

**EMPIRICAL STUDY OF EMOTIONAL INTELLIGENCE  
AND IT'S RELATIONSHIP WITH  
CULTURAL INTELLIGENCE, ADVERSITY QUOTIENT  
AND OCCUPATIONAL STRESS  
OF INDIAN SERVICE SECTOR MANAGERS**

*Thesis submitted in fulfillment of the requirements for the Degree of*

**DOCTOR OF PHILOSOPHY**

By

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**Dedicated To My Family**

*The Love of My Life*



# TABLE OF CONTENTS

	<b>Page No.</b>
<b>DECLARATION BY THE SCHOLAR</b>	<b>vi</b>
<b>SUPERVISOR'S CERTIFICATE</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT</b>	<b>viii</b>
<b>ABSTRACT</b>	<b>ix</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS</b>	<b>x</b>
<b>LIST OF FIGURES</b>	<b>xii</b>
<b>LIST OF TABLES</b>	<b>xiv</b>
<b>CHAPTER-1</b>	<b>1-10</b>
<b>INTRODUCTION</b>	<b>1</b>
<b>1.1 BACKGROUND OF THE STUDY</b>	<b>1</b>
<b>1.2 INDIA</b>	<b>2</b>
<b>1.3 INDIAN SERVICE SECTOR</b>	<b>3</b>
<b>1.3.1 Indian Retail Industry</b>	<b>3</b>
<b>1.3.2 Indian Real Estate Industry</b>	<b>4</b>
<b>1.3.3 Indian Financial services Industry</b>	<b>4</b>
<b>1.3.4 Information technology Industry</b>	<b>4</b>
<b>1.3.5 Tourism and Hospitality Industry</b>	<b>5</b>
<b>1.4 RATIONALE OF THE STUDY</b>	<b>5</b>
<b>1.5 STATEMENT OF THE PROBLEM</b>	<b>5</b>
<b>1.6 AIM OF THE STUDY</b>	<b>6</b>

<b>1.7 OBJECTIVES OF THE STUDY</b>	<b>6</b>
<b>1.7.1 Primary objectives</b>	<b>6</b>
<b>1.7.2 Secondary objectives</b>	<b>6</b>
<b>1.8 RESEARCH QUESTIONS</b>	<b>6</b>
<b>1.9 HYPOTHESIS OF THE STUDY</b>	<b>7</b>
<b>1.10 SCOPE OF THE STUDY</b>	<b>8</b>
<b>1.11 PROPOSED RESEARCH MODEL</b>	<b>8</b>
<b>1.12 DELIMITATIONS OF THE STUDY</b>	<b>9</b>
<b>1.13 ORGANIZATION OF THE THESIS</b>	<b>9</b>
<b>CHAPTER – 2</b>	<b>11-62</b>
<b>LITERATURE REVIEW</b>	<b>11</b>
<b>2.0 INTRODUCTION</b>	<b>11</b>
<b>2.1 EMOTIONAL INTELLIGENCE</b>	<b>11</b>
<b>2.1.1 Models of Emotional Intelligence</b>	<b>13</b>
<b>2.1.2 Measures Of Emotional Intelligence</b>	<b>19</b>
<b>2.1.3 Previous Studies on Emotional Intelligence</b>	<b>25</b>
<b>2.2 CULTURAL INTELLIGENCE</b>	<b>41</b>
<b>2.2.1 The Four Factor Model of CQ</b>	<b>42</b>
<b>2.2.2 Previous Studies on Cultural Intelligence</b>	<b>44</b>
<b>2.3 ADVERSITY QUOTIENT</b>	<b>47</b>
<b>2.3.1 The Four Factor Model of Adversity Quotient</b>	<b>50</b>
<b>2.3.2 Previous Studies on Adversity Quotient</b>	<b>51</b>
<b>2.4 OCCUPATIONAL STRESS</b>	<b>52</b>
<b>2.4.1 Stress at workplace</b>	<b>54</b>
<b>2.4.2 Models of Occupational Stress</b>	<b>55</b>
<b>2.4.3 Dimensions of Occupational Stress</b>	<b>59</b>
<b>2.5 SUMMARY OF THE CHAPTER</b>	<b>62</b>

<b>CHAPTER - 3</b>	<b>63-78</b>
<b>RESEARCH METHODOLOGY</b>	<b>63</b>
<b>3.1 INTRODUCTION</b>	<b>63</b>
<b>3.2 RESEARCH DESIGN</b>	<b>63</b>
<b>3.2.1 Type of Research Design</b>	<b>65</b>
<b>3.2.2 Research Method</b>	<b>66</b>
<b>3.3 SAMPLING</b>	<b>67</b>
<b>3.3.1 Population</b>	<b>67</b>
<b>3.3.2 Sampling Frame And Location</b>	<b>67</b>
<b>3.3.3 Sample</b>	<b>67</b>
<b>3.3.4 Sample Size</b>	<b>68</b>
<b>3.3.5 Sampling Techniques</b>	<b>69</b>
<b>3.4 RESEARCH TOOLS</b>	<b>71</b>
<b>3.5 STATISTICAL ANALYSIS</b>	<b>74</b>
<b>3.5.1 Descriptive Statistics</b>	<b>74</b>
<b>3.5.2 Reliability and Validity Test</b>	<b>74</b>
<b>3.5.3 Pearson Correlation Analysis</b>	<b>75</b>
<b>3.5.4 Regression Analysis</b>	<b>75</b>
<b>3.6 ETHICAL CONSIDERATIONS</b>	<b>75</b>
<b>3.7 PILOT STUDY</b>	<b>75</b>
<b>3.7.1 Purpose of Pilot Study</b>	<b>76</b>
<b>3.7.2 Sample Size of Pilot Study</b>	<b>76</b>
<b>3.7.3 Data Analysis in Pilot Study</b>	<b>77</b>
<b>3.7.4 Findings of Pilot Study</b>	<b>77</b>
<b>3.8 SUMMARY</b>	<b>78</b>
<b>CHAPTER – 4</b>	<b>79-108</b>
<b>DATA ANALYSIS &amp; FINDINGS</b>	<b>79</b>
<b>4.1 INTRODUCTION</b>	<b>79</b>
<b>4.2 DESCRIPTIVE STATISTICS</b>	<b>79</b>
<b>4.2.1 Gender Wise Distribution of Sample</b>	<b>79</b>
<b>4.2.2 Industry Wise Distribution of Sample</b>	<b>80</b>
<b>4.2.3 Descriptive Statistics</b>	<b>81</b>

4.2.4 Reliability Test	82
4.2.5 Emotional Intelligence Construct	83
4.2.6 Cultural Intelligence Construct	84
4.2.7 Adversity Quotient Construct	85
4.2.8 Occupational Stress Construct	86
4.3 HYPOTHESIS TESTING	87
4.4 SUMMARY OF THE CHAPTER	108
<b>CHAPTER – 5</b>	<b>109-119</b>
<b>MANAGERIAL IMPLICATIONS &amp; CONCLUSION</b>	<b>109</b>
5.1 INTRODUCTION	109
5.2 SUMMARY OF STATISTICAL ANALYSIS	109
5.2.1 Descriptive Analysis	109
5.2.2 Scale Measurement	109
5.3 INFERENTIAL ANALYSIS	110
5.3.1 Pearson’s Correlation Analysis	110
5.3.2 Regression Analysis	110
5.4 DISCUSSION OF MAJOR FINDINGS	110
5.4.1 Measuring Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of Indian Service Sector Managers	111
5.4.2 Relationship between Emotional Intelligence and Cultural Intelligence	111
5.4.3 Relationship between Emotional Intelligence and Adversity Quotient	112
5.4.4 Relationship between Emotional Intelligence and Occupational Stress	112
5.4.5 Relationship between Cultural Intelligence and Adversity Quotient	113
5.4.6 Relationship between Cultural Intelligence and Occupational Stress	113
5.4.7 Relationship between Adversity Quotient and Occupational Stress	114



<b>5.5 MANAGERIAL IMPLICATIONS OF THE STUDY</b>	<b>114</b>
<b>5.6 RECOMMENDATION FOR FUTURE STUDY</b>	<b>118</b>
<b>5.7 CONCLUSION</b>	<b>118</b>
<b>REFERENCES</b>	<b>120-146</b>
<b>APPENDIX A</b>	<b>148-155</b>
<b>APPENDIX B</b>	<b>156-158</b>
<b>APPENDIX C</b>	<b>159-161</b>
<b>APPENDIX D</b>	<b>162-167</b>
<b>LIST OF PUBLICATIONS</b>	<b>168-170</b>

## DECLARATION BY THE SCHOLAR

I hereby declare that the work reported in the Ph.D. thesis entitled “**Empirical Study of Emotional Intelligence and It’s Relationship with Cultural Intelligence, Adversity Quotient and Occupational Stress of Indian Service Sector Managers**” submitted at **Jaypee University of Information Technology, Wagnaghat, 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. thesis.

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Date.....

## **SUPERVISOR'S CERTIFICATE**

This is to certify that the work reported in the Ph.D. thesis entitled “**Empirical Study of Emotional Intelligence and It’s Relationship with Cultural Intelligence, Adversity Quotient and Occupational Stress of Indian Service Sector Managers**”, submitted by **Sandeep Singh** at **Jaypee University of Information Technology, Wagnaghat, India**, is a bonafide record of his original work carried out under my supervision. This work has not been submitted elsewhere for any other degree or diploma.

(Dr. Tanu Sharma)

Assistant Professor

Department of Humanities and Social Sciences

Date.....

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## **ABSTRACT**

The study is an attempt to exemplify the relationship of Emotional Intelligence with Cultural Intelligence, Adversity Quotient and Occupational Stress of employees working in the Indian Service Sector. To achieve this, data were collected from 670 middle level managers working in the top five service sector industries i.e. retail, real estate, financial services, information technology and tourism and hospitality. Multi-stage sampling was used to collect data. The study used four measurement constructs: the Emotional Intelligence Scale (EIS) to measure Emotional Quotient (EQ); Cultural Intelligence Scale (CQS) was used to calculate Cultural Quotient (CQ); Adversity Response Profile (ARP) was used to measure the Adversity Quotient (AQ) and Occupational Stress Index (OSI) was used to measure Occupational Stress. Data analysis was done using the Statistical Package of Social Sciences, SPSS 24.0 version.

The results revealed that Emotional Intelligence has a positive relationship with Cultural Intelligence and Emotional Intelligence also predicts Cultural Intelligence of the middle level managers in the Indian Service Sector. It was also found that Emotional Intelligence is positively correlated with Adversity Quotient and is significant in predicting Adversity Quotient. Emotional Intelligence was also found to be negatively correlated with Occupational Stress and significantly predicted the Occupational Stress of middle level managers of Indian Service Sector.

Cultural Intelligence was found to be positively correlated to Adversity Quotient and negatively correlated with Occupational Stress. Also Adversity Quotient is negatively correlated with Occupational Stress of middle level managers of Indian Service Sector.

The findings reveal the importance of Emotional Intelligence in better handling of conflicts and erasing misunderstandings because of cultural diversities. It could also help managers to deal with work place stress more effectively and appropriately by making them resilient.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

AQ	Adversity Quotient
ARP	Adversity Response Profile
AUM	Assets Under Management
CAGR	Compound Annual Growth Rate
CII	Confederation of Indian Industry
CQ	Cultural Quotient
CQS	Cultural Intelligence Scale
EI	Emotional Intelligence
EIS	Emotional Intelligence Scale
EQ	Emotional Quotient
EQ <sub>i</sub>	Emotional Quotient Inventory
ERI	Effort-Reward Imbalance
ESCI	Emotional and Social Competence Inventory
FDI	Foreign Direct Investment
FTA	Foreign Tourist Arrivals
GDP	Gross Domestic Product
GEC	Group Emotional Competence
GEC <sub>o</sub>	Geneva Emotional Competence Test
GVA	Gross Value Added
IBM	International Business Machines
IPO	Initial Public Offers

IQ	Intelligence Quotient
ISR	Institute for Social Research Model
IT	Information Technology
ITeS	Information Technology enabled Services
MNC	Multi National Corporation
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
NBFC	Non Banking Financial Company
OSI	Occupational Stress Index
P-E FIT	Person-Environment Fit
RBI	Reserve Bank of India
SPSS	Statistical Package for the Social Sciences
SSEIT	Schutte Self Report Emotional Intelligence Test
TEIQue-SF	The Trait Emotional Intelligence Questionnaire Short Form
US\$	United States Dollar
WEIS	Wong's Emotional Intelligence Scale

## LIST OF FIGURES

<b>Figure Number</b>	<b>Title</b>	<b>Page Number</b>
1.1	Proposed Model of Research	9
2.1	Ability Model of Salovey and Mayer	14
2.2	Bar-On's Model of emotional-social intelligence	15
2.3	Goleman's Mixed Model	17
2.4	Trait Model	18
2.5	The Four Dimensions of Cultural Quotient	43
2.6	The CO <sub>2</sub> RE dimensions of Adversity Quotient	50
2.7	Institute for Social Research's Original Model	55
2.8	Facet model of occupational stress	56
2.9	P-E Fit Model	57
2.10	Effort-Reward Imbalance Model	58
2.11	Preventive Stress Management Model	59
2.12	Dimensions of Occupational Stress	60
3.1	Steps in Research Design	64
3.2	Types of Research Design	65
3.3	Types of Research Methods	66
3.4	Types of Sampling Techniques	70
4.1	Gender Wise Distribution Of Sample	79
4.2	Industry Wise Distribution Of Sample	80



<b>Figure Number</b>	<b>Title</b>	<b>Page Number</b>
4.3	Emotional Quotient Construct	83
4.4	Cultural Quotient Construct	84
4.5	Adversity Quotient Construct	85
4.6	Occupational Stress Construct	86

## LIST OF TABLES

<b>Table Number</b>	<b>Title</b>	<b>Page Number</b>
2.1	EQ-i 2.0 and EQ 360 Composite Scales and Subscales	20
2.2	ESCI Competency Scales	21
2.3	GEC Co competencies	22
2.4	Group Emotional Competence (GEC) Inventory	23
2.5	Mayer-Salovey-Caruso Emotional Intelligence Test - Scales	24
3.1	Sample Size Calculation	69
3.2	Dimensions of EIS	71
3.3	Dimensions of CQS	72
3.4	Dimensions of ARP	72
3.5	Dimensions of OSI	73
3.6	Reliability of Scales in Pilot Study	76
3.7	Correlations in Pilot Study	77
4.1	Gender Wise Distribution Of Sample	80
4.2	Industry Wise Distribution Of Sample	81
4.3	Descriptive Statistics	81
4.4	Number of items and reliability coefficients	82
4.5	Emotional Quotient Construct	83
4.6	Cultural Quotient Construct	84
4.7	Adversity Quotient Construct	85
4.8	Occupational Stress Construct	86

<b>Table Number</b>	<b>Title</b>	<b>Page Number</b>
4.9	Correlations EQ CQ	87
4.10	Model Summary EQ CQ	89
4.11	Coefficients <sup>a</sup> EQ CQ	89
4.12	Correlations EQ AQ	90
4.13	Model Summary EQ AQ	92
4.14	Coefficients <sup>a</sup> EQ AQ	92
4.15	Correlations EQ OS	93
4.16	Model Summary EQ OS	98
4.17	Coefficients <sup>a</sup> EQ OS	98
4.18	Correlations CQ AQ	99
4.19	Correlations CQ OS	101
4.20	Correlations AQ OS	105

# **CHAPTER-1**

## **INTRODUCTION**

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Workplace is a thriving ground for multitasking, meeting deadlines and managing time and this intense pressure is felt more in none other than the service industry. Notorious for their tight and fast paced work environments, the service sector companies have the reputation of being exceptionally demanding on performance. This has led to them being rated among the top most stressful organizations to work for [1], [2]. Service industry in India got a remarkable boost after globalization and liberalization of Indian economy. The favorable policies made by the successive governments also provided the much needed push for the growth of this sector resulting in placing it among the top growing industries of the Asia Pacific region. This put India as the second fastest growing service sector in the world, with 9 percent CAGR. The service sector accounts for around two thirds of the total GDP in India. The contribution of more than 54 per cent of India's Gross Value Added (GVA) along with 34% share of total employment [3] also substantiates the merits of unrelenting focus on revolutionizing the service industry of India.

### **BACKGROUND OF THE STUDY**

The rapid strides of development in this sector had a huge cost attached to it of Human Resources [4]. The long and tiring working hours lead to physical problems like slip disc, fatigue in eyes, headaches, hypertension and psychological problems related to stress. The potential of Indian service sector was realized by many other MNC's and thus many new international players entered the arena thereby bringing in increased competition so the competition also became nasty as with the expanding economies. This led to the influx of a workforce having allegiance to varied cultures, which came from different nationalities and ethnicities; bringing with them their own sets of values, beliefs and philosophy. The coming together of such a varied workforce led to a blend of diverse cultures at workplace, thereby escalating the odds of confusions and misunderstandings due to the lack of ability of workers to realize and respect the cultural philosophy of others. Adding to this uncertainty is the ever evolving and dynamic global political and economic environment, exerting tremendous pressure of viability and cost effectiveness on the service organizations. The ongoing scenario of recession further added to the volatility in this industry, resulting in increased job

insecurity, wage cuts, improper working conditions and rapid obsolescence of skills. Higher the position of an employee in these organizations, greater is the stress they face, as with the increase in responsibilities, the deadlines become stricter, the teams become bigger and tougher to manage and the clients become more demanding [5]. The managers particularly face such situations on daily basis as they are responsible for their own work as well as for the performance of their subordinates. Their task is made more daunting by the changing perspectives of a work force which is more educated and ambitious. The managers have to be emotionally sharp to keep their composure while dealing with their colleagues as well as be resilient to face the difficult situations arising. This emotional sharpness or the awareness about the emotions of oneself as well as that of others is what is known as Emotional Intelligence. It is the intelligence through which an individual knows and understands emotions of self, is aware about the emotions of others and uses this knowledge to work in manner which is beneficial and constructive for everyone. The knowledge of own culture and knowing about the differences of other cultures is the core of Cultural Intelligence. The resilience is measured as Adversity Quotient, the science which assesses the inner strength of an individual to face adversities and the behavior of one in the face of a difficult and unexpected unpleasant situation. The Occupational Stress is the consequence of what one faces while dealing with all the unfavorable situations arising at the work.

## **INDIA**

India is one of the most religiously and ethnically diverse nations in the world, with some of the most deeply religious societies and cultures. The seventh largest country of the world, with 6 major religions, 22 major languages written in 13 different scripts, with over 720 dialects spoken in 28 states and 9 union territories, the Indian Union is nothing but a congregation of people with so much different value systems, beliefs and upbringings [6].

Being the citizens of a multi-ethnic, multi cultural and second most populous country of the world, Indians have a fair share of problems. These arise mainly due to the struggle for the share of limited resources and the cut throat competition. The limited opportunities one gets to make a living forces people to migrate from one region to another, bringing along with them their norms, cultures and beliefs. The amalgamation of local and alien cultures at workplace increases the chances of misunderstandings and barriers in communication, leading to explosive situations. These struggles multiply for those on higher positions in the hierarchy as they have to understand and make their teams productive in the wake of difficult situations.

## **INDIAN SERVICE SECTOR**

The backbone of Indian Economy, Indian service sector is not only the largest contributor of GDP but also the provider of large scale employment. It covers a wide range of activities as information technology, real estate, transport, hospitality, banking and insurance, education, communication, business services, social and personal services etc. The extent of influence of service sector on Indian economy can be gauged from the fact that for the first time in 150 years, Indian economy surpassed that of Great Britain, making it the fifth largest in the world. All this is attributed to the splendid flight of service sector after the 1991 Industrial Policy changes. From a meager contribution of 15% to the GDP in the 1950s to more than 66% (2018), surely service sector has made rapid strides. It contributed 54.17 per cent of India's Gross Value Added at current prices in 2018-19 and the net service exports stood at US\$ 60.25 billion in April-December 2018. The facilities management market of India, a service industry that acts as a support to others and is preferred by IT, healthcare, education, retail, manufacturing, real estate, and government sectors, is expected to grow at 17 per cent CAGR between 2015 and 2020, surpassing the US\$19 billion mark [3].

Although a whole lot of industries contributed to the growth of service sector but some of them remained at the forefront and lead the advancement of the sector. The top five contributing industries to the service sector were considered for obtaining data for this research.

### **Indian Retail Industry**

Among the fastest growing retail industries in the world, India's retail industry is poised to grow from US\$ 672 billion in 2017 to US\$ 1,200 billion by 2021. Having the distinction of having highest per capita availability of retail stores, India has scaled to number five in terms of preferred retail destination for global brands. Increasing disposable income, Healthy economic growth, changing consumer tastes and preferences, changing demographic profile and rapid urbanization are the drivers of this growth. Online retailing is another step in the expansion of retail sector with revenue generation expected to grow from US\$ 32.70 billion in 2018 to US\$ 60 billion by 2020. Expected to be the world's third-largest consumer economy by 2025, the retail consumption will reach to US\$ 400 billion [7].

## **Indian Real Estate Industry**

Rapid urbanization in India is acting as a thrust for the real estate sector with the market size expected to reach from US\$ 120 billion in 2017 to US\$ 1 trillion by 2030. With the continuous rise in the demand for residential as well as office spaces, the growth witnessed by real estate sector is astonishing. This led to the capital investments of US\$ 4.47 billion in 2018 and US\$ 546 million in Jan-Feb 2019. By the year 2020, urban areas will contribute an estimated 70% of India's GDP, further leading to the boost of real estate [8].

## **Indian Financial services Industry**

India's financial sector is quite diversified comprising of banks, insurance companies, NBFCs, pension funds, cooperatives, mutual funds and many other smaller entities. With the existing firms growing and new ones entering the scenario, financial sector is undergoing rapid expansion. New entities like the online payments banks have been allowed by the banking regulator. Commercial banks alone account for more than 64% of total assets held by financial system, thereby making it chiefly a banking sector. The Mutual Fund industry has witnessed a swift growth in Assets Under Management (AUM) with total AUM at US\$ 321.00 billion in February 2019. Life insurance companies of India registered a total first year premium of US\$ 22.04 billion as of Jan 2019, making them a vital constituent of Indian financial sector. Along with these the market for Initial Public Offers (IPOs) has also witnessed rapid expansion standing at US\$ 1.94 billion as of Feb 2019 [9].

## **Information technology Industry**

India remains the world leader in providing IT and related services to the world, with bagging approximately 55% share of global services, sourcing business of US\$ 185-190 billion in 2017-18. Indian IT companies are global leaders in providing ITeS and have presence in about 80 countries by setting up over 1000 service delivery centers across the globe. Around 75 % of the global digital talent is present in India, making it the digital capabilities hub of the world . In 2018-19, India's IT & ITeS industry stood at US\$ 181 billion. Domestic revenues stood at US\$ 44 billion while exports increased to US\$ 137 billion in FY19. Along with this, IT industry remains the top employer in the country for professionals [10].

## **Tourism and Hospitality Industry**

Ranked 7<sup>th</sup> globally in terms of contribution to GDP in 2017, tourism industry of India is credited as the third largest earner of foreign exchange. The growth of this industry has been supported by the rise of strong middle class with increasing disposable income. Foreign exchange earnings from tourism increased to US\$ 28.59 billion during 2018. Also, foreign tourist arrivals (FTAs) in India stood at 1.10 million, up 5.30 per cent compared to 1.05 million year-on-year as on January 2019. This has led to investments by international hotel chains with their share poised to grow from 47% in 2020 to 50 % by 2022 [11].

## **RATIONALE OF THE STUDY**

Being the citizens of a multi-ethnic, multi cultural and second most populous country of the world, Indians have a fair share of problems. These problems or adverse situations mainly arise due to the struggle for the share of limited resources and cut throat competition. This struggle for survival multiplies when they take on higher positions in the hierarchy. But still we find many managers who successfully handle diverse teams under them and succeed despite facing insurmountable odds. While their colleagues break under the avalanche of rapid change, these individuals invariably rise, break the shackles and become successful. They see opportunity in every challenge and face hardships with resilience. This ability to bounce back after every adversity is what enhances their capability to climb up the ladder of the success. Emotional intelligence is significant at work as it determines how an individual will handle its own emotions as well as the emotions of others. Cultural intelligence is most relevant in Indian context as India is a multicultural nation. Resilience is required to handle the adversities that the individuals face. Occupational stress has become a hazard due to strenuous working conditions.

## **STATEMENT OF THE PROBLEM**

Notwithstanding the importance of these in the daily lives of professionals, Indian researchers have given more importance to Emotional Intelligence and Occupational Stress but vastly ignored the significance of Cultural Intelligence and Adversity Quotient. Also, they have failed to show the role played by each of these variables in enhancing the accomplishments of individuals at workplace. Further, very limited studies have been undertaken in India to study the effect of these on each other. Thus, by measuring these four variables together, the study



aims to bring forth the importance of Emotional Intelligence, Cultural Intelligence and Adversity Quotient in Indian context and how the knowledge of these can reduce occupational stress and boost the productivity and quality of life of Indian Managers.

## **AIM OF THE STUDY**

The aim of the study is to measure the extent of Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of managers in Indian service sector; the affect Emotional Intelligence has on other variables, and the importance of introduction of Emotional Intelligence, Cultural Intelligence and Adversity Quotient to deal with Occupational Stress.

## **OBJECTIVES OF THE STUDY**

### **Primary objectives**

1. To measure Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of Indian Service Sector Managers.
2. To find the relationship between Emotional Intelligence and Cultural Intelligence
3. To find the relationship between Emotional Intelligence and Adversity Quotient
4. To find the relationship between Emotional Intelligence and Occupational Stress

### **Secondary objectives**

1. To find the relationship between Cultural Intelligence and Adversity Quotient
2. To find the relationship between Cultural Intelligence and Occupational Stress
3. To find the relationship between Adversity Quotient and Occupational Stress

## **RESEARCH QUESTIONS**

Based on the research objectives framed above, the following research questions are developed:

1. Is there any relationship between Emotional Intelligence and Cultural Intelligence of middle level managers in Indian Service Sector?

2. Is there any relationship between Emotional Intelligence and Adversity Quotient of middle level managers in Indian Service Sector?
3. Is there any relationship between Emotional Intelligence and Occupational Stress of middle level managers in Indian Service Sector?
4. Is there any relationship between Cultural Intelligence and Adversity Quotient of middle level managers in Indian Service Sector?
5. Is there any relationship between Cultural Intelligence and Occupational Stress of middle level managers in Indian Service Sector?
6. Is there any relationship between Adversity Quotient and Occupational Stress of middle level managers in Indian Service Sector?

## **HYPOTHESIS OF THE STUDY**

### **Objective 2: To find the relationship between Emotional Intelligence and Cultural Intelligence**

*H<sub>1</sub>: There exists a relationship between Emotional Intelligence and Cultural Intelligence*

*H<sub>01</sub>: There exists no relationship between Emotional Intelligence and Cultural Intelligence*

### **Objective 3: To find the relationship between Emotional Intelligence and Adversity Quotient**

*H<sub>2</sub>: There exists a relationship between Emotional Intelligence and Adversity Quotient*

*H<sub>02</sub>: There exists no relationship between Emotional Intelligence and Adversity Quotient*

### **Objective 4: To find the relationship between Emotional Intelligence and Occupational Stress**

*H<sub>3</sub>: There exists a relationship between Emotional Intelligence and Occupational Stress*

*H<sub>03</sub>: There exists no relationship between Emotional Intelligence and Occupational Stress*

**Objective 5: To find the relationship between Cultural Intelligence and Adversity Quotient**

*H<sub>4</sub>: There exists a relationship between Cultural Intelligence and Adversity Quotient*

*H<sub>04</sub>: There exists no relationship between Cultural Intelligence and Adversity Quotient*

**Objective 6: To find the relationship between Cultural Intelligence and Occupational Stress**

*H<sub>5</sub>: There exists a relationship between Cultural Intelligence and Occupational Stress*

*H<sub>05</sub>: There exists no relationship between Cultural Intelligence and Occupational Stress*

**Objective 7: To find the relationship between Adversity Quotient and Occupational Stress**

*H<sub>6</sub>: There exists a relationship between Adversity Quotient and Occupational Stress*

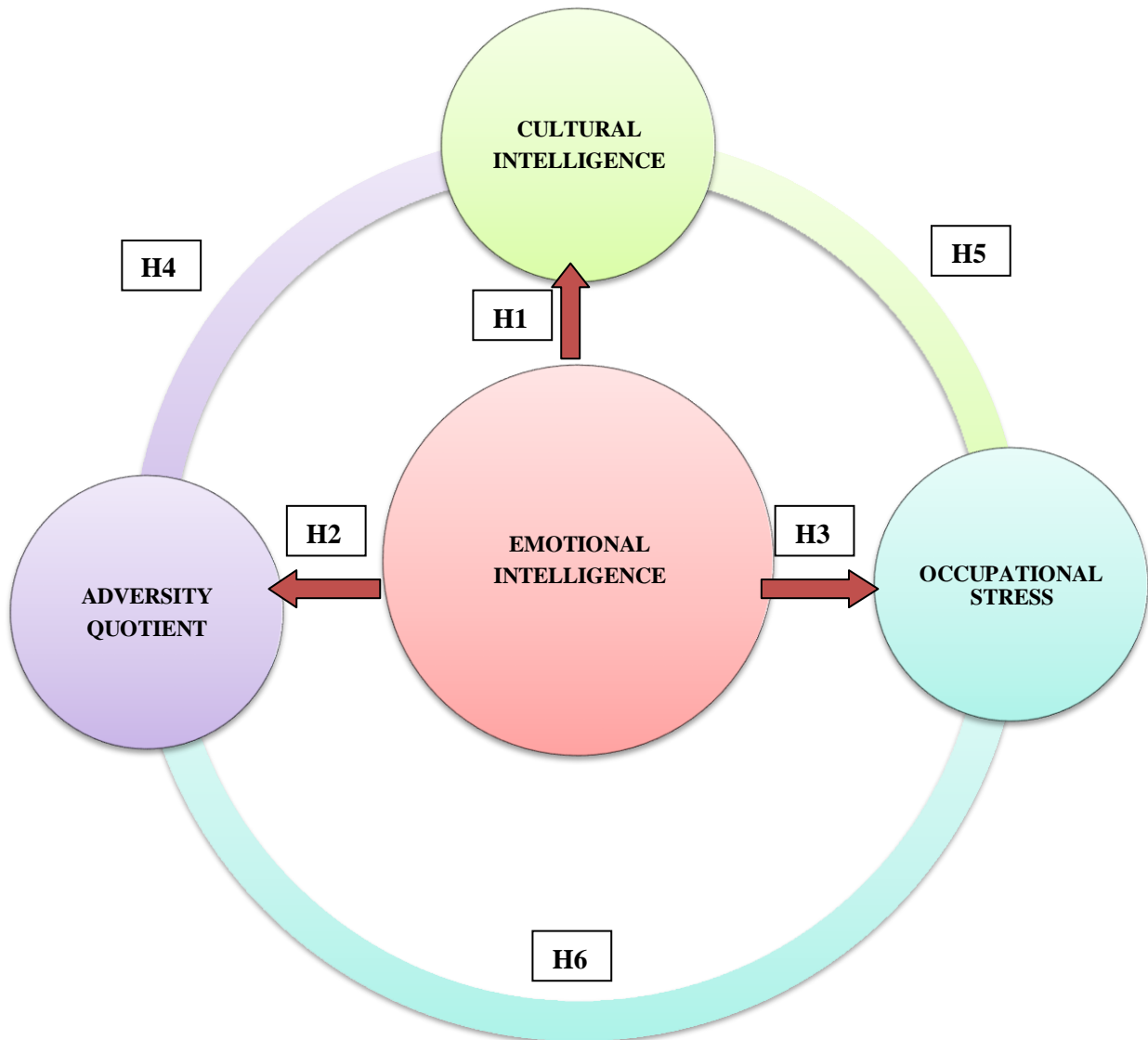
*H<sub>06</sub>: There exists no relationship between Adversity Quotient and Occupational Stress*

**SCOPE OF THE STUDY**

The study is conducted pan India covering five major industries of service sector that are retail, real estate, financial services, IT and tourism. It focuses on the Emotional intelligence (EQ), Cultural Intelligence (CQ), Adversity Quotient (AQ) and Occupational Stress of middle level managers of the Indian service sector.

**PROPOSED RESEARCH MODEL**

The study proposes that Emotional Intelligence has an impact on Cultural Intelligence (H1), Adversity Quotient (H2) and Occupational Stress (H3). Also, Cultural Intelligence has a relationship with Adversity Quotient (H4) and Occupational Stress (H5). Lastly, Adversity Quotient has a relationship with Occupational Stress (H6), shown in Figure 1.1.



**Figure 1.1:** Proposed Model of Research

## **DELIMITATIONS OF THE STUDY**

The scope of this study delimits itself to the five industries of service sector along with the sample of middle level managers working in them all over India. The findings of the study would be useful to understand how and if Emotional Intelligence of managers help them to improve their Cultural Intelligence and Adversity Quotient and in turn, reduce their Occupational Stress. However, It is possible that sampling method may have limited the generalizing of the results as the study is restricted to the investigation of middle level managers in Indian service sectors.

## **ORGANIZATION OF THE THESIS**

This research focuses on identifying the relationship of Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress by conducting an analysis of the

middle level managers of five industries of Indian service sector.

### **Chapter 1 – Introduction**

This chapter introduces the concepts of Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress. It establishes the background to explain the service sector of India and also provides a broad overview of the chosen five sectors and explains their importance. It outlines the research objectives, scope, and delimitations of the study. It also highlights the rationale of the study and reasons for the perusal of research in the chosen domains.

### **Chapter 2 – Literature review:**

This chapter lays the foundation of the study by examining the role and observations of various researchers associated with the fields under investigation. It helps in determining the studies already undertaken and provides an incremental understanding of all the four constructs under study. It helps the researcher in identifying the factors that are most relevant to the study and form 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.

### **Chapter 4- Data Analysis and Findings:**

This chapter encompasses all the statistical analysis conducted by the researcher based on the needs of each hypothesis of the study and the interpretation of the results. This chapter also validates the findings with the already available literature.

### **Chapter 5– Managerial Implications and Conclusion:**

This chapter gives certain suggestions based on the findings of the study and how these can be inculcated as managerial implications for real life practice. Finally, it concludes the current study with the discussion of future scope of study.

## **CHAPTER-2**

### **LITERATURE REVIEW**

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*“Talent wins game but teamwork and intelligence wins championships” Michael Jordan*

#### **INTRODUCTION**

Intelligence Quotient (IQ) dominated the criteria for measuring a person’s success for a long time [12], [13]. This led to the designing of school curriculums in such a manner that all the focus was on increasing this single ability. As more and more researchers found out about the trivial role IQ plays in life’s success, focus started shifting towards finding the determinants other than IQ that segregate successful people from the others [14], [15].

Theory of multiple intelligences, given by Howard Gardner [16], identified nine types of intelligences in humans: linguistic, musical, spatial, naturalistic, bodily kinesthetic, existential, intrapersonal, interpersonal and logical-mathematical. Other than logical-mathematical, rest of the intelligences has increasingly attracted the attention of academicians as well as industry to resolve the mystery of the mismatch of academic success with the real world performance resulting in professional success [17], [18], [19], [20].

The study is carried out to determine the Emotional Intelligence of Indian service sector managers and its affect on their Cultural Intelligence, Adversity Quotient and Occupational Stress. Emotional Intelligence actually determines the interpersonal and intrapersonal intelligences as described by [16].

The purpose of this chapter is to bring to light various studies that have been carried out on different times and at different places and are significantly linked to this study.

#### **EMOTIONAL INTELLIGENCE**

From ages, different philosophers have tried to explain the presence of something other than the IQ in human beings that helps them in developing appropriate response to the external environment. People with same IQ scores have different share of success in their lives, which points out at the difference of their approach to look at and resolve the problems they face in their daily lives.

Plato wrote, “Human behavior flows from three main sources: desire, emotion, and knowledge [...] all learning has an emotional base” [21]. This points to the fact that even 2000 years ago, the knowledge of emotions and their role in human behavior was appreciated.

Aristotle in his book ‘The Nicomachean Ethics’ gave a glimpse of emotional intelligence, “Those who are not angry at the things they should be angry at are thought to be fools, and so are those who are not angry in the right way at the right time or with the right person; for such a man is thought not to feel things nor to be pleased by them, and, since he does not get angry, he is thought unlikely to defend himself” [22]. Aristotle here laid emphasis on the proper expression of emotions to get positive results.

[23] was the first one in the modern times to explain the possession of one of the forms of intelligence called social intelligence which he termed as the capability to understand others and to act sensibly while dealing with human relations thus defining it as the, “ability to understand and manage people”.

[24] explained that intelligence is an individual’s capability to remain balanced, which helps in effectively dealing with his environment. Emotional intelligence as a term was coined by Beldoch[25] who was the first one to use "emotional intelligence" in a research paper. The term was again used in 1966 by Leuner in a paper [26].

‘Theory of multiple intelligence’ [16] explains emotional intelligence in two parts - interpersonal intelligence and intrapersonal intelligence. The former being the capacity to deal with other people; and the latter being the capacity to understand oneself. [27] also talked about the similar notion, though he did not employ the term emotional intelligence. He opined that both emotions and intellect collectively add to the cognitive abilities.

[28] concluded that emotional intelligence was to a large extent based on the concept of social intelligence as given by previous researchers. They underlined the similarity of both that were based on similar foundations of human behavior.

Goleman [29] is credited with popularizing the term Emotional Intelligence in his book ‘Emotional Intelligence: Why it can matter more than IQ’. He based his work on the research of Salovey and Mayer and his book on EI became the best seller and remained on the top of New York Times bestseller list for one and a half years. [30] defined emotional intelligence

as, “the ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy, information, trust, creativity and influence.”

[31] described emotional intelligence as the one that reflects the capability to cope with daily challenges and is helpful in predicting the success in professional as well as personal pursuits.

[32] gave a precise definition of emotional intelligence (EI) as “the ability to perceive and express emotions, assimilate emotion in thought, understand and reason with emotion in the self and others”. [33] defined emotional intelligence as “the way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn, it allows setting priorities, it determines the majority of our daily actions.”

[34] viewed emotional intelligence as, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ.” Here, Goleman divided emotional intelligence into five competencies (self-awareness, self-regulation, motivation, empathy and social skills) each explaining the distinct abilities in an individual.

[35] described emotional intelligence as individual’s ability to identify the enormous amount of emotional stimuli which one gets from the environment and inner self and to suitably and effectively respond to it.

## **Models of Emotional Intelligence**

The elaborate research done in emotional intelligence field has led researchers to develop three main models of emotional intelligence. These are:

- The Ability Model,
- The Mixed Model, and
- The Trait Model.



## The Ability Model

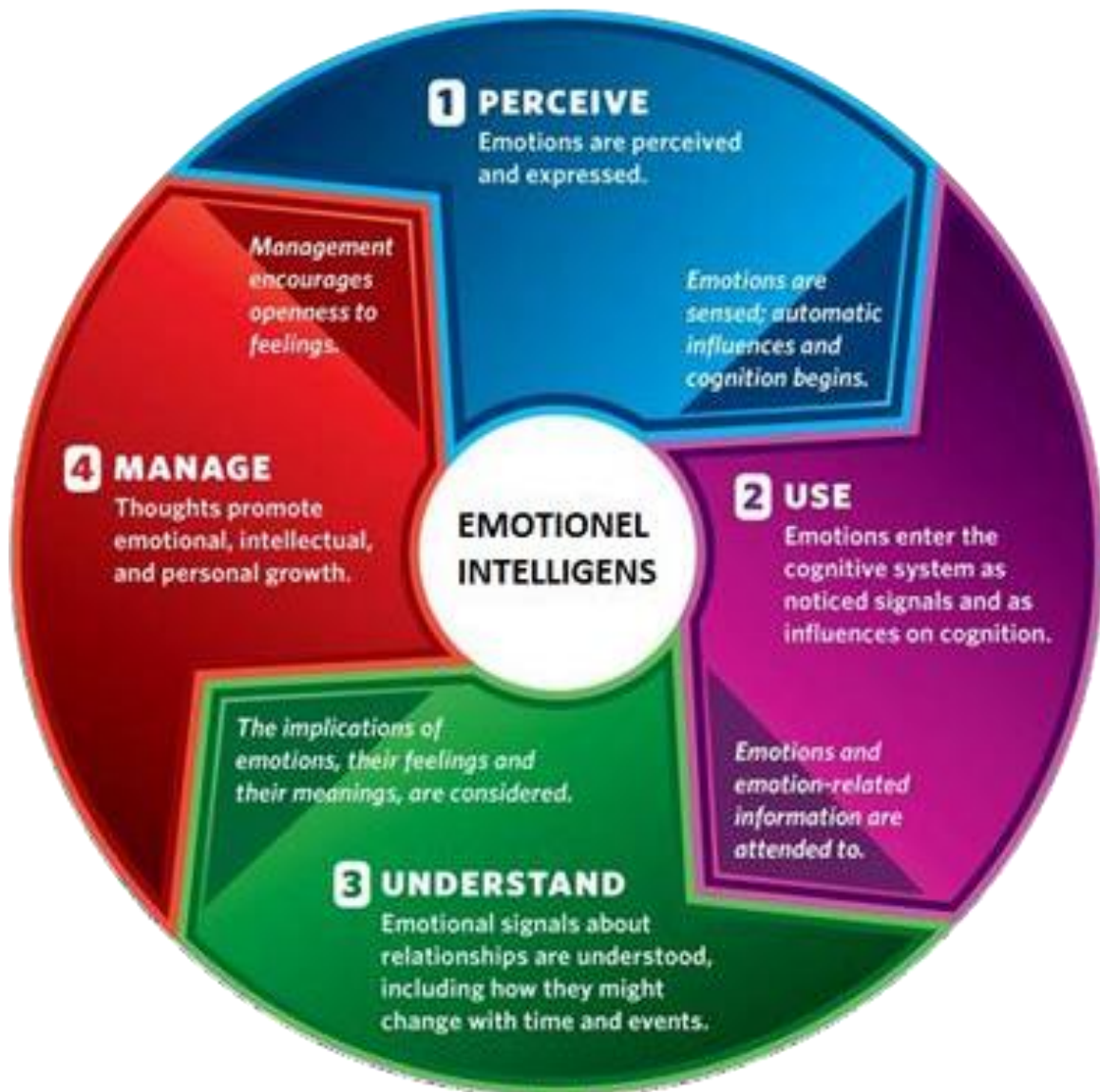


Figure 2.1: Ability Model of Salovey and Mayer (1990)

Developed by Peter Salovey of Yale University and John Mayer of University of New Hampshire [36], this model of emotional intelligence lays emphasis on the cognitive components and describes intelligence as the potential for emotional and intellectual growth [37].

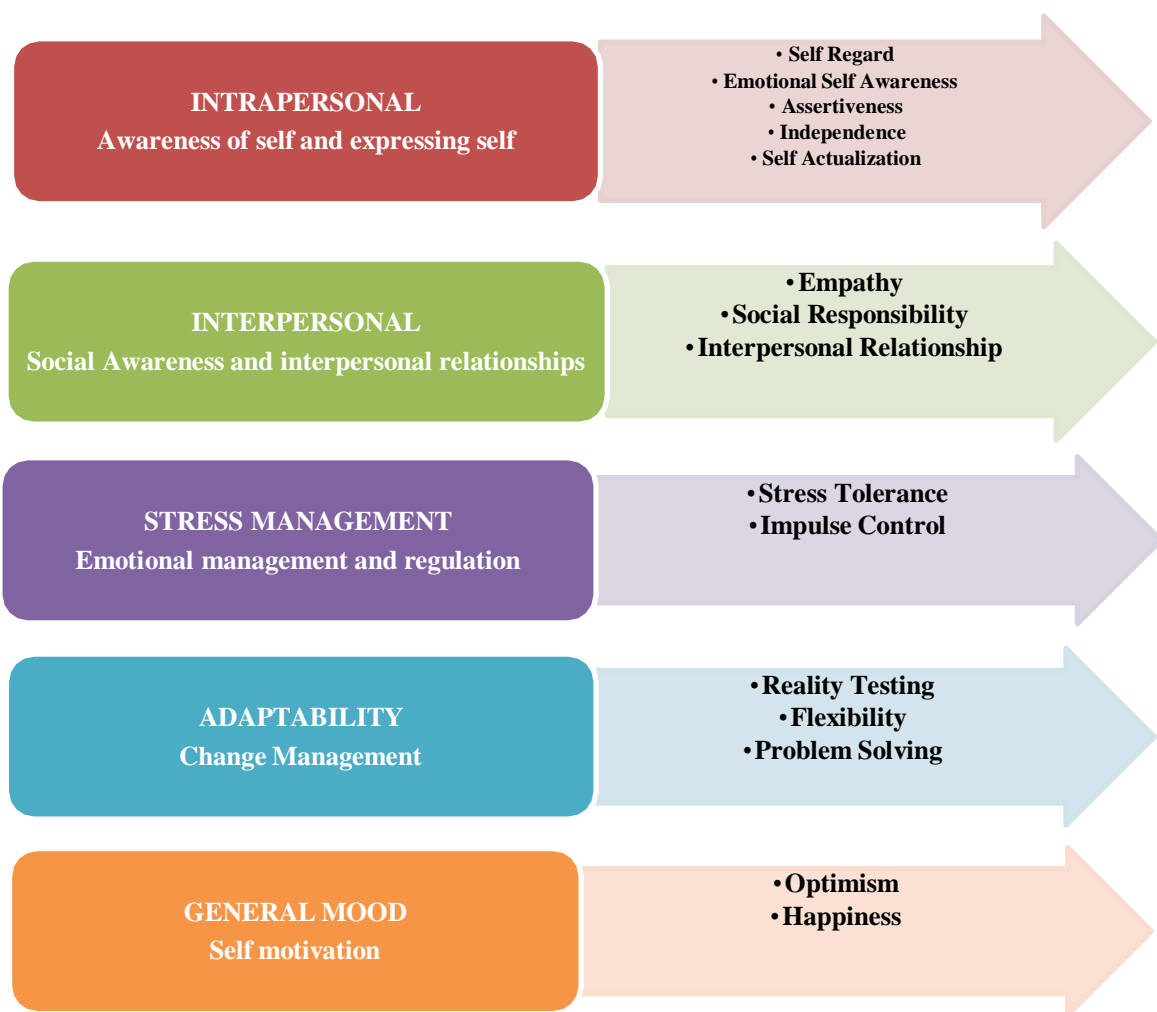
- Perceiving emotions: How individuals accumulate and understand emotions which are mostly nonverbal signs such as facial expressions or body language.

- Using Emotions (Reasoning with Emotions): How individuals use emotions to endorse thinking and gather knowledge through cognitive activity.
- Understanding Emotions: How individuals interpret others' emotions around them, being able to recognize the changes in emotional setup of others in different situations.
- Managing Emotions: How individuals regulate their emotions and respond appropriately and exhibit consistency.

### Mixed Model

Having a different approach than ability model, the mixed model focus on non – ability traits as stress handling, confidence, motivation, etc. to explain Emotional Intelligence. There are two well known mixed models of Emotional Intelligence.

#### *Bar-On's Model of emotional-social intelligence*



**Figure 2.2:** Bar-On's Model of emotional-social intelligence

[31] divided emotional intelligence into two parts – the first part referred to as ‘conceptual part’ covers areas of theoretical background of interpersonal skills and intra personal skills. The second part of the model refers to the psychometric components, measuring personality characteristics related to adaptability, stress management and general mood. Five areas of emotional intelligence (EQ<sub>i</sub> scales) proposed in the model are: Intra – Personal Skills, Inter – Personal Skills, Adaptability, Stress Management and General Mood.

- Intrapersonal skills: Being aware of oneself and able to express, interpersonal skills constitute following competencies-

Self Regard – Perceiving, understanding and accepting oneself correctly

Emotional Self Awareness – Have awareness and understanding of own emotions

Assertiveness – Expressing one’s emotions effectively and positively

Independence – Free from emotional dependency on others

- Interpersonal Skills: Being socially aware and managing relationships with others. The skills assessed are:

Empathy – Awareness and understanding of other’s feelings

Social Responsibility – To cooperate with one’s social group

Interpersonal Relationship – Establishing relationships that are mutually satisfying

- Stress Management – Avoid stress by regulation and management of emotions

Stress Tolerance – Manage one’s emotions in an effective and constructive manner

Impulse Control – Control one’s emotions in an effective and constructive manner

- Adaptability: Ability to handle change

Reality testing – To accept reality and think objectively

Flexibility – Adapt and adjust to the new situations

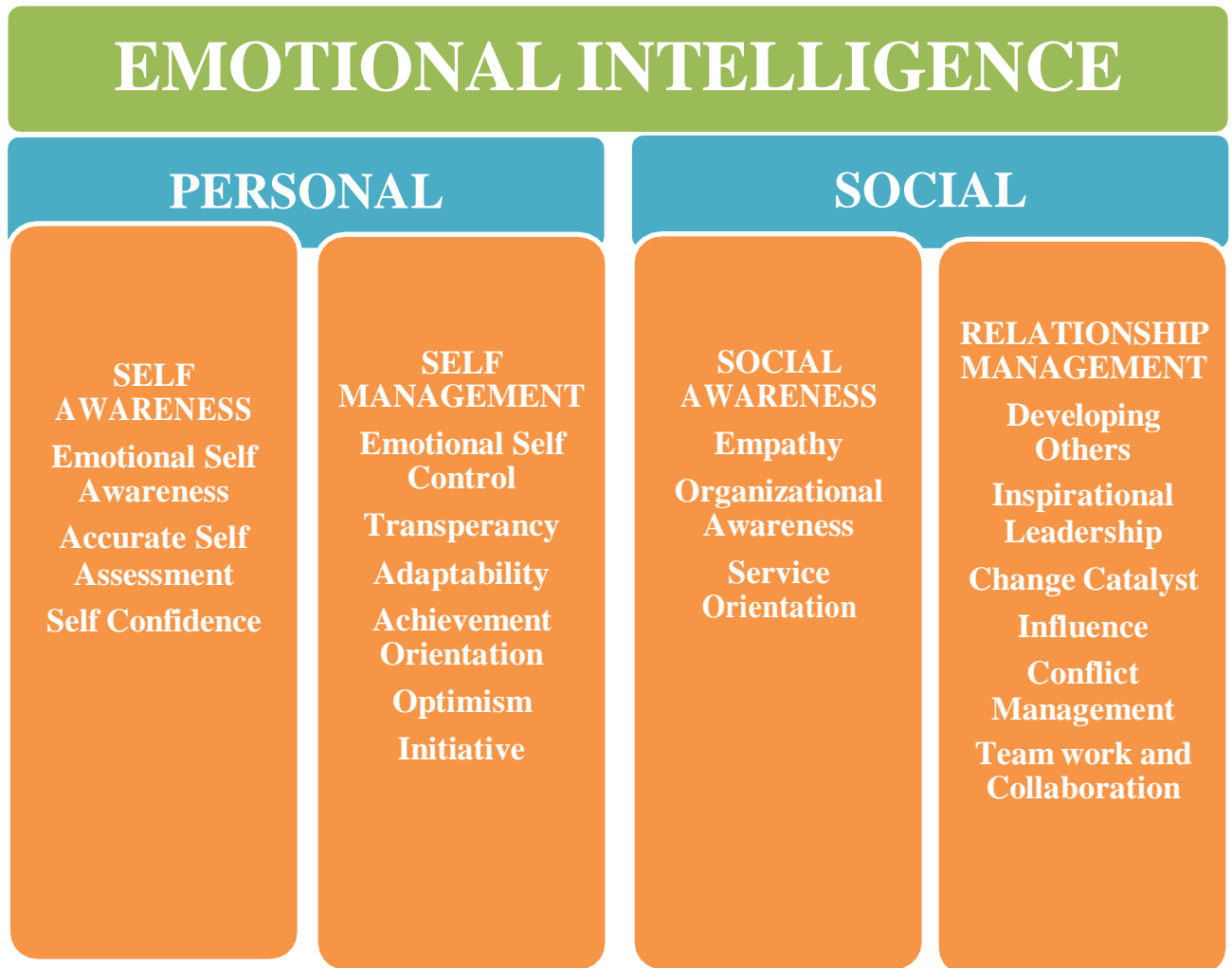
Problem Solving – Handle and solve problems effectively

- General mood: Keeping oneself self-motivated and positive

Optimism – To have a positive approach and always focus on the brighter side

Happiness – Be content with life and what one has

***Goleman’s Model***



**Figure 2.3:** Goleman’s Mixed Model

When Goleman [29], [34] first described emotional intelligence, he identified five dimensions of emotional intelligence. Self-awareness, self-regulation and motivation, associated with the knowledge and management of emotions in one’s self, are encompassed as personal competencies and empathy and social skills, related to perceiving and handling emotions in others, described as social competencies.

After further research, Goleman made changes to his model [38], thereby reducing the five dimensions into the four: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. This model is based on the twenty competencies or characteristics of an individual and uses two basic competencies – personal and social to describe emotional intelligence.

- Self-Awareness: Recognition and understanding of one’s own feelings and emotions. To be aware of one self.
- Self-Management: To control and regulate one’s own emotions. To display adaptability.
- Social Awareness: To understand others feelings, drives and desires. To understand the expectations and differences of opinions.
- Relationship Management: To display leadership skills, manage conflict and master communication skills to handle others.

**Trait Model**



**Figure 2.4:** Trait Model

This model was developed by Konstantin Vasily Petrides [39]. He defined the trait model as "a constellation of emotional self-perceptions located at the lower levels of personality."

The trait model subsumes the Goleman's emotional intelligence model [29] and is based on the self perception of individuals about their emotional abilities, as opposed to the ability model which is based on the actual abilities of people, making it highly resistant to scientific measurement. The trait model has two broad underlying principles and uses fifteen traits of personality to measure emotional intelligence:

- Self-understanding and self- perception of emotions
- Using personality framework to examine trait emotional intelligence.

## **Measures of Emotional Intelligence**

### **The Emotional Quotient Inventory (EQ-i 2.0)**

The Emotional Quotient Inventory 2.0 (EQ-i 2.0) and EQ 360 assessment [40] is based on the Bar-On model of emotional intelligence and developed to assess it. EQ-i 2.0 is a self reporting construct designed to measure the various dimensions of Emotional Intelligence, while EQ 360 is the assessment of the person under study by those who work with him. So when combined with the ratings of observers, the results of EQ-i 2.0 provides with a better assessment and detailed profile. Both the tests use five components and 15 subscales to measure total Emotional Intelligence as given in Table 2.1.

<b>Table 2.1: EQ-i 2.0 and EQ 360 Composite Scales and Subscales</b>	
<b>Self-Perception</b>	Self-Regard Self-Actualization Emotional Self Awareness
<b>Interpersonal</b>	Interpersonal Relationships Empathy Social Responsibility
<b>Decision Making</b>	Problem Solving Reality Testing Impulse Control
<b>Self-Expression</b>	Emotional Expression Assertiveness Independence
<b>Stress Management</b>	Flexibility Stress Tolerance Optimism

### **Emotional and Social Competence Inventory (ESCI)**

ESCI has been developed by an organization Korn Ferry in consultation with Daniel Goleman and Richard Boyatzis [41]. It is an online tool which is designed to measure the behaviors of individuals, both emotional and social, so that the people can bring a change in them, unlike personality traits that cannot be changed. The Emotional and Social Competency Inventory (ESCI) is designed to measure 12 competencies of emotional intelligence in professionals and leaders, give feedback for increasing self awareness and developing EI capabilities through coaching as explained in Table 2.2.

<b>Table 2.2: ESCI Competency Scales</b>	
<b>Emotional Self-Awareness</b>	Recognizing the effects of one's emotions
<b>Emotional Self-Control</b>	Keeping disruptive emotions and impulses in check
<b>Adaptability</b>	Flexibility in handling change
<b>Achievement Orientation</b>	Striving to improve or meeting a standard of excellence
<b>Positive Outlook</b>	Persistence in pursuing goals despite obstacles and setbacks
<b>Empathy</b>	Sensing others' feelings and perspectives, and taking an active interest in their concerns
<b>Organizational Awareness</b>	Reading a group's emotional currents and power relationships
<b>Coach and Mentor</b>	Sensing others' development needs and bolstering their abilities
<b>Inspirational Leadership</b>	Inspiring and guiding individuals and groups
<b>Influence</b>	Wielding effective tactics for persuasion
<b>Conflict Management</b>	Negotiating and resolving disagreements
<b>Teamwork</b>	Working with others toward shared goals. Creating group synergy in pursuing collective goals.



## Geneva Emotional Competence Test (GECo)

Developed by Schlegel and Mortillaro [42], the Geneva Emotional Competence Test (GECo Test) is an online-only test which is designed to measure the Emotional Intelligence based on individual differences. Consisting of 110 items, the test has been designed specifically for the workplaces and organizations. Statements representing scenarios and real time problems at workplace are given to the employees and their responses are then analyzed on the basis of various criteria like theoretical fundamentals, general consensus among population and judgment of experts. GECo Test defines 4 central competencies for measuring Emotional Intelligence given in Table 2.3:

<b>Emotion Recognition</b>	The ability to accurately recognize emotions from other people's nonverbal expressions conveyed by the face, voice, or body
<b>Emotion Understanding</b>	The ability to understand the qualities, causes, and consequences of one's own and others' emotions
<b>Emotion Management</b>	The ability to effectively regulate other people's (usually negative) emotions through behavioral strategies
<b>Emotion Regulation</b>	The ability to create and maintain positive affective states and reduce negative affective states in oneself.

## The Group Emotional Competence (GEC) Inventory

Based on the work of Vanessa Druskat and Steven Wolff [43], the Group Emotional Competence (GEC) inventory is designed to measure emotional intelligence competencies at the group level. It aims to build an engaged workforce effective in tasks and processes, by improving the group effectiveness. The inventory contains 57 items that measure the nine dimensions of group emotional competencies, as explained in Table 2.4.

<b>Table 2.4: Group Emotional Competence (GEC) Inventory</b>		
<b>Level</b>	<b>Awareness</b>	<b>Management</b>
Individual Level	Interpersonal Understanding	Confronting Members who break norms Caring
Group Level	Team Self-Awareness	Creating Resources for Working with Emotion Creating an Optimistic Environment Proactive Problem Solving
Cross-Boundary Level	Organizational Awareness	Building External Relations

**The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)**

The ability based test, The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is designed to measure four abilities/branches of emotional intelligence. Consisting of 141 items, MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores [44], explained in Table 2.5:

<b>Table 2.5: Mayer-Salovey-Caruso Emotional Intelligence Test - Scales</b>	
<b>Perceiving Emotions</b>	The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli
<b>Facilitating Thought</b>	The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes
<b>Understanding Emotions</b>	The ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings
<b>Managing Emotions</b>	The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth

**The Schutte Self Report Emotional Intelligence Test (SSEIT)**

Developed by Schutte [37], The Schutte Self Report Emotional Intelligence Test (SSEIT) is based on Salovey and Mayer (1990) model of Emotional Intelligence [28]. It is a 33 item self-report assessment to measure the emotional intelligence of individuals. The test relates to three aspects of emotional intelligence: (1) appraisal and expression of emotion (2) regulation of emotions and (3) utilization of emotions.

## **Wong's Emotional Intelligence Scale (WEIS)**

Wong's Emotional Intelligence Scale (WEIS) is a self-report emotional intelligence measure developed for Chinese respondent [45]. The WEIS is divided into two parts; the first part consists of 20 scenarios. The respondents have to choose an alternative based on their likely reaction to the situation. The second part contains 20 ability pairs and respondents are required to choose one out of the two types of abilities that best represent their strengths. WEIS is based on the ability dimensions described in the domain of emotional intelligence and measures four key areas: (1) appraisal and expression of emotion in the self, (2) appraisal and recognition of emotion in others, (3) regulation of emotion in the self and (4) use of emotion to facilitate performance.

## **Previous Studies on Emotional Intelligence**

### **Emotional Intelligence and Leadership**

Bass [46] opined that empathy, insight, awareness of surroundings and effective feedback are the skills needed for effective leadership. All these are an essential part of emotional intelligence.

Cooper and Sawaf [47] cited that only 7% of successful leadership can be attributed to intellect. Rest of the 93% success is the result of comes from belief, reliability, legitimacy, sincerity, creativeness and resilience.

Feldman [48] noted that leaders displaying high emotional intelligence levels are able to have a positive influence on others by applying social, have strong and long term relationship with their coworkers and clients, and motive others effectively, all due to their ability to control their emotions and recognize their weaknesses.

Barling, Slater and Kelloway [49] in their research findings uncovered the association of emotional intelligence with inspirational motivation, idealized influence and individualized consideration. These three aspects of transformational leadership were found to be linked to emotional intelligence.

George, J. M. [50] carried out a study to uncover the consequences of the emotional intelligence of leaders on the job performance of subordinates and suggested that the emotions and moods have a pivotal role to play in the process of leadership. Distinctively, he proposed

that the ability of individuals to recognize and handle the moods and emotions within the self and others, which is known as emotional intelligence, has a major impact on the leadership effectiveness in the organizations.

Robbins [51] in his book on organizational behavior mentioned that “The recent evidence makes a strong case for concluding that EI is an essential element in leadership effectiveness. As such, it should probably be added to the list of traits associated with leadership”. Thus, he advocated the importance of emotional intelligence in increasing the leadership effectiveness.

Palmer and Benjamin [52] in their study of participants employed in managerial roles displaying transformational leadership style suggested that Emotional intelligence is an important component of leadership effectiveness as it significantly correlated with several components of transformational leadership. Particularly, emotional intelligence is key to the effectiveness of a leader’s monitoring and responding to subordinates and how they make them feel at work.

Dyer [53] observed that the leaders who are able to distinguish between the right kinds of approach during any situation have a strong set of interpersonal skills and thus are most likely to be successful in their position.

Dearborn [54] suggests that managers with high emotional intelligence are more productive than their counterparts as they are able to get more output from less number of people and are capable of creating positive outcomes by understanding and appreciating the nuances of dynamic situations around them.

.Sivanathan and Cynthia [55] explored the relationship of emotional intelligence and leadership styles and effectiveness of university residence staff and claimed that individuals displaying superior emotional intelligence also prove to be effective leaders, as they are the one who are more socially proficient and adept than their counterparts.

Elias, Arnold and Hussey [56] claimed that traditional intelligence or intelligence quotient, the raw material of knowledge and emotional intelligence, the ability of turning knowledge into action, combine together to make leadership effective.

Webb [57] indicated that several features of transformational leadership, namely inspirational motivation and charisma, can be successfully predicted by emotional intelligence. They

concluded that emotional intelligence is to a large extent related to transformational leadership within mentoring relationships.

Rosete and Ciarrochi [58] carried out a study on the performance outcome of leadership effectiveness in relation to the emotional intelligence of senior executives by using correlation and regression analysis. The statistical analysis revealed that higher the emotional intelligence, higher was the leadership effectiveness and what personality or IQ failed to explain, emotional intelligence explained that variance.

Kerr et al. [59] did their research in a large manufacturing organization in order to study the relationship between level of emotional intelligence of leaders and subordinate's perspective of their leadership effectiveness. It was found that those leaders, who self reported a higher level of emotional intelligence were perceived to be effective leaders according to their subordinates.

Aloysius and Shanthakumary [60] analyzed the role of emotional intelligence in leadership effectiveness and found out that higher the emotional intelligence, higher is the leadership effectiveness. Further, the research also found that there is no significant difference between emotional intelligence and the demographic factors.

Rogelberg et al. [61] stated that those leaders who use self-regulatory methods to regulate their own emotions effectively are the one who should be capable to acclimatize to the need of followers in a better way.

Sehrawat and Sharma [62] explored and supported the positive impact of emotional intelligence on leadership when they studied the relationship between the four dimensions of emotional intelligence namely self awareness, self management, social awareness and social skills and six styles of Leadership - strategic, pastoral, encouraging, pioneering, management/administration, and team styles.

Balamohan et al. [63] in their qualitative study on the relationship of emotional intelligence with leadership, among others, concluded that those leaders who possess strong emotional intelligence are the one who are believed to be efficient and effective performers in the organizations.

Watkins et al. [64] carried out research in education sector and found out that emotional intelligence competencies are necessary for the leaders to be successful in interpreting cues from the environment, and developing relationships with the followers.

Edelman and Knippenberg [65] studied the mediating role of emotional intelligence in predicting the aptness of the responses of leaders to subordinate's emotions, and subsequent leadership effectiveness and found out EI plays a vital role in leadership effectiveness, thus providing a stronger evidence for the relationship between EI and leadership effectiveness thereby strengthening the belief regarding this relationship.

### **Emotional Intelligence and Job Performance**

Boyatzis [66] undertook a research covering 12 different organizations and 100 managers and concluded that superior performance was related to the "self-assessment" component of Emotional Intelligence.

Abraham [67] proposed that performance is directly linked to emotional intelligence and this concept continues to receive support both conceptually and empirically [68]

Bachman et al. [69] conducted a study in a large collection agency for a period of 3 months of most successful debt collectors and their average goal attainment. The findings showed that the most successful collectors of the department were high in the Emotional Intelligence competencies of self-awareness, optimism and independence.

Cherniss et al. [70] used case study method to analyze the failure of American Express (US) financial advisors to develop financial plans and found that most of the agents were averagely low on the competencies of Emotional Intelligence. Researchers suggested that proper emotional competence programs must be implemented to make sure of the effective performance.

Lam and Kirby [71] concluded that emotional intelligence plays a vital role along with general intelligence in explaining the individual's cognitive based performance. The emotional perception of self and others along with emotional regulation distinctively elucidated performance of individuals over and beyond the level credited to general intelligence.

Center for Creative Leadership [72] reports that better performance is a result of higher levels

of emotional intelligence in these areas - balance between personal life and work, participative management, straightforwardness and composure, putting people at ease, decisiveness, doing whatever it takes, self awareness, change management, confronting problems of employees and building and mending relations.

Bhalla and Nauriyal [73] underlined the important role of Emotional Intelligence in the success of an individual. They also advocated the potential and usefulness of EI to understand and predict individual performance at work.

Cummings [74] concluded that a significant relationship exists between Emotional Intelligence and workplace performance after conducting a study in New Zealand about the relationship of Emotional Intelligence with demographic factors and workplace performance.

Jennings and Palmer [75] studied the impact of emotional intelligence training on the sales performance and concluded that the revenues of a large pharmaceutical organization receive a push when they focused on EI development of sales persons.

Khokhar and Kush [76] explored the relationship between work performance and Emotional Intelligence of working professionals. The results of the study showed that the executives who had higher levels of Emotional Intelligence also had better performance scores.

Bradberry and Greaves [77] argued that self-awareness competency, a key component of emotional intelligence, turned out to be critical criteria for top performers. It was noted that among individuals who reported high in self awareness component, eighty three percent were top performers as compared with just two percent who were under performers.

Hashem [78] concluded that creativity in marketing managers was positively impacted by the presence of emotional intelligence, hence playing a definite role in driving their performance in the banking sector.

Boyatzis et al. [79] carried out a multi-country study and highlighted the importance of Emotional Intelligence for a manager so as to understand the emotional indications from others and use them to effectively interact and be a leader. They also suggested that for a professional to be an effective performer, Emotional and Social Intelligence were very important.



Ganji [80] opined that Emotional intelligence improves the performance of individuals on jobs as it plays a role in developing the innovational creativity in them.

Khurram et al. [81] carried out a study in Pakistan among the telecom employees and focused on the impact of four dimensions of Emotional Intelligence on employee's performance. They found that among the four, two dimensions i.e. social awareness and relationship management have a positive relationship with employee's performance.

Ghalandari et al. [82] studied the moderating role of emotional intelligence between job performance and commitment and found that emotional intelligence extensively impacted employee performance in the health sector.

Mohamad and Jais [83] addressed the gap in the literature by exploring the role emotional intelligence plays in enhancing job performance of teachers and found a significant correlation, thereby asserting the part played by emotional intelligence in the performance of teachers.

Dhani and Sharma [84] investigated the nature and degree of association of emotional intelligence with job performance of IT employees. The results showed a significant impact of emotional intelligence on the job performance of employees. Further, significant differences were noted along the gender lines, suggesting that females scoring high on emotional intelligence were better performers than their male counterparts.

Santoso [85] carried out research on the students taking accounting internships and found out that two components of emotional intelligence i.e. ability to motivate oneself and build meaningful relationships had a positive influence on the job performance of students undertaking internships.

Koronios et al. [86] studied hospitality sector employees and made observations that individual's ability to regulate his emotions and mood had a positive effect on job performance. Further, the ability to appraise the emotions of others and social skills also had a significant impact on the performance.

## **Emotional Intelligence and Job satisfaction**

Locke [87] defined job satisfaction as, “an enjoyable or helpful emotional state which is a result from agreeing on job or experience”. He linked job satisfaction to the emotional state of the individual.

Mayer and Salovey [36] argued that the negative effects of adverse emotions do not have a bearing on the job satisfaction level of those employees who are able to regulate and manage their emotions effectively.

Wong and Law [88] conducted a study of emotional intelligence and its effect on job satisfaction among nurses and found out that those having higher emotional intelligence are more likely to have higher levels of job satisfaction.

Patra [89] opined that emotional intelligence can help in creating a pleasurable and satisfactory workplace, thus having an impact on the efficient management, employees’ job satisfaction and overall organizational development.

Lopes et al. [90] supported the link between emotional intelligence and job satisfaction in a group of managers. They found that managers with high emotional intelligence were more satisfied than their counterparts.

Sy et al. [91] examined the relationship among the emotional intelligence of the employees, their job satisfaction and performance of nine outlets of a restaurant franchise and found that job satisfaction was positively associated with employee’s emotional intelligence.

Chiva and Alegre [92] carried a study to analyze the connection between emotional intelligence and job satisfaction and concluded that job satisfaction was strongly linked to emotional intelligence and higher performance was dependent on job satisfaction.

Kafetsios and Zampetakis [93] tested the importance of emotional intelligence among educators and demonstrated that job satisfaction and work affectivity can be predicted by emotional intelligence.

Hosseinian et al. [94] provided training of emotional intelligence to the employees of a construction company and investigated its effect on the job satisfaction and

productivity of employees. The results underlined the fact that training in emotional intelligence enhanced efficiency and job satisfaction level of employees.

Thiruchelvi and Supriya [95] collected data from white collared employees working in the petroleum industry and tested the relationship among emotional intelligence and job satisfaction, revealing a positive correlation between emotional intelligence and job satisfaction. Researchers also examined the role of EI variations in genders on their job satisfaction and found that EI is positively correlated with job satisfaction for both male and female employees.

Ignat and Clipa [96] carried study among teachers and showed that those teachers who showed positive attitude toward work and were satisfied with their job were those who demonstrated a good level of emotional intelligence.

Lee and Ok [97] studied the role of emotional intelligence in enhancing job satisfaction and reducing burnout among hotel employees and found conclusively the positive role of emotional intelligence in it.

Ealias and George [98] examined the data collected from an international electronic firm operating in India and found a very high positive relationship between emotional intelligence and job satisfaction.

Çekmecelioğlu et al. [99] obtained data from call center employees in Istanbul and revealed a significant positive relationship among emotional intelligence and internal satisfaction. They concluded that higher levels of internal job satisfaction are experienced by employees with high emotional recognition.

Bhatti [100] carried out his research among the service sector employees of Pakistan and established the important role of emotional intelligence in enhancing job satisfaction among the employees of service sector.

Lee [101] concluded that public service workers involved in jobs that involve emotionally intense characteristics are significantly influenced by Emotional intelligence. They opined that job satisfaction of those workers can be increased by providing them training in emotional intelligence.

Rai and Tandon [102] found that IT industry employees having high emotional intelligence are more satisfied with their jobs than their counterparts.

Koronios et al. [86] studied the emotional intelligence of hospitality employees and concluded that individual's ability to regulate his emotions and mood has a positive and significant effect on his job satisfaction.

### **Emotional Intelligence and Conflict Management**

Afzalur and Clement [103] conducted a study expanding in seven countries and revealed that effective problem solving style of conflict management is positively related with motivation, which is one of the dimensions of emotional intelligence.

Srinivasan and George [104] in their research explored among 516 management students of business schools of Tamil Nadu, India, the relationship between emotional intelligence and conflict management, using a structured questionnaire. They concluded that as different conflict management styles are needed to handle different types of problems, the emotionally intelligent ones were capable to apply different styles of conflict management according to the arising situations.

Lenaghan et al. [105] supported the finding that emotional intelligence acts as a protector variable of one's wellbeing whenever work-family conflict arises in their life. Well-being was found to be positively influenced by higher emotional intelligence. Specifically, the individuals who were found to be highly emotional intelligence reported low work-family conflict in the study.

Sharma [106] studied the factors related to burn out and concluded that enhancement of emotional intelligence contribute to prevention of burn out and boosts conflict resolution.

Ayoko et al. [107] proposed that teams with low emotional intelligence scores had increased conflict intensity and increased task and relationship conflict. They concluded this while examining the dimensions of emotions and conflict by integrating features of conflict, reactions to conflict, and team emotional intelligence climate.

Shih and Susanto [108] indicated in their findings that emotional intelligence was a

forerunner of conflict management for integrating and compromising styles and helped in the reducing and resolving conflicts.

Godse and Thingujam [109] inspected the relationship between emotional intelligence, conflict resolution styles and personality among technology professionals and found that integrating style of conflict resolution was significantly correlated with the emotional intelligence. The results indicate that IT professionals having higher emotional intelligence are more likely to effectively deal with the situations by using better styles of conflict resolution.

Sharma [110] conducted a qualitative research and concluded that people with higher emotional intelligence are associated with cooperative solutions hence effectively managing conflicts in the organization.

Sharma and Sehrawat [111] opined that as integrating and compromising styles of conflict management are considered to be more beneficial and are more suitable and efficient, emotionally intelligent people are more likely to select them while resolving conflicts.

Zhang et al. [112] investigated the relationship among emotional intelligence, innovation performance and conflict management styles. They found that in the construction industry emotional intelligence is significantly and positively associated with dominating, integrating, and compromising styles, along with innovation performance.

Hopkins and Yonker [113] carried out regression analyses between participants' emotional intelligence abilities and their conflict management styles and the results indicated significant relationships. The ability of participants to manage conflict at the workplace was most directly related to the EI abilities of social responsibility, impulse control and problem solving.

Chinedu et al. [114] carried out a study among academicians of select universities and found out that emotional intelligence directly influenced the conflict managing capabilities of the participants.

Başoğul and Özgür [115] based their research on the role of emotional intelligence in conflict management strategies among nurses and determined that their emotional intelligence affected conflict management strategies. They further suggested that nurses must develop

emotional intelligence through training programs to improve conflict management in healthcare facilities.

Chen et al. [116] carried a China specific study and suggested that managers at different levels possess varied degrees of emotional intelligence and hence have different conflict management styles when they deal with their co workers. These managers were found to regulate their emotions and use of their emotions effectively when in conflict with their peers and supervisors, thereby effectively handling conflicts.

### **Emotional Intelligence and Organizational Effectiveness**

Penceliah [117] underlined the importance of emotional intelligence while attempting to present a viewpoint of emotional intelligence at the workplace, probing its role in effective management and examining its impact on the organization's success.

Rajagopal and Rekha [118] highlighted the relationship between emotional intelligence and organizational effectiveness in their study and concluded that tests to measure emotional levels of individuals are significant during selection process.

Singh [119] studied and found a strong and positive relationship between emotional intelligence and workplace effectiveness.

LaCivita and Wilson [120] strongly recommended the use of emotional intelligence as a tool to increase and sustain organizational effectiveness.

Kunnanatt [121] stated in his finding that emotional intelligence boosts and improves the quality of organizational performance and employee effectiveness.

Nilashi et al. [122] revealed in their study that there exists a consequential relationship between the emotional intelligence and the organizational effectiveness. Also, they recognized that the motivation dimension of emotional intelligence has the most effect on the organizational effectiveness.

Subramanian [123] in his research identified emotional intelligence as a key to organizational effectiveness. He found that in the challenging and diversified global environment scenario of today, emotional intelligence is one of the most relevant managerial qualities.

Masa'deh [124] found that organizational effectiveness is significantly and positively influenced by the three dimensions of emotional intelligence namely self-management (management of one's own emotions), social awareness (awareness of other's emotion) and relationship management (management of other's emotions).

### **Emotional Intelligence and Cultural Intelligence**

Earley and Ang [125] were of the view that in spite of the recognition of the difference of approach of emotional intelligence and cultural intelligence, the researchers have not done much to examine the association between these two.

According to Earley & Mosakowski [126] emotional intelligence and cultural intelligence are related, as when combined with cultural intelligence, emotional intelligence positively augments the managerial effectiveness at multicultural workplaces.

Alon and Higgins [127] opined that for the cross-cultural leaders to excel in this era of rising globalization, both emotional intelligence and cultural intelligence have become very important. Global leaders can maximize success by understanding and working with diverse foreign environments by utilizing emotional intelligence in best possible manner.

Brislin et al. [128] opined that cultural intelligence is affected by the traits and skills of people who are able to adjust quickly and are minimally affected by stress. These traits are found in people with high emotional and social intelligence.

Lillis and Tian [129] carried out a study on the undergraduate business students studying in multicultural groups and found out that emotional intelligence can mitigate the negative effects of cross cultural diversity.

Crowne [130] established that both emotional intelligence and cultural intelligence are the subset of social intelligence.

Cheung and Tang [131] explored transformational leadership and its relationship to Emotional Intelligence on a sample of academic leaders with an aim to map the impact of cross cultural knowledge on academic and leadership practices. They established that there was a strong positive correlation between Emotional Intelligence competencies and cross cultural leadership practices.

Lin et al. [132] confirmed in their research that emotional intelligence positively moderated the relationship between cultural intelligence and cross-cultural adjustment.

Crowne and Kerri [133] opined that there is an overlap between cultural quotient and emotional intelligence and they have common elements.

Mahdi et al. [134] examined the effects of emotional intelligence and cultural intelligence on a tour leader's adjustment in diverse cultural situations and found that emotional intelligence has a positive and significant effect on their cross-cultural adjustments.

Clark and Polesello [135] opined that emotional intelligence and cultural intelligence are vital for improving organizational outcomes and play a part in constructive inclusion of underrepresented social and cultural groups in organizations.

### **Emotional Intelligence and Change Readiness**

A number of researchers like Ryan and Macky [136], Paterson and Hartel [137] and Ashkanasy et al. [138] have recognized the significance of emotions while getting ready for and dealing with change.

Moghadam et al. [139] carried out an elaborate research in both private and public sector organizations and stated that in both sectors, emotional intelligence is useful tool in the leaders, helping them to effectively deal with the changes taking place in the organizational environment, thus fulfilling organizations need to cope with the change in an effective manner.

Nordin [140] studied the influence of emotional intelligence, organizational commitment and leadership behavior on readiness for change and the findings revealed that 44.1% of the variance in readiness for change is explained by emotional intelligence among others.

Asnawi et al. [141] highlighted the prominence of emotional intelligence in determining the commitment of employees towards change.

Coetzee and Harry [142] have recognized the constructive role of emotional intelligence in increasing the adaptability of employees to change.

Gelaidan et al. [143] opined that leadership behavior and emotional intelligence have substantial influence over the change readiness of employees. Therefore the familiarity and



control of employees over their emotions play a vital role in determining how much tolerability and flexibility they have for the change.

Sanjaghi et al. [144] reasoned that emotional intelligence can significantly boost the capability of individual employees to recognize, appreciate and acknowledge the need for change.

Dhingra and Punia [145] attempted to investigate the relationship of emotional intelligence of executives with change management skills and unveiled that the two dimensions of emotional intelligence, i.e. self-awareness and self-management, significantly predict and contribute to the change management skills.

Ugoani [146] surveyed the Nigerian Banking and concluded that success of change management is strongly influenced by emotional intelligence.

Issah [147] proposed the importance of the contribution of emotional intelligence in the effective change leadership as EI helps the leaders in building a team that is affective in overcoming resistance to change.

### **Emotional Intelligence and Adversity Quotient**

Curtis and Cicchetti [148] were the first one to discuss and underline the importance of relationship of emotions, genetics and cognitive abilities with resilience.

Verma et al. [149] did a qualitative research on the researches on emotional intelligence and adversity quotient and concluded that EQ has a positive and significant relationship with AQ.

Matore et al. [150] positively related adversity quotient with emotional quotient along with spiritual quotient. They concluded that 32.5 % of variance in adversity quotient was due to EQ and SQ.

Yodsakun and Ed [151] concluded that emotional intelligence determines the adversity quotient and moral quotient of students.

## **Emotional Intelligence and Occupational Stress**

Taylor [152] was of the view that the individuals who are able to perceive their own emotional state are the one who effectively know how to cope with situations that are stressful and negative, thus leading to strong physical and psychological health.

Nikolaou and Tsaousis [153] opined that individuals with high levels of emotional intelligence adapt more efficiently to stressful events and are, thus, more effective.

Slaski and Cartwright [154] investigated the relationship between measures of emotional quotient, general health, management performance subjective stress and distress, quality of working life, and morale among a group of retail managers. They found that significant correlations existed between emotional intelligence and other factors under study, indicating that managers scoring higher in emotional quotient are the ones who experienced enhanced health and well-being, endured less subjective stress, and demonstrated better management performance.

Duran and Extremera [155] in their study tried to explore the relationship between emotional intelligence and burnout syndrome, and personal accomplishment of professionals employed in institutions for people with intellectual disabilities. The study revealed a significant relationship between them. They underlined the importance of the ability to recognize, express, and control emotions on the perceived job stress and the consequences of experienced stress.

Darolia and Darolia [156] established that the individuals found to keep under control their aggression and impulsiveness in stressful situations are the one who are able to understand and recognize their emotions and are emotionally intelligent. Thus, they clearly underlined the role of emotional intelligence in coping with stress.

Ogińska-Bulik [157] carried research among the human service workers and studied the relationship between emotional intelligence and perceived stress at the workplace and health-related consequences. They established the importance of emotional intelligence by stating that employees with higher emotional intelligence level were the ones who perceived lower level of occupational stress and suffered less from negative health consequences.

Chabungban [158] researched on the relationship between emotional intelligence, performance and stress. His research showed that the development of emotional intelligence can be useful reducing stress and increasing performance.

Matthews et al. [159] confirmed that individuals scoring low on emotional intelligence were stressed and low EI was related to worry states.

Montes-Berges and Augusto [160] conducted research among nursing students and found emotional intelligence as an ability to minimize the consequences of negative stress.

Davari [161] found that emotional intelligence was positively related to creativity which helps individuals to adopt innovative measures to handle stress.

Pau et al. [162] conducted correlation analysis between emotional intelligence and perceived stress and the results signified an inverse relationship between them. The finding revealed that high stress is associated with low EI.

Singh and Singh [163] studied the emotional intelligence of medical professionals and its affect on the stress levels. Researchers found that there existed a significant and negative relationship between EI and stress.

Ramesar et al. [164] did a quantitative research on the relationship between emotional intelligence and stress management. The statistical results indicated that the ability to cope with stress is a constituent of emotional intelligence. The presence or lack of stress can be attributed to the state of emotional intelligence in an individual.

Ismail et al. [165] examined the mediating role of emotional intelligence in occupational stress and job performance relationship. The study clearly found that emotional intelligence and occupational stress significantly correlated with job performance. Also, the results confirmed that emotional intelligence played as a mediator between occupational stress and job performance, hence clearly underlying the importance of training in emotional intelligence to reduce occupational stress and increase job performance.

Brackett et al. [166] opined that individuals who are able to regulate their own emotions are better equipped in addressing powerful emotions that usually add to stress and emotional exhaustion, thereby increasing their job satisfaction.

Huang et al. [167] found that those employees who are not able to recognize their own emotions are the one who are not aware of the consequences of work-related stress on their emotions and cannot gauge the effect of their emotions on work performance.

Chhabra and Mohanty [168] found negative correlation between emotional intelligence and workplace stress among Indian managers.

Yamani et al. [169] advocated training teachers in emotional intelligence as it can be helpful in reducing job stress among them.

Shukla and Srivastava [170] comprehended that self-regulation and social skills increase the capabilities of employees to deal with psychological stress at work place.

Rani and Yadapadithaya [171] reviewed the literature existing on the relationship between emotional intelligence and stress and concluded that emotional intelligence can be harnessed to decrease work place stress.

## **CULTURAL INTELLIGENCE**

Culture is ‘the ideas, customs, and social behaviour of a particular people or society’ and being ‘Cultural’ as ‘relating to the ideas, customs, and social behaviour of a society.’ Culture is the norms and rules that a society develops through experience over a period of time. The culture is what differentiates one society from others and this is what actually the identity of a society is.

The customs and behaviours one learns from a society are hard-wired in their mental setup and it is quite difficult to change them. Nothing is good or bad, but thinking makes it so. That unique ability of perceiving a thing or an event and drawing conclusions is what is taught by the culture. With so many societies having so many different cultures and all the cultures so different and inimitable, the misunderstandings originating from cultural differences are not exceptions.

The continuous shrinking of the world due to the fast pace of technological development has assembled the alien cultures on a common platform, where they interact, try to converge, and create friction due to lack of knowledge and understanding of others. This is where Cultural Intelligence (CQ) comes into play.

“Cultural Intelligence is about how the 7 billion of us get along together.” This statement by David Livermore summarizes the importance of cultural intelligence in our lives. Cultural Intelligence is not about having knowledge about our own culture but it is more about having an urge to learn about new cultures, understand them and be motivated to use that understanding and knowledge to bridge the gaps of misunderstandings and misinterpretations across different cultures. It is also about sharing that knowledge with others to make others feel comfortable and active during multicultural interactions.

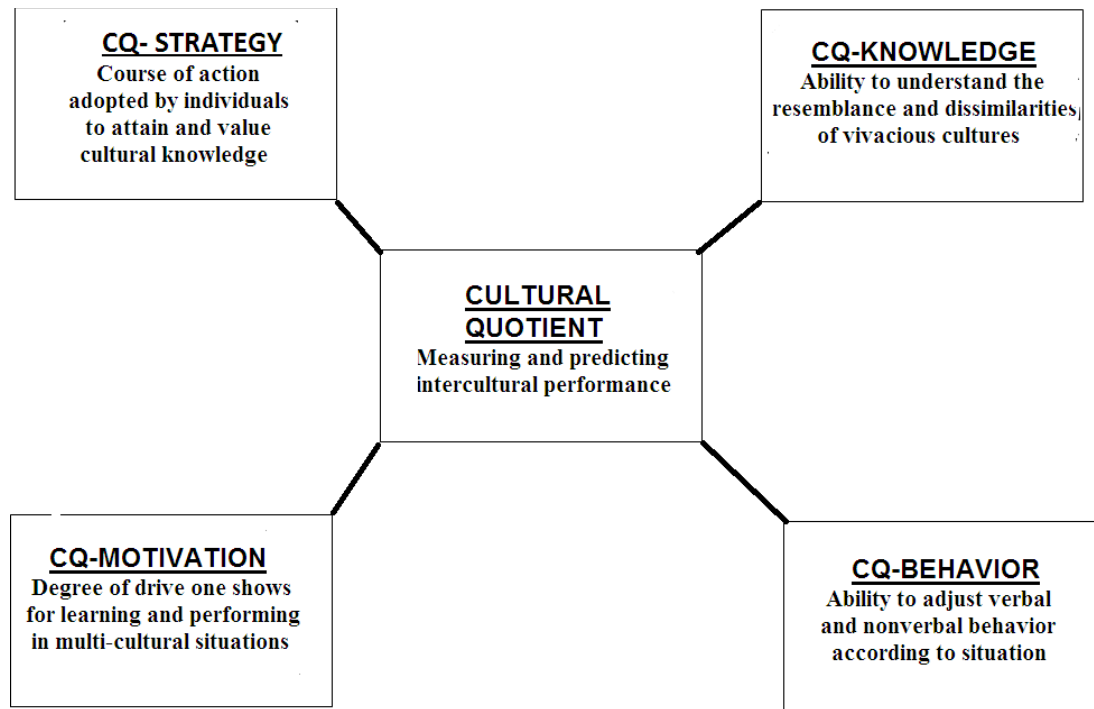
[172] was the first to publicize the term cultural intelligence as he said that leaders having high cultural intelligence are able to build the strong foundations for mutual learning and continuous flow of communication. [125] in a book ‘*Cultural Intelligence: Individual Interactions Across Cultures*’ defined cultural intelligence as the individual’s ability to perform well in culturally diverse situations.

[173] opined that cultural intelligence is in relation to “being skilled and flexible about understanding a culture, learning more about it from your on-going interactions with it, and gradually reshaping your thinking to be more sympathetic to the culture and your behaviours to be more skilled and appropriate when interacting with others from the culture”. Thus, cultural intelligent people see it as an opportunity to learn from culturally diverse interactions and remodel their behaviour to make it more appropriate and sympathetic towards others.

The nomenclature ‘CQ’ was given by Ang and Dyne [174] for cultural intelligence, who defined it as a technique of analyzing and predicting the intercultural performance of individuals.

### **The Four Factor Model of CQ**

[175], [176] conceptualized the four dimensions of cultural quotient: CQ-Strategy, CQ-Knowledge, CQ-Motivation and CQ-Behaviour (Figure 2.5):



**Figure 2.5:** The Four Dimensions of Cultural Quotient

Source: Ang, et. al (2007)- Cultural intelligence: Its measurement and effects

- **CQ-Strategy (Metacognitive):** It is the course of action an individual adopts to attain the knowledge of the diverse cultures present around. It includes making advance strategy for cultural diverse circumstances based on the awareness of one’s cultural knowledge and making adjustments in behaviour and actions. It is all about preparing oneself with right kind of policies before one encounter culturally awkward situation.
- **CQ-Knowledge (Cognitive):** It is the ability of an individual to understand the similarity and distinctions of varied cultures. It is all about gaining knowledge about the political, legal and economic systems, rules for public dealings, sacred values, artistic principles, and language in different cultures.
- **CQ-Motivation (Drive):** It explains the intrinsic motivation one shows in merging with people from other cultures and understanding and experiencing alien cultures. Motivational CQ is the degree of drive exhibited by an individual to learn and perform in multi-cultural situations. It is the sense of confidence that one has to function efficiently in an atmosphere exemplified by cultural diversity.

- **CQ-Behaviour (Action):** It is the ability of an individual to appropriately adapt to different cultural settings by adjusting verbal and non-verbal behaviour. It involves modifying gestures, accent, facial expressions, tone and manners, etc. to adjust to the dynamic cultural situations.

## **Previous Studies on Cultural Intelligence**

Various studies have been undertaken to find relationships between cultural intelligence and other form of intelligences like emotional intelligence [130], [132]; spiritual intelligence [177]; and social intelligence [178].

### **Cultural Intelligence and Performance**

Cultural intelligent workforce holds in them the vibrant proficiencies necessary to adapt to the practices, products and services, create and bag new opportunities and give a positive response to changes in diversified markets. The increased diversity among the workforce has made more and more necessary the need for intercultural knowledge and competence in multicultural domestic work teams [179].

Earley and Gibson [180] underscored the importance of cultural knowledge among multinational work teams. The same has been highlighted by Bhaskar -Shrinivas et al. [181] for the individuals on work assigned abroad and also by global leaders [182].

Moynihan et al. [183] presented evidence in support of the predictive ability of cultural intelligence for trust, cohesiveness and performance of multinational teams. Also, cultural intelligence of leaders have a bearing on the performance of the team as a whole.

Ang et al. [184] opined in their study of international leaders that higher CQ in international leaders helped in better performance in intercultural related tasks.

Karma and Vedina [185] have brought a conceptual model to study CQ and its role as a prism between workforce diversity and group performance. Diversity at the group level could be challenging so they have tried to study the positive and negative effects of diversity and transformation of the negative effect into positive with the help of CQ.

Groves and Feyerherm [186] concluded that the cultural intelligence of leader predicted the perceived team performance of the followers and also that of leader's performance in teams having significant diversity. Therefore, cultural intelligence has a vital role to play in today's multi-ethnic and multi-national organisations, where the performance of the teams depend on the ability of the team leaders to decipher the cultural differences and inculcate a set of skills required to make their team members understand and adapt to the demands of multi-cultural workplace.

Moon [187] studied the relationship between cultural intelligence and performance of multi-cultural teams and found that the teams having higher cultural intelligence levels exhibited elevated work performance.

Dogra & Dixit [188] presented a conceptual model to study the relationship between leader CQ on team performance (innovation and conflicts), a leader high in CQ could lead a team to be inclined towards creativity and thus can be more innovative in performance whereas a high CQ in a leader could also minimize conflicts at the workplace that can boost the performance of a team.

### **Cultural intelligence and Adversity quotient**

The researcher was unable to find a direct study to uncover the relationship between cultural intelligence and adversity quotient. [189] found that misunderstandings arising between individuals having different value systems, beliefs, languages and rituals can be very devastating for the organizations and can even lead to their failures.

[190] found that adversity quotient is effective in predicting the resilience and perseverance of an individual. Hence by using AQ, organizations can enhance the effectiveness of teams by improving relationships across communities and cultures.

[191] emphasized that those employees with high cultural intelligence double up as worthy and valuable assets for the organization whenever any calamity or crisis arise.

According to [192] the employees who accept that there exists cultural differences within the organization and conform to the cultural diversities at the workplace more openly and effectively, will lead their organizations to higher efficiency by managing problems arising out of cultural relationships more successfully.



## **Cultural Intelligence and other workplace outcomes**

Manning [193] opined that individuals who are low on cultural intelligence are the one who will most likely engage themselves in stereotyping, experience conflict, and failure on international leadership assignments.

Tay et al. [194] found in their study that among the leaders working in multinational corporations, cultural intelligence has a negative relation to burnout.

Kim et al. [195] proposed a model discussing that cultural intelligence is an important factor for an expatriate's adjustment and effectiveness in a unfamiliar culture.

Elenkov and Manev [196] attempted to study the moderating role of cultural intelligence on expatriate managers. Their study proves that the transformational leader behavior of senior expatriate managers significantly impacts rate of adoption in terms of product and organizational innovation. Cultural intelligence plays a vital role in the aforesaid relationship.

CQ was identified as a core competency for cross-cultural leadership by Deng and Gibson [197].

Ramirez [198] proposed a model in which CQ is taken as an independent variable and conflict resolution ability has been discussed as a dependent one. They tested the high and low impact of CQ on weak/strong conflict resolution ability.

Chen *et al.* [199] and Lee *et al.* [200] revealed the direct, significant and positive impact of CQ on the job performance and cross-cultural effectiveness of employees.

Kodwani [201] tried to highlight the relationship between CQ and employee engagement so as to lower expatriate failure rate and enhance their productivity. Data was collected from a sample of 470 Indian managers who have worked on international assignments as expatriates. The results depicted by regression analysis indicate that higher level of CQ is mandatory for male and female employees required to work globally away from their home country further it shows that of all the three dimensions emotional/motivational CQ contributes more in engagement.

Groves and Feyerherm [202] have attempted to examine the influence of CQ on multi-cultural negotiation performance. The results found that negotiators with high CQ demonstrated higher negotiation performance and greater IBN (interest based negotiation) behavior in comparison to negotiators with low CQ.

Huff *et al.* [203] carried study of expatriates working in Japan and found a positive relationship of CQ with cultural adjustment.

CQ was revealed to have a positive relationship with communication effectiveness among Chinese nationals working in foreign country assignments by Bücken *et al.* [204].

Eken *et al.* [205] found that there was a strong correlation among Motivational CQ, a constituent of cultural intelligence, and the democratic leadership style.

Jyoti and Kour [206] in their study of the managers of nationalized banks in India summarized the positive influence of cultural intelligence on task performance.

Brett [207] opined that the reaction of people to workplace conflicts and the intervention strategies thereof depends on the cultures to which they belong. Cultural intelligence helps individuals to manage conflicts by facilitating an effective and creative multicultural work environment.

## **ADVERSITY QUOTIENT**

Adversity is defined as ‘any adverse or unfavorable fortune or fate or a condition marked by misfortune, calamity, or distresses. Everyone has had an experience of adversity during their life span. Adversities come in various forms:

- **Physical Adversity:** Some may face a physical adversity, which arises due to any physical disability like amputation of a part of body or chronic illness like cancer, obesity, hypertension, etc. Physical adversity demands a complete change in the lifestyle of a person and is often difficult to overcome as it requires coping with physical limitations, day in and day out.
- **Mental Adversity:** The second adversity, the mental adversity, arises due to some mental disorder and results in depression and other psychiatric problems. The regular

visits to psychiatrists and medication do help, but it is the resolve of the individual that plays a critical role in overcoming such adversity.

- Emotional Adversity: Third kind of adversity is the emotional adversity that occurs due to the inability of a person to control emotions. Individuals who cannot handle their emotions well do face a lot of problems while dealing with others. The sudden mood swings and emotional outbursts complicate an easy situation. People lacking emotional maturity constantly feel undervalued and have a peculiar rage while handling even trivial issues.
- Social Adversity: Another adversity is the social adversity, the inability of a person to make bonds with others. Such individuals cannot make friends, are not liked by peers and often create socially awkward situations. These make their progress in personal as well as professional life a daunting task.
- Spiritual adversity: It is the adversity that people face when they have lack of faith. Being spiritual doesn't mean to follow some religion, but it is more about having a connection with inner self, believing in one's abilities. When people lack spirituality, they tend to have less confidence and belief in their own capabilities.
- Financial Adversity: The financial adversity is the problem of having less financial resources to meet the demands of lifestyle. Financial adversities also arise when a certain critical situation demands a lot of expenditure like an accident.

The response of an individual to the difficulties and predicaments faced in their life determines how much the person is happy, successful and growth oriented. An adversity is a challenging and complex event or situation that carries in the difficulty and trouble in the lives of people. How individuals react to the adversity establishes if there will be dissatisfaction, sorrow, hopelessness and misery in their life or they will be having the feeling of contentment, development and triumph for themselves.

Adversity Quotient as a term was first stated by Dr. Paul Stoltz in his book *'Adversity Quotient: Turning Obstacles Into Opportunities'* in 1997 [208]. Also called the 'science of resilience', Adversity quotient (AQ) makes an endeavor to determine the competence of an individual in handling the adversities in life.

[209] defined resilience as the “strength to survive stressful situations or those in which one is mistreated, without experiencing the usual negative consequences of such experiences.” The U.S. Department of Health and Human Services defines individual resilience as, “the ability to withstand, adapt to, and recover from adversity and stress” [210]. In other words, resilience is the returning to the normal self after facing adversities. It means setting up of coping mechanisms to deal effectively with unwarranted and stressful situations. A set of characteristics contributing to the resilience in an individual are:

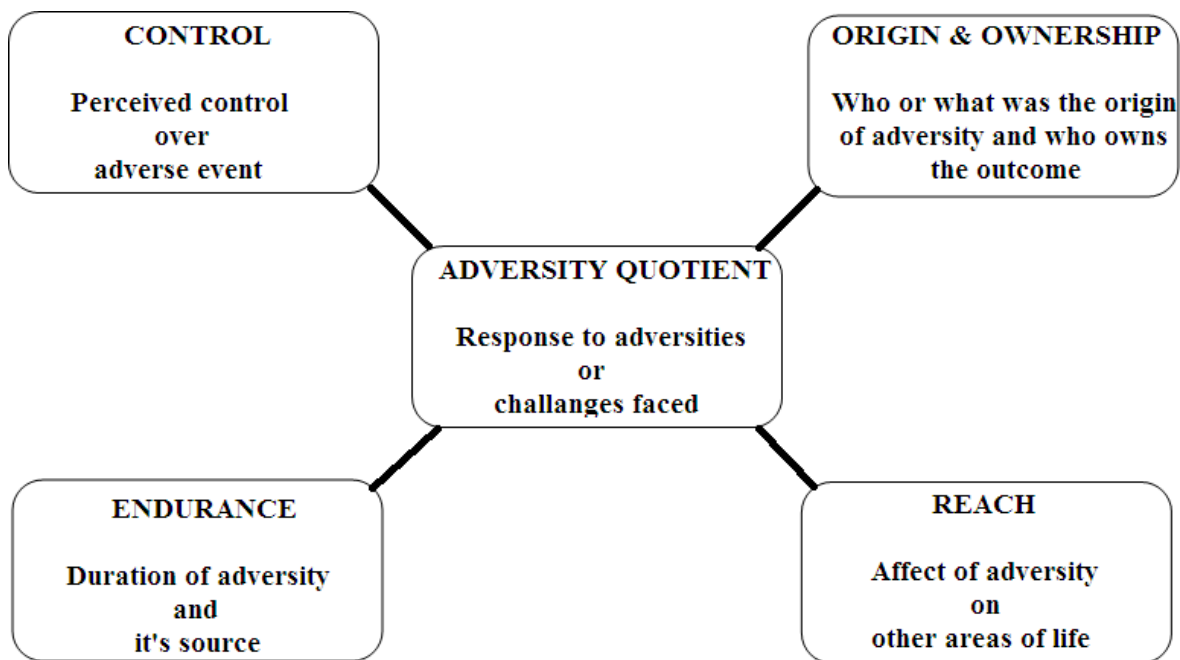
- **Optimism:** The most important component for being resilient is being optimistic. The individuals who are optimistic tend to be more resilient as well. Even when facing seemingly insuperable obstacles, such people are more likely to stay positive about the future regardless of the outcomes.
- **Altruism:** Altruism is the quality of helping others selflessly. Resilient individuals are always available for giving a helping hand to the needy. This also boosts their self-efficacy and relieves considerable stress.
- **Morality:** Individuals having strong morality and powerful belief in what is right or wrong are capable of bouncing back in less time.
- **Spirituality and faith:** Having faith in self or believing in the power of spirituality often help individuals in surviving the most daunting challenges and make them more strong and wise.
- **Humor:** Humorous people having a healthy sense of humor have an advantage over others while facing adversity as they can laugh off their misfortune and thus bounce back easily.
- **Role Model:** Having a role model, who went through the similar set of adversities and survived, gives individuals a reason to face the situations with an emboldened stance.
- **Social Support:** Individuals having strong social networks tend to have more support while going through a bad patch in life. Emotional support from near and dear ones give people more reasons to stand and hold the ground.
- **Facing Fear:** Individuals who are ready to confront their fears by leaving the comfort zone willingly and have the tendency to go an extra mile to accept and overcome the challenges are more likely to be successful in handling difficulties.
- **Purpose or goal in life:** People who have carved out specific purpose for themselves or have set themselves some goals to achieve, find a remarkable amount of motivation in their lives. They passionately follow their dreams and are more likely to recover from failure or disappointment as they are less deterred in the face of any tragedy or loss.

- **Training:** The experiences of life give individuals chances to improve their resilience. Training can also be provided to help people understand the importance of taking adversities as a part of life and be open to learn and modify their reactions to the adverse situations so as to achieve success in life.

The individuals who are high on adversity quotient persistently keep moving forward in their lives and show considerable propensity to endure adversities, thus having a continuous rise in their respective endeavors.

### The Four Factor Model of Adversity Quotient

There are four components of the Adversity Quotient called the CO<sub>2</sub>RE dimensions [208] (Figure 2.6):



**Fig. 2.6 :** The CO<sub>2</sub>RE dimensions of Adversity Quotient

Source: Stoltz, P. G.(1997) : The Adversity Response Profile (ARP)

- **The Control dimension:** It measures the control, as perceived by an individual, over an adverse event. It is the perception of an individual about the degree to which they can influence the happenings around them.

- The Origin and Ownership: It measures what or who an individual sees as the origin of the adverse situation and how much does he see himself responsible for the same. It measures the likelihood that an individual will engage in an effort and try to improve the situation.
- The Reach dimension: It measures the spillover effect of the adversity into the other areas of the person's life i.e. whether or not the consequences of current adversity will have any bearing on the person's other aspects of life.
- The Endurance dimension: It is the time span in which one expects the adversity to last. How long an adversity is expected to give way to better and what is the expectance of its reoccurrence.

## **Previous Studies on Adversity Quotient**

### **Adversity Quotient and Team Performance**

The feeling of helplessness in event of an adversity leads to apathy, anguish and despair among individuals, thereby affecting their personal and professional lives [211].

Individuals, who believe that they have control over adversities, feel motivated to attain their goals [212].

According to Lazaro [213], adversity quotient exerts a positive influence over the workplace performance of individuals.

Phoolka & Kaur [214] found out that adversity quotient plays a role in predicting the performance, creativity, happiness, emotional health and response to change of employees. Therefore, adversity quotient is among major factors determining the performance of employees, making them resilient and helping them to face difficult situations with positive frame of mind.

Canivel [215] looked at the Adversity Quotient of principals of educational institutions and its relationship with leadership styles and performance. It was found that the performance had a positive relationship with adversity quotient. But no significant relationship was noted between their adversity quotient and leadership styles.

Santos [216] studied the role played by Adversity Quotient in improving quality of life of Filipino special education (SPED) teachers and concluded that individuals with higher

adversity quotient tend to have a positive outlook towards the life and thus have higher perceived quality of life than their counterparts.

Rest of the research done in the area of adversity quotient have linked it to mostly academic performance, stress, leadership skills and achievement motivation among students, educators and health workers.

According to Kumbanaruk & Maetheeponkul [217], AQ is positively related with emotional quotient and other quotients of intelligence.

Rest of the studies have linked adversity quotient with academic performance [218], [219] , achievement motivation [220], social skills [221], job performance [222], [223] , stress [224] and leadership skills [225].

## **OCCUPATIONAL STRESS**

Stress is defined as “a state of mental or emotional strain or tension resulting from adverse or demanding circumstances”. So whenever an individual faces unwanted or testing situations, stress is bound to happen.

An array of things can cause stress, varying from physical things like threat from someone or danger from something to something more emotional like demands from a job or worries for family. Stress is the response of an individual to a stressor. Stressors are the events or demands that cause stress. They can be anything like studies, relatives, major changes in life, any traumatic event, etc. Thus, stress is the biological response of the body to react to a challenge. How the brain responds to any demand is what stress is.

Whenever one faces any challenging or harmful situation, whether a real one or perceived, a chemical reaction takes place inside the body which opens up two ways to react to the stressor: fight or flight. Fight is a response of taking the stressor head on and trying to face it with boldness. Flight, on the other hand, is when individuals become evasive. They just give up on solving the stressful situation and just try to avoid it. There are three types of stress:

- Acute stress: Acute stress is the body's instant response to a new challenge, incident, or requirement. Such kind of stress is the most common type of stress and it triggers the fight-or-flight response. The pressures from a close shave in an accident, an unnecessary spat with someone close, or a avoidable blunder at work turns on the biological response

of the body as the fear of consequences sink in. When people face severe acute stress while dealing with life threatening situations or are victims of certain crime, it can lead to mental health problems such as acute stress disorder or post-traumatic stress disorder.

- Episodic acute stress: When the frequency of acute stress increases, it leads to episodic acute stress. Individuals who have crisis situations cropping up every now and then be likely to have episodic acute stress. Such individuals tend to see the negative side of everything and remain often irritable, anxious and short-tempered. It becomes harder to bring any change in the lifestyle of such people as they agree to stress being a part of their life.
- Chronic stress: The third kind of stress is the chronic stress. It is actually the unresolved acute stress whose duration lasts for long periods of time. So this stress becomes a constant and does not depart. It can shoot out from never ending adversities like perennial poverty, a non functional family, a forced and unhappy marriage or a dreadful work environment. Chronic stress is detrimental to the health as it is seen as a contributor to various life threatening diseases and ailments such as cancer, heart disease, lung disease, cirrhosis of the liver and may even lead an individual to commit suicide.

Stress works in two stages: first is the person's perceived psychological pressure and then the reaction of the body towards it. These pressures can arise from the demands, whether intrinsic or extrinsic, which make them feel overloaded and they struggle to meet them. Demands vary from being financial to work relationships to family expectations, exposing the person to the threats that are real or perceived.

The individual may take it as a challenge to overcome that or surrender to it. So it means stress acts differently for different people. An event that causes tremendous stress in one individual may be looked at like a trivial issue by another. Individuals vary in their propensity to handle stress. Some are able to better handle it than others.

Stress is not bad. Stress actually motivates one to achieve the goals and pushes one to explore the limits. It also acts as an alarm for not going beyond one's capacity and get hurt. But this is when the stress is in small dose and handled well. The modern lifestyle has exposed everyone to the prolonged doses of stress, which has resulted in unwanted physical and psychological problems. These are the chronic heart diseases, high blood pressures, diabetes, depression, and other life threatening habits like drug abuse and smoking.



## **Stress at workplace**

Hostile, harsh and poor working conditions cause stress at the work place, called as occupational stress. Beehr and Newman [226] defined job stress as, “a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning”.

Such adverse conditions may be those related to the policy myopia plaguing top management, the decisions of restructuring or re-designing or disinvestments or downsizing which bring in the alarms of reduction in authority or job-loss, inter-group or intra-group rivalries, undue and unrealistic demands from supervisors, fatigue and burnout caused by overburden, bottlenecks and avoidable delays created by unhelpful superiors or indifferent colleagues.

Individuals working in the service sector continuously face such stressful situations even more as they are directly involved with the customers which often lead to nasty, volatile and explosive situations.

Srivastava, et.al. [227] carried out a study among three groups of employees in a private sector organization for organizational role stress and found that among the three levels of managers, the middle-level managers faced greater stress and anxiety in comparison to top-level managers and workers.

Lee and Ashforth [228] opined that individuals who report job burnout are the ones with high levels of perceived stress. Such workers lack job satisfaction and have poor coping responses, resulting in eroded commitment to the organization and leading to higher attrition.

Faulkner and Patiar [229] were of the view that the sheer amount of time spent by an individual at the workplace makes it potentially an all important source of stress. The pressure to perform so as to be financially secure and the limited opportunities for advancement makes the work situation potentially very stressful.

Milczarek et al. [230] found in their study in 2005 that 30 % of the European working population (within the 10-Member-State European Union) acknowledged being affected by stress.

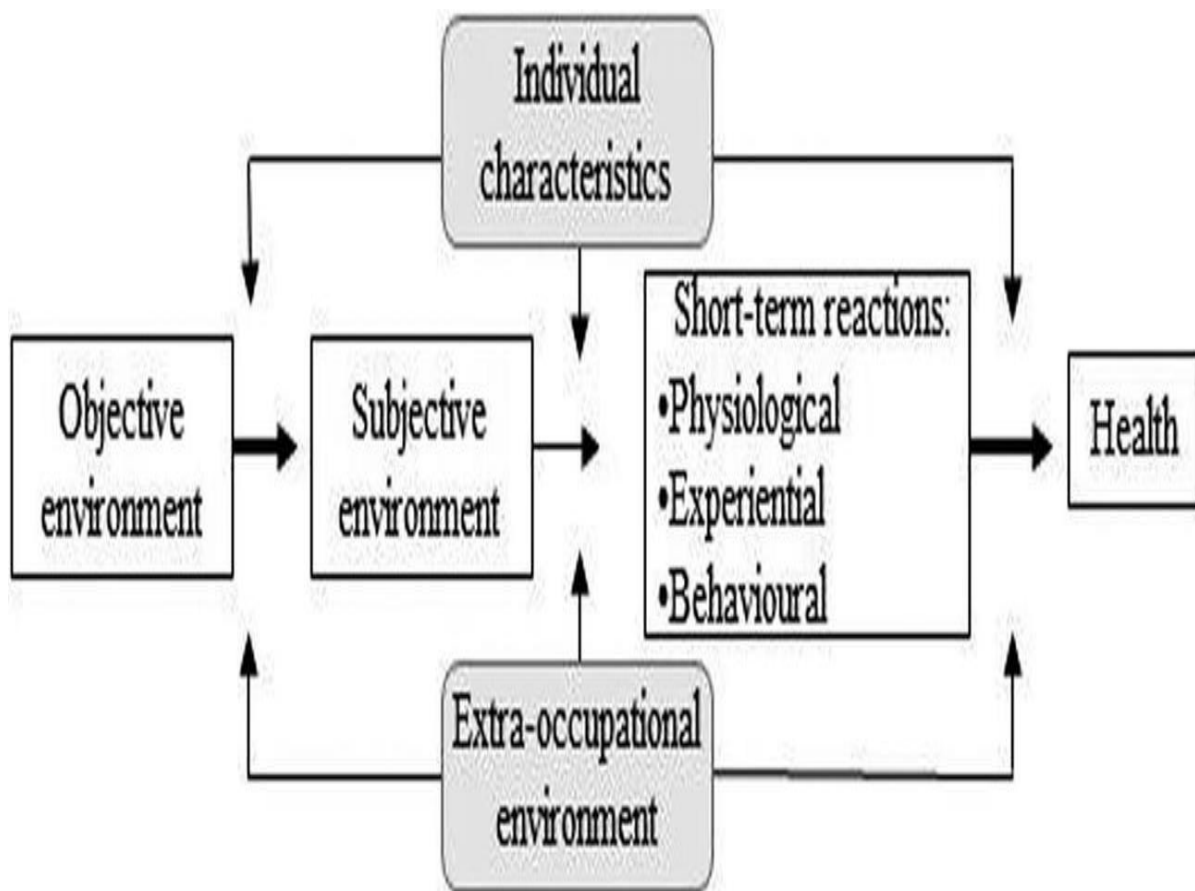
Van Rhenen et al. [231] carried out a qualitative study on the effects of stress among industrial workers in the USA and UK. The findings correlated the presence of high levels of

stress with increased staff turnover, more physical and psychological ill-health, absenteeism and higher accident rates.

Imrab et al. [232] studied the effects of stress on the job performance among bank employees and found a significant and negative effect of stress on their performance.

## Models of Occupational Stress

### Institute for Social Research Model (ISR)

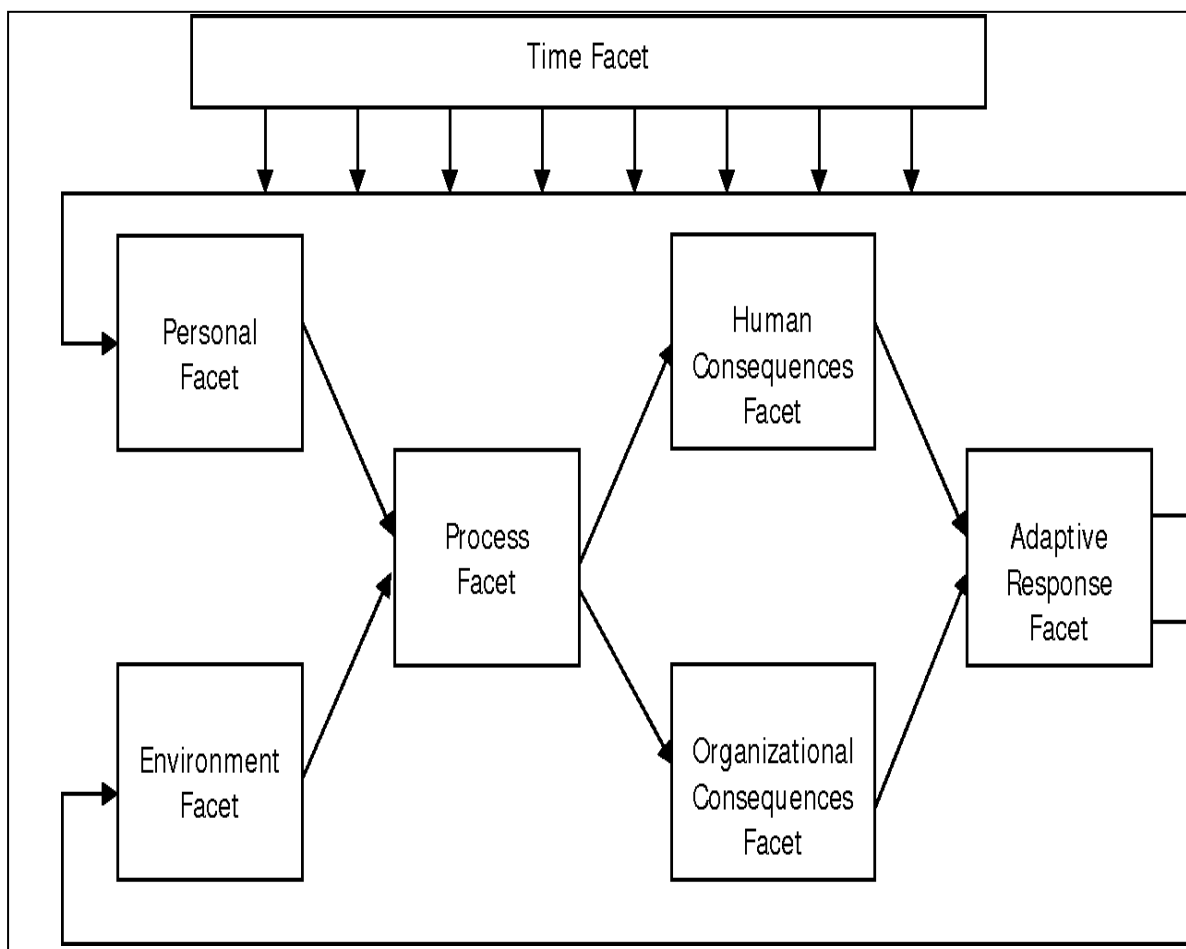


**Figure 2.7:** The Institute for Social Research's Original Model  
(Adapted from French & Kahn, 1962, p. 2)

Influenced by the Lewin field theory [233], the two researchers French and Kahn [234] developed a model reflecting the relationships between work and health. Referring to Lewin, this model distinguishes an objective work environment from a subjective work environment. The employee perceives an objective environment, thereby forming a subjective environment, which is the one that affects the level of stress. In turn, stress affects physical and mental

health through its related physiological, affective and behavioral reactions. The original French and Kahn model also highlights the individual's characteristics (values, personality, etc.) and his/her social environment (family, social groups, etc.). These two sets of variables accentuate or minimize the objective environment's impact on the perceived (subjective) environment, the subjective environment's impact on stress and, ultimately, the impact of stress on health.

**Facet Model**

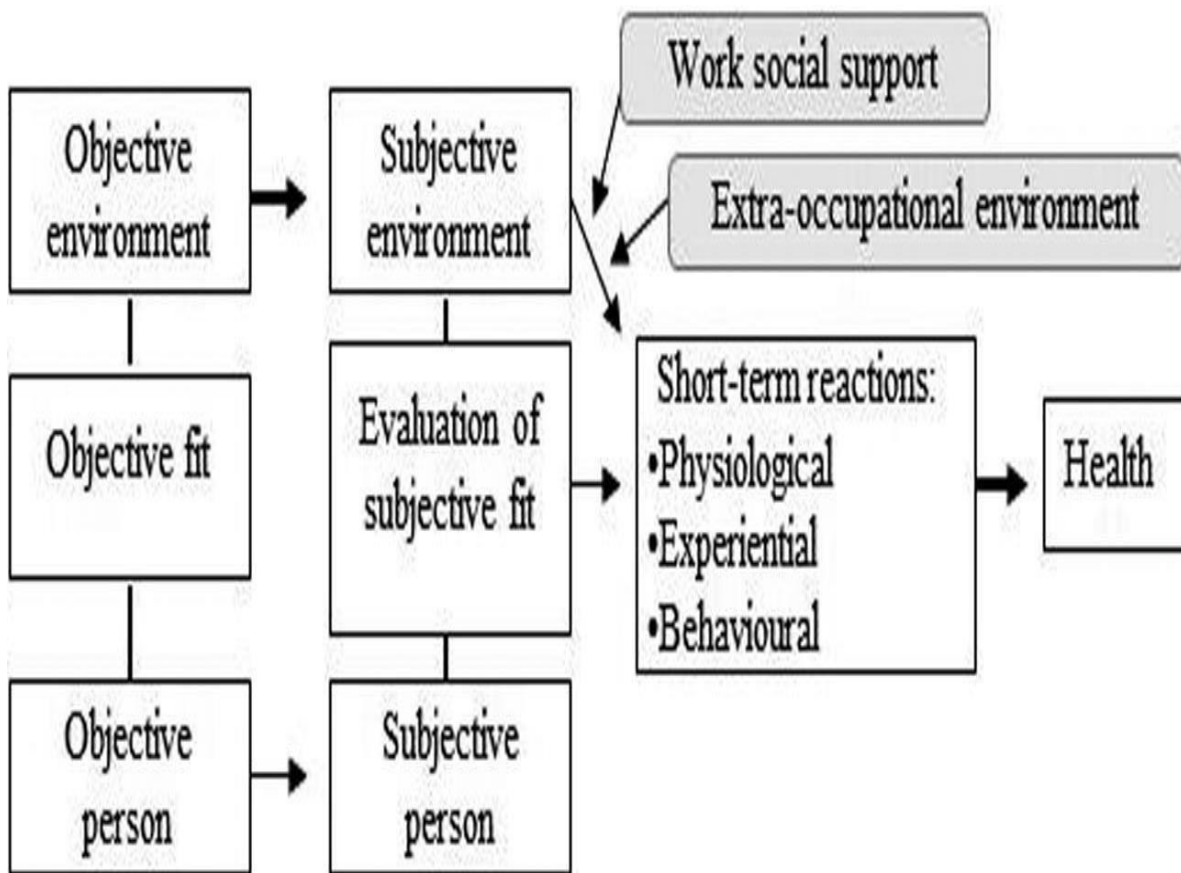


**Figure 2.8:** Facet model of occupational stress

Beehr and Newman [226] gave facet model of occupational stress. This model explained that stress can be the consequence of seven different reasons or facets. Personal facet represents the characteristics of individuals that they bring to workplace. Environment facet explains the work environment that individuals confront. Process facet means how employees rate the

work environment and feel insecure in it. Human consequences facet are the ways adopted by the employees in responding to the stressors at work place. Organizational consequences facet explains the consequences that organizations have to face when employees feel stressed. Adaptive responses facet sums up the responses and efforts made by the individuals and the organizations to respond to the stressful situations at work. And time facet is the amount of time spent in the organization by individuals, which has a direct influence on all the other facets.

**Person-environment fit (P-E FIT)**



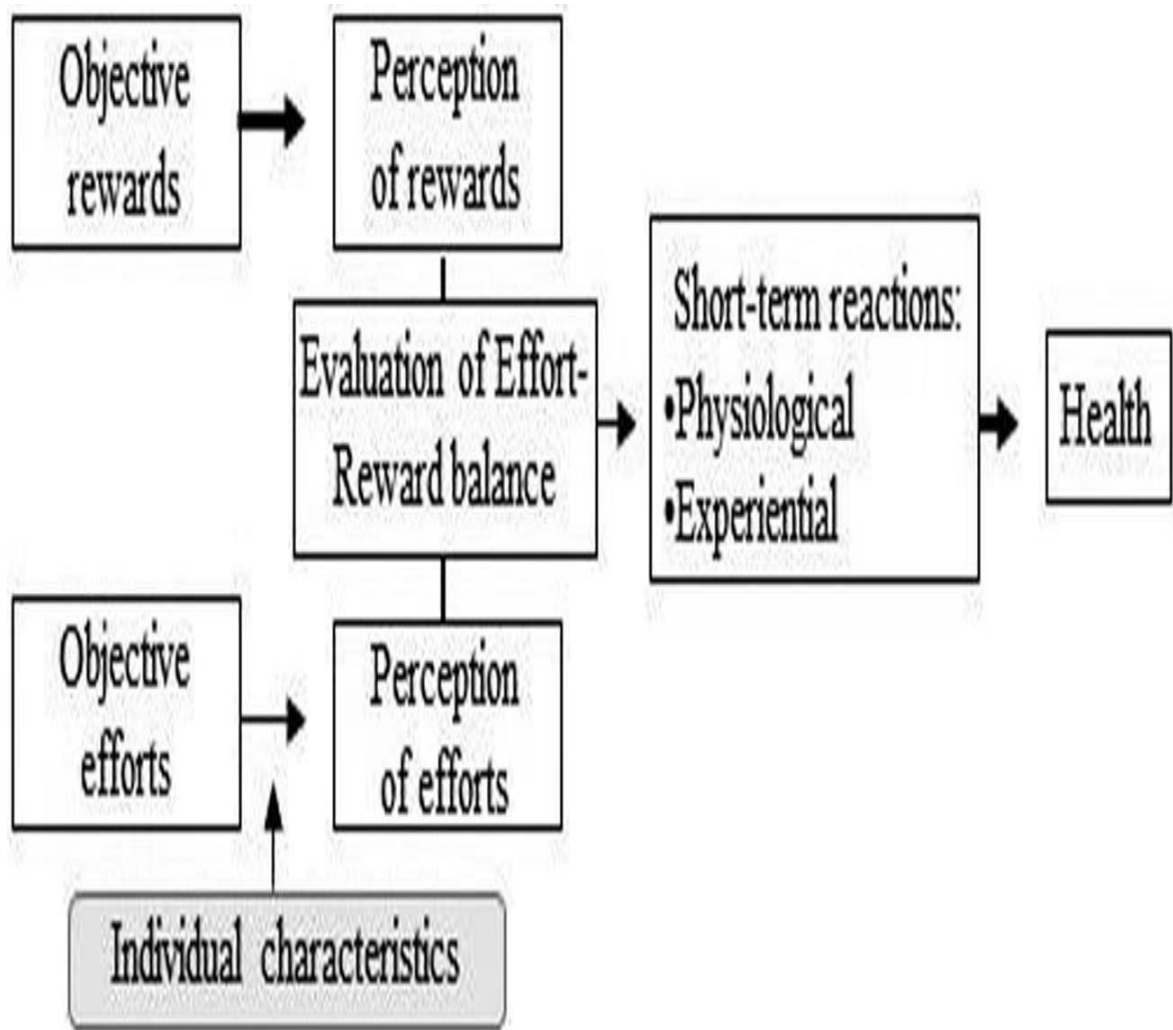
**Figure 2.9:** P-E Fit Model

(Adapted from French et al., 1982, P. 3).

The P-E Fit model given by French, *et al.* [235] is first composed of an objective, then of a subjective environment with the former impacting on the latter. This model is again inspired by the work of Lewin [236] through its famous equation, which stresses the interaction between an individual and his/her environment in explaining behavior (or health in this case).

In this stream a lack of fit between a person (his/her capacities, goals, etc.) and his/her environment (including demands, resources, etc.) may be objective or subjective. The worse the fit, the more destructive its health impact. It is important to note that, for these authors, only the subjective fit between a person's perception of himself/herself and his/her environment has an impact on health.

**Effort-Reward Imbalance (ERI) model**



**Figure 2.10:** Effort-Reward Imbalance (Eri) Model

Siegrist's Effort-Reward Imbalance (Eri) Model [237] stems basically from the P-e fit stream, even though it is not always referred to in these terms. Evaluation of the balance between efforts and rewards is central to this model. It can be conceptually likened to evaluation of fit between the Person (his/her efforts) and his/her environment (rewards). However, it is

observed that while Siegrist is explicit concerning the subjective nature of efforts (perceived), he remains vague concerning rewards. Nevertheless, everything would lead us to believe that, if the balance between efforts and rewards is evaluated, it is then the balance between perceived efforts and perceived rewards which is evaluated.

### Preventive Stress Management Model

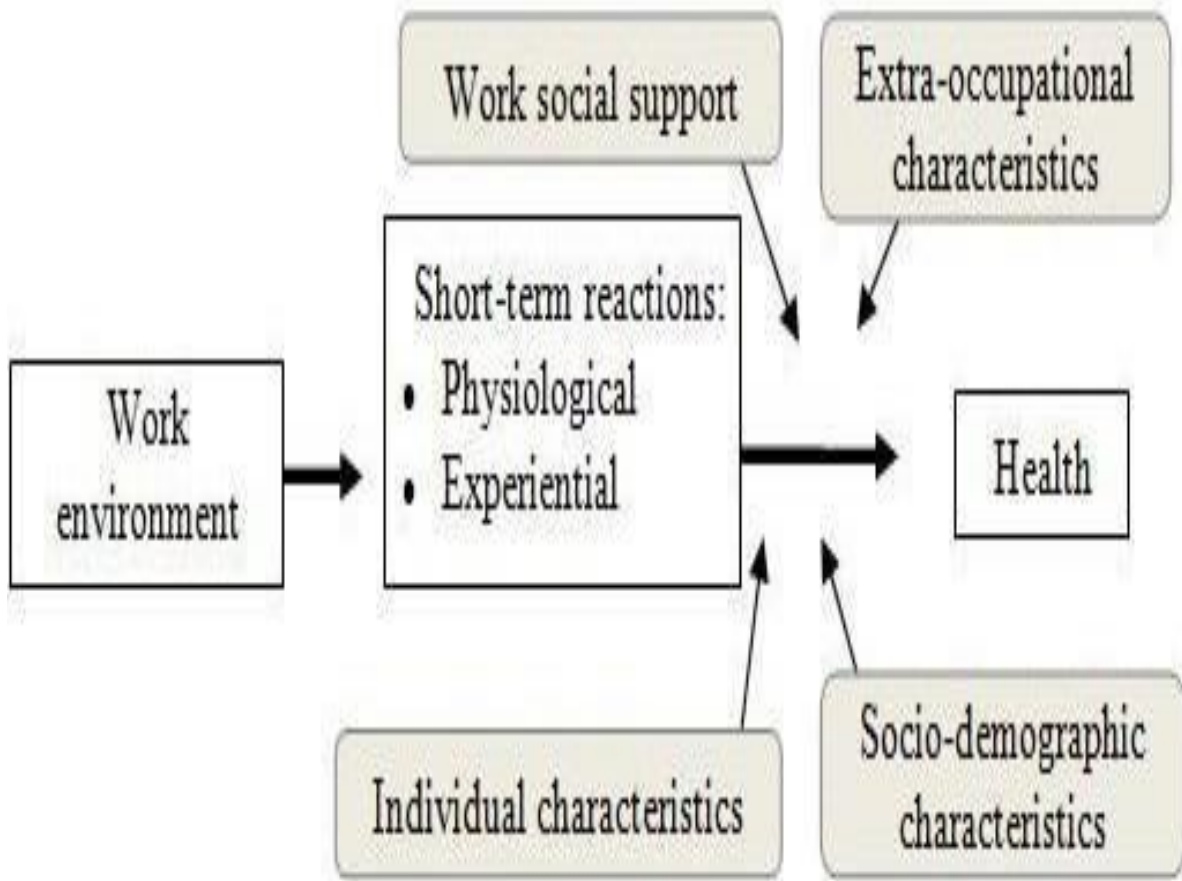
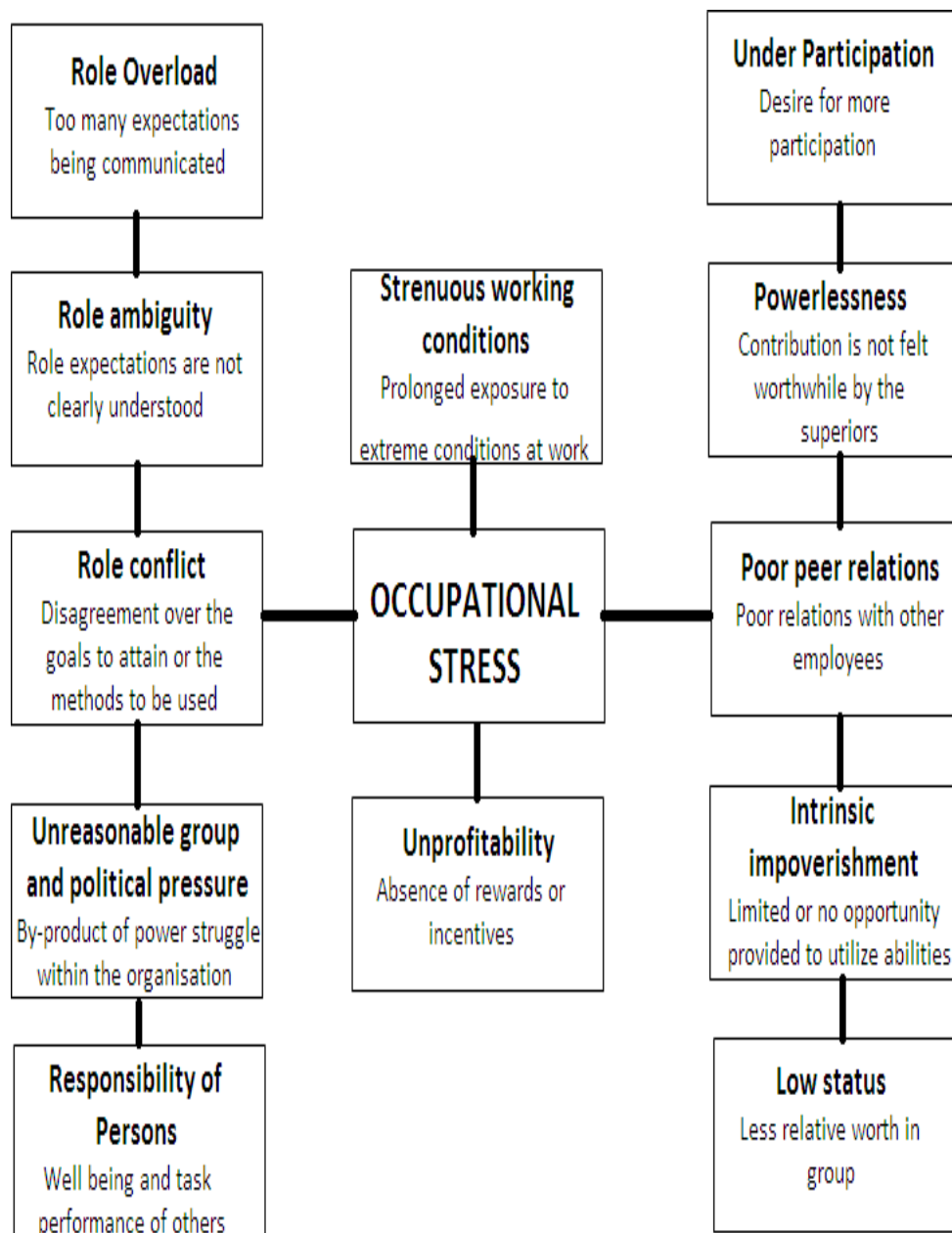


Figure 2.11: Preventive Stress Management Model

Quick et al. [238] developed a model by integrating 19 work characteristics. These characteristics potentially trigger a stress reaction, the health impacts of which are moderated by variables involving the individual and his/her environment. The original feature of this model is that it takes into account both negative (distress) and positive (eustress) consequences of the work situation.

### Dimensions of Occupational Stress

A total of twelve dimensions or areas determining occupational stress were identified by Srivastava and Singh [239]:



**Figure 2.12:** Dimensions of Occupational Stress

(Source: Srivastava, A.K. & Singh, A.P. (1981): Manual of the Occupational stress Index)

- Role over-load: It is a situation in which there are simply too many expectations being communicated to persons at a given point of time. Employees are given a lot of work, often exceeding the limits of handling.
- Role ambiguity: It arises when the employees fail to clearly understand what the expectations of the organization from them are. There remains ambiguity about the authority and responsibilities in the employees and they remain clueless about what are

they supposed to do. Improper induction and ill planned training often lead to such situations.

- Role conflict: It arises when the differences are there over setting up of the goals and objectives or the methods to be used to accomplish them. The differences with the superiors or team members over the ways to achieve a common objective.
- Unreasonable group and political pressure: When power struggles between employees heightens pressure and competition within the organization. The peer pressure to perform or perish. Also when someone else takes credit of your work.
- Responsibility for persons: When the job role includes either responsibility of the well being or getting required performance from others. The ever increasing size of the team makes things worse.
- Under participation: When employees desire for more involvement in the day to day working of organization. They are participation deprived leading to decline in positive feelings. Often leads to sense of carelessness towards the organization.
- Powerlessness: When the employees feel that the superiors don't appreciate their contribution to the organization. It generates lack of belongingness and also de-motivates the employee.
- Poor peer relations: Unfriendly co-workers, whether they are boss, colleagues, subordinates or workers in other department, can be unpleasant to work with for a variety of reasons. Affects the will to work due to social adverse situations.
- Intrinsic impoverishment: When monotonous nature of work provides limited or no opportunity to utilize abilities. Leads to monotony and boredom.
- Low status: When individuals feel they do not enjoy a high value or are not conferred a worthy status by the group.
- Strenuous working conditions: When individuals are regularly exposed to unbearable levels of noise, heat or cold, low lights making visibility unclear and lack of privacy.
- Unprofitability : It arises when the employees feel that the salary, financial incentives and benefits given to them do not proportionately match up with the efforts they are putting in or do not justify their experience.



A diversified view of stress is taken by different researchers. But all of them broadly agree to the description of stress as individual's response to the demands and pressures exerted by environmental forces. The increased focus of researchers on occupational stress like Cooper et.al, [240]; Spielberger & Reheiser [241]; Quick, et.al. [238]; and Spielberger et.al. [242]; establishes the adverse impact of job-related stress on the productivity, employee health, worker turnover and absenteeism.

## **SUMMARY OF THE CHAPTER**

The literature review presented in the chapter defined the direction of the study. As evident from the literature review, various research gaps were found. The lack of studies in the field of Cultural Intelligence and Adversity Quotient was found. Also, Emotional Intelligence and Occupational Stress were not directly linked with Cultural Intelligence and Adversity Quotient. Hence, a detailed research methodology was adopted in order to address these gaps. The details of the research methodology are shared in the next chapter.

## **CHAPTER-3**

### **RESEARCH METHODOLOGY**

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#### **INTRODUCTION**

The entire research work is planned on the basis of the research design suited to accomplish the objectives of the study. This chapter elaborates the research design undertaken to complete the present study. It gives details about the scope of the study, the objectives of the research and the methodologies undertaken to achieve the objectives. It explains the sampling framework, the tools for data collection and the techniques used to analyze the data collected.

#### **RESEARCH DESIGN**

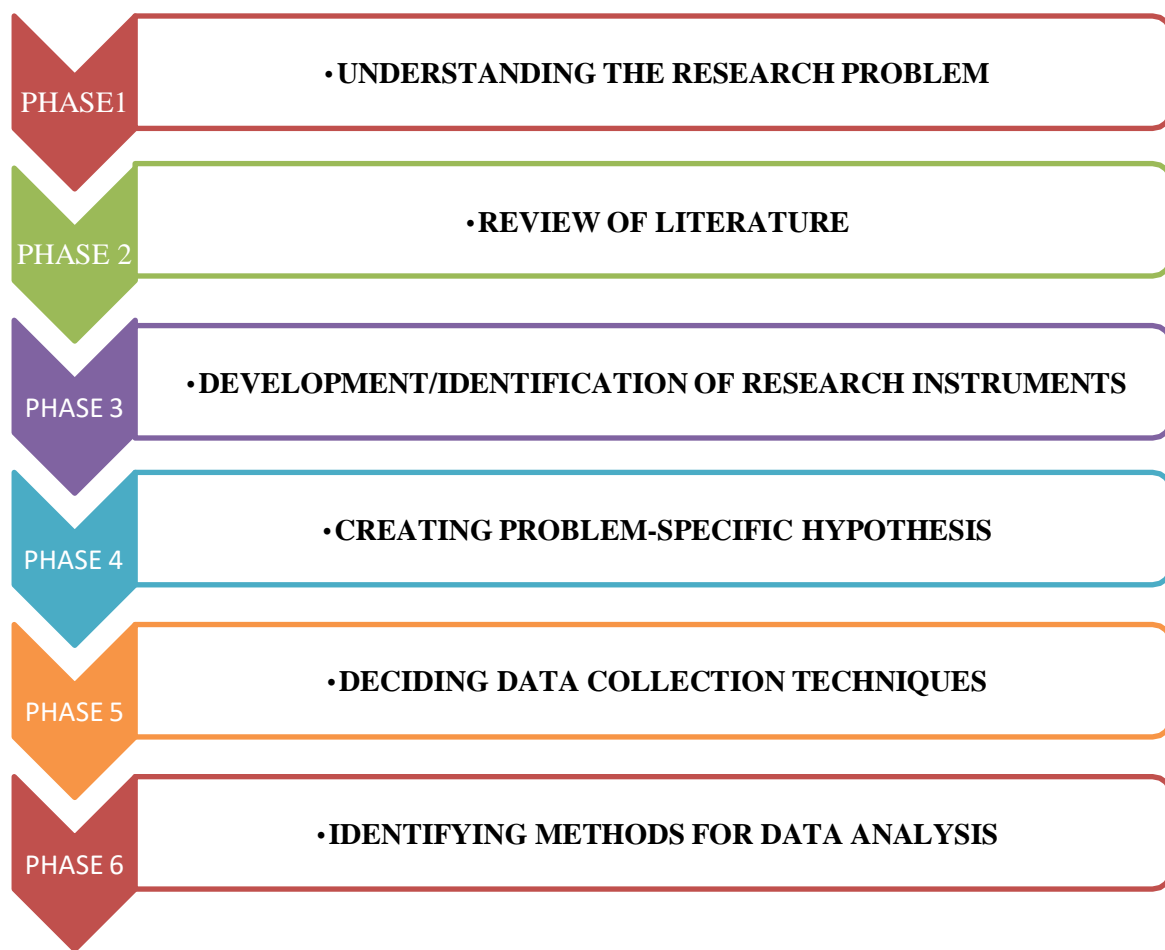
According to De Vaus [243] “The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem.”

It is the logical and correct approach chosen to cover all the aspects of the research problem. “It constitutes the blueprint for the collection, measurement, and analysis of data. Note that your research problem determines the type of design you should use, not the other way around”. [244]

So research design is the guiding light for the researcher which shows the correct path to be adopted to do a meaningful research. The steps for creating a robust research design [245] are (Figure 3.1):

- Phase 1: Clear identification of the research problem and justifying its selection over any other valid alternatives,
- Phase 2: A thorough review and amalgamation of published literature related with the research problem,
- Phase 3: Development/identification of research instruments most similar to the variables recognized,

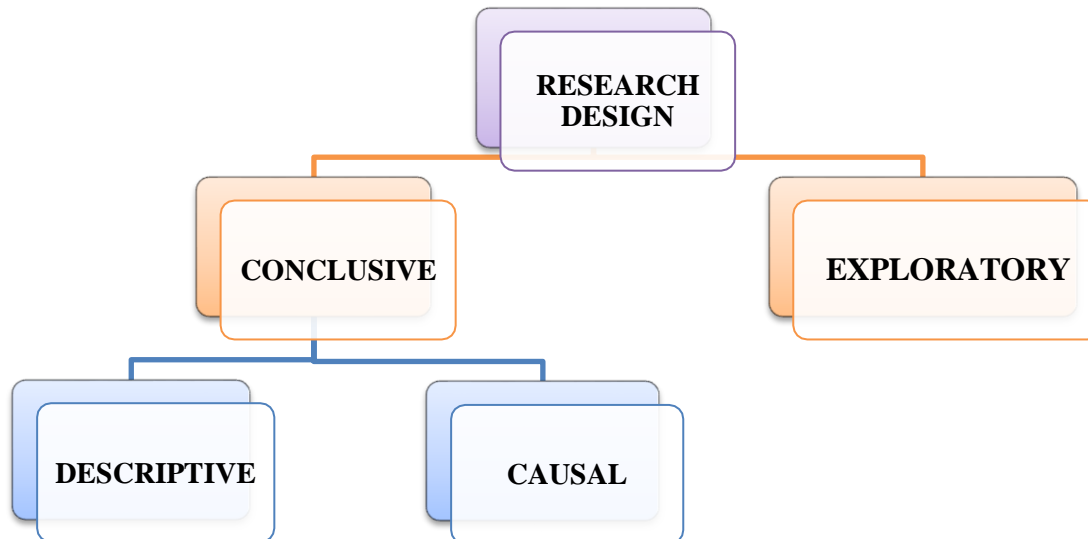
- Phase 4: Creating clear and specific research questions (hypothesis) essential to explaining the problem,
- Phase 5: Effective description of the data essentially required to adequately test the hypotheses and explaining the methods with which the data will be collected, and
- Phase 6: Identifying and describing the techniques of data analysis to be applied to determine if the hypotheses are true or false.



**Figure 3.1:** Steps in Research Design

## Type of Research Design

The various type research designs [246] are:



**Figure 3.2:** Types of Research Design

The present study is both exploratory as well descriptive as in nature.

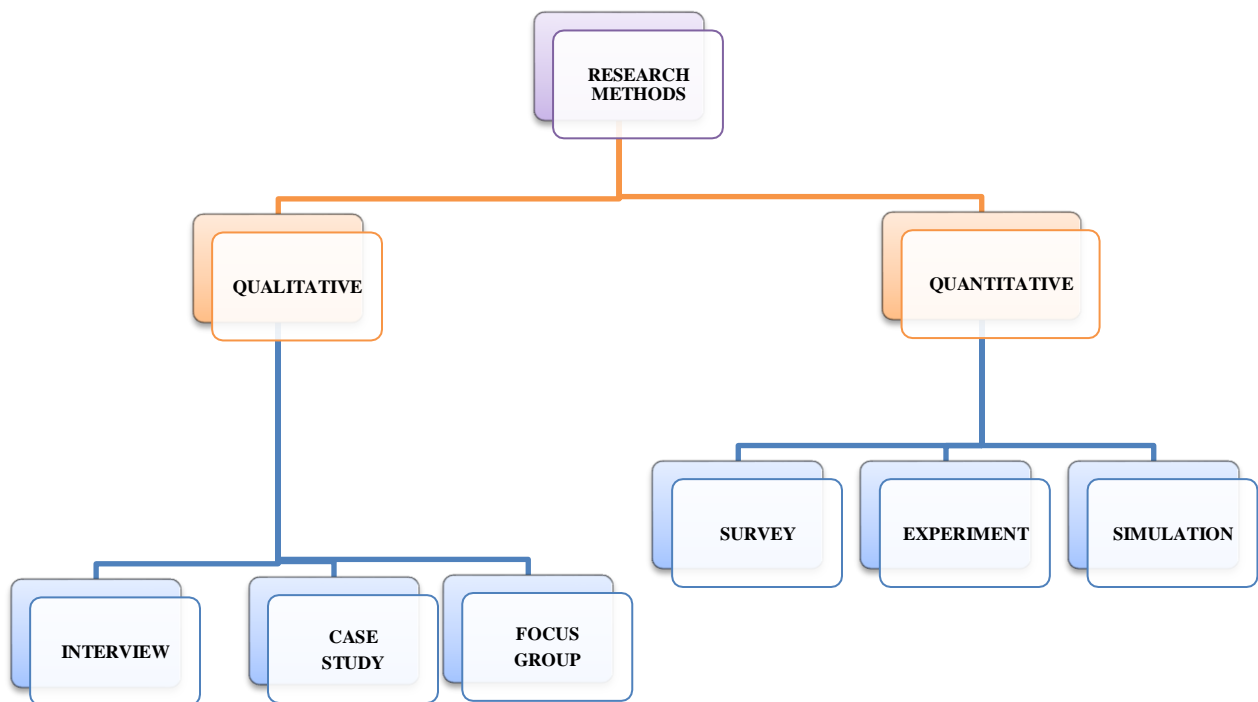
Explorative studies are carried out while investigating a completely new area or when there is only a little knowledge available about the area of interest [247]. Exploratory research is conducted for problems that have not been studied with clarity, and only a few or no earlier studies for reference. The present study is exploratory as a very few studies have been conducted to establish a clear relationship between Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress.

Burns [248] explained descriptive research as reporting an event as it “naturally happens” thereby helping the researcher in describing and explaining the phenomenon under examination and characterizing the population under study. This design is used as a help in providing answers to what, where, who, how, and when of a particular research problem.

The present study describes the Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress, their relationships and the role of Emotional Intelligence in influencing Cultural Intelligence, Adversity Quotient and Occupational Stress among Indian service sector managers.

## Research Method

Research method implies the process or technique used by the researcher for collecting evidence or data so as to uncover or discover new information and creates a better understanding [249].



**Figure 3.3:** Types of Research Methods

Qualitative research method focuses on the live experiences of people, thus describing the happening of an event and its consequences thereof. It explains why an event happened, interpret the hierarchy of events and conclude with necessary actions taken.

Quantitative methods, on the other hand, gather numerical data in order to measure or rank a phenomenon by using statistical tools. It is used to understand relationships and uncover the patterns, thus making generalizations.

The present study uses survey method of quantitative research for the collection of data for research. Survey methodology is associated with the use of data collection techniques such as questionnaires, asking the same set of questions from the whole population or a sample of individuals from the population, as deemed fit for improving the accuracy of data collected through appropriate responses.

## **SAMPLING**

### **Population**

Indian Service Sector was chosen as the targeted population for the study as this sector contributed around two-third of the total Gross Domestic Product of India [3], thus increasingly becoming critical to the development arc of the country.

### **Sampling Frame and Location**

According to Carl-Erik, “A sampling frame is the source material or device from which a sample is drawn”. [250]. Many researchers like Jessen [251] and Salant and Dillman [252] have stressed upon the importance of the sampling frame. It consists of all those who can be sampled and are present in the population.

For the present study, Managers working in the service sector were considered as sampling frame. The study was conducted Pan-India.

### **Sample**

Merriam-Webster dictionary [253] defines sample as, “a representative part or a single item from a larger whole or group especially when presented for inspection or shown as evidence of quality.” Thus, it is a subset of population which represents the entire group. An unbiased and appropriate sample is a must for conducting any fruitful research. If there is any problem with the sample, all the data collected and inferences drawn upon will be of no value.

For the purpose of sample in the present research, middle level managers working in top five service sector industries of India were considered. The top five industries were chosen based on their contribution to the GDP [7]-[11]. They are:

- Retail sector
- Real estate
- Financial services
- Information technology
- Tourism and hospitality

For research purpose, middle level managers have been identified as those who have direct supervisory responsibility of at least two levels below them.

### **Sample Size**

Appropriate computation of sample size is one of the most important steps in research [254]. The accurate size of the sample is needed for the correct and inclusive representation of the population. Also too small or too big sample size may lead to wrong conclusions and generalizations about the population.

The sample size for the present research was decided by using Cochran equation given by Cochran [255] which is used to decide sample size for unknown or infinite population.

$$n_0 = \frac{Z^2 pq}{e^2}$$

where,

- $n_0$  is the sample size,
- $Z$  is the selected critical value of desired confidence level,

- $p$  is the estimated proportion of an attribute that is present in the population,  $q = 1-p$ , and
- $e$  is the desired level of precision or margin of error.

Calculations were done and the following results were obtained:

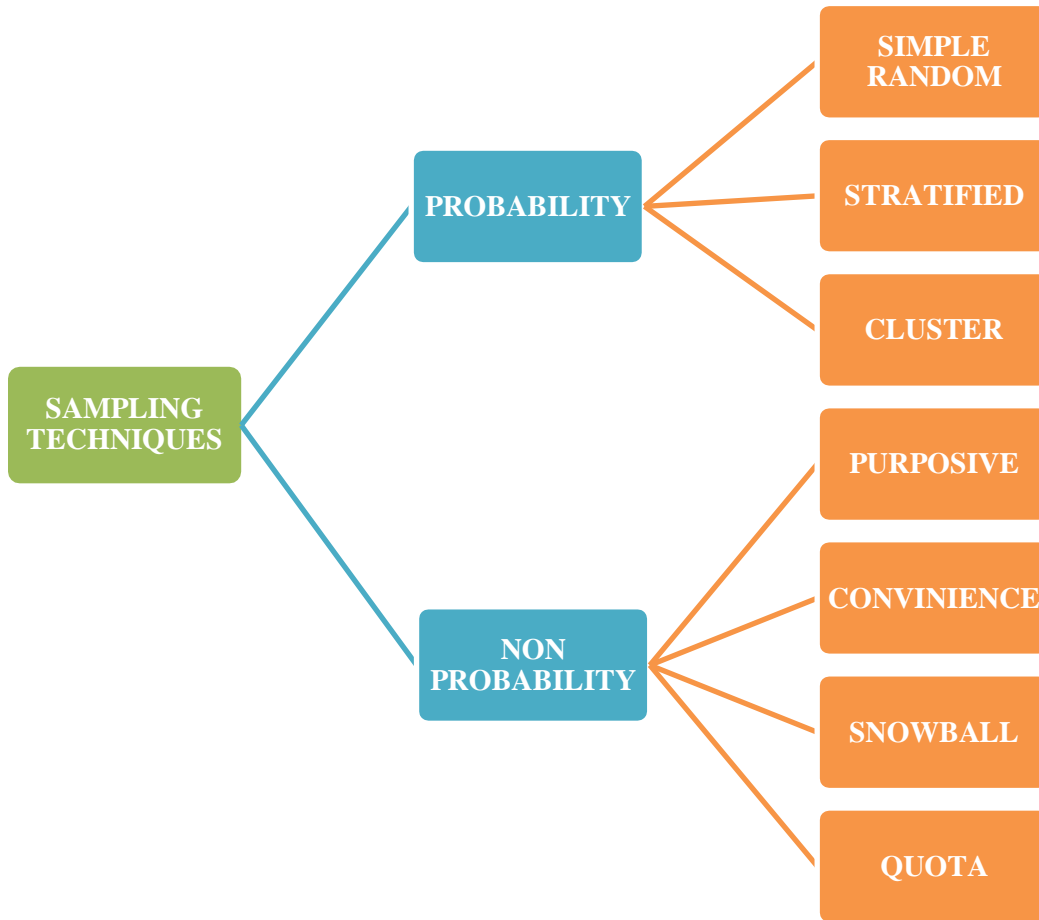
<b>Table 3.1: Sample Size Calculation</b>			
<b>Confidence level</b>	<b>Sample size (<math>n_0</math>)</b>		
	<b><math>e = .03</math> (3%)</b>	<b><math>e = .05</math> (5%)</b>	<b><math>e = .1</math> (10%)</b>
<b>95%</b>	1067	384	96
<b>99%</b>	1849	666	166

From the results, an appropriate sample size of 666 was determined by keeping confidence level at 99%, degree of variability at 50% and desired level of precision at  $\pm 5\%$ .

### **Sampling Techniques**

The researcher needs to have a proper understanding of the differences in the sampling methods available in order to select an appropriate one as there are different types of sampling techniques/methods available [256] (Figure 3.4):





**Figure 3.4:** Types of Sampling Techniques

Probability sampling is when each set within the population has equal chances of getting selected and the probability of its selection is not zero. It is done where the population is homogenous and there is no fear of selection of a false sample. Some of the techniques used for probability sampling are simple random sampling, stratified random sampling and cluster sampling.

Non-probability sampling is the technique in which samples are collected on the basis of the requirement of the study. The samples here are selected with pre determined criteria. The quality of the samples depends on the judgment of the researcher and thus, a very careful approach has to be followed so as to get the targeted sample unbiased. Purposive sampling, convenience sampling, snowball sampling and quota sampling are some of the techniques used.

For the purpose of this research, a multi-stage sampling was followed.

Since the intended sample were the middle level managers of top five service sector industries, so at first purposive or judgmental sampling technique was used to identify and collect initial responses from the target respondents.

Then snowball sampling technique was used to further identify new respondents, where the early respondents were asked to provide contact details of their counterparts working at the same hierarchy levels as they were.

## RESEARCH TOOLS

A complete array of research tools designed for the constructs under study were reviewed. Out of all, the best ones matching with the scope and the variables of the research were chosen. These are the standardized questionnaires developed by various researchers and care was taken to check their reliability and validity in Indian conditions.

Four different questionnaires were used to collect responses from the respondents.

**Emotional Intelligence Scale (EIS)** developed by *Shailendra Singh* [35] was used to measure Emotional Quotient (EQ) of the respondents. The scale is based on Goleman’s mixed model of Emotional Intelligence and has five dimensions. Each dimension has 12 statements which are measured on a five point Likert scale and vary from ‘1’ for strongly disagree to ‘5’ for strongly agree. Higher the score, higher is the emotional quotient. The five dimensions are:

<b>Table 3.2:</b> Dimensions of EIS	
<b>Self-Awareness (Q1 to Q12)</b>	The ability to recognize and understand your moods, emotions, and drives, as well as their effects on others
<b>Self-Regulation (Q13 to Q24)</b>	The ability to control or redirect impulses of emotions
<b>Motivation (Q25 to Q36)</b>	A propensity to pursue goals with energy and persistence
<b>Social Awareness (Q37 to Q48)</b>	The ability to understand the emotional makeup of other people
<b>Social Skill (Q49 to Q60)</b>	Proficiency in managing relationships and building networks

**Cultural Intelligence Scale (CQS)** was used to measure the cultural quotient (CQ). The scale was developed by Soon Ang and Lynn Van Dyne [174]. It has a set of 4 dimensions covered by 20 questions: i. Strategy-CQ (meta-cognitive); ii. Knowledge-CQ (cognitive); iii. Motivational-CQ and iv. Behavioral-CQ. A seven point Likert scale is used which varies from 1 = strongly disagree to 7 = strongly agree.

<b>Table 3.3: Dimensions of CQS</b>	
<b>CQ-Strategy (Q1 to Q4)</b>	The course of action used by individuals to attain cultural knowledge and plan cultural interactions.
<b>CQ-Knowledge (Q5 to Q10)</b>	The ability to understand the resemblance and dissimilarities of different cultures.
<b>CQ-Motivation (Q11 to Q15)</b>	Degree of drive one shows for learning and performing in multi-cultural situations.
<b>CQ-Behavior (Q16 to Q20)</b>	The ability to adjust verbal and nonverbal behavior, apt for strange and unknown cultures.

**Adversity Response Profile (ARP)**, given by Dr. Paul Stoltz [208] was used to measure Adversity Quotient. It measures four dimensions, called as CO2RE, with the help of 14 scenarios or events, namely Control, Origin & Ownership, Reach and Endurance.

<b>Table 3.4: Dimensions of ARP</b>	
<b>Control (Q 1,7,13,15,17)</b>	The perception of an individual of having control over adversity
<b>Origin &amp; Ownership (Q 2,6,11,16,18)</b>	Whom one distinguishes as the origin of the adversity and how much does he blames self for the same.
<b>Reach (Q 3,5,9,12,20)</b>	Affect of the adversity on the person's other parts of life
<b>Endurance (Q 4,8,10,14,19)</b>	The time in which one anticipates the adversity to end

**Occupational Stress Index (OSI)** by Srivastava and Singh [239] was used to measure the occupational stress of managers. OSI consists of 46 items, out of which 28 are true keyed and the balance 18 are false keyed\*. The questionnaire measures a total of twelve factors of stress at work namely role over-load, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

<b>Table 3.5: Dimensions of OSI</b>	
<b>Role over-load</b> (Q 1, 13, 25, 36, 44, 46)	Too many expectations being communicated to individual
<b>Role ambiguity</b> (Q 2, 14*, 26, 37)	No clear understanding of the expectations from the employees
<b>Role conflict</b> (Q 3, 15*, 27, 38*, 45)	Differences over the goals or the methods to accomplish them
<b>Unreasonable group and political pressure</b> (Q 4, 16, 28, 39)	Power struggles between employees heightens pressure and competition
<b>Responsibility for persons</b> (Q 5, 17, 29)	The responsibility for the well being or getting required performance from others
<b>Under participation</b> (Q 6*, 18*, 30*, 40*)	When employees want more participation than they have
<b>Powerlessness</b> (Q 7*, 19*, 31*)	Employees feel that the superiors don't appreciate their contribution to the organisation
<b>Poor peer relations</b> (Q 8*, 20*, 32*, 41)	Unfriendly co-workers
<b>Intrinsic impoverishment</b> (Q 9, 21*, 33*, 42)	Monotonous nature of work provides limited or no opportunity to utilize abilities
<b>Low status</b> (Q 10*, 22*, 34)	Status is the measure of relative worth conferred upon an individual by the group.
<b>Strenuous working conditions</b> (Q 12, 24, 35, 43*)	Difficult working conditions due to constant and long exposures to high levels of noise, heat, cold visibility and lack of privacy.
<b>Unprofitability</b> (Q 11, 23)	When employees feel that their salary doesn't commensurate with the input or experiences or there is absence of incentives or rewards.

## **STATISTICAL ANALYSIS**

The intend of this research is to recognize the link between Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of managers in Indian setup. For this purpose, Descriptive Statistics, Correlation Analysis and Regression Analysis were done using IBM SPSS Statistics 24.

### **Descriptive Statistics**

Descriptive statistics is a method of summarizing, systematizing and exhibiting the data into quantitative terms and is used to give an outline about the sample and its measures. Therefore, the researcher used this method to give simple description of population of this research.

### **Reliability and Validity Test**

Reliability is the measurement of the consistency of the research instrument and is used to confirm its predictable outcomes. 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 reliability and consistency. 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 [257]. A reliability 0.60 and 0.70 or above is thought to be the criteria for exhibiting internal consistency of set up scales [258].

Validity implies the extent to which a scale is able to measure what it intends to measure. So where the focus of reliability is to check the consistency, the validity measures the accuracy of the questionnaires [259].

The researcher used standardized questionnaires for this research. As each construct selected for research has been widely used in the respective fields, the validity of the scales were well established.

## **Pearson Correlation Analysis**

Pearson correlation coefficient is the measure of quality, degree and direction that the variable is identified with others [260] and ranges between - 1 to +1. where the values approaching +1 signifies that the factors have a strong linear association by an expanding relationship and value leaning towards - 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.

## **Regression Analysis**

Regression analysis is the procedure to examine the connection between the independent variables and dependent variable by using the proposed formula. Regression analysis is utilized to analyze the causal relationships, study predictions, testing hypothesis and drawing inferences on time series data. The present study used linear regression method to measure the predicting ability of independent variable over dependent variables.

## **ETHICAL CONSIDERATIONS**

Researcher obtained all the formal approvals from the university and the faculty members before commencing the study. Necessary approvals were taken from the developers of the research instruments before using them in research. Further, no personal/confidential information was sought or collected from the respondents and the researcher made every effort to maintain human dignity and respect at every stage of the research process.

## **PILOT STUDY**

With an aim to check the validity and reliability of scales on Indian managers and to confirm if there exists any relationship between the variables chosen for the study, a pilot study was conducted prior to undertaking full research which verified the applicability of the scales in Indian context and also proved significant relationships between the variables proposed for the research.

## Purpose of Pilot Study

- To check the reliability of scales on Indian managers
- To confirm if there is any relationship between the variables.

## Sample Size of Pilot Study

According to Connelly [261], 10% is the pilot study sample of the projected larger parent study. Also, Hill [262] recommended that minimum 10 percent of the estimated total sample size should be used for pilot study in survey research. Since the sample size for the research was calculated at 666, and being an exploratory study, it was thus decided to conduct pilot study with minimum 135 managers, making it more than 20%. Valid data was collected from 140 middle level managers using purposive sampling technique.

<b>S.No.</b>	<b>Scale</b>	<b>Number of Questions</b>	<b>Cronbach's alpha</b>	<b>Split-half method</b>
1	<b>Emotional Intelligence Scale (EIS)</b>	60	0.943	0.901
2	<b>Cultural Intelligence Scale (CQS)</b>	20	0.80	0.768
3	<b>Adversity Quotient (ARP)</b>	14	0.815	0.778
4	<b>Occupational Stress Index (OSI)</b>	46	0.879	0.872

## Data Analysis in Pilot Study

Table 3.7: Correlations in Pilot Study					
		EQ	CQ	AQ	OS
EQ	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	140			
CQ	Pearson Correlation	.458**	1		
	Sig. (2-tailed)	.000			
	N	140	140		
AQ	Pearson Correlation	.365**	.236**	1	
	Sig. (2-tailed)	.000	.005		
	N	140	140	140	
OS	Pearson Correlation	-.555**	-.156	-.221**	1
	Sig. (2-tailed)	.000	.066	.009	
	N	140	140	140	140
**. Correlation is significant at the 0.01 level (2-tailed).					

## Findings of Pilot Study

From the above results, the following inferences were drawn:

- All the scales used are valid and reliable in Indian context; having reliability of more than 0.7.
- There is significant and positive correlation between Emotional Intelligence and Cultural Intelligence ( $r=0.458$ ,  $p<.01$ ).
- There is significant and positive correlation between Emotional Intelligence and Adversity Quotient ( $r=0.365$ ,  $p<.01$ ).



- There is significant and negative correlation between Emotional Intelligence and Occupational Stress ( $r = -0.555$ ,  $p < .01$ ).
- There is significant and positive correlation between Cultural Intelligence and Adversity Quotient ( $r = 0.236$ ,  $p < .01$ ).
- There is in-significant and negative correlation between Cultural Intelligence and Occupational Stress ( $r = -0.156$ ,  $p > .01$ ).
- There is significant and negative correlation between Adversity Quotient and Occupational Stress ( $r = -0.221$ ,  $p < .01$ ).

The results of the pilot study confirmed the reliability of scales and also established statistically significant relationship between different variables.

## **SUMMARY**

The present chapter explains the sampling methods which were utilized and describe how the researcher proceeded with identifying the population and various techniques required to arrive at the sample size. Pilot study was carried out and the validity and reliability of the data was tested. Lastly, the researcher has also explained different data analysis tests including Pearson Correlation Analysis and Regression Analysis conducted. The detailed analysis of all the above mentioned statistical tests will be discussed in next chapter.

## CHAPTER-4

### DATA ANALYSIS & FINDINGS

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#### INTRODUCTION

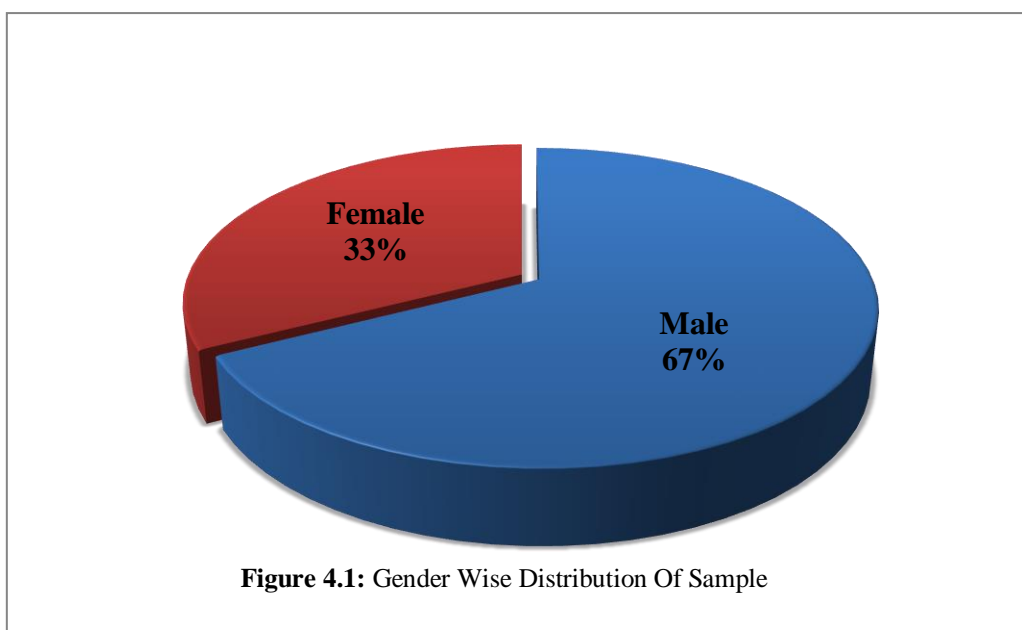
This chapter contains the data analysis and research findings of the present study. Data analysis of the research was carried out by using the SPSS 24.0 version. The sample size taken for the study is six hundred and seventy (n=670). The chapter begins with descriptive representation of demographic data, followed by reporting of analysis of each hypothesis keeping in view the objectives of the underlying study.

#### DESCRIPTIVE STATISTICS

The descriptive analysis of the sample is discussed in this section. The gender wise and industry wise distribution of the selected middle level managers of the Indian Service Sector is discussed. It is followed by the descriptive statistics of the variables under investigation and the reliability tests of the constructs.

#### Gender Wise Distribution of Sample

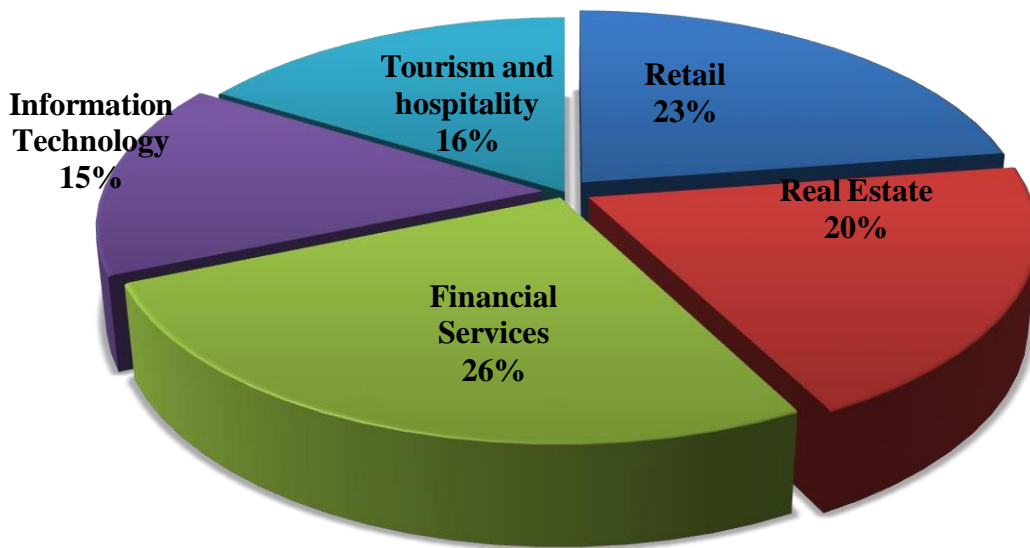
670 managers participated in the study from all over India, thus making it a pan-India study. Among them, 452 (67.5%) were male and 218 (32.5%) were female with mean age of 32.65 years.



<b>Table 4.1: Gender Wise Distribution Of Sample</b>		
<b>GENDER</b>	<b>Number</b>	<b>Percentage</b>
<b>Male</b>	452	67.5
<b>Female</b>	218	32.5
<b>TOTAL</b>	<b>670</b>	<b>100</b>

### **Industry Wise Distribution of Sample**

Data was collected from five service industries and the industry wise distribution of managers was: retail 152 (22.6%), real estate 133 (19.8%), financial services 175 (26.1), information technology 102 (15.2%) and tourism and hospitality 108 (16.1%).



**Figure 4.2: Industry Wise Distribution Of Sample**

<b>INDUSTRY</b>	<b>Number</b>	<b>Percentage</b>
<b>Retail</b>	152	22.6
<b>Real Estate</b>	133	19.8
<b>Financial Services</b>	175	26.2
<b>Information Technology</b>	102	15.2
<b>Tourism and Hospitality</b>	108	16.2
<b>Total</b>	<b>670</b>	<b>100</b>

### **Descriptive Statistics**

Table 4.3 shows the descriptive statistics of the variables. Emotional Intelligence (EQ) has a mean of 221.31 with standard deviation of 34.543 (maximum 295 and minimum 104) followed by Occupational Stress (OS) with mean of 144.89 and standard deviation of 25.654, (maximum 235 and minimum 99). Cultural Intelligence (CQ) has a mean of 99.22 with standard deviation of 17.676 (maximum 139 and minimum 49) and Adversity Quotient (AQ) with a mean of 69.20 and standard deviation of 10.255 (maximum 97 and minimum 42).

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
EQ	670	104	295	221.31	34.543
CQ	670	49	139	99.22	17.676
AQ	670	42	97	69.20	10.255
OS	670	99	235	144.89	25.654
Valid N (list wise)	670				

## Reliability Test

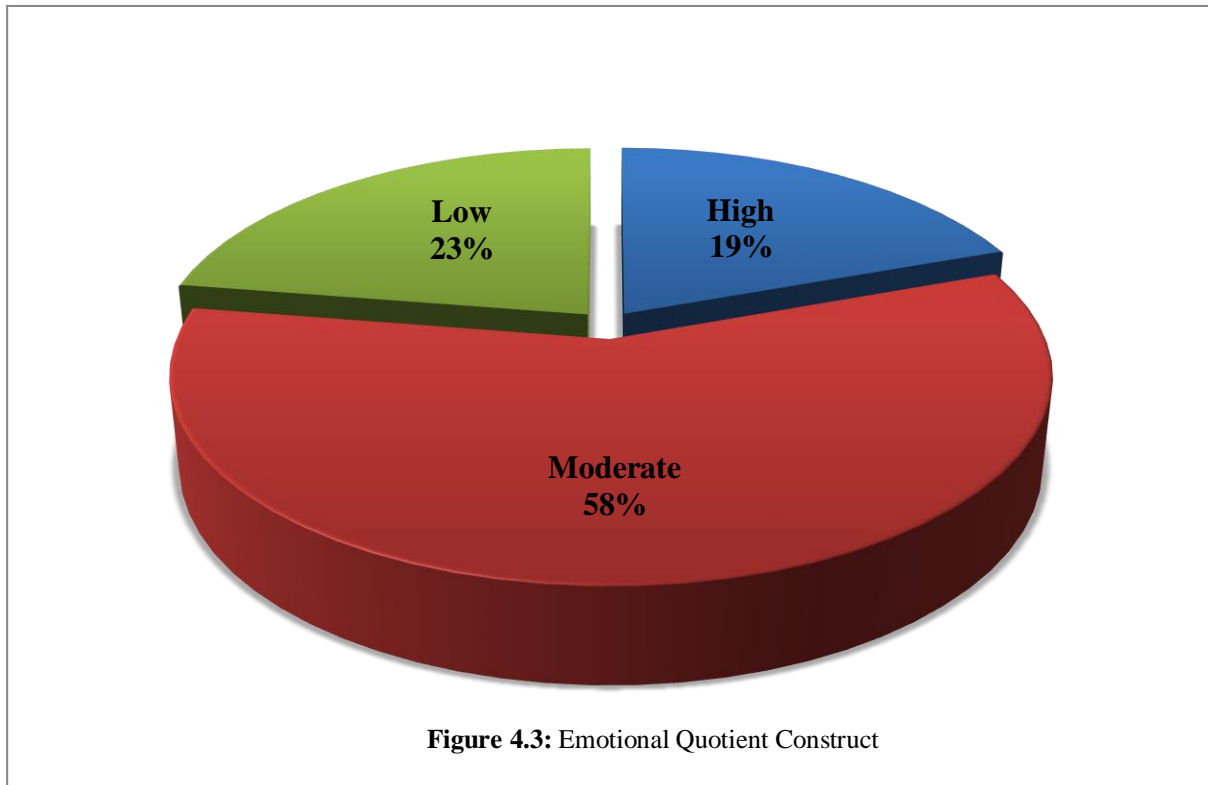
All the four constructs were tested for reliability with Cronbach's Alpha ( $\alpha$ ).

The alpha reliability of Emotional Intelligence Scale (EIS) given by S. Singh [35] was 0.902 for 5 items. Alpha reliability for Cultural Intelligence Scale (CQS) given by S. Ang and L. Van Dyne [174] came at 0.818. It was calculated at 0.763 for 4 items of Adversity Response Profile (ARP) given by P. Stoltz [208] and 0.932 for 12 items of Occupational Stress Index (OSI) given by A.K. Srivastava and A.P. Singh [239].

<b>Table 4.4 : Number of items and reliability coefficients</b>		
<b>Scales</b>	<b>Cronbach's Alpha</b>	<b>No. of Items</b>
<b>Emotional Intelligence Scale (EIS)</b>	.902	5
<b>Cultural Intelligence Scale (CQS)</b>	.818	4
<b>Adversity Response Profile (ARP)</b>	.763	4
<b>Occupational Stress Index (OSI)</b>	.932	12

## Emotional Intelligence Construct

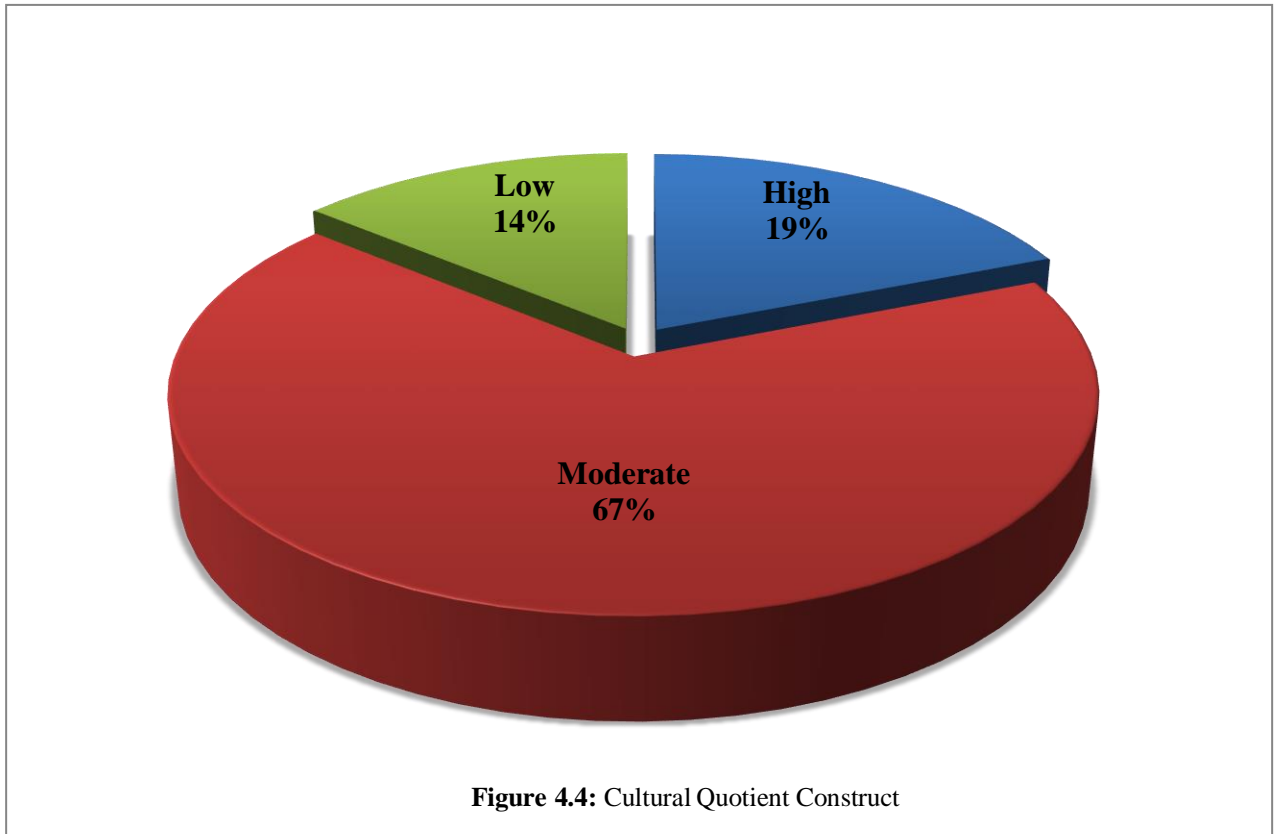
131 managers (19.5%) had high Emotional Quotient (EQ), 389 managers (58%) had moderate EQ, and 150 managers (22.5%) had low EQ.



	<b>Range</b>	<b>No. of participants</b>	<b>Percentage</b>
<b>High</b>	251-300	131	19.6%
<b>Medium</b>	201-250	389	58%
<b>Low</b>	<=200	150	22.4%
<b>Total</b>	-	<b>670</b>	<b>100</b>

## Cultural Intelligence Construct

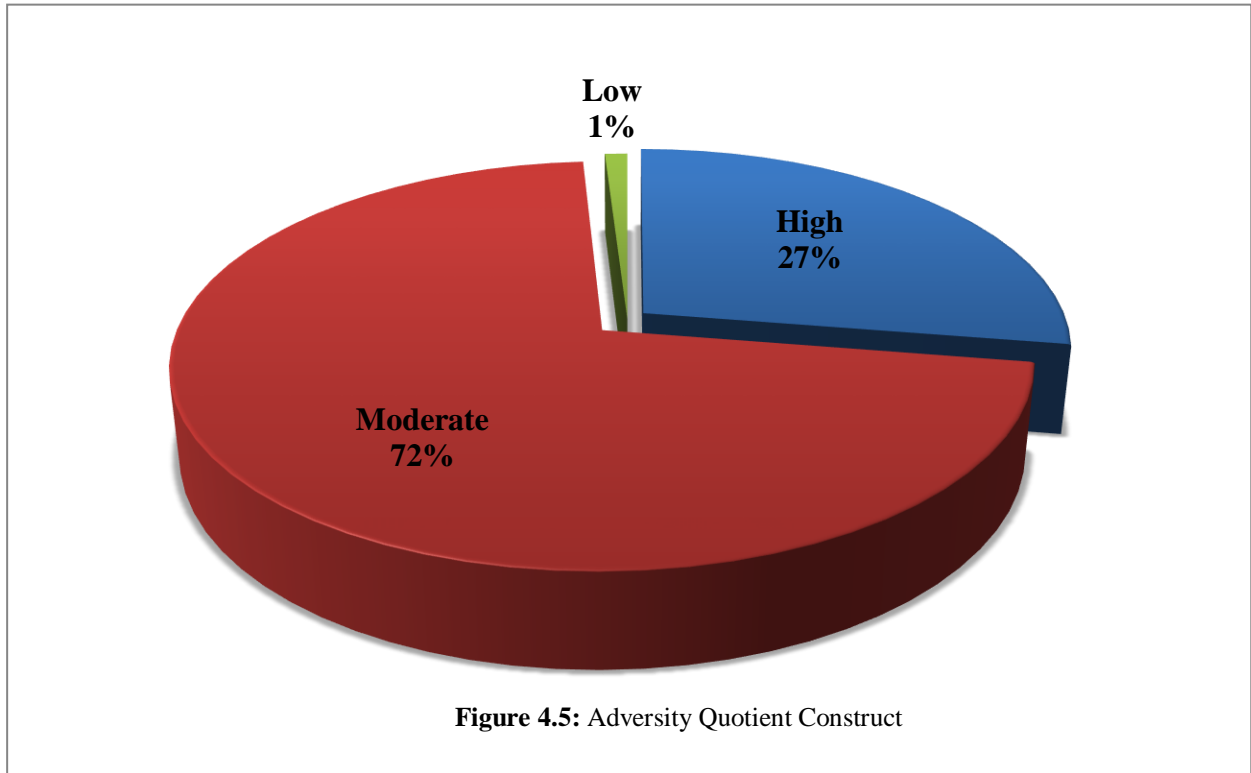
126 participants (19%) scored high on cultural quotient (CQ), 447 participants (67%) scored moderate on CQ, and 97 participants (14%) scored low on CQ.



<b>Table 4.6: Cultural Quotient Construct</b>			
	<b>Range</b>	<b>No. of participants</b>	<b>Percentage</b>
<b>High</b>	116-140	126	18.8%
<b>Medium</b>	80-115	447	66.7%
<b>Low</b>	<=79	97	14.5%
<b>Total</b>	-	<b>670</b>	<b>100</b>

## Adversity Quotient Construct

185 participants (27.5%) scored high on Adversity Quotient (AQ), 479 participants (71.5%) scored moderate on AQ and 6 participant (1%) scored low on AQ.

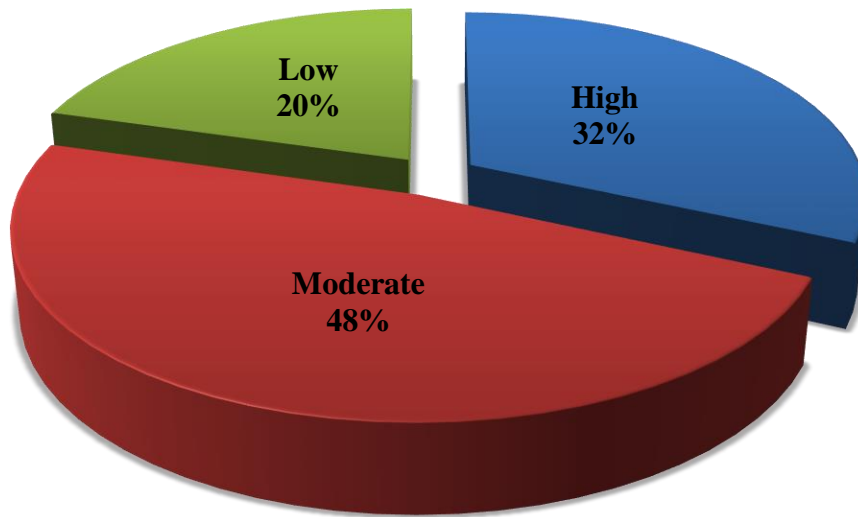


	<b>Range</b>	<b>No. of participants</b>	<b>Percentage</b>
<b>High</b>	76-100	185	(27.6%)
<b>Medium</b>	48-75	479	(71.4%)
<b>Low</b>	<=47	06	(1%)
<b>Total</b>	-	<b>670</b>	<b>100</b>



## Occupational Stress Construct

213 participants (31.7%) scored high on Occupational Stress (OS), 320 participants (47.8%) scored moderate on Occupational Stress and 137 participants (20.5%) scored low on Occupational Stress.



**Figure 4.6:** Occupational Stress Construct

<b>Table 4.8: Occupational Stress Construct</b>			
	<b>Range</b>	<b>No. of participants</b>	<b>Percentage</b>
<b>High</b>	156-230	213	31.7%
<b>Medium</b>	123-155	320	47.8%
<b>Low</b>	<=122	137	20.5%
<b>Total</b>	-	<b>670</b>	<b>100</b>

## HYPOTHESIS TESTING

### Objective 2: To find the relationship between Emotional Intelligence and Cultural Intelligence

*H<sub>1</sub>: There exists a relationship between Emotional Intelligence and Cultural Intelligence*

*H<sub>01</sub>: There exists no relationship between Emotional Intelligence and Cultural Intelligence*

#### Correlations between Emotional Quotient, its subscales and Cultural Quotient, its subscales

There is significant and positive correlation between Emotional Quotient and Cultural Quotient ( $r=0.533$ ,  $p<.01$ ).

EQ shows significantly positive correlation with the subscales of CQ [with Strategy ( $r=.396$ ,  $p<.01$ ), with Knowledge ( $r=.434$ ,  $p<.01$ ), with Motivation ( $r=.392$ ,  $p<.01$ ) and with Behavior ( $r=.499$ ,  $p<.01$ )

Also, there is positive and significant correlation between the CQ and subscales of EQ [with Self awareness ( $r=.436$ ,  $p<.01$ ), with Self Regulation ( $r=.449$ ,  $p<.01$ ), with Motivation ( $r=.487$ ,  $p<.01$ ), with Social Awareness ( $r=.431$ ,  $p<.01$ ) and with Social Skills ( $r=.459$ ,  $p<.01$ )].

		Self Awareness	Self Regulation	Motivation	Social Awareness	Social Skills	EQ	Strategy	Knowledge	Motivation	Behavior	CQ
Self Awareness	Pearson Correlation	1	.940**	.777**	.397**	.446**	.820**	.347**	.357**	.303**	.404**	.436**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Self Regulation	Pearson Correlation	.940**	1	.822**	.459**	.513**	.864**	.330**	.369**	.323**	.426**	.449**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670

Motivation	Pearson Correlation	.777**	.822**	1	.637**	.655**	.909**	.361**	.400**	.357**	.454**	.487**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Social Awareness	Pearson Correlation	.397**	.459**	.637**	1	.889**	.814**	.340**	.341**	.331**	.388**	.431**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Social Skills	Pearson Correlation	.446**	.513**	.655**	.889**	1	.841**	.305**	.375**	.348**	.447**	.459**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
EQ	Pearson Correlation	.820**	.864**	.909**	.814**	.841**	1	.396**	.434**	.392**	.499**	.533**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Strategy	Pearson Correlation	.347**	.330**	.361**	.340**	.305**	.396**	1	.504**	.622**	.518**	.781**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Knowledge	Pearson Correlation	.357**	.369**	.400**	.341**	.375**	.434**	.504**	1	.479**	.572**	.817**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Motivation	Pearson Correlation	.303**	.323**	.357**	.331**	.348**	.392**	.622**	.479**	1	.586**	.814**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670

Behaviour	Pearson Correlation	.404**	.426**	.454**	.388**	.447**	.499**	.518**	.572**	.586**	1	.832**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	670	670	670	670	670	670	670	670	670	670	670
CQ	Pearson Correlation	.436**	.449**	.487**	.431**	.459**	.533**	.781**	.817**	.814**	.832**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670

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

### Regression analysis of Emotional Quotient with Cultural Quotient

The regression analysis of EQ and CQ shows that CQ is significantly dependent on EQ (R Square = .284,  $p < .01$ ).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.533 <sup>a</sup>	.284	.283	14.970

a. Predictors: (Constant), EQ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.886	3.753		10.362	.000
	EQ	.273	.017	.533	16.271	.000

a. Dependent Variable: CQ

$$Y = 38.886 + 0.273 (\text{Emotional Quotient})$$

*Hence null hypothesis  $H_{01}$  is rejected and alternate is accepted*

### Objective 3: To find the relationship between Emotional Intelligence and Adversity Quotient

*H<sub>2</sub>: There exists a relationship between Emotional Intelligence and Adversity Quotient*

*H<sub>02</sub>: There exists no relationship between Emotional Intelligence and Adversity Quotient*

#### Correlations between Emotional Quotient, its subscales and Adversity Quotient, it's subscales

EQ has a positive and significant correlation with AQ ( $r = .465, p < .01$ ). EQ shows significantly positive correlation with the subscales of AQ [with Control ( $r = .361, p < .01$ ), with Origin & Ownership ( $r = .404, p < .01$ ), with Reach ( $r = .303, p < .01$ ) and with Endurance ( $r = .362, p < .01$ ).

Also, positive and significant correlation was between AQ and subscales of EQ [with Self awareness ( $r = .625, p < .01$ ), with Self Regulation ( $r = .614, p < .01$ ), with Motivation ( $r = .453, p < .01$ ), with Social Awareness ( $r = .151, p < .01$ ) and with Social Skills ( $r = .194, p < .01$ )].

		Self Awareness	Self Regulation	Motivation	Social Awareness	Social Skills	EQ	Control	Ownership	Reach	Endurance	AQ
Self Awareness	Pearson Correlation	1	.940**	.777**	.397**	.446**	.820**	.434**	.504**	.426**	.542**	.625**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Self Regulation	Pearson Correlation	.940**	1	.822**	.459**	.513**	.864**	.424**	.489**	.399**	.558**	.614**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Motivation	Pearson Correlation	.777**	.822**	1	.637**	.655**	.909**	.344**	.365**	.305**	.372**	.453**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Social Awareness	Pearson Correlation	.397**	.459**	.637**	1	.889**	.814**	.167**	.185**	.093*	.039	.151**

	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.016	.318	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Social Skills	Pearson Correlation	.446**	.513**	.655**	.889**	1	.841**	.199**	.212**	.107**	.093*	.194**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.006	.016	.000
	N	670	670	670	670	670	670	670	670	670	670	670
EQ	Pearson Correlation	.820**	.864**	.909**	.814**	.841**	1	.361**	.404**	.303**	.362**	.465**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Control	Pearson Correlation	.434**	.424**	.344**	.167**	.199**	.361**	1	.658**	.432**	.319**	.764**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Ownership	Pearson Correlation	.504**	.489**	.365**	.185**	.212**	.404**	.658**	1	.375**	.350**	.754**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Reach	Pearson Correlation	.426**	.399**	.305**	.093*	.107**	.303**	.432**	.375**	1	.589**	.785**
	Sig. (2-tailed)	.000	.000	.000	.016	.006	.000	.000	.000		.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670
Endurance	Pearson Correlation	.542**	.558**	.372**	.039	.093*	.362**	.319**	.350**	.589**	1	.767**
	Sig. (2-tailed)	.000	.000	.000	.318	.016	.000	.000	.000	.000		.000
	N	670	670	670	670	670	670	670	670	670	670	670
AQ	Pearson Correlation	.625**	.614**	.453**	.151**	.194**	.465**	.764**	.754**	.785**	.767**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

### Regression analysis of Emotional Quotient with Adversity Quotient

The regression analysis of EQ and AQ shows that AQ is significantly dependent on EQ (R Square = .217,  $p < .01$ ).

Table 4.13: Model Summary EQ AQ				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465 <sup>a</sup>	.217	.215	9.084
a. Predictors: (Constant), EQ				

Table 4.14: Coefficients <sup>a</sup> EQ AQ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.623	2.277		16.961	.000
	EQ	.138	.010	.465	13.589	.000
a. Dependent Variable: AQ						

$$Y = 38.623 + 0.138 (\text{Emotional Quotient})$$

*Hence null hypothesis  $H_{02}$  is rejected and alternate is accepted*

## Objective 4: To find the relationship between Emotional Intelligence and Occupational Stress

*H<sub>3</sub> : There exists a relationship between Emotional Intelligence and Occupational Stress*

*H<sub>03</sub> : There exists no relationship between Emotional Intelligence and Occupational Stress*

### Correlations between Emotional Quotient, its subscales and Occupational Stress, its subscales

There is significant and negative correlation between EQ and OS ( $r = -0.490, p < .01$ ). EQ is also significantly and negatively correlated with all the twelve dimensions of OS - Role overload ( $r = -.403, p < .01$ ), Role ambiguity ( $r = -.490, p < .01$ ), Role conflict ( $r = -.431, p < .01$ ), Unreasonable group and political pressure ( $r = -.449, p < .01$ ), Responsibility for persons ( $r = -.349, p < .01$ ), Under participation ( $r = -.300, p < .01$ ), Powerlessness ( $r = -.340, p < .01$ ), Poor peer relations ( $r = -.427, p < .01$ ), Intrinsic impoverishment ( $r = -.416, p < .01$ ), Low status ( $r = -.331, p < .01$ ), Strenuous working conditions ( $r = -.296, p < .01$ ) and Unprofitability ( $r = -.279, p < .05$ ).

Also, OS is significantly correlated with the subscales of EQ [with Self awareness ( $r = -.390, p < .01$ ), with Self Regulation ( $r = -.388, p < .01$ ), with Motivation ( $r = -.472, p < .01$ ), with Social Awareness ( $r = -.429, p < .01$ ) and with Social Skills ( $r = -.400, p < .01$ )].

**Table 4.15: Correlations EQ OS**

		SA	SR	Mn	So A	SS	EQ	RO	RA	RC	U GP	RP	UP	PS	PP R	InI	LS	S W C	U Y	OS
Self Aware ness	Pearso n Correl ation	1	.94 0**	.77 7**	.39 7**	.44 6**	.82 0**	- .29 7**	- .39 3**	- .33 9**	- .31 9**	- .30 4**	- .25 7**	- .28 3**	- .30 7**	- .37 7**	- .25 6**	- .26 4**	- .20 5**	- .39 0**
	Sig. (2- tailed)		.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0
Self Regula tion	Pearso n Correl ation	.94 0**	1	.82 2**	.45 9**	.51 3**	.86 4**	- .29 4**	- .38 5**	- .34 4**	- .33 7**	- .30 9**	- .23 4**	- .26 5**	- .33 6**	- .35 7**	- .25 0**	- .26 2**	- .21 1**	- .38 8**
	Sig. (2- tailed)			.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0



	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Motivation	Pearson Correlation	.777**	.822**	1	.637**	.655**	.909**	-.410**	-.436**	-.404**	-.419**	-.330**	-.304**	-.305**	-.367**	-.399**	-.326**	-.333**	-.317**	-.472**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Social Awareness	Pearson Correlation	.397**	.459**	.637**	1	.889**	.814**	-.373**	-.443**	-.378**	-.418**	-.293**	-.249**	-.314**	-.395**	-.332**	-.296**	-.207**	-.237**	-.429**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Social Skills	Pearson Correlation	.446**	.513**	.655**	.889**	1	.841**	-.332**	-.418**	-.363**	-.405**	-.253**	-.232**	-.274**	-.397**	-.311**	-.274**	-.202**	-.215**	-.400**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
EQ	Pearson Correlation	.820**	.864**	.909**	.814**	.841**	1	-.403**	-.490**	-.431**	-.449**	-.349**	-.300**	-.340**	-.427**	-.416**	-.331**	-.296**	-.279**	-.490**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670

RO	Pearson Correlation	-	-	-	-	-	-	1	.628**	.711**	.737**	.428**	.310**	.296**	.441**	.499**	.471**	.607**	.610**	.756**
	Sig. (2-tailed)	.007	.004	.000	.003	.002	.003		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RA	Pearson Correlation	-	-	-	-	-	-	.628**	1	.712**	.823**	.589**	.393**	.485**	.639**	.652**	.472**	.617**	.518**	.814**
	Sig. (2-tailed)	.003	.005	.006	.003	.008	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RC	Pearson Correlation	-	-	-	-	-	-	.711**	.712**	1	.707**	.561**	.461**	.490**	.632**	.448**	.544**	.537**	.564**	.802**
	Sig. (2-tailed)	.009	.004	.004	.008	.003	.001		.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
UGP	Pearson Correlation	-	-	-	-	-	-	.737**	.823**	.707**	1	.587**	.320**	.409**	.595**	.666**	.483**	.620**	.575**	.819**
	Sig. (2-tailed)	.009	.007	.009	.008	.005	.009		.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RP	Pearson Correlation	-	-	-	-	-	-	.428**	.589**	.561**	.587**	1	.657**	.706**	.678**	.644**	.660**	.552**	.605**	.801**
	Sig. (2-tailed)	.004	.009	.000	.003	.003	.009		.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000

	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0
UP	Pearson Correlation	- .25 7**	- .23 4**	- .30 4**	- .24 9**	- .23 2**	- .30 0**	.31 0**	.39 3**	.46 1**	.32 0**	.65 7**	1 7**	.86 4**	.66 0**	.58 0**	.72 0**	.43 9**	.41 8**	.71 6**
	Sig. (2- tailed)	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0
PS	Pearson Correlation	- .28 3**	- .26 5**	- .30 5**	- .31 4**	- .27 4**	- .34 0**	.29 6**	.48 5**	.49 0**	.40 9**	.70 6**	.86 7**	1 5**	.67 9**	.62 3**	.73 0**	.44 6**	.37 6**	.74 3**
	Sig. (2- tailed)	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0
PPR	Pearson Correlation	- .30 7**	- .33 6**	- .36 7**	- .39 5**	- .39 7**	- .42 7**	.44 1**	.63 9**	.63 2**	.59 5**	.67 8**	.66 4**	.67 5**	1 3**	.62 1**	.69 9**	.51 1**	.57 1**	.81 2**
	Sig. (2- tailed)	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0
InI	Pearson Correlation	- .37 7**	- .35 7**	- .39 9**	- .33 2**	- .31 1**	- .41 6**	.49 9**	.65 2**	.44 8**	.66 6**	.64 4**	.58 0**	.62 9**	.62 3**	1 7**	.62 8**	.60 5**	.52 5**	.79 6**
	Sig. (2- tailed)	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0
LS	Pearson Correlation	- .25 6**	- .25 0**	- .32 6**	- .29 6**	- .27 4**	- .33 1**	.47 1**	.47 2**	.54 4**	.48 3**	.66 0**	.72 0**	.73 3**	.69 1**	.62 7**	1 0**	.59 2**	.60 2**	.79 5**
	Sig. (2- tailed)	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0
	N	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0	67 0

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
SWC	Pearson Correlation	-.264**	-.262**	-.333**	-.207**	-.202**	-.296**	.607**	.617**	.537**	.620**	.552**	.439**	.440**	.519**	.608**	.590**	1	.596**	.764**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
UY	Pearson Correlation	-.205**	-.211**	-.317**	-.237**	-.215**	-.279**	.610**	.518**	.564**	.575**	.605**	.418**	.376**	.571**	.525**	.602**	.596**	1	.726**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
OS	Pearson Correlation	-.390**	-.388**	-.472**	-.429**	-.400**	-.490**	.756**	.814**	.802**	.819**	.801**	.716**	.743**	.812**	.796**	.795**	.764**	.726**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670

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

### Regression analysis of Emotional Quotient with Occupational Stress

The regression analysis of EQ and OS shows that OS is significantly dependent on EQ (R Square = .240,  $p < .01$ ).

Table 4.16: Model Summary EQ OS				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.490 <sup>a</sup>	.240	.239	22.378
a. Predictors: (Constant), EQ				

Table 4.17: Coefficients <sup>a</sup> EQ OS						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	225.445	5.610		40.187	.000
	EQ	-.364	.025	-.490	-14.534	.000
a. Dependent Variable: OS						

$$Y = 225.445 - 0.364 (\text{Emotional Quotient})$$

*Hence null hypothesis  $H_{03}$  is rejected and alternate is accepted*

## Objective 5: To find the relationship between Cultural Intelligence and Adversity Quotient

*H<sub>4</sub>: There exists a relationship between Cultural Intelligence and Adversity Quotient*

*H<sub>04</sub>: There exists no relationship between Cultural Intelligence and Adversity Quotient*

### Correlations between Cultural Quotient, its subscales and Adversity Quotient, its subscales

CQ shows significantly positive correlation with the AQ ( $r=.363$ ,  $p<.01$ ).

Also, the CQ has significantly positive correlation with the subscales of AQ [with control ( $r=.264$ ,  $p<.01$ ), with origin & ownership ( $r=.343$ ,  $p<.01$ ), with reach ( $r=.303$ ,  $p<.01$ ) and with endurance ( $r=.220$ ,  $p<.01$ ).

AQ has positive correlation with all the subscales of CQ [with Strategy ( $r=.321$ ,  $p<.01$ ), with Knowledge ( $r=.277$ ,  $p<.01$ ), with Motivation ( $r=.281$ ,  $p<.01$ ) and with Behavior ( $r=.310$ ,  $p<.01$ ).

***Hence null hypothesis H<sub>04</sub> is rejected and alternate is accepted***

		Strategy	Knowl edge	Motiva tion	Behavio ur	CQ	Contr ol	Ownersh p	Reach	Enduran ce	AQ
Strategy	Pearson Correlation	1	.504**	.622**	.518**	.781**	.246**	.242**	.290**	.214**	.321**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670
Knowledge	Pearson Correlation	.504**	1	.479**	.572**	.817**	.238**	.323**	.225**	.093*	.277**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.016	.000
	N	670	670	670	670	670	670	670	670	670	670
Motivation	Pearson Correlation	.622**	.479**	1	.586**	.814**	.221**	.243**	.162**	.234**	.281**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670
Behaviour	Pearson Correlation	.518**	.572**	.586**	1	.832**	.159**	.289**	.317**	.198**	.310**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670

CQ	Pearson Correlation	.781**	.817**	.814**	.832**	1	.264**	.343**	.303**	.220**	.363**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670
Control	Pearson Correlation	.246**	.238**	.221**	.159**	.264**	1	.658**	.432**	.319**	.764**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670
Ownership	Pearson Correlation	.242**	.323**	.243**	.289**	.343**	.658**	1	.375**	.350**	.754**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670
Reach	Pearson Correlation	.290**	.225**	.162**	.317**	.303**	.432**	.375**	1	.589**	.785**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	670	670	670	670	670	670	670	670	670	670
Endurance	Pearson Correlation	.214**	.093*	.234**	.198**	.220**	.319**	.350**	.589**	1	.767**
	Sig. (2-tailed)	.000	.016	.000	.000	.000	.000	.000	.000		.000
	N	670	670	670	670	670	670	670	670	670	670
AQ	Pearson Correlation	.321**	.277**	.281**	.310**	.363**	.764**	.754**	.785**	.767**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

## Objective 6: To find the relationship between Cultural Intelligence and Occupational Stress

*H<sub>5</sub>: There exists a relationship between Cultural Intelligence and Occupational Stress*

*H<sub>05</sub>: There exists no relationship between Cultural Intelligence and Occupational Stress*

### Correlations between Cultural Quotient, its subscales and Occupational Stress, its subscales

There is significant and negative correlation between CQ and OS ( $r = -0.307$ ,  $p < .01$ ). All the twelve dimensions of OS are significantly and negatively correlated with CQ - Role over-load ( $r = -.148$ ,  $p < .01$ ), Role ambiguity ( $r = -.260$ ,  $p < .01$ ), Role conflict ( $r = -.274$ ,  $p < .01$ ), Unreasonable group and political pressure ( $r = -.240$ ,  $p < .01$ ), Responsibility for persons ( $r = -.280$ ,  $p < .01$ ), Under participation ( $r = -.283$ ,  $p < .01$ ), Powerlessness ( $r = -.326$ ,  $p < .01$ ), Poor peer relations ( $r = -.266$ ,  $p < .01$ ), Intrinsic impoverishment ( $r = -.276$ ,  $p < .01$ ), Low status ( $r = -.212$ ,  $p < .01$ ), Strenuous working conditions ( $r = -.209$ ,  $p < .01$ ) and Unprofitability ( $r = -.090$ ,  $p < .05$ ).

Also, OS is negatively correlated with the dimensions of CQ [with Strategy ( $r = -.234$ ,  $p < .01$ ), with Knowledge ( $r = -.242$ ,  $p < .01$ ), with Motivation ( $r = -.203$ ,  $p < .01$ ) and with Behavior ( $r = -.313$ ,  $p < .01$ ).

***Hence null hypothesis H<sub>05</sub> is rejected and alternate is accepted***

		Strate	Know	Motiv	Behav	CQ	RO	RA	RC	UGP	RP	UP	PS	PPR	InI	LS	SWC	UY	OS
		gy	ledge	ation	our														
Strateg	Pearson	1	.504**	.622**	.518**	.781**	-.053												-.097*
	Correlati							.178**	.165**	.138**	.275**	.251**	.281**	.214**	.244**	.197**	.161**		.234**
	Sig. (2-		.000	.000	.000	.000	.170	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.012	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Knowl	Pearson	.504**	1	.479**	.572**	.817**													-.083*
	Correlati						.160**	.230**	.268**	.245**	.191**	.179**	.223**	.185**	.191**	.128**	.137**		.242**
	Sig. (2-	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.032	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670



Motivation	Pearson Correlation	.622**	.479**	.586**	.814**	-.037													-.003	
	Sig. (2-tailed)	.000	.000	.000	.000	.342	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.931	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Behaviour	Pearson Correlation	.518**	.572**	.586**	.832**															
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.004	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
CQ	Pearson Correlation	.781**	.817**	.814**	.832**															
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.019	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RO	Pearson Correlation	-.053		-.037																
	Sig. (2-tailed)	.170	.000	.342	.000	.000														
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RA	Pearson Correlation																			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000													
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RC	Pearson Correlation																			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000													
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
UGP	Pearson Correlation																			
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000												
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670

RP	Pearson Correlation						.428**	.589**	.561**	.587**	1	.657**	.706**	.678**	.644**	.660**	.552**	.605**	.801**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
UP	Pearson Correlation						.310**	.393**	.461**	.320**	.657**	1	.867**	.664**	.580**	.720**	.439**	.418**	.716**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
PS	Pearson Correlation						.296**	.485**	.490**	.409**	.706**	.867**	1	.675**	.629**	.733**	.440**	.376**	.743**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
PPR	Pearson Correlation						.441**	.639**	.632**	.595**	.678**	.664**	.675**	1	.623**	.691**	.519**	.571**	.812**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
InI	Pearson Correlation						.499**	.652**	.448**	.666**	.644**	.580**	.629**	.623**	1	.627**	.608**	.525**	.796**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
LS	Pearson Correlation						.471**	.472**	.544**	.483**	.660**	.720**	.733**	.691**	.627**	1	.590**	.602**	.795**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
SWC	Pearson Correlation						.607**	.617**	.537**	.620**	.552**	.439**	.440**	.519**	.608**	.590**	1	.596**	.764**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670

UY	Pearson Correlation	-.097	-.083*	-.003	.110**	-.090	.610**	.518**	.564**	.575**	.605**	.418**	.376**	.571**	.525**	.602**	.596**	1	.726**
	Sig. (2-tailed)	.012	.032	.931	.004	.019	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
OS	Pearson Correlation						.756**	.814**	.802**	.819**	.801**	.716**	.743**	.812**	.796**	.795**	.764**	.726**	1
	Sig. (2-tailed)	.234*	.242**	.203**	.313**	.307**	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
**. Correlation is significant at the 0.01 level (2-tailed).																			
*. Correlation is significant at the 0.05 level (2-tailed).																			

## Objective 7: To find the relationship between Adversity Quotient and Occupational Stress

*H<sub>6</sub>: There exists a relationship between Adversity Quotient and Occupational Stress*

*H<sub>06</sub>: There exists no relationship between Adversity Quotient and Occupational Stress*

### Correlations between Adversity Quotient, its subscales and Occupational Stress, its subscales

There is significant and negative correlation between AQ and OS ( $r = -.206$ ,  $p < .01$ ). All the twelve dimensions of OS are significantly correlated with AQ- Role over-load ( $r = -.131$ ,  $p < .01$ ), Role ambiguity ( $r = -.227$ ,  $p < .01$ ), Role conflict ( $r = -.161$ ,  $p < .01$ ), Unreasonable group and political pressure ( $r = -.199$ ,  $p < .01$ ), Responsibility for persons ( $r = -.175$ ,  $p < .01$ ), Under participation ( $r = -.128$ ,  $p < .01$ ), Powerlessness ( $r = -.123$ ,  $p < .01$ ), Poor peer relations ( $r = -.177$ ,  $p < .01$ ), Intrinsic impoverishment ( $r = -.231$ ,  $p < .01$ ), Low status ( $r = -.136$ ,  $p < .01$ ), Strenuous working conditions ( $r = -.138$ ,  $p < .01$ ) and Unprofitability ( $r = -.081$ ,  $p < .05$ ).

OS is significantly and negatively correlated with the dimensions of AQ [with control ( $r = -.128$ ,  $p < .01$ ), with origin & ownership ( $r = -.161$ ,  $p < .01$ ), with reach ( $r = -.156$ ,  $p < .01$ ) and with endurance ( $r = -.183$ ,  $p < .01$ ).

***Hence null hypothesis H<sub>06</sub> is rejected and alternate is accepted***

**Table 4.20: Correlations AQ OS**

		Control	Ownership	Reach	Endurance	AQ	RO	RA	RC	UGP	RP	UP	PS	PPR	InI	LS	SWC	UY	OS
Control	Pearson Correlation	1	.658**	.432**	.319**	.764**	-.075	-.165**	-.028	-.100**	-.104**	-.120**	-.040	-.108**	-.208**	-.062	-.096*	-.094*	-.128**
	Sig. (2-tailed)		.000	.000	.000	.000	.053	.000	.470	.009	.007	.002	.297	.005	.000	.109	.013	.015	.001
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Ownership	Pearson Correlation	.658**	1	.375**	.350**	.754**	-.119**	-.156**	-.177**	-.163**	-.134**	-.079*	-.068	-.079*	-.197**	-.073	-.138**	-.095*	-.161**
	Sig. (2-tailed)	.000		.000	.000	.000	.002	.000	.000	.000	.000	.042	.077	.040	.000	.060	.000	.014	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Reach	Pearson Correlation	.432**	.375**	1	.589**	.785**	-.139**	-.217**	-.143**	-.189**	-.072	-.055	-.124**	-.190**	-.142**	-.086*	-.036	.003	-.156**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.064	.154	.001	.000	.000	.026	.353	.934	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
Endurance	Pearson Correlation	.319**	.350**	.589**	1	.767**	-.074	-.161**	-.142**	-.158**	-.212**	-.133**	-.136**	-.158**	-.167**	-.180**	-.148**	-.065	-.183**
	Sig. (2-tailed)	.000	.000	.000		.000	.055	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.091	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
AQ	Pearson Correlation	.764**	.754**	.785**	.767**	1	-.131**	-.227**	-.161**	-.199**	-.175**	-.128**	-.123**	-.177**	-.231**	-.136**	-.138**	-.081*	-.206**
	Sig. (2-tailed)	.000	.000	.000	.000		.001	.000	.000	.000	.000	.001	.001	.000	.000	.000	.000	.035	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RO	Pearson Correlation	-.075	-.119**	-.139**	-.074	-.131**	1	.628**	.711**	.737**	.428**	.310**	.296**	.441**	.499**	.471**	.607**	.610**	.756**
	Sig. (2-tailed)	.053	.002	.000	.055	.001		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RA	Pearson Correlation	-.165**	-.156**	-.217**	-.161**	-.227**	.628**	1	.712**	.823**	.589**	.393**	.485**	.639**	.652**	.472**	.617**	.518**	.814**
	Sig. (2-tailed)																		
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
RC	Pearson Correlation	-.028	-.177**	-.143**	-.142**	-.161**	.711**	.712**	1	.707**	.561**	.461**	.490**	.632**	.448**	.544**	.537**	.564**	.802**	
	Sig. (2-tailed)	.470	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	
UGP	Pearson Correlation	-.100**	-.163**	-.189**	-.158**	-.199**	.737**	.823**	.707**	1	.587**	.320**	.409**	.595**	.666**	.483**	.620**	.575**	.819**	
	Sig. (2-tailed)	.009	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	
RP	Pearson Correlation	-.104**	-.134**	-.072	-.212**	-.175**	.428**	.589**	.561**	.587**	1	.657**	.706**	.678**	.644**	.660**	.552**	.605**	.801**	
	Sig. (2-tailed)	.007	.000	.064	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	
UP	Pearson Correlation	-.120**	-.079*	-.055	-.133**	-.128**	.310**	.393**	.461**	.320**	.657**	1	.867**	.664**	.580**	.720**	.439**	.418**	.716**	
	Sig. (2-tailed)	.002	.042	.154	.001	.001	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	
PS	Pearson Correlation	-.040	-.068	-.124**	-.136**	-.123**	.296**	.485**	.490**	.409**	.706**	.867**	1	.675**	.629**	.733**	.440**	.376**	.743**	
	Sig. (2-tailed)	.297	.077	.001	.000	.001	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	
PPR	Pearson Correlation	-.108**	-.079*	-.190**	-.158**	-.177**	.441**	.639**	.632**	.595**	.678**	.664**	.675**	1	.623**	.691**	.519**	.571**	.812**	
	Sig. (2-tailed)	.005	.040	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	
InI	Pearson Correlation	-.208**	-.197**	-.142**	-.167**	-.231**	.499**	.652**	.448**	.666**	.644**	.580**	.629**	.623**	1	.627**	.608**	.525**	.796**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
LS	Pearson Correlation	-.062	-.073	-.086*	-.180**	-.136**	.471**	.472**	.544**	.483**	.660**	.720**	.733**	.691**	.627**	1	.590**	.602**	.795**
	Sig. (2-tailed)	.109	.060	.026	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
SWC	Pearson Correlation	-.096*	-.138**	-.036	-.148**	-.138**	.607**	.617**	.537**	.620**	.552**	.439**	.440**	.519**	.608**	.590**	1	.596**	.764**
	Sig. (2-tailed)	.013	.000	.353	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
UY	Pearson Correlation	-.094*	-.095*	.003	-.065	-.081*	.610**	.518**	.564**	.575**	.605**	.418**	.376**	.571**	.525**	.602**	.596**	1	.726**
	Sig. (2-tailed)	.015	.014	.934	.091	.035	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670
OS	Pearson Correlation	-.128**	-.161**	-.156**	-.183**	-.206**	.756**	.814**	.802**	.819**	.801**	.716**	.743**	.812**	.796**	.795**	.764**	.726**	1
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670	670

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## **SUMMARY OF THE CHAPTER**

The present chapter used the frequency analysis to examine the demographic details and industry wise distribution of the middle level managers in the Indian Service Sector, who were involved in this research. Reliability test was carried out to ensure the reliable nature of the items of the questionnaires used in this research. In addition, Pearson correlation analysis was carried out to find the strength of the relationship between the variables. Also, regression analysis was used to examine the association between the dependent and independent variables.

The upcoming chapter will be discussing the findings of this research and comparing them with previous research findings and suggest managerial implications and recommendations.

# **CHAPTER 5**

## **MANAGERIAL IMPLICATIONS**

### **& CONCLUSION**

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#### **INTRODUCTION**

The chapter consists of the summary of descriptive and inferential statistical analysis presented in chapter 4. The findings are supported by previous research to support hypothesis testing. Managerial implications forming the crux of the study are also presented along with recommendations for future research. The last section concludes the entire research project.

#### **SUMMARY OF STATISTICAL ANALYSIS**

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

##### **Descriptive Analysis**

670 managers participated in the study from all over India, thus making it a pan-India study. Among them, 452 (67.5%) were male and 218 (32.5%) were female with mean age of 32.65 years. 152 (22.6%) participants were from retail industry, 133 (19.8%) participants were from real estate industry, 175 (26.1%) participants were from financial services industry, 102 (15.2%) participants were from information technology industry and 108 (16.1%) participants were from tourism and hospitality industry.

##### **Scale Measurement**

The Cronbach's Alpha ( $\alpha$ ) of Emotional Intelligence Scale (EIS) was 0.902, 0.818 for Cultural Intelligence Scale (CQS), 0.763 for Adversity Response Profile (ARP) and 0.932 for Occupational Stress Index (OSI). Thus, each construct was found to be reliable and internal consistent.



## **INFERENCEAL ANALYSIS**

### **Pearson's Correlation Analysis**

Significant correlations were found between Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress.

There was significant and positive correlation between EQ and CQ ( $r = 0.533, p < .01$ ). EQ had a positive and significant correlation with AQ ( $r = 0.465, p < .01$ ) and a significant and negative correlation was observed between EQ and OS ( $r = -0.490, p < .01$ ).

CQ showed significantly positive correlation with the AQ ( $r = .363, p < .01$ ) and significant and negative correlation with OS ( $r = -0.307, p < .01$ ).

There was significant and negative correlation between AQ and OS ( $r = -.206, p < .01$ ).

### **Regression Analysis**

Emotional Intelligence was found to have a significant predicting ability over Cultural Intelligence, Adversity Quotient and Occupational Stress.

The regression analysis of EQ and CQ showed that CQ is significantly dependent on EQ (R Square = .284,  $p < .01$ ), the regression analysis of EQ and AQ showed that AQ is significantly dependent on EQ (R Square = .217,  $p < .01$ ) and the regression analysis of EQ and OS showed that OS is significantly dependent on EQ (R Square = .240,  $p < .01$ ).

Hence Emotional Intelligence explains 28.4% variance in Cultural Intelligence, 21.7% variance in Adversity Quotient and 24.0% variance in Occupational Stress.

## **DISCUSSION OF MAJOR FINDINGS**

The main aim of this research is to determine the relationship between Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of the selected middle level managers in the service sector of India.

## **Measuring Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of Indian Service Sector Managers**

131 participants (19.6%) scored high on Emotional Quotient (EQ), 389 participants (58%) had moderate EQ, and 150 participants (22.4%) scored low on EQ.

126 participants (18.8%) scored high on Cultural Quotient (CQ), 447 participants (66.7%) scored moderate on CQ and 97 participants (14.5%) scored low on CQ.

185 participants (27.6%) scored high on Adversity Quotient (AQ), 479 participants (71.4%) scored moderate on AQ and 6 participant (1%) scored low on AQ.

213 participants (31.7%) scored high on Organizational Stress (CQ), 320 participants (47.8%) scored moderate on Organizational Stress and 137 participants (20.5%) scored low on Organizational Stress.

The findings show that most of the middle level managers scored moderately on Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress.

### **Relationship between Emotional Intelligence and Cultural Intelligence**

#### **Hypothesis**

*H<sub>1</sub>: There exists a relationship between Emotional Intelligence and Cultural Intelligence*

*H<sub>01</sub>: There exists no relationship between Emotional Intelligence and Cultural Intelligence*

There was a significant and positive correlation between Emotional Quotient and Cultural Quotient ( $r=0.533$ ,  $p<.01$ ). Also Emotional Quotient has significant predicting ability over Cultural Quotient ( $r$  square = .284). Hence null hypothesis  $H_{01}$  is rejected and alternate is accepted, proving the existence of relationship between Emotional Intelligence and Cultural Intelligence.

The same relationship was found in the studies by [263] who reported positive and significant

correlation between cultural quotient and emotional intelligence along with positive relationships among the dimensions of EI and CQ. [264] also reported a positive correlation between emotional intelligence and cultural intelligence when he carried the study in undergraduate pre-health profession students.

## **Relationship between Emotional Intelligence and Adversity Quotient**

### **Hypothesis**

*H<sub>2</sub>: There exists a relationship between Emotional Intelligence and Adversity Quotient*

*H<sub>02</sub>: There exists no relationship between Emotional Intelligence and Adversity Quotient*

There was a significant and positive correlation between Emotional Quotient and Adversity Quotient ( $r=0.465$ ,  $p<.01$ ) and Emotional Quotient had significant predicting ability over adversity quotient ( $r$  square = .217). Hence null hypothesis  $H_{02}$  was rejected and alternate was accepted, proving the existence of relationship between Emotional Intelligence and Adversity Quotient.

[265] also found the same positive relationship between Emotional Quotient and Adversity Quotient; along with [266]

## **Relationship between Emotional Intelligence and Occupational Stress**

### **Hypothesis**

*H<sub>3</sub>: There exists a relationship between Emotional Intelligence and Occupational Stress*

*H<sub>03</sub>: There exists no relationship between Emotional Intelligence and Occupational Stress*

A significant and negative correlation was found between Emotional Quotient and Occupational Stress ( $r= - 0.490$ ,  $p<.01$ ). Emotional Quotient also had a significant predicting ability over Occupational Stress ( $r$  square = 0.240). Hence null hypothesis  $H_{03}$  was rejected and alternate accepted, proving the existence of relationship between Emotional Intelligence and Occupational Stress.

[267] investigated the relationship between emotional intelligence and job stress among managers at public sector organization and found that emotional intelligence and job stress are negatively correlated.

### **Relationship between Cultural Intelligence and Adversity Quotient**

#### **Hypothesis**

*H<sub>4</sub>: There exists a relationship between Cultural Intelligence and Adversity Quotient*

*H<sub>04</sub>: There exists no relationship between Cultural Intelligence and Adversity Quotient*

A significant and positive correlation was found between Cultural Quotient and Adversity Quotient ( $r= 0.363$ ,  $p<.01$ ). Hence null hypothesis H<sub>04</sub> was rejected and alternate was accepted, proving the relationship between Cultural Intelligence and Adversity Quotient.

### **Relationship between Cultural Intelligence and Occupational Stress**

#### **Hypothesis**

*H<sub>5</sub>: There exists a relationship between Cultural Intelligence and Occupational Stress*

*H<sub>05</sub>: There exists no relationship between Cultural Intelligence and Occupational Stress*

There existed a significant and negative relation between Cultural Quotient and Occupational Stress ( $r= - 0.307$ ,  $p<.01$ ). Hence null hypothesis H<sub>05</sub> was rejected and alternate was accepted, underlying the negative relationship between Cultural Intelligence and Occupational Stress.

## **Relationship between Adversity Quotient and Occupational Stress**

### **Hypothesis**

*H<sub>6</sub>: There exists a relationship between Adversity Quotient and Occupational Stress*

*H<sub>06</sub>: There exists no relationship between Adversity Quotient and Occupational Stress*

There was a significant and negative correlation between Adversity Quotient and Occupational Stress ( $r = -0.206$ ,  $p < .01$ ). Hence null hypothesis  $H_{06}$  was rejected and alternate accepted, proving the existence of negative relationship between Adversity Quotient and Occupational Stress.

### **MANAGERIAL IMPLICATIONS OF THE STUDY**

- **Organizations should include Emotional Intelligence tests in the selection procedures for new employees**

EI will help managers in understanding the right qualities to look for in new recruits and identify the social skill sets required according to the demands of the work. In a survey by Career Builders in 2011 [49], 75% of the hiring managers said that they would most likely promote an employee with high emotional intelligence. Further more than half (59%) said they would not hire a candidate with high IQ and low EQ. As managers look for opportunities for their growth and that of their subordinates, high EI becomes a stepping stone for their career advancement.

- **Training should be imparted to existing employees in Emotional Intelligence**

There is a need to give training on EI to the managers as most of them have scored moderately on EQ. Emotional Intelligence is vital for the success of any professional, proved by the study of Carnegie Institute of Technology [50] showing that 85% of professional success is due to skills in human engineering. Additionally, Nobel Prize winning Israeli-American psychologist, Daniel Kahneman [51], found that people would rather do business with a person they like and trust rather than someone they don't, even if the likeable person is offering a lower quality product or service at higher price. People are likeable and

trustworthy when they are empathetic and able to regulate other's emotions, thus underlying the importance of training in EI at workplace so as to make employees more open and aware to the expectations of their colleagues and customers.

- **Emotional intelligence assessment should be included as one of the basis for the promotion of employees**

EI helps individuals to self-regulate themselves and channelizing their energy in the right direction. Individuals with higher EI have the reduced tendency to procrastinate, as they have greater ability to self-regulate and higher levels of motivation. This improves their self-confidence and enables them to be proactive and take quick decisions based on their heightened sense of self. This makes them transformational leaders as they are able to put their teams in the right path of achievement. Travis Bradberry, writing for Forbes in 2014 [52], opined that 90% of top leaders are also high in EI, thus supporting the claim of the vital role of EI in the leadership success of individuals.

- **Cultural Intelligence training must be provided to individuals working in diverse work teams**

Training in CQ is necessary as majority of managers have moderate cultural quotient. CQ is an important skill required to handle cultural issues arising out of the multi-cultural workforce of today's organizations. The increased diversity among the workforce has made more and more necessary the need for intercultural knowledge and competence in multicultural domestic work teams [53].

- **Expatriates and Inpatriates should be particularly sensitized about the cultural values of the particular country/region**

CQ is vital for building cohesiveness in multicultural teams. The team dynamics work on mutual trust, respect and understanding and these become more important when a culturally diverse team is assembled. Cultural intelligence helps individuals to manage conflicts by facilitating an effective and creative multicultural work environment. [54] studied the

relationship between cultural intelligence and performance of multi-cultural teams and found that the teams having higher cultural intelligence levels exhibited elevated work performance.

- **Adversity Quotient training should be provided to employees so as to make them more resilient**

Training in AQ is required as most of the managers scored moderate on adversity quotient. Managers who are equipped with resilient behaviour see to it that their work is not affected by any adversity. They can strike a balance between the push and pulls of work and personal life and don't let the spillover from one part effect other parts of their lives.

- **Promotions for employees taking role in middle and top level management should be based on their adversity quotient scores**

The employees high on AQ can endure the adverse situations and take lesser time to cope up with the consequences and they are able to overcome obstacles without affecting their performance at work. Therefore, adversity quotient is among major factors determining the performance of employees, making them resilient and helping them to face difficult situations with positive frame of mind [55]. Resilient employees have the feeling of control over the adverse situations and can see through the challenges posted by the daily situations arising at workplace, thereby increasing their capability to handle stress.

- **Organizations must conduct studies to gauge the stress levels of their employees on regular basis**

The high to moderate stress among the managers poses a grim challenge to the wellbeing of the organizations. Stress in small doses may act as a catalyst for better performance but over-stressed workforce is a bane for the organizations.

- **Stress reduction techniques must be employed to maintain the psychological and physical health of employees.**

Reduction in stress is important as stressed employees lack commitment to work. Increased

absenteeism, wastage and high turnover costs are a direct result of occupational stress. Stress has a direct impact on the mental abilities of employees, making them more prone to miscalculations and wrong judgments, leading to industrial accidents. Cardio-vascular diseases, anxiety disorders, depression, gastric ulcers, and skeletal and muscular pains are some of the major causes of over-stress. Organizations have to spend extra on these ailments of their workforce, thereby increasing the cost.

- **Emotional intelligence training will help in making managers more socially competent**

Emotional intelligence training will help in making managers more socially competent thereby helping them to build better quality relationships as they are viewed as more interpersonally sensitive and approachable. This will also improve their personal relationships with their colleagues, thus improving the overall work-culture of the organization by making it friendlier.

- **Emotional intelligent managers have more emotional closeness to others, thus increasing the dependability and trust in the organization.**

Emotional intelligent managers have more emotional closeness to others. This increases the dependability and trust in the organization as they feel comfortable both depending on others and having others depend on them. This helps the employees to face adverse situations positively as they feel the support of the managers is with them, thereby boosting their confidence.

- **Emotional intelligent managers can facilitate successful navigation through the stressful situations at work**

Emotional intelligence managers can facilitate successful navigation through the stressful situations at work, as they can successfully understand and decode their employee's emotions that have led to the challenging situations and help them in rechanneling their energy in constructive activities.

- **Emotionally intelligent managers promote inter-culture interactions in their employees and**



**help the organizations in building a strong multi-cultural work force.**

Emotionally intelligent managers have skills of being sensitive to complex situations, which helps them interact effectively with individuals from other cultures. They also promote inter-culture interactions in their employees and help the organizations in building a strong multi-cultural work force.

## **RECOMMENDATION FOR FUTURE STUDY**

The present study has opened up many possibilities for future research. The study of relationship between Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress of middle level managers of top five service sector industries can be extended to other industries and managerial levels as well. Also, a detailed analysis of other sectors of the economy, namely Primary and Secondary sectors can be done. Since India is a large country with such varied topography and cultures, a region wise investigation can also be done to compare the results. As a very few studies related to Cultural Intelligence and Adversity Quotient have been conducted in India, the focus of future studies can be on these important parameters also. Lastly, a detailed study on the expatriates and in-patriates can be conducted to look into the role played by Emotional Intelligence and Cultural Intelligence in enhancing the resilience and reducing work related stress.

## **CONCLUSION**

The ever increasing global exodus of workforce, both within and outside the geographical boundaries of regions, nations and continents has created amalgamations of assorted and varied environments in all the organizations of today. This has a direct bearing on the employees as they have to understand and make themselves adaptive to pressures of keeping their personal as well as professional goals aligned to the organization's vision and mission. This is not an easy task as the differences among the employees are more prominent when the adversities arise and they have to work under the pressure of time and stress for goal achievement. The findings of this research, therefore, give a call to the organizations to concentrate on the development of training schedules that are designed to test as well as increase the Emotional Intelligence, Cultural Intelligence and Adversity Quotient of the participants. This will help to create employees who are knowledgeable of their surroundings and can develop specific strategies to manage attitude,

adversities and stress and build an organizational culture of goal oriented, efficient and productive behavior.

The study focused on examining the relationship between Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress. It was carried out to reveal the important role played by Emotional Intelligence in enhancing the Cultural Intelligence and Adversity Quotient of Indian service sector managers. The results showed that Emotional Intelligence plays an important role in improving the Cultural Intelligence and Adversity Quotient of employees in the service sector and the results were supported by many evidences from the literature. Also, Emotional Intelligence helps in reducing the Occupational Stress as there is a negative relation between them. Further, the unveiling of the relationship between Cultural Intelligence, Adversity Quotient and Occupational Stress through this study opened up new horizons for the new researches.

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## APPENDIX A

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### Questionnaire for Middle-level Managers

#### Instructions

1. This inventory is to test the level your Emotional Intelligence, Cultural Intelligence, Adversity Quotient and Occupational Stress.
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 select appropriate response for each question.

#### General Profile:

**Industry:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**Gender:** Male/Female

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

## EMOTIONAL INTELLIGENCE SCALE (EIS)

**Instructions: Below are given number of statements and you are requested to read carefully each and to respond in the following manner.**

**Assign “1” to the statements when you think that it not at all describes you**

**Assign “2” to the Statements when you think that it describes you a little**

**Assign “3” to the Statements when you have agreement that it describes you moderately well**

**Assign “4” to the statements when you think that it describes you well**

**Assign “5” to the statements when you think that it describes you very well**

1. I am able to identify my feelings.	1	2	3	4	5
2. I have learned a lot about myself through my feeling and emotions.	1	2	3	4	5
3. I understand the reasons for my moods.	1	2	3	4	5
4. I am clearly able to see how my feelings impact my performance.	1	2	3	4	5
5. My values and goals are very clear in my mind.	1	2	3	4	5
6. I am aware of my strengths and weaknesses.	1	2	3	4	5



	1 2 3 4 5
7. I frequently seek feedback on my behavior/performance.	1 2 3 4 5
8. I have full confidence in myself and in my decisions.	1 2 3 4 5
9. I take initiative to meet people in social situation.	1 2 3 4 5
10. When I contribute to group discussions I believe my contributions are as valuable as those of other.	1 2 3 4 5
11. If I am convinced that my position is right, I prefer to maintain my position even if it means becoming unpopular.	1 2 3 4 5
12. I am clear what I want from life.	1 2 3 4 5
13. I can achieve what I want though my determination.	1 2 3 4 5
14. I don't easily give up even if I received setbacks.	1 2 3 4 5
15. When I have a problem that creates undo tension, I try to relax and gain a feeling of tranquility so that I can re-evaluate things.	1 2 3 4 5

16. When I face a problem I focus on what I can do to solve it.	1	2	3	4	5
17. I can adjust very quickly to new challenges, problem and information.	1	2	3	4	5
18. I am sensitive to the development in the environment and capture the opportunity there.	1	2	3	4	5
19. I am able to anticipate changes, and plan in advance to encase the opportunities.	1	2	3	4	5
20. I am able to handle multiple demands and rapid changes.	1	2	3	4	5
21. I am quite flexible in my approach to life and problems.	1	2	3	4	5
22. I can frequently anticipate solutions to my problems.	1	2	3	4	5
23. When a certain approach to a problem does not work, I can quickly reorient my thinking.	1	2	3	4	5
24. I seek out fresh ideas from a wide variety of sources.	1	2	3	4	5

25. I constantly try to improve my performance.	1	2	3	4	5
26. I set challenging goals for myself and strive to achieve them.	1	2	3	4	5
27. I work hard for a “better” future reward rather than accept a lesser reward now.	1	2	3	4	5
28. I constantly scan the environment to seize any new opportunity.	1	2	3	4	5
29. I prefer to pro-act.	1	2	3	4	5
30. I mobilize other though unusual, enterprising effort.	1	2	3	4	5
31. I take initiative to start dialogue for a new adventure.	1	2	3	4	5
32. I prefer to be idea leader.	1	2	3	4	5
33. I believe in performance rather than just following the rules.	1	2	3	4	5
34. I believe where there is a will there is a way.	1	2	3	4	5

35. I start any activity with the firm determination to complete it.	1	2	3	4	5
36. Under pressure, I am confident I will find the way.	1	2	3	4	5
37. People don't have to tell me what they feel, I can sense it.	1	2	3	4	5
38. I can sense the pulse of other and state unspoken feelings.	1	2	3	4	5
39. I listen to the feelings of people while they are talking.	1	2	3	4	5
40. I can sense the feelings of people when I walk into a room.	1	2	3	4	5
41. I anticipate people's need and try to satisfy them.	1	2	3	4	5
42. I try to understand and meet the expectations of people.	1	2	3	4	5
43. I seek information about people's need and then provide service accordingly.	1	2	3	4	5
44. I take initiative in talking to people in order's to serve them better.	1	2	3	4	5

<p>45. I am very comfortable in working with people of different background.</p>	<p>1 2 3 4 5</p>
<p>46. I am able to identify who has real power in the group/organization.</p>	<p>1 2 3 4 5</p>
<p>47. I am able to relate well with people who matter in the organizational dynamics.</p>	<p>1 2 3 4 5</p>
<p>48. I am able to influence the opinion of important people.</p>	<p>1 2 3 4 5</p>
<p>49. I am able to convince people.</p>	<p>1 2 3 4 5</p>
<p>50. I present myself in such a way that people get impressed.</p>	<p>1 2 3 4 5</p>
<p>51. I keep my knowledge base updated and influence people through that.</p>	<p>1 2 3 4 5</p>
<p>52. I am able to read the needs of the hour and influence people through my initiative.</p>	<p>1 2 3 4 5</p>
<p>53. I am a good communicator.</p>	<p>1 2 3 4 5</p>

54. I am able to put across my messages effectively.	1 2 3 4 5
55. I use a variety of medium of communication to get the desired response.	1 2 3 4 5
56. I am able to arouse enthusiasm in people.	1 2 3 4 5
57. I emerge as a natural leader during unstructured situation.	1 2 3 4 5
58. I recognize the need for change and work for removing the barriers.	1 2 3 4 5
59. I create such an atmosphere where people enthusiastically interact and participate in the team work.	1 2 3 4 5
60. I build team and promote commitment among team members.	1 2 3 4 5

## APPENDIX B

### CULTURAL INTELLIGENCE SCALE

Read each statement and select the response that best describes your capabilities.

Select the answer that BEST describes you AS YOU REALLY ARE

(1=strongly disagree; 7=strongly agree)

1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	1	2	3	4	5	6	7
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5	6	7
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5	6	7
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5	6	7
5. I know the legal and economic systems of other cultures.	1	2	3	4	5	6	7

<p>6. I know the rules (e.g., vocabulary, grammar) of other languages.</p>	<p>1 2 3 4 5 6 7</p>
<p>7. I know the cultural values and religious beliefs of other cultures.</p>	<p>1 2 3 4 5 6 7</p>
<p>8. I know the marriage systems of other cultures.</p>	<p>1 2 3 4 5 6 7</p>
<p>9. I know the arts and crafts of other cultures.</p>	<p>1 2 3 4 5 6 7</p>
<p>10. I know the rules for expressing non-verbal behaviors in other cultures.</p>	<p>1 2 3 4 5 6 7</p>
<p>11. I enjoy interacting with people from different cultures.</p>	<p>1 2 3 4 5 6 7</p>
<p>12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.</p>	<p>1 2 3 4 5 6 7</p>
<p>13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.</p>	<p>1 2 3 4 5 6 7</p>
<p>14. I enjoy living in cultures that are unfamiliar to me.</p>	<p>1 2 3 4 5 6 7</p>



<p>15. I am confident that I can get accustomed to the shopping conditions in a different culture.</p>	<p>1 2 3 4 5 6 7</p>
<p>16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.</p>	<p>1 2 3 4 5 6 7</p>
<p>17. I use pause and silence differently to suit different cross-cultural situations.</p>	<p>1 2 3 4 5 6 7</p>
<p>18. I vary the rate of my speaking when a cross-cultural situation requires it.</p>	<p>1 2 3 4 5 6 7</p>
<p>19. I change my non-verbal behavior when a cross-cultural situation requires it.</p>	<p>1 2 3 4 5 6 7</p>
<p>20. I alter my facial expressions when a cross-cultural interaction requires it.</p>	<p>1 2 3 4 5 6 7</p>

## APPENDIX C

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### ADVERSITY RESPONSE PROFILE

Imagine the following events as if they were happening right now. Then circle the number that represents your answer to each of the related questions.

1. You suffer a financial setback. To what extent can you influence this situation?  
*Not at all    1   2   3   4   5    Completely*
  
2. You are overlooked for a promotion. To what extent do you feel responsible for improving the situation?  
*Not responsible at all            1   2   3   4   5    Completely responsible*
  
3. You are criticized for a big project that you just completed. The consequences of this situation will:  
*Affect all aspects of my life    1   2   3   4   5    Be limited to this situation*
  
4. You accidentally delete an important email. The consequences of this situation will:  
*Last forever    1   2   3   4   5    Quickly pass*
  
5. The high-priority project you are working on gets canceled. The consequences of this situation will:  
*Affect all aspects of my life    1   2   3   4   5    Be limited to this situation*
  
6. Someone you respect ignores your attempt to discuss an important issue. To what extent do you feel responsible for improving this situation?  
*Not responsible at all            1   2   3   4   5    Completely responsible*
  
7. People respond unfavorably to your latest ideas. To what extent can you influence this situation?  
*Not at all    1   2   3   4   5    Completely*

8. You are unable to take a much-needed vacation. The consequences of this situation will:

*Last forever* 1 2 3 4 5 *Quickly pass*

9. You hit every red light on your way to an important appointment. The consequences of this situation will:

*Affect all aspects of my life* 1 2 3 4 5 *Be limited to this situation*

10. After extensive searching, you cannot find an important document. The consequences of this situation will:

*Last forever* 1 2 3 4 5 *Quickly pass*

11. Your workplace is understaffed. To what extent do you feel responsible for improving this situation?

*Not responsible at all* 1 2 3 4 5 *Completely responsible*

12. You miss an important appointment. The consequences of this situation will:

*Affect all aspects of my life* 1 2 3 4 5 *Be limited to this situation*

13. Your personal and work obligations are out of balance. To what extent can you influence this situation?

*Not at all* 1 2 3 4 5 *Completely*

14. You never seem to have enough money. The consequences of this situation will:

*Last forever* 1 2 3 4 5 *Quickly pass*

15. You are not exercising regularly though you know you should. To what extent can you influence this situation?

*Not at all* 1 2 3 4 5 *Completely*

16. Your organization is not meeting its goals. To what extent do you feel responsible for improving this situation?

*Not responsible at all*      1   2   3   4   5      *Completely responsible*

17. Your computer crashed for the third time this week. To what extent can you influence this situation?

*Not at all*      1   2   3   4   5      *Completely*

18. The meeting you are in is a total waste of time. To what extent do you feel responsible for improving this situation?

*Not responsible at all* 1   2   3   4   5      *Completely responsible*

19. You lost something that is important to you. The consequences of this situation will:

*Last forever*   1   2   3   4   5      *Quickly pass*

20. Your boss adamantly disagrees with your decision. The consequences of this situation will:

*Affect all aspects of my life*   1   2   3   4   5      *Be limited to this situation*

## APPENDIX D

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### OCCUPATIONAL STRESS INDEX

**INSTRUCTIONS:** This questionnaire is meant for a psychological investigation. The questionnaire consists of some statements that employees say or feel about various components and conditions of their job. You are required to select any one of the following ‘five responses’ to indicate the extent to which you agree or disagree with each statement to describe the nature and conditions of your job and also your own experiences and feelings about your job.

**Assign “1” to the statements when you have strong disagreement.**

**Assign “2” to the Statements when you have disagreement.**

**Assign “3” to the statements when you are undecided.**

**Assign “4” to the statements when you have agreement.**

**Assign “5” to the statements when you have strong agreement.**

1.I have to do a lot of work In this job.	1	2	3	4	5
2.The available information relating to my job-role and its outcomes are vague and in sufficient.	1	2	3	4	5
3.My different officers often give contradictory instructions regarding my work.	1	2	3	4	5

<p>4.Sometimes it becomes complied problem for me to make adjustment between political/group pressures and formal rules and regulations.</p>	<p>1 2 3 4 5</p>
<p>5.The responsibility for the efficiency and productivity of many employees is thrust upon me.</p>	<p>1 2 3 4 5</p>
<p>6.Most of my suggestions are followed and implemented here.</p>	<p>1 2 3 4 5</p>
<p>7.My decisions regarding distribution of assignments among employees are properly followed.</p>	<p>1 2 3 4 5</p>
<p>8.I have to work with persons whom I like.</p>	<p>1 2 3 4 5</p>
<p>9. My assignments are of monotonous nature.</p>	<p>1 2 3 4 5</p>
<p>10.Higher authorities care for my self-respect.</p>	<p>1 2 3 4 5</p>
<p>11.I get less salary in comparison of the quantum of my labour/work.</p>	<p>1 2 3 4 5</p>
<p>12.I do my work under tense circumstances.</p>	<p>1 2 3 4 5</p>

<p>13. Owing to excessive load I have to manage with insufficient number of employees and resources.</p>	<p>1 2 3 4 5</p>
<p>14. The objectives of my work role are quite clear and adequately planned.</p>	<p>1 2 3 4 5</p>
<p>15. Officials do not interfere with my jurisdiction and working methods.</p>	<p>1 2 3 4 5</p>
<p>16. I have to do some work unwillingly owing to some group/political pressures.</p>	<p>1 2 3 4 5</p>
<p>17. I am responsible for the future of a number of employees.</p>	<p>1 2 3 4 5</p>
<p>18. My co-operation is frequently sought in solving administrative or industrial problems at higher level.</p>	<p>1 2 3 4 5</p>
<p>19. My suggestions regarding training programmes of employees are given due significance.</p>	<p>1 2 3 4 5</p>
<p>20. Some of my colleagues &amp; juniors try to defame and malign me as unsuccessful.</p>	<p>1 2 3 4 5</p>

21. I get ample opportunity utilize my abilities & experience independently.	1 2 3 4 5
22. This job has enhanced my social status.	1 2 3 4 5
23. I am seldom rewarded for my hard work & efficient performance.	1 2 3 4 5
24. Some of my assignments are quite risky & complicated.	1 2 3 4 5
25. I have to dispose off my work hurriedly owing to excessive workload.	1 2 3 4 5
26. I am unable to perform my duties smoothly owing to uncertainty & ambiguity of the scope of my jurisdiction.	1 2 3 4 5
27. I am not provided with clear instructions & sufficient facilities regarding the new assignments entrusted to me.	1 2 3 4 5
28. In order to maintain group conformity sometimes I have to do more than the usual.	1 2 3 4 5
29. I bear the great responsibility for the progress & prosperity of this organization.	1 2 3 4 5



30. My opinions are sought In framing important policies of the organization /department.	1	2	3	4	5
31. Our interest and opinion are duly considered in making appointments for important posts.	1	2	3	4	5
32. My colleagues do co-operate me voluntarily in solving administrative and industrial problems.	1	2	3	4	5
33. I get ample opportunity to utilize my aptitude and proficiency properly.	1	2	3	4	5
34. My higher authorities don't give due significance to my post and work.	1	2	3	4	5
35. I often feel that this job has made my life cumbersome.	1	2	3	4	5
36. Being too busy with official work, I'm not able to devote sufficient time to my domestic & personal problems.	1	2	3	4	5
37. It is not clear what type of work & behavior my higher authorities & colleagues expect from me.	1	2	3	4	5
38. Employees attach importance to formal working procedures.	1	2	3	4	5

<p>39.I am compelled to formal and administrative procedures and policies owing to group/political pressures.</p>	<p>1 2 3 4 5</p>
<p>40.My opinion is sought in changing or modifying the working system, instrument and conditions.</p>	<p>1 2 3 4 5</p>
<p>41.There exists sufficient mutual co-operation &amp; team spirit among the employees of this organization/department.</p>	<p>1 2 3 4 5</p>
<p>42.My suggestions and co-operation are not sought in solving even those problems for which I am quite competent.</p>	<p>1 2 3 4 5</p>
<p>43. Working conditions are satisfactory here from the point of view of our welfare and convenience.</p>	<p>1 2 3 4 5</p>
<p>44.I have to do such work as ought to be done by others.</p>	<p>1 2 3 4 5</p>
<p>45.It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice.</p>	<p>1 2 3 4 5</p>
<p>46.I am unable to carry out my assignment to my satisfaction on account of excessive load of work and lack of time.</p>	<p>1 2 3 4 5</p>

## LIST OF PUBLICATIONS

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### Scopus Publications (UGC approved)

1. T. Sharma and S. Singh, “Relationship of emotional intelligence with cultural intelligence and change readiness of Indian managers in the service sector,” *Journal of Organizational Change management*, 2018. <https://doi.org/10.1108/JOCM-05-2017-0193>
2. S. Singh and T. Sharma, “Affect of Adversity Quotient on the Occupational Stress of IT Managers in India,” *Procedia Computer Science*, vol. 122, p.p. 86-93, 2017. <https://doi.org/10.1016/j.procs.2017.11.345>
3. S. Singh and T. Sharma, “Affect of Emotional Intelligence on Adversity Quotient of Indian Managers,” *AIP Conference Proceedings 2016*, p.p.1-7, 2018, <https://doi.org/10.1063/1.5055537>

### UGC Publications (non-scopus)

1. S. Singh and T. Sharma, “ Role of Emotional Intelligence in Determining Occupational Stress of Indian Retail Managers,” *Kaav International Journal of Economics , Commerce & Business Management*, vol. 4, no. 4, pp. 62-67,2017. ISSN: 2348 – 4969
2. T. Sharma and S. Singh, “Emotional Intelligence as a Tool for Hiring,” *Kaav International Journal of Economics, Commerce & Business Management*. vol. 4, no. 4, pp. 461-464, 2017. ISSN: 2348 – 4969

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1. S. Singh and T. Sharma, “ Affect of Emotional Intelligence on Adversity Quotient of Managers of Indian Banking and Insurance Sector,” *Globalization Opportunities for Emerging Economies*, In G. Singh, R. Goel. and A. Maurya (Eds.). Delhi: Ocean Publishing House. 2018

2. T. Sharma, S. Singh, A. Sehrawat and P. Sood, "Impact of Emotional Intelligence on Creative Quotient of Engineers," In *Global Business Strategies for Sustainability*, J.K Sharma and L.K. Tyagi (Eds.), New Delhi: Bharti Publications, 2017, p.p. 415-424. ISBN: 9789386608185
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### **Paper Presented at International Conferences**

1. S. Singh and T. Sharma, "Role of Emotional Intelligence in Enhancing Leadership Skills in Higher Education," at 7<sup>th</sup> International Conference on Paradigm Shift in Global Business Practices in Socio Economic Development, VIPSAR, Indore, December 2018.
2. S. Singh and T. Sharma, "From HRM to Green HRM : The Paradigm Shift," at RISE, NIT Hamirpur, February 2018.
3. S. Singh and T. Sharma, "Study on the Affect of Emotional Intelligence on Adversity Quotient of Service Sector Managers." at ICMRAA, Malaysia, December 2017.
4. S. Singh and T. Sharma, "Affect of Adversity Quotient on the Occupational Stress of Managers.at IT Sector," ITQM, Noida, December 2017.
5. T. Sharma and S. Singh, "Emotional Intelligence as a Tool for Hiring," at VIPSAR, Indore, December 2017
6. S. Singh and T. Sharma, "Role of Emotional Intelligence in Determining Occupational Stress of Indian Retail Managers," at VIPSAR, Indore, December 2017
7. T. Sharma and S. Singh, "Impact of Emotional Intelligence on Creative Quotient of Engineers "at GLOBUSS, Noida, October 2017.
8. S. Singh and T. Sharma, "Affect of Emotional Intelligence on Adversity Quotient of Managers of Indian Banking and Insurance Sector," at 2<sup>nd</sup> International Business Summit, Noida, September 2017.

9. T. Sharma and S. Singh, “Cultural Intelligence-The Essential Intelligence” at 17<sup>th</sup> International Business Horizon-INBUSH, Noida, February 2017.
10. Singh, S. and Sharma, T. (2016). Emotional Intelligence and Educational Leadership.at 5<sup>th</sup> International Conference on Paradigm Shift in Innovative Business Management, VIP SAR, Indore, December 2016.