of his vacation, he receives a phone call from his Boss. His Boss insists that he should cut his vacation and report to work immediately due to an important client requirement and deliverable. Given this situation, what do you think is Rajesh's feeling, as seen from the picture above?

i.	Sadness
ii.	Happiness
iii.	Anger
iv.	Frustration
v.	Other

IV. Please read the following situations and circle the appropriate response to the situation.

9. Your subordinate comes late to the office for the third time this month. He is talented and is valuable for the team. But his tardiness (coming late) is increasing nowadays. As a manager, what will you do?

i. I will seek more information on his late arrival and see if he has any personal issues due to which he is coming late. I will try to help him out of his issues.

ii. I will shout at him and tell him that he is careless and does not care a damn about discipline at work.

iii. I will ignore this and decide to talk to him the next time he is late.

iv. I will call him and tell him that I am disappointed by his tardiness and warn him of stern action the next time he repeats it.

v. Other

10. Ram and Shyam are two valuable employees for the organization and they are working under you. They do not get along with each other well and will always quarrel. This disturbs the spirit of your team. One day, they enter into a verbal duel in front of you. What will you do?

i. Call both of them and warn them that they will be fired the next time they behave like this

ii. Talk to Ram first and understand his problems. Then call Shyam and get his side of the picture. Analyze both of their arguments and call both of them, pacify both of them based on my analysis and advise them to work together, highlighting the value they add by doing so.

iii. Ask both of them to go out for 15 minutes, calm down and then get back to work.
iv. Advise Ram and Shyam separately, asking them to stop this behavior.
v. Other

11. You need some additional facilities for your team and ask the management to procure them. Your management refuses to do so. What will you do?

i. Explain to the management and convince them that providing such facilities will improve the productivity of employees and will result in benefits for the business. Then reiterate your need for additional equipment.
ii. Explain the situation and the need for additional facilities to the management
iii. Just accept management decision and mind my business.
iv. Discuss with your team and take them along with you to demand the facilities from the management.
v. Other

12. Of late, you have been assigned a lot of work. Even though you work overtime, you are not able to meet deadlines. You are so frustrated and tired. What will you do?

i. I will continue working. But will avoid working overtime.
ii. I will talk to my boss openly about my problems and ask him to assign some resources to help me.
iii. I will take more breaks and refresh myself and see that I do not get tired.
iv. I will apply for sick leave and walk away. Let the team lead handle it.
v. Other

13. You receive your Emotional Appraisals and you are shocked to see a low increment in your pay, when compared to your team members. You know that you have put so many hours of hard work in the project and that you deserve a decent pay hike. What will you do?

i. I will meet with my boss and express my anguish to him. I will demand an immediate change in my pay scale. I will start looking out for other jobs.
ii. I will meet the boss and tell him all the details about my hard work and how much I have contributed to the project. I will ask him to reconsider my Emotional Appraisal on these grounds.

iii. I will be patient and continue to wait.

iv. I will escalate this to higher authorities and demand action against my boss.

v. Other

14. You are assigned to a critical customer project. Your boss gave a very critical deadline without discussing properly with the team mates. You all know that this deadline is not achievable at all even if you work overtime. What will you do?

i. Tell your boss straight away that he has given an impractical deadline and refuse to accept it.

ii. Escalate the issue to your boss's supervisor

iii. Meet your boss in person and frankly discuss with him the if's and but's of his deadline. Ask him to reconsider this and change the deadline.

iv. Accept your boss's schedule and work very hard to achieve it

v. Other

15. Of late, you see a change in your daughter's behavior. She argues with you for each and everything and says she cannot do everything you wish. How will you handle her?

i. Shout at her and say she should do what I say and that she is not old enough to have her own ways and means.

ii. I will tell her that I am concerned about her behavior and ask her to change this attitude.

iii. I will talk to her patiently and find out her problems. I will try to analyze her behavior in a friendly manner and take corrective action.

iv. I will leave her alone. Many of my friends' children are like this only. She will settle down.

v. Other

16. You are driving your car to your office. On the way, you pick up a nasty quarrel with a motorist and are terribly upset. You enter your office and see a customer waiting for you with loads of frustration and complaints. As soon as you enter your cabin, he meets you and starts firing at you criticizing your product. How will you handle this situation?

i. I am already upset. This one is adding up to it. I will ask him to get out of my room immediately.

ii. I will put up a calm face, ease my tension and listen to him patiently. I will validate his complaints and take immediate actions to pacify him.

iii. I will call my subordinate and ask him to take care of this customer.

iv. I will tell the customer that I will meet him after a while and ask him to wait.

v. Other

17. You are the member of a team, which is facing an important project deadline this month. You need to come home for an important family function and the boss has strictly said that no one should take off this month. Your function is very important. How will you tackle this?

i. I will not go home. My family will be terribly upset. But let me live with this.

ii. I will definitely take off and go home. I will face the consequences.

iii. I will talk to my boss and convince him that my absence for a few days will not affect the deadline. I will seek my subordinates help to substitute my work, convince my boss and then go home with his permission.

iv. I will escalate this to top authorities and demand that I be granted leave for my function.

v. Other

18. You have a very good team member, who is critical for the organization. Due to pressure and unethical moves from some other employees, the management asks you to fire this team member. What will you do?

i. I will fire the candidate as per the management order.

ii. I will meet the management authorities and explain the value added by this candidate. I will clear the issues circulating around the employee and try to retain him with the consent of the management.

iii. I will refuse to fire the candidate and support him.

iv. I will mobilize my team members to support me and will argue against the management order.

v. Other

MULTIVARIABLE PERSONALITY INVENTORY (MPI)

The following items have to be checked on Yes or No.

Sr. No.	Question	Yes	No
1	Most people can be trusted.	Yes	No
2	Are you repeatedly guided to action by high hopes of possible success?	Yes	No
3	Do you believe that life is just one worry after another?	Yes	No
4	Do you often feel lonely even when you are with other people?	Yes	No
5	Are you often troubled with feelings of guilt?	Yes	No
6	Do you enjoy doing work as much as play?	Yes	No
7	Are you easily hurt when people find fault with your work?	Yes	No
8	Do you find it difficult to speak in public?	Yes	No
9	Do you take the responsibility of introducing someone at a meeting or party?	Yes	No
10	Do you think that other mans point of view is as important as your own?	Yes	No
11	Are you very talkative at social functions?	Yes	No
12	Do you think that no immediate compensation could console you for the failure of the highest hopes?	Yes	No
13	Do you work like a slave at everything you undertake until you are satisfied with the result?	Yes	No
14	When your own interests are in danger, do you entirely concentrate on your job and forget your obligations to others?	Yes	No
15	Does criticism discourage you in an argument even when you know you are right?	Yes	No
16	Do you try to take added responsibility on yourself?	Yes	No
17	After you have done something important, do you often come away feeling you could have done better?	Yes	No
18	Do you greatly dislike being told how you should do things?	Yes	No
19	Do you want someone to be with you when you receive bad news?	Yes	No
20	Do you set difficult goals for yourself who you attempt to reach?	Yes	No
21	Are you mostly quite when you are with other people?	Yes	No

22	Are you easily discouraged when the opinion of others differs from your own?	Yes	No
23	Are you driven to ever greater efforts by a cease-less ambition?	Yes	No
24	Do you often find that you cannot make up your mind until the time for action has passed?	Yes	No
25	Do you listen to your superior officer how-so-ever unreasonable he may be?	Yes	No
26	Do you ever thinks nobody cares whatever happens to you?	Yes	No
27	Do you dislike people who reject authority?	Yes	No
28	Do you feel there is little chance for getting promotion in one's job unless one has unfair pull?	Yes	No
29	Are people sometimes successful in taking advantage of you?	Yes	No
30	Do you feel so restless at times that you cannot sit on a chair for a long time?	Yes	No
31	Do you complain when you are served with poor quality of food in a hotel?	Yes	No
32	Do you ever feel it is difficult to think clearly these days?	Yes	No
33	Are you in favor of very strict enforcement of rules no matter what the consequences are?	Yes	No
34	Are you often the last one to give up trying to complete the task?	Yes	No
35	Do you think that nobody ever offers help to you unless there is some ulterior motive?	Yes	No
36	Do you feel mad if an innocent person is being accused for no fault of his?	Yes	No
37	Can you stick to a tiresome task for a long time without someone encouraging you?	Yes	No
38	Do you think no one can demand from you as much as you can demand from yourself?	Yes	No
39	Are you guided in most of your decisions by high ambition?	Yes	No
40	Do you take a subordinate/work associate to task if he fails to complete the work on time?	Yes	No
41	Do you think the country is heading for a disaster?	Yes	No

42	When someone on the road pushes you unintentionally, do you try to understand the situation and not take him to task?	Yes	No
43	Do you suddenly feel diffident when you want to talk to your superior officer?	Yes	No
44	Do you prefer to shoulder responsibilities alone?	Yes	No
45	Do you feel that some big distant goal deserves your effort more than any daily duty?	Yes	No
46	Do you dislike having to adapt yourself to unusual situations?	Yes	No
47	Do you find it hard to take a “No” for answer?	Yes	No
48	Do you have difficulty in starting a conversation with a superior officer?	Yes	No
49	Do you often need understanding friends to cheer you up?	Yes	No
50	Are you free in expressing cordiality and good-will to others?	Yes	No

APPENDIX B

Questionnaire for Supervisors of Middle-level Managers

Job Performance Inventory

Instructions

1. This inventory is to know about the Job Performance of the employees.
2. The information provided by you will be used for research purpose and your information will not be shared with anyone.
3. There is no right or wrong response for these statements; it only tests your level on basis of certain parameters. Answer the questions without any reservation.
4. Answer all the questions and encircle your response for each question.

Name: _____

Sr. No.	Questions	Always	Most of the time	Sometimes	Rarely	Never
1	Arrives for work On time.					
2	Meets work deadlines.					
3	Identifies problems.					
4	Takes appropriate action on problems as necessary.					
5	Uses time effectively.					
6	Consults with supervisors and co-workers as necessary.					
7	Demonstrates effective leadership skills as appropriate.					

8	Deals effectively and professionally with other employees.					
9	Demonstrates appropriate knowledge of policies relevant to position.					
10	Deals appropriately with confidential information.					
11	Manages information and data effectively.					
12	Gives clear guidance in support of unit objectives.					
13	Gives clear guidance in support of daily tasks.					
14	Is accessible to all employees supervised.					

LIST OF PUBLICATIONS

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3. 5th International Conference on Science, Technology and Management held at India International Centre, New Delhi on 30th July, 2016.
4. 4th International Conference on Dynamism and Contemporary Practices of Business Management held at Vashisht School of Management, Indore on 5th December 2015.
5. 2nd International HR Conference on Emotional Intelligence, held at K. J. Somaiya Institute of Management Studies and Research, Mumbai on 23rd January, 2015.

WORKSHOPS

1. Workshop on "Emotional Intelligence" held at K. J. Somaiya Institute of Management Studies and Research, Mumbai on 22nd January, 2015.
2. "Turning point workshop on Emotional Intelligence" held at Holiday Home Shimla on 7th September, 2014.
3. Workshop on "Tools and Techniques for Data Analysis in Management Research" held at Jaypee University of Information Technology from 12th to 14th December 2013.
4. Organised a workshop on Emotional Intelligence at Hotel Holiday Home on 14th April 2015.