# EMOTIONAL INTELLIGENCE AND WORK ATTITUDE: A STUDY ON PUBLIC SECTOR FIRMS IN KERALA

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*Abstract*
*Emotional Intelligence reflects the ability to read and understand others in social contexts, to detect the nuances of emotional reactions, and to utilize such knowledge to influence others through emotional regulation and control. The present study investigates the linkage between emotional intelligence and work attitude among the managers and supervisors in Public Sector Firms in Kerala. The literature review revealed that emotionally intelligent people have an awareness of situations pertaining to themselves and beyond their own personal perspectives. They exhibit a positive attitude and self confidence. This study was conducted to examine empirically the extent to which, emotional intelligence contribute the work attitude of managers and supervisors in PSEs in Kerala. The sample comprised of 500 respondents of which 243 were Managers and 257 were supervisors working in Public Sector Firms in Kerala. Firms were selected on the basis of criteria such as number of managers and supervisors; and profitability. A structured questionnaire was administered among the respondents. Correlation statistics revealed that the dimensions of emotional intelligence (using emotions, managing emotions, and understanding emotions) were associated significantly and positively with work attitude. The results of linear regression analysis further confirmed the predictor nature of the dimensions of emotional intelligence for the positive attitude of managers and supervisors at their work. Results of the study strongly support that certain positive attitudes help employees to perceive organisational justice, to have more satisfaction, more commitment and to cope with stress and challenges at work.*

**Key Words: -** *Emotional Intelligence, Work Attitude, Public Sector Firms*

## 1. INTRODUCTION

Emotional intelligence is 'the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth' (Mayer & Salovey, 1997: 5)[25]. In other words, emotional intelligence taps into the extent to which people's cognitive capabilities are informed by emotions and the extent to which emotions are cognitively managed. Emotional Intelligence entails not just being able to manage one's own feelings, but also being able to manage the moods and emotions of others.

Research studies on emotions in organisational settings revealed that emotions play a critical part in defining a person- that is who he is, what he want to achieve and his effectiveness in managing his routes to success. Every word a person say , every decision he make and every action he take will have some kind of emotional impact and this impact could be both on himself and other people. The emotional response could be positive or negative, pleased, sad, strong or weak, supportive or disgust. Knowing when to follow our own and others' feelings and emotions, and when to ignore them, is a valuable attribute.

Emotional intelligence refers to a set of competencies, which direct and control one's feeling towards work and performance at work. The set of competencies is ability of an individual being to control and manage his or her mood and impulses, which contribute to best of situational outcomes (M Dileep Kumar 2006)[8].Emotionally intelligent person engages in different emotion regulation in both self and others. This monitoring makes it possible for the individual to strategically manage emotion in self and others to produce the desired outcome in a given situation. The person who can differentiate emotions can cope with them more effectively (Barret & Gross 2001)[4].

Attitudes are evaluative statements either favourable or unfavourable concerning objects, people, or events. They reflect how one feels about something. People at work basically want satisfaction; the feeling that they are contributing positively to the workplace. The attitude determines how well people do a job. Ashkanasy and Hooper (1999)[2] utilized the proposition that affective commitment towards other people is a necessary component of social interaction and argued that the showing of positive emotions is associated with a high likelihood of success at work.

The present study investigates the linkage between emotional intelligence and work attitude among the managers and supervisors in Public Sector Enterprises (PSEs) in Kerala. The literature review revealed that emotionally intelligent people

have an awareness of situations pertaining to themselves and beyond their own personal perspectives. They exhibit a positive attitude and self confidence. This will help people to recognize a beneficial opportunity, take advantage of an encouraging event, which generates more chances to broaden horizons and embrace new experiences.

## 2. LITERATURE REVIEW

Emotional intelligence has its roots in studies of "social intelligence" in 1920 by Thorndike. Thorndike (1920:228)[31] firstly defined social intelligence as "the ability to understand and manage men and women, boys and girls -- to act wisely in human relations." Thorndike includes Interpersonal and Intrapersonal intelligence in his social intelligence theory. Following Thorndike, Gardner (1983)[13] included social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. According to Gardner, social intelligence is comprised of a person's interpersonal and intrapersonal intelligences. Intrapersonal intelligence relates to one's intelligence in dealing with oneself, and is the ability to ''symbolize complex and highly differentiated sets of feelings.'' In contrast, interpersonal intelligence relates to one's intelligence in dealing with others and is the ability to ''notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions'' (p. 239).

Psychologists, Salovey and Mayer, first formally identified the term "Emotional Intelligence - EI" in 1990. Salovey and Mayer (1990:189)[28] defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Goleman (1995)[15] adopted Salovey and Mayer's definition, and proposed that EI involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships.

Goleman has published best-sellers on emotional intelligence (1996, 1998)[16&17]. He suggested that emotional intelligence is composed of self-awareness, self-management, social awareness and social management (1998)[17]. Hence, emotional intelligence allows individuals to not only recognize their own emotions in and outside of strictly intellectual situations, but also to recognize the emotions of others. As people understand their emotions and those of others, they are then able to better control and/or regulate those emotions.

Zeidner, Matthews and Roberts (2004)[32] stated that emotional intelligence "designates the potential to become skilled at learning certain emotional responses ... that can determine a person's potential for learning practical job-related emotional and social skills" (p. 377). The ability to emotionally gauge oneself and one's coworkers fosters the necessary social skills to succeed in a professional context. Emotional intelligence helps create a positive sense of well-being and thereby enhanced performance outcomes (Druskat, Sala & Mount,2006)[9].

Goleman, Boyatzis and McKee (2002)[19] emphasized that leaders should lead with emotional intelligence. In their National bestseller, Primal Leadership, they focused on two competence of emotional intelligence: personal competence and social competence.

Emotional intelligence plays a large role in shaping individuals. Goleman (1998)[17] and (1999)[18] explained that emotional intelligence creates passion, confidence, friendliness, motivation, pride, and energy in individuals. The ability to transmit these same emotions to others offers emotionally intelligent people advantages over others in interpersonal and organizational contexts. Zeidner, Matthews and Roberts claimed that people of higher emotional intelligence succeed at communicating their goals, ideas, and intentions in more interesting and assertive manners. They suggested that emotional intelligence is related to the social skills necessary for teamwork. Together, these abilities contribute to a satisfying personal and professional life.

Emotions can influence thought processes by promoting different information processing strategies (Forgas, 1995; Schwarz, 1990)[10]. For example, positive emotions tend to promote heuristic processing (Schwarz, 1990)[30] and may be useful for creative tasks (Isen et al., 1987)[22] and short-term memory tasks (Gray, 2004)[20], whereas negative emotions promote deeper processing (Bless et al.,1990; Schwarz, 1990)[5&30] and better spatial task performance (Gray, 2004)[20]. Abrams (1997)[1] "Managing your emotions" Feeling does not mean dramatizing, it simply means feeling. By doing so, you'll develop a more positive and inviting attitude, stay healthier and happier, and improve every one of your relationships, including the most important, the one with yourself.
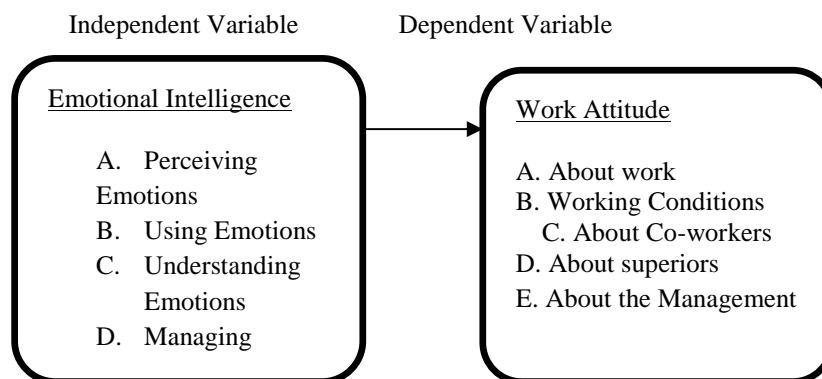
Emotions have a purpose. If positive emotions help a person to thrive, negative emotions can also help a person to survive. Emotions can be useful in terms of directing attention to pressing concerns and signalling what should be the focus of attention (Frigda, 1988; George & Brief, 1996)[12 &14]. Emotions can be used in choosing among options and making decisions; being able to anticipate how one would feel if certain events took place can help decision makers choose among multiple options (Damasio,1994)[7]. Emotions can be used to facilitate certain kinds of cognitive processes. As mentioned earlier, positive moods can facilitate creativity, integrative thinking, and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing (Isen et al., 1985, 1987; Salovey et al., 1993; Sinclair & Mark,1992)[21,22,27 &29]. Finally, shifts in emotions can lead to more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems (Mayer, 1986; Salovey & Mayer, 1989–90)[24&28]. When people are in positive moods, for example, they tend to be more optimistic and perceive that positive events are more likely and negative events are less likely; when people are in negative moods they tend to be more pessimistic and perceive that positive events are less likely and negative events are more likely (Bower, 1981; Salovey & Birnbaum, 1989)[6&26]. People in positive moods also tend to have heightened perceptions of their future success and self-efficacy (Forgas et al., 1990; Kavanagh & Bower, 1985)[11&23]. By evaluating the same opportunities and problems in varying mood states, a broad range of options will be brought to mind and considered. Emotional intelligence entails using emotions for these purposes.

All these pioneering definitions lead to conclude that EI is important in shaping one's personality, behaviour, attitude, style, and abilities.

## 3. CONCEPTUAL FRAME WORK
Based on the literature findings, the conceptual framework was constructed to show the      relationship between independent variable and dependent variable.

Independent Variable        Dependent Variable

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┌──────────────────────────┐          ┌──────────────────────────┐
│ Emotional Intelligence   │          │ Work Attitude            │
│                          │          │                          │
│  A.  Perceiving          │  ───▶    │  A. About work           │
│  Emotions                │          │  B. Working Conditions   │
│  B.  Using Emotions      │          │    C. About Co-workers   │
│  C.  Understanding       │          │  D. About superiors      │
│      Emotions            │          │  E. About the Management │
│  D.  Managing            │          │                          │
└──────────────────────────┘          └──────────────────────────┘
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## 4. RESEARCH METHODOLOGY
### 4.1. Objective of the study
The primary objective of this study was to describe the relationship between Emotional intelligence and work attitude of Managers and supervisors in Public sector firms in Kerala. The objectives of the study include:
i.    To establish the effect of demographic variables on emotional intelligence factors.
ii.   To understand the relationship between emotional intelligence and work attitude.
a.    To give suggestions to attain better work outcome of managers and supervisors through improved emotional intelligence.

### 4.2. Hypotheses
H1: There is no significant difference between age and emotional intelligence of managers and supervisors.
H2: There is no significant difference between gender and emotional intelligence of managers and supervisors.
H3: There is no significant difference between designation and emotional intelligence of managers and supervisors.
H4: There is no significant difference between total service and emotional intelligence of managers and supervisors.
H5: There is no significant difference between qualification and emotional intelligence of managers and supervisors.
H6: There is no significant relationship between emotional intelligence factors and work attitude.

### 4.3. Variables
From the review of literature the following variables were identified for the study. Emotional intelligence factors include perceiving emotions, using emotions, understanding emotions and managing emotions. Work attitude factors include the attitude of managers and supervisors about their work, working conditions, co-workers, superiors and about the management.

### 4.4. Research Design
A descriptive research approach was adopted for this study, in order to satisfy the research objectives. Primary and secondary data were used for this study. In order to obtain the primary data, a self-administered questionnaire was used. Journal articles, books and magazines were used in order to obtain the secondary data. This research design describes the state of affairs as it exists at present.

### 4.5. Sample and Data Collection
The target population for this investigation included respondents from public sector firms in Kerala. Data were collected from 243 managers and 257 supervisors of public sector firms with the help of a structured questionnaire. Public sector firms were selected from three regions (northern region, central region and southern region) of Kerala keeping in mind the number of managers and supervisors working in the firms. Judgment sampling was used to select the respondents from selected firms. The following table summarises the identification of Public Sector Firms.

**Table - 1. Sample Selection**

| Region | Criteria | | No. of firms | Population | Firms selected | No.of respondents |
|---|---|---|---|---|---|---|
| South | Manufacturing | Profit | 13 | Managers-589 | 1 | 21 |
| | | | | Supervisors-761 | | 27 |
| | | Loss | 11 | Managers-182 | 1 | 7 |
| | | | | Supervisors-690 | | 25 |
| | Service | profit | 24 | Managers-4275 | 1 | 154 |
| | | | | Supervisors-1328 | | 48 |
| | | Loss | 14 | Managers-392 | 1 | 14 |
| | | | | Supervisors-2169 | | 78 |
| Central | Manufacturing | Profit | 9 | Managers-315 | 1 | 12 |
| | | | | Supervisors-367 | | 13 |
| | | Loss | 7 | Managers-150 | 1 | 6 |
| | | | | Supervisors-188 | | 7 |
| | Service | profit | 3 | Managers-610 | 1 | 22 |
| | | | | Supervisors-1277 | | 46 |
| | | Loss | 5 | Managers-114 | 1 | 4 |
| | | | | Supervisors-272 | | 10 |
| North | Manufacturing | Profit | 2 | Managers-24 | 1 | 1 |
| | | | | Supervisors-17 | | 1 |
| | | Loss | 4 | Managers-84 | 1 | 3 |
| | | | | Supervisors-34 | | 1 |
| | Service | profit | nil | | | |
| | | Loss | nil | | | |
| Total | | | 92 | 13838 | 10 | 500 |

*Source: Survey data*

### 4.6. Questionnaire
The questionnaire used for this study consists of three sections. Section A was intended to collect the demographic data of the respondents. Section B and C consist of statements related to emotional intelligence and work attitude factors. A five point Likert scale was used to record the response. The study compared the effect of emotional intelligence on work attitude of managers and supervisors. Thirty four close ended items have been used to measure EI variable. Cronbach's alpha revealed

that overall reliability of this variable is 0.914. Seventeen close ended items have been used to measure work attitude variable. Cronbach's alpha revealed that overall reliability of this variable is 0.840.

### 4.7. Instruments and Measures
Descriptive statistics were calculated. Babbie, Earl R. (2009)[3] stated that descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. Specifically descriptive statistics such as frequency distribution were calculated to summarize the sample data distribution.

In order to analyse the data SPSS 21 Statistics was used. To find out the relationship between the variables of the study Pearson's correlation analysis, Regression and ANOVAs were used.

## 5. Analysis and Interpretation
### 5.1 Demographic features of respondents

**Table - 2. Demographical Features**

| Characteristics | Frequency | Percent |
|---|---|---|
| Age group | | |
| <30 | 75 | 15 |
| 31-40 | 187 | 37.4 |
| 41-50 | 138 | 27.6 |
| 51-60 | 100 | 20 |
| | | |
| Gender | | |
| Male | 370 | 74 |
| Female | 130 | 26 |
| Designation | | |
| Supervisors | 257 | 51.4 |
| Managers | 243 | 48.6 |
| Total Service | | |
| <10 | 115 | 23 |
| 11-20 | 190 | 38 |
| 21-30 | 185 | 37 |
| >30 | 10 | 2 |
| | | |
| Qualification | | |
| UG | 173 | 34.6 |
| PG | 203 | 40.6 |
| Professional | 124 | 24.8 |

*Source: Survey data*

74 % of the respondents are male. Highest percentage of respondents (37.4%) belongs to the age group of 31 to 40. 51.4% of respondents belongs to the supervisory category. 38% of the respondents has 11 to 20 years of service and another 37% has 21 to 30 years of service. Educational qualification of 40.6% of the respondents is post-graduation.

### 5.2. Relationship between Emotional Intelligence and age group of managers and supervisors
In order to find out the significant relationship between four emotional intelligence factors and age group of managers and supervisors one way ANOVA was performed.

| Table 3 ANOVA | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Perceiving emotions | Between Groups | 13.958 | 3 | 4.653 | 4.110 | .007 |
| | Within Groups | 561.479 | 496 | 1.132 | | |
| | Total | 575.438 | 499 | | | |
| Using emotions | Between Groups | 11.513 | 3 | 3.838 | 2.106 | .049 |
| | Within Groups | 903.954 | 496 | 1.822 | | |
| | Total | 915.467 | 499 | | | |
| Understanding emotions | Between Groups | 12.354 | 3 | 4.118 | 3.594 | .014 |
| | Within Groups | 568.316 | 496 | 1.146 | | |
| | Total | 580.669 | 499 | | | |
| Managing emotions | Between Groups | 10.099 | 3 | 3.366 | 2.010 | .112 |
| | Within Groups | 830.847 | 496 | 1.675 | | |
| | Total | 840.946 | 499 | | | |

*Source: Survey data*

From the above table it is clear that the p value is less than .05for perceiving emotions, using emotions and understanding emotions and hence $H_0$ is rejected. Hence there is significant relationship exist between age group of managers and supervisors and emotional intelligence factors of perceiving emotions, using emotions and understanding emotions.

### 5.3. Relationship between emotional intelligence and Gender of respondents

| Table.4 ANOVA | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Perceiving emotions | Between Groups | 1.770 | 1 | 1.770 | 1.537 | .216 |
| | Within Groups | 573.667 | 498 | 1.152 | | |
| | Total | 575.438 | 499 | | | |
| Using emotions | Between Groups | .217 | 1 | .217 | .118 | .731 |
| | Within Groups | 915.250 | 498 | 1.838 | | |
| | Total | 915.467 | 499 | | | |
| Understanding emotions | Between Groups | .374 | 1 | .374 | .321 | .571 |
| | Within Groups | 580.295 | 498 | 1.165 | | |
| | Total | 580.669 | 499 | | | |
| Managing emotions | Between Groups | .742 | 1 | .742 | .440 | .508 |
| | Within Groups | 840.204 | 498 | 1.687 | | |
| | Total | 840.946 | 499 | | | |

*Source: Survey data*

The table shows that p value is greater than .05. $H_0$ is accepted. Hence there is no significant relationship exist between gender of managers and supervisors and the factors of emotional intelligence.

**5.4. Relationship between emotional intelligence and designation of respondents**

| Table.5 ANOVA | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Perceiving emotions | Between Groups | .120 | 1 | .120 | .104 | .747 |
| | Within Groups | 575.317 | 498 | 1.155 | | |
| | Total | 575.438 | 499 | | | |
| Using emotions | Between Groups | .454 | 1 | .454 | .247 | .620 |
| | Within Groups | 915.013 | 498 | 1.837 | | |
| | Total | 915.467 | 499 | | | |
| Understanding emotions | Between Groups | 3.975 | 1 | 3.975 | 3.433 | .065 |
| | Within Groups | 576.694 | 498 | 1.158 | | |
| | Total | 580.669 | 499 | | | |
| Managing emotions | Between Groups | .062 | 1 | .062 | .037 | .848 |
| | Within Groups | 840.884 | 498 | 1.689 | | |
| | Total | 840.946 | 499 | | | |

*Source: Survey data*

The table shows that p value is less than .05 for the factor of understanding emotions. Other factor's p value is greater than .05 and hence $H_0$ is accepted. Hence there is no significant relationship exist between designation of respondents and emotional intelligence.

**5.5. Relationship between emotional intelligence and total service of managers**

| Table 6 ANOVA | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Perceiving emotions | Between Groups | 11.378 | 3 | 3.793 | 3.335 | .019 |
| | Within Groups | 564.059 | 496 | 1.137 | | |
| | Total | 575.438 | 499 | | | |
| Using emotions | Between Groups | 11.345 | 3 | 3.782 | 2.075 | .103 |
| | Within Groups | 904.122 | 496 | 1.823 | | |
| | Total | 915.467 | 499 | | | |
| Understanding emotions | Between Groups | 14.783 | 3 | 4.928 | 4.319 | .005 |
| | Within Groups | 565.887 | 496 | 1.141 | | |
| | Total | 580.669 | 499 | | | |
| Managing emotions | Between Groups | 7.480 | 3 | 2.493 | 1.484 | .218 |
| | Within Groups | 833.466 | 496 | 1.680 | | |
| | Total | 840.946 | 499 | | | |

*Source: Survey data*

From the above table it is clear that the p value is less than .05for perceiving emotions and understanding emotions and hence $H_0$ is rejected. Hence there is significant relationship exist between service of managers and supervisors and emotional intelligence factors of perceiving emotions and understanding emotions.

**5.6. Relationship between emotional intelligence and Qualification**

| Table7.ANOVA | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Perceiving emotions | Between Groups | 3.483 | 2 | 1.741 | 1.513 | .221 |
| | Within Groups | 571.955 | 497 | 1.151 | | |
| | Total | 575.438 | 499 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Using emotions | Between Groups | 5.807 | 2 | 2.903 | 1.586 | .206 |
| | Within Groups | 909.660 | 497 | 1.830 | | |
| | Total | 915.467 | 499 | | | |
| Understanding emotions | Between Groups | 1.141 | 2 | .571 | .489 | .613 |
| | Within Groups | 579.528 | 497 | 1.166 | | |
| | Total | 580.669 | 499 | | | |
| Managing emotions | Between Groups | .261 | 2 | .131 | .077 | .926 |
| | Within Groups | 840.685 | 497 | 1.692 | | |
| | Total | 840.946 | 499 | | | |

*Source: Survey data*

Here also the p value is greater than .05 and $H_0$ is accepted. Hence there is no significant relationship exist between qualification and emotional intelligence of respondents.

### 5.7. Relationship between emotional intelligence factors and work attitude.

Bivariate analysis has been carried out in order to study the relationship between dependent and independent variables. For bivariate analysis both correlation and regression were used.

Hypothesis six examined the association and the nature of relationship between work attitude and the four dimension of emotional intelligence.

| Table 8 Correlations | | Perceiving emotions | Using emotions | Understanding emotions | Managing emotions | Work attitude |
|---|---|---|---|---|---|---|
| Perceiving emotions | Pearson Correlation | 1 | .287** | .217** | .258** | .605** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 500 | 500 | 500 | 500 | 500 |
| Using emotions | Pearson Correlation | .287** | 1 | .179** | -.011 | .472** |
| | Sig. (2-tailed) | .000 | | .000 | .806 | .000 |
| | N | 500 | 500 | 500 | 500 | 500 |
| Understanding emotions | Pearson Correlation | .217** | .179** | 1 | .202** | .441** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |
| | N | 500 | 500 | 500 | 500 | 500 |
| Managing emotions | Pearson Correlation | .258** | -.011 | .202** | 1 | .394** |
| | Sig. (2-tailed) | .000 | .806 | .000 | | .000 |
| | N | 500 | 500 | 500 | 500 | 500 |
| Work attitude | Pearson Correlation | .605** | .472** | .441** | .394** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 500 | 500 | 500 | 500 | 500 |

**. Correlation is significant at the 0.01 level (2-tailed).
*Source: Survey data.*

Analysis of the data resulted from the Pearson correlation analysis, indicates that as expected work attitude is positively correlated with the four component of emotional intelligence and the association is significant at the 0.01 level, indicates that the association is highly significant and the relationship is positive. The correlation analysis also reveals that the association

is highly significant and the strength of the association between independent and dependent variables are very strong between work attitude and the four component of emotional intelligence. The value of coefficient (r) determines the strength of the association and is very strong and positive between perceiving emotions and work attitude (.605). However as compare to perceiving emotions the association is somewhat at moderately strong between using, understanding, managing and work attitude (.472),( .441), .(394) respectively. Therefore $H_0$ is rejected.

**Regression Analysis**

| Table.9 Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .772[a] | .596 | .593 | .61098 |
| a.Predictors:(Constant),managing emotions, using emotions, understanding emotios, perceiving emotions | | | | |

`               *Source: Survey data*

The table illustrates that value of R square is .596 which is equal to 59.6%. This means that independent variable that is Emotional intelligence of managers and supervisors is accounting for 59.6% of variation in the dependent variable (work attitude).

| Table 10.ANOVA | | | | | |
|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 272.354 | 4 | 68.089 | 182.397 | .000[b] |
| | Residual | 184.783 | 495 | .373 | | |
| | Total | 457.137 | 499 | | | |
| a. Dependent Variable: work attitude | | | | | |
| b. Predictors: (Constant), managing emotions, using emotions, understanding emotions, perceiving emotions | | | | | |

*Source: Survey data*

$F_{(4, 495)} = 182.3977; P < 0.01$

From the table given above, it is seen that, the value of p is less than 0.01. Hence the overall effect of this independent variable (Emotional intelligence) is highly significant. Therefore, the study can generalise the results of sample to predict for the entire population.

## 6. DISCUSSION

The study analysed the effects of demographical variables on emotional intelligence. The test result shows that there is a significant relationship between the demographical variables such as age and total service of managers on their emotional intelligence. But the variables like gender, designation and qualification of managers and supervisors do not have significant relationship on emotional intelligence. Emotional intelligence has four elements: perceiving emotions, using emotions, understanding emotions, and managing emotions. Emotional intelligence helps the managers and supervisors to control emotions by the application of reason. People who are able to control their emotions are more likely to contribute to organisation in a healthy way. The result of correlation coefficient and regression revealed that emotional intelligence of managers and supervisors is significantly related with their attitude of work. The study results provide sufficient evidence for the fact that emotional intelligence, measured as a set of abilities is associated positively with the work attitude. By having clear role of emotional intelligence, managers and supervisors in public sector organisation can increase the job commitment, loyalty and growth of organization.

### 6.1. Implications of the study

From the study it is revealed that there is strong correlation between emotional intelligence and work attitude of managers and supervisors in public sector firms in Kerala .So it is better that the company should add a soft skills category as part of its performance appraisal method. Managers and supervisors success is not only based on reaching the targets, but also on the development of his or her team and their interactions with others.

It is also desirable that since emotional intelligence has significant impacts on work attitude, the managers and supervisors should be coached on emotional intelligence skills.

**6.2. Recommendations for future studies**
Further studies can include larger and broader samples that are more representative of the population, examining other factors of workplace outcomes such as interpersonal interaction, performance management, organisation citizenship behaviour, employee motivation, decision making process, stress management etc.

**7. CONCLUSION**
Emotional intelligence is related to outcomes and informs ones choices and decisions. Through the experience of playing against the emotions managers and supervisors can develop winning strategies. Those who have well developed emotional competencies may have advantage over others to better manage people, relationships, roles etc for their own psychological wellbeing as well as organisational productivity. Emotionally intelligent people are able to derive positive value from negative emotions and have developed techniques to do so. Results of the study strongly support that certain positive attitudes help employees to perceive organisational justice, more satisfaction, more commitment and to cope with stress and challenges at work. Even in bereavement employees with a positive approach adapt quicker to their loss and set new goals and objectives.

Emotionally intelligent executives come across as stable, grounded people with an awareness of situations pertaining to themselves and beyond their own personal perspective. They exhibit a positive attitude and self confidence. This will help the employees to recognize a beneficial opportunity, take advantage of an encouraging event, which generates more chances to broaden horizons and embrace new experiences.

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