Chapter 4

RESEARCH METHODOLOGY
CHAPTER 4
RESEARCH METHODOLOGY

4.1 Introduction

4.2 Classification of Study

4.3 Research Problem

4.4 Scope of the Study

4.5 Significance of the Study

4.6 Research Hypothesis

4.7 Research Design
   4.7.1 Research Objectives
   4.7.2 Research Questions
   4.7.3 Population of the Study
   4.7.4 Sample of the Study
   4.7.5 Sampling Method
   4.7.6 Demographic Statistics
   4.7.7 Sources of Data

4.8 Data Collection Instrument
4.1 INTRODUCTION

This chapter details out the problem statement, hypothesis and research methodology for the present study. It explains the research objectives and a suitable methodology to achieve those objectives. The objectives of this study were to identify the level of Emotional Competence of the front-end salespeople of the organized retail in major cities of Gujarat State. This involved an exhaustive study of the demographic characteristics and their level of emotional competence. Second, was the identification of various factors in maintaining the emotional competence of sales people. This was done by detecting the factors through field survey and comparing them across the demographics. Third, the perceived effect of each factor of emotional competence was studied. In addition, the study also assessed emotional competencies and its factors distinguish among low, medium, and high performances. This was followed by measure the relationship between emotional competence and sales performance. (based on outcomes, behavior, and professional development). The research methodology has to be robust in order to minimize errors in data collection and analysis. Owing to this, various methodologies namely survey, interview (structured) was chosen for data collection. This chapter describes the problem statement, hypothesis, pilot testing; participants of the study, instrumentation did for the study, data collection, and data analysis procedures of the entire study.

4.2 CLASSIFICATION OF STUDY

The study was classified into five sections. Section I, II, III, IV and V. Section I included designing a study that was a collective mixture of applied and theoretical research which can address existing trends and issues in the retail industry. Section II discusses studying the previous literature and information to detect a survey tool that measures the level of emotional competence and the factors affecting the emotional competence of sales people in the retail industry such as Self-Perception, Self-Confidence, Interpretation of Unspoken Cues, and Thoughtfulness etc. From various literature studies, it was found that there were several models to measure emotional intelligence/competence. Validity and reliability were also ensured before confirming the model for measurement of Emotional competence. In Section III, a sample of front line sales people of organized retail was casually chosen for surveying to check the reliability and validity of the sample and the scale used. In section IV, data collection was done and in section, V data analysis was performed.
Stage I. Introduction to Topic and practical research in Retail Industry

Prior research on emotional competence failed to address the significant facets of EC like knowledge, talent, and capabilities which are essential for any sales people to execute better. Those studies mainly emphasized on detecting the factors of emotional competence but did not work on measuring the level of EC. Furthermore, previous research failed to ascertain how EC and its factors distinguish amongst low, medium and high performers. The present study considers challenges and issues that did not exist when the previous studies on emotional competence were performed.

Stage II. Review of Literature

Stage II of this research was intended to analyze the applicable literature concerning emotional competence and its effect on organizational performance. Literature was studied and examined for understanding the development and growth of the concept of emotional competence, factors of emotional competence, and its importance to organizational success. Additionally, literature review also concentrated on the several models of emotional intelligence. After studying the literature review, research gap was recognized.

Stage III. Sample selection, developing Questionnaire and Pilot Study

Using the non-probability convenience sampling method, 600 employees of sales people from retail industry from major cities of Gujarat State were chosen for the survey. Schutte Emotional Intelligence Scale (SEIS), which is a standardized scale, was used for this research. A pilot study was conducted for 50 respondents.

Stage IV. Data Collection and Field Survey

Stage IV entailed on data collection of 600 respondents i.e. front line sales people working in the retail industry of major cities of Gujarat State.

Stage V Analysis and Interpretation of Data

Post data collection, data analysis, and interpretation were conducted with the help of statistical program SPSS. In the next stage IV, research hypotheses were developed, total five hypotheses
were formed. The subsequent stage V, defines the research design, including the sampling. In the next stage VI, survey questionnaire of SEIS (Schutte Emotional Intelligence Scale) was used for analysis. Thereafter, in stage VII a pilot-testing was conducted. Subsequently, in stage VIII, data collection was done for all 600 respondents. Later in stage IX, data analysis was done. Besides, the hypotheses developed in stage IV were tested. In the last stage X, the data analysis was formally interpreted, the report was made and formal write-up was prepared. Also, in this stage key findings, major conclusion and significant recommendations of the research were mentioned.

4.3 RESEARCH PROBLEM

“Don’t bring the personal problems to work” is one disparity of the argument that emotions are inappropriate in the workplace. In business decisions, the emotions should be kept at a lower level and everything should be based on information, logic and practicality, with emotions kept to a minimum (G.Radhika, 2000).

Some people may assume, for a variety of reasons, that emotional neutrality is an ideal, and try to keep feelings out of sight. Such people work and relate in a certain way: usually, they come across as rigid, detached or fearful, and fail to participate fully in the life of the workplace. It is not a good sign for the organization for such people to move into management roles. (G.Radhika, 2000)

The same would be true for people who emote excessively, who tell that how they feel about everything. Simply being around them can be exhausting. Developing emotional intelligence in the workplace acknowledges that emotions are always present and doing something intelligent with them. People differ enormously in their skills with which they use their own emotions and react to the emotions of others and that can make the difference between a good manager and a bad one.

Effective management of organizations and human resources is facing enormous challenges. Organizations are downsizing, re-engineering themselves to compete in the global market and facing an explosion of available information (Luthans, 1998). The matter of concerns in organization involve people handling different roles, emotional intelligence must become a
determining factor for their effective management. It has also been found that ultimately it is the emotional and personal competencies that we need to identify and measure if we want to be able to predict performance at workplace resulting in its effectiveness, thereby enhancing the worth of the human capital. In this scenario, the competencies possessed by the people will have an attitude on the extent to which they can actualize their emotional intelligence.

Here, an attempt is made to assess the level of emotional competence of front line sales professionals in organized retail outlets of Gujarat state and to identify whether the organizational leaders are giving equal opportunities to their employees in developing or enhancing their level of EC.

4.4 SCOPE OF THE STUDY

The broad objective of this research is to identify the level of emotional competence, and its impact on the sales performance of retail sales people. The study focused on the sales people of organized retail industries of selected cities of Gujarat state. The study is aimed to identify the factors in maintaining Emotional Competence in sales people of the retail industry. It also identifies the importance of each factor of Emotional Competence. Through this research, the researcher also intends to find out whether there are any differences in demographics and emotional competence of sales people.

4.5 SIGNIFICANCE OF THE STUDY

1. The study is likely to provide the reasons and the possible solutions for increasing the EC level of sales professionals.
2. Also, this research will throw light on the efforts put in by the organizations of Gujarat state to maintain the emotional competence of their employees.
3. By understanding the in-depth association between emotional competencies and job performance, retail organizations may develop business plans and employee programs to mitigate the effect of job dissatisfaction and ease the stressors experienced in today’s changing environment.
4. The study could provide an opportunity to develop models of management, in which employees are encouraged to develop their emotional quotient abilities

### 4.6 RESEARCH HYPOTHESIS

Based on the research, the following hypotheses have been formed:

**H0₁: Job performance does not vary amongst respondents with different level of EC**

Today's workplace is dynamic in nature and is characterized by time deadlines, cross cultural teams, work pressures and work family conflicts, which in turn result in a highly tensed workforce.

Sy, T., Tram, S., & O'Hara, L.(2006) reported managers' emotional intelligence had a stronger positive correlation with job satisfaction and job performance. Lyons and Schneider (2005) found that high emotional intelligence levels promote challenge appraisal and lead to better performance. It has been suggested in one of the studies that a link between the emotional intelligence and workplace measure of effectiveness would lead to enhanced system success (Rossete & Ciarrochi, 2005). Thus the above hypothesis is proposed.

**H0₂: There is no significant difference in Emotional Competence of sales People in organized retail based on Gender.**

Gender issues may matter more than ever in the workplace, as more companies are starting to recognize the advantages of high EI when it comes to positions like sales, teams, and leadership. In this context, the gender of a person may have a significant impact on his/her personality as well as behavioral characteristics.

Springer and Deutsch (1998) commenting on the gender differences in certain human abilities like verbal and spatial skills point out that males tend to be more lateralized for verbal and spatial functions, whereas females show greater bilateral representation for both types of functions.
As noted by Lezak (2004) the nature-nurture issue remains unsettled in questions of gender differences in cognitive abilities. In view of these considerations, the present study assumes that there is a significant difference in the level of EC based on gender differences.

**H03: There is no significant difference in Emotional Competence of sales people based on Age.**

The key factor that is assumed to have an influence on emotional competence is the age of the staff members; due to their higher learning potential; the emotional competence holds a vital role in youth in contrast to the other age group of staff.

There is an adage "the older, the wiser". But in this case, it does not fit the situation. Although few elements of the emotional competence (EC) grow with age, others may not be associated with age. But in reality, some studies have resulted that many youthful employees are more emotionally competent than their senior employees and some elements of the EQ can only be built up by training and education.

There are studies which say that there is a positive relationship between emotional intelligence and age. Also, Goleman’s in his research stated about the clear association between emotional intelligence and experience.

**H04: There is no significant difference in Emotional Competence of Sales people with different level of education.**

A study by Goldenberg and associates found that the ability EI of people correlated positively with educational level. These findings are consistent with a previous study showing that educational level improves ability EI in adults (Goldenberg, Matheson, & Mantler, 2006)

The study by Hosseini and Rao (Hosseini & Rao) portraits that the level of emotional intelligence of the employees was positively associated with the education qualification.

**H05: There is no significant difference in Emotional Competence of Sales people with different level of experience.**
Goleman in his book ‘Working with Emotional Intelligence’, asserted about the relationship between emotional intelligence and experience, there is research that suggests that there is a positive relationship between emotional intelligence and age and work experience. (Goleman, 1998) Mayer, Caruso, and Salovey (1999) asserted that in order for emotional competence to be considered a standard competence, it should increase with work experience.

In a study conducted by Day and Carroll (2004), experience was positively correlated with three of the four emotional intelligence scales, as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test.

One might assume that emotional intelligence will increase as work experience increases. Hence, to prove it correct, it is assumed.

### 4.7 RESEARCH DESIGN

The research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way, thereby, ensuring that the research problem is effectively addressed; it constitutes the blueprint for the collection, measurement, and analysis of data. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design is the conceptual structure within which research would be conducted. The function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money. According to John W. Best (2002), Research may define as systematic and objective analysis and recording of controlled observations that may lead to the development of organizations, principles, and possibility ultimate control of events.

Different research designs can be conveniently described and categorized as: (1) research design in case of exploratory research studies; (2) research design in case of descriptive and diagnostic research studies, and (3) research design in case of hypothesis-testing research studies. (C. R. Kothari, 2004)
1. Research design in case of exploratory research studies: Exploratory research studies are also termed as formative research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view. The major emphasis in such studies is on the discovery of ideas and insights.

2. Research design in case of descriptive and diagnostic research studies: Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else. The studies concerning whether certain variables are associated are examples of diagnostic research studies.

3. Research design in case of hypothesis-testing research studies: Hypothesis-testing research studies (generally known as experimental studies) are those where the researcher tests the hypotheses of causal relationships between variables. Such studies require procedures that will not only reduce bias and increase reliability but will permit drawing inferences about causality. The research design used in the study is Descriptive as the study carried out describes factors of EC possessed by sales people in the retail industry of major cities of Gujarat state. Descriptive research endeavors to explain thoroughly a condition, a dilemma, an incident, service or program, or presents information about, or illustrates attitudes concerning the problem. Moreover, the study also intends to explain the relationship between Emotional competence and sales performance.

4.7.1 RESEARCH OBJECTIVES

The objectives of proposed research work are as follows:
1. To identify the level of Emotional Competence (EC) of salespeople in organized retail industry.
2. To identify the important factors in maintaining the emotional competence of sales people.
3. To identify the perceived importance of each factor of emotional competence.
4. To identify how emotional competencies and its factors distinguish among low, medium, and high performances.
5. To find out if there are differences in demographics and emotional competence.
6. To measure the relationship between emotional competence and sales performance. (based on outcomes, behavior, and professional development)

4.7.2 RESEARCH QUESTIONS

1. What are the most important factors in maintaining the emotional competence for sales people in the retail industry?
2. What is the importance of each factor for Emotional Competence?
3. What is the effect of demographic variables on the level of emotional competence of sales people?
4. Is there any correlation between Emotional Competence and Sales Performance of sales people?

Also, this research will ascertain which factors of EC is identified to be significant and how they impact on Sales Performance of sales people.

4.7.3 POPULATION OF THE STUDY

The emotional competence of sales people and its effect on organization performance which will be identified through research undertaken might be applicable to retail industries of India and also other industries of India, but to make study feasible, the sales people of the retail industry of major cities of Gujarat state will be included as population.

4.7.4 SAMPLE OF THE STUDY

Researchers usually draw conclusions about large groups by taking a sample. A Sample is a segment of the population selected to represent the population as a whole. Ideally, the sample should be representative and allow the researcher to make accurate estimates of the thoughts and behavior of the larger population. A sample as the name implies is a smaller representation of a larger population, where the observation of the same phenomenon of emotional competence and
its impact on organization performance would involve such a mass of data. In the present study, the researcher will choose a sample of 600 sales people of the retail industry of major cities of Gujarat state like Ahmedabad, Baroda, Surat, Rajkot, Mehsana, Bhavnagar, Jamnagar, and Kutch.

Formula for determining sample size

\[
\text{Sample Size} = \frac{Z^2 \times (p) \times (1-p)}{c^2}
\]

Where:

\(Z = Z \text{ value (e.g. 1.96 for 95\% confidence level)}\)

\(p = \text{percentage picking a choice expressed as a decimal (0.5 used for sample size needed)}\)

\(c = \text{confidence interval, expressed as decimal (e.g., .04 = \pm 4)}\)

Hence, putting values in the formula, we get,

\[
\text{Sample Size: } \frac{(1.96)^2 \times (0.5) \times (1-0.5)}{(0.04)^2} = 600.25
\]

Sample Size \(\approx 600\) respondents

4.7.5 SAMPLING METHOD

There are two types of sampling methods. **Probability sampling:** Probability sampling is also known as ‘random sampling’ or ‘chance sampling’. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. The probability or chance of every unit in the population being included in the sample is known. Selection of the specific unit in the sample depends entirely on chance. The results obtained from probability or random sampling can be assured in terms of probability. **Non-probability sampling** is that sampling procedure which does not afford any basis for estimating the probability that each item in the population
has of being included in the sample. **Non-probability convenience** method for sampling is used in the present study.

### 4.7.6 DEMOGRAPHIC STATISTICS

Although the data was collected from 600 respondents, only 577 were reliable and hence the data analysis was done based on the data of 577 respondents. The sample was bifurcated on the basis of the following demographics (Table 11 to 14):

- Gender
- Age
- Experience
- Salary

#### 1. Gender

**Table 4.1 Gender Categorization**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>426</td>
</tr>
<tr>
<td>Female</td>
<td>151</td>
</tr>
<tr>
<td>Total</td>
<td>577</td>
</tr>
</tbody>
</table>

In the study of 577 respondents, 74% of them were male (total 427) and rest 26% were females (151). Therefore, we presume that less than 50% of the females participated in this survey.

#### 2. Education Qualification

Education wise bifurcation is given under.

**Table 4.2 Gender wise bifurcation of Educational Qualification**

<table>
<thead>
<tr>
<th>Education Qualification</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG</td>
<td>102</td>
<td>36</td>
</tr>
<tr>
<td>UG</td>
<td>193</td>
<td>71</td>
</tr>
<tr>
<td>12th</td>
<td>70</td>
<td>22</td>
</tr>
</tbody>
</table>
It can be inferred from the above figure that most of the male participants were graduates. However, post graduates were in sufficient number. Looking at the female participation, same ratio as that of male follows. Least number of participants were diploma holders or just matric passed.

3. Experience wise Breakup

<table>
<thead>
<tr>
<th>Experience</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 1 years</td>
<td>84</td>
<td>27</td>
</tr>
<tr>
<td>1 to 3 years</td>
<td>144</td>
<td>56</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>142</td>
<td>65</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>412</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

The above chart displays work experience if respective gender. We can see that respondents working in the retail outlets had work experience of 1 to 3 years (144) and also almost equal (142) numbers were seen having 3 to 5 years of experience of retail job. Majority of the females (65) were having 3 to 5 years of experience.

4. Salary wise Breakup

<table>
<thead>
<tr>
<th>Salary</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>5k-10k</td>
<td>66</td>
<td>24</td>
</tr>
<tr>
<td>11k-15k</td>
<td>144</td>
<td>45</td>
</tr>
<tr>
<td>16k-20k</td>
<td>133</td>
<td>54</td>
</tr>
<tr>
<td>&gt;20k</td>
<td>91</td>
<td>20</td>
</tr>
</tbody>
</table>
Based on the above figure, we can infer that most of the respondents were in the salary range of 11000 Rs to 15000 Rs per month (144 males). However, most females (54) were paid between 16000 Rs to 20000 Rs per month. Respondents whose payment were above 20,000 Rs were only 121 (91 males and 30 females).

### 4.7.7 SOURCES OF DATA

There are two types of collection method.

1) Primary Data: Primary data is collected by the researcher himself for the purpose of a specific inquiry or study. The data is original in character and highly representative and unbiased. There are various methods for primary data collection such as observation, experimentation, questionnaire, interviews and case study.

2) Secondary Data: Secondary data is already collected by others which may be published or unpublished. This data is primary data for the agency that collects it and becomes secondary for someone else who uses this data for the own purpose. Various methods for secondary data collection are publications of central, state and a foreign government, journals, books, magazines, newspaper, reports.

**Primary Data:** Primary data for the study was carried out with the help of questionnaire wherein the sales people of retail industry were the respondents.

**Secondary Data:** Secondary data was collected from the previous research work conducted from articles, newspaper columns, magazines, journals.

### 4.8 DATA COLLECTION INSTRUMENT

The construction of a research instrument or tool for data collection is the most important aspect of a research project because findings or conclusions are based upon the type of information
collected, and the data gathered is entirely dependent upon the questions asked to respondents. The famous saying about computers- “garbage in garbage out”- is also applicable for data collection. The research tool provides the input into a study and therefore the quality and validity of the output (the findings), are solely dependent on it. The questionnaire was prepared in order to collect the data from the respondents. The questionnaire was close-ended with five points Likert scale. The questionnaire is used to gather data by asking questions from people who are thought to have the desired information.

The questionnaire was majorly divided into two parts wherein the first part focused on the questions related to the emotional competence of sales people such as communication, interpersonal, team building, empathetic behavior etc. The questions were derived based on the research work of Schutte. The scale used was Schutte Emotional Intelligence Scale (SEIS). The SEIS comprises of 33 items and is rated on a 5-point Likert scale.

The SEIS developed by Schutte et al. (1998) has subsequently been used in a number of studies (Ciarrochi, Caputi, & Mayer, 2003); (Petrides & Furnham, 2000b); (Saklofske, Austin, & Minski, 2003); (Schutte N. S., Malouff, Bobik, Coston, Greeson, & al, 2001). Attention is given to this scale because of its conciseness comparative to the key commercial trait EI instrument, the Bar-On (1997) that includes 133 items. Conclusions from research of the SEIS recommend that the scale offers a reliable and valid characteristic of EI measure. Test-retest and internal reliabilities are good, and group variances in score and correlations with other EI scales is usually understood to be in accordance with academic outlooks (Ciarrochi et al., 2001; Saklofske et al., 2003; Schutte et al., 1998; Schutte et al., 2001).

The Schutte Emotional Intelligence Scale (SEIS) used in this study contains 33 self-referencing statements and compels respondents to rank the extent to which they agree or disagree with every statement on a five-point scale (1 = strongly disagree; 5 = strongly agree) (Ciarrochi, Caputi, & Mayer, 2003) Respondents answer on a Likert scale and a total score is generated by adding up the item answers (Petrides & Furnham, 2000b). The SEIS measures the awareness, recognition, expression, and controlling of emotion of the self and others (Schutte et al., 1998).
The second part of questionnaire was related to Sales Performance which focused on three
dimensions: Customer Centric behavior, Result Oriented, and professionalism. To measure
Customer Centric behavior approach and professionalism of the sales person, SOCO scale was
taken which was developed by Wachner, Plouffe, Gregoire (2009). SOCO stands for Sales
Oriented and Customer Oriented. The SOCO scale focuses on how the customer orientations of
sales people influence customer behavior like customer loyalty (DelVecchio, 1998) and customer
satisfaction (Johnston, Parasuraman, & Futrell, 1989) (Siguaw & Honeycutt, 1995). Whereas
some researches gave a supporting proof of the assertion that a customer orientation absolutely
influences individual sales performance (Keillor, Parker, & Pettijohn, 2000) the style in which
performance is exhibited in these reports is mostly as a self-reported measure from the
salesperson themselves (Franke & Park, 2006). However, the SOCO scale measures sales
orientation and customer orientation both; but for this research only the questions pertaining to
Customer Oriented were considered in the questionnaire.

For result oriented approach, ADAPTS-SV scale was used. Robinson et al. (2000) in his research
suggested the 5-item ADAPTS-SV scale to evaluate adaptive selling. In the consequent
exploration by Chakraborthy et al. (2004) also found support for ADAPTS-SV as a better
measure of adaptive selling scale. Consequently, in the current study, the 5-item ADAPTS-SV
was used to measure adaptive selling. ADAPTS-SV was a reliable and valid measure of adaptive

Statistical Package for Social Sciences (SPSS) version 21.0 is used for statistical analyses of the
collected and tabulated data. The following statistical techniques have been used for analyses of
all the research instruments-Factor Analysis, ANOVA, Correlation and Weighted Average tools
were used for analyzing the data.