

**A STUDY ON EMOTIONAL INTELLIGENCE AND WORK COMMITMENT
AMONG EMPLOYEES OF MANUFACTURING SECTOR**



Thesis Submitted by,

DHARSHANA. M

(21PSW004)

Thesis Submitted to

Department of Home Science Extension Education

Avinashilingam Institute for Home Science and Higher Education for Women,

Coimbatore-641043

In partial fulfillment of the requirements for the

Degree of Master of Social Work

May-2023

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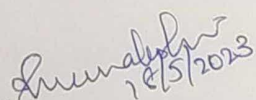
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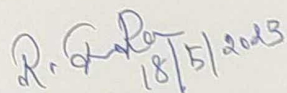
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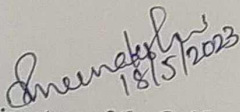
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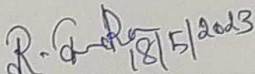
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This is to certify that the dissertation entitled on “A Study on Emotional Intelligence and Work Commitment Among Employees of Manufacturing Sector” is submitted to the Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore 641043 in partial fulfillment of the requirements for the award of the degree of **Master of Social Work** is a record of original research work done by **DHARSHANA M (21PSW004)**, during the period of the study in the Department of Home Science Extension Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore-641043, under my supervision and guidance, has not formed the basis for the award of any Degree/Diploma/Associateship/Fellowship or similar title of other University.


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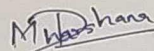
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DECLARATION

DECLARATION

DECLARATION

I **Dharshana M**, hereby declare that the thesis, entitled “**A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector**”, submitted to the Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in partial fulfillment of the requirements for the award of the **Master of Social work** is a record of original and independent research work done by me during six month under the Supervision and Guidance of **Dr. (Mrs.) S. Meenakshi** and it has not formed the basis for the award of any Degree/Diploma/Associateship/Fellowship or other similar title to any candidate in any University.



Signature of the Candidate

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ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

The investigator exalts **GOD Almighty** for being her refuge and strength and praises him for his everlasting love, bountiful mercy and amazing grace showered on her throughout the study

The investigator expresses her immense gratitude to **Dr. S.P. Thyagarajan, Chancellor**, Avinashilingam Institute for Home Science and Higher Education for Women, for providing the opportunity to carry out this academic exercise and for the administrative support given during this study.

The investigator owes her heartfelt thanks to **Dr. (Mrs.) V. Bharathi Harishankar, M.A., M.Phil., Ph.D., Vice Chancellor**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for the amenities provided for the successful completion of the study.

The investigator extends her sincere thanks to **Dr. (Mrs.) S. Kowsalya, M.Sc., M.Phil., Ph.D., Registrar**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing all facilities to carry out the study.

The investigator expresses her respectful regards and sincere thanks to **Dr. (Mrs.) N. Vasugi Raja, M.Sc..M.B.A., M.Phil., Ph.D., Dean, School of Home Science**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for her support and encouragement.

The investigator expresses her profound sense of gratitude to **Dr. (Mrs.) R. Jansi Rani, M.SC, B.Ed, M. Phil, Ph.D, Assistant Professor (SG) and Head of the Department (i/c)** Department of Home Science Extension Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her innovative, excellent, intellectual guidance, meticulous supervision, valuable advice, untiring help and constant encouragement and learned counsel each and every minute offered throughout the course of research work.

The investigator feels extremely happy and fortunate to place on record the sense of gratitude to **Dr. (Mrs.) S. Meenakshi, M.Sc., MBA, Ph.D., UGC-NET, Assistant Professor**, Department of Home Science Extension Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her constant

encouragement, help, approachable attitude throughout the practical work and support at all the times of need. Also extends gratitude for her valuable help, guidance and encouragement rendered throughout the period.

The investigator expresses her sincere thanks to all the beloved **Teachers** in the Department of Home Science Extension Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for their advice and support throughout the study.

On a moral personal note, she owes a special thanks to her **Family** and **Friends** for their encouragement offered throughout the period

Lastly, she offers her regards and profound thanks to all those who supported her in any respect during the course and completion of the study.

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INTRODUCTION

CHAPTER I

INTRODUCTION

The Introduction for the present study entitled "**A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector**" is presented as below

In this Modern Era, Employees are one of the most important elements of an organisation. Currently, the management is dedicating its financial resources to the growth and development of their human resources, who are the employees. This is because of their understanding about the impact of employee motivation on organisation performance. Emotional intelligence is a core feature of the employees in the working environment as it helps in building a strong working relationship through an understanding of each other. It becomes the greatest skill and characteristics expected from employees at all levels in organisations of this era. Work commitment is the crucial and key element in the organizational success. As it allows the organisation to meet its goals and stick to its vision and also leads to better productivity for the organisation.

Organizations must integrate a strategic human resource approach into all of their operations and policies. Recognizing this shift in the workplace, firms are making an effort to use optimal human resource practises across the whole recruitment and selection process, as well as during training and the development of human resource capabilities. This guarantees that the finest individuals in their organisations are retained as superior human resources.

1.1 Emotional Intelligence

The earliest formal mention of emotional intelligence appeared in 1966 in a German article titled " Emotional Intelligence and Emancipation" by Leuner, which explains that adult women rejected their social roles because of hypothesized low emotional intelligence (Leuner, B 1966). The term emotional intelligence was formally coined and defined as "The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey,P. and Mayer, J.D 1990), and it was empirically demonstrated as to how emotional intelligence could tested as a mental ability (Mayer, J.D et al 1990).

The apparently paradoxical term 'emotional intelligence' - conjoining 'emotion' and 'intelligence' - refers to the ability to be aware of one's own and others' emotions and ability to use emotions to help solve problems effectively, thereby leading a more effective life. Emotional Intelligence provides the key to unlock infinite human potential towards actualizing the purpose of human life in its true meaning and spirit.

Emotional intelligence is understood as an ability (Mayer, Caruso and Salovey, 1999) or a personality characteristic (Schutte and Malouff, 1999). Mayer and Salovey (1997) describe it as a facet of social intelligence, which involves the capacity to examine one's own and others' emotions and feelings, and to distinguish between the emotions and feelings for implication of the information to the direction of one's thoughts and actions. Mayer and Salovey (1999) remodeled their definition and described it as the ability to recognize emotions, to access and produce emotions so as to help out thoughts, to appreciate emotions and emotional knowledge and to thoughtfully adjust emotions so as to encourage emotional and rational growth.

Salovey and Mayer (1990) introduced the concept of Emotional Intelligence. According to Salovey, "Emotional Intelligence represents a set of dispositional attributes for monitoring one's own and others' feelings, beliefs and internal states in order to provide useful information to guide one's and others' thinking and action" (Barbutto and Story, 2010).

According to Bar-On (2000) Emotional Intelligence is "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Sutton, 2006).

"Emotional intelligence is a person's ability to perceive emotions in oneself and others understanding the meaning of emotions which is a cognitive skill, and regulating one's own emotions which shows the emotional stability of a person" (Salovey and Grewal, 2005).

As per Goleman (1998) Emotional Intelligence is, "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." He also states that Emotional Intelligence is a cluster of traits or abilities relating to the emotional side of life-abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognizing and managing others' emotions, and handling interpersonal relationships in an effective manner (Goleman, 1995; 1998).

Emotional Intelligence is the capacity, capability, skill, or self-perceived aptitude to manage, analyse, and identify one's own, others', and group emotions (Serrat 2017). Emotional Intelligence as the capability to understand, recognize, and utilise emotions in a good manner to speak well, manage anxiety, overcome issues, empathize, manage conflicts, and solve problems. EI is the rudder for feeling, thinking, learning, problem-solving, and decision-making (Drigas and Papoutsis 2018).

The earliest reference to the liaison between emotion and intellect can be found in the works of Spinoza who believed that emotion and intellect together contribute to the ultimate cognitive tool (Spinoza. B, 1677). According to him, there are three layers of cognition, emotional, intellectual and a type of intuition. Later, researchers proposed that the development of intellect cannot be isolated from emotions as our performance in the process of doing is influenced by our subjective feelings about the action (Dewey. J, 1944).

Thorndike suggested the existence of a social intelligence, which involved the ability to understand and manage men and women, boys and girls to act wisely in human relation (Thorndike, E.L; 1920). However, social intelligence could not be distinguished from verbal intelligence (Cronbach, L.J. 1960), though subsequently, some attempts were made to operationalize social intelligence (Legree, P.J. 1995). Emotional intelligence could have a more distinct brain locus in the limbic system and its cortical projections in comparison to social intelligence (LeDoux, J.E, 2000). It is broader in comparison to social intelligence in that it also includes reasoning about internal emotions that are relevant for personal growth, in addition to reasoning about internal emotions that are relevant for personal growth, in addition reasoning about emotions in social relationships (Mayer, J.D., Caruso. D and Salovey. P, 1999).

Traditionally, mind was considered to be comprised of three components, cognition, affect and motivation, which were studied independent of each other (Hilgard, E.R 1980). Intelligence has been defined as, "The ability to grasp and reason correctly with abstractions and solve problems" (Schmidt, F.L and Hunter , J.E, 2000). However, concepts like wisdom, prudence, social intelligence, practical intelligence and emotional intelligence have increasingly narrowed the distinction between emotion and cognition. It was held that the adaptive processing of emotionally relevant information is a part of intelligence (Salovey, P. and Mayer, J.D. 1990)

Howard Gardner's concepts of intrapersonal intelligence and interpersonal intelligence provided a foundation for later models of Emotional Intelligence (Gardner, H 2004). It has also suggested that there is another kind of intelligence besides rational intelligence known as experiential intelligence, which is closely connected to emotions and operates on the basis of past experience (Epstein, S 1991). Experiential intelligence has been found to be similar to the concept of practical intelligence (Sternberg, R et al 1995).

Emotionally intelligent persons are those individuals who focus on resolution but not on reasoning, because they possess optimistic and positive traits which enable them to do so (Abraham, 1999). Jobs in all organizations are always full of difficulties and day-to-day challenges resulting in dissatisfaction of employees. In the face of these hardships and challenges, the individuals having higher levels of emotional intelligence do not like to blame their organization for their feelings of dissatisfaction and imbalance. Thus, they will also try to employ their emotional intelligence and will come to know the means to avoid the negative emotions and feelings. In this regard, their emotional intelligence in searching out novel ways to lessen feelings of imbalance and frustration will result in higher levels of affective commitment to the organization with reduced levels of continuance commitment (Abraham, 2003).

1.2 Emotional Intelligence At Workplace

Understanding emotional intelligence and how it affects the workplace, job processes, and output is crucial. Employees must communicate and relate to one another in teams or groups in the workplace of today. The smoothness or unevenness of the work process will depend on how each person perceives his or her own emotions or moods as well as those of others. As rightly pointed out by Goleman (1996), "In the current knowledge-based economy, technical skill is considered to be the most required part while recruiting employees into an organisation but emotional intelligence offers an added edge in the work place. People who understand and manage their own emotions well and who can perceive and manage effectively with other people's feelings do well in both their own personal life and in their work place as well".

An employee with high emotional intelligence has an edge over the rest due to the individual's high self-awareness and efficient management of emotions which portrays one's understanding of people and relationships. Additionally, he claimed that when people

have emotional abilities they are happy with and can manage their emotions effectively, they are more focused on what they are doing, which in turn increases productivity.

The importance of individual behaviour in the workplace has increased because it has an impact on the overall work process and organisational output. Organizations today are well-equipped with technology for higher output, but the contribution made by employees is more crucial for rising productivity and organisational development. Workers that are emotionally intelligent provide good contributions to the development of the organisation by boosting productivity, enhancing communication, minimising conflicts and stress at work, and strengthening interpersonal relationships.

Workforce diversity is another important issue for the organisation. Employees from many ethnicities, backgrounds, and behaviours are employed nowadays, in contrast to prior times. Although managing the workforce diversity is a problem for the leaders, the employees must also possess the necessary skills. The cultures, ethnic backgrounds, races, religions, nationalities, languages, family histories, and behavioural traits of the workforce are diverse. They come from various age and gender groups and have a range of professional backgrounds. Employee performance and happiness are impacted by these variances. When a person joins an organisation, they must work with people who have different viewpoints and are expected to tolerate these differences in order to coexist peacefully. Since everyone enters the workplace with a range of emotions, it is important for everyone to be aware of one other's feelings and to cooperate. So, in order to function properly and handle the diversity inside the organisation, emotional intelligence is required.

Also, over the past ten or so years, the organisational structure has experienced a significant transformation. These days, the organisational structure is flat, requiring employees to operate in teams and groups, with the success of their projects mostly dependent on teamwork rather than individual achievement. Teams are impacted either positively or badly by individual behaviour. Team members are strongly impacted by how employees manage their emotions. High calibre employees will perform well on an individual basis, but when they don't function effectively in teams, their teams' performance suffers. So, organisations are on the lookout for candidates who can collaborate in teams. As a result, the team should choose members with high emotional intelligence for crucial or vital jobs in order for them to have excellent coordination, smooth communication, improved motivation, and positive influence (Cote and Saavedra, 2005).

In this scenario, Emotional Intelligence enables the employees to work in harmony. As pointed out by (Goleman, 1996) the basic emotional intelligence skills are important in teamwork, in cooperation, in helping people learn how to work more effectively as a team. He also pointed out very clearly that intellectual capital is considered to be crucial in all knowledge based service sectors and if these organisations realise the importance of emotional intelligence of employees, they can become more effective. Hence, employees must be able to understand others and work in teams which is an indicator of the presence of Emotional Intelligence in them. The lack of Emotional Intelligence affects the entire team.

It is challenging for employees to work in manufacturing organisations where the job requires continual engagement with machines and people so there is a great likelihood that they will become stressed out. Organizations face a dilemma with how their workers manage stress. Stress has both physical and psychological effects on a person, therefore it should not be treated lightly. There are many sources of stress, both personal and organisational, that have an impact on the people who must effectively manage them. Those with strong emotional stability are better able to manage both personal and professional stress. Although employers anticipate or prefer that their workers feel happy, workplace circumstances can affect workers, and under certain conditions, workers cannot perform well unless they have a high level of emotional stability.

Dealing with disagreements at work is another problem. Disputes are bound to happen. Task problems or interpersonal difficulties may arise. Debate, discussion, and change are the results of task conflicts, while interpersonal conflicts harm the organisational output. Employees who are unable to control their emotions and comprehend those of others may engage in conflicts and debates, which will impede productivity and organisational results. Employees must possess emotional intelligence in order to manage problems at work. Understanding one's own and others' emotions will help one resolve conflicts and will help organisations attain the desired outcome. (Douglas, Kiewitz, Martinko, Harvey, Kim and Chun, 2008)

1.3 Work Commitment

Employment commitment can be defined as the perceived values of employment other than financial ones. This means that a person's level of employment commitment is

mainly determined by the psychosocial value of paid work in a general sense (Hult and Svallfors, 2002, Nordenmark, 1999, Warr, 1982).

A good work commitment can result in chances for advancement and a passion for what they do. They could lose interest and motivation if they are not committed to their work. The level of passion an employee has for the responsibilities allocated to him or her at work is known as commitment to work or work commitment. It is the sense of accountability one has for the objectives, mission, and vision of the organisation they are a part of.

Employee retention is a genuine issue, but if employers can make their staff members and workers feel valued, dedication to the workplace grows automatically. An organisation, however, may be in danger if it lacks a group of driven and dedicated workers. Commitment at work leads to better productivity. An organization's goal comes true when it has a dedicated team of personnel. For an organization's or any business's long-term success, a devoted team of employees is optimal. Building that culture within the organisation is the responsibility of the leaders.

The enthusiasm and passion of employees have for what they do for a living is their commitment to work. Their attendance, the calibre of the effort they put into the projects they work on, how they view their position at work, and how they advance in their career can all be impacted by their commitment to their work. There are numerous approaches to tackle this. Workplace difficulties or general annoyance can occasionally cause a reduction in work commitment and passion. How much effort they put into their work can influence how far along the career path you ultimately go. An employer is more likely to notice their dedication and drive if they demonstrate both.

Various researchers have defined work commitment as different facets of employee attitudes and psychological attachments within the realm of work (Hackett, Lapierre and Hausdorf, 2001; Blau, Paul St-John, 1993; Randall and Cote, 1991).

The work commitments theory has several constructs defined, within with each construct is differentiated by the focus of commitment, such as work, job, organization, profession, supervisor and team (Reichers, 1985; Porter and Steers Methodology, 1982)

According to the attitudinal approach, commitment develops as a result of some combination of work experiences, perceptions of the organization, and personal

characteristics, which lead to positive feelings about an organization which in turn becomes commitment (Mowday et al., 1982).

In the behavioral approach, a person attains a state or position of commitment as a result of engaging in committing behaviors - behaviors that, in effect, make it costly to subsequently reverse a position or disengage from some line of activity (Salancik 1977).

Work commitment is a psychological state that characterizes worker relations with work (Carmeli and Freund, 2004; Dan Metiboba, 2012). Bratton and Gold (2007) state that work commitment is a sense of individual commitment to work. Workers who have good work commitments are more stable at work (Mowday et al., 1982). Someone with a strong work commitment will not leave work or will always pursue the job (Nguyen and Aida 2014). A person will have better work results if based on better work commitments, this is stated in research (Harinoto and Bogetriatmanto, 2018).

A number of other research findings also found that work commitment had a significant positive effect on employee performance, namely Setyaningtyas et al. (2013), Lotunani et al. (2014), Bandula and Jayatilake (2016), Gunawan et al. (2017), Renyut et al. (2017), Sugihartono (2018).

1.4 Work Commitment and Emotional Intelligence

High commitment results in high performance. It is a powerful force that increases organisational effectiveness. High commitment employees are more likely to follow organisational policies and procedures, which will lead to lower absenteeism. Work commitment is the extent to which a person psychologically identifies with his or her work, the internalisation of the values, the significance of work for the individual's worth, and the extent to which one's performance at work influences one's self-esteem and self-image (Lodhal and Kejner, 1965; Rabinowitz and Hall, 1977).

Emotional intelligence has an important association with career outcomes such as organisational Commitment and job satisfaction (Wong and Law, 2002). Employees who cannot control and evaluate their feelings and emotions have low level of commitment towards their organisation whereas employees with high emotional intelligence are more committed and are more involved in their jobs that lead to high performance at work place (Nikolaou and Tsaousis, 2002) in their study found out that there is a significant relationship between having emotional intelligence and being committed to the

organisation. Many study concluded that emotional intelligence is one of the important factor for enhancing organisational commitment among employees.

Emotional Intelligence is not directly related to commitment among employees, being satisfied with job leads to mediation between commitment and emotional intelligence. (Guleryuz, et al. 2008)

The researcher asserted that emotionally intelligent employees are thought to be happier and more committed to their organization, achieve greater success perform better in the workplace. (Gardner and Stough (2002))

In a study by Carmeli (2003) and Abraham (2000) showed that high commitment had a positive relationship with emotional intelligence in the work place. Employees' who have high emotional intelligence have a strong commitment towards the organisation and also more involved in the organisation when compared to employees' who are less emotionally intelligent.

Employers that are dedicated to the organization's aims are needed by organisations. Even though they are few in number, committed individuals are more valuable than numerous employees who lack commitment. Yet how this number can be raised is a pressing one. Training and development initiatives help to achieve this goal, but organisations still struggle to foster employee dedication. All organisation are facing numerous obstacles. Retaining great employees who are more dedicated to their jobs and the organisation is one of the biggest challenges. Since commitment is becoming more and more of a rarity among employees, the rising employee turnover is becoming a serious danger to businesses. In this context, organisations need to understand how crucial emotional intelligence is.

The core of emotional intelligence is a term used to describe the complex ability to regulate our inspirations, understand and share the feeling of others and be able to withstand or recover quickly from difficult condition (Moradi and Ardahaey, 2011). The EI had a very good impact upon job satisfaction performance, job stress, absenteeism and organizational commitment (Utami, Bangun, and Lantu, 2014). This review will focus on EI impact on organizational commitment, job satisfaction and job performance. According to the study, people with higher EI had matured emotions, when compared to people with low EI and on the other hand the people with high EI can deal wisely with

stress, job related issues (Utami et al., 2014). The emotional intelligence normally measured by four dimensions like Self-Emotion Appraisal (SEA), Others Emotions Appraisal (OEA), Use of Emotion (UOE) and Regulation of Emotion (ROE). It had been observed that person with high emotional intelligence will understand and control the emotion of his own and others and it gives substantial contribution for the productivity of the workplace and performance both individual level and organization level (M. T. Tsai, Tsai, and Wang, 2011).

By selecting a historical, emotional regulation by the adjustment of the work environment and the emphasis on people with whom they communicate, individuals can modify how they perceive their work environment, where such perception effects their emotions. The impact of emotional stimulation from the workplace may also be modulated by these individuals by enhancing, minimising, prolonging, or diminishing those emotions. Individuals with high levels of this emotional control mechanism, known as IS, can successfully employ it to cultivate good sentiments and promote both intellectual and emotional development. development of the mind. Yet, those with low EI levels are unable to use precedent- and response-oriented emotional regulation, and emotional development has been slower (Chi-Sum Wong, Kenneth S. Law, 2002).

The researcher conducted a study to investigate the relationship of emotional intelligence to organizational commitment of industrial workers in Nigeria. Results demonstrated that emotional intelligence significantly predicted organizational commitment of the employees. Findings suggested organizational managers and academics should look into the factor of emotional intelligence while planning programmes of staff development for the enhancement of the organizational commitment of workers. (Salami (2008))

1.5 Theories of Emotional Intelligence

Salovey and Mayer's emotional intelligence theory

According to their definition, emotional intelligence is the ability to process information about your own emotions and other people's. It's also the ability to use this information to guide your thoughts and behaviour. Thus, emotionally intelligent people pay attention to, use, understand, and manage their emotions. According to these authors the person with the following abilities are accepted to be emotionally intelligent.

- Ability to perceive and correctly express their emotions and other people's.
- The ability to use emotions in a way that facilitates thought.
- Capacity to understand emotions, emotional language, and emotional signals.
- The ability to manage their emotions in order to achieve goals.

In this particular emotional intelligence theory, each ability has four different stages. However, this process doesn't necessarily happen spontaneously. On the contrary, it usually requires a conscious effort.

Salovey and Mayer (1997) redefined emotional intelligence and proposed four branches from basic processes. The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. It also includes the ability to distinguish between accurate and inaccurate or honest and tricky emotional expressions. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. Just like Emotional mood swings change the individual's thinking pattern from optimistic to pessimistic, encouraging consideration of multiple points of view. Emotional states distinctively encourage specific problem-solving approaches such as happiness state facilitates inductive reasoning and creativity. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once, simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise) and the ability to identify transitions from one to the other such as the transition from anger to satisfaction or from anger to shame. Lastly, the fourth branch, emotion management, is the ability to stay open to both pleasant and unpleasant feelings, the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in both ourselves and in others.

Goleman's Emotional Intelligence Theory

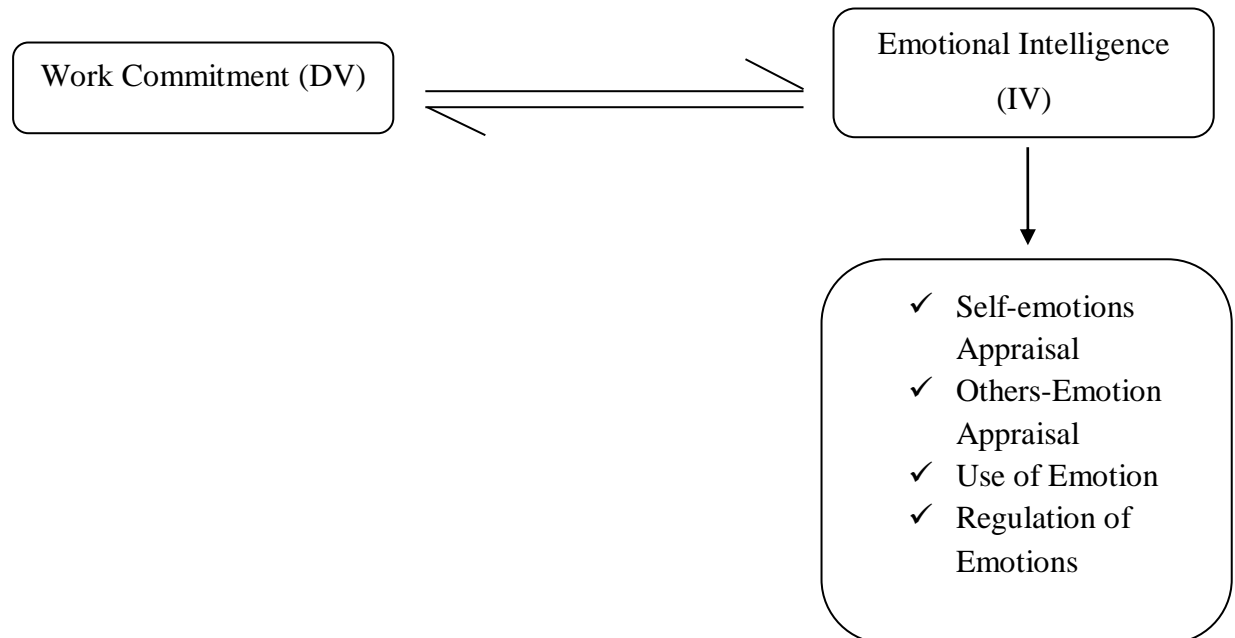
Goleman's Theory of Emotional Intelligence was first developed in 1995. The concept of emotional intelligence (EI) helps individuals to guide their thinking and actions. He defined emotional intelligence as the ability of individuals to recognize their feelings and those of others for motivation and management of emotions for themselves and their relationship with others.

The concept of emotional intelligence was first introduced by John Mayer and Peter Salovey in 1997. Daniel Goleman is being credited for popularising the concept of emotional intelligence in 1995, when he wrote the landmark book 'Emotional Intelligence'. He described emotional intelligence as "abilities such as being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope." Therefore, emotional intelligence is defined as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998,). Goleman's model outlines the four main constructs of emotional intelligence. The first, self-awareness, is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). The model includes a set of emotional competencies within each construct of emotional intelligence. Goleman opined that Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

Goleman suggested that emotional intelligence, a term developed by Mayer and Salovey (1989), is twice as important as cognitive intelligence for predicting career success and there was currently too much emphasis on traditional predictors of employee performance. He suggested that high levels of emotional intelligence improves the working relationships, help to develop problem solving skills, increase efficiency and effectiveness and catalyse the development of new strategies. Goleman defines it as "the ability to identify, assess and control one's own emotions, the emotion of others and that of groups."

1.6 Conceptual Frame Work

The Conceptual Frame work was built to demonstrate the independent and dependent variable's connection.



Conceptual Frame Work of the study

Equation:

$$EI = SEA + OEA + UOE + ROE$$

$$WC \rightleftharpoons EI$$

Hence,

DV stands for "*Dependent Variable*"

IV stands for "*Independent Variable*"

WC stands for "*Work Commitment*"

- ✓ CD stands for *Career Development*
- ✓ OP stands for *Organisation Provisions*
- ✓ RP stands for *Relationship with Management*
- ✓ PP stands for *Personal Perception*

EI stands for "*Emotional Intelligence*"

- ✓ SEA stands for *Self-emotions Appraisal*
- ✓ OEA stands for *Others-Emotion Appraisal*
- ✓ UOE stands for *Use of Emotion*
- ✓ ROE stands for *Regulation of Emotions*

1.7 Need for the study

In India, the organisational culture and structure have experienced significant transformation. Organisations have changed from having a hierarchical structure to one that is flat. A multi-skilled workforce has also emerged. A large share of every organization's personnel is younger. Senior workers are expected to adapt and collaborate with the young leaders, who are currently playing a predominant role. In addition, the number of women in the workforce has grown significantly in recent years. The difference in experience levels between the two groups that is highly experienced and less experienced is growing. The organisations are under tremendous pressure to maintain a positive work environment in light of all these changes. Organisations should seek for employees who are emotionally intelligent so that they can adjust to the organization's changing needs. Therefore, it is important to evaluate how employees' emotional intelligence plays a part in the company.

The review of literature of the present study shows that there is no much studies that includes both work commitment and emotional intelligence. This study aims to determine whether there is a relationship between employees' emotional intelligence and their work commitment. And also to find out the influence of employees' emotional intelligence on their work commitment. It also tries to find the relationship between Socio Demographic variables of employees and their Emotional Intelligence as well as their work commitment. So, the present study was to study about the Emotional Intelligence and their Work Commitment among the employees' with the following objectives.

Objectives of the study

Primary Objective

- To study the impact of employees' emotional intelligence on their work commitment.

Secondary Objective

- To find out the socio demographic profile.
- To analyse the level of emotional intelligence and work commitment among employees
- To assess the impact of employees' emotional intelligence on their work commitment.

1.8 Hypothesis

Based on the objectives of the study the following objectives have been formulated. Those hypothesis provides direction to the study.

- Ho1 - There is no significant relationship between employees' Emotional Intelligence and Work Commitment.
- Ho2 - There is no significant impact of employees' emotional intelligence on their work commitment.
- Ho3 - There is no significant relationship between Socio-Economic Profile of the employees' in their Work Commitment and Emotional Intelligence.

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

The Review of Literature pertaining to the present study entitled "**A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector**" is reviewed under the following headings

2.1 Emotional Intelligence

Krishnaveni and Deepa (2009) conducted a study on Diagnosing Employees Emotional Intelligence in the IT/ITES Sector of South India. The aim of their study was to diagnose the Emotional Intelligence levels of the IT/ITES employees. The study involved 533 respondents of the IT/ITES sector of South India. The authors developed new instrument/tool to conduct their study for that they used various other existing models, software to test the validity of their instrument. The final reliable and valid instrument the researchers developed was named DKEIT (Deepa Krishnaveni Emotional Intelligence Test) and used as their methodology to diagnose the level of the IT/ITES sector employees. The results of their study have shown that women have higher perceiving skills and higher EI, compared to men.

Anand and Udaya Suriyan (2010) conducted a study on Emotional Intelligence and its Relationship with Leadership Practices. The purpose of the study is to explore the relationship of emotional intelligence in the leadership practices of executives. The methodology adopted by the study is survey method which is descriptive and associational in nature. A total of 256 executives from a public sector organisation in South India were used for final analysis. A 66 item scale of emotional intelligence inventory by Bar-on (1997) was used and a 30 item scale of leadership practices inventory by Kouzes and Posner (1997) was used in the study. The findings of the study resulted that The emotional intelligence of executives is related to their leadership and especially the interpersonal relationship element of emotional intelligence had an impact on their leadership.

Kannaiah and Shanthi (2015) studied Emotional Intelligence at Work Place. The scope of their study was to increase the employees emotional intelligence at work place. The objective of their study was to examine the determinants of employees emotional intelligence at work place and to know the employees level of awareness towards emotional

intelligence. Random sampling method was used to collect data from 150 respondents in the organization. Goelman's scale was used to measure the level of employees emotional intelligence. The study revealed that most of the respondents were only average in their emotional competencies and suggested adequate measures to improve EI through various trainings. The researcher concludes that emotional intelligence is linked at every point of workplace performance and it is of utmost importance nowadays. Hence, to be successful in life Emotional intelligence plays a vital role.

Monoshree Mahanta (2015) conducted a study on Exploring the Relationship between Emotional Intelligence and Work Life Balance in the Service Industry. The study tried to understand the relationship between emotional intelligence and work life balance amongst executives belonging to private companies. A standardised test for Indian managers was used to measure emotional intelligence (EI). A 15-item scale has been used to measure work life balance. The researcher's analysis did not find any significant relationship between demographic variables and EI. So, the researcher used one-way ANOVA to find whether the work-life balance vary with different levels of EI. The findings of the study shows that there exists significant difference amongst employees with high, moderate and low emotional intelligence on two dimensions of work-life balance and on overall work-life balance. The study resulted that employees with high EI have got a higher overall work-life balance compared to employees with low EI.

Gayathri V (2019) conducted a study on Emotional Intelligence of Executives in Telecommunication Companies at Coimbatore. The study aims to analyse the Emotional Intelligence level of executives working in Telecommunication companies at Coimbatore city. Also the various dimensions of Emotional Intelligence like self awareness self regulation motivation empathy and social skills. The research study was Descriptive in nature and Survey method was used for collection of data. A total of 347 executives were selected as the sample for the study using simple random sampling method. The data was analysed regarding descriptive statistics like frequencies, percentages, mean scores and standard deviations. The statistical tools like Correlation, Chi-square test, Levene's Test for Equality of Variances, ANOVA, Multiple Regression, Structural Equation Modeling (SEM) and Factor analysis were applied on the data. The findings of the study revealed that the overall level of Emotional Intelligence has highest and significant positive correlation with the dimension social skills and least correlation with the dimension Self-Awareness.

Therefore, it can be inferred that the overall Emotional Intelligence has strongest relationship with social skills and weakest relationship with the dimension Self-Awareness.

2.2 Work Commitment

Carmeli, A., Elizur, D., and Yaniv, E (2007) conducted a study on the Theory Of Work Commitment: A Facet Analysis. The purpose of the study attempts to analyze the structure of work commitment by delineating and classifying the content areas that constitute the conceptual space of the work commitment domain. The findings of the study indicated that multiple commitment measures provide more comprehensive information concerning individuals' work commitment than a single general measure. Specifically, facet analysis provides an important tool for researchers to understand the structure of work commitment.

Mohammad Taheri, N. (2011) conducted a study of Effective Factors on the Teachers' Work Commitment in High Schools. The objective of the study was to investigate the effective factors on teachers' work commitment. A total of 340 teachers were selected for the study using Morgan's table. The research method of the study was descriptive and simple random sampling method was used in the study. The collected data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. The findings of the study resulted that There was positive and significant correlation between economic factors, human relationship, teacher's knowledge, in-school factors, values system, teacher's personality traits and teachers' work commitment.

Zettler, I., et al. (2011) conducted a study on Dissecting Work Commitment through the Role of Machiavellianism. The aim of the study was to refine the concept of work commitment by proposing a dissociation between self-related work commitment and other-related work commitment. The sample size of the study was 154 employees. Machiavellianism and the six factors of the HEXACO model of personality were used to assess the Personality characteristics as well as organizational, supervisor, team, and career commitment of the respondents. The Results of the study support the hypotheses that Machiavellianism is related positively to self-related work commitment (career commitment) and negatively to other-related work commitment (organizational, supervisor, and team commitment), and explains unique variance in all criteria above the six broad dimensions of personality.

Nasheed Imtiaz (2016) conducted a study on Organisational Culture As A Determinant of Work Commitment of School Teachers. The purpose of the current study was to examine organisational culture as a determinant of work commitment among academic institution employees. A total of 200 employees were selected through convenience random sampling. The study used organisation scale and work commitment scale to measure and understand human behavior Psychological test. Further the study analysed the collected data using Kolmogrov-Smirnov statistical test. The current study's findings demonstrate that different organisational culture levels have a considerable impact on school teachers' job commitment because their value of $KS = 7.45$ is significant at the 0.01 level of confidence. It is clear from the results that considered high or good culture is found to generate high levels of work commitment, whereas perceived low culture is found to generate low levels of commitment.

Jamalzadeh. M and M.Y.S. Gandomani (2017) conducted a study on The Relationship between Employees' Work Commitment and Organizational Policies. The study sought to examine the relationship between employee dedication and organisational policies. A sample of 243 out of 456 employees of the Housing and Urban Development Office of the provinces of Chaharmahal and Bakhtiari were chosen as the study sample in order to meet the research goals. Employee commitment and organisational policies were evaluated using a questionnaire created by the researcher. The structural equation modelling analysis method and LISREL software were both employed to assess the study hypothesis. According to the study's findings, there is a correlation between many organisational policy elements, such as role clarity and role conflict with organizational commitment of the employees.

Vijayabanu C, Anand V, Kumar V et al. (2017) conducted a study on Perceived Organization Climate and Work Commitment in Indian Private Manufacturing Sector. The objective of the study was to analyse the relationship between organization climate variables like Organization Support, Member Quality, Openness, Supervisory Style, Member Conflict, Member Autonomy and work commitment. The sample size of the study was 100 employees of private sugar manufacturing company. The collected data was analysed using Smart-PLS and the study used structural equation model. The findings of the study found that except member quality, all the five independent variables positively predicted employees work commitment.

Zareena, J., and Krithika, M. (2019) conducted a study on The Moderating Role of Big Five Personality Factors in the Relationship between Employee Morale and Work Commitment. The objective of the study was to investigate the relationship between the variables, employee morale and work commitment. The sample of 50 engineers working at multinational companies in India was selected for the study. The present study employed Confirmatory Factor Analysis (CFA) to test the construct and convergent validities. Also Correlation analysis was carried out to test the relationship among the variables in the study. The study undoubtedly proves the fact that the employee morale can only lead to work commitment and that commitment level gets varied depending on the morale.

Martini, I. A. O et al (2020) conducted a study on The Dimensions of Competency on Worker Performance Mediated by Work Commitment. The study aims to determine the effect of competency dimensions (knowledge, skills, attitude), and commitment on performance of the weaving workers in Bali, Indonesia. A total of 168 weaving craftsmen were determined through the slovin formula with a precision of 5%. The data collection was done by distributing questionnaires to weaving workers. The collected data was analysed using Smart PLS 3.0 program. The findings of the study resulted that it found competencies consisting of knowledge, skills, and attitudes showed a significant positive effect on employee commitment and performance, work commitment also had a significant positive effect on performance. Work commitments also act as mediators of the relationship of competence with employee performance.

Ayu Kusumawati G (2020) conducted a study on Implementation of Clinical Supervision to Increase Work Commitment of Primary School Teachers. The purpose of the study was to determine the increase in elementary school teacher work commitments. The sample of the study was 58 teachers. The researcher collected the teacher work commitment data using a questionnaire. The collected data was analysed using descriptive analysis. The data analysis that was carried out was an international analysis, which consisted of two tests, namely the prerequisite test and the hypothesis test. Based on research that has been done, it can be concluded that: the application of clinical supervision effectively can increase teacher's work commitment.

Baloran, E. T., and Hernan, J. T. (2020) conducted a study on Crisis Self-Efficacy and Work Commitment of Education Workers among Public Schools during

COVID-19 Pandemic. The objective of the study was to determine the significant influence of crisis self-efficacy on the work commitment of public school teachers in Region XI (Davao Region), Philippines, during the COVID-19 pandemic. The sample of 1,340 public school teachers across the Davao Region were selected for the study. The researchers collected the data through adapted questionnaires contextualized to the local setting and administered through online Google forms with appended consent. The collected data was analysed Mean, standard deviation, Pearson r, and regression analysis. The Results of the study revealed that crisis self-efficacy significantly influences the work commitment of public school teachers during the COVID-19 pandemic.

Watung, S. R., et al (2021) conducted a study on The Effects of Incentive Provisions on Work Commitment of Employees At Bethesda General Hospital of Tomohon City. The study aims to determine the effect of incentives on its employee work commitment. The research methodology used in the study was co-relational research method. The estimated sample size of the study was 300 employees but the study involved thirty permanent employees due to the time limitation. The study used a quantitative analysis approach to determine how far the relationship between the provision of incentives and employee work commitment was. The study used a systematic calculation through regression and correlation analysis. The findings of the study resulted that the variable of providing incentives has a very high contribution to the work commitment of employees in the organisation.

2.3 Emotional Intelligence and Work Commitment

Vasudevan H (2013) conducted a study on the Influence of Emotional Intelligence and Creativity on Employee's Work Commitment and Performance. The objective of the study was to examine the relationship between emotional intelligence (self-awareness, self management, social awareness and social skill) and employee's work commitment and performance. The study surveyed 300 employees at private organisations in Malaysia. The data analyses techniques that used in the study were descriptive statistics, reliability analysis, correlation analysis, simple regression analysis and multiple simultaneous regression analysis. The central of tendency and the dispersion of the data will be checked by using IBM SPSS Version 20.0 for windows software programs. The results of the study reveal that emotional intelligence (self awareness, self control/self-management, social

awareness, and social skills), and creativity are positively and significantly influences the employee's work commitment and performance in an organization.

Syeda Shahida Batool et al (2017) conducted a study on the Meditational Role of Job Satisfaction and Job Performance between EI and Job Commitment. The objective of the study was to examine the meditational role of job satisfaction and job performance in the relationship between EI and job commitment. A sample of 200 employees were selected from the different banks in lahore district for the study. Scale of Emotional Intelligence (Batool and Khalid, 2011), Organizational Commitment Questionnaire (Mowday, Steers and Poter ,1979), Job Satisfaction Survey (Spector, 1997) and Role Base Performance Scale (Welbroune, Johnson and Erez, 1998) were used by the researchers to collect the data. The results of the study revealed that job satisfaction and job performance fully mediated the relationship between EI and job commitment.

Yuvaraj, S., and Eveline, S. N. D. (2018) conducted a study on The Role of Emotional Intelligence towards Employee Commitment. The objective of the study was to identify the role of emotional intelligence towards employee commitment. The aim of the study was to determine the relationship between emotional intelligence and employee commitment and also identify the factors of emotional intelligence which influences the employee commitment in business organizations. A total of 250 employees were selected as the sample for the study. The study was conducted based on convenient sampling technique and the questionnaire were distributed to the employees working in business organizations in Chennai. The data analysis was done using the statistical tools such as correlation and regression analysis through SPSS 17.0. The findings of the study states that emotional intelligence and employee commitment are psychological factors which influence the employee behaviour in the work place. The study resulted that there is a strong relationship between emotional intelligence and employee commitment. It was also found that emotional intelligence factor except self-management other factors such as self awareness, social awareness and relationship management helps in influencing the employee commitment towards the organization.

Irfan, S., (2021) conducted a study on The Relationship between Emotional Intelligence and Work Commitment through the Moderating Role of Organizational Culture. The objective of the study was to investigate the relationship between EI and work commitment through the moderating role of organisational culture. A total of 351

teachers were randomly selected from public sector universities of Punjab. The study used the structural equation modeling technique (PLS-SEM) to test the hypothesized relationships. The result of the study showed a differential impact of all the dimensions of emotional intelligence on work commitment. And also it showed a significant positive relationship between the interpersonal dimension and work commitment and a significant negative relationship between the adaptability dimension and work commitment.

2.4 Emotional Intelligence and Organisational Commitment

Nikolaou, I. and Tsaousis, I. (2002) conducted a study on Exploring the Effects of Emotional Intelligence on Occupational Stress and Organisational Commitment in the Workplace. The aim of the study was to explore the relationship between emotional intelligence and sources of occupational stress and its outcomes on a sample of professionals in mental health institutions. A total of 212 professionals from the mental health institutions were participated in the study. The researcher used the Emotional Intelligence Questionnaire (EIQ) by Tsaousis, 2003 to measure the EI. The workplace stress was measured using organisational stress screening tool (ASSET) by Catwright and Cooper, 2002 and extensively used Occupational Stress Indicator (OSI) (Cooper, Sloan and Williams, 1988). The findings of the study resulted that the relationship between EI and Occupational stress was showing a negative correlation which indicates that high scorers in overall EI suffered less stress related to occupational environment. And it also resulted a positive correlation between EI and organisational commitment.

Nikkheslat, M., et al. (2012) conducted a study on the Relationship between Emotional Intelligence and Organisational Commitment through the Mediating Role of Job Satisfaction. The objective of the study investigates the relationship between emotional intelligence, job satisfaction, and organizational commitment and how job satisfaction affects emotional intelligence and organizational commitment acting as a mediating vessel between the two. The findings of the study showed that emotional intelligence has an impact on organizational commitment however, that impact is shown only through job satisfaction and it can be said that this study supports the idea that a potential relationship between emotional intelligence and organisational commitment exists.

Alavi, Seyedeh Zahra, et al. (2013) investigated about the Relationship between Emotional Intelligence and Organisational Commitment in Iran's Ramin Thermal Power

Plant. The aim of this study was to investigate the relationship between emotional intelligence and organizational commitment in the Ramin Thermal Power Plant. A total of 100 employees were selected by convenient sampling method for the study. A 24 item organisational commitment scale constructed by Myer and Allen (1990) and 33 item emotional intelligence scale by Cyberia-Shrink (2010) were used by the researcher for the study. To analyze the data, methods of descriptive statistics (mean and standard deviation), Pearson correlation coefficient, and regression analysis were applied. The findings resulted that regression analysis showed the positive significant relationship between emotional intelligence and organizational committees.

Janis Maria Antony (2013) investigated about the Influence of Emotional Intelligence on Organisational Commitment and Organisational Citizenship Behaviour. The aim of the study was to assess the impact of emotional intelligence on organisational commitment and organisational citizenship behaviour. A total of 115 executives of FCI OEN Connectors, Cochin were selected for the study. The tool used for the study was emotional intelligence inventory, the organisational commitment questionnaire and organisational behaviour scale. The statistics used by the researcher for the study are standard deviation and Pearson's product moment correlation. The findings of the study resulted that positive relationship existed between Emotional Intelligence, Organizational Commitment and Organizational Citizenship Behavior.

Pradhan, R. K. and Jena, L. K. (2016) conducted a study on Work Spirituality, Organisational Commitment and Emotional Intelligence among Indian Banking Professionals. The objective of study was set to investigate the relationship between the dimensions of workplace spirituality and organizational commitment. In addition to it, this study has investigated the influence of EI on workplace spirituality and organizational commitment. The sample size of the study is 169 professionals from public and private banking establishments of eastern Indian subcontinent. The researcher used a set of standardised tools to measure all the three stated variables. A 19 item scale proposed by Singh and Prem rajan (2007) was used to measure the workplace spirituality. The scale that measures three dimensional commitment dimensions proposed by Allen and Meyer (1990) was used to measure the organisational commitment. Likewise, Won and Law emotional intelligence scale was used in this study. The research findings of study shows that dimensions of organisational commitment are reinforcing the spiritual

competence of a professional well-being appropriately. Also it states that irrespective of gender and seniority when employee professional gets a feels that the employer organization is able to uphold their dreams and hope during the course of their career progression gets emotionally inclined to organizational vision and objectives. The study has brought out the fact that spiritual intelligence is associated with psychological well-being and exploring the purposeful existence of one's life.

Velmurugan (2016) conducted a study on Emotional Intelligence and Demographic Factors Predicting Organisational Commitment among the Hotel Industry Workers. The objective of the study is to investigate the relationship of some demographic factors and emotional intelligence on organizational commitment of some Hotel Industry workers. The aim of the study is to investigate the correlations of demographic factors, emotional intelligence on organizational commitment. The researcher adopted an ex-post facto survey research design where questionnaire instruments were used to collect data from the respondents. A total 60 workers from 3 star hotels at Trichy town were selected for the study. A 15 item scale of organisational commitment questionnaire by Mowday, Steers and Porter (1979) and a 33 item scale of Self Report Emotional Intelligence Test (SREIT) by Schutte, Maloff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) were used in the study. The findings of the study resulted that the emotional intelligence and demographic factors could be relied upon by the organizational managements in order to increase the organisational commitment of the workers.

Abdulrahman Alsughayir (2021) conducted a study on The Effect of Emotional Intelligence on Organisational Commitment and Understanding the Mediating the Role of Job Satisfaction. The aim of the study was to analyze how emotional intelligence (EI) influences organizational commitment along with the correlation between job satisfaction. A total of 271 employees of customer service were selected for the study from the Saudi banks. The researcher used 16 item WLEIS scale to measure EI and the three component model of organisational commitment was used. Further, the researcher adopted single global rating of job satisfaction with its unique question. The study used Cronbach's alpha method to determine the tool's reliability. However the reliability coefficient alpha was 0.95 determining high accuracy. Further, Exploratory Factor Analysis from the Statistical Package of Social Science (SPSS 18.0) was employed to assess the pilot data and the study used partial least squares-graph to examine the hypothesized relationships between

the variables involved in the study. The results of the study showed that emotional intelligence affects both job satisfaction and organizational commitment significantly and positively. Moreover, results showed that job satisfaction, as a mediator, has a significant indirect impact on EI and organizational commitment.

Rajasekar A., et al. (2021) conducted a study on Influence of Emotional Intelligence on Organizational Commitment among Bank Employees. The research tries to identify the influence of emotional intelligence on organizational commitment among bank employees. Data was collected from 50 bank employees and analyzed through path analysis. The analysis identified that there is influence of factors of emotional intelligence such as self awareness, managing emotions, and self motivation on organizational commitment. The analysis also discovered that there is influence of self awareness and self motivation on organizational effectiveness. It is discovered that the organizational commitment influences organizational effectiveness among the bank employees in Cuddalore district. Hence, the research concluded that bank management should improve emotional intelligence like self awareness, managing emotions and self motivation and helps employees cope with constant pressures and limitations. This will make the organizational commitment positive and favorable.

2.5 Emotional Intelligence and Performance

Amjad Ali Chaudry and Abid Usman (2011) investigated about the Relationship between Employees' Emotional Intelligence and their Performance. The objective of their study is to assess the nature of relationship between employee EI and performance and also to predict their performance based on their EI score. A total of 444 employees from privately owned organisation were selected for their study. A 33 item Schutte et al scale and 16 item OCB scale was used to measure the employees emotional intelligence and organisational citizenship behaviour. The findings of their study resulted that a moderately high correlation between employees EI and OCB. Also established that the employees job performance can be predicted significantly based on their EI scores.

Praveen Raghu Narayan and Narashiman (2015) Conducted A Conceptual Study on Emotional Intelligence and Work Performance. The main purpose of their study was to study the impact of emotional intelligence on work performance of the employees. The components or factors like self awareness, self management, relationship management and social awareness were considered to analyse the potency of employees emotional

intelligence. After reviewing the various literatures it turned out to be that emotional intelligence of employees is positively correlated with their job performance. The final results found that the effective personal competencies played a vital role in emotional intelligence which leads to job satisfaction that leads to organisational commitment that further leads to reduction in turnover intention. The recent researches have confirmed that emotional intelligence is an important personality trait to predict work affectivity and job satisfaction. The researcher concludes that emotional intelligence is a key analyst to supervise their own emotions and found that employees with high emotional intelligence leads to better work performance thereby increases organisation commitment.

Praveena (2015) conducted a study on Emotional Intelligence on Job Performance of Bank Managers in Sri Lanka. The purpose of this study was to investigate the effect of Emotional Intelligence on the job performance of bank managers in Sri Lanka, in order to narrow the research gap. A total of 163 bank managers from Financial sector settings of Sri Lanka were selected for the study . The study adopted already validated research instruments. The 33 item scale of self - report of EI of Schutte was used to measure the emotional intelligence, for job satisfaction 6 item scale of Tsui, Egan and O' Reilly was adopted and for job satisfaction 4 item scale of Perarce and Porter was adopted. SPSS version 20.0 and SmartPLS version 2.0 were the statistical tool used in this study. The study resulted that emotionally intelligent managers shows higher job satisfaction which leads to higher job performance at workplace. It was proved in the study conducted among the managers working in banks of Sri Lanka that the levels of emotional intelligence of bank mangers influenced their work performance as well as their job satisfaction at workplace.

Patiraj and Bhanu Priya (2015) in their study attempted to investigate the Relationship between Emotional Intelligence and Job Performance of Bank Managers. The objective of the study was to measure the difference between public and private banking sector managers' emotional intelligence and to assess the relationship between emotional intelligence and job performance among bank managers. A total of 600 managers from both public and private banking sector was selected for the study. The researchers developed 23 item scale to measure emotional intelligence and 12 item scale to measure the job performance of the managers. The reliability of the scale has been estimated with the help of cronbach's alpha and values of reliability. The cronbach's

values for both the scales emotional intelligence and job performance were 0.925 and 0.905 respectively. The findings of this study provides evidence that realization of self, regulation of self, realization of others and regulation of others (dimensions of emotional intelligence) have a direct, significant and positive relationship with the job performance. So, higher the emotional intelligence of the bank employees, higher is their job performance. These results seem to reveal that emotional intelligence variable is more strongly related to job performance. The researchers concluded that there is positive and significant relationship between emotional intelligence and the job performance of the bank managers, also the positive and significant relationship exists between the dimensions of emotional intelligence.

Lakshmi, K. N. and Rao K. S. S. (2018) conducted a study On Role Of Emotional Intelligence on Employee Performance. The objective of the study was to study the impact of emotional intelligence on the level of performance of the employees in an organisation and to study the basic elements of the emotional intelligence for the improvement of organisational effectiveness through employee performance. The study is descriptive in nature. It describes the factors of EI and employees performance indicators. The study developed on the knowledge of previous researches. It tried to establish the relationship between emotional intelligence and employee performance. The study established the theoretical analysis on it. The study identified that, emotional intelligence has direct impact on job performance. Emotional intelligence has an important on certain variables, which creates awareness, help employees' to learn from others, share knowledge and create trust and concerns for other.

Harinoto, Sanusi, A., and Bogetriatmanto. (2018) conducted a study on Organizational Culture and Work Commitment Mediate the Islamic Work Ethos on Employee Performance. The purpose of the study was to analyze the role of organizational culture and work commitment mediates the Islamic work ethos on employee performance in the Government. The type of research includes explanatory research; sample of the study was civil servants who are Muslims in the work unit. Slovins' formula was used to determine the number of research samples taken by proportional random sampling. The collected data was analysed using techniques such as descriptive analysis and Structural Equation Modeling (SEM). The results of the study prove that the organizational culture and work commitment mediate Islamic work ethos led to employee performance.

Jasleen Kaur and Anupam Sharma (2019) conducted a Conceptual Study on Emotional Intelligence And Work Performance. The objective of the study is to study the factors affecting emotional intelligence and work performance and also to study the impact of emotional intelligence on work performance. The researchers reviewed various existing studies and found that the difference in work performance is highly affected due to the emotional intelligence other than the technical skills and cognitive ability. From the literature review it is observed that emotional intelligence has positive impact on work performance and found to be an influential personality traits for work affectivity, enhancing job satisfaction and attains organisation commitment. Hence, it reduces labour turnover rate by having more emotionally stable employees and balance work culture which impacts the overall growth of the organisation.

Bhagyshree M Bhoir and Sapna Suri (2019) conducted a study on The Impact of Emotional Intelligence on Employee Performance at Manufacturing Organisation. The objective of the study were to study the importance of EI with reference to employee performance in manufacturing organisation and to study the emotional intelligence and work application. The sample of the study consists of employers and employees of manufacturing sector of Mumbai and Navi Mumbai. The pilot study was carried out on the basis of 100 employees of Manufacturing unit. The data analysis of the study found that employee Emotional Intelligence and performance of Employee has a positive relationship among them. So, the Employee performance have positive correlation coefficient in respect of Emotional intelligence. The result of the study shows that employee with higher level correlation having successful result in relation with performance in organization. This results that employee's job performance is directly impact on factors of Emotional Intelligence of Employee in the organization.

2.6 Emotional Intelligence and Employee Engagement

Deshwal, S. (2015) conducted a study on The Impact of Emotional Intelligence on Employee Engagement. The objective of the study was to study the association between emotional intelligence and employee engagement. A sample of 60 employees of private sector were selected for the study. The researcher used convenient sampling technique. The data was interpreted with the help of Yule's coefficient of association. The findings of the study resulted that there is highly negative association between high emotional intelligence and low employee engagement. Employees with high EI have high degree of

engagement at work place as such employees are able manage their emotions so they are less involved in conflicts, develop better inter personal rapport and align their goals with organisational goals.

Sarangi, S and Vats, A (2015) conducted a study on Role of Emotional Intelligence on Employee Engagement among Indian Professionals. The study was carried out with the objective of examining the role of impact of emotional intelligence as an individual antecedent of employee engagement. A total of 182 professionals were randomly selected for the study. The researcher used Meta-Mood Scale (MMS) developed by Salovey, Mayer et al. (1995) comprising of 40 items on a five-point Likert scale comprising of three dimensions of Attention to feelings, Clarity of feelings and Mood Repair to measure the emotional intelligence. The multiple regression was used to analyse the influence of emotional intelligence on employee engagement. The responses captured and analysed from the selected sample revealed that emotional intelligence especially mood repair augments high levels of employee engagement manifested through higher vigor, dedication and absorption in employees.

Saloni Devi (2016) conducted a study on Impact of Spirituality and Emotional Intelligence on Employee Engagement. The objective of the study was to explore and establish a relationship between Spirituality, Emotional Intelligence and Employee Engagement. The purpose of the study was to investigate the impact of spirituality and emotional intelligence on employee engagement. The population of the study was employees two leading private banks of Jammu region namely ICCI and HDFC. The researcher used 5 point likert scale questionnaire which comprised of 30 items that includes 10 questions each regarding Spirituality, Emotional Intelligence and Employee Engagement. The analysis was done by using descriptive statistics to find the results. The study resulted that a positive relationship exists between spirituality and employee engagement, also it states that the emotional intelligence significantly affects employee engagement. The statistical findings suggest that the employee with positive emotions has improved and mastered their skills and abilities, which positively affect engagement and performance.

2.7 Work Commitment and Job satisfaction

Awang, Z., et al. (2010) conducted a study on Modelling Job Satisfaction and Work Commitment among Lecturers. The objective of the study was to measure the level of job satisfaction and work commitment of lectures and to determine influence of job

satisfaction on job commitment. The sample size of the study was 310 lecturers. The collected data was analysed using descriptive analysis, factor analysis and structural equation modeling using AMOS 17.0. Overall, the findings of the study indicated that satisfied lecturers will be committed to their job, and promotional opportunities, workload and relationship with colleagues should be given due consideration as they significantly affect job satisfaction level among lecturers.

Kurian S, Vijay K et al (2019) conducted a study on Work Commitment And Job Satisfaction in a Leader's Way. The purpose of the study was to analyse the leadership behaviour styles and how it influences work commitment along with satisfaction with the job. The sample size of the study was 300 out of it 154 valid samples were gathered from the respondents. The collected data was analysed using SPSS version 20.0. The findings of the study states that the laissez-faire leadership style employees, demonstrated more work commitment whereas employees with democratic style had better job satisfaction.

Anna Rhea and Michelle S. Bureros (2022) conducted a study on Job Satisfaction and Work Commitment of Hospitality Industry Employees In Dapitan City. The aim of the study was to investigate the job satisfaction and work commitment of hospitality industry employees in Dapitan City and establish their relationships. A total of 201 employees were selected from the hospitality establishments of Dapitan city. The study used descriptive research method utilizing questionnaire as their primary tool for data collection. The collected data were statistically analysed using frequency, weighted mean, Mann-Whitney U-Test, Kruskal-Wallis H-Test, and Spearman Rank-Order Correlation. The findings of the study resulted that a strong relationship existed with job satisfaction and work commitment among hospitality industry employees. Further it resulted that higher the employees job satisfaction and work commitment, the lower the intention to leave the organisation.

2.8 Work Commitment and Job Performance

Hidayati, E. W., (2021) conducted a study on Work Commitment as a Mediator of Work Environment Effect on Employee Performance. The study aims to examine the effect of work environment on work commitments, work commitment on employee performance, and work commitment as a mediator of work environment influence on employee performance. The sample size of the study was 43 employees of KPPN. The

data of the study were collected directly from the respondents through questionnaires and analyzed with path analysis using SPSS software. The results of the study showed that work environment has a positive and significant influence on work commitment, and work commitment also has a positive and significant effect on employee performance.

Ong S et al (2021) conducted a study on The Influence of Discipline, Work Environment, and Work Commitment on Job Satisfaction. The aim of the study was to analyze discipline, work environment, and work commitment to employee job satisfaction. The sample size of the study found 66 employees. The collected data was analysed using the classical assumption test and hypothesis testing. The results of the study showed that the coefficient of determination can be seen from the Adjusted R Square value of 0.561, meaning that 56.1% of the variation in job satisfaction variables can be explained by variations in work discipline, work environment, and commitment variables. while the remaining 43.9% is explained by other variables not examined in the study. So, it concluded that discipline, work environment, and work commitment have a positive effect on job satisfaction.

2.9 Emotional Intelligence, Organisational Commitment and Job Performance

Radha, B., and Shree, A. B. (2017) conducted a study on The Impact of Emotional Intelligence on Performance of Employees and Organisational Commitment in Software Industry. The objective of the study was to identify is there any influence on Employee performance and Organizational commitment due to emotional intelligence. The sample size of the study includes 100 middle level employees. The statistical test used in the study was correlation and regression as a statistical tool. The data was analysed using SPSS version 20 and it calculated the correlation, regression and descriptive statistics for the study. The findings of the study resulted that there is significant relationship between Emotional Intelligence and employee Contextual Performance.

Abdul Haeba Ramli and Fairynda Novariani (2020) conducted A Study On Emotional Intelligence, Organisational Commitment and Job Performance in the Private Hospital. The study aimed to investigate the effect of Emotional Intelligence and Organizational Commitment to Job performance. The sample of 251 respondents were selected from the private hospital for the study. The collected data was analysed using structural equation modeling (SEM) with the help of Lisrel and SPSS were used to verify

the hypothesis. The findings of the study resulted that emotional intelligence has positive and significant towards Job performance and Organizational Commitment, then Organizational Commitment has positive effects and significant towards Job performance, and Employees' Organizational Commitment has mediating effect midst Emotional Intelligence and employee performance.

2.10 Research Gap

Based on the literature review of the present study, it is found out that there were very few studies which integrates both Emotional Intelligence and Work Commitment of employees. Those studies revealed that highly emoted person are ought to be happier, more committed to their organisation, achieve greater success and perform better at workplace, it shows that emotional intelligence directly impacting the performance and their commitment to work. Hence the present study is attempted to find the level of emotional intelligence and work commitment of employees and the relationship between them.

METHODOLOGY

CHAPTER III

METHODOLOGY

The methodology pertaining to the present study entitled "**A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector**" is presented under the following heads

3.1 Planning of the Study

- 3.1.1 Selection of Locale
- 3.1.2 Selection of Sample
- 3.1.3 Selection of Method
- 3.1.4 Selection of tool

3.2 Execution of the Study

- 3.2.1 Ethical Clearance
- 3.2.2 Collection of data

3.3 Documentation and Reporting

- 3.3.1 Data Analysis and Interpretation

3.1 Planning of the Study

3.1.1 Selection of Locale

The area selected for the study was Coimbatore district. Coimbatore district is one of the 38 districts in the state of Tamil Nadu in India. It is the administrative headquarters of the district. It is one of the most industrialized districts and a major textile, industrial, commercial, educational, information technology, healthcare and manufacturing hub of Tamil Nadu. As of 2011, Coimbatore district had a population of 3,458,045 with a sex-ratio of 1,000 and literacy rate of 84%. Post independence, the district has seen rapid growth due to industrialisation. According to the 2011 Census Coimbatore district is the second most urbanized district of Tamil Nadu after Chennai. The district has 71.37% urban population and 29.63% rural population. The district had a total of 958,035 households. There were a total of 1,567,950 workers: 75,411 cultivators, 201,351 main agricultural labourers, 44,582 in house hold industries, 1,121,908 other workers, 124,698 marginal workers, 4,806 marginal cultivators, 28,675 marginal agricultural labourers, 5,503 marginal workers in household industries and 85,714 other marginal workers. Coimbatore district houses more than 25,000 small, medium and large industries with primary industries being engineering and textiles. Coimbatore is called the "Manchester

of South India" due to its extensive textile industry, fed by the surrounding cotton fields. Coimbatore has a large and a diversified manufacturing sector facilitated by the presence of research institutes like Tamil Nadu Agricultural University, SITRA and large number of engineering colleges producing about 50,000 engineers annually.

While studying the emotional intelligence and work commitment among employees of manufacturing sector, it is vital to select appropriate area for the study. There are many manufacturing industries in Coimbatore as it was the manufacturing hub of Tamil Nadu. Then due to the feasibility of the researcher and the approval from the industry, Krishnaveni Carbon Products Private Limited Coimbatore was selected as the area of study.

The main reason behind the selection of locale for the study is

- i. Due to the feasibility of the researcher and the approval of permission for conducting the study in the respective industry.
- ii. There is no much studies on examining the emotional intelligence and work commitment among employees of manufacturing sector in Indian Perspectives.

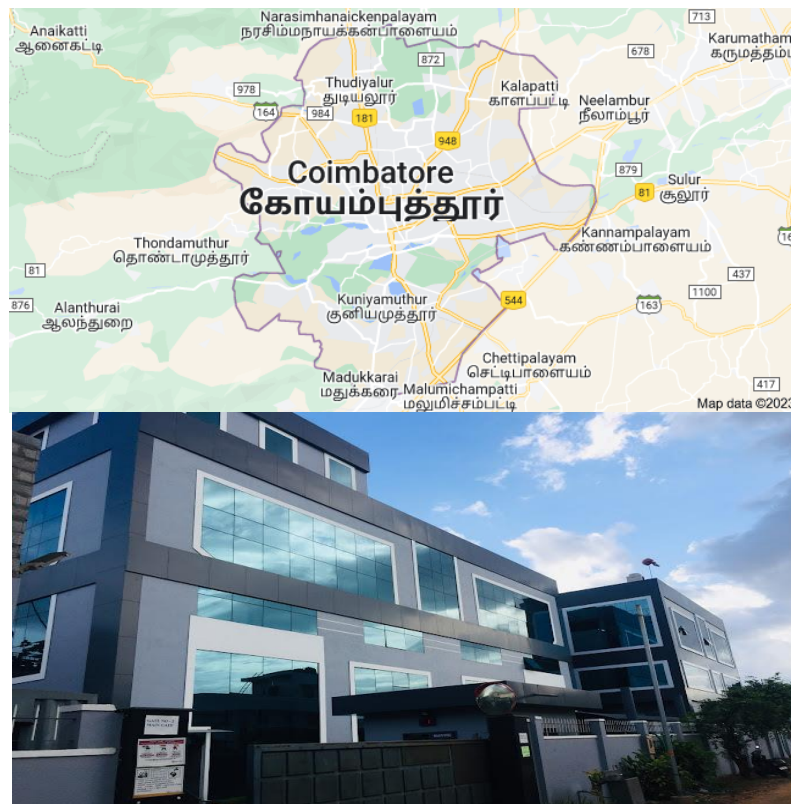


Figure 3.1.1

Krishnaveni Carbons Product Private Limited Coimbatore

a) Company Profile

Krishnaveni Carbon Products Private Ltd in Ganapathy, Coimbatore is known to satisfactorily cater to the demands of its customer base. The business came into existence in 2005 and has, since then, been a known name in its field. It stands located at No 63/3, Chinnavedampatti, Athipalayam Road, Ganapathy-641006. Krishnaveni Carbon Products Private Limited is a Private incorporated on 27 March 2003. It is classified as Non-govt company and is registered at Registrar of Companies, Coimbatore. Its authorized share capital is Rs. 10,000,000 and its paid up capital is Rs. 5,000,000. The Annual General Meeting (AGM) was last held on 31 December 2021 and as per records from Ministry of Corporate Affairs (MCA), its balance sheet was last filed on 31 March 2021. Directors of Krishnaveni Carbon Products Private Limited are Rangaswamy Rameshchandran, Rangaswamy Suresh Chandran, Ramesh Chandran Harini, Rangaswamy Ravichandran,. Krishnaveni Carbon has been able to leverage its expertise to the making of premium Carbon products, by building on its strengths and constant interaction with the industry. Decades of continued association with world's leading Carbon manufacturers gives the company technological edge. As a market leader In India, Krish Carbon boasts reputed brands in the country as its prestigious customers. Customer endorsements for the company's products come from every part of the globe, including USA, Germany, Italy, Poland, China and the Middle East among others.

3.1.2 Selection of Sample

According to Will Kenton (2019) a sample refers to a smaller, manageable version of a larger group. It is a subset containing the characteristics of a larger population. Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations. A sample should represent the population as a whole and not reflect any bias toward a specific attribute.

The sample for the present study is selected on the basis of simple random sampling. In the first step the researcher selected the sample based on her knowledge and credibility for the descriptive study.

According to Morgan's table the sample size of the present study found by the researcher is 144 employees. From the identified sample size of the study 110 employees

from the respective industry were randomly selected for the present study based on the feasibility and credibility.

3.1.3 Selection of Method

The researcher used descriptive research method in this research study. It aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

3.1.4 Selection of Tool

The researcher used interview schedule and Google forms for the present study as the tool for primary data collection. The selected tool composed of three parts which includes socio economic profile, the standardised emotional intelligence scale and the self structured questions of work commitment adapted from an existing study.

The researcher used a standardised emotional intelligence scale, Wong and Law Emotional Intelligence Scale (WLEIS) which has 16 items.

The WLEIS is a self-report measure developed by Wong and Law (2002), consisting of 16 items to measure EI based on the revised model of Mayer and Salovey (Salovey and Mayer 1990; Mayer and Salovey 1997). The instrument is composed of four dimensions: (1) self-emotion appraisal, (2) others' emotion appraisal, (3) use of emotion, and (4) regulation of emotion (Wong and Law 2002). Self-emotion appraisal refers to people's awareness of their feelings and thoughts about those feelings. Others' emotion appraisal is linked to the perception and understanding of other people's emotions. The use of emotion involves monitoring, evaluation, and control measures to modify one's feelings. Regulation of emotion enables people to improve their performance through self-motivated emotions. Each item is rated on a 7 point scale ranging from Strongly Disagree (1) to Strongly Agree (7). The total possible score ranges from 16 - 112.

The researcher adapted a self structured questions of work commitment from an existing study of Janet Ebenezer J on " Employees Emotional Intelligence Its Impact On Work Commitment And Job Involvement". The scale consists of 24 items that is rated on a 7 point scale ranging from Very Strongly Agree (7) to Very Strongly Disagree (1). The total possible score ranges from 24 - 168.

3.2 Execution of the Study

3.2.1 Ethical Clearance

The application form explaining the research design and protocols used in the research study was subjected to the Institutional Human Ethical Committee and obtained the ethical clearance.

3.2.2 Collection of data

Data collection or data gathering is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes. The data collection includes breaks down into two methods such as primary data and secondary data.

a) Primary Data

As the name implies, this is original, first-hand data collected by the researchers. This process is the initial information gathering step, performed before anyone carries out any further or related research. Primary data results are highly accurate provided the researcher collects the information. However, there's a downside, as first-hand research is potentially time-consuming and expensive. The data is mostly collected through observations, physical testing, mailed questionnaires, surveys, personal interviews, telephonic interviews, case studies, and focus groups, etc. The researcher supervises and controls the data collection process directly.

The researcher collected the primary data through interview schedule as well as the Google forms from the targeted population of the research study. The researcher approached the employees and explained to them about the study and the Schedule in detail in order to collect the reliable data.

b) Secondary Data

Data that has previously been gathered and can be accessed by the researchers. These facts are either something the researcher has looked up or things the researcher has asked others to gather. It is, to put it simply, a second-hand report. A large portion of secondary data is quantitative. It is accessible in the form of data collected from different sources such as government publications, censuses, internal records of the organisation, books, journal articles, websites and reports, etc.

3.3 Documentation and Reporting

3.3.1 Data Analysis and Interpretation

a) Data Analysis

The Data Analysis Process is nothing but gathering information by using a proper application or tool which allows the researcher to explore the data and find a pattern in it. Based on that information and data, the researcher can make decisions, or can get ultimate conclusions.

The data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process. (Marshall and Rossman (1999:150))

The primary data collected was analysed by using SPSS (Statistical Package for Social Sciences) 21.0 version. The study uses both descriptive and inferential statistics during data analysis. Numerical scores were awarded to closed-ended questions. The responses from employees were systematically tabulated and the following statistical tools were employed in the study to obtain relevant results from the primary data analysis.

The following statistical tools were used to derive at results:

1. **Simple Percentage Analysis:** It refers to a special kind of rates, percentage are used in making comparison between two or more series of data. A percentage is used to determine relationship between the series.

Formula:-

$$\text{Percentage} = \frac{\text{No. of Respondents}}{\text{Total no. of respondents}} \times 100$$

2. **Chi-square test:** A chi-square test is a statistical test that is used to compare observed and expected results. The goal of this test is to identify whether a disparity between actual and predicted data is due to chance or to a link between the variables under consideration. As a result, the chi-square test is an ideal choice for aiding in our understanding and interpretation of the connection between our two categorical variables.

Formula:-

$$\chi^2 = \sum (O_i - E_i)^2 / E_i$$

Where

$$\chi^2 = \text{Chi - squared}$$

O = Observed Value

E = Expected Value

3. **ANOVA test:** ANOVA is to test for differences among the means of the population by examining the amount of variation within each sample, relative to the amount of variation between the samples. Analyzing variance tests the hypothesis that the means of two or more populations are equal. It is a way to find out if survey or experiment results are significant. In other words, they help you to figure out if you need to reject the null hypothesis or accept the alternate hypothesis.

Formula:-

One Way ANOVA

4. **Regression:** Regression analysis is a statistical method that shows the relationship between two or more variables. Usually expressed in a graph, the method tests the relationship between a dependent variable against independent variables. Regression analysis is a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables. It can be utilized to assess the strength of the relationship between variables and for modeling the future relationship between them.

Simple linear regression:-

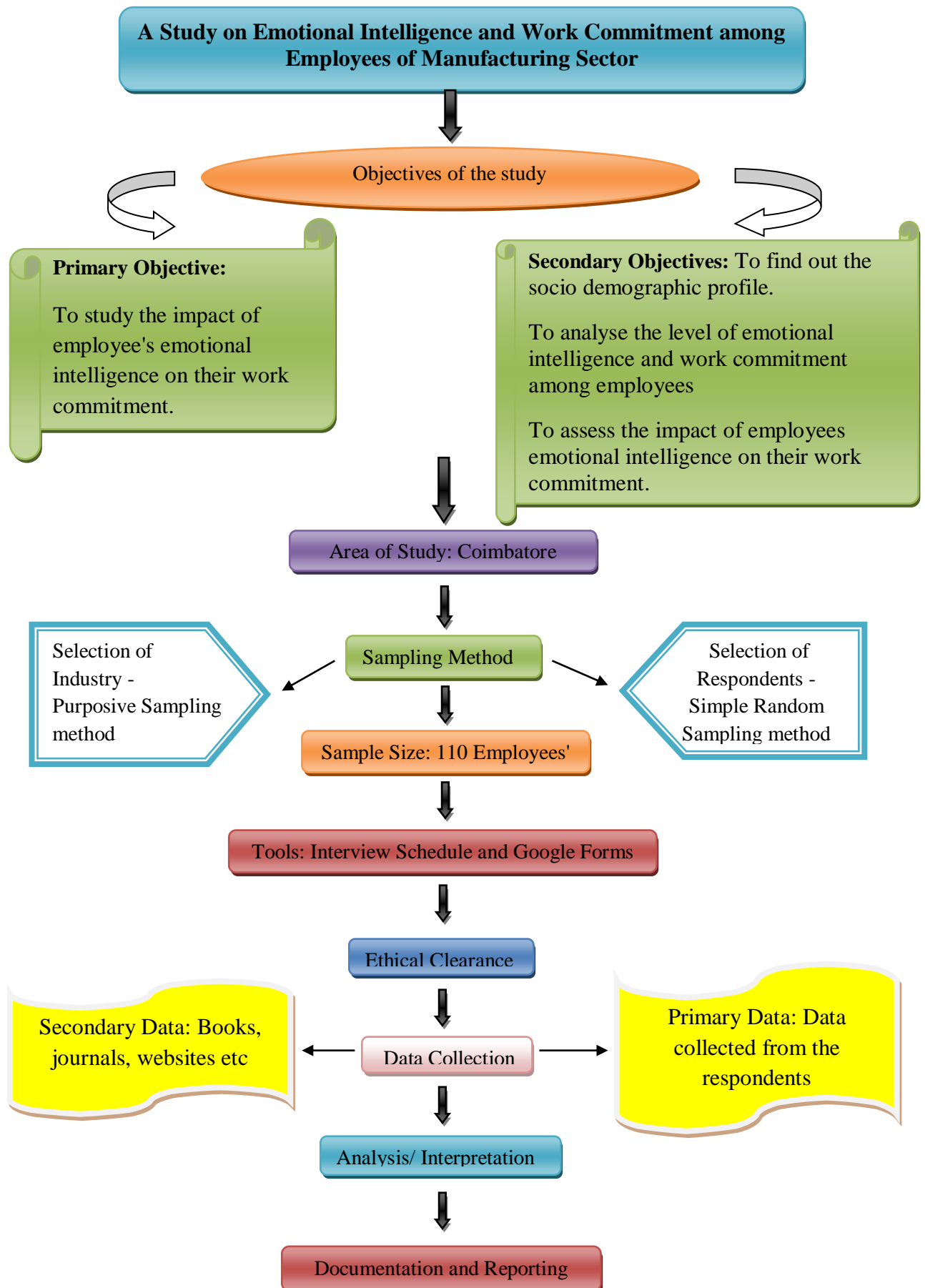
Simple linear regression is a model that assesses the relationship between a dependent variable and an independent variable. The simple linear model is expressed using the following equation:

$$Y = a + bX + \epsilon$$

b) Data Interpretation

Data interpretation is the process of reviewing data through some predefined processes which will help assign some meaning to the data and arrive at a relevant conclusion. It involves taking the result of data analysis. Data analysis is the process of ordering, categorizing, manipulating, and summarizing data to obtain answers to research questions. It is usually the first step taken towards data interpretation. It is evident that the interpretation of data is very important, and as such needs to be done properly.

Layout of the Research



RESULTS AND DISCUSSION

CHAPTER IV

RESULT AND DISCUSSION

The results and discussion of the present study entitled "A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector" is presented below

4.1 Socio Demographic Profile of the Respondents

This part of the study analyses about the socio demographic profile of the respondents, it includes the Age, Gender, Marital status, Educational Attainment and Residence.

Table 4.1

Socio Demographic Profile of the Respondents

S. No	Variables	Attributes	Respondents (N=110)	
			No.	%
1	Age	21 Years - 30 Years	57	52
		31 Years - 40 Years	35	32
		Above 40 Years	18	16
		Total	110	100
2	Gender	Male	58	53
		Female	52	47
		Total	110	100
3	Marital Status	Unmarried	45	41
		Married	65	59
		Total	110	100
4	Educational Attainment	Below 10th	5	4
		SSLC	12	11
		HSC	9	8
		UG	58	53
		PG	10	9
		Diploma	14	13
		ITI	2	2
		Total	110	100
5	Residence	Urban	80	73
		Rural	30	27
		Total	110	100

The details of the socio demographic profile of the respondents is presented in the table 4.1 is given below

Age of the Respondents:

In order to arrive at data that would reveal emotional intelligence and work commitment of employees of different age group the researcher categorized the age as 21 - 30 years, 31 - 40 years and Above 40 years. Of the respondents', 16% belongs to above 40 years age group, 32% of the respondents' are from 31 to 40 years, 52% of the respondents' falls in the 21 - 30 years category. *Thus it shows that the most of the respondents' falls under the age group of 21 - 30 years.*

Gender:

Gender difference makes a difference with respect to the manner in which emotions are handled at the work place (Ahmad, Bangash, and Khan, 2009). Hence, both male and female respondents' were selected for collection of data. Of the respondents', 53% of them are male and 47% of them are female. *Thus it shows that half of the respondents' are male.*

Marital Status:

Marital status affects the employees' emotions at the work place and it is therefore considered as one of the predictors of Emotional Intelligence (Verma and Singh, 2015). Hence, the researcher collected data from both married and unmarried respondents'. Of the respondents' 41% of respondents' are unmarried and 59% of respondents' are married. *Thus it shows that the more than half of the respondents' are married.*

Educational Attainment:

Education is what differentiates us from other living beings on earth. It makes man the smartest creature on earth. It empowers humans and gets them ready to face challenges of life efficiently. Hence respondents' with various educational background like Post graduate, Undergraduate, Diploma, ITI, HSC, SSLC and Below 10th have been categorised for the study. Of the respondents' 4% have completed primary education, 11% have completed SSLC, 8% of them have completed HSC, 53% of them possessing Bachelor's Degree, 9% of them have Master's Degree, 13% completed Diploma and

remaining 2% completed ITI. *Hence it shows that half of the respondents' have completed their Bachelor's Degree.*

Residence:

The residence of the respondents' were categorised into two groups such as Urban and Rural. From the above table 4.1 shows that 80% of the respondents' belongs to Urban area and remaining 30% respondents' belongs to rural area. *Hence it shows that majority of the employees belongs to Urban area of residence.*

4.2 Professional Profile of the Respondents

This part of the study analyses the professional profile of the respondents that includes Employment status, Length of Service and Monthly Income.

Table 4.2
Professional Profile of the Respondents

S. No	Variables	Attributes	Respondents (N=110)	
			No.	%
1.	Employment Status	Permanent Employee	47	43
		Temporary Employee	63	57
		Total	110	100
2.	Length of Service	1 Year - 5 Years	78	71
		6 Years - 10 Years	24	22
		11 Years - 15 Years	5	4
		Above 15 Years	3	3
		Total	110	100
3.	Monthly Income	Rs.10000 - Rs.25000	90	82
		Rs.26000 - Rs.40000	19	17
		Above Rs.40000	1	1
		Total	110	100

The details of the professional profile of the respondents is presented in the table 4.2 is given below

Employment Status:

Employment status is the status of an employee in a company on the basis of the contract of work or duration of work done. The Employment Status of the employees

were categorised as permanent and temporary employees. Of the respondents', 43% of them are permanent employees and 57% are temporary employees. *Thus the percentage analysis shows that more than half of the respondents' are temporary employees.*

Length of service:

Tenure of employees has an impact on their workplace. Employees having different years of experience manage their emotions differently (Hassanzadeh, Niazazari, Sadatikiadehi and Rezaei, 2011) as well as their work commitment may differ. Hence to know how each tenure group handle or manage their emotions and their commitment to work, employees with service period between 1 - 5 years, 6 - 10 years, 11 - 15 years and Above 15 years have been selected to obtain the primary data. Of the respondents' 71% are having experience between 1 to 5 years, 22% are having experience between 6 to 10 years, 4% are having experience between 11 to 15 years and remaining 3% are having experience more than 15 years. *Thus the percentage analysis shows that majority of the respondents' of the study having Length of service between 1 - 5 years.*

Monthly Income:

In order to find the Emotional Intelligence and work commitment of respondents' of different income group, the researcher categorized respondents' income range into 4 groups. Those earning Rs.10000 - Rs.25000, Rs.26000 - Rs.40000, and Above Rs.40000. Of the respondents' 81% are earning between Rs.10000 - Rs.25000, 17% of them are earning between Rs.26000 - Rs.40000 and Remaining 1% is Above Rs.40000. *Thus it shows that majority of the respondents' income ranges between Rs.10000 - Rs.25000 per month.*

4.3 Emotional Intelligence of the Respondents

This part of the study analyses the emotional intelligence of each respondents' which includes its four facets such as (1) self-emotion appraisal, (2) others' emotion appraisal, (3) use of emotion, and (4) regulation of emotion.

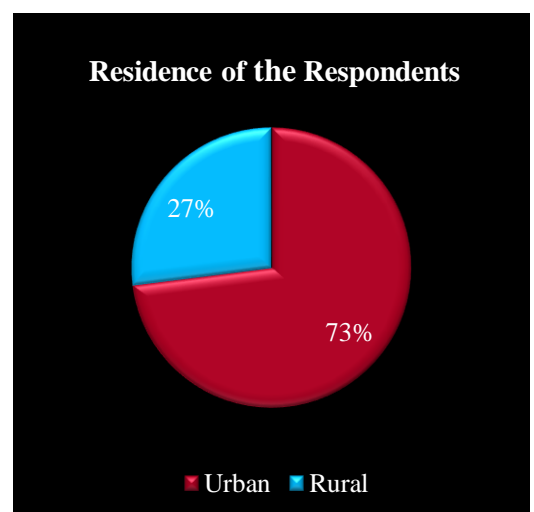
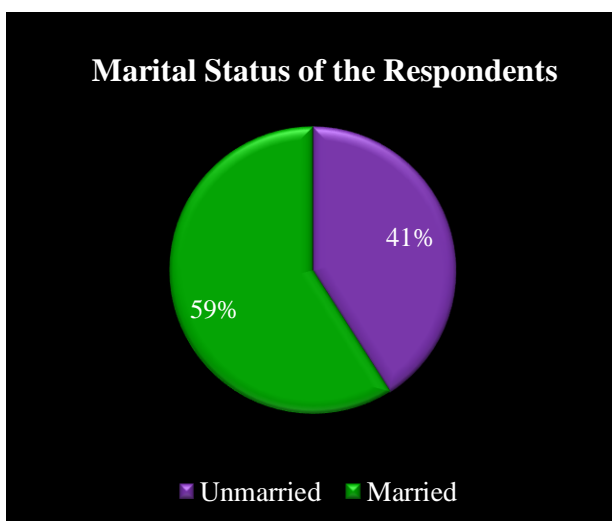
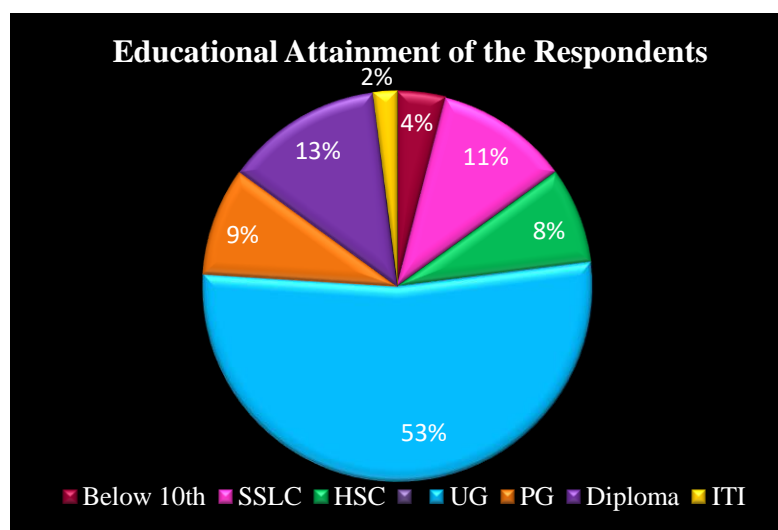
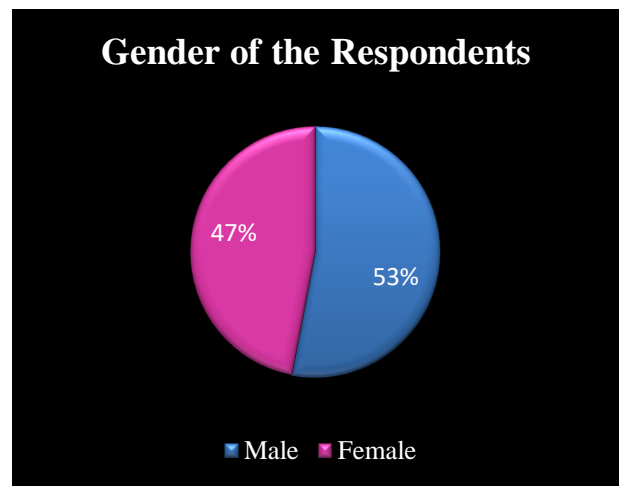
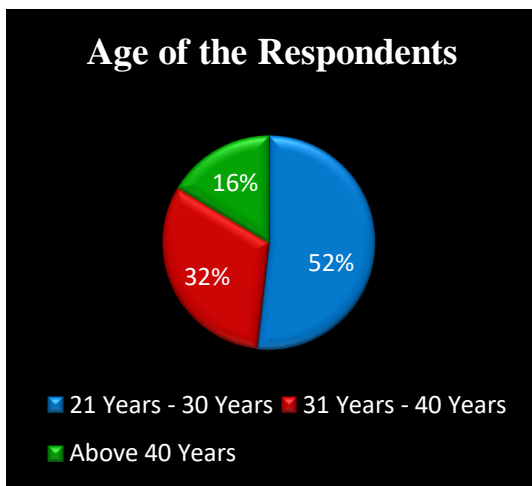


Figure 4.1

Socio - Demographic Profile of the Respondents

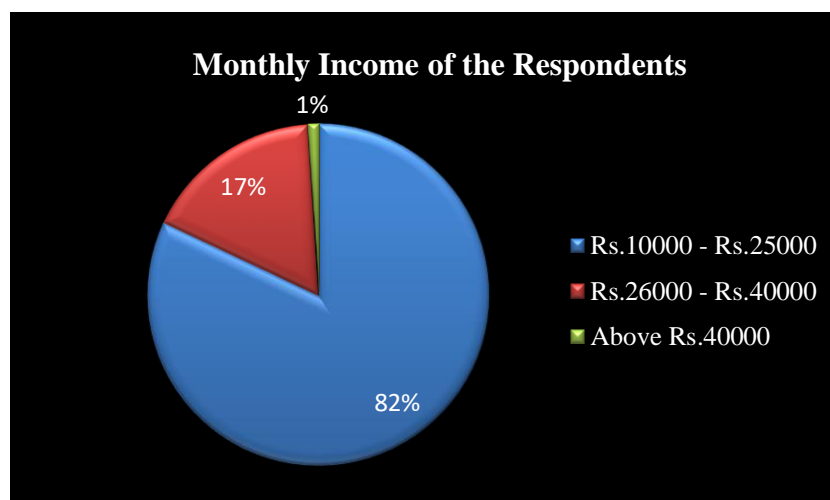
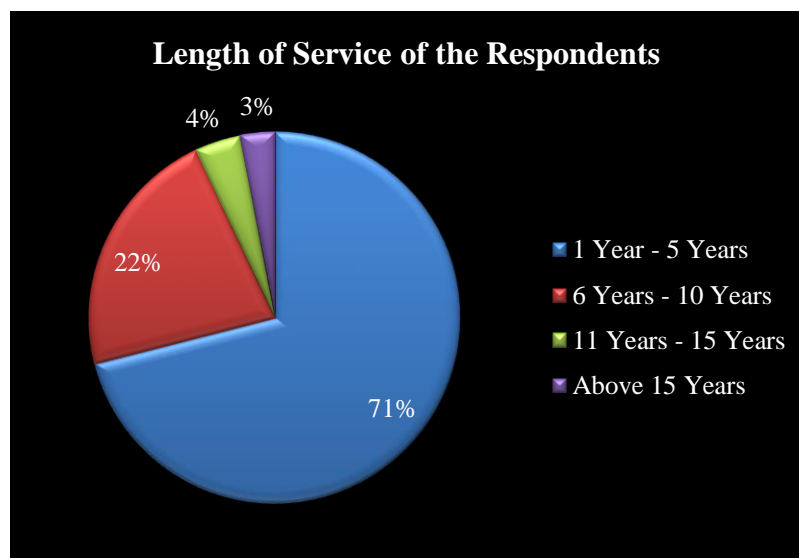
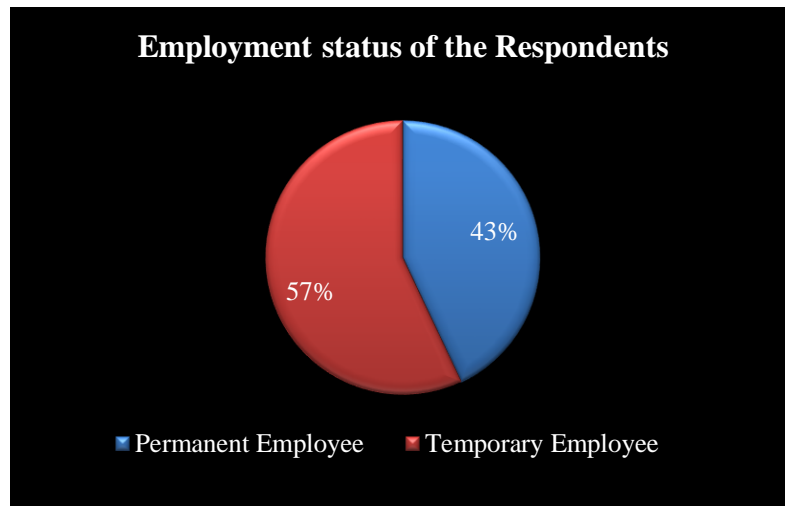


Figure 4.2

Professional Profile of the Respondents

Table 4.3
Emotional Intelligence of the Respondents

S.No	Variables	Respondents (N=110)															
		SDA		DA		S.DA		NANDA		S.A		A		SA		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
F1	Self Emotion Appraisal																
1	Good sense of feeling	-	-	2	2	6	5	16	15	10	9	47	43	29	26	110	100
2	Good understanding of own emotion	-	-	2	2	-	-	7	6	3	3	48	44	50	45	110	100
3	Understand what I feel	-	-	2	2	1	1	6	5	12	11	43	39	46	42	110	100
4	Knows whether happy or not	1	1	1	1	2	2	6	5	11	10	40	36	49	45	110	100
F2	Others Emotion Appraisal																
5	knows friends emotion from their behaviour	-	-	1	1	4	4	16	14	32	29	36	33	21	19	110	100
6	Good observer of other's emotion	-	-	-	-	3	3	13	12	32	29	44	40	18	16	110	100
7	Sensitive to others feeling and emotion	3	3	8	7	6	5	20	18	28	26	32	29	13	12	110	100
8	Good understanding of people's emotion around me	1	1	3	3	6	5	10	9	29	26	48	44	13	12	110	100
F3	Use of Emotions																
9	Set goals for myself	2	2	2	2	3	3	8	7	18	16	39	36	38	34	110	100
10	I'm a competent person	-	-	3	3	4	4	11	10	17	15	40	36	35	32	110	100
11	I'm a self motivating person	-	-	-	-	2	2	3	3	9	8	35	32	61	55	110	100
12	Always encourage myself	-	-	1	1	3	3	3	3	13	12	42	38	48	43	110	100
F4	Regulation of Emotions																
13	Control my temper and handle difficulties rationally	3	3	4	4	13	12	20	18	24	22	34	31	12	11	110	100
14	Capable of controlling own emotions	1	1	3	3	7	6	19	17	27	25	41	37	12	11	110	100
15	Calm down quickly when I'm angry	2	1	13	12	12	11	23	21	13	12	25	23	22	20	110	100
16	Good control on my emotions	1	1	3	3	8	7	17	15	20	18	39	36	22	20	110	100

The details of the emotional intelligence of the respondents' is presented in the table 4.3 is given below

The emotional intelligence of the respondents' was measured using 7 point scale 1= Strongly Disagree (SD), 2= Disagree (D), 3 = Slightly Disagree (S.DA), 4= Neither agree nor Disagree (NAND), 5= Slightly Agree (S.A), 6= Agree (A), 7= Strongly Agree (SA).

Factor 1 - Self Emotion Appraisal:

The above table 4.3 shows the frequency distribution of the emotional intelligence of the respondents' under four different factors. The statement under factor 1 (Self Emotion Appraisal) shows that 43% of the respondents' have agreed that they have a good sense of feelings most of the time followed by that 26% strongly agreed, 15% neither agreed nor disagreed, 9% slightly agreed, 5% slightly disagreed and remaining 2% of the respondents' disagreed to that statement. The statement two of that factor 1 shows that 45% of the respondents' have strongly agreed that they have a good understanding of their own emotion followed by that 44% agreed, 6% neither agreed nor disagreed, 3% slightly agreed and remaining 2% of the respondents' have disagreed to the same statement. The statement three of the factor 1 shows that 42% of the respondents' have strongly agreed to that they really understand what they feel followed by that 39% agreed, 11% slightly agreed, 5% neither agreed nor disagreed, 2% disagreed and remaining 1% of the respondents' have slightly disagreed to the same statement. The statement four of the factor 1 shows that 45% of the respondents' have strongly agreed that they always know whether they are happy or not followed by that 36% agreed, 10% slightly agreed, 5% neither agreed nor disagreed, 2% slightly disagreed, 1% disagreed and remaining 1% of the respondents' have strongly disagreed to the same statement.

Factor 2 - Others Emotional Appraisal:

The factor 2 (Others Emotional Appraisal) of emotional intelligence in the above table 4.3 shows that 33% of the respondents' agreed that they always know their friends emotions from their behaviour followed by that 29% slightly agreed, 19% strongly agreed, 14% neither agreed nor disagreed, 4% slightly disagreed and remaining 1% of the respondents' disagreed to the same statement. The statement two of the factor 2 shows that 40% of the respondents' agreed that they are a good

observer of others emotions followed by that 29% slightly agreed, 16% strongly agreed, 12% neither agreed nor disagreed and remaining 3% of the respondents' have slightly disagreed to the same statement. The statement three of the factor 2 shows that 29% of the respondents' agreed that they are sensitive to the feelings and emotions of others followed by 26% slightly agreed, 18% neither agreed nor disagreed, 12% strongly agreed, 7% disagreed, 5% slightly disagreed and remaining 3% of the respondents' have strongly disagreed to the statement. The statement four of the factor 2 shows that 44% of the respondents' have agreed that they have good understanding of the emotions of people around them followed by that 26% slightly agreed, 12% strongly agreed, 9% neither agreed nor disagreed, 5% slightly disagreed, 3% disagreed and remaining 1% strongly disagreed to the same statement.

Factor 3 - Use of Emotions:

The factor 3 (Use of Emotions) of emotional intelligence in the above table 4.3 shows that 36% of the respondents' have agreed that they always set goals for themselves and then try their best to achieve them followed by that 34% strongly agreed, 16% slightly agreed, 7% neither agreed nor disagreed, 3% slightly disagreed, 2% disagreed and remaining 2% of the respondents' have strongly disagreed to the same statement. The statement two of the factor 3 shows that 36% of the respondents' have agreed that they always themselves that they are competent person followed by that 32% strongly agreed, 15% slightly agreed, 10% neither agreed nor disagreed, 4% slightly disagreed and remaining 3% of the respondents' have disagreed to the same statement. The statement three of the factor 3 shows that 55% strongly agreed that they are self-motivated person followed by that 32% agreed, 8% slightly agreed, 3% neither agreed nor disagreed and remaining 2% of the respondents' have slightly disagreed. The statement four of the factor 3 shows that 43% of the respondents' have strongly agreed that they would always encourage themselves to try their best followed by that 38% agreed, 12% slightly agreed, 3% neither agreed nor disagreed, 3% disagreed and remaining 1% of the respondents' have strongly disagreed to the same statement.

Factor 4 - Regulation of Emotions:

The factor 4 (regulation of emotions) of emotional intelligence in the above table 4.3 shows that 31% of the respondents' have slightly agreed that they are able to

control their temper and handle difficulties rationally followed by that 22% slightly agreed, 18% neither agreed nor disagreed, 12% slightly disagreed, 11% strongly agreed, 12% slightly disagreed, 4% disagreed and remaining 3% of the respondents' have strongly disagreed to the same statement. The statement 2 of the factor 4 shows that 37% of the respondents' have agreed that they are quite capable of controlling their own emotions followed by that 25% slightly agreed, 17% neither agreed nor disagreed, 11% strongly agreed, 6% slightly disagreed, 3% disagreed and remaining 1% of the respondents' have strongly disagreed to the same statement. The statement three of the factor 4 shows that 23% of the respondents' have agreed that they can always calm down quickly when they are angry followed by that 21% neither agreed nor disagreed, 20% strongly agreed, 12% disagreed, 12% slightly agreed, 11% slightly disagreed and remaining 1% of the respondents' have strongly disagreed to the same statement. The statement four of the factor 4 shows that 36% of the respondents' have agreed that they have good control on their own emotions followed by 20% strongly agreed, 18% slightly agreed, 15% neither agreed nor disagreed, 7% slightly disagreed, 3% disagreed and remaining 1% of the respondents' have strongly disagreed to the same statement.

4.4 Work Commitment of the Respondents

This part of the study analyses the work commitment of each respondents' that includes 24 items Schedule which was measured using 7 point scale 7= Very Strongly Agree (VSA), 6 = Strongly Agree (SA), 5 = Agree (A), 4= Neutral (N), 3= Disagree (DA), 2 = strongly Disagree (SDA), 1 = Very Strongly Disagree (VSDA).

Table 4.4

Work Commitment of the Respondents

S. No	Variables	Respondents (N=110)															
		VSA		SA		A		N		DA		SDA		VSDA		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No.	%
1	Career development opportunity	30	27	36	33	19	17	16	15	7	6	2	2	-	-	110	100
2	Skill Development opportunity	24	22	48	44	25	23	8	7	4	3	1	1	-	-	110	100
3	Leadership Position	20	18	32	29	34	31	15	14	6	5	3	3	-	-	110	100
4	Suitable training	24	21	56	51	20	18	4	4	3	3	3	3	-	-	110	100
5	Favourable Organisation Policy	16	14	35	32	33	30	19	17	3	3	4	4	-	-	110	100
6	Favourable Working Condition	22	20	47	43	29	26	5	4	3	3	4	4	-	-	110	100
7	Supportive Supervisors	28	26	48	44	19	17	8	7	4	5	1	1	1	1	110	100
8	Cooperative Subordinates	21	19	59	54	16	14	10	9	3	3	1	1	-	-	110	100
9	Colleagues/co-workers are helpful	43	39	49	45	11	10	5	4	1	1	1	1	-	-	110	100
10	Attractive Salary	5	5	20	18	40	36	25	23	14	13	6	5	-	-	110	100
11	Job Security	8	7	21	19	42	38	28	26	5	5	6	5	-	-	110	100
12	Good relationship with management	19	17	45	41	31	28	11	10	3	3	1	1	-	-	110	100
13	Work is rewarded	9	8	36	33	38	34	20	18	3	3	3	3	1	1	110	100
14	Adequate Responsibility	14	13	62	56	19	17	12	11	3	3	-	-	-	-	110	100
15	Suitable leave benefits	22	20	52	47	22	20	5	5	8	7	1	1	-	-	110	100
16	Family Support	30	27	28	26	26	24	18	16	6	5	2	2	-	-	110	100
17	Monetary commitment	35	32	45	41	15	14	10	9	3	2	1	1	1	1	110	100
18	Family Obligations	43	39	38	34	14	13	12	11	3	3	-	-	-	-	110	100
19	Interesting Job Profile	11	10	30	27	40	36	20	18	6	6	3	3	-	-	110	100
20	Favourable working hours	8	7	70	64	18	16	8	7	4	4	1	1	1	1	110	100
21	Less stressful work	7	6	22	20	23	21	24	22	15	14	12	11	7	6	110	100
22	Flexible timing	14	13	58	53	18	16	11	10	2	2	6	5	1	1	110	100
23	Convenient travel time	17	15	61	56	20	18	8	7	2	2	2	2	-	-	110	100
24	Monetary Benefits	28	26	41	37	22	20	11	10	5	4	1	1	2	2	110	100

The details of the work commitment of the respondents' is presented in the table 4.4 is given below

From the above table 4.4 it was found that 33% of the respondents' have strongly agreed that they have opportunity for career development followed by 27% very strongly agreed, 17% agreed, 15% neutrally responded, 6% disagreed and remaining 2% of the respondents' have strongly disagreed to this statement. The data shows that, the statement I have opportunity for skill development about 44% of the respondents' have strongly agreed, 23% agreed, 22% very strongly agreed, 7% neutrally responded, 3% disagreed and remaining 1% strongly disagreed to this statement.

For the statement, I'm given leadership position about 31% of the respondents' have agreed, 29% strongly agreed, 18% very strongly agreed, 14% neutrally responded, 5% disagreed and remaining 3% of the respondents' have strongly disagreed to this statement. For the statement, I'm given suitable training nearly 51% of the respondents' have strongly agreed, 21% very strongly agreed, 18% agreed, 4% neutrally responded, 3% disagreed and remaining 3% of the respondents' have strongly disagreed to this statement. For the statement, Organisation policy are favourable for me about 32% of the respondents' have strongly agreed, 30% agreed, 17% neutrally responded, 14% very strongly agreed, 4% strongly disagreed and remaining 3% of the respondents' have disagreed to this statement. For the statement, I have favourable working condition about 43% of the respondents' have strongly agreed, 26% agreed, 20% very strongly agreed, both neutral response and strongly disagreed shares equal percentage (4%), and remaining 3% of the respondents' have disagreed to this statement.

For the statement, I have supportive supervisors about 44% of the respondents' have strongly agreed, 26% have very strongly agreed, 17% agreed, 7% neutrally responded, 5% disagreed, both strongly disagreed and very strongly disagreed response shares equal percentage (1%) to the statement. For the statement, I have co-operative subordinates nearly 54% of the respondents' have strongly agreed, 19% very strongly agreed, 14% agreed, 9% neutrally responded, 3% disagreed and remaining 1% of the respondents' have strongly disagreed to this statement. For the statement, My colleagues/co-workers are helpful about 45% of the respondents' have strongly agreed, 39% very strongly agreed, 10% agreed, 4% neutrally responded, both disagreed and strongly disagreed response shares equal percentage (1%) to this statement.

For the statement, I'm given attractive salary about 36% of the respondents' have agreed, 23% neutrally responded, 18% strongly agreed, 13% disagreed, both very strongly agreed and strongly disagreed response shares equal percentage (5%) to this statement. For the statement, I have job security 38% of the respondents' agreed, 26% neutrally responded, 19% strongly agreed, 7% very strongly agreed, both disagreed and strongly disagreed response shares equal percentage (5%) to this statement.

For the statement, I have good relationship with management about 41% of the respondents' have strongly agreed, 28% agreed, 17% very strongly agreed, 10% neutrally responded, 3% disagreed and remaining 1% of the respondents' have strongly disagreed to this statement. For the statement, My work is rewarded about 34% of the respondents' agreed, 33% strongly agreed, 18% neutrally responded, 8% very strongly agreed, both disagreed and strongly disagreed response shares equal percentage (3%) and remaining 1% of the respondents' have very strongly disagreed to this statement. For the statement, I'm give adequate responsibility nearly 56% of the respondents' have strongly agreed, 17% agreed, 13% very strongly agreed, 11% neutrally responded and remaining 3% of the respondents' have disagreed to this statement.

For the statement, I'm committed due to suitable leave benefits about 47% of the respondents' have strongly agreed, both agreed and very strongly agreed response shares equal percentage (20%), 7% disagreed, 5% neutrally responded and remaining 1% of the respondents' have strongly disagreed to this statement. For the statement, I'm committed due to family support about 27% of the respondents' have very strongly agreed, 26% strongly agreed, 24% agreed, 16% neutrally responded, 5% disagreed and remaining 2% of the respondents' have strongly disagreed to this statement. For the statement, I'm committed due to monetary commitment about 41% of the respondents' have strongly agreed, 32% very strongly agreed, 14% agreed, 9% neutrally responded, 2% disagreed, both strongly disagreed and very strongly disagreed response shares equal percentage (1%) to this statement. For the statement, I'm committed due to family obligations about 39% of the respondents' have very strongly agreed, 34% strongly agreed, 13% agreed, 11% neutrally responded and remaining 3% of the respondents' have disagreed to this statement.

For the statement, I'm committed due to interesting job profile about 36% of the respondents' have agreed, 27% strongly agreed, 18% neutrally responded, 10% very

strongly agreed, 6% disagreed and remaining 3% of the respondents' have strongly disagreed to this statement. For the statement, I'm committed due to favourable working hours nearly 64% of the respondents' have strongly agreed, 16% agreed, both very strongly agreed and neutrally responded shares equal percentage (7%), 4% disagreed and remaining 2% shared equally between strongly disagreed and very strongly disagreed response as each 1% to that statement.

For the statement, My work is less stressful about 22% of the respondents' have neutrally responded, 21% agreed, 20% strongly agreed, 14% disagreed, 11% strongly disagreed, remaining 12% shared equally between very strongly disagreed and very strongly disagreed response as 6% each to this statement.

For the statement, I'm committed due to flexible timing nearly 53% of the respondents' have strongly agreed, 16% agreed, 13% very strongly agreed, 10% neutrally responded, 5% strongly disagreed, 2% disagreed and remaining 1% of the respondents' have very strongly disagreed to this statement. For the statement, I'm committed due to convenient travel time nearly 56% of the respondents' have strongly agreed, 18% agreed, 15% very strongly agreed, 7% neutrally responded and remaining 4% shared equally between disagreed and strongly disagreed response as 2% each to this statement. For the statement I'm committed due to monetary benefit about 37% of the respondents' have strongly agreed, 26% very strongly agreed, 20% agreed, 10% neutrally responded, 4% disagreed, 2% very strongly disagreed and remaining 1% of the respondents' have strongly disagreed to this statement.

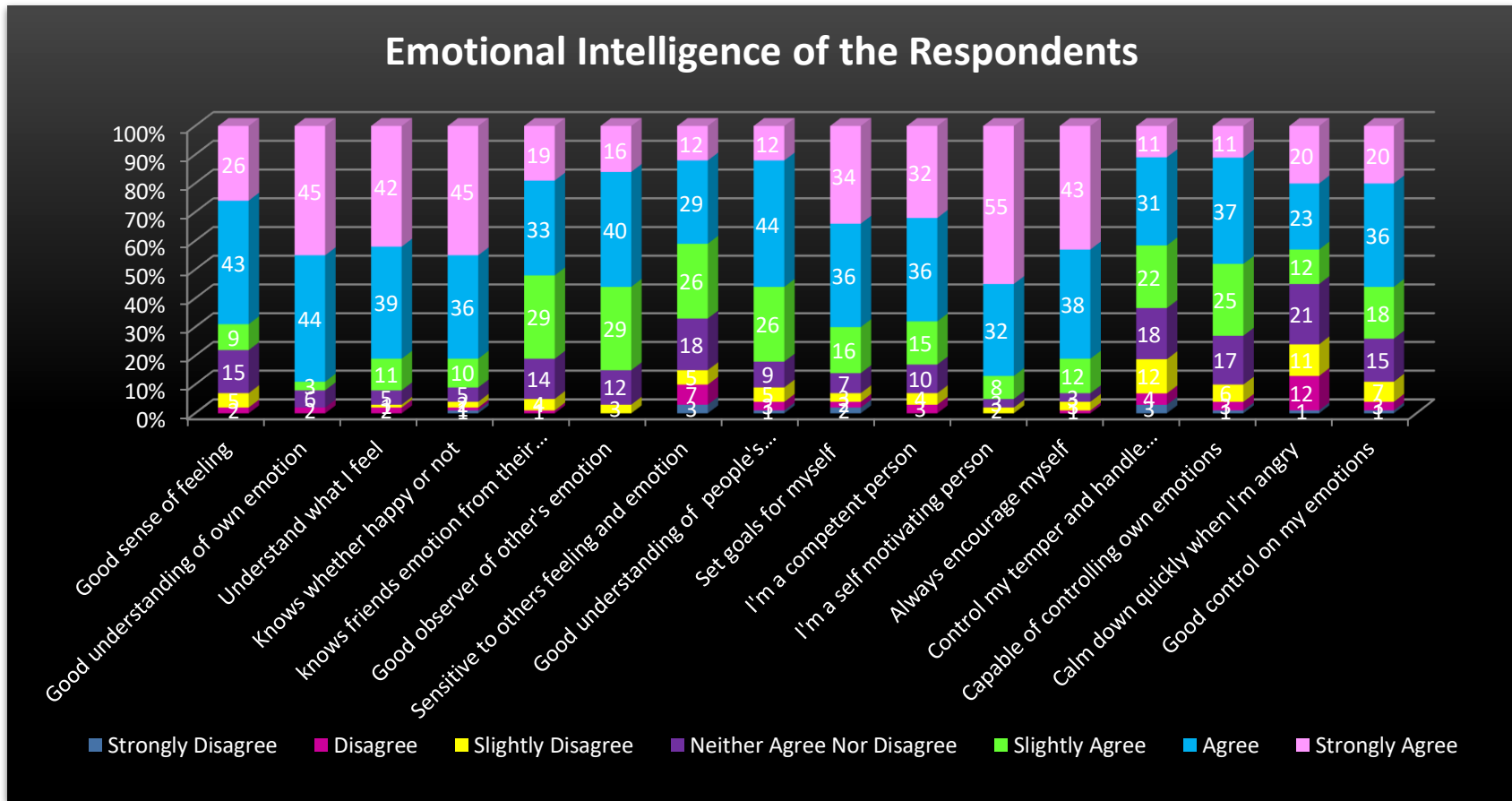


Figure 4.3

Emotional Intelligence of the Respondents

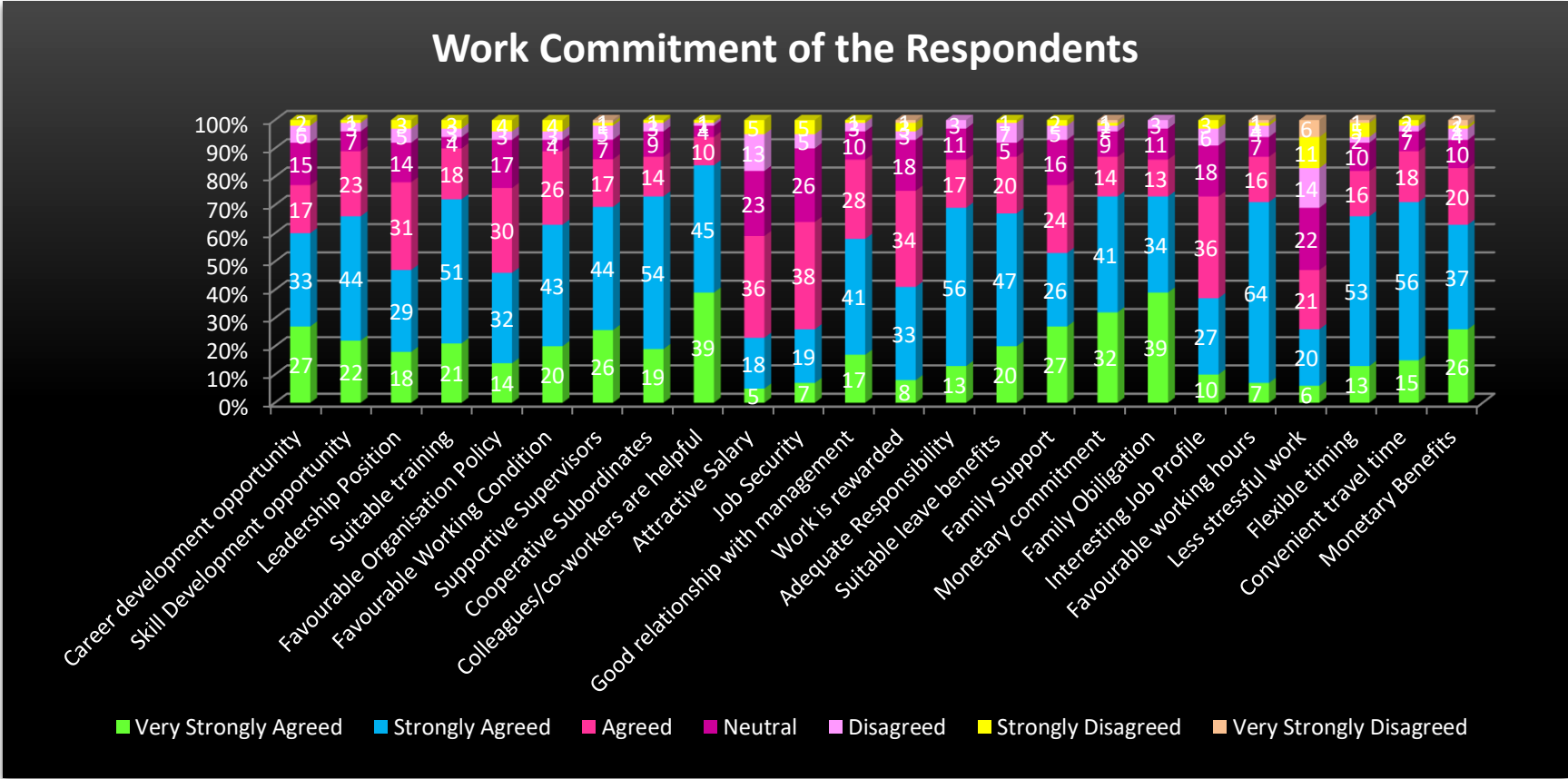


Figure 4.4

Work Commitment of the Respondents

4.5 Emotional Intelligence Level of the Respondents

This part of the study analyses the emotional intelligence level of the respondents' is presented as below

Table 4.5

Emotional Intelligence Level of the Respondents

S. No	Level of Emotional Intelligence	Respondents (N=110)	
		No.	%
1	Low	27	25
2	Moderate	63	57
3	High	20	18
	Total	110	100

The details of the emotional intelligence level of the respondents' is presented in the table 4.5 is given below

The evident from the above table 4.5 shows that 57% of the respondents' emotional intelligence level is Moderate, 25% of the respondents' emotional intelligence level is Low and 18% of the respondents' emotional intelligence level is High. *Hence majority of the respondents' emotional intelligence level is Moderate.*

4.6 Work Commitment Level of the Respondents

This part of the study analyses the work commitment level of the respondents is presented as below

Table 4.6

Work Commitment Level of the Respondents

S. No	Level of Work Commitment	Respondents (N=110)	
		No.	%
1	Low	29	26
2	Moderate	57	52
3	High	24	22
	Total	110	100

The details of the work commitment level of the respondents is presented in the table 4.6 is given below

The evident from the above table 4.6 shows that 52% of the respondents' work commitment level is Moderate, 26% of the respondents' work commitment level is Low and 22% of the respondents' work commitment level is High. *Hence majority of the respondents' work commitment level is Moderate.*

4.7 Factor wise Distribution of Level of Emotional Intelligence of the Respondents

The four different factors of emotional intelligence are (1) self-emotion appraisal - SEA , (2) others' emotion appraisal - OEA, (3) use of emotion - UOE, and (4) regulation of emotion - ROE.

This part of the study analyses the level of four different factors of emotional intelligence of the respondents is presented as below

Table 4.7

Factor wise Distribution of Level of Emotional Intelligence of the Respondents

S. No	Factors	Level of Emotional Intelligence					
		Low		Moderate		High	
		No	%	No	%	No	%
1	Self Emotional Appraisal	32	29	53	48	25	23
2	Others' Emotional Appraisal	32	29	59	54	19	17
3	Use of Emotion	30	27	54	49	26	24
4	Regulation of Emotion	29	26	56	51	25	23
	Total	110	100	110	100	110	100

The details of the level of four different factors of emotional intelligence (EI) of the respondents is presented in the table 4.7 is given below

According to table 4.7 the level of each emotional intelligence factors was found which revealed that about 48% of the respondents' level of EI for self emotion appraisal (SEA) is Moderate followed by 29% has Low level and remaining 23% has High level for the SEA factor. For the factor others' emotion appraisal (OEA) nearly 54% has moderate level of EI followed by 29% has Low level and remaining 17% has high level for the OEA factor. For the factor use of emotion (UOE) nearly 49% has moderate level of EI followed by 27% has Low level and remaining 24% has high level for the UOE factor. For the factor regulation of emotion (ROE) nearly 51% has moderate level of EI followed by 26% has Low level and remaining 23% has high level for the ROE factor. *Hence it shows that majority of the respondents' level of EI for all the four different factors is evidently Moderate.*

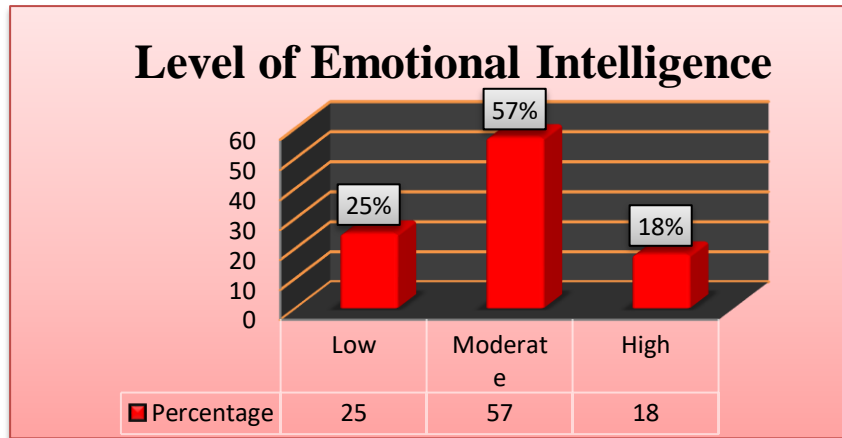


Figure 4.5

Emotional Intelligence of the Respondents

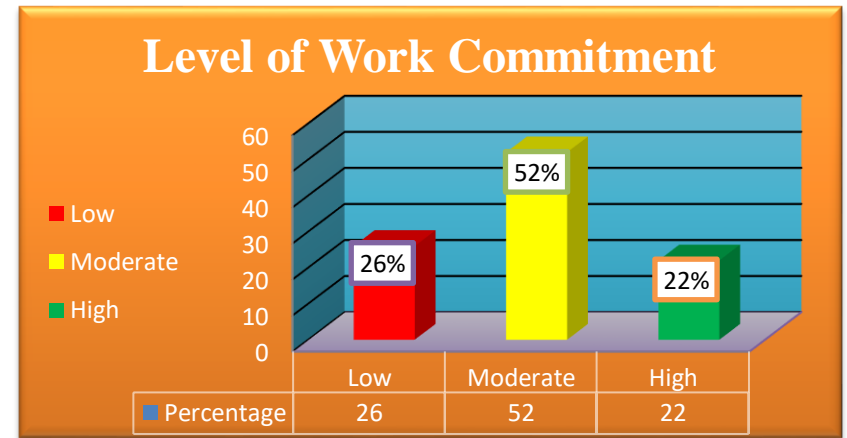


Figure 4.6

Work Commitment of the Respondents

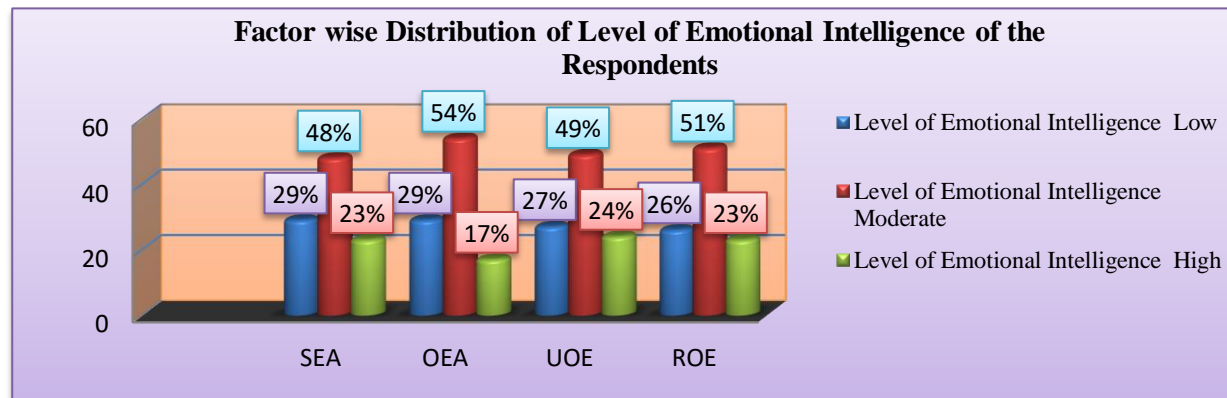


Figure 4.7

Factor wise Distribution of Level of Emotional Intelligence of the Respondents

4.8 Chi - Square Test for Relationship between Employees' Emotional Intelligence and Work Commitment

Ho1 - There is no significant relationship between employees' Emotional Intelligence and Work Commitment.

Alternative Hypothesis - There is significant relationship between employees' Emotional Intelligence and Work Commitment.

The test result of the Null hypothesis of the present study is presented below.

Table 4.8
Chi - Square Test for Relationship between Employees' EI and Work Commitment

S. No	Independent Variable (IV)	Level of EI	Level of WC			S.D of IV	X ² Value	p
			Low	Moderate	High			
1	Self Emotional Appraisal	Low	18	11	3	3.57	21.972 ^a	0.000
		Moderate	7	33	13			
		High	4	13	8			
2	Other's Emotional Appraisal	Low	18	9	5	3.55	25.726 ^a	0.000
		Moderate	10	38	11			
		High	1	10	8			
3	Regulation of Emotion	Low	15	13	2	3.43	16.911 ^a	0.002
		Moderate	12	26	16			
		High	2	18	6			
4	Use of Emotion	Low	12	15	2	5.12	13.408 ^a	0.009
		Moderate	13	32	11			
		High	4	10	11			

The above table 4.8 explains the relationship of emotional intelligence on work commitment. The Pearson Chi - Square result of Emotional Intelligence on work commitment is significant at 1% level.

As the Pearson Chi - Square p value obtained is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is found to be accepted. Hence, there is a significant relationship between Emotional Intelligence and Work Commitment.

4.9 Regression Analysis for Impact of Employees' Emotional Intelligence on their Work Commitment

Ho2 - There is no significant impact of employees' emotional intelligence on their work commitment.

Alternate Hypothesis - There is a significant impact of employees' emotional intelligence on their work commitment.

The test result of the Null hypothesis of the present study is presented below.

Table 4.9

Regression Analysis for Impact of Employees' EI on their Work Commitment

S. No	Independent Variable	Level of EI	Dependent Variable			Total	Mean (IV)	S.D (IV)	P
			Work Commitment						
			Low	Moderate	High				
1.	Emotional Intelligence	Low	16	9	2	27	89.5727	11.3884	0.000
		Moderate	12	40	11	63			
		High	1	8	11	20			
		Total	29	57	24	110			

The above table 4.10 shows the result of the linear regression which indicates how employees' emotional intelligence (independent variable) influences their work commitment (dependent variable). The result describes that Employees' with low Emotional Intelligence (EI) possess Low Work Commitment, followed by that Employees' with Moderate EI possess Moderate Work Commitment and it states that Employees' with High EI possess High Work Commitment. The overall result of linear regression states that the p value is found to be less than 0.05 that is 0.000 which indicates that there is a significant impact of employees' emotional intelligence on their work commitment. The regression analysis result of the impact of employees' emotional intelligence on their work commitment is significant at 1% level. Hence, the proposed null hypothesis is rejected and the alternative hypothesis found to be accepted.

4.10 ANOVA Test for Relationship between Socio Economic Profile of the employees' on their Work Commitment and Emotional Intelligence

Ho3 - There is no significant relationship between Socio-Economic Profile of the employees' in their Work Commitment and Emotional Intelligence.

Alternative Hypothesis - There is a significant relationship between Socio-Economic Profile of the employees' in their Work Commitment and Emotional Intelligence.

The test result of the Null Hypothesis (Ho3) of the present study is presented below.

Table 4.10

ANOVA Test for Relationship between Socio Economic Profile of the Respondents' on their Work Commitment and Emotional Intelligence

S.NO	Socio - Demographic Variables		Work Commitment					Emotional Intelligence			
			N	Mean	S.D	F	p	Mean	S.D	F	p
1	Age	21 Years - 30 Years	57	130.19	18.48	1.188	0.309	89.71	11.7	0.620	0.540
		31 Years - 40 Years	35	129.94	17.75			88.17	11.38		
		Above 40 Years	18	137.11	14.46			91.83	10.55		
2	Gender	Male	58	126.84	18.80	8.074	0.005	85.84	11.63	14.813	0.000
		Female	52	136.15	15.10			93.73	9.61		
3	Marital Status	Unmarried	45	127.55	18.78	3.381	0.069	88.26	11.92	1.002	0.319
		Married	65	133.8	16.58			90.47	11.00		
4	Educational Attainment	Below 10th	5	145.2	12.91	1.364	0.236	95.40	10.13	0.936	0.472
		SSLC	12	138.33	9.24			93.75	5.37		
		HSC	9	136.11	9.42			89.33	10.34		
		UG	58	129.06	19.97			88.81	11.87		
		PG	10	131.10	19.34			92.20	13.41		
		Diploma	14	125.71	14.79			85.35	12.71		
		ITI	2	134.5	19.09			89.50	7.77		
5	Residence	Urban	80	131.95	18.12	0.462	0.498	90.03	11.52	0.486	0.487
		Rural	30	129.36	16.66			88.33	11.10		
6	Employment Status	Permanent Employee	47	126.7	21.93	5.636	0.019	87.61	12.98	2.452	0.120
		Temporary Employee	63	134.63	12.9			91.03	9.89		
7	Length of Service	1 Year - 5 Years	78	130.56	18.14	0.708	0.549	88.96	11.37	0.689	0.561
		6 Years - 10 Years	24	135.08	15.85			92.29	9.90		
		11 Years - 15 Years	5	129.00	16.91			86.00	16.53		
		Above 15 Years	3	122.00	24.57			89.66	16.65		
8	Monthly Income	Rs.10000 - Rs.25000	90	132.56	16.77	2.187	0.117	90.02	10.84	0.606	0.547
		Rs.26000 - Rs.40000	19	126.42	20.76			87.15	13.95		
		Above Rs.40000	1	104.00				95.00			

The above table 4.10 explains the relationship of Work Commitment and Emotional Intelligence with the Socio - Economic Profile of the employees'. The ANOVA result shows that the level of work commitment and emotional intelligence was higher among the employees' from an age group of above 40 years. Further the p value of work commitment was found to be 0.309 and 0.540 for emotional intelligence which indicates that there is no significant difference in employees' mean value based on age. Therefore, it shows that age has no significant relationship in their work commitment and emotional intelligence.

The result also shows that the level of work commitment and emotional intelligence was higher among the female employees'. Further, the p value found to be 0.005 for work commitment and 0.000 for emotional intelligence which points out there is a significant difference in employees' mean values based on gender. Therefore it can be said that gender has a significant relationship on the employees' work commitment and emotional intelligence.

The result of the table shows that the level of work commitment and emotional intelligence was higher among the married employees. Further the p value of work commitment was found to be 0.069 and 0.319 for emotional intelligence which indicates that there is no significant mean difference in the marital status of the employees'. Therefore it states that marital status has no significant relationship on their work commitment and emotional intelligence.

The result shows that the level of work commitment and emotional intelligence was higher among the employees with SSLC educational attainment. Further the p value of work commitment found to be 0.236 and 0.472 for emotional intelligence which points out there is no significant mean difference in the educational attainment of the employees'. Therefore it states that educational attainment has no significant relationship on their work commitment as well as their emotional intelligence.

The result of the table shows that the level of work commitment and emotional intelligence was higher among the employees who are residing in urban area. Further the p value for work commitment was found to be 0.498 and 0.487 for emotional intelligence which indicates that out there is no significant difference in the mean value of employees' residence. Therefore it states that residence has no significant relationship on their work commitment and emotional intelligence.

The result shows that the level of work commitment and emotional intelligence was higher among the temporary employees'. Further, the p value found to be 0.019 for work commitment and 0.120 for emotional intelligence which points out that there is a significant difference in employees' mean values based on employment in their work commitment where as there is no significant difference in employees' employment status mean values in their emotional intelligence. Therefore it can be said that employment has a significant relationship on the employees' work commitment and no significant relationship on their emotional intelligence.

The result of the table shows that the level of work commitment and emotional intelligence was higher among the employees' having an experience of 6 years - 10 years. Further the p value was found to be 0.549 for work commitment and 0.561 for emotional intelligence which indicates that there is no significant difference in the mean value of employees' length of service. Therefore it states that the length of service has no significant relationship on their work commitment and emotional intelligence.

The result shows that the level of work commitment and emotional intelligence was higher among the employees' having monthly income of Rs.10000 - Rs. 25000 in their work commitment and monthly income above Rs. 40000 in their emotional intelligence. Further the p value of work commitment was found to be 0.117 and 0.547 for emotional intelligence which points out that there is no significant mean difference in the employees' monthly income. Therefore it points out that the monthly income has no significant relationship on their work commitment as well as emotional intelligence.

As the ANOVA test p values of the socio economic profile variables shows that only gender of the employees' on their work commitment and emotional intelligence is significant at 1% level. Rest of the variables of socio economic profile that is age, marital status, educational qualification, residence, length of service and monthly income has no significant mean difference in their work commitment and emotional intelligence. Hence it states that only gender has significant relationship on their work commitment and emotional intelligence comparing to other socio economic variables.

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The Summary and Conclusion of the present study entitled "**A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector**" is presented below

5.1 Introduction

The last chapter of the thesis include Summary, findings, conclusions, suggestions and recommendations. Findings are Statements section which is discussed based on the data analysis. Conclusions serve as answers to the issues posed, as well as declarations of acceptance or rejection of the proposed hypothesis. The evidence upon which the findings are based should not be repeated, but great care should be taken to explain the conclusions with any required qualifications and limits. For the researcher, suggestion and recommendations are just as important as results and conclusions. Suggestions are brief statements of a limited numbers of recommendations for further consideration.

This chapter involves four sections. The first section contributes the overall summary of the study followed by summary of the findings, suggestions and followed by recommendations for the future study. And lastly the conclusion part of the present study.

5.2 Summary of the study

This study was conducted to find the emotional intelligence and work commitment among employees' of manufacturing sector. The primary objective of the study was to study the impact of employees' emotional intelligence on their work commitment. The need for the study is stated as that in India, the organisational culture and structure have experienced significant transformation. Organisations have changed from having a hierarchical structure to one that is flat. A multi-skilled workforce has also emerged. In addition, the number of women in the workforce has grown significantly in recent years. The difference in experience levels between the two groups that is highly experienced and less experienced is growing. The organisations are under tremendous pressure to maintain a positive work environment in light of all these changes. Organisations should seek for employees who are emotionally intelligent so that they can adjust to the organization's changing needs. Therefore, it is important to evaluate how

employees' emotional intelligence plays a part in the company as well as their commitment to work. The proposed hypothesis of the study are as follows.

- Ho1 - There is no significant relationship between employees' Emotional Intelligence and Work Commitment.
- H02 - There is a significant impact of employees' emotional intelligence on their work commitment.
- Ho3 - There is no significant relationship between Socio-Economic Profile of the employees' in their Work Commitment and Emotional Intelligence.

The study included many related studies from various journals, books for the review of literature chapter. Most relevant studies by different authors are described below

A study conducted on the Influence of Emotional Intelligence and Creativity on Employee's Work Commitment and Performance by Vasudevan H (2013). The objective was to find the relationship between them. The study surveyed 300 employees from a private organisation in Malaysia. The data was analysed using various statistical test which resulted that the employees' emotional intelligence and creativity significantly influences their work commitment and performance in the organisation.

Another study by Yuvaraj, S., and Eveline, S. N. D. (2018) titled a study on The Role of Emotional Intelligence towards Employee Commitment. The objective was to determine the relationship between emotional intelligence and employee commitment and also identify the factors of emotional intelligence which influences the employee commitment in business organizations. The study involved 250 employees from business organisations. The findings of the study states that emotional intelligence and employee commitment are psychological factors which influence the employee behaviour in the work place. The study resulted that there is a strong relationship between emotional intelligence and employee commitment.

The researcher selected Krishnaveni Carbons Private Limited, Coimbatore as the area of study due to the feasibility and approval of permission to conduct the study in the respective industry. According to Morgan's table the sample size of the study is 144 but from the data collection process a total of 110 samples were identified from the selected industry using simple random sampling method. The researcher used descriptive research method which tries to investigate one or more variables. Interview Schedule and Google

forms were used as the tool for the present study to collect the primary data from the selected sample size. The selected tool composed of three sections which includes Socio - Economic profile, Questions related to Emotional Intelligence and Work Commitment. The researcher obtained ethical clearance from the Institutional Human Ethical Committee by explaining the research design and protocols used in the research study through an application form. The study used both primary and secondary data which was collected using the selected tool from the targeted population as well as from few books, journals and websites. The data collected by the researcher is analysed using the various statistical analysis such as percentage analysis, Chi - Square test, ANOVA and Regression using SPSS version 21. The researcher discussed and interpreted the analysed primary data collected from the targeted population. The findings and conclusions are discussed under the followings headings.

5.3 Findings of the Study

In this study, an attempt has been made to recapitulate the findings of the present study. The collected data is analyzed under different headings such as Socio - Demographic Profile, Professional Profile, Frequency distribution of Work Commitment and Emotional Intelligence, Level of Work Commitment and Emotional Intelligence, Level of Emotional Intelligence factors, Relationship between Work Commitment and Emotional Intelligence, Impact of Emotional Intelligence on Work Commitment, Relationship between Socio - Economic Profile with Work commitment and Emotional Intelligence.

The findings of the study are as follows:

5.3.1 Findings related to Socio Demographic Profile of the Respondents

The study revealed the findings of socio demographic profile of the respondents such as age, gender, marital status, educational attainment, residence are as follows

- Half of the respondents (52%) are between the age group of 21 - 30 years.
- Half of the respondents (53%) are male.
- More than half of the respondents (59%) are married.
- Half of the respondents (53%) have finished their Bachelor's Degree.
- Majority of the respondents (80%) are residing in Urban area.

5.3.2 Findings related to Professional Profile of the Respondents

The study indicates the findings of the professional profile of the respondents which includes employment status, length of service and monthly income are described below.

- From the percentage analysis of employment status in professional profile reveals that more than half of the respondents (57%) are temporary employees'
- From the percentage analysis of employees' length of service reveals that majority (71%) of the employees' are having length of service between 1 - 5 years.
- From the percentage analysis of monthly income of the employees' reveals that majority (81%) of the employees' income ranges between Rs.10000 - Rs.25000 per month

5.3.3 Findings related to Emotional Intelligence Frequency Distribution of the Respondents

The study disclose the findings of the frequency distribution of respondents' Emotional Intelligence which is described as below

Factor 1 - Self Emotional Appraisal:

- Nearly half (43%) of the respondents' have agreed to the statement "I have a good sense of feelings most of the time" under Self Emotional Appraisal factor.
- Nearly half (45%) of the respondents' have strongly agreed to the statement "I have a good understanding of my own emotion" under factor 1.
- Nearly half (42%) of the respondents' have strongly agreed to the statement "I really understand what I feel" under factor 1.
- Nearly half (45%) of the respondents' have strongly agreed to the statement "I always know whether I'm happy or not " under factor 1.

Factor 2 - Others Emotional Appraisal:

- One third (33%) of the respondents' have agreed to the statement "I always know my friends emotion from their behaviour" under this factor.
- More than one third (40%) of the respondents' have agreed to the statement "I'm a good observer of others emotion" under this factor.

- 29% of the respondents' have agreed to the statement "I am sensitive to the feelings and emotions of others" under factor 2.
- Nearly half (44%) of the respondents' have agreed to the statement "I have good understanding of the emotions of people around me" under this factor.

Factor 3 - Use of Emotions:

- More than one third (36%) of the respondents' have agreed to the statement "I always set goals for myself and then try my best to achieve them" under this factor.
- More than one third (36%) of the respondents' have agreed to the statement " I always tell myself I am a competent person" under this factor.
- More than half (55%) of the respondents' have strongly agreed to the statement "I'm a self-motivated person" under this factor.
- Nearly half (43%) of the respondents' have strongly agreed to the statement "I would always encourage myself to try my best" under factor 3.

Factor 4 - Regulation of Emotions:

- 31% of the respondents' have slightly agreed to the statement "I am able to control my temper and handle difficulties rationally" under this factor.
- More than one third (37%) of the respondents' have agreed to the statement "I am quite capable of controlling my own emotions" under this factor.
- 23% of the respondents' have agreed to the statement "I can always calm down quickly when I am very angry" under this factor.
- More than one third (36%) of the respondents' have agreed to the statement "I have good control of my own emotions" under factor 4.

5.3.4 Findings related to Work Commitment Frequency Distribution of the Respondents

The study disclose the findings of the frequency distribution of respondents' Work Commitment which is described as below

- One third (33%) of the respondents' have strongly agreed that they have opportunity for career development in their organisation.
- Nearly half (44%) of the respondents' have strongly agreed that they have opportunity for skill development in their organisation.

- Nearly one third (31%) of the respondents' have agreed to the statement "I'm given leadership position".
- Half (51%) of the respondents' have strongly agreed that they are given suitable training in their organisation.
- Nearly one third (32%) of the respondents' have strongly agreed that their organisation's policy are favourable to them.
- Nearly half (43%) of the respondents' have strongly agreed that they have favourable working condition in the organisation.
- Nearly half (44%) of the respondents' have strongly agreed that they have supportive supervisors in the workplace.
- Half (54%) of the respondents' have strongly agreed that they have co-operative subordinates.
- Nearly half (45%) of the respondents' have strongly agreed that their colleagues/ co-workers are helpful for them in the workplace.
- More than one third (36%) of the respondents' have agreed that they are given attractive salary in their organisation.
- More than one third (38%) of the respondents' have agreed that they have job security in their organisation.
- More than one third of the respondents' have strongly agreed that they have good relationship with their management.
- One third (34%) of the respondents' have agreed that their organisation is rewarding them for their work.
- More than half (56%) of the respondents' have strongly agreed that they are given adequate responsibility.
- Nearly half (47%) of the respondents' have strongly agreed that they are committed to work due to leave benefits given by their organisation.
- About 27% of the respondents' have very strongly agreed that they are committed to work due to their family support.
- Nearly half (41%) of the respondents' have strongly agreed that they are committed to work due to the monetary commitment.
- More than one third (39%) of the respondents' have strongly agreed that they are committed to work due to family obligations.
- More than one third (36%) of the respondents' have agreed that they are committed to work due to the interesting job profile.

- More than half (64%) of the respondents' have strongly agreed that they are committed to work due to favourable working hours.
- About 22% of the respondents' have neither agreed nor disagreed that their work is less stressful.
- Half (53%) of the respondents' have strongly agreed that they are committed due to flexible timing.
- More than half (56%) of the respondents' have strongly agreed that they are committed to work due to convenient travel time.
- About 37% of the respondents' have strongly agreed that they are committed to work due to monetary benefit.

5.3.5 Findings related to the Emotional Intelligence Level of the respondents'

The study revealed the findings of the respondents' Emotional Intelligence level

- The result shows that among 110 respondents' more than half (57%) of the respondents' have moderate level of emotional intelligence.

5.3.6 Findings related to the Work Commitment Level of the respondents'

The study revealed the findings of the respondents' Work Commitment level in the organisation.

- The result indicates that among 110 respondents' half (52%) of the respondents' have moderate work commitment level in the organisation.

5.3.7 Findings related to Factor wise Distribution of Level of Emotional Intelligence of the Respondents

The study disclose the findings of the respondents' emotional intelligence factors level.

- Nearly half (48%) of the respondents' have moderate level in their Self emotion appraisal factor of emotional intelligence.
- More than half (54%) of the respondents' have moderate level in Others' emotional appraisal factor of emotional intelligence.
- Nearly half (49%) Nearly half (48%) of the respondents' have moderate level in their Use of emotion factor of emotional intelligence.

- Half (51%) of the respondents' have moderate level in their Regulation of Emotion factor of emotional intelligence.

5.3.8 Findings related to Chi - Square test for Relationship between Employees' Emotional Intelligence and Work Commitment

The study revealed the findings of the **Chi - Square Test** used for finding the relationship between employees' Emotional Intelligence and work commitment.

- The test resulted that the Pearson Chi - Square p value obtained is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is found to be accepted. Hence, there is a significant relationship between Emotional Intelligence and Work Commitment.

5.3.9 Findings related to Regression Analysis for Impact of Employees' Emotional Intelligence on their Work Commitment

The study revealed the findings of the **Regression Analysis** used for finding the impact of employees' Emotional Intelligence on their work commitment.

The test result shows that the p value of the linear regression obtained is less than 0.05 that is 0.000 which resulted that employees' emotional intelligence impact their work commitment significantly at 1% level. Hence it resulted that the proposed null hypothesis is rejected and alternative hypothesis is accepted where the employees' emotional intelligence has significant impact on their work commitment.

5.3.10 Findings of ANOVA test on Relationship between Socio Economic Profile of the Respondents on their Work Commitment and Emotional Intelligence

The study revealed the findings of the **ANOVA Test** result used for finding the relationship between socio - economic profile of the employees' on their work commitment and emotional intelligence.

The test results shows that p values of ANOVA resulted that among eight different socio - economic profile of the respondents' only gender of the employees' on their work commitment and emotional intelligence is significant at 1% level with p values less than 0.05. And rest of the socio economic variables such as age, marital status, educational

attainment, employment status, length of service, monthly salary and residence has no significant relationship with their Work Commitment and Emotional Intelligence.

5.4 Limitations of the study

- The first and foremost limitation of the study is that the research is done within one organisation which doesn't have much exposure to investigate more into the study.
- The major obstacle that was encountered in this research study was the difficulty in persuading the targeted population to actually take part in the study.
- The data were collected from only one manufacturing industry in Coimbatore District. So, the findings of the research cannot be generalised for all the industries.
- Further limitations of the study is that the research study involved only less number of samples and doesn't represent different sectors of manufacturing industry.

5.5 Suggestions

- Business organisations could adopt emotional quotient programmes to strengthen their ability to bring out the best in employees and create strong working connections. Increased engagement, trust, and integrity enable organisations to create more effective teams, retain top talent, deliver superior customer service, and manage change more successfully.
- Priority must be given to the development of skills including managerial, logical, comprehension, and communication skills which boosts the employees' to be committed to their work.
- Organisations must take initiatives to enhance the emotional quotient of employees so that they may highly committed to their work which may lead to increased productivity as the emotional intelligence influences on their work commitment.
- Organisations should employ Emotional Intelligence Tests when making decisions about hiring, promotions, and staff evaluations. As if many studies revealed that employees with higher emotional intelligence had a higher organisational commitment as well as performance.

5.6 Recommendations

The Recommendations for the present study is listed as follows

- The study doesn't involved any comparison so it is recommended that the future research could focus on comparing people in different organisation even could examine the study between the different departments of same organisation.
- Future research could further examine the impact of emotional intelligence on their work commitment of different cadre of employees and find whether the emotional intelligence influences their work commitment.
- Future research could focus on unorganised sector employees where they could examine their emotional intelligence and its influence on their work commitment.

5.7 Conclusion

Emotional Intelligence gains importance day by day for every human being as it is constant one. Emotional Intelligence in the workplace begins from the inside out with each individual. It involves recognising various aspects of the employees' feelings and emotions and takes time to work on the elements of self awareness, self regulation, motivation, empathy and social skills. Emotional Intelligence plays a vital role Employees' acting with EI generally produce advantages in their career development and provide benefits for the organisation. A workforce made up of emotionally intelligent individuals improves relationship within the teams and helps to generate positive work culture. The study aimed at exploring the Emotional Intelligence and Work Commitment among employees' of manufacturing sector at Krishnaveni Carbons Private Limited Coimbatore. The findings of the study revealed that there is a positive relationship between employees' emotional intelligence and their work commitment. And also it indicates that the employees' emotional intelligence significantly impacting their work commitment as if employees' who are highly emotionally intelligent tend to perform better, have increased work commitment and also highly motivated. The result of the study concluded that the employees are moderately emotionally intelligent with moderate work commitment. From the findings it shows that among socio economic profile only gender of the employees' have positive relationship with both emotional intelligence and work commitment. Hence, it reveals that male and female employees have significant mean difference between them, which indicates that highly emotionally intelligent female employees' are highly committed towards their work. The study concludes that Emotional Intelligence of Employees' significantly influencing their commitment towards work. So, the organisation needs to take new initiatives to improve the emotional intelligence of employees as it influences their performance and work commitment.

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ANNEXURES

ANNEXURE I

INTERVIEW SCHEDULE

A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector

SOCIO DEMOGRAPHIC PROFILE:

1. Age:
2. Gender: M [] F []
3. Marital Status: Single [] Married []
4. Education Attainment:
5. Employment Status: Permanent Employee [] Temporary Employee []
6. Length of service:
7. Monthly Salary:
8. Residence: Urban [] Rural []

QUESTIONS RELATED TO EMOTIONAL INTELLIGENCE OF RESPONDENTS:

The Researcher used Standardised Scale to measure Emotional Intelligence of the Respondents. The adapted Scale is **Wong and Law Emotional Intelligence Scale, WLEIS** for the present study.

Strongly Disagree - 1, Disagree - 2, Slightly Disagree - 3,
Neither Agree Nor Disagree - 4, Slightly Agree - 5, Agree - 6, Strongly Agree - 7

S.No		1	2	3	4	5	6	7
9.	I have a good sense of why I feel certain feelings most of the time.							
10.	I have a good understanding of my own emotions							
11.	I really understand what I feel.							
12.	I always know whether I am happy or not							
13.	I always know my friends emotions from their behaviour.							
14.	I am a good observer of others emotions.							
15.	I am sensitive to the feelings and emotions of others.							
16.	I have good understanding of the emotions of people around me.							
17.	I always set goals for myself and then try my best to achieve them.							
18.	I always tell myself I am a competent person.							
19.	I am a self-motivated person.							
20.	I would always encourage myself to try my							

	best.							
21.	I am able to control my temper and handle difficulties rationally.							
22.	I am quite capable of controlling my own emotions.							
23.	I can always calm down quickly when I am very angry.							
24.	I have good control of my own emotions.							

QUESTIONS RELATED TO WORK COMMITMENT OF RESPONDENTS:

Rate from 7 to 1 (7 -Very Strongly Agree, 6 - Strongly Agree, 5 - Agree, 4 - Neutral, 3 - Disagree, 3 - Strongly Disagree, 1- Very Strongly Disagree)

S. No		7	6	5	4	3	2	1
25.	I have opportunity for career development							
26.	I have opportunity for skill development							
27.	I am given leadership position							
28.	I am given suitable training							
29.	Organisation policy is favourable for me							
30.	I have favourable working condition							
31.	I have supportive supervisors							
32.	I have cooperative subordinates							
33.	My colleagues/ co-workers are helpful							
34.	I am given attractive salary							
35.	I have job security							
36.	I have good relationship with the management							
37.	My work is rewarded							
38.	I am given adequate responsibility							
39.	I'm committed due to suitable leave benefits							
40.	I'm committed due to family support							
41.	I'm committed due to monetary commitment							
42.	I'm committed due to family obligation							
43.	I'm committed due to the interesting job profile							
44.	I'm committed due to favourable working hours							
45.	My work is less stressful							
46.	I'm committed due to flexible timing							
47.	I'm committed due to convenient travel time							
48.	I'm committed due to monetary benefits							

ANNEXURE II

CERTIFICATE OF HUMAN ETHICAL CLEARANCE

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be university under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore- 641043, Tamil Nadu, India

05.01.2023

Chairman

Dr. Sudha Ramalingam
Director – Research and Innovation
Professor- Community Medicine,
PSG Institute of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr. A Thirumani Devi
Professor
Department of Food Science
and Nutrition

Members

Mr. K. Anilmoli (Legal Expert)
Dr. Subashini K. Sripathi
Dr. A Saraswathy (Medical Officer)
Ms. D. Kavitha
Dr. A R Sudamani Ramasamy
Dr. G. Victoria Naomi
Dr. Judith Justin
Dr. Anitha Subash
Dr. K. Sampath Rani

To
Ms. Dharshana. M.
Department of Social Work
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore- 641043

Dear Dharshana,

Ref: Your proposal No. IHEC/22-23/SW-05 entitled "A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector" submitted for approval of IHEC on 21.11.2022.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/22-23/SW-05 entitled "A Study on Emotional Intelligence and Work Commitment among Employees of Manufacturing Sector" submitted by you. The Approval number for the same is AUW/IHEC/SW-22-23/XPD-05.

We wish you all the best in your research endeavours.

Regards

Dr. A Thirumani Devi
Member Secretary



ANNEXURE III

PERMISSION LETTER FROM THE INDUSTRY

KRISHNAVENI CARBON PRODUCTS PRIVATE LIMITED

63/3, Athipalayam Road, Chinnavedampatti, Coimbatore-641 049, INDIA,

Phone: +91 422 710 9966, 266 9966 Fax: +91 422 266 6695

Email: info@krishcarbon.com Web: www.krishcarbon.com

CIN : U00273TZ2003PTC010528 PAN : AACCK0858R GST : 33AACCK0858R1Z4



KRISH CARBON

KCPL/HRD/5014/11/2022

November 18, 2022

Dr.R.Jansi Rani

Head of the Department – Master of Social Work

Avinashilingam Institute for Home Science and Higher Education for Women

Coimbatore – 641 043

Dear Sir,

Sub: Project Work for your MSW Student

Ref: Your letter dated 17.11.2022

With reference to the above subject, we are pleased to accord permission to Ms.Dharshana.M (Reg. No.21PSW004), II year MSW Student of your Institution to do Project in our organization on the following terms and conditions.

1. The permission granted to your student is from 01.02.2023 to 31.03.2023 and no request for extension of period will be entertained.
2. She will not be paid any stipend during her Project Work in our Industry.
3. She has to behave in a disciplined way and she has to maintain the decorum of the office.
4. She has to follow the factory timings.
5. She has to do Project Work at her own risk only.
6. She will not disclose any of Company's secrets consisting technical information including methods, processes, formulae, compositions, systems, techniques, inventions, machines, computer programs and research projects, and business information including customer lists, pricing data, sources of supply, financial data and marketing, production, or merchandising systems or plans".
7. She will not retain copies, notes or abstracts and also return documents and properties of the Company, including drawings, blueprints, reports, manuals, correspondence, customer lists, computer programs, other materials and all copies thereof relating in any way to the Company's business, or in any way obtained by her during the course of her Project Work in the company .
8. She will not undertake or carry on either alone or in partnership or as employed with any competitor or allied company or be interested directly or indirectly in any capacity whatsoever in the business carried on by the company.
9. She will not publish any book or brochure or article or twitting on social net work concerning any matter, which relates to any activity of our company.
10. She will be liable for any loss or damage – direct or indirect – due to any reason whatsoever, that Company name may incur or suffer due to any action or omission on her part.
11. She has to obey the rules and regulations of the company policy.

If this is acceptable, please direct your above student to contact the undersigned in our factory at the above address for further instructions.

Thanking you,

Yours Truly,

For KRISHNAVENI CARBON PRODUCTS PRIVATE LIMITED

DR.G.BALATHANDAYUTHAM

SENIOR MANAGER - HRD & ADMIN