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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	SERVICE QUALITY OF HOTEL FLATS – EXPERIENCE OF PHILIPINO TOURISTS MAYA MADHAVAN & DR. A.P. GEORGE	1
2.	CHALLENGES AND OPPORTUNITIES OF SELF HELP GROUPS IN MARKETING THEIR PRODUCTS K. LAKSHMI & DR. S. RAMACHANDRAN	6
3.	A STUDY OF COMMERCIAL BANKING SERVICE QUALITY AND CUSTOMER SATISFACTION ABDUL KHALIQUE TALUKDER & DR. AMALESH BHOWAL	10
4.	INFLUENCE OF 'GREEN ATMOSPHERICS' ON ECO – FRIENDLY CONSUMERS – A STUDY WITH REFERENCE TO TAMIL NADU K. SHARIFA NIZARA & DR. I. MOHAMED SHAW ALEM	14
5.	AN EMPIRICAL INVESTIGATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE IN INDIAN MANUFACTURING SECTOR DR. DEVENDER SINGH MUCHHAL & DR. AJAY SOLKHE	18
6.	A STUDY OF CUSTOMER PERCEPTIONS TOWARDS SELECT MALLS IN INDIA GRISHMA PATEL & DR. RAJENDRA JAIN	22
7.	TIME VALUE OF MONEY: ISSUES & CHALLENGES WITH REFERENCE TO E-PAYMENT SERVICES IN PRIVATE BANKING COMPANIES IN BANGALORE DR. MAHESHA KEMPEGOWDA & SUJATHA.S.L	28
8.	THE EFFECT OF REAL EXCHANGE RATE ON INDIA'S TRADE BALANCE DR. AMAL SARKAR	32
9.	TEAM-LEVEL ANALYSIS OF STUDENT TEAMS ON CRUCIAL CHARACTERISTIC FACTORS FOR CREATIVITY YEH, YU-MEI, LI, FENG-CHIA & LIN, HUNG-YUAN	38
10.	A COMPARATIVE STUDY OF PROFITABILITY OF PUBLIC AND PRIVATE SECTOR BANKS POONAM & V.K. GUPTA	41
11.	SURVIVAL OF EARTHEN DOLL PRODUCTS AND THE CONTEMPORARY TRADE - AN ARGUMENT ON POTENCY OF BENGAL POTTERY KANDARPA KANTI HAZRA & DR. ARUP BARMAN	45
12.	CELEBRITY ENDORSEMENT: A REVIEW AND RESEARCH AGENDA AJIT KUMAR NANDA & PUSHPENDRA KHANDELWAL	49
13.	BEHAVIOURAL ACCOUNTING PRACTICES IN STEEL AUTHORITY OF INDIA LIMITED TAJINDER KAUR	55
14.	IMPACT OF ORGANIZATIONAL COMMITMENT ON BURNOUT: A STUDY AMONG THE EMPLOYEES IN RETAIL SECTOR IN INDIA DR. AMAN KHERA	58
15.	TQM AND ECONOMIC PERFORMANCE AT WORKING IRON AND STEEL FIRMS OF HYDERABAD-KARNATAKA REGION K C PRASHANTH	63
16.	THE EMERGING ORGANIZED JEWELRY RETAILERS IN INDIA AND THEIR CHALLENGES: A QUALITATIVE STUDY APPROACH DR. TANU NARANG	69
17.	A STUDY ON THE SCOPE OF SUSTAINABLE ALTERNATIVE EMPLOYMENT GENERATION IN KADMAT ISLAND, LAKSHADWEEP PAZHANISAMY.R	72
18.	PRIORITY SECTOR LENDING BY COMMERCIAL BANKS IN RAJASTHAN DR. POONAM NAGPAL, SHACHI GUPTA & PRACHI GUPTA	78
19.	A STUDY OF IMPACT OF RAW MATERIAL PRICES ON SHARE PRICES WITH SPECIAL REFERENCE TO CRUDE OIL PRICE AND NIFTY ENERGY INDEX SHALINI SAGAR & DR. RAKESH KUMAR	82
20.	EMPIRICAL STUDY ON LABOUR WELFARE PRACTICES IN ORGANISED RETAIL TEXTILE SHOPS IN TIRUCHIRAPPALLI CORPORATION LIMIT DR. A. JOHN PETER & D. ALLEN ROSE SHAMINI	85
21.	IMPACT OF GST ON COMMON MAN PARASURAMAN SUBRAMANI & DR. N. SATHIYA	91
22.	LIQUIDITY & PROFITABILITY ANALYSIS OF THE PHARMACEUTICAL COMPANIES OF INDIA MINTIBAHEN BIJENDRA SINHA & DR. DEEPIKA SINGHVI	97
23.	A STUDY ON FOREIGN INVESTMENT & ITS IMPACT ON GROWTH OF FOOD & AGRICULTURE SECTOR IN INDIA POOJA KUMARI & DR. P.SRI RAM	100
24.	ENUMERATION OF SERVICES AND CATEGORIZATION OF CUSTOMER'S PROBLEM ON MOBILE BANKING: A REVIEW P. SARAVANA GUPTA & DR. K. SUBRAMANIAM	104
25.	CONSUMER PREFERENCE TOWARDS F M RADIO IN NORTH KARNATAKA SHIVASHARANA G B & SURESH ACHARAYA	106
26.	MOTIVATION AND ITS IMPACT ON INDIVIDUAL PERFORMANCE: A COMPARATIVE STUDY BASED ON MCCLELLAND'S THREE NEED MODEL HANSIKA KHURANA & VAISHALI JOSHI	110
27.	RELATIVE IMPORTANCE OF SERVQUAL DIMENSIONS – A STUDY ON RETAIL BANKING SERVICES OF INDIA POST ANINDRA KUMAR HALDAR	117
28.	MODELING THE CAUSES OF STAGNATION OF A MATURED CAPITALIST ECONOMY WITH OPEN ECONOMY SAIKAT BHATTACHARYA	122
29.	CORPORATE SOCIAL RESPONSIBILITY AND THEIR IMPACT ON IT COMPANIES PAYOJ RAJ SINGH	127
30.	A STUDY ON STRESS MANAGEMENT OF EMPLOYEES WITH SPECIAL REFERENCE TO STERLING HOLIDAYS, OOTY K. SINDUJA & S. SUGANYA	130
	REQUEST FOR FEEDBACK & DISCLAIMER	134

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AN EMPIRICAL INVESTIGATION OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE IN INDIAN MANUFACTURING SECTOR

DR. DEVENDER SINGH MUCHHAL
ASST. GENERAL MANAGER (HR)
JINDAL STEEL & POWER LIMITED
RAIPUR

DR. AJAY SOLKHE
SR. ASST. PROFESSOR
UNIVERSITY SCHOOL OF MANAGEMENT
KURUKSHETRA UNIVERSITY
KURUKSHETRA

ABSTRACT

The emotional intelligence is an important concept to fulfill majority of the organizational goals via better job performance of the employees working in the organization. The present study was designed to study the nature and pattern of relationship between Emotional Intelligence (Emotional Competence, Emotional Sensitivity, Emotional Maturity) and job performance of the employees in manufacturing sector. Questionnaires consisting of 15 items (Emotional Intelligence) and 14 items (Job performance) were used. The findings of the present study reveal that job performance in organization are correlated with Emotional Intelligence ((Emotional Competence, Emotional Sensitivity, and Emotional Maturity).

KEYWORDS

Indian manufacturing sector, emotional intelligence, job performance.

INTRODUCTION

The role of emotional intelligence in manufacturing sector is the key for success of the organization. Thorndike (1920) and Gardner (1983) paved the way for the current experts in the field of emotional intelligence. Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability or mixed model. Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Daniel Goleman (1998) proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001). The original model developed by Goleman (1995), was reviewed by Goleman in 1998 based on 200 competency models, he identified 25 social and emotional competencies that most strongly predict superior performance in many occupations. He organized these competencies into the five dimensions of Emotional Intelligence Goleman (1995): self-awareness, self-regulation, self-motivation, social awareness, and social skills (Titimaea, 2006). Performance is a multi-dimensional concept. On the most basic level, Borman & Motowidlo, (1993) distinguish between task and contextual performance. Three basic assumptions are associated with the differentiation between task and contextual performance (Borman & Motowidlo, 1997). Organizations and work as a whole are undergoing dramatic changes (Cooper & Jackson, 1997; Howard, 1995) which have implications for conceptualizing and understanding performance (Ilgen & Pulakos, 1999). Major trends that have affected the performance include the importance of continuous learning, the relevance of proactivity, increase in teamwork, globalization and technology.

LITERATURE REVIEW

A brief review of literature to exhibit the relationship between performance and emotional intelligence has been summarized below:

Stuart & Pauquet (2001) defined that emotionally intelligent leaders use emotions to improve their decision making & seems able to instil a sense of enthusiasm, trust and cooperation within and amongst employees. Goleman (2001), Kanfer & Kantrowitz (2002), Wong & Law (2002) stated that emotional intelligence is considered as being more important in influencing leaders job success and performance than traditional general mental intelligence.

Emotional intelligence can contribute to developing those skills and abilities that are linked with this aspiration (Orme & Langhorn, 2003). Personal competencies play a very vital role in influencing the emotional intelligence of employees in organizations. Jaeger (2003) revealed a strong relationship between emotional intelligence and performance of employees leading to task success. Job performance is defined as the degree to which an individual executes his or her role with reference to certain specified standards set by the organizations (Nayyar, 1994).

Employees with good performance can be related to specific business outcomes such as better financial performance, productive workforce, and better retention rates. Numerous studies on the relationship between emotional intelligence and individual work performance have been conducted (Carmeli, 2003; Jennings & Palmer, 2007; Sy, Tram, & O'Hara 2006). Locke, 2005 defined that emotional intelligence develops over a person's life span and individuals' ability to demonstrate emotionally competent behaviour which may be enhanced through training.

Hence on the basis of above Literature review, the current study was designed to study the relationship between Emotional Intelligence & Job Performance in manufacturing sector.

OBJECTIVES

1. To study the various related aspects of emotional intelligence and job performance in context of Indian manufacturing sector.
2. To study the relationship between Emotional Intelligence (Emotional Competence, Emotional Sensitivity, Emotional Maturity) and job performance in context of Indian manufacturing sector

RESEARCH METHODOLOGY

To fulfill the above mentioned objectives, following research methodology was used:

SAMPLE

A sample of 382 respondents working in manufacturing sector of Madhya Pradesh was drawn by Convenient Sampling Method. The age of the respondents ranged between 25 to 60 years Majority of the respondents were graduates in different disciplines.

TOOLS

A. EMOTIONAL INTELLIGENCE

The questionnaire for Emotional Intelligence consisting of 15 items measuring three dimensions of emotional intelligence (emotional sensitivity, emotional maturity, emotional competency) & overall emotional intelligence by Chadha & Singh, 2003 was used.

Emotional Intelligence test was prepared by compiling 15 real life situations experienced by individuals in their day to day life. The situations were selected to avoid response bias such as faking good or social desirability tendency by the respondents. Each statement was followed by 4 alternatives and the score were given from 0 to 20. The total score of 8 statements constituted the total score of emotional competence, similarly the total score of 4 statements constituted the score of emotional sensitivity and the total score of 3 statements constituted the score of emotional maturity. Finally, the total score of emotional competence, emotional sensitivity and emotional maturity was added to form the overall EQ score. Norms for interpretations of the score are shown in table 1 as mentioned below:

TABLE 1: SHOWS NORMS OF MEAN SCORE FOR EMOTIONAL INTELLIGENCE

Mean Score Range	Level of Emotional Intelligence
285 and above	Extremely High
250 to 274	High
200 to 249	Moderate
150 to 199	Low
149 and below	Try some other day

STATISTICAL ANALYSIS

The obtained data were processed for the computation of Mean, Standard Deviation, Skewness, Kurtosis, Pearson's Correlation.

B. JOB PERFORMANCE

The job performance of the subjects was assessed through Singh & Pestonjee (1988) Performance Rating Scale. It is a Likert type scale consisting of 14 items with five response alternatives. The Self perceived job performance of the employees on the job areas included in the scale. The scale covered 14 areas of work performance viz. quality of work performance, amount of effort expended on the job, speed on job, quality of the work, capacity of work performance, care in handling company property, ability to work without supervision, ability to handle different jobs, dependability, ability to get along with others, attendance & punctuality, planning ability, initiative on the job and overall work performance. The reported Cronbach's coefficient alpha of the scale is 0.99, which indicate high level reliability of the scale. The index of homogeneity and internal validity of the items were tested by point biserial correlation. The correlation between actual performance and the scores on this scale was found to be 0.84 (N =200).

ADMINISTRATION OF THE TESTS

The tests used in the present study were administered individually to all the subjects. The selected subjects were contacted at their respective working place as well as residence and their willingness to participate in the study was sought. Since subjects were interested to participate in the testing only during their vacant time, they were tested individually whenever they were free from their duties. At the initial stage, tests of Human capital and performance administered. The tests were administered in accordance with the procedure described by the test authors. The self-rating by the respondents was obtained regarding job performance. The performance rating scale (PRS) provided scores on a five-point rating scale. Raters provided rating of performance by assigning a score from 1 to 5 as per one's real performance on each of the 14 areas.

STATISTICAL ANALYSIS

The obtained data were processed for the computation of Mean, S.D., Skewness, Kurtosis, Pearson's correlation.

RESULTS & ANALYSIS

In order to fulfill the main research objectives of the present study, the obtained, data were processed for the computation of means, Standard Deviations, Skewness, Kurtosis and Pearson's correlation.

DESCRIPTIVE STATISTICS

The collected data were analyzed with the help of descriptive statistics. Skewness and Kurtosis describe the pattern of score of distribution. The scores of employees on 18 variables including 4 of Emotional Intelligence (i.e. emotional sensitivity, emotional maturity, emotional competency & overall emotional intelligence) and 14 of job performance (i.e. quality of work performance, amount of effort expended on the job, speed on job, quality of the work, capacity of work performance, care in handling company property, ability to work without supervision, ability to handle different jobs, dependability, ability to get along with others, attendance & punctuality, planning ability, initiative on the job and overall work performance) have been shown in table 2. All the measures of Emotional Intelligence (i.e. emotional sensitivity, emotional maturity, emotional competence & overall emotional intelligence) and job performance (i.e. quality of work performance, amount of effort expended on the job, speed on job, quality of the work, capacity of work performance, care in handling company property, ability to work without supervision, ability to handle different jobs, dependability, ability to get along with others, attendance & punctuality, planning ability, initiative on the job and overall work performance) are negatively skewed. Careful inspection of job performance variables shows that employees working in manufacturing sector region of Madhya Pradesh are scoring above then average on all the variables, suggesting thereby that they are better on almost all the variables of job performance whereas mean of emotional intelligence tend to be in moderate level (M = 215).

INTER CORRELATIONS BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

The obtained correlations between the measures of emotional intelligence variables and job performance have been presented in the inter correlation matrix (table 3). Inspection of table reveals that out of 56 inter correlations between the variables of emotional intelligence and and job performance, 12 are significant at .01 level and 6 are significant at .05 level and 38 are non-significant. The inter correlations ranges between -.002 to .309.

Emotional Competence correlates .091 (p < .05) with speed on job, .138 (p < .01) with quality of the work, .182 (p < .01) with care in handling company property, .110 (p < .05) with ability to work without supervision, .114 (p < .01) with ability to handle others, .309 (p < .01) with ability to get along with others, .157 (p < .01) with attendance and punctuality, .087 (p < .05) with planning ability. Emotional Sensitivity correlates .113 (p < .05) with care in handling company property. Emotional Maturity correlates .124 (p < .01) with capacity of work performance, .199 (p < .01) with ability to get along with others, .116 (p < .01) with attendance and punctuality, .089 (p < .05) with overall work performance. Emotional Intelligence correlates .128 (p < .01) with quality of work, .101 (p < .05) with capacity of work performance, .175 (p < .01) with care in handling company properties, .248 (p < .01) with ability to get along with others, .116 (p < .01) with attendance and punctuality.

The significant inter correlations between four measures of Emotional Intelligence (i.e. emotional sensitivity, emotional maturity, emotional competence & overall emotional intelligence) and 14 of job performance viz. quality of work performance, amount of effort expended on the job, speed on job, quality of the work, capacity of work performance, care in handling company property, ability to work without supervision, ability to handle different jobs, dependability, ability to get along with others, attendance & punctuality, planning ability, initiative on the job and overall work performance reveals that these measures share lesser of their variances with fourteen measures of job performance.

FINDINGS

Emotional competence an emotional intelligence variable is found to be positively associated with speed on job, quality of the work, care in handling company property, ability to work without supervision, with ability to handle others, with ability to get along with others, attendance and punctuality planning ability. Emotional Sensitivity shows positive association with only one dimension out of fourteen dimensions of job performance i.e. care in handling company property. However, it does not share its variances with other thirteen dimensions of the job performance. Emotional Maturity express positive association with capacity of work performance, ability to get along with others, attendance and punctuality, overall work performance. Overall Emotional Intelligence have positive association with quality of work, capacity of work performance, care in handling company properties, ability to get along with others, attendance and punctuality.

DISCUSSIONS & CONCLUSIONS

The previous studies also support the current study that there occurs a significant positive relationship between emotional intelligence and job performance (Carmeli, 2003; Jennings & Palmer, 2007; Sy et al., 2006). The study of Yoke et al. (2015) that all the four dimensions (self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion) were significantly correlated with job performance.

DESCRIPTIVE STATISTICS:

TABLE 2: MEANS, STANDARD DEVIATIONS, SKEWNESS & KURTOSIS (N= 382) ON MEASURES OF EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Dimensions	Mean	Standard Deviation	Skewness	Kurtosis
Emotional Competence	120.1172	19.46913	-.538	-.082
Emotional Sensitivity	45.7031	13.54466	-.358	-.308
Emotional Maturity	49.2969	11.69967	-1.537	2.004
Emotional Intelligence	215.1172	33.07742	-.810	.511
Quality of the work Performance	3.8672	.80479	-.840	.581
Amount of Effort expanded on the job	4.0469	.76988	-1.217	3.030
Speed on Job	3.9844	.83920	-.928	1.414
Quality of the work	4.0391	.87050	-.862	.285
Capacity of work Performance	4.0938	.82464	-.764	.200
Care in Handling Company Property	4.1484	.87666	-.923	.562
Ability to work without Supervision	3.9922	.89789	-.571	-.175
Ability to handle different Jobs	3.8437	.88861	-.630	.107
Dependability	3.5000	1.06904	-.521	-.368
Ability to get along with others	4.1016	.83785	-.674	-.158
Attendance and Punctuality	4.2031	.85193	-.859	.015
Planning ability	4.0703	.80297	-.674	.584
Initiative on the Job	4.0234	.90629	-.680	-.028
Overall Work Performance	4.1094	.71039	-.818	1.264

TABLE 3: CORRELATIONS MATRIX OF EMOTIONAL INTELLIGENCE & JOB PERFORMANCE

Variables	Emotional Competence	Emotional Sensitivity	Emotional Maturity	Emotional Intelligence
Quality of work Performance	.058	.037	.061	.071
Amount of effort expanded on the job	.078	.031	-.048	.041
Speed on Job	.091*	-.030	.047	.058
Quality of the work	.138**	.041	.083	.128**
Capacity of work performance	.080	.026	.124**	.101*
Care in Handling company property	.182**	.113*	.060	.175**
Ability to work without supervision	.110*	.058	-.038	.076
Ability to handle different jobs	.114**	-.014	.035	.074
Dependability	.035	-.022	-.003	.011
Ability to get along with others	.309**	-.010	.199**	.248**
Attendance & Punctuality	.157**	-.043	.116**	.116**
Planning Ability	.087*	.060	.009	.079
Initiative on Job	.046	.046	-.002	.046
Overall Work Performance	.047	-.061	.089*	.034

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

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

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