

## **A Study on Emotional Intelligence with reference to Samruddhi Industries Ltd, Sangali, Maharashtra**

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### **Abstract**

We always feel that success of a person at the workplace is attributed mainly due to his intelligence. As we all know the higher is the level of job's complexity and authority, the greater is the impact of outstanding performance. In most of the corporate's emotions are considered as too subjective and whimsical phenomena which contribute less to productivity and profit. But in reality the emotional intelligence allows us to sense the emotional tone of groups, events and communication. It holds enormous power over learning. Most of the research concentrates on the intriguing question of where we get our understanding of other people's mind the evolutionary biology offers some explanations pertaining to the common factors of the species.

Emotional intelligence has a correlation with several components of transformational leadership, and it suggests that it may be an important component of effective leadership. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style as measured by multifactor leadership questionnaire. They are different approaches to coaching skills training and their impact on emotional intelligence. Many studies have revealed, intensive programs may improve participants' goal focused coaching skills, organizations seeking to deepen the impact of "manager as coach" participants should use a spaced learning approach over a number of weeks. It is also found that emotional, social and cognitive intelligence competencies predict effectiveness in profession and these competencies. A lot of studies have proved that emotional intelligence has been shown to be positively related to job performance at all levels. Several studies revealed that EQ matters more than IQ emotional intelligence contributes significantly to the success of an individual. The present study measures personal competence, social competence and emotional intelligence. The study could not establish any association between success and emotional intelligence.

**Keywords:** Emotional Intelligence, Qualification, Experience, Designation.

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## 1. Introduction

“The capacity to effectively perceive, express, understand and manage emotions in a professional and effective manner at work.” is been described as Emotional Intelligence (EI). Several schools of thought exists, which aim to accurately describe and measure Emotional Intelligence (EI). Salovey and Mayer<sup>21</sup> to initially conceived the concept and coined the term Emotional Intelligence, which was derived from Gardner’s<sup>7</sup> theory of multiple intelligence. This included intrapersonal intelligence which was used by Salovey and Mayer<sup>21</sup> to form the basis of the theory of emotional intelligence, which they define as the “ability to monitor and regulate one’s own and other’s feelings and to use feelings to guide one’s thinking and action”. To know one’s emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships- are the identified five main domains.

Goleman divided EI competencies into five. Parts: Self-awareness, Self-regulation, Motivation, Empathy and Social skill. He adapted Salovey and Mayer<sup>21</sup> model as a basis and explained the theory of emotional intelligence and its implications for everyday life. Reuven Bar-On coined the term “Emotional Quotient”. He defined emotional intelligence as understanding oneself and others, relating to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands<sup>4</sup>.

Emotional intelligence as a personality trait measures by personality test items of a fairly traditional kind and is close to many other questionnaire methods for measuring various traits. Bar-On<sup>4</sup> has devised a framework to explain emotional intelligence based on the model of EI developed by Mayer and Salovey<sup>17</sup>. Petrides and Furnell<sup>19</sup> claim the self report of emotional intelligence test (SREIT) has a clear four factor structure comprising ‘self awareness of emotions’ and social skill and social competence’.

## Samruddhi Industries Ltd

Samruddhi industry is a public ltd Company engaged in manufacturing and marketing plastic consumer products. The product range of the company includes products like ghamela, kettle, fruit-crates, buckets, dust bins, step ladders, horticulture pots, mugs glasses etc. Recently the company has also introduced high value furniture items in its range of product.

In 1987, Mr. Ramakant Malu, an ambitious person from a small town, Jaysingpur (Kolhapur District), started a small manufacturing activity of PVC Solvent Cement. After continuation of this activity for many years, he was followed by Mr. Omprakash Malu and they started Malsons Organics Ltd in the year 1996. Initially, Malsons was engaged into manufacturing of plastic crates with only 1 injection molding Machine at Kupwad (Sangli District). These crates were sold to institutions and dairies in Maharashtra, Karnataka, Andhra Pradesh, Madhya on credit basis in order to seek a place in the market. Samruddhi developed a very good network of satisfied customers throughout India. Some of the names are Amul India - Anand, Ashoka Builders, Nasik, Chitale Dairy - Bhilawadi, Gokul Doodh - Kolhapur, Godrej Constructions – Pune, and the list goes on.

Samruddhi Industries Limited is an ISO 9001:2008 certified Manufacturer, Exporter, Importer & Supplier of Plastic goods. The company exports their products to countries like Gulf, South African, Asian Countries, such as Nepal, Bhutan, Sri Lanka and mostly to all Developing Countries. Their main strategy is to increase their Products supply to all types of industries like Dairy & Food Industry, Pharma Industry, Banking Industry, Engineering & Automobile Industry, Agriculture Industry, Construction Industry, Corporate Office, etc.

## **Vision**

“Enriching the lives of our customers through innovative solutions.”

## **Mission**

We will strive to provide products & services customized or global and will keep in mind that we will not harm the environment in any manner whatsoever. We will always endeavor to establish Samruddhi group as a symbol of quality, trusted and respected worldwide. We will always remember that our customers & employees are our prime concerns and will always look after their welfare on priority. We will always look after the interests of our stakeholders.

Samruddhi industry is growing consistently at a rapid pace. The company is all set to take the challenge of the next generations' requirements & to match it up with even faster growth in the future. They believe in the essence of the human factor & its role in making the whole organization successful. The company now constructing two more units at sangali and it wants to increase its overall productivity and it wants to reach at its greatest level of success and give it lots of employment opportunities.

## **2. Review of Literature**

Darwin worked on the thesis subscribing that emotions are a result of natural selection and therefore have the influences of other cultures too and consequently the universal counterparts. Most research concentrates on the intriguing question of where we get our understanding of other people's mind the evolutionary biology offers some explanations pertaining to the common factors of the species. Various other researchers have been conducted on emotions where the focus has been on physical demonstration of emotions by animals and humans; these include mainly the body language. A number of other researchers have been conducted on emotions where the focus has been on physical demonstration of emotions by animals and humans, which can be portrayed as body language. At the micro level there are social rules and feelings in our day to day social interaction and at macro level there are the social institutions and cultures which are shaped through the early history and culture of the particular area. In general, people try to regulate their emotions appropriate to the norms of the situation of the event.

These are often conflicting where at the micro level there are social rules and feelings in our day to day social interaction and at the macro level are the social institutions and cultures which are shaped through the early history and culture of the particular area. In general, people try to regulate their emotions appropriate to the norms of the situation of the event. For example, the emotion of love is the most complicated one as it takes a natural shape and is universally natural in its expression but still it is the most regulated emotion based upon the context of upbringing and culture.

Emotional intelligence has a correlation with several components of transformational leadership, and it suggests that it may be an important component of effective leadership. Benjoman palmer et al<sup>5</sup>, explored the relationship between emotional intelligence and effective leadership. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style as measured by multifactor leadership questionnaire. Anthony M. Grant<sup>2</sup> examined different approaches to coaching skills training and their impact on emotional intelligence. The study revealed while short, intensive programs may improve participants' goal focused coaching skills, organizations seeking to deepen the impact of “manager as coach” participants should use a spaced learning approach over a number of weeks. Richard E. Bayatziz et al<sup>20</sup> found that emotional, social and cognitive intelligence competencies predict effectiveness in profession and these competencies can be developed in adults. Kevin S. Groves et al<sup>15</sup> empirically tested whether it was possible to deliberately develop emotional intelligence. The results indicate that emotional intelligence can be deliberately developed.

Today, there is a qualitative improvement of education which would confess that the development of education is positive and towards flourishing the potentials of the young generation. This can be realized well when organization, especially educational organizations and schools are healthy and dynamic places in a way that teachers wish to stay there rather than being forced to do so. This is not possible unless there is knowledge of and planning for subjects like EI which affect the organizational health and being able to use or produce emotions plays a very significant role in facilitating problem-solving and increases the efficiency of group members. Emotional intelligence involves knowing the emotions of oneself and using them for making proper decisions in life.

Emotionality of the individual is shown when they do not accomplish something and gets upset. Considering emotions as a type of information resulted in 1990 in a totally new concept of EI. Two American psychologists, Salovey and Mayer<sup>21</sup> were the ones who used the term Emotional Intelligence. Emotional intelligence which involved attention to the emotions and affects of one's self and of others, differentiating between them and using this information to navigate one's thinking and actions. Salovey's theory is based on this belief that there are a few special skills in which either accuracy or effectiveness is of great importance: these skills include accuracy in knowing and understanding the emotional states of oneself or of others and effectiveness in regulating, controlling and using these emotions to accomplish an end<sup>21</sup>.

EI is a skill whose owner can control his/her feelings through self-awareness, improving it by self-management, understanding their effect through sympathy, behaving in a way that would boost his and others' morale by managing relationships according to Goleman's definition. Bar-on<sup>3</sup> defines that EI is the capability of the individual in facing the environmental challenges and it predicts the successes of one's life, the organizational health of the school is a framework to conceptualize the general atmosphere of the school. Any healthy organization draws attention towards conditions that facilitates the development of the organization or leads to the organization's dynamism, which is obviously a new concept<sup>11</sup>. Every organization today knows very well the stronger the emotional Intelligence among employees the more productive the organization.

Organizational health is a set of persistent organizational characteristics and points out that a healthy organization is not only able to stay persistent in its environment but also can adapt adequately to its environment and in the long term, consistently develop the capabilities to survive as considered by Miles<sup>18</sup>. He\She can create a healthy environment and can guide the school in a proper way, keeping high performance standards through controlling emotions.

Moreover, he\she can influence the emotions of his seniors and think and act autonomously. The EI of principals as an effective factor in the social and psychological system of school has a great significance for the emotions, affects, perceptions, values and performance. Humphrey et al<sup>13</sup> and several studies have demonstrated that leaders have substantial influence over group members' moods and emotional states and this influence can either help or hinder employee performance. Besides dealing with the emotions and behavior of others, thus becoming emotional managers.<sup>6</sup>

We all know that a leader's mood and actions affect the emotions of people around him\her and this directly affects an organization's success<sup>10</sup>. A direct relationship between emotional intelligence and success, especially among the leaders was found out by Goleman<sup>9</sup>. He proposed that to be successful, every leader should possess emotional intelligence skills.

Emotional intelligence competencies are related to outstanding leadership as defined by Goleman et al<sup>10</sup> the definition of primal leadership. The primal leadership model presented two domains

and two competencies or clusters associated with each domain. The four clusters presented in this model are self-awareness, self-management, social awareness and relationship management. The clusters are grouped within two domains: the personal (self awareness and self management) and the social (social awareness and relationship management). The personal competency domain is related to personal abilities (how a individual manages him or herself) while the social competency domain is related to social abilities (how a person manages relationships). In order to lead organizations of the 21st century, leaders need to understand the regional and ethnic cultural diversity of the work environment in addition to the cross – cultural community of workers around the world. The link between emotional intelligence and success can only be transferred to other nations\ cultures through cultural intelligence.

As we all know the Human Resource is the valuable asset to any organization. In this study we are able to know the direct and control, of one's feelings towards their work and performance of the employees working in Samruddhi Industries Pvt Ltd. By which way the employees can improve their emotional intelligence. Every employee will face many such situations in their workplace but how they react or handle to each situation and the emotions they show is very important. Sometimes the reactions lead to a number of positive or negative actions.

### **3. Research Methodology**

The study is undertaken both by primary and secondary sources of data and information. Secondary sources of data and information more reliance are placed on available standard literature comprising refereed journals, articles, etc., but the primary sources of data have been collected by using a questionnaire through the Samruddhi Industries Pvt Ltd., a sample of 150 respondents has been collected from Samruddhi Industries Pvt Ltd.

A questionnaire has been prepared to collect the necessary information from the employees of Samruddhi Industries Pvt Ltd. The questionnaire was selected in order to establish a better understanding between the employee and researcher by using the stratified sampling. The questionnaire included various aspects of employees such as personal competence, social competence and emotional intelligence. Care was taken to see that the information gathered was valid and reliable. Each employee was questioned separately to avoid the interference of others. Efforts were made to establish a good rapport with the employees by conducting the questionnaire in a formal way. By making frequent visits to Samruddhi Industries Pvt Ltd, Sangali many observations were made on the daily routine.

### **4. Results and Discussion**

The influence of age, gender, qualification, designation, department, experience, annual Income towards emotional intelligence of Samruddhi Industries Pvt Ltd., employees is investigated by employing factorial designs. The influence of the above variables is studied under the following needs:

1. Personal Competence (PC)
2. Social Competence (SC)
3. Emotional Intelligence (EI)

Age: On the basis of age, the employees are divided into three groups. The employees of below 40 years come under Group-I, employees of age 40-50 years come under Group -II, and employees of age above 50 years come under Group –III. The influence of age on the personal competence, social competence and emotional intelligence is investigated. The corresponding personal competence, social competence and emotional intelligence scores of the three groups are analyzed accordingly. The mean

values of the personal competence, social competence and emotional intelligence for the three groups were tested for significance by employing 'F' test. The following hypothesis are formulated.

**Hypothesis 1:** There would be the significance of 'Age' on the personal competence, social competence and emotional intelligence of employees in Samruddhi Industries Pvt Ltd . It is clear from the table 1 that the computed value of 'f' for the personal and social competence and emotional intelligence is less than the table value of 'F'(3.06) for 2 and 147 df at 0.05 level. Hence hypothesis 1 is accepted. It is concluded that age has no significant influence on the above three variables.

Gender: On the basis of gender, the employees are divided into two groups. The male employees come under group-1, female employees come under group-II. The influence of gender on the personal competence, social competence and emotional intelligence is investigated. The mean values of the personal competence, social competence and emotional intelligence for the two groups were tested for significance by employing 't' test. The following hypothesis are formulated.

**Hypothesis 2:** It is clear from the table 2 that the computed value of 't' for the personal competence, social competence and emotional intelligence is greater than the table value of 't'(2.61) for 1 and 148 df for 0.01 level. Hence hypothesis 2 is rejected. It is concluded that gender has a significant influence on the three variables.

Qualifications: Based on qualification, the employees are divided into four groups. The employees who have completed SSLC come under group-I, employees who have completed diploma come under group-II, employees who have completed graduation come under group-III and employees who have completed Post Graduation and above come under group-IV. The corresponding personal competence, social competence and emotional intelligence scores of the four groups are analyzed accordingly. The mean values of the four groups were tested for significance by employing "F" test. The following hypothesis is formulated

**Hypothesis 3:** There would be no significant influence of 'qualification' on the personal competence, social competence and emotional intelligence of employees in Samruddhi Industries Pvt. Ltd. The above hypothesis is tested by employing "F" test. The results are presented in table 3.

It is clear from the table 3 that the computed value of "F" for personal, social competence and emotional intelligence is greater than the table value of 'F' (2.66) for 3 and 146 df at 0.01 level. Hence the above hypothesis 3 is rejected. It is concluded that qualification has significant influence on the personal competence, social competence and emotional intelligence.

Designation: On the basis of designation, the employees are divided into three groups. The workers come under group-I, supervisors come under group-II and executives come under group-III. The influence of designation on the personal competence, social competence and emotional intelligence is investigated. The mean values of the personal competence, social competence and emotional intelligence for the three groups were tested for significance by employing 'F' test. The following hypothesis is formulated.

**Hypothesis 4:** There would be no significant influence of 'Designation' on the personal competence, social competence and emotional intelligence of employees in Samruddhi Industries Pvt Ltd. The above hypothesis is tested by employing 'F' test the result is presented in table 4. It is clear from the table 4 that the computed value of 'F' for the personal competence is greater than the table value of 'F' (3.06) for 2 and 147 df at 0.05 level. Hence hypothesis 4 is rejected. It is concluded that the designation has significant influence on the personal competence.

It is clear from the table 4 that the computed value of 'F' for the social competence and emotional intelligence is greater than the table value of 'F' (4.75) for 2 and 147 df at 0.01 level. Hence the hypothesis 4 is rejected. It is concluded that the designation has significant influence on the social competence and emotional intelligence.

Department: On the basis of the department, the employees are divided into five groups. The employees of production department come under group-I, employees of human resource department come under-II, employee of quality control and maintenance department come under group-III, employees of OP & C and material department come under group-IV and employees of purchase and finance department come under –V. The influence of the department on the personal competence, social competence and emotional Intelligence is investigated. The corresponding intelligence of the five groups was analyzed accordingly. The following hypothesis is framed.

**Hypothesis 5:** There would be no significant influence of 'Department' on the personal competence, social competence and emotional intelligence of employees in Samruddhi Industries Pvt Ltd. The above hypothesis is tested by employing 'F' test. The results are presented in table 5.

It is clear from the table 5 that the computed value of 'F' for the personal competence, social competence and emotional intelligence is less than the table value of 'f' (3.45) for 4 and 145 df at 0.05 level. Hence hypothesis 5 is accepted. It is concluded that department has no significant influence on the three variables.

Experience: On the basis of experience, the employees are divided into three groups. The employees, of experience below 15 years come under group-I, employees of experience 15-30 years come under group-II, and employees of experience above 30 years come under group-III. The influence of experience on the personal competence, social competence and emotional intelligence is investigated. The influence of experience on the emotional intelligence scores of the three groups is analyzed. The Mean values of the attitudes towards personal competence, social competence and emotional intelligence were tested for significance by employing 'F' test. The following hypothesis is formulated.

**Hypothesis 6:** There would be no significant influence of 'experience' on the personal competence, social competence and emotional intelligence of employees in Samrudhi Industries Pvt Ltd. The above hypothesis is tested by employing F test. The results are presented in table 6. It is clear from the table 6 that the computed value of F for the personal, social competence and emotional intelligence is greater than the table value of 'F' (4.75) for 2 and 147 df at 0.01 level. Hence hypothesis 6 is rejected it is concluded that experience has significant influence on the three variables.

Annual Income: On the basis of annual Income, the employees are divided into three groups. The employees of annual income below 5 lakhs come under groups-1, employees of annual Income 5-7 lakhs come under groups-II, and employees of annual Income above 7 lakhs come under groups-III. The influence of annual Income on the personal competence, social competence and emotional intelligence is investigated. The corresponding scores of the three groups are analyzed accordingly. The following hypothesis is formulated:

**Hypothesis 7:** there would be a significant influence of 'annual Income' on the personal competence, social competence and emotional intelligence of employees in Samruddhi Industries Pvt Ltd. The above hypothesis is tested by employing 'F' test. The results are presented in table 7. It is clear from the table 7 that the commuted value of 'F' for the personal and social competence and emotional intelligence is less than the table value of 'F' (3.06) for 2 and 147 at 0.05 level. Hence hypothesis 7 is accepted. It is concluded that annual income has no significant influence on the three variables.

#### **4. Findings:**

1. There is no significant influence of age at 0.05 levels on the personal competence, social competence and emotional intelligence.
2. There is a significant influence of gender at 0.01 levels personal competence, social competence and emotional intelligence.
3. There is significant influence of qualification at 0.01 levels personal competence, social and emotional intelligence.
4. There is significant influence of designation at 0.05 level on the personal competence.
5. There is significant influence of designation at 0.01 level on the attitudes towards social competence and emotional intelligence.
6. There is no significant influence of department at 0.05 level on the personal competence, social competence and emotional intelligence.
7. There is a significant influence of experience at 0.01 levels on the personal competence, social competence and emotional intelligence.
8. There is no significant influence of annual income at 0.05 level on the personal competence, social competence and emotional intelligence.

#### **5. Suggestions**

1. Female employees have more emotional intelligence than the male employees. Male employees have to improve their emotional intelligence.
2. Employees of the age above 50 years should improve their personal competence, self regulation adaptability and social competence like conflict management, developing others.
3. The workers have to improve their emotional intelligence as they are dealing with heavy machines.
4. The organization has to provide meditation and yoga facilities which improve the employees emotional intelligence.
5. The employees who have experience below 15 years are less emotional when compared with others.
6. The employees who have completed SSLC have less emotional intelligence compared with others. They can improve their qualification through distance education by which the qualification will help to know how to be emotionally intelligent at work.
7. The employees have to control their negative emotions like anger, irritation etc. which affect the productivity of the organization.

#### **6. Conclusion**

By the above finding we may conclude that age has no influence on emotional intelligence. Gender also has no influence on emotional intelligence. To a certain extent designation tries to influence the personal competence level of an individual. The study tries to show a correlation between emotional intelligence and employees age, designation, gender, department etc. This study helps to show that emotional intelligence is influenced by age, gender, designation and departments, but from the study we have learned that age and gender and departments have very less or no influence on the emotional intelligence of an Individual. But we all know that emotional intelligence is an important component of an individual professional and personal life. It helps a person to shape an effective personality and perform effectively.

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## 8. Annexures

**Table 1**

**Influence of Age on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd**

Variable	Mean			SD			F-Values	Level of Significance
	I	II	III	I	II	III		
Personal Competence	87.52	86.02	82.64	13.15	11.88	12.64	1.91	@
Social Competence	115.32	113.89	109.35	13.10	12.34	13.67	2.75	@
Emotional Intelligence	202.84	199.98	191.98	24.87	22.19	24.66	2.66	@

N1=25 N2=39 N3=86 df=2 and 147; @ indicates not significant at 0.05 level

**Table 2**

**Influence of Gender on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd**

Variable	Mean		SD		t-Values	Level of Significance
	I	II	I	II		
Personal Competence	83.45	95.45	12.48	9.75	3.83	**
Social Competence	110.65	122.54	13.60	3.62	7.48	**
Emotional Intelligence	194.10	218	24.45	10.5	6.31	**

N1=139 N2 =11; df=1and 148;\*\*indicates significant at 0.01level

**Table 3**

**Influence of Qualification on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd .**

Variable	Mean				SD				F-Values	Level of Significance
	I	II	III	IV	I	II	III	IV		
Personal Competence	78.46	80.78	86.05	94.48	11.98	11.70	11.78	9.46	11.92	**
Social Competence	105.03	107.74	114.07	121.62	11.35	13.85	12.32	8.7	11.36	**
Emotional Intelligence	183.5	188.52	200.13	216.1	20.87	24.02	22.81	15.09	13.71	**

N1=28 N2=55 N3=38 N4=29 df=3and 146; \*\* indicates significant at 0.01 level

**Table 4**

**Influence of Designation on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd**

Variable	Mean					SD					F-Values	Level of Significance
	I	II	III	IV	V	I	II	III	IV	V		
Personal Competence	82.84	85.53	83.64	85.10	85.45	13.82	10.72	12.61	7.35	14.60	0.32	@
Social Competence	108.64	114.16	114.41	112.26	111.66	14.24	12.65	13.96	7.83	14.44	1.07	@
Emotional Intelligence	191.49	199.7	198.05	197.36	197.12	26.44	21.17	25.15	13.18	27.72	0.65	@

N1=48 N2=77 N3=25 df=3and 147; \* indicates significant at 0.05 level;\*\*indicates significant at 0.01 level

**Table 5**

**Influence of Department on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd**

Variable	Mean			SD			F-Values	Level of Significance
	I	II	III	I	II	III		
Personal Competence	75.85	84.24	95.04	10.45	12.13	9.08	17.5	**
Social Competence	103.71	110.87	123.82	13.09	12.68	7.65	17.41	**
Emotional Intelligence	179.57	195.12	218.87	22.39	22.79	14.70	20.50	**

N1=51 N2=30 N3=17 N4=19 N5=33 df=4and 145; @ indicates not significant at 0.05 level

**Table 6**

**Influence of Experience on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd.**

Variable	Mean			SD			F-Values	Level of Significance
	I	II	III	I	II	III		
Personal Competence	84.24	83.57	85.93	11.70	11.93	15.38	0.36	@
Social Competence	111.70	111.19	111.84	12.59	12.22	16.89	0.031	@
Emotional Intelligence	195.94	194.77	197.78	22.94	21.84	31.03	0.51	@

N1=28 N2=99 N3=23 df=2 and 147; @ indicates significant at 0.01 level;

**Table 7**

**Influence Annual Income on the Emotional Intelligence of Employees in Samruddhi Industries Pvt Ltd**

Variable	Mean			SD			F-Values	Level of Significance
	I	II	III	I	II	III		
Personal Competence	81.39	84.20	90.36	13.22	11.49	13.09	4.25	*
Social Competence	105.87	112.571	119.16	13.64	11.66	13.86	9.32	**
Emotional Intelligence	187.27	196.77	209.52	25.04	21.40	25.66	7042	**

N1=57 N2=61 N3=32 df=2and 147; @ indicates not significant at 0.05 level;