

**Dissertation Project Report  
ON**

**STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE  
AND WORK ATTITUDE AMONG WOMEN PROFESSIONALS**

## **DECLARATION**

To study the relationship between the Emotional Intelligence and Work Attitude among women professionals.

(a) That the work presented for dissertation report is my own, that it has not previously been presented for another assessment and that my debts (for words, data, arguments and ideas) have been appropriately acknowledged.

(b) That the work conforms to the guidelines for presentation and style set out in the relevant documentation.

## **ACKNOWLEDGEMENT**

**As all Good things come to an end.....this too has!**

But only to become first mile stone for a path where the achievable is far in-sight but, in-sight for the guidance and ocean of knowledge provided for, by some individuals without whom this beginning too would have been far from manifest.

Thus I would like to express my sincere gratitude and thanks to all those who have played an indispensable role in the accomplishment of work by providing their willing guidance and helped in successful completion of it.

Finally I would like to express my heartfelt gratitude to the members of the organizations for cooperating with me and helping me in successful completion of project.

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## **ABSTRACT**

This study was designed to examine the relationship between emotional intelligence and work attitude among the women professionals. Emotional Intelligence is the ability to perceive, identify and manage emotions which provides the basis for the kind of social and emotional competencies that are important for success in almost any job. Emotional intelligence can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace. Cherniss (2000) outlines four main reasons why the workplace would be a logical setting for evaluating and improving emotional intelligence competencies: Emotional intelligence competencies are critical for success in most jobs, many adults enter the workforce without the competencies necessary to succeed at work, employers already have the established means and motivation for providing emotional intelligence training, most adults spend the majority of their waking hours at work. Work Attitude refer to the individual's way of feeling, thinking or behaving in their work. Participants were 100 women professionals who were selected randomly . The findings of the study show that there is a significant relation between emotional intelligence and work attitude. The findings also reveal that emotional recognition has highest on work attitude , emotional facilitation has moderate impact and emotional regulation has lowest impact on work attitude of employees.



## **THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WORK ATTITUDE AMONG WOMEN PROFESSIONALS**

### **INTRODUCTION:**

Many companies today are teetering on the edge of disaster. Excessive downsizing has created employees who find themselves overworked, underappreciated and constantly seesawing between exhaustion and fear. Competition in the workplace is fierce and many new recruits feel a need to turn to aggressive tactics to get ahead of their peers or risk falling behind. Business leaders are beginning to realize that such negative emotions among their employees are not healthy for the organization and its prospects for success. Many are seeking ways to turn negative emotions into positive, productive behaviour

By emphasizing emotional intelligence in hiring and in teambuilding and training programs, senior management and human resources professionals can improve decision making, problem solving and the ability to cope with change among employees. Emotionally intelligent organizations maximize potential for business success and increase productivity because people in these organizations share more powerful connections. Organizations today must strive to become more emotionally intelligent. Their success indeed their very survival – depends on it.

Emotional intelligence is a better predictor of “success” than traditional measures of cognitive intelligence (IQ). The workplace is an ideal environment for people to develop their social and emotional skills, as individuals are motivated to develop those capabilities in pursuit of success and promotion. The concept is equally important to employers, as their bottom-line productivity rests on the emotional intelligence of the whole organization. When executives and employees work to improve capabilities in areas in which they are weakest, it benefits the entire organization, improving communication and increasing productivity

The consequences for neglect of emotional intelligence in an organization can be devastating to productivity and bottom-line business results. Breakdowns in internal communication that produce confusion, uncertainty, hostility and reduced productivity are just a few of the factors organizations face if they do not actively pursue a strategy of fostering emotional intelligence in the workplace.

Work attitudes are the feelings we have toward different aspects of the work environment. Job satisfaction and organizational commitment are two key attitudes that are the most relevant to important outcomes. Attitudes create an intention to behave in a certain way and may predict actual behavior under certain conditions. People develop positive attitude as a result of their personality, fit with their environment, stress level they experience, relationship they develop, perceived fairness of their pay, company policies, interpersonal treatment, whether their psychological contract is violated, and the presence of policies addressing worklife conflict. When people have positive attitude they may have the inclination to perform better, display citizens behavior and be absent less often and for shorter periods of time, and they are less likely to quit their jobs within a short period of time. When workplace attitudes are more positive, companies benefit in the form of higher safety and customer service as well higher work performance.

### **THEORITICAL FRAMEWORK:**

The concept of emotional intelligence (EI) was first proposed by Mayer & Salovey (1990) which was then popularized by Goleman: *Why it can matter more than IQ*". Since then, this area has got much attention in the field of leadership, Human resource management and organizational behaviour.

The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and, second, adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other

people. Thorndike classified Intelligence into three types: Abstract Intelligence which is related to verbal concepts, Concrete Intelligence which is related to shapes and matter and thirdly Social Intelligence now termed as Emotional Intelligence. It shows that it is not a new concept.

Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behaviour, and further argued that our models of intelligence would not be complete until we could adequately describe these factors. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence were lacking in ability to fully explain performance outcomes.

The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Emotional Intelligence is the ability to perceive, identify and manage emotions which provides the basis for the kind of social and emotional competencies that are important for success in almost any job (Cherniss, 2000). Emotional intelligence is also said to be the determinant of work quality (House & Aditya, 1997)

The 5 elements of emotional intelligence are (Goleman 1998)

Self Awareness

Self-Management

Motivation

Empathy

## Social skills

High Self Awareness refers to having an accurate understanding of how we behave, how other perceive us, recognize how we respond to others, being sensitive to our attitudes, feelings, emotions, intents and general communication style at any given moment and being able to accurately disclose this awareness to others.

Self Management is the ability to keep an emotional perspective such as be able to relax in pressure situations, calm oneself quickly when angry, communicate feelings effectively and stay calm when become target of anger from others.

Motivation is the ability to challenge emotions to achieve a goal, and to postpone immediate gratification to future gratification. It is about being productive in low interest and low enjoyment activities. It is the ability to persist in the face of frustration and generate initiative without external pressure.

Empathy is the ability to exchange information on a meaningful level adept in skills necessary for organizing groups and building teams negotiating solutions and mediating conflict among others, building consensus and making personal connections.

Social skills is about being aware of other people's feelings and being able to listen to their feelings. It is also about being able to help others deal with their feelings and emotions in a productive ways and assist them in increasing their awareness about their own impact on others.

## **Dimensions of Emotional Intelligence**

Emotional intelligence comprises four abilities, Appraisal and Expression of Emotion (own and others), Use of Emotions and Emotional Management (own and others) (Wong & Law, 2002)

**Appraisal and expression of emotions.** The first factor of EI is the ability to properly determine and express one's own emotions as well as to be sympathetic, appraise and express emotions of others. Every individual's ability varies in precisely identifying, appraising and expressing his own emotions as well as the emotions experienced by others. Some people are attentive of their feelings they experience and can express

their emotions whereas, some people cannot express their feelings and emotions or they are unaware of their emotions (Zhou, George, 2003).

The research indicated that there is a positive relationship between job performance and team members having high EI because they are highly proficient at appraising and regulating their own emotions which results in a higher level of faith in themselves and have power over them which lead them to make realistic actions resulting in high performance and less supervisory interference. But where team members have low EI, they are less proficient at appraising and regulating their emotions, so they have to get assistance from their managers

**Use of emotions.** Another factor includes the ability of the individual to use emotions to aid the cognitive processes. Emotions and cognitions are highly interconnected and EI allows people with the ability to use emotions to aid the effective cognitive processing of information. Emotions can be used to emphasize on important matters like selecting among competing and similar options, increase the flexibility of information processing, and engage in certain kinds of information processing. Therefore, individuals vary not only in awareness, appraisal and expression of emotions but also in their ability to use emotions in collaboration with their cognitive processes to enhance effective functioning. For adjusting in changing situations, emotions play an important role in the effective development of information for the individuals who are high on EI. On the contrary, individuals with low EI cannot effectively use their emotions to aid cognitive processes and may find it difficult to coordinate among how they feel and what are they doing (Zhou, George, 2003).

**Regulation of emotions.** The fourth element of EI is about the regulation of emotions of the people. People not only understand the emotions of others but also make an effort to manage these emotions. Some individuals are much competent in managing emotional management process for themselves as well as for other, as compared to other people. For example, if there occur any breach in quality, it may raise up a negative emotional reaction when the manager tries to determine the reason of the problem i.e. anger. Though the manager, instead of being obsessed with blaming others and seeking revenge, s/he should manage his/her anger to effectively solve the problem. It is significantly important for leaders to manage the emotions of others. Emotional reactions provide a useful insight of where interest should be focused,

whereas unmanaged emotions can hinder the effective information processing. So to avoid this undue hindrance, EI allows managers to not only use emotions but also to manage them effectively (Zhou, George, 2003). *International Online Journal of Educational Sciences*, 2011, 3(1), 30-46

**The management of emotion** enables an individual to join or un-join himself from an emotion in a given situation depending on its utility at that given time. This is apparent in the individual's ability to have control on his immediate reactions and postpone his/her judgment and then to communicate them in a measured and careful manner. The suggestion to 'think and then act', caution to 'count to 10 before replying' and listening practice like 'pause, breathe and relax then respond' are all efforts for managing emotions by conveying your feelings and emotions in a proper way when communicating. Even small children are often taught to "count to 10" before getting mad or to "smile for Grandpa". Delaying instantaneous responses clearly indicates it is an emotional management ability (Zhou, George, 2003).

**Emotional Intelligence is important in the workplace.**

First it is crucial to ensure that employees become more productive and creative and are able to communicate effectively with the members of the society especially their colleagues. Besides, it makes the employees more intelligent and rational. They are able to think wisely before making decisions, understand other's feelings and are able to control their emotions in intense situations. In addition, people are motivated not only by the rational exchange approach, but also by the extent to which they are connected emotionally to their work and by the extent to which its content provides them with experiences such as joy, excitement, surprise and frustration (Ashforth&Humphrey(1995)cited in Carmeli(2003)).

Emotional Intelligence helps to survive in Organization. As Goleman (1998) says, cognitive skills 'get you in door' of a company, but emotional skills help you to thrive once you are hired because emotional intelligence affects just everything you do at work.

Developing Emotional Intelligence helps you to increase personal effectiveness, improve relationships in business and social settings. Besides, they are able to manage their own emotions and can effectively deal with emotions of others and communicate

effectively and positively influence others. It also enables individuals to increase flexibility and effectively deal with conflict change and growth and empower individuals to perform, create teamwork, and boost loyalty and retention in workplace

### **Work attitude**

A job attitude is a set of evaluations of one's job that constitute one's feelings toward, beliefs about, and attachment to one's job. Overall job attitude can be conceptualized in two ways. Either as affective job satisfaction that constitutes a general or global subjective feeling about a job, or as a composite of objective cognitive assessments of specific job facets, such as pay, conditions, opportunities and other aspects of a particular job. Employees evaluate their advancement opportunities by observing their job, their occupation, and their employer.

Work Attitude refer to the individual's way of feeling, thinking or behaving in their work (Carmeli, 2003)

Job Satisfaction is a complex emotional reactions to the job, whether the job able to satisfy his physical and psychological needs (Carmeli 2003). Job Satisfaction is often considered as a proxy for an employee's well being at work.

Career Commitment is the employee's attitude towards his profession or vocation. It refers to the identification with and involvement in one's occupation (Hueller , Wallace, & Price (1992)

Job Involvement is a belief descriptive of the present job and tends to be a function of how much the job can satisfy employees present need (Carmeli 2003)

Affective organizational commitment is the positive feelings of identification with, attachment to and involvement in the work organization. Employees with strong affective commitment remain because they want to.

Continuance Organizational Commitment is the extent to which employees feel committed to their organizations by the virtue or the costs that they feel are associated with leaving (Carmeli ,2003)

Work And Family Conflict is the form of inter-role conflict in which the role pressures from work and family domains are mutually incompatible in some respect..

That is participation in the work is made more difficult by the virtue of the participation in the family role and vice versa(Carmeli 2003).

### **Emotional intelligence and work attitudes**

Emotional Intelligence and Job Satisfaction. Locke (1969, p. 314) defined job satisfaction and dissatisfaction as “complex emotional reactions to the job”. Conceptualizing job satisfaction as “feeling or affective responses to facets of the situation” (Smith et al., 1969, p. 6), suggests that job satisfaction is positively associated with the construct of emotional intelligence. In addition, job satisfaction is often considered as a proxy for an employee’s well being at work (Grandey, 2000). Intelligent Individuals with high emotional intelligence, through the above described set of three conceptually related mental processes, experience continuous positive moods and feelings that generate higher levels of satisfaction and well-being compared to individuals who experience such feelings and moods as disappointment, depression and anger, because they can reach a higher level of general satisfaction and fulfillment.

Emotional intelligence and work commitment: Work commitment is a multidimensional construct that comprises various forms. The multidimensionality of work commitment has been established by researchers who argued that employees develop more than one type of work commitment (Becker, 1960), and that types are in accordance with the employees’ own benefits (Ritzer and Trice, 1969). This approach has been significantly advanced by Morrow (1983, 1993), who was first to attempt mapping theoretically universal forms of work commitment that are relevant to as many employees as possible (Morrow, 1993, p. 160). Morrow advocated concentrating a research effort on five universal forms of work commitment as follows: work ethic endorsement, career commitment, affective organizational commitment, continuance organizational commitment and job involvement.

Emotional intelligence and organizational commitment: The concept of organizational commitment incorporates three distinct constructs: affective, continuance, and normative commitment. Continuance commitment is defined as “the extent to which employees feel committed to their organizations by virtue of the costs that they feel are associated with leaving” (Meyer and Allen, 1984, p. 375). Affective commitment is “positive feelings of identification with, attachment to, and



involvement in the work organization” (Meyer and Allen, 1984, p. 375). Normative commitment refers to “commitment based on a sense of obligation to the organization” (Allen and Meyer, 1996, p. 253). Employees with strong affective commitment remain because they want to; employees with strong continuance commitment remain because they need to; employees with strong normative commitment remain because they feel ought to do so (Allen and Meyer, 1990).

Emotionally intelligent individuals are “optimistic”, a trait that enables them to focus on the resolution, rather than the reasoning (who is at fault). The work in any given organization imposes difficulties that may result in feelings of frustration. Emotionally intelligent individuals would know not to hold the organization responsible for every feeling of frustration (Abraham, 1999), as they are adept at placing themselves in positive affective states, and are able to experience negative affective states that have insignificant destructive consequences (Salovey and Mayer, 1989-1990). This is especially true for senior managers who have to reconcile the feelings of frustration of conflicting interest groups within and outside the organization. This can be done effectively only when they are able to place themselves in a positive state of dysfunctional emotions and use them in adaptive ways to alleviate feelings of frustration. Furthermore, on the fundamental level, people are motivated not only by the rational exchange approach (Vroom, 1964), but also by the extent to which its contents provide them with such experiences as joy, excitement, surprise and frustration (Ashforth and Humphrey, 1995). Thus, emotional intelligence is expected to augment a higher level of affective commitment to the organization, and diminish the level of continuance commitment.

Emotional intelligence and job involvement. Job involvement is “a belief descriptive of the present job and tends to be a function of how much the job can satisfy one’s present needs” (Kanungo, 1982, p. 342). As indicated above, employees do not get involved in the job only for self-rational interest fulfillment; they also get involved in the job because they let their emotions play a role. Becoming highly involved in the job is often sometimes a response to emotional rather than rational needs. Ashforth and Humphrey (1995) cites in Fine’s (1998) work the quotes of a cook discussing the centrality of being emotionally involved in the job. People are social creatures who, through job involvement, fill the need for emotional experience. Managerial work is often complex and challenging and senior managers with a high

emotional intelligence often get extremely involved in challenging experiences and complex situations that may not occur elsewhere.

Emotional Intelligence and Job Performance. In so far as the management of social behavior involves the management of emotions (Hochschild, 1983), EI has the potential to be a strong predictor of performance. Linking EI with performance can provide organizations with a valid alternative for selecting and assessing employees. Many organizational researchers have recently called for more focus on the role of emotions at work. For example, Ashforth and Humphrey (1993) argue that emotions are an integral and inseparable part of organizational life and that more attention should be given to the employees' emotional experience. Emotional intelligence has been cited as a crucial contributor to organizational success (Goleman, 1998; Salovey and Mayor, 1990; Weinberger, 2002) and many organizational behaviorists have responded to the growing significance of emotional intelligence by attempting to identify factors that influence employees' performance at work. Work on emotional labor and management of emotion has highlighted those small, relatively costless changes in organizational context or managerial behaviour that can impact employees' emotional reactions and consequently, their performance (Hochschild, 1983; Huy, 1999). Thus, managers can help improve employee's performance by understanding how emotions influence thoughts and behaviour.

#### **PURPOSE OF THE STUDY:**

The purpose of this study was to investigate and describe the emotional intelligence and its relationship and impact on the work attitude of the employees in the hospitality sector. This study reports the findings through two questionnaires, one on emotional intelligence and the other on work attitude of 100 employees of Hotel ITC Maurya and Hotel Oberoi International.

#### **RESEARCH QUESTIONS:**

*Research Question 1:*

What is emotional intelligence and EI factors?

*Research Question 2:*

What is the work attitude of employees and work attitude factors?

*Research Question 3:*

Is there any relationship between EI and work attitude

*Research Question 4:*

Is there any impact of emotional intelligence on employee's work attitude?

## **CHAPTER-2**

### **REVIEW OF LITERATURE**

Afsheen Fatima, Rabia Imran and Arshad Zaheer Emotional Intelligence And Job Satisfaction Mediated By Transformational Leadership, World applied sciences journal 10(6) 612-620 2010 stated that Job satisfaction is essential to retain and attract qualified employees. Dissatisfied employees are usually emotionally and mentally detached from the organization become less committed and leave the organization frequently. The positive or negative feelings related to job, perception that work is not imposed, emotional response to tasks and physical and social work conditions refer to job satisfaction. There are number of reasons why job satisfaction may be influenced by emotional intelligence. Organizations require interpersonal interactions related to job duties like customer service, reporting to supervisor, co operation and co ordination with peers. It is noted that the process related to emotional intelligence promotes social relationship and affect the experience of emotion and stress at work. Emotionally aware employee can control stress and negative emotions and may also give better performance. If the employee is able to control his emotions and be in a positive emotional state he will be able to show positive attitude towards organization thus making him loyal and more committed to the organization and it reduces the chances for the employee to leave the job. Deborah J Pardee ,Emotional intelligence and job satisfaction among mental health professionals stated the relationship between emotional intelligence and job satisfaction among a population of mental health professionals. Research showed that external factors account for a part of the variance of job satisfaction among mental health professionals, but emotional factors, such as emotional intelligence, have not been thoroughly explored. Due to the high turnover and burnout rates in this field, factors relating to job satisfaction are important to identify.. Male job satisfaction appears to be influenced by the ability to be aware of emotions and manage own emotions, while female job satisfaction appears to be influenced solely by the ability to be aware of emotions. Internal factors do appear to play a role in job satisfaction among this population.

SeyyedHosseinMousavi, Saeed Yarmohammadi, AyoubBaniNosrat, ZabiholahTarasi, The relationship between emotional intelligence and job satisfaction

of physical education teachers ISSN 0976-1233 CODEN (USA): ABRNBW studies the relationship between emotional intelligence as well as its five components and job satisfaction of physical education teachers. It showed that there is a positive relationship between emotional intelligence and job satisfaction and between the components of social skills, empathy, and motivation and job satisfaction at level. It shows that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs. Vahid Soleiman Yahyazadeh-Jeloudar<sup>1</sup>, Fatemeh Lotfi-Goodarzi, teachers emotional intelligence and its relationship with job satisfaction Vol.1, No.1 January 2012 analyzed teachers' emotional intelligence and their job satisfaction in secondary schools in Iran. The teachers' emotional intelligence is important for their job satisfaction. It helps examining the differences between levels of teachers' emotional intelligence based on their job satisfaction with six major factors: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment), and possible differences between the levels of teachers' emotional intelligence and their different academic groups. Employees with high EI respond more effectively to workplace stress and to the emotional cues of co-workers. These emotionally intelligent behaviors positively affect job satisfaction (Dong & Howard, [7]) and with the exception of salary and benefit of teachers' job satisfaction factors were related to the teachers' emotional intelligence.

Muhammad Masroor Alam, The Relationships Between the Emotional Intelligence and Job Satisfaction: Empirical Findings From Higher Education Institution in Malaysia, Journal of Management and Social Sciences Vol. 5, No. 2, (Fall 2009) 124-139 has focused on emotional intelligence to cope of the ability of people to know their emotions and understand others emotions to cope with environmental demands and pressures. EI has positive effect on job satisfaction of employees at university. Madiha Sahdat, Syed Imran Sajjad, Muhammad Umar Farooq and Kashif ur Rehman, Emotional Intelligence and Organizational Productivity: A Conceptual Study, World Applied Sciences Journal 15 (6): 821-825, 2011 ISSN 1818-4952 stated the impact of emotional intelligence on job satisfaction and productivity. If the employees know their own emotion and they are able to manage them, they work more efficiently and productively. Employees also recognize and appreciate others

colleagues emotion as well. Emotionally intelligent people get more satisfaction from their jobs. Other factor that affects job satisfaction and productivity is relations between management and employees Emotional intelligence is positively correlated with the job satisfaction and productivity. Successful relationship between high administration helps in increasing employee's performance and organization productivity. Results also showed that job satisfaction and positive feeling increase desired expansion. There is a need to develop emotional Intelligence competencies in persons to improve administrative performance and practices.

Gill andip, SMyedFarhat Ali, Gupta Barkha, DubeyGodulika and Lad Kamna Emotional Intelligence as a Forecaster of Job Satisfaction amongst theFaculty of Professional Institutes of Central Indian City, Indore, ISCA Journal of Management Sciences, ISCA J. Management Sci.Vol. 1(1), 37-43, August (2012),stated that Emotional intelligence and job satisfaction are two concepts of high interest in the modern work environment. They serve as a competitive advantage in personal and organizational life. The education system or the teaching profession is one of those within which, the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurrent human communication that exists among them. It has been found that lower job satisfaction leads to lower productivity, higher absenteeism, poor judgment, defensive behaviour, hostility, reduction in creativity, and job turnover. Study helped to determine the relationship between faculty members' Ei and their job satisfaction among the professional institutes of Central Indian City Indore, M.P. The results showed that there is no significant relationship between faculty member's emotional intelligence and their job satisfaction. It also showed that there was a significant impact of Self-Emotion Appraisal (SEA) and Other Emotion Appraisal (OEA) on job satisfaction. Impact of Use and Regulation of Emotions on job satisfaction was found to be insignificant. AbdulazimGhoniem, Sayed ElKhouly, Ghada Mohsen and Mohammed Ibrahim,Impact of Emotional Intelligence and Gender on Job Satisfaction among Egyptian Government Sector Employees, Current Research Journal of Social Sciences 3(1): 22-27, 2011 ISSN: 2041-3246 stated that EI and gender can predict job satisfaction. People with high EI are more satisfied with their jobs . Gender has no influence on job satisfaction, and emotional intelligence and gender interact to have influence on job satisfaction. In the government sector which critical success, routine work and complexity of work

environment are existing. It could consider it as a motive to enable training on emotional intelligence to enhance the job performance and job satisfaction that lead to increasing employee's productivity and success

Chris Brown , Roberta George-Curran, Marian L. Smith, The Role of Emotional Intelligence in the Career Commitment and Decision-Making Proces JOURNAL OF CAREER ASSESSMENT, Vol. 11 No. 4, November 2003 379–392 stated that emotional intelligence as measured by the Empathy, Utilization of Feelings, Handling Relationships, and Self-Control factors is positively related to career decision-making self-efficacy and that the Utilization of Feelings and Self-Control factors were inversely related to vocational exploration and commitment. However, it failed to reveal sex as a moderator of the relationship between emotional intelligence and the career variables under investigation. Neerpal Rathi and Renu Rastogi, Assessing the Relationship between Emotional Intelligence, Occupational Self-Efficacy and Organizational Commitment, Journal of the Indian Academy of Applied Psychology October 2009, Vol. 35, Special Issue, 93-102 stated that EI significantly predicts occupational self-efficacy in such a way that employees with a high level of EI have a high level of occupational self efficacy. Reason for this association may be that persons with high EI are more expert in appraising and controlling their emotions, as a result, they experience more confidence and control over the tasks they performed, which in turn enhance their efficacy beliefs. Besides this, employees with higher EI are more aware of themselves in terms of their abilities and limitations that also contribute in determining their self-efficacy level. There is a positive relationship between EI and organizational commitment. The positive association between EI and organizational commitment might be due to the fact that employees with high EI are better able to recognize, manage, and use their emotions than employees with low levels of EI. Further, they use this ability to progress and eliminate the obstacles they face in their career. It is commonly believed that individuals with a high level of EI are better employees. Emotionally intelligent employees show high level of occupational self-efficacy. and commitment to their organizations. Therefore, it is assumed that selecting employees who have high EI may have a positive impact on the extent to which an organization succeeds in retaining its most critical asset i.e., its workforce. Research has also shown that emotionally intelligent employees develop

emotional attachment to their organizations and are more committed to their organization (Carmeli, 2003).

Hosseinzadeh, MasoudYousefzadeh, Habib Allah Mashaikhi , The Relationship between Emotional Intelligence and Employee's Organizational Commitment Welfare Organization in the West Province of Mazandran in the 2010- 2011 American Journal of Scientific Research ISSN 2301-2005 Issue 63(2012), pp. 148-152 stated there exists a positive and significant relationship between the emotional intelligence and the organizational commitment of the employees of the welfare organization of the Mazandaran province and the variable of the (Adjustment, inter individual skills and the stress control) are the appropriate predictors for the organizational commitment of the employees. AshkanKhalili, Examining the Relevance of Emotional Intelligence and Organizational Commitment among Employees of Small and Medium Enterprise in Private Sector, International Journal of Business and Management Vol. 6, No. 12; December 2011 states that that emotional intelligence and organizational commitment are correlated for employees in small and medium enterprise in private sector in Iran. Emotional intelligence is significant as it is related to satisfaction, performance, and retention (Law et al., 2004) while organizational commitment is allied with whether and for what reason individuals stay with a firm (Meyer & Allen, 1997).It shows that there is a significant influence of an overall emotional intelligence on organizational commitment, and employees who have more emotional intelligence are more committed to the organization, hence, emotional intelligence is one of the most important factors that must be measured within organizations especially when firms need to evaluate strengths and weaknesses of workforce in response to change. It also states that individuals with higher level of self management and social awareness are more committed rather than employees with lower levels in these two competencies. Therefore, who are within human resource department must explore the possibility of providing training on these aspects of emotional intelligence. Indeed training employees to have higher level of, “emotional self-control”, “transparency”, “adaptability”, “achievement”, “initiative” and “optimism” (Goleman, 2001) result in much higher level of self management. On the other hand, training employees on “empathy”, “organizational awareness” and “service” (Goleman, 2001) assist them to reach higher level of social awareness.



SukumarakurupKrishnakumar, The Role Of Emotional Intelligence And Job Emotional Requirements In The Job Attitudes And Behaviour stated that this research argues that EI may be an important determinant of employee job satisfaction .It indicated that EI did not have any effect on job satisfaction, turnover intention, and job performance.

Abraham Carmeli in his research paper, The relationship between emotional intelligence and work attitudes, behaviour and outcomes, Journal of Managerial Psychology Vol. 18 No. 8, 2003 stated that managerial skills in general, and emotional intelligence in particular, plays a significant role in the success of senior managers in the workplace. Emotional intelligence supports positive work attitudes, altruistic behaviour and work outcomes, and moderates the effect of work-family conflict on career commitment and not the effect on job satisfaction. EvlynAkBenik , A Case Study On Relationship Between EI And Work Attitude Of Primary School Teachers In Bau, Sarawak stated that emotional intelligence plays a significant role as we globalize. It is important to have high level of EI to function effectively in the organization and society. The study helped in identifying the relationship between EI and work attitude and the results showed that there exist a positive relation between the two.

Samuel O. Salami, Relationships of Emotional Intelligence and Self-Efficacy to Work Attitudes Among Secondary School Teachers in Southwestern Nigeria, stated that the study was to investigate the relationships of emotional intelligence and self-efficacy to work attitudes of secondary school teachers in southwestern Nigeria. It showed that emotional intelligence and self-efficacy had significant relationships with work attitudes. But, age, sex and work experience do not have significant relationship. Results showed that teachers with high EI and high self efficacy show more commitment to organization and career. It revealed that emotional intelligence was negatively and significantly related to work-family conflict. This result is consistent with the work of Carmeli (2003) who found that emotionally intelligent managers had lower work-family conflicts because they were able to control such conflicts. Teachers with high emotional intelligence were able to balance work and family programmes such that they are able to attain a healthy midpoint. Similarly, self-efficacy was not positively related to work-family conflicts. RohanaNgah, KamaruzamanJusoff, Zanariah Abdul Rahman , Emotional Intelligence of Malaysian

Academia towards Work Performance, Journal of international educational studies vol 2 no.2 may 2009 conducted a research to find the relation between emotional intelligence of university staff to work attitude. Beside the experiences, knowledge and skills, emotion play an important role in enabling individual to produce and perform the best. Emotions play a critical role in motivating, persuading, communicating, leading and controlling individuals and groups. The role of EI in employees' work attitude has not been studied in depth especially in higher institutions which focus EI on students and their academic performances. EI is positively related to work-attitude. Appraisal and expression of emotion are moderately correlated to job performance and job satisfaction.

JaeMin Cha, SeungHyun Kim, Ronald F. Cichy, Job Satisfaction, Organizational Commitment, and Contextual Performance: Examining Effects of Work Status and Emotional Intelligence among Private Club Staff Members, states the effects of work status (part-time vs full-time) and emotional intelligence (high EI vs low EI-groups) on job satisfaction, organizational commitment, and contextual performance. It showed that there were no statistically significant differences between part-time and full-time staff members with regard to job satisfaction, organizational commitment, and contextual performance. On the other hand, multivariate effects for emotional intelligence and work status  $\times$  emotional intelligence interaction were statistically significant, respectively. Practical implications for the private club industry are also provided in terms of hiring and training procedures. Panagiotis Trivellas, Vassilis Gerogiannis and Sofia Svarna, The impact of Emotional Intelligence on job outcomes and turnover intention in Health Care, stated the impact of EI upon job outcomes, such as organizational commitment, job satisfaction and turnover intention. Past literature has proven significant relationships between EI and these outcomes (Sy, Tram and O'Hara, 2006; Chiva and Alegre, 2008; Guleryuz, G\_ney, Aydın, and Asan, 2008; Chena, Chuc, Wange and Linf, 2008; Wong and Law, 2002; EI has significant and positive relationship with JS and significant and negative relationship with turnover intention. That means that nurses having a higher degree of EI are more satisfied with their work and also had a lower intention to leave their jobs. However, EI was not found to have any significant relationship with neither of the two dimensions of OC. Guleryuz et al. (2008) found out the relations among emotional intelligence, job satisfaction and organizational commitment of nurses and also the

mediating impact of job satisfaction between emotional intelligence and organizational commitment. Their study found out that job satisfaction as a mediator between emotional intelligence and organizational commitment while OC had a direct, significant and positive relationship with EI, contrary to the present study that has not resulted in such a relationship. Findings indicate strong relationships between EI and TI as well as between EI and JS, while OC was not found to be related with any of the above variables.

DR.J.Venkatesh; MR.D.Balaji, Emotional Intelligence Develops Organizational Learning Capabilities, Zenith International Journal of Business Economics & Management Research Vol.2 Issue 3, March 2012, ISSN 2249 8826 stated that although the concept of EI is based on extensive research evidence, the organizational applications of EI “tend to be based on derivative arguments and largely anecdotal descriptions” (Dulwich and Higgs, 2000, p. 231).. EI is becoming one of the most important individual competencies for organizations, and has been theoretically related to organizational performance and to individual variables like organizational commitment. Research showed that OLC plays a significant role in determining the effects of EI on organizational commitment. EI should thus be conceptualized as a fit between person and environment; a purely individual attribute does not seem to make sense. The role of OLC can be explained by the fact that emotionally intelligent individuals tend to work in conditions that propitiate their emotional and social abilities (teamwork, risk taking, dialogue, participation, etc.), and consequently they are likely to have higher levels of organizational commitment.

Jahanvash Karim, Robert Weisz, Emotions At Work : THE Role Of Emotional Intelligence And Emotional Labour In Predicting Work-Family Conflict, Psychological Distress And Life Satisfaction stated that study was to examine the relationships amongst emotional intelligence, emotional labour, work-family conflict, satisfaction with life, and psychological distress among a sample of employees working in three public sector organizations in Pakistan. EI is a vital characteristic that enables an individual to appropriately match the EL strategy to the situation (Feldman, Barrett, & Gross, 2001). Further, EI enables people to deep act more that is, to understand people, be empathetic to their circumstances, and internalizes their feelings EI appears to be a reliable predictor of both life satisfaction and psychological distress. The obtained results were in line with previous studies, where EI was a strong correlate of

satisfaction with life. It also suggested that the degree of EL undertaken by employees may have negative implications for their psychological well-being that extend beyond their work domain. DA was significantly related to WFC. This suggests that employees are more often preoccupied with their roles at work (due to DA) that they lose track of when they are acting (at work) and when they are off the job (at home). Individuals with high levels of life satisfaction reported lower levels of psychological distress. This finding is in line with previous research that documented the negative relationship between the satisfaction with life and psychological distress (Haranin et al). D.I. Akintayo, Influence Of Emotional Intelligence On Work-Family Role Conflict Management And Reduction In Withdrawal Intentions Of Workers In Private Organizations, International Business & Economics Research Journal – December 2010 Volume 9, Number 12 showed that emotional intelligence has significantly influenced work-family role conflict and withdrawal intentions. There was no significant gender difference in work-family role conflict and withdrawal intentions from organizations as moderated by emotional intelligence with a peculiar pattern in service and manufacturing organizations. Thus, effective management of work-family role conflict and withdrawal intentions from organizations among the workers is consequent to emotional intelligence and other organizational variables, such as job satisfaction, improved working conditions, work strain, and work load. Also, retention of workers for effective centralization and coordination of the task structure of an organization, with implications on goal achievement, requires high emotional-oriented task performance vis-à-vis reduction of work-family role conflict in work organizations.

K. Mohamadkhani and M. NasiriLalardi, Emotional Intelligence and Organizational Commitment between the Hotel Staff in Tehran, Iran, American Journal of Business and Management Vol. 1, No. 2, 2012, 54-59 stated that emotional awareness and maintaining membership component is positively related . It also stated that hotel staffs who recognize their own feelings, emotions and excitements are more willing to maintain and keep their job and feel happier as they work with the organization .Emotional self management and putting efforts as a member are negatively related which shows that the hotel staffs who are able to control their feelings and excitements as a member do not put that much of effort to promote the organizational goals and there is no relationship between social awareness, social

relation management group and organizational commitment components.. The research however shows that there is a high correlation between emotional intelligence and organizational commitment. This signifies that it is possible to increase the organizational commitment of the employees through their emotional intelligence. AshkanKhalili, Examining the Relevance of Emotional Intelligence and Organizational Commitment among Employees of Small and Medium Enterprise in Private Sector International Journal of Business and Management Vol. 6, No. 12; December 2011, stated that there is a significant relationship between emotional intelligence as an overall construct and organizational commitment. Strong and positive influence of self management and social awareness as two competencies of emotional intelligence on employees' obligation to the organization is found. Meanwhile, positive but not significant impact of self awareness and relationship management as two abilities of emotional intelligence on employees' organizational commitment is educated. Therefore, due to lack of financial resources and support for private sector organizations in Iran, the results have a great implication for SMEs in private sector to prevent from wasting their financial resources by hiring individuals who are more emotionally intelligence that would result in higher level of organizational commitment..

## **CHAPTER-3**

### **RESEARCH METHODS AND PROCEDURES**

#### **OBJECTIVE OF THE STUDY:**

To study the relationship between Emotional Intelligence and Work Attitude

To study the impact of emotional intelligence on work attitude

To find out the most critical factor that has impact on work attitude

#### **RESEARCH METHODS:**

The sample is 100 women professionals of Hotel Industry. The methods used for distribution and collection of the survey are discussed. Statistical treatments of the survey data are outlined.

The participants of the survey were the employees from different departments. The survey was conducted among the women professionals. The survey was conducted on 100 females from ITC Maurya.

The employees were given both the “Emotional Intelligence” and “Work Attitude” questionnaires to fill. The research method used in this survey is thus a structured and standardized questionnaire.

#### *Hypothesis:*

H0: There is no relationship between EI and Work attitude

H0: Emotional Intelligence do not have impact on work attitude of employees

H1: There is a relationship between EI and Work attitude

H1: Emotional Intelligence have an impact on work attitude of the employees

## **RESEARCH DESIGN:**

The research undertaken is strictly descriptive and qualitative and purposive in nature. The research methodology chosen for this study is '**Descriptive Research**'. A research was carried out to find the relationship and impact of emotional intelligence on work attitude which includes job satisfaction, job involvement, organizational commitment and work and family conflict of the women professionals.

## **RESEARCH QUESTIONS:**

The procedures described in this chapter were devised to answer each of the following research questions.

*Research Question 1:*

What is emotional intelligence and emotional intelligence factors?

*Research Question 2:*

What are the work attitude factors?

*Research Question 3:*

Is there any relationship between EI and Work Attitude

*Research Question 4 :*

Is there any impact of emotional intelligence on employee's work attitude?

## **PARTICIPANTS:**

Participants refer to the entire group of people who are concerned with the cause of the study. It is often impossible to reach out to every member in the Organization because of which only certain measurable number is considered.

In the research, the population consisted of women professionals employed at ITC Maurya. Questionnaires ( Emotional Intelligence and work attitude) were distributed to different departments of and employees were selected on random basis.

The research method used in this survey is thus a standardized questionnaire and a structured questionnaire. It was assumed that the respondents were willing to openly

reveal attitudes and responses which from their perspectives represented the best answers to the survey questions.

#### **DATA COLLECTION:**

The Data for this research project has been collected both by Primary and Secondary sources. Journals and research papers were used as secondary source. And As a Primary source the survey was conducted with the help of a questionnaire and the questionnaire was filled by the users across various departments of the hotel who were selected randomly.

#### **SAMPLING TECHNIQUE:**

Owing to the qualitative nature of the study, a large sample of people was completely out of consideration right at the onset of this research. Hence a convenience sampling model is incorporated.

#### **INSTRUMENTS USED:**

The instrument used in the research was a 'structured questionnaire' and standardized questionnaire. A questionnaire in general terms includes those techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order.

The individual questions were framed and past research in the field were considered. So the emotional intelligence questionnaire consisted of 20 questions and the items were divided into 3 variables. The variables used to measure Emotional intelligence are Emotional facilitation, emotional regulation and emotional recognition. The Work attitude questionnaire consisted of 20 questions which were divided into 4 variables. The variables used to measure work attitude are job satisfaction, job involvement, organizational commitment and work and family conflict. These factors were to be marked on rating or scale questions to collect opinion and behavior data. The scale used is five point **Likert scale**. After the questionnaire was framed it was verified by faculty guide.



## **PILOT STUDY:**

The pilot study was done on 20 employees (women professionals) of the company randomly selected from different departments.

### **Scale: ALL VARIABLES**

**(Table 3.1) Case Processing Summary**

	N	%
Cases Valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### **Reliability Statistics**

**(Table 3.2)**

Cronbach's Alpha	N of Items
.792	20

The result of reliability was that this test gets a score of 0.792 in the Cronbach's alpha as its value and thus being greater than 0.5 is reliable to be carried forward with a greater number of employee sample.

## DATA ANALYSIS:

The processing and the analysis of the data were conducted with the help of applying SPSS. Factor Analysis Mean and correlation and regression test was conducted for the analysis and interpretation of the data that we had got.

Correlation:

**(Table 3.5)Correlations**

		Workattitude	Emotionalrecognition
Workattitude	Pearson Correlation	1	.407**
	Sig. (2-tailed)		.000
	N	100	100
Emotionalrecognition	Pearson Correlation	.407**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Interpretation:** The value of the Pearson correlation coefficient is .407 . This implies that there is which is low degree of correlation between the two variables emotional recognition and work attitude .

**(Table 3.6)Correlations**

		Workattitude	Emotionalfacilitation
Work attitude	Pearson Correlation	1	.688**
	Sig. (2-tailed)		.000
	N	100	100
Emotional facilitation	Pearson Correlation	.688**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The value of the Pearson correlation coefficient is .688 . This implies that there is which is moderate degree of correlation between the two variables emotional facilitation and work attitude.

**( Table 3.7)Correlations**

		workattitude	emotionalregulation
Work attitude	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	100	100
Emotional regulation	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	100	100

**( Table 3.7)Correlations**

		workattitude	emotionalregulatio n
Work attitude	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	100	100
Emotional regulation	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The value of the Pearson correlation coefficient is .790 . This implies that there is which is high degree of correlation between the two variables emotional recognition and work attitude

**Regression:**

**Model Summary (Table 3.8)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842 <sup>a</sup>	.708	.699	.29644

a. Predictors: (Constant), emotional regulation, emotional recognition, emotional facilitation

**(Table 3.9) ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.480	3	6.827	77.684	.000 <sup>a</sup>
	Residual	8.436	96	.088		
	Total	28.916	99			

b. Dependent Variable: workattitude

**(Table 3.10)Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.086	.242		.354	.724
	Emotionalrecognition	.129	.063	.121	2.046	.044
	Emotionalfacilitation	.308	.066	.323	4.670	.000
	Emotionalregulation	.490	.063	.553	7.787	.000

a. Dependent Variable: workattitude

Interpretation: The value of r square is .708 . This implies that our research represents 70.8% of the model. The value of beta for emotional recognition is .129 which implies that 1% increase in independent variable emotional recognition leads to 12.9 % change in dependant variable i.e work attitude, 1% change in emotional facilitation leads to 30.8% change in work attitude , and 1% change in emotional regulation leads to 49% change in work attitude.

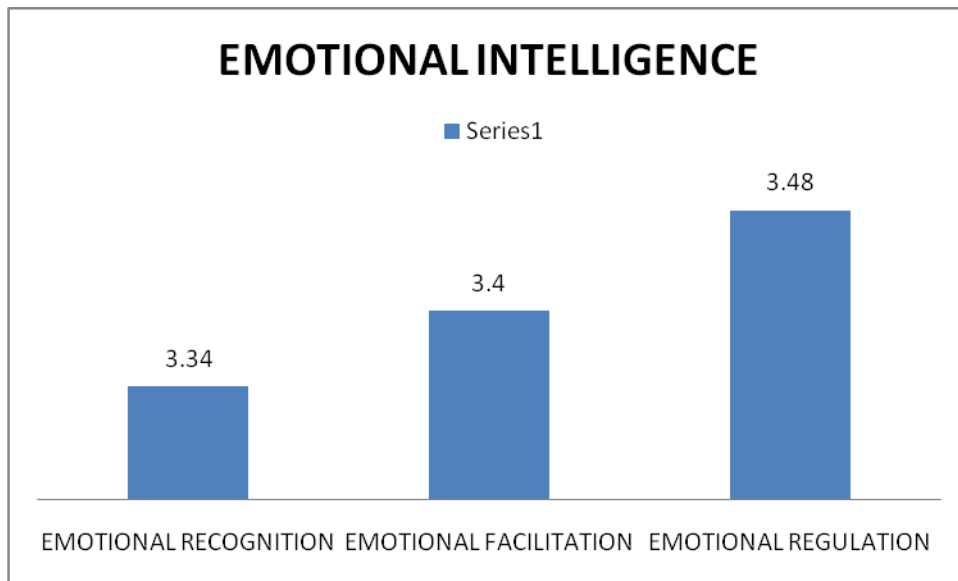


Fig 3.1: The level of emotional regulation, emotional facilitation, and emotional recognition among professionals. Emotional Regulation is the most critical factor.

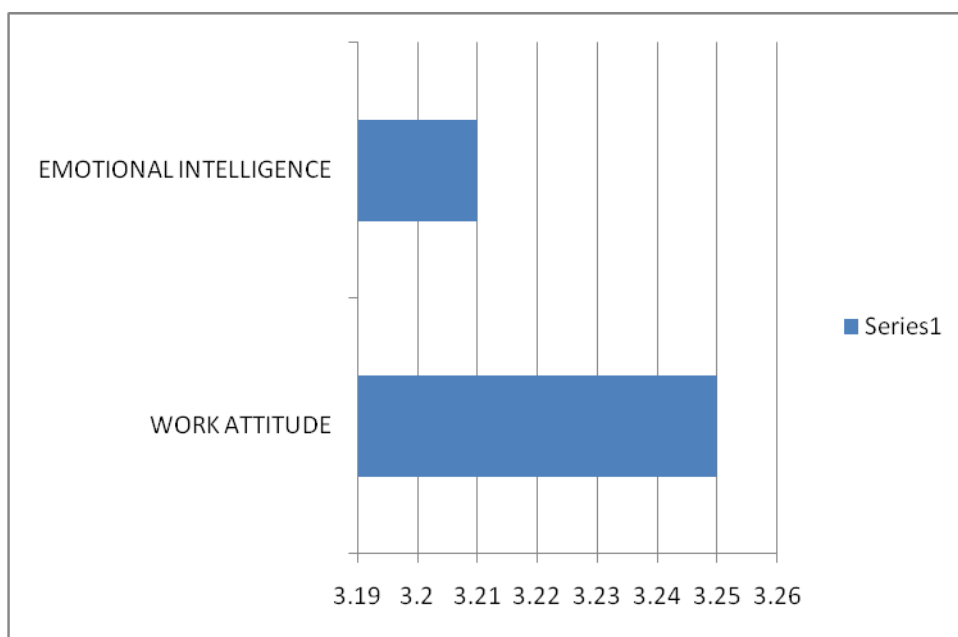


Fig 3.2: Work attitude and emotional intelligence.

## **CHAPTER4**

### **DATA ANALYSIS AND FINDINGS**

#### **RESULTS OF RESEARCH QUESTIONS:**

The results show that there is relationship between emotional intelligence and work attitude. Among the three factors correlated emotional regulation has the highest impact on work attitude, emotional facilitation has moderate impact on work attitude and emotional recognition has lowest impact on work attitude. This implies that if a person is emotionally intelligent he feels satisfied with the job, is involved more in the job, is committed towards organization and is able to make a balance between organization and family work.

#### **SUMMARY OF FINDINGS:**

EI has been found to be an important predictor of various enviable organizational outcomes, such as job performance, job satisfaction, and organizational commitment. Individuals with high emotional intelligence, experience continuous positive moods and feelings that generate higher levels of satisfaction and well-being . Emotionally intelligent individuals are optimistic, a trait that enables them to focus on the resolution, rather than the reasoning (who is at fault). Employees do not get involved in the job only for self-rational interest fulfillment; they also get involved in the job because they let their emotions play a role. Becoming highly involved in the job is oftentimes a response to emotional rather than rational needs. Emotional intelligent individuals are able to manage the work and family together

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **SUMMARY OF FINDINGS:**

Through this study we tried to find whether Emotional Intelligence has an impact on work attitude. We found that there is a impact of emotional intelligence on work attitude. There is a positive relationship between EI and work attitude. We further analyzed that among the three variables of emotional intelligence, emotional regulation has the highest impact on work attitude, emotional recognition has lowest impact on work attitude and emotional facilitation has moderate impact on work attitude.

#### **DISCUSSION OF RESEARCH QUESTIONS:**

The question stated that there is no relationship between two variables emotional intelligence and work attitude. By applying correlation we concluded that the null hypothesis was rejected which shows that there is an impact of emotional intelligence (emotional regulation, facilitation and recognition) on work attitude and there is a relationship between two variables.

#### **RECOMMENDATIONS:**

It is recommended that the organization include some programs in order to enhance emotional intelligence based on their job satisfaction, job involvement, organization commitment and work and family conflict. Such programs will assist them in developing better a management of their work.

EI seminars, training education programs should provide clear instructions for employees to increase their understanding and knowledge of emotional intelligence, methods. These programs must be employed to teach about how to control,



recognize, facilitate their emotions and their jobs. It is suggested that this study be replicated with other variables .

### **LIMITATIONS:**

The present study was limited by the following:

1. The was confined to an analysis of the employees of only 1 company.
2. One survey instruments was self prepared and was not standardized.
3. The survey instruments contained selected lists of questions and therefore some important factors may have been missed out.
4. The employee may have answered questions in hurry.
5. Employee might have the fear of going with his true feelings.
6. Employee might have been influenced.
7. The conclusions based on the results of the study were dependent on the views expressed by those who choose to respond to the survey. It was assumed that the respondents were willing present study to openly reveal attitudes and responses which, from their perspectives, represented the best answers to the survey questions.
8. Employees might have copied the answers of their colleagues.
9. The survey was conducted only on 100females and so it cannot be said that the analysis will be the same when both the genders are included.

### **IMPLICATION OF FURTHER RESEARCH:**

A further study could be conducted to overcome the limitations of time and sample size of the research. The research could be conducted in more than one organization which would help us in generalizing the results. Wide research can be conducted with more variables.

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## APPENDIX

Dear Employee:

The questionnaire aims at assessing the relationship between emotional intelligence and work attitude.. This survey is purely conducted for academic purpose The responses to this questionnaire will be kept strictly confidential.

Note: Give your response to the questions by putting a tick mark (√)in the appropriate column.

Abbreviation used: SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree.

**PART-I:-** Please respond to each question by checking the box that matches your perception best .Remember there is no right or wrong answer(Questions measuring Emotional Intelligence)

SL.NO	Statements	SD	D	N	A	SA
1.	I can recognize others' feelings and moods even when I don't know them well.					
2.	If I have to do something I don't like, I try to change my mind and enjoy it.					
3.	I can control my emotions well.					
4.	When I feel empty after completing a task, I try to cheer up and be ready for the next event.					
5.	I recognize others' feelings through voices, tones, or facial expressions.					
6.	I can change my moods when I feel depressed.					
7.	I can label emotions of self and others					

8.	I have my own way to cheer up when I feel down.					
9.	When I don't feel like doing my work, I try my best to overcome my feelings					
10.	I know how to calm down anger.					
11.	. If I hear good news about my colleague, I like to celebrate together					
12.	I can change my emotions according to the situation.					
13.	I try to forget bad things quickly					
14.	I understand the emotions and feelings expressed in pictures or music					
15.	I understand that there are complicated and delicate feelings and emotions.					
16	I don't lose hope even when things don't go well.					
17	I can perceive my emotions to do things in order.					
18	When I feel afraid or something, I don't avoid but encounter it.					
19	I understand that a person can love and hate someone at the same time					
20	I can console and comfort others effectively					

**PART-II:-**Please respond to each question by checking the box that matches your perception best .Remember there is no right or wrong answer(Questions measuring work attitude)

SL.NO	Statements	SD	D	N	A	SA
1.	I find my job important and meaningful					
2.	I feel my job allows my development					
3.	I come to work eagerly					
4.	I try to learn new things regarding my job					
5.	I think my job is suitable for my skills					
6.	I am very much involved personally in my job					
7.	Most of my interests are centered around my job					
8.	I have very strong ties with my present job which would be very difficult to break					
9.	Usually I feel detached from my job					
10	Most of my personal life goals are job-oriented.					
11	I would be very happy to spend the rest of my career with this organization					
12	I really feel as if this organization's problems are my own					
13	This organization has a great deal of personal meaning to me					
14	Right now, staying with my organization is a matter of necessity as much as desire					

15	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization					
16	The time I spend on family responsibilities often interferes with my work responsibilities					
17	The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career					
18	I have to miss work activities due to the amount of time I must spend on family responsibilities					
19	I am often so emotionally drained when I get home from work that it prevents me from contributing to my family					
20	Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy					