CHAPTER 7

ANALYSIS AND FINDINGS III

7.1 BACKGROUND

Emotional Intelligence has been found to play a vital role in successful performance of individuals which leads to organizational effectiveness. Employees with higher level of emotional intelligence are more efficient and effective in their interactions with the work environment and with their co-workers and other people with whom they have to interact in the course of their work-life. An organization can reap the benefits of emotionally intelligent employees in two ways. The managers will have a workforce willing to work with passion and employees will have managers very receptive & open to their needs (Johnson & Indvik, 1999). An analysis of job competencies in 286 behaviours worldwide indicated that 18 of the 21 competencies in their generic model for distinguishing better performers were based on emotional intelligence (Spencer and Spencer, 1993). Goleman (1998)) have found that EI has a positive & significant relation with performance. He also claimed that because EI affects almost every aspect of work life, employees who are high in EI are “star performers”. Though the relation between EI and job performance has been proved in many studies yet it is important to understand whether specific job characteristics like amount of emotional labour involved in a particular job or job autonomy strengthens the link between employee performance and EI. So, in this chapter an attempt has been made to study the relation between emotional intelligence and performance in the presence of contextual factors and accordingly the proposed hypotheses are
**H3:** The relationship between emotional intelligence and job performance will be stronger for individuals whose job involves greater amount of emotional labour

**H4:** The relationship between emotional intelligence and job performance will be stronger for employees who have job autonomy

The following two research questions have been answered in this chapter

**RQ5:** Which dimension of emotional intelligence impacts job performance the most?

**RQ6:** Is the relationship between emotional intelligence and performance stronger in case of sales jobs?

### 7.2 METHODOLOGY

Emotional intelligence was measured with the help of the EI tool developed by Dr Dalip Singh and Dr N K Chaddha (2003) which is standardized on the Indian population. It consists of 22 questions which measures respondents’ emotional reactions to different situations. Each question has four responses which are scored as 5, 10, 15 and 20 where 5 is the lowest score and 20 is the highest. In this scale EI is represented as EQ i.e. Emotional Quotient and both the terms are used interchangeably. The supervisor’s ratings captured through a five-point semantic differential scale (1 -5 where 1 = poor performance and 5 = excellent performance) has been used as the performance scores for each respondent.

The objective of the analysis presented here is to study the relationship between emotional intelligence and job performance in the presence of two job related factors viz., emotional labour and job autonomy. Emotional labour refers to the extent to which an employee is required to present an appropriate emotion in order to perform the job in an efficient and effective manner (Wong and Law, 2002). The extent of customer
interactions involved in a job has been used as a surrogate measure of emotional labour. Accordingly, jobs involving high personal interactions have been classified as jobs being high on emotional labour, and jobs involving less personal interactions have been classified as jobs being low on emotional labour. Job autonomy has been categorized into two classes high and low depending on how much independence the job incumbent gets in doing the job. The classification has been done in consultation with the supervisors as well as the respondents themselves.

At first the relation between performance and EI has been examined based on the three dimensions of EI. The dimension-wise scale items are reproduced here in Table 7.1. The three dimensions as mentioned earlier are – emotional sensitivity, emotional maturity and emotional competency. Table 7.2 shows how the scores for each dimensions are used to classify the EI level into ‘Extremely High’, ‘High’, ‘Moderate’, ‘Low’ and ‘Poor’.

Table 7.1: Dimension-wise EI scale items

<table>
<thead>
<tr>
<th>EMOTIONAL SENSITIVITY (5 SITUATIONS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A freshly recruited professional graduate joins your organization as a management trainee. After a few weeks, she complains to you that she was not being taken seriously by her subordinates. What will you suggest her?</td>
</tr>
<tr>
<td>☐ a. Ask her to handle the situation herself and not bother you with trivial matters.</td>
</tr>
<tr>
<td>☐ b. Tell her that such behaviour should be ignored.</td>
</tr>
<tr>
<td>☐ c. Ask her to be bold, face the challenge and overcome the problem.</td>
</tr>
<tr>
<td>☐ d. Empathize with her and help her figure out ways to get others to work with her.</td>
</tr>
</tbody>
</table>
2. Imagine that you are a police officer posted in a sensitive area. You get information of violent ethnic clashes between two religious communities in which people have been killed from both sides and property damaged. What action will you take?

☐ a. Decide not to visit the spot personally as there may be a danger to your life.

☐ b. Relax; this is not the first time riots have taken place.

☐ c. Try to handle the situation by taking action as per law.

☐ d. Reach the spot and assuage the feelings of the victims.

3. Your friend’s sister, who got married just one year back, is heading for a divorce. She is highly educated and economically self dependent. She comes to you for guidance. What will you advise her?

☐ a. Tell her to go ahead with the divorce as she is a first class MBA and her husband can not take her for granted.

☐ b. Empathize with her for marring an academically average person.

☐ c. Advise her to talk to her husband and figure out the reasons behind the mal-adjustment.

☐ d. Tell her that academic qualifications are important but these do not help in leading a successful married life.
4. There is blind girl in your class. She trips on her way out of the class. You see a few of your friends making fun of her and laughing at her. What will you do?

- ( ) a. Laugh along with your friends.
- ( ) b. Ignore the incident as they are your friends.
- ( ) c. Help the blind girl make her way out of the classroom but say nothing to your friends.
- ( ) d. Help the girl and then confront your friends for being so insensitive.

5. As an HRD manager you have to recruit a large number of employees for a multinational firm. After the written test and interview you find that most of candidates who qualified are women. What will be your reaction?

- ( ) a. Hire women employees. They deserve it as they have qualified the selection criteria.
- ( ) b. Well it’s a women’s world. Hire them any way.
- ( ) c. Hire male and female employees in equal number.
- ( ) d. Avoid women employees as they are a liability.
### EMOTIONAL MATURITY (7 SITUATIONS)

1. You get into an argument with your colleague and end up attacking him/her personally. Later you realize that you never intended to tarnish the image of your colleague. How will you handle such ugly situation?

   - a. Sit calmly and consider what triggered off the arguments and was it possible to control your anger at that point of time.
   - b. Avoid future arguments and leave the room.
   - c. Apologise to your colleague for your behaviour.
   - d. Continue with the argument till you reach some definite conclusion.

2. When someone directly criticizes your behaviour, how will you behave?

   - a. Tend to close up and stop listening.
   - b. Carefully listen to their opinion.
   - c. Tend to get upset about it.
   - d. Think of ways to change your behaviour.
3. Your grown up daughter starts arguing with you every now and then. She tells you that you cannot impose your old-fashioned attitudes and outdated values on her. How will you tackle her?

- a. Accept her statement in helplessness and take a low-profile position in the family.
- b. Send her to a psychologist to learn her adjust with her environment.
- c. Manage your emotions and explain your point of view as patiently as possible.
- d. Talk to her and understand her emotions, beliefs and attitudes.

4. You are a professor in a college. While delivering a lecture, a student comments that you have not prepared the topic properly and you are just passing the time. This has hurt your self-esteem. What will be your reaction?

- a. Report to the principal of the college about the unruly behavior of the student.
- b. Order the student to leave the classroom at once.
- c. Ask him/her to meet you in your chamber after the class to explain what he/she wants.
- d. Judge the emotions of the class and promise to make amendments accordingly.
5. As CEO of a company, while taking a meeting with the union, one of the union leaders levels serious allegations of corruption and favoritism against you. How will you react?

- a. Continue with the discussion and listen to their demands with a cool head.
- b. Ask union leader to make allegations in writing and offer an impartial enquiry.
- c. Cancel further negotiation and ask the union leader to apologise first.
- d. Leave the room after assigning the responsibility to your subordinate to continue with the meeting.

6. While having an argument with someone, if you lose, you:

- a. Feel totally beaten.
- b. Wait for the next opportunity to beat your opponents.
- c. Winning and losing are part of the game.
- d. Analyse the reasons for the loss.
7. You have lived your life for so many years on this earth. How would you like to explain your life at the moment in one sentence?

☐ a. Successful: Well, I am a contented person who got whatever could make me feel happy.

☐ b. OK: Well, it’s a mixed experience for me. It’s 50:50.

☐ c. Comfortable: Well, destiny is in the hand of God. Man is just a puppet.

☐ d. Uncomfortable: Well, I feel I deserved better but could not get it.

EMOTIONAL COMPETENCY (10 SITUATIONS)

1. You have been denied a promotion by the management for which you were eligible. Moreover, one of your juniors has been promoted. You are emotionally upset and feel frustrated. What will you do?

☐ a. Talk it over with your boss and ask for reconsideration of the management’s decision.

☐ b. Start abusing the colleague who superseded you.

☐ c. Move to court and obtain a stay order to get justice.

☐ d. Identify your shortcomings and try to improve your performance.
2. At the workplace, due to some misunderstanding, your colleagues stop talking to you. You are convinced that there was no fault of yours. How will you react?

☐ a. Wait till they come and start talking to you again.

☐ b. Take the initiative, go forward and start talking to them.

☐ c. Let things take their own time to improve.

☐ d. Ask someone to mediate.

3. Imagine you are an insurance salesperson selling insurance policies. You approach a number of prospective clients who slam the door on your face and refuse to buy policies. What will you do?

☐ a. Blame yourself and stop work for the day.

☐ b. Reassess your capabilities as an insurance salesperson.

☐ c. Come out with fresh strategies to overcome similar situations in future.

☐ d. Contact the clients again some other day.
4. You are on an aircraft and suddenly the air-hostess announces that it has been hijacked by the terrorists. Everyone is in a state of shock. What will be your reaction?

☐ a. Blame yourself for choosing an inauspicious day for travelling.

☐ b. Be in emotional control and attend to the instructions of the pilot/air hostess.

☐ c. Continue to read your magazine and pay little attention to the incident.

☐ d. Cry out and vow not to travel by air in future.

5. After weeks of merger of two largest financial firms, hundreds of employees were expected to lose their jobs. You, being the General Manager (HQ), were told to convey to the employee the decision of the management. How will you convey the message?

☐ a. Give a gloomy picture and tell them you have no option but to fire half of them.

☐ b. Give a bright picture and tell them that the company will be blessed with talented people from both firms.

☐ c. Tell them that you will collect more information to be fair and update them every few days on how things will take shape.

☐ d.Announce the decision and let the employees take a decision about what they want.
6. You had an argument with your spouse on some trivial family matter and are not on speaking terms for sometime. The situation is causing mental disturbance to both of you. What will you do?

- a. Stick to your stand; after all you were never at fault.

- b. Try to break the ice by analysing the reasons for the conflict.

- c. Make first move and ease the situation.

- d. Wait for your spouse to make the first move to restore normalcy.

7. You hail from a rural area and take admission in a city college. You find your classmates taunting you as you are not smart and are unable to speak good English. How will you manage yourself?

- a. Ignore them.

- b. Shout back and tell them to mind their own business.

- c. Leave studies half way and go back to your village.

- d. Accept their challenge and prove that you can match them.
8. While speaking to an audience, you feel that:

- [ ] a. It is difficult to convey your speech.
- [ ] b. You are partly comfortable in conveying your speech.
- [ ] c. You are comfortable in conveying your speech.
- [ ] d. You feel that you will do better with some more practice.

9. You are working as HRD General Manager in a large multi-national company that recruit dozens of fresh MBAs, engineers and other professionals on senior positions every year. This requires time, energy and money. However, you find that 75 percent of the young recruits are leaving the company after around two years of work experience to join more attractive jobs. What will you do?

- [ ] a. Ignore the trend. There is rampant unemployment and you can find more people lined up to join your company.
- [ ] b. Try to find out the root cause of their leaving the job and take corrective measures to retain them as you have already invested in them heavily.
- [ ] c. Increase the pay package and lure them in working with you.
- [ ] d. Change the selection criteria and recruit people on the basis of their need and requirements.
10. You have been involuntarily transferred to a remote project and posted under a new boss. Although you have been given a pay hike and also a promise for promotion in near future yet, you are not comfortable. Your family can not shift along with you due to education of your children. You are in a sensitive area and your security is also at risk. You are undergoing a mild level of stress. How will you diffuse the stress?

☐ a. Enjoy. After all there has been a hike in your pay for working in a sensitive area.

☐ b. Wait. It may turn out to be an opportunity for early promotion.

☐ c. Lament. Why should such terrible things happen to you only?

☐ d. Act in haste. Think to resign and find out a new job for you.

Table 7.2: Interpretation of EI scores and its components

<table>
<thead>
<tr>
<th>EI Dimensions</th>
<th>Extremely High</th>
<th>High EQ</th>
<th>Moderate EQ</th>
<th>Low EQ</th>
<th>Very Poor EQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENSITIVITY</td>
<td>93-100</td>
<td>86-92</td>
<td>66-85</td>
<td>36-65</td>
<td>&lt; 35</td>
</tr>
<tr>
<td>(Range of score: 25–100)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATURITY</td>
<td>133-140</td>
<td>113-132</td>
<td>88-112</td>
<td>53-87</td>
<td>&lt; 52</td>
</tr>
<tr>
<td>(Range of Score: 35–140)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPETENCY</td>
<td>168-200</td>
<td>141-168</td>
<td>97-140</td>
<td>71-96</td>
<td>&lt; 70</td>
</tr>
<tr>
<td>(Range of score: 50–200)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL EQ</td>
<td>379-440</td>
<td>308-379</td>
<td>261-307</td>
<td>159-260</td>
<td>&lt; 158</td>
</tr>
</tbody>
</table>

Source: (Singh, 2003)
In this study Cronbach’s Alpha has been used as a measure of internal consistency of the Emotional Intelligence Scale. A Cronbach’s Alpha score of 0.60 or higher is considered to be consistent and reliable (Nunnaly, 1978). The Cronbach’s Alpha score table for EI and its dimensions are presented below:

Table 7.3 : Scale Reliability for Emotional Intelligence and its dimensions

<table>
<thead>
<tr>
<th>EI Dimensions</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Sensitivity (ES)</td>
<td>.778</td>
</tr>
<tr>
<td>Emotional Maturity (EM)</td>
<td>.713</td>
</tr>
<tr>
<td>Emotional Competency (EC)</td>
<td>.735</td>
</tr>
<tr>
<td>Total EI</td>
<td>.840</td>
</tr>
</tbody>
</table>

As seen in Table 7.3, the total reliability for the EI scale for this study is .840 with the three individual EI dimensions i.e emotional sensitivity, emotional maturity and emotional competency having reliability of .778, .713 and .735 respectively. As the Cronbach’s Alpha of each scale has been found to be greater than 0.60 (Nunnaly, 1978), hence the scales items were used to proceed with the analysis.

7.3. DESCRIPTIVE STATISTICS FOR EI AND ITS DIMENSIONS

The descriptive statistics for overall Emotional Intelligence as well as its three dimensions are given in Table 7.4.
Table 7.4: Descriptive Statistics for EI and its components

<table>
<thead>
<tr>
<th>EI Dimensions</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Sensitivity</td>
<td>17.45</td>
<td>2.50</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>16.05</td>
<td>1.71</td>
</tr>
<tr>
<td>Emotional Competency</td>
<td>16.94</td>
<td>1.68</td>
</tr>
<tr>
<td>EI Total (N=400)</td>
<td>16.77</td>
<td>1.48</td>
</tr>
</tbody>
</table>

Table 7.4 indicates that the mean overall emotional intelligence represented by (EI Total), emotional sensitivity and emotional competency of the respondents are high. However, emotional maturity is found to be moderate.

Again in order to assess the EI level, the respondents have been classified into four categories as shown in Table 7.5 (Please refer to Table 7.2 for the classification scheme).

Table 7.5: Classification of Respondents under four EI Groups

<table>
<thead>
<tr>
<th>EI dimensions</th>
<th>Extremely High EI</th>
<th>High EI</th>
<th>High EI</th>
<th>Moderate EI</th>
<th>Low EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>190</td>
<td>53</td>
<td>122</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>11</td>
<td>211</td>
<td>165</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>169</td>
<td>200</td>
<td>29</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EI Total</td>
<td>169 (42.25%)</td>
<td>200 (50%)</td>
<td>29 (7.25%)</td>
<td>2 (.5%)</td>
<td></td>
</tr>
</tbody>
</table>
Table 7.5 depicts the number of respondents falling in each of the EI classes viz., ‘extremely high’, ‘high’, ‘moderate’ and ‘low’ for overall EI as well as the three dimensions. From the table, it is found that majority (92.25%) of the respondents fall in the ‘extremely high’ (42.25%) and ‘high’ (50%) category. This indicates that the average EI level of the respondents is high.

7.4 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

As mentioned, we have looked at two job characteristics viz., emotional labour and job autonomy. Before examining the role of these contextual factors in the relationship of emotional intelligence and job performance, we assess to what extent EI predicts job performance in the services sector. Also the relationship between the three dimensions of EI – emotional sensitivity, emotional maturity and emotional competency and performance has been examined.

7.4.1 Relationship between Emotional Intelligence and Job Performance

The relationship between EI and job performance has been studied through Pearson correlation and regression analysis with emotional intelligence as the independent variable and performance as the dependent variable. The correlation output between EI and its three dimensions and performance is shown in Table 7.6. The regression output, with overall EI and its dimensions as independent variables is shown in Table 7.7.
Table 7.6: Correlation between Job Performance and EI Dimensions

<table>
<thead>
<tr>
<th></th>
<th>Emotional Sensitivity</th>
<th>Emotional Maturity</th>
<th>Emotional Competency</th>
<th>Total EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>.478***</td>
<td>.545***</td>
<td>.587***</td>
<td>.687***</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.001 level (2-tailed).**

Table 7.7: Regression Output for EI and Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Standardized Beta</th>
<th>t-value</th>
<th>Sig.</th>
<th>R square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall EI</td>
<td>0.687</td>
<td>18.83</td>
<td>.000</td>
<td>0.23</td>
</tr>
<tr>
<td>Emotional Sensitivity</td>
<td>0.478</td>
<td>10.86</td>
<td>.000</td>
<td>0.30</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>0.545</td>
<td>12.97</td>
<td>.000</td>
<td>0.35</td>
</tr>
<tr>
<td>Emotional Competency</td>
<td>0.587</td>
<td>14.48</td>
<td>.000</td>
<td>0.47</td>
</tr>
</tbody>
</table>

The correlation analysis (Table 7.6) and regression output in Table 7.7 shows that the relationship between EI and performance is positive and significant (r = .687, p<.001). It is also seen that out of the three dimensions of emotional intelligence, EC is more significantly correlated to performance (r = .587) compared to ES (r = .478) and
EM ($r = .545$). Further the $R^2$ value in Table 7.7 also indicate that emotional competency explains the highest variation in performance which is 35% as compared to emotional maturity (30%) and emotional sensitivity (23%). And total EI explains 47% of the variation in performance. To have a better understanding of this relationship, further a contingency table (Table 7.8) for EI and performance is given below:

**Table 7.8. Two way classification of EI and Job Performance.**

<table>
<thead>
<tr>
<th>EI Levels</th>
<th>Job Performance</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Extremely High</td>
<td>159 (94%)</td>
<td>9 (5%)</td>
<td>1 (1%)</td>
<td>169</td>
</tr>
<tr>
<td>High</td>
<td>138 (69%)</td>
<td>61 (30.5%)</td>
<td>1 (.50%)</td>
<td>200</td>
</tr>
<tr>
<td>Moderate</td>
<td>0</td>
<td>21 (72%)</td>
<td>8 (28%)</td>
<td>29</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>1 (50%)</td>
<td>1 (50%)</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>297</td>
<td>92</td>
<td>11</td>
<td>400</td>
</tr>
</tbody>
</table>

In the above classification (Table 7.8), those respondents with supervisor ratings of 4 or 5 has been categorized as high performers, respondents with rating of 3 as medium performers and respondents with ratings of 1 or 2 as low performers. It is seen that majority (94%) of the respondents with extremely high EI and 69% of the respondents with high EI are high performers. This classification and the findings from the regression analysis lead to the conclusion that **EI and all its three dimensions are significant predictors of job performance and emotional competency is responsible for highest variation in performance.** This provides the answer to the fifth research
question ‘Which dimension of emotional intelligence impacts job performance the most?’

7.4.2 Emotional Intelligence Levels across Emotional Labour & Job Autonomy Groups

Further the mean EI levels are presented according to the two job characteristics emotional labour and job autonomy in Table 7.9 and Table 7.10

Table 7.9: Mean EI Level for High and Low Emotional Labour Groups

<table>
<thead>
<tr>
<th>Job Characteristic</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Emotional Labour Jobs</td>
<td>264</td>
<td>16.7</td>
</tr>
<tr>
<td>Low Emotional Labour Jobs</td>
<td>136</td>
<td>16.96</td>
</tr>
</tbody>
</table>

Table 7.10: Mean EI Level for High and Low Job Autonomy Groups

<table>
<thead>
<tr>
<th>Job Characteristic</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Autonomy Jobs</td>
<td>245</td>
<td>16.93</td>
</tr>
<tr>
<td>Low Autonomy Jobs</td>
<td>155</td>
<td>16.52</td>
</tr>
</tbody>
</table>

From Table 7.9 it can be observed that the mean EI for respondents with high EL jobs is low compared to the mean EI of respondents with low EL jobs. But in case of high autonomy jobs, the mean EI is high compared to the EI of low autonomy jobs as can be seen from Table 7.10.
7.5 ROLE OF CONTEXTUAL FACTORS IN THE RELATIONSHIP BETWEEN EI AND PERFORMANCE

As stated earlier, the two contextual factors or moderators used in understanding the relationship between EI and performance are emotional labour and job autonomy. In general, high jobs involving emotional labour are those jobs where employees constantly deal with customers like frontline personnel and customer service employees. These employees with their emotion management skills can help in creating a climate which provides satisfaction to the customers. Mostly organizations focus on enhancing the technical skill of their employees when they are facing any performance related issues but emotional intelligence may be the key to enhancing employee as well as organizational performance. By enhancing EI in their frontline personnel, service organizations may be able to meet the challenge of high employee attrition. So, it would be interesting to find out whether emotional labour moderates the relation between emotional intelligence and performance and if it does enhance the relation between EI and performance then it will provide an impetus to the service organizations to incorporate EI modules in their training programmes. Many researchers have studied on Emotional Labour, or the management of feelings or emotions as part of the work role (e.g., Diefendorff & Richard, 2003; Grandey, 2000; Grandey 2003; Hochschild, 1983). According to most theories of Emotional Labour, it is required of the employees to display emotions which are sanctioned specifically by organizations for appropriate work situations (Hochschild, 1983).
7.5.1 Methodology

Jobs with low emotional labour have been coded as 2 and jobs high on emotional labour have been coded as 1. Jobs with high levels of customer interactions have been categorized as jobs having high emotional labour and; jobs with low levels of customer interactions have been categorized as jobs having less emotional labour. Job autonomy has been categorized into two classes labeled as high and low in accordance with the designation of the personnel. The extent of job autonomy has been decided upon on the basis of the discussion with the senior HR personnel of the various organizations from which primary data has been collected. As earlier, jobs with low job autonomy have been coded as 2 and jobs with high job autonomy have been coded as 1.

The relationship between EI and performance in the presence of these two contextual factors, have been tested using regression. In other words we tested the EI-Performance relationship once in the presence of jobs involving high EL and again in the presence of jobs low in emotional labour. So the relationship between EI and performance has been studied twice, once for jobs high on emotional labour and again for jobs having less emotional labour.

7.5.2 Findings

At first, the strength of the relationship between EI (independent variable) and performance (dependent variable) using emotional labour (EL) as the moderator has been examined. And then the same exercise was conducted using job autonomy as the moderator. The results are given in Table 7.11.
Table 7.11: EI-Performance Relationship with High & Low Emotional Labour (EL) Jobs

<table>
<thead>
<tr>
<th>Job Type</th>
<th>Standardized Beta</th>
<th>R Square</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High EL</td>
<td>.815</td>
<td>.66</td>
<td>22.73</td>
<td>.000</td>
</tr>
<tr>
<td>Low EL</td>
<td>.433</td>
<td>.19</td>
<td>5.56</td>
<td>.000</td>
</tr>
</tbody>
</table>

From the above table, it can be observed that the relationship between EI and job performance is significant in both the regressions viz., for high emotional labour jobs ($\beta = 0.815; p < 0.001$) and low emotional labour jobs ($\beta = 0.433; p < 0.01$). However, EI explains significantly more ($R^2 = .664$) of the variation in job performance for jobs having high emotional labour than for jobs having low emotional labour where EI explains only 19% of variation in performance. Thus it can be concluded that the relationship between emotional intelligence and job performance will be stronger for individuals whose job involves greater amount of emotional labour. This proves the fourth hypothesis that The relationship between emotional intelligence and job performance will be stronger for individuals whose job involves greater amount of emotional labour.

To avoid any ambiguity regarding jobs involving emotional labour, the specific sales jobs have been selected and a regression has been conducted to probe the relationship between EI and performance once again to address the sixth research question, ‘Is the relationship between emotional intelligence and performance stronger in case of sales jobs?’ Sales jobs are considered to be high on emotional labour as sales people are in constant touch with customers and it is important for them to regulate
their emotions so as to display those emotions which are favourable for the customers. The finding is presented in Table 7.12.

### Table 7.12: Relationship between EI and Performance in Sales Jobs

<table>
<thead>
<tr>
<th></th>
<th>Standardized Beta</th>
<th>R Square</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI for Sales Jobs</td>
<td>.818</td>
<td>.669</td>
<td>17.85</td>
<td>.000</td>
</tr>
</tbody>
</table>

Dependent variable: Performance

From Table 7.12 it can be observed that the relationship between EI and job performance is significant (p< 0.001) and positive (beta = 0.818) for sales jobs and EI explains around 67% of the variation in performance. When job performance was regressed on EI considering all jobs, the explanatory power of EI was only 23% as revealed by the R square value in Table 7.7. This answers the sixth research question in the affirmative that indeed “The relationship between emotional intelligence and job performance is stronger for sales jobs.”

The third set of regression was done considering EI as the independent variable and performance as the dependent variable separately for jobs with high autonomy and jobs with low autonomy. The results are together given in Table 7.13.

### Table 7.13: Relationship Between Performance and EI for High & Low Autonomy Jobs

<table>
<thead>
<tr>
<th>Job Type</th>
<th>Standardized Beta</th>
<th>R Square</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Autonomy Jobs</td>
<td>.742</td>
<td>.551</td>
<td>17.259</td>
<td>.000</td>
</tr>
<tr>
<td>Low Autonomy Jobs</td>
<td>.559</td>
<td>.313</td>
<td>8.346</td>
<td>.000</td>
</tr>
</tbody>
</table>

Dependent Variable Performance
From Table 7.13, it can be observed that the relationship between EI and job performance is positive and significant in both the regressions. \( \beta = 0.742 \) in high autonomy jobs and \( \beta = 0.559 \) in low autonomy jobs. EI explains more (55\%) of the variation in job performance for jobs having high autonomy than for jobs having low autonomy where EI explains 31\% of variation in performance as given in Table 7.13. Thus we conclude that the relationship between emotional intelligence and job performance will be stronger for individuals whose job involves greater amount of job autonomy. This proves the fifth hypothesis: “The relationship between emotional intelligence and job performance will be stronger for employees who have job autonomy.”

7.6 SUMMARY OF FINDINGS

Research question 5: Which dimension of emotional intelligence impacts job performance the most?

A positive and significant relationship that has been found between emotional intelligence and performance is a good implication for human resource managers. Higher employee performance has been linked to higher productivity for an organization. Previously many studies (Carmeli, 2003; Deeter-Schmelz and Sojka, 2003; Jayan (2006); Lopes, Grewal & Salovey, 2006; Cote and Miners, 2006; Rathi and Rastogi, 2008; Kulkarni, Janakiram & Kumar, 2009; Jadhav & Mulla, 2010; Ernest, Humphrey, Pollack, Hawver & Story, 2010; Mishra & Mohapatra, 2010; Kavita Singh, 2010; Gunavathy & Ayswarya, 2011 ; Ahangar 2012; Davar & Singh (2014), Gunu & Oladeapo (2014), Okpara & Edwin, 2014; Bahramian, Siadat, Sharifi, 2015; Collins & Mirriam, 2017) have established this relationship.
From this study it has been found that all the three dimensions of emotional intelligence – emotional sensitivity, emotional maturity and emotional competency are positively related to performance but emotional competency is more significantly related to performance and it also explains the highest variation in performance (34%) compared to the other two dimensions. This implies that employees with better skills and competencies in handling and regulating their own and other emotions are better performers. Researchers have also said that individuals with high emotional competencies can better manage their interactions which lead to higher success in their workplace. This finding has been also confirmed by Cote & Miners (2006); Goleman, (1995); Lam & Kirby, (2002); Mishra and Mohapatra (2010).

In North-East very few studies have been done to examine the relationship between emotional intelligence and performance in business organizations. So, this research gap has been addressed through the current study. Our finding is very crucial for organizations in general and service organizations, in particular as it can help them to understand the reason for difference in employee performance and they can try to enhance EI of low performers. Human resource managers now can try to enhance the performance of their employees especially in the service sectors through EI training for average and low performers. During selecting also in they can conduct some tests consisting of questions related to emotional intelligence and test the EI level of new entrants to avoid the risk of issues in performance later.

**Research Question 6**: Is the relationship between emotional intelligence and performance stronger in case of sales jobs?

The relationship between emotional intelligence and performance for sales job has been found to be stronger for sales jobs. Sales jobs are considered to be having high
emotional content as confirmed by Daus et al (2004) so this finding implies that EI is an important factor to be considered by organizations while hiring people in sales jobs if they expect high performance from them. Or another option is to train the employees in EI skills and competencies if their performance is not up to the mark. The relationship between EI and performance in case of sales jobs has also been confirmed by Deeter-Schmelz and Sojka in (2003) whose study established the existence of a correlation between sales performance and emotional intelligence. Elizabeth J. Rozell, Charles E. Pettijohn and R. Stephen Parker (2006) conducted a study entitled ‘Emotional Intelligence and dispositional affectivity as predictors of performance in Salespeople’. The study was carried out by correlating emotional intelligence and performance of sales force. The study concluded that there exists a strong positive correlation between emotional intelligence and performance of the salesforce. Kidwell, Hardesty, Murtha and Sheng (2011) and Rozell, Pettijohn, and Parker (2006) also confirmed this finding.

**Hypotheses 4 and 5**

**Hypothesis 4**: Further the relation between EI and job performance have been found to be stronger for jobs with high emotional labour than jobs involving low emotional labour. In other words, EI has a larger influence on job performance when the job involves high emotional labour. Daus et al (2004) have demonstrated a positive relationship between EI and employee performance in the case of jobs involving high emotional content. Thus, EI has significant role in the performance of front-line service personnel whose jobs involve a very high level of customer interaction. Hence any effort on the part of HR managers to train service personnel on emotional intelligence
will help these personnel to handle emotional labour/cope with emotional stress in a much better manner, thereby leading to lower employee turnover.

**Hypothesis 5:** It was also found that the relationship between EI and job performance is stronger for the personnel who have more job autonomy. Thus the contextual factors moderating the relationship between EI and job performance have been identified as emotional labour and job autonomy. Generally the managers or leaders whose span of control is higher have more autonomy in an organization. Goleman (2000) in the study ‘Leadership that gets results’ observes that leaders high in emotional intelligence are key to organizational success; leaders must have the capacity to sense employees’ feelings about their work environments, to intervene when problems arise, to manage their own emotions in order to gain the trust of the employees, and to understand the political and social conventions within an organization. Schutte et al (1998) in their study found that higher emotional intelligence of service providers leads to greater customer satisfaction which confirms the findings of this study that in jobs which involve greater interaction with customers, if employees have high EI then they will be able to handle customers better and can also help in customer retention in the long run which is very important for any service organization with so much competition in the market.

The importance of emotional labour to job performance is even greater now that the service sector of the economy has grown while the manufacturing sector has declined (Bono & Vey, 2007). Emotional labour may be stressful for some employees (Bono & Vey, 2005), especially those lacking in autonomy (Grandey, Fisk, & Steiner, 2005), and the ability to regulate one’s emotions may help employees cope with this stress. So, these findings also help to further prove the relevance of the current study.
and the appropriateness of the contextual factors selected. If employees have low emotional intelligence skills then emotional labour will lead to stress and anxiety and ultimately burnout which may have other drastic consequences like low productivity and absenteeism which may prove to be detrimental for the organization.