CHAPTER 5

SUMMARY, FINDINGS, LIMITATIONS & SUGGESTIONS FOR FUTURE RESEARCH

5.1 SUMMARY OF CHAPTERS

5.1 a) CHAPTER 1: Introduction

There have been many studies on the subject of emotional intelligence in some for or the other. However, the credit of making it a popular subject can only be given to Daniel Goleman when his book “Emotional Intelligence: Why it can matter more than IQ” was published in 1995. Since then there have been numerous studies around the world on this subject. The work and writings of Daniel Goleman since the 1990’s has popularized the use of emotional intelligence to identify workers who can perform best. Goleman (2002) explains why those who score high on IQ tests are not always successful. Emotional intelligence is the ability to handle oneself and relationships. Unlike the way IQ has traditionally been seen as a fixed innate characteristic, Goleman has not defined EI as an innate characteristic. Though Goleman (2002) does not ground EI in fixed biological terms, he does attribute underlying causes to biology. Goleman (2002) explains that we rely on those around us for our own emotional stability. This is because the human brain is designed with an open-
loop, limbic system. The limbic system controls our emotions and the “open-loop” refers to how it is inevitably influenced by the external environment. This external environment is made up of people, and all persons have emotions that are continually affecting each other.

5.1 b) CHAPTER 2: Literature Review

Chapter two is a review of various literatures on emotional intelligence. It discusses the development of IQ and EI and how they have been used over the years across various spheres of life. A comprehensive literature survey was conducted that included the most recent global thought and research on the subject. Since EI is a relatively new concept this chapter also explores it’s validity as a form of intelligence. This includes a discussion of how the brain processes cognitive and emotional information. In addition, there is a brief discussion about our changing society as a driver for the development of new ideas about intelligence. Lastly, it discussed role and relevance of emotional intelligence in various facets of personal and professional life, its role in organizations and in leadership.

5.1 c) CHAPTER 3: RESEARCH METHODOLOGY

In an effort to understand the role of EI verses IQ in career success, through his company Emotional Intelligence Services, Goleman (2002) has analyzed
close to five hundred competency models from various businesses. His conclusion was that IQ does play a role in a person’s professional success though EI also does.

We aim to find if emotional intelligence has any role or impact on occupational success in our study. Since there have been very few studies on the subject when it comes to India, our focus area in the research undertaken has been Indian professionals.

**Research Objectives**

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

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

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

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

**Research Methodology**

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

- Strongly Disagree = 1
- Somewhat Disagree = 2
- Somewhat Agree = 3
- 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

Sample Size
The sample size taken was 240

5.1 d) CHAPTER 4: DATA ANALYSIS & INTERPRETATION

Detailed Item analysis and response analysis was carried out for a sample size of 240. The descriptive statistics for the 18 items on success have been discussed in detail post the descriptive statistics. The following 18 items were selected and discussed in detail

<table>
<thead>
<tr>
<th>P1Q1</th>
<th>Successful contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1Q2</td>
<td>consider well rewarded’</td>
</tr>
<tr>
<td>P1Q3</td>
<td>Consider successful..career’</td>
</tr>
<tr>
<td>P1Q4</td>
<td>learning curve satisfactory’</td>
</tr>
<tr>
<td>P1Q5</td>
<td>successful creating relationship’</td>
</tr>
<tr>
<td>P1Q6</td>
<td>consider fairly established’</td>
</tr>
<tr>
<td>P1Q7</td>
<td>happy personal growth’</td>
</tr>
<tr>
<td>P1Q8</td>
<td>Successful personal &amp; career goals’</td>
</tr>
<tr>
<td>P1Q9</td>
<td>meaning in work’</td>
</tr>
<tr>
<td>P1Q10</td>
<td>successful handling emotions’</td>
</tr>
<tr>
<td>P1Q11</td>
<td>Self motivation for goals</td>
</tr>
</tbody>
</table>
P1Q12 | Expectation of success
---|---
P1Q13 | Seeking opportunities’
P1Q14 | Happy with goals
P1Q15 | Outperforming goals
P1Q16 | Work life balance
P1Q17 | Happy with performance
P1Q18 | Successful at work

Emotional intelligence test was second part of the questionnaire which aimed at assessing the emotional quotient of the participants. Out of a sample size of 240, 19.2% of the respondents were found to be in low emotional intelligence category, 28.8% respondents were found to be in medium emotional intelligence category and 52.1% respondents were found to be in high emotional intelligence category.

Regression analysis was carried out to find out if EQ competencies are predictor of success. It was found that seven emotional intelligence competencies were clear predictors of success. The following is the interpretation of the seven regression equations

1. Successful Contribution (Y1): The first item of success, Successful contribution (Y1), is predicted by one EQ competency namely, Optimism (X3), (the R²= .027; F=6.491, p<.01). The regression relationship is given by the equation is $Y_{1} = 3.367 + .092 X_{3}$. Thus, the attitude of having successfully contributed to an organization is influenced by optimism, an important emotional intelligence competency.
2. Consider well rewarded ($Y_2$): To consider one's efforts as being well rewarded is an important constituent of job satisfaction. The EQ competency that was found contributing to this particular aspect is ‘Developing others/Coaching’ ($X_9$), ($R^2=0.02; F=4.755, p<.05$). The regression relationship is given by the equation is $Y_2' = 2.727 - 0.012X_9$. The analysis shows that developing and coaching employees builds a perception of not being well rewarded for one’s efforts. It could be an important element to consider in career management and training programs of companies.

3. Learning curve ($Y_4$): Three EQ competencies viz. Adaptability ($X_4$), Team Capabilities ($X_8$), and Initiative ($X_{10}$) contribute to the attitude of satisfaction from learning ($R^2=.063; F=5.254, p<.01$). The regression relationship for the variable is depicted by the equation: $Y_4' = 2.774 + 0.026X_8 - 0.014X_{10} + 0.011X_4$. Of the three EQ competencies, Adaptability ($X_4$) and Team Capabilities ($X_8$) contribute positively to the job satisfaction variable of ‘learning’. However, the analysis shows that the EQ competency of ‘Initiative’ is a negative contributor to the variable.

4. Successful relationships ($Y_5$): Three EQ competencies contribute towards the attitude of having successful relationships at work, viz. Optimism($X_3$), Influence ($X_5$), and Self Control ($X_1$), ($R^2=.072; F=6.074, p<.05$). The regression equation depicting the relationship is: $Y_5' = 3.569 + 0.012X_1 - 0.021X_5 + 0.01X_3$. As evident, being optimist and being influential are positive contributors to creating successful relationships. However, the analysis indicates a negative impact of self control on this variable.
5. Successful handling of emotions (Y10): The job success attitude of handling emotions well is influenced significantly by the EQ competency of being an optimist (R2=.016; F=3.943 p<.05). The regression is equation is: \( Y_{10} = 3.112 + 0.008X_3 \)

6. Expectation of success (Y12): The job attitude of success expectation has for its contributor the EQ competency ‘Adaptability’ (X4), (R2=.021; F=5.199, p<.05), and the regression relationship is depicted by the equation: \( Y_{12} = 3.272 + 0.01X_4 \). Thus, being adaptive is contributes positively to success expectation.

7. Work-life balance (Y16): The attitude that one is balancing work-life well is by the EQ competency of Team capabilities (R2=.016; F=3.945, p<.05) given by the regression equation \( Y_{16} = 3.009 + 0.017X_8 \). Being able to work well in teams helps employees develop a positive attitude of being able to manage the work-life balance well.

5.1 e) CHAPTER 5: SUMMARY, FINDINGS, LIMITATIONS & SUGGESTIONS FOR FUTURE RESEARCH

This chapter summaries the thesis in terms of chapter wise scheme of things, summary of the research study, findings from the study, various limitations of the study and suggestions for future research.
5.2 SUMMARY OF THE RESEARCH STUDY

The research project “Emotional Intelligence and Occupational Success: A Study of Selected Professionals in India” examined the relationship between emotional intelligence and occupational success in Indian context. The study focused on understanding and analysing the impact of various emotional intelligence competencies in predicting success. A detailed questionnaire with success and emotional intelligence construct was used as a tool to gather the data from a diverse sample size. A comprehensive item analysis, response analysis along with regression analysis was carried out to analyse and interpret the data. It was found that seven emotional intelligence competencies were predictor of success.

5.3 FINDINGS

Regression analysis shows that seven key emotional competencies are predictor of seven variables of success. These seven EQ competencies are (using the EQ competency framework)

1. Self Control (Self Regulation)
2. Optimism (Self-Motivation)
3. Adaptability (Self Regulation)
4. Influence (Social Skills)
5. Team Capabilities (Social Skills)
6. Developing others/Coaching (Social Awareness)
7. Initiative (Self Motivation)

5.4 LIMITATIONS OF THE STUDY

This area of research is relatively new (since the early 1990’s), with most of the work to date, definitional in nature. Only very recently has the research moved into how the construct of emotional intelligence impacts individuals and their performance. 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. Given the objectives of the study, it was important to have indicative results for emotional intelligence to establish any kind of relationship with the success construct.
The sample size chosen is across various fields/ domains and industries thereby might not give a uniform picture for any industry. Also, the factors chosen in both the constructs might vary from industry to industry and hence there could be lack of consistency in the responses.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

The study was vast and thus there are sections that can be selected for intensive research. Bound by time and place, the sample and the scope of the study were limited; however, the purpose was to gain a greater understanding of the phenomenon under investigation. Future research can be around the following:

- Research should be conducted in further understanding the degree of impact of the identified seven emotional intelligence competencies as predictor of success and further studying the other emotional intelligence competencies vis-à-vis success.

- Further research should be conducted dealing with the importance of incorporating emotional intelligence in the various organizations and academics

- Research should also be conducted on assessing the relationship between leadership and emotional intelligence
• Research should be conducted in studying in detail the most relevant jobs in which EQ competencies make up the critical elements for effective performance