CHAPTER – VI
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

There is no denying the fact that effective utilization of human resources provides an edge to an organization over others. The composition of human resources in any one organization is unique, so behavior in one organization may be completely different from that in others. Such differences may be attributed to several factors, e.g. the personality of the individual, organizational culture, micro and macro environment of the business etc. It rests upon the leaders to draw the best from the employees, in spite of such differences. Research, in recent years, has shown that emotional intelligence proves to be an important contributor to the process of leadership and as such the success of the organization. The present research work is an effort to investigate the influence of emotional intelligence on leadership style in the context of sole proprietorship business units. The work has been arranged in six chapters. In the section below an overview of each of the chapters is presented, the findings of the study are submitted and concluding views and recommendations are forwarded.

Chapter I has noted that the idea of traditional organization has undergone a sea change, having included the vast area of emotions in business. Emotions have been viewed, by one group of researchers, as irrational, disruptive force, interruptions to mental activity, acute disturbances to rational thinking etc. Another group of researchers has unveiled completely opposite findings pointing to emotions as an organized response, a motivational force, influencing cognitive decision
making, facilitating interpersonal growth etc. It has been pointed out that emotions are an integral part of the so called organizational processes such as, decision making, managing change, learning, motivation, leadership etc. Thus intelligent use of emotions in the business world has gained much attention and significance. Research has pointed to the development of a new dimension of intelligence called emotional intelligence which is unique and distinct from traditional concept of IQ (Goleman, 1995; 1998). There is ample evidence that not only the psychologists and personality theorists but also the neurologists have accepted the importance of this newly developed concept of emotional intelligence. It has been noted that emotionally intelligent leaders provide effective leadership which results in outstanding performance of their subordinates. The present research work is an investigation in this field; more specifically, it is concerned with the research problem of identifying a relationship between emotional intelligence and leadership in the context of sole proprietorship business units.

Chapter II has attempted to describe various constructs such as intelligence, emotional intelligence, and leadership. The notion that there are different types of intelligence has been a part of the intelligence field almost since its inception. With the increase in research, psychologists and scientists have pointed to both ‘intellective’ and ‘non-intellective’ elements in the definition of intelligence. Much debated social intelligence, as conceived by Thorndike (1920), continued to draw the attention of researchers even during the twenty first century. Systematic research works by Gardner (1983) and Sternberg (1985) have led to rediscovery of social intelligence as both distinct from academic intelligence, and a key part of what makes people do well in practicalities of life. Gardner has proposed seven varieties of intelligence namely,
linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal and intrapersonal intelligence. As a result the concept of intelligence has moved beyond the narrow band of linguistic and mathematical skills to include multiple domains of intelligence, one of which is emotional intelligence. Psychologist Goleman (1995; 1998) has successfully pointed to the importance of emotional intelligence for workplace success. On the other hand, behavioral scientists have continued to study the construct of leadership in organizational contexts in an attempt to explain what leads to effective leadership. Consistent research efforts, spanning more than a century, have unveiled the importance of traits and behaviors of leaders, followed by situational factors. Research on leadership has taken a new turn since 1980. Theories such as charismatic and transformational have considered the impact, so long dismissed or ignored, of the element of emotion in the study of leadership. Research by Goleman and his colleagues has revealed the impact of emotional intelligence, as conceived and developed by psychologists and personality theorists, on leadership. Thus the two distinct disciplines such as psychology and behavioral science have been fused to discover the role of emotional intelligence in leadership. A survey of the existing literature reveals that no study seems to have attempted to relate EI with task and relationship behavior dimensions of leaders outside established organizational set ups. Research to study EI of leaders engaged in unorganized sector, specifically in small and sole proprietorship firms are few and far between. This is an obvious research gap. The present research work has made a humble effort to fill such gap and enrich the existing body of knowledge by conducting a study with a sample of Government approved civil contractors who run business of public works on sole proprietorship basis in Birbhum district of West Bengal.
Chapter III has given a description of the research design and methodology. It has been mentioned that one hundred forty Government approved civil contractors residing in Bolpur Municipality and four other contiguous villages, namely Goalpara, Shyambati, Surul (under Ruppur Panchayat) and Layekbazar (under Kankalitala Panchayat), have been covered for the purpose of the study. These villages are located within a geographical area covering five kilometers around Bolpur Municipality. All the contractors of the specified areas are affiliated to Birbhum Zilla Thikadar Sanstha (BZTS).

The study has identified the following objectives: (a) to measure task and relationship styles of behaviors of respondent contractors on the basis of primary data and thereby to arrive at overall score of leadership behavior and (b) to measure the level of emotional intelligence so as to identify whether there is any relationship between (i) emotional intelligence and task behavior; (ii) emotional intelligence and relationship behavior; (iii) emotional intelligence and overall leadership behavior; (iv) emotional intelligence and age, years of experience and educational qualification, taken separately; (v) task behavior and age, years of experience and educational qualification, taken separately; (vi) relationship behavior and age, years of experience and educational qualification, taken separately of the respondent civil contractors. Working through these objectives has enabled us to arrive at better understating on EI and leadership in business.

To achieve these objectives the following sets of hypotheses have been formulated and tested with the help of appropriate statistical tools and techniques. Null hypotheses were primarily formed, but alternative hypotheses were also developed for better description of our propositions. Only the null hypotheses have been mentioned here: (1) There is no
significant relationship between EI and age ($H_{01}$) and EI and years of experience ($H_{04}$); (2) there is no significant difference between mean scores of EI of Group I and Group II respondents based on age ($H_{02}$), years of experience ($H_{05}$), and educational qualification ($H_{07}$) taken separately; (3) there is no significant difference in the i-th item of EI between Group I and Group II respondents based on age ($H_{03}$), years of experience ($H_{06}$) and educational qualification ($H_{08}$) taken separately; (4) there is no significant relationship between EI and task behavior ($H_{09}$), task behavior and age ($H_{10}$), task behavior and years of experience ($H_{13}$) of the respondents; (5) there is no significant difference between mean scores of task behavior of the Group I and Group II respondents based on age ($H_{11}$), years of experience ($H_{14}$) and educational qualification ($H_{16}$) taken separately; (6) there is no significant difference in the i-th item of task behavior between Group I and Group II respondents based on age ($H_{12}$), years of experience, ($H_{15}$) and educational qualification ($H_{17}$) taken separately; (7) there is no significant relation between EI and relationship behavior ($H_{18}$), relationship behavior and age ($H_{19}$), and relationship behavior and years of experience ($H_{22}$) of the respondents taken separately; (8) there is no significant difference between mean scores of relationship behavior of the Group I and Group II respondents based on age ($H_{20}$), years of experience ($H_{23}$) and educational qualification ($H_{25}$) taken separately; (9) there is no significant difference in the i-th item of relationship behavior between Group I and Group II respondents based on age ($H_{21}$), years of experience ($H_{24}$) and educational qualification ($H_{26}$) taken separately; and (10) there is no significant relationship between EI and overall leadership behavior of the respondents ($H_{27}$).
The respondent contractors have been divided into two groups such as Group I and Group II based on age, years of experience and educational qualification, taken separately. When groups were divided based on age then all the respondents below the mean age i.e. 49 were placed in Group I while the respondents above the mean age were placed in Group II. When years of experience was taken into consideration, then Group I consisted of respondents up to mean years of experience i.e. 23, while Group II consisted of respondents having experience higher than the mean experience. When educational qualification was taken into consideration, Group I consisted of graduate respondents and Group II consisted of non-graduate respondents. All the contractors have been personally interviewed in their respective residences. The study may be termed as a current study as the collected data did not have any time dimension. Suitable statistical tools such as mean, mode (measures of central tendency), standard deviation (measures of dispersion), scatter diagram, Pearson’s correlation coefficient (measures of correlation) and simple regression analysis, $t$ test, Mann - Whitney’s non-parametric test etc. have been applied for analyzing the data.

Chapter IV contains a description of the genesis of public works in India, which is the area of involvement for the contractors. Even during the ancient time the state had been directly involved in such activities. The tradition continued during the times of Ashoka the Great, the Khilji Kings, the Moghul Kings, the Pallavs, the Cholas and the others. During the British rule, public works like roads, buildings, and irrigation etc. were entrusted to the charge of Military Boards in the Presidencies of Calcutta, Madras and Bombay. Between 1849 and 1854 Public Works Departments (PWD) were created in Punjab, Bengal, Madras and Bombay and were entrusted with such public works. With the creation of
District and Municipal Boards, a number of the public works has been transferred to these Boards. The chapter delineates the process of public works which includes steps such as receiving of requisitions, making initial estimates, approval of financial sanctions, issuing tender notices and issue of work order to the selected contractor(s) etc. It has been noted that the contractors have contributed to the building of the economy by providing development through their funds first; before public money is spent. They have also contributed to the social development of the country by creating employment. Contractors work through a team consisting of plumbers, electricians, masons, laborers, local people, local councilors, suppliers, banks, creditors, supervisors, sites-in-charge, other contractors, Overseers, Engineers and many others. Therefore each contractor is in a suitable position to exercise influence upon the others. The chapter has also mentioned the various categories of contractors, classes of civil contractors, rules and procedures of enlistment of such contractors etc. Today, the market of public works is characterized by numerous contractors, fewer works, cut throat competition etc. All these have led to the emergence of Contractors’ Associations in various subdivisions, districts, zones and even in States. The respondent civil contractors for the present study are affiliated to Birbhum Zilla Thikadar Sanstha (BZTS) located in Bolpur sub-division of Birbhum district, West Bengal. BZTS has been providing a forum for a unified movement, ensuring equal job distribution through negotiation, assisting members in enlistment etc. Problems and difficulties faced by them in the course of this business, such as, excessive delay in payment of bills, lower rates for works, lack of cooperation and honesty of Government Officials, sharing of revenues with too many people etc., necessitate employing emotionally intelligent behaviors in order to sustain and grow in this business. Thus the contractors form a very suitable sample for studying the relationship
between emotional intelligence and leadership in the context of sole proprietorship business.

Chapter V has dealt with the data collection, processing of such data, formulation of tables and their interpretations etc. Three questionnaires were used to collect some general information about the contractors, to identify and measure task and relationship behavior scores, overall leadership scores and emotional intelligence scores. As many as one hundred forty contractors have been covered in the study. A general idea about the contractors in regard to age, educational qualification, years of experience etc. has been drawn by using statistical tools such as mean, mode, standard deviation etc. With the help of Scatter diagrams and Pearson’s correlation, nature and degree of association between different variables have been examined. Regression analysis has helped to predict the value of one variable for specified value of other variable(s) and even to formulate regression equation. For the purpose of comparing means between two groups and thereby to assess if there exists any significant difference, t tests and for examining whether there exists any item wise difference in different variables between the groups Mann-Whitney’s non-parametric test have been applied.

6.1. Observations and Findings

Having mentioned about the preceding five chapters in brief, it is pertinent at this point to record the observations that have been made during the course of this study. It is the objective of any research study to unveil truth and facts so that existing body of knowledge may be enriched. The present study is an empirical one which has been conducted on a group of Government approved civil contractors who have been managing business on sole proprietorship basis. During the process of
data analysis, fifteen observations have been made which are noted below.

(1) It has been observed that the contractors adopt both task and relationship styles of behavior simultaneously to get the performance from the subordinates. When leaders are concerned with results, achieving targets, meeting deadlines, planning for overall work, giving instructions, designing roles and responsibilities of others etc., they are said to display result oriented or task oriented behavior. Relationship behavior, on the other hand, is displayed when leaders show concern for employees, initiate relationships, do their best to maintain them, and personally help employees etc in the process of achieving the objectives of business. It has been noted that the contractors simultaneously maintain both these types of behaviors. None of the contractors has been found to score extremely high in one type of behavior and extremely low in another.

(2) When the task behavior scores of the contractors have been measured, it is found that most of them i.e. 42 of them, comprising 52.5 per cent, have obtained a score between 35 and 39 out of 50 which is moderately high; while 23 of them, i.e. 28.75 per cent, have obtained a high task oriented score. This indicates that in total 65 of the respondents, i.e. 81.25 per cent, have obtained high and moderately high score. In terms of relationship behavior score it has been found that as many as 66 contractors, i.e. 82.5 per cent, have obtained moderately high score while 12 of them, i.e. 15 per cent, have obtained high scores in the relationship dimension of behavior. This leaves only 2 of the contractors (2.5 per cent) who have scored low in the relationship behavior dimension. In other words, more number of contractors have scored high and moderately high in relationship behavior than task behavior. Adding task and relationship
scores overall leadership behavior scores have been obtained. It has been noted that together 73 of the respondents, i.e. 91.25 per cent, have high and moderately high scores in overall leadership behavior.

(3) An interesting fact has been noticed that the standard deviation (SD) of the relationship score (1.87) is lower than that of the task score (3.16). This implies a greater degree of variability in task behavior of the respondents than that of relationship behavior. The mean score of relationship behavior (38.06) is found to be higher than the mean score of task behavior (37.76), though the difference is not very high in absolute terms. It may be observed that the attributes of the respondent contractors are within a specific range indicating that their profiles are not widely different. It seems that persons having specific personality and aptitude prefer this type of business activities.

(4) It has been further noticed that as many as 51 contractors, comprising 63.75 per cent, have moderate scores while 26 of them, i.e. 32.5 per cent, have obtained high scores in emotional intelligence. In other words, just 3 of them have below moderate level of EI. This probably indicates the necessity of moderate level of EI for performing business activities related to public works on sole proprietorship basis. Mean EI, score is found 237.63 (with a minimum of 190 and a maximum of 280) while the SD is 19.70.

(5) When the relationship between EI and age of the respondents has been studied (Table 10) it has been observed that there exists a statistically significant correlation between these variables ($r = 0.257$). A positive relationship indicates that with increase in age there is increase in the level of EI. When data have been made subject to regression analysis (Table 11), it has been observed that age is able to explain 6.6 per cent
(\(R^2 = 0.066\)) of variance in EI which has been found to be statistically
significant. When the respondents were divided into two groups based on
mean age (Table 13) it has been observed that the mean EI of Group II
(243.71) is much higher than that of Group I (233.78). This clearly
supports the finding that EI increases with age. This finding contradicts
the result that was found in a study on IAS officers in India (Rajkhowa,
2002). It is quite normal that EI should develop with an increase in age.
This has been proved true in the study on sole proprietors. It is observed
from the \(t\) value that there exists a significant difference \((p < 0.05)\)
between mean EI of the groups. Item wise analysis (Table 14) has
indicated that there is significant difference in two items of EI, such as
avoiding petty ego clashes, maintaining interpersonal relationships, and
connecting emotionally to the subordinates at a deeper level, between
these groups based on age. These abilities are closely tied to how well the
leader is able to understand and feel the emotions of the subordinates.
Such ability helps the leader to communicate ideas and views to the group
easily as the emotional connection has already been established.
Therefore, age helps one to mature in dimensions of emotionally
intelligent behaviors. It has been mentioned in chapter V that the
contractors continue to work in the midst of frustrations, inner conflict,
inferiority complex etc. Tackling them and yet moving forward in life
indicates the presence of emotionally intelligence abilities.

(6) When emotional intelligence and years of experience as
contractors have been correlated it was noticed that the degree of
association is not statistically significant \((r = 0.113)\). When the mean EI
values were compared between groups based on years of experience, no
significant difference has been observed (Table 15). Item wise analysis
(Table 16) has revealed that as these respondents have grown in
experience they seem to have learnt to manage their emotions better so as to appear calm and maintain their cool in the midst of frustrations and seeming defeat in life. From Table 10 it has been observed that the value of $r$ in case of EI and age is 0.257. This indicates that development of EI over entire life span not just from the years of experience alone. Data reveal that there are few respondent contractors who have entered this field of business quite late in life. As they grew in age they would have attained to higher levels of EI but years of experience, in such cases, is relatively low. The presence of these respondents might have discounted the value of $r$ so much that it has become insignificant while relating EI and years of experience. In normal circumstances EI should develop with work experience but the degree of such association should be based on nature of job, workplace challenges, the situations involved etc.

(7) A very interesting phenomenon has been observed (Table 17) form the analysis that the mean EI (247.72) of non-graduate (Group II) respondents is much higher than that of the graduate (Group I) respondents (236.01) while the value of SD in case of Group II is lesser (17.52) than Group I (19.66) indicating higher consistency in EI in case of Group II. Table 17 further indicates that the $t$ value (2.02) obtained by comparing the mean scores of EI between the groups based on educational qualification is found to be associated with low $p$ value ($<0.05$) indicating significant difference between the mean EI. Item wise analysis (Table 18) has revealed that there exists significant difference in the third item of EI between the groups. Logically those who have higher qualification should have scored higher in EI. But the opposite has been observed here. This observation possibly points to the fact that those who have scored high might have put to practice all that they have learnt both from classrooms and various situations and experiences in life; while
those with higher education might not have implemented or practiced all their knowledge. This seems to point out the failure of the traditional education system prevailing in our country. This also seems to point back to the finding in point (5) that EI develops over age. When a person is open enough to learn from life experiences, relationships, activities etc. his EI may develop as a result of that.

(8) Regarding the relationship between emotional intelligence and task behavior of the respondent contractors it has been noticed (Table 19) that they are not significantly correlated \((r = 0.066)\). Though the value of \(r\) is positive, the degree of association between these two variables is not statistically significant. Task behavior seems to depend mostly on work demands, socio-economic backgrounds of the subordinates, personality of the leader etc. It is not generally expected that these two variables would be highly correlated. It has been noted earlier that in order to achieve goals and objectives with the help of a group of socially and financially backward workers such as masons, laborers, plumbers, electricians etc., the contractors need to closely monitor and supervise them. Unless these workers are pushed hard task may not be accomplished on time. All these factors might have prompted the respondent contractors to display moderately high level of task behavior. In an environment where work culture is on the wane, the contractors need to be proactive and adopt greater vigilance to get the job performed by the workers. Therefore, the situation seems to prompt them to be more task oriented.

(9) When task behavior and age of the respondents were correlated it is found that the degree of association is not statistically significant \((r = -0.026)\). Scatter diagram (Figure 18) also reveals that task behavior is almost constant regardless of age in case of these respondents. Similar results have been obtained when task behavior and years of experience
(Figure 19) have been correlated \(r = -0.057\). By comparing the mean scores of task behavior (Table 20) of Group I and Group II respondents (based on age) no significant difference has been noticed \((t \text{ value } -0.37; \ p >0.05)\). The value of \(t\) \(0.08\) obtained from Table 21 indicates that there exists no significant difference \((p>0.05)\) between mean scores of task behavior between Group I and Group II based on years of experience. Item wise analysis has not revealed any significant difference in case of any item of task behavior between the groups based on age and years of experience, taken separately. Since none of the factors such as EI, age and years of experience are found to have any significant influence upon task behavior, it is expected that such behavior by and large is influenced by the nature of work, particular situation or environment in which the work needs to be executed, the developmental levels of the subordinates, availability or non-availability of alternative employment opportunities etc., most of which point to the situational variables. But none of these factors have been brought into the present study.

(10) It has been revealed that significant difference (Table 22) between the mean scores of task behavior of Group I (consisting of graduate respondents) and Group II (consisting of non-graduate respondents), has been noticed \((t \text{ value } 2.61; \ p <0.05)\). The mean task behavior score \(39.27\) for Group II is found to be higher than that of Group I \(37.52\). This probably supports the finding previously mentioned in point (7) that the Group II respondents might have put to practice what they have learnt from life's experiences and their own observations. The higher score of task behavior in case of Group II may be attributed to personality types of the respondents, composition, attitude and behavior of the subordinates and situational demands and factors etc. It may be said that these Group II contractors present to us an example that it is
possible as leaders to rise above the environmental and background handicaps. Growing into an emotionally intelligent leader seems to be a choice.

(11) Statistically significant correlation \( (r = 0.420) \) has been observed between EI and relationship behavior of the respondent contractors (Table 23). Analysis has also indicated that EI is able to explain 17.6 per cent of the variance in relationship behavior (Table 24). It has been further revealed that emotional skill and abilities such as self-awareness, empathy, tackling emotional upsets etc. would have enabled them to engage in relationship oriented behavior. Emotional abilities have helped them to continue to face various stressful situations in life and yet mitigate their effects upon their relationships with the subordinates. Because they are able to face various tough and hard situations they are able to empathize with their subordinates during their times of struggles. Therefore, their emotional intelligent abilities make them accepted as leaders in the minds of the deprived class of the society. It has also been observed that the respondent contractors engage the subordinates, not all of them though, in decision making process in spite of the fact that the subordinates are socially backward. This points to the fact that they are adaptable and flexible in their approach. Goleman (2001) and Singh (2006) are of the opinion that adaptability and flexibility are emotionally intelligent abilities. Therefore, EI emerges as an underlying factor for displaying relationship behavior.

(12) When relationship behavior and age of the respondents have been correlated it has been observed that there does not exist statistically significant relationship \( (r = -0.040) \). Scatter diagram (Figure 21) has revealed a more or less same level of relationship behavior regardless of age. Even \( t \) value (0.37) obtained by comparing the mean scores of
relationship behavior of Group I and Group II respondents based on age (Table 26), has been found to be associated with higher $p$ value ($>0.05$). Therefore the finding that relationship behavior and age are not related is further supported. Since age has no influence on relationship behavior in case of the respondent contractors and EI is able to explain only 17.6 per cent of variance in relationship behavior, situational factors, then, might have very important influence. Item wise analysis has revealed that there is significant difference in two items of relationship behavior between the groups, based on age. Age teaches one to value people that helps to treat others with dignity and respect. It is observed from the analysis that the respondent contractors are able to create a working atmosphere of free and open communication, to seek and welcome suggestions form them. It must also be mentioned here that it is next to impossible for anyone to work consistently with a group of subordinates mainly coming from socially and economically backward and marginalized classes unless the leader contractors show justice and equity to all the subordinates in dealing with them regardless of all factors. Age might have taught them this very important lesson.

(13) When relationship behavior and the years of experience have been correlated no significant relationship ($r = -0.105$) has been observed. The $t$ value (0.05) obtained by comparing mean scores of relationship behavior of Group I and Group II respondents based on years of experience (Table 28) has been found to be associated with higher $p$ value ($>0.05$). Item wise analysis has not revealed any item with significant difference between the groups. Relationship behavior is not found to be associated with age of the respondents; similarly it is also not associated with years of experience. Since years of experience is only a fraction of the entire life span the result is quite expected.
(14) When data were made subject to $t$ test (Table 29) in order to compare the mean scores of relationship behavior between Group I (consisting of graduate contractors) and Group II (consisting of non-graduates) respondents, and to examine significance of difference, it has been observed that the $t$ value (2.43) is associated with lower $p$ value (<0.05) indicating that there exists significant difference between the mean relationship behavior scores of the groups. Item wise analysis (Table 30) has revealed that in one item of relationship behavior there exists significant difference between the groups, based on level of education. The respondent contractors seem to have learnt the art of making an impact in the lives of their subordinates by establishing emotional connections and bonds. This is evident from the fact that they not only maintain good relations with them but help them to maintain good relations among themselves. This shows the degree of acceptability by the subordinates. Looking closely at the lives of these workers it is quite expected that they may not have many good friends and guides. It seems that the respondent contractors extend to them the friendship and guidance that they may not get from other sources. This is enough evidence of emotionally intelligent behavior on the part of the leader contractors.

(15) Lastly, it has also been observed that emotional intelligence is significantly correlated (Table 31) with overall leadership behavior ($r = 0.246$). Regression analysis (Table 32) reveals that emotional intelligence is able to explain a total of 6 per cent of variance in overall leadership behavior. It has been observed earlier that EI is not at all significantly related to task behavior but is able to explain 17.6 per cent of variance in relationship behavior. The presence of task behavior as a constituent part of overall leadership behavior has discounted the impact of EI upon
leadership behavior as a whole. In spite of that EI is able to explain statistically significant portion of variance in leadership behavior.

6.2. Conclusions

Based on above mentioned observations and findings a number of conclusions may be arrived at. Such conclusions are presented in the following section.

(1) The contractors have been found to display both task and relationship oriented behaviors during interaction with their employees. In both the dimensions they have been found to have scored moderately high. Contractors, as leaders, are concerned both with results, production and maintaining relationships. Without the coexistence of both these types of behaviors in moderately high measure, the leaders will show extreme behavior in either direction. Pressing hard for work results and yet maintaining a rapport and relationship with the subordinates through whom the work is to be achieved is the key to effective leadership behavior. In other words, a low level of task and relationship behavior will not allow one to carry out this business over the years. This would have been clearer had the study taken into consideration those who opted out of this field of business sometime in the past. It is generally found that leaders high in task behavior end up driving the workers for achieving targets. It is also found that such behavior leads to high degree of close and direct supervision and control which eventually leads to dissatisfaction among the workers. It is seen from the study that such high result oriented behavior is balanced by the presence and display of a moderately high relationship dimension of behavior. Therefore, for an individual to stay on in this field of business he must not display any less than moderately high task and relationship oriented behavior. This is in
line with the findings by Blake and Mouton (1964). They have described five styles of leadership with various combinations of concern for production which is similar to task behavior and concern for people which is similar to relationship behavior. It is said that the (9,9) leadership style is the best among the five where the leader shows highest concern for production and people. But out of these five styles four corner positions (including the 9,9 style) are rarely found to exist in their pure form in working conditions (Prasad, 1993). In other words, leaders are more likely to display styles within the four extremes. This finding is replicated here in case of the present study involving Government approved civil contractors who have been running their business on sole proprietorship basis. These contractors are not found to display extremely high task and relationship behavior as in (9,9) style though this style is theoretically best. But rather they are found to display a style of leadership behavior close to (5,5) style or middle-of-the-road management style as described by Blake and Mouton. In other words, they have learnt the art of balancing both the dimensions of behavior in order to achieve their goals. As a result of this it may be said that a moderate level of task and relationship behavior is essential for leader contractors to carry on successfully the business of public works on sole proprietorship basis in similar semi urban set ups like Bolpur, Birbhum. The conditions in metro cities such as Calcutta, Delhi are surely different than that prevail in semi urban set ups. Thus the findings of this study may be generalized in case of sole proprietorship business of infrastructural development activities in similar working conditions.

(2) It has also been observed that the mean emotional intelligence score of the contractors is found to be 237.63. Seventy seven of 80 contractors, comprising 96.25 per cent, have been found to possess a
moderate or high level of emotional intelligence. Singh (2003) had conducted a study in an Indian context to identify the levels of emotional intelligence required for various professions. Professionals such as artists, insurance salespersons, advertisers etc. are found to require a very high degree of emotional intelligence. Contractors were kept out of the list because, as pointed out earlier, they are not said to belong to any profession. Yet this business demands attention from the researchers. It must also be mentioned in this context that these respondent contractors have been carrying on this business on an average of 22 years which is quite a long period of time. Nobody would stay on in a business for 22 years if he or she is not successful in his efforts. Therefore, it may be concluded that a moderate level of EI appears to be sufficient to be successful in this business. In other words, moderate level of EI enables the respondent contractors to face workplace challenges, stress, burnout, conflict, disappointments etc.

(3) Putting together the first two conclusions and some other factors, an interesting phenomenon is unveiled here. It is possible for us to identify the kind of people who venture into this business or to map their profile to some extent. People with very high EI have not been found to be engaged in this business. They are able to get better jobs and many would become professionals such as artists, insurance salespersons, advertisers, social workers etc. as revealed from the study by Singh (2003). It is hard for an ordinary individual to stay on in this field of business unless he has adequate financial strength. The circulation of money seems to take a very long time as the average time for receiving payment on bills is about 2 years in few cases. We can also imagine that highly qualified individuals may not enter this field of business as they would either be hired easily in the market or may engage themselves in
practicing their professions. Again, people from very high-class society may not enter this business as they might find it hard to work with masons and laborers. Therefore, it seems that those who have entered this business are mostly from middle or upper-middle-class families backed by reasonable financial strength, who might not be highly qualified nor should they possess very high degree of EI. They need not possess very high degree of academic excellence but they must be willing to learn from life’s experiences. They must be sociable by nature, not discriminating between castes and classes in society, must be willing to work hard. They must be able to feel what others feel, recognize various emotions in others and the underlying messages in all of them. In other words, without emotional intelligence it is quite possible that the leadership effectiveness of a contractor would be hampered.

(4) It has been observed that there is a positive significant correlation ($r = 0.257$) between EI and age of respondent contractors. Not only that, age is able to explain statistically significant portion of variance in EI ($R^2 = 0.066$). It has been further observed that there is significant difference in mean scores of EI between groups, based on age ($p < 0.05$). When EI and years of experience have been related no significant relationship has been observed. Therefore, it is indicative that EI develops over the entire life span of an individual. It has been pointed out in Chapter V that with increase in age people attain maturity. Maturity teaches one to control impulsive decisions, manage their behaviors etc. It further teaches one to persist in the face of difficulties and frustrations, to be aware of underlying causes of emotional upsets in relationships and allows one to tactfully handle such relationships. The portion of emotional intelligence that is explained by age is a significant one. Therefore, it may be concluded that under normal circumstances, people
in general become more emotionally intelligent with progress in age. In other words, it has been found that age contributes to development of emotional intelligence. As a child grows from infancy to adolescence and then to adulthood this process of maturing helps him become intelligent in handling his emotional life. Such emotionally intelligent individuals are better able to understand what they feel, why they feel so, what others feel, and how to use such understanding to guide thinking and regulate behavior. This point implies that all the experiences in life, right from childhood through teenage, work life etc. all activities and events help bits and pieces in development of EI. Therefore, all experiences in life and all the people we come across in ordinary course of life are important regardless of their perceived values. The finding provides an answer to one the basic questions identified in chapter III (page 104) that EI is related to age, not experience (as in the present study), and there exists significant difference in mean EI of the respondents between groups based on educational qualification. Yet more research needs to be carried out in order to investigate the relationship of EI with these variables in different situations and work set ups.

(5) No significant relationship between age and task and relationship behavior, taken separately, have been observed. This indicates age and leadership behavior do not seem to be related. However, Punia (2005) in a study on business executives in India found that leadership behavior seems to change over age. Such a finding may be relevant and applicable in case of large business houses; but for sole proprietorship business age and leadership behavior seem to be non-related. More research works need to be conducted to arrive at something more concrete.
When emotional intelligence is correlated with the task behavior of the leader contractors, it has been observed that there is no significant relationship ($r = 0.066$) between these two variables. It is said that emotional intelligence leads to better understating of human relations; and maintaining such relationships. It is quite normal that situations, work demands, time constraints etc. make one adopt task oriented behavior toward subordinates. It is true that some leaders may be, by nature, more task oriented than the others. But lack of significant correlation between these two variables leads to the conclusion that EI does not contribute to task oriented behavior. But at the same time, it has been noticed that EI is significantly correlated ($r = 0.420$) with relationship behavior of the leader contractors. Such a relationship is a positive one implying that if a person is able to improve his level of emotional intelligence, he is expected to show a higher percentage of employee centered behavior. Regression analysis has shown that EI explains a significant portion of variance ($R^2 = 0.176$) in relationship behavior of the leader contractors. In other words, emotional intelligence emerges as a significant underlying factor for relationship oriented behavior. Significant correlation has also been found between emotional intelligence and overall leadership behavior ($r = 0.246$). Emotional intelligence is found to explain significant portion of overall leadership behavior ($R^2 = 0.06$). The findings imply that emotional intelligence is a significant contributing factor to leadership behavior.

When a closer look is taken at the observations in the light of the entire study something very meaningful emerges. It has been mentioned time and again that the subordinates of these respondent contractors consist of large numbers of masons, laborers etc. Many of the subordinates are unskilled. They may not understand what it means to
align their goals with that of the business as a whole. It may not affect them at all even if the contractors fail to accomplish their works within stipulated time as long as their daily payments are made. Not only that there is already an existing social gap between these groups of workers and the higher class represented here by the respondent contractors. Against all these odds the contractors need to accomplish their purpose through this group only. Difficulties are intensified for the contractors when the work schedule happens to be very tight, when there is scarcity of laborers during various occasions (pujas, melas etc.), when during rainy season work is again and again halted due to rainfalls etc. Keeping all these factors in mind there is hardly any option left to a contractor other than engaging themselves in behaviors amounting to task or production oriented. They need to put pressure on the workers to work harder, monitor their progress regularly etc. In other words, it is quite expected that the respondent contractors would engage themselves in task oriented or autocratic style of behavior. In fact, unless they adopt an autocratic approach they will probably never finish any of the projects on time. This has indirect reference to situational theory of leadership. According to situational theory a leader who is able to match his style of leadership based on a particular situation would be successful. It may be mentioned here that situation demands them to be autocratic in their approach. On the other hand, it is the same situation that demands the contractors should display relationship oriented behavior at the same time. In the recent past the labor and job market has undergone a sea change. Frequency for constructional activities has increased so much today as it was never before. This has led to high demand for laborers in the market. Today market is characterized by more opportunities for alternative employment. Various governmental schemes such as giving loans at almost insignificant rates of interest, providing food and shelter
to the poor under various Central Government schemes, providing 100 days of work in a year, providing cattles and other domestic animals to help the poor to start business at their residence etc., have been on the rise in order to achieve various purposes. Improved communication system has helped workers to move easily from villages and semi urban places to towns and cities. Labor associations of various types have mushroomed in different parts of our country. All these changes have made the labor market quite unstable in the sense that there is very high degree of labor turnover. In the midst of all these the contractors need to continue to accomplish their tasks through such laborers and workers. Therefore it is the need of the prevailing situations that the leader contractors should learn to develop relationships with these workers and integrate them into their small world of business. Such relationship works as a glue to hold the workforce together in spite of constant instability around. Building and maintaining such relationships, as revealed in the study, is highly influenced by the presence of emotional intelligence in the lives of the respondents. Therefore, it is the situation that demands the contractors to adopt autocratic style and it is the same situation that demands them to exhibit relationship oriented behavior. To conclude it may be said that EI emerges as one of the contributing factors to both relationship behavior as well as total leadership behavior. These findings provide answers to two of the basic questions identified in chapter III (page 104-105). It is concluded that EI is not only a significant factor of leadership exercised in formal, organized, medium and large scale organizations but also in sole proprietorship business. Additionally, it may also be concluded that EI is not only related to charismatic and transformational approach but has wider ramifications in other approaches to leadership also.
A study by Goleman (2000) relating EI, various leadership styles and organizational effectiveness must be mentioned here. The study indicated that leaders who had mastered four or more styles—especially the authoritative, democratic, affiliative and coaching styles—had the very best climate and business performance. It further indicated that two styles coercive and pacesetting were least used. The present study replicates some of these findings. None of the contractors has been found to overuse task oriented behavior so as to coerce the employees to achieve results. The respondents seem to engage themselves in a blend of authoritative, democratic and affiliative styles of leadership. The present study has not investigated the role the contractors have on developing and establishing their workers in life, so the impact of coaching style may not be understood from the present study. In other words, the results of this study based on business executives are partially replicated in Indian context in case of sole proprietors. Singh (2005) had conducted a study on EI relating managerial effectiveness in MNCs. But the uniqueness of the present study is that it considers the role of EI on leaders involved in sole proprietorship level. Yet, more research needs to be conducted in India and in diverse situations in order to test the role and importance of EI on leadership.

Though the study has been conducted taking a sample of civil contractors, the findings and conclusions may be generalized. There are two main reasons for this. First, the sample is large enough and well representative of all civil contractors. Though contractors residing in a few selected areas have been taken as sample for convenience of data collection, it is worth mentioning here that all the contractors residing in these areas have been covered. In other words, no contractor was favored over another for any reason within the selected geographical areas.
Second reason that may be cited here is that this business involves dealing with diverse groups of people (including unskilled workers, skilled supervisors and sites-in-charge, colleagues, Officials, Municipality councilors, local people, electricians, plumbers, etc.). There is hardly any other business in an Indian context that involves dealing with so many groups of people at the same time. The struggles in this business seem to be insurmountable. In the midst of all these, since the contractors’ emotional intelligence predicts a significant portion of relationship behavior and overall leadership behavior, such a degree of prediction will be more in the case of other businesses, definitely not less. Thus this section may be concluded by saying that age contributes to development of emotional intelligence of an individual while emotional intelligence is a significant contributor to both relationship behavior and overall leadership behavior in case of sole proprietorship business.

6.3. Recommendations

Based on the observations and findings, a number of recommendations have been made here both from academic point of view and administrative perspective.

(1) It has been observed that emotional intelligence leads to better interpersonal relationships in life and in the workplace. Lack of interpersonal ability at times may be the underlying cause of strained relationships, ego problems etc. The study has revealed that with increase in age there is increase in the emotional intelligence level of individuals. A child learns to identify basic emotions in early days. The child learns to understand when his mother is angry, when his father is in a good mood, so that the child may ask for a chocolate or something etc. But such emotional skills are not enough to handle the enormous complexities of
the world. It has been pointed out that the emotional development of a child in our country has been a neglected priority. The present education system is geared up to teach mathematics, language, and social science but not to teach how to identify emotions in oneself or how to recognize emotions in others. Children, particularly in our country, grow up to be academically intelligent and smart. Knowledge of mathematics or language helps one a find a job, but not in handing job difficulties, frustrations, workplace conflicts etc. Human psychology is neglected so is the vast area of emotions. It is the emotional side of life that is of greater importance in our social life. Therefore, it is recommended that courses may be designed, materials may be developed and priority may be given in teaching emotional skills to children in early days of schooling. This may be done by introducing basic psychology and human development as a part of the curriculum in schools. This is in line with the finding that EI is significantly related to age but not always years of experience. In other words EI needs to be allowed to develop over the entire life span of an individual. If a child is taught how to identify and recognize emotions in him, he may be able to do the same for others. Many of the emotional abilities and skills may be learnt and developed if one is taught carefully. In spite of such learning, progress in age teaches one to develop some of these skills that have already been noticed in the present study. The point here is that a child is taught and trained at a very elementary level it is much easier for him to be able to develop emotional intelligence through life’s experiences. It is imperative on the parts of the school administration and schools Boards to recognize the importance of emotional literacy (defined as ability to recognize, understand, handle and appropriately express emotions) and include it as a part of the curriculum. Parents should also take equal interest in encouraging their children to learn such skills and abilities as in case of any other subjects.
Teachers should carefully teach some basics and elementary aspects of this subject so as to capture the interest of the child. Thus, it is not just the course design that is important; equally important is the process of implementation.

(2) It has also been noted that emotional intelligence largely contributes to relationship behavior and overall leadership behavior of a leader. With the invasion of globalization, information technology and workforce diversity, business units have started facing a unique set of challenges. During the last two decades, the very concept of traditional organizations has undergone such transformation so as to give rise to the evolution of emotional organizations. Shoshona Zuboff, a psychologist at Harvard Business School, has explained the radical revolutions that organizations have gone through and the transformation of the emotional landscape: There was a long period of managerial domination of the corporate hierarchy when the manipulative jungle-fighter boss was rewarded. But this rigid hierarchy started breaking down towards the end of the twentieth century with the advent of new leadership research and wide recognition of the emotional side of organizations. Goleman has pointed out that people don’t leave emotions at home rather they bring them to the workplace. As emotional intelligence is found to predict a significant portion of relationship behavior as well as overall leadership behavior of a leader it is quite expected that the leadership behavior exhibited by a leader, may be enhanced through the development of emotional intelligence. In other words, by developing emotional intelligence one may exhibit a higher degree of employee centered behavior leading to higher levels of satisfaction among the subordinates. The MBA schools in our country are in the business of making leaders. The graduates from these business schools end up, very often, being
selected for managerial and leadership positions. Such elevation from classroom to the corporate ladder takes place mostly based on the students' academic ranking and performance. Unfortunately, such processes, in the past, have promoted people to their level of incompetence. What it means is that a person who is promoted in the corporate ladder due to technical expertise finds himself at a new level, where most duties revolve around managing people – which has not been his area of competence. This means that the working world is crowded with misplaced leaders. People working under such leaders are not generally happy and satisfied with the work environment. As a result some sorts of alienation develop. Therefore, a completely separate model of learning is recommended here. People don't learn leadership abilities in the standard academic mode, by reading a book or by scoring high in assignments. Academic learning occurs through an associative network. When one reads something new or hears something new, he fits it into his understating and expands such understanding. This kind of learning is quick and powerful. But when it comes to learning leadership abilities such as empathy, teamwork etc. one needs a model of skill acquisition because the parts of the brain that are engaged in this process learn slowly. People learn through models, through rehearsal in a safe settings and then through continuous practice using spontaneously occurring opportunities. It is, therefore, recommended that the business schools should adopt a method of 360 degree evaluation systems where an individual is evaluated by superiors, colleagues, subordinates and every other groups of people with whom the person comes in regular contact. This may lead to identification of strengths and weaknesses of a person which should eventually lead one to be better aware of himself. It is further recommended that 360 degree evaluation systems should also be implemented in evaluating students in colleges and universities. Instead
of ranking students based on academic performance, it is important to assess their social and emotional competence and maturity. There should also be systematic training programs based on scientific methods in order to teach and develop emotional intelligence skills and competencies. Developing emotional intelligence abilities would enhance leadership skills to a great extent.

(3) It has been clearly mentioned in earlier chapters that one of the biggest difficulties for the contractors is delay in receiving payments after completion of works. In many cases there is huge time gap between the completion of the work and the actual payment. It has been pointed out that in some cases, contractors have to wait for almost two years to receive payments, due to cumbersome administrative process and apathy of the officials concerned. The system may be partially blamed for the plight of the contractors. If the contractors had received payments in due time and if, for the sake of argument, they kept a part of such payment in some savings scheme (like Public Provident Fund etc.) they would have earned some 8% cumulative interest, which is presently offered in the PPF scheme. Delay in receiving payments leads to the loss of such interest earnings. Time value of money cannot be ignored. Many a times the contractors take loans from bank and other lending institutions. Delay in receiving payments leads to delay in repayment to banks leading to increase in cost of job already performed. When the cost of materials increases during work, escalation clause may become applicable in many cases. But no such clause is applicable when the payment is delayed abnormally. The contractors expecting to receive payments only after two years compromise on the quality of the work so as to earn some extra revenue to compensate this delay. This leads to poor quality of the work done for common people. It is, therefore recommended that any delay in
payment beyond a reasonable time (which may, for example, be taken as three months), may be compensated by an 8% cumulative interest payment on the total contract price. It has been revealed from the study that many a times such delay is not so much due to any policy matters but due to the non-cooperative, dishonest and apathetical attitude and behavior of the dealing clerks or officials. Therefore, dealing assistants must also be brought into the system of compensation to the contractors. It is further recommended that the total amount of interest payment may be shared by the government and dealing official in 1:3 ratio. In others words, delay other than for very specific and obvious reasons would cost the dealing assistant 75 per cent of the total interest payment for the delayed period. A policy such as this might help in improvement of the quality of public works.

(4) It may be noted that every service, whether Government or non-Government, offers some sort of future benefits. Such benefits may be in the form of Provident fund, leave salary, gratuity, life insurance schemes, accident benefits etc. Each employer is responsible to provide a reasonable amount of future and social benefits to the employees. When the Government is the employer, the benefits are sure to accrue to the employees. In case of contractors, even though the government employs them to accomplish public works, there are no such future benefits. In other words, the service of the contractors, no matter how significant it has been, is not recognized beyond a time line. One argument may be that there is no specific retirement age for the contractors. But contractors also have to retire from work one day. Future benefits are the focus here, not necessarily retirement benefits. Keeping the best interest of the contractors in mind, it is recommended that the government may deduct 1% of the total contract price at the time of final payment. The
Government may also contribute equal amount for future benefit of the contractor. Both the amounts should be deposited into a fund which should generate sufficient return in order to pay back the contractors the actual savings along with 8% interest. Keeping in line with the PPF scheme, an 8% rate of interest is suggested here. Since there is no retirement age, such deductions may remain invested with the Government for 15 years, after which the investment should be returned to the contractors along with the prescribed rates of interest. It means, subject to satisfactory completion of every public work, a contractor is required to forgo 1% of the total contract price in exchange of a benefit which will create a corpus for 15 years. In other words, every time a contractor accomplishes a project such fund is created for payment after 15 years. Such a step may ensure future benefits to the contractors.

6.4. Limitations of the Study

Every empirical work is subject to limitations; so is the present research work. The study has covered as many as one hundred and forty contractors residing in Bolpur Municipality and its adjacent four villages (located within five kilometers from Bolpur Municipality). Had it been possible to interview all the contractors living in Bolpur-Sriniketan block of Birbhum district the results would have been better. During the course of the interviews the researcher was not allowed any access to any documents of BZTS. That is why not much could be written about the Association. A construct like emotional intelligence is hard to measure with high degree of precision. This may also be taken as a limitation of the present study. Yet the present study has made an effort to examine the relationship of EI with leadership. Lack of time, as the present researcher is a full-time teacher serving in a college, and lack of financial support, as
the research did not get any financial sponsor, may be considered other limitations.

6.5. Areas of Future Research

Since emotional intelligence is still an emerging concept, there are ample opportunities for further research in this field. Though there are a number of definitions given by various authors, there has not been a universally accepted definition of emotional intelligence. Researchers such as Mayer, Salovey, Caruso, Bar-On, Goleman, Singh etc. have differed in what is to be included within the construct of emotional intelligence. Therefore, a universally acceptable definition may need to be arrived upon with the help of further research. However, from our observations and findings of the study a definition of EI is presented here: EI is the awareness of emotions; it is the ability to recognize what we and others feel, and the reasons behind such feelings and to use such knowledge to lubricate and develop our relationships with others. However, research may need to identify the significance of this definition.

Secondly, due to this difficulty of conceptualizing emotional intelligence with high precision, a universally accepted measure of emotional intelligence has not yet been developed. In Chapter II a brief idea has been presented regarding the multiplicity of measures of emotional intelligence. Many of them overlap and, at the same time, diverge in many areas. Most of them, if not all, are self-report measures. It may be helpful to have diverse conceptual and measurement scales in the sense of clarifying diverse complex psychological constructs. But at the same time, for many practical reasons a universally accepted measure of emotional intelligence would have been very helpful.
Thirdly, similar research may be conducted on civil contractors in other districts of West Bengal. A comparative study may be made between these works. Further investigation should address how much of a contractor’s success in workplace is attributed to EI, what difference it makes in terms of employee satisfaction and loyalty between those with high and low EI group etc. Similar research may also be conducted in other States of India with different work cultures, challenges, peculiarities etc. A comparison between them and the present study might reveal something that the present study might not have identified.

Fourth, regarding impact of emotional intelligence upon leadership, a number of research works may be conducted. How much emotional intelligence contributes to effectiveness of a leader in different industries such as information technology, manufacturing, health care, insurance, banking, pharmaceuticals, consultancy etc. is worth investigating. Even within an industry there is ample scope of research, e.g. impact of EI on production, marketing, finance and human resource managers etc.

Fifthly, as mentioned earlier, most of the studies regarding emotional intelligence have taken place with the high level corporate leaders. Research needs to be carried out to assess the role of emotional intelligence in lower levels of managerial and leadership roles such as work supervisors, lower level managers, managers and leaders involved in rural and panchayat set ups etc. Another area of research may be to identify if any particular emotional ability has profound effect on leadership.

Lastly, the role of EI may be investigated into various human resource functions such as selection, training, development, man-power
planning, resolving industrial disputes etc. in diverse industries and organizations.

Through the present empirical work, a humble effort has been made to assess the impact of emotional intelligence on leadership in sole proprietorship business, taking a sample of Government approved civil contractors. A number of observations have been made based on the analysis of data. A set of conclusions have been arrived upon and recommendations have been made based on the observations and findings. The findings are worth generalizing in case of small business units owned and managed by sole proprietors in somewhat semi urban set ups. The researcher firmly believes if the recommendations are duly implemented we will have leaders better equipped to manage workplace challenges and human relations. The impact of leaders with emotional intelligence will be widely felt across the corporate world and the society will also be benefited through better management of human resources.
References

Books


Journals, Magazines and Periodicals


Thesis and Dissertation
