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EFFECTIVENESS OF BHATTACHARYA INSTRUMENT ON EMOTIONAL INTELLIGENCE A CASE STUDY

Effectiveness of Bhattacharya Instrument on Emotional Intelligence a Case Study

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Abstract: Appraisal of negative and positive emotions were elicited as most important factors of emotional intelligence in Indian context, followed by interpersonal conflict and difficulty, interpersonal skill and flexibility and emotional facilitation and goal orientation. The first, second and fifth factors were related to 'self' whereas the third and fourth factors reflected 'interpersonal skills'. The construct of emotional intelligence involved appraisal and experience of emotion for self and interpersonal situations in valence-specific terms (positive-negative) though BEIS-In was having many similarities with the existing emotional intelligence scales, the valence-specificity of this scale is a unique feature. Since culture determines the acceptance, recognition, appraisal, expression of emotions to a great extent, it can be assigned that Indian collectivist culture is responsible for this uniqueness (Bhattacharya & Sengupta, 2007).

Key Words; Negative, Positive Emotions, Interpersonal Conflict, Interpersonal Skill And Flexibility.

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INTRODUCTION

Wherever a few persons get together for some purpose or other of common interest more or less automatically an informal leader emerges among them. That means, more often, one of the group members, who is more capable, starts striving harder than others for the achievement of the group goal. This gives birth to the practice quite beneficial to his personal and social life. It helps him in achieving his life's goal smoothly. He, therefore, keeps refining and augmenting the concept and practice of leadership.

Though a complex concept, leadership is an ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organisations. Leaders use influence to motivate followers and arrange their work environment so that they do the job more effectively.

REVIEW OF LITERATURE

Barling *et al.* (2000) examined the relationship between the transformational leadership paradigm and EI, and suggested that EI predisposes leaders to use transformational behaviour. Barling found that EI is positively related to three components of transformational leadership (idealized influence, inspirational motivation and individualized considerations) and contingent reward (a component of transactional leadership) Laissez-faire leadership and active and passive management by exception were not related to EI.

Goffee and Jones (2000) expressed that leaders need vision and energy. But to be inspirational, leaders need some other qualities. Real leaders manage through a unique approach we call tough empathy. Tough empathy means giving people what they need not what they want. At it best it balances respect for the individual and for the task at hand. It also has the benefit of impelling leaders to take risks.

Jain (2001) emphasized that cultural diversity, value inculcation phenomena is found to be consistent pattern of a leaders' behaviour. Therefore, theories and models that has a holistic view of human being that allows the wholeness to surface and encourage exploration into unchanted areas, seen more applicable across culture.

Pagonis (2001) recounted the gripping tale of how he ignored his commander and plunged into a withering cross fire to rescue a group of standard soldiers. Leaders who send their people and to do battle in the business world have much to learn from Pagonis. He says, whether you are running in company or feeding, clothing and equipping an army, the bedrock, principles of leadership don't change. Know your stuff and listen hard, and your troops will fight like lions for you.

Pattanayak (2001) indicated that the leader who wishes to create a learning organisation will need to adopt a change approach. This will allow him or her to cultivate an environment of constant questioning and risk taking and frequent reinvention of business practices and products. Srivastava (2001) explained that the right kind of leadership can encourage

people to tap their differences for creative ideas, and make explicit use of cultural differences at work to fight all forms of dominance and subordination so that the tensions coming in the way of diversity management is resolved.

Goleman (2001) pointed out that leaders high in emotional intelligence are keys to organisational success; leaders must have the capacity to sense employees' feelings about their work environments, to intervene when problems arise, to manage their own emotions in order to gain the trust of the employees, and to understand the political and social conventions within an organization

Kapore (2001) indicated that leaders need not be the managers in the organisations. Any person who is capable enough can emerge as a leader to do something innovative. It is the leader only who highlight the mission, concretize it into clear objectives and evolve systems to realize them. The leader is a role model who initiates, guides, directs and inspires the subordinates.

Palmer, *et al.* (2001) explored the relationship between emotional intelligence and effective leadership. Emotional intelligence was assessed by a modified version of the *Trait Meta Mood Scale* in 43 participants employed in management roles. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style as measured by the multifactor leadership questionnaire.

MATERIAL AND METHOD

The sample included in the study was drawn from different places of Haryana. The sample size of the research consisted of 300 middle level managers. The objectives were to study the profile of leadership between leadership behaviour and emotional intelligence. In order to fulfill these objectives, demographic variables (age, marital status, gender, qualification, type of organisation, work experience) were included in the study (Table 1). To cover the wide range of population spread all over the area selected, the area was stratified into different zones (Table 2). Two districts were chosen with the help of lottery system. Respondents were chosen from each district of Haryana. In this way, efforts were made to make the sample more representative, more purposeful and in accordance with the objectives of the study.

Table 1:   Distribution of Sample

Demographic Variables		Nos of Respondents	Percentage
Gender	Male	223	74.3
	Female	77	25.7
	Total	300	100
Marital Status	Married	188	62.7
	Unmarried	112	37.3
	Total	300	100
Qualification	Graduation	141	47
	Post Graduation	82	27.3
	Professional	77	25.7
	Total	300	100
Age	Under 30 yrs.	129	43
	31 – 40 yrs.	84	28
	41 – 50 yrs.	67	22.3
	51 yrs. and above	20	6.7
	Total	300	100
Work Experience	Less than 10 yrs.	155	51.7
	10—20 yrs.	82	27.3
	More than 20 yrs.	63	21
	Total	300	100
Organisation	Public sector	130	43.4
	Private sector	170	56.6
	Total	300	100

Table 2:   Administrative Zones of Haryana

Zone I	Ambala, Panchkula, Kaithal, Karnal, Kurukshetra, Yamunanagar
Zone II	Jind, Jhajjar, Panipat, Rohtak, Sonipat
Zone III	Bhiwani, Fatehabad, Hisar, Sirsa
Zone IV	Faridabad, Gurgaon, Mohindergarh, Rewari

Convenient sampling technique was adopted in order to choose the ultimate unit i.e. the respondents. Every sincere effort was made by the investigator to avoid biasness in the selection of respondents.

To achieve the objectives taken up in the study, primary as well as secondary data were used. For primary data collection, three standard questionnaires [Questionnaire on leadership styles, leadership behaviour (effectiveness) and Questionnaire on emotional intelligence] were taken with the help of experts from psychology and management and study material available in libraries and psychology labs.

For the collection of data, three sections of the questionnaire were used:

1.   The first section consisted of information about the demographics of the respondents. The demographic variables taken up in the study, included gender, age, marital status, qualifications, work experience and type of organisation.

2.   The second section of the questionnaire was made of six dimensional leadership style questionnaires to identify the typical pattern of leadership styles. This questionnaire is designed by

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Leadership Resources Inc. and American Management Association.

3. The third section of the questionnaire was made of six dimensional leadership behaviour scales to measure various dimensions of leaders' behaviour effectiveness focusing on positive and constructive dimensions. This scale is developed by Dr. Asha Hinger, Professor, Deptt. of Psychology, University of Rajasthan, Jaipur, published by National Psychological Corporation, Agra .

The third section of the questionnaire, used to study the level of emotional intelligence was also based on likert type five-point scale consisting 'Never true', 'Rarely true', 'Sometimes true', 'Mostly true', 'Always true', for which scores 1, 2, 3, 4 and 5 were given, respectively. The reversed scored items (1-13, 24-29) were given reverse value. One could score maximum 200 and minimum 40 in the BEIS-In. To get overall emotional intelligence quotient score, these items were valued and added and rated as, 'Extremely high', 'High', 'Average' and 'Below average'. More the score is, higher the emotional intelligence. The scale comprised of 40 items which factorized as below:

a) Appraisal of negative emotions (items 1-13), maximum score - 65

b) Appraisal of positive emotions (items 14-23), maximum score – 50

c) Interpersonal conflict and difficulty (items 24-29), maximum score - 30

d) Interpersonal skill and flexibility (items 30-35), maximum score – 30

e) Emotional facilitation and goal orientation (items 36-40), maximum score – 25

Appraisal of negative and positive emotions were elicited as most important factors of emotional intelligence in Indian context, followed by interpersonal conflict and difficulty, interpersonal skill and flexibility and emotional facilitation and goal orientation. The first, second and fifth factors were related to 'self' whereas the third and fourth factors reflected 'interpersonal skills'. The construct of emotional intelligence involved appraisal and experience of emotion for self and interpersonal situations in valence-specific terms (positive-negative) though BEIS-In was having many similarities with the existing emotional intelligence scales, the valence-specificity of this scale is a unique feature. Since culture determines the acceptance, recognition, appraisal, expression of emotions to a great extent, it can be assigned that Indian collectivist culture is responsible for this uniqueness (Bhattacharya & Sengupta, 2007).

d) Statistical Analysis

The analysis for the questionnaires was divided into two parts viz., descriptive inferences and statistical inferences. Descriptive inference indicated the frequency distribution and statistical inferences emphasized on mean, standard deviation, Pearson's coefficient of correlation, chi-square test, one-way ANOVA and t-test.

CONCLUSION

The following were the conclusions of the study:

1. Due to time and cost constraints, it was not possible to go for longer sample size and thereby produced an exhaustive work.

2. Some of the respondents were unwilling to open up while giving information because of the psychological nature of the study.

3. Variation between the information required and the information sought by the researcher because of the qualitative factors in the research.

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