

EFFECT OF EMOTIONAL INTELLIGENCE ON ORGANIZATIONAL DEVELOPMENT -EMPIRICAL EVIDENCE FROM INDIA

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ABSTRACT

This research article focuses on the effect of emotional intelligence on organizational development. It also considers the relationship between age, gender, educational qualification and experience of employees and the Emotional Intelligence Quotient (EQ) factors. The EQ factors such as empathy, self-awareness, self-regulation, social skills and motivation and Organizational Development (OD) techniques like sensitivity training, process consultation, team building, organization process building, HRM and strategic interventions are considered for the purpose of the study. A sample size of 150 respondents is selected from the total population of 500 middle and junior management executives employed at a manufacturing firm in Chennai, India. Simple random sampling technique is applied to determine the sample size. Descriptive research design is adopted for this study. Primary data is collected from the sample respondents through a structured questionnaire consisting of Rensis Likert's 5 point scale. The collected data is analyzed using statistical tools such as Percentage Analysis, Multiple Correlation and Factor Analysis. The important findings of this research indicate that EQ factors Empathy and Self-Regulation have a significant impact on employees' ability to understand themselves and others. EQ factors like Self-Awareness, Self-Regulation and Motivation have a significant impact on employees' ability to adapt with globalization. The study also reveals that Skills for a Better Manager" are Self-regulation, Social skills and Ability to accomplish the task. "Skills for Solution Finder" is Empathy. Based on the research analysis, appropriate strategies are suggested for improving the emotional intelligence of the work force.

Key Words: Emotional Intelligence, Empathy, Organizational Development, Process Consultation, Self-Awareness, Self-Regulation, Sensitivity Training and Team Building.

INTRODUCTION

1. 1 A BRIEF BACKGROUND OF THE STUDY

Emotions refer to "organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems" (Salovey & Mayer, 1990). Emotional intelligence quotient is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand others' emotions. (Salovey et al. (2004) have proposed three models of EI. The "ability model," focuses on the individual's ability to process emotional information and use it to navigate the social environment. The "trait model" as developed by Konstantin Vasily Petrides (2007) "encompasses behavioral dispositions and self-perceived abilities and is measured through self-report." The "mixed model" is a combination of both ability and trait EI. It defines EI as an array of

skills and characteristics that drive leadership performance, as proposed by **Goleman (1998)**.

The application of EI gained significance when **Goleman (1998)** with his research in this area emphasized its role in organizations and also showed increasing attention on EI. Overall EI leaders inspire team members to work efficiently in order to achieve organizational goals. The independent variables for the study include the following:

- Empathy (Understanding others' emotions)
- Self-Awareness (Assessing the self)
- Self-Regulation (Ability to control self)
- Social-Skills (Building bonds)
- Motivation (Ability to accomplish the task)

The dependent variable is Organization development (OD). It is the process of improving organizational effectiveness and/or the effectiveness of individual employees. OD Interventions are the sets of structured/planned activities adopted by groups or individuals in an organization as a part of the organization development program. The following OD interventions are considered for this research:

- Sensitivity training
- Process consultation
- Team building
- Organizational process building
- Human Resource Management interventions
- Strategic interventions

Brown and Harvey (2006) stated that the specific intention of the planned OD interventions is correcting the inefficiencies, solving problems, developing strengths and evolving areas of opportunities. OD generates positive changes in organizations (**Smither, Houston, & McIntire, 2016**). Although OD recognizes the substance of top management's support and involvement (**Schein, 2004**), it also fosters a bottom-up approach and thereby helps to improve organizational effectiveness (**McLean, 2006**). OD interventions include a variety of activities that range from revamping the organizational structure to team building programs, individual mentoring and coaching (**Hodges & Gills, 2015**).

1. 2. STATEMENT OF THE PROBLEM

The industries need competent workforce if they want to possess distinctive competencies in this highly competitive business world. Unmet emotional needs are the major causes of many problems at the work place. The emotionally intelligent manager knows how to identify and manage the emotional needs of his team. High levels of emotional intelligence ensure higher productivity and organizational development. (**Daniel Goleman, 2005**). EI is therefore something that can be very important for organizations to focus on. However, predictability of EI leading to success is still a very important issue to be addressed (**Matthews, Zeidner and Roberts 2007**). **Leaders with high EQs are in a better position to facilitate changes and prepare their teams to accept necessary transformation.**

Employees with high EI know how to communicate with and work with others (**Carmeli A. & Josman Z. 2006**). This will, in the long run, help the organization accomplish its goals and enhance organizational performance. The important benefits of emotional intelligence are as follows:

- It increases motivation
- It improves communication
- It helps you become a better leader
- It helps you deal with change and stressful situations
- It fosters teamwork

The research tries to find out the relationship between the factors of emotional intelligence and organizational development interventional strategies.

1.3. OBJECTIVES OF THE STUDY

The following objectives have been formulated in order to ascertain the effect of EQ factors on OD interventional strategies:

- To study the effect of emotional intelligence of employees on organizational development.
- To ascertain the relationship between demographic variables and the EQ factors.
- To find out the correlation between EQ factors and OD interventional strategies.

2. REVIEW OF LITERATURE

What aspects of an organization are crucial for retaining good employees? A Gallup Organization study of two million employees at seven hundred companies found that how long an employee could stay at a company and how productive he would be there were determined by his relationship with his immediate supervisor (**Zipkin, 2000**). Spherion, a staffing and consulting firm in Fort Lauderdale, Florida, and Lou Harris Associates, found that only 11 percent of the employees who rated their bosses as excellent said that they were likely to look for a different job in the next year. However, 40 percent of those who rated their bosses as poor said they were likely to leave. In other words, people with good bosses are four times less likely to leave than are those with poor bosses (**Zipkin, 2000**). In another study conducted to find out the relationship among emotional intelligence, task Performance, and organizational citizenship behaviors, the researchers elicited managers' evaluations of individual employee's performance. Thus, resulting in a more accurate and objective test of the dependency of employee outcome to their emotional intelligence. The implications for organizational development are significant, given that leadership can aim to increase the output or the task performance of all organizational members by helping them increase their emotional intelligence. Their research suggests that emotional intelligence does influence enhanced work (**Carmeli, A., & Josman, Z. 2006**). Results of a study conducted in Thailand by interviewing a group of PMEs (project managers and engineers) and client representatives showed that emotional intelligence affected the leadership behavior of project leaders (**Sunindijo, Hadikusmo, & Ogunlana, 2007**). Researchers found positive correlations between leadership behaviors and emotional intelligence dimensions. These relationships proved the theory of emotional intelligence bringing positive outcomes to organizational development (**Sunindijo et**

al., 2007). Project leaders with a high level of emotional intelligence were proactive, open to communication and believed in delegation of authority as part of their strategies while dealing with the subordinates. In order to be to be successful, organizations have to develop employees' emotional intelligence skills for improving their job performance (**Bob Wall, 2008**). Similar to globalization and technological advancements, the competitive edge of an organization can also come from the aggregate competitive edge of its individual members. Emotional intelligence deals with the human interactions among organizational members and allows capitalizing on individual capabilities by reducing emotional dissonance

Koman E.S., Wolff S.B. (2008) research is to examined the relationships among team leader emotional intelligence competencies, team level emotional intelligence, and team performance. It is found that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and that emotionally competent group norms are related to team performance. (**Daft, 2009**). **Maddocks (2009)** suggests that approximately 80 percent of activities in an organization involve some collaboration among members; and the positive impact of improved relations can be seen in terms of customer loyalty, productivity, profitability, reduced turnover, and employee well-being. He further suggests that emotional intelligence is not developed through knowledge; but instead it is an organizational development skill learned through experience. **Momeni's (2009)** research focused on the relation between the emotional intelligence of managers and the organizational climate they create. The study was conducted using 30 managers and measuring their organizational climates using a 360-degree feedback approach. It found a positive correlation between the emotional intelligence of managers and their respective organizational climate. The study also revealed that social awareness and self-awareness had the most impact on organizational climate. **Codier E., Kamikawa C., Kooker B.M. (2011)** this study was undertaken to explore the impact of a peer coaching intervention on EI abilities of nurse managers. It was investigated the effects of emotional labor strategies on job performance and organizational commitment by considering the role of emotional intelligence. With increasing development of economy and competition among service providers, management of employees, feelings is considered as a vital aspect in providing services to customers and influences organizational out comes. **Ghalandari K., et al (2012)** investigated the effects of emotional labor on emotional exhaustion by considering the role of emotional intelligence. Totally, 133 questionnaires were distributed to employees of Bank Saderat which the results from analysis of them based on simple linear regression and multiple hierarchical regression found that emotional labor influences emotional exhaustion and in addition to it, variable of emotional intelligence moderates these influences too. **Pedaran N., Abzari M., Dastgerdi F.F. (2012)**, study found that the human resource is the most critical strategic element in increasing the effectiveness and efficiency of organizations. Without the individual's voluntary cooperation, organizations are not able to develop the effectiveness of their collective wisdom. The distinction between voluntary and compulsory cooperation is very important. When compulsory, individuals perform their tasks to the extent of meeting the requirements. But when voluntary, individuals give their efforts and insights towards fulfilling their capacities to the organization's benefit, and give a priority to accountability towards others' interests. This behavior is cal.ed "Organizational Citizenship Behavior."

Emotional intelligence is so important for success that it comprises 60% of performance in all jobs and is a major factor for predicting the individual's behavior in an organization. **Grucic D., Benton S. (2015)**, Examined the effect of mind–body training on the development of emotional competencies of managers. It is found that the experimental group, after training, achieved around 15 per cent higher scores compared to results before training on all three subscales of an emotional skills and competence questionnaire (ESCQ-45), a statistically significant improvement in scores. The control group (no training) scores showed no significant difference. This result indicates support for the view that emotional intelligence may be treated as a competency and is responsive to training programs.

Huang S. P. (2016), study found that the significant correlations between 1. emotional intelligence and workplace friendship, 2. workplace friendship and job satisfaction, 3. emotional intelligence and job satisfaction, and 4. job satisfaction and job performance. Based on above results, suggestions are proposed for assisting domestic micro-enterprises in the future development. **Chin T.S., Yusof R.M. (2017)**, determined the mediating effects of Job Satisfaction among the executives in an organization. A total of 110 executives participated in this study. They were given a set of questionnaires to complete. A hierarchical multiple regression analysis was used to determine the mediating effects. It was found that Job Satisfaction has partial mediating effects to Organizational Performance. **Nanayakkara., et al (2018)**, study found that positive influence of Strategic EI towards organizational learning and growth and how Strategic EI moderates the relationship between technological capability, technological knowledge management and the learning growth of an Organization. **Campo M., et al (2019)**, study was investigated the effectiveness of EI training programs fitting the schedule constraints of elite team sports, provided by three different EI trainers: the team's coach, the team's physiotherapist, and an expert in sport psychology. Young elite rugby union players (N = 96) participated in this study. Based on schedule constraints imposed by the head coach of the French u18 rugby union national team, the program consisted in three 1 h group-based EI training sessions occurring the last 3 days before a game (1 per day). It is found that EI improvement in a short period of time. Moreover, the specific influences of the EI trainer's status on players' EI development invite coaches and researchers to jointly combine their efforts in order to increase the EI training opportunities and to maximize the effects of their interventions.

Miao C., Humphrey R.H., Qian S. (2020), study found that the emotional intelligence–organizational citizenship behavior relationship is stronger in long-term oriented and restraint cultures. Emotional intelligence–organizational citizenship behavior/counterproductive work behavior relationships are mediated by both state positive affect and state negative affect. Human resource development professionals from cultures where the effects of emotional intelligence are stronger are especially recommended to hire emotionally intelligent employees and/or provide emotional intelligence training to stimulate organizational citizenship behavior and to restrain counterproductive work behavior. **Román-Calderón J.P., et al (2021)**, tested the relationship between emotional intelligence and individual task performance in teams, during a recruiting activity for an experiential learning program. It is shows that partial support of the hypothesis by revealing a significant but apparently counterintuitive

relationship. It is found that, for employers, it reinforces that teamwork, socialization, and daily organizational endeavors require the appropriate soft skills to obtain good performance levels. **Peláez-Fernández et al (2021)**, study assesses whether emotional intelligence interacts with levels of teacher happiness to jointly explain important teacher job attitudes (i.e., job satisfaction and turnover intention). A total sample of 685 teaching professionals (431 female) filled out a battery of scales including subjective happiness, emotional intelligence, job satisfaction, and turnover intention. It is revealed that subjective happiness was significantly associated with both higher job satisfaction and lower turnover intention. Likewise, emotional intelligence was positively related to happiness and job satisfaction, and negatively related to turnover intention. **Wan Hanafi W.N., Daud S. (2021)**, examined the effect of emotional intelligence on organizational politics in government link companies (GLCs) in Malaysia. It is found that there is a significant link between emotional intelligence and organizational politics. This study provides an understanding that the presence of emotional intelligence can help in improving a leader's ability to manage the political environment. This study could be replicated within other industries by refining the items used as a measurement variable.

3. RESEARCH METHODOLOGY

3.1 Research Design: Descriptive research design is adopted for this study and survey method is used for data collection. It is a fact-finding enquiry of different nature. The main characteristic of this design is that the researcher can only report what happened in the past and what is happening at present; he cannot predict accurately what will happen in future because he has no control over the variables.

3.2 Sampling Design: The population comprises of around 500 junior and middle management level executives employed in a manufacturing company in Chennai, India. The sample size selected for this study is 150. Simple random sampling technique is used for selecting the sample respondents.

3.3 Data Collection Method: Primary data is collected directly from the sample respondents through a structured questionnaire using Rensis Likert's 5-point scale. The data was collected from the respondents using student enumerators during January – March 2018.

3.4 Hypotheses to be tested

- EQ factors do not have any significant effect on Organizational Development using Process Consultation.
- EQ factors do not have any significant role in Organizational Development using HRM Interventions.
- EQ factors do not have any significant effect on Organizational Development using Team Building Technique.
- EQ factors do not have any significant effect on Organizational Development using Organizational Process Building.
- EQ factors do not have any significant effect on Organizational Development using Sensitivity Training.
- EQ factors do not have any significant effect on Organizational Development using Strategic Interventions.

3.5 Statistical Tools Used for Data Analysis: The statistical tools used for data analysis are as follows:

- Percentage Analysis
- Karl Pearson's Correlation Co-efficient.
- Factor Analysis using SPSS

4. DATA ANALYSIS:

Table 4.1: Descriptive Statistics of Demographic Variables

Variables	Frequency	Percentage
Gender		
Male	99	66
Female	51	34
Total	150	100
Marital Status		
Married	122	81
Unmarried	28	19
Total	150	100
Age		
Below 25 yrs.	12	8
25-35yrs	21	14
35-45yrs	36	24
45-60yrs	81	54
Total	150	100
Educational Qualification		
Diploma	3	2
Graduates	40	27
Postgraduates	58	39
Professionals	32	21
Others	17	11
Total	150	100
Monthly Income (Rs)		
20,000-30,000	10	7
30,000-40,000	30	20
40,000-50,000	20	13
Above50,000	90	60
Total	150	100
Experience		

Less than 5 years	13	9
6-10years	9	6
11-15years	23	15
16-20years	28	19
21years and above	77	51
Total	150	100

Source: Author

Table 4.2: Descriptive Statistics of EQ factors and OD interventions

S. No.	EQ Factors	Description	Mean	Standard Deviation	Sample Size "n"
1.	Empathy	Understanding others' emotions	4.41	1.6	150
2.	Self-Awareness	Assessing the self	4.13	1.41	150
3.	Self-Regulation	Ability to control self	3.77	1.04	150
4.	Social Skills	Building bonds	4.06	1.42	150
5.	Motivation	Ability to accomplish the task	4.54	1.63	150
S. No.	OD Interventions	Description	Mean	Standard Deviation	Sample Size "n"
1.	Process Consultation	Problem defining and solution finding skills	4.47	1.61	150
2.	Team building	Ability to build relationship and create rapport with others	2.96	1.18	150
3.	Organization Process Building	Ability to cope with new advances in technology	4.17	1.28	150
4.	Sensitivity Training	Understanding of oneself and others	4.04	1.22	150
5.	Strategic Interventions	Ability to adapt with globalization	4.06	1.33	150
6.	HRM Interventions	Goal setting for the self (MBO)	4.61	1.71	150

Hypothesis Testing - Multiple Correlation Analysis

Table 4.3: Null Hypothesis (H₀): EQ factors do not have any significant effect on Organizational Development using Process Consultation.

EQ Factors	Correlations	Process Consultation: Problem defining and solution finding skills
1. Empathy: Understanding others' emotions	Pearson Correlation	0.246
	Sig. (2 tailed)	0.040
	Null Hypothesis (H ₀)	REJECT H ₀
2. Self-Awareness: Assessing the self	Pearson Correlation	0.020
	Sig. (2 tailed)	0.871

	Null Hypothesis (H0)	ACCEPT H0
3. Self-Regulation: Ability to control self	Pearson Correlation	0.237
	Sig. (2 tailed)	0.048
	Null Hypothesis (H0)	REJECT H0
4. Social Skills: Building bonds	Pearson Correlation	-0.113
	Sig. (2 tailed)	0.353
	Null Hypothesis (H0)	ACCEPT H0
5. Motivation: Ability to accomplish the task	Pearson Correlation	0.339**
	Sig. (2 tailed)	0.004
	Null Hypothesis (H0)	REJECT H0

* Correlation is significant at 0.05 level (2 tailed)

Table 4.4: Null Hypothesis (H₀): EQ factors do not have any significant role in Organizational Development using HRM Interventions.

EQ Factors	Correlations	HRM Interventions: Goal Setting for the Self (MBO)
1. Empathy: Understanding others' emotions	Pearson Correlation	0.175
	Sig. (2 tailed)	0.148
	Null Hypothesis (H0)	REJECT H0
2. Self-Awareness: Assessing the self	Pearson Correlation	-0.046
	Sig. (2 tailed)	0.708
	Null Hypothesis (H0)	ACCEPT H0
3. Self-Regulation: Ability to control self	Pearson Correlation	-0.006
	Sig. (2 tailed)	0.960
	Null Hypothesis (H0)	ACCEPT H0
4. Social Skills: Building bonds	Pearson Correlation	-0.012
	Sig. (2 tailed)	0.921
	Null Hypothesis (H0)	ACCEPT H0
5. Motivation: Ability to accomplish the task	Pearson Correlation	0.223
	Sig. (2 tailed)	0.064
	Null Hypothesis (H0)	REJECT H0

* Correlation is significant at 0.05 level (2 tailed)

Table 4.5: Null Hypothesis (H₀): EQ factors do not have any significant effect on Organizational Development using Team Building Technique.

EQ Factors	Correlations	Team Building: Ability to build relationship and create good rapport with others
1. Empathy: Understanding others' emotions	Pearson Correlation	0.004
	Sig. (2 tailed)	0.974
	Null Hypothesis (H ₀)	ACCEPT H ₀
2. Self-Awareness: Assessing the self	Pearson Correlation	0.034
	Sig. (2 tailed)	0.778
	Null Hypothesis (H ₀)	ACCEPT H ₀
3. Self-Regulation: Ability to control self	Pearson Correlation	-0.012
	Sig. (2 tailed)	0.922
	Null Hypothesis (H ₀)	ACCEPT H ₀
4. Social Skills: Building bonds	Pearson Correlation	-0.011
	Sig. (2 tailed)	0.931
	Null Hypothesis (H ₀)	ACCEPT H ₀
5. Motivation: Ability to accomplish the task	Pearson Correlation	0.153
	Sig. (2 tailed)	0.206
	Null Hypothesis (H ₀)	ACCEPT H ₀

* Correlation is significant at 0.05 level (2 tailed)

Table 4.6: Null Hypothesis (H₀): EQ factors do not have any significant effect on Organizational Development using Organizational Process Building.

EQ Factors	Correlations	Organization Process Building: Ability to cope with new advances in technology
1. Empathy: Understanding others' emotions	Pearson Correlation	0.001
	Sig. (2 tailed)	0.993
	Null Hypothesis (H ₀)	ACCEPT H ₀
2. Self-Awareness: Assessing the self	Pearson Correlation	0.182
	Sig. (2 tailed)	0.131
	Null Hypothesis (H ₀)	REJECT H ₀
3. Self-Regulation: Ability to control self	Pearson Correlation	-0.136
	Sig. (2 tailed)	0.260
	Null Hypothesis (H ₀)	ACCEPT H ₀
4. Social Skills: Building bonds	Pearson Correlation	0.009
	Sig. (2 tailed)	0.939
	Null Hypothesis (H ₀)	ACCEPT H ₀
5. Motivation: Ability to accomplish the task	Pearson Correlation	0.026
	Sig. (2 tailed)	0.830
	Null Hypothesis (H ₀)	ACCEPT H ₀

* Correlation is significant at 0.05 level (2 tailed)

Table 4.7: Null Hypothesis (H₀): EQ factors do not have any significant effect on Organizational Development using Sensitivity Training.

EQ Factors	Correlations	Sensitivity Training: Ability to understand oneself and others
1. Empathy: Understanding others' emotions	Pearson Correlation	0.217
	Sig. (2 tailed)	0.071
	Null Hypothesis (H ₀)	REJECT H ₀
2. Self-Awareness: Assessing the self	Pearson Correlation	-0.010
	Sig. (2 tailed)	0.933
	Null Hypothesis (H ₀)	ACCEPT H ₀
3. Self-Regulation: Ability to control self	Pearson Correlation	0.212
	Sig. (2 tailed)	0.078
	Null Hypothesis (H ₀)	REJECT H ₀
4. Social Skills: Building bonds	Pearson Correlation	-0.190
	Sig. (2 tailed)	0.114
	Null Hypothesis (H ₀)	ACCEPT H ₀
5. Motivation: Ability to accomplish the task	Pearson Correlation	-0.153
	Sig. (2 tailed)	0.205
	Null Hypothesis (H ₀)	ACCEPT H ₀

* Correlation is significant at 0.05 level (2 tailed)

Table 4.8: Null Hypothesis (H₀): EQ factors do not have any significant effect on Organizational Development using Strategic Interventions.

EQ Factors	Correlations	Strategic Interventions: Ability to adapt with globalization
1. Empathy: Understanding others' emotions	Pearson Correlation	-0.229
	Sig. (2 tailed)	0.057
	Null Hypothesis (H ₀)	ACCEPT H ₀
2. Self-Awareness: Assessing the self	Pearson Correlation	0.220
	Sig. (2 tailed)	0.068
	Null Hypothesis (H ₀)	REJECT H ₀
3. Self-Regulation: Ability to control self	Pearson Correlation	0.174
	Sig. (2 tailed)	0.149
	Null Hypothesis (H ₀)	REJECT H ₀
4. Social Skills: Building bonds	Pearson Correlation	-0.011
	Sig. (2 tailed)	0.930
	Null Hypothesis (H ₀)	ACCEPT H ₀
5. Motivation: Ability to accomplish the task	Pearson Correlation	0.028
	Sig. (2 tailed)	0.819
	Null Hypothesis (H ₀)	ACCEPT H ₀

* Correlation is significant at 0.05 level (2 tailed)

Table 4.9: Factor Analysis - To obtain two new factors from the actual factors of Emotional Intelligence and OD Interventions based on educational qualification, experience and gender of the employees.

ROTATED COMPONENT MATRIX - VARIMAX KAISER NORMALIZATION.

Sl. No	Description	Component		
		1	2	3
1.	Process Consultation: Problem solving and solution finding skills	0.596		
2.	Sensitivity Training: Understanding oneself and others	0.590		
3.	Motivation: Ability to accomplish the task	0.563		
4.	Self-Regulation: Ability to control self	0.523		
5.	Team Building: Ability to build relationships and create good rapport with others	0.518		
6.	Social Skills: Building bonds	0.489		
Based on Educational Qualification of the Employees				
1.	Empathy: Understanding others' emotions		0.579	
2.	Process Consultation: Problem solving and solution finding skills		0.513	
3.	Human Resources Management Interventions: Goal setting for the self (MBO)		-.426	
4.	Social Skills: Building bonds		-.413	
Based on Experience of the Employees				
1.	Self-Awareness: Assessing the self			0.698
2.	Self-regulation: Ability to control self			0.523
3.	Organization process building: Ability to cope with new advances in Technology			-.499
Based on Gender of the Employees				

5. RESULTS AND DISCUSSION

5.1 Relationship between demographic variables and EQ factors

The study reveals that male respondents possess higher level of empathy and social skills than female respondents. Female respondents possess higher level of self-awareness, self-regulation and motivation than male respondents. Respondents with professional qualifications possess higher level of EQ than others. Respondents with 6-10 years of experience possess better problem solving skill than others. Respondents who possess less than 5 years of experience have greater team building ability than others. Respondents having 16-20 years of experience possess greater ability to cope with new advances in technology and organizational change than others.

5.2 Relationship between EQ factors and OD interventional strategies

EQ factors like Empathy, Self-regulation and Motivation have a significant impact on problem defining and solution finding skills of the employees. EQ factors Empathy and Motivation have a significant role in employee goal setting. No EQ factors have any significant impact on Organizational Development using Team Building Technique. Only Self-Awareness has a significant impact employees' ability to cope with new advances in technology. No other EQ factors have any significant impact in this regard.

EQ factors Empathy and Self-Regulation have a significant impact on employees' ability to understand themselves and others. EQ factors like Self-Awareness, Self-Regulation and Motivation have a significant impact on employees' ability to adapt with globalization. Skills for a Better Manager" are Self-regulation, Social skills and Ability to accomplish the task. "Skills for Solution Finder" is Empathy.

6. CONCLUSIONS AND IMPLICATIONS

From the research findings, it has been found that EQ factors have only a moderate impact on Organizational Development. Hence, it is suggested that training programs can be organized for increasing the problem solving, decision-making, team building and task accomplishment skills of the employees. This will help the organization increase the emotional intelligence of the work force thereby enhancing their productivity. Since respondents having higher educational qualification possess higher level of Emotional Intelligence Quotient than others, the organizations could encourage and motivate their employees to attain higher professional qualifications. This can be done by sponsoring the employees to obtain higher qualifications in the fields of engineering, technology and management through weekend and part-time courses. From the study, it is observed that male respondents have lower level of self-awareness, self-regulation, and motivation than female respondents, whereas female respondents have lower level of empathy and social skills than male respondents. Hence, they can be provided sensitivity training in order to enhance their lacking skills.

Not all EQ factors other than self-awareness have any significant impact on employees' ability to cope with new advances in technology. Hence, the organizations can facilitate their production and maintenance employees to adapt themselves with new technology by providing them on the job training and conducting workshops. It is the responsibility of the management to look after the total well-being of the employees. A happy employee is an asset to the company. It is the duty of the employer to take all possible steps to win the confidence and co-operation of the employees and to make them feel that they are an essential link in the productive process. Fundamental Research applied in this research has helped understanding the degree of relationship between emotional intelligence and organizational development.

7. LIMITATIONS AND DIRECTION FOR FUTURE RESEARCH:

This study is conducted only in one manufacturing company in Chennai. The inferences drawn are based on the views of 150 sample respondents. Hence, the findings are to be carefully considered for generalization. This research analyzed a few of the EQ factors and OD interventional strategies. Developing the Emotional Intelligence Quotient of employees for organizational development is a continuous process. There are many other EQ factors required for an employee to contribute more to organizational development. These features can be identified and their influence and effect on Organizational Development can be studied in future research. However, this study will provide some insights for the future researchers who are willing to undertake similar research in the manufacturing industry or any other sector.

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