

**“A COMPARATIVE ANALYSIS
OF
“EMOTIONAL INTELLIGENCE OF MUNICIPAL CORPORATION
EMPLOYEES GWALIOR Vs CADBURYS LTD MALANPUR”**

**A Thesis
Submitted towards the Requirements for the Award of Degree of**

**Doctor of Philosophy
In
Management**

Under the Department of Management

By

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Under the Supervision of

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Date

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LIST OF ABBREVIATIONS

S.No	Abb.	Full Form
1	EI	Emotional Intelligence
2	EQ	Emotional Quotient
3	GDP	Gross Domestic Product
4	FDI	Foreign Direct Investment
5	MCG	Municipal Corporation Gwalior
6	PLI	Production Linked Incentive
7	FMCG	Fast Moving Consumer Goods
8	KSL	Kinyara Sugar Limited (Ghana)
9	ANNOVA	Analysis of Variance
10	t-Test	Test Statistics
11	SPSS	Statistical Package for the Social Science
12	MLQ	Multifactor Leadership Questionnaire
13	CEO	Chief Executive Officer
14	AEI	Affective Events Theory
15	OPOB	Organisational Psychology and Organisational Behavior
16	EC	Emotional Competence
17	TEI	Trait of Emotional Intelligence
18	CFA	Confirmatory factor Analysis
19	SD	Standard Deviation
20	EDIM1	Realisation of Self
21	EDIM2	Realisation of Others
22	EDIM3	Regulation of Others
24	EDIM4	Regulation of Self
25	SDIM1	Strong Will
26	SDIM2	Hopeful
27	SDIM3	Relaxed
28	SDIM4	Ehical
29	JDIM1	Service Oriented
30	JDIM2	Advancement
31	ODIM1	Affective Commitment
32	ODIM2	Continuence Commitment
33	ODIM3	Normative Commitment

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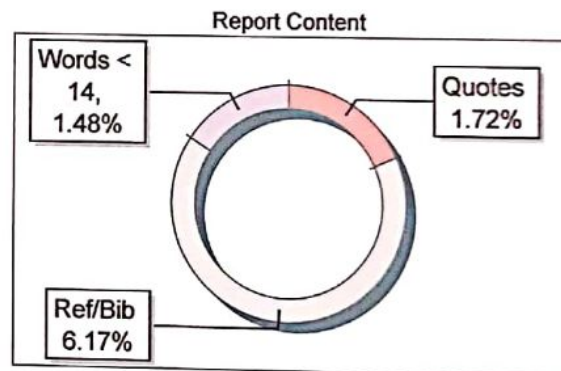
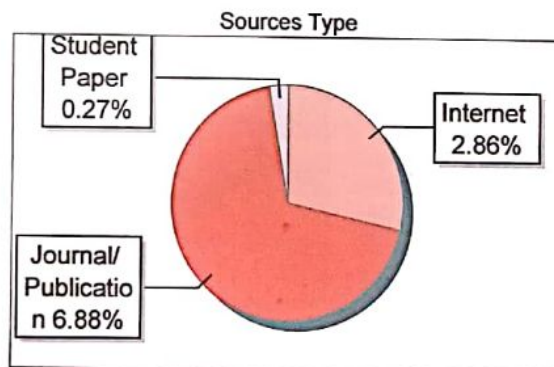
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ABSTRACT

This study explores the relationship between Emotional Intelligence (EI) and job performance among employees in contrasting sectors: Government and Private. Specifically, the research compares the Emotional Intelligence levels of employees working in the Municipal Corporation of Gwalior, representing the public sector, and Cadbury Ltd. in Malanpur, representing the private sector. By examining how Emotional Intelligence influences job performance in these distinct organizational contexts, the study provides insights into the role of EI in the workplace and its implications for organizational effectiveness.

The research employs a mixed-methods approach, combining quantitative assessments of Emotional Intelligence using standardized measures such as the Emotional Intelligence Appraisal and qualitative interviews to gather insights into the perceptions and experiences of employees. Data collection involves surveying a sample of employees from both organizations to assess their Emotional Intelligence competencies, including self-awareness, self-regulation, social awareness, and relationship management. Additionally, semi-structured interviews are conducted to explore how employees perceive the role of Emotional Intelligence in their work and its impact on their performance.

The findings of the study reveal significant differences in Emotional Intelligence levels between Government and Private sector employees, as well as variations within each sector across different job roles and hierarchical levels. Moreover, the research identifies correlations between Emotional Intelligence competencies and job performance indicators, such as job satisfaction, productivity, and interpersonal relationships. While government employees may exhibit strengths in certain aspects of Emotional Intelligence, such as empathy and social responsibility, private sector employees may demonstrate higher levels of adaptability and resilience in dynamic work environments.

Furthermore, the study examines organizational factors that may influence the development and utilization of Emotional Intelligence among employees, including leadership styles, organizational culture, and training initiatives. By comparing the Emotional Intelligence profiles of Government and Private sector employees in Gwalior and Malanpur, this research contributes to a deeper understanding of how individual and organizational factors shape workplace

dynamics and employee performance across different sectors. Ultimately, the findings offer valuable insights for organizational leaders and policymakers seeking to enhance employee well-being and organizational effectiveness through the cultivation of Emotional Intelligence competencies.

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CHAPTER -01

INTRODUCTION

HEADQUARTER GWALIOR MUNICIPAL CORPORATION



CADBURY INDIA LTD AT MALANPUR INDUSTRIAL AREA BHIND (MP)



CHAPTER 1

INTRODUCTION

1.1 OVERVIEW

Everyone agrees that people's Emotional Intelligence and social responsiveness are significantly impacted by their soft skills. They will be more invested and driven to accomplish company objectives if they believe their contributions are acknowledged and respected. When we have Emotional Intelligence, we are able to retain our cool, make sound judgments, communicate clearly, and continue to lead effectively even when pressure is high. To have more empathy, we need Emotional Intelligence. Of all the leadership abilities, Emotional Intelligence is the most crucial for success on the job. The importance of our Emotional Intelligence surpasses that of our technical proficiency by a significant margin. Researchers chose to compare public and private sector workers' EQ because of the clear correlation between EQ and productivity on the job. The ability to effectively manage people depends on developing one's Emotional Intelligence, which is not a natural talent but an acquired skill. Emotions are action-oriented, hence Emotional Intelligence is based on being able to manage one's own emotional responses and the reactions of others in emotionally charged situations. To effectively control these responses, we must first acknowledge and understand our capacity of seeing, comprehending, and skillfully utilizing emotions as a wellspring of human vitality, knowledge, connection, and impact is characterized by Emotional Intelligence (EI) according to Cooper and Sawaf (1997). The capacity to recognize and appropriately respond to one's own and other people's emotional states, as well as to distinguish between different types of emotions, is the essence of Emotional Intelligence, according to Mayer and Salovey (1997). Emotional Intelligence encompasses a wide range of skills, including correct perception, appraisal, and expression of emotions; access to and generation of feelings when they support thinking; and understanding of how our emotional states influence our behavior patterns. Personal growth and leadership abilities are profoundly affected by Emotional Intelligence. To have Emotional Intelligence is to be self-aware and able to regulate one's own and other people's emotional tones, to take the lead, to remain composed under duress, to form and sustain positive relationships, and to have a positive view on life in general. One component of Emotional Intelligence is the

capacity to recognize, understand, and manage one's own and other people's moods and emotions. People in general, as well as professionals and academics in the field, are now interested in the idea of Emotional Intelligence. In the study authors detailed the interplay between EQ and other psychosocial variables, illuminating its significance and utility in areas such as academic performance, interpersonal communication, personality development, work-life balance, stress management, and occupational success. The capacity to identify and manage one's own emotions in reaction to certain stimuli, such as people or events, is the essence of Emotional Intelligence. One way to improve one's social abilities is to develop one's Emotional Intelligence, which teaches one to regulate their reactions. Ability to regulate one's own emotions and those of one's relationships is the essence of Emotional Intelligence, which is comprised of four core competencies: self-awareness, social awareness, social skill, and self-management. In turn, several sets of competences make up each capacity (Goleman et al., 2002). How often a person shows or employs the qualities that make up Emotional Intelligence determines how they cope with themselves, their life, their job, and other people (Boyatzis et al., 2000). Ability to be self-conscious, self-understanding, and -expressing; ability to be socially aware and -related; ability to manage intense emotions and impulses; and capacity to adapt to change and find solutions to issues both personally and societally (Bar-On, 1988). A high level of Emotional Intelligence is associated with the following traits: the ability to adapt to new situations, solve problems creatively, manage one's own time and emotions effectively, communicate effectively both verbally and in writing, have self-assurance, be a team player, work well with others, resolve conflicts amicably, be an effective leader, have strong social skills, and be politically savvy. According to several researchers (Goleman, 1995, 1998), the capacity to comprehend and manage one's own emotions, as well as one's emotional understanding and intellectual development, are just as crucial, if not more so, than the more conventional aspects of intelligence and character. When women are dealing with severe family duties, such as having small children at home, there is evidence that the psychological advantages of work are at their lowest and the difficulties of juggling numerous jobs are at their worst. This is due to the fact that women's psychological health and sense of identity are both improved by taking on these various responsibilities. According to Prestige e-Journal of Management and Research the pleasure they get from other tasks more

than makes up for the stress and strain they feel from one. The labor of housekeepers is often underestimated and disregarded by many since they assume that anybody can do the same job.

1.2 EMOTIONAL INTELLIGENCE

Emotional Intelligence has its roots in the work of Charles Darwin, who highlighted the need of showing one's emotions in order to ensure one's own survival. In 1985, Wayne Payne introduced the phrase "Emotional Intelligence" for the first time in their PhD thesis titled "A study of Emotion: Developing Emotional Intelligence." The subsequent 1995 release of Daniel Goleman's best-selling book "Emotional Intelligence: Why It Can Matter More Than IQ." marked a watershed moment in this topic. In 1995, a story by Nancy Gibbs in Time magazine brought attention to Daniel Goleman's book.

Emotional Intelligence refers to a collection of skills that help one control and understand their own emotions as well as those of others around them. A five-dimensional model was proposed in 1998 by Daniel Goleman. Here are the following:

Self-Awareness: The capacity to identify and evaluate emotional states. Confidence and accuracy in one's own evaluation.

Self-Management: Having self-control means you can keep your impulsive emotions in check. It aids in controlling disruptive emotions, being honest and forthright, being flexible, owning up to one's mistakes, and coming up with new ideas.

Motivation: Emotions have a way of leading people toward their objectives. All of these qualities—hope, dedication, ambition, and initiative—are part of it.

Empathy: The capacity to empathize with and recognize the needs of others around you.

Social Skills: Having social intelligence means you can survive, prosper, and influence others in a group setting. The emphasis is on teamwork, leadership, etc.

	Self Personal Competence	Other Social competence
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
Recognition	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

1.2.1 Emotional Intelligence Training in The Indian Corporate Sector

Indian businesses now have more on their plates than ever before because to liberalization, globalization, and privatization, which have increased the country's economic clout and brought about a worldwide trend toward more collaborative economic systems. The worldwide changes caused by IT are making it hard for workers to succeed in multicultural settings. Because of this, EI is now seen as an essential part of thriving companies. Important parts include making things that people want to buy, managing employees well, reducing employee turnover, making the workplace interesting, and making ends meet.

Businesses are always on the lookout for people who can connect with clients on a personal and emotional level. Developing one's abilities and creating a dynamic team atmosphere characterized by strong interpersonal connections are both supported by EI.

According to Cherniss (2000), there are four primary ways in which one's work environment may act as a tool to assess and enhance Emotional Intelligence skills. Firstly Most tasks need EI to be successful. Second, many people working in the field do not have the proper training. Third, businesses may benefit from EI training by using tried-and-true methods and approaches. The majority of an individual's waking hours are spent at their place of employment. There are a lot of reasons why EI has been ingrained in company culture. A book released by the American Society for Training and Development in 2000 by Cherniss and Adler asserts that EI is the

distinguishing feature of workers who perform at a high or medium level. The writers provide advice on how to encourage EI at work.

The majority of Indian businesses were already focusing on improving their technical knowledge, skills, and capacities even at that early level. Just so you know, some employers do utilize psychological tests to figure out whether a candidate is up to snuff (Punia, 2005). "Soft skills," which include traits like empathy, confidence, and the ability to work well with others, are underserved by educational institutions. Do not lose sight of these skills, as they have been crucial to your success thus far; doing otherwise can have both short- and long-term effects on your business.

1.2.2 Intelligence Quotient (IQ) Vs Emotional Quotient (EQ)

The intelligence quotient (IQ) was the gold standard for understanding a person's capacity until the notion of "Emotional Intelligence" came around. However, nowadays, IQ isn't the sole scale for measuring a person's aptitude; Emotional Intelligence is equally crucial. The following is a condensed version of what we shall cover in regards to both words. In his 1995 book "Emotional Intelligence," Daniel Goleman made the following claim: "EI is equal to if not more valuable than IQ as an indicator of one's professional and life success."

As time went on, IQ was thought to be the only determinant of advancement and success. However, more hypotheses have been put up to comprehend the word EQ, which is of paramount relevance. There were instances when it outperformed IQ, "the traditional intelligence."

Emotional Intelligence (EQ) is as important as, if not more important than, IQ when it comes to achieving one's objectives in life, whether those objectives be professional or personal. Emotional Intelligence is necessary for taking purposeful action, making well-informed choices on our most important matters, and forming meaningful and healthy relationships with others.

Being smart isn't enough to make it in this world. As an example, although intelligence quotient (IQ) may help us get into university, Emotional Intelligence (EQ) is more important for handling test anxiety and other stresses. Understanding this, it's clear that IQ and EQ work hand in hand, and that they complement each other well.

Being emotionally intelligent, means being able to identify and make sense of emotions as well as the links between them. It also means being able to experience and absorb emotions, comprehend and control your emotions, and act in response to challenging situations.

One can't just be born with a high IQ; Emotional Intelligence is a skill that needs practice and training to really flourish. The ability to learn and grow in one's social and emotional capacities, collectively referred to as Emotional Intelligence, is a perk that everyone has the potential to get.

1.2.3 Historical Perspective of Emotional Intelligence

Based on his observation that participants' actual performance did not line up with the results of the commonly used intelligence tests of the time, Thorndike (1921) laid the groundwork for the study of emotions as a kind of intelligence.

Two academics, Peter Salovey and John Mayer, coined the phrase "Emotional Intelligence" (sometimes spelled "EI"). A person with high Emotional Intelligence is in tune with their own and others' feelings, can identify and classify various emotions, and can utilize this knowledge to shape their decision-making and actions. "Emotional Intelligence is as valuable as IQ as an indicator of one's professional and life success," said Daniel Goleman (1995), who popularized the term with the release of his book on the subject.

Thanks to John Mayer and Peter Salovey's contributions in the 1990s, the phrase "Emotional Intelligence" started to make waves in the field of mainstream psychology. Emotional Intelligence (EI) was first defined in these early papers as the capacity to register, make sense of, and act upon one's feelings in respect to other people. By "the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought," Mayer et al. (2008) characterized Emotional Intelligence.

The idea of EI became well known with Daniel Goleman's (1995) book (Howard, 2008). Journalistic coverage of EI helped advance the subject by drawing public attention to the emerging study of EI. Academics stepped up their analysis of EI's significance by zeroing in on its link to personality traits and how those traits affect

performance on the job (Bar-On, 2000). Numerous studies have examined the effects of EI on areas such as interpersonal relationships, academic achievement, and clinical issues, in addition to its positive effects on occupational performance (Zeidner 2008). The results of this study provided credence to the idea that fostering EI has the potential to enhance individual, group, and societal results.

Despite the fact that concepts of Emotional Intelligence have been around since the 1920s, authors like Gardner, Daniel Goleman, and Peter Salovey have consistently emphasized the significance of our emotions and sentiments in our daily lives. The idea that intrapersonal and interpersonal intelligences are just as important as linguistic and logical intelligences was first put out by Gardner in his theory of multiple intelligences. Former Harvard professor and "Emotional Intelligence" progenitor Daniel Goleman argued that EQ was more important than IQ.

After Mayer and Salovey developed the concept of Emotional Intelligence, Goleman expanded upon it. "Knowing one's own feelings, empathizing with other people's feelings, and regulating one's emotions in a way that enhances living" was his definition. The five areas of Emotional Intelligence that Goleman outlined are as follows:

- Knowing one's emotions
- Managing one's emotions
- Motivating oneself
- Recognizing emotions in others
- Handling relationships.

A high level of Emotional Intelligence is characterized by self-awareness, the capacity to recognize and accurately identify different emotions, and the skill to use emotional data to shape decision-making and actions. Those who are self-aware, have the ability to control and regulate their emotions, and are able to motivate themselves are the ones who thrive in both their personal and professional lives, especially in today's competitive environment. A person with exceptional intelligence may excel as a legal

scholar or fiscal analyst, but only someone with highly developed Emotional Intelligence can succeed in the bureaucracy.

The capacity to recognize and articulate one's own and other people's emotions, integrate those feelings into one's own thoughts and reasoning, and control one's own and other people's emotional states is what is known as Emotional Intelligence.

Over the last ten years, researchers have poured a lot of energy into developing theories of Emotional Intelligence and creating various assessments to quantify it. Many authors have shown that Emotional Intelligence is associated with a number of important human values, including happiness, academic achievement, success in careers that require a lot of reasoning with emotional data, and quality of interpersonal relationships. "Emotional Intelligence may be the best predictor of success in life, redefining what it means to be smart" was the headline of Time magazine's October 2, 1995 issue, as pointed out by Gibbs (1995).

Researchers have been trying to pin down what makes a successful venture tick since the beginning of time. Expanding one's knowledge base always begins with research. We can identify the mechanics of success via study. "To far there has been very little research supporting the validity of Emotional Intelligence within educational, vocational, and other crucial life domains" (Cobb and Mayer (2000).

Interpersonal and intrapersonal intelligences were defined by Gardner.H. (1983) as the building blocks of social intelligence. To characterize his method for evaluating social and Emotional Intelligence, Reuven bar-on (1997) coined the term "EQ" and detailed his methodology. He pioneered the first assessment of Emotional Intelligence, the emotional quotient inventory (EQ-i). The essay "Emotional Intelligence" was published in the journal imagination, cognition and personality by psychologists John Mayer and Peter Salovey in 1990. Emotional Intelligence was popularized by Daniel Goleman in 1995. He created his own concept of Emotional Intelligence after reviewing the work of Peter Salovey and John Mayer.

It boils down to being aware of, processing, and in control of one's own emotions as well as those of others. Practically speaking, this includes learning to control our own

and other people's emotions, particularly under stressful situations, and being conscious that our emotions influence our actions and the people around us.

Having high Emotional Intelligence may help you succeed professionally, lead people, and handle the social challenges you may face on the job. Indeed, EQ testing is now used by many firms to evaluate job prospects. This is because Emotional Intelligence is increasingly seen as just as vital as technical aptitude.

1.2.4 The Importance of Emotional Intelligence on Performance of Employees

To better control oneself, Emotional Intelligence is the most important component. Both one's health and one's personal life have been impacted by EI. Those high in Emotional Intelligence are quick to identify and manage their own emotions, as well as those of others, and are able to maintain positive connections with those around them. Improving one's Emotional Intelligence is an inwardly focused way to forge stronger bonds with people in general and with customers in particular. People with high EI are adaptable in how they show themselves, and they are also very good at using the right words to convey their intentions.

Emotional Intelligence (EI) is a key component to a person's performance in the job and in life, according to the academics. Furthermore, it plays a significant role in deciding one's professional and personal success or failure. Subsequently, the many researches emphasized that an individual without Emotional Intelligence is likely to endure several adverse life events. This is because an individual's inability to regulate their emotions can be a result of a lack of Emotional Intelligence. We can control ourselves and others around us with the help of Emotional Intelligence. Additionally, this tool is essential for employees to tackle the demanding work environment. Therefore, it's safe to say that Emotional Intelligence is crucial for the worker to succeed.

1.3 GOVERNMENT SECTOR

"Public Sector" enterprises were rare in the nation before independence. Some of these businesses were overseen by specific departments, such as the Railways, Posts and Telegraphs, Port Trusts, Ordnance Factories, All India Radio, and maybe the Government Salt Factories etc.

Under its new democratic federal government, India started implementing plans for planned economic growth. Income inequality, poor employment rates, regional disparities in economic growth, and a shortage of skilled workers were some of the issues the nation was dealing with. At that time, India's economy was mostly dependent on agriculture, and the country's industrial base, savings rate, investments, and infrastructure were all severely lacking. Keeping this kind of social and economic context in mind, our forward-thinking leaders laid forth a plan to build the public sector as a tool for independent economic growth. Second and third Industrial Policy Resolutions, passed in 1948 and 1956, respectively, were influenced by this direction. With the help of state enterprises, the 1948 Resolution aimed to promote key industries. With the help of the public sector, regional inequalities might be addressed and new jobs created. The Industrial Policy Resolution of 1948 prioritized the growth of agricultural and industrial output, with a focus on meeting the basic needs of the people and increasing foreign exchange earnings through the export of agricultural and industrial commodities.

In the early years of independence, there was a lack of cash and an inadequate foundation for business. Therefore, the State, which was directly accountable for economic growth, was granted precedence in the 1956 economic Policy Resolution. As a result, national requirements were considered throughout the planning process, which included the formulation of five-year plans. Afterwards, in 1973, 1977, 1980, and 1991, the policy announcements detailed the new approaches for the government. The liberalization of India's economy began in 1991, which is often considered a watershed year.

To propel the economy forward and cultivate human resources—the key to the success of every business, public or private—the public sector did the heavy lifting.

1.3.1 Service Sector

There has been a steady rise in the importance of the Service sector to India's economy; now, it accounts for over 55% of GDP growth and overall economic size, 63% of foreign direct investment (FDI) entering India, and 38% of exports. Fifteen of the thirty-three states and union territories have seen Service sector contributions to GDP rise beyond 50%; in Delhi and Chandigarh, this proportion is above 80%. In

spite of this, sectoral patterns, high-frequency indicators, and gross value added growth statistics all point to a cooling of the services industry in 2019 and 2020. There has been a slowdown in bank lending to the Service sector, air passenger traffic, and rail freight traffic in 2019 and 2020, while port traffic and international tourist arrivals have remained low. The good news is that most of these indicators have recently shown signs of improvement. Additionally, from April to September 2019, there was a robust rebound in gross FDI equity inflows into the sector, and the export kept up its pace. As a result of the recent success of exporting services rather than products, India's proportion of global commercial services exports has increased over the last decade, reaching 3.5% in 2018—more than double the proportion of global merchandise exports, which stood at 1.7%. Over the last several years, India's imports of educational services have skyrocketed, rising from \$2.3 billion in 2013–14 to \$5.0 billion in 2018–19. Between 2010 and 2011, the shipment turnaround time at ports was 4.67 days; in 2018 and 2019, it dropped to 2.48 days, almost half. Except for one launch in 2017, India has been successfully launching satellites at a rate of between five to seven per year.

Producing services rather than final goods is the defining feature of the service industry. Attention, counsel, experience, and conversation are all examples of services, which are intangible products. These are used to improve efficiency, effectiveness, capacity, and longevity. Information creation is often considered a service in and of itself. But there are economists who prefer to place information service-related services in a separate category, the quaternary sector (the one after the third and before the fifth in terms of ranking).

Services provided to other firms make up the tertiary industry. Pest control, the hospitality business, the entertainment sector, and the transportation, distribution, and sale of commodities are all examples of service industries. As the service is provided, the commodities undergo a transformation. Rather than concentrating on the transformation of tangible items, the emphasis is on human interaction and customer service. The relative importance of an economy's various producing sectors may be understood by examining its GDP composition. The primary sector normally accounts for the lion's share of a developing nation's GDP. The industrial and service sectors'

contributions rise steadily in tandem with the country's economic development and growth.

Due to the low-income elasticity of demand for agricultural products, demand for these goods falls as income rises while demand for industrial goods rises, and once income reaches a reasonable level, demand for services surges. Changes in the demand pattern, therefore, dictate the proportions of various industries to the GDP. When it comes to the supply side, the law of diminishing returns kicks in early for the agricultural sector because of its reliance on land, a fixed input of production. On the other side, human labor might almost limitlessly increase the potential of capital and technology in industry, particularly manufacturing, which provides vast opportunities for utilization. The same is true for services, where the potential benefits of technological application seem to be much greater.

1.3.2 Municipal Corporations

In its most restrictive use, the term "municipal" refers only to urban property. The Romans used the term "municipia" to describe towns. When these communities willingly became part of the Roman republic, they did so in regard to their sovereignty alone, keeping their own laws, freedoms, and magistrates (now known as municipal magistrates). In India, this term has a broader connotation; for instance, when people talk about "municipal law," they're referring to the laws of the whole state, not just the laws of individual cities. To illustrate the difference between international and municipal crimes, consider the following: an international crime is one that violates the law of countries as a whole, while a municipal offense is one that targets a specific state or community.

"Municipal" suggests a relationship to or membership in a governing body at the municipal level.

The term "municipal corporation" refers to a legally recognized political subdivision of a state that is comprised of the residents of a certain region, has the authority to carry out specific state responsibilities at the local level, and is granted specific powers by the state.

Every incorporated town, village, or borough has the authority to make its own laws and enforce them. The ability to engage in commercial transactions with private companies is a feature of a municipal corporation. The legislative branch, the executive branch, and the judiciary are the usual branches of government that have the power to control the internal affairs of a state. Having said that, governments do provide some restricted authority to municipalities. Each state has its own unique history regarding the formation of the municipal corporation.

The authority to rule is delegated to municipal corporations by the state legislature in the form of a charter, or by the state constitution or legislation.

Local governments are granted the authority by states to establish formal governing bodies, such councils or boards. Voters residing inside the municipality's voting borders choose members of this body. The authority to enact ordinances, often known as local laws, rests with the municipal body. State and federal legislation must not be at odds with these statutes.

The construction, upkeep, cleaning, and lighting of highways, flyovers, and other roadways is within the purview of the Municipal Corporation. As part of its mission to provide a healthy and clean environment, it oversees healthcare facilities, waste management, water treatment, and sewage treatment. Illness prevention is one of its public health-related responsibilities. All cemeteries and crematoria inside the city are under the jurisdiction of the Municipal Corporation, which is also responsible for recording births and deaths. Among its many responsibilities is the establishment and enforcement of construction codes, as well as serving as the office of record for urban property. Among its responsibilities is the upkeep of public areas and parks.

The Gwalior Provincial Municipal Corporation Act assigns responsibilities for both mandatory and optional services to the Municipal Corporation under sections 63 and 66. The services provided include:

Obligatory services

- Setting the city borders by erecting a boundary
- Cleaning, scavenging, and watering of all public areas

- sewage treatment
- Services for drains
- Fire services
- Health & Medical services
- Street Lighting services
- Maintenance of a monuments & open spaces
- Identification of streets & houses
- Control and elimination of harmful and insulting industries
- Keeping cemeteries and funeral homes in good repair
- Public markets and slaughterhouses may be built or acquired.
- Building or purchasing of cattle-pounds
- Primary education services
- Health and hygiene services
- Building, repairing, and replacing bridges
- Water supply services
- Limiting the spread of potentially fatal illnesses
- Making buildings and locations less unsafe or removing them altogether
- Building of housing for conservation workers
- Keeping relief operations going during times of shortage, flood, etc.

Discretionary services

- Building and maintaining homes for mothers and their infants

- Maintenance of central laboratories
- A public health pool and related programs
- Tree plantation on road sides
- Developing and sustaining green spaces for public use
- The organization of sporting events, exhibitions, or games
- Ensuring the availability of emergency medical services
- Building and maintaining cultural institutions including museums, community centers, and theaters.
- Building or purchase of staff quarters
- Construction and maintenance of public transport facilities
- Construction and maintenance of educational institutes
- Construction and maintenance of infirmaries and hospitals
- The destruction of animals and birds causing a nuisance
- Construction and maintenance of factory for the disposal of sewage
- Constructing or acquiring and maintaining adequate housing for the working class and the impoverished
- Shelter for the homeless and food assistance for the needy
- Surveys of buildings or lands
- Actions to address any disaster impacting city residents; any action to improve public health, safety, convenience, or education

In the Indian state of Madhya Pradesh, we will find the Gwalior district. This area is inside Gwalior's revenue division. North of Gwalior state, between 25°34'N and 26°21'N, and between 77°40'E and 78°54'E is where we will find this district.

Covering an area of 2,002 square meters, this district accounts for 1.1% of Madhya Pradesh state's total landmass. From 1948 until 1956, Gwalior served as the capital of central India. However, it was transformed into a district when central India was linked to Madhya Pradesh.

The neighborhood was given its name in honor of a renowned fort. The name Pahadi was borrowed for this illustrious fort. Gopachal, Gopgiri, Gop Mountain, and Gopadri were all names for this level peak. As a result, the term Gwalior came into being.

The tale of the hermit-saint Gwalior dates back to the eighth century AD, when he healed a chief tain named Suraj Sen of a fatal sickness. This event is considered the beginning of Gwalior's history. He established the city bearing his name as an expression of his appreciation for that occurrence. With the passing of time, the new metropolis of Gwalior came into being. Gwalior was the capital of a number of renowned dynasties. The city took on a new character with each passing dynasty thanks to the poets, artists, saints, and military monarchs who helped elevate its status to national fame. Monuments of independence warriors like Tatya Tope and the tenacious Rani of Jhansi may be seen in the city as well.

1.3.3. Municipal Corporation Gwalior

Gwalior's municipal governance system can be traced to the British era, when the need for a formal administrative structure arose due to the city's growing importance. The establishment of the Municipal Corporation Gwalior took place in 1887, reflecting a response to the urbanization of the city during the late 19th century. Over the years, the corporation has evolved significantly, expanding its services and adapting the needs of the city's residents.

With increasing population and rapid urbanization, the MCG has modernized its approach to civic administration adopting digital tools and technology to enhance service delivery and urban management. It operates under the provision of the Madhya Pradesh Municipal Corporation Act, 1956, which outlines the power, responsibilities, and functioning of municipal corporations in the state.

Organizational Structure & Governance

The governance of Municipal Corporation is a decentralized structure led by a Mayor and an Executive Officer known as the Municipal Commissioner. The mayor, an elected representative, serves as the ceremonial head of the corporation and is responsible for representing the public's interest in the city's administration. The Municipal Commissioner, appointed by the state government, handles the executive and administrative duties of the corporation.

The Municipal Corporation of Gwalior (MCG), also known as Gwalior Nagar Nigam, is divided into 66 wards. The governing body is responsible for the civic infrastructure, public services and overall development of the city, ensuring efficient urban management, the upkeep of essential services like sanitation, water supply, health and education under its jurisdiction for the well-being of its citizens.

Employee Strength

Municipal Corporation Gwalior is the largest employer of the city with more than 6500 employees in three major categories: i.e. Government Employees, Viniyaamit karamchari and Outsource Staff. All 66 wards under the jurisdiction of Municipal Corporation Gwalior and Major departments are taken care of through this staff.

1.4 PRIVATE SECTOR

In several nations, the majority of workers are employed by private companies. The primary goal of the private sector is to maximize profit. The private sector accounts for 90% of employment in developing nations, according to 2013 research by the International Finance Corporation, which is a division of the World Bank Group.

The private sector is more expansive and the government imposes less regulations on businesses in free-enterprise nations like the US. The public sector accounts for the vast majority of economic activity in nations with strong central governments, like China.

Private companies may be subject to state regulation. Companies doing business in a certain nation are obligated to follow that country's legal system. Uneven practices within one firm have been caused by local state legislation in some circumstances.

These examples often include global companies that have the ability to select their suppliers and sites depending on their opinion of the regulatory climate. For instance, even if they are employed by the same company, employees in one nation may be protected by robust labor union rules while those in another country are subject to much laxer regulations. Some sectors and companies choose to self-regulate by setting standards for how they interact with employees, consumers, and the environment that are greater than what is mandated by law.

A portion of the economy that does not belong to the state is known as the private sector. Companies or entrepreneurs whose primary goals are profit and customer happiness carry out their operations. In most cases, the government does not own or control businesses operating in the private sector. On the other hand, public-private partnerships allow for the delivery of services or businesses to the public by combining the efforts of the private and public sectors. An important component of India's economy is the private sector. Different industries and countries have different levels of private investment in infrastructure.

1.4.1 Manufacturing Unit

The success of important industries like as consumer durables, chemicals, pharmaceuticals, engineering, and automobiles has elevated manufacturing to the status of a central pillar in the expansion of the national economy. One of the fastest-growing industries, manufacturing accounted for 16–17% of India's GDP before the epidemic.

When it came to India's industrial sector, the machine tool industry was vital. In today's cutthroat business environment, digital transformation has emerged as a critical differentiator.

To stay ahead of the competition in today's highly competitive sector, digital transformation is essential, and technology has today fostered innovation. An increasing amount of automation and process-driven production is being implemented in India's industrial industry. This shift is expected to boost efficiency and productivity.

Indian exports might reach \$1 trillion by 2030, and the country is well on its way to becoming a key player in the global manufacturing industry.

An important part of India's economy is the manufacturing sector, which employs more than 27.3 million people and accounts for 17% of the GDP. The Indian government has set a goal of having manufacturing contribute 25% of the economy's production by 2025 via the implementation of various programs and policies.

India can now increase its manufacturing sector's economic contribution and realistically aim to become a major role in global supply chains thanks to its improved physical and digital infrastructure.

One of India's best bets for economic development and job creation this decade is a manufacturing sector that can compete on a global scale. The potential for India to participate in global markets is substantial because of the country's rising strength, its many job opportunities, and the skill pathways available to its millions of people. There are a number of things that make them potentially useful. First of all, these value chains may greatly benefit from the raw resources, industrial knowledge, and entrepreneurial spirit that India has to offer.

The second benefit is that there are four options in the market that they may take advantage of: increasing exports, importing locally, meeting internal demand, and contract manufacturing. Technology has now inspired innovation, since digital transformation is essential to get an edge in this cutthroat business. An more automated and process-driven manufacturing model is gaining traction in India's industrial sector, with the promise of greater efficiency and output.

Government programs in India are putting the country on the path to Industry 4.0. One such program is the National Manufacturing Policy, which has set a goal of raising manufacturing's GDP share to 25% by 2025. Another program, the PLI scheme for manufacturing, was launched in 2022 with the aim of developing the core manufacturing sector to meet global standards.

Chemicals, shipping containers, vaccine ingredients, and five more new industries are among the six that India intends to incentivize with incentives totaling up to Rs. 18,000 crore (US\$ 2.2 billion).

One of the fastest-growing industries in India is manufacturing. Mr. Narendra Modi, India's prime minister, established the "Make in India" initiative to boost the country's international profile and establish India as a leading manufacturing nation. The government's goal was to increase employment in the industry by 100 million by the year 2022.

1.4.2 CADBURY INDIA LTD

Cadbury was formed in India on July 19, 1948. At present, it has sales offices in New Delhi, Mumbai, Kolkata, and Chennai in addition to manufacturing facilities in Thane, Induri (Pune), Malanpur (Gwalior), Baddi (Himachal Pradesh). Mumbai serves as the headquarters of the corporation. Presently, "Cadbury House" on Pedder Road in Mumbai serves as the site of the headquarters. Since its construction, this massive building on Pedder Road has served as a landmark for the people of Mumbai. Additionally, Cadbury has been an industry trailblazer in the improvement of cocoa farming in India since 1965. Cadbury and the Kerala Agricultural University have collaborated on cocoa studies and production improvements for more than 20 years. Cadbury India rebranded as Mondelez India Foods Private Limited on April 21, 2014. The mission of Mondelez India Foods Private Limited, a subsidiary of the Mondelez International conglomerate, is to bring joy through the production of tasty foods and drinks, including a wide variety of well-known and beloved brands in India.

Cadbury India can be termed as one of the best performing FMCG companies today. Unlike its peer group, which are more of complete food companies. Cadbury is a very niche player with a dominant position in Indian Chocolate Confectionery market. This makes it different & more successful in comparison with the peer companies. Now is the period of slowdown in the economy, where FMCG companies are the first ones to be hit upon. Reduction in the real income of the consumer has made its direct impact on the top-line growth of the company. Still, Cadbury has been able to drive its bottom-line growth. The reason for the success is the Corporate Governance practiced in the organization. We update its growth, progress and current valuation in this report.

1.4.3. Cadbury India Malanpur (District Bhind MP)

The strategic location of the Malanpur plant makes it an essential part of Cadbury India's supply chain. Its central location allows for efficient distribution of products to key markets across northern, central and Western India. The plant is well connected to major transportation networks ,including highways and railways, enabling timely delivery of products to retailers and distributors.

The Malanpur plant is equipped with advanced technology and automated system that ensures efficient production while maintaining high standard of hygiene and quality. The plant utilize cutting age machinery for processes such as chocolate molding, packaging and quality control . Cadbury's commitment to maintaining the highest level of food safety and quality is reflected in the rigorous testing and monitoring processes at the plant.

At present this plant is having employee strength of around 1700 including both companies employee and outsourced flexi staff.

1.5 THE EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN THE PRIVATE SECTOR

1.5.1 Effect of Self-Awareness on Employee Performance

Results showed that self-awareness does, in fact, improve workers' productivity, lending credence to the theory's central claim. The level of self-awareness among employees increased their contribution to the accomplishment of business objectives and vision by around 5.6%. This lends credence to the findings of Victoroff and Boyatzis (2012), who found that when workers are self-aware, they are better equipped to grasp their own strengths and weaknesses, identify their own behaviors when they are under scrutiny, and adjust their actions accordingly to meet their goals. Strongly self-aware employees tend to be practical in their approach and outlook, according to almost 92% of respondents. When workers have a good grasp of themselves, they are better able to deal with difficult situations and tackle hard occupations with the right mindset. In agreement with Dierette's (2010) views, this

discovery supports the idea that KSL's (Kinyara Sugar Ltd , Ghana) performance has improved thanks to the dissemination and discussion of self-awareness feedbacks with employees at all levels, both individually and in groups. This has allowed employees to hone their strengths while working to improve their weaknesses, ultimately leading to better performance.

1.5.2 Effect of Self-Management on Employee Performance

The survey found that most participants agreed with the premise that workers who are able to control themselves well do better than those who are not. Employees' ability to self-manage contributed to the favorable variety in their KSL performance. People working at Cadburys limited Malanpur don't seem very self-aware, as self-management only led to a little increase in performance.

There is a strong consensus among responders that self-management has improved employee performance compared to when it was not implemented. By taking charge of their own work and setting their own goals, workers may boost their own and their teams' productivity via self-management. This result was consistent with An overwhelming majority of respondents believe that achievement-oriented leaders that are passionate about learning, educating, and always seeking ways to improve contribute to higher staff performance.

1.5.3 Effect of Social Awareness on Employee Performance

A large percentage of those who took the survey agreed that raising people's social consciousness helps boost productivity in the workplace. It resulted in a small but noticeable shift in how well workers performed. This meant that in order for Cadburys limited Malanpur to benefit from increased worker performance, it was necessary to raise the level of social consciousness among the personnel. There was a little agreement with the findings of Victor off and Boyatzis (2012), who found that employees perform better when they spend more time interacting with coworkers and other people in the workplace. This is because employees learn more about the people they are dealing with, the best way to approach certain situations or people, how to analyze trends, and so on.

Increasing employees' capacity to identify important social networks and comprehend critical power dynamics was cited by the majority of respondents as a means by which the organization may boost employee performance. This is due to the fact that there was a small but noticeable improvement in performance when considering social awareness, suggesting that this aspect of KSL is still in its infancy. In contrast to what McPheat (2010) said, our results show that being sensitive to other people's feelings and emotions improves the work environment, which in turn leads to better performance. This is because we are more careful not to damage the rapport we've built with others by disagreeing with their reasons for feeling a certain way.

1.5.4 Effect of Relationship Management on Employee Performance

The results of the study back up the hypothesis that relationship management significantly impacts employee productivity. Managing relationships positively correlated with performance. Although Cadburys limited Malanpur has not made full use of relationship management, it should do more to make its impact felt or see it as a problem dragging down its overall performance. This was in partial agreement with the findings of Victoroff and Boyatzis (2012), who posited that relationship management can help employees improve their performance. According to them, relationship management has a positive impact on management, followers, and all stakeholders, which in turn gives employees the tools they need to raise their output recommendations.

1.6 THE STRATEGIC VALUE OF EMOTIONAL INTELLIGENCE IN PUBLIC SECTOR

Leaders who are emotionally intelligent are more able to consider the personal aspects of their judgments. This encourages a more thorough and moral decision-making process, which is especially important when the well-being of the people is at stake.

Communicating complex ideas to a diverse group of people is a constant struggle for public sector executives. Here, Emotional Intelligence plays a crucial role in creating messages that speak to people's fears and anxieties, which in turn increases public support and collaboration.

Organizations in the public sector have a wide variety of stakeholders, which almost guarantees that disagreements will arise. The good news is that leaders with high EI are skilled negotiators and can find solutions to resolve conflicts that work for everyone. Additionally, they are able to establish and manage diverse teams by creating spaces where everyone feels heard, understood, and motivated to do their best.

At the end of the day, public sector executives face a lot of pressure and hardship. They are better able to handle difficult situations because EI teaches them to control their emotions and the emotions of their teammates.

Importance of Emotional Intelligence

Having high levels of Emotional Intelligence is essential for achieving success in the corporate sector. These EI skills would be an asset to any employee's job, as you can see from the list of abilities up there. You would be a more effective communicator, worker, and leader if you have these skills.

As more and more businesses go worldwide, Emotional Intelligence is starting to matter more and more on the job. Team members from diverse backgrounds must be able to understand and react to nonverbal clues, value and respect each other's viewpoints, and work together effectively.

Also, employees must contend with the increasing complexity of their interactions with clients, coworkers, and partners all around the world. Having the emotional capacity to comprehend, relate to, and work with individuals from other social groups is, hence, crucial for success in these cross-cultural settings.

Understanding Emotions

How we feel in response to the words said by others is a condition of outcomes known as an emotion. The acuity, control, and longevity of one's emotional experiences vary from person to person. A person's Emotional Intelligence may be evaluated by looking at their emotional awareness or by using both of these criteria together. One must be aware of the emotional compatibility of others around them in order to possess high levels of Emotional Intelligence. There is no way to reliably

quantify an individual's emotional aptitude. Given that a hypothetical setting does not allow one to gauge an individual's Emotional Intelligence. Decisions are greatly influenced by a person's emotional state. Perception and comprehension have a significant role in determining the outcome. A person's Emotional Intelligence depends on their perceptual, analytical, and evaluative abilities, as well as their consistency in behaving appropriately. If you want to know how other people are feeling, you need to be good at reading your own feelings.

CHAPTER -02

REVIEW OF LITERATURE

CHAPTER 2

LITERATURE REVIEW

Rojina Tokpam et.al (2015) Adults employed by both public and private sector organizations had their Emotional Intelligence tested. In this study, 200 persons (ranging in age from 27 to 40) from Jorhat town, Assam, who work for both governmental and non-governmental organizations were chosen for the purpose of the research. The "Emotional Quotient Test" (EQ Test) was used as the standardized structured questionnaire for data gathering. The majority of respondents from both public and private sectors scored well on measures of Emotional Intelligence, according to the results. There was no statistically significant difference between the Emotional Intelligence scores of government employees and those working for non-profits.

Dr. Nitu Sharma et.al (2022) The term "job satisfaction" describes how happy workers are in their current positions. This encompasses not just the work itself but also the employees' relationships with their supervisors and coworkers, their level of contentment with the policies of the company, and the extent to which their jobs affect their personal lives. One definition of job satisfaction, a non-quantifiable metric, is the positive emotional reactions one has while doing or being at work. The purpose of this research paper is to present a synopsis of the many studies that have looked at the connection between Emotional Intelligence and job satisfaction in the education sector. Several studies found that employees' Emotional Intelligence, along with their general skill set, significantly impacts their ability to achieve workplace goals and, by extension, their level of job satisfaction. Teachers in both public and private schools expressed dissatisfaction with their jobs due to low wages, a teacher shortage, and infrastructure issues. Children, parents, educators, and child development experts can all benefit from this study, and it can also help stakeholders feel more fulfilled in their work.

ASILAZA NOEL (2016) This case study of Kinyara Sugar Limited in Uganda aimed to examine the impact of Emotional Intelligence on private sector employee performance. The impact of Emotional Intelligence on employee performance was the subject of four research objectives that shaped the study. The goals of this study were

to determine how various factors, such as self-awareness, self-management, social awareness, and relationship management, influence employees' performance on the job. In order to draw conclusions about the KSL population through cross-functional research, this study used a descriptive research design, more especially a correlational research study, because its goal was to determine the effect of EI on employee performance. 2,097 employees make up KSL's population. The 208 respondents were chosen at random from the entire KSL population using a stratified random sampling method. The results were presented with a 95% confidence level and a 5% margin of error. After coding and cleaning to remove any inadequacies, data was analyzed using SPSS. Structured questionnaires were hand-dropped and picked. Tables and charts show the relationships between the variables, and descriptive statistics show the distribution of frequencies and percentages. The results of the study put the theory of Emotional Intelligence and its impact on productivity to the test. Researchers and employers alike have taken an interest in EI, and the answers to the research questions have been useful for many parties, including Kinyara Sugar limited, other businesses, workers, human resources professionals, policymakers, stakeholders, and academics. In addition to answering the research questions, the study provided useful recommendations to the business and anybody else who could benefit from the findings. Concerning the impact of self-awareness on productivity in the workplace, the results indicated that higher levels of self-awareness in workers result in better productivity. Workers who are good at gauging their own strengths and weaknesses are able to fix their own shortcomings or ask for help from coworkers who are more knowledgeable when they're stuck. The study found that when employees are better at self-management, their overall performance improves. This is connected to the effect of self-management on performance. Because of their optimistic outlooks, intrinsic motivation, openness to new experiences, and initiative in the face of change, employees who scored highly in self-management are more likely to deliver excellent work.

The study's results showed that employees' overall performance is positively impacted by their enhanced social-awareness abilities. Workers who have strong relationships with their coworkers are more likely to go above and beyond in their work. This is because people who are socially conscious are more likely to seek advice from more experienced coworkers when they're stuck on a problem at work, and they also tend to

be more motivated and enthusiastic about coming to work each day, which in turn boosts their performance. In terms of the impact of relationship management, the results of the study demonstrated that individuals' overall performance is positively impacted by enhanced abilities in this area. When workers are good at managing their relationships, they are able to collaborate with coworkers and make the most of everyone's unique set of skills and experiences, which boosts productivity and efficiency.

The study found that employees who have mastered the four areas of Emotional Intelligence—self-awareness, self-management, social-awareness, and relationship management—are better able to professionally interact with people, manage their social networks, and understand their strengths and weaknesses. This, in turn, leads to higher performance. According to the study, in order for KSL to see an increase in employee performance, it should focus on maximizing EI domains. If the organization wants to achieve its goals, it must prioritize its employees' self-awareness. In order to boost employee performance, KSL management should publicly acknowledge and promote EI practices whenever feasible. To accomplish organizational goals and boost employee performance, it is recommended to implement effective Emotional Intelligence management practices. These practices should focus on improving self-awareness, self-management, social-awareness, and relationship management.

Neal M. Ashkanasy et.al (2017) Our understanding of the role of emotion in organizational psychology and organizational behavior (OPOB) has been radically transformed by what began in the 1990s and has been largely ignored for decades: the Affective Revolution. Here we take a look at the topic of workplace emotions from five distinct angles, each of which corresponds to a different level of analysis: (a) the effects on individuals over time, (b) factors relating to people's personalities and attitudes, (c) behaviors involving interpersonal interactions, (d) aspects related to teams and leadership, and (e) aspects related to the culture and climate of the organization. Emotional Intelligence, emotional labor, emotional contagion, affective events theory (AET), the impact of emotion on leadership, and the culture and climate of organizations are all discussed from these vantage points. We wrap up by outlining an integrated model that demonstrates the interconnectedness of the five levels, then

move on to address measurement concerns, brainstorm potential areas of future study, and offer practical recommendations.

Joseph et.al (2015) A number of recent empirical reviews have asserted that self-reported Emotional Intelligence (also known as trait EI or mixed EI) has an incredibly strong correlation with job performance. This suggests that self-reported/mixed EI is among the most well-known predictors of job performance (e.g., $\rho = .47$; Joseph & Newman, 2010b). According to Joseph and Newman (2010b) and O'Boyle, Humphrey, Pollack, Hawver, and Story (2011), mixed EI is a strong predictor of work success, even more so than cognitive ability and the Big Five personality characteristics. There is a lack of data and mixed EI measures have dubious construct validity, therefore these conclusions regarding criterion-related validity are problematic. Taking into account previous studies that focused on the components of mixed EI assessments, the present study revises and reassesses the evidence for mixed EI. The current meta-analysis shows that (a) there is a strong overlap between the content of mixed EI measures and a set of well-known psychological constructs (e.g., ability EI, self-efficacy, self-rated performance, Conscientiousness, Emotional Stability, Extraversion, and general mental ability; multiple $R = .79$). (b) an updated estimate of the meta-analytic correlation between mixed EI and supervisor-rated job performance is $\rho = .29$. (c) After controlling for the set of variables mentioned above, the mixed EI-job performance relationship becomes nil ($\beta = -.02$). Because mixed EI instruments evaluate not only personality and cognitive ability but also ability EI and self-perceptions, the results lend credence to an intuitive theoretical explanation for the unusually strong correlation between mixed EI and work performance.

Shavita Deshwal et.al (2015) To succeed in life and in the workplace, Emotional Intelligence is essential. It seems that an individual's mental health significantly influences their behavior and performance. In an effort to fill that knowledge gap, this research compares the Emotional Intelligence of public and private sector workers. It is evident from the data that there is no notable disparity in Emotional Intelligence between personnel in the commercial and public sectors. An employee's performance, team leadership, and ability to establish trust among coworkers and the wider network may all benefit from increased Emotional Intelligence. Those high in Emotional Intelligence are resilient in the face of adversity, whether it be a power struggle,

rivalry, or conflict. Companies whose workers are emotionally sophisticated outperform their competitors across the board.

Deeksha Sharma et.al (2014) The standard for evaluating an individual's productivity has developed and modified throughout the years. Now it encompasses not only the traditional academic credentials in technical fields, but also Emotional Intelligence, an intangible quality that exerts sway over workers in general. Therefore, it's crucial to examine this intelligence as well. The primary goal is to determine the Emotional Intelligence (EQ) level of government and public sector workers in India, and other goals include comparing the importance of men's and women's replies in terms of sensitivity, maturity, and competence. The capacity to detect, analyze, comprehend, and manage one's own emotions as well as those of other people or groups is known as Emotional Intelligence. The term "EQ" refers to a set of certain cognitive capacities. Emotional Intelligence has its roots in the work of Charles Darwin, who highlighted the need of showing one's emotions in order to ensure one's own survival. In 1985, Wayne Payne introduced the phrase "Emotional Intelligence" for the first time in their PhD thesis titled "A study of Emotion: Developing Emotional Intelligence." Then, in 1995, a game-changer came with the release of Daniel Goleman's best-selling book, "Emotional Intelligence: Why It Can Matter More Than IQ." The research was carried out by administering a standardized questionnaire to government and public sector personnel, who were then scored based on these three factors. We first made sure the three EQ metrics were relevant, and then we compared the results for men and women to see how significant they were. Eviews and Excel were used for the analysis. There was no statistically significant difference between the sexes on any of the three measures of Emotional Intelligence. The conveniences and welcoming atmosphere of public and government agencies may be the key factor. It may be different in the business world. In the public and governmental sectors, work-life balance is more prevalent.

Bhanu Priya (2018) Banks in India have been around for a very long time. From the period of the ancient Vedic civilization, the financial system thrived. For India and its people, banking is essential. Financial institutions have fostered important economic areas and made the dreams of many individuals a reality. Businesses, especially those in the financial industry, rely on employees with high levels of Emotional

Intelligence. Evidence suggests that Emotional Intelligence is even more crucial than IQ or mastery of certain technical aspects of a profession. People with varying degrees of Emotional Intelligence are needed in various occupations. Thus, Emotional Intelligence (EI) has emerged as a hot subject these days. The Emotional Intelligence of a company's workers impacts several aspects of the business. The purpose of this research was to compare the Emotional Intelligence of banking industry managers. Using a questionnaire, data was gathered from 600 banking industry managers. Data gathering instruments used in the study included an Emotional Intelligence scale that the researcher had designed. The statistical tools used for data analysis were ANNOVA and t-Test. On the private sector bank's Emotional Intelligence measure, there was no statistically significant difference between public and private sector bank managers, according to the t-test. Different degrees of management's Emotional Intelligence were shown to vary significantly, according to the study's ANNOVA findings.

Patiraj Kumari et.al (2017) A lot of people are very interested in Emotional Intelligence (EI) these days. While there has been a proliferation of research on EQ in general, no unified effort has yet attempted to quantify EQ in banking industry managers specifically. Feeling, communicating, remembering, describing, identifying, learning from, managing, understanding, and explaining emotions are all components of Emotional Intelligence (Ezzatabadi, et al. 2012). The Emotional Intelligence of a company's workers impacts several aspects of the business. Examining the connection between bank managers' Emotional Intelligence, organizational commitment, and work performance was the primary goal of this research. Using a questionnaire, data was gathered from 600 banking industry managers. Researchers used a variety of instruments to gather data for the study, including a scale measuring Emotional Intelligence and work performance that they designed themselves, as well as a measure measuring organizational commitment that was produced by Allen and Mayer (1990). For this data, we consulted the statistical tools of linear regression, t-test, and correlation. There was no statistically significant difference between public and private sector bank managers on the Emotional Intelligence scale, according to the t-test results. However, public sector bank managers outperformed their private sector counterparts in terms of organizational commitment and job performance. Research found a favorable and statistically significant association between EQ and

both organizational commitment and the success on the job for bank managers in their correlation test findings. According to the results of the regression study, Emotional Intelligence has a positive and statistically significant effect on both organizational commitment and work performance.

Sulaiman Ibrahim Kassim et.al (2016) These days, many people are thinking about how to improve their Emotional Intelligence and how to be happier in their jobs. They are an advantage in both individual and group endeavors. People with Emotional Intelligence would be well-suited to the teaching profession or educational system because of the frequent one-on-one interactions that take place between professors and their pupils. This research intends to investigate if there is a correlation between the Emotional Intelligence of university lecturers in Kano State and their level of work satisfaction. The survey includes 2,502 teachers from all Kano State institutions; 335 of these instructors were selected via convenience sampling. For the purpose of this research, the researchers used two measures of Emotional Intelligence: the Wong and Law scale and the Macdonold and MacIntyre generic scale. This study made use of multiple linear regressions. An examination of the data showed that self-emotional evaluation and other emotion appraisal had no correlation with work satisfaction, however the use of emotion and management of emotion were significantly related. It is suggested that educational institutions implement an emotional quotient program to enhance their ability to cultivate strong connections among faculty and staff and to bring out the best in their lecturers. Better teams, more engaged workers, higher quality instruction, and smoother change management are all possible outcomes of this emphasis on honesty, openness, and trust.

Sushil Yadav (2020) To succeed in life and in the workplace, Emotional Intelligence is essential. It seems that an individual's mental health significantly influences their behavior and performance. In an effort to fill that knowledge gap, this research compares the Emotional Intelligence of public and private sector workers. It is evident from the data that there is no notable disparity in Emotional Intelligence between personnel in the commercial and public sectors. An employee's performance, team leadership, and ability to establish trust among coworkers and the wider network may all benefit from increased Emotional Intelligence. Those high in Emotional

Intelligence are resilient in the face of adversity, whether it be a power struggle, rivalry, or conflict. Any industry may benefit from having emotionally savvy workers.

Luxmi (2017) The rapid pace of change in today's business climate is a direct result of the interplay between social and economic factors. Organizational citizenship behavior and Emotional Intelligence skills, for example, may aid in the growth and survival of the organization in a concentrated and chaotic environment by enhancing positive conduct at work settings and reducing negative emotions like anger, aggression, and conflict. Researchers in this study looked at 120 registered nurses working in private hospitals in the Indian cities of Panchkula, Chandigarh, and Mohali to see how EQ affected their organizational citizenship conduct. The study's findings imply that Emotional Intelligence, when combined with organizational citizenship behavior, has a significant influence on worker and company performance, leading to a rise in total productivity without additional expenditure. According to the study's findings, individuals who exhibit higher levels of Emotional Intelligence and exhibit greater organization citizenship conduct may be important to the company's success. Previous research has shown similar findings.

Tapas Lata Sahu (2016) Relationship management with customers is more difficult in this age of service revolution. The level of competition is increasing daily among these new entrants because of the huge number of companies in the sector. Nowadays, consumers are pickier than ever about the businesses they do business with due to the intense competition in the market. Banks are no exception to the rule that maintaining client relationships is a top priority for service providers. It is often believed that a service provider's capacity to handle client relationships is directly proportional to their Emotional Intelligence. The current study is a subset of a larger research project that aimed to determine if there was a correlation between 300 bank employees' demographic variables, Emotional Intelligence, and capacity to manage customer relationships in five separate public and private sector banks located in the Indian state of Chhattisgarh. A schedule was used to gather data on Emotional Intelligence and customer relationship management skills, which were then evaluated using SPSS's ANOVA and correlation tools. The research shows that the capacity to manage client relationships is significantly and strongly correlated with Emotional Intelligence and demographic characteristics. Service providers at banks have a high

degree of Emotional Intelligence and are good at managing client relationships; these qualities help the bank bring in new clients and keep existing ones.

Hemalatha Bomanpatti Kesavan et.al (2022) The study's overarching goal is to learn more about the recent uptick in activity in India's automotive sector. The company will adjust its cycle based on these tendencies to boost customer loyalty and brand awareness. The majority of employees at car dealership showrooms are today facing trends of declining dedication and accountability, limited innovation, shocking exposure, chasms between managers and representatives, and eroding trust. Finding out how relationship managers at the Erode District's four-wheeled vehicle retail showrooms employed Emotional Intelligence was the primary goal of the research. A Framework Based on Theory: Emotional awareness is a must for teamwork since it allows you to identify and comprehend the struggles of others. Improving the sustainability, effectiveness, and happiness of relationships is possible via the cultivation of supplementary social and emotional competencies made possible by emotional awareness. Boosting market position, employee cooperation and teamwork, and customer interactions may be achieved via the development of Emotional Intelligence. Approach, methodology, and design: One hundred relationship managers made up the study's sample, which was selected via multistage sampling. Results: Greater self-awareness and customer-knowledge may help relationship managers at car dealerships develop Emotional Intelligence. They may develop greater empathy by practicing self-awareness and paying closer attention to their reactions to other people. Training in Emotional Intelligence is more effective when there is access to education and socioeconomic chances. Hence, instead of spending most of their time gaining experience, relationship managers can take steps to improve their Emotional Intelligence (EI). This would allow them to understand individuals on a deeper level the moment they step foot in the showroom. Moving Forward What this implies: Due to the study's broad and beneficial findings, it may be extended to EI and relationship management in the service industry. Despite the abundance of literature on EI, this research stands out for its examination of EI in car dealership showrooms and its focus on relationship management, two crucial components of effective EI.

Mamta Pandey et.al (2023) A teacher's Emotional Intelligence has the potential to influence not just their academic success but also their physical and mental well-being. Emotional Intelligence and healthy lifestyle choices both have the potential to influence stress levels. The vast bulk of research conducted in India has focused on a single subset of educators, relied on locally developed measures that lack validity in a global context, and failed to investigate health-related habits. Equally controversial and in need of further research is the question of how gender and age affect Emotional Intelligence. In order to better understand teachers' Emotional Intelligence, stress levels, and health-related behaviors, as well as the impact of demographic and occupational factors on this feature, the current research set out to do just that. The methodology included using globally recognized instruments to assess the three criteria among educators working in Dehradun and the surrounding areas of the Indian state of Uttarakhand. Findings: Professors' Emotional Intelligence is unrelated to demographic variables such as age, gender, degree of education, years of experience in the field, or institution type. There is a positive link with health-related behaviours and a negative correlation with stress. Additionally, stress has an inverse relationship with health-related behavior. Findings: Teachers' Emotional Intelligence and health behavior should be evaluated as part of their regular assessment and training. This will help in developing targeted treatments to alleviate stress and enhance their general well-being and productivity.

Dr. P. Radha et.al (2023) Stress in the banking industry is on the rise due to a number of factors, including government policy shifts, lightning-fast technical advancements and digital upgrades, and a general lack of financial awareness across the workforce. A person's physical health and productivity on the job are both jeopardized when they are under constant stress from their job. Executive stress is "one of the most important occupational risks of the 21st century," according to the International Labor Organization. Consequently, stress has developed into a phenomenon that is felt by people all over the globe and is common at all economic and professional levels. Neither the banking nor financial sectors are immune to this trend. The transition from socialist rhetoric to the age of marketing mantras in India's banking business has been studied by experts by examining stress-related indicators. This modification has been evaluated for its possible stressful aspects. Role stress, psychological stress, and bodily stress are all common experiences for bank employees. Consequently, they are

under a great deal of stress. Environmental factors and a variety of individual factors are also having an effect. Employees' stress levels impact their productivity, which impacts the organization's output in a roundabout way. Not only does a decrease in staff efficiency impact job performance, but it also produces losses that threaten the sustainability of the organizations in question (Kazmi, 2008). Workplace stress has an impact on workers' dispositions, which in turn affect their emotions, thoughts, and attitudes toward the organization. These factors significantly impact workers' ability to do their tasks effectively. Consequently, it is the responsibility of the organization to ensure that the workplace is free of stress. As a consequence of the increase in occupational stress, performance at work will be negatively impacted. It is the duty of the organization, either as a whole or in its parts, to find ways to reduce occupational stress so that employees can do a better job. An individual with high Emotional Intelligence is able to deal with the pressures of their work environment with grace and dignity, which in turn allows them to be more productive and efficient. Aside from the obvious health benefits to employees, this action also has the added bonus of boosting organizational performance and efficiency via better stress avoidance (Showkat Hussain Gani, 2013). Skills related to Emotional Intelligence have shown to be very effective in alleviating stress that employees face on the job. Dear Salovey,

Derrick Suehs (2015) A shift toward value-based buying is occurring in the health care business, which is replacing the current fee-for-service approach that is focused on volume. Significant difficulties in providing care have resulted from these developments. If hospital administrators want to save costs, improve patient safety, and increase productivity, they need to change the way they do business. Operations are enhanced when workers are actively involved, according to a plethora of research. Previous research has shown that executives who possess a high level of Emotional Intelligence are better able to engage their workforce. Finding out if supervisors' and frontline managers' Emotional Intelligence correlates with their direct reports' level of engagement was the driving force for this research. The study's objectives were to determine (a) the overall degree of employee engagement, (b) the Emotional Intelligence of the supervisors and managers who worked directly with employees, and (c) whether or not there was a statistically significant relationship between the two using inferential statistics. To verify the hypothesis, the research used quantitative analytics that did not include experiments. To find out if there is a connection between

the Emotional Intelligence of 24 supervisors and managers on the front lines and the engagement of 585 people under their supervision, we utilized Pearson's Product-Moment Correlation, a bivariate correlation approach. Despite a somewhat good association (Pearson $r = 0.39267$, $p = 0.0577$), the null hypothesis was rejected. Finding a positive associated association lends credence to the expanding body of academic literature. The connection between EQ and involvement in the workplace may be further understood and used in future research. Ongoing evaluation of management effectiveness, culture engineering, leadership development, and recruiting were some of the other suggestions put out to boost organizational performance.

Richard Lopez (2020) Federal Viewpoint Surveys conducted by the Office of Personnel Management found that followers saw their leaders as being ineffectual. The people have faith in the federal government's top brass because they are expected to steer their followers towards efficient management of public services. The goal of this observational research was to find out, from a follower's point of view, whether the multileadership questionnaire (MLQ) measures Emotional Intelligence (EQ) across all leadership styles. The existing research on Emotional Intelligence (EQ) has shown that EQ abilities are a predictor of leadership performance across a wide range of demographics, including age, gender, race/ethnicity, and business sector. EQ also works in tandem with different leadership styles. In an online survey, thirty-eight full-time federal workers from different business sectors throughout the government were asked to complete the EQ and MLQ. Two techniques of correlation, Spearman and Pearson, were used to analyze the data. If a connection between EQ and all kinds of leadership styles does exist, we can find out using the Pearson correlation. According to the findings, followers in a diverse federal government workforce valued leaders' EQ abilities in relation to their transactional and transformational leadership styles, but not to their management-by-exception or laissez-faire leadership styles. When leaders with EQ abilities combine active leadership styles like transformational and transactional approaches, it has been shown that employee performance and organizational results are greatly improved. In light of these societal ramifications, it seems that executive EQ is a good predictor of leadership performance and a marker of successful leadership styles in the federal government.

Shawn D. Andrews (2013) According to Labor (2011), women make up over half of all college graduates, over half of all professionals with degrees like J.D. and M.D., and over half of all managers, executives, and those in similar professions. But only 14.3% of Fortune 500 executive officers are women, and just 3.8% of Fortune 500 CEOs are women (Catalyst, 2012). These numbers suggest that a more even distribution of genders in upper-level management positions should be the inevitable result. A person's Emotional Intelligence has also been shown to be an important factor in their ability to be a successful leader, according to studies conducted in the last ten years spearheaded by Daniel Goleman (1995, 2000, 2004). Emotional Intelligence tests have shown that men and women are equally gifted in this area, but that they excel in various ways that are associated with their gender. Research by Goleman (1998, 2000, 2004) and Bar-On (2005) examined Emotional Intelligence in relation to leadership and organizational effectiveness; this was the basis of this mixed method phenomenological study. Using Goleman's theory of leadership and Bar-On's theory of gender-related Emotional Intelligence, this study set out to determine whether there is a correlation between EQ traits that are more commonly associated with men and women and the promotion of women within a Fortune 500 pharmaceutical company. Twelve people were chosen from among the company's VPs, directors, managers, and administrative assistants. After each participant finished the EQ-i 2.0 exam, they were then interviewed in detail for 30 minutes. Our goal in analyzing the data was to get a better understanding of the participants' lived experiences with gender prejudice or hurdles, Emotional Intelligence, leadership, and particular EQ qualities. It appears that women adjust their EQ attributes as they advance in leadership roles, since women at the VP level had higher group mean EQ scores in female-specific attributes and women at the manager level had higher scores in male-specific EQ attributes. Organizations should provide diversity training, mentorship programs, strong talent management, EQ training and education, and top-down support for leadership in order to assist women overcome obstacles and fill leadership roles.

Imtiaz H. Naqvi et.al (2016) The study's overarching goal was to identify any correlation between secondary school teachers' Emotional Intelligence and their students' academic outcomes. Three hundred and sixteen secondary school teachers made up the study's target population. Nine hundred and fifty secondary school

teachers from both urban and rural backgrounds participated in the study. Each district's population of secondary school teachers was used to determine the proportion of male and female educators in the sample. This research relied on existing relationships. The necessary information was derived by means of a survey. To gauge the Emotional Intelligence of secondary school educators, researchers utilized an instrument developed by K.V. Patricia and dubbed the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF). The annual class 10 examinations administered by the Board of Intermediate and Secondary Education Lahore (BISE) served as a yardstick for the effectiveness of the teaching staff. We used Pearson's r , standard deviation, and mean to examine the data we gathered. There was a strong correlation between the Emotional Intelligence of teachers and student performance. Findings were analyzed and suggestions were put forth.

Anna Carlsson et.al (2019) To set the stage, a great deal of uncertainty and intense competition define modern society. Those who want to be relevant and competitive need to master the art of managing their emotions and connecting with others. To effectively manage people in modern organizations, Emotional Intelligence (EI) is said to be crucial. The majority of the existing literature on the topic has concentrated on the benefits that accrue from EI operations conducted within business settings. The flip side of the coin, according to these researchers, is that EI use can actually hurt people. Emotional manipulation gives rise to this domain, which is presented as the shadow side of EI. It is crucial to examine the ways in which the negative aspects of Emotional Intelligence (EI) impact individuals in the workplace in light of the claims that emotional manipulation occurs under certain conditions. Objective: This study aims to investigate the ways in which the negative aspects of Emotional Intelligence (EI) impact individuals in various work settings. Research Approach: A qualitative research methodology was utilized to fulfill the exploratory nature of this study. The empirical data was gathered through semi-structured interviews with individuals from different roles within four major Swedish companies. Data analysis and interpretation have been carried out using a generic inductive research strategy that incorporates theme analysis. The results of this study demonstrate that there is a shadow side to EI when applied to business processes. Results suggest that the manifestation is very dependent on leadership influence and begins at the highest levels of management before cascading down the company's hierarchical structure. In addition to showing

up on the anti-social end of EI's spectrum, the shadow side of the personality trait seems to be active somewhere in the middle. This materializes as gamification strategies that are classified as social, tactic, and run-one-over games. Observers reported feeling emotionally detached and less motivated as a result of the impact of the manifestation. Crucially, as outlined in the Spectrum Framework from EI to the Dark side of EI developed within this study, the extent to which individuals were impacted differed based on their concentrations of EI competencies, levels of self-confidence and assertiveness, and familiarity with interacting with either individuals or groups.

Nasser N. Hasan et.al (2023) How individuals understand and make sense of their emotional reality is at the heart of trait Emotional Intelligence. We hope to learn (a) how trait Emotional Intelligence (EI) profiles vary by occupation in Kuwait, (b) how well trait EI predicts performance on the job, and (c) how trait EI interacts with attitudes toward work and performance on the job. Three hundred fourteen Kuwaiti professionals from seven fields (bankers, engineers, healthcare providers, lawyers, military, police, and teachers) made up the sample. First of all, out of four factors, the military had the lowest global trait Emotional Intelligence score. Secondly, only in the fields of engineering and police did the results reveal that EI as a global trait was a better predictor of work performance than work attitude. Lastly, the results demonstrated that task attitudes played a mediating role in the connection between trait EI and performance on the job. Because of its impact on critical work-related variables, these results highlight the need for trait Emotional Intelligence trainings for Kuwaiti professionals. We have gone over the study's caveats and where to go from here in terms of future research.

Abdulla Al-Mutairi et.al (2017) Finding out if demographics have an effect on academics' levels of job satisfaction is the overarching goal of this study, which will be conducted among academics employed by Kuwaiti business colleges. A total of 240 faculty members from eight different Kuwaiti business schools were given the Minnesota Satisfaction Questionnaire (MSQ) between 2016 and 2017. These schools include Arab Open University (AOU), American University of Kuwait (AUK), Gulf University for Science and Technology (GUST), Australian College of Kuwait (ACK), Public Authority for Applied Education and Training (PAAET), Box Hill

College (BHC), Kuwait University (KU), and the American University in Middle East (AUME). An usable response rate of 59% was achieved from 141 questionnaires that were returned. The research found that faculty members at Kuwaiti business colleges are generally happy in their jobs, with individual traits explaining the variation in their happiness on the job. Their income, nationality, and gender were the most important factors influencing their degree of job satisfaction. The results of this study can be utilized by policymakers to formulate policies regarding recruitment and promotion. As a bonus, this would improve academic performance and the higher education system overall, which in turn would lead to more satisfied employees. Eight business colleges in Kuwait employ academics, and this study is the first to use MSQ to investigate job satisfaction among them. Research like this should provide policymakers with useful information for making academics happier in their jobs.

Nahid Naderi Anari (2012) Purpose The goal of this research is to find out how high-school English teachers see the connection between Emotional Intelligence and three different aspects of their jobs: job satisfaction, organizational commitment, and Emotional Intelligence. In addition, the study intends to investigate how age and gender impact Emotional Intelligence, work satisfaction, and organizational commitment. The strategy, technique, and methodology Proportional stratified sampling and simple random selection were used for participant selection. The researcher in this study employed questionnaires to gather data from participants, following a survey research design that is an ex post facto research type. Findings According to the study's findings, a strong positive correlation exists between EQ and three different outcomes: job satisfaction, organizational commitment, and Emotional Intelligence. In terms of job satisfaction and organizational commitment, there is no discernible difference among male and female high school English teachers aged 18–25. However, when it comes to Emotional Intelligence, this study's findings corroborate gender differences; women reported higher levels of Emotional Intelligence, while there were no discernible differences in age among the participants. creativity and worth The importance of this study is highlighted by the fact that its findings can help educators and school districts reduce teacher turnover by raising morale and productivity on the job.

Leonore Bourgeon et.al (2015) Objective The quality of treatment provided during an emergency may suffer if medical staff members have unpleasant emotions. Emotional competence (EC) has been shown in several research to mitigate unpleasant emotions. Researching how different EC levels affected medical residents' performance in a simulated emergency care scenario was the primary motivation for this research. Methods A total of twenty-one medical residents participated in the study by acting as caregivers for a fictitious critically injured patient whose health rapidly worsened. Skilled medical physicians (MDs) evaluated the performance. Self-assessment questionnaires were used to measure emotional states and EC level. Lastly, via one-on-one interviews, we were able to pinpoint where the residents' negative emotions were coming from. Final Product Improved medical performance and less severe negative effect were both linked to higher EC levels. There was an inverse relationship between the latter two factors. The failure to make a diagnosis, independent of the resident's EC level or medical competence, was the greatest cause of negative effect for the residents. Last thoughts According to the findings, locals with a high EC level have a better handle on their emotions, which allows them to put their medical training to use and consider other possible diagnoses. In addition to simulation activities, residents with little experience as medical doctors may benefit from emotional-management training. Additional research should be explored to better characterize the linkages between the affect experienced by MDs and their mental processes during formation of a diagnosis.

María Teresa Chamizo-Nieto et.al (2021) Adolescents' growth and happiness are impacted by their educational environment, which in turn impacts their academic achievement. Prior research has shown that pupils' Emotional Intelligence levels significantly impact their academic success. Additional study, taking into account both individual and environmental factors, is required to fully comprehend the connection between Emotional Intelligence and academic success, even though several studies have investigated this relationship and its processes. Thus, this research set out to shed light on the link between Emotional Intelligence and academic performance by investigating the function of thriving as a mediator and the teacher-student relationship as a moderator. Participating in a cross-sectional study, 283 adolescents (49.8% female) ranging in age from 12 to 18 years old ($M = 14.42$, $SD = 1.12$), gave their self-report scores on four required Spanish education courses, and were

measured for Emotional Intelligence (Wong and Law Emotional Intelligence Scale), flourishing (Flourishing Scale), and teacher-student relationships (Inventory of Teacher-Student Relationships). The results showed that the teacher-student connection was a strong moderator in the model that linked Emotional Intelligence to academic success, and that thriving mediated this route entirely. Teens whose relationships with their teachers were worse had a greater correlation between Emotional Intelligence and thriving than those whose relationships were better. Consequently, academic achievement was positively correlated with happiness. Adolescents with poor Emotional Intelligence, in particular, would benefit greatly from improved teacher-student relationships, which would have a good effect on their health and academic achievement, according to these findings.

Marcus Credé et.al (2012) For reasons including simplicity, ease of administration, and the assumption that such short measures may effectively capture an individual's personality, researchers often use very condensed (e.g., 1-item, 2-item) assessments of personality characteristics. We demonstrate using data from two samples ($N = 437$ employees and $N = 355$ college students) that this practice, especially when using single-item measures, can cause researchers to greatly overestimate the influence of new constructs and significantly underestimate the influence of personality traits on important behaviors. To rephrase, it is possible to significantly raise the Type 1 and Type 2 mistake rates by using very brief personality assessments. Without undue hardship for either the researcher or the participants, we contend that even somewhat lengthier measures may greatly enhance the reliability of study results.

Ed Diener, et.al (2020) There has been a recent uptick in research on the importance of good emotions in the workplace, thanks to the field of positive organizational study. Positive valence, positive emotion regulation techniques, and positive adaptive function are some of the many viewpoints on positive emotions that we examine and combine here. We also identify four primary mechanisms—cognition, affect, behavior, and physiology—that contribute to beneficial organizational outcomes. More and more research is showing that factors critical to success in the workplace—like optimism, creativity, engagement, health, leadership, cooperation, customer satisfaction, and performance—are impacted by positive emotions. Furthermore, we discuss the dynamic aspects of positive emotions and how they relate to psychological

and occupational outcomes, including intraindividual variability, reactivity, inertia, cycles, and feedback loops. Lastly, we go over some follow-up questions and potential avenues for further research.

Zachary Dugger et.al (2022) Few studies have examined trait Emotional Intelligence (trait EI) in the context of aviation. This research compared American pilots to the general public in terms of trait Emotional Intelligence (TEI) using the Trait Emotional Intelligence Questionnaire (TEIQue). The 44 pilots who agreed to take part were mostly men (93%), and their ages ranged from 24 to 67. Their flying experience ranged from 150 to 5,000 hours and beyond. On the basis of age, gender, and ethnicity, they were paired with controls. Pilots consistently scored lower than their matched peers on the global trait EI, Well-being, Emotionality, and Sociability traits, but not on the self-control trait. This disparity was seen in comparisons with the four trait EI variables. In comparison to controls, pilots reported lower levels of emotional connection, according to the results. The findings provide the groundwork for future research into pilots' trait EI profiles, which have not been examined before, despite limitations in sample size and participant variety.

Pablo A Pérez-Díaz et.al (2021) Presently, there is little question that several study and application contexts have discovered the idea and measurements of trait Emotional Intelligence (TEI) to be accurate and trustworthy. With a sample size of 335 for the general population and 120 for the clinical group, this study offers psychometric evidence of the TEIQue-SF in Chile. The findings provided evidence that the instrument is multidimensional and corroborated its factor structure. After bi-factor ESEM models were evaluated in Mplus, hierarchical and bi-factor CFA models using the Spanish-Chilean-TEIQue-SF were used to examine its internal structure in the R environment. Both a global and factor-level analysis was carried out. In contrast to the ESEM models, which achieved good to outstanding fit for the suggested bi-factor models, CFA models failed to achieve acceptable fit statistics. Additionally, measurement invariance studies were conducted, which confirmed that the original UK validation sample and the Chilean samples were fully measurement invariant up to the scalar level. The four components of Emotional Intelligence (EI)—well-being, self-control, emotionality, and sociability—and the overall trait EI factor have similar means in earlier questionnaire psychometric studies. According to the findings, a bi-

factor interpretation of the TEIQue-SF internal structure is necessary before doing multidimensional factor analysis using ESEM.

Auror Adina Ignat (2012) The major goal of the research is to establish a connection between the Romanian teachers' work attitude and overall job happiness and their Emotional Intelligence and life contentment. This research will look at teachers to see whether there is a connection between Emotional Intelligence and their outlook on the job and their level of happiness with their employment. Educators' levels of Emotional Intelligence varies with respect to their work mindset, life fulfillment, and overall job satisfaction. Conclusions Teachers with high levels of Emotional Intelligence are more likely to have a positive outlook on their jobs, be happy overall, and like what they do for a living.

Dana L Mingwei Li et.al (2018) The importance of studying the relationship between trait Emotional Intelligence (trait EI; Petrides, 2001) and effective teaching practices has recently come to light. The current research suggests a multi-tiered model of the relationship between teachers' trait EI and their work performance. This model takes into account both the mediating effect of teachers' job satisfaction and the effects of school-level characteristics, such as organizational trust and administrators' trait EI. The positive association between teachers' characteristic EI and their work performance was partly mediated by job satisfaction, according to results from a sample of 881 teachers and 37 administrators in Chinese primary schools. Teachers' trait EI had a larger indirect influence on job performance (via job satisfaction) for schools with lower levels of organizational trust, according to the results, which also showed a cross-level moderated mediation effect. We found no evidence that administrators' characteristic EI had the predicted effect on teachers' effectiveness in the classroom. We talk about the results' theoretical and practical significance.

Dougal MacEwan et.al (2022) A person's Emotional Intelligence (EI) may be defined as their capacity to detect, name, and manage their own and other people's emotional states. It helps the person in many ways and is a desired trait for team members. A growing body of evidence points to the need of Emotional Intelligence (EI) training for healthcare professionals. In the deployed Defence Medical Services (DMS), where physicians often play a key leadership role in small teams, this becomes particularly relevant. Finding out how EI is used by military physicians in

the UK DMS was the primary goal of this research. A validated self-assessment questionnaire was used to determine EI in a group of 64 military physicians. We looked for variations in EI across services and phases of employment in the results. The poll yielded 83% of the total responses. In terms of age, profession, and length of service, the sample population was fairly evenly distributed. Males outnumbered females. The EI scores of the population were consistently higher than the control data. When comparing EI ratings across services and genders, no statistically significant differences were found. Consultants had the lowest EI values (5.3 vs. 6.05), whereas foundation physicians had the greatest scores. In conclusion, it was shown that military physicians, particularly those at the junior level, typically had high EI scores. It seems that characteristics valued by the single service selection procedures are also associated with high EI, even if it is not explicitly assessed for. We spoke about the pros and cons of having a wide range of Emotional Intelligence (EI) on a team, and the risks of having an EI that is too high. Not incorporating primary healthcare workers and not being able to collect qualitative data were constraints. Various suggestions were made for how the DMS should use or explore EI in relation to recruiting and training.

Chao Miao et.al (2016) Our Emotional Intelligence (EI) meta-analysis shows that: First, there is a substantial relationship between work satisfaction and all three forms of EI (ability EI: .08, self-report EI: .32, and mixed EI: .39). Secondly, when it comes to predicting job satisfaction, both self-report EI and mixed EI show modest but statistically significant incremental validity ($\Delta R^2 = .03$ for self-report EI and $\Delta R^2 = .06$ for mixed EI). Additionally, when factoring in cognitive ability and personality, self-report EI and mixed EI both play a significant role, with self-report EI accounting for 31.3% and mixed EI for 42.8%, respectively. Thirdly, regarding the link between EI and work satisfaction, we discovered conflicting evidence on the moderator effects, which refer to the emotional labor demand of employment. Finally, state affect and work performance moderate the links between the three forms of EI and contentment in one's jobs. Additionally, there is a strong correlation between EI and both organizational commitment (self-report EI: $= .43$; mixed EI: $= .43$) and turnover intentions (self-report EI: $= -.33$). Sixth, after controlling for other variables, self-report EI (46.9% for self-report EI) and mixed EI (44.2% for mixed EI) are equally valid and important predictors of organizational commitment. Finally, the seventh

point is that self-report EI is a reliable predictor of desire to leave a company (relative importance 60.9%).

Ernest H. O'Boyle Jr. et.al (2011) Compared to its predecessor, this meta-analysis does the following improvements: (1) it uses a larger sample size (more than twice the number of studies) to estimate the relationships between EI and job performance; (2) it uses more recent meta-analytical studies to estimate the relationships among personality variables and cognitive ability and job performance; (3) it uses the three-stream approach to classify EI research; (4) it tests for differences among streams of EI research and their relationships with personality and cognitive intelligence; (5) it uses the latest statistical procedures, like dominance analysis, to estimate the relationships; and (6) it tests for publication bias. First, there are ability-based models that rely on objective test questions; second, there are self-report or peer-report measures that adhere to the four-branch model of EI; and third, there are "mixed models" of emotional competence. There is a corrected correlation between work performance and each of the three streams that falls between 0.24 and 0.30. Different levels of neuroticism, extroversion, agreeableness, and conscientiousness, as well as cognitive capacity, were associated with each of the three streams. In terms of incremental validity, streams 2 and 3 outperform cognitive ability and the Five Factor Model (FFM). When controlling for FFM and IQ, dominance analysis showed that the three EI streams were much more important in predicting work performance. The effect sizes that were found were unaffected by publication bias. The findings provide further evidence that EI is generally valid. The year 2010 was the copyright renewal date for John Wiley & Sons, Ltd.

K. V. Petrides et.al (2016) How effectively we think we are able to comprehend, control, and communicate our emotions in order to adapt to our surroundings and keep ourselves well-adjusted is what trait Emotional Intelligence, abbreviated as "trait EI," is all about. This article provides concise overviews of key findings from studies on (a) where trait EI falls in the personality factor space, (b) the construct's biological foundations, (c) potential uses in clinical, health, social, educational, organizational, and developmental psychology, and (d) training for trait EI. So far, research has shown that trait EI differences consistently predict human behavior throughout different stages of life.

K V Petrides et.al (2022) Perceptions of one's own emotional functioning are the focus of trait Emotional Intelligence, also known as trait EI or trait emotional self-efficacy. This concept was examined in two research, one including surgeons and the other comparing other professions. We postulated that trait EI profiles would vary across surgical subspecialties and from one profession to another. There was a comparison of trait EI profiles across four surgical specialties in Study 1 (N=122): general, orthopedic, head and neck, and miscellaneous. Consultant surgeons and trainees in these disciplines did not vary significantly from one another. Hence, 462 surgical patients' records were pooled into a single target sample for comparison with those of engineers, senior managers, attorneys, nurses, engineers, and salesmen. Executives, senior managers, salesmen, nurses, and junior military managers had lower global trait EI scores than surgeons. When comparing engineers and attorneys, no significant differences were found. The four components of trait EI—well-being, self-control, sociability, and emotionality—confirmed a similar pattern of differences in a MANOVA. Surgical participants' global trait EI ratings were significantly linked with their work satisfaction ($r = 0.47$) and performance ($r = 0.46$) as measured by single-question surveys. In light of these results, it is reasonable to assume that surgeons' work happiness, performance on the job, and mental health should all benefit from therapies designed to improve their trait EI profiles.

Sarah B Placek et.al (2019) Objective: Research has shown that higher levels of Emotional Intelligence (EI) are associated with better leadership in medicine, better communication skills, better collaboration, more empathy, and better doctor-patient interactions. This research compares military general surgery residents against civilian surgery residents and the general population to determine the impacts of EI on gender, age, PGY, and previous military experience. Methodology: A retrospective observational research was conducted. To compare general surgery residents to both civilian and normative general surgery residents, the results were analyzed using linear regression and independent sample t test. The scene is the academic general surgery department of the single-center Walter Reed National Military Medical Center. In June 2016, at the start of the academic year, we polled all general surgery residents from PGY 1 to 6. Findings: PGY, previous military service, and gender ($n = 27$ vs. 19 female residents) did not significantly affect global EI. Compared to the general population, general surgery residents who are female had a higher global EI,

while residents who are male and female both scored better on the self-control element. A number of EI characteristics and aspects see a nonstatistically apparent decline at the halfway point of residence. In conclusion, our group of surgical residents did not exhibit the same gender disparities in EI as the general population, lending credence to the findings of earlier research. The fact that residents in general surgery tend to be more homogeneous than the general public could explain this. Furthermore, our group of military surgery residents showed comparable levels of global EI compared to civilian surgery residents. Additional research is required to track changes in EI during surgical residency, since PGY did not have a statistically significant impact on global, facet, or factor EI.

Sackett et.al (2022) Specifically focusing on the impact of range limitation adjustments on validity estimates, this research methodically reviews previous meta-analysis findings regarding the criterion-related validity of personnel selection techniques. Using an artifact distribution is a common way to fix range constraint in meta-analyses of predictor-criterion correlations in people selection situations. The validity of many selection procedures for predicting job performance has been greatly exaggerated, as we find that each of the five commonly used approaches to create and apply range restriction artifact distributions has serious flaws that frequently lead to excessive overcorrection. Validity estimations are updated by going back to previous meta-analyses. Notably, despite a decrease of .10 to .20 points in mean validity estimates, the majority of the selection techniques that performed well in earlier summaries continue to perform admirably. The most popular method of selection turned out to be structured interviews. We also provide data on the validity-diversity tradeoffs by combining validity estimates with information on the mean Black-White subgroup disparities per selection process. We find that our selection processes are still applicable, but the correlations between selection criteria and predictors are much less than we had anticipated. APA retains the rights to the PsycInfo database record (c) 2022).

AinizeSarrionandia et.al (2020) The constellation of features that make up an individual's trait Emotional Intelligence (trait EI) describes how they normally analyze and respond to information linked to their emotions. A large body of research indicates that trait EI significantly predicts both mental and physical well-being. The

purpose of this correlational meta-analysis ($k = 106$, $N = 45,262$) is to investigate potential biological and behavioral factors that produce these outcomes. By outlining what needs to be investigated (highlighting dead ends and potential avenues) and how to do it (methodological enhancements required to reach better results), it hopes to serve as a guide for future study. There were moderate relationships between trait EI and food behaviors, exercise, and drug use, and strong connections with social support, sleep quality, and hypothalamic-pituitary-adrenal axis activity in stressful conditions. Much little study has been conducted on other potential paths. This article ranks these routes from most promising to least promising according on theoretical predictions and early results. Using more representative samples, doing more objective measurements of behavioral variables, accounting for individual differences in personality, and methodically investigating the relationship between changes in EI (e.g., after training) and behavioral and/or physiological outcomes would all be beneficial for future studies.

Nicola S. Schutte et.al (2014) One possible basis for success in the workplace is the unique qualities of Emotional Intelligence. Results from a survey of 319 working-age individuals from the US and AU shown a strong correlation between EQ and positive outcomes including improved mental health, increased engagement with work, contentment with social support at work, and perceptions of authority at work. According to mediation route models, markers of thriving were associated with higher levels of Emotional Intelligence and higher levels of contentment with social support and perceived authority at work.

Kristen M. Shockley (2012) Much prior meta-analysis has focused on the connection between Emotional Intelligence and occupational effectiveness. Unfortunately, these research haven't done much to expand our understanding of affect beyond trait dimensional affect or to distinguish between emotions and state affect, for example. Expanding on previous studies, this one uses meta-analysis to look at how different emotions and state dimensional affect relate to three aspects of performance on the job: task performance, organizational citizenship conduct, and counterproductive work behavior. Furthermore, we analyzed research that evaluated the affect-performance relationship using within-person analyses within the framework of

experience sampling designs, and we looked for subgroup variations based on the temporal consistency of performance and affect assessment.

Vriti Sharma et.al (2016) Having high Emotional Intelligence helps educators connect with their pupils on a deeper level, making it a crucial factor in the world of education. Then, different students' needs may be addressed by adjusting the teaching approach. The current study's overarching goal is to compare public and private school instructors with respect to their Emotional Intelligence and degree of work satisfaction. The present study sets out to determine what factors, if any, are associated with Emotional Intelligence and work satisfaction among academics and professionals in the field of education in India. Across North India, 500 faculty members from both public and private universities were surveyed. A one-way ANOVA with Kruskal Wallis and SPSS software was used to analyze the gathered data. According to the results, Emotional Intelligence and work happiness go hand in hand.

Hadeel Adel Hasan Abuayash et.al (2020) The foundation of educational institutions is school development. The head teacher has complete authority over all school-related matters. Whatever the situation may be, it is essential that principals understand their roles in shaping teacher accountability and school atmosphere in order to improve the quality of their staff's work. A number of research have been conducted in the field of education that have examined factors influencing performance, including intrinsic motivation, the drive to succeed, and competence. In addition More research on Emotional Intelligence is something that has been suggested in earlier studies. On the other hand, Emotional Intelligence is all about being in control of one's emotions and knowing how to harness them for good; being highly motivated to get things done; expressing one's creativity to the fullest; developing sensitivity; and handling relationships with maturity and professionalism. Executives in leadership and administrative roles benefit from better decision-making when they have high Emotional Intelligence, according to a number of studies. Employees with strong Emotional Intelligence are more likely to reach their professional objectives and maintain a consistently high level of performance, as well as to be able to accurately evaluate their own communication abilities. Consequently,

this paper's primary objective is to survey the research on the topic of Emotional Intelligence and its correlation to productivity in the workplace.

B.V.D.S Sai Pavan Kumar et.al (2021) The purpose of this research is to determine how XYZ Company workers' Emotional Intelligence affects their work-life balance. The tool for measurement was a structured questionnaire. One hundred participants were surveyed using the randomizer.org program for the purpose of gathering primary data. A chi-square test and a structural equation model were used in the research. Quality of work life was shown to be positively correlated with self-awareness, self-management, motivation, and total Emotional Intelligence. The research also showed that self-awareness and self-management are crucial components for enhancing work life quality. A high degree of Emotional Intelligence is associated with a better quality of work life, according to the research, which also found a significant correlation between the two.

John Sillup (2021) As it pertains specifically to public administration evidence-based methods, this dissertation examines change management from a PhD perspective. The issue that needed to be addressed was the dearth of academic studies that examined how the Emotional Intelligence (EI) of administrative leaders impacts the self-efficacy of their followers when it comes to managing change. Organizations in both the public and commercial sectors may benefit from therapeutic listening training to boost Emotional Intelligence and, by extension, change management results, according to this study's conclusions. Organizations may benefit from change management, which is a methodical and organized approach to creating and executing interventions and strategies to move from their present to their intended state. Improvements in organizational performance may be achieved via change management's proactive and reactive approaches to creating changes from the inside and outside. Organizational management has always included change management. Data was entered into SPSS for data collection, and then it was coded and analyzed. This research provided empirical evidence that therapeutic listening training is an effective evidence-based approach in public administration. Using this evidence-based methodology, this study improved our empirical knowledge of how Emotional Intelligence (EI) impacts organizational transformation and how to develop EI via therapeutic listening training for administrative leaders.

Saadi Nabil Basbous (2020) The purpose of this master's thesis is to look at how Emotional Intelligence affects job empowerment in the private sector of Estonia's service economy. In order to achieve the goal of this thesis, the author formulated concrete research questions. (1) How does Emotional Intelligence relate to individuals' ability to take initiative on the job? To what extent do gender disparities impact the degree to which private sector service industry personnel feel empowered in their jobs? (3) Is there a correlation between the length of time an employee has been with their company and their level of agency on the job? The author tests the study hypotheses developed from the evaluated literature using a quantitative data methodology, namely the convenience sampling method, which is a non-probability method. One hundred and seventeen(117) people working in the service industry in Tallinn, Estonia's private sector were surveyed for the research. Statistical tests like Pearson r, independent t-test, and one-way ANOVA analysis are used to assess the data that is collected. The study's main results demonstrated a favorable correlation between workers' Emotional Intelligence and job empowerment. A high level of Emotional Intelligence allows workers to control their own emotions as well as those of people around them, which in turn allows them to do a better job of getting the job done. The survey found that when it came to work empowerment, gender did not play a major role among employees. This indicates that gender is irrelevant when it comes to the empowerment of employees in the workplace, and that the same opportunities exist for empowerment regardless of gender. Finally, there is a strong correlation between workers' length of service and their level of agency on the job. The results show that individuals with more years of experience have greater agency than those with less time on the job. This results in employees staying with the company for longer, which boosts their expertise and experience on the job—two essential components of job empowerment.

Abdulmajeed Saad Albalawi (2021) Managers are crucial in the decision-making process of small and medium-sized businesses (SMBs). The process usually include taking important steps that may help the organization grow and develop, as well as foster an entrepreneurial mindset that can make decisions more lucrative and efficient. In Saudi Arabia, where the oil industry has a stranglehold on the market and small and medium-sized enterprises (SMEs) are still in their early stages of economic engagement, this research looked at the responsibilities of SME management there.

The primary objective of this research was to identify the direct and indirect effects of manager self-reported Emotional Intelligence on employee satisfaction with their jobs and turnover rates in Saudi small and medium-sized enterprises (SMEs) through leader-member exchange (LMX). It also looked at the discrepancy between managers' objective self-ratings of Emotional Intelligence and how their workers perceive it. Specifically, it used a quantitative approach to investigate the extent to which managerial Emotional Intelligence is associated with employee turnover (as measured by the LMX mechanism) and to test hypotheses about the role of Emotional Intelligence in the workplace. Small and medium-sized enterprise (SME) managers can use the results as a guide to boost morale and productivity in the workplace, which in turn will help the SME sector attract and retain top talent. This is critical because it puts workers in the best position to succeed in their work setting. In addition, organizations need to establish appropriate systems to guarantee success in today's highly competitive business environments.

This research utilized a cross-sectional survey design and 169 employees of small and medium-sized enterprises (SMEs) in Saudi Arabia were recruited through an online survey. The extensive secondary research that was examined using a variety of sources was connected to the various primary conclusions of this study. The results of this study show that LMX is positively correlated with Emotional Intelligence, lending credence to the idea that EQ can guide the creation and maintenance of rapport between supervisors and staff in the SME industry. Additionally, there was a negative correlation between employees' intention to leave and their perceived Emotional Intelligence, indicating that Emotional Intelligence plays a role in employee retention by reducing their desire to leave. Emotional Intelligence and contentment in one's work life were also shown to be positively related. When it comes to leaders, Emotional Intelligence is especially important for making sure workers can do their jobs. In addition, it indicates that workers are prepared to go above and beyond to ensure the success of their company.

There was a positive correlation between LMX and work satisfaction, according to the study. The results, however, contradicted the hypothesised interaction between LMX and intention to turnover. Finally, LMX was discovered to mediate the connection between EQ and work happiness, but not EQ and the intention to leave

one's current position. Therefore, a company with good LMX would have no trouble delegating tasks to employees and seeing them through to completion, since the company's leaders would encourage and assist workers in carrying out their responsibilities. The inverse is also true: when leaders do not provide the necessary support, employees are unable to carry out their duties effectively.

Jenny R. De Los Santos (2023) This quantitative study set out to fill a gap in our knowledge by examining the connection between the Emotional Intelligence of university academic affairs non-faculty leaders and that of tenured faculty members who have advanced to administrative roles. There has been a long pattern of high employee turnover in universities and colleges. Leaders in higher education often struggle to thrive in their new roles as administrators and supervisors because they lack the necessary training to effectively manage their own and their employees' emotions. This is a direct result of the absence of a formal hiring process. Executives from conventional 4-year public universities in Texas made up the sample. The leaders' Emotional Intelligence was assessed using the Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEITM). The survey was sent out to 489 participants via email, with 124 attempts to complete it. Out of those, 54 surveys were filled out completely and utilized for this study. Analysis of variance (ANOVA), t-test, descriptive statistics, and correlation coefficients were among the statistical analyses utilized. Descriptive statistics revealed an average score of 91.5 for total Emotional Intelligence, just above the standard score, and no statistically significant differences or correlations among variables were discovered. The standard score range for the consider developing level of the MSCEITM ends at 89. Of the 54 people who took the test, 20 had IQs below the competent level, according to the raw data. Because of the importance of effectively communicating with and guiding one's staff, these leaders should think about honing these abilities.

Mirela Kljajić-Dervić (2020) A person's capacity to adapt to and thrive in any condition is influenced by their Emotional Intelligence (EI), which is a set of interrelated personal, social, and emotional competencies and skills. It has an effect on entrepreneurship and, by extension, on every facet of human existence. The ability and desire to seek out investment opportunities, launch a business, and see it through to success is what we mean when we talk about entrepreneurship. Several actions

pertaining to the launch and maintenance of commercial enterprises have been linked to the idea of entrepreneurship. The capacity to construct something from almost nothing is what it is all about. Starting, doing, achieving, taking risks, and constructing an enterprise are all parts of the process. The Trait Emotional Intelligence Questionnaire (TEIQue) was used to gather data for this study. The sample for this study included 56 entrepreneurs from BH and the UK. In particular, during the first year of a company's launch, the results demonstrate that EI significantly influences entrepreneurial behavior.

Choi Sang Long (2016) Examining how teachers' Emotional Intelligence relates to their level of job satisfaction was the primary goal of this research. Work satisfaction as it relates to Emotional Intelligence dimensions such as self-awareness, expression, use, understanding, self-management, and interpersonal management. We used multiple regression and Pearson correlation to see if our hypothesis held water. The results showed that teachers' levels of Emotional Intelligence were positively and significantly correlated with their levels of job satisfaction. When it comes to Emotional Intelligence and teacher job satisfaction, the only two factors that matter are emotional self-awareness and emotional management of others.

Anis ur Rehman (2020) Management and staff alike are finding that Emotional Intelligence is crucial to their success in all areas of work, from dealing with internal challenges like group dynamics, leadership, and motivation to dealing with external ones like customer relationship management, brand loyalty, and corporate social responsibility (CSR). Emotional Intelligence's effect on stress and behavior on the job has received scant academic attention. Learn how occupational stress affects Emotional Intelligence—that is the goal of this article. Also, it makes an effort to look at how gender, age, and years of experience at work affect occupational stress. The academic and support personnel of educational institutions in the Indian state of Uttar Pradesh were surveyed using a simple random sampling technique. A variety of statistical tests, including correlation, Mann-Whitney U, and Kruskal Wallis, were applied to the data in SPSS 21. Results show a significant relationship between Emotional Intelligence and occupational stress. There was a significant difference in the stress levels of the male and female employees. Teachers at the university level report higher levels of occupational stress as they get older. There was a significant

difference in the stress levels of younger and older workers. The occupational stress of college professors is influenced by their years of work experience as well. It was observed that employees with a work experience of more than 30 years have maximum levels of occupational stress. It is clear from this study that managers need to do more to support their female employees and reduce the things that stress them out. The policies and work culture of the organization should create a conducive ambience for female employees. The organization should provide support and counselling to employees in their forties to sort out their stress-related issues which would eventually enhance their productivity. The employees with a work experience of more than 30 years (usually older ones) should get support and any stress-causing issues such as post-retirement benefits should be explained and clarified. This study adds to the current body of knowledge from a theoretical perspective. It enriches the understanding of the relationship between Emotional Intelligence, demographic variables and occupational stress. The top management of the organization can enhance their organization's effectiveness by learning from the findings of this study.

CHRIS ONUGBU (2021) This research studied the influence of Emotional Intelligence on employee commitment using Dangote Sugar Company in Nigeria. A total of 350 respondents were randomly picked from the workers of the firm using convenience sampling procedures. Four measures of Emotional Intelligence were employed to capture Emotional Intelligence. The research included both Pearson product moment and Analysis of Variance (ANOVA) estimation methodologies. Findings from the research found that Emotional Intelligence is a good predictor of employee engagement in Dangote Sugar Company. Also, there exists a strong positive and substantial association between Emotional Intelligence measures (self-emotion evaluation, others emotion appraisal, control of emotion and use of emotion) and employee commitment. The research indicated that workers should be treated properly and management should respect the emotions of their employees if they would obtain the most from them and in turn increase the performance of the company.

DR. ADENIYI TEMITOPE ADETUNJI (2018) Improving the university's services relies heavily on service quality, which is concerned with meeting the emotional needs of users. On the other hand, Emotional Intelligence refers to the mindset that

professional administrators must adopt in order to provide high-quality services without negatively impacting their own or others' emotions. Finding out how EQ relates to service quality at Nigeria's private institutions is the driving force for this research. Finding out how much of an impact Emotional Intelligence has on service quality is the goal. The information was gathered by administering questionnaires to professional administrators at five private institutions in Nigeria. There were 320 people that filled out the survey for the research. The data was collected from the respondents via convenience sampling. The association between EI and QS in the Nigerian private university was examined in a study that changed the hypothesis to test for it. Emotional Intelligence was shown to be a favorable indicator of service excellence. The research also shows that companies with high levels of Emotional Intelligence provide superior customer service compared to companies with lower levels of Emotional Intelligence.

Anjum Bano Kazmi (2021) Everyone should strive to become emotionally healthy and secure by acquiring abilities beyond theoretical or mechanical knowledge, as the perceived relevance of Emotional Intelligence has grown in recent decades. Teachers' high levels of Emotional Intelligence and self-efficacy were shown to be associated in this research. The sample consisted of 240 faculty members drawn at random from public universities in Karachi, Pakistan; 101 were men and 163 were female. Information collected using a measure measuring Emotional Intelligence that was modified from Daniel Goleman's emotional scale and an instrument measuring teachers' self-efficacy developed by Bandura. Regression analysis using SPSS version 20 was used to evaluate hypotheses, and the results indicated that self-efficacy is directly and strongly impacted by Emotional Intelligence. Furthermore, participants' Emotional Intelligence is significantly impacted by their age and years of expertise in a given sector, whereas self-efficacy is solely affected by age and not by experience. The results of the hypothesis testing also show that the participants' Emotional Intelligence and self-efficacy are not related to their gender. Professional training, particularly in areas pertaining to Emotional Intelligence, may boost the self-efficacy of inexperienced educators.

Radhika Thapar Soni et.al (2019) Research has shown that Emotional Intelligence (EI) is more important than Intelligence Quotient (IQ) in recent times. A growing

number of people are beginning to understand the importance of Emotional Intelligence (EI) in their daily lives and careers. EI is associated with people of all ages. EI permeates every facet of existence. A student's Emotional Intelligence and its impact on their academic achievement is the central focus of this research. It also delves into the five facets of Emotional Intelligence and how they work together. To put it all together, these qualities are necessary: self-awareness, self-recognition, drive, empathy, and social competence. Academic Performance, Emotional Intelligence, and Other Related Concepts

Sandhya Mehta (2013) Both academics and the general public are utterly engrossed with the idea of Emotional Intelligence. A lot of effort is being put into figuring out what Emotional Intelligence is and how to put it to good use. The purpose of this work is to survey the research on Emotional Intelligence (E.I.). The research will examine E.I. as a concept by looking at the many models, the metrics used to evaluate them, and how these models relate to other related constructs. In addition, it will discuss how the E.I. concept works in real-world academic contexts and provide suggestions for how future studies may improve teachers' efficiency in different contexts.

Priyavrat Mishra (2018) The goal of this study is to determine which aspects of EQ have the most impact on the effectiveness of management educators in India. It is difficult for management schools in India to meet the demands of the business world. Their managerial style, approach to governance, and pedagogy will need to undergo significant revisions to accommodate this. To that purpose, this study sets out to identify the characteristics shared by emotionally competent educators. The Emotional Intelligence of management school instructors is a key factor in the success of their students and the quality of their lessons. Teachers at management schools in India were the primary focus of the research. This study used a survey design to gather primary data in an effort to determine what characteristics management educators in India had in terms of Emotional Intelligence. The most influential aspects of Emotional Intelligence on management educators' effectiveness were determined using factor analysis. Several aspects of Emotional Intelligence, including social and personal competences, empathy, and adequate training and development, were

determined to have a significant impact on management educators' effectiveness in the classroom.

Dr. S. Ganesan et.al (2019) These days, companies often look at workers' Emotional Intelligence (EI) levels to see how well they perform professionally. Given the dearth of studies focusing only on female employees, this one set out to fill that gap by using data acquired at random from 320 female IT workers to identify and quantify the elements impacting EI. Using Daniel Goleman's four-factor taxonomy, we were able to determine the respondents' EI scores. Managing one's own relationships, being aware of one's social environment, and self-awareness make up the four component competences. In addition to determining what variables impact EI, the evaluation also gives a demographic profile of the participants. Considerations for demographics include age, marital status, number of children, spouse's employment status, family type, educational attainment, income, work experience, and job title.

Sathyamurthi Karibeeran (2019) Emotional sensitivity is at its peak throughout adolescence. The inability of teenagers to recognize, comprehend, control, and effectively manage their emotions will have a lasting impact on their actions and character. The most formative years of maturation occur throughout adolescence, which lasts from 12 to 18 years. Kids of days are starting to think about things like jobs, relationships, families, housing, etc., and they're starting to go out on their own. The person longs for acceptance and belonging in a community. During this formative period, a kid learns the skills he'll need to succeed in adulthood. Trying to pin down one's own unique identity, adolescents reevaluate their past and present selves at this time. This is the stage when Emotional Intelligence really starts to shine. The capacity to recognize, name, and control one's own and other people's emotional states is what we mean when we talk about Emotional Intelligence. The term encompasses a wide range of abilities, some of which include self-awareness, empathy, self-control, sensitivity to the emotions of others, perseverance, and intrinsic drive. The relevance and theory of Emotional Intelligence will be the subject of this article. The researcher attempted to develop a framework that influences teenagers' Emotional Intelligence by drawing on ideas and models.

Somprabh Dubey (2018) A person with high Emotional Intelligence is not only in tune with their own feelings but also able to read and influence the emotions of others

around them. That is to say, they are also capable of influencing the feelings of others around them. The purpose of this research is to catalog the human variables that have an impact on organizational and individual output. Emotionally intelligent people's strong suits are laid forth here. I made an effort to analytically identify the elements that might significantly impact the workers' emotions and actions. They have made an attempt in terms of both intellect and their knowledge of the phenomenon. The ability to recognize and manage one's own emotions, as well as those of others, is a crucial factor in determining how an individual will respond to challenging situations in the workplace. It is my sincere wish that this will serve as a means of addressing and managing the human elements that influence the regulation of different forms of employee interaction behavior in the workplace.

Azizi Yahaya et.al (2012) This research aims to shed light on the relationship between Emotional Intelligence and academic performance in secondary school students by analyzing the effects of self-awareness, emotional management, self-motivation, empathy, and interpersonal skills. Examining whether or not the five dimensions of Emotional Intelligence have had any effect on academic performance is another goal of this research. Data analysis procedures include multiple regression and statistical inference using the Pearson r-value. A substantial association between academic accomplishment and self-awareness ($r = 0.21$), emotional regulation ($r = 0.21$), and empathy ($r = 0.21$) was shown at the $p < 0.05$ level in the findings. Three components of Emotional Intelligence—self-awareness ($\beta = 0.261$), self-motivation ($\beta = -0.182$), and empathy ($\beta = 0.167$)—accounted for 8.7 percent of the variance in the criteria (academic accomplishment), according to the results of multiple regression analysis (stepwise). Another finding was a model that attempted to capture the interplay between EQ traits and scholastic success. Emotional Intelligence seems to have a positive effect on students' cognitive ability, according to these research. Students must maintain their Emotional Intelligence in order to create a competent generation and a prosperous nation that adheres to educational philosophy.

S. Antonysamy (2020) This study is an empirical attempt to investigate the role of Emotional Intelligence (EQ) components in adult interpersonal difficulties. The 500-person sample includes 200 educators, 150 information technology workers, and 150 healthcare providers. This study uses a stratified random sampling technique. With a

mean age of 31.95, the ages span from 22 to 50. This study uses samples that are not intended for clinical use. Both the Emotional Intelligence Scale and the Inventory of Interpersonal Problems (IIP-32) have been used. Researchers use the aforementioned methods to collect data from individuals after personally contacting them. The statistical analyses make use of descriptive statistics and correlation. The results show that there is a negative correlation between the dimensions of interpersonal issues and Emotional Intelligence, which is statistically significant at both the 0.05 and 0.01 levels of significance. This discovery lends credence to the idea that psychotherapy may be better understood and more effective procedures can be developed.

Atuma Okpara (2014) Despite its critical importance in any company, the idea of Emotional Intelligence is grossly misunderstood and misused. The capacity to recognize and control one's own emotional state is considered a key component. It is also thought of as the capacity to have fruitful personal and professional relationships with people in a variety of settings and occupations. The purpose of this research was to examine the link between EQ at work and ROI in the banking sector of Nigeria. The research used a survey approach, and 210 bank managers from the South-South region of Nigeria made up the sample. The majority of the data was gathered in cities with a large concentration of banks using questionnaires and in-depth interviews. These instruments were determined to be trustworthy with Cronbach Alpha values of 0.7 and above. Using the statistical software for the social sciences, we developed and evaluated four hypotheses based on the spearman rank correlation coefficient. At the 0.05 level of significance, our research revealed that three of the four Emotional Intelligence competencies—self-awareness, self-management, and relationship management—were substantially associated with ROI. Our findings were further validated by the results of our interviews. Our findings suggest that Emotional Intelligence in the workplace has an effect on ROI. Consequently, we suggested that businesses provide their workers with Emotional Intelligence training so that they may perform better on the job.

Samangi Nanayakkara et.al (2019) Emotional Intelligence and its effects on technological strategy management and organizational performance in Sri Lankan banking are the subjects of this research. A number of factors are involved in this, including: strategic management of technology (SMT), which is made up of

technological strategy, technological capability, and technological knowledge management; Emotional Intelligence (EI), which is made up of experiential and strategic Emotional Intelligence; learning and growth, internal business process, and stakeholder satisfaction, which is made up of organizational performance (OP). We looked into and analyzed the current literature on strategic technology management, Emotional Intelligence, and organizational performance by conducting a literature study. The hypothesis and conceptual model emerged from this. In order to put the conceptual model and assumptions to the test, a survey was carried out using questionnaires. A sample of 1200 managers from seventeen banks in the Western Province that were registered under the Colombo Stock Exchange were used. A structural equation modeling (SEM) approach based on SMART PLS was used to analyze the data. According to the results, both the proposed model and the hypothetical pathways it proposed matched the data well. The results provide a clear picture of how Emotional Intelligence affects the connection between SMT and organizational success. Emotional Intelligence moderates the association between technological strategy management and organizational success in the industry, according to the research. In addition, the evidence from the relevant literature clearly shows that EI has a greater impact on the described connection than the previously proven facts. In light of the results, suggestions have been made to improve the efficiency of the banking sector in Sri Lanka.

(Dr.) Madhusmita Dash et.al (2017) The research methodology, research problem statement, research pedagogy, and concept of Emotional Intelligence make up this study. The impact of Emotional Intelligence on the quality of service provided by private sector banks in India is also covered in this chapter. The SPSS program was used for data analysis. Regression analysis, t-test, coefficient of correlation, and descriptive statistics (mean and standard deviation) were used to ascertain the relationships between the variables. We used both primary and secondary sources to compile our data. The questionnaire and in-depth interviews are the main tools for gathering data.

Loshinee Vasudevan et.al (2020) The purpose of this literature evaluation is to identify the most applicable theory of Emotional Intelligence within the framework of the banking sector in Malaysia. Emotional Intelligence theories provided a

comprehensive examination of the study analysis approach in order to accomplish the aim of this review article. Concepts, theoretical foundation, current definitions, and different types of collaborative writing from the educational context constitute the basis of the underlying theories being addressed in this study, according to the findings. Additionally, a number of case studies drawn from various settings were made available. In theory, the results of earlier research on Emotional Intelligence provide support for collaborative writing. This review's findings inform a discussion of the review's shortcomings and consequences, as well as recommendations for further study.

Mr. Satish Malik et.al (2022) We are social creatures at our core. Emotions and expressions originate in the body, the mind, and the brain. To a large extent, one's emotional state determines one's level of performance, creativity, originality, etc. Nowadays, stress is a contemporary illness that is prevalent in today's competitive environment. Managing it should be possible. Similarly, the workers are also impacted. A high level of Emotional Intelligence is associated with better performance, less stress, and healthier relationships. Examining the effects of Emotional Intelligence on the productivity of Chhattisgarh bank workers is the primary goal of this research. In order to study the demographic profile of bank employees in Chhattisgarh, the authors used frequency analysis. They then used exploratory factor analysis to factor in Emotional Intelligence and finally used Kruskal-Wallis and Mann Whitney to determine the significant impact of the bank employees' demographic profile on the performance management factors. Someone ran a U-test. This study used a non-probabilistic convenient sampling strategy with a sample size of 120 participants. The results showed that the maximum number of male and female bank workers surveyed was somewhat close to equal. In a typical month, their revenue ranges from fifty thousand to one million rupees. Emotional Intelligence is influenced by three main variables: self-regulation, self-management, and social skills. These characteristics are greatly influencing how bank workers are evaluated for their performance.

Nada Jabbour Al Maalouf et.al (2023) The goal here is to highlight the relevance of Emotional Intelligence in occupations where crises happen, as banking in Lebanon, even if many writers have pointed out its significance. The study's primary goal—to

fill this knowledge vacuum and analyze the impact of Emotional Intelligence on crisis performance among Lebanese bank employees—is its most important contribution. The study's overarching goal is to find out how much of an effect Emotional Intelligence has on crisis performance among bank workers in Lebanon. In order to confirm this objective, a survey was sent out to those employed by Lebanese banks throughout the current crisis. Data were analyzed using SPSS after a sample of 201 respondents were surveyed. Results: Those with high levels of Emotional Intelligence did better throughout the crisis in the banking business. Implications/Value: Managers at financial institutions would do well to reflect on the significance of Emotional Intelligence, both for themselves and their staff, as this trait has a direct and beneficial effect on how well they handle crises, which in turn affects the sector's overall success.

J. Aravind et.al (2019) An individual's emotional state is critical in categorizing their life events. The ability to understand and manage one's own and other people's emotions, as well as to motivate oneself and maintain healthy relationships, is what we mean when we talk about Emotional Intelligence. The softer talents of connecting with others and keeping them as friends are the major emphasis of Emotional Intelligence. In all areas of life—at work, at home, and in our social circles—human connections are constants, and the quality of these relationships and interactions determines how successful we are. As a result, this facet of life takes on great significance. When a person can honestly state, "I am satisfied with my job," it's because of a confluence of factors including their mental health, their physical well-being, and their immediate work environment. The purpose of this research is to examine the relationship between the Emotional Intelligence and work satisfaction of bank managers. Finding and understanding the Emotional Intelligence Dimensions as well as the many elements that affect both EQ and work satisfaction is another benefit.

Hasan Dincer (2012) These days, it's common knowledge that companies in nearly every industry, notably those dealing with customer service, need workers with high levels of Emotional Intelligence and creative thinking on the job if they want to remain competitive. In order to stay ahead of the increasingly competitive global market and ensure client pleasure and loyalty, the banking industry must be abreast of

all types of changes and innovations. The dynamic structure of the banking industry has been favorably and adversely affected by the economic crisis, which is the major reason why this research is being applied to it. Here, by examining the interplay between these two factors, we want to demonstrate how crucial Emotional Intelligence and creative problem-solving are to the prosperity of the banking industry. The report's secondary objective is to compare and contrast state-owned and private banks with regard to EQ and creative problem-solving on the job. Questionnaires have been used as a means of gathering information. Thanks to Janssen's creative work behaviors scale and the Emotional Intelligence scale created by Wong and Law, we can now collect data on people's levels of Emotional Intelligence and innovative work practices. Results from the survey were shared with 332 workers in the Turkish banking industry.

Arindam Chatterjee et.al (2015) There has been a lack of proper consideration of the impact of leaders' emotions on their performance in leadership theory and research. Although there is a wealth of literature on leadership in general, the connection between Emotional Intelligence and leadership in particular has received very little attention. To fill in the blanks in the literature and forge a more educated connection between theory and practice, we need a deeper understanding of Emotional Intelligence and how it relates to leadership style. By delving into the relationship between EQ and leadership style, this research aims to increase HRD's body of knowledge. In all, 381 workers made up the study's sample. According to the results, there is no correlation between how people perceive a leader's style and their Emotional Intelligence from an ability viewpoint. Looking at the literature and its citations leads one to anticipate something different, but this is not the case. The lack of statistically significant correlations between the investigated dimensions may have been due to the items' mixed reliability findings within the correlations, which may have indicated construct validity issues.

CHAPTER -03

RESEARCH METHODOLOGY

CHAPTER – 3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

Within the context of the research design and the procedure for data collection, this chapter provides an overview of the research technique that is used in the respective study. To conducting the analysis of the survey materials that were gathered, the statistical package for the social sciences (SPSS) version 16.0 was used. There is a discussion in this chapter about the research design of the study, the variables of the study, the sampling unit, the sample size, and the sampling procedure that was used in the study. Additionally, there is a discussion about the tools that were used for the data collection, the validity and reliability of the tools that were used, as well as the statistical and inferential tools that were used for the analysis of the data in order to reach the conclusions of the study.

3.2 RESEARCH APPROACH

Given the limited amount of previous research that has been conducted on this subject, the research design of the current study is descriptive in character and is based on an inferential quantitative research technique. This knowledge provides the foundation for the research design. Those types of study that are focused with characterizing the features of a specific person or of a group are known as descriptive research. All of the research investigations that are concerned with precise predictions and the narration of facts and features pertaining to individuals, groups, or situations are examples of descriptive research studies. In descriptive research, the statistical design that has been preplanned is used for the purpose of analysis, structured instruments are utilized for the collection of data, and advanced judgments are made about the operational methods. The quantitative research method involves the generation of data in a quantitative format, which can then be submitted to rigorous quantitative analysis. An inferential technique, which is one of the types of quantitative approaches, is being used in this research. This strategy involves the creation of a database that displays the characteristics or relationships of the population that is being investigated. A survey research method known as the

inferential approach is one in which a representative sample of the population is investigated (by means of questions or observations) in order to ascertain its characteristics. Based on this information, it is then inferred that the whole population has the same qualities. The objective of this research is to investigate and compare the Emotional Intelligence and effectiveness of workers working in companies belonging to Cadbury and Municipal Corporation. The study is descriptive in nature and is based on a quantitative methodology.

3.3 TYPE OF RESEARCH STUDY

The present study is a descriptive research project that aims to develop various parameters for the purpose of studying the relationship and effect, as well as to conduct a comparative study of the impact of Emotional Intelligence and its various dimensions on the efficiency of employees working in a variety of municipal corporations and Cadburys. Extensive literature reviews have served as the foundation for the identification of factors that must be considered for the research. According to the Goleman model of Emotional Intelligence (2001), various aspects of Emotional Intelligence, including self-awareness, self-management, social awareness, and relationship management, as well as overall Emotional Intelligence, were investigated in relation to employee effectiveness, which was considered to be the output of employees and was based on the combination of various job-related factors, such as job performance, job satisfaction, organization commitment, and work motivation, for the purpose of the study. Additionally, the demographic data of the respondents were gathered in order to evaluate the link between these qualities and the variables under investigation in the research.

Variables under the study:

Variables under the investigation of the study are:

Independent variable: Emotional Intelligence

Dependent variable: Employee Effectiveness

Demographic variables: Gender, Age, Marital Status, Family Type, Educational Background, Service Length, Position in the organization, Monthly Income, Number of Promotions, Number of Increments, Total no. of employees, Work Experience.

3.4 SAMPLING PLAN

3.4.1 Sampling Unit

Those individuals who are employed in high, medium, and lower level managerial roles within the organizations of Cadburys and Municipal Corporation in the Gwalior area make up the Sampling Unit for the research.

3.4.2 Population of Study

Within the Gwalior area, the individuals that make up the population of the study are those who are employed by Cadburys and Municipal Corporation.

3.4.3 Sample Size

To this research, there were a total of 500 respondents who were employed in a variety of Municipal Corporations and Cadburys. Of these, 250 respondents were from the Municipal Corporation sector, and the remaining 250 respondents were from Cadburys. The total number of questionnaires that were issued was 540, and out of those, the respondents filled out 500 of the questionnaires that were returned. Because 40 of the questionnaires were left unfinished, they were not included in the research. Furthermore, some of the questionnaires were not even returned by the respondents.

3.4.4 Sampling Technique

Stratified Random Sampling method is used in the research for collection of data. Under this method sample is divided into small strata of same demographic and socio economic background in a certain ratio as per the total sample plan and then random sampling is done among them to get unbiased results .

3.4.5 Period of Sampling

To fulfill the objectives of the research, primary data was gathered between September 2023 and March 2024.

3.5 SOURCES OF DATA COLLECTION

The technique of data collecting that was used in the research project included the utilization of both primary and secondary statistics. Primary data are those that are gathered for the very first time, are also original in character, and have not been subjected to statistical analysis or treatment in the past. Primary data are obtained fresh for the very first time. Secondary data, on the other hand, refers to information that has already been gathered, statistically analyzed, and processed by another researcher. This information may be obtained in public or unpublished formats for the purpose of doing research. When it comes to primary data, it is necessary to acquire the original data, which may be both time-consuming and challenging to do effectively. However primary data is most crucial data of the study and in case of descriptive research it may be acquired via numerous sources like through interviews, questionnaire and schedule technique, observation method or by conducting surveys. According to Malhotra (2005), secondary data is information that is gathered for a purpose that is not directly related to the issue at hand. In the case of secondary data, the nature of the effort involved in collecting the data is simply that of compilation.

Secondary data refers to the material that has already been acquired and processed by another individual. The collection of secondary data typically involves the use of publications from the central or state government, publications from foreign governments or international bodies, technical, trade, or management journals, books, newspapers, magazines, reports from educational institutions, banks, and business industries, bibliographies, historical documents, the work of research scholars, public or statistical records, and other similar sources. The trustworthiness, adequacy, and applicability of the data in relation to the study need to be evaluated and validated prior to the utilization of secondary data for the aim of research. The study of secondary data is a prerequisite for the collecting of primary data, according to Malhotra (2005), who emphasizes the importance of this. When all of the secondary data sources have been exhausted or when management results have been obtained, you should begin with secondary data and then move on to primary data. For this reason, both primary and secondary data sources were used in order to acquire the information that was utilized for the purpose of doing research in order to accomplish the goals of the study.

3.5.1 Secondary Data

Secondary data for the study was gathered from a variety of sources, including research papers published in a variety of manual and online journals, literature reviews, case studies dissertations, term papers, manual articles, e-articles, books and e-books, magazines, published texts, and statistics. The collection of secondary data has been accomplished via the use of personal connections.

3.5.2 Primary Data

To gathering primary data, a questionnaire approach was used. This method included providing the respondents with a pre-designed multiple-choice questionnaire that was based on a five-point Likert scale. The purpose of this questionnaire was to collect their responses on Emotional Intelligence and Employee Effectiveness. Each of the five alternatives that were provided for the decision was expected to be selected by the respondents as the response to the question.

3.6 STATISTICAL TOOLS FOR DATA ANALYSIS

3.6.1 Tools for testing hypothesis

To conducting research, several descriptive statistical tools, such as frequency distribution, mean, and standard deviation, as well as inferential statistical tools, such as reliability test, t-test, correlation analysis, regression analysis, two-way analysis of variance (ANOVA), and Chi-square test, were utilized to analyze the data to determine the result at a level of significance of 5%.

3.6.2 Statistical Tools Used for the Study:

1) Mean:

The "mean" is sometimes referred to as the "arithmetic average." The arithmetic mean of a list of numbers is calculated by taking the total of the list and dividing it by the total number of items in the list. This method is used in the fields of mathematics and statistics. If the list is really a statistical population, the term "population mean" refers to the average of that population. The mean is referred to as the sample mean when the list in question represents a statistical sample.

For a random variable that has a specified mean, the Greek symbol μ is used to signify the arithmetic mean of the whole population. Additionally, for a random number that has a probabilistic mean or expected value, the μ represents the expected value of the random number. Given that the set X is comprised of a collection of random numbers with a probabilistic mean of μ , it follows that the expected value of any individual sample, denoted as x_i , from that collection is equal to μ multiplied by the expectancy of the sample. In practical terms, the distinction between μ and $\sum x$ lies in the fact that μ is typically unobservable since one can only observe a sample rather than the entire population. Furthermore, if the sample is drawn randomly, then one can treat $\sum x$ as a random variable, but not as μ , and assign it a probability distribution, which is known as the sampling distribution of mean.

2) Standard Deviation:

One of the most often used methods for determining the dispersion of a series is the standard deviation, which is typically represented by the symbol σ , which is pronounced as isigma. The square root of the average of squares of deviations is the formula that is used to define the conventional deviation. A measure of the variability or dispersion of a population, a data collection, or a probability distribution is referred to as the standard deviation. This concept is used in the fields of probability theory and statistics. When the standard deviation is low, it suggests that the data points tend to be relatively near to the same value (the mean), but when the standard deviation is high, it shows that the data are "spread out" across a vast range of values.

3) t-test:

It is considered an appropriate test for judging the significance of a sample mean or for judging the significance of difference between the means of two samples in the case of small samples when population variance is not known (in the case where the variance of the sample is used as the estimate of the population). The t-test is based on the t-distribution, and it is considered to be an appropriate test. For the purpose of determining whether or not the mean difference between two samples that are connected is statistically significant, we used a paired t-test in the event that two samples are related. The importance of the coefficients of simple and partial correlations may also be evaluated with its help due to its versatility. Following the

calculation of the appropriate test statistic, t , from the sample data, a comparison is made with its likely values of the t distribution for various levels of significance at various degrees of freedom in order to determine whether or not the null hypothesis should be accepted or rejected respectively. In the context of statistical hypothesis testing, a t -test is any test in which the test statistics follow the distribution of a student if the null hypothesis is considered to be true. When the value of a scaling component in the test statistic is known, the t -test is used to determine whether or not the test statistic would follow a normal distribution. The test statistics (under certain circumstances) follow a student's t distribution when the scaling component in the test statistics is unknown and is replaced by an approximation based on the data. This behavior occurs when the test statistics are analyzed.

4) Karl Pearson Correlation Analysis:

Simple correlation, also known as the Karl Pearson coefficient of correlation, is the approach that is used the most often for determining the extent of the link that exists between two variables. The following is an assumption made by this coefficient:

- 1) That the two variables are represented by a linear connection with one another.
- 2) That there is a casual relationship between the two variables, which indicates that one of the variables should be considered independent while the other should be considered dependent.
- 3) So that a normal distribution may be produced, a large number of causes are functioning in both variables.

5) Regression:

The finding of a statistical connection between two or more variables is what is often referred to as regression analysis. There are just two variables involved in simple regression, and one of them is independent, meaning that it is the component that is responsible for the behavior of the other factor, which is referred to as the dependent variable.

6) ANOVA (Analysis of variance):

When it comes to circumstances in which a comparison has to be made between more than two populations, the analysis of variance (ANOVA) approach is an essential tool to have at your disposal. An analysis of variance is a technique that breaks down the variance that a response is subjected to into its numerous components, each of which corresponds to a different cause of variation. When using the ANOVA approach, it is possible to explore any number of variables that are theorized or asserted to have an effect on the variable that is being studied (the dependent variable). Inside each of these parameters, which may have a huge number of different values, one may explore the disparities that exist between the numerous categories that are included inside them. It is referred to as a one-way analysis of variance (ANOVA) when we just consider one component and study the differences between its multiple categories, each of which has a wide range of potential values. In situations when the difference between two variables is being explored at the same time, the method of two-way analysis of variance (ANOVA) is used. An analysis of variance (ANOVA) with two or more ways allows for the study of the interaction between two independent variables that have an effect on the dependent variable. This allows for improved decision-making. By analyzing the amount of variation that exists within each of these samples in comparison to the amount of variation that exists between the samples, the essential objective of the analysis of variance (ANOVA) is to determine whether or not there is a difference between the means of the populations. When doing an analysis of variance (ANOVA), it is assumed that each of the samples is chosen from a normal population and that all of these populations have the same variance. Additionally, it is presumed that all variables other than the one or more that are being evaluated are successfully controlled throughout the testing process.

7) Chi square test:

In the context of sample analysis, the statistical measure known as chi square is used for the purpose of comparing a measurable variation to a theoretical variance. When categories are used, it is possible to use this non-parametric test to conduct comparisons between theoretical populations and real data. The Chi-square statistic may be used as a test of goodness of fit, which helps us to determine the degree to which the assumed theoretical distribution is a good match for the data that has been

seen, if the value of χ^2 that was computed is lower than the value that was found in the table at a certain level of significance. The fit is deemed to be a good one, which indicates that the disagreement between the frequencies that were seen and those that were predicted may be attributed to the fluctuations that occurred during the sampling process. Nevertheless, if the value of χ^2 that is computed is higher than the value that is found in the table, then the fit is not deemed to be a good one. Another use of the Chi square statistic is as a test of independence, which helps us to determine whether two characteristics are connected to one another. The null hypothesis for the investigation is constructed in such a scenario, taking into consideration the qualities as being independent. Following the calculation of the predicted frequencies, the value of the chi square is then determined using this information.

3.7 PROBLEM STATEMENT

Emotional Intelligence (EI) is a significant factor in determining an individual's capacity to comprehend, control, and navigate emotions, not just in themselves but also in others around them. In the field of employment, there is a growing body of research that demonstrates that high levels of Emotional Intelligence are associated with improved job performance, increased effectiveness in leadership, and overall pleasure in the workplace.

On the other hand, there is a paucity of thorough research that study the differences in Emotional Intelligence that exist between people working in the private sector and those working in the public sector. For several reasons, it is crucial to have a solid understanding of these disparities. There are typically differences in the work environments, organizational cultures, and job needs of employment in the private sector and those in the public sector, which may have an impact on the development and use of Emotional Intelligence in various ways.

3.8 NEED OF THE STUDY

To improving workforce performance, increasing workplace happiness, and adjusting organizational policies, it is essential to have a solid understanding of the Emotional Intelligence differences that exist between personnel working in the private sector and those working in the public sector. To give significant insights into the link between

Emotional Intelligence and job performance, leadership effectiveness, and overall organizational success, the purpose of this research is to investigate the interaction between these three factors. The study aims to inspire personalized training programs, policies for human resource management, and strategies for building settings that enhance Emotional Intelligence. This will be accomplished by researching sector-specific differences and identifying critical components that influence Emotional Intelligence. It is possible that the results of the research might have wider-reaching repercussions for the well-being of society, the growth of the economy, and the competitive advantage available to firms in the private sector. The ultimate goal of this study is to make a significant addition to the current body of knowledge in this area by improving our understanding of the dynamics of Emotional Intelligence and adding depth to our understanding of these dynamics.

3.9 SIGNIFICANCE OF THE STUDY

It is important to investigate the differences in Emotional Intelligence that exist between personnel working in the private sector and those working in the public sector in order to improve the general dynamics of the workforce and the efficiency of organizations. In order to shed light on the complex distinctions that exist within these sectors, the purpose of this research is to provide significant insights into the influence that Emotional Intelligence has on work performance and the efficacy of leadership. The results are anticipated to provide information that may be used to support focused interventions, such as specialized training programs and adapted policies on human resources, with the goal of cultivating and using Emotional Intelligence in accordance with the particular requirements of each industry. This study has the potential to have repercussions that extend beyond the context of the organization, including the well-being of society as a whole, the growth of the economy, and the competitive advantage achieved by organizations in the private sector. The ultimate objective of the research is to provide a contribution to the ever-evolving understanding of the dynamics of Emotional Intelligence, with the intention of providing information that can be used to the improvement of working conditions and individual performance of employees.

3.10 HYPOTHESIS

HYPOTHESIS -01

(H01): There is no significant difference in Emotional Intelligence between the Government sector and Private sector employees.

Alternative Hypothesis **(H11):** There is significant difference in Emotional Intelligence between the Government sector and Private sector employees.

HYPOTHESIS -02

(H02)- Emotional Intelligence has a Significant Impact on Job Performance

Alternative Hypothesis **(H12)-** Emotional Intelligence has No Significant Impact on Job Performance

Assumptions are:-

1. Facilities at the work place have an impact on EI
2. Job Security is related to higher EI

3.11 OBJECTIVES OF THE STUDY

1. To examine the Emotional Intelligence difference amongst employees of Government and Private sector.
2. To identify factors which would help in improving Emotional Intelligence.
3. To study the effect of Emotional Intelligence on effectiveness of employees working in Municipal Corporation and Cadburys organizations.
4. To know the interaction effect between demographic variables of employees and nature of organization (Municipal Corporation and Cadburys) on their Emotional Intelligence level.

CHAPTER -04

DATA ANALYSIS

CHAPTER – 4

DATA ANALYSIS

Data analysis is the process in which the researcher utilizes a variety of tools and strategies to measure and analyze aggregated data. Once data has been gathered from primary and secondary sources, the last phase involves analyzing the data in a systematic way to derive meaningful conclusions. Once researchers have gathered data using various approaches, they must refine and arrange the material in a manner suitable for statistical analysis in order to assess the study hypotheses. The study starts with verifying the fieldwork that was carried out. The term "processing" in this context pertains to the manipulation and analysis of the main data that has been explicitly gathered for the purpose of the research. The researcher initiates a field editing process to address errors and missing data. At this step, the researcher does data treatments, such as assigning values to missing data points. Data analysis may be categorized as univariate, bivariate, or multivariate, depending on whether one variable, two variables, or more than two variables are being studied simultaneously. Data analysis may be categorized as either descriptive or inferential. Descriptive analysis is the process of providing a detailed description of the sample. The text explores the summary measures associated with the sample data. These methods include summarizing data by computing the mean, frequency distribution, and percentage distribution of the data. In inferential analysis, the focus is on making conclusions about population parameters using sample findings. The present research included conducting a field survey to gather data from 500 participants from Municipal Corporation Gwalior and Cadburys Ltd Malanpur in Gwalior. The data has been organized in a tabular format for the purpose of measurement. The research examines the impact of Emotional Intelligence on work performance. Descriptive statistics were used to quantify the frequency distribution, proportion %, correlation, chi square test, ANOVA, and factor analysis tests.

4.1 DEMOGRAPHIC PROFILE OF THE STUDY

4.1.1 Age

Table 4.1 Age of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below30	100	24.0	24.0	24.0
	31 to 40	167	33.4	33.4	57.4
	41 to 50	132	26.4	26.4	83.8
	50 above	81	16.2	16.2	100.0
	Total	500	100.0	100.0	

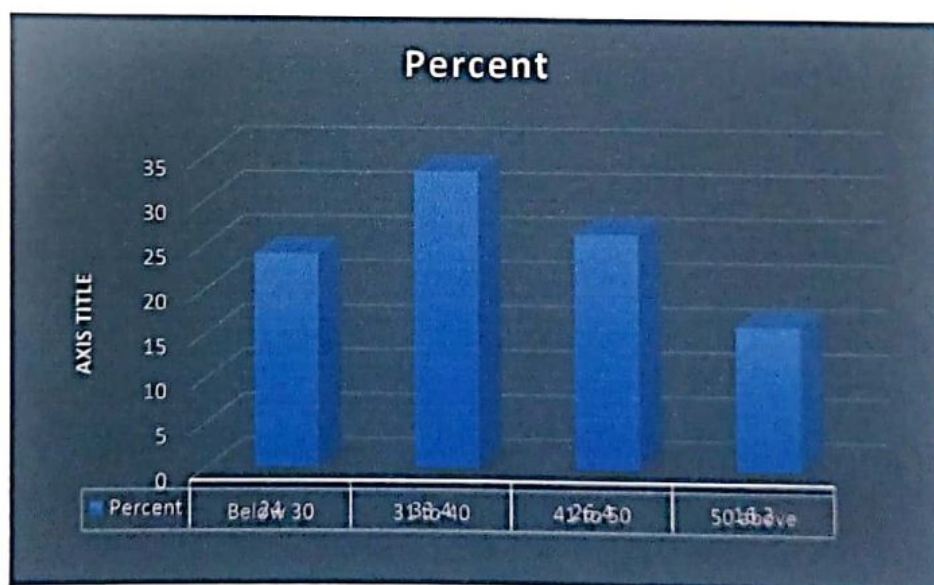


Fig. 4.1 Age of the respondents

According to the data in table 4.2 and graph 4.1, it can be seen that 33 percent of the respondents fall into the age group of 31 to 40 years, 27 percent fall into the age group of 41 to 50 years, 24 percent fall into the age group below 30 years, and 17 percent

fall into the age group of 50 and above. The age range of 31 to 40 years has the highest number of responses in terms of Emotional Intelligence and work performance, followed by the age group of 41 to 50 years, from Municipal Corporation Gwalior and Cadburys Ltd Malanpur. They are the workers in their middle age. The results also included a smaller number of respondents who were beyond 50 years old and below 30 years old.

4.1.2 Gender Of The Respondents

Table 4.2 Gender of respondents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Male	251	50.2	50.2	50.2
	Female	249	49.8	49.8	100.0
	Total	500	100.0	100.0	

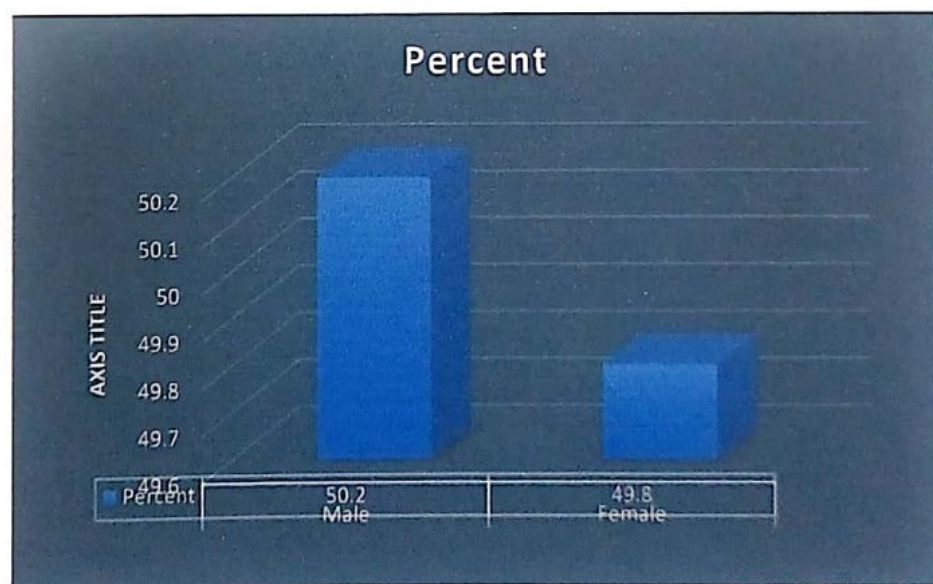


Fig.4.2 Gender of the respondents

The data shown in table 4.2 and graph 4.2 indicates that 51 percent of the workers surveyed are male, while 49 percent are female. This observation is based on the data

collected from both Municipal Corporation Gwalior and Cadburys Ltd Malanpur. The findings indicated that both males and females engaged in responding to assessments of Emotional Intelligence and work satisfaction.

4.1.3 Marital Status of Respondents

Table 4.3 Marital status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	349	69.8	69.8	69.8
	Unmarried	151	30.2	30.2	100.0
	Total	500	100.0	100.0	

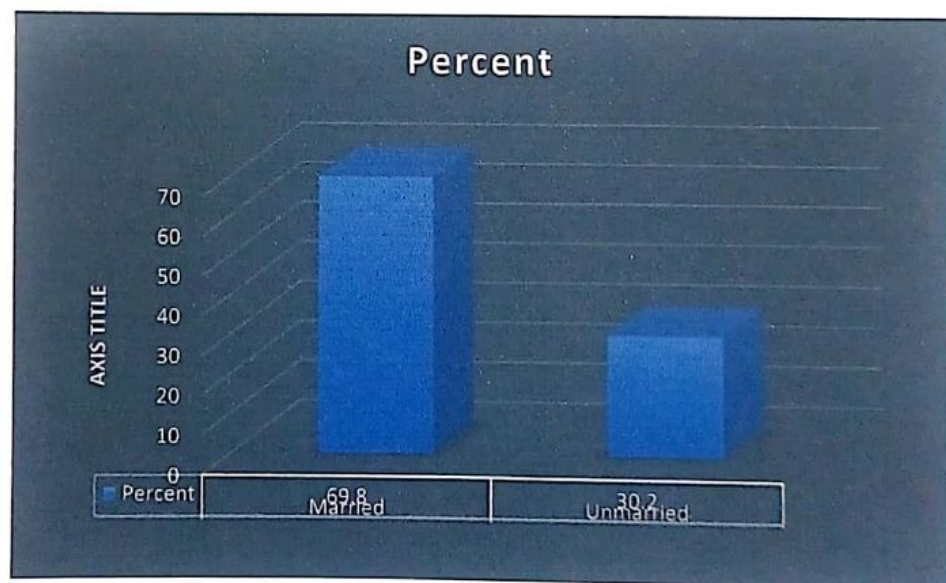


Fig.4.3 Marital status of respondents

Based on the data shown in table 4.3 and graph 4.3, it can be seen that 70 percent of the respondents are married workers, while 31 percent are unmarried. The majority of responders are married. The respondents for the study on Emotional Intelligence and

work performance include employees who are married, followed by unmarried employees. These respondents have participated from Municipal Corporation Gwalior and Cadburys Ltd Malanpur.

4.1.4 Work Experience of Respondents

Table 4.4 Work experience of respondents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Below5 years	93	18.6	18.6	18.6
	6 to 15years	178	35.6	35.6	54.2
	16to25years	166	33.2	33.2	87.4
	25yearsabove	63	12.6	12.6	100.0
	Total	500	100.0	100.0	

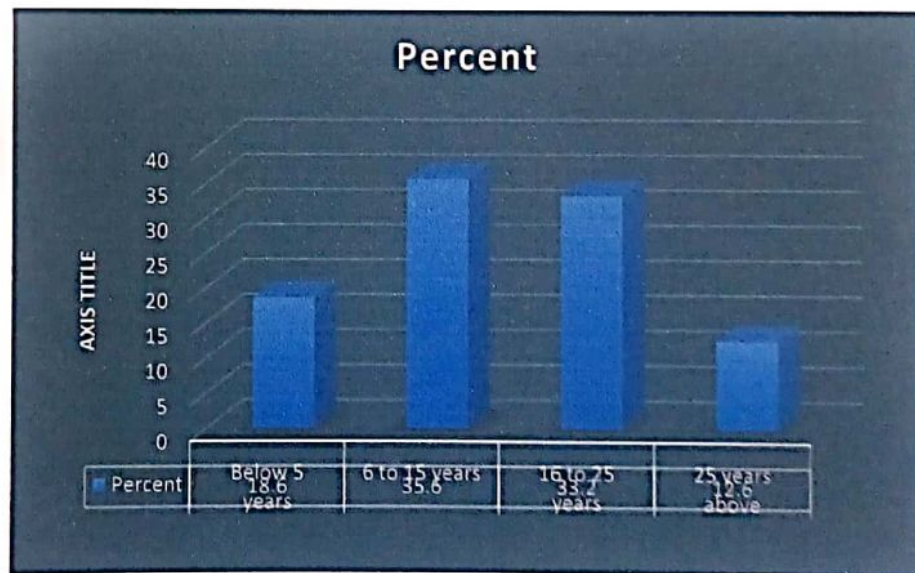


Fig 4.4 work experience of respondents

Based on the data presented in table 4.4 and graph 4.4, it can be seen that 36 percent of the respondents have a work experience ranging from 6 to 15 years, 33 percent have a work experience ranging from 16 to 25 years, 18 percent have a work experience below 5 years, and 12 percent have a work experience of 25 years or more.

The majority of respondents in the study on Emotional Intelligence and job performance had a work experience ranging from 6 to 15 years, with the next highest group having 16 to 25 years of experience. Respondents are employers with extensive expertise from higher education institutions. Nevertheless, the number of individuals with less than 5 years of experience and those with more than 25 years of experience is quite small.

4.2 DATA OF THE STATISTICAL ANALYSIS

This chapter discusses the findings derived from the statistical analysis of the data gathered from personnel at different levels (top, medium, and lower) in the Government and Private sectors, namely the Municipal Corporation and Cadburys Ltd. The statistical methods used for data analysis in the current research include mean, standard deviation (SD), t-test, analysis of variance (ANOVA), coefficient of correlation, and regression analysis (specifically linear regression and step-wise regression). The obtained data has been analyzed using the SPSS-20 program. The study's hypotheses are being tested using statistical analysis, and the findings are being provided in table format.

TABLE 4.5 Comparison of Emotional Intelligence between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Variable	Government sector (N=250)		Private sector(N=250)		t-value
	Mean	SD	Mean	SD	
Emotional Intelligence	4.0459	0.61872	3.9837	0.45058	1.406NS

Table 4.5 illustrates the comparison of Emotional Intelligence between the Government and Private Sector, namely the Municipal Corporation and Cadburys Ltd. The average Emotional Intelligence score was greater among Government sector Employees compared to Private sector Employees, while the difference was determined to be statistically insignificant.

TABLE 4.6 Comparison of Dimensions of Emotional Intelligence between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Dimensions	Government sector (N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Realization of self (EDIM1)	4.1507	0.72761	4.0820	0.52785	1.516NS
Realization of others (EDIM2)	3.8933	0.65275	3.8938	0.51505	0.009NS
Regulation of others (EDIM3)	4.2444	0.66476	4.2350	0.49058	0.198NS
Regulation of self (EDIM4)	3.8850	0.78826	3.7242	0.78230	2.508**

Table 4.6 illustrates the comparison of Emotional Intelligence aspects across personnel in the Government and Private sectors, namely the Municipal Corporation and Cadburys Ltd. The average scores for the dimensions of Emotional Intelligence, specifically self-realization, regulation of others, and self-regulation, were higher among Government sector employees compared to Private sector employees. However, the average score for realization of others was higher among Private sector employees, specifically managers from Municipal Corporation and Cadburys Ltd. The difference in the control of self-dimension was determined to be statistically significant at the 0.01 level, based on a t-value of 2.508.

TABLE 4.7 Comparison of Stress Management between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd

Variable	Government sector (N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Stress Management	3.7746	0.63889	3.5832	0.49619	4.098**

Table 4.7 presents a comparison of stress management between the Government sector and the Private sector, namely the Municipal Corporation and Cadbury Ltd. The average score for stress management was greater among employees in the

Government sector compared to those in the Private sector, and this difference was statistically significant at a significance level of 0.01.

TABLE 4.8 Comparison of Dimensions of Stress Management between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd

Dimensions	Government sector (N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Strong-will (SDIM1)	3.7117	0.75111	3.5517	0.67399	2.746**
Hopeful (SDIM2)	3.7344	0.82072	3.1933	0.87304	7.822**
Relaxed (SDIM3)	4.0522	0.68254	4.0644	0.49815	0.233NS
Ethical (SDIM)	3.5000	0.92711	3.5233	0.89468	1.031NS

Table 4.8 illustrates a comparison of stress management between the Government and Private Sector, namely the Municipal Corporation and Cadburys Ltd. The average scores for the dimensions of stress management, specifically strong will (SDIM1), hopeful (SDIM2), and ethical (SDIM4), were higher among Government sector employees compared to Private sector employees. However, the average score for the relaxed dimension (SDIM3) was higher among Private sector employees than Government sector employees, specifically managers from Municipal Corporation and Cadburys Ltd. The observed differences in the strong-will (SDIM1) and optimistic (SDIM2) dimensions were determined to be statistically significant at the 0.01 level, with t-values of 2.746 and 7.822, respectively. However, no significant difference was identified in the relaxed (SDIM3) and ethical (SDIM4) dimensions.

TABLE 4.9 Comparison of Job Performance between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Variable	Government sector(N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Job Performance	4.0978	0.66350	3.9897	0.61582	2.284*

Table 4.9 illustrates the comparison of work performance between employees in the Government and Private sectors, namely the Municipal Corporation and Cadburys Ltd. The average job performance score was greater for employees in the Government sector compared to those in the Private sector, and this difference was statistically significant at a significance level of 0.05.

TABLE 4.10 Comparison of Dimensions of Job Performance between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Dimensions	Government sector (N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Service oriented (JDIM1)	4.0789	0.72519	3.9722	0.54742	2.033*
Advancement (JDIM2)	4.1143	0.68694	4.0072	0.50659	2.171*

Table 4.10 presents a comparison of the job performance aspects between the Government sector (Municipal Corporation) and the Private sector (Cadburys Ltd). The average scores for the service-oriented (JDIM1) and progression (JDIM2) aspects of work performance were higher for employees in the Government sector compared to those in the Private sector. The observed differences in the service-oriented (JDIM1) and advancement (JDIM2) dimensions were determined to be statistically significant at the 0.05 level, based on the t-values of 2.033 and 2.171, respectively.

TABLE 4.11 Comparison of Organizational Commitment between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Variable	Government sector (N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Organizational Commitment	3.7072	0.61582	3.4406	0.63823	5.208**

Table 4.11 illustrates the comparison of organizational commitment between the Government and Private Sector, namely the Municipal Corporation and Cadburys Ltd. The average score for organizational commitment was greater among employees in the Government sector compared to those in the Private sector, and this difference was statistically significant at the 0.01 level.

TABLE 4.12 Comparison of Dimensions of Organizational Commitment between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Dimensions	Government sector (N=250)		Private sector (N=250)		t-value
	Mean	SD	Mean	SD	
Affective Commitment (ODIM1)	3.8250	0.80498	3.5067	0.79922	4.858**
Continuance Commitment (ODIM2)	3.5478	0.69259	3.2006	0.75849	5.855**
Normative Commitment (ODIM3)	3.7489	0.74230	3.6144	0.69549	2.289*

Table 4.12 illustrates the comparison of organizational commitment characteristics between the Government and Private Sector, namely the Municipal Corporation and Cadburys Ltd. The average ratings for emotional commitment (ODIM1), continuation commitment (ODIM2), and normative commitment (ODIM3) elements of organizational commitment were greater among employees in the Government sector

compared to those in the Private sector. The observed differences in emotional commitment (ODIM1) and continuation commitment (ODIM2) dimensions were determined to be statistically significant at a significance level of 0.01, with t-values of 4.858 and 5.855 respectively. Additionally, the observed difference in normative commitment (ODIM3) dimension was found to be statistically significant at a significance level of 0.05, with a t-value of 2.289.

TABLE 4.13 Comparison amongst Lower-Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Emotional Intelligence and its dimensions

Dimensions	Level1(N=200)		Level2(N=200)		Level3(N=100)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Realization of self (EDIM1)	4.0417	0.66843	4.0900	0.62919	4.3433	0.53022	9.752**
Realization of Others (EDIM2)	3.7578	0.58742	3.8630	0.55684	4.2250	0.52041	28.318*
Regulation of others (EDIM3)	4.2062	0.55513	4.2167	0.63692	4.3528	0.51503	2.850 NS
Regulation of self (EDIM4)	3.5823	0.84354	3.8750	0.72932	4.1063	0.65759	20.553*
Emotional Intelligence (E-Total)	3.8970	0.55037	4.0114	0.53664	4.2571	0.44993	18.739*

Table 4.13 displays the comparison of total Emotional Intelligence and its characteristics across employees at different hierarchical levels: level-1 (lower level), level-2 (middle level), and level-3 (upper level). The mean values of different employee levels on dimensions of Emotional Intelligence, specifically realization of self (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), regulation of self (EDIM4), and overall Emotional Intelligence (E-Total), have F-values of 9.752, 28.318, 2.850, 20.553, and 18.739 respectively. The disparities are statistically significant at a significance level of 0.01 for the overall Emotional Intelligence (E-Total), self-awareness (EDIM1), empathy (EDIM2), and self-regulation (EDIM4) dimensions of Emotional Intelligence. However, there is no statistically significant difference for the component of regulating others (EDIM3) in

Emotional Intelligence. The top-level employees exhibit significantly higher levels of Emotional Intelligence (mean=4.2571, SD=0.44993) compared to middle level employees (mean= 4.0114, SD=0.53664), and lower level employees (mean=3.8970, SD=0.55037) within the three hierarchical levels of the Municipal Corporation and Cadburys Ltd (top, middle, and lower). The average scores for the components of Emotional Intelligence, namely self-realization (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), and regulation of self (EDIM4), are greater among top-level workers compared to middle-level and lower-level employees.

TABLE 4.14 Comparison amongst Lower-Level Employees (Level 1), Middle Level Employees (Level 2), and Top-Level Employees (Level 3) based on Stress Management and its dimensions

Dimensions	Level1(N=200)		Level2(N=200)		Level3(N=100)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Strong-will (SDIM1)	3.5167	0.72192	3.6854	0.71519	3.7542	0.68522	5.590**
Hopeful (SDIM2)	3.4764	0.84084	3.3694	0.93667	3.6278	0.86555	3.446*
Flexible (SDIM3)	4.0681	0.66422	4.0375	0.65894	4.0806	0.55676	0.226 NS
Ethical (SDIM4)	3.4938	0.94125	3.5458	0.92274	3.7292	0.80674	2.747 NS
Stress Management (S-Total)	3.6387	0.58798	3.6595	0.59700	3.7979	0.51171	3.266*

Table 4.14 displays the comparison of total stress management and its aspects among employees at different hierarchical levels: level-1 (lower level), level-2 (middle level), and level-3 (upper level). The mean values for various employee levels on aspects of stress management, including strong-will (SDIM1), hopeful (SDIM2), flexible (SDIM3), ethical (SDIM4), and total stress management (S-Total), had F-values of 5.590, 3.446, 0.226, 2.747, and 3.266 correspondingly. There is a significant difference at the 0.01 level for strong will (SDIM1), a significant difference at the 0.05 level for optimistic (SDIM2) and overall stress management (S-Total), and no significant difference for flexible (SDIM3) and ethical (SDIM4). The stress management of top level workers (mean=3.7979, SD=0.51171) is greater compared to

middle level employees (mean=3.6595, SD=0.59700) and lower level employees (mean=3.6387, SD=0.58798) among the three employee levels of Municipal Corporation (top, medium, and lower). The top-level workers exhibit higher mean scores in the aspects of stress management, namely strong-will (SDIM1), hopeful (SDIM2), flexible (SDIM3), and ethical (SDIM4), compared to both medium level and lower-level employees.

TABLE 4.15 Comparison amongst Lower-Level Employees (Level 1), Middle Level Employees (Level 2), and Top-Level Employees (Level 3) on the basis of Job Performance and its dimensions

Dimensions	Level1(N=200)		Level2(N=200)		Level3(N=100)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Service Oriented (JDIM1)	3.9437	0.6448 4	4.0472	0.6639 4	4.1458	0.5824 1	4.208*
Advancement (JDIM2)	4.0150	0.6259 2	4.1018	0.6318 7	4.0681	0.4981 3	1.216NS
Job Performance (J-Total)	3.9799	0.4999 1	4.0750	0.5961 8	4.1069	0.4989 7	2.541NS

Table 4.15 illustrates the comparison of total work performance and its aspects among employees at different hierarchical levels: level-1 (lower level), level-2 (middle level), and level-3 (upper level). The mean values of work performance aspects, namely service orientation (JDIM1), advancement (JDIM2), and overall job performance (J-Total), varied significantly across various employee levels, with F-values of 4.208, 1.216, and 2.541 correspondingly. The disparity is statistically significant at a significance level of 0.05 for the service-oriented aspect (JDIM1). The personnel at the top level exhibit superior job performance (mean=4.1069, SD=0.49897) compared to those at the medium level (mean=4.0750, SD=0.59618) and the lower level (mean=3.9799, SD=0.49991) among the three hierarchical levels of the Municipal Corporation and Cadburys Ltd (top, middle, and lower).

TABLE 4.16 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Organizational Commitment and its dimensions

Dimensions	Level1(N=200)		Level2(N=200)		Level3(N=100)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Affective (ODIM1)	3.5000	0.83549	3.7028	0.83373	3.9236	0.66453	11.538*
Continuance (ODIM2)	3.2188	0.77917	3.4257	0.68670	3.5819	0.73399	10.770*
Normative (ODIM3)	3.5569	0.69115	3.6444	0.71542	4.0056	0.70378	16.827*
Organizational Commitment (O-Total)	3.4252	0.65717	3.5910	0.62009	3.8370	0.55801	17.593*

Table 4.16 presents an analysis of the comparison of total organizational commitment and its aspects across employees at different levels: level-1 (lower level employees), level-2 (middle level employees), and level-3 (upper level employees). The mean values of organizational commitment dimensions (affective commitment, continuance commitment, normative commitment, and overall organizational commitment) differ significantly between different employee levels in Municipal Corporation. The F-values for affective commitment, continuance commitment, normative commitment, and overall organizational commitment are 11.538, 10.770, 16.827, and 17.593, respectively. The disparity is statistically significant at a significance level of 0.01 for the variables of organizational commitment (O-Total), emotional commitment (ODIM1), continuation commitment (ODIM2), and normative commitment (ODIM3) among employees. The top level employees exhibit greater organizational commitment (mean=3.8370, SD=0.55801) compared to the middle level employees (mean=3.5910, SD=0.62009), and the lower level employees (mean=3.4252, SD=0.65717) within the Municipal Corporation (top, middle, and lower) employee hierarchy. The average scores for affective commitment (ODIM1), continuation commitment (ODIM2), and normative commitment (ODIM3) are greater among the top-level workers compared to the middle-level and lower-level employees of Municipal Corporation.

TABLE 4.17 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Emotional Intelligence and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Realization of self (EDIM1)	4.1250	0.75818	4.0700	0.73182	4.4133	0.49928	4.813**
Realization of others (EDIM2)	3.8125	0.58508	3.7542	0.65824	4.3333	0.58570	19.406*
Regulation of others (EDIM3)	4.3028	0.57491	4.1236	0.75039	4.3694	0.59509	3.565*
Regulation of self (EDIM4)	3.7729	0.79388	3.8688	0.78521	4.1417	0.73555	4.523**
Emotional Intelligence (E-Total)	4.0033	0.58400	3.9541	0.65883	4.3144	0.53155	7.575**

Table 4.17 displays the comparison of total Emotional Intelligence and its characteristics across employees at different levels (level-1 for lower-level employees, level-2 for middle level employees, and level-3 for top level employees) in the government sector. The mean values for different employee levels on dimensions of Emotional Intelligence, including self-realization (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), regulation of self (EDIM4), and overall Emotional Intelligence (E-Total), have F-values of 4.813, 19.406, 3.565, 4.523, and 7.575, respectively. The disparities are statistically significant at a significance level of 0.01 for overall Emotional Intelligence (ETotal), self-awareness (EDIM1), awareness of others (EDIM2), and self-regulation (EDIM4), and are statistically significant at a significance level of 0.05 for the dimension of regulating others (EDIM3) in Emotional Intelligence. The top-level employees of the Government sector, specifically the Municipal Corporation, exhibit higher levels of Emotional Intelligence (mean=4.3144, SD=0.53155) compared to the lower-level employees (mean=4.0033, SD=0.58400), as well as the middle-level employees (mean=3.9541, SD=0.65883), within the three employee levels of the Municipal Corporation (top, middle, and lower). The top level employees in the Government sector, specifically

the Municipal Corporation, exhibit higher mean scores in the dimensions of Emotional Intelligence, namely realization of self (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), and regulation of self (EDIM4), compared to the lower level and middle level employees.

TABLE 4.18 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Stress Management and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Strong will (SDIM1)	3.6875	0.70952	3.6896	0.80047	3.8042	0.73515	0.567NS
Hopeful (SDIM2)	3.7528	0.80090	3.5056	0.83904	3.9556	0.78466	3.755*
Flexible (SDIM3)	4.0611	0.66384	3.9639	0.74447	4.2111	0.55901	2.670NS
Ethical (SDIM4)	3.5417	0.95395	3.4792	0.97100	3.9583	0.67203	5.927**
Stress Management (S-Total)	3.7508	0.64909	3.6845	0.67754	3.9823	0.48159	4.494**

Table 4.18 presents a comparison of the overall management of stress and its many aspects among employees at different levels (level-1, level-2, and level-3) in the Government sector, namely the Municipal Corporation. The mean values for stress management dimensions (strong-will, hopeful, flexible, ethical, and overall stress management) vary across various employee levels. The F-values for these dimensions are 0.567, 3.755, 2.670, 5.927, and 4.494, respectively. The observed distinction is statistically significant at a significance level of 0.01 for the variables of overall stress management (S-Total) and ethical (SDIM4). The disparity is statistically significant at a significance level of 0.05 for optimistic (SDIM2), but it is not statistically significant for strong-will (SDIM1) and flexible (SDIM3).

TABLE 4.19 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Job Performance and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Service oriented (JDIM1)	4.0708	0.69534	3.9722	0.78838	4.3083	0.49961	4.407**
Advancement (JDIM2)	4.1611	0.66278	4.0798	0.76649	4.0889	0.56100	0.468NS
Job Performance (J-Total)	4.1150	0.64035	4.0287	0.73072	4.1986	0.55555	1.386NS

Table 4.19 illustrates the comparison of overall work performance and its characteristics among employees at different levels (level-1 for lower level employees, level-2 for medium level employees, and level-3 for top level employees) in the Government sector, namely the Municipal Corporation. The mean values of job performance dimensions, specifically service orientation (JDIM1), advancement (JDIM2), and overall job performance (J-Total), differ significantly among different employee levels in the Government sector, namely Municipal Corporation. The F-values for these dimensions are 4.407, 0.468, and 1.368, respectively. The disparity is substantial at a significance level of 0.01 for the service-oriented (JDIM1) aspect of job performance.

TABLE 4.20 Comparison amongst Lower-Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Organizational Commitment and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Affective (ODIM1)	3.7389	0.78879	3.7944	0.85633	4.0583	0.69693	3.337*
Continuance (ODIM2)	3.4903	0.63190	3.4847	0.72084	3.7889	0.70968	4.658**
Normative (ODIM3)	3.6167	0.69934	3.6722	0.74471	4.1667	0.67995	13.015**
Organizational Commitment (O-Total)	3.6153	0.57542	3.6505	0.65022	4.0046	0.53632	9.337**

Table 4.20 presents a comparison of the overall organizational commitment and its characteristics among employees at different levels (level-1 for lower level employees, level-2 for middle level employees, and level-3 for top level employees) in the Government sector, namely the Municipal Corporation. The mean values of organizational commitment dimensions (affective commitment, continuance commitment, normative commitment, and overall organizational commitment) differ significantly between different employee levels in the Government sector (Municipal Corporation). The F-values for these differences are 3.337, 4.658, 13.015, and 9.337, respectively. The observed distinctions are statistically significant at a significance level of 0.01 for organizational commitment (O-Total), affective commitment (ODIM1), and continuation commitment (ODIM2) in the Government sector, namely the Municipal Corporation. Additionally, the distinction is significant at a significance level of 0.05 for normative commitment (ODIM3) in the same sector. The top-level employees of the Government sector, specifically the Municipal Corporation, exhibit a higher level of overall organizational commitment (mean=4.0046, SD=0.53632) compared to the middle-level employees (mean=3.6505, SD=0.65022) and the lower-level employees (mean=3.6153, SD=0.57542) within the same organizations (Municipal Corporation). The average scores for affective commitment (ODIM1), continuation commitment (ODIM2), and normative commitment (ODIM3) are greater among senior-level workers compared to middle-level and lower-level employees in the Government sector, namely in the Municipal Corporation.

TABLE 4.21 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Emotional Intelligence and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Realization of self (EDIM1)	3.9583	0.55543	4.1100	0.50865	4.2733	0.44488	7.738**
Realization of others (EDIM2)	3.7031	0.58509	3.9719	0.40689	4.1188	0.42000	16.961**
Regulation of others (EDIM3)	4.1097	0.51924	4.3097	0.46807	4.3361	0.42463	6.836**
Regulation of self (EDIM4)	3.3917	0.85180	3.8833	0.67202	4.0708	0.57322	21.900**
Emotional Intelligence (E-Total)	3.7907	0.49448	4.0687	0.37111	4.1998	0.34506	23.014**

Table 4.21 displays the comparison of total Emotional Intelligence and its characteristics across employees at different levels (level-1 for lower level employees, level-2 for middle level employees, and level-3 for top level employees) in the private sector, namely Cadburys Ltd. The mean values for different employee levels on dimensions of Emotional Intelligence, specifically self-realization (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), regulation of self (EDIM4), and overall Emotional Intelligence (E-Total), have F-values of 7.738, 16.961, 6.836, 21.900, and 23.014, respectively. The disparities are statistically significant at a significance level of 0.01 for the following variables: total Emotional Intelligence (E-Total), self-awareness (EDIM1), awareness of others (EDIM2), regulation of others (EDIM3), and self-regulation (EDIM4). The top-level employees of the Government sector, specifically the Municipal Corporation, exhibit higher levels of Emotional Intelligence (mean=4.1998, SD=0.34506) compared to the middle-level employees (mean=4.0687, SD=0.37111) and the lower-level employees (mean=3.7907, SD=0.49448) within the same organizations (Municipal Corporation). The average scores for the dimensions of Emotional Intelligence, specifically self-realization (EDIM1), realization of others (EDIM2), regulation of others (EDIM3),

and regulation of self (EDIM4), are higher among top-level employees compared to middle-level and lower-level employees in the Private sector, specifically at Cadburys Ltd.

TABLE 4.22 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Stress Management and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Strong-will (SDIM1)	3.3458	0.69501	3.6813	0.62170	3.7042	0.63361	9.907**
Hopeful (SDIM2)	3.2000	0.79023	3.1333	0.97245	3.2500	0.82270	0.733NS
Flexible (SDIM3)	4.0750	0.66731	4.1111	0.55397	3.9500	0.52731	1.487NS
Ethical (SDIM4)	3.4458	0.92489	3.6125	0.87077	3.5000	0.86847	1.067NS
Stress Management (S-Total)	3.5167	0.49293	3.6345	0.50545	3.6135	0.47650	1.844NS

Table 4.22 presents a comparison of the overall management of stress and its many aspects among employees at different levels (level-1 for lower level employees, level-2 for middle level employees, and level-3 for top level employees) in the private sector, namely Cadbury Ltd. The mean values for various employee levels on aspects of stress management, including strong-will (SDIM1), hopeful (SDIM2), flexible (SDIM3), ethical (SDIM4), and total stress management (S-Total), had F values of 9.907, 0.733, 1.487, 1.067, and 1.844 correspondingly. The disparity is statistically significant at a significance level of 0.01 for the strong-will (SDIM1) component of stress management, but not significant for the overall stress management (S-Total) dimension, as well as the optimistic (SDIM2), flexible (SDIM3), and ethical (SDIM4) dimensions of stress management.

TABLE 4.23 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Job Performance and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Service oriented (JDIM1)	3.8167	0.56484	4.1222	0.50244	3.9833	0.52048	9.921**
Advancement (JDIM2)	3.8708	0.55233	4.1236	0.46366	4.0472	0.42970	8.067**
Job Performance (J-Total)	3.8438	0.52478	4.1229	0.42063	4.0153	0.42004	10.923*

Table 4.23 illustrates the comparison of total work performance and its characteristics across employees at different levels (level-1 for lower level employees, level-2 for middle level employees, and level-3 for top level employees) in the private sector, namely Cadburys Ltd. The mean values of job performance dimensions (service oriented, advancement, and overall job performance) differ significantly among different employee levels in the Private sector, specifically in Cadburys Ltd. The F-values for these dimensions are 9.921, 8.067, and 10.923, respectively. The observed distinction is statistically significant at a significance level of 0.01 for the service-oriented (JDIM1) and advancement (JDIM2) dimensions of job performance, as well as for the overall job performance (J-Total) in the Private sector, namely Cadburys Ltd. The middle level employees of Cadburys Ltd in the private sector have a higher overall job performance (mean=4.1229, SD=0.42063) compared to the top level employees (mean=4.0153, SD=0.42004), as well as the lower level employees (mean=3.8428, SD=0.52478), within the three hierarchical levels of Cadburys Ltd (top, middle, and lower). The average score for service-oriented (JDIM1) and advancement (JDIM2) is greater among middle-level workers compared to top-level employees and lower-level employees in the Private sector, namely Cadburys Ltd.

TABLE 4.24 Comparison amongst Lower Level Employees (Level 1), Middle Level Employees (Level 2), and Top Level Employees (Level 3) on the basis of Organizational Commitment and its dimensions

Dimensions	Level1(N=100)		Level2(N=100)		Level 3(N=50)		F-value
	Mean	SD	Mean	SD	Mean	SD	
Affective (ODIM1)	3.2611	0.81528	3.6111	0.80363	3.7889	0.50667	11.137*
Continuance (ODIM2)	2.9472	0.81935	3.3667	0.64842	3.3750	0.70419	11.977*
Normative (ODIM3)	3.4972	0.68052	3.6167	0.68688	3.8444	0.69561	5.124**
Organizational Commitment (O-Total)	3.2352	0.68075	3.5315	0.58510	3.6694	0.53222	12.129*

Table 4.24 presents an analysis of the levels of total organizational commitment and its characteristics among employees at different hierarchical levels (level-1 for lower level employees, level-2 for middle level employees, and level-3 for top level employees) in the private sector, namely Cadburys Ltd. The mean values of organizational commitment dimensions (affective commitment, continuance commitment, normative commitment, and overall organizational commitment) differ significantly among different employee levels in the Private sector, specifically Cadburys Ltd. The F-values for affective commitment, continuance commitment, normative commitment, and overall organizational commitment are 11.137, 11.977, 5.124, and 12.129, respectively. The observed disparities in organizational commitment (O-Total), affective commitment (ODIM1), continuation commitment (ODIM2), and normative commitment (ODIM3) between the Private sector, namely Cadburys Ltd., are statistically significant at a threshold of 0.01. The top-level employees of Cadburys Ltd in the private sector exhibit higher levels of overall organizational commitment (mean=3.6694, SD=0.53222) compared to the middle-level employees (mean=3.5315, SD=0.58510) and the lower-level employees (mean=3.2352, SD=0.68075) across the three employeeial levels of Cadburys Ltd (top, middle, and lower). The average scores for affective commitment (ODIM1), continuation commitment (ODIM2), and normative commitment (ODIM3) are greater among the senior workers compared to the middle and junior employees of Cadburys Ltd., a private sector company.

TABLE 4.25 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Stress Management and Overall Stress Management.

Emotional Intelligence	Stress Management				
	Strong-will(SDIM1)	Hopeful (SDIM2)	Flexible (SDIM3)	Ethical (SDIM4)	Stress Management(S-Total)
Realization of self (EDIM1)	0.464**	0.316*	0.447**	0.310**	0.510**
Realization of others (EDIM2)	0.540**	0.327*	0.408**	0.468**	0.589**
Regulation of others (EDIM3)	0.411**	0.296*	0.579**	0.274**	0.509**
Regulation of self (EDIM4)	0.567**	0.408*	0.242**	0.403**	0.557**
Emotional Intelligence (E-Total)	0.500**	0.410*	0.486**	0.438**	0.650**

Table 4.25 displays the correlation coefficients between the overall Emotional Intelligence and its individual components, and the overall stress management and its individual dimensions, for a sample of 500 employees. There was a substantial positive correlation (at a significance level of 0.01) between Emotional Intelligence and its many aspects, and total stress management and its dimensions.

TABLE 4.26 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Job Performance and Overall Job Performance

Emotional Intelligence	Job Performance		
	Service Oriented (JDIM1)	Advancement (JDIM2)	Job Performance (J-Total)
Realization of self (EDIM1)	0.615**	0.563**	0.634**
Realization of others (EDIM2)	0.578**	0.561**	0.613**
Regulation of others (EDIM3)	0.553**	0.540**	0.587**
Regulation of self (EDIM4)	0.515**	0.487**	0.540**
Emotional Intelligence (E-Total)	0.674**	0.640**	0.707**

Table 4.26 displays the correlation coefficients between the overall Emotional Intelligence and its components, and the overall work performance and its dimensions for a sample of 500 employees. Emotional Intelligence, together with all its aspects, showed a substantial positive correlation (at a significance level of 0.01) with total work performance and its many dimensions.

TABLE 4.27 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Organizational Commitment and Overall Organizational Commitment

Emotional Intelligence	Organizational Commitment			
	Affective (ODIM1)	Continuance (ODIM2)	Normative (ODIM3)	Organizational Commitment (O-Total)
Realization of self (EDIM1)	0.419**	0.363**	0.422**	0.477**
Realization of others (EDIM2)	0.479**	0.414**	0.480**	0.545**
Regulation of others (EDIM3)	0.342**	0.239**	0.411**	0.393**
Regulation of self (EDIM4)	0.485**	0.409**	0.386**	0.510**
Emotional Intelligence (E-Total)	0.522**	0.432**	0.505**	0.580**

Table 4.27 displays the correlation coefficients between the overall Emotional Intelligence, its dimensions, overall organizational commitment, and its dimensions for a sample of 500 Employees. There was a substantial positive correlation (at a significance level of 0.01) between Emotional Intelligence and total organizational commitment, as well as their respective aspects.

TABLE 4.28 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Stress Management and Overall Stress Management

Emotional Intelligence	Stress Management				
	Strong-will (SDIM1)	Hope of (SDIM2)	Flexible (SDIM3)	Ethical (SDIM4)	Stress Management (S-Total)
Realization of self (EDIM1)	0.486**	0.471**	0.621**	0.429**	0.616**
Realization of others (EDIM2)	0.539**	0.468**	0.614**	0.541**	0.669**
Regulation of others (EDIM3)	0.479**	0.472**	0.661**	0.432**	0.625**
Regulation of self (EDIM4)	0.572**	0.493**	0.550**	0.455**	0.641**
Emotional Intelligence (E-Total)	0.596**	0.546**	0.700**	0.530**	0.730**

The association values of overall Emotional Intelligence and its components with overall stress management and its dimensions for Government sector Employees (N=250) are shown in Table 4.28. There was a substantial positive correlation (at the 0.01 level of significance) between total Emotional Intelligence and its various aspects, and overall stress management and its dimensions.

TABLE 4.29 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Job Performance and Overall Job Performance

Emotional Intelligence	Job Performance		
	Service Oriented (JDIM1)	Advancement (JDIM2)	Job Performance (J-Total)
Realization of self(EDIM1)	0.650**	0.654**	0.699**
Realization of others(EDIM2)	0.501**	0.587**	0.633**
Regulation of others(EDIM3)	0.619**	0.623**	0.650**
Regulation of self(EDIM4)	0.594**	0.536**	0.504**
Emotional Intelligence (E-Total)	0.708**	0.685**	0.742**

Table 4.29 displays the correlation coefficients between total Emotional Intelligence and its aspects, and overall work performance and its dimensions, for a sample of 250 Government sector employees. Emotional Intelligence, together with all its aspects, showed a substantial positive correlation (at a significance level of 0.01) with total work performance and its many dimensions.

TABLE 4.30 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Organizational Commitment and Overall Organizational Commitment

Emotional Intelligence	Organizational Commitment			
	Affective (ODIM1)	Continuance (ODIM2)	Normative (ODIM3)	Organizational Commitment (O-Total)
Realization of self (EDIM1)	0.463**	0.440**	0.453**	0.549**
Realization of Others (EDIM2)	0.510**	0.439**	0.497**	0.586**
Regulation of Others (EDIM3)	0.500**	0.373**	0.503**	0.550**
Regulation of self (EDIM4)	0.432**	0.304**	0.430**	0.475**
Emotional Intelligence (E-Total)	0.542**	0.442**	0.536**	0.618**

Table 4.30 displays the association coefficients between total Emotional Intelligence, its aspects, overall organisational commitment, and its dimensions among Government sector Employees (N=250). There was a substantial positive correlation (at a significance level of 0.01) between Emotional Intelligence and total organisational commitment, as well as their respective aspects.

TABLE 4.31 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Stress Management and Overall Stress Management

Emotional Intelligence	Stress Management				
	Strong-will (SDIM1)	Hopeful (SDIM2)	Flexible (SDIM3)	Ethical (SDIM4)	Stress Management (S-Total)
Realization of self (EDIM1)	0.430**	0.100*	0.182**	0.142*	0.318**
Realization of others (EDIM2)	0.553**	0.203**	0.111	0.379**	0.481**
Regulation of others (EDIM3)	0.318**	0.113	0.458**	0.057	0.321**
Regulation of self (EDIM4)	0.552**	0.308**	0.119*	0.346**	0.443**
Emotional Intelligence (E-Total)	0.611**	0.258**	0.158**	0.315**	0.511**

Table 4.31 displays the correlation coefficients between the overall Emotional Intelligence and its aspects, and the overall stress management and its dimensions, specifically for a sample of 250 employees in the Private sector. There was a substantial positive correlation (at a significance level of 0.01) between Emotional Intelligence and its many aspects, and total stress management and its dimensions.

TABLE 4.32 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Job Performance and Overall Job Performance

Emotional Intelligence	Job Performance		
	Service oriented (JDIM1)	Advancement (JDIM2)	Job Performance (J-Total)
Realization of self (EDIM1)	0.528**	0.388**	0.506**
Realization of others (EDIM2)	0.545**	0.523**	0.586**
Regulation of others (EDIM3)	0.437**	0.393**	0.457**
Regulation of self (EDIM4)	0.410**	0.421**	0.456**
Emotional Intelligence (E-Total)	0.508**	0.553**	0.638**

Table 4.32 displays the association coefficients for the overall Emotional Intelligence and its components with the overall work performance and its dimensions among Private sector Employees (N=250). Emotional Intelligence, including all of its components, showed a substantial positive correlation (at a 0.01 level of significance) with total work performance and its many aspects.

TABLE 4.33 Relationship (correlation coefficient) of Emotional Intelligence and its Dimensions with the Dimensions of Organizational Commitment and Overall Organizational Commitment

Emotional Intelligence	Organizational Commitment			
	Affective (ODIM1)	Continuance (ODIM 2)	Normative (ODIM 3)	Organizational Commitment (O-Total)
Realization of self (EDIM1)	0.362**	0.275**	0.375**	0.396**
Realization of others (EDIM2)	0.469**	0.424**	0.465**	0.533**
Regulation of others (EDIM3)	0.147**	0.094**	0.288**	0.203**
Regulation of Self (EDIM4)	0.523**	0.486**	0.327**	0.530**
Emotional Intelligence (E-Total)	0.507**	0.438**	0.463**	0.554**

Table 4.33 displays the correlation coefficients between overall Emotional Intelligence and its components, and overall organisational commitment and its dimensions for a sample of 250 employees in the Private sector. There was a substantial positive correlation (with a significance level of 0.01) between Emotional Intelligence and organisational commitment, as well as their respective aspects.

4.3 LINEAR REGRESSION: EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT

A linear regression analysis was conducted to ascertain the impact of Emotional Intelligence on the stress management of employees. The study included a total of 500 participants. Emotional Intelligence was considered as the independent variable, whereas Stress Management was considered as the dependent variable.

TABLE 4.34 Regression Model: Emotional Intelligence and Stress Management

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.650 ^a	0.422	0.421	0.44092
a. Predictors: (Constant), Emotional Intelligence				

The model summary of the regression analysis of Emotional Intelligence and stress management is shown in Table 4.34. The modified R square score represents the proportion of the variability in stress management that may be accounted for by Emotional Intelligence. The adjusted R square value of 0.421 suggests that 42.1% of the variation in stress management can be explained by Emotional Intelligence.

TABLE 4.35 ANOVA: Emotional Intelligence and Stress Management

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	84.888	1	84.888	436.650	.000 ^b
	Residual	116.255	498	0.194		
	Total	201.143	499			
a. Dependent Variable :Stress Management						
b. Predictors: (Constant), Emotional Intelligence						

The ANOVA results are shown in Table 4.35. The significance of the model is shown by the fact that $F = 436.650$ and $p = 0.000 < 0.005$.

TABLE 4.36 Regression Coefficients: Emotional Intelligence and Stress Management

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		b	Std. Error	Beta		
1	(Constant)	0.888	0.135		6.591	0.000
	Emotional Intelligence	0.695	0.033	0.650	20.896	0.000
a. Dependent Variable: Stress Management						

The findings of the regression study between Emotional Intelligence (independent variable) and stress management (dependent variable) are shown in Table 4.36, displaying the regression coefficient. The b number represents the impact of Emotional Intelligence on employees' stress management. The unstandardized regression coefficients, denoted as b in a regression model, quantify the magnitude of the effect of the independent variable on the dependent variable. The equation for linear regression, which models the relationship between a dependent variable and an independent variable, is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$SM = a + b (EI) \dots\dots\dots (1)$$

Where, SM=Stress Management

EI= Emotional Intelligence

The resulting regression equation is:

$$SM = 0.888 + 0.695 (EI) \dots\dots\dots (2)$$

The equation (2) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.695 unit change in stress management. Additionally, it indicates the orientation of the partnership. The positive coefficient indicates a clear correlation between Emotional Intelligence and stress management in employees. The t-value is presented for each regression coefficient in the model to evaluate the significance of Emotional Intelligence as a predictor of stress management. Given that $t=20.896$ and $p = 0.000 < 0.05$, it can be deduced that Emotional Intelligence is a statistically significant predictor of employees' stress management.

A statistically significant model was observed ($F_{1, 498} = 436.650$, $p < 0.0001$, Adjusted R square = 0.421). Emotional Intelligence is believed to have a crucial role in the management of stress among employees.

4.3.1 LINEAR REGRESSION: Emotional Intelligence and Stress Management

A linear regression analysis was conducted to assess the impact of Emotional Intelligence on Stress Management among Government Sector Employees ($N=250$). Emotional Intelligence was considered as the independent variable, whereas Stress Management was considered as the dependent variable.

TABLE 4.37 Regression Model: Emotional Intelligence and Stress Management

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.730 ^a	0.532	0.531	0.43766
a. Predictors: (Constant), Emotional Intelligence				

The model summary of the regression analysis of Emotional Intelligence and stress management is shown in Table 4.37. The modified R square value quantifies the proportion of the variability in stress management that can be accounted for by Emotional Intelligence among Government sector Employees. The adjusted R square value of 0.531 suggests that 53.1% of the variation in stress management may be attributed to Emotional Intelligence.

TABLE 4.38 ANOVA: Emotional Intelligence and Stress Management

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	64.951	1	64.951	339.085	.000 ^b
	Residual	57.082	248	0.192		
	Total	122.033	249			
a. Dependent Variable :Stress Management						
b. Predictors:(Constant),Emotional Intelligence						

The ANOVA results are shown in Table 4.38. The model is considered significant since the value of F is 339.085 and the p-value is 0.000, which is less than 0.005.

TABLE 4.39 Regression Coefficients: Emotional Intelligence and Stress Management

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.727	0.167		4.341	0.000
	Emotional Intelligence	0.753	0.041	0.730	18.414	0.000
a. Dependent Variable :Stress Management						

The findings of the regression analysis conducted between Emotional Intelligence (independent variable) and stress management (dependent variable) are shown in Table 4.39. The b value quantifies the impact of Emotional Intelligence on stress management among employees in the Government sector. The unstandardized regression coefficients, denoted as b in a regression model, represent the magnitude of the effect that the independent variable has on the dependent variable. The equation for linear regression, which relates a dependent variable to an independent variable, is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$SM = a + b (EI) \dots\dots\dots (3)$$

Where, SM=Stress Management

EI= Emotional Intelligence

The resulting regression equation is:

$$SM = 0.727 + 0.753 (EI) \dots\dots\dots (4)$$

The equation (4) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.753 unit change in stress management. Additionally, it indicates the orientation of the partnership. The positive coefficient indicates a clear correlation between Emotional Intelligence and stress management among employees in the Government sector. The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of stress management. Given that $t=18.414$ and $p = 0.000 < 0.05$, it can be concluded that

Emotional Intelligence is a significant predictor of stress management among Government sector Employees. A significant model developed ($F_{1, 248} = 339.085$, $p < 0.0001$, Adjusted R square=0.531). The relevance of Emotional Intelligence in stress management among Government sector employees is evident..

4.3.2 LINEAR REGRESSION: Emotional Intelligence and Stress Management

A linear regression analysis was conducted to ascertain the impact of Emotional Intelligence on the stress management of 250 employees in the private sector. Emotional Intelligence was considered as the independent variable, whereas Stress Management was considered as the dependent variable.

TABLE 4.40 Regression Model: Emotional Intelligence and Stress Management

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.511 ^a	0.261	0.258	0.42736
a. Predictors:(Constant),Emotional Intelligence				

The model summary of the regression analysis of Emotional Intelligence and stress management is shown in Table 4.40. The modified R square value is the proportion of the variability in stress management that can be accounted for by Emotional Intelligence among Private sector Employees. The adjusted R square value of 0.258 suggests that 25.8% of the variability in stress management may be attributed to Emotional Intelligence.

TABLE 4.41 ANOVA: Emotional Intelligence and Stress Management

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.190	1	19.190	105.074	.000 ^b
	Residual	54.425	248	0.183		
	Total	73.615	249			
a. Dependent Variable: Stress Management						
b. Predictors: (Constant), Emotional Intelligence						

The ANOVA results are shown in Table 4.41. The model's significance is shown by the fact that $F = 105.074$ and $p = 0.000$, which is less than 0.005.

TABLE 4.42 Regression Coefficients: Emotional Intelligence and Stress Management

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.342	0.220		6.102	0.000
	Emotional Intelligence	0.563	0.055	0.511	10.251	0.000
a. Dependent Variable :Stress Management						

The findings of the regression analysis conducted between Emotional Intelligence (independent variable) and stress management (dependent variable) are shown in Table 4.42. The b coefficient quantifies the impact of Emotional Intelligence on stress management among employees in the private sector. The unstandardized regression

coefficients, denoted as b in a regression model, represent the magnitude of the effect of the independent variable on the dependent variable. The equation for a linear regression model, which relates a dependent variable to an independent variable, may be expressed as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$SM = a + b(EI) \dots\dots\dots (5)$$

Where,

SM=Stress Management

EI= Emotional Intelligence

The resulting regression equation is:

$$SM = 1.342 + 0.563(EI) \dots\dots\dots (6)$$

The equation (6) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.563-unit change in stress management. Additionally, it indicates the orientation of the partnership. The positive coefficient indicates a clear correlation between Emotional Intelligence and stress management among employees working in the private sector. The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of stress management. Given that the value of t is 10.251 and the value of p is 0.000 (which is less than 0.05), it can be concluded that Emotional Intelligence is a significant predictor of stress management among employees in the private sector. A statistically significant model was observed ($F_{1, 248} = 105.074$, $p < 0.0001$, Adjusted R

square=0.258). Emotional Intelligence plays a crucial part in the stress management of employees in the private sector.

4.3.4 LINEAR REGRESSION: Emotional Intelligence and Job Performance

A linear regression analysis was conducted to assess the influence of Emotional Intelligence on the Job Performance of 500 employees. Emotional Intelligence was considered as the independent variable, whereas Job Performance was considered as the dependent variable.

TABLE 4.43 Regression Model: Emotional Intelligence and Job Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.707 ^a	0.500	0.499	0.41134
a. Predictors: (Constant), Emotional Intelligence				

The model summary of the regression analysis of Emotional Intelligence and work performance of employees is shown in Table 4.43. The adjusted R square score is the proportion of the variability in work performance that may be accounted for by Emotional Intelligence. The adjusted R square value of 0.499 suggests that Emotional Intelligence explains about 49.9% of the variability in work performance.

TABLE 4.44 ANOVA: Emotional Intelligence and Job Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.925	1	100.925	596.470	.000 ^b
	Residual	101.015	498	0.169		
	Total	201.940	499			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Emotional Intelligence						

The ANOVA results are shown in Table 4.44. The model is deemed significant as shown by the F-value of 596.470 and a p-value of 0.000, which is less than the threshold of 0.005.

TABLE 4.45 Regression Coefficients: Emotional Intelligence and Job Performance

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.001	0.126		7.957	0.000
	Emotional Intelligence	0.758	0.031	0.707	24.423	0.000
a. Dependent Variable: Job Performance						

Table 4.45 displays the regression coefficient findings from the study that was conducted to examine the relationship between Emotional Intelligence (independent variable) and work performance (dependent variable) of Employees. The b coefficient represents the impact of Emotional Intelligence on employees' work performance. The unstandardized regression coefficients, denoted as b in a regression model, quantify the magnitude of the influence of the independent variable on the dependent variable. The equation for linear regression, which models the relationship between an independent variable and a dependent variable, is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$JP = a + b (EI) \dots\dots\dots (7)$$

Where,

JP=Job Performance

EI= Emotional Intelligence

The resulting regression equation is:

$$JP = 1.001 + 0.758 (EI) \dots\dots\dots (8)$$

The equation (8) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.758 unit change in work performance. Additionally, it indicates the orientation of the partnership. The positive coefficient indicates a clear correlation between Emotional Intelligence and work performance in employees. The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of work performance. Given that at $t=24.423$, $p = 0.000 < 0.05$, it can be deduced that Emotional Intelligence is a statistically significant predictor of work success among employees.

A statistically significant model was observed ($F_{1, 498} = 596.470$, $p < 0.0001$, Adjusted R square = 0.499). Emotional Intelligence is believed to have a substantial influence on the work performance of employees.

4.3.5 LINEAR REGRESSION: Emotional Intelligence and Job Performance

A linear regression analysis was conducted to assess the influence of Emotional Intelligence on the Job Performance of Government Sector Employees (N=250). Emotional Intelligence was considered as the independent variable, whereas Job Performance was regarded as the dependent variable.

TABLE 4.46 Regression Model: Emotional Intelligence and Job Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742 ^a	0.550	0.548	0.44596
a. Predictors: (Constant), Emotional Intelligence				

The model summary of the regression study of Emotional Intelligence and work performance of Government sector Employees is shown in Table 4.46. The adjusted R-squared value quantifies the proportion of the variability in work performance that may be attributed to Emotional Intelligence. The adjusted R square value of 0.548 suggests that Emotional Intelligence explains 54.8% of the variation in work performance.

TABLE 4.47 ANOVA: Emotional Intelligence and Job Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.161	1	72.161	362.836	.000 ^b
	Residual	59.068	248	0.199		
	Total	131.229	249			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Emotional Intelligence						

The ANOVA results are shown in Table 4.47. The model is deemed significant based on the fact that $F = 362.836$ and $p = 0.000$, which is less than 0.005.

TABLE 4.48 Regression Coefficients: Emotional Intelligence and Job Performance

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.885	0.171		5.185	0.000
	Emotional Intelligence	0.794	0.042	0.742	19.048	0.000
a. Dependent Variable: Job Performance						

Table 4.48 displays the regression coefficients resulting from a regression study conducted on the relationship between Emotional Intelligence (independent variable) and work performance (dependent variable) among Government sector Employees. The b value represents the impact of Emotional Intelligence on the work performance of employees in the Government sector. The unstandardized regression coefficients, denoted as b in a regression model, represent the magnitude of the effect of the independent variable on the dependent variable. The equation for linear regression, which relates a dependent variable to an independent variable, is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$JP = a + b (EI) \dots\dots\dots (9)$$

Where,

JP=Job Performance

EI= Emotional Intelligence

The resulting regression equation is:

$$JP = 0.885 + 0.794 (EI) \dots\dots\dots (10)$$

The equation (10) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.794 unit change in work performance. Additionally, it indicates the orientation of the partnership. The positive coefficient suggests a clear correlation between Emotional Intelligence and work performance among employees in the Government sector. The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of work performance. Given that $t=19.048$ and $p = 0.000 < 0.05$, it can be concluded that Emotional Intelligence is a statistically significant predictor of work success among employees in the Government sector. A statistically significant model was identified ($F_{1, 248} = 362.836$, $p < 0.0001$, Adjusted R square = 0.548). The data suggests that Emotional Intelligence has a substantial influence on the work performance of employees in the Government sector.

LINEAR REGRESSION: Emotional Intelligence and Job Performance

A linear regression analysis was conducted to assess the influence of Emotional Intelligence on the Job Performance of 250 employees in the private sector. Emotional Intelligence was considered as the independent variable, whereas Job Performance was considered as the dependent variable.

TABLE 4.49 Regression Model: Emotional Intelligence and Job Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.638 ^a	0.407	0.405	0.37039
a. Predictors:(Constant),Emotional Intelligence				

Table 4.49 displays the model summary of a regression study examining the relationship between Emotional Intelligence and work performance among employees in the private sector. The adjusted R square score is the proportion of the variability in work performance that may be accounted for by Emotional Intelligence. The adjusted R square value of 0.405 suggests that 40.5% of the variation in work performance among private sector employees may be attributed to Emotional Intelligence.

TABLE 4.50 ANOVA: Emotional Intelligence and Job Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.079	1	28.079	204.668	.000 ^b
	Residual	40.883	248	0.137		
	Total	68.961	249			
a. Dependent Variable: Organisational Commitment						
b. Predictors: (Constant), Emotional Intelligence						

The ANOVA findings are shown in Table 4.50. The fact that $F = 204.668$ and $p = 0.000$, which is less than 0.005, indicates that the model is statistically significant.

TABLE 4.51 Regression Coefficients: Emotional Intelligence and Job Performance

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.279	0.191		6.708	0.000
	Emotional Intelligence	0.680	0.048	0.638	14.306	0.000
a. Dependent Variable: Job Performance						

The findings of the regression analysis conducted between Emotional Intelligence (independent variable) and work performance (dependent variable) for Private sector Employees are shown in Table 4.51. The b coefficient represents the impact of Emotional Intelligence on the work performance of employees in the private sector. The unstandardized regression coefficients, denoted as b in a regression model, quantify the magnitude of the influence of the independent variable on the dependent variable. The equation for linear regression with a dependent variable is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$JP = a + b(EI) \dots\dots\dots (11)$$

Where,

JP=Job Performance

EI= Emotional Intelligence

The resulting regression equation is:

$$JP = 1.279 + 0.680(EI) \dots\dots\dots (12)$$

The equation (12) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.680-unit change in work performance. Additionally, it indicates the orientation of the partnership. The positive coefficient suggests a clear correlation between Emotional Intelligence and work performance among employees in the private sector. The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of work performance. Given that $t=14.306$ and $p = 0.000 < 0.05$, it can be deduced that

Emotional Intelligence is a significant predictor of work success among employees in the private sector.

A statistically significant model was observed ($F(1, 248) = 204.668, p < 0.0001$, Adjusted R square = 0.548). The data suggests that Emotional Intelligence has a substantial influence on the work performance of employees in the private sector.

4.3.6 LINEAR REGRESSION: Emotional Intelligence and Organizational Commitment

A linear regression analysis was conducted to assess the influence of Emotional Intelligence on Organisational Commitment among a total of 500 employees. Emotional Intelligence was considered as the independent variable, whereas Organisational Commitment was considered as the dependent variable.

TABLE 4.52 Regression Model: Emotional Intelligence and Organizational Commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.580 ^a	0.336	0.335	0.52254
a. Predictors: (Constant), Emotional Intelligence				

The model summary of the regression analysis of Emotional Intelligence and organisational commitment in employees is shown in Table 4.52. The modified R square value quantifies the proportion of the variability in organisational commitment that may be accounted for by Emotional Intelligence. The adjusted R-square value is 0.335, suggesting that Emotional Intelligence explains 33.5% of the variation in organisational commitment.

TABLE 4.53 ANOVA: Emotional Intelligence and Organizational Commitment

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	82.573	1	82.573	302.417	.000 ^b
	Residual	163.281	498	0.273		
	Total	245.854	499			
a. Dependent Variable: Organizational Commitment						
b. Predictors: (Constant), Emotional Intelligence						

The ANOVA results are shown in Table 4.53. The model's significance is shown by the fact that $F = 302.417$ and $p = 0.000$, which is less than 0.005.

TABLE 4.54 Regression Coefficients: Emotional Intelligence and Organizational Commitment

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.822	0.150		5.144	0.000
	Emotional Intelligence	0.686	0.039	0.580	17.390	0.000
a. Dependent Variable: organisational commitment						

The findings of the regression analysis between Emotional Intelligence (independent variable) and organisational commitment (dependent variable) are shown in Table 4.54, displaying the regression coefficient. The b coefficient represents the extent to which Emotional Intelligence influences employees' organisational commitment. The unstandardized regression coefficients, denoted as b in a regression model, represent

the magnitude of the effect of the independent variable on the dependent variable. The equation for linear regression, which relates a dependent variable to an independent variable, is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$OC = a + b (EI) \dots\dots\dots (13)$$

Where,

OC=Organizational Commitment

EI= Emotional Intelligence

The resulting regression equation is:

$$OC = 0.822 + 0.686 (EI) \dots\dots\dots (14)$$

The equation (14) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.686-unit change in organisational commitment. Additionally, it indicates the orientation of the partnership. The positive coefficient indicates a direct influence of Emotional Intelligence on employees' organisational commitment.

The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of organisational commitment. Given that $t = 17.390$ and $p = 0.000$ (which is less than 0.05), we may conclude that Emotional Intelligence is a strong predictor of employees' organisational commitment. A statistically significant model was observed ($F_{1, 498} = 302.417$, $p < 0.0001$,

Adjusted R square = 0.335). Emotional Intelligence is believed to have a substantial influence on the level of commitment that employees have towards their organisation.

4.3.7 LINEAR REGRESSION: Emotional Intelligence and Organizational Commitment

The study conducted a linear regression analysis to assess the influence of Emotional Intelligence on Organisational Commitment among Government Sector Employees (N=250). Emotional Intelligence was considered as the independent variable, whereas Organisational Commitment was treated as the dependent variable.

TABLE 4.55 Regression Model: Emotional Intelligence and Organizational Commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.618 ^a	0.382	0.380	0.48507
a. Predictors:(Constant),Emotional Intelligence				

The model summary of the regression analysis for Emotional Intelligence and organisational commitment among Government sector employees is shown in Table 4.55. The modified R square value quantifies the proportion of the variability in organisational commitment that may be accounted for by Emotional Intelligence. The adjusted R square value of 0.380 suggests that Emotional Intelligence explains 38.0% of the variation in organisational commitment.

TABLE 4.56 ANOVA: Emotional Intelligence and Organizational Commitment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.276	1	43.276	183.926	.000 ^b
	Residual	70.116	248	0.235		
	Total	113.392	249			
a. Dependent Variable: Organizational Commitment						
b. Predictors:(Constant),Emotional Intelligence						

The results of ANOVA are shown in Table 4.56. With a force value of 183.926 and a p-value of 0.000, which is less than 0.005, it can be concluded that the model is statistically significant.

TABLE 4.57 Regression Coefficients: Emotional Intelligence and Organizational Commitment

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.219	0.186		6.572	0.000
	Emotional Intelligence	0.615	0.045	0.618	13.562	0.000
a. Dependent Variable: organisational commitment						

The findings of the regression analysis conducted between Emotional Intelligence (independent variable) and organisational commitment (dependent variable) for Government sector Employees are shown in Table 4.57. The b value represents the

impact of Emotional Intelligence on organisational commitment among Government sector employees. The unstandardized regression coefficients, b, in a regression model represent the magnitude of the effect of the independent variable on the dependent variable. The equation for a linear regression model that relates a dependent variable to an independent variable is as follows: The user did not provide any text.

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$OC = a + b (EI) \dots\dots\dots (15)$$

Where,

OC=Organizational Commitment

EI= Emotional Intelligence

The resulting regression equation is:

$$OC = 1.219 + 0.615 (EI) \dots\dots\dots (16)$$

The equation (16) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.615-unit change in organisational commitment. Additionally, it indicates the orientation of the partnership. The positive coefficient indicates a direct influence of Emotional Intelligence on organisational commitment among employees in the Government sector. The t-value is presented for each regression coefficient in the model to evaluate the significance of Emotional Intelligence as a predictor of organisational commitment. Given that $t = 13.562$ and $p = 0.000$ (which is less than 0.05), it can be concluded that Emotional Intelligence is a significant predictor of organisational commitment among employees in the Government sector.

A statistically significant model was identified ($F(1, 248) = 183.926, p < 0.0001$, Adjusted R square = 0.380). Emotional Intelligence is believed to have a substantial influence on the level of dedication shown by employees in the Government sector.

4.3.8 LINEAR REGRESSION: Emotional Intelligence and Organizational Commitment

A linear regression analysis was performed to evaluate the impact of Emotional Intelligence on Organisational Commitment among a sample of 250 workers in the private sector. Emotional Intelligence was seen as the independent variable, whereas organisational commitment was regarded as the dependent variable.

TABLE 4.58 Regression Model: Emotional Intelligence and Organizational Commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.554 ^a	0.306	0.304	0.53200
a. Predictors : (Constant), Emotional Intelligence				

The model summary of the regression analysis of Emotional Intelligence and organisational commitment is shown in Table 4.58. The modified R square value quantifies the proportion of the variability in organisational commitment that can be attributed to Emotional Intelligence in Private sector Employees. The adjusted R square value of 0.304 suggests that 30.4% of the variation in organisational commitment can be explained by Emotional Intelligence.

TABLE 4.59 ANOVA: Emotional Intelligence and Organizational Commitment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.327	1	37.327	131.691	.000 ^b
	Residual	84.467	248	0.283		
	Total	121.795	249			
a. Dependent Variable: Organizational Commitment						
b. Predictors:(Constant),Emotional Intelligence						

The ANOVA results are shown in Table 4.59. The model is considered significant since the calculated F-value is 131.691, and the corresponding p-value is 0.000, which is less than the significance level of 0.005.

TABLE 4.60 Regression Coefficients: Emotional Intelligence and Organizational Commitment

Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.315	0.274		1.150	0.000
	Emotional Intelligence	0.785	0.068	0.554	11.476	0.000
a. Dependent Variable: Job Performance						

Table 4.60 displays the regression coefficient findings from the study that examined the relationship between Emotional Intelligence (independent variable) and

organisational commitment (dependent variable) among employees in the private sector. The b coefficient represents the impact of Emotional Intelligence on the level of commitment shown by employees in the private sector. The unstandardized regression coefficients, denoted as b in a regression model, quantify the magnitude of the influence of the independent variable on the dependent variable. The equation for linear regression with a dependent variable is as follows:

$$\hat{y} = a + bX$$

$\hat{y}$ = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$OC = a + b (EI) \dots\dots\dots (17)$$

Where,

OC=Organizational Commitment

EI= Emotional Intelligence

The resulting regression equation is:

$$OC = 0.315 + 0.785 (EI) \dots\dots\dots (18)$$

The equation (18) demonstrates that a one-unit change in Emotional Intelligence corresponds to a 0.785-unit change in organisational commitment. Additionally, it indicates the orientation of the partnership. The positive coefficient suggests a direct influence of Emotional Intelligence on organisational commitment among employees in the private sector. The t-value is presented for each regression coefficient in the model to determine the significance of Emotional Intelligence as a predictor of organizational commitment. Given that the value of t is 11.476 and the value of p is 0.000 (which is less than 0.05), it can be concluded that Emotional Intelligence is a

strong predictor of organisational commitment among employees in the private sector. A statistically significant model was observed ($F(1, 248) = 131.691, p < 0.0001$, Adjusted R square = 0.304). The data suggests that Emotional Intelligence has a substantial influence on the level of commitment that employees in the private sector have towards their organisation.

TABLE 4.61 Determinants of Strong-will (SDIM 1)

Independent Variables	Dependent Variable=Strong-will(SDIM 1)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.344**	0.567**	7.753
Realization Of others (EDIM2)	0.249**	0.540**	5.292
Realization Of self (EDIM1)	0.104*	0.464**	2.369
Multiple R=0.615 Rsquare=0.378			

According to Table 4.61, the independent factors (regulation of self-EDIM4, realization of others-EDIM2, and realization of self-EDIM1) account for 37.8% of the variation in the dependent variable, which is strong-will. The dependent variable, strong will-SDIM1, is influenced by the independent variables, control of self-EDIM4, realization of others-EDIM2, and realization of self-EDIM1, with a dependency of 37.8%. The variable "regulation of others" (EDIM3) has a substantial correlation with the dependent variable (strong will-SDIM1). However, in the regression analysis, the influence of this variable is controlled for or eliminated, and the link between the variables becomes apparent. The variable "regulation of others" (EDIM3) has a correlation of 0.411 with the dependent variable "strong will" at a significance level of 0.01, as indicated in table no. 4.21. This correlation may be influenced by other variables such as "regulation of self" (EDIM4), "realization of others" (EDIM2), and "realization of self" (EDIM1).

TABLE 4.62 Determinants of Hopeful (SDIM 2)

Independent Variables	Dependent Variable=Hopeful(SDIM2)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.346**	0.408**	8.147
Regulation Of Others (EDIM3)	0.128**	0.296**	3.019
Multiple R=0.423 R square=0.179			

According to Table 4.62, the independent factors, namely the control of self (EDIM 4) and regulation of others (EDIM 3), account for 17.9% of the variation in the dependent variable, which is hopefulness. The dependent variable, hopeful-SDIM2, is influenced by the independent variables, regulation of self-EDIM4 and regulation of others-EDIM3, with a dependency of 17.9%. The correlation between the variables "realization of self" (EDIM1) and "realization of others" (EDIM2) is also statistically significant with the dependent variable "hopeful-SDIM2". However, in the regression analysis, the influence of these variables - "realization of self" (EDIM1) and "realization of others" (EDIM2) - is controlled for or removed, and a relationship between the variables emerges. The correlation coefficients between the variables "realization of self" (EDIM1) and "realization of others" (EDIM2) with the dependent variable "hopeful-SDIM2" are 0.316 and 0.0327, respectively. These correlations are statistically significant at the 0.01 level of significance, as indicated in table no.4.21. It is possible that these correlations are influenced by the variables "regulation of self" (EDIM4) and "regulation of others" (EDIM3).

TABLE 4.63 Determinants of Flexible (SDIM 3)

Independent Variables	Dependent Variable=Flexible(SDIM3)		
	Beta	Simpler	t-value
Regulation of others (EDIM3)	0.514**	0.579**	12.424
Realization of self (EDIM1)	0.226**	0.447**	5.091
Regulation of self (EDIM4)	0.140**	0.242**	3.411
Multiple R=0.504 R square=0.365			

Table 4.63 illustrates that the independent factors, namely control of others (EDIM3), realization of self (EDIM1), and regulation of self (EDIM4), together account for 36.5% of the variability in the dependent variable, which is flexibility. The dependent variable, flexible-SDIM3, has a 36.5% dependence on the independent variables, regulation of others-EDIM3, realization of self - EDIM1, and regulation of self - EDIM 4. The correlation between the variables, namely the realization of others (EDIM 2), is also significant with the dependent variable (flexible-SDIM3). However, in the regression analysis, the influence of this variable, the realization of others (EDIM 2), is controlled for or removed, and a link becomes apparent. The correlation between the variable "realization of others" (EDIM) and the independent variable "flexible" is 0.408, with a significance level of 0.01. This information can be found in table no. 4.21. The presence of other variables, such as "regulation of others" (EDIM3), "realization of self" (EDIM1), and "regulation of self" (EDIM4), may contribute to this correlation.

TABLE 4.64 Determinants of Ethical (SDIM 4)

Independent Variables	Dependent Variable=Ethical(SDIM4)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.357**	0.468**	7.569
Regulation of self (EDIM4)	0.170**	0.403**	3.508
Multiple R=0.468 R square=0.219			

According to Table 4.50, the independent factors, namely the realization of others (EDIM 2) and the control of self (EDIM 4), account for 21.9% of the variation in the dependent variable, which is ethical behavior. The dependent variable, ethical-SDIM4, is influenced by the independent variables, realization of others -EDIM 2 and control of self-EDIM 4, with a dependency of 21.9%. The variables, realization of self (EDIM1) and regulation of others (EDIM3), show a significant correlation with the dependent variable (ethical-SDIM4). However, in the regression analysis, the influence of these variables (realization of self - EDIM1 and regulation of others - EDIM3) is accounted for or removed, and a new relationship becomes apparent. The correlation coefficients between the variables "realization of self" (EDIM 1) and "regulation of others" (EDIM 3) with the dependent variable are 0.310 and 0.274 respectively, at a significance level of 0.01. These findings are reported in table no. 4.21. It is possible that the presence of other variables, specifically "realization of others" (EDIM 2) and "regulation of self" (EDIM 4), may have influenced these correlations.

TABLE 4.65 Determinants of Stress- management {S-total}

Independent Variables	Dependent Variable=S-total		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.258**	0.589**	5.369
Regulation of self (EDIM4)	0.249**	0.557**	5.821
Regulation of others (EDIM3)	0.167**	0.589**	4.006
Realization of self (EDIM1)	0.101*	0.510**	2.304
Multiple R=0.654 R square=0.427			

Table 4.65 illustrates that the independent factors, namely the realization of others-EDIM2, regulation of self-EDIM4, regulation of others-EDIM3, and realization of self-EDIM1, account for 42.7% of the variation in the dependent variable, which is stress management (S-Total). The dependent variable, stress management (S-Total), is influenced by 42.7% by the independent variables, namely realization of others (EDIM 2), regulation of self (EDIM 4), regulation of others (EDIM 3), and realization of self (EDIM 1).

TABLE 4.66 Determinants of Service Oriented (JDIM 1))

Independent Variables	Dependent Variable=Service Oriented (JDIM1)		
	Beta	Simpler	t-value
Realization of self (EDIM1)	0.316**	0.615**	7.440
Realization of others (EDIM2)	0.171**	0.578**	3.682
Regulation Of Others (EDIM3)	0.201**	0.553**	4.990
Regulation of self (EDIM4)	0.121**	0.515**	2.944
Multiple R=0.683 R square=0.467			

According to Table 4.66, the independent factors (self-realization - EDIM1, realization of others - EDIM2, regulation of others - EDIM3, and regulation of self - EDIM4) account for 46.7% of the variation in the dependent variable, which is service orientation. The dependent variable, service-oriented JDIM1, is influenced by the independent variables: self-realization (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), and regulation of self (EDIM4), which together account for 46.7% of the variance.

TABLE 4.67 Determinants of Advancement (JDIM 2))

Independent Variables	Dependent Variable=Advancement(JDIM2)		
	Beta	Simpler	t-value
Realization of self (EDIM1)	0.245**	0.563**	5.522
Regulation of others (EDIM3)	0.226**	0.540**	5.362
Realization of others (EDIM2)	0.193**	0.561**	3.991
Regulation of self (EDIM4)	0.106**	0.487**	2.471
Multiple R=0.648 R square=0.420			

According to Table 4.67, the independent factors (self-realization - EDIM1, regulation of others - EDIM3, realization of others - EDIM2, and self-regulation - EDIM4) account for 42.0% of the variation in the dependent variable, which is progress. The development of the dependent variable (JDIM2) is influenced by 40.0% by the independent variables, which include the realization of self (EDIM1), regulation of others (EDIM3), realization of others (EDIM2), and regulation of self (EDIM4).

TABLE 4.68 Determinants of Job Performance (J-Total)

Independent Variables	Dependent Variable=J-Total		
	Beta	Simpler	t-value
Realization of self (EDIM1)	0.302**	0.634**	7.417
Realization of others (EDIM2)	0.196**	0.613**	4.421
Regulation of others (EDIM3)	0.226**	0.587**	5.864
Regulation of self (EDIM4)	0.125**	0.540**	3.173
Multiple R=0.716 R square=0.512			

According to Table 4.68, the independent factors (self-realization - EDIM1, realization of others - EDIM2, control of others - EDIM3, and regulation of self - EDIM4) account for 51.2% of the variation in the dependent variable, which is job performance. The dependent variable, work performance (J-Total), is influenced by the independent variables, namely the realization of self (EDIM1), realization of others (EDIM2), regulation of others (EDIM3), and regulation of self (EDIM4), which together account for 51.2% of the variation in job performance.

TABLE 4.69 Determinants of Affective Commitment

Independent Variables	Dependent Variable=Affective Commitment (ODIM1)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.268**	0.486**	5.638
Realization of others (EDIM2)	0.231**	0.479**	4.587
Realization of self (EDIM1)	0.115*	0.419**	2.447
Multiple R=0.537 R square=0.289			

According to Table 4.69, the independent factors (regulation of self-EDIM 4, realization of others-EDIM 2, and realization of self-EDIM 1) account for 28.9% of the variation in the dependent variable, this is emotional commitment. The dependent variable, emotional commitment-ODIM1, is influenced by the independent variables, regulation of self-EDIM 4, realization of others-EDIM 2, and realization of self-EDIM 1, accounting for 28.9% of the variance. The variable "regulation of others" (EDIM3) shows a substantial association with the dependent variable "affective commitment-ODIM1". However, in the regression analysis, the influence of the variable "regulation of others" (EDIM3) is controlled for or removed, and a new connection appears. The correlation between the variable "regulation of others" (EDIM3) and the dependent variable "affective commitment-ODIM1" is 0.342, with a significance level of 0.01. This correlation is reported in table no. 4.23. It is possible that this correlation is influenced by other variables, namely "regulation of self" (EDIM 4), "realization of others" (EDIM 2), and "realization of self" (EDIM 1).

TABLE 4.70 Determinants of Continuance Commitment (ODIM 2)

Independent Variables	Dependent Variable=Continuance Commitment (ODIM 2)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.248**	0.414**	4.417
Regulation of self (EDIM4)	0.217**	0.409**	4.352
Realization of self (EDIM1)	0.137**	0.363**	2.658
Regulation of others (EDIM3)	0.102*	0.239**	2.083
Multiple R=0.466 R square=0.217			

Table 4.70 shows that the independent variables, namely the realization of others (EDIM 2), regulation of self (EDIM 4), realization of self (EDIM 1), and regulation of others (EDIM 3), together account for 21.7% of the variation in the dependent variable, which is continuation commitment. The dependent variable, continuation commitment-ODIM2, is influenced by the independent variables, realization of others-EDIM2, regulation of self-EDIM4, realization of self-EDIM1, and regulation of others-EDIM3, with a dependency of 21.7%.

TABLE 4.71 Determinants of Normative Commitment (ODIM 3)

Independent Variables	Dependent Variable=Normative Commitment (ODIM 3)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.248**	0.480**	5.970
Realization of self (EDIM1)	0.149**	0.422**	3.088
Regulation of others (EDIM3)	0.138**	0.411**	2.914
Multiple R=0.512 R square=0.263			

According to Table 4.71, the independent factors (realization of others-EDIM 2, realization of self-EDIM1, and regulation of others-EDIM3) account for 26.3% of the

variation in the dependent variable, which is normative commitment. The dependent variable, normative commitment-ODIM3, is influenced by the independent variables, realization of others-EDIM2, realization of self-EDIM1, and regulation of others-EDIM3, with a dependency of 26.3%. The variable "regulation of self" (EDIM4) shows a substantial correlation with the dependent variable "normative commitment" (ODIM3). However, in the regression analysis, the influence of the variable "regulation of self" (EDIM4) is controlled for or removed, and a link between the variables appears. The variable EDIM4, which represents the regulation of self, has a correlation coefficient of 0.386 with the dependent variable normative commitmentODIM3. This correlation is statistically significant at the 0.01 level, as indicated in table no.4.23. It is possible that this correlation is influenced by other variables, namely EDIM2 (realization of others), EDIM1 (realization of self), and EDIM3 (regulation of others).

TABLE 4.72 Determinants of Organizational Commitment (O-Total)

Independent Variables	Dependent Variable=Organizational Commitment (O-total)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.249**	0.545**	6.214
Regulation of self (EDIM4)	0.226**	0.510**	4.980
Realization of self (EDIM1)	0.154**	0.477**	3.443
Multiple R=0.593 R square=0.352			

According to Table 4.72, the independent factors (realization of others - EDIM 2), regulation of self - EDIM 4, and realization of self - EDIM 1) together account for 35.2% of the variation in the dependent variable, which is organisational commitment. The variable of interest, organisational commitment (O-Total), is influenced by 35.2% by the independent variables, namely the realization of others (EDIM 2), regulation of self (EDIM 4), and realization of self (EDIM 1). The variable "regulation of others" (EDIM3) has a substantial correlation with the dependent variable "organisational

commitment-O-Total". However, in the regression analysis, the influence of the variable "regulation of others" (EDIM3) is controlled for or eliminated, and a new association develops. The variable "regulation of others" (EDIM3) has a correlation of 0.393 with the dependent variable "organisational commitment-O-Total" at a significance level of 0.01, as indicated in table no.4.23. This correlation may be influenced by other variables, namely "realization of others" (EDIM 2), "regulation of self" (EDIM 4), and "realization of self" (EDIM 1).

TABLE 4.73 Determinants of Strong Will (SDIM 1)

Independent Variables	Dependent Variable=Strong Will (SDIM1)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.383**	0.572**	6.006
Realization of others (EDIM2)	0.275**	0.539**	4.307
Multiple R=0.506 R square=0.367			

Table 4.73 illustrates that the independent factors, namely the control of self-EDIM 4 and realization of others-EDIM2, account for 36.7% of the variance in the dependent variable, which is strong will. To clarify, the dependent variable (strong will-SDIM1) is influenced by the independent variables (control of self-EDIM 4, realization of others-EDIM2) to a significant extent of 36.7%. The variables EDIM1 (realization of self) and EDIM3 (regulation of others) show a significant correlation with the dependent variable SDIM1 (strong will). However, in the regression analysis, the influence of these variables is accounted for or eliminated, and a new relationship becomes apparent. The correlation coefficients between the variables "realization of self" (EDIM1) and "regulation of others" (EDIM3) with the dependent variable "strong will" (SDIM1) are 0.486 and 0.479, respectively, at a significance level of 0.01. These findings are reported in table no. 4.24. It is possible that these correlations are influenced by the other variables "regulation of self" (EDIM4) and "realization of others" (EDIM2).

TABLE 4.74 Determinants of Hopeful (SDIM 2))

Independent Variables	Dependent Variable=Hopeful (SDIM2)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.264**	0.493**	3.805
Realization of Self (EDIM1)	0.185**	0.471**	2.532
Regulation of others (EDIM3)	0.164*	0.472**	2.175
Multiple R=0.543 R square=0.295			

According to Table 4.74, the independent factors (regulation of self-EDIM 4, realization of self-EDIM1, and regulation of others-EDIM3) account for 29.5% of the variation in the dependent variable, which is hopefulness. The dependent variable, hopeful-SDIM2, is influenced by the independent variables, regulation of self-EDIM4, realization of self-EDIM1, and regulation of others-EDIM3, with a dependency of 29.5%. The variable EDIM2 has a positive and statistically significant association with the dependent variable hopeful-SDIM2. However, in regression analysis, the influence of the variable hopeful-SDIM2 is controlled for, revealing a distinct connection. The variable "realization of others" (EDIM 2) has a correlation of 0.468 with the dependent variable "hopeful-SDIM2" at a significance level of 0.01, as indicated in table no.4.24. This correlation may be attributed to the influence of the variables "regulation of self" (EDIM 4), "realization of self" (EDIM1), and "regulation of others" (EDIM3).

TABLE 4.75 Determinants of Flexible (SDIM 3))

Independent Variables	Dependent Variable=Flexible (SDIM3)		
	Beta	Simpler	t-value
Regulation of others (EDIM3)	0.343**	0.661**	5.191
Realization of self (EDIM1)	0.241**	0.614**	3.903
Realization of others (EDIM2)	0.203**	0.621**	3.206
Multiple R=0.708 R square=0.501			

According to Table 4.75, the independent factors (regulation of others-EDIM3, realization of self-EDIM1, and realization of others-EDIM2) account for 50.1% of the variability in the dependent variable, which is flexibility. The dependent variable, flexible-SDIM3, has a 50.1% dependence on the independent variables, control of others-EDIM3, realization of self-EDIM1, and realization of others-EDIM2. The variable "regulation of self" (EDIM4) exhibits a substantial correlation with the dependent variable (flexible-SDIM3). However, in the regression analysis, the influence of the variable "regulation of self" (EDIM4) is controlled for or removed, and a link between the variables becomes apparent. The correlation between the variable "regulation of self" (EDIM4) and the dependent variable "flexible-SDIM3" is 0.550, with a significance level of 0.01, as indicated in table 4.24. This correlation may be influenced by other variables, namely "regulation of others" (EDIM3), "realization of self" (EDIM1), and "realization of others" (EDIM2).

TABLE 4.76 Determinants of Ethical (SDIM 4))

Independent Variables	Dependent Variable=Ethical (SDIM4)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.434**	0.541**	6.496
Regulation of self (EDIM4)	0.155*	0.455**	2.326
Multiple R=0.553 R square=0.305			

According to Table 4.76, the independent factors (EDIM2 - realization of others, EDIM4 - management of self) account for 30.5% of the variation in the dependent variable, which is ethical behavior. Put simply, the variable that is being influenced (ethical-SDIM4) is influenced by 30.5% by the factors that are causing the influence (realization of others -EDIM2, control of self-EDIM4). The correlation between the variables "realization of self" (EDIM1) and "regulation of others" (EDIM3) is also significant with the dependent variable "ethical-SDIM4". However, in the regression analysis, the influence of the variables "realization of self" (EDIM1) and "regulation of others" (EDIM3) is accounted for and a relationship emerges. The correlation between the variables "realization of self" (EDIM 1) and "regulation of others"

(EDIM 3) with the dependent variable "ethical-SDIM4" is 0.429 and 0.432, respectively, at a significance level of 0.01. This information is presented in table no. 4.24. The observed correlations may be influenced by the variables "realization of others" (EDIM 2) and "regulation of self" (EDIM 4).

TABLE 4.77 Determinants of Ethical (SDIM 4)

Independent Variables	Dependent Variable=S-Total		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.292**	0.669**	4.526
Regulation of self (EDIM4)	0.243**	0.641**	4.075
Realization of self (EDIM1)	0.168**	0.616**	2.756
Regulation of others (EDIM3)	0.132*	0.625**	2.014
Multiple R=0.733 R square=0.537			

According to Table 4.77, the independent factors (realization of others-EDIM2, regulation of self-EDIM4, realization of self-EDIM1, and regulation of others-EDIM3) account for 53.7% of the variation in the dependent variable, which is stress management. The dependent variable, stress management (S-Total), is influenced by the independent variables, namely realization of others (EDIM2), regulation of self (EDIM4), realization of self (EDIM1), and regulation of others (EDIM3), accounting for 53.7% of the variation.

TABLE 4.78 Determinants of Service Oriented (JDIM 1)

Independent Variables	Dependent Variable=Service Oriented (JDIM1)		
	Beta	Simpler	t-value
Realization of self (EDIM1)	0.372**	0.650**	6.061
Regulation of self (EDIM4)	0.212**	0.594**	3.635
Regulation of others (EDIM3)	0.214**	0.619**	3.384
Multiple R=0.709 R square=0.503			

According to Table 4.78, the independent factors (self-EDIM1 self-realization, self-EDIM4 self-regulation, and others-EDIM3 control of others) account for 50.3% of the variation in the dependent variable, which is service orientation. The dependent variable, service oriented-JDIM1, is influenced by the independent variables, realization of self-EDIM1, regulation of self-EDIM4, and regulation of others-EDIM3, with a dependency of 50.3%. The variable "realization of others" (EDIM2) has a substantial association with the dependent variable "service oriented" (JDIM1). However, in the regression analysis, the influence of EDIM2 is adjusted and a new connection appears. The correlation between the variable "realization of others" (EDIM 2) and the dependent variable "service oriented" (JDIM1) is 0.501, with a significance level of 0.01. This information can be found in table no. 25. The correlation may be influenced by other variables, such as "realization of self" (EDIM 1), "regulation of self" (EDIM 4), and "regulation of others" (EDIM 3).

TABLE 4.79 Determinants of Job Performance (J-total)

Independent Variables	Dependent Variable=J-total		
	Beta	Simpler	t-value
Realization of self (EDIM1)	0.375**	0.699**	6.321
Regulation of others (EDIM3)	0.207**	0.650**	3.250
Realization of others (EDIM2)	0.143*	0.633**	2.280
Regulation of self (EDIM4)	0.124*	0.504**	2.136
Multiple R=0.751 R square=0.564			

According to Table 4.79, the independent factors (self-realization - EDIM1, regulation of others - EDIM3, realization of others - EDIM2, and self-regulation - EDIM4) account for 56.4% of the variation in the dependent variable, which is job performance. The dependent variable, job performance (J-Total), is influenced by the independent variables, namely the realization of self (EDIM 1), regulation of others (EDIM 3), realization of others (EDIM 2), and regulation of self (EDIM 4), which account for 56.4% of the variance.

TABLE 4.80 Determinants of Affective-Commitment (ODIM 1)

Independent Variables	Dependent Variable=Affective (ODIM1)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.311**	0.510**	4.393
Regulation of others (EDIM3)	0.274**	0.500**	3.880
Multiple R=0.543 R square=0.295			

According to Table 4.80, the independent factors (realization of others-EDIM2 and control of others-EDIM3) account for 29.5% of the variation in the dependent variable, which is emotional commitment. The dependent variable, emotional commitment (ODIM1), is influenced by the independent variables, realization of

others (EDIM2) and regulation of others (EDIM3), accounting for 29.5% of the variance. The link between the variables of self-realization (EDIM1) and self-regulation (EDIM4) and the dependent variable of emotional commitment (ODIM1) is also statistically significant. The regression analysis controls for the influence of the variables "realization of self" (EDIM1) and "regulation of self" (EDIM4), revealing the emergence of a link. The variables "realization of self" (EDIM1) and "regulation of self" (EDIM4) have correlation coefficients of 0.463 and 0.432 respectively with the dependent variable "affective commitment ODIM1" at a significance level of 0.01. This information is presented in table no.4.26. The observed correlations may be influenced by the presence of other variables, namely "realization of others" (EDIM2) and "regulation of others" (EDIM3).

TABLE 4.81 Determinants of Continuance Commitment (ODIM 2)

Independent Variables	Dependent Variable=Continuance Commitment (ODIM2)		
	Beta	Simpler	t-value
Realization of self (EDIM1)	0.263**	0.440**	3.804
Realization of others (EDIM2)	0.261**	0.439**	3.779
Multiple R=0.480 R square=0.230			

According to Table 4.81, the independent factors, namely the realization of self (EDIM1) and the realization of others (EDIM2), account for 23.0% of the variation in the dependent variable, which is continuation commitment. The dependent variable, continuation commitment-ODIM2, is influenced by the independent variables, realization of self-EDIM1 and realization of others-EDIM2, with a dependency of 23.0%. The variables, regulation of self (EDIM4) and regulation of others (EDIM3), show a significant correlation with the dependent variable (continuance commitment-ODIM2). However, in the regression analysis, the influence of these variables, regulation of self (EDIM4) and regulation of others (EDIM3), is accounted for or eliminated, revealing a distinct relationship. The correlation coefficients between the variables "regulation of self" (EDIM4) and "regulation of others" (EDIM3) with the dependent variable "continuance commitment" (ODIM2) are 0.304 and 0.373

respectively, at a significance level of 0.01. These values are reported in table no. 4.26. It is possible that these correlations are influenced by the variables "realization of self" (EDIM1) and "realization of others" (EDIM2).

TABLE 4.82 Determinants of Normative Commitment (ODIM 3)

Independent Variables	Dependent Variable=Normative Commitment (ODIM 3)		
	Beta	Simpler	t-value
Regulation of others (EDIM3)	0.301**	0.503**	4.241
Realization of others (EDIM2)	0.279**	0.497**	3.925
Multiple R=0.538 R square=0.290			

According to Table 4.82, the independent factors (regulation of others-EDIM3, realization of others-EDIM2) account for 29.0% of the variation in the dependent variable, which is normative commitment. The normative commitment-ODIM3 is influenced by the regulation of others-EDIM3 and realization of others-EDIM2, with a dependency of 29.0%. The correlation between the variables "realization of self" (EDIM 1) and "regulation of self" (EDIM4) is also statistically significant with the dependent variable "normative commitment" (ODIM3). However, in the regression analysis, the influence of these variables - "realization of self" (EDIM 1) and "regulation of self" (EDIM4) - is controlled for or removed, and a relationship between the variables emerges. The variables "realization of self" (EDIM1) and "regulation of self" (EDIM4) have a correlation of 0.453 and 0.430 respectively with the dependent variable "normative commitment-ODIM3" at a significance level of 0.01, as indicated in table no.4.26. This correlation may be attributed to the influence of the other variables "regulation of others" (EDIM3) and "realization of others" (EDIM2).

TABLE 4.83 Determinants of Organizational Commitment (O-Total)

Independent Variables	Dependent Variable=Organizational commitment (O-Total)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.311**	0.586**	4.479
Realization of self (EDIM1)	0.204**	0.549**	3.011
Regulation of others (EDIM3)	0.191**	0.550**	2.635
Multiple R=0.633 R square=0.401			

According to Table 4.83, the independent factors (realization of others-EDIM 2, realization of self-EDIM1, and regulation of others-EDIM3) account for 40.1% of the variation in the dependent variable, which is organisational commitment. The dependent variable, organisational commitment (O-Total), is influenced by the independent variables, realization of others (EDIM 2), realization of self (EDIM 1), and regulation of others (EDIM 3), accounting for 40.1% of the variation. The link between the variable "regulation of self" (EDIM 4) and the dependent variable "organisational commitment-O-Total" is also statistically significant. In regression analysis, the variable "regulation of self" (EDIM 4) is controlled for or eliminated, allowing the emergence of a link. The correlation between the variable-regulation of self (EDIM 4) and the dependent variable (organisational commitment-O-Total) is 0.475 at a significance level of 0.01, as indicated in table no.26. This correlation may be influenced by other variables, namely realization of others (EDIM 2), realization of self (EDIM 1), and regulation of others (EDIM 3).

TABLE 4.84 Determinants of Strong-will (SDIM 1)

Independent Variables	Dependent Variable=Strong Will (SDIM1)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.342**	0.553**	5.856
Regulation of self (EDIM4)	0.340**	0.552**	5.816
Multiple R=0.614 R square=0.377			

According to Table 4.84, the independent factors (realization of others-EDIM2 and control of self- EDIM 4) account for 37.7% of the variation in the dependent variable, which is strong-will. The dependent variable, strong-will-SDIM1, is influenced by the independent variables, realization of others-EDIM2 and control of self-EDIM4, with a dependency of 37.7%. The variables, self-realization (EDIM1) and management of others (EDIM3), have a substantial connection with the dependent variable (strong-will-SDIM1). In regression analysis, the influence of the variables "realization of self" (EDIM1) and "regulation of others" (EDIM3) is controlled for or eliminated, allowing the link between the variables to become apparent. The variables "realization of self" (EDIM1) and "regulation of others" (EDIM3) have correlation coefficients of 0.430 and 0.318, respectively, with the dependent variable "strong-will" (SDIM1) at a significance level of 0.01, as indicated in table 4.27. This correlation may be influenced by the variables "realization of others" (EDIM2) and "regulation of self" (EDIM4).

TABLE 4.85 Determinants of Hopeful (SDIM 2)

Independent Variables	Dependent Variable=Hopeful (SDIM2)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.308**	0.308**	5.499
Multiple R=0.308 R square=0.095			

According to Table 4.85, the independent variable (control of self -EDIM 4) has a 9.0% contribution to the dependent variable, which is hopefulness. The dependent variable, hopeful-SDIM2, has a 9.0% dependency on the independent variable, control of self (EDIM 4). The variables, namely self-realization (EDIM1), realization of others (EDIM2), and control of others (EDIM3), exhibit a substantial connection with the dependent variable (hopeful-SDIM2). In regression, the influence of these factors is controlled for or eliminated, allowing a clear link to be seen. The variables of self-realization (EDIM1), realization of others (EDIM2), and regulation of others (EDIM3) have correlations of 0.100, 0.203, and 0.113, respectively, with the dependent variable of hopeful-SDIM2. These correlations were found to be statistically significant at the 0.01 level, as indicated in table no.4.27. It is possible that the presence of the variable regulation of self (EDIM4) may have influenced these correlations.

TABLE 4.86 Determinants of Flexible (SDIM 3)

Independent Variables	Dependent Variable=Flexible (SDIM3)		
	Beta	Simpler	t-value
Regulation of others (EDIM3)	0.478**	0.458**	9.044
Regulation of self (EDIM4)	0.328**	0.119*	5.749
Realization of self (EDIM1)	0.174**	0.182**	2.931
Multiple R=0.538 R square=0.289			

Table 4.86 illustrates that the independent factors, namely control of others (EDIM3), regulation of self (EDIM4), and realization of self (EDIM1), together account for 28.9% of the variability in the dependent variable, which is flexibility. The dependent variable, flexible-SDIM3, is influenced by the independent variables, regulation of others-EDIM3, regulation of self-EDIM4, and realization of self-EDIM1, with a dependency of 28.9%. The variable "realization of others" (EDIM2) shows a substantial association with the dependent variable "flexible-SDIM3". In regression analysis, the influence of the variable "realization of others" (EDIM2) is controlled for or eliminated, allowing the link to become apparent. The correlation between the variable "realization of others" (EDIM2) and the dependent variable "flexible-SDIM3" is 0.111, which is statistically significant at the 0.01 level of significance. This finding is reported in table no.4.27. The significant correlation may be attributed to the influence of other variables, namely "regulation of others" (EDIM3), "regulation of self" (EDIM4), and "realization of self" (EDIM1).

TABLE 4.87 Determinants of Ethical (SDIM 4)

Independent Variables	Dependent Variable=Ethical (SDIM4)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.342**	0.379**	4.672
Regulation of self (EDIM4)	0.219**	0.346**	3.185
Realization of self (EDIM1)	0.170**	0.142**	2.554
Multiple R=0.426 R square=0.181			

According to Table 4.87, the independent factors, namely the realization of others (EDIM 2), control of self (EDIM 4), and realization of self (EDIM 1), together account for 18.1% of the variation in the dependent variable, which is ethical behaviour. The dependent variable, ethical-SDIM4, is influenced by the independent

variables, realization of others-EDIM 2, regulation of self-EDIM 4, and realization of self-EDIM 1, with a dependency of 18.1%. The variable EDIM3 shows a substantial connection with the dependent variable ethical-SDIM4. In the regression analysis, the variable "ethical-SDIM4" is controlled for or eliminated, allowing the link to become apparent. The correlation between the variable-regulation of others (EDIM3) and the dependent variable (ethical-SDIM4) is 0.057, as indicated in table no. 4.27. This correlation is statistically significant. This could be attributed to the influence of other variables, namely the realization of others (EDIM 2), regulation of self (EDIM 4), and realization of self (EDIM 1).

TABLE 4.88 Determinants of Stress-Management (S-Total)

Independent Variables	Dependent Variable = S-Total		
	Beta	Simple r	t-value
Realization of others (EDIM2)	0.269**	0.481**	3.955
Regulation of self (EDIM4)	0.241**	0.443**	3.824
Regulation of others (EDIM3)	0.140**	0.321**	2.537
Multiple R=0.530 R square=0.281			

Table 4.88 illustrates that the independent factors, namely the realization of others (EDIM 2), self-regulation (EDIM 4), and regulation of others (EDIM 3), together account for 28.1% of the variance in the dependent variable, which is stress management (S-Total). The dependent variable, stress management S-Total, is influenced by 53.7% by the independent variables: realization of others EDIM 2, regulation of self -EDIM 4, and regulation of others-EDIM3. The variable "realization of self" (EDIM 1) exhibits a substantial correlation with the dependent variable "stress management - S-Total". However, in regression analysis, the influence of the variable "realization of self" (EDIM 1) is controlled for or eliminated, and the association between the variables becomes apparent. The correlation between the variable representing self-realization (EDIM 1) and the dependent variable of stress-

management is 0.318. This correlation is statistically significant at the 0.01 level, as indicated in table 4.27. This significant relationship may be attributed to the influence of other variables, such as the realization of others (EDIM 2), self-regulation (EDIM 4), and regulation of others (EDIM 3).

TABLE 4.89 Determinants of Service Oriented (JDIM 1)

Independent Variables	Dependent Variable=Service Oriented (JDIM1)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.285**	0.545**	4.862
Realization of self (EDIM1)	0.286**	0.528**	5.085
Regulation of others (EDIM3)	0.206**	0.437**	4.029
Multiple R=0.630 R square=0.396			

According to Table 4.89, the independent factors (realization of others-EDIM 2, realization of self-EDIM 1, and regulation of others- EDIM3) account for 39.6% of the variation in the dependent variable, which is service orientation. The dependent variable, service oriented JDIM1, is influenced by the independent variables, realization of others-EDIM 2, realization of self-EDIM 1, and regulation of others-EDIM3, with a dependency of 39.6%. The variable "regulation of self" (EDIM 4) has a substantial correlation with the dependent variable (service oriented-JDIM1). However, in regression analysis, the influence of the "regulation of self" variable (EDIM 4) is accounted for or removed, and a link becomes apparent. The correlation between the variable "regulation of self" (EDIM 4) and the dependent variable "service oriented" (JDIM1) is 0.410, with a significance level of 0.01, as indicated in table no.4.28. This correlation may be influenced by other variables, namely "realization of others" (EDIM 2), "realization of self" (EDIM 1), and "regulation of others" (EDIM 3).

TABLE 4.90 Determinants of Job Performance (J-Total)

Independent Variables	Dependent Variable = J-Total		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.365**	0.586**	6.361
Regulation of others (EDIM3)	0.216**	0.457**	4.315
Realization of self (EDIM1)	0.213**	0.506**	3.859
Multiple R=0.648 R square=0.420			

Table 4.90 shows that the independent factors (realization of others-EDIM 2, regulation of others-EDIM3, and realization of self-EDIM1) account for 42.0% of the variation in the dependent variable, which is job performance. The dependent variable, job performance (J-Total), is influenced by the independent variables (realization of others-EDIM 2, regulation of others-EDIM3, and realization of self-EDIM1) to a significant extent of 42.0%. The variable "regulation of self" (EDIM4) shows a substantial association with the dependent variable (job performance-JTotal). However, in the regression analysis, the influence of the variable "regulation of self" (EDIM4) is controlled for or removed, and a new connection develops. The connection between the regulation of self (EDIM4) and work performance is 0.456, with a significance level of 0.01, as seen in table 4.28. This correlation may be influenced by other factors, including the realization of others (EDIM 2), regulation of others (EDIM3), and realization of self (EDIM1).

TABLE 4.91 Determinants of Affective-Commitment (ODIM 1)

Independent variables	Dependent variable=Affective(ODIM1)		
	Beta	Simpler	T-value
Regulation of self (EDIM4)	0.377**	0.523**	6.114
Realization of others (EDIM2)	0.235**	0.469**	3.810
Multiple R=0.554 square=0.307			

Table 4.91 illustrates that the independent factors, namely the control of self-EDIM4 and realization of others-EDIM2, account for 30.7% of the variation in the dependent variable, which is emotional commitment. The dependent variable, emotional commitment-ODIM1, is influenced by the independent variables, control of self-EDIM4 and realization of others-EDIM2, with a dependency of 30.7%. The variables of realization of self (EDIM1) and regulation of self (EDIM3) show a significant correlation with the dependent variable, affective commitment (ODIM1). However, in the regression analysis, the effects of these variables - realization of self (EDIM1) and regulation of self (EDIM3) - are controlled for or eliminated, and the relationship between the variables becomes apparent. The correlation coefficients between the variables "realization of self" (EDIM1) and "regulation of self" (EDIM3) with the dependent variable "affective commitment" are 0.362 and 0.147 respectively, at a significance level of 0.01. These findings are reported in table 4.29. It is possible that the presence of other variables, such as "regulation of self" (EDIM4) and "realization of others" (EDIM2), may have influenced these correlations.

TABLE 4.92 Determinants of Continuance Commitment (ODIM 2)

Independent Variables	Dependent Variable=Continuance (ODIM2)		
	Beta	Simpler	t-value
Regulation of self (EDIM4)	0.363**	0.486**	5.699
Realization of others (EDIM2)	0.198**	0.424**	3.112
Multiple R=0.510 R square=0.250			

Table 4.92 demonstrates that the independent factors, namely the control of self-EDIM4 and realization of others-EDIM2, account for 26.0% of the variation in the dependent variable, which is continuance commitment. The dependent variable, continuance commitment-ODIM2, is influenced by the independent variables, control of self-EDIM4 and realization of others-EDIM2, with a dependency of 26.0%. The variables of realization of self (EDIM1) and regulation of others (EDIM3) show a significant correlation with the dependent variable of continuance commitment (ODIM2). However, when conducting regression analysis, the effect of these

variables is controlled for or removed, and the relationship between the variables emerges. The variables of self-realization (EDIM1) and regulation of others (EDIM3) have a correlation of 0.275 and 0.094 respectively with the dependent variable (continuance commitment) at a significance level of 0.01, as indicated in table no. 4.29. This correlation may be influenced by the presence of other variables, such as self-regulation (EDIM4) and realization of others (EDIM2).

TABLE 4.93 Determinants of Normative commitment (ODIM 3)

Independent Variables	Dependent Variable=Normative (ODIM3)		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.374**	0.465**	5.958
Realization of self (EDIM1)	0.156**	0.375**	2.489
Multiple R=0.482 R square=0.233			

According to Table 4.93, the independent factors (realization of others-EDIM 2, realization of self-EDIM1) account for 23.3% of the variation in the dependent variable, which is normative commitment. The dependent variable, normative commitment-ODIM3, is influenced by the independent variables, realization of others-EDIM2 and realization of self-EDIM1, with a dependency of 23.3%. The variables "regulation of others" (EDIM3) and "regulation of self" (EDIM4) show a significant correlation with the dependent variable "normative commitment-ODIM3". However, in the regression analysis, the influence of these variables is accounted for or removed, and the relationship between them and the dependent variable becomes

apparent. The correlation coefficients between the variables "regulation of others" (EDIM3) and "regulation of self" (EDIM4) with the dependent variable "normative commitment" (ODIM3) are 0.288 and 0.327 respectively, at a significance level of 0.01. These findings are reported in table 4.29. It is possible that these correlations are influenced by the variables "realization of others" (EDIM2) and "realization of self" (EDIM1).

TABLE 4.94 Determinants of Organizational Commitment (O-Total)

Independent\ Variables	Dependent Variable= O-total		
	Beta	Simpler	t-value
Realization of others (EDIM2)	0.331**	0.533**	5.543
Regulation of self (EDIM4)	0.324**	0.530**	5.415
Multiple R=0.590 R square=0.348			

According to Table 4.94, the independent variables (EDIM 2 - realization of others, EDIM4 - control of self) account for 34.8% of the variation in the dependent variable, which is organisational commitment. The dependent variable, organisational commitment (O-Total), is influenced by the independent variables, realization of others (EDIM 2) and control of self (EDIM 4), accounting for 34.8% of the variance. The variables of realization of self (EDIM 1) and regulation of self (EDIM3) show a significant correlation with the dependent variable, organisational commitment (O-Total). However, when conducting regression analysis, the influence of these variables, realization of self (EDIM 1) and regulation of self (EDIM3), is controlled for or accounted for, and the relationship between the variables becomes apparent. The correlation coefficients between the variables of self-realization (EDIM1) and self-regulation (EDIM3) with the dependent variable of organisational commitment are 0.396 and 0.203, respectively. These correlations are statistically significant at the 0.01 level, as indicated in table 4.29. It is possible that these correlations are influenced by other variables, such as the realization of others (EDIM2) and the regulation of self (EDIM4)

CHAPTER- 05

CONCLUSION LIMITATION & SUGGESTIONS

CHAPTER – 5

CONCLUSION, LIMITATIONS AND SUGGESTIONS

5.1 SUMMARY

In today's highly competitive climate, consumers are becoming more and more aware of the many options that are available to them in terms of the services they get, the organization that provides them, and the improving quality of service that they receive. As a direct consequence of this, the consumers' expectations for the quality of the services are fast growing. The most contentious concerns that are now affecting the business sector in our nation are most likely associated with the quality of service, the delivery of service, and the satisfaction of clients. There has been a significant rise in the level of confidence placed in effective customer service because of the implementation of corporate reforms in India and the beginning of competition from private company players. Moving away from its solely social and departmental roles, the Indian corporate structure is transitioning into a corporate system that is more focused on the consumer and commercial interests. Over the last several years, the corporate system has been completely transformed because of the new prospects brought about by the marketing and technology focus. Corporate environments have evolved into places of employment that are not only more demanding but also more convoluted and perplexing. By demonstrating mastery of a set of new core skills, which comprise competences (social and personal competencies) connected to Emotional Intelligence, the workers are required to demonstrate their brilliance in the process of creating circumstances in which employees may perform to the best of their abilities. Several different efforts have been done by the researchers to determine the amount of Emotional Intelligence that is present among the workers of the corporation, as well as the numerous factors that determine Emotional Intelligence and are necessary for maintaining a balanced state of feeling in a demanding, difficult, and perplexing occupational environment. Thus, Emotional Intelligence becomes a talent that is significant.

It is possible to describe Emotional Intelligence as a different kind of intelligence that encompasses the ability to recognize and comprehend one's own feelings, as well as the ability to use these feelings while making decisions in one's life. To put it another

way, Emotional Intelligence manifests itself as the ability to regulate one's preferred emotions, mental conditions, and stress. In general, when a person experiences depression, it acts as a component that generates a sense of hope. The ability to experience, utilize, communicate, recognize, recall, describe, identify, learn from, manage, comprehend, and explain emotions is one definition of Emotional Intelligence. Emotional Intelligence may also be called Emotional Intelligence. Individuals who are emotionally intelligent have a self-perception that they are self-assured and better able to comprehend, regulate, and maintain control over their feelings. The term "stress management" refers to a broad range of approaches and psychotherapies that are aimed at regulating the amounts of stress that an individual experiences, particularly chronic stress, often with the intention of enhancing the individual's ability to interact with their daily life. In addition, work performance may be monitored and assessed as an outcome at the employee level, and it can be related to the objectives of the company. work performance is the culmination of all of the behaviors that a person exhibits on the job. Consequently, employees' performance on the job is seen as an essential factor in determining the success of a firm. It is possible to describe organizational commitment as the psychological state of an employee that ties him or her to an organization, which in turn results in a decrease in the incidence of turnover. Additionally, organizational commitment may be defined as a mentality that can take on a variety of shapes and binds a person to a course of action to complete a job.

The current investigation is formalized research that analyses the topic from the point of view of the degree of formalization it has reached. Based on the manner of data collection, the research employs a survey approach. This is since the data is obtained via the use of the questionnaire method. As far as the research environment is concerned, the current study is a field survey since the data is gathered from corporate personnel in the state of Madhya Pradesh. Since the variables in the research are not subjected to any kind of manipulation and the links between the variables are established, the study may be classified as descriptive for its nature. A correlational research design has been used to evaluate the connections between the independent variables and the variables that are currently being studied. To this inquiry, the state of Madhya Pradesh (MP) was chosen (based on the number of scheduled commercial corporate branches in India, broken down by state and union territory). The personnel

of the corporations were divided into three distinct groups, or strata: those working at the highest level, those working at the intermediate level, and those working at the levels below them. After dividing the population into distinct and independent strata, a total of six strata were chosen for the purpose of the present study. These strata are as follows: public top-level employees, public middle level employees, public lower level employees, private top level employees, private middle level employees, and private lower level employees.

Within the scope of this research, the sample size consists of five hundred workers. To this research, the sample consists of a total of 250 workers from private Cadburys Ltds as well as 250 employees from government Municipal Corporations. A further division has been made among the workers of the government Municipal Corporation, which includes employees at the highest level, employees at the intermediate level, and employees at the lowest level. A total of sixty workers from the highest level of government Municipal Corporations have been chosen, along with one hundred employees from the intermediate level and one hundred employees from the lowest level. Additionally, the private Cadburys Ltd. personnel have been classified into three distinct levels: those at the highest level, those at the medium level, and those at the lowest level. At private Cadburys Ltds, sixty workers from the highest level, one hundred employees from the medium level, and one hundred employees from the lowest level have been chosen for this selection. Because the number of top level workers is lower than the number of middle level employees and lower level employees of both public and private Cadburys Ltds, the sample contains a smaller number of top level employees than a larger number of medium level employees. This inquiry was carried out with the use of four instruments that were self-reported by the participants. According to the objectives of the current investigation, three different research tools were constructed.

Before the data are processed using statistical techniques, permission has been secured from the people and the involved corporations that have been chosen for the research to gather the data. This is done before the data are treated. The workers were then provided with pertinent information on the research to create a rapport with them. This was done in the hopes of persuading them to take part in the study. If the workers were persuaded to take part in the research project, they were given the

appropriate instructions to allow them to complete the questionnaire. After that, the replies that were received from the questionnaire that was filled out were input into the SPSS sheet that was located on the computer for the purposes of analysis. To the study, the t-test, correlation, and regression were the statistical techniques that were used on the data. The t-test analysis was carried out in order to determine whether or not there was a significant difference in the scores of the independent variable (Emotional Intelligence) and the dependent variables (stress management, job performance, and organizational commitment) between the employees of the government Municipal Corporation and the employees of Cadburys Ltd., employees of the private company. The analysis of variance (ANNOVA) was utilized in order to determine whether or not there was a significant difference in the scores of employees on the levels of both the independent variable (Emotional Intelligence) and the dependent variables (stress management, job performance, and organizational commitment) between the employees of the government Municipal Corporation and the employees of Cadburys Ltd. At the same time, a correlational analysis was carried out in order to investigate the relationship between the predictor (Emotional Intelligence and its dimensions, which include the realization of self, the regulation of self, the realization of others, and the regulation of others) and the criteria (job performance, stress management, and organizational commitment). In addition, a regression analysis was carried out in order to determine whether or not Emotional Intelligence is a major predictor of stress management, work performance, and organizational commitment. To establish the significance of the predictors in terms of their ability to forecast the dependent variables, a step-wise regression analysis was carried out.

According to the findings, there is no difference in the Emotional Intelligence variable between workers who work for private Cadburys Ltd. and those who work for government Municipal Corporations. The results of the t-test indicate that workers of the government Municipal Corporation are better equipped to deal with stress than their colleagues in the private sector. Taking into consideration the variable of work performance, the findings suggest that the employees of the government Municipal Corporation do their duties more effectively than the employees of Cadburys Ltd., which is a private company. Additionally, workers of the government Municipal

Corporation had a higher score on the organizational commitment scale than employees of Cadburys Ltd., which is a private company.

According to the findings of the current research, personnel at the highest levels of the corporate hierarchy possess a higher degree of Emotional Intelligence than those at the intermediate level and those at the lower levels of the corporate hierarchy. One of the findings of the analysis of variance (ANOVA) test is that personnel at the highest level are better equipped to deal with stress than those at the intermediate level and those at the lower level of the corporate hierarchy. On the work performance variable, there is no difference between employees belonging to any employee level of corporates, including those at the top level, those at the medium level, and those at the lower level. From the perspective of the variable organizational commitment, personnel at the highest level of the corporation have a higher degree of organizational commitment than those at the medium level and those at the lower level of the corporation. Based on the findings, it can be concluded that workers at the highest levels of corporations possess a higher degree of Emotional Intelligence compared to those at lower levels and those at medium levels of corporations working in the public sector. The results of the analysis of variance (ANOVA) test indicate that workers at the highest level are better equipped to deal with stress than those at lower levels and those at medium levels of the public sector corporate workforce. When it comes to the work performance variable, there is no difference between the employees of any level of government Municipal Corporations, including those at the top level, those at the middle level, and those at the lower level. When it comes to the variable of organizational commitment, personnel at the highest levels of corporations have a higher degree of commitment than those at the intermediate level and those at the lower levels of government Municipal Corporations.

Additionally, the findings suggest that personnel at the highest levels of corporate Cadburys Ltds had a higher degree of Emotional Intelligence than those at lower levels and those at medium levels of Cadburys Ltd. businesses. There is no difference in the stress management variable between workers who belong to any employee level of private Cadburys Ltds, including those who are at the top level, those who are at the medium level, and those who are at the lower level. The results of the analysis of variance (ANOVA) test indicate that workers working at the middle level of Cadburys

Ltd. are more competent of doing their jobs than those working at the top level and those working at lower levels of corporate positions in the private sector. When it comes to the variable of organizational commitment, personnel at the highest levels of corporations have a higher degree of dedication than those at the intermediate level and those at the lower levels of private Cadburys Ltds. The findings of the connection between Emotional Intelligence and stress management reveal that Emotional Intelligence has a substantial and positive link with stress management for all of the workers of Cadburys Ltd., including those working for the government Municipal Corporation and those working for Cadburys Ltd. Additionally, there is a substantial correlation between the management of stress and the aspects of Emotional Intelligence known as "realization of self," "regulation of self," "realization of others," and "regulation of others." Furthermore, the findings of the correlation between Emotional Intelligence and job performance indicate that Emotional Intelligence has a significant and positive correlation with job performance for all employees working for Cadburys Ltd., including those working for the government Municipal Corporation and those working for Cadburys Ltd. Additionally, the components of Emotional Intelligence, which include "realization of self," "regulation of self," "realization of others," and "regulation of others," have a substantial correlation with work performance in a favorable way. Furthermore, the findings of a correlational study between Emotional Intelligence and organizational commitment indicate that Emotional Intelligence has a significant and positive correlation with organizational commitment for all of the employees of Cadburys Ltd., including those working for the government Municipal Corporation and those working for Cadburys Ltd. Additionally, there is a considerable correlation between the organizational commitment and the aspects of Emotional Intelligence, which are referred to as "realization of self," "regulation of self," "realization of others," and "regulation of others."

The findings of the regression analysis indicate that Emotional Intelligence is a significant and positive predictor of stress management, job performance, and organizational commitment for all of the workers working for Cadburys Ltd., including those working for the government Municipal Corporation and those working for Cadburys Ltd. Based on the percentage study, it can be shown that the majority of the top-level workers working for government Municipal Corporations

use individual coping mechanisms to manage their stress. These tactics include getting together with their friends and family. Watching television is the method of choice for personnel in the medium level of the organization when it comes to stress management. Additionally, in order to alleviate the tension that they were experiencing, lower-level workers of government Municipal Corporations would get together with their friends and family members. When it comes to stress management, the primary activity that top-level workers of private Cadburys Ltds engage in is watching television. The lower level workers of private Cadburys Ltds appreciate watching television as a method for managing their tension; yet, they need to visit their friends and relatives. Fifty percent of the medium level employees choose to meet their friends and relatives as a strategy for managing their stress. Should they be supplied with the appropriate incentive, workers at lower levels may be better equipped to handle the stress that they experience.

5.2 FINDINGS & RESULTS

Some of the key findings of the research study are as mentioned below

1. Job Satisfaction level is higher in Govt. sector Employees in comparison of Private sector Employees.(Table 4.5)
2. The average score for the dimensions of Emotional Intelligence specifically Self Realization, regulation of others and self regulation were higher among Government Employees.(Table 4.6)
3. Emotional Intelligence have a crucial role in the management of stress among employees of both type of organizations .(Table 4.36)
4. Job Satisfaction is directly related to work performance
5. Emotional Intelligence has a substantial influence on the work performance of employees in the Government sector.(Table 4.48)
6. Emotional Intelligence level is different at different Managerial level .It is Higher in Top level compare to middle and lower level management in both Govt. and Private sector.(Table 4.22)

RESULTS:

On the basis of Key findings it is ascertain that

Hypothesis -01

H01 is proved to be Null as difference in Emotional Intelligence level among Government employees and Private sector employees is clearly ascertain during Data Interpretation .

Alternative Hypothesis H11 is proved

Hypothesis -02

H02 is proved as the impact of Job satisfaction on Emotional Intelligence is ascertained at various managerial levels of both Govt. and Private sector employees during Data Interpretation

Alternative Hypothesis H12 proved to be null

5.3 CONCLUSION

The purpose of this research is to explore the current condition of Emotional Intelligence and its function in stress management, work performance, and organizational commitment among employees of Cadburys Ltd., both in the public and private sectors. The findings of the research demonstrate that Emotional Intelligence has a favorable and substantial association with the management of stress, effective work performance, and dedication to the business. It has been shown that Emotional Intelligence may accurately predict stress management, work performance, and organizational commitment. With the help of this research, an effort was made to comprehend how the business sector operates. Corporate entities play a significant part in the achievement of the purpose of economic growth in the modern, competitive world. They do this by providing financial support to every sector of the economy and by assisting in the smooth functioning of the economy. During the process of putting these ideas into action, workers of corporations are need to deal with the strain of additional work load. After the launch of the schemes, we noticed a significant increase in the number of diverse corporate customers, which includes

customers who are uneducated, customers with less education, and customers who are financially uneducated. In the past, employees of corporations were almost exclusively responsible for dealing with customers who had a high level of financial education.

Employees of corporations are required to interact with a diverse range of clients. The workers of the corporate sector are required to have a higher level of Emotional Intelligence because of all of these changes in the working pattern of the industry. This is done so that they may be more emotionally stable and give services to their clients in a seamless manner even when they are under pressure or experiencing a crisis. For businesses, particularly those in the corporate sector, to be successful, Emotional Intelligence is very necessary. There is a considerable body of data suggesting that Emotional Intelligence is preferable to job-specific (technical) abilities and knowledge, as well as intellect. Employees are required to possess varying degrees of Emotional Intelligence depending on the job they are doing. The principles of Emotional Intelligence (EQ) provide a new way to understand and evaluate people's behavior, as well as to discover ways to manage stress, improve job performance, and increase organizational commitment. As a result, EQ has become increasingly relevant to the concept of organizational development and the development of people.

Emotional Intelligence provides a person with an advantage over their competitors. Some of the most highly regarded and productive workers are not always those with the highest IQ, but rather those who have strong Emotional Intelligence features. This is true even in well-known commercial facilities where everyone is educated to be clever. Therefore, if we want to be successful, in addition to placing a high value on the advancement and modernization of technology, we should focus our efforts on incorporating Emotional Intelligence into the ordinary tasks that we do daily. Not only would it motivate individuals to enhance their personal performance, but it would also contribute to improvements in the performance of the business sector and the country.

5.4 PRACTICAL IMPLICATIONS OF THE STUDY

Businesses need to have workers who can do a variety of additional tasks in addition to those that are outlined in their job descriptions. Corporates are required to

recognize employees who have low Emotional Intelligence and provide them with the appropriate training to enable them to understand the emotional aspect of their work and manage their stress, as well as to perform their job effectively and efficiently, and to enhance their organizational commitment to the corporates. This is because the corporate industry is service-oriented, and Emotional Intelligence plays an important role in the industry. The level of commitment that workers have for their company, in addition to their effectiveness on the job, is a significant factor that determines the level of success and prosperity of any given firm. According to the facts, the firms that have individuals with such characteristics perform better than those that do not have such personnel. Through the development of Emotional Intelligence, individuals can better manage their stress, improve their performance on the job, and increase their devotion to their business in these highly competitive times. For the enterprises to be able to thrive in such a cutthroat competitive climate, they need to increase the quality of the goods and services that they provide. Employees who are effective in their work are what the businesses need to hire in order to accomplish these objectives.

Being emotionally intelligent is of the highest significance for those working in the business world. The management of stress, work performance, and organizational dedication are all areas that may benefit from its presence. Consequently, in order to effectively manage stress, enhance performance, and boost commitment, it is necessary for an individual to enhance their Emotional Intelligence. The corporate sector has been expanding at a rapid pace over the last several decades, which has resulted in changes to the corporate environment. The core corporate, mobile corporate, and other facilities such as internet corporate, amongst others, are rapidly being given by corporations to their clients in the modern day. Traditional corporate procedures are not the same as these corporate processes, which are distinct and more complicated in nature. For this reason, to address such issues, the personnel of the corporation must first acquire an understanding of these technologies, and then they must make sure that their clients are aware of these matters. To be able to handle all of these different scenarios, the workers need to have a higher level of Emotional Intelligence. This will allow them to understand themselves, communicate this understanding to others, and get used to adapting to changes and managing themselves in accordance with those changes.

Additionally, there is a problem with the growing number of consumers and the character of their clients, who may be described as uninformed, educated but financially uneducated, or financially less educated customer types. The staff of the corporation interact with clients of a vivid nature and change themselves properly whenever they encounter them. For this reason, it is necessary for individuals to possess Emotional Intelligence in order to successfully manage their stress and continue to do their jobs in an efficient and effective manner. In these circumstances, the only employees who are able to preserve their relationships with their clients and colleagues are those that possess a high level of Emotional Intelligence. To improve the Emotional Intelligence of the workforce, the organization has to give serious consideration to the possibility of implementing significant measures. Corporate officials in both the public sector and the private sector would find the conclusions of this research to be of interest to them. In both the public and private sectors of the corporate sector, the research may be of use to corporations in determining the degrees of Emotional Intelligence, stress management, work performance, and organizational commitment among various employee levels of the corporate sector. Increasing workers' Emotional Intelligence may be accomplished via the use of strategies such as providing them with appropriate training and attending seminars. Using appropriate rules and awards, workers can strengthen their dedication to the business, which eventually leads to an improvement in their performance on the job. To help employees understand the significance of Emotional Intelligence and to develop their own Emotional Intelligence, it is recommended that the human resource department of corporations should try to improve the positive environment that exists within the organization. Additionally, the department should provide employees with opportunities to participate in training sessions and workshops.

5.5 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Not single research is completely free of any constraints. There is always the possibility that other researchers may find possibilities in the limits of one's work. The current research was carried out on the corporate sector, and the participants included only of workers from corporate entities, namely government Municipal Corporations and private Cadburys Ltds. respectively. To have a more comprehensive understanding, it is important that future study be repeated in a variety of different

fields and businesses. There are a greater number of male participants than there are female participants in this research because gender is a significant influence in the workplace.

Further research must be conducted by researchers separately on both the genders on different aspects of Emotional Intelligence to identify and validate whether some dimensions are gender biased or not .

CHAPTER -06

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ANNEXURE

SAMPLE QUESTIONNAIRE

Section A: Demographic Information

1. Age:

- ☐ Below 25
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55 and above

2. Gender:

- ☐ Male
- ☐ Female
- ☐ Other

3. Employment Sector:

- ☐ Government (Municipal Corporation Gwalior)
- ☐ Private (Cadbury Ltd, Malanpur)

4. Years of Experience in Current Job:

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ More than 10 years

5. Job Position Level:

- ☐ Entry-level
- ☐ Mid-level
- ☐ Senior-level

Section B: Emotional Intelligence (EI) Assessment

(Please rate your agreement with the following statements on a scale from 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree)

Self-Awareness

1. I am aware of my strengths and weaknesses.
2. I understand how my emotions affect my work performance.
3. I am conscious of my reactions in stressful situations.

Self-Management

1. I can manage my emotions well in challenging situations.
2. I maintain a positive attitude even under pressure.
3. I am able to control impulsive feelings and behaviors.

Social Awareness

1. I am empathetic towards my colleagues' emotions.
2. I pay attention to others' reactions and emotions.
3. I am considerate of how my actions impact others.

Relationship Management

1. I build strong relationships with my coworkers.
2. I handle conflict well in the workplace.
3. I work effectively with people from diverse backgrounds.

Section C: Job Performance

(Please rate your performance in relation to the following aspects on a scale from 1 to 5, where 1 = Very Poor and 5 = Excellent)

1. Job productivity and efficiency.
2. Meeting or exceeding job performance targets.
3. Ability to handle stress and maintain work quality.
4. Quality of teamwork and collaboration with others.
5. Effective communication within the team.
6. Motivation and dedication to the organization's goals.

Section D: Organizational Environment

1. How often do you receive feedback about your emotional intelligence and its impact on your work?
 - Regularly
 - Occasionally
 - Rarely
 - Never
2. Does your organization provide training on emotional intelligence skills?
 - Yes
 - No
3. How supportive is your organization in helping you manage work-related stress?
 - Very supportive
 - Somewhat supportive

- Neutral
- Not supportive

Section E: Open-Ended Questions

1. How do you think emotional intelligence affects your performance at work?

2. What emotional intelligence skills do you believe are most critical in your role?

3. How could your organization support you better in developing emotional intelligence skills?



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The Effects of Emotional Intelligence on the Performance of Government and Private Sector Employees

Mrs. Umang Mathur

Research Scholar

ABSTRACT

This article compares the emotional intelligence (EI) environments in the public and private sectors, as well as the effects of EI on job performance in each. An individual's capacity to handle professional difficulties and have a good impact on their companies is greatly influenced by their emotional intelligence, which includes qualities like self-awareness, self-regulation, motivation, empathy, and social skills. Examining the differences between the public and commercial sectors, the research draws attention to the specific dynamics, organizational structures, and expectations that shape emotional intelligence. Government personnel often face bureaucratic processes, contacts with numerous stakeholders, and the need to provide public services. This article looks at how emotional intelligence impacts government workers' capacity to lead, interact with others, and respond to the needs of the people they serve. Considering the effects on public service delivery and citizen happiness, it also discusses the possibilities and threats of improving government organizations' emotional intelligence. In contrast, the private sector is client-centric, innovative, and runs on a tight budget, so flexibility and profitability are key. Examining the effects of EQ on teamwork, customer relations, and leadership efficacy, the research delves into the ways EQ helps private sector workers succeed. Examining the significance of emotional intelligence in decision-making and building a healthy company culture, it highlights the effects on employee involvement and productivity.

Keywords: Leadership, Commercial, Emotional, Intelligence, Motivation, Stakeholders, productivity

INTRODUCTION

Everyone agrees that people's emotional intelligence and social responsiveness are significantly impacted by their soft skills. They will be more invested and driven to accomplish company objectives if they believe their contributions are acknowledged and respected. When we have emotional intelligence, we can retain our cool, make sound judgments, communicate clearly, and continue to lead effectively even when pressure is high. To have more empathy, we need emotional intelligence. Of all the leadership abilities, emotional intelligence is the most crucial for success on the job. The importance of our emotional intelligence surpasses that of our technical proficiency by a significant margin. Researchers chose to compare public and private sector workers' EQ because of the clear correlation between EQ and productivity on the job. The ability to effectively manage people depends on developing one's emotional intelligence, which is not a natural talent but an acquired skill. Emotions are action-oriented, hence emotional intelligence is based on being able to manage one's own emotional responses and the reactions of others in emotionally charged situations.

To effectively control these responses, we must first acknowledge and understand the capacity of seeing, comprehending, and skillfully utilizing emotions as a wellspring of human vitality, knowledge, connection, and impact is characterized by emotional intelligence (EI) according to Cooper and Sawaf (1997). The capacity to recognize and appropriately respond to one's own and other people's emotional states, as well as to distinguish between different types of emotions, is the essence of emotional intelligence, according to Mayer and Salovey (1997). Emotional intelligence encompasses a wide range of skills, including correct perception, appraisal, and expression of emotions; access to and generation of feelings when they support thinking; and understanding of how our emotional states influence our behavior patterns. Personal growth and leadership abilities are profoundly affected by emotional intelligence. To have emotional intelligence is to be self-aware and able to regulate one's own and other people's emotional tones, to take the lead, to remain composed under duress, to form and sustain positive relationships, and to have a positive view on life in general. One component of emotional intelligence is the capacity to recognize, understand, and manage one's own and other people's moods and emotions. People in general, as well as professionals and academics in the field, are now interested in the idea of emotional intelligence. The study's authors detailed the interplay between EQ and other psychosocial variables, illuminating its significance and utility in areas such as academic performance, interpersonal communication, personality development, work-life balance, stress management, and occupational success.



EMOTIONAL INTELLIGENCE

Emotional intelligence has its roots in the work of Charles Darwin, who highlighted the need of showing one's emotions to ensure one's own survival. In 1985, Wayne Payne introduced the phrase "Emotional Intelligence" for the first time in their PhD thesis titled "A study of Emotion: Developing Emotional Intelligence." The subsequent 1995 release of Daniel Goleman's best-selling book "Emotional Intelligence: Why It Can Matter More Than IQ." marked a watershed moment in this topic. In 1995, a story by Nancy Gibbs in Time magazine brought attention to Daniel Goleman's book.

Emotional intelligence refers to a collection of skills that help one control and understand their own emotions as well as those of others around them. A five-dimensional model was proposed in 1998 by Daniel Goleman. Here are the following:

Self-awareness: The capacity to identify and evaluate emotional states. Confidence and accuracy in one's own evaluation.

Self-management: Having self-control means you can keep your impulsive emotions in check. It aids in controlling disruptive emotions, being honest and forthright, being flexible, owning up to one's mistakes, and coming up with new ideas.

Motivation: Emotions have a way of leading people toward their objectives. All of these qualities—hope, dedication, ambition, and initiative—are part of it.

Empathy: The capacity to empathize with and recognize the needs of others around you.

Social skills: Having social intelligence means you can survive, prosper, and influence others in a group setting. The emphasis is on teamwork, leadership, etc.

Government Sector

Since the public sector offers essential services that communities rely on for their success and prosperity, public sector organisations play an essential role in the community. The success or failure of an organisation is directly related to its resource management practices. One of the most valuable assets any company may have been the performance of its employees. In order to achieve their objectives, businesses rely on the performance of their employees. Employee performance may be defined in a variety of ways; nonetheless, some research has shown that it is a construct, and that performance is what ultimately decides an organization's efficacy and efficiency. For public administration to develop as a field and for public sector organisations to be structured in a way that promotes productive employee performance in the organisation, public sector studies are essential.

Private Sector

Companies in profit-driven private sector rely heavily on the performance of its employees. The organization's quality and production will take a hit if workers start to underperform. Maximising earnings for business owners is the primary objective of every organisation in the private sector. In order to guarantee high-quality product output, high-performance personnel are necessary to the manufacturing process. In order to manage production, resolve technical issues, and participate in logistical operations, a group-like help system is necessary for productivity. Workers in logistics must find solutions to issues pertaining to the procurement of raw materials, shipment, packing, and quality control of finished goods prior to client delivery. Staff members are individuals with abundant inner wants. Individual movement's underlying conceptual frameworks are inspired by these demands.

EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN THE PRIVATE SECTOR AT CADBURY LIMITED MALANPUR GWALIOR (MP)

Effect of Self-Awareness on Employee Performance

Results showed that self-awareness does, in fact, improve workers' productivity, lending credence to the theory's central claim. The level of self-awareness among employees increased their contribution to the accomplishment of business objectives and vision by around 5.6%. This lends credence to the findings of Victoroff and Boyatzis (2012), who found that when workers are self-aware, they are better equipped to grasp their own strengths and weaknesses, identify their own behaviors when they are under scrutiny, and adjust their actions accordingly to meet their goals. Strongly self-aware employees tend to be practical in their approach and outlook, according to almost 92% of respondents. When workers have a good grasp of themselves, they are better able to deal with difficult situations and tackle hard occupations with the right mindset. In agreement with Dierette's (2010) views, this discovery supports the idea that KSL's performance has improved thanks to the dissemination and discussion of self-awareness feedbacks with



employees at all levels, both individually and in groups. This has allowed employees to hone their strengths while working to improve their weaknesses, ultimately leading to better performance.

Effect of Self-Management on Employee Performance

The survey found that most participants agreed with the premise that workers who can control themselves well do better than those who are not. Employees' ability to self-manage contributed to the favorable variety in their KSL performance.

Effect of Social Awareness on Employee Performance

A large percentage of those who took the survey agreed that raising people's social consciousness helps boost productivity in the workplace. It resulted in a small but noticeable shift in how well workers performed. This meant that for Cadburys limited Malanpur to benefit from increased worker performance, it was necessary to raise the level of social consciousness among the personnel. There was a little agreement with the findings of Victor off and Boyatzis (2012), who found that employees perform better when they spend more time interacting with coworkers and other people in the workplace. This is because employees learn more about the people they are dealing with, the best way to approach certain situations or people, how to analyze trends, and so on.

EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN THE MUNICIPAL CORPORATION

The importance of emotional intelligence (EI) in influencing employee performance has garnered a lot of attention in the contemporary workplace, which is always changing and developing. As key players in local government, municipal corporations confront distinct issues that call for employees with strong interpersonal and problem-solving abilities as well as technical know-how. In the context of public sector organizations, this article investigates the meaning of emotional intelligence and how it affects workers' productivity.

Understanding Emotional Intelligence

The term "emotional intelligence," first used in the early 1990s by psychologists John Mayer and Peter Salovey, describes a person's capacity to identify, analyze, control, and influence their own and other people's emotions. It includes several abilities, including as knowing oneself, controlling one's impulses, being empathetic, and interacting well with others. Because of the frequent and varied contacts with many stakeholders in a municipal corporation context, emotional intelligence is of paramount importance.

The Role of Emotional Intelligence in Employee Performance

- **Enhanced Interpersonal Relationships:** A complex network of interactions among workers, residents, and other interested parties defines municipal corporations. Emotionally intelligent workers will have an easier time navigating these connections. A pleasant work atmosphere is fostered by their exceptional communication, conflict resolution, and cooperation skills.
- **Leadership Effectiveness:** To be an effective leader, you need high levels of emotional intelligence. The ability to make sound decisions and put policies into action is essential in a municipal corporation, therefore having emotionally intelligent leaders is a must. They can empathize with their coworkers and address their issues, which boosts morale and productivity.
- **Adaptability and Resilience:** Policy, legislation, and community demand are ever-evolving, creating a dynamic environment in which municipal corporations must function. Workers who score high on the emotional intelligence scale can roll with the punches and keep going when things become tough. Their improved ability to handle pressure, adapt to new situations, and have a positive outlook helps the company move quickly.
- **Customer Service Excellence:** The happiness of the people they serve is of the utmost importance to municipal corporations. Workers who score high on the emotional intelligence scale are masters at reading public sentiment and responding accordingly. Customers get better service and have a more favorable impression of the municipal corporation because of their empathy and strong communication abilities.
- **Conflict Resolution and Decision Making:** Disagreements will arise in any workplace. City governments rely on personnel who can constructively handle disagreements since they deal with a wide range of viewpoints and interests. Conflict resolution relies heavily on emotional intelligence (EI), as people with high EI are better able to control their emotions, foster understanding, and come to an agreement.

Challenges and Opportunities in Developing Emotional Intelligence

- **Cultural and Organizational Barriers:** Cultural and organizational obstacles may make it difficult for a municipal corporation to foster emotional intelligence. Impediments to the incorporation of EI techniques might arise from resistance to change and from existing hierarchical systems. A planned and steady strategy for cultural change is necessary to overcome these obstacles.



- **Training and Development Programs:** Corporations at the municipal level may fund extensive programs of professional development aimed at raising emotional intelligence. Skills in emotional intelligence (EI), including active listening, empathy, and emotional control, may be the focus of these programs' seminars, workshops, and coaching sessions.
- **Leadership Commitment:** Integrating emotional intelligence into an organization's culture requires the support of leadership. Municipal leaders should promote a culture that recognizes and appreciates emotional intelligence (EI), act in accordance with its principles, and be strong advocates for EI.
- **Performance Metrics and Evaluation:** Emotional intelligence may be a part of performance assessments and metrics in municipal organizations. As a result, workers are more likely to set personal goals that are in line with the organization's broader objectives and focus on improving their EI abilities.

Strategic Value of Emotional Intelligence in Public Sector

Emotionally intelligent leaders are more able to consider the personal aspects of their judgments. This encourages a more thorough and moral decision-making process, which is especially important when the well-being of the people is at stake.

Communicating complex ideas to a diverse group of people is a constant struggle for public sector executives. Here, emotional intelligence plays a crucial role in creating messages that speak to people's fears and anxieties, which in turn increases public support and collaboration.

Organizations in the public sector have a wide variety of stakeholders, which almost guarantees that disagreements will arise. The good news is that leaders with high EI are skilled negotiators and can find solutions to resolve conflicts that work for everyone. Additionally, they can establish and manage diverse teams by creating spaces where everyone feels heard, understood, and motivated to do their best.

A key component of organizational performance that goes beyond conventional measures of productivity and efficiency is emotional intelligence (EI). This article delves into the strategic importance of emotional intelligence in the public sector, illuminating how encouraging EI may improve leadership efficiency, company culture, and productivity.

Leadership Effectiveness:

To successfully serve diverse constituents and navigate complicated policy environments, strong leadership is required in the public sector. Emotionally intelligent leaders are self-aware, skilled at managing their own emotions, and able to motivate their people to greatness. A leader's strategic worth is in his or her ability to encourage teamwork, convey ideas clearly, and adjust to new situations. Public sector firms may improve decision-making, team cohesion, and creativity and resilience by making emotional intelligence a priority in leadership development programs.

Employee Engagement and Productivity:

Bureaucratic systems and high public expectations are common problems for those who work for the public sector. Leaders with high emotional intelligence may boost morale and productivity in the workplace. Staff morale and output are boosted by showing appreciation for their work, offering helpful criticism, and creating a feeling of direction. The ability of EI to reduce stress, boost morale, and improve overall organizational performance makes it a clear strategic asset for public sector organizations.

Interpersonal Relationships and Stakeholder Engagement:

Emotional intelligence is a key advantage in the public sector because of the importance of collaborating with varied stakeholders. Policy implementation and community participation are both aided by employees who are empathetic and skilled communicators, and who can successfully negotiate complicated interpersonal interactions. Government agencies are more trustworthy and productive when they can identify and address the concerns of all relevant parties. Building trust, managing disagreements, and creating good connections are all ways in which public officials with high emotional intelligence may boost the organization's strategic position within the community.

Emotional Intelligence of Government Employees and Private Sector Employees

The emotional intelligence of government and commercial sector personnel significantly impacts their professional achievements and overall welfare. Emotional intelligence, also known as EQ, includes a variety of talents and competencies associated with understanding and controlling one's own emotions as well as the emotions of others. Below are few crucial factors to consider when evaluating the emotional intelligence of persons in government and commercial sector positions:



1. Self-Awareness:

- **Government Employees:** Government employees may gain advantages by cultivating a strong sense of self-awareness, which involves recognizing their own strengths and opportunities for growth. This self-awareness can help them effectively navigate the complexities of bureaucratic systems and handle the varied range of tasks that come with their roles.
- **Private Sector Employees:** Self-awareness may be used by private sector personnel in competitive business situations to effectively adjust to changing market circumstances and match their talents with company objectives.

2. Self-Regulation:

- **Government Employees:** Self-regulation is beneficial in government positions, as it enables individuals to remain composed in high-pressure scenarios and make judgments that are in line with organizational goals, given the importance of adhering to laws and regulations.
- **Private Sector Employees:** Private sector professionals may use self-regulation to effectively cope with market uncertainty and competition, enabling them to mitigate stress, make informed business choices, and foster a favorable work culture.

3. Motivation:

- **Government Employees:** In the realm of government service, maintaining motivation is crucial for public officials to sustain their dedication to their responsibilities and efficiently provide services, propelled by a strong sense of public obligation.
- **Private Sector Employees:** In the private sector, motivation might be focused on attaining organizational objectives, fostering innovation, and adjusting to market changes to enhance professional development.

4. Empathy:

- **Government Employees:** Empathy is crucial in government positions because comprehending the requirements of various people is essential. It facilitates the establishment of a positive relationship with people and effectively resolving their issues.
- **Private Sector Employees:** Empathy is beneficial for private sector personnel in customer-centric businesses as it enables them to comprehend client viewpoints, improve customer service, and cultivate client relationships.

5. Social Skills:

- **Government Employees:** Proficient social skills are advantageous in government positions that need cooperation, bargaining, and involvement of interested parties, hence promoting efficient communication across departments.
- **Private Sector Employees:** Social skills are crucial in a business environment as they facilitate networking, team cooperation, and leadership, hence fostering a healthy workplace culture.

6. Adaptability:

- **Government Employees:** Government employees may face dynamic policies and political environments, necessitating flexibility in response to evolving rules and goals.
- **Private Sector Employees:** Private sector personnel must possess flexibility to effectively navigate market dynamics, technology breakthroughs, and changing customer preferences.

7. Communication Skills:

- **Government Employees:** Efficient communication is crucial in government positions for effectively transmitting policy, interacting with the public, and guaranteeing transparent governance.
- **Private Sector Employees:** Effective communication is essential in the private sector to facilitate team collaboration, engage with clients, and articulate company goals.

8. Leadership:

- **Government Employees:** Leadership attributes are very advantageous for government officials in management positions as they can motivate teams and effectively traverse intricate problems in public service.



- **Private Sector Employees:** Proficiency in leadership is vital for CEOs in the private sector to effectively lead teams, cultivate innovation, and propel organizational triumph.

9. Job Satisfaction:

- **Government Employees:** Emotional intelligence enhances job satisfaction in government positions by promoting favorable interpersonal connections, active job involvement, and a feeling of meaning.
- **Private Sector Employees:** Emotional intelligence in the private sector is associated with work satisfaction, since it impacts employee well-being, cooperation, and dedication to company objectives.

CONCLUSION

To summarize, emotional intelligence has significant and diverse impacts on the performance of both government and private sector personnel. The study results indicate that persons with elevated emotional intelligence exhibit improved interpersonal abilities, efficient communication, and adeptness in navigating complex job contexts. These attributes enhance cooperation, collaboration, and overall job performance.

Emotional intelligence has a favorable impact on leadership effectiveness, decision-making, and conflict resolution in both government and commercial sectors. Employees that possess a heightened degree of emotional intelligence often demonstrate more flexibility and tenacity when confronted with difficulties, therefore creating a more optimistic work environment. Consequently, this results in heightened work contentment and active involvement of employees, which are pivotal elements in attaining the most favorable performance results.

The research emphasizes the significance of emotional intelligence in customer-facing positions, where professionals with highly developed emotional intelligence abilities are more adept at managing client encounters, resolving difficulties, and cultivating favorable connections. This has a beneficial effect on customer satisfaction and loyalty, which are crucial for the success of both government and private sector businesses.

Moreover, the results underscore the significance of emotional intelligence in reducing occupational stress and burnout. Employees who possess a high degree of emotional intelligence, which includes the ability to comprehend and regulate their own emotions as well as those of their coworkers, are more prone to experiencing reduced stress levels. This, in turn, leads to enhanced mental well-being and consistent job performance.

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4.1 DEMOGRAPHIC PROFILE OF THE STUDY

4.1.1 Age

Table 4.1 Age of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30	100	24.0	24.0	24.0
	31 to 40	167	33.4	33.4	57.4
	41 to 50	132	26.4	26.4	83.8
	50 above	81	16.2	16.2	100.0
	Total	500	100.0	100.0	

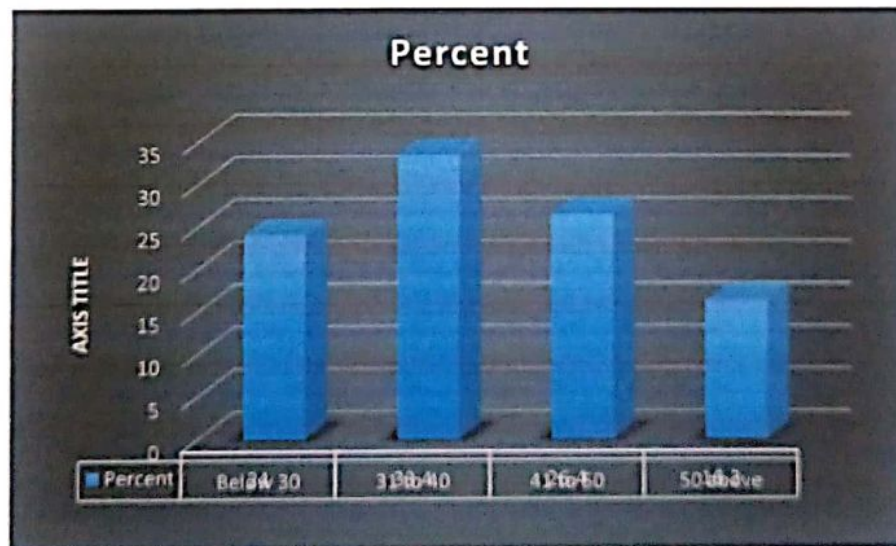


Fig. 4.1 Age of the respondents

According to the data in table 4.2 and graph 4.1, it can be seen that 33 percent of the respondents fall into the age group of 31 to 40 years, 27 percent fall into the age group of 41 to 50 years, 24 percent fall into the age group below 30 years, and 17 percent

fall into the age group of 50 and above. The age range of 31 to 40 years has the highest number of responses in terms of Emotional Intelligence and work performance, followed by the age group of 41 to 50 years, from Municipal Corporation Gwalior and Cadburys Ltd Malanpur. They are the workers in their middle age. The results also included a smaller number of respondents who were beyond 50 years old and below 30 years old.

4.1.2 Gender Of The Respondents

Table 4.2 Gender of respondents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Male	251	50.2	50.2	50.2
	Female	249	49.8	49.8	100.0
	Total	500	100.0	100.0	

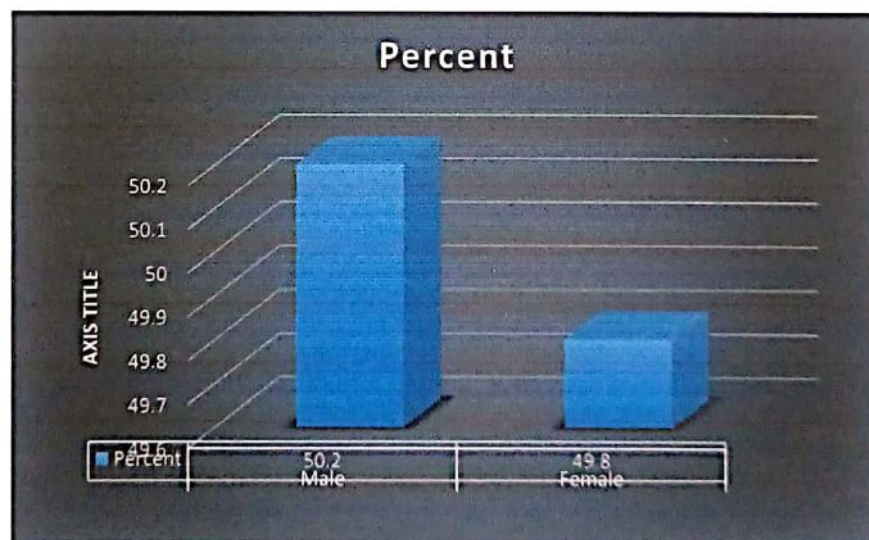


Fig.4.2 Gender of the respondents

The data shown in table 4.2 and graph 4.2 indicates that 51 percent of the workers surveyed are male, while 49 percent are female. This observation is based on the data

collected from both Municipal Corporation Gwalior and Cadburys Ltd Malanpur. The findings indicated that both males and females engaged in responding to assessments of Emotional Intelligence and work satisfaction.

4.1.3 Marital Status of Respondents

Table 4.3 Marital status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	349	69.8	69.8	69.8
	Unmarried	151	30.2	30.2	100.0
	Total	500	100.0	100.0	

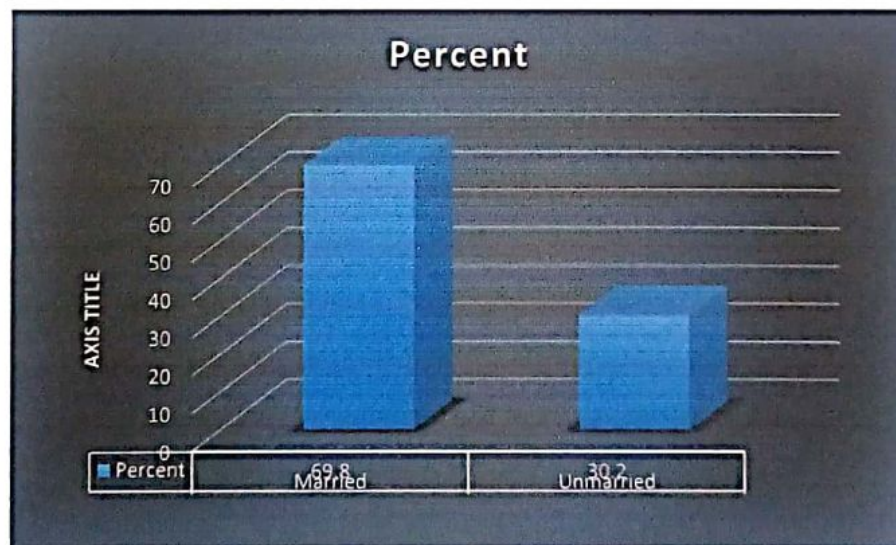


Fig.4.3 Marital status of respondents

Based on the data shown in table 4.3 and graph 4.3, it can be seen that 70 percent of the respondents are married workers, while 31 percent are unmarried. The majority of responders are married. The respondents for the study on Emotional Intelligence and

work performance include employees who are married, followed by unmarried employees. These respondents have participated from Municipal Corporation Gwalior and Cadburys Ltd Malanpur.

4.1.4 Work Experience of Respondents

Table 4.4 Work experience of respondents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Below5 years	93	18.6	18.6	18.6
	6 to 15years	178	35.6	35.6	54.2
	16to25years	166	33.2	33.2	87.4
	25yearsabove	63	12.6	12.6	100.0
	Total	500	100.0	100.0	

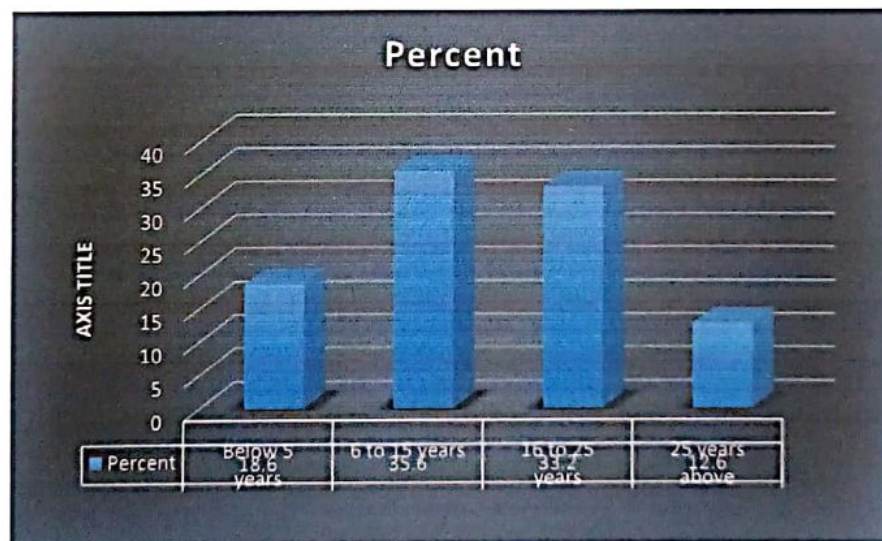


Fig 4.4 work experience of respondents

Based on the data presented in table 4.4 and graph 4.4, it can be seen that 36 percent of the respondents have a work experience ranging from 6 to 15 years, 33 percent have a work experience ranging from 16 to 25 years, 18 percent have a work experience below 5 years, and 12 percent have a work experience of 25 years or more.



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A Comparative Study of Emotional Intelligence Between the Government and Private Sector Employees

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ABSTRACT

Introduction: Emotional intelligence refers to a collection of skills that help one control and understand their own emotions as well as those of others around them.

Aim of the study: the main aim of the study is to Emotional Intelligence between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Material and method: Within the context of the research design and the procedure for data collection, this chapter provides an overview of the research technique that was used in the respective study.

Conclusion: The findings of the research demonstrate that emotional intelligence has a favorable and substantial association with the management of stress, effective work performance, and dedication to the business.

Keywords: emotional intelligence, public and private sector, employees, performance etc.

1. INTRODUCTION

1.1 EMOTIONAL INTELLIGENCE

Emotional intelligence has its roots in the work of Charles Darwin, who highlighted the need of showing one's emotions to ensure one's own survival. In 1985, Wayne Payne introduced the phrase "Emotional Intelligence" for the first time in their PhD thesis titled "A study of Emotion: Developing Emotional Intelligence." The subsequent 1995 release of Daniel Goleman's best-selling book "Emotional Intelligence: Why It Can Matter More Than IQ." marked a watershed moment in this topic. In 1995, a story by Nancy Gibbs in Time magazine brought attention to Daniel Goleman's book.

Emotional intelligence refers to a collection of skills that help one control and understand their own emotions as well as those of others around them. A five-dimensional model was proposed in 1998 by Daniel Goleman. Here are the following:

- **Self-awareness:** The capacity to identify and evaluate emotional states. Confidence and accuracy in one's own evaluation.
- **Self-management:** Having self-control means you can keep your impulsive emotions in check. It aids in controlling disruptive emotions, being honest and forthright, being flexible, owning up to one's mistakes, and coming up with new ideas.
- **Motivation:** Emotions have a way of leading people toward their objectives. All of these qualities—hope, dedication, ambition, and initiative—are part of it.

- **Empathy:** The capacity to empathize with and recognize the needs of others around you.
- **Social skills:** Having social intelligence means you can survive, prosper, and influence others in a group setting. The emphasis is on teamwork, leadership, etc.

1.2 THE STRATEGIC VALUE OF EMOTIONAL INTELLIGENCE IN PUBLIC SECTOR

Emotionally intelligent leaders are more able to consider the personal aspects of their judgments. This encourages a more thorough and moral decision-making process, which is especially important when the well-being of the people is at stake.

Communicating complex ideas to a diverse group of people is a constant struggle for public sector executives. Here, emotional intelligence plays a crucial role in creating messages that speak to people's fears and anxieties, which in turn increases public support and collaboration.

Organizations in the public sector have a wide variety of stakeholders, which almost guarantees that disagreements will arise. The good news is that leaders with high EI are skilled negotiators and can find solutions to resolve conflicts that work for everyone. Additionally, they can establish and manage diverse teams by creating spaces where everyone feels heard, understood, and motivated to do their best. At the end of the day, public sector executives face a lot of pressure and hardship. They are better able to handle difficult situations because EI teaches them to control their emotions and the emotions of their teammates.

2. LITERATURE REVIEW

Naqvi, Syeda & Siddiqui, Ali (2023) Small and Medium Enterprises (SMEs) in Pakistan have challenges in terms of productivity and job performance, despite their significant contributions to the economy and employment production. In this study, we investigated the many elements that influence work performance, as well as the potential mediating role of job satisfaction in the relationship between emotional intelligence and job performance. A sample of 382 local SME workers was gathered and data analysis was conducted using Smart PLS. The research revealed that there is a favourable relationship between self-awareness, self-regulation, emotional intelligence, work satisfaction, and job performance. The relationship between emotional intelligence and work happiness is reciprocal, with job satisfaction serving as a mediator between emotional intelligence and job performance. Nevertheless, the impact of "social skills, motivation, and empathy" on work performance is shown to be statistically negligible. Emotional intelligence facilitates comprehension and regulation of others' emotions, as well as the resolution of challenging problems. Hence, it is essential for companies to frequently organise seminars and workshops focused on emotional intelligence for their staff. While the study did not provide a statistically significant impact of social skills and empathy on work performance, it is crucial to acknowledge their significance as antecedents to job-related outcomes. Consequently, organisations should prioritise the cultivation of these dimensions.

Sapkota, Shiba & Madai, Tek & Pant, Deepak (2023) The capacity to identify our own emotions and the emotions of others, as well as effectively regulate our own emotions, is the primary determinant of workers' performance. The relevance of emotional intelligence in forecasting workers' work performance stems from the fact that a majority of occupations need the capacity to effectively regulate emotions. The research aims to analyse the influence of emotional intelligence on the performance of workers in commercial banks located in Dhangadhi City. The research approach used in this study was quantitative, and both descriptive and inferential statistical methods were utilised to analyse the collected data. A total of 100 questionnaires were sent to respondents in a random manner, and 82 of them were

returned and included in the study. The acquired data was subjected to regression analysis for analytical purposes. The findings of the research indicated a statistically significant correlation between the emotional intelligence of workers and their job performance. The correlation coefficient between emotional intelligence (EI) and workers' job performance was found to be 82%. Likewise, the regression analysis revealed a strong relationship between emotional intelligence variables and employee performance inside the organisation. Therefore, it is advisable for organisations to implement diverse training programmes and developmental activities focused on Emotional Intelligence (EI) in their workplace for employees at all levels. This will enhance talent management and performance, as well as improve team outcomes, service outcomes, and relationship outcomes.

Rajapakshe, Wasantha & Jayaratne, A. (2021) The objective of this research is to examine the influence of emotional intelligence on the work performance of banking employees in Sri Lanka, using occupational stress as a mediating factor. The quantitative methodology employs the confirmatory survey technique, which has been validated. Structural Equation Modelling (SEM) was used to analyse the data. The confirmatory factor analysis findings indicate that the suggested conceptual model is well-fitting, as shown by the RAMSEA value of 0.089, CFI value of 0.920, and χ^2/df value of 3.437. The results indicate that emotional intelligence has a substantial direct impact of 0.385 on work performance, as well as an indirect impact of 0.023 via the mediating factor of occupational stress. This leads to a total effect of 0.408, which is statistically significant ($p < 0.05$). Hence, it is possible to see partial mediation. Despite the beneficial correlation between increased emotional intelligence and work performance, the influence of occupational stress somewhat mitigates this positive relationship. Hence, it can be posited that the enhancement of banking workers' performance may be achieved by the use of emotional intelligence as a strategic approach in human resource management.

Oana, Sabie & Pîrvu, Cătălin & Burcea, Stefan (2020) The primary objective of this study was to examine the association between emotional intelligence and the performance of workers in the public sector. Additionally, we investigated the potential connections between two specific dimensions of emotional intelligence and organisational performance. The present study was undertaken on a sample of workers from public sector organisations in Romania. To accomplish the research objectives, a quantitative technique was devised, using a questionnaire as the primary data collection instrument. The measurements included in this study were derived from existing scholarly literature and specifically customised and applied to individuals employed in the public sector. A quantitative technique was used in the study, using a conceptual deductive research approach grounded in a conceptual framework to examine the hypotheses. To conduct the statistical analysis, we used the SPSS Statistics 22.0 software programme. This allowed us to construct descriptive analysis and several parametric tests, all with the objective of accomplishing the primary goal of our study. The findings of our study have significance for leaders and human resources managers within public sector organisations, as well as for practitioners and the global scientific community.

Rexhepi, Gadaf & Berisha, Besar (2017) The objective of this study is to examine the impact of emotional intelligence on employees' performance within their professional environment. This study aims to demonstrate that the achievement of success in work and overall job performance is not just contingent upon professional knowledge and IQ levels of workers and supervisors. Rather, it emphasises the significant influence of emotional intelligence. Based on a study conducted on a sample of 265 participants, consisting of 215 individuals in non-managerial roles and 51 individuals in managerial or director positions across various private and public institutions, it was determined that the effectiveness

of change management in Macedonia is contingent upon the level of emotional intelligence. A strong association exists between the degree of emotional intelligence (EQ) and the index of change management.

3. METHODOLOGY

Within the context of the research design and the procedure for data collection, this chapter provides an overview of the research technique that was used in the respective study. To conducting the analysis of the survey materials that were gathered, the statistical package for the social sciences (SPSS) version 16.0 was used. There is a discussion in this chapter about the research design of the study, the variables of the study, the sampling unit, the sample size, and the sampling procedure that was used in the study. Additionally, there is a discussion about the tools that were used for the data collection, the validity and reliability of the tools that were used, as well as the statistical and inferential tools that were used for the analysis of the data to reach the conclusions of the study.

3.1 SAMPLING METHOD

3.1.1 Sampling Unit

Those individuals who are employed in high, medium, and lower-level managerial roles within the organizations of Cadburys and Municipal Corporation in the Gwalior area make up the Sampling Unit for the research.

3.1.2 Population of study

Within the Gwalior area, the individuals that make up the population of the study are those who are employed by Cadburys and Municipal Corporation.

3.1.3 Sample Size

To this research, there were a total of 500 respondents who were employed in a variety of Municipal Corporations and Cadburys. Of these, 250 respondents were from the Municipal Corporation sector, and the remaining 250 respondents were from Cadburys. The total number of questionnaires that were issued was 540, and out of those, the respondents filled out 500 of the questionnaires that were returned. Because 40 of the questionnaires were left unfinished, they were not included in the research. Furthermore, some of the questionnaires were not even returned by the respondents.

4. RESULTS

4.1 DEMOGRAPHIC PROFILE OF THE STUDY

Table 4.1 Age of the respondents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Below30	100	24.0	24.0	24.0
	31 to 40	167	33.4	33.4	57.4
	41 to 50	132	26.4	26.4	83.8
	50 above	81	16.2	16.2	100.0
	Total	500	100.0	100.0	

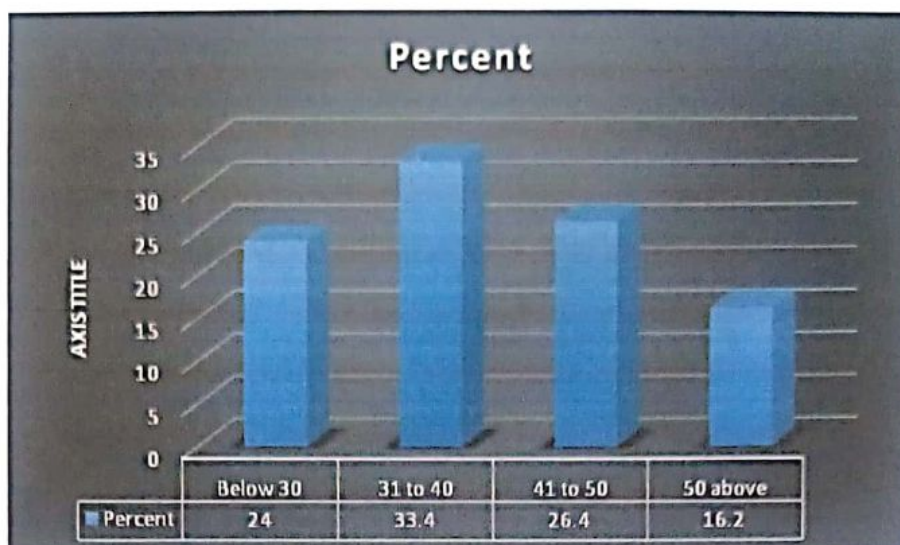


Fig. 4.1 Age of the respondents

According to the data in table 4.2 and graph 4.1, it can be seen that 33 percent of the respondents fall into the age group of 31 to 40 years, 27 percent fall into the age group of 41 to 50 years, 24 percent fall into the age group below 30 years, and 17 percent fall into the age group of 50 and above. The age range of 31 to 40 years has the highest number of responses in terms of emotional intelligence and work performance, followed by the age group of 41 to 50 years, from Municipal Corporation Gwalior and Cadburys Ltd Malanpur. They are the workers in their middle age. The results also included a smaller number of respondents who were beyond 50 years old and below 30 years old.

Table 4.2 Gender of respondents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Male	251	50.2	50.2	50.2
	Female	249	49.8	49.8	100.0
	Total	500	100.0	100.0	

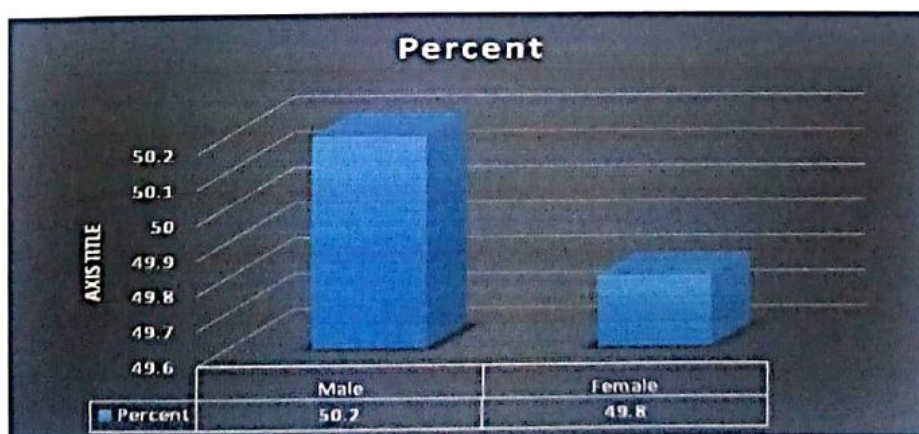


Fig.4.2 Gender of the respondents

The data shown in table 4.2 and graph 4.2 indicates that 51 percent of the workers surveyed are male, while 49 percent are female. This observation is based on the data collected from both Municipal Corporation Gwalior and Cadburys Ltd Malanpur. The findings indicated that both males and females engaged in responding to assessments of emotional intelligence and work satisfaction.

Table 4.3 Marital status of respondents

		Frequency	Percent	ValidPercent	CumulativePercent
Valid	Married	349	69.8	69.8	69.8
	Unmarried	151	30.2	30.2	100.0
	Total	500	100.0	100.0	

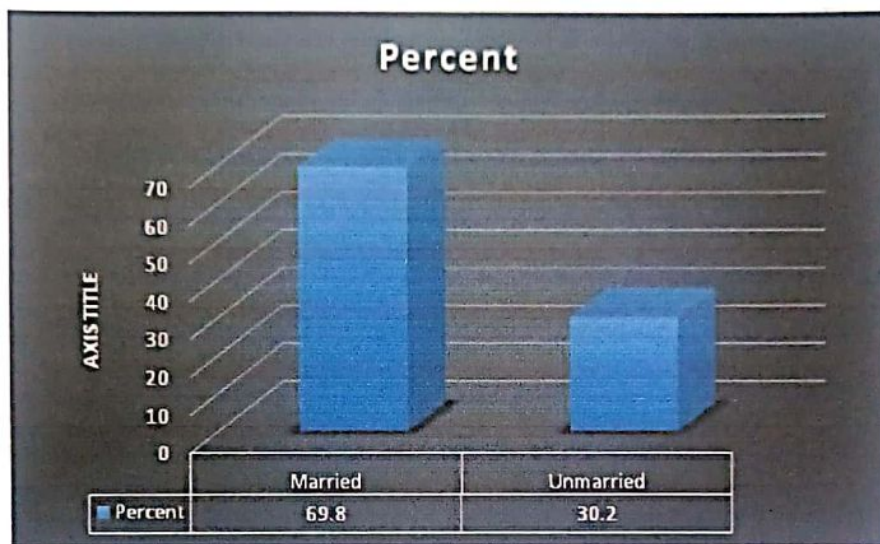


Fig.4.3 Marital status of respondents

Based on the data shown in table 4.3 and graph 4.3, it can be seen that 70 percent of the respondents are married workers, while 31 percent are unmarried. The majority of responders are married. The respondents for the study on emotional intelligence and work performance include employees who are married, followed by unmarried employees. These respondents have participated from Municipal Corporation Gwalior and Cadburys Ltd Malanpur.

Table 4.4 Work experience of respondents

		Frequency	Percent	ValidPercent	CumulativePercent
Valid	Below5 years	93	18.6	18.6	18.6
	6 to 15years	178	35.6	35.6	54.2
	16to25years	166	33.2	33.2	87.4
	25yearsabove	63	12.6	12.6	100.0
	Total	500	100.0	100.0	

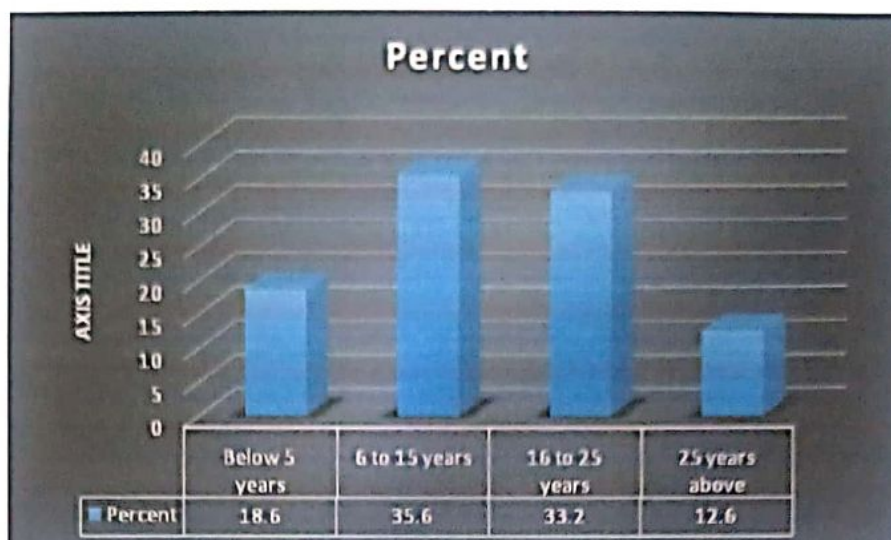


Fig 4.4 work experience of respondents

Based on the data presented in table 4.4 and graph 4.4, 36 percent of the respondents have a work experience ranging from 6 to 15 years, 33 percent have a work experience ranging from 16 to 25 years, 18 percent have a work experience below 5 years, and 12 percent have a work experience of 25 years or more. Most respondents in the study on emotional intelligence and job performance had a work experience ranging from 6 to 15 years, with the next highest group having 16 to 25 years of experience. Respondents are employers with extensive expertise from higher education institutions. Nevertheless, the number of individuals with less than 5 years of experience and those with more than 25 years of experience is quite small.

4.2 DATA OF THE STATISTICAL ANALYSIS

This chapter discusses the findings derived from the statistical analysis of the data gathered from personnel at different levels (top, medium, and lower) in the Government and private sectors, namely the Municipal Corporation and Cadburys Ltd. The statistical methods used for data analysis in the current research include mean, standard deviation (SD), t-test, analysis of variance (ANOVA), coefficient of correlation, and regression analysis (specifically linear regression and step-wise regression). The obtained data has been analyzed using the SPSS-20 program (Deshwal, Shavita. 2015). The study's hypotheses are being tested using statistical analysis, and the findings are being provided in table format.

TABLE 4.5 Comparison of Emotional Intelligence between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Variable	Government sector(N=250)		Private sector(N=250)		t-value
	Mean	SD	Mean	SD	
Emotionalintelligence	4.0459	0.61872	3.9837	0.45058	1.406NS

Table 4.5 illustrates the comparison of emotional intelligence between the Government and Private Sector, namely the Municipal Corporation and Cadburys Ltd. The average emotional intelligence score was greater among Government sector Employees compared to Private sector Employees, while the difference was determined to be statistically insignificant.

TABLE 4.6 Comparison of Dimensions of Emotional Intelligence between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Dimensions	Government sector(N=250)		Privatesector (N=250)		t-value
	Mean	SD	Mean	SD	
Realization of self(EDIM1)	4.1507	0.72761	4.0820	0.52785	1.516NS
Realization of others(EDIM2)	3.8933	0.65275	3.8938	0.51505	0.009NS
Regulation of others(EDIM3)	4.2444	0.66476	4.2350	0.49058	0.198NS
Regulation of self(EDIM4)	3.8850	0.78826	3.7242	0.78230	2.508**

Table 4.6 illustrates the comparison of emotional intelligence aspects across personnel in the Government and Private sectors, namely the Municipal Corporation and Cadburys Ltd. The average scores for the dimensions of emotional intelligence, specifically self-realization, regulation of others, and self-regulation, were higher among Government sector employees compared to Private sector employees. However, the average score for realization of others was higher among Private sector employees, specifically managers from Municipal Corporation and Cadburys Ltd. The difference in the control of self dimension was determined to be statistically significant at the 0.01 level, based on a t-value of 2.508 (Mahananda et al 2013).

TABLE 4.7 Comparison of Stress Management between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd

Variable	Government sector(N=250)		Privatesector(N=250)		t-value
	Mean	SD	Mean	SD	
Stress Management	3.7746	0.63889	3.5832	0.49619	4.098* *

Table 4.7 presents a comparison of stress management between the Government sector and the Private sector, namely the Municipal Corporation and Cadbury Ltd. The average score for stress management was greater among employees in the Government sector compared to those in the Private sector, and this difference was statistically significant at a significance level of 0.01.

TABLE 4.8 Comparison of Dimensions of Stress Management between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd

Dimensions	Governmentsector(N=250)		Privatesector(N=250)		t-value
	Mean	SD	Mean	SD	
Strong-will(SDIM1)	3.7117	0.75111	3.5517	0.67399	2.746*
Hopeful (SDIM2)	3.7344	0.82072	3.1933	0.87304	7.822*
Relaxed(SDIM3)	4.0522	0.68254	4.0644	0.49815	0.233NS
Ethical(SDIM4)	3.5000	0.92711	3.5233	0.89468	1.031NS

Table 4.8 illustrates a comparison of stress management between the Government and Private Sector, namely the Municipal Corporation and Cadburys Ltd. The average scores for the dimensions of stress management, specifically strong will (SDIM1), hopeful (SDIM2), and ethical (SDIM4), were higher among Government sector employees compared to Private sector employees. However, the average score for the relaxed dimension (SDIM3) was higher among Private sector employees than Government sector employees, specifically managers from Municipal Corporation and Cadburys Ltd. The observed differences in the strong-will (SDIM1) and optimistic (SDIM2) dimensions were determined to be statistically significant at the 0.01 level, with t-values of 2.746 and 7.822, respectively. However, no significant difference was identified in the relaxed (SDIM3) and ethical (SDIM4) dimensions.

TABLE 4.9 Comparison of Job Performance between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Variable	Government sector(N=250)		Privatesector(N=250)		t-value
	Mean	SD	Mean	SD	
JobPerformance	4.0978	0.66350	3.9897	0.61582	2.284*

Table 4.9 illustrates the comparison of work performance between employees in the Government and Private sectors, namely the Municipal Corporation and Cadburys Ltd. The average job performance score was greater for employees in the Government sector compared to those in the Private sector, and this difference was statistically significant at a significance level of 0.05.

Table 4.10 Comparison of Dimensions of Job Performance between the Government and Private Sector i.e. Municipal Corporation and Cadburys Ltd.

Dimensions	Governmentsector(N=250)		Privatesector(N =250)		t- val ue
	Mean	SD	Mean	SD	
Serviceoriented(JD IM1)	4.0789	0.72519	3.9722	0.54742	2.0 33*
Advancement(JD IM2)	4.1143	0.68694	4.0072	0.50659	2.1 71*

Table 4.10 presents a comparison of the job performance aspects between the Government sector (Municipal Corporation) and the Private sector (Cadburys Ltd). The average scores for the service-oriented (JDIM1) and progression (JDIM2) aspects of work performance were higher for employees in the Government sector compared to those in the Private sector. The observed differences in the service-oriented (JDIM1) and advancement (JDIM2) dimensions were determined to be statistically significant at the 0.05 level, based on the t-values of 2.033 and 2.171, respectively.

5. CONCLUSION

The purpose of this research is to explore the current condition of emotional intelligence and its function in stress management, work performance, and organizational commitment in Municipal Corporation (public sector) of Gwalior and Cadbury Ltd Gwalior . The findings of the research demonstrate that emotional intelligence has a favourable and substantial association with the management of stress, effective work performance, and dedication to the business. It has been shown that emotional intelligence may accurately predict stress management, work performance, and organizational commitment. An attempt was made to understand the workings of the business sector vis-a vis Government Sector with the aid of this study. In today's cut throat environment, corporate organisations are crucial to achieving the goal of economic progress. They do this by contributing to the proper operation of the economy and by offering financial assistance to all economic sectors. An employee with higher strategic value of emotional intelligence may lead the team, accomplish more in terms of performance, and cultivate trust within the network of colleagues. Employee with strategic value of emotional intelligence is able to deal with conflict, power struggles, change, and rivalry with ease. Businesses that have emotionally savvy staff members routinely outperform others in the public sector. Making decisions also requires a high degree of emotional intelligence. High EQ leaders are able to balance emotional and logical issues. They are better at assessing how their choices could affect the culture of the company and the morale of the workforce. Employees interacting with public to solve their problems are having higher EQ in comparison with industrial employee having interaction with a set of people on day to day basis .

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