CHAPTER 3

RESEARCH METHODOLOGY

“For most of this century, scientists have worshipped the hardware of the brain and the software of the mind; the messy powers of the heart were left to the poets. But cognitive theory could simply not explain the questions we wonder about most: why some people just seem to have a gift for living well; why the smartest kid in the class will probably not end up the richest; why we like some people virtually on sight and distrust others; why some people remain buoyant in the face of troubles that would sink a less resilient soul. What qualities of the mind or spirit, in short, determine who succeeds?” (Gibbs, 1995).

3.1 INTRODUCTION

According to Luthans (2000), not much theory development or research has been done on Emotional Intelligence in the workplace. This view was supported by Dulewicz and Higgs (2000) who stated that research demonstrating the impact of Emotional Intelligence on the success and performance of individuals in an organizational context remained uncommon. Although Dulewicz and Higgs (2000) are of the view that Emotional Intelligence - as a construct - is based on extensive scientific and research evidence by Salovey and Mayer (1990), Cooper (1997), Cooper and Sawaf (1997) and others, they also comment that very little research has been done
with regard to the application of emotional Intelligence in an organizational context. Rozell, et al. (2001) concur by stating that questions relating to the pertinence of Emotional Intelligence in a business setting remain unanswered, despite claims in the literature of a relationship between emotions and workplace behaviour.

3.2 OVERVIEW

This study is important because it is one of the few researches undertaken to examine emotional intelligence and its effect on career achievement among selected professionals in India. This research will build upon the growing understanding of the role EI plays in career success. Understanding the role EI plays in career success will benefit organizations and individuals interested in identifying high potential employees.

3.3 RESEARCH DESIGN

Quantitative data collection methods are centred on the quantification of relationships between variables. Quantitative data-gathering instruments establish relationship between measured variables. When these methods are used, the researcher is usually detached from the study and the final output is context free. Measurement, numerical data and statistics are the main substance of quantitative instruments. With these instruments, an explicit description of data collection and analysis of procedures are necessary. An approach that is primarily deductive reasoning, it prefers the least complicated explanation and gives a statement of statistical probability. The quantitative approach is more
on the detailed description of a phenomenon. It basically gives a generalization of the gathered data with tentative synthesized interpretations.

Quantitative approach is useful as it helps the researcher to prevent bias in gathering and presenting research data. Quantitative data collection procedures create epistemological postulations that reality is objective and unitary, which can only be realized by means of transcending individual perspective. This phenomenon in turn should be discussed or explained by means of data analysis gathered through objective forms of measurement. The quantitative data gathering methods are useful especially when a study needs to measure the cause and effect relationships evident between pre-selected and discrete variables. The purpose of the quantitative approach is to avoid subjectivity by means of collecting and exploring information which describes the experience being studied.

3.4 INSTRUMENTS

The survey questionnaire was used as the main data-gathering instrument for this study (See Appendix). The questionnaire was divided into three main sections: success related responses part, emotional intelligence measurement part and demographics part/profile. The profile contains socio-demographic characteristics of the respondents such as age, gender, civil status, industry and educational qualifications. In the first part, we asked the respondents to rate themselves on some 18 aspects of success.

The scale has an anchor 1 to 4 where

1. Strongly Disagree = 1
2. Somewhat Disagree = 2
3. Somewhat Agree = 3
4. Strongly Agree = 4

Participants used the aforementioned scale and question to rate themselves on the 18 aspects of their career success. This is clearly a subjective measure as respondents are asked to rate career success in their own terms. The choices represent the degree of agreement each respondent has on the given question.

Second part of questionnaire is on emotional intelligence measurement. The test is around ten situation based questions developed by global human resources consulting giant ‘The Hay group’. Each question has four options pertaining to dealing with the given situation. The respondent is supposed to select one option based on his judgment or skills. Each response has respective points or score. A low, medium and high emotional intelligence category analysis of the respondents has also been done in addition to examining the independent relationship with various success item variables. Scoring of EQ test was done with the help of Hay group’s scoring key with scores assigned as per the situation.

Together they addressed: Examining the relationship between Emotional Intelligence and occupational success and examining the emotional intelligence competencies (if any) which are predictors of success.

3.5 PARTICIPENTS

Simple random sampling was done for the working professionals. This sampling method is conducted where each member of working professional
has an equal opportunity to become part of the sample. There were total of 240 participants who participated in the study. The detail description of the sample is discussed further in this chapter.

3.6 DATA PROCESSING & ANALYSIS

After gathering all the completed questionnaires from the respondents, total responses for each item were obtained and tabulated. Standard statistical tools were applied to understand the occupational success satisfaction scores in the sample selected. Regression analysis was used as statistical tool to understand predictors and predicted variables pertaining to emotional intelligence and occupational success.

3.7 ETHICAL CONSIDERATIONS

As this study required the participation of human respondents, specifically working professionals, certain ethical issues were addressed. The consideration of these ethical issues was necessary for the purpose of ensuring the privacy of the participants. Among the significant ethical issues that were considered in the research process include consent and confidentiality. In order to secure the consent of the selected participants, we relayed all important details of the study, including its aim and purpose. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research.
The confidentiality of the participants was also ensured by not disclosing their names or personal information in the research. Only relevant details that helped in answering the research questions were included for the same.

### 3.8 OBJECTIVES OF THE STUDY

5. To understand the role of Emotional Intelligence in organizations and leadership

6. To study the impact of Emotional Intelligence in workplace success

7. To examine the relationship between Emotional Intelligence and occupational success.

8. To examine the emotional intelligence competencies (if any) which are predictors of success?

### 3.9 SAMPLE SIZE DESCRIPTION

The sample size taken was 240. 240 individuals responded to the survey. The nature and composition of the sample size is discussed in detail in the subsequent pages.
Majority of the respondents fall under 20-29 and 30-39 age category.
There were six categories of positions identified for the study. For people working predominantly with software or information technology, technical/software was considered as in many companies people continue to
work hold position of ‘Engineer’ despite the seniority or the experience due to area of domain of the organization. Similarly, consulting was selected for individuals/respondents who work as consultants, sometimes throughout their lives as its unique to the domain of consulting.

<table>
<thead>
<tr>
<th>Education</th>
<th>Number</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>22</td>
<td>9.2%</td>
</tr>
<tr>
<td>Masters</td>
<td>157</td>
<td>65.4%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Engineering</td>
<td>55</td>
<td>22.9%</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
We have tried to include people of various educational qualifications for the study. The majority of respondents fall under ‘Masters’ category implying holding a masters degree in any field. The second biggest category is for engineering, 23% of the respondents claimed to have an engineering degree.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>182</td>
<td>75.8%</td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>24.2%</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
A whopping 76% of the respondents were males, clearly implying that majority of working professionals in various industries are males and continue to dominate the representation in almost all the industries in terms of numbers.

3.10 STATISTICAL TOOLS USED FOR RESEARCH

3.10 a) Simple statistics.

The first statistical tool is simple set of simple statistics describing the input from the survey population for success construct. The descriptive statistics for the 18 items for the construct on success was tabulated.

3.10 b) Regression Analysis

Regression analysis includes many techniques for modelling and analysing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. More specifically, regression analysis helps one understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed. Most commonly, regression analysis estimates the conditional expectation of the dependent variable given the independent variables — that is, the average value of the dependent variable when the independent variables are held fixed.
Regression analysis was used to establish if any emotional intelligence competencies are predictors of success. The objective of the study was to make a comprehensive analysis of 18 items of success and emotional intelligence competencies. However, there have been some limitations to the study as enumerated below:

1. Since the sample size is spread across industries, the understanding of success might vary from industry to industry besides success being a very subjective term.

2. The emotional intelligence test used in the study is a brief situation based test comprising of ten situations. Given the concise nature of test, this might give indicative results and not detailed or very accurate results while suggesting the emotional quotient of the respondent.

3. Utilizing the emotional intelligence construct is a second limitation of this study. A wide variety of definitions of this construct exist ranging from a very broad perspective inclusive of many personality characteristics, to a very narrow restrictive perspective

3.11 LIMITATIONS

Within the area of emotional intelligence research, there exist few instruments to study it. Utilizing the emotional intelligence construct is a second limitation of this study. A wide variety of definitions of this construct exist ranging from a very
broad perspective inclusive of many personality characteristics, to a very narrow restrictive perspective.

The success construct was around 18 items which were deemed to be driving factors when an individual assesses his or her success. However, since success is a relative term and the items selected are open to interpretation, it may happen that understanding of the same might result into different interpretations and hence responses among respondents thereby hampering the consistency in the responses.

The emotional intelligence construct was around key emotional competencies and the test used in the same is developed by human resource management consultancy firm “The Hay Group”. Since this is a brief test comprising of ten situation based questions, the results might be of indicative nature and might not reveal the accurate emotional quotient levels.