A Comprehensive Study of Emotional Intelligence Practice for an Effective Organization

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ABSTRACT
Purpose: Emotional intelligence (EQ) is more important than one’s intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people’s signals or cognition and react appropriately to them. The purpose of this study was to observe factors of emotional intelligence that influence effectiveness of the organization in a product based company located in the north India.
Design: The research questions and hypotheses were developed on review of the literature. The research was carried out on 150 employees of a product based company in North India.
Findings: The results of this study will provide impact of emotional intelligence practices for an effective organization. This research paper will provide ideas about following points like emotional intelligence has an impact on individual employee performance as well as on organizational effectiveness. The findings of this research proved that emotional intelligence improves with age, education and experience. The awareness of emotions has a greater impact on employee performance.
Managerial Implications: With the help of strong emotional intelligence employee can develop skills required to better understand, empathize and negotiate with other people particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers. An emotionally balanced employee can contribute significantly to achieving positive outcomes & organizational goal. Thus, the emotional concept should be at the major working platform for an effective organization.
Future scope: This study should be repeated on a regular basis, or after major changes in the Organizational structure for an effective Organization.
Limitations: The research was carried out only on 150 employees.

Keywords: Emotions, Intelligence, Job satisfaction, EQ, IQ, Organizational performance, Human Resource performance and Job performance.

II. LITERATURE REVIEW

Rahim, Hussain, Saddam (2010): has investigated the effect of demographic factors like Age, Education, Job tenure, Gender and Marital Status on the level of...
Emotional Intelligence which leads to organizational performance among male and female employees. Research has shown that the female segment is more emotionally intelligent than their male employees in bank sector and there is inverse relationship between the age of the male and female employees and EI. With increase in education level, EI has also improvement in its level. Satisfaction level of employees is also a good determinant of their performance.

**Deepa, R. (2009):** Emotional intelligence (EI), which is an ability to manage one’s own and others’ emotions appropriately, has caught the attention of researchers in recent times. It has a significant impact on the personal and professional success of individuals. It has been empirically proven that EI impacts the performance and well-being characteristics of individuals and teams, and facilitates organizational effectiveness and competitive advantage. This paper consolidates the research activities on EI in four areas namely Conceptualization, measurement, Impact, and development, and concludes with directions for future research for adapting this concept to Indian Context.

**Peter Taylor (2009):** Emotional intelligence is the ability to perceive one's emotions and to effectively manage one's behaviours in emotionally charged situations. It is also the ability to factor in the emotions of others as one interacts with them. In this article the author has provided tips and techniques for applying emotional intelligence to various scenarios. All of these techniques have application in negotiations and supplier development. They are also essential in leadership and coaching. People respond much better to those who treat them with honesty, respect and civility.

**Karen Albertsen, et.al (2009):** The aim was to examine whether exposures in the psychosocial work environment predicted symptoms of cognitive stress in a sample of Danish knowledge workers and whether performance-based self-esteem had a main effect, over and above the work environmental factors. Knowledge workers, selected from a national, representative cohort study, were followed up with two data collections, 12 months apart. Author used data on psychosocial work environment factors and cognitive stress symptoms measured with the Copenhagen Psychosocial Questionnaire and a measurement of performance-based self-esteem. Results: Measures at baseline of quantitative demands, role conflicts, lack of role clarity, recognition, predictability, influence and social support from management were positively associated with cognitive stress symptoms 12 months later. Performance-based self-esteem was prospectively associated with cognitive stress symptoms and had an independent effect above the psychosocial work environment factors on the level of and changes in cognitive stress symptoms.

**Krishnaveni, R., & Deepa, R. (2008):** Today’s workplace is dynamic in nature and is characterized by time deadlines, cross-cultural teams, work pressures, and work-family conflicts, which in turn result in a highly stressed workforce. These factors have a negative impact on the well-being of employees and the effectiveness of an organization. The individual competencies of the workforce are strong determinants of an organization’s success. It is in this context that this paper explains how Emotional Intelligence (EI) can be used as a soft tool, to enhance the competencies of individuals and teams in Indian organizations and help them to gain competitive advantage.

**Lorenzo, Fariselli, et.al (2008):** As in many fields, healthcare is a complex and stressful environment where interpersonal interactions are of paramount importance. This study finds that in a sample of 68 professional midwives and obstetricians in a large urban hospital, emotional intelligence is strongly predictive of performance (66%), stress is slightly predictive (6% to 24%), and emotional intelligence is predictive of stress management (6.5%). The study elaborates on the first finding to identify the differences of effect in seniority (for the most senior employees the effects are strongest) to which specific emotional intelligence competencies are most significant in this context.

**Dong, Qingwen (2007):** This study based on a sample of 292 college students shows that interpersonal communication satisfaction can be predicted by individuals’ emotional intelligence. Emotional intelligence is operationalized based on Goleman’s (1998) conceptualization including self-awareness, self-regulation, motivation, empathy, and social skills. The study suggests that those individuals, who are aware of themselves and others, and who are able to manage themselves and others, tend to satisfy their communication experience with others. However, the study indicates that self-esteem does not have significant impact on college students’ interpersonal communication satisfaction. This finding raises possibilities for further investigation in the area. Limitations and suggestions for future studies are provided.

**Rajendran, Diana et.al (2007):** The concept of Emotional Intelligence (EI) has recently attracted a great amount of interest from HR practitioners and academics alike. Whilst the majority of research in this area has been conducted in Western countries, recent studies have begun to assess the generalisability and validity of the EI concept in cross-cultural settings. The purpose of this paper was to assess the reliability of the Workplace version of the Swinburne University Emotional Intelligence Test in an Indian population. The Workplace SUEIT demonstrated adequate reliability in the sample of 110 participants in India, although the mean scores for the sub-scales were significantly lower than in the Australian normative population. The results are discussed in the context that EI tests need to undergo cross-cultural examination to assess their validity and cultural relevance. Researchers using Indian workplace samples are needed to evaluate the predictive validity of tests of EI in the Indian context.

**Singh, Kavita (2007):** The concept of emotional intelligence has become so popular in the management literature that it has become imperative to understand and leverage it for the sake of enhancing the capacity of human capital in organizations. As the pace of change is increasing and world of work is making ever greater demands on a person’s cognitive, emotional and physical resources, this particular set of abilities are becoming
increasingly important. Since majority of the concerns in organization involve people in different roles, emotional intelligence must become a determining factor for their effective management. It has also been found that ultimately it is the emotional and personal competencies that we need to identify and measure if we want to be able to predict performance at workplace resulting in its effectiveness, thereby enhancing the worth of the human capital. In this scenario the competencies possessed by the people will have a bearing on the extent to which they can actualize their emotional intelligence. The result suggests that emotional intelligence is significantly related with the personal competencies of employees and the variables of personal competency namely, people success, system success and self success have a predictive relationship with emotional intelligence.

**William L Weis, David W Arnesen (2007):** Interest in emotional intelligence (EQ) has grown exponentially over the past decade. Growing along with that popularity is a demand for management training programs and graduate business courses that help clients and students enhance their EQ awareness and behaviours. So far the response to that demand has been tepid - limited, for the most part, to educating participants on the theory of EQ, offering assessment instruments, and suggesting action plans. This discussion reviews the current state of EQ training and offers an outline for changing EQ attributes based on a course developed for graduate business students at Seattle University.

**Wakeman, Chris (2006):** “Motivation helps the individuals to define new and improved methods of completing a certain task or performing a job. It also creates loyalty among the individuals, towards their cause. In addition to this, the element of empathy further contributes towards the development of emotional intelligence in an individual. It allows the individual to consider the feelings of the individuals who are expected to be affected by his or her decisions. Emotional Intelligence helps the individuals to realize the fact that their decisions are going to affect others in a positive or a negative manner and therefore they should consider the consequences of their decisions. Finally, social skills allow the individuals to come close to their peers and subordinates and understand their emotional needs.”

**Timothy Tumer (2006):** This study examined the relationships among employees’ emotional intelligence, their manager’s emotional intelligence, employees’ job satisfaction, and performance for 187 food service employees from nine different locations of the same restaurant franchise. They predicted and found that employees’ emotional intelligence was positively associated with job satisfaction and performance. In addition, manager’s emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. These findings remain significant after controlling for personality factors. A similar pattern was found for job performance; however, the effect did not meet traditional standards of significance.

**Brown, F. William et.al (2006):** this article presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in emotion in self and others, and the use of feelings to motivate, plan, and achieve in one’s life. They start by reviewing the debate about the adaptive versus maladaptive qualities of emotion. They then explore the literature on intelligence, and especially social intelligence, to examine the place of emotion in traditional intelligence conceptions. A framework for integrating the research on emotion-related skills is then described. Next, they review the components of emotional intelligence. To conclude the review, the role of the emotional intelligence in mental health is discussed and avenues for further investigation are suggested.

**Kevin McGuiness, Bauld, Stephen (2006):** this article identified some of the critical elements of an Emotional Intelligence (EI) training program, explain their importance, and discuss their relationship to other training efforts. When selecting a suitable EI program, look beyond academic merit for a program with a clear connection to the commercial context in which purchasing professionals must operate. EI training lays the foundation for further specialized training in motivational techniques, including coaching and leadership programs. The prospective trainer should be able to explain how the program information will relate to overall organizational strategy, and how participants will achieve at a high potential, and demonstrate drive, commitment and initiative in the performance of their day-to-day responsibilities.

**Joni Rose (2006):** Employers no longer just look for a set of industry related skills. They look for leadership potential and that includes a high level of emotional intelligence (EI). The competencies that make up EI include self-awareness, social awareness, self management and relationship management. Being aware of your emotional triggers and why they trigger you is key to practicing emotional intelligence principles. Emotional triggers are events or personality types that cause an intense emotional response. It is crucial to your professional development that you deal with these triggers head-on. They can cause major career derailment, severe stress and emotional burn out if not taken seriously.

**Joshua Freedman et.al (2005):** Critical success factors for work and life are predicted by scores on the Six Seconds Emotional Intelligence Assessment (SEI). In a sample of 665, SEI scores are strongly predictive of effectiveness, relationship quality, health, and quality of life. This suggests that emotional intelligence (as measured by the SEI) is an essential element for professional and personal success. Navigate Emotions: learn from and transform feelings Increase Optimism: identify multiple options for changing the future Engage Intrinsic Motivation: build internal energy and drive: Increase Empathy: respond appropriately to others’ feelings Pursue Noble Goals: align daily choices with principles and purpose

**Douglas, Caesar et.al (2004):** This study investigates whether the relationship between conscientiousness and
performance is stronger for individuals who are high on emotional intelligence. The results of hierarchical moderated regression analyses supported the hypothesis by demonstrating that the relationship between conscientiousness and work performance is positive for individuals high (versus low) in emotional intelligence. However, the opposite pattern was found for those low in emotional intelligence; that is, increases in conscientiousness were associated with decreases in performance.

III. EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. According to Daniel Goleman, “Emotional intelligence refers to emotional awareness and emotional management skills which provide the ability to balance emotion and reason so as to maximize long-term happiness.” The Five Categories of Emotional Intelligence (EQ) are as follows:

a. Self-awareness. The ability to recognize an emotion as it “happens” is the key to your EQ. Developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them. The major elements of self-awareness are:
   - Emotional awareness- Your ability to recognize your own emotions and their effects.
   - Self-confidence. Sureness about your self-worth and capabilities.

b. Self-regulation. You often have little control over when you experience emotions. You can, however, have some say in how long an emotion will last by using a number of techniques to alleviate negative emotions such as anger, anxiety or depression. A few of these techniques include recasting a situation in a more positive light, taking a long walk and meditation or prayer. Self-regulation involves:
   - Self-control. Managing disruptive impulses.
   - Trustworthiness. Maintaining standards of honesty and integrity.
   - Conscientiousness. Taking responsibility for your own performance.
   - Adaptability. Handling change with flexibility.
   - Innovation. Being open to new ideas.

c. Motivation. To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, you can with effort and practice learn to think more positively. If you catch negative thoughts as they occur, you can reframe them in more positive terms which will help you achieve your goals. Motivation is made up of:
   - Achievement drive. Your constant striving to improve or to meet a standard of excellence.
   - Commitment. Aligning with the goals of the group or organization.
   - Initiative. Ready yourself to act on opportunities.
   - Optimism. Pursuing goals persistently despite obstacles and setbacks.

d. Empathy. The ability to recognize how people feel is important to success in your life and career. The more skillful you are at discerning the feelings behind others’ signals the better you can control the signals you send them. An empathetic person excels at:
   - Service orientation. Anticipating, recognizing and meeting clients’ needs.
   - Developing others. Sensing what others need to progress and bolstering their abilities.
   - Leveraging diversity. Cultivating opportunities through diverse people.
   - Political awareness. Reading a group’s emotional currents and power relationships.
   - Understanding others. Discriminating the feelings behind the needs and wants of others.

e. Social skills. The development of good interpersonal skills is tantamount to success in your life and career. In today’s always-connected world, everyone has immediate access to technical knowledge. Thus, “people skills” are even more important now because you must possess a high EQ to better understand, empathize and negotiate with others in a global economy. Among the most useful skills are:
   - Influence. Wielding effective persuasion tactics.
   - Communication. Sending clear messages.
   - Leadership. Inspiring and guiding groups and people.
   - Change catalyst. Initiating or managing change.
   - Conflict management. Understanding, negotiating and resolving disagreements.
   - Building bonds. Nurturing instrumental relationships.
   - Collaboration and cooperation. Working with others toward shared goals.
   - Team capabilities. Creating group synergy in pursuing collective goals.

IV. ORGANIZATIONAL EFFECTIVENESS

“The effective management of people in teams can produce greater performance levels and greater organizational effectiveness.” (Potgieter, 2003). The above author further identifies the following criteria to assess organizational effectiveness; namely:

- Goal accomplishment;
- Resource acquisition;
- Internal process; and
- Strategic constituencies’ satisfaction.

Four Ways to assess Organizational Effectiveness:
- Goal Accomplishment – effectiveness is measured or gauged by how well the organization meets or exceeds its goals. Goal accomplishment is the most widely used effectiveness criterion for organizations.
- Resource Acquisition – this second criterion relates to inputs rather than to outputs. An organization is deemed effective in this regard if it acquires necessary factors of production such as raw material, labour, capital and managerial and technical expertise.
• Internal Processes – this third criterion is often referred to as the “healthy systems” approach. An organization is said to be a healthy system if information flows smoothly and if employee loyalty, commitment, job satisfaction, and trust prevail.

• Strategic Constituencies Satisfaction – organizations depend on people and affect the lives of people. Consequently, many consider the satisfaction of key interested parties to be an important criterion of organisational effectiveness.

V. OBJECTIVES

• To determine need of emotional intelligence and their impact on employees performance as well as organizational effectiveness.

• To examine factors that influence effective organization of emotional intelligence.

• To find out what are the factors that plays important role in emotional intelligence and what factors have greater impact.

• To determine what role different factors of emotional intelligence play at organizational performance.

VI. METHODOLOGY

Research Design

The survey research design method was used in this study. It involves using a self-designed questionnaire in collecting data from the respondents. This method was chosen in order to make reference to phenomena as they exist in real life and it is relatively economical in terms of time and resources.

Sample Size

Sample sizes for the study were one hundred (150) employees of a product based organization in north India. These samples were drawn randomly from the different departments. The simple random sampling is a basic sampling design, which allows equal representation and selection of samples. The selection of the subjects was done in such a way to include all categories of employee (senior staff and junior staff) and it cuts across gender. This was done in anticipation that such a sampling of subject will provide the necessary variety of information required of this study.

Research Instrument

The instrument used in this study is a close-ended questionnaire.

Procedure

The subjects were given the questionnaire in their place of work. Instruction on how to fill the questionnaire was given. Confidential treatment of information was assured. Respondent had the following five choices when answering each question: 1 = Not at all, 2 = To a little extent, 3 = To some extent, 4 = To a great extent, 5 = To a very great extent. The majority of the respondents reported themselves to be strong emotional intelligent employee.

H1- There is significant relation between emotional intelligence and organizational effectiveness.

| Table-I |
|-----------------|----------------|----------------|----------------|----------------|
|                | Correlations   |                |                |                |
| Goal accomplish ment | .60 | .66 | .64 | .69 | .73 |
| Resource acquisition | .50 | .58 | .44 | .51 | .48 |
| Internal process | .49 | .39 | .47 | .43 | .45 |
| Strategic satisfaction | .58 | .50 | .48 | .43 | .52 |

In order to determine if emotional intelligence was positively associated with organizational effectiveness we performed a correlation analysis. Table I represents a significant relation between emotional intelligence and organizational effectiveness. Organizational effectiveness as a dependent variable, (goal accomplishment, resource acquisition, internal process, strategic constituencies satisfaction) with Emotional Intelligence as an independent variable,(self awareness, self regulation, motivation, empathy, social skill). Goal accomplishment with Emotional Intelligence are positively correlated, Social skills & Empathy are at highly correlated with a value of 73% and 69% and while correlated with Self-Regulation (66 %), Motivation (64.1%) and Self-Awareness (60.7%).Resource Acquisition are positively correlated, Self-Regulation is correlated with 58.4%, Empathy (51.7%) & Self-Awareness (50.6%) Social skills & Motivation are less than 50% correlated. Internal Process with emotional Intelligences is positively correlated with less than 50% level. Strategic constituencies’ satisfaction is positively correlated, Self-Awareness (58.5%), Social Skills (52.8%) & Self-Regulation (50%), Motivation and Empathy is at 48.8% & 43.9%. It is concluded that there is a significant relationship between emotional intelligence and organizational effectiveness. Thus, hypothesis H1 was supported.

H2- There is significant difference between different levels of emotional intelligence and demographic variable.

a. Age group with Emotional Intelligence
At 0.05 levels there is significantly difference between Age and Social Skills. And the same at 0.05% level there is no difference between Age with Self-Awareness, Self-Regulation, Motivation and Empathy. There is significantly difference between Education with Self-Awareness and Empathy both at 0.05 and 0.10 levels respectively. There is no difference between Self-Regulation, Motivation & Social Skills at the mentioned levels above. In order to test the significant difference between age of employee and various level of emotional intelligence, Table II indicates that age does show significant differences at a various level of emotional intelligence It is concluded that the significant difference between emotional intelligence and age. Emotional intelligence is significant for older employee but not significant for younger ones. Thus, hypothesis 2a was supported.

b. Education with Emotional Intelligence

<table>
<thead>
<tr>
<th>Emotional Factors</th>
<th>ANOVA</th>
<th>Age</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Mean</td>
<td>21.14</td>
<td>1.73</td>
<td>1.52</td>
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<tr>
<td></td>
<td>Std.</td>
<td>1.73</td>
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<tr>
<td>Self-Regulation</td>
<td>Mean</td>
<td>21.10</td>
<td>1.87</td>
<td>0.93</td>
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<tr>
<td></td>
<td>Std.</td>
<td>1.87</td>
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<tr>
<td>Motivation</td>
<td>Mean</td>
<td>21.13</td>
<td>1.74</td>
<td>0.95</td>
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<tr>
<td></td>
<td>Std.</td>
<td>1.74</td>
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<tr>
<td>Empathy</td>
<td>Mean</td>
<td>21.11</td>
<td>1.86</td>
<td>1.65</td>
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<tr>
<td></td>
<td>Std.</td>
<td>1.86</td>
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<tr>
<td>Social Skill</td>
<td>Mean</td>
<td>21.15</td>
<td>1.72</td>
<td>3.12</td>
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<tr>
<td></td>
<td>Std.</td>
<td>1.72</td>
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At 0.05 levels there is significantly difference between Education with Self-Awareness and Empathy both at 0.05 and 0.10 levels respectively. There is no difference between Self-Regulation, Motivation & Social Skills at the mentioned levels above. In order to test the significant difference between Education with various level of emotional intelligence, Table III indicates that education does show significant differences at a various level of emotional intelligence It is concluded that the significant difference between emotional intelligence and education. Emotional intelligence is significant for higher educated employee but not significant for lesser educated ones. Thus, hypothesis 2b was supported.

c. Experience with Emotional Intelligence

<table>
<thead>
<tr>
<th>Emotional Factors</th>
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<th>Sig.</th>
</tr>
</thead>
<tbody>
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</table>

Social Skills are significantly difference with Experience at 0.05 levels. And Self-Awareness, Self-Regulation, Motivation & Empathy have no difference with Experience again at 0.05 level. There is significantly difference between Education with Self-Awareness and Empathy both at 0.05 and 0.10 levels respectively. There is no difference between Self-Regulation, Motivation & Social Skills at the mentioned levels above. In order to test the significant difference between experience and various level of emotional intelligence, Table IV indicates that work experience does show significant differences at a various level of emotional intelligence. It is concluded that the significant difference between emotional intelligence and experience. Emotional intelligence is significant for higher experience employee but not significant for lesser experienced ones. Thus, hypothesis 2c was supported.

VII. LIMITATIONS

The research was carried out only on 150 employees of a product based company in north India. There are notable limitations to this study. It is understood that biases may be inherent in self reported information, for instance. Additionally, the perceptions of the employees examined in this survey are specific to the product based company and may differ from the opinions of employee working in other disciplines.

VIII. FUTURE SCOPE

Future direction of this study is construct methods to improve emotional intelligence based on review of adopting an empathic attitude towards others. Managing emotions at work and in other walks of life is essential for success. Train supervisors and managers to provide regular feedback and invest their energy in developing employees for an effective organization.

IX. CONCLUSION

This research has analyzed the concepts of emotional intelligence. As the findings of this research
proved that emotional intelligence improves with age education and experience. The study on employee’s emotional intelligence and their ability to perform assigned job as they are able to manage their emotional intelligence, which has a direct impact on their job and organizational effectiveness. These skills are to be developed for achieving higher employee productivity and to enhance the effectiveness of the organization. Most of the organizations are nowadays taking those employees who are emotionally intelligent, so that they can face the workplace problems easily and they can become more productive for an effective organization. Emotionally intelligent organization can be made through organizational strategies, self awareness and self management tools, through leadership skills, development programmes. So the conclusion of the research paper is that emotional intelligence is linked at every point of workplace performance and it is of utmost importance nowadays. In the earlier time emotional intelligence was not given much emphasis and instead of that IQ is given more importance. People with IQ level are preferred within the organizations but now the scenario has been changed and organizations prefer those employees who are emotionally stable. Hence, to be successful in life EQ plays a vital role.

REFERENCES