

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A., Google Scholar,

Open J-Gate, India [link of the same is duly available at Infolibnet of University Grants Commission (U.G.C.)],

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 5555 Cities in 190 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	PERCEPTIONS OF EXECUTIVE LEVEL EMPLOYEES TOWARDS HRM PRACTICES IN SELECTED PRIVATE SECTOR BANKS IN PUNJAB <i>SANJEEV, DR. N S BHALLA, DR. T S SIDHU & SHRUTI</i>	1
2.	WOMEN PREFERENCE AS A JEWELLERY BUYER: IMPACT OF CELEBRITY ENDORSEMENT <i>SHAMILY JAGGI & DR. SANJAY KUMAR BAHL</i>	9
3.	LIQUIDITY AND PROFITABILITY ANALYSIS OF SELECTED STEEL COMPANIES <i>DR. M. K. JAIN, DR. VIKAS GARG & SHIVRANJAN</i>	14
4.	A STUDY ON IMPRESSION OF STRESS AND SURVIVING STRATEGIES AMONG THE BANK EMPLOYEES IN TIRUNELVELI DISTRICT <i>DR. N. KAMALA & A. ARUNA DEVI</i>	21
5.	A STUDY OF INTERNET USERS' ATTITUDE AND PERCEPTION TOWARDS ONLINE SHOPPING <i>PARVEEN KUMAR GARG & DR. AMANDEEP SINGH</i>	24
6.	DEFECT ANALYSIS AND PRECLUSION USING QUALITY TOOLS: A CASE STUDY OF ABC COMPANY <i>DR. SHIKHA GUPTA, DR. K. K. GARG & RADHA YADAV</i>	30
7.	ECONOMIC EMPOWERMENT OF BODO WOMEN THROUGH SELF-HELP GROUPS IN ASSAM <i>MAINAO BRAHMA & DR. K. DEVAN</i>	37
8.	CONSUMER MOTIVES AND INFLUENCING FACTORS IN LIFE INSURANCE BUYING DECISIONS: A STUDY IN PUNJAB AND CHANDIGARH REGION <i>NEHA SHRIVASTAVA & DR. RAMINDER PAL SINGH</i>	41
9.	ROLE OF SOCIAL MEDIA IN CRISIS COMMUNICATION IN THE BUSINESS CONTEXT: A STUDY WITH INDIAN EXAMPLES <i>CATHERINE MARY MATHEW</i>	50
10.	FINANCIAL PERFORMANCE OF INSURANCE INDUSTRY IN ETHIOPIA <i>DEMIS H GEBREAL, DR. SUJATHA SELVARAJ & DANIEL TOLOSA</i>	53
11.	NATURE, MAGNITUDE AND DETERMINANTS OF INDEBTEDNESS AMONG WOMEN LABOUR BENEFICIARY HOUSEHOLDS IN PUNJAB: AN EMPIRICAL ANALYSIS OF MGNREGS <i>DR. SARBJEET SINGH, DR. RAVITA & TANLEEN KAUR</i>	59
12.	IMPACT OF GOVERNMENT POLICIES ON ENTREPRENEURSHIP IN MICRO SMALL AND MEDIUM ENTERPRISES IN INDIA <i>BISHWAJEET PRAKASH & DR. JAINENDRA KUMAR VERMA</i>	66
13.	A STUDY OF EMPLOYEE PERCEPTION ON ORGANIZATIONAL CLIMATE AT B.E.L., KOTDWARA <i>DR. SANTOSH KUMAR GUPTA & ANSHIKA BANSAL</i>	70
14.	A STUDY OF CORPORATE SOCIAL RESPONSIBILITY PRACTICES IN MAHARATNA PUBLIC SECTOR ENTERPRISES OF INDIA <i>DR. MOHD TAQI & DR. MOHD AJMAL</i>	76
15.	AN EMPIRICAL ANALYSIS OF ARBITRAGE OPPORTUNITIES IN NSE NIFTY FUTURES <i>DR. SOHELI GHOSE & ROMIT ABHICHANDANI</i>	85
16.	AN EMPIRICAL STUDY OF DEMONETIZATION IMPACT ON RURAL PUBLIC <i>DR. D.CH. APPA RAO & DR. CH. BRAHMAIAH</i>	94
17.	EMOTIONAL INTELLIGENCE AS AN EDUCATIONAL STRATEGY FOR ENHANCEMENT OF EMPLOYABILITY <i>AFIFA IBRAHIM & MUBASHIR MAJID BABA</i>	97
18.	DEMONETIZATION & ITS IMPACT ON INDIAN ECONOMY <i>PRIYANKA SHRIVAS</i>	102
19.	IMPACT OF DEMONETIZATION ON ENTREPRENEURSHIP <i>AMANPREET</i>	104
20.	MEETING ISSUES AND CHALLENGES OF TALENT MANAGEMENT THROUGH SELECT HUMAN RESOURCE PRACTICES IN SELECT IT COMPANIES OF PUNJAB <i>JITESH KUMAR PANDEY</i>	107
	REQUEST FOR FEEDBACK & DISCLAIMER	116

CHIEF PATRON**Prof. (Dr.) K. K. AGGARWAL**

Chairman, Malaviya National Institute of Technology, Jaipur
(An institute of National Importance & fully funded by Ministry of Human Resource Development, Government of India)
 Chancellor, K. R. Mangalam University, Gurgaon
 Chancellor, Lingaya's University, Faridabad
 Founder Vice-Chancellor (1998-2008), Guru Gobind Singh Indraprastha University, Delhi
 Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

FOUNDER PATRON**Late Sh. RAM BHAJAN AGGARWAL**

Former State Minister for Home & Tourism, Government of Haryana
 Former Vice-President, Dadri Education Society, Charkhi Dadri
 Former President, Chinara Syntex Ltd. (Textile Mills), Bhiwani

FORMER CO-ORDINATOR**Dr. S. GARG**

Faculty, Shree Ram Institute of Business & Management, Urjani

ADVISOR**Prof. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

EDITOR**Dr. R. K. SHARMA**

Professor & Dean, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

CO-EDITOR**Dr. BHAVET**

Faculty, Shree Ram Institute of Engineering & Technology, Urjani

EDITORIAL ADVISORY BOARD**Dr. S. P. TIWARI**

Head, Department of Economics & Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

Dr. CHRISTIAN EHIOBUCHIE

Professor of Global Business/Management, Larry L Luing School of Business, Berkeley College, USA

Dr. SIKANDER KUMAR

Chairman, Department of Economics, Himachal Pradesh University, Shimla, Himachal Pradesh

Dr. JOSÉ G. VARGAS-HERNÁNDEZ

Research Professor, University Center for Economic & Managerial Sciences, University of Guadalajara, Guadalajara, Mexico

Dr. M. N. SHARMA

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

Dr. TEGUH WIDODO

Dean, Faculty of Applied Science, Telkom University, Bandung Technoplex, Jl. Telekomunikasi, Indonesia

Dr. M. S. SENAM RAJU

Professor, School of Management Studies, I.G.N.O.U., New Delhi

Dr. CLIFFORD OBIYO OFURUM

Professor of Accounting & Finance, Faculty of Management Sciences, University of Port Harcourt, Nigeria

Dr. KAUP MOHAMED

Dean & Managing Director, London American City College/ICBEST, United Arab Emirates

SUNIL KUMAR KARWASRA

Principal, Aakash College of Education, ChanderKalan, Tohana, Fatehabad

Dr. MIKE AMUHAYA IRAVO

Principal, Jomo Kenyatta University of Agriculture & Tech., Westlands Campus, Nairobi-Kenya

Dr. SYED TABASSUM SULTANA

Principal, Matrusri Institute of Post Graduate Studies, Hyderabad

Dr. NEPOMUCENO TIU

Chief Librarian & Professor, Lyceum of the Philippines University, Laguna, Philippines

Dr. SANJIV MITTAL

Professor & Dean, University School of Management Studies, GGS Indraprastha University, Delhi

Dr. ANA ŠTAMBUK

Head of Department of Statistics, Faculty of Economics, University of Rijeka, Rijeka, Croatia

Dr. RAJENDER GUPTA

Convener, Board of Studies in Economics, University of Jammu, Jammu

Dr. SHIB SHANKAR ROY

Professor, Department of Marketing, University of Rajshahi, Rajshahi, Bangladesh

Dr. ANIL K. SAINI

Professor, Guru Gobind Singh Indraprastha University, Delhi

Dr. SRINIVAS MADISHETTI

Professor, School of Business, Mzumbe University, Tanzania

Dr. NAWAB ALI KHAN

Professor & Dean, Faculty of Commerce, Aligarh Muslim University, Aligarh, U.P.

MUDENDA COLLINS

Head, Operations & Supply Chain, School of Business, The Copperbelt University, Zambia

Dr. EGWAKHE A. JOHNSON

Professor & Director, Babcock Centre for Executive Development, Babcock University, Nigeria

Dr. A. SURYANARAYANA

Professor, Department of Business Management, Osmania University, Hyderabad

Dr. MURAT DARÇIN

Associate Dean, Gendarmerie and Coast Guard Academy, Ankara, Turkey

Dr. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engg. & Tech., Amity University, Noida

Dr. YOUNOS VAKIL ALROAIA

Head of International Center, DOS in Management, Semnan Branch, Islamic Azad University, Semnan, Iran

WILLIAM NKOMO

Asst. Head of the Department, Faculty of Computing, Botho University, Francistown, Botswana

Dr. JAYASHREE SHANTARAM PATIL (DAKE)

Faculty in Economics, KPB Hinduja College of Commerce, Mumbai

SHASHI KHURANA

Associate Professor, S. M. S. Khalsa Lubana Girls College, Barara, Ambala

Dr. SEOW TA WEEA

Associate Professor, Universiti Tun Hussein Onn Malaysia, Parit Raja, Malaysia

Dr. OKAN VELİ ŞAFAKLI

Associate Professor, European University of Lefke, Lefke, Cyprus

Dr. MOHENDER KUMAR GUPTA

Associate Professor, Government College, Hodal

Dr. BORIS MILOVIC

Associate Professor, Faculty of Sport, Union Nikola Tesla University, Belgrade, Serbia

Dr. MOHAMMAD TALHA

Associate Professor, Department of Accounting & MIS, College of Industrial Management, King Fahd University of Petroleum & Minerals, Dhahran, Saudi Arabia

Dr. V. SELVAM

Associate Professor, SSL, VIT University, Vellore

Dr. IQBAL THONSE HAWALDAR

Associate Professor, College of Business Administration, Kingdom University, Bahrain

Dr. PARDEEP AHLAWAT

Associate Professor, Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak

Dr. ALEXANDER MOSESOV

Associate Professor, Kazakh-British Technical University (KBTU), Almaty, Kazakhstan

Dr. ASHOK KUMAR CHAUHAN

Reader, Department of Economics, Kurukshetra University, Kurukshetra

YU-BING WANG

Faculty, department of Marketing, Feng Chia University, Taichung, Taiwan

SURJEET SINGH

Faculty, Department of Computer Science, G. M. N. (P.G.) College, Ambala Cantt.

Dr. MELAKE TEWOLDE TECLEGHIOGIS

Faculty, College of Business & Economics, Department of Economics, Asmara, Eritrea

Dr. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

Dr. SAMBHAVNA

Faculty, I.I.T.M., Delhi

Dr. THAMPOE MANAGALESWARAN

Faculty, Vavuniya Campus, University of Jaffna, Sri Lanka

Dr. SHIVAKUMAR DEENE

Faculty, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

SURAJ GAUDEL

BBA Program Coordinator, LA GRANDEE International College, Simalchaur - 8, Pokhara, Nepal

FORMER TECHNICAL ADVISOR**AMITA****FINANCIAL ADVISORS****DICKEN GOYAL**

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS**JITENDER S. CHAHAL**

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT**SURENDER KUMAR POONIA**

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to the recent developments & practices in the areas of Computer Science & Applications; Commerce; Business; Finance; Marketing; Human Resource Management; General Management; Banking; Economics; Tourism Administration & Management; Education; Law; Library & Information Science; Defence & Strategic Studies; Electronic Science; Corporate Governance; Industrial Relations; and emerging paradigms in allied subjects like Accounting; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Rural Economics; Co-operation; Demography; Development Planning; Development Studies; Applied Economics; Development Economics; Business Economics; Monetary Policy; Public Policy Economics; Real Estate; Regional Economics; Political Science; Continuing Education; Labour Welfare; Philosophy; Psychology; Sociology; Tax Accounting; Advertising & Promotion Management; Management Information Systems (MIS); Business Law; Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labour Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; International Relations; Human Rights & Duties; Public Administration; Population Studies; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism & Hospitality; Transportation Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design and emerging paradigms in allied subjects.

Anybody can submit the **soft copy** of unpublished novel; original; empirical and high quality **research work/manuscript** **anytime** in **M.S. Word format** after preparing the same as per our **GUIDELINES FOR SUBMISSION**; at our email address i.e. infoijrcm@gmail.com or online by clicking the link **online submission** as given on our website (**[FOR ONLINE SUBMISSION, CLICK HERE](#)**).

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR

IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF _____.

(e.g. Finance/Mkt./HRM/General Mgt./Engineering/Economics/Computer/IT/ Education/Psychology/Law/Math/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript titled ' _____ ' for likely publication in one of your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published anywhere in any language fully or partly, nor it is under review for publication elsewhere.

I affirm that all the co-authors of this manuscript have seen the submitted version of the manuscript and have agreed to inclusion of their names as co-authors.

Also, if my/our manuscript is accepted, I agree to comply with the formalities as given on the website of the journal. The Journal has discretion to publish our contribution in any of its journals.

NAME OF CORRESPONDING AUTHOR

Designation/Post*

Institution/College/University with full address & Pin Code

Residential address with Pin Code

Mobile Number (s) with country ISD code

Is WhatsApp or Viber active on your above noted Mobile Number (Yes/No)

Landline Number (s) with country ISD code

E-mail Address

Alternate E-mail Address

Nationality

* i.e. Alumnus (Male Alumni), Alumna (Female Alumni), Student, Research Scholar (M. Phil), Research Scholar (Ph. D.), JRF, Research Assistant, Assistant Lecturer, Lecturer, Senior Lecturer, Junior Assistant Professor, Assistant Professor, Senior Assistant Professor, Co-ordinator, Reader, Associate Professor, Professor, Head, Vice-Principal, Dy. Director, Principal, Director, Dean, President, Vice Chancellor, Industry Designation etc. **The qualification of author is not acceptable for the purpose.**

NOTES:

- a) The whole manuscript has to be in **ONE MS WORD FILE** only, which will start from the covering letter, inside the manuscript. **pdf. version is liable to be rejected without any consideration.**
 - b) The sender is required to mention the following in the **SUBJECT COLUMN of the mail:**
New Manuscript for Review in the area of (e.g. Finance/Marketing/HRM/General Mgt./Engineering/Economics/Computer/IT/ Education/Psychology/Law/Math/other, please specify)
 - c) There is no need to give any text in the body of the mail, except the cases where the author wishes to give any **specific message** w.r.t. to the manuscript.
 - d) The total size of the file containing the manuscript is expected to be below **1000 KB**.
 - e) Only the **Abstract will not be considered for review** and the author is required to submit the **complete manuscript** in the first instance.
 - f) **The journal gives acknowledgement w.r.t. the receipt of every email within twenty-four hours** and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of the manuscript, within two days of its submission, the corresponding author is required to demand for the same by sending a separate mail to the journal.
 - g) The author (s) name or details should not appear anywhere on the body of the manuscript, except on the covering letter and the cover page of the manuscript, in the manner as mentioned in the guidelines.
2. **MANUSCRIPT TITLE:** The title of the paper should be typed in **bold letters, centered and fully capitalised**.
 3. **AUTHOR NAME (S) & AFFILIATIONS:** Author (s) **name, designation, affiliation (s), address, mobile/landline number (s), and email/alternate email address** should be given underneath the title.
 4. **ACKNOWLEDGMENTS:** Acknowledgements can be given to reviewers, guides, funding institutions, etc., if any.
 5. **ABSTRACT:** Abstract should be in **fully italic printing**, ranging between **150 to 300 words**. The abstract must be informative and elucidating the background, aims, methods, results & conclusion in a **SINGLE PARA**. **Abbreviations must be mentioned in full**.
 6. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of **five**. These should be arranged in alphabetic order separated by commas and full stop at the end. All words of the keywords, including the first one should be in small letters, except special words e.g. name of the Countries, abbreviations etc.
 7. **JEL CODE:** Provide the appropriate Journal of Economic Literature Classification System code (s). JEL codes are available at www.aea-web.org/econlit/jelCodes.php. However, mentioning of JEL Code is not mandatory.
 8. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. **It should be free from any errors i.e. grammatical, spelling or punctuation. It must be thoroughly edited at your end.**
 9. **HEADINGS:** All the headings must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
 10. **SUB-HEADINGS:** All the sub-headings must be bold-faced, aligned left and fully capitalised.
 11. **MAIN TEXT:**

THE MAIN TEXT SHOULD FOLLOW THE FOLLOWING SEQUENCE:**INTRODUCTION****REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESIS (ES)****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****LIMITATIONS****SCOPE FOR FURTHER RESEARCH****REFERENCES****APPENDIX/ANNEXURE****The manuscript should preferably be in 2000 to 5000 WORDS, But the limits can vary depending on the nature of the manuscript.**

12. **FIGURES & TABLES:** These should be simple, crystal **CLEAR, centered, separately numbered** & self-explained, and the **titles must be above the table/figure. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.**
13. **EQUATIONS/FORMULAE:** These should be consecutively numbered in parenthesis, left aligned with equation/formulae number placed at the right. The equation editor provided with standard versions of Microsoft Word may be utilised. If any other equation editor is utilised, author must confirm that these equations may be viewed and edited in versions of Microsoft Office that does not have the editor.
14. **ACRONYMS:** These should not be used in the abstract. The use of acronyms is elsewhere is acceptable. Acronyms should be defined on its first use in each section e.g. Reserve Bank of India (RBI). Acronyms should be redefined on first use in subsequent sections.
15. **REFERENCES:** The list of all references should be alphabetically arranged. **The author (s) should mention only the actually utilised references in the preparation of manuscript** and they may follow Harvard Style of Referencing. **Also check to ensure that everything that you are including in the reference section is duly cited in the paper.** The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use (ed.) for one editor, and (ed.s) for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc., in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italic printing. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parenthesis.
 - **Headers, footers, endnotes and footnotes should not be used in the document.** However, **you can mention short notes to elucidate some specific point**, which may be placed in number orders before the references.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19-23

UNPUBLISHED DISSERTATIONS

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

EMOTIONAL INTELLIGENCE AS AN EDUCATIONAL STRATEGY FOR ENHANCEMENT OF EMPLOYABILITY**AFIFA IBRAHIM****RESEARCH SCHOLAR****DEPARTMENT OF MANAGEMENT STUDIES****UNIVERSITY OF KASHMIR****KASHMIR****MUBASHIR MAJID BABA****RESEARCH SCHOLAR****DEPARTMENT OF MANAGEMENT STUDIES****UNIVERSITY OF KASHMIR****KASHMIR****ABSTRACT**

Emotional intelligence skills and competencies are ways for creating and maintaining a healthy and productive educational climate. To achieve the educational aspirations of the 21st century, there is an increasing need to develop healthy, responsible, and productive students that ultimately will lead to good placements. Nowadays institutes of higher learning deliver programmes for generic skills but a meagre amount of attempt is seen in developing skills that are explicitly aimed at enhancing emotional intelligence, which is most sought by global employers. In addition to having a pool of skills relevant to a career field, employers are seen looking for candidates with sound emotional balance and intelligence when hiring. The transition phase from higher education to work life often results in challenges for graduates as they are ill prepared for the reality of employment and hence employability. In order to do justice with all these roles emotional intelligence can be one component which can be looked into. Embedding graduate attributes especially emotional intelligence into curriculum is the need of the hour. If all these are taken care of, it will ultimately result in producing quality output i.e. students and finally the employability. The current scenario potentially represents a notable gap in skills among graduates. The research understudy would offer potential solutions to reduce this gap through proper educational strategy and efforts in the area of enhancement of employability of graduates.

KEYWORDS

employability, education, emotional intelligence, graduates, employers.

INTRODUCTION

Education is an enlightening experience that provides an understanding of something. It is through education which gives us the perspective of the things around us and helps us to look at our life and learn from every experience. Education is fruitless if it does not have quality aspect in it. In today's Global competition it is not only necessary to access education but receiving education of good quality. One of the basic objectives of the implementation of European Higher Education Area (EHEA) is the learning ability to achieve the employability on the basis of quality higher education. In India, the higher education sector has taken big strides since independence and has contributed tremendously towards producing qualified and skilled human resource, thus enabling it keep human resource ready for all sectors of its economy. However, the quality of output from this sector has continuously been subject of criticism at the hands of academicians, scholars, social leaders and employers both in private and public sector. There is no doubt that India has one of the largest educational systems in the world. The standard of education is rising as the educational sector is undergoing a process of overhaul. There is a rapid change in the current professional requirements and demands. Talking specifically of higher education, it has grown in a remarkable way and academicians of higher education have played a significant role in this growth. The role of academicians is very critical in their institutions as well as shaping the careers of the students. In order to do that, they have to perform in the best way so that the students get benefitted in terms of employability. Employers favour graduates who are highly impressive on quality dimension of education and demand skills for people to learn to act appropriately in the labour market, and one of them precisely being emotional intelligence (Navas 2015). Since the late 20th century, for professional and academic success, the interest in the field of emotional intelligence and employability plays a significant role. Theorists claim that in the 20th century the "driving force of intelligence" was IQ but for the 21st century it will be emotional intelligence (Zeidner, Matthews and Roberts, 2004). Emotional intelligence has been defined as "a set of skills that enables us to make our way in a complex world - the personal, social and survival aspects of overall intelligence, the elusive common sense and sensitivity that are essential to effective daily functioning" (Stein and Book 2011). Nowadays institutes of higher learning deliver programmes for generic skills but a meagre amount of attempt is seen in developing skills that are explicitly aimed at enhancing emotional intelligence, which is most sought by global employers. In addition to having a pool of skills relevant to a career field, employers are seen looking for candidates with sound emotional balance and intelligence when hiring. Leading educators have identified and emphasized the importance of a healthy university climate for student learning and achievement (Goodlad, 1983; McQuary, 1983). Emotional intelligence has a substantial impact on employability and helps in achieving a better personal, professional and social success. Emotional intelligence skills and competencies are ways for creating and maintaining a healthy and productive educational climate. To achieve the educational aspirations of the 21st century, there is an increasing need to develop healthy, responsible, and productive students that ultimately will lead to good placements. In fact, the relevance of emotional education is considered as an index of employability progress. But the current scenario potentially represents a notable gap in skills among graduates. The research understudy would offer potential solutions to reduce this gap through proper educational strategy and efforts in the area of enhancement of employability of graduates.

EMOTIONAL INTELLIGENCE

Intelligence has an emotional base and using emotions as a source of energy to accomplish the self-defined goal is what *emotional intelligence* consists of (Chadha 2001). Emotions are not only important but absolutely necessary for us to make good decisions, take optimal action to solve problems, cope with change and succeed (Mayer, Caruso and Salovey, 2004). Emotions affect relations with other people as well as one's self-identity and ability to complete a task. The first term of emotional intelligence is attributed to Wayne Payne (1985) who introduced the term emotional intelligence in his doctoral dissertation entitled "A Study of Emotion: Developing Emotional Intelligence; Self-Integration; Relating to Fear, Pain and Desire." Intelligence has an emotional base and using our emotions as a source of energy to accomplish the self-defined goal is what Emotional Intelligence (EI) consists of (Chadha, 2005). To put this in proper context, Goleman (1995) popularized the concept of Emotional intelligence. Peter Salovey and John D. Mayer coined the term 'Emotional Intelligence' in 1990 describing it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action". In the 1990's Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his publication of book "Emotional Intelligence-Why It can Matter More Than IQ".

The definition of emotional intelligence refers to the ability to understand and manage both your own emotions, and those of the people around you. People with a high degree of emotional intelligence usually know what they're feeling, what this means, and how their emotions can affect other people (Imanzadeh et.al,

2012). Bradberry and Greaves (2009) identified four essential emotional intelligence skills that can be learnt and categorized them into two types of competencies to deal with them: personal and social competencies. These are: *Self-Awareness*, *Self Management*, *Social Awareness* and *Relationship Management*. *Self Awareness* is the ability to recognize one's own emotions and how they affect one's thoughts and behaviour. *Self Management* refers to the ability to manage one's emotions, response according to situations and other people. On the other hand, *Social Awareness* refers to the ability to understand the emotions, needs, and concerns of other people. *Relationship Management* is the ability to use one's awareness of one's own emotions and those of others to manage interactions successfully. Emotional Intelligence is all about teamwork, leadership, partnership and vision.

EMOTIONAL INTELLIGENCE AND EMPLOYABILITY IN HIGHER EDUCATION

Higher education of India has grown in a remarkable way and academicians of higher education have played a significant role in this growth. The role of academicians is very critical in their institutions as well as shaping the careers of the students. In order to do that, they have to perform in the best way so that the students get benefitted in terms of employability. The employability can be achieved by many factors. One of them is emotional intelligence. Emotional intelligence is a true intelligence which helps a person to achieve success in every area of life whether it's your workplace, home or society. It gives us foundation to build our emotions in a balanced way so that we can handle different situations in a very effective manner. The notion of emotional intelligence rises out of the search for a set of measurable tendencies and capabilities which, in addition to IQ, may serve as valid predictors of academic, occupational and life success (Fox & Spector, 2000). Apart from teaching they have to perform many other roles like counselling or mentoring the students, supervising their performance, transferring knowledge apart from studies, guiding the students with latest technologies, and many more. In order to do justice with all these roles emotional intelligence can be one component which can be looked into. If all these are taken care of, it will ultimately result in producing quality output i.e. students and finally the employability.

Many studies (Berrocal 2007) advocate the importance of emotional intelligence in achieving personal and professional success. Studies (Garcia et al 2009) have shown that lack of emotional skills leads to problems in and outside classroom, when a student faces the reality of competition in the global market. Emotional intelligence has a strong bearing on the learning process of students, that improves their leadership and ability to work effectively in teams, which allows better communication and interpersonal relationships having a strong impact on working life later. In addition, the emotional intelligence as an educational strategy promotes learning as a process of understanding, innovation, interaction, recreation, systematization and transfer of knowledge for a better confrontation against the daily challenges and conflicts at all levels of life (Navas 2015). Therefore people who learn social and emotional skills are more employable and successful in all areas of life. The transition phase from higher education to work life often results in challenges for graduates as they are ill prepared for the reality of employment and hence employability. Embedding graduate attributes especially emotional intelligence into curriculum is the need of the hour to develop self awareness, self management and self innovation. According to (Melinde & Christopher 2010) higher levels of trait emotional intelligence lead to greater confidence in displaying employability related skills and behaviour. (Mayer 1999) view that emotions help individuals to generate multiple future plans, improve their decision making processes, facilitate creative thinking and enhance persistence in challenging tasks.

RESEARCH METHODOLOGY

The study has undertaken data from employers of top listed HR companies from India as per the list compiled by companiesinindia.net in 2017. The paper details a survey of employers' (n=200) opinion on the relevance and current level of competencies displayed by the employees. The survey was completed across Sutra HR, ABC Consultants, Adecco India and Career Net to explore the competencies displayed by graduates during employment. Preliminary findings revealed the management perspective regarding the importance of different competencies (10 listed) and the current levels displayed by graduate employees. Both the primary and secondary data collection methods were considered. The primary data was collected through a structured questionnaire (Source: Jameson, A., Carthy, A., McGuinness, C., & McSweeney, F. (2016). Emotional intelligence and graduates—employers' perspectives). Questionnaires were received from the total sample of 200. Secondary data was taken from various Journals, websites, Research papers and Magazines. Random probability sampling was adopted for the survey with a sample size of 200 employers, 50 from each company. The sampling was adopted for equal chances of selection from each group.

The Statistical Package for Social Science (SPSS) VERSION 16.0 was used to analyze the data.

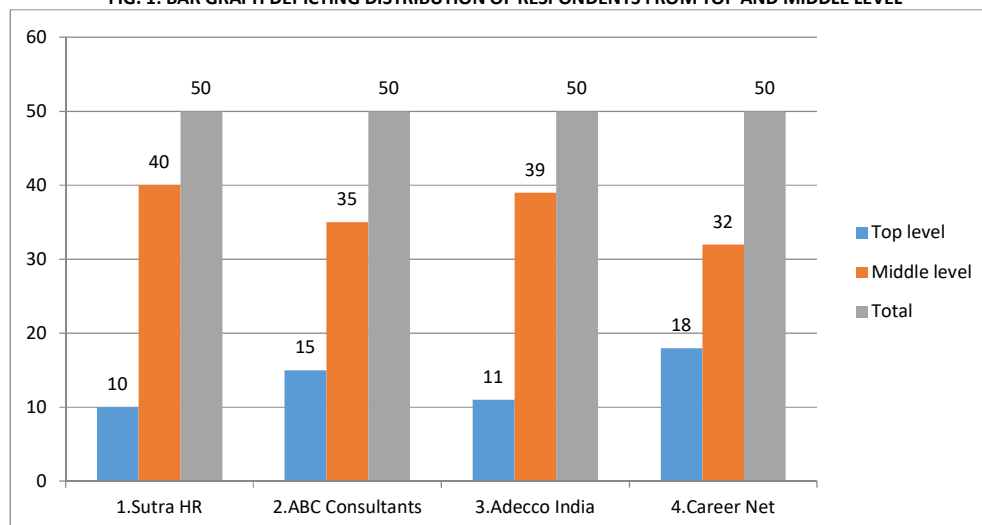
ANALYSIS

TABLE 1: RESPONDENTS FROM COMPANIES (Top and Middle)

Name of HR Companies	Top level	Middle level	Total
1.Sutra HR	10	40	50
2.ABC Consultants	15	35	50
3.Adecco India	11	39	50
4.Career Net	18	32	50

Below is the bar graph showing frequency distribution of sample from the selected organisations

FIG. 1: BAR GRAPH DEPICTING DISTRIBUTION OF RESPONDENTS FROM TOP AND MIDDLE LEVEL



Employers were categorised according to the level of management. The survey was carried out by keeping Middle level management more because of direct contact with employees and hence more cognition about their level of competencies displayed at work.

TABLE 2: NUMBER OF EMPLOYERS FROM TOP AND MIDDLE LEVEL

Level of Management	N=200
Top level	57
Middle level	143

There were a total of 200 responses to the survey which was carried out first for exploring the management ratings of importance of 10 competencies listed in the table below. Employers were given a list of ten social and emotional competencies which were selected from the Emotional Competence Framework proposed by Goleman 1998. These were: (1) emotional self-awareness (recognising one's emotions and their effects), (2) emotional self-control (keeping disruptive emotions and impulses in check), (3) initiative (readiness to act on opportunities), (4) motivation (focused and committed to the goals of the team and the organisation), (5) adaptability (flexibility in handling change), (6) positive outlook (persistence in pursuing goals despite obstacles and setbacks), (7) empathy (sensing others' feelings and perspectives, and taking an active interest in their concerns), (8) communication (listening openly and sending convincing messages), (9) conflict management (negotiating and resolving disagreements) and (10) teamwork (working with others toward shared goals). Employers were, in the first instance asked to rate each competence in terms of its importance for graduates to possess in their workplace, on a scale of 5 (very important) to 1 (not important at all) the degree of importance of the ten competencies.

TABLE 3: MANAGEMENT RATINGS OF IMPORTANCE OF TEN COMPETENCIES

Competency	Very important	Important	Neutral	Somewhat important	Not important at all	Total
<i>Emotional self awareness</i>	113(56.5%)	61(30.5%)	22(11%)	2(1%)	2(1%)	200
<i>Emotional self control</i>	124(62%)	45(22.5%)	25(12.5%)	4(2%)	2(1%)	200
<i>Initiative</i>	135(67.5%)	55(27.5%)	5(2.5%)	4(2)	1(0.5%)	200
<i>Motivation</i>	143(71.5%)	33(16.5%)	15(7.5%)	6(3%)	3(1.5%)	200
<i>Adaptability</i>	161(80.5%)	36(18%)	2(1%)	1(0.5%)	0(0%)	200
<i>Positive outlook</i>	159(79.5%)	31(15.5%)	8(4%)	2(1%)	0(0%)	200
<i>Empathy</i>	147(73.5%)	35(17.5%)	12(6%)	6(3%)	0(0%)	200
<i>Communication</i>	155(77.5%)	41(20.5%)	2(1%)	1(0.5%)	1(0.5%)	200
<i>Conflict management</i>	148(74.0%)	40(20%)	10(5%)	1(0.5%)	1(0.5%)	200
<i>Team work</i>	168(84.0%)	21(10.5%)	5(2.5%)	4(2%)	2(1%)	200

Employers were then asked to rate each of the ten competencies, on a scale of 5 (excellent) to 1 (poor), in respect of the current level of competence demonstrated by graduates. Table 2 presents these findings.

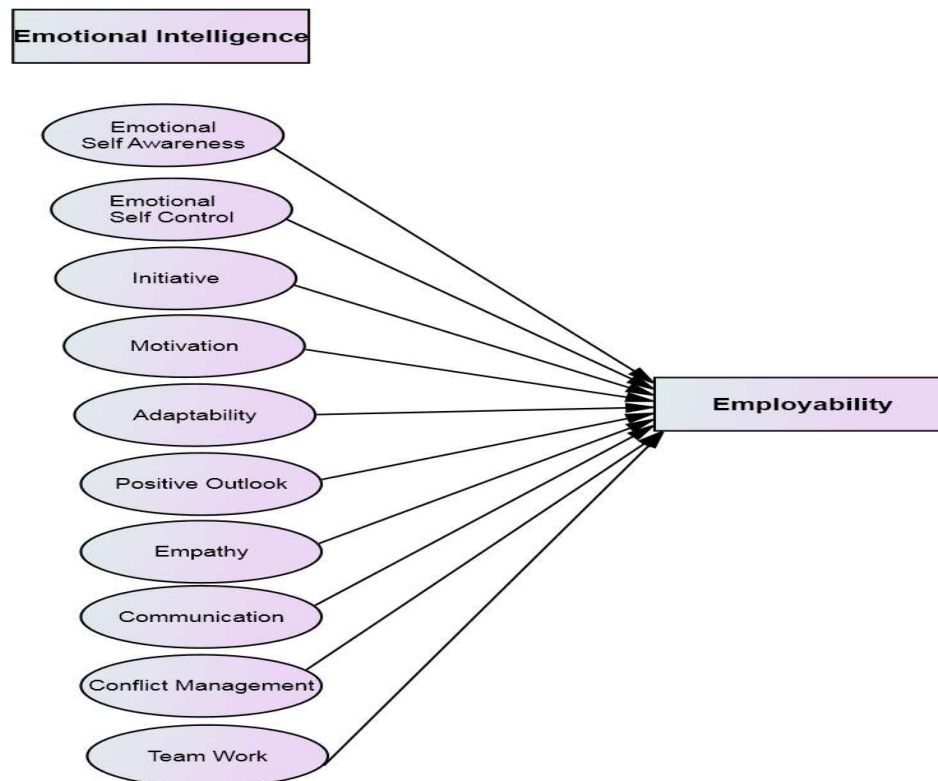
TABLE 4: MANAGEMENT RATINGS OF CURRENT LEVEL OF COMPETENCY DEMONSTRATED BY EMPLOYEES

Competency	Excellent	Very Good	Good	Fair	Poor	Total
<i>Emotional self awareness</i>	7(3.5%)	45(22.5%)	105(52.5%)	35(17.5%)	8(4%)	200
<i>Emotional self control</i>	6(3%)	51(25.5%)	81(40.5%)	55(27.5%)	7(3.5%)	200
<i>Initiative</i>	10(5%)	48(24%)	98(49%)	37(18.5%)	7(3.5%)	200
<i>Motivation</i>	1(0.5%)	112(56%)	48(24%)	38(19%)	1(0.5%)	200
<i>Adaptability</i>	7(3.5%)	44(22%)	102(51%)	41(20.5%)	6(3%)	200
<i>Positive outlook</i>	35(17.5%)	25(12.5%)	74(37%)	65(32.5%)	1(0.5%)	200
<i>Empathy</i>	4(2%)	89(44.5%)	69(34.5%)	35(17.5%)	3(1.5%)	200
<i>Communication</i>	3(1.5%)	42(21%)	121(60.5%)	32(16%)	2(1%)	200
<i>Conflict management</i>	10(5%)	49(24.5%)	97(48.5%)	35(17.5%)	9(4.5%)	200
<i>Team work</i>	7(3.5%)	109(54.5%)	48(24%)	31(15.5%)	5(2.5%)	200

From the table it is depicted that almost 56.5% (n=113) of employers rated all ten competencies as 'very important', with 84% (n=168) of employers rating team work and 80.5% (n=161) rating 'Adaptability' as 'very important'. In addition, findings also reveal that less than 17.5% (n=35) of employers rated the current level of competence among graduates as 'excellent' across all ten competencies, with highest ratings of 'excellent' found for 'positive outlook' (n=35) and 'initiative' (n=10). Highest ratings of 'good' were found for three competencies, emotional self awareness, adaptability and communication. 32.5% (n=65) rated 'positive outlook' as 'fair' among graduates. Between 0.5% (n=1) and 4.5% (n=9) of employers rated current levels of competence across all ten competencies as 'poor' among graduates.

As per the dimensions identified for the study a model was proposed depicting the variables (Emotional intelligence dimensions) that ultimately lead to employable graduates.

FIG. 2: PROPOSED MODEL FOR STUDY



All the ten dimensions that come under the broader element of emotional intelligence lead to employability that is further strengthened by way of testing correlation among the dimensions under study.

TABLE 5: CORRELATION MATRIX

	ESA	ESC	IE	MN	AY	PO	EY	CN	CM	TW
ESA	1									
ESC	0.34**	1								
IE	0.31**	0.39**	1							
MN	0.27**	0.36**	0.25**	1						
AY	0.23**	0.24**	0.29**	0.43**	1					
PO	0.28**	0.30**	0.49**	0.29**	0.27**	1				
EY	0.37**	0.28**	0.24**	0.25**	0.29**	0.05**	1			
CN	0.34**	0.35**	0.23**	0.27**	0.35**	0.54**	0.32**	1		
CM	0.40**	0.36**	0.27**	0.39**	0.46**	0.42**	0.27**	0.22**	1	
TW	0.23**	0.40**	0.25**	0.43**	0.37**	0.44**	0.37**	0.26**	0.25**	1

** Correlation is significant at 0.01 levels (2 tailed).

As all the dimensions ultimately lead to Employability as a whole, correlation was also checked to check the strength among various dimensions under study. It was found that all the dimensions were positively correlated with each other. The maximum co-relation was found to be between CN (Communication) and PO (Positive Outlook) with the r-value = 0.54 and the least co-relation was found to be between CM (Communication) and CN (Conflict Management) with r-value = 0.22.

CONCLUSION

Organizations demand skills for people to learn to act appropriately in the labour market, and one of them is precisely emotional intelligence. This is put forth by summarising the data from perception of employers regarding the importance of competencies at work. Consequently, the emotional components perform an important function in achieving a better and more productive life and student's professional career. The findings reveal that there is a gap between what is considered important and relevant by employers and what is actually displayed by the graduates at work. In order to lessen this gap, emotional intelligence and its dimensions need to be incorporated in the regular curriculum as a part of educational strategy by higher education institutions. Emotional intelligence as an educational strategy contributes to enhancing emotional skills and employability in the labour activity. It has an impact on employability and is a significant factor in achieving a better personal, social and professional success. The socio-emotional learning skills based on the good use of acquired skills through educational strategies supported in emotional intelligence are what will determine, among others, our ability to cope with frustration, or the way we react to adversity. Emotional intelligence as an educational strategy is a way to enhance productivity in the different areas of human beings activities. All of it is possible when higher educational institutes embed attributes of emotional learning in their programmes and prepare graduates well in advance in terms of emotional intelligence in the world of work. This effort may potentially result in rewards for graduates and employers in terms of career choice, increased job satisfaction, workplace performance, stress management and increased productivity, leading to a workforce who is socially and emotionally competent to skilfully navigate its way in a complex, demanding and dynamic global economy.

REFERENCES

1. Bradberry, T., & Greaves, J. (2009). Emotional Intelligence 2.0. TalentSmart.
2. Chadha, N. K., & Singh, D. (2001). How to measure your EQ. *Emotional Intelligence at Work: A Professional Guide*. New Delhi: Response Books.
3. Dryden, Gordon and Vos, Jeannete (1994) The Learning Revolution. Winnepeg, Canada: Skills of Learning Publications.

4. Fox, S., & Spector, P. E. (2000). Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: It's not all just 'G'. *Journal of Organizational Behavior*, 203-220.
5. García L (2009) Skills for employment of university graduates. Las Palmas: Ediciones, Sedicana group.
6. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam
7. Goodlad, J.I. (1983). *A place called school*. New York: McGraw-Hill
8. Imanzadeh, E., Esmailzadeh, S., Elyasi, G., & Sedaghati, P. (2012). Relationship between innovative leadership styles and the level of intervention with managers' emotional intelligence of sport departments. *European Journal of Experimental Biology*, 2(6), 2390-2396.
9. Jameson, A., Carthy, A., McGuinness, C., & McSweeney, F. (2016). Emotional intelligence and graduates—employers' perspectives. *Procedia-Social and Behavioral Sciences*, 228, 515-522.
10. Mayer, J. D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.
11. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). TARGET ARTICLES: "Emotional Intelligence: Theory, Findings, and Implications". *Psychological inquiry*, 15(3), 197-215.
12. McQuary JP (1983). Personal skills development in an educational setting, A paper presented at the personal skills mapping conference, Corpus Christi, TX.
13. Melinde Coetzee & Christopher J. Beukes (2010) Employability, Emotional Intelligence and Career Preparation Support Satisfaction among Adolescents in the School-to-work Transition Phase, *Journal of Psychology in Africa*, 20:3, 439-446
14. Mestre JM, Fernández-Berrocal P (2007) *Handbook of Emotional Intelligence*. Madrid, Pyramid.
15. Navas MDCO (2015) Emotional Education and Employability among Higher Education Students. *Abnorm Behav Psychol* 1: 103. doi:10.4172/abp.1000103
16. Payne, W. L. (1985). A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire.
17. Salovey P, Mayer JD (1990). Emotional intelligence. *Imagin. Cogn. Pers.* 9:185-211.
18. Stein, S. and Book, H.E. (2011), *The EQ Edge: Emotional Intelligence and Your Success* (third edition), US: Multi-Health Systems Inc.
19. Zeidner, M., Matthews, G. and Roberts, R.D. (2004), Emotional Intelligence in the Workplace: A Critical Review, *Applied Psychology: An International Review*, 53 (3), 371-399

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, IT & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue, as well as on the journal as a whole, on our e-mail infoijrcm@gmail.com for further improvements in the interest of research.

If you have any queries, please feel free to contact us on our e-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward to an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

DISCLAIMER

The information and opinions presented in the Journal reflect the views of the authors and not of the Journal or its Editorial Board or the Publishers/Editors. Publication does not constitute endorsement by the journal. Neither the Journal nor its publishers/Editors/Editorial Board nor anyone else involved in creating, producing or delivering the journal or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the journal, nor shall they be liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of information/material contained in the journal. The journal, neither its publishers/Editors/ Editorial Board, nor any other party involved in the preparation of material contained in the journal represents or warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or for the results obtained from the use of such material. Readers are encouraged to confirm the information contained herein with other sources. The responsibility of the contents and the opinions expressed in this journal are exclusively of the author (s) concerned.

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

