The Impact of the Line Managers Emotional Intelligence on Employee Motivation with Special Reference to Small and Medium-sized Enterprises (SMEs)

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Abstract

The major objectives of this paper were to understand the impact of Line Managers' Emotional Intelligence on their employee motivation and to understand the importance of Emotional Intelligence in the professional life of employees of SMEs. In this paper, Daniel Goleman's emotional intelligence model was introduced and same has been comprehensively used in the questionnaire. Over 30 studies were reviewed to support the research gap identified. Relevant primary data were obtained by using questionnaire and secondary data were collected from books, journals, magazines, and other published sources. The analysis revealed that respondents overall perceived the emotional intelligence of their respective leaders in all the parameters above average. Their perceived behaviour in sharing information and assigning value to their respective leaders was the highest, on the contrary it was the lowest while recognizing the situations that trigger their own emotions and expression of feelings. This might be due to the leaders' contextual behaviour at workplace. One of the interesting findings revealed that there was no significant difference between the average importance level to the variable, as suggested by the respondents, for all the emotional intelligence components. This can be due to the gender difference in the communication pattern at workplace since this research was carried out for SME's where the gender biasness is more prevalent. There is good scope in conducting further research on the topic by identifying different sectors and zones.

Keywords: Emotional Intelligence (EI), EI in SMEs, EI among managers of SMEs

1. Introduction

People are unique in the sense that they are at the peak of a continuum of current knowledge and are better at reasoning and being able to accurately articulate their feelings. To analyse complex knowledge, the human brain has a remarkable range of cognitive abilities. The development of human intelligence over the years has previously been regarded as a single unitary factor. However, it was Howard Gardner (1983) who discovered that human intellect comprises a range of interconnected and interwoven capacities by coining a theory of multiple

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intelligences, such as the capacity to reason, to prepare, to solve problems, to higher dissolution, to understand concepts, to use language, to learn, etc. Therefore, within various parts of their brain, human beings have multiple intelligences. These intelligences were divided into five distinct elements by Gardner: logical, spatial, musical, linguistic, interpersonal kinaesthetic, and intrapersonal intelligences. In multiple intelligence, he later introduced naturalistic as well as spiritual intelligences, and all of these can be classified roughly into one of three groups, i.e. abstract, concrete, and social intelligence. Emotional intelligence has its roots in social intelligence, research suggests (Bar-On, 2006; Young, 1943, 1967). In 1983, with the publication of Gardner's highly regarded theory of multiple intelligences, the recognition of social intelligence received a major boost. The emotional intelligence concept is closely related to both interpersonal and intrapersonal intelligence (Bradberry & Su, 2006).

To find out what is this emotional intelligence we must ask ourselves: How well do we connect with ourselves and with others? The ability of a person to identify and manage our emotions for your own well-being as well as wellbeing of people around us is nothing but emotional intelligence. It is said that EI plays vital role in workplace because we get vital information from emotions "to be better at what we do". People with emotional intelligence are the star performers and become leaders in future because star performers possess higher EI then anyone else (Gadaf Rexhepi, 2017).

Emotional intelligence (also known as 'emotional quotient', or EQ) is an important skill that line managers will need to possess to thrive in the workplace. It helps line managers to assess and motivate employees in some of the decision-making context such as hiring, promoting, or firing of the employees and to know which employees have leadership potential. Almost three-quarters (71 percent) of Career Builder's hiring managers surveyed in 2011 said they valued the EQ of an employee over their IQ. A further three-quarters (75%) said that an employee with high emotional intelligence would be more likely to be promoted. More than half (59 percent) said an applicant with a high IQ and low EQ will not be recruited. According to the Goleman model, higher EQ managers have greater motivation, which helps them minimise

their ability to procrastinate and helps them concentrate on business goals. Higher EQ managers and leaders help the groups work more efficiently and recognise drivers that help empower workers.

The employees will have happier outlook on life and positive attitude if the manager possesses higher EQ. The ability of line manager's emotional intelligence helps in employee motivation. It helps to prevent and resolve conflicts at work with the better understanding of the emotions and empathising with people's point of view. Managers with high emotional intelligence possess leadership potential and ability to influence employees easily. Some studies have shown that there is some connection between EQ and well-being and mental resilience (Chignell, 2018).

2. Statement of the Problem

Emotional Intelligence facilitates employees to build positive relationships at workplace, to complement team members, to control emotions to effectively cope up with stress, enhanced performance under pressure and acclimatize to transitions in the organization. With the advent of emotional intelligence and modern theory models in the field of human resource management, it seems important and necessary to verify the principles of these theoretical models and theories from which to understand the extent of emotional intelligence's contribution to determining several of the parameters, like motivation and job efficiency, which is still important. Therefore, this study is designed to understand the effect of SME managers' emotional intelligence on their team members' motivation and job excellence.

3. Objective of the Research

The major objectives of this research are

- To research the impact of SMEs Line Managers' Emotional Intelligence on their employee motivation
- To research the perceptions of SME Managers and employees on Emotional Intelligence
- To research the leadership traits and interpersonal skills of SME Managers

4. Research Methodology

A descriptive research design was adopted in this research. Relevant primary data were obtained by using questionnaire and secondary data were collected from books, journals, magazines, and other published sources. The research questionnaire was prepared based on the following Components of Emotional Intelligence propounded by Daniel Goleman,

Self-awareness
Self-regulation
Motivation
Empathy for others and
Social skills

The employees who are associated with SMEs in different zones of India were the Population for the research. From the population, 200 members representing SMEs were selected as samples by using convenient sampling technique. The collected data were then analysed by using appropriate statistical tools including descriptive statistics, Correlation Analysis, and other statistical tests.

The population for the research were the entry and middle level managers, working in the SMEs in the state of Karnataka and Tamil Nadu. The data was collected during the period from April to December 2018. For the current research, 300 respondents, from manufacturing, service, and IT SMEs, were requested to participate in the survey, and based on their acceptance, the responses were collected from 200 respondents. Data collection methods include administration of questionnaire by mail and personal visits.

5. Limitation of the Research

- The respondents have faced difficulties in understanding some of the questions in the questionnaire administered because of its technicality and nature, hence, the researcher's intervention was needed to assist the respondents.
- Some of the respondents were reluctant to fill the questionnaire as they felt it was time consuming. The research findings cannot be generalized to other regions.

6. Conceptual Framework

According to Mayer, Salovey "Emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions". Emotional Intelligence being an important area in management and in leading people, it is vital to research the correlation of Leader's emotional intelligence on employees' performance. According to Daniel Goleman, there are five core components namely Self-awareness, Self-regulation, Internal motivation, Empathy and Social skills.

6.1 Self-awareness

It is our ability to understand and recognise our moods and emotions and how it is affecting others. It is one of the critical parts of emotional intelligence. To become self-aware, we must have potential to monitor our own emotions, to recognize different emotional reactions and correctly identify each distinct emotion. If the individuals are self-aware, they analyse the relationship between the things they feel and what is their behaviour. Due to this, the individuals can recognise their merits and demerits, are open to seek new experiences and information, and learn from talking with others. Goleman says that people with good self-awareness possess good sense of humour, they are confident in their work and they are aware of what other people perceive them.

6.2 Self-regulation

It is all about conveying our emotions appropriately. The ability to focus on something a person wants to achieve is high if he possesses high emotional intelligence. They can easily control and regulate their emotions. This quality portrays that a person will not be distracted by any pulses and always look for an opportunity to achieve. They are very aware of what they are working for and pursue their goals. Those who are expertise in self-regulation can adapt well to the changing needs and, they are flexible. They are good at managing conflicts and diffusing critical situations. Goleman says that people with strong self-regulation skills are high in conscientiousness. They know how to influence others and take responsibility of their actions.

6.3 Motivation

People who possess high emotional intelligence are inclined with positive attitude towards life, they have ability to motivate others as well as themselves. They are motivated by things beyond externals results such as money, fame, and recognition. They are not demotivated easily because they use emotions in a positive way to get better results. Generally, optimist do not avoid problems hence they overcome fears and depression more easily. They see obstacles as challenges and postpone impulses until the long-term target is achieved. Those who are skilled in this area are typically action oriented. They take initiative and are committed when a task is put forth before them.

6.4 Empathy for Others

It is the ability to sense other people's emotions, feelings, and desires. People with high emotional intelligence put themselves in the shoes of others and understand their emotions. But involves more not only to recognize emotional state of others but involves our responses to people based on the information. It is all about faithfulness and mutual understanding. For example, if we see someone who is low or sad, we treat them with extra care and concern or try to calm them down. Being empathetic, especially in workplace allows people to understand the power dynamics that often influence social relationships. People skilled in this area can sense who possess power in varied relationships, understand the feelings and behaviours influenced by these forces.

6.5 Social skills

It is one of the critical components as it checks the ability to interact well with others.

People with high emotional intelligence can deal with the people they do not know. Since they can manage their own emotions, they can also manage other emotions. They can sense and understand other people interest, motives because they good listeners. In the workplace, managers are benefitted by building relationships with employees, therefore employees can develop good rapport with their managers and leaders. They are also good collaborators and create group synergy. Some important social skills include verbal communication skills, listening skills, persuasiveness, and leadership. (Cherry, 2018)

7. Analysis and Interpretation

7.1 Building of a Questionnaire

To achieve the objectives of the research, a questionnaire was designed, and the responses collected. The questionnaire consisted of 66 items. The items represented variables (one item for one variable), for total five components of emotional intelligence, namely, Self-awareness, Self-regulation, Motivation, Empathy, and

Table 1. Variables

EI Component: Self-Awareness	Question no.
Emotional Self-Awareness	1-3
Accurate Self-Assessment	4-7
Self-Confidence	8-10
EI Component: Self-Regulation	
Emotional Self-Control	11-13
Transparency	14-16
Adaptability	17-19
EI Component: Motivation	
Initiative	20-23
Achievement	24-26
Optimism	27-29
Performance Culture	30-32

Table 1 Continued

EI Component: Empathy Compassion Organizational Awareness Service Orientation	33-36 37-39 40-41
EI Component: Social Skills Developing Others Inspirational Leadership EI Component: Social Skills Conflict Management Change Catalyst Teamwork and Collaboration Influence	42-44 45-47 48-50 51-53 54-57 58-61 62-66

Social skills. These items have been developed, keeping in mind the established framework of emotional intelligence.

The variables (questions) considered in the questionnaire are measured using a 5-point Likert Scale, where 5 indicates strongly agree, 4 indicates agree, 3 indicates neutral, 2 indicates disagree, and 1 indicates strongly disagree. It is to be noted that, the numbers mentioned here are the weights assigned, based on the preferences given by the respondents.

7.2 Data Analysis and Testing the Reliability of the Questionnaire

In many studies, related to understanding the perception of the individuals, it is a regular practice to build a questionnaire containing the variables on which responses are collected. Sometimes, a set of variables together are expected to measure a latent construct, and, in such cases, it is important to have internal consistency among the variables in measuring the construct. The responses taken on the variables are used to measure the internal consistency and this is termed as reliability of the questionnaire. To achieve this, it is a regular practice to use Cronbach alpha proposed by Cronbach (1970) to measure the degree of reliability of the questionnaire considered in the current research. The following is the given cut-off points for Cronbach alpha. One can note that a value of alpha close to one is excellent and a value less than 0.50 is not desirable.

In the current research, authors have used Cronbach alpha to check for the consistency of the questionnaire in

Table 2. Reliability test

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Wikipedia-retrieved on 25.10.2017

Table 3. Reliability test EI Components

EI components	Cronbach alpha
Overall	0.982967
Self-Awareness	0.903818
Self-Regulation	0.903712
Motivation	0.934458
Empathy	0.9056
Social Skills	0.962755

The demographic details of the respondents are as follows (Table IV.2.2):

Table 4. Demographic details

Work experience	total no.	% (n= 200)
less than 1 yr.	13	6.5
1-5 yrs.	102	51
5-10 yrs.	39	19.5
10-15 yrs.	25	12.5
15 yrs. and more	21	10.5
Gender		
male	163	81.5
female	37	18.5
Sector		
manufacturing	109	54.5
IT	71	35.5
Service	20	10

measuring EI of the line managers, as perceived by the respondents. Table 1 shows high consistency level for the overall questionnaire and each of the EI components.

The descriptive statistics of the collected data is stated in the (Table 4). From the same, it was noted that, the respondents overall perceived the emotional intelligence of their respective leaders in all the parameters above average (highest mean score = 3.86 and lowest mean score = 3.355). It was also identified that, the respondents perceived behaviour in sharing information to foster collaboration (item no 19b) and behaviour involving assigning values, solicits and uses others input (item no 19d), as highest among their respective leaders, whereas, they perceived the behaviour involving recognition of the situations that trigger own emotions (item no 1b) and

expression of own feelings (item no 1a), as lowest among their respective leaders.

Taking into consideration the average score in the Descriptive statistics (Table 3), one could note that, the respondents assigned similar (in all parameters, mean value > 3) consideration towards almost all the parameters for the respective leader's emotional intelligence components. Taking this as the basis, it was hypothesized that, the average opinion of the respondents towards parameters (variables) explaining the respective leaders' emotional intelligence components were same. That is, there was no significant difference between the average importance levels given to the variables, by the respondents, under each emotional intelligence component. Those were the null hypotheses tested against the alternative that, there were significant difference. The hypotheses were as follows:

$H_{1.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Self-Awareness'

$H_{1.A}$: *There is significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Self-Awareness.

$H_{2.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Self-Regulation

$H_{2.A}$: *There is significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Self-Regulation

$H_{3.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Motivation

$H_{3.A}$: *There is significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Motivation

$H_{4.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Empathy

$H_{4.A}$: *There is significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Empathy

$H_{5.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Social Skills

$H_{5.A}$: *There is significant difference between the average importance level to the variables, given by the respondents, under the* EI Component: Social Skills

All the above null hypotheses can be tested, using either ANOVA or Kruskal-Wallis Test, based on whether the normality assumptions were satisfied by the data, or not. To test the assumption of normality, we used Shapiro-Wilk Test. From the test, we note that, normality assumption was not satisfied by the data (Table 4). Hence, Kruskal-Wallis Test (K-W Test) was used to investigate the proposed hypotheses.

Analysis revealed that there was no significant *difference between the average importance level to the variables, given by the respondents,* for Factor 1, 2, 4, and 5 (Table 5). Therefore, all the null hypotheses $H_{1.0}$, $H_{2.0}$, $H_{3.0}$, $H_{4.0}$, and $H_{5.0}$ were retained.

Further, it was also investigated whether male and female respondents perceived the components of emotional intelligence of their leaders, with significance difference. The hypotheses were as follows:

$H_{6.0}$: *There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: Self-Awareness'

$H_{6.A}$: *There is significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: Self-Awareness.

$H_{7.0}$: *There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: Self-regulation

$H_{7.A}$: *There is significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: Self-regulation

$H_{8.0}$: *There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: motivation

$H_{8.A}$: *There is significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: motivation

$H_{9.0}$: *There is no significant difference between the average importance level to the variables, given by the*

male and female respondents, under the EI Component: empathy

$H_{9.A}$: *There is significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: empathy

$H_{10.0}$: *There is no significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: Social skills

$H_{10.A}$: *There is significant difference between the average importance level to the variables, given by the male and female respondents, under the* EI Component: Social skills.

To investigate the above, the average score of each emotional component assigned by the respondents for their respective leaders was computed. Then, Mann-Whitney Test for Two Independent Samples was used to test whether there existed any significant difference in the male and female respondents' perception. Data revealed that, for all the five emotional intelligence components, male and female respondents perceived their leaders significantly different (Table 6). Therefore, null Hypotheses $H_{6.0,}$ $H_{7.0,}$ $H_{8.0,}$ $H_{9.0}$ and $H_{10.0}$ were rejected.

Further, it was also investigated whether respondents from different sectors perceived the components of emotional intelligence of their leaders, with significance difference. To investigate the above, the average score of

each emotional component assigned by the respondents for their respective leaders was computed. The hypotheses were as follows:

$H_{11.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Self-Awareness.

$H_{11.A}$: *There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Self-Awareness.

$H_{12.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Self-regulation.

$H_{12.A}$: *There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Self-regulation.

$H_{13.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Motivation
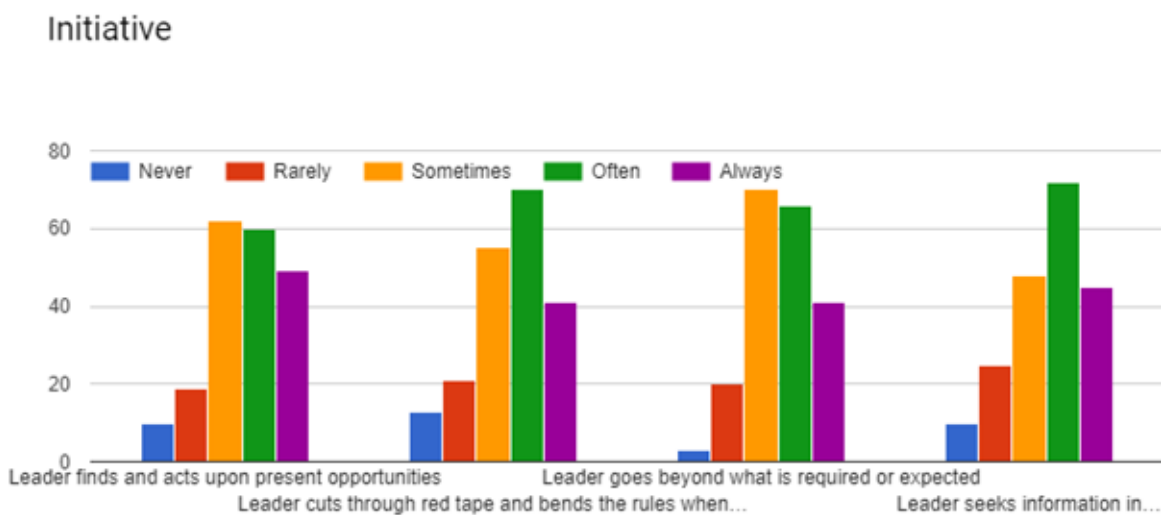
$H_{13.A}$: *There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Motivation

Figure 1. Initiative.

$H_{14.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: empathy

$H_{14.A}$: *There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: empathy

Achievement

Figure 2. Achievement.

Optimism

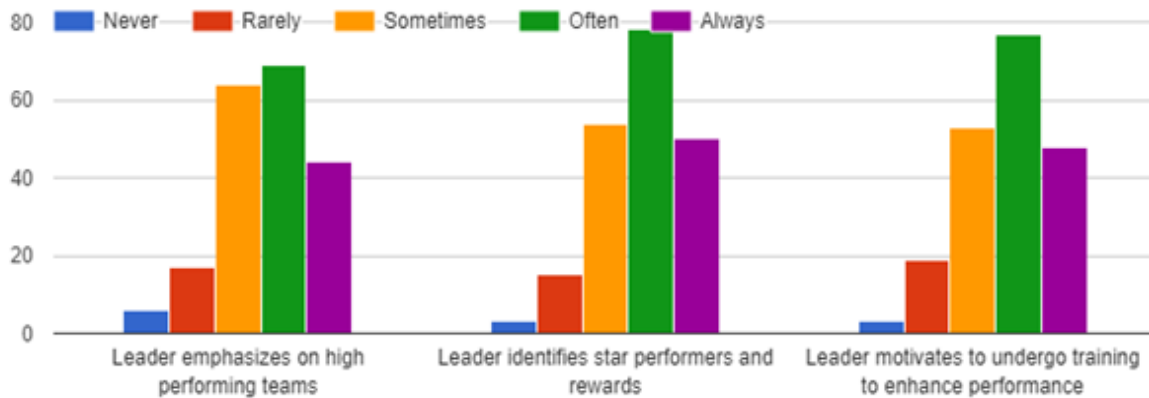**Figure 3.** Optimism

Performance Culture

Figure 4. Performance culture.

$H_{15.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Social skills.

$H_{15.A}$: *There is significant difference between the average importance level to the variables, given by the respondents from different sectors, under the* EI Component: Social skills.

Data revealed that, for all the emotional intelligence components of the respective leaders, respondents across the sectors (Manufacturing, IT, Services) had assigned significantly different importance levels (Table 7). Therefore, all the null hypotheses Therefore, all the null hypotheses $H_{11.0}, H_{12.0}, H_{13.0}, H_{14.0},$ and $H_{15.0}$ were rejected.

Further pair-wise post-hoc analysis revealed that there was significance difference in perception of respondents from specific sectors about the emotional intelligence of the respective leaders, in specific cases (Table 8).

Table 8 revealed that respondents from Manufacturing and IT sector, and respondents from Manufacturing and Services sector differed significantly in perceiving all the emotional intelligence components. However, differences were not significant for respondents from IT and Services sectors.

Further, it was also investigated whether respondents, having different number of years of experience at work,

perceived the components of emotional intelligence of their leaders, with significance difference. To investigate the above, the average score of each emotional component assigned by the respondents for their respective leaders was computed. The hypotheses were as follows:

$H_{16.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents* having different number of years of experience at work, *under the* EI Component: Self-Awareness.

$H_{16.A}$: *There is significant difference between the average importance level to the variables, given by the* having different number of years of experience at work, *under the* EI Component: Self-Awareness.

$H_{17.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents* having different number of years of experience at work, *under the* EI Component: Self-regulation.

$H_{17.A}$: *There is significant difference between the average importance level to the variables, given by the respondents* having different number of years of experience at work, *under the* EI Component: Self-regulation.

$H_{18.0}$: *There is no significant difference between the average importance level to the variables, given by the respondents* having different number of years of experience at work, *under the* EI Component: Motivation

$H_{18.A}$: There is significant difference between the average importance level to the variables, given by respondents having different number of years of experience at work, under the EI Component: Motivation

$H_{19.0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: empathy

$H_{19.A}$: There is significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: empathy

$H_{20.0}$: There is no significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Social skills.

$H_{20.A}$: There is significant difference between the average importance level to the variables, given by the respondents having different number of years of experience at work, under the EI Component: Social skills.

Data revealed that, for all the emotional intelligence components of the respective leaders, respondents, having different number of years of experience at work, had assigned significantly different importance levels (Table 9). Therefore, all the null hypotheses $H_{16.0}$, $H_{17.0}$, $H_{18.0}$, $H_{19.0}$, and $H_{20.0}$ were rejected.

Further pair-wise post-hoc analysis revealed that there was significance difference in perception of respondents with different work experience about the emotional intelligence of the respective leaders, in specific cases.

Data revealed significant differences in the certain cases, for respondents having similar number of years of experience at work.

7.3 Motivation and Emotional Intelligence

From the graph, it was observed that 31% of leaders often found and acted upon present opportunities, whereas 5% never followed such things. Around 35% of leaders often cut through red tape and bent the rules when necessary to get the job done, but 17% of them never or rarely bent the rules. Around 35% of leaders gone beyond what is required or expected, but 11% never or rarely gone beyond what is expected. Also, 36% of leader often sought information in unusual ways or from sources not typically used, but this was not the case with 17% of leaders.

It is known from the graph that 39% of leaders often expressed dissatisfaction with the status quo and seeks ways to improve performance. Around 40% of leaders often made decisions, set priorities, and chooses goals based on calculated costs and benefits, but this was not true for 12% of leaders. Also, 35% of leaders often took calculated risks to reach a goal.

From the graph it was inferred that, 39% of leaders often persisted in seeking goals despite obstacles and setback, but this was not always true for 12% of the leaders. Around 38% of leaders often operated from hope of success rather than fear of failure. 34% of leaders often did not take setbacks personally, but it was not the same with 14% of them.

From the graph it was observed that 34% of leaders often emphasized on high performing teams, but it was not the same with 11% of them. Around 39% of leaders often identified star performers and stars. Also, 38% of leaders can often motivated to undergo training to enhance performance, but this was not the same with 11% of them.

8. Conclusion

As discussed, to achieve the objectives of the research, a questionnaire was designed, and the responses collected. The questionnaire consisted of 66 items. The items represented variables (one item for one variable), for total five components of emotional intelligence, namely, Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. These items have been developed, keeping in mind the established framework of emotional intelligence. Analysis revealed that there was no significant difference between the average importance level to the variables, given by the respondents, for all the emotional intelligence components. This is an interesting finding and needs further research to substantiate. Data revealed that, for all the five emotional intelligence components, male and female respondents perceived their leaders significantly different. This may be due to the gender difference in the communication pattern at workplace and the resultant reciprocal behavior of the leaders. Data revealed that, for all the emotional intelligence components of the respective leaders, respondents across the sectors (Manufacturing, IT, Services) had assigned significantly different importance levels. Respondents

from Manufacturing and IT sector, and respondents from Manufacturing and Services sector differed significantly in perceiving all the emotional intelligence components. However, differences were not significant for respondents from IT and Services sectors. This is an interesting finding and future research may be initiated to investigate the reasons. For all the emotional intelligence components of the respective leaders, respondents, having different number of years of experience at work, had assigned significantly different importance levels. However, it needs further research.

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Annexure

Table 5. Kruskal-Wallis Test

EI components	p-value	alpha	sig
Self-Awareness	0.234651	0.05	no
Self-Regulation	0.140266	0.05	no
Motivation	0.520098	0.05	no
Empathy	0.324598	0.05	no
Social Skills	0.463949	0.05	no

Table 6. Mann-Whitney Test for Two Independent Samples

	avg: Self awareness	**gender**
count	200	200
median	3.6	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1156.143013	
z-score	17.29889795	
effect r	0.864944898	
U-crit	18098.31397	17734.00133
p-value	0	0
sig (norm)	yes	yes
	avg: self-regulation	gender
count	200	200
median	3.67	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1156.143013	
z-score	17.29889795	

Table 6 Continued

effect r	0.864944898	
U-crit	18098.31397	17734.00133
p-value	0	0
sig (norm)	yes	yes
	avg: motivation	gender
count	200	200
median	3.73	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1116.241793	ties
z-score	17.917265	
effect r	0.89586325	
U-crit	18163.94564	17812.20629
p-value	0	0
sig (norm)	yes	yes
	avg: empathy	gender
count	200	200
median	3.725	1
rank sum	60100	20100
U	0	40000

Table 6 Continued

	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1116.152652	ties
z-score	17.91869595	
effect r	0.895934798	
U-crit	18164.09226	17812.381
p-value	0	0
sig (norm)	yes	yes
	avg: social skills	gender
count	200	200
median	3.8	1
rank sum	60100	20100
U	0	40000
	one tail	two tail
alpha	0.05	
U	0	
mean	20000	
std dev	1116.30898	ties
z-score	17.91618661	
effect r	0.89580933	
U-crit	18163.83513	17812.0746
p-value	0	0
sig (norm)	yes	yes

Table 7. Kruskal-Wallis Test for sector-specific analysis

Emotional intelligence components	p-value	alpha	sig
Avg. Self-Awareness	9.66E-08	0.05	yes
Avg. Self-regulation	4.31E-07	0.05	yes
Avg. Motivation	1.87E-09	0.05	yes
Avg. Empathy	1.23E-09	0.05	yes
Avg. Social skills	5.06E-09	0.05	yes

Table 8. Kruskal-Wallis Test for respondents having different number of years of experience at work

Emotional intelligence components	p-value	alpha	sig
Avg. Self-Awareness	6.24E-06	0.05	yes
Avg. Self-regulation	0.000155	0.05	yes
Avg. Motivation	0.000257	0.05	yes
Avg. Empathy	0.001706	0.05	yes
Avg. Social skills	0.000186	0.05	yes

Table 9. Pairwise comparison for Sector specific analysis

Self-Awareness		
group 1	group 2	p-value
Manufacturing	IT	1.59144E-05
Manufacturing	Services	3.92989E-05
IT	Services	0.304936276
Self- regulation		

Table 9 Continued

Manufacturing	IT	0.003991952
Manufacturing	Services	8.99749E-06
IT	Services	0.022400909
Motivation		
Manufacturing	IT	3.75847E-06
Manufacturing	Services	1.64401E-06
IT	Services	0.124065565
empathy		
Manufacturing	IT	3.75847E-06
Manufacturing	Services	1.64401E-06
IT	Services	0.124065565
social skill		
Manufacturing	IT	5.36746E-06
Manufacturing	Services	3.51064E-07
IT	Services	0.05553004