

## **DATA ANALYSIS AND INTERPRETATION**

In the previous chapter, researcher has tried to present profile of various organizations. The present chapter contains analysis and interpretation of data. The chapter has been further divided into following parts for better understanding.

### **Following is the Chapter Plan;**

- Section-I      Respondents demographic variables
- Section-II     Analysis of Emotional Intelligence
- Section-III    Analysis of Personality traits
- Section-IV    Analysis of Leadership (Leadership Styles)
- Section-V      Cross-tabulation and Chi-square test between demographic variables and emotional intelligence, Personality traits

### **Testing Of Hypothesis**

- Section-VI    Correlation between demographic variables and emotional intelligence
- Section-VII   Correlation between demographic variables and personality traits
- Section- VIII Correlation between emotional intelligence and personality traits.
- Section- IX   Correlation between emotional intelligence and leadership styles.
- Section- X    Correlation between leadership styles and personality traits
- Section- XI   Correlation between birth order and personality traits

*(Analysis has been done by using Statistical Package for Social Science (SPSS) software)*

**SECTION I: PERSONAL INFORMATION (FREQUENCY TABLES): MONOVARIATE TABLES:**

**TABLE 1: Showing distribution of respondents according to Age.**

<b>Sr. NO</b>	<b>AGE</b>	<b>Frequency</b>	<b>Percentage</b>
1	30-35 yrs	52	51.5
2	36-40 yrs	15	14.9
3	41-45 yrs	09	8.9
4	46-50 yrs	06	5.9
5	51 yrs and above	19	18.8
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 51.5% (n=52) of the respondents were from the age group of 30-35 yrs, 14.9% (n=15) of the respondents were from the age group of 36-40 yrs, 8.9% (n=9) of the respondents were from the age group of 41-45 yrs, 5.9% (n=6) of the respondents were from the age group of 46-50 yrs, 18.8% (n=19) of the respondents were from the age group of 51 yrs and above.

Thus from the above description, interpretation can be done that majority of the women administrators are very young and shows that women has achieved the leadership position at very young age by showing their inherent potentials. It also shows that today's women are very ambitious and career oriented.

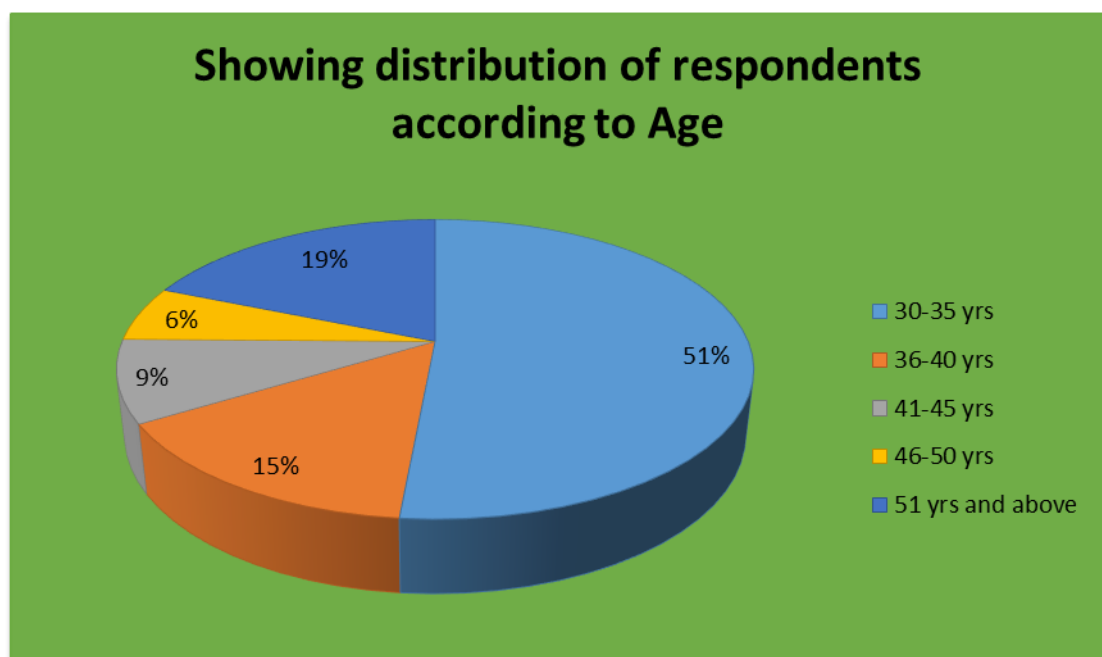


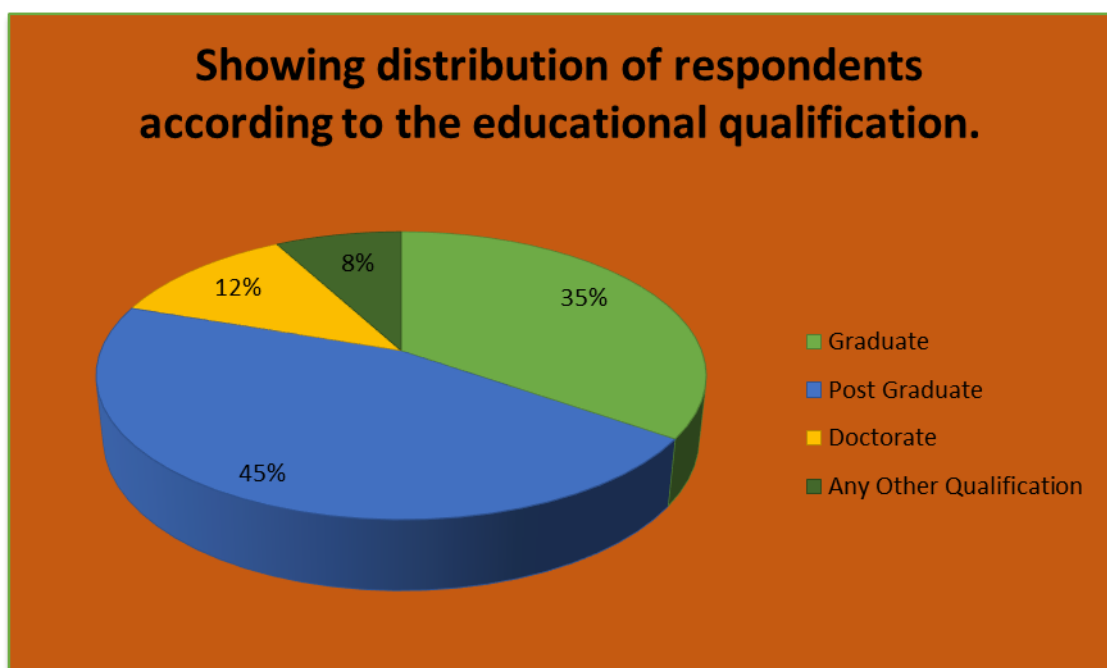
Fig- 1: The above Pie-chart is showing the distribution of the respondents according to their age.

**Table 2: Showing distribution of respondents according to the educational qualification.**

<b>Sr. NO</b>	<b>Educational Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
1	Graduate	35	34.7
2	Post Graduate	46	45.5
3	Doctorate	12	11.9
4	Any Other Qualification	08	7.9
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 34.7% (n=35) of the respondents were graduate, 45.5% (n=46) of the respondents were post graduate, 11.9% (n= 12) of the respondents were Doctorate, 7.9% (n=8) of the respondents were also having other qualification like post graduate diploma or other diplomas.

Thus from the above description, interpretation can be done that majority of the women administrators are highly educated which is a positive sign of women empowerment because education is the only tool for creating awareness and ultimate development.



**Fig- 2: The above pie-chart is showing the distribution of the respondents according to their educational qualification**

**TABLE 3: Showing distribution of respondents according to marital status.**

<b>Sr. NO</b>	<b>Marital Status.</b>	<b>Frequency</b>	<b>Percentage</b>
1	Married	88	87.1
2	Unmarried	10	9.9
3	Widow	02	2.0
4	Divorcee	01	1.0
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 87.1% (n=88) of the respondents were married, 9.9% (n= 10) of the respondents were Unmarried, 2.0% (n=2) of the respondents were widow and 1.0% (n=1) were divorcee.

Thus from the above description, interpretation can be done that majority of the women administrators are married and performing dual responsibilities handing both the house work and office environment.

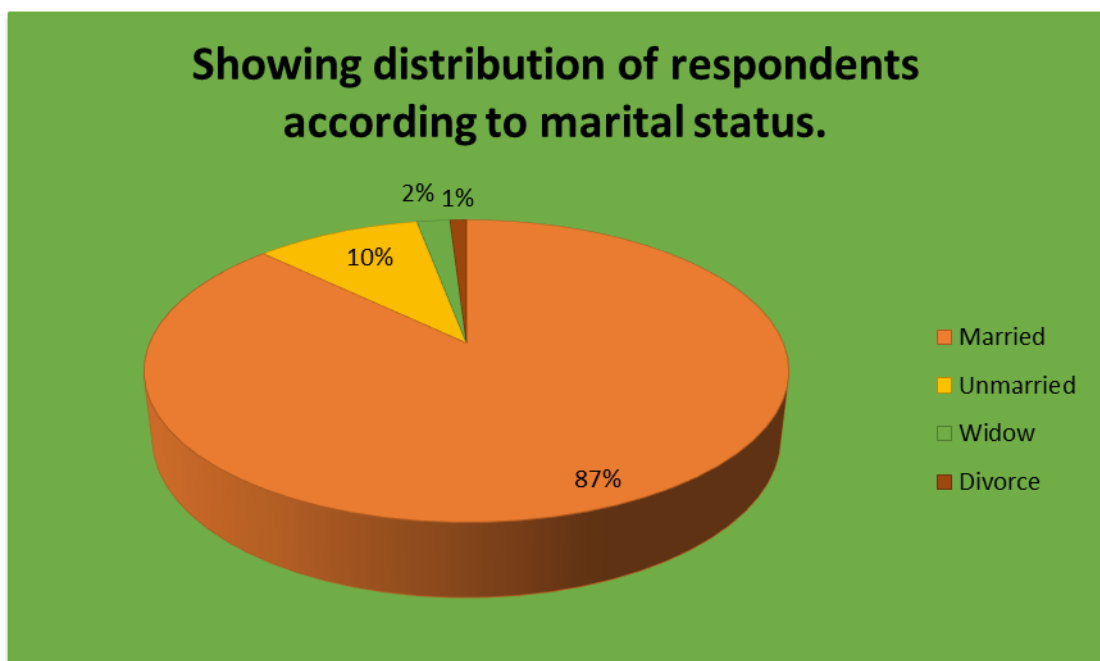


Fig- 4: The above pie-chart is showing the distribution of the respondents according to their marital status.

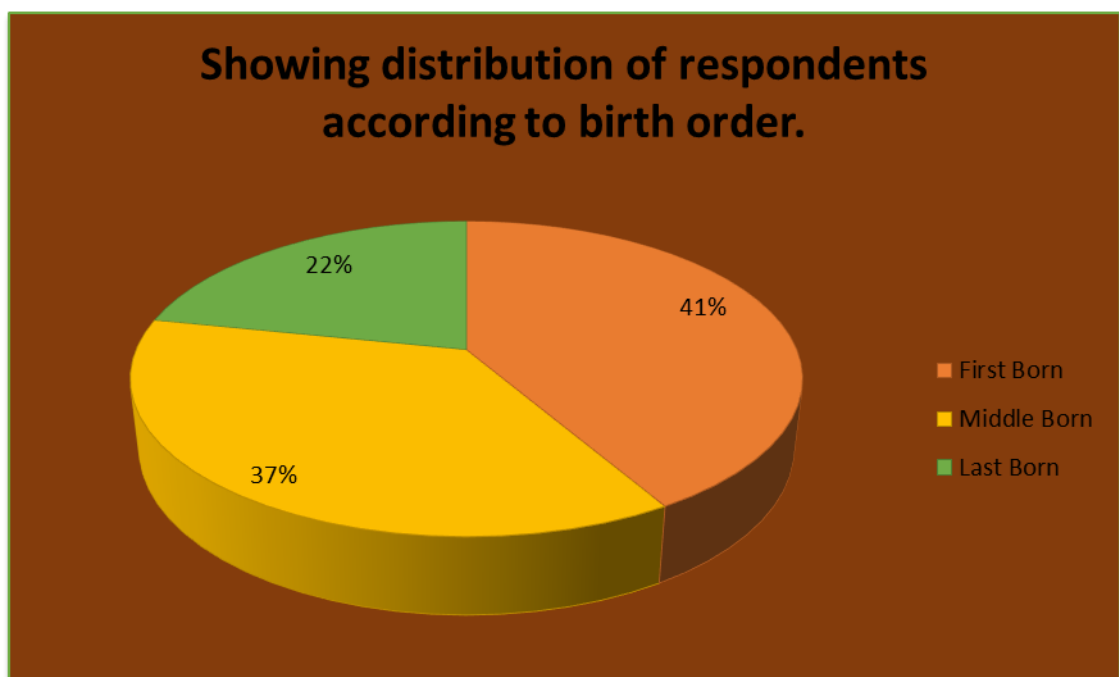
**TABLE 4: Showing distribution of respondents according to birth order.**

<b>Sr. NO</b>	<b>Birth Order</b>	<b>Frequency</b>	<b>Percentage</b>
1	First Born	42	41.6
2	Middle Born	37	36.6
3	Last Born	22	21.8
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 41.6% (n=42) of the respondents were first born, 36.6% (n= 37) of the respondents were Middle born and 21.8% (n=22) of the respondents were last born.

Thus from the above description, interpretation can be done that majority of the women administrators are first born followed by middle born and less are the last born.





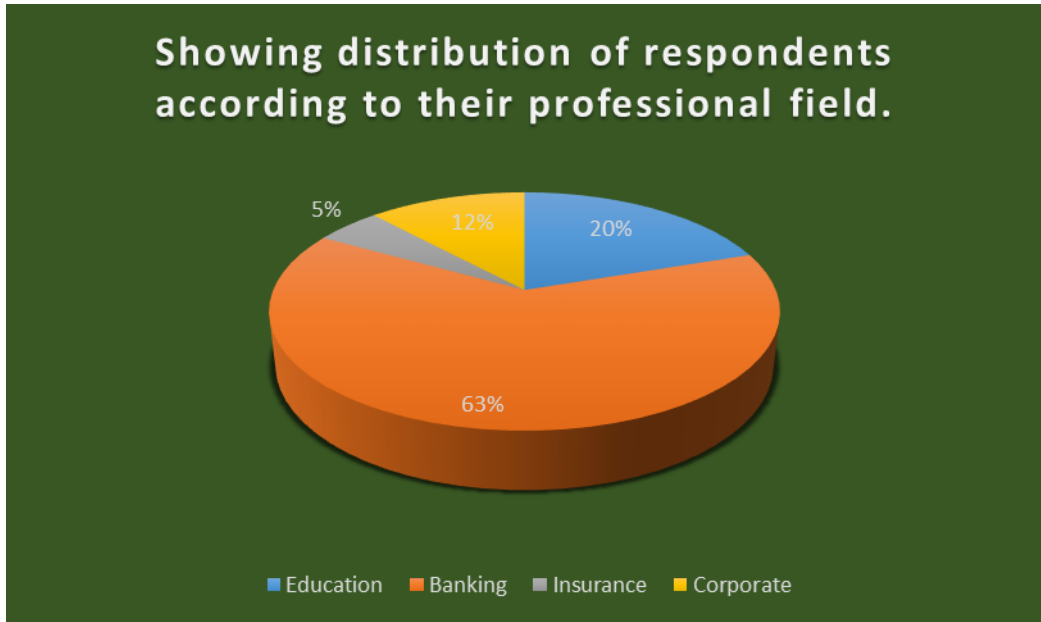
**Fig- 5:** The above pie-chart is showing the distribution of the respondents according to their birth-order.

**TABLE 5: Showing distribution of respondents according to their professional field.**

Sr. No.	Professional field	Frequency	Percentage
1	Education	20	19.8
2	Banking	64	63.4
3	Insurance	05	5.0
4	Corporate	12	11.9
Total		101	100.0

From the above table it can be seen that 19.8% (n=20) of the respondents were from Education sector, 63.4% (n= 64) of the respondents were from Banking sector, 5.0% (n=5) of the respondents were from Insurance sector and 11.9% (n=12) were from Corporate sector.

Thus from the above description, interpretation can be done that majority of the women administrators were from banking sector which researcher can relate to the existing theory that there is more inclusion of women in banking profession.



**Fig- 6:** The above pie-chart is showing the distribution of the respondents according to their professional field.

**TABLE 6: Showing distribution of respondents according to the total experience**

<b>Sr. No.</b>	<b>Total Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1	3yrs-7yrs	49	48.5
2	8yrs-12yrs	25	24.8
3	More Than 12yrs	27	26.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 48.5% (n=49) of the respondents were having 3-7 yrs of total work experience, 24.8% (n= 25) of the respondents were having 8-12 yrs of total work experience, 26.7% (n=27) of the respondents were having more than 12 yrs of total work experience.

Thus from the above description, interpretation can be done that majority of the women administrators are well experienced.

**TABLE 7: Showing distribution of respondents according to their monthly salary**

Sr. No	Monthly salary	Frequency	Percentage
1	Rs 20000-25000	13	12.9
2	Rs 25001-30000	10	9.9
3	Rs 30001-35000	15	14.9
4	Rs 40001-45000	12	11.9
5	Rs 45001-50000	8	7.9
6	Rs 50001 and Above	43	42.6
	Total	101	100.0

From the above table it can be seen that 12.9% (n=13) of the respondents were having monthly salary of Rs. 20000-25000, 9.9 % (n=10) of the respondents were having monthly salary of Rs 25001-30000, 14.9% (n=15) of the respondents were having monthly salary of Rs 30001-35000, 11.9% (n=12) of the respondents were having monthly salary of Rs 40001-45000, 7.9% (n=8) of the respondents were having monthly salary of Rs 45001-50000 whereas 42.6% (n=43) of the respondents were having monthly salary of Rs 50001 and Above.

Thus from the above description, interpretation can be done that majority of the women administrators are earning good salary package but while interviewing a considerable number of women administrators expressed that they were getting very less salary and not satisfied with the existing salary structure might be possible as they are working in a private sector and in less renowned organizations.

**TABLE 8: Showing distribution of respondents according to the type of family.**

<b>Sr. No.</b>	<b>Type of Family</b>	<b>Frequency</b>	<b>Percentage</b>
1	Nuclear	52	51.5
2	Joint	49	48.5
<b>Total</b>		101	100.0

From the above table it can be seen that 51.5% (n=52) of the respondents were having Nuclear family system and 48.5% (n= 49) of the respondents were having joint family system.

Thus from the above description, interpretation can be done that majority of the women administrators are living in nuclear families and it's a sign of social degradation of the joint family system which may hamper the culture and increase in stress because no one is at home who can look after the children or can give immediate help at the time of emergencies or any crisis.

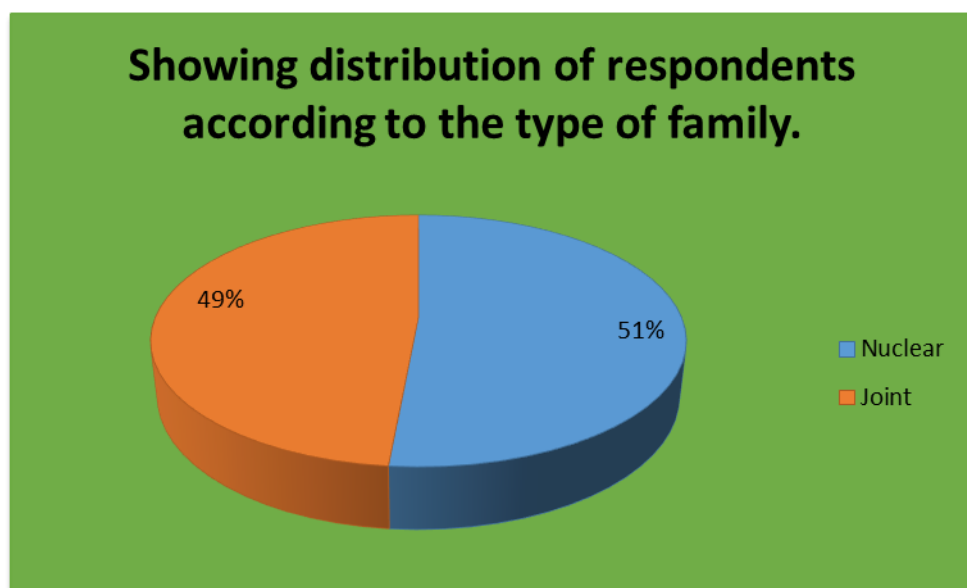


Fig- 7: The above pie-chart is showing the distribution of the respondents according to the type of family they belong

**TABLE 9: Showing distribution of respondents according to the monthly income of respondent's spouse**

Sr.No.	Spouse's monthly income	Frequency	Percentage
1	Rs 20000-25000	10	9.9
2	Rs 25001-30000	05	5.0
3	Rs 30001-35000	09	8.9
4	Rs 35001-40000	05	5.0
5	Rs 40001-45000	08	7.9
6	Rs 45001-50000	09	8.9
7	Rs 50001 and Above	55	54.5
	Total	101	100.0

From the above table it can be seen that 54.5% (n=55) of the respondents spouse were getting Rs. 50,001 and above as their monthly salary, 9.9% (n=10) of the respondents spouse were getting Rs. 20,000-25,001 as their monthly salary, 8.9% (n= 9) of the respondents spouse were getting Rs.45, 001-50,000 as the monthly salary, 8.9% (n=9) of the respondents spouse were getting Rs. 30,001-35,000 as their monthly salary, 7.9% (n=8) of the respondents spouse were getting Rs. 40001-45000 as their monthly salary, 5.0% (n=5) of the respondents spouse were getting Rs. 25,001-30,000 as their monthly salary and in the similar manner 5.0% (n=5) of the respondents spouse were getting Rs. 35,001-40,000 as their monthly salary.

Thus from the above description, interpretation can be done that most of the spouse of women administrators were getting good salary package and they are financially stable.



**TABLE 10: Showing distribution of respondents according to the number of dependents.**

<b>Sr. No</b>	<b>Number of Dependents</b>	<b>Frequency</b>	<b>Percentage</b>
1	3-5	86	85.1
2	6-8	12	11.9
3	More than 8	03	3.0
	<b>Total</b>	<b>101</b>	<b>100.0</b>

From the above table it can be seen that 85.1% (n=86) of the respondents were having 3-5 dependents at home, 11.9% (n= 12) of the respondents were having 6-8 dependents at home and 3.0% (n=3) of the respondents were having more than 8 dependents at home.

Thus from the above description, interpretation can be done that majority of the women administrators are having dependents as a responsibility at their homes. The number of dependents varies but they have less or more responsibility at their homes.

**TABLE 11: Showing distribution of respondents according to the number of children.**

<b>Sr. No</b>	<b>Number of Children</b>	<b>Frequency</b>	<b>Percentage</b>
1	No Children	37	36.6
2	1-2	61	60.4
3	3-4	03	3.0
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 36.6% (n=37) of the respondents were not having children, 60.4% (n= 61) of the respondents were having 1-2 children and 3.0% (n=3) of the respondents were having 3-4 children.

Thus from the above description, interpretation can be done that majority of the women administrators are following small family norms.

**TABLE 12: Showing distribution of respondents according to their perception of the person who has motivated them to achieve leadership position.**

Sr. No	Person who motivated to achieve leadership position	Frequency	Percentage
1	Self	51	50.5
2	Gradual Progress	14	13.9
3	My Parents and spouse	26	25.7
4	Supervisor	10	9.9
<b>Total</b>		101	100.0

From the above table it can be seen that 50.5% (n=51) of the respondents felt that they are self-motivated to go for a leadership position in their life, 25.7% (n= 26) of the respondents felt that their parent had motivated them to achieve leadership position in their life, 13.9% (n=14) of the respondents felt that it's a gradual process, 9.9% (n=10) of the respondents felt that their supervisors had motivated them to achieve the leadership position.

Thus from the above description, interpretation can be done that majority of the respondents parents/spouse has motivated them to achieve the leadership position and it clearly suggest that the role of family is very much significant in respondents life in gaining the leadership position.

**TABLE 13: Showing distribution of respondents according to their perception whether they believe that they are in leadership role or not.**

<b>Sr. No</b>	<b>Leadership role</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	89	88.1
2	No	12	11.9
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 88.1% (n=89) of the respondents felt that they are in a leadership role, 11.9% (n= 12) of the respondents felt that they were not in the leadership role though they have a leadership position in their organization.

Thus from the above description, interpretation can be done that majority of the women administrators are in a leadership role.

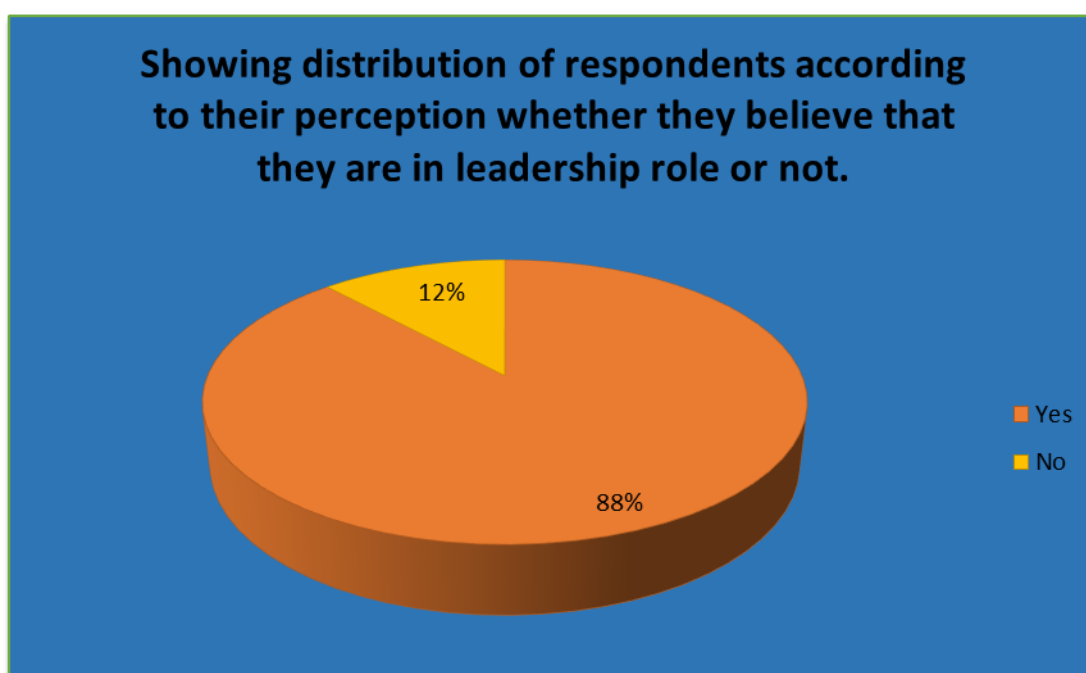


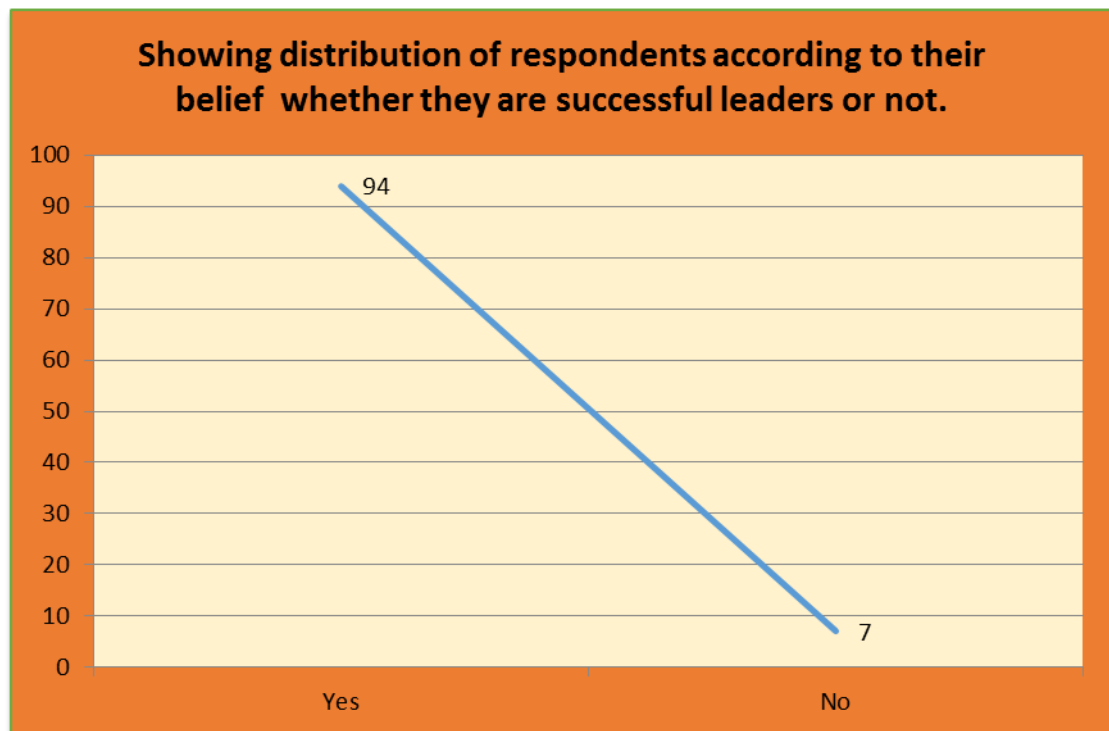
Fig- 8: The above pie-chart is showing the distribution of the respondents according to their perception whether they believe they are in leadership role or not.

**TABLE 14: Showing distribution of respondents according to their belief whether they are successful leaders or not.**

Sr. No	Belief about successful leader	Frequency	Percentage
1	Yes	94	93.1
2	No	07	6.9
Total		101	100.0

From the above table it can be seen that 93.1% (n=94) of the respondents believed that they are successful leaders whereas 6.9% (n= 7) of the respondents believed that they are not the successful leaders

Thus from the above description, interpretation can be done that majority of the women administrators believes that they are successful leaders but a considerable number of women administrators feels that they are not the successful leaders, they might not be getting freedom for the decision making.



**Fig- 9:** The above line diagram is showing the distribution of the respondents according to their belief whether they are successful leaders or not.

## Section II- EMOTIONAL INTELLIGENCE

**TABLE 15: Showing distribution of respondents according to the work dimension of the emotional intelligence**

Sr. No.	Work Dimension	Frequency	Percentage
1	Low	32	31.7
2	Moderate	44	43.6
3	High	25	24.8
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 31.7 % (n=32) of the respondents were showing low emotional intelligence related to the work aspect which is related to the job satisfaction, scope of advancement, impression about the work in the respondents, 24.8 (n=25) of the respondents were showing high emotional intelligence to the aspects related to work and 43.6% (n=44) of the respondents were showing moderate emotional intelligence to the aspect related to work.

Thus from the above description, interpretation can be done that majority of the respondents are showing low emotional intelligence than high emotional intelligence related to the work aspect which is related to the job satisfaction, scope of advancement, impression about the work. It can be further interpreted that the respondents might not be satisfied with their job or their work environment where they might not be getting any scope to flourish and develop further.



**TABLE 16: Showing distribution of respondents according to the emotional self-awareness dimension of the emotional intelligence**

<b>Sr. No</b>	<b>Emotional self-Awareness dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	31	30.7
2	Moderate	45	44.6
3	High	25	24.8
<b>Total</b>		101	100.0

From the above table it can be seen that 30.7 % (n=31) of the respondents were showing low emotional intelligence related to the emotional self-awareness and, 24.8 % (n=25) of the respondents were showing high emotional intelligence related to the aspects related to emotional self-awareness. 44.6% (n=45) of the respondents were showing moderate emotional intelligence related to the emotional self-awareness aspect.

Thus from the above description, interpretation can be done that majority of the respondents were low emotionally intelligent in emotional self-awareness dimension as compared to high emotional intelligence which measures the knowledge of one's own self, also the causes and effects of one's thoughts and actions. This helps in becoming aware about oneself and having a presence of mind which goes a long way in behaviour shaping of individuals.

**Table NO 17: - Showing distribution of respondents according to the emotional expression dimension of the emotional intelligence**

Sr. No	Emotional expression	Frequency	Percentage
1	Low	48	47.5
2	Moderate	27	26.7
3	High	26	25.7
<b>Total</b>		101	100.0

From the above table it can be seen that 47.5% (n=48) of the respondents were showing low emotional intelligence related to the emotional expression dimension and, 25.74 % (n=26) of the respondents were showing high emotional intelligence related to the aspect of emotional expression. 26.7% (n=27) of the respondents were showing moderate emotional intelligence related to the aspect of emotional expression.

Thus from the above description, interpretation can be done that as

Emotional expression is the capacity to express the negative and positive emotions. It also measures the emotional expression made by others. The higher it is the less one will feel emotional stress. Thus as the women are low emotionally intelligent in this aspect as compared to high emotionally intelligence, they may experience emotional stress more in their life.

**Table NO 18 - Showing distribution of respondents according to the Emotional awareness dimension of the emotional intelligence**

<b>Sr. No</b>	<b>Emotional awareness</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	34	33.7
2	Moderate	30	29.7
3	High	37	36.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 33.7 % (n=34) of the respondents were showing low emotional intelligence related to the emotional awareness of others and, 36.6 % (n=37) of the respondents were showing high emotional intelligence related to the aspect of emotional awareness of others. 29.7% (n=30) of the respondents were showing moderate emotional intelligence related to the emotional awareness of others aspect

Thus from the above description, interpretation can be done that as emotional awareness of others reflects ones awareness and impression about other people and consequent behaviour from them. It is clearly seen from the table that majority of the respondents are highly emotional intelligent as compared to low emotionally intelligent in this aspect which shows that they are good listener and have ability in reading between the lines. Also they have good understanding of feelings of others during the course of interaction with others.

**Table NO 19 - Showing distribution of respondents according to the Emotional competencies dimension of the emotional intelligence**

<b>Sr. No</b>	<b>Emotional Competencies</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	32	31.7
2	Moderate	35	34.7
3	High	34	33.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 31.7% (n=32) of the respondents were showing low emotional intelligence related to the EQ competencies and, 33.7 % (n=34) of the respondents were showing high emotional intelligence related to the aspect of EQ competencies. 34.7% (n=35) of the respondents were showing moderate emotional intelligence related to the aspect of EQ competencies.

Thus from the above description, interpretation can be done that as respondents are highly emotional intelligent in EQ competencies as compared to low emotional intelligence related to this aspect and with age they may become more assertive and responsible in their life and they can better deal with themselves as well as others.

**Table NO: 20- Showing distribution of respondents according to the creativity dimension of the emotional intelligence**

Sr. No	Creativity dimension	Frequency	Percentage
1	Low	27	26.7
2	Moderate	34	33.7
3	High	40	39.6
Total		101	100.0

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the creativity aspect and 39.60% (n=40) of the respondents were showing high emotional intelligence related to the creativity aspect. 33.7% (n=34) of the respondents were showing moderate emotional intelligence related to the creativity aspect.

Thus from the above description, interpretation can be done that respondents are highly emotional intelligent in the creativity aspect as compared to low. It deals with the psychological and intellectual innovativeness, intuition and foresight of the respondents.

**Table NO: 21- Showing distribution of respondents according to the resilience dimension of the emotional intelligence**

<b>Sr. No</b>	<b>Resilience dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	<b>40</b>	<b>39.6</b>
2	Moderate	<b>33</b>	<b>32.7</b>
3	High	<b>28</b>	<b>27.7</b>
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 39.6% (n=40) of the respondents were showing low emotional intelligence related to the Resilience aspect and, 27.7% (n=28) of the respondents were showing high emotional intelligence related to the Resilience aspect. 32.7% (n=33) of the respondents were showing moderate emotional intelligence related to the Resilience aspect.

Thus from the above description, interpretation can be done that majority of the respondents have scored less in Resilience power of the respondents as compared to the low, which is reflected in their level of patience, persistency, determination and the capability of coping with the problems and return to the normalcy state.

**Table NO: 22 - Showing distribution of respondents according to the Interpersonal Connection dimension of the emotional intelligence.**

Sr. No.	Interpersonal Connection	Frequency	Percentage
1	Low	32	31.7
2	Moderate	44	43.6
3	High	25	24.8
Total		101	100.0

From the above table it can be seen that 31.7% (n=32) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and 24.8 % (n=25) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect. 43.6% (n=44) of the respondents were showing moderate emotional intelligence related to the Interpersonal Connection aspect.

Thus from the above description, interpretation can be done that the respondents have scored less in this aspect as compared to the high which implies emotional boundaries for a person and ability to grieve and feeling security about relationships and showing our emotions towards our loved ones.

**Table NO: 23 - Showing distribution of respondents according to the Constructive Discontent dimension of the emotional intelligence.**

Sr. No	Constructive Discontent	Frequency	Percentage
1	Low	28	27.7
2	Moderate	43	42.6
3	High	30	29.7
Total		101	100.0

From the above table it can be seen that 27.72% (n=28) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and, 29.7% (n=30) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect. 42.6% (n=43) of the respondents were showing moderate emotional intelligence related to the Constructive Discontent aspect

Thus from the above description, interpretation can be done that maximum respondents have scored high in this aspect as compared to low which reflects the amount of positive attitude one has towards criticism and feedback from others and the ability to constructively deal with discontent or disagreement.



**Table NO: 24 - Showing distribution of respondents according to the EQ values and beliefs comparison dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>EQ values and beliefs comparison dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	27	26.7
2	Moderate	41	40.6
3	High	33	32.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 26.7% (n=27) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and, 32.7% (n=33) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect. 40.6% (n=41) of the respondents were showing moderate emotional intelligence related to the EQ values and beliefs comparison aspect.

Thus from the above description, interpretation can be done that majority of the respondents have scored high in this aspect as compared to low which reflects the consideration of the respondents has for others. It also shows the ethics and resentments, respondent follow in their life.

**Table NO: 25 - Showing distribution of respondents according to the Outlook dimension of the emotional intelligence.**

Sr. No.	Outlook dimension	Frequency	Percentage
1	Low	34	33.7
2	Moderate	28	27.7
3	High	39	38.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 33.7% (n=34) of the respondents were showing low emotional intelligence related to the Outlook dimension and, 38.6% (n=39) emotional intelligence related to the Outlook dimension of the respondents were showing high 27.7% (n=28) of the respondents were showing moderate emotional intelligence related to the Outlook dimension.

Thus from the above description, interpretation can be done that maximum respondents have scored high and irrespective of age maximum number of the respondents were showing high emotional intelligence as compared to low which reflects the respondents outlook may be positive or negative which in turn frames the respondents attitude and actions.

**Table NO: 26 - Showing distribution of respondents according to the Trust Radius dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>Trust Radius dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	29	28.7
2	Moderate	37	36.6
3	High	35	34.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 28.7% (n=29) of the respondents were showing low emotional intelligence related to the Trust radius dimension and, 34.7% (n=35) of the respondents were showing high emotional intelligence related to the Trust radius dimension. 36.6% (n=37) of the respondents were showing moderate emotional intelligence related to the Trust radius dimension.

Thus from the above description, interpretation can be done that majority of the respondents have scored high emotional intelligence in trust radius dimension as compared to low which reflects the respondents credibility, belief about other people's behaviour which ultimately affects the work performance.

**Table NO: 27 - Showing distribution of respondents according to the Personal Power dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>Personal Power Dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	27	26.7
2	Moderate	48	47.5
3	High	26	25.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 26.7% (n=27) of the respondents were showing low emotional intelligence related to the Personal Power aspect and, 25.74 % (n=26) of the respondents were showing high emotional intelligence related to the Personal Power aspect. 47.5% (n=48) of the respondents were showing moderate emotional intelligence related to the Personal Power aspect.

Thus from the above description, interpretation can be done that though majority of the respondents have scored low but a considerable number of respondents were showing high emotional intelligence in this aspect. Personal Power dimension reflects the self confidence in the respondents and also the power to control the things and belief in their own potentials.

**Table NO: 28- Showing distribution of respondents according to the Integrity dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>Integrity dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	27	26.7
2	Moderate	48	47.5
3	High	26	25.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 26.7% (n=27) of the respondents were showing low emotional intelligence related to the Integrity dimension and, 25.7% (n=26) of the respondents were showing high emotional intelligence related to the Integrity dimension. 47.5% (n=48) of the respondents were showing moderate emotional intelligence related to the Integrity dimension.

Thus from the above description, interpretation can be done that though majority of the respondents have scored low but a considerable number of respondents were showing high emotional intelligence related to the integrity dimension which reflects the honesty, commitment, justice and their priorities of life.

**Table NO: 29 - Showing distribution of respondents according to the Quality of life dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>Quality of life dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	27	26.7
2	Moderate	48	47.5
3	High	26	25.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 26.7% (n=27) of the respondents were showing low emotional intelligence related to the Quality of life aspect and, 25.7% (n=26) of the respondents were showing high emotional intelligence related to the Quality of life aspect. 47.5% (n=48) of the respondents were showing moderate emotional intelligence related to the Quality of life aspect.

Thus from the above description, interpretation can be done that though maximum respondents have scored low but there is a very little difference between the high and low frequencies. The Quality of life dimension of emotional intelligence scores reflects the overall effect of one's emotional and physical health on the basis of life one lives, by utilizing the available resources and opportunity.

**Table NO: 30 - Showing distribution of respondents according to the Relationship Quotient dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>Relationship Quotient Dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	28	27.7
2	Moderate	46	45.5
3	High	27	26.7
	<b>Total</b>	<b>101</b>	<b>100.0</b>

From the above table it can be seen that 27.7% (n=28) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and, 26.7% (n=27) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect. 45.5% (46) of the respondents were showing moderate emotional intelligence related to the Relationship Quotient aspect

Thus from the above description it can be interpreted that though majority of the respondents scored less in this aspect there is a very little difference between the high and low scores and this aspect reflects the level of intimacy one can share with near one's, the ability to give love deeply and care.

**Table NO: 31 - Showing distribution of respondents according to the Optional Performance dimension of the emotional intelligence.**

<b>Sr. No.</b>	<b>Optional Performance dimension</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	34	33.7
2	Moderate	33	32.7
3	High	34	33.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 33.7% (n=34) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and, 33.7% (n=34) of the respondents were showing high emotional intelligence related to the Optional Performance aspect. 32.7% (n=33) of the respondents were showing moderate emotional intelligence related to the Optional Performance aspect.

Thus from the above description interpretation can be done that majority of the respondents were belonging to both low and high optional performance dimension of Emotional intelligence which reflects the ultimate effect on work of one's emotional well-being. The way one is committed to work, executes time management and performance is assessed here.



### **SECTION III: Dimensions of Personality traits:**

**TABLE: 32 showing distribution of respondents according to the Co-operative trait of Personality.**

<b>Sr. No.</b>	<b>Co-operative trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	21	20.8
2	Moderate	40	39.6
3	High	40	39.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 39.6% (n=40) of the respondents fall into high category of Cooperative trait of Personality and, 20.8% (n=21) of the respondents fall into low category of cooperative trait of personality. 39.6% (n=40) of the respondents fall into moderate category of Cooperative trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high in the cooperative trait as compared to low which reflects the willingness of the respondents to work or act together in order to achieve common purpose or goals which is ultimately a good sign for the organizational development.

**TABLE: 33 showing distribution of respondents according to the Flexible trait of Personality.**

<b>Sr. No</b>	<b>Flexible trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	13	12.9
2	Moderate	45	44.6
3	High	43	42.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 42.6% (n=43) of the respondents fall into high category of Flexible trait of Personality whereas 12.9% (n=13) of the respondents fall into low category of Flexible trait of personality. 44.6% (n=45) of the respondents fall into moderate category of Flexible trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high as compared to low in the flexible trait which reflects good capacity of the respondents to change or suit to new conditions in the organization.

**TABLE: 34 Showing distribution of respondents according to the Energetic trait of Personality.**

Sr. No.	Energetic Trait	Frequency	Percentage
1	Low	21	20.8
2	Moderate	44	43.6
3	High	36	35.6
Total		101	100.0

From the above table it can be seen that 35.6% (n=36) of the respondents fall into high category of Energetic trait of Personality whereas 20.8% (n=21) of the respondents fall into low category of Energetic trait of personality. 43.6% (44) of the respondents fall into moderate category of Energetic trait of Personality.

It can also be revealed from the data that maximum number of the respondents scored high in energetic trait of personality as compared to low which clearly states that the respondents bear full of force, vigour, capacity to do things and get things done.

**TABLE: 35 Showing distribution of respondents according to the Persevering trait of Personality.**

<b>Sr. No.</b>	<b>Persevering Trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	23	22.8
2	Moderate	41	40.6
3	High	37	36.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 36.6% (n=37) of the respondents fall into high category of Persevering trait of Personality whereas 22.8% (n=23) of the respondents fall into low category of Persevering trait of personality. 40.6% (41) of the respondents fall into moderate category of Persevering trait of Personality.

It is also revealed from the data that maximum number of the respondents had scored high in the persevering trait as compared to low which reflects respondent's continuous efforts to achieve something even in difficult situations.

**TABLE: 36 Showing distribution of respondents according to the Original trait of Personality.**

<b>Sr. No.</b>	<b>Original trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	21	20.8
2	Moderate	49	48.5
3	High	31	30.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 30.7% (n=31) of the respondents fall into high category of Original trait of Personality whereas 20.8% (n=21) of the respondents fall into low category of Original trait of personality. 48.5% (n=49) of the respondents fall into moderate category of Original trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high in the Original trait as compared to low which reflects respondent's high ability to create or produce new ideas.

**TABLE: 37 showing distribution of respondents according to the Self-control trait of Personality.**

<b>Sr. No.</b>	<b>Self-control trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	17	16.8
2	Moderate	47	46.5
3	High	37	36.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 36.6% (n=37) of the respondents fall into high category of Self-control trait of Personality whereas 16.8% (n=17) of the respondents fall into low category of self-control trait of personality. 46.5% (47) of the respondents fall into moderate category of Self-control trait of Personality

It can be revealed that majority of the respondents had scored high in the Self-control trait as compared to low which reflects that respondent's ability in controlling her own feelings or behaviour in order to help others is less.

**TABLE: 38 Showing distribution of respondents according to the Aggressive trait of Personality.**

<b>Sr. No</b>	<b>Aggressive trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	25	24.8
2	Moderate	38	37.6
3	High	38	37.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 37.6% (n=38) of the respondents fall into high category of Aggressive trait of Personality whereas 24.8% (n=25) of the respondents fall into low category of Aggressive trait of personality. 37.6% (38) of the respondents fall into moderate category of Aggressive trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high in the Aggressive trait as compared to low which reflects respondent's expression of an immediate anger on people in different situations.

**TABLE: 39 Showing distribution of respondents according to the poised trait of Personality.**

<b>Sr. No.</b>	<b>Poised Trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	15	14.9
2	Moderate	55	54.5
3	High	31	30.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 30.7% (n=31) of the respondents fall into high category of poised trait of Personality whereas 14.9% (n=15) of the respondents fall into low category of poised trait of personality. 54.5% (55) of the respondents fall into moderate category of poised trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high as compared to low in the poised trait which is related to the ability to keep balance in the way in which respondents carries themselves with confidence.



**TABLE: 40 Showing distribution of respondents according to the Sociable trait of Personality.**

<b>Sr. No.</b>	<b>Sociable trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Moderate	73	72.3
2	High	28	27.7
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 27.7% (n=28) of the respondents fall into high category of Sociable trait of Personality whereas no respondent fall into low category of Sociable trait of personality. 72.3% (n=73) of the respondents fall into moderate category of Sociable trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high as compared to low in the Sociable trait which is related to the ability of maintaining relationship with person and community as a whole for betterment of social conditions in the organizations.

**TABLE: 41 Showing distribution of respondents according to the Independent trait of Personality.**

<b>Sr. No</b>	<b>Independent trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	25	24.8
2	Moderate	37	36.6
3	High	39	38.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 38.6% (n=39) of the respondents fall into high category of Independent trait of Personality whereas 24.8% (n=25) of the respondents fall into low category of Independent trait of personality. 36.6% (37) of the respondents fall into moderate category of Independent trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high in the Independent trait as compared to low which is related to the state of being independent by not relying on others and acting and thinking upon one's own lines which is seen mostly in the young women administrators from the data.

**TABLE: 42 Showing distribution of respondents according to the Conformity trait of Personality.**

<b>Sr. No</b>	<b>Conformity trait</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low	17	16.8
2	Moderate	44	43.6
3	High	40	39.6
<b>Total</b>		<b>101</b>	<b>100.0</b>

From the above table it can be seen that 39.6% (n=40) of the respondents fall into high category of Conformity trait of Personality whereas 16.8% (n=17) of the respondents fall into low category of conformity trait of personality. 43.6% (44) of the respondents fall into moderate category of Conformity trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high in the Conformity trait as compared to low which is related to the state of the behaviour or action in agreement with what is usually accepted or required.

**TABLE: 43 Showing distribution of respondents according to the Dominant trait of Personality.**

Sr. No.	Dominant Trait	Frequency	Percentage
1	Low	24	23.8
2	Moderate	49	48.5
3	High	28	27.7
<b>Total</b>		101	100.0

From the above table it can be seen that 39.6% (n=40) of the respondents fall into high category of Dominant trait of Personality whereas 16.8% (n=17) of the respondents fall into low category of Dominant trait of personality. 48.5% (n=49) of the respondents fall into moderate category of Dominant trait of Personality.

It can also be revealed from the data that maximum number of the respondents had scored high in the Dominant trait as compared to low which is related to the ability to control authority or influence over others.

## SECTION IV: LEADERSHIP STYLES

**Table no: 44 showing the leadership style executed by the Women Administrators.**

<b>Beliefs about Subordinates</b>	Leadership Style 1	173
	Leadership Style 2	89
	Leadership Style 3	344
<b>Vision</b>	Leadership Style 1	137
	Leadership Style 2	67
	Leadership Style 3	375
<b>Mistakes</b>	Leadership Style 1	116
	Leadership Style 2	60
	Leadership Style 3	425
<b>Conflicts</b>	Leadership Style 1	95
	Leadership Style 2	70
	Leadership Style 3	433
<b>Decision Making</b>	Leadership Style 1	107
	Leadership Style 2	57
	Leadership Style 3	436
<b>Assignment of Tasks</b>	Leadership Style 1	126
	Leadership Style 2	88
	Leadership Style 3	387
<b>Significance</b>	Leadership Style 1	106
	Leadership Style 2	66
	Leadership Style 3	424
<b>Communication</b>	Leadership Style 1	128
	Leadership Style 2	61
	Leadership Style 3	413
<b>Inspiration</b>	Leadership Style 1	61
	Leadership Style 2	126
	Leadership Style 3	414
<b>Initiative</b>	Leadership Style 1	49
	Leadership Style 2	125
	Leadership Style 3	414
<b>Total</b>	Leadership Style 1	1098
	Leadership Style 2	809

	Leadership Style 3	4065
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From the above table it can be seen that in the aspect related to the Beliefs about Subordinates, the majority of the respondents i.e. (n=344) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=173) and the lowest score is observed in the Critical leadership style. i.e. (n=89).

It is also observed from the above table in the aspect related to the vision, the majority of the respondents i.e. (n=375) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=137) and the lowest score is observed in the Critical leadership style. i.e. (n=67).

It is also observed from the above table in the aspect related to the mistakes, the majority of the respondents i.e. (n=425) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=116) and the lowest score is observed in the Critical leadership style. i.e. (n=60).

It is also observed from the above table in the aspect related to the conflicts, the majority of the respondents i.e. (n=433) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=95) and the lowest score is observed in the Critical leadership style. i.e. (n=70).

It is also observed from the above table in the aspect related to the decision making, the majority of the respondents i.e. (n=436) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership

style, i.e. (n=107) and the lowest score is observed in the Critical leadership style. i.e. (n=57).

It is also observed from the above table in the aspect related to the assignment of tasks, the majority of the respondents i.e. (n=387) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=126) and the lowest score is observed in the Critical leadership style. i.e. (n=88).

It is also observed from the above table in the aspect related to the significance, the majority of the respondents i.e. (n=424) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the critical leadership style, i.e. (n=126) and the lowest score is observed in the benevolent leadership style. i.e. (n=61).

It is also observed from the above table in the aspect related to the communication, the majority of the respondents i.e. (n=413) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=128) and the lowest score is observed in the Critical leadership style. i.e. (n=61).

It is also observed from the above table in the aspect related to the inspiration, the majority of the respondents i.e. (n=413) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=126) and the lowest score is observed in the Critical leadership style. i.e. (n=61).

It is also observed from the above table in the aspect related to the initiative, the majority of the respondents i.e. (n=414) were representing the Developmental Leadership style as the dominant leadership style whereas the second highest leadership style which is considered as the backup style is the benevolent leadership style, i.e. (n=125) and the lowest score is observed in the Critical leadership style. i.e. (n=49).

The total score for the developmental leadership style is 1098, whereas for the benevolent leadership style is 4065, and the critical leadership style is 809.

Thus from the above description, interpretation can be done that the dominant leadership style, the respondents were executing is the Developmental style, the second highest leadership style i.e. the backup style is the Benevolent leadership style and the lowest scored leadership style is the critical leadership style. The developmental style is congruent to Human resource development as it is specified in the HRD books.



**Table no: 45- Showing the challenges faced by the women administrators**

<b>Sr. No</b>	<b>Challenges faced by the women administrators</b>	<b>Frequency</b>	<b>Percentage</b>
1	Family and work-life balance	27	26.73
2	More expectations from the seniors	03	2.97
3	Challenging our own potentials	01	0.99
4	Global leadership role	01	0.99
5	Glass ceiling	11	10.89
6	Corporate politics	01	0.99
7	Assignments which are to be completed at night	01	0.99
8	Time management	09	8.91
9	Doing a routine work with grace	01	0.99
10	Pressure of handling various tasks at one time	10	9.90
11	Motivating and handling staff	01	0.99
12	To convince the superiors	01	0.99
13	To convince the customers	01	0.99
14	New technological changes	01	0.99
15	Mind-set of public and colleagues	01	0.99
16	Transfer and health problems	01	0.99
17	Tapping new avenues to increase business	04	3.96
18	Working in odd hours	01	0.99
19	Working outside the office	01	0.99
20	Stereotyped ideas of the society	04	3.96
21	Don't want to disclose the challenges	10	9.90
22	No challenges	10	9.90

<b>Total</b>	<b>101</b>	<b>100</b>
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From the above table it can be analysed that 26.73% (n=27) of the respondents thought that work-life balance is the greatest challenge they face day to day, 2.97% (n=3) of the respondents thought that more expectations from the seniors is the biggest challenge they face, 0.99% (n=1) of the respondents felt that Challenging our own potentials is the challenge they face, 0.99% (n=1) of the respondents felt that the Global leadership role is the greatest challenge they face, 10.89% (n=11) of the respondents felt that Glass ceiling is the biggest challenge they face as the women administrator, 0.99% (n=1) of the respondents felt that Corporate politics, 0.99% (n=1) of the respondents felt that assignments which are to be completed at night is the biggest challenge they face, 8.91% (n=9) of the respondents felt that time management is the biggest challenge they face,

0.99% (n=1) of the respondents felt that doing routine work with grace is the biggest challenge they face, 9.90% (n=10) of the respondents felt that pressure of handling various tasks at one time is the biggest challenge they face, 0.99% (n=1) of the respondents felt that motivating and handling the staff is the biggest challenge they face, 0.99% (n=1) of the respondents felt that convincing the superiors is the biggest challenge they face, 0.99% (n=1) of the respondents felt that convincing the customers is the biggest challenge they face, 0.99% (n=1) of the respondents felt that New technological changes are the biggest challenge they face, 0.99% (n=1) of the respondents felt that Mind-set of public and colleagues is the biggest challenge they face, 0.99% (n=1) of the respondents felt that Transfer and health problems are the biggest challenge they face, 3.96% (n=4) the respondents felt that tapping new avenues is the biggest challenge they face, 0.99% (n=1) of the respondents felt that working in the odd hours is the biggest challenge they face, 0.99% (n=1) of the respondents felt that working outside the office is the biggest challenge they face, 3.96% (n=4) of the respondents felt that Stereotyped ideas of the society is the biggest challenge they face, 9.90% (n=10) of the respondents felt that don't want to disclose the challenges is the biggest challenge they face, 9.90% (n=10) of the respondents felt that they don't face any challenges as women administrators.

Thus from the above description, interpretation can be done that majority of the women face work-life balance as the biggest challenge they face as women administrators.

**Table no: 46 showing the suggestions put forth by the respondents to be a successful leader.**

<b>Sr. No</b>	<b>Suggestions to be a successful leader</b>	<b>Frequency</b>	<b>Percentage</b>
1	Knowledge updating	06	5.94
2	Be positive	03	2.97
3	Tackling whatever challenges comes to a leader	01	0.99
4	A leaders should consider organizational values before any action	01	0.99
5	Should believe in team	01	0.99
6	Should have a situational leadership	01	0.99
7	Cultivate the ability to influence others positively	01	0.99
8	A leaders should be self-disciplined	05	4.95
9	Should be able to manage the sub-ordinates	01	0.99
10	A leader should be pro-active	01	0.99
11	A leader should leave the concept of gender biasness	08	7.92
12	Good listener	02	1.98
13	Should have good decision making power	01	0.99
14	Should never compromise with one's own values	01	0.99
15	Should avoid criticism	01	0.99
16	Should be loyal	01	0.99
17	Should give respect and get respect	01	0.99
18	Should believe in mutual trust and understanding	05	4.95
19	Should know to prioritize the tasks	01	0.99
20	A leader has to work on needs of organization	01	0.99
21	Be creative and should have dare	03	2.97
22	Should be able to do clear and open communication	01	0.99
23	A leader should possess the traits like enthusiastic, resourceful, respectful, and open minded, evaluative, consistent, adaptable, flexible, honest, integrated, clarity of vision.	03	2.97
24	Helpful to the sub-ordinates	06	5.94
25	Should find out loopholes of own self and respect the views of others	16	15.84
26	Should be focused	01	0.99
27	Should be a good motivator	08	7.92
28	Should be innovative	01	0.99
29	A leader should always go for a feedback	01	0.99
30	A leader should be well-organized	01	0.99
31	A leader should be agile and supportive	01	0.99
32	Team achievement should be everything for a leader	01	0.99
33	Needs the support of family, organization and society to	04	3.96

	be a successful leader.		
34	Leader should build healthy and trustworthy relationship between herself and the sub-ordinates	01	0.99
35	No suggestions	10	9.90
<b>Total</b>		<b>101</b>	<b>100</b>

From the above table it can be analysed that, 5.94% (n=6) of the respondents suggested to have knowledge updating as an important aspect to be a successful leader, 2.97% (n=3) of the respondents suggested to be positive always as an important aspect to be a successful leader, 0.99% (n=1) of the respondents suggested to tackle whatever challenges comes to them as an important aspect to be a successful leader, 0.99% (n=1) of the respondents suggested that leaders should consider organizational values before any action as an important aspect to be a successful leader, 0.99% (n=1) of the respondents suggested that leader Should believe in team to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should develop a situational leadership to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should cultivate the ability to influence others positively, 4.95% (n=5) of the respondents suggested that a leader should be self disciplined, 0.99% (n=1) of the respondents suggested that a leader should be able to manage the sub-ordinates to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should be pro-active, 7.92% (n=8) ) of the respondents suggested that a leader should leave the concept of gender biasness to be a successful leader, 1.98% (n=2) of the respondents suggested that a leader should be a good listener to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should have good decision making power to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should never compromise with one's own values to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should avoid criticism to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should be loyal to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader should give respect and get respect to be a successful leader, 4.95% (n=5) of the respondents suggested that a leader should believe in mutual trust and understanding, 0.99% (n=1) of the respondents suggested that a leader should know to prioritize the tasks to be a successful leader, 0.99% (n=1) of the respondents suggested that a leader has to work on needs of organization to be a successful leader, 2.97% (n=3) ) of the respondents suggested that a leader should be creative and should have dare to be a successful leader, 0.99%

(n=1) of the respondents suggested that a leader should be able to do clear and open communication to be a successful leader, 2.97% (n=3) ) of the respondents suggested that a leader should possess the traits like enthusiastic, resourceful, respectful, and open minded, evaluative, consistent, adaptable, flexible, honest, integrated, clarity of vision to be a successful leader, 5.94% (n=6) of the respondents suggested that a leader should be helpful to the sub-ordinates to be a successful leader, 15.84% (n=16) of the respondents suggested that a leader should find out loopholes of own self and respect the views of others to be successful, 0.99% (n=1) of the respondents suggested that a leader should be focused to be successful, 7.92% (n=8) of the respondents suggested that a leader should be a good motivator to be successful, 0.99% (n=1) of the respondents suggested that a leader should be innovative to be successful, 0.99% (n=1) of the respondents suggested that a leader should always go for a feedback to be successful, 0.99% (n=1) of the respondents suggested that a leader should be well-organized to be successful, 0.99% (n=1) of the respondents suggested that a leader should be agile and supportive to be successful, 0.99% (n=1) of the respondents suggested that a leader should believe in team achievement should be everything for a leader to be successful, 3.96% (n=4) of the respondents believes that there should be a die-hard need of the support of family, organization and society to be a successful leader. 0.99% (n=1) of the respondents suggested that a leader should build healthy and trustworthy relationship between herself and the sub-ordinates to be successful, 9.90% (n=10) of the respondents didn't want to give any suggestions to be a successful leader.

**Table no: 47 showing the respondent suggestions to improve Emotional Intelligence.**

<b>Sr. No.</b>	<b>Suggestions to improve Emotional Intelligence</b>	<b>Frequency</b>	<b>Percentage</b>
1	Awareness about our own emotions	02	1.98
2	Should develop self-motivation and managing emotions	03	2.97
3	Should develop empathetic connect towards others	04	3.96
4	Emotional intelligence training workshops should be organized by the organizations	05	4.95
5	Should be sociable and in building interpersonal relationship well	03	2.97
6	Awareness about E.I is needed	01	0.99
7	Family and organization should be favourable to develop emotional intelligence	10	9.90
8	Should possess knowledge of human behaviour and human psychology	10	9.90
9	No emotions at work	05	4.95
10	Trained psychologists session should be organized by the organizations to develop E.I	15	14.85
11	Controlled emotional involvement	05	4.95
12	Self awareness, social awareness & self management is important to develop emotional intelligence	01	0.99
13	Controlling negative emotions is needed at work	10	9.90
14	Do not carry family problems at workplace	01	0.99
15	Becoming emotionally stable may increase EI	01	0.99

16	Sharing of feelings is important	01	0.99
17	Not aware of emotional intelligence	24	23.76
Total		101	100

From the above table it can be analyzed by 1.98% (n=2) of the respondents suggested that women administration should have awareness about our own emotions to develop the emotional intelligence, 2.97% (n=3) of the respondents suggested that women administration should learn to develop self-motivation and managing emotions, 3.96% (n=4) of the respondents suggested that women administration should develop empathetic connect towards others to develop the emotional intelligence, 4.95% (n=5) of the respondents suggested that women administration should organize emotional intelligence training workshops by the organizations, 2.97% (n=3) of the respondents suggested that women administration should be sociable and in building interpersonal relationship well to develop emotional intelligence, 0.99% (n=1) of the respondents suggested that there is a need of awareness about E.I is needed, 9.90% (n=10) of the respondents suggested that family and organization should be favourable to develop emotional intelligence, 9.90% (n=10) of the respondents suggested that women administrators should possess knowledge of human behaviour and human psychology to increase emotional intelligence. 4.95% (n=5) of the respondents suggested that there should be no emotions at work, 14.85% (15) of the respondents suggested that Trained psychologists session should be organized by the organizations to develop E.I, 4.95% (n=5) of the respondents suggested that women administrators should develop controlled emotional involvement, 0.99% (n=1) of the respondents suggested that women administrators should develop self awareness, social awareness & self management is important to develop emotional intelligence, 9.90% (n=10) of the respondents suggested that women administrators should develop to control negative emotions at work, 0.99% (n=1) of the respondents suggested that women administrators should not carry family problems at workplace, 0.99% (n=1) of the respondents suggested that women administrators should become emotionally stable to increase EI, 0.99% (n=1) the respondents suggested that women administrators should learn to Share feelings to improve emotional intelligence, 23.76% (n=24) of the respondents suggested that women administrators are not aware of emotional intelligence.

Thus from the above description, interpretation can be done that majority of the respondents are not aware of the emotional intelligence and they suggested the organizations to organize the training workshops to improve the emotional intelligence.

## SECTION V:

### CROSS-TABULATION AND CHI-SQUARE TEST BETWEEN BACKGROUND VARIABLES AND EMOTIONAL INTELLIGENCE, PERSONALITY TRAITS

**Table NO: 48 - Showing Bi- variate and test analysis of Age and work aspect of Emotional Intelligence**

**Age \* WORK**

**Crosstab**

**Count**

		WORK						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	23	44.23	24	46.15	5	9.62	52	100.00
	%	71.88		54.55		20.00		51.49	
	36-40 yrs	2	13.33	10	66.67	3	20.00	15	100.00
	%	6.25		22.73		12.00		14.85	
	41-45 yrs	2	22.22	4	44.44	3	33.33	9	100.00
	%	6.25		9.09		12.00		8.91	
	46-50 yrs	4	66.67	0	0.00	2	33.33	6	100.00
	%	12.50		0.00		8.00		5.94	
	above 51 yrs	1	5.26	6	31.58	12	63.16	19	100.00
	%	3.13		13.64		48.00		18.81	
Total		32	31.68	44	43.56	25	24.75	101	100.00
		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

**Chi-Square Tests**

	Value	df	Asymp. Sig.
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			(2-sided)
Pearson Chi-Square	32.814 <sup>a</sup>	8	.000
Likelihood Ratio	35.130	8	.000
Linear-by-Linear Association	17.603	1	.000
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.49.			

From the above table it can be seen that 31.68 % (n=32) of the respondents were showing low emotional intelligence related to the work aspect which is related to the job satisfaction, scope of advancement, impression about the work in the respondents and , 24.75 (n=25) of the respondents were showing high emotional intelligence to the aspects related to work.

It can also be seen from the table that 44.23% (n=23) of the respondents were showing low emotional intelligence and belong to 30-35 yrs of age group whereas only 9.62% (n=5) were showing high emotional intelligence and belongs to 30-35 yrs of age group.

13.33% (n=2) of the respondents were showing low emotional intelligence related to the work aspect and belongs to 36-40 yrs of age whereas 20% (n=3) of the respondents were showing high emotional intelligence related to the work aspect and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents were showing low emotional intelligence related to the work aspect and belongs to 41-45 yrs of age whereas 33.33% (n=3) of the respondents were showing high emotional intelligence related to the work aspect and belongs to 41-45 yrs of age group.

66.67 (n= 4) of the respondents were showing low emotional intelligence related to the work aspect and belongs to 46-50 yrs of age whereas 33.33% (n=2) of the respondents were showing high emotional intelligence related to the work aspect and belongs to 46-50 yrs of age group.

5.26% (n=1) of the respondents were showing low emotional intelligence related to the work aspect and belongs to the age group of 51 yrs and above whereas 63.16% (n=12) of the respondents were showing high emotional intelligence related to the work aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 32.814 and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and work at 5% level of significance.

Thus from the above description, interpretation can be done that with age the maturity also increases in a normal person hence the emotional intelligence and aspects related to work like the job satisfaction, scope of advancement, impression about the work in the respondents also increases to a certain level because with advancement in age the person wanted to settle down in a particular job due to more responsibilities and the family. As it is seen that the age advances in the respondents the emotional intelligence is also high and vice versa.

**Table NO: 49 - Showing Bi- variate and test analysis of Age and emotional self awareness aspect of Emotional Intelligence**

**Age \* ESA**

**Crosstab**

**Count**

		ESA						Total	%
		Low	%	Moderate	%	High	%		
<b>Age</b>	30-35 yrs	18	34.62	28	53.85	6	11.54	52	100.00
	%	58.06		62.22		24.00		51.49	
	36-40 yrs	4	26.67	8	53.33	3	20.00	15	100.00
	%	12.90		17.78		12.00		14.85	
	41-45 yrs	2	22.22	6	66.67	1	11.11	9	100.00
	%	6.45		13.33		4.00		8.91	
	46-50 yrs	3	50.00	1	16.67	2	33.33	6	100.00
	%	9.68		2.22		8.00		5.94	
	above 51 yrs	4	21.05	2	10.53	13	68.42	19	100.00
	%	12.90		4.44		52.00		18.81	
<b>Total</b>		31	30.69	45	44.55	25	24.75	101	100.00
		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.392 <sup>a</sup>	8	.000
Likelihood Ratio	27.994	8	.000
Linear-by-Linear Association	10.161	1	.001
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.49.			

From the above table it can be seen that 30.69 % (n=31) of the respondents were showing low emotional intelligence related to the emotional self awareness and, 24.75 % (n=25) of the respondents were showing high emotional intelligence related to the aspects related to emotional self awareness.

It can also be seen from the table that 34.62 % (n=18) of the respondents were showing low emotional intelligence related to emotional self awareness and belong to 30-35 yrs of age group whereas only 11.54% (n=6) were showing high emotional intelligence related to emotional self awareness and belongs to 30-35 yrs of age group.

26.67% (n=4) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and belongs to 36-40 yrs of age whereas 20.00% (n=3) of the respondents were showing high emotional intelligence related to the emotional self awareness aspect and belongs to 36-40 yrs of age group.

22.22 % (n=2) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents were showing high emotional intelligence related to the aspect and belongs to 41-45 yrs of age group.

50.00 % (n=3 ) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and belongs to 46-50 yrs of age whereas 33.33% (n=2) of the respondents were showing high emotional intelligence related to the emotional self awareness aspect and belongs to 46-50 yrs of age group.

33.33 % (n=4) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and belongs to the age group of 51 yrs and above whereas 68.42 % (n=13) of the respondents were showing high emotional intelligence related to the emotional self awareness aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 29.392 and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant

relationship between age and emotional self awareness aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that

Emotional self awareness measures the knowledge of one's own self also the causes and effects of one's thoughts and actions. This helps in becoming aware about oneself and having a presence of mind which goes a long way in behaviour shaping of individuals which is mostly seen in elderly respondents may have a relation again with age and maturity.

**Table NO: 50 - Showing Bi- variate and test analysis of Age and emotional expression aspect of Emotional Intelligence**

**Age \* EE**

**Crosstab**

**Count**

		EE						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	22	42.31	13	25.00	17	32.69	52	100.00
		45.83		48.15		65.38		51.49	
	36-40 yrs	12	80.00	1	6.67	2	13.33	15	100.00
		25.00		3.70		7.69		14.85	
	41-45 yrs	4	44.44	2	22.22	3	33.33	9	100.00
		8.33		7.41		11.54		8.91	
	46-50 yrs	0	0.00	4	66.67	2	33.33	6	100.00
		0.00		14.81		7.69		5.94	
	above 51 yrs	10	52.63	7	36.84	2	10.53	19	100.00
		20.83		25.93		7.69		18.81	
Total		48	47.52	27	26.73	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.210 <sup>a</sup>	8	.028
Likelihood Ratio	19.931	8	.011
Linear-by-Linear Association	.619	1	.431
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.54.			

From the above table it can be seen that 47.52% (n=48) of the respondents were showing low emotional intelligence related to the emotional expression and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the aspect of emotional expression.

It can also be seen from the table that 42.31% (n=22) of the respondents were showing low emotional intelligence related to emotional expression and belong to 30-35 yrs of age group whereas only 32.69% (n=17) were showing high emotional intelligence related to emotional expression and belongs to 30-35 yrs of age group.

80.00% (n=12) of the respondents were showing low emotional intelligence related to the emotional expression aspect and belongs to 36-40 yrs of age whereas 13.33 % (n=2) of the respondents were showing high emotional intelligence related to the emotional expression aspect and belongs to 36-40 yrs of age group.

44.44 % (n=4) of the respondents were showing low emotional intelligence related to the emotional expression aspect and belongs to 41-45 yrs of age whereas 33.33 % (n=3) of the respondents were showing high emotional intelligence related to the emotional expression aspect and belongs to 41-45 yrs of age group.

0 % (n=0) of the respondents were showing low emotional intelligence related to the emotional expression aspect and belongs to 46-50 yrs of age whereas 33.33% (n=3) of the respondents were showing high emotional intelligence related to the emotional expression aspect and belongs to 46-50 yrs of age group.

52.63 % (n=10) of the respondents were showing low emotional intelligence related to the emotional expression aspect and belongs to the age group of 51 yrs and above whereas 10.53 % (n=2) of the respondents were showing high emotional intelligence related to the emotional expression aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 17.210 and the degree of freedom is 8 and p value is 0.028. Thus researcher can interpret that there is a significant relationship between age and emotional expression aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that as Emotional expression is the capacity to express the negative and positive emotions. It also measures the emotional expression made by others. The more high it is the less one will feel emotional stress. Thus, as the women are low emotionally intelligent in this aspect they may experience emotional stress more in their life. Again with age this capacity may decrease as seen from the findings.



**Table NO: 51 - Showing Bi- variate and test analysis of Age and emotional awareness of others aspect of Emotional Intelligence**

**Age \* EA**

**Crosstab**

**Count**

		EA						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	24	46.15	10	19.23	18	34.62	52	100.00
		70.59		33.33		48.65		51.49	
	36-40 yrs	2	13.33	11	73.33	2	13.33	15	100.00
		5.88		36.67		5.41		14.85	
	41-45 yrs	2	22.22	4	44.44	3	33.33	9	100.00
		5.88		13.33		8.11		8.91	
	46-50 yrs	0	0.00	1	16.67	5	83.33	6	100.00
		0.00		3.33		13.51		5.94	
	above 51 yrs	6	31.58	4	21.05	9	47.37	19	100.00
		17.65		13.33		24.32		18.81	
Total		34	33.66	30	29.70	37	36.63	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.137 <sup>a</sup>	8	.001
Likelihood Ratio	25.712	8	.001
Linear-by-Linear Association	3.600	1	.058
N of Valid Cases	101		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.78.

From the above table it can be seen that 33.66 % (n=34) of the respondents were showing low emotional intelligence related to the emotional awareness of others and, 36.63% (n=37) of the respondents were showing high emotional intelligence related to the aspect of emotional awareness of others.

It can also be seen from the table that 46.15% (n=24) of the respondents were showing low emotional intelligence related to emotional awareness of others and belong to 30-35 yrs of age group whereas only 34.62% (n=18) were showing high emotional intelligence related to emotional awareness of others and belongs to 30-35 yrs of age group.

13.33% (n=2) of the respondents were showing low emotional intelligence related to the emotional awareness of others aspect and belongs to 36-40 yrs of age whereas 13.33% (n=2) of the respondents were showing high emotional intelligence related to the emotional awareness of others aspect and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents were showing low emotional intelligence related to the emotional awareness of others aspect and belongs to 41-45 yrs of age whereas 33.33 % (n=3) of the respondents were showing high emotional intelligence related to the emotional awareness of others aspect and belongs to 41-45 yrs of age group.

0.00 % (n=0 ) of the respondents were showing low emotional intelligence related to the emotional awareness of others aspect and belongs to 46-50 yrs of age whereas 83.33% (n=5) of the respondents were showing high emotional intelligence related to the emotional awareness of others aspect and belongs to 46-50 yrs of age group.

31.58 % (n=6) of the respondents were showing low emotional intelligence related to the emotional awareness of others aspect and belongs to the age group of 51 yrs and above whereas 47.37 % (n=9) of the respondents were showing high emotional intelligence related to the emotional awareness of others aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 26.137<sup>a</sup> and the degree of freedom is 8 and p value is 0.001. Thus researcher can interpret that there is a significant relationship between age and emotional awareness of others aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that as emotional awareness of others reflects one's awareness and impression about other people and consequent behaviour from them. Respondents are highly emotionally intelligent in this aspect which shows that they are good listeners and have ability in reading between the lines. Also they have good understanding of feelings of others during the course of interaction with others.

**Table NO: 52- Showing Bi- variate and test analysis of Age and EQ competencies aspect of Emotional Intelligence.**

**Age \* EQQQ**

**Crosstab**

**Count**

		EQQQ						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	14	26.92	23	44.23	15	28.85	52	100.00
		43.75		65.71		44.12		51.49	
	36-40 yrs	10	66.67	3	20.00	2	13.33	15	100.00
		31.25		8.57		5.88		14.85	
	41-45 yrs	1	11.11	2	22.22	6	66.67	9	100.00
		3.13		5.71		17.65		8.91	
	46-50 yrs	0	0.00	3	50.00	3	50.00	6	100.00
		0.00		8.57		8.82		5.94	
	above 51 yrs	7	36.84	4	21.05	8	42.11	19	100.00
		21.88		11.43		23.53		18.81	
Total		32	31.68	35	34.65	34	33.66	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.548 <sup>a</sup>	8	.012
Likelihood Ratio	20.515	8	.009
Linear-by-Linear Association	.948	1	.330
N of Valid Cases	101		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.90.

From the above table it can be seen that 31.68% (n=32) of the respondents were showing low emotional intelligence related to the EQ competencies and, 33.66% (n=34) of the respondents were showing high emotional intelligence related to the aspect of EQ competencies.

It can also be seen from the table that 26.92% (n=14) of the respondents were showing low emotional intelligence related to EQ competencies and belong to 30-35 yrs of age group whereas only 28.85% (n=15) were showing high emotional intelligence related to EQ competencies and belongs to 30-35 yrs of age group.

66.67% (n=10) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and belongs to 36-40 yrs of age whereas 13.33% (n=2) of the respondents were showing high emotional intelligence related to the EQ competencies aspect and belongs to 36-40 yrs of age group.

11.11% (n=1) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and belongs to 41-45 yrs of age whereas 66.67% (n=6) of the respondents were showing high emotional intelligence related to the EQ competencies aspect and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and belongs to 46-50 yrs of age whereas 50.00% (n=3) of the respondents were showing high emotional intelligence related to the EQ competencies aspect and belongs to 46-50 yrs of age group.

36.84% (n=7) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and belongs to the age group of 51 yrs and above whereas 42.11% (n=8) of the respondents were showing high emotional intelligence related to the EQ competencies aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 19.548<sup>a</sup> and the degree of freedom is 8 and p value is 0.012. Thus researcher can interpret that there is a significant relationship between age and EQ competencies aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that as respondents are highly emotional intelligent in EQ competencies with age they may become more

assertive and responsible in their life and they can better deal with themselves as well as others.

**Table NO: 53 - Showing Bi- variate and test analysis of Age and Creativity aspect of Emotional Intelligence**

**Age \* CR**

**Crosstab**

Count		CR						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	10	19.23	19	36.54	23	44.23	52	100.00
		37.04		55.88		57.50		51.49	
	36-40 yrs	1	6.67	2	13.33	12	80.00	15	100.00
		3.70		5.88		30.00		14.85	
	41-45 yrs	3	33.33	5	55.56	1	11.11	9	100.00
		11.11		14.71		2.50		8.91	
	46-50 yrs	3	50.00	2	33.33	1	16.67	6	100.00
		11.11		5.88		2.50		5.94	
	above 51 yrs	10	52.63	6	31.58	3	15.79	19	100.00
		37.04		17.65		7.50		18.81	
Total		27	26.73	34	33.66	40	39.60	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.583 <sup>a</sup>	8	.002
Likelihood Ratio	25.044	8	.002
Linear-by-Linear Association	11.537	1	.001
N of Valid Cases	101		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.60.

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the creativity aspect and, 39.60% (n=40) of the respondents were showing high emotional intelligence related to the creativity aspect.

It can also be seen from the table that 19.23% (n=10) of the respondents were showing low emotional intelligence related to creativity and belong to 30-35 yrs of age group whereas only 19.23% (n=23) were showing high emotional intelligence related the creativity and belongs to 30-35 yrs of age group.

6.67% (n=1) of the respondents were showing low emotional intelligence related to the creativity aspect and belongs to 36-40 yrs of age whereas 80.00% (n=12) of the respondents were showing high emotional intelligence related to the creativity aspect and belongs to 36-40 yrs of age group.

33.33 % (n=3) of the respondents were showing low emotional intelligence related to the creativity aspect and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents were showing high emotional intelligence related to the creativity aspect and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents were showing low emotional intelligence related to the creativity aspect and belongs to 46-50 yrs of age whereas 16.67% (n=1) of the respondents were showing high emotional intelligence related to the creativity aspect and belongs to 46-50 yrs of age group.

52.63% (n=10) of the respondents were showing low emotional intelligence related to the creativity aspect and belongs to the age group of 51 yrs and above whereas 15.79% (n=3) of the respondents were showing high emotional intelligence related to the creativity aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 24.583<sup>a</sup> and the degree of freedom is 8 and p value is 0.002. Thus researcher can interpret that there is a significant relationship between age and creativity aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that respondents are highly emotional intelligent in creativity but it clearly indicates that as the age advances the creativity also diminishes and vice versa. As it deals with the psychological and intellectual innovativeness, intuition and foresight of the respondent the young respondents are more creative than the older ones.



**Table NO: 54 - Showing Bi- variate and test analysis of Age and Resilience aspect of Emotional Intelligence.**

**Age \***

**RESILIENCE**

**Crosstab**

**Count**

		RESILIENCE						Total	%
		Low	%	Moderate	%	High	%		
<b>Age</b>	30-35 yrs	29	55.77	12	23.08	11	21.15	52	100.00
		72.50		36.36		39.29		51.49	
	36-40 yrs	3	20.00	12	80.00	0	0.00	15	100.00
		7.50		36.36		0.00		14.85	
	41-45 yrs	5	55.56	0	0.00	4	44.44	9	100.00
		12.50		0.00		14.29		8.91	
	46-50 yrs	0	0.00	1	16.67	5	83.33	6	100.00
		0.00		3.03		17.86		5.94	
	above 51 yrs	3	15.79	8	42.11	8	42.11	19	100.00
		7.50		24.24		28.57		18.81	
Total		40	39.60	33	32.67	28	27.72	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.225 <sup>a</sup>	8	.000
Likelihood Ratio	44.997	8	.000
Linear-by-Linear Association	12.249	1	.000
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.66.			

From the above table it can be seen that 39.60% (n=40) of the respondents were showing low emotional intelligence related to the Resilience aspect and 27.72% (n=28) of the respondents were showing high emotional intelligence related to the Resilience aspect.

It can also be seen from the table that 55.77% (n=29) of the respondents were showing low emotional intelligence related to Resilience and belong to 30-35 yrs of age group whereas only 21.15 % (n=11) were showing high emotional intelligence related the Resilience and belongs to 30-35 yrs of age group.

20.00% (n=3) of the respondents were showing low emotional intelligence related to the Resilience aspect and belongs to 36-40 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Resilience aspect and belongs to 36-40 yrs of age group.

55.56% (n=5) of the respondents were showing low emotional intelligence related to the Resilience aspect and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents were showing high emotional intelligence related to the Resilience aspect and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Resilience aspect and belongs to 46-50 yrs of age whereas 83.33% (n=5) of the respondents were showing high emotional intelligence related to the Resilience aspect and belongs to 46-50 yrs of age group.

15.79% (n=3) of the respondents were showing low emotional intelligence related to the Resilience aspect and belongs to the age group of 51 yrs and above whereas 42.11% (n=8) of the respondents were showing high emotional intelligence related to the Resilience aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 40.225<sup>a</sup> and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and creativity aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though the respondents have scored less in this aspect but when we are analyzing its relation with age it is seen clearly that as the age advances the Resilience power of the respondents use to increase which is reflected in their level of patience, persistency, determination and the capability of coping with the problems and return to the normalcy state.

**Table NO: 55 - Showing Bi- variate and test analysis of Age and Interpersonal Connection aspect of Emotional Intelligence.**

**Age \* IC**

**Crosstab**

**Count**

		IC						Total	%
		Low	%	Moderate	%	High	%		
<b>Age</b>	30-35 yrs	19	36.54	27	51.92	6	11.54	52	100.00
		59.38		61.36		24.00		51.49	
	36-40 yrs	3	20.00	12	80.00	0	0.00	15	100.00
		9.38		27.27		0.00		14.85	
	41-45 yrs	1	11.11	4	44.44	4	44.44	9	100.00
		3.13		9.09		16.00		8.91	
	46-50 yrs	0	0.00	0	0.00	6	100.00	6	100.00
		0.00		0.00		24.00		5.94	
	above 51 yrs	9	47.37	1	5.26	9	47.37	19	100.00
		28.13		2.27		36.00		18.81	
Total		32	31.68	44	43.56	25	24.75	101	100.00
		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.472 <sup>a</sup>	8	.000
Likelihood Ratio	51.760	8	.000
Linear-by-Linear Association	6.304	1	.012
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.49.			

From the above table it can be seen that 31.68% (n=32) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and, 24.75% (n=25) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect.

It can also be seen from the table that 55.77% (n=29) of the respondents were showing low emotional intelligence related to Interpersonal Connection and belong to 30-35 yrs of age group whereas only 21.15 % (n=11) were showing high emotional intelligence related the Interpersonal Connection and belongs to 30-35 yrs of age group.

20.00% (n=3) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and belongs to 36-40 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect and belongs to 36-40 yrs of age group.

11.11% (n=1) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and belongs to 46-50 yrs of age whereas 100.00 % (n=6) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect and belongs to 46-50 yrs of age group.

47.37 % (n=9) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and belongs to the age group of 51 yrs and above whereas 47.37 % (n=9) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 46.472<sup>a</sup> and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant

relationship between age and Interpersonal Connection aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though the respondents have scored less in this aspect but when we are analyzing its relation with age it is seen clearly that as the age advances the capacity to have interpersonal connection increases which implies emotional boundaries for a person and ability to grieve and feeling security about relationships and showing our emotions towards our loved ones.

**Table NO: 56 - Showing Bi- variate and test analysis of Age and Constructive Discontent aspect of Emotional Intelligence.**

**Age \* CD**

**Crosstab**

**Count**

		CD						Total	%
		Low	%	Moderate	%	High	%		
<b>Age</b>	30-35 yrs	10	19.23	27	51.92	15	28.85	52	100.00
		35.71		62.79		50.00		51.49	
	36-40 yrs	10	66.67	4	26.67	1	6.67	15	100.00
		35.71		9.30		3.33		14.85	
	41-45 yrs	3	33.33	2	22.22	4	44.44	9	100.00
		10.71		4.65		13.33		8.91	
	46-50 yrs	0	0.00	3	50.00	3	50.00	6	100.00
		0.00		6.98		10.00		5.94	
	above 51 yrs	5	26.32	7	36.84	7	36.84	19	100.00
		17.86		16.28		23.33		18.81	
<b>Total</b>		28	27.72	43	42.57	30	29.70	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.906 <sup>a</sup>	8	.015
Likelihood Ratio	19.633	8	.012
Linear-by-Linear Association	.388	1	.533
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.66.			

From the above table it can be seen that 27.72% (n=28) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and, 29.70% (n=30) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect.

It can also be seen from the table that 19.23% (n=10) of the respondents were showing low emotional intelligence related to Constructive Discontent and belong to 30-35 yrs of age group whereas only 28.85% (n=15) were showing high emotional intelligence related the Constructive Discontent and belongs to 30-35 yrs of age group.

66.67% (n=10) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and belongs to 36-40 yrs of age whereas 6.67% (n=1) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and belongs to 46-50 yrs of age whereas 50.00 % (n=3) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect and belongs to 46-50 yrs of age group.

26.32 % (n=5) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and belongs to the age group of 51 yrs and above whereas 36.84% (n=7) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 18.906<sup>a</sup> and the degree of freedom is 8 and p value is 0.015. Thus researcher can interpret that there is a significant



relationship between age and Constructive Discontent aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high in this aspect and when we are analyzing its relation with age it is seen that there is a significant relationship between age and constructive discontent, this aspect reflects the amount of positive attitude one has towards criticism and feedback from others and the ability to constructively deal with discontent or disagreement.

**Table NO: 57 - Showing Bi- variate and test analysis of Age and EQ values and Beliefs aspect of Emotional Intelligence.**

**Age \* EQV**

**Crosstab**

**Count**

		EQV						Total	%
		Low	%	Moderate	%	High	%		
<b>Age</b>	30-35 yrs	9	17.31	28	53.85	15	28.85	52	100.00
		33.33		68.29		45.45		51.49	
	36-40 yrs	5	33.33	0	0.00	10	66.67	15	100.00
		18.52		0.00		30.30		14.85	
	41-45 yrs	4	44.44	2	22.22	3	33.33	9	100.00
		14.81		4.88		9.09		8.91	
	46-50 yrs	3	50.00	2	33.33	1	16.67	6	100.00
		11.11		4.88		3.03		5.94	
	Above 51 yrs	6	31.58	9	47.37	4	21.05	19	100.00
		22.22		21.95		12.12		18.81	
Total		27	26.73	41	40.59	33	32.67	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.585 <sup>a</sup>	8	.008
Likelihood Ratio	25.388	8	.001
Linear-by-Linear Association	2.313	1	.128
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.60.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and, 32.67% (n=33) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect.

It can also be seen from the table that 17.31% (n=9) of the respondents were showing low emotional intelligence related to EQ values and beliefs comparison and belong to 30-35 yrs of age group whereas only 28.85% (n=15) were showing high emotional intelligence related the EQ values and beliefs comparison and belongs to 30-35 yrs of age group.

33.33% (n=5) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to 36-40 yrs of age whereas 66.67% (n=10) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to 36-40 yrs of age group.

44.44% (n=4) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to 41-45 yrs of age whereas 33.33% (n=3) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to 46-50 yrs of age whereas 16.67 % (n=1) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to 46-50 yrs of age group.

31.58 % (n=6) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to the age group of 51 yrs and above whereas 21.05 % (n=4) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 20.585<sup>a</sup> and the degree of freedom is 8 and p value is 0.008. Thus researcher can interpret that there is a significant

relationship between age and EQ values and beliefs comparison aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high in this aspect which reflects the consideration of the respondents has for others. It also shows the ethics and resentments respondent follow in their life.

**Table NO: 58 - Showing Bi- variate and test analysis of Age and Outlook aspect of Emotional Intelligence.**

**Age \* OUTLOOK**

**Crosstab**

**Count**

		OUTLOOK						Total	%
		Low	%	Moderate	%	High	%		
<b>Age</b>	30-35 yrs	17	32.69	20	38.46	15	28.85	52	100.00
		50.00		71.43		38.46		51.49	
	36-40 yrs	4	26.67	1	6.67	10	66.67	15	100.00
		11.76		3.57		25.64		14.85	
	41-45 yrs	3	33.33	1	11.11	5	55.56	9	100.00
		8.82		3.57		12.82		8.91	
	46-50 yrs	0	0.00	2	33.33	4	66.67	6	100.00
		0.00		7.14		10.26		5.94	
	51 yrs and above	10	52.63	4	21.05	5	26.32	19	100.00
		29.41		14.29		12.82		18.81	
<b>Total</b>		34	33.66	28	27.72	39	38.61	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.092 <sup>a</sup>	8	.029
Likelihood Ratio	19.317	8	.013
Linear-by-Linear Association	.101	1	.750
N of Valid Cases	101		
a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.66.			

From the above table it can be seen that 33.66% (n=34) of the respondents were showing low emotional intelligence related to the Outlook aspect and, 38.61% (n=39) of the respondents were showing high emotional intelligence related to the Outlook aspect.

It can also be seen from the table that 32.69% (n=17) of the respondents were showing low emotional intelligence related to Outlook and belong to 30-35 yrs of age group whereas only 28.85% (n=15) were showing high emotional intelligence related the Outlook and belongs to 30-35 yrs of age group.

26.67% (n=4) of the respondents were showing low emotional intelligence related to the Outlook aspect and belongs to 36-40 yrs of age whereas 66.67% (n=10) of the respondents were showing high emotional intelligence related to the Outlook aspect and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents were showing low emotional intelligence related to the Outlook aspect and belongs to 41-45 yrs of age whereas 55.56% (n=5) of the respondents were showing high emotional intelligence related to the Outlook aspect and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Outlook aspect and belongs to 46-50 yrs of age whereas 66.67% (n=4) of the respondents were showing high emotional intelligence related to the Outlook aspect and belongs to 46-50 yrs of age group.

52.63 % (n=10) of the respondents were showing low emotional intelligence related to the Outlook aspect and belongs to the age group of 51 yrs and above whereas 26.32% (n=5) of the respondents were showing high emotional intelligence related to the Outlook aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 17.092<sup>a</sup> and the degree of freedom is 8 and p value is 0.029. Thus researcher can interpret that there is a significant relationship between age and Outlook aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high and irrespective of age maximum number of the respondents are shows high emotional intelligence which reflects the respondents outlook may be positive or negative which in turn frames the respondents attitude and actions.

**Table NO: 59 - Showing Bi- variate and test analysis of Age and Trust Radius aspect of Emotional Intelligence.**

**Age \* TRUSTRADIUS**

**Crosstab**

**Count**

		TRUSTRADIUS						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	19	36.54	16	30.77	17	32.69	52	100.00
		65.52		43.24		48.57		51.49	
	36-40 yrs	3	20.00	9	60.00	3	20.00	15	100.00
		10.34		24.32		8.57		14.85	
	41-45 yrs	2	22.22	0	0.00	7	77.78	9	100.00
		6.90		0.00		20.00		8.91	
	46-50 yrs	3	50.00	3	50.00	0	0.00	6	100.00
		10.34		8.11		0.00		5.94	
	51 yrs and above	2	10.53	9	47.37	8	42.11	19	100.00
		6.90		24.32		22.86		18.81	
Total		29	28.71	37	36.63	35	34.65	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.885 <sup>a</sup>	8	.011
Likelihood Ratio	24.225	8	.002
Linear-by-Linear Association	1.920	1	.166
N of Valid Cases	101		
a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.72.			



From the above table it can be seen that 28.71% (n=29) of the respondents were showing low emotional intelligence related to the Trust radius aspect and, 34.65% (n=35) of the respondents were showing high emotional intelligence related to the Trust radius aspect.

It can also be seen from the table that 36.54% (n=19) of the respondents were showing low emotional intelligence related to Trust radius and belong to 30-35 yrs of age group whereas only 32.69 % (n=17) were showing high emotional intelligence related the Trust radius and belongs to 30-35 yrs of age group.

20.00% (n=3) of the respondents were showing low emotional intelligence related to the Trust radius aspect and belongs to 36-40 yrs of age whereas 20.00% (n=3) of the respondents were showing high emotional intelligence related to the Trust radius aspect and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents were showing low emotional intelligence related to the Trust radius aspect and belongs to 41-45 yrs of age whereas 77.78% (n=7) of the respondents were showing high emotional intelligence related to the Trust radius aspect and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents were showing low emotional intelligence related to the Trust radius aspect and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Trust radius aspect and belongs to 46-50 yrs of age group.

10.53 % (n=2) of the respondents were showing low emotional intelligence related to the Trust radius aspect and belongs to the age group of 51 yrs and above whereas 42.11% (n=8) of the respondents were showing high emotional intelligence related to the Trust radius aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 19.885<sup>a</sup> and the degree of freedom is 8 and p value is 0.011. Thus researcher can interpret that there is a significant relationship between age and Trust radius aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high and the middle aged respondents were showing high emotional intelligence which reflects the respondents credibility, belief about other people's behaviour which ultimately affects the work performance.

**Table NO: 60 - Showing Bi- variate and test analysis of Age and Personal Power aspect of Emotional Intelligence.**

Age \* PP

Crosstab

Count

		PP						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	18	34.62	26	50.00	8	15.38	52	100.00
		66.67		54.17		30.77		51.49	
	36-40 yrs	1	6.67	14	93.33	0	0.00	15	100.00
		3.70		29.17		0.00		14.85	
	41-45 yrs	0	0.00	3	33.33	6	66.67	9	100.00
		0.00		6.25		23.08		8.91	
	46-50 yrs	2	33.33	1	16.67	3	50.00	6	100.00
		7.41		2.08		11.54		5.94	
	51 yrs and above	6	31.58	4	21.05	9	47.37	19	100.00
		22.22		8.33		34.62		18.81	
Total		27	26.73	48	47.52	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.921 <sup>a</sup>	8	.000
Likelihood Ratio	38.350	8	.000
Linear-by-Linear Association	5.624	1	.018
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.54.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the Personal Power aspect and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the Personal Power aspect.

It can also be seen from the table that 34.62% (n=18) of the respondents were showing low emotional intelligence related to the Personal Power and belong to 30-35 yrs of age group whereas only 15.38% (n=8) were showing high emotional intelligence related the Personal Power and belongs to 30-35 yrs of age group.

6.67% (n=1) of the respondents were showing low emotional intelligence related to the Personal Power aspect and belongs to 36-40 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Personal Power aspect and belongs to 36-40 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Personal Power aspect and belongs to 41-45 yrs of age whereas 66.67% (n=6) of the respondents were showing high emotional intelligence related to the Personal Power aspect and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents were showing low emotional intelligence related to the Personal Power aspect and belongs to 46-50 yrs of age whereas 50.00% (n=3) of the respondents were showing high emotional intelligence related to the Personal Power aspect and belongs to 46-50 yrs of age group.

31.58% (n=6) of the respondents were showing low emotional intelligence related to the Personal Power aspect and belongs to the age group of 51 yrs and above whereas 47.37% (n=9) of the respondents were showing high emotional intelligence related to the Personal Power aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 33.921<sup>a</sup> and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Personal Power aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though maximum respondents have scored low but when we are analyzing the relation with the age it is seen that from 41 yrs onwards the Personal Power dimension of E.I is increasing which reflects the self confidence in the respondents and also the power to control the things and belief in their own potentials.

**Table NO: 61 - Showing Bi- variate and test analysis of Age and Integrity aspect of Emotional Intelligence.**

**Age \* IT**

**Crosstab**

**Count**

		IT						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	21	40.38	20	38.46	11	21.15	52	100.00
		77.78		41.67		42.31		51.49	
	36-40 yrs	1	6.67	4	26.67	10	66.67	15	100.00
		3.70		8.33		38.46		14.85	
	41-45 yrs	1	11.11	8	88.89	0	0.00	9	100.00
		3.70		16.67		0.00		8.91	
	46-50 yrs	2	33.33	4	66.67	0	0.00	6	100.00
		7.41		8.33		0.00		5.94	
	51 yrs and above	2	10.53	12	63.16	5	26.32	19	100.00
		7.41		25.00		19.23		18.81	
Total		27	26.73	48	47.52	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.670 <sup>a</sup>	8	.000
Likelihood Ratio	31.346	8	.000
Linear-by-Linear Association	1.539	1	.215
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.54.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the Integrity aspect and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the Integrity aspect.

It can also be seen from the table that 40.38% (n=21) of the respondents were showing low emotional intelligence related to the Integrity and belong to 30-35 yrs of age group whereas only 21.15% (n=11) were showing high emotional intelligence related the Integrity and belongs to 30-35 yrs of age group.

6.67% (n=1) of the respondents were showing low emotional intelligence related to the Integrity aspect and belongs to 36-40 yrs of age whereas 66.67% (n=10) of the respondents were showing high emotional intelligence related to the Integrity aspect and belongs to 36-40 yrs of age group.

11.11% (n=1) of the respondents were showing low emotional intelligence related to the Integrity aspect and belongs to 41-45 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Integrity aspect and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents were showing low emotional intelligence related to the Integrity aspect and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Integrity aspect and belongs to 46-50 yrs of age group.

10.53% (n=2) of the respondents were showing low emotional intelligence related to the Integrity aspect and belongs to the age group of 51 yrs and above whereas 26.32% (n=5) of the respondents were showing high emotional intelligence related to the Integrity aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 29.670a and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Integrity aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though maximum respondents have scored low but when we are analyzing the relation with the age it is seen that in younger age the Integrity dimension of emotional intelligence scores high which reflects the honesty, commitment, justice and their priorities of life.



**Table NO: 62 - Showing Bi- variate and test analysis of Age and Quality of life aspect of Emotional Intelligence.**

Age \* QL

Crosstab

Count

		QL						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	20	38.46	27	51.92	5	9.62	52	100.00
		74.07		56.25		19.23		51.49	
	36-40 yrs	1	6.67	10	66.67	4	26.67	15	100.00
		3.70		20.83		15.38		14.85	
	41-45 yrs	3	33.33	3	33.33	3	33.33	9	100.00
		11.11		6.25		11.54		8.91	
	46-50 yrs	2	33.33	4	66.67	0	0.00	6	100.00
		7.41		8.33		0.00		5.94	
	51 yrs and above	1	5.26	4	21.05	14	73.68	19	100.00
		3.70		8.33		53.85		18.81	
Total		27	26.73	48	47.52	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.438 <sup>a</sup>	8	.000
Likelihood Ratio	37.775	8	.000
Linear-by-Linear Association	19.119	1	.000
N of Valid Cases	101		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 1.54.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the Quality of life aspect and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the Quality of life aspect.

It can also be seen from the table that 38.46% (n=20) of the respondents were showing low emotional intelligence related to the Quality of life and belong to 30-35 yrs of age group whereas only 9.62% (n=5) were showing high emotional intelligence related to the Quality of life and belongs to 30-35 yrs of age group.

6.67% (n=1) of the respondents were showing low emotional intelligence related to the Quality of life aspect and belongs to 36-40 yrs of age whereas 26.67% (n=4) of the respondents were showing high emotional intelligence related to the Quality of life aspect and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents were showing low emotional intelligence related to the Quality of life aspect and belongs to 41-45 yrs of age whereas 33.33% (n=3) of the respondents were showing high emotional intelligence related to the Quality of life aspect and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents were showing low emotional intelligence related to the Quality of life aspect and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents were showing high emotional intelligence related to the Quality of life aspect and belongs to 46-50 yrs of age group.

5.26% (n=1) of the respondents were showing low emotional intelligence related to the Quality of life aspect and belongs to the age group of 51 yrs and above whereas 73.68% (n=14) of the respondents were showing high emotional intelligence related to the Quality of life aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 37.438<sup>a</sup> and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Quality of life aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though maximum respondents have scored low but when we are analyzing the relation with the age it is seen that in later age i.e. above 50 yrs the Quality of life dimension of emotional intelligence scores high which reflects the overall effect of one's emotional and physical health on the basis of life one lives, by utilizing the available resources and opportunity.

**Table NO: 63 - Showing Bi- variate and test analysis of Age and Relationship Quotient aspect of Emotional Intelligence.**

**Age \* RQ**

**Crosstab**

**Count**

		RQ						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	14	26.92	24	46.15	14	26.92	52	100.00
		50.00		52.17		51.85		51.49	
	36-40 yrs	2	13.33	10	66.67	3	20.00	15	100.00
		7.14		21.74		11.11		14.85	
	41-45 yrs	2	22.22	6	66.67	1	11.11	9	100.00
		7.14		13.04		3.70		8.91	
	46-50 yrs	0	0.00	4	66.67	2	33.33	6	100.00
		0.00		8.70		7.41		5.94	
	51 yrs and above	10	52.63	2	10.53	7	36.84	19	100.00
		35.71		4.35		25.93		18.81	
Total		28	27.72	46	45.54	27	26.73	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.106 <sup>a</sup>	8	.029
Likelihood Ratio	20.283	8	.009
Linear-by-Linear Association	.241	1	.624
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.60.			

From the above table it can be seen that 27.72% (n=28) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and, 26.73% (n=27) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect.

It can also be seen from the table that 26.92% (n=14) of the respondents were showing low emotional intelligence related to the Relationship Quotient and belong to 30-35 yrs of age group whereas only 26.92% (n=14) were showing high emotional intelligence related the Relationship Quotient and belongs to 30-35 yrs of age group.

13.33% (n=2) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and belongs to 36-40 yrs of age whereas 20.00% (n=3) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents were showing low emotional intelligence related to the Relationship Quotient and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and belongs to 46-50 yrs of age whereas 33.33% (n=2) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and belongs to 46-50 yrs of age group.

52.63% (n=10) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and belongs to the age group of 51 yrs and above whereas 36.84% (n=7) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and belongs to the age group of 50 yrs and above.

In case of Chi-Square, the chi square value is 17.106<sup>a</sup> and the degree of freedom is 8 and p value is 0.029. Thus researcher can interpret that there is a significant

relationship between age and Relationship Quotient aspect of emotional intelligence at 5% level of significance.

**Table NO: 64- Showing Bi- variate and test analysis of Age and Optional Performance aspect of Emotional Intelligence.**

**Age \* OP**

**Crosstab**

**Count**

		OP						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	23	44.23	14	26.92	15	28.85	52	100.00
		67.65		42.42		44.12		51.49	
	36-40 yrs	2	13.33	12	80.00	1	6.67	15	100.00
		5.88		36.36		2.94		14.85	
	41-45 yrs	1	11.11	1	11.11	7	77.78	9	100.00
		2.94		3.03		20.59		8.91	
	46-50 yrs	2	33.33	3	50.00	1	16.67	6	100.00
		5.88		9.09		2.94		5.94	
	51 yrs and above	6	31.58	3	15.79	10	52.63	19	100.00
		17.65		9.09		29.41		18.81	
Total		34	33.66	33	32.67	34	33.66	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.604 <sup>a</sup>	8	.000
Likelihood Ratio	29.319	8	.000
Linear-by-Linear Association	3.398	1	.065
N of Valid Cases	101		
a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.96.			



From the above table it can be seen that 33.66% (n=34) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and, 33.66% (n=34) of the respondents were showing high emotional intelligence related to the Optional Performance aspect.

It can also be seen from the table that 44.23% (n=23) of the respondents were showing low emotional intelligence related to the v and belong to 30-35 yrs of age group whereas only 28.85 % (n=15) were showing high emotional intelligence related the Optional Performance and belongs to 30-35 yrs of age group.

13.33% (n=2) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and belongs to 36-40 yrs of age whereas 6.67 % (n=1) of the respondents were showing high emotional intelligence related to the Optional Performance aspect and belongs to 36-40 yrs of age group.

11.11% (n=1) of the respondents were showing low emotional intelligence related to the Optional Performance and belongs to 41-45 yrs of age whereas 77.78% (n=7) of the respondents were showing high emotional intelligence related to the Optional Performance aspect and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and belongs to 46-50 yrs of age whereas 16.67% (n=1) of the respondents were showing high emotional intelligence related to the Optional Performance aspect and belongs to 46-50 yrs of age group.

31.58% (n=6) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and belongs to the age group of 51 yrs and above whereas 52.63% (n=10) of the respondents were showing high emotional intelligence related to the Optional Performance aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 30.604<sup>a</sup> and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Optional Performance aspect of emotional intelligence at 5% level of significance.



Thus from the above description interpretation can be done that maximum number of respondents were belonging to both low and high optional performance dimension of Emotional intelligence but when we are analyzing its relation with the age it is clearly seen that higher aged women are more emotionally intelligent in this aspect.

**SECTION VI: Cross- Tables and Chi-square between Background Variables and Personality traits**

**Table NO: 65- Showing Bi- variate and test analysis of Age and Personality traits**

**Age \* PRTRAITS**

**Crosstab**

Count

		PRTRAITS						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	9	17.31	30	57.69	13	25.00	52	100.00
		33.33		63.83		48.15		51.49	
	36-40 yrs	9	60.00	3	20.00	3	20.00	15	100.00
		33.33		6.38		11.11		14.85	
	41-45 yrs	3	33.33	1	11.11	5	55.56	9	100.00
		11.11		2.13		18.52		8.91	
	46-50 yrs	2	33.33	4	66.67	0	0.00	6	100.00
		7.41		8.51		0.00		5.94	
	51 yrs and above	4	21.05	9	47.37	6	31.58	19	100.00
		14.81		19.15		22.22		18.81	
Total		27	26.73	47	46.53	27	26.73	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.905 <sup>a</sup>	8	.011
Likelihood Ratio	21.014	8	.007
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.60.			

From the above table it can be seen that 26.73% (n=27) of the respondents scored low in personality traits and, 26.73% (n=27) of the respondents scored high in personality traits.

It can also be seen from the table that 17.31% (n=9) of the respondents were scored low personality traits and belong to 30-35 yrs of age group whereas 25.00% (n=13) scored high personality traits and belongs to 30-35 yrs of age group.

60.00% (n=9) of the respondents scored low personality traits and belongs to 36-40 yrs of age whereas 20.00 % (n=3) of the respondents were showing high personality traits and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents were scored low personality traits and belongs to 41-45 yrs of age whereas 55.56% (n=5) of the respondents were scored high personality traits and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents were scored low personality traits and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents were scored high personality traits and belongs to 46-50 yrs of age group.

21.05% (n=4) of the respondents were scored low personality traits and belongs to the age group of 51 yrs and above whereas 31.58 % (n=6) of the respondents were scored high personality traits and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 19.905<sup>a</sup> and the degree of freedom is 8 and p value is 0.011. Thus researcher can interpret that there is a significant relationship between age and Personality traits at 5% level of significance.

**Table NO: 66 - Showing Bi- variety and test analysis of Age and Co-operative trait of Personality.**

**Age \* COOPERATIVE TRAIT**

**Crosstab**

**Count**

		COOPERATIVETRAIT						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	13	25.00	20	38.46	19	36.54	52	100.00
		37.14		76.92		47.50		51.49	
	36-40 yrs	10	66.67	3	20.00	2	13.33	15	100.00
		28.57		11.54		5.00		14.85	
	41-45 yrs	5	55.56	0	0.00	4	44.44	9	100.00
		14.29		0.00		10.00		8.91	
	46-50 yrs	3	50.00	0	0.00	3	50.00	6	100.00
		8.57		0.00		7.50		5.94	
	51 yrs and above	4	21.05	3	15.79	12	63.16	19	100.00
		11.43		11.54		30.00		18.81	
Total		35	34.65	26	25.74	40	39.60	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.060 <sup>a</sup>	8	.005
Likelihood Ratio	25.248	8	.001
Linear-by-Linear Association	1.325	1	.250
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.54.			

From the above table it can be seen that 34.65 % (n=35) of the respondents fall into low category of Cooperative trait of Personality and, 39.60% (n=40) of the respondents fall into high category of cooperative trait of personality.

It can also be seen from the table that 25.00% (n=13) of the respondents fall into low category of Cooperative trait of personality and belong to 30-35 yrs of age group whereas 36.54 % (n=19) of the respondents fall into high category of Cooperative trait of personality and belongs to 30-35 yrs of age group.

66.67% (n=10) of the respondents fall into low category of Cooperative trait of personality and belongs to 36-40 yrs of age whereas 13.33% (n=2) of the respondents fall into high category of Cooperative trait of personality and belongs to 36-40 yrs of age group.

55.56% (n=5) of the respondents fall into low category of Cooperative trait of personality and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents fall into high category of Cooperative trait of personality and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents fall into low category of Cooperative trait of personality and belongs to 46-50 yrs of age whereas 50.00% (n=3) of the respondents fall into high category of Cooperative trait of personality and belongs to 46-50 yrs of age group.

21.05% (n=4) of the respondents fall into low category of Cooperative trait of personality and belongs to the age group of 51 yrs and above whereas 63.16% (n=12) of the respondents fall into high category of Cooperative trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 22.060<sup>a</sup> and the degree of freedom is 8 and p value is 0.005. Thus researcher can interpret that there is a significant relationship between age and cooperative trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the cooperative trait which reflects the willingness of the respondents

to work or act together in order to achieve common purpose or goals which ultimately a good sign for the organizational development.

**Table NO: 67 - Showing Bi- variate and test analysis of Age and Flexible trait of personality.**

**Age \* FLEXIBLE**

**Crosstab**

Count

		FLEXIBLE						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	12	23.08	13	25.00	27	51.92	52	100.00
		35.29		54.17		62.79		51.49	
	36-40 yrs	8	53.33	2	13.33	5	33.33	15	100.00
		23.53		8.33		11.63		14.85	
	41-45 yrs	3	33.33	2	22.22	4	44.44	9	100.00
		8.82		8.33		9.30		8.91	
	46-50 yrs	3	50.00	3	50.00	0	0.00	6	100.00
		8.82		12.50		0.00		5.94	
	51 yrs and above	8	42.11	4	21.05	7	36.84	19	100.00
		23.53		16.67		16.28		18.81	
Total		34	33.66	24	23.76	43	42.57	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.936 <sup>a</sup>	8	.205
Likelihood Ratio	13.023	8	.111
Linear-by-Linear Association	3.374	1	.066
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.43.			

From the above table it can be seen that 33.66% (n=34) of the respondents fall into low category of Flexible trait of Personality and 42.57% (n=43) of the respondents fall into high category of Flexible trait of personality.

It can also be seen from the table that 23.08% (n=12) of the respondents fall into low category of Flexible trait of personality and belong to 30-35 yrs of age group whereas 51.92 % (n=27) of the respondents fall into high category of Flexible trait of personality and belongs to 30-35 yrs of age group.

53.33% (n=8) of the respondents fall into low category of Flexible trait of personality and belongs to 36-40 yrs of age whereas 33.33% (n=5) of the respondents fall into high category of Flexible trait of personality and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents fall into low category of Flexible trait of personality and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents fall into high category of Flexible trait of personality and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents fall into low category of Flexible trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Flexible trait of personality and belongs to 46-50 yrs of age group.

42.11% (n=8) of the respondents fall into low category of Flexible trait of personality and belongs to the age group of 51 yrs and above whereas 36.84% (n=7) of the respondents fall into high category of Flexible trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 10.936<sup>a</sup> and the degree of freedom is 8 and p value is 0.205. Thus researcher can interpret that there is no significant relationship between age and Flexible trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the flexible trait which reflects the capacity of the respondents to change or suit to new conditions in the organization.

**Table NO: 68 - Showing Bi- variate and test analysis of Age and Energetic trait of personality.**

**Age\*ENERGETC**

**Crosstab**

Count

		ENERGETIC						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	10	19.23	15	28.85	27	51.92	52	100.00
		37.04		39.47		75.00		51.49	
	36-40 yrs	1	6.67	11	73.33	3	20.00	15	100.00
		3.70		28.95		8.33		14.85	
	41-45 yrs	6	66.67	2	22.22	1	11.11	9	100.00
		22.22		5.26		2.78		8.91	
	46-50 yrs	6	100.00	0	0.00	0	0.00	6	100.00
		22.22		0.00		0.00		5.94	
	51 yrs and above	4	21.05	10	52.63	5	26.32	19	100.00
		14.81		26.32		13.89		18.81	
Total		27	26.73	38	37.62	36	35.64	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.130 <sup>a</sup>	8	.000
Likelihood Ratio	38.324	8	.000
Linear-by-Linear Association	7.158	1	.007
N of Valid Cases	101		
a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.60.			



From the above table it can be seen that 26.73% (n=27) of the respondents fall into low category of Energetic trait of Personality and 35.64% (n=36) of the respondents fall into high category of Energetic trait of personality.

It can also be seen from the table that 19.23% (n=10) of the respondents fall into low category of Energetic trait of personality and belong to 30-35 yrs of age group whereas 51.92% (n=27) of the respondents fall into high category of Energetic trait of personality and belongs to 30-35 yrs of age group.

6.67% (n=1) of the respondents fall into low category of Energetic trait of personality and belongs to 36-40 yrs of age whereas 20.00% (n=3) of the respondents fall into high category of Energetic trait of personality and belongs to 36-40 yrs of age group.

66.67% (n=6) of the respondents fall into low category of Energetic trait of personality and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents fall into high category of Energetic trait of personality and belongs to 41-45 yrs of age group.

100.00% (n=6) of the respondents fall into low category of Energetic trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Energetic trait of personality and belongs to 46-50 yrs of age group.

21.05% (n=4) of the respondents fall into low category of Energetic trait of personality and belongs to the age group of 51 yrs and above whereas 26.32% (n=5) of the respondents fall into high category of Energetic trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 40.130<sup>a</sup> and the degree of freedom is 8 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Energetic trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the energetic trait which reflects respondents full of force, vigour, capacity to do things and get things done. It is clearly seen from the data that in young age this trait is high but as the age advances the energy level diminishes may be due to physical debility and many more mental stresses in life which increases with responsibility.

**Table NO: 69 - Showing Bi- variate and test analysis of Age and Persevering trait of personality.**

**Age \* PERSERVING**

**Crosstab**

Count

		PERSERVING						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	9	17.31	19	36.54	24	46.15	52	100.00
		25.71		65.52		64.86		51.49	
	36-40 yrs	10	66.67	1	6.67	4	26.67	15	100.00
		28.57		3.45		10.81		14.85	
	41-45 yrs	6	66.67	0	0.00	3	33.33	9	100.00
		17.14		0.00		8.11		8.91	
	46-50 yrs	3	50.00	3	50.00	0	0.00	6	100.00
		8.57		10.34		0.00		5.94	
	51 yrs and above	7	36.84	6	31.58	6	31.58	19	100.00
		20.00		20.69		16.22		18.81	
Total		35	34.65	29	28.71	37	36.63	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.331 <sup>a</sup>	8	.003
Likelihood Ratio	28.407	8	.000
Linear-by-Linear Association	4.220	1	.040
N of Valid Cases	101		
a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 1.72.			

From the above table it can be seen that 34.65% (n=35) of the respondents fall into low category of Persevering trait of Personality and 36.63% (n=37) of the respondents fall into high category of Persevering trait of personality.

It can also be seen from the table that 17.31% (n=9) of the respondents fall into low category of Persevering trait of personality and belong to 30-35 yrs of age group whereas 46.15% (n=24) of the respondents fall into high category of Persevering trait of personality and belongs to 30-35 yrs of age group.

66.67% (n=10) of the respondents fall into low category of Persevering trait of personality and belongs to 36-40 yrs of age whereas 26.67% (n=4) of the respondents fall into high category of Persevering trait of personality and belongs to 36-40 yrs of age group.

66.67% (n=6) of the respondents fall into low category of Persevering trait of personality and belongs to 41-45 yrs of age whereas 33.33% (n=3) of the respondents fall into high category of Persevering trait of personality and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents fall into low category of Persevering trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Persevering trait of personality and belongs to 46-50 yrs of age group.

36.84% (n=7) of the respondents fall into low category of Persevering trait of personality and belongs to the age group of 51 yrs and above whereas 31.58% (n=6) of the respondents fall into high category of Persevering trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 23.331<sup>a</sup> and the degree of freedom is 8 and p value is 0.003 .Thus researcher can interpret that there is a significant relationship between age and Persevering trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the persevering trait which reflects respondent's continuous efforts to achieve something even in difficult situations. It can also be seen clearly from the

data that this trait is mostly seen in young women administrators than the elderly ones.

**Table NO: 70 - Showing Bi- variate and test analysis of Age and Original trait of personality.**

**Age \* ORIGINAL**

**Crosstab**

Count

		ORIGINAL						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	14	26.92	21	40.38	17	32.69	52	100.00
		37.84		63.64		54.84		51.49	
	36-40 yrs	10	66.67	2	13.33	3	20.00	15	100.00
		27.03		6.06		9.68		14.85	
	41-45 yrs	4	44.44	1	11.11	4	44.44	9	100.00
		10.81		3.03		12.90		8.91	
	46-50 yrs	3	50.00	3	50.00	0	0.00	6	100.00
		8.11		9.09		0.00		5.94	
	51 yrs and above	6	31.58	6	31.58	7	36.84	19	100.00
		16.22		18.18		22.58		18.81	
Total		37	36.63	33	32.67	31	30.69	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.366 <sup>a</sup>	8	.100
Likelihood Ratio	15.377	8	.052
Linear-by-Linear Association	.118	1	.732
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.84.			

From the above table it can be seen that 36.63% (n=37) of the respondents fall into low category of Original trait of Personality and 32.69% (n=17) of the respondents fall into high category of Original trait of personality.

It can also be seen from the table that 26.92% (n=14) of the respondents fall into low category of Original trait of personality and belong to 30-35 yrs of age group whereas 32.69% (n=17) of the respondents fall into high category of Original trait of personality and belongs to 30-35 yrs of age group.

66.67% (n=10) of the respondents fall into low category of Original trait of personality and belongs to 36-40 yrs of age whereas 20.00% (n=3) of the respondents fall into high category of Original trait of personality and belongs to 36-40 yrs of age group.

44.44% (n=4) of the respondents fall into low category of Original trait of personality and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents fall into high category of Original trait of personality and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents fall into low category of Original trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Original trait of personality and belongs to 46-50 yrs of age group.

31.58% (n=6) of the respondents fall into low category of Original trait of personality and belongs to the age group of 51 yrs and above whereas 36.84% (n=7) of the respondents fall into high category of Original trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 13.366<sup>a</sup> and the degree of freedom is 8 and p value is 0.100 .Thus researcher can interpret that there is no significant relationship between age and Original trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored low in the Original trait which reflects respondent's ability to create or produce

new ideas and the data shows that age is no barrier to generate new ideas. It may depend on one's own attitude.

**Table NO: 71 - Showing Bi- variate and test analysis of Age and Self control trait of personality.**

**Age \* SELFCONTROL**

**Crosstab**

Count

		SELFCONTROL						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	14	26.92	21	40.38	17	32.69	52	100.00
		53.85		55.26		45.95		51.49	
	36-40 yrs	1	6.67	9	60.00	5	33.33	15	100.00
		3.85		23.68		13.51		14.85	
	41-45 yrs	2	22.22	1	11.11	6	66.67	9	100.00
		7.69		2.63		16.22		8.91	
	46-50 yrs	6	100.00	0	0.00	0	0.00	6	100.00
		23.08		0.00		0.00		5.94	
	51 yrs and above	3	15.79	7	36.84	9	47.37	19	100.00
		11.54		18.42		24.32		18.81	
Total		26	25.74	38	37.62	37	36.63	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.096 <sup>a</sup>	8	.001
Likelihood Ratio	26.955	8	.001
Linear-by-Linear Association	.113	1	.737
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.54.			

From the above table it can be seen that 25.74% (n=26) of the respondents fall into low category of Self control trait of Personality and 36.63% (n=37) of the respondents fall into high category of Self control trait of personality.

It can also be seen from the table that 26.92% (n=14) of the respondents fall into low category of Self control trait of personality and belong to 30-35 yrs of age group whereas 32.69% (n=17) of the respondents fall into high category of Self control trait of personality and belongs to 30-35 yrs of age group.

6.67% (n=1) of the respondents fall into low category of Self control trait of personality and belongs to 36-40 yrs of age whereas 33.33% (n=5) of the respondents fall into high category of Self control trait of personality and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents fall into low category of Self control trait of personality and belongs to 41-45 yrs of age whereas 66.67% (n=6) of the respondents fall into high category of Self control trait of personality and belongs to 41-45 yrs of age group.

100.00% (n=6) of the respondents fall into low category of Self control trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Self control trait of personality and belongs to 46-50 yrs of age group.

15.79% (n=3) of the respondents fall into low category of Self control trait of personality and belongs to the age group of 51 yrs and above whereas 47.37% (n=9) of the respondents fall into high category of Self control trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 27.096<sup>a</sup> and the degree of freedom is 8 and p value is 0.001 .Thus researcher can interpret that there is a significant relationship between age and Self control trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Self control trait which reflects respondent's ability in controlling her own feelings or behaviour in order to help others and it is mostly seen in the younger women administrators from the data.

**Table NO: 72 - Showing Bi- variate and test analysis of Age and Aggressive trait of personality.**

**Age \* AGGRESSIVE**

**Crosstab**

Count

		AGGRESSIVE						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	10	19.23	19	36.54	23	44.23	52	100.00
		40.00		50.00		60.53		51.49	
	36-40 yrs	8	53.33	3	20.00	4	26.67	15	100.00
		32.00		7.89		10.53		14.85	
	41-45 yrs	1	11.11	2	22.22	6	66.67	9	100.00
		4.00		5.26		15.79		8.91	
	46-50 yrs	1	16.67	1	16.67	4	66.67	6	100.00
		4.00		2.63		10.53		5.94	
	51 yrs and above	5	26.32	13	68.42	1	5.26	19	100.00
		20.00		34.21		2.63		18.81	
Total		25	24.75	38	37.62	38	37.62	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.490 <sup>a</sup>	8	.003
Likelihood Ratio	24.560	8	.002
Linear-by-Linear Association	1.968	1	.161
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.49.			



From the above table it can be seen that 24.75% (n=25) of the respondents fall into low category of Aggressive trait of Personality and 37.62% (n=38) of the respondents fall into high category of Aggressive trait of personality.

It can also be seen from the table that 19.23% (n=10) of the respondents fall into low category of Aggressive trait of personality and belong to 30-35 yrs of age group whereas 44.23% (n=23) of the respondents fall into high category of Aggressive trait of personality and belongs to 30-35 yrs of age group.

53.33% (n=8) of the respondents fall into low category of Aggressive trait of personality and belongs to 36-40 yrs of age whereas 26.67% (n=4) of the respondents fall into high category of Aggressive trait of personality and belongs to 36-40 yrs of age group.

11.11% (n=1) of the respondents fall into low category of Aggressive trait of personality and belongs to 41-45 yrs of age whereas 66.67% (n=6) of the respondents fall into high category of Aggressive trait of personality and belongs to 41-45 yrs of age group.

16.67% (n=1) of the respondents fall into low category of Aggressive trait of personality and belongs to 46-50 yrs of age whereas 66.67% (n=4) of the respondents fall into high category of Aggressive trait of personality and belongs to 46-50 yrs of age group.

26.32% (n=5) of the respondents fall into low category of Aggressive trait of personality and belongs to the age group of 51 yrs and above whereas 5.26% (n=1) of the respondents fall into high category of Aggressive trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 23.490<sup>a</sup> and the degree of freedom is 8 and p value is 0.003 .Thus researcher can interpret that there is a significant relationship between age and Aggressive trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Aggressive trait which reflects respondent's expression of an

immediate anger on people in different situations. Another fact is seen that the aggressive trait is diminishes with the age.

**Table NO: 73 - Showing Bi- variate and test analysis of Age and Poised trait of personality.**

**Age \* POISED**

**Crosstab**

Count

		POISED						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	18	34.62	13	25.00	21	40.38	52	100.00
		60.00		32.50		67.74		51.49	
	36-40 yrs	3	20.00	10	66.67	2	13.33	15	100.00
		10.00		25.00		6.45		14.85	
	41-45 yrs	3	33.33	5	55.56	1	11.11	9	100.00
		10.00		12.50		3.23		8.91	
	46-50 yrs	2	33.33	4	66.67	0	0.00	6	100.00
		6.67		10.00		0.00		5.94	
	51 yrs and above	4	21.05	8	42.11	7	36.84	19	100.00
		13.33		20.00		22.58		18.81	
Total		30	29.70	40	39.60	31	30.69	101	100.00
		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.999 <sup>a</sup>	8	.059
Likelihood Ratio	17.235	8	.028
Linear-by-Linear Association	.000	1	.983
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.78.			

From the above table it can be seen that 29.70% (n=30) of the respondents fall into low category of Poised trait of Personality and 30.69% (n=31) of the respondents fall into high category of Poised trait of personality.

It can also be seen from the table that 34.62% (n=18) of the respondents fall into low category of Poised trait of personality and belong to 30-35 yrs of age group whereas 40.38% (n=21) of the respondents fall into high category of Poised trait of personality and belongs to 30-35 yrs of age group.

20.00% (n=3) of the respondents fall into low category of Poised trait of personality and belongs to 36-40 yrs of age whereas 13.33% (n=2) of the respondents fall into high category of Poised trait of personality and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents fall into low category of Poised trait of personality and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents fall into high category of Poised trait of personality and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents fall into low category of Poised trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Poised trait of personality and belongs to 46-50 yrs of age group.

21.05% (n=4) of the respondents fall into low category of Poised trait of personality and belongs to the age group of 51 yrs and above whereas 36.84% (n=7) of the respondents fall into high category of Poised trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 14.999<sup>a</sup> and the degree of freedom is 8 and p value is 0.059 .Thus researcher can interpret that there is no significant relationship between age and poised trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Aggressive trait which is related to the ability to keep balance in the way in which respondents carries themselves with confidence. But there is a very little difference in high and low scores for this trait which reflects that there is no significant relationship between this trait and age



**Table NO: 74 - Showing Bi- variate and test analysis of Age and Sociable trait of personality.**

**Age \* SOCIAB**

**Crosstab**

Count

		SOCIAB						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	18	34.62	17	32.69	17	32.69	52	100.00
		54.55		42.50		60.71		51.49	
	36-40 yrs	3	20.00	11	73.33	1	6.67	15	100.00
		9.09		27.50		3.57		14.85	
	41-45 yrs	3	33.33	5	55.56	1	11.11	9	100.00
		9.09		12.50		3.57		8.91	
	46-50 yrs	2	33.33	4	66.67	0	0.00	6	100.00
		6.06		10.00		0.00		5.94	
	51 yrs and above	7	36.84	3	15.79	9	47.37	19	100.00
		21.21		7.50		32.14		18.81	
Total		33	32.67	40	39.60	28	27.72	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.312 <sup>a</sup>	8	.019
Likelihood Ratio	20.651	8	.008
Linear-by-Linear Association	.035	1	.853
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.66.			

From the above table it can be seen that 32.67 % (n=33) of the respondents fall into low category of Sociable trait of Personality and 27.72% (n=28) of the respondents fall into high category of Sociable trait of personality.

It can also be seen from the table that 34.62% (n=18) of the respondents fall into low category of Sociable trait of personality and belong to 30-35 yrs of age group whereas 32.69% (n=17) of the respondents fall into high category of Sociable trait of personality and belongs to 30-35 yrs of age group.

20.00% (n=3) of the respondents fall into low category of Sociable trait of personality and belongs to 36-40 yrs of age whereas 6.67% (n=1) of the respondents fall into high category of Sociable trait of personality and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents fall into low category of Sociable trait of personality and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents fall into high category of Sociable trait of personality and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents fall into low category of Sociable trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Sociable trait of personality and belongs to 46-50 yrs of age group.

36.84% (n=7) of the respondents fall into low category of Sociable trait of personality and belongs to the age group of 51 yrs and above whereas 47.37% (n=9) of the respondents fall into high category of Sociable trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 18.312<sup>a</sup> and the degree of freedom is 8 and p value is 0.019 .Thus researcher can interpret that there is a significant relationship between age and Sociable trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored low in the Sociable trait which is related to the ability of maintaining relationship with person and community as a whole for betterment of social conditions in the organizations.

**Table NO: 75 - Showing Bi- variate and test analysis of Age and Independence trait of personality.**

**Age \* INDEPENDENCE**

**Crosstab**

Count

		INDEPENDENCE						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	6	11.54	23	44.23	23	44.23	52	100.00
		24.00		62.16		58.97		51.49	
	36-40 yrs	10	66.67	0	0.00	5	33.33	15	100.00
		40.00		0.00		12.82		14.85	
	41-45 yrs	2	22.22	4	44.44	3	33.33	9	100.00
		8.00		10.81		7.69		8.91	
	46-50 yrs	3	50.00	3	50.00	0	0.00	6	100.00
		12.00		8.11		0.00		5.94	
	51 yrs and above	4	21.05	7	36.84	8	42.11	19	100.00
		16.00		18.92		20.51		18.81	
Total		25	24.75	37	36.63	39	38.61	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.720 <sup>a</sup>	8	.001
Likelihood Ratio	30.589	8	.000
Linear-by-Linear Association	1.196	1	.274
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.49.			

From the above table it can be seen that 24.75% (n=25) of the respondents fall into low category of Independence trait of Personality and 38.61% (n=39) of the respondents fall into high category of Independence trait of personality.

It can also be seen from the table that 11.54% (n=6) of the respondents fall into low category of Independence trait of personality and belong to 30-35 yrs of age group whereas 44.23% (n=23) of the respondents fall into high category of Independence trait of personality and belongs to 30-35 yrs of age group.

66.67% (n=10) of the respondents fall into low category of Independence trait of personality and belongs to 36-40 yrs of age whereas 33.33% (n=5) of the respondents fall into high category of Independence trait of personality and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents fall into low category of Independence trait of personality and belongs to 41-45 yrs of age whereas 33.33% (n=3) of the respondents fall into high category of Independence trait of personality and belongs to 41-45 yrs of age group.

50.00% (n=3) of the respondents fall into low category of Independence trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Independence trait of personality and belongs to 46-50 yrs of age group.

21.05% (n=4) of the respondents fall into low category of Independence trait of personality and belongs to the age group of 51 yrs and above whereas 42.11% (n=8) of the respondents fall into high category of Independence trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 25.720<sup>a</sup> and the degree of freedom is 8 and p value is 0.001 .Thus researcher can interpret that there is a significant relationship between age and Independence trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Independence trait which is related to the state of being independent by not relying on others and acting and thinking upon one's own lines which is seen mostly in the young women administrators from the data.



**Table NO: 76 - Showing Bi- variate and test analysis of Age and Conformity trait of personality.**

**Age \* CONFORMITY**

**Crosstab**

Count

		CONFORMITY						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	17	32.69	26	50.00	9	17.31	52	100.00
		58.62		60.47		31.03		51.49	
	36-40 yrs	2	13.33	3	20.00	10	66.67	15	100.00
		6.90		6.98		34.48		14.85	
	41-45 yrs	2	22.22	3	33.33	4	44.44	9	100.00
		6.90		6.98		13.79		8.91	
	46-50 yrs	2	33.33	4	66.67	0	0.00	6	100.00
		6.90		9.30		0.00		5.94	
	51 yrs and above	6	31.58	7	36.84	6	31.58	19	100.00
		20.69		16.28		20.69		18.81	
Total		29	28.71	43	42.57	29	28.71	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.802 <sup>a</sup>	8	.023
Likelihood Ratio	18.353	8	.019
Linear-by-Linear Association	.249	1	.618
N of Valid Cases	101		
8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.72.			

From the above table it can be seen that 28.71% (n=29) of the respondents fall into low category of Conformity trait of Personality and 28.71% (n=29) of the respondents fall into high category of Conformity trait of personality.

It can also be seen from the table that 32.69% (n=17) of the respondents fall into low category of Conformity trait of personality and belong to 30-35 yrs of age group whereas 17.31% (n=9) of the respondents fall into high category of Conformity trait of personality and belongs to 30-35 yrs of age group.

13.33% (n=2) of the respondents fall into low category of Conformity trait of personality and belongs to 36-40 yrs of age whereas 66.67% (n=10) of the respondents fall into high category of Conformity trait of personality and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents fall into low category of Conformity trait of personality and belongs to 41-45 yrs of age whereas 44.44% (n=4) of the respondents fall into high category of Conformity trait of personality and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents fall into low category of Conformity trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Conformity trait of personality and belongs to 46-50 yrs of age group.

31.58% (n=6) of the respondents fall into low category of Conformity trait of personality and belongs to the age group of 51 yrs and above whereas 31.58% (n=6) of the respondents fall into high category of Conformity trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 17.802<sup>a</sup> and the degree of freedom is 8 and p value is 0. 023. Thus researcher can interpret that there is a significant relationship between age and Conformity trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Independence trait which is related to the state of the behaviour or action in agreement with what is usually accepted or required.

**Table NO: 77 - Showing Bi- variate and test analysis of Age and Dominance trait of personality.**

**Age\*DOMINANCE**

**Crosstab**

Count

		DOMINANCE						Total	%
		Low	%	Moderate	%	High	%		
Age	30-35 yrs	24	46.15	26	50.00	2	3.85	52	100.00
		54.55		89.66		7.14		51.49	
	36-40 yrs	12	80.00	1	6.67	2	13.33	15	100.00
		27.27		3.45		7.14		14.85	
	41-45 yrs	2	22.22	1	11.11	6	66.67	9	100.00
		4.55		3.45		21.43		8.91	
	46-50 yrs	0	0.00	1	16.67	5	83.33	6	100.00
		0.00		3.45		17.86		5.94	
	51 yrs and above	6	31.58	0	0.00	13	68.42	19	100.00
		13.64		0.00		46.43		18.81	
Total		44	43.56	29	28.71	28	27.72	101	100.00
		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.090 <sup>a</sup>	8	.000
Likelihood Ratio	67.937	8	.000
Linear-by-Linear Association	21.570	1	.000
N of Valid Cases	101		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 1.66.			

From the above table it can be seen that 43.56% (n=44) of the respondents fall into low category of Dominance trait of Personality and 27.72% (n=28) of the respondents fall into high category of Dominance trait of personality.

It can also be seen from the table that 46.15% (n=24) of the respondents fall into low category of Dominance trait of personality and belong to 30-35 yrs of age group whereas 3.85% (n=2) of the respondents fall into high category of Dominance trait of personality and belongs to 30-35 yrs of age group.

80.00% (n=12) of the respondents fall into low category of Dominance trait of personality and belongs to 36-40 yrs of age whereas 13.33% (n=2) of the respondents fall into high category of Dominance trait of personality and belongs to 36-40 yrs of age group.

22.22% (n=2) of the respondents fall into low category of Dominance trait of personality and belongs to 41-45 yrs of age whereas 66.67% (n=6) of the respondents fall into high category of Dominance trait of personality and belongs to 41-45 yrs of age group.

0.00% (n=0) of the respondents fall into low category of Dominance trait of personality and belongs to 46-50 yrs of age whereas 83.33% (n=5) of the respondents fall into high category of Dominance trait of personality and belongs to 46-50 yrs of age group.

31.58% (n=6) of the respondents fall into low category of Conformity trait of personality and belongs to the age group of 51 yrs and above whereas 68.42% (n=13) of the respondents fall into high category of Conformity trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 61.090<sup>a</sup> and the degree of freedom is 8 and p value is 0. 000. Thus researcher can interpret that there is a significant relationship between age and Conformity trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Conformity trait which is a capacity to have control, authority or influence over others and it can be clearly revealed from the data that as the age increases this trait also increases.

**Table NO: 78 - Showing Bi- variate and test analysis of educational qualification of the respondents and work aspect of Emotional Intelligence**

**Educational \* WORK**

Crosstab

Count

		WORK						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	7	20.00	15	42.86	13	37.14	35	100.00
		21.88		34.09		52.00		34.65	
	Post Graduate	20	43.48	18	39.13	8	17.39	46	100.00
		62.50		40.91		32.00		45.54	
	Doctorate	5	41.67	3	25.00	4	33.33	12	100.00
		15.63		6.82		16.00		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		18.18		0.00		7.92	
Total		32	31.68	44	43.56	25	24.75	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.965 <sup>a</sup>	6	.004
Likelihood Ratio	21.851	6	.001
Linear-by-Linear Association	1.263	1	.261
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.98.			

From the above table it can be seen that 31.68 % (n=32) of the respondents were showing low emotional intelligence related to the work aspect which is related to the job satisfaction, scope of advancement, impression about the work in the respondents and , 24.75 (n=25) of the respondents were showing high emotional intelligence to the aspects related to work.

It can also be seen from the table that 20.00% (n=7) of the respondents were showing low emotional intelligence and were graduate whereas only 37.14% (n=13) were showing high emotional intelligence and were graduate.

43.48% (n=20) of the respondents were showing low emotional intelligence related to the work aspect and were post graduate whereas 17.39% (n=8) of the respondents were showing high emotional intelligence related to the work aspect and were post graduate.

41.67% (n=5) of the respondents were showing low emotional intelligence related to the work aspect and were doctorate whereas 33.33% (n=4) of the respondents were showing high emotional intelligence related to the work aspect and were doctorate.

In case of Chi-Square, the chi square value is 18.965<sup>a</sup> and the degree of freedom is 6 and p value is 0.004. Thus researcher can interpret that there is a significant relationship between education and work at 5% level of significance.

**Table NO: 79 - Showing Bi- variate and test analysis of educational qualification of the respondents and emotional self awareness aspect of Emotional Intelligence**

**Educational \* ESA**

**Crosstab**

Count

		ESA						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	5	14.29	17	48.57	13	37.14	35	100.00
		16.13		37.78		52.00		34.65	
	Post Graduate	21	45.65	19	41.30	6	13.04	46	100.00
		67.74		42.22		24.00		45.54	
	Doctorate	5	41.67	4	33.33	3	25.00	12	100.00
		16.13		8.89		12.00		11.88	
	Any Other Qualification	0	0.00	5	62.50	3	37.50	8	100.00
		0.00		11.11		12.00		7.92	
Total		31	30.69	45	44.55	25	24.75	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.747 <sup>a</sup>	6	.015
Likelihood Ratio	18.620	6	.005
Linear-by-Linear Association	.446	1	.504
N of Valid Cases	101		

From the above table it can be seen that 30.69 % (n=31) of the respondents were showing low emotional intelligence related to the emotional self awareness and, 24.75 % (n=25) of the respondents were showing high emotional intelligence related to the aspects related to emotional self awareness.

It can also be seen from the table that 14.29% (n=5) of the respondents were showing low emotional intelligence related to emotional self awareness and were graduate 37.14% (n=13) were showing high emotional intelligence related to emotional self awareness and were graduate.

45.65% (n=21) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and were post graduate whereas 13.04% (n=6) of the respondents were showing high emotional intelligence related to the emotional self awareness aspect and were post graduate.

41.67% (n=5) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and were doctorate whereas 25.00% (n=3) of the respondents were showing high emotional intelligence related to the aspect and were doctorate.

00.00 % (n=0) of the respondents were showing low emotional intelligence related to the emotional self awareness aspect and were having other qualifications whereas 37.50 % (n=3) of the respondents were showing high emotional intelligence related to the emotional self awareness aspect and were having any other qualification.

In case of Chi-Square, the chi square value is 15.747<sup>a</sup> and the degree of freedom is 6 and p value is 0.015. Thus researcher can interpret that there is a significant relationship between educational qualification and emotional self awareness aspect of emotional intelligence at 5% level of significance.



**Table NO: 80- Showing Bi- variate and test analysis of educational qualification of the respondents and emotional expression aspect of Emotional Intelligence**

**Educational \* EE**

**Crosstab**

Count

		EE						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	18	51.43	13	37.14	4	11.43	35	100.00
		37.50		48.15		15.38		34.65	
	Post Graduate	20	43.48	8	17.39	18	39.13	46	100.00
		41.67		29.63		69.23		45.54	
	Doctorate	2	16.67	6	50.00	4	33.33	12	100.00
		4.17		22.22		15.38		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		16.67		0.00		0.00		7.92	
Total		48	47.52	27	26.73	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.116 <sup>a</sup>	6	.001
Likelihood Ratio	26.826	6	.000
Linear-by-Linear Association	.043	1	.836
N of Valid Cases	101		
5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.06.			

From the above table it can be seen that 47.52% (n=48) of the respondents were showing low emotional intelligence related to the emotional expression and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the aspect of emotional expression.

It can also be seen from the table that 51.43% (n=18) of the respondents were showing low emotional intelligence related to emotional expression and were graduates whereas only 11.43% (n=4) were showing high emotional intelligence related to emotional expression and were graduates.

43.48% (n=20) of the respondents were showing low emotional intelligence related to the emotional expression aspect and were post graduates whereas 39.13% (n=18) of the respondents were showing high emotional intelligence related to the emotional expression aspect and were post graduates.

16.67% (n=2) of the respondents were showing low emotional intelligence related to the emotional expression aspect and were doctorate whereas 33.33% (n=4) of the respondents were showing high emotional intelligence related to the emotional expression aspect and were doctorate.

100.00 % (n=8) of the respondents were showing low emotional intelligence related to the emotional expression aspect and were having other qualifications.

In case of Chi-Square, the chi square value is 23.116 and the degree of freedom is 6 and p value is 0.001. Thus researcher can interpret that there is a significant relationship between educational qualification and emotional expression aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that as

Emotional expression is the capacity to express the negative and positive emotions. It also measures the emotional expression made by others. The more high it is the less one will feel emotional stress. Thus, as the women are low emotionally intelligent in this aspect they may experience emotional stress more in their life.

**Table NO: 81- Showing Bi- variate and test analysis of educational qualification of the respondents and emotional awareness of others aspect of Emotional Intelligence**

**Educational \* EA**

Crosstab

Count

		EA						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	6	17.14	11	31.43	18	51.43	35	100.00
		17.65		36.67		48.65		34.65	
	Post Graduate	26	56.52	8	17.39	12	26.09	46	100.00
		76.47		26.67		32.43		45.54	
	Doctorate	2	16.67	3	25.00	7	58.33	12	100.00
		5.88		10.00		18.92		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		26.67		0.00		7.92	
Total		34	33.66	30	29.70	37	36.63	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.443 <sup>a</sup>	6	.000
Likelihood Ratio	37.680	6	.000
Linear-by-Linear Association	.829	1	.363
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.38.			

From the above table it can be seen that 33.66% (n=34) of the respondents were showing low emotional intelligence related to the emotional awareness of others and, 36.63% (n=37) of the respondents were showing high emotional intelligence related to the aspect of emotional awareness of others.

It can also be seen from the table that 17.14% (n=6) of the respondents were showing low emotional intelligence related to emotional awareness of others and were graduates whereas only 51.43% (n=18) were showing high emotional intelligence related to emotional awareness of others and were graduates.

56.52% (n=26) of the respondents were showing low emotional intelligence related to the emotional awareness of others aspect and were postgraduates whereas 26.09% (n=12) of the respondents were showing high emotional intelligence related to the emotional awareness of others aspect and were postgraduates.

16.67% (n=2) of the respondents were showing low emotional intelligence related to the emotional awareness of others aspect and were doctorate whereas 58.33% (n=7) of the respondents were showing high emotional intelligence related to the emotional awareness of others aspect and doctorate.

In case of Chi-Square, the chi square value is 37.443 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and emotional awareness of others aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that as emotional awareness of others reflects one's awareness and impression about other people and consequent behaviour from them. Respondents are highly emotionally intelligent in this aspect which shows that they are good listeners and have ability in reading between the lines. Also they have good understanding of feelings of others during the course of interaction with others.

**Table NO: 82- Showing Bi- variate and test analysis of educational qualification of the respondents and EQ competencies aspect of Emotional Intelligence.**

**Educational \* EQQQ**

Crosstab

Count

		EQQQ						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	11	31.43	16	45.71	8	22.86	35	100.00
		34.38		45.71		23.53		34.65	
	Post Graduate	12	26.09	16	34.78	18	39.13	46	100.00
		37.50		45.71		52.94		45.54	
	Doctorate	1	8.33	3	25.00	8	66.67	12	100.00
		3.13		8.57		23.53		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		25.00		0.00		0.00		7.92	
Total		32	31.68	35	34.65	34	33.66	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.834 <sup>a</sup>	6	.000
Likelihood Ratio	28.058	6	.000
Linear-by-Linear Association	.663	1	.415
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.53.			

From the above table it can be seen that 31.68% (n=32) of the respondents were showing low emotional intelligence related to the EQ competencies and, 33.66% (n=34) of the respondents were showing high emotional intelligence related to the aspect of EQ competencies.

It can also be seen from the table that 31.43% (n=11) of the respondents were showing low emotional intelligence related to EQ competencies and were graduates whereas only 22.86% (n=8) were showing high emotional intelligence related to EQ competencies and were graduates.

26.09% (n=12) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and were post graduates whereas 13.33% (n=2) of the respondents were showing high emotional intelligence related to the EQ competencies aspect and were postgraduates.

8.33% (n=1) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and were doctorate whereas 66.67% (n=8) of the respondents were showing high emotional intelligence related to the EQ competencies aspect and were doctorate.

100.00% (n=8) of the respondents were showing low emotional intelligence related to the EQ competencies aspect and were possessing other qualifications too.

In case of Chi-Square, the chi square value is 26.834 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and EQ competencies aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that as respondents are highly emotional intelligent in EQ competencies and more the education more will be the EQ competencies and they may become more assertive and responsible in their life and they can better deal with themselves as well as others.

**Table NO: 83- Showing Bi- variate and test analysis of educational qualification of the respondents and Creativity aspect of Emotional Intelligence**

**Educational \* CR**

Crosstab

Count

		CR						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	15	42.86	11	31.43	9	25.71	35	100.00
		55.56		32.35		22.50		34.65	
	Post Graduate	10	21.74	18	39.13	18	39.13	46	100.00
		37.04		52.94		45.00		45.54	
	Doctorate	2	16.67	5	41.67	5	41.67	12	100.00
		7.41		14.71		12.50		11.88	
	Any Other Qualification	0	0.00	0	0.00	8	100.00	8	100.00
		0.00		0.00		20.00		7.92	
Total		27	26.73	34	33.66	40	39.60	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.897 <sup>a</sup>	6	.004
Likelihood Ratio	21.294	6	.002
Linear-by-Linear Association	13.079	1	.000
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.14.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the creativity aspect and 39.60% (n=40) of the respondents were showing high emotional intelligence related to the creativity aspect.

It can also be seen from the table that 42.86% (n=15) of the respondents were showing low emotional intelligence related to creativity and were graduates whereas only 25.71% (n=9) were showing high emotional intelligence related to the creativity and were graduates.

21.74% (n=10) of the respondents were showing low emotional intelligence related to the creativity aspect and were post graduates whereas 39.13% (n=18) of the respondents were showing high emotional intelligence related to the creativity aspect and were post graduates.

16.67% (n=2) of the respondents were showing low emotional intelligence related to the creativity aspect and were doctorate whereas 41.67% (n=5) of the respondents were showing high emotional intelligence related to the creativity aspect and were doctorate.

100.00% (n=8) of the respondents were showing high emotional intelligence related to the creativity aspect and were having any other qualification too.

In case of Chi-Square, the chi square value is 18.897 and the degree of freedom is 6 and p value is 0.004. Thus researcher can interpret that there is a significant relationship between educational qualification and creativity aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that respondents are highly emotional intelligent in creativity and it clearly indicates that as the educational qualification of the respondents advances the creativity also increases and vice versa. As it deals with the psychological and intellectual innovativeness, intuition and foresight of the respondent, more qualified respondents are more creative.



**Table NO: 84- Showing Bi- variate and test analysis of educational qualification of the respondents and Resilience aspect of Emotional Intelligence.**

**Educational \* RESLIENCE**

**Crosstab**

Count

		RESLIENCE						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	8	22.86	9	25.71	18	51.43	35	100.00
		20.00		27.27		64.29		34.65	
	Post Graduate	25	54.35	14	30.43	7	15.22	46	100.00
		62.50		42.42		25.00		45.54	
	Doctorate	7	58.33	2	16.67	3	25.00	12	100.00
		17.50		6.06		10.71		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		24.24		0.00		7.92	
Total		40	39.60	33	32.67	28	27.72	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.803 <sup>a</sup>	6	.000
Likelihood Ratio	34.586	6	.000
Linear-by-Linear Association	4.208	1	.040
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.22.			

From the above table it can be seen that 39.60% (n=40) of the respondents were showing low emotional intelligence related to the Resilience aspect and, 27.72% (n=28) of the respondents were showing high emotional intelligence related to the Resilience aspect.

It can also be seen from the table that 22.86% (n=8) of the respondents were showing low emotional intelligence related to Resilience and were graduates whereas only 51.43 % (n=18) were showing high emotional intelligence related the Resilience and were graduates.

54.35% (n=25) of the respondents were showing low emotional intelligence related to the Resilience aspect and were post graduates whereas 15.22% (n=7) of the respondents were showing high emotional intelligence related to the Resilience aspect and were postgraduates.

58.33% (n=7) of the respondents were showing low emotional intelligence related to the Resilience aspect and were doctorate whereas 25.00% (n=3) of the respondents were showing high emotional intelligence related to the Resilience aspect and were doctorate.

0.00% (n=0) of the respondents were showing low emotional intelligence related to the Resilience aspect and belongs to 46-50 yrs of age whereas 83.33% (n=5) of the respondents were showing high emotional intelligence related to the Resilience aspect and belongs to 46-50 yrs of age group.

15.79% (n=3) of the respondents were showing low emotional intelligence related to the Resilience aspect and belongs to the age group of 51 yrs and above whereas 42.11% (n=8) of the respondents were showing high emotional intelligence related to the Resilience aspect and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 33.803 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and creativity aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though the respondents have scored less in this aspect but when we are analyzing its relation with educational qualification, it is seen clearly that the Resilience power of the respondents use to increase with more education which is reflected in their level of patience, persistency, determination and the capability of coping with the problems and return to the normalcy state.

**Table NO: 85- Showing Bi- variate and test analysis of educational qualification of the respondents and Interpersonal Connection aspect of Emotional Intelligence.**

**Educational \* IC**

Crosstab

Count

		IC						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	13	37.14	12	34.29	10	28.57	35	100.00
		40.63		27.27		40.00		34.65	
	Post Graduate	18	39.13	22	47.83	6	13.04	46	100.00
		56.25		50.00		24.00		45.54	
	Doctorate	1	8.33	2	16.67	9	75.00	12	100.00
		3.13		4.55		36.00		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		18.18		0.00		7.92	
Total		32	31.68	44	43.56	25	24.75	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.434 <sup>a</sup>	6	.000
Likelihood Ratio	32.009	6	.000
Linear-by-Linear Association	2.492	1	.114
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.98.			

From the above table it can be seen that 31.68% (n=32) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and, 24.75% (n=25) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect.

It can also be seen from the table that 37.14% (n=13) of the respondents were showing low emotional intelligence related to Interpersonal Connection and were graduates whereas only 28.57 % (n=10) were showing high emotional intelligence related the Interpersonal Connection and were graduates.

39.13% (n=18) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and were postgraduates whereas 13.04% (n=6) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect and were postgraduates.

8.33% (n=1) of the respondents were showing low emotional intelligence related to the Interpersonal Connection aspect and were doctorate whereas 75.00% (n=9) of the respondents were showing high emotional intelligence related to the Interpersonal Connection aspect and were doctorate.

In case of Chi-Square, the chi square value is 31.434 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Interpersonal Connection aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that though the respondents have scored less in this aspect but when we are analyzing its relation with it is seen clearly that the capacity to have interpersonal connection increases which implies emotional boundaries for a person and ability to grieve and feeling security about relationships and showing our emotions towards our loved ones is seen high in the respondents having doctorate degree.

**Table NO: 86- Showing Bi- variate and test analysis of educational qualification of the respondents and Constructive Discontent aspect of Emotional Intelligence.**

**Educational \* CD**

Crosstab

Count

		CD						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	10	28.57	11	31.43	14	40.00	35	100.00
		35.71		25.58		46.67		34.65	
	Post Graduate	5	10.87	30	65.22	11	23.91	46	100.00
		17.86		69.77		36.67		45.54	
	Doctorate	5	41.67	2	16.67	5	41.67	12	100.00
		17.86		4.65		16.67		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		28.57		0.00		0.00		7.92	
Total		28	27.72	43	42.57	30	29.70	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.220 <sup>a</sup>	6	.000
Likelihood Ratio	37.949	6	.000
Linear-by-Linear Association	8.668	1	.003
N of Valid Cases	101		
5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.22.			

From the above table it can be seen that 27.72% (n=28) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and, 29.70% (n=30) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect.

It can also be seen from the table that 28.57% (n=10) of the respondents were showing low emotional intelligence related to Constructive Discontent and were graduates whereas only 40.00% (n=14) were showing high emotional intelligence related the Constructive Discontent and were graduates.

10.87% (n=5) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and were post graduates whereas 23.91% (n=11) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect and were post graduates.

41.67% (n=5) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and were doctorate whereas 41.67% (n=5) of the respondents were showing high emotional intelligence related to the Constructive Discontent aspect and were doctorate.

100.00% (n=8) of the respondents were showing low emotional intelligence related to the Constructive Discontent aspect and were having other qualifications too.

In case of Chi-Square, the chi square value is 37.220 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Constructive Discontent aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high in this aspect and there is a significant relationship between educational qualification and constructive discontent, this aspect reflects the amount of positive attitude one has towards criticism and feedback from others and the ability to constructively deal with discontent or disagreement.

**Table NO: 87- Showing Bi- variate and test analysis of Educational qualification of the respondents and EQ values and Beliefs aspect of Emotional Intelligence.**

**Educational \* EQV**

Crosstab

Count

		EQV						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	11	31.43	15	42.86	9	25.71	35	100.00
		40.74		36.59		27.27		34.65	
	Post Graduate	11	23.91	20	43.48	15	32.61	46	100.00
		40.74		48.78		45.45		45.54	
	Doctorate	5	41.67	6	50.00	1	8.33	12	100.00
		18.52		14.63		3.03		11.88	
	Any Other Qualification	0	0.00	0	0.00	8	100.00	8	100.00
		0.00		0.00		24.24		7.92	
Total		27	26.73	41	40.59	33	32.67	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.006 <sup>a</sup>	6	.002
Likelihood Ratio	23.215	6	.001
Linear-by-Linear Association	4.438	1	.035
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.14.			



From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and, 32.67% (n=33) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect.

It can also be seen from the table that 31.43% (n=11) of the respondents were showing low emotional intelligence related to EQ values and beliefs comparison and were graduates whereas only 25.71% (n=15) were showing high emotional intelligence related the EQ values and beliefs comparison and were graduates.

23.91% (n=11) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and were post graduates whereas 32.61% (n=15) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and were postgraduates.

44.44% (n=4) of the respondents were showing low emotional intelligence related to the EQ values and beliefs comparison aspect and were doctorate whereas 33.33% (n=3) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and were doctorate.

100.00 % (n=8) of the respondents were showing high emotional intelligence related to the EQ values and beliefs comparison aspect and were having other qualifications too.

In case of Chi-Square, the chi square value is 21.006 and the degree of freedom is 6 and p value is 0.002. Thus researcher can interpret that there is a significant relationship between educational qualification and EQ values and beliefs comparison aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high in this aspect which reflects the consideration of the respondents has for others. It also shows the ethics and resentments respondent follow in their life.

**Table NO: 88- Showing Bi- variate and test analysis of Educational qualification of the respondents and Outlook aspect of Emotional Intelligence.**

**Educational \* OUTLOOK**

Crosstab

Count

		OUTLOOK						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	14	40.00	12	34.29	9	25.71	35	100.00
		41.18		42.86		23.08		34.65	
	Post Graduate	20	43.48	10	21.74	16	34.78	46	100.00
		58.82		35.71		41.03		45.54	
	Doctorate	0	0.00	6	50.00	6	50.00	12	100.00
		0.00		21.43		15.38		11.88	
	Any Other Qualification	0	0.00	0	0.00	8	100.00	8	100.00
		0.00		0.00		20.51		7.92	
Total		34	33.66	28	27.72	39	38.61	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.863 <sup>a</sup>	6	.001
Likelihood Ratio	30.041	6	.000
Linear-by-Linear Association	13.092	1	.000
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.22.			

From the above table it can be seen that 33.66% (n=34) of the respondents were showing low emotional intelligence related to the Outlook aspect and, 38.61% (n=39) of the respondents were showing high emotional intelligence related to the Outlook aspect.

It can also be seen from the table that 40.00% (n=14) of the respondents were showing low emotional intelligence related to Outlook and were graduates whereas only 25.71% (n=9) were showing high emotional intelligence related the Outlook and were graduates.

43.48% (n=20) of the respondents were showing low emotional intelligence related to the Outlook aspect and were postgraduates whereas 34.78% (n=16) of the respondents were showing high emotional intelligence related to the Outlook aspect and were post graduates.

50.00% (n=6) of the respondents were showing high emotional intelligence related to the Outlook aspect and were doctorate.

100.00% (n=8) of the respondents were showing high emotional intelligence related to the Outlook aspect and were having other qualifications too.

In case of Chi-Square, the chi square value is 23.863 and the degree of freedom is 6 and p value is 0.001. Thus researcher can interpret that there is a significant relationship between educational qualification and Outlook aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high and irrespective of educational qualification maximum number of the respondents are shows high emotional intelligence which reflects the respondents outlook may be positive or negative which in turn frames the respondents attitude and actions.



**Table NO: 89- Showing Bi- variate and test analysis of educational qualification of the respondents and Trust Radius aspect of Emotional Intelligence.**

**Educational \* TRUSTRADIUS**

Crosstab

Count

		TRUSTRADIUS						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	9	25.71	18	51.43	8	22.86	35	100.00
		31.03		48.65		22.86		34.65	
	Post Graduate	14	30.43	7	15.22	25	54.35	46	100.00
		48.28		18.92		71.43		45.54	
	Doctorate	6	50.00	4	33.33	2	16.67	12	100.00
		20.69		10.81		5.71		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		21.62		0.00		7.92	
Total		29	28.71	37	36.63	35	34.65	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.449 <sup>a</sup>	6	.000
Likelihood Ratio	34.440	6	.000
Linear-by-Linear Association	.134	1	.715
N of Valid Cases	101		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.30.

From the above table it can be seen that 28.71% (n=29) of the respondents were showing low emotional intelligence related to the Trust radius aspect and, 34.65% (n=35) of the respondents were showing high emotional intelligence related to the Trust radius aspect.

It can also be seen from the table that 36.54% (n=19) of the respondents were showing low emotional intelligence related to Trust radius and were graduates whereas only 25.71 % (n=9) were showing high emotional intelligence related the Trust radius and were graduates.

30.43% (n=14) of the respondents were showing low emotional intelligence related to the Trust radius aspect and were post graduates 54.35% (n=25) of the respondents were showing high emotional intelligence related to the Trust radius aspect and were post graduates.

50.00% (n=6) of the respondents were showing low emotional intelligence related to the Trust radius aspect and were doctorate whereas 16.67% (n=2) of the respondents were showing high emotional intelligence related to the Trust radius aspect and were doctorate.

In case of Chi-Square, the chi square value is 31.449 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Trust radius aspect of emotional intelligence at 5% level of significance.

Thus from the above description, interpretation can be done that maximum respondents have scored high which reflects the respondents credibility, belief about other people's behaviour which ultimately affects the work performance.

**Table NO: 90- Showing Bi- variate and test analysis of Educational qualification of the respondents and Personal Power aspect of Emotional Intelligence.**

**Educational \* PP**

Crosstab

Count

		PP						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	14	40.00	4	11.43	17	48.57	35	100.00
		51.85		8.33		65.38		34.65	
	Post Graduate	8	17.39	31	67.39	7	15.22	46	100.00
		29.63		64.58		26.92		45.54	
	Doctorate	5	41.67	5	41.67	2	16.67	12	100.00
		18.52		10.42		7.69		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		16.67		0.00		7.92	
Total		27	26.73	48	47.52	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.592 <sup>a</sup>	6	.000
Likelihood Ratio	42.171	6	.000
Linear-by-Linear Association	.885	1	.347
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.06.			





From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the Personal Power aspect and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the Personal Power aspect.

It can also be seen from the table that 40.00% (n=14) of the respondents were showing low emotional intelligence related to the Personal Power and were graduates whereas only 48.57% (n=17) were showing high emotional intelligence related the Personal Power and graduates.

17.39% (n=8) of the respondents were showing low emotional intelligence related to the Personal Power aspect and were post graduates whereas 15.22% (n=7) of the respondents were showing high emotional intelligence related to the Personal Power aspect and were post graduates.

41.67% (n=5) of the respondents were showing low emotional intelligence related to the Personal Power aspect and were doctorate whereas 16.67% (n=2) of the respondents were showing high emotional intelligence related to the Personal Power aspect and were doctorate.

In case of Chi-Square, the chi square value is 36.592 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Personal Power aspect of emotional intelligence at 5% level of significance.

**Table NO: 91- Showing Bi- variate and test analysis of Educational qualification of the respondents and Integrity aspect of Emotional Intelligence.**

**Educational \* IT**

Crosstab

Count

		IT						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	11	31.43	20	57.14	4	11.43	35	100.00
		40.74		41.67		15.38		34.65	
	Post Graduate	13	28.26	22	47.83	11	23.91	46	100.00
		48.15		45.83		42.31		45.54	
	Doctorate	3	25.00	6	50.00	3	25.00	12	100.00
		11.11		12.50		11.54		11.88	
	Any Other Qualification	0	0.00	0	0.00	8	100.00	8	100.00
		0.00		0.00		30.77		7.92	
Total		27	26.73	48	47.52	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.965 <sup>a</sup>	6	.000
Likelihood Ratio	26.282	6	.000
Linear-by-Linear Association	12.638	1	.000
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.06.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the Integrity aspect and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the Integrity aspect.

It can also be seen from the table that 31.43% (n=11) of the respondents were showing low emotional intelligence related to the Integrity and were graduates whereas only 11.43% (n=4) were showing high emotional intelligence related the Integrity and were graduates.

28.26% (n=13) of the respondents were showing low emotional intelligence related to the Integrity aspect and were post graduates whereas 23.91% (n=11) of the respondents were showing high emotional intelligence related to the Integrity aspect and were post graduates.

25.00% (n=3) of the respondents were showing low emotional intelligence related to the Integrity aspect and were doctorate whereas 25.00% (n=3) of the respondents were showing high emotional intelligence related to the Integrity aspect and were doctorate.

100.00% (n=8) of the respondents were showing high emotional intelligence related to the Integrity aspect and were having other qualifications too.

In case of Chi-Square, the chi square value is 26.965 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Integrity aspect of emotional intelligence at 5% level of significance.

**Table NO: 92- Showing Bi- variate and test analysis of educational qualification of the respondents and Quality of life aspect of Emotional Intelligence.**

**Educational \* QL**

Crosstab

Count

		QL						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	10	28.57	11	31.43	14	40.00	35	100.00
		37.04		22.92		53.85		34.65	
	Post Graduate	12	26.09	27	58.70	7	15.22	46	100.00
		44.44		56.25		26.92		45.54	
	Doctorate	5	41.67	5	41.67	2	16.67	12	100.00
		18.52		10.42		7.69		11.88	
	Any Other Qualification	0	0.00	5	62.50	3	37.50	8	100.00
		0.00		10.42		11.54		7.92	
Total		27	26.73	48	47.52	26	25.74	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.328 <sup>a</sup>	6	.055
Likelihood Ratio	14.407	6	.025
Linear-by-Linear Association	.027	1	.868
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.06.			

From the above table it can be seen that 26.73% (n=27) of the respondents were showing low emotional intelligence related to the Quality of life aspect and, 25.74% (n=26) of the respondents were showing high emotional intelligence related to the Quality of life aspect.

It can also be seen from the table that 28.57% (n=10) of the respondents were showing low emotional intelligence related to the Quality of life and were graduates whereas only 40.00% (n=14) were showing high emotional intelligence related the Quality of life and were graduates.

26.09% (n=12) of the respondents were showing low emotional intelligence related to the Quality of life aspect and were post graduates whereas 15.22% (n=7) of the respondents were showing high emotional intelligence related to the Quality of life aspect and were post graduates.

41.67% (n=5) of the respondents were showing low emotional intelligence related to the Quality of life aspect and were doctorate whereas 16.67% (n=2) of the respondents were showing high emotional intelligence related to the Quality of life aspect and were doctorate.

0.00% (n=00) of the respondents were showing low emotional intelligence related to the Quality of life aspect and were having other qualifications too whereas 37.50% (n=3) of the respondents were showing high emotional intelligence related to the Quality of life aspect and were having other qualifications too.

In case of Chi-Square, the chi square value is 12.328 and the degree of freedom is 6 and p value is 0.055. Thus researcher can interpret that there is no significant relationship between educational qualification and Quality of life aspect of emotional intelligence at 5% level of significance.

**Table NO: 93- Showing Bi- variate and test analysis of Educational qualification of the respondents and Relationship Quotient aspect of Emotional Intelligence.**

**Educational \* RQ**

Crosstab

Count

		RQ						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	13	37.14	14	40.00	8	22.86	35	100.00
		46.43		30.43		29.63		34.65	
	Post Graduate	14	30.43	23	50.00	9	19.57	46	100.00
		50.00		50.00		33.33		45.54	
	Doctorate	1	8.33	4	33.33	7	58.33	12	100.00
		3.57		8.70		25.93		11.88	
	Any Other Qualification	0	0.00	5	62.50	3	37.50	8	100.00
		0.00		10.87		11.11		7.92	
Total		28	27.72	46	45.54	27	26.73	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.332 <sup>a</sup>	6	.055
Likelihood Ratio	13.971	6	.030
Linear-by-Linear Association	6.639	1	.010
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.14.			

From the above table it can be seen that 27.72% (n=28) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and, 26.73% (n=27) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect.

It can also be seen from the table that 37.14% (n=13) of the respondents were showing low emotional intelligence related to the Relationship Quotient and were graduates whereas only 22.86% (n=8) were showing high emotional intelligence related the Relationship Quotient and were graduates.

30.43% (n=14) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and were post graduates whereas 19.57% (n=9) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and were post graduates.

8.33% (n=1) of the respondents were showing low emotional intelligence related to the Relationship Quotient and were doctorate whereas 58.33% (n=7) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and were doctorate.

0.00% (n=00) of the respondents were showing low emotional intelligence related to the Relationship Quotient aspect and were having any other qualification too whereas 37.50% (n=3) of the respondents were showing high emotional intelligence related to the Relationship Quotient aspect and were having any other qualifications too.

In case of Chi-Square, the chi square value is 12.332 and the degree of freedom is 6 and p value is 0.055. Thus researcher can interpret that there is no significant relationship between age and Relationship Quotient aspect of emotional intelligence at 5% level of significance.

**Table NO: 94- Showing Bi- variate and test analysis of educational qualification of the respondents and Optional Performance aspect of Emotional Intelligence.**

**Educational \* OP**

**Crosstab**

Count

		OP						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	9	25.71	15	42.86	11	31.43	35	100.00
		26.47		45.45		32.35		34.65	
	Post Graduate	23	50.00	7	15.22	16	34.78	46	100.00
		67.65		21.21		47.06		45.54	
	Doctorate	2	16.67	3	25.00	7	58.33	12	100.00
		5.88		9.09		20.59		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		24.24		0.00		7.92	
Total		34	33.66	33	32.67	34	33.66	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.674 <sup>a</sup>	6	.000
Likelihood Ratio	31.503	6	.000
Linear-by-Linear Association	.169	1	.681
N of Valid Cases	101		
. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.61.			



From the above table it can be seen that 33.66% (n=34) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and, 33.66% (n=34) of the respondents were showing high emotional intelligence related to the Optional Performance aspect.

It can also be seen from the table that 25.71% (n=9) of the respondents were showing low emotional intelligence related Optional Performance aspect and were graduates whereas only 31.43% (n=11) were showing high emotional intelligence related the Optional Performance and were graduates.

50.00% (n=23) of the respondents were showing low emotional intelligence related to the Optional Performance aspect and were post graduates whereas 34.78% (n=16) of the respondents were showing high emotional intelligence related to the Optional Performance aspect and were post graduates.

16.67% (n=2) of the respondents were showing low emotional intelligence related to the Optional Performance and were doctorate whereas 58.33% (n=7) of the respondents were showing high emotional intelligence related to the Optional Performance aspect and were doctorate.

In case of Chi-Square, the chi square value is 29.674 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Optional Performance aspect of emotional intelligence at 5% level of significance.

**Table NO: 95- Showing Bi- variate and test analysis of Educational Qualification of the respondents and Personality traits.**

**Educational \* PRTRAITS**

Crosstab

Count

		PRTRAITS						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	1	2.86	21	60.00	13	37.14	35	100.00
		3.70		44.68		48.15		34.65	
	Post Graduate	9	19.57	25	54.35	12	26.09	46	100.00
		33.33		53.19		44.44		45.54	
	Doctorate	9	75.00	1	8.33	2	16.67	12	100.00
		33.33		2.13		7.41		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		29.63		0.00		0.00		7.92	
Total		27	26.73	47	46.53	27	26.73	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.342 <sup>a</sup>	6	.000
Likelihood Ratio	50.656	6	.000
Linear-by-Linear Association	28.893	1	.000
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.14.			

From the above table it can be seen that 26.73% (n=27) of the respondents scored low in personality traits and, 26.73% (n=27) of the respondents scored high in personality traits.

It can also be seen from the table that 2.86% (n=01) of the respondents were scored low personality traits and were graduates whereas 37.14% (n=13) scored high personality traits and were graduates.

19.57% (n=9) of the respondents scored low personality traits were post graduates whereas 26.09% (n=12) of the respondents were showing high personality traits and were post graduates.

75.00% (n=9) of the respondents were scored low personality traits and were doctorate whereas 16.67% (n=2) of the respondents were scored high personality traits and were doctorate.

100.00% (n=8) of the respondents were scored low personality traits and were having other qualifications too.

In case of Chi-Square, the chi square value is 48.342 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification of the respondents and Personality traits at 5% level of significance.

**Table NO: 96- Showing Bi- variate and test analysis of Educational Qualification of the respondents and Co-operative trait of Personality.**

**Educational \* CO-OPERATIVE TRAIT**

Crosstab

Count

		CO-OPERATIVE TRAIT						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	14	40.00	0	0.00	21	60.00	35	100.00
		40.00		0.00		52.50		34.65	
	Post Graduate	5	10.87	23	50.00	18	39.13	46	100.00
		14.29		88.46		45.00		45.54	
	Doctorate	8	66.67	3	25.00	1	8.33	12	100.00
		22.86		11.54		2.50		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		22.86		0.00		0.00		7.92	
Total		35	34.65	26	25.74	40	39.60	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.601 <sup>a</sup>	6	.000
Likelihood Ratio	64.108	6	.000
Linear-by-Linear Association	14.982	1	.000
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.06.			

From the above table it can be seen that 34.65 % (n=35) of the respondents fall into low category of Cooperative trait of Personality and, 39.60% (n=40) of the respondents fall into high category of cooperative trait of personality.

It can also be seen from the table that 40.00% (n=14) of the respondents fall into low category of Cooperative trait of personality and were graduates whereas 60.00 % (n=21) of the respondents fall into high category of Cooperative trait of personality and were graduates.

10.87% (n=5) of the respondents fall into low category of Cooperative trait of personality and were postgraduates whereas 39.13% (n=18) of the respondents fall into high category of Cooperative trait of personality and were postgraduates.

66.67% (n=8) of the respondents fall into low category of Cooperative trait of personality and were doctorate whereas 8.33% (n=1) of the respondents fall into high category of Cooperative trait of personality and were doctorate.

100.00% (n=8) of the respondents fall into low category of Cooperative trait of personality and were having other qualifications too.

In case of Chi-Square, the chi square value is 52.601 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification of the respondents and cooperative trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the cooperative trait which reflects the willingness of the respondents to work or act together in order to achieve common purpose or goals which ultimately a good sign for the organizational development.

**Table NO: 97- Showing Bi- variate and test analysis of educational qualification of the respondents and Flexible trait of personality.**

**Educational \* FLEXIBLE**

Crosstab

Count

		FLEXIBLE						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	8	22.86	8	22.86	19	54.29	35	100.00
		23.53		33.33		44.19		34.65	
	Post Graduate	9	19.57	15	32.61	22	47.83	46	100.00
		26.47		62.50		51.16		45.54	
	Doctorate	9	75.00	1	8.33	2	16.67	12	100.00
		26.47		4.17		4.65		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		23.53		0.00		0.00		7.92	
Total		34	33.66	24	23.76	43	42.57	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.832 <sup>a</sup>	6	.000
Likelihood Ratio	33.256	6	.000
Linear-by-Linear Association	18.620	1	.000
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.90.			

From the above table it can be seen that 33.66% (n=34) of the respondents fall into low category of Flexible trait of Personality and 42.57% (n=43) of the respondents fall into high category of Flexible trait of personality.

It can also be seen from the table that 22.86% (n=8) of the respondents fall into low category of Flexible trait of personality and were graduates % (n=19) of the respondents fall into high category of Flexible trait of personality and were graduates

19.57% (n=9) of the respondents fall into low category of Flexible trait of personality and were post graduates whereas 47.83% (n=22) of the respondents fall into high category of Flexible trait of personality and were postgraduates.

75.00% (n=9) of the respondents fall into low category of Flexible trait of personality and were doctorate whereas 16.67% (n=2) of the respondents fall into high category of Flexible trait of personality and were doctorate.

100.00% (n=8) of the respondents fall into low category of Flexible trait of personality and were having other qualifications too.

In case of Chi-Square, the chi square value is 31.832 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Flexible trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the flexible trait which reflects the capacity of the respondents to change or suit to new conditions in the organization.

**Table NO: 98- Showing Bi- variate and test analysis of Educational qualification of the respondents and Energetic trait of personality.**

**Educational \* ENERGETIC**

Crosstab

Count

		ENERGETIC						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	8	22.86	10	28.57	17	48.57	35	100.00
		29.63		26.32		47.22		34.65	
	Post Graduate	10	21.74	17	36.96	19	41.30	46	100.00
		37.04		44.74		52.78		45.54	
	Doctorate	9	75.00	3	25.00	0	0.00	12	100.00
		33.33		7.89		0.00		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		21.05		0.00		7.92	
Total		27	26.73	38	37.62	36	35.64	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.955 <sup>a</sup>	6	.000
Likelihood Ratio	35.125	6	.000
Linear-by-Linear Association	6.183	1	.013
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.14.			



From the above table it can be seen that 26.73% (n=27) of the respondents fall into low category of Energetic trait of Personality and 35.64% (n=36) of the respondents fall into high category of Energetic trait of personality.

It can also be seen from the table that 22.86% (n=8) of the respondents fall into low category of Energetic trait of personality and were graduates whereas 48.57% (n=17) of the respondents fall into high category of Energetic trait of personality and were graduates.

21.74% (n=10) of the respondents fall into low category of Energetic trait of personality and were post graduates whereas 41.30% (n=19) of the respondents fall into high category of Energetic trait of personality and were post graduates.

75.00% (n=9) of the respondents fall into low category of Energetic trait of personality and were doctorate whereas 0.00% (n=00) of the respondents fall into high category of Energetic trait of personality and were doctorate.

In case of Chi-Square, the chi square value is 31.955 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Energetic trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the energetic trait which reflects respondents full of force, vigour, capacity to do things and get things done.

**Table NO: 99- Showing Bi- variate and test analysis of Educational qualification of the respondents and Persevering trait of personality.**

**Educational \* PERSEVERING**

Crosstab

Count

		PERSEVERING						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	7	20.00	13	37.14	15	42.86	35	100.00
		20.00		44.83		40.54		34.65	
	Post Graduate	10	21.74	15	32.61	21	45.65	46	100.00
		28.57		51.72		56.76		45.54	
	Doctorate	10	83.33	1	8.33	1	8.33	12	100.00
		28.57		3.45		2.70		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		22.86		0.00		0.00		7.92	
Total		35	34.65	29	28.71	37	36.63	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.534 <sup>a</sup>	6	.000
Likelihood Ratio	36.510	6	.000
Linear-by-Linear Association	19.113	1	.000
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.30.			

From the above table it can be seen that 34.65% (n=35) of the respondents fall into low category of Persevering trait of Personality and 36.63% (n=37) of the respondents fall into high category of Persevering trait of personality.

It can also be seen from the table that 20.00% (n=7) of the respondents fall into low category of Persevering trait of personality and were graduates whereas 42.86% (n=15) of the respondents fall into high category of Persevering trait of personality and were graduates.

21.74% (n=10) of the respondents fall into low category of Persevering trait of personality and were post graduates whereas 45.65% (n=21) of the respondents fall into high category of Persevering trait of personality and were post graduates.

83.33% (n=10) of the respondents fall into low category of Persevering trait of personality and were doctorate whereas 8.33% (n=1) of the respondents fall into high category of Persevering trait of personality and were doctorate.

100.00% (n=8) of the respondents fall into low category of Persevering trait of personality and were having other qualifications too.

In case of Chi-Square, the chi square value is 34.534 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between age and Persevering trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the persevering trait which reflects respondent's continuous efforts to achieve something even in difficult situations.

**Table NO: 100- Showing Bi- variate and test analysis of Educational Qualification of the respondents and Original trait of personality.**

**Educational \* ORIGINAL**

Crosstab

Count

		ORIGINAL						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	10	28.57	8	22.86	17	48.57	35	100.00
		27.03		24.24		54.84		34.65	
	Post Graduate	10	21.74	24	52.17	12	26.09	46	100.00
		27.03		72.73		38.71		45.54	
	Doctorate	9	75.00	1	8.33	2	16.67	12	100.00
		24.32		3.03		6.45		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		21.62		0.00		0.00		7.92	
Total		37	36.63	33	32.67	31	30.69	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.360 <sup>a</sup>	6	.000
Likelihood Ratio	36.833	6	.000
Linear-by-Linear Association	17.419	1	.000
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.46.			

From the above table it can be seen that 36.63% (n=10) of the respondents fall into low category of Original trait of Personality and 32.69% (n=17) of the respondents fall into high category of Original trait of personality.

It can also be seen from the table that 28.57% (n=10) of the respondents fall into low category of Original trait of personality and were graduates whereas 48.57% (n=17) of the respondents fall into high category of Original trait of personality and were graduates.

21.74% (n=10) of the respondents fall into low category of Original trait of personality and were post graduates whereas 26.09% (n=12) of the respondents fall into high category of Original trait of personality and were post graduates.

75.00% (n=9) of the respondents fall into low category of Original trait of personality and were having other qualifications too whereas 16.67% (n=2) of the respondents fall into high category of Original trait of personality and were having other qualifications too.

In case of Chi-Square, the chi square value is 35.360 and the degree of freedom is 6 and p value is 0.000 .Thus researcher can interpret that there is a significant relationship between age and Original trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored low in the Original trait which reflects respondent's less ability to create or produce new ideas.

**Table NO: 101- Showing Bi- variate and test analysis of educational qualification of the respondents and Self control trait of personality.**

**Educational \* SELF CONTROL**

Crosstab

Count

		SELF CONTROL						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	13	37.14	2	5.71	20	57.14	35	100.00
		50.00		5.26		54.05		34.65	
	Post Graduate	10	21.74	23	50.00	13	28.26	46	100.00
		38.46		60.53		35.14		45.54	
	Doctorate	3	25.00	8	66.67	1	8.33	12	100.00
		11.54		21.05		2.70		11.88	
	Any Other Qualification	0	0.00	5	62.50	3	37.50	8	100.00
		0.00		13.16		8.11		7.92	
Total		26	25.74	38	37.62	37	36.63	101	100.00
		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>		<b>100.00</b>	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.990 <sup>a</sup>	6	.000
Likelihood Ratio	33.963	6	.000
Linear-by-Linear Association	.103	1	.748
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.06.			

From the above table it can be seen that 25.74% (n=26) of the respondents fall into low category of Self control trait of Personality and 36.63% (n=37) of the respondents fall into high category of Self control trait of personality.

It can also be seen from the table that 37.14% (n=13) of the respondents fall into low category of Self control trait of personality and were graduates whereas 57.14% (n=20) of the respondents fall into high category of Self control trait of personality and were graduates.

21.74% (n=10) of the respondents fall into low category of Self control trait of personality and were post graduates whereas 28.26% (n=13) of the respondents fall into high category of Self control trait of personality and were post graduates.

25.00% (n=3) of the respondents fall into low category of Self control trait of personality and were doctorate whereas 8.33% (n=1) of the respondents fall into high category of Self control trait of personality and were doctorate.

00.00% (n=00) of the respondents fall into low category of Self control trait of personality and were having other qualifications too whereas 37.50% (n=3) of the respondents fall into high category of Self control trait of personality and having other qualifications too.

In case of Chi-Square, the chi square value is 26.990 and the degree of freedom is 6 and p value is 0.000 .Thus researcher can interpret that there is a significant relationship between age and Self control trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Self control trait which reflects respondent's ability in controlling her own feelings or behaviour in order to help others.

**Table NO: 102- Showing Bi- variate and test analysis of educational qualification of the respondents and Aggressive trait of personality.**

**Educational \* AGGRESSIVE**

Crosstab

Count

		AGGRESSIVE						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	6	17.14	12	34.29	17	48.57	35	100.00
		24.00		31.58		44.74		34.65	
	Post Graduate	10	21.74	20	43.48	16	34.78	46	100.00
		40.00		52.63		42.11		45.54	
	Doctorate	1	8.33	6	50.00	5	41.67	12	100.00
		4.00		15.79		13.16		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		32.00		0.00		0.00		7.92	
Total		25	24.75	38	37.62	38	37.62	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.892 <sup>a</sup>	6	.000
Likelihood Ratio	27.318	6	.000
Linear-by-Linear Association	10.142	1	.001
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.98.			



From the above table it can be seen that 24.75% (n=25) of the respondents fall into low category of Aggressive trait of Personality and 37.62% (n=38) of the respondents fall into high category of Aggressive trait of personality.

It can also be seen from the table that 17.14% (n=6) of the respondents fall into low category of Aggressive trait of personality and were graduates whereas 48.57% (n=17) of the respondents fall into high category of Aggressive trait of personality and were graduates.

53.33% (n=10) of the respondents fall into low category of Aggressive trait of personality and were post graduates whereas 34.78% (n=16) of the respondents fall into high category of Aggressive trait of personality and were post graduates.

8.33% (n=1) of the respondents fall into low category of Aggressive trait of personality and were doctorate whereas 41.67% (n=5) of the respondents fall into high category of Aggressive trait of personality and were doctorate.

100.00% (n=8) of the respondents fall into low category of Aggressive trait of personality and were having other qualifications too.

In case of Chi-Square, the chi square value is 28.892 and the degree of freedom is 6 and p value is 0.000 .Thus researcher can interpret that there is a significant relationship between educational qualification and Aggressive trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Aggressive trait which reflects respondent's expression of an immediate anger on people in different situations.

**Table NO: 103- Showing Bi- variate and test analysis of Educational qualification of the respondents and Poised trait of personality.**

**Educational \* POISED**

Crosstab

Count

		POISED						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	8	22.86	13	37.14	14	40.00	35	100.00
		26.67		32.50		45.16		34.65	
	Post Graduate	13	28.26	17	36.96	16	34.78	46	100.00
		43.33		42.50		51.61		45.54	
	Doctorate	9	75.00	2	16.67	1	8.33	12	100.00
		30.00		5.00		3.23		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		20.00		0.00		7.92	
Total		30	29.70	40	39.60	31	30.69	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.996 <sup>a</sup>	6	.000
Likelihood Ratio	27.335	6	.000
Linear-by-Linear Association	4.053	1	.044
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.38.			

From the above table it can be seen that 29.70% (n=30) of the respondents fall into low category of Poised trait of Personality and 30.69% (n=31) of the respondents fall into high category of Poised trait of personality.

It can also be seen from the table that 34.62% (n=18) of the respondents fall into low category of Poised trait of personality and belong to 30-35 yrs of age group whereas 40.38% (n=21) of the respondents fall into high category of Poised trait of personality and belongs to 30-35 yrs of age group.

20.00% (n=3) of the respondents fall into low category of Poised trait of personality and belongs to 36-40 yrs of age whereas 13.33% (n=2) of the respondents fall into high category of Poised trait of personality and belongs to 36-40 yrs of age group.

33.33% (n=3) of the respondents fall into low category of Poised trait of personality and belongs to 41-45 yrs of age whereas 11.11% (n=1) of the respondents fall into high category of Poised trait of personality and belongs to 41-45 yrs of age group.

33.33% (n=2) of the respondents fall into low category of Poised trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Poised trait of personality and belongs to 46-50 yrs of age group.

21.05% (n=4) of the respondents fall into low category of Poised trait of personality and belongs to the age group of 51 yrs and above whereas 36.84% (n=7) of the respondents fall into high category of Poised trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 14.999<sup>a</sup> and the degree of freedom is 8 and p value is 0.059. Thus researcher can interpret that there is no significant relationship between age and poised trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Aggressive trait which is related to the ability to keep balance in the way in which respondents carries themselves with confidence. But there is a very little difference in high and low scores for this trait which reflects that there is no significant relationship between this trait and age

**Table NO: 104- Showing Bi- variate and test analysis of educational qualification of the respondents and Sociable trait of personality.**

**Educational \* SOCIABLE**

Crosstab

Count

		SOCIAB						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	9	25.71	14	40.00	12	34.29	35	100.00
		27.27		35.00		42.86		34.65	
	Post Graduate	13	28.26	17	36.96	16	34.78	46	100.00
		39.39		42.50		57.14		45.54	
	Doctorate	11	91.67	1	8.33	0	0.00	12	100.00
		33.33		2.50		0.00		11.88	
	Any Other Qualification	0	0.00	8	100.00	0	0.00	8	100.00
		0.00		20.00		0.00		7.92	
Total		33	32.67	40	39.60	28	27.72	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.518 <sup>a</sup>	6	.000
Likelihood Ratio	36.600	6	.000
Linear-by-Linear Association	4.315	1	.038
N of Valid Cases	101		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.22.			

From the above table it can be seen that 32.67 % (n=33) of the respondents fall into low category of Sociable trait of Personality and 27.72% (n=28) of the respondents fall into high category of Sociable trait of personality.

It can also be seen from the table that 25.71% (n=9) of the respondents fall into low category of Sociable trait of personality and were graduates whereas 34.29% (n=12) of the respondents fall into high category of Sociable trait of personality and were graduates.

28.26% (n=13) of the respondents fall into low category of Sociable trait of personality and were post graduates whereas 34.78% (n=16) of the respondents fall into high category of Sociable trait of personality and were post graduates.

91.67% (n=11) of the respondents fall into low category of Sociable trait of personality and were doctorate whereas 0.00% (n=00) of the respondents fall into high category of Sociable trait of personality and were doctorate.

33.33% (n=2) of the respondents fall into low category of Sociable trait of personality and belongs to 46-50 yrs of age whereas 0.00% (n=0) of the respondents fall into high category of Sociable trait of personality and belongs to 46-50 yrs of age group.

36.84% (n=7) of the respondents fall into low category of Sociable trait of personality and belongs to the age group of 51 yrs and above whereas 47.37% (n=9) of the respondents fall into high category of Sociable trait of personality and belongs to the age group of 51 yrs and above.

In case of Chi-Square, the chi square value is 33.518 and the degree of freedom is 6 and p value is 0.000 .Thus researcher can interpret that there is a significant relationship between age and Sociable trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored low in the Sociable trait which shows a less ability of the respondents in maintaining relationship with person and community as a whole for betterment of social conditions in the organizations.

**Table NO: 105- Showing Bi- variate and test analysis of educational qualification of the respondents and Independence trait of personality.**

**Educational \* Independence**

Crosstab

Count

		INDEPENDENCE						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	3	8.57	18	51.43	14	40.00	35	100.00
		12.00		48.65		35.90		34.65	
	Post Graduate	10	21.74	15	32.61	21	45.65	46	100.00
		40.00		40.54		53.85		45.54	
	Doctorate	4	33.33	4	33.33	4	33.33	12	100.00
		16.00		10.81		10.26		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		32.00		0.00		0.00		7.92	
Total		25	24.75	37	36.63	39	38.61	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.573 <sup>a</sup>	6	.000
Likelihood Ratio	30.571	6	.000
Linear-by-Linear Association	13.905	1	.000
N of Valid Cases	101		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.98.

From the above table it can be seen that 24.75% (n=25) of the respondents fall into low category of Independence trait of Personality and 38.61% (n=39) of the respondents fall into high category of Independence trait of personality.

It can also be seen from the table that 8.57% (n=3) of the respondents fall into low category of Independence trait of personality and were graduates whereas 40.00% (n=14) of the respondents fall into high category of Independence trait of personality and were graduates.

21.74% (n=10) of the respondents fall into low category of Independence trait of personality and were post graduates whereas 45.65% (n=21) of the respondents fall into high category of Independence trait of personality and were post graduates.

33.33% (n=4) of the respondents fall into low category of Independence trait of personality and were doctorate whereas 33.33% (n=4) of the respondents fall into high category of Independence trait of personality and were doctorate.

100.00% (n=8) of the respondents fall into low category of Independence trait of personality and were having other qualifications too.

In case of Chi-Square, the chi square value is 31.573 and the degree of freedom is 6 and p value is 0.000 .Thus researcher can interpret that there is a significant relationship between educational qualification and Independence trait of personality at 5% level of significance.

It can also be revealed from the data that maximum number of the respondents had scored high in the Independence trait which shows that majority of the respondents doesn't rely on others and acting and thinking upon one's own lines which is seen mostly in the young women administrators from the data.

**Table NO: 106- Showing Bi- variate and test analysis of educational qualification of the respondents and Conformity trait of personality.**

**Educational \* Conformity**

Crosstab

Count

		CONFORMITY						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	0	0.00	22	62.86	13	37.14	35	100.00
		0.00		51.16		44.83		34.65	
	Post Graduate	20	43.48	19	41.30	7	15.22	46	100.00
		68.97		44.19		24.14		45.54	
	Doctorate	9	75.00	2	16.67	1	8.33	12	100.00
		31.03		4.65		3.45		11.88	
	Any Other Qualification	0	0.00	0	0.00	8	100.00	8	100.00
		0.00		0.00		27.59		7.92	
Total		29	28.71	43	42.57	29	28.71	101	100.00
		100.00		100.00		100.00		100.00	

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.170 <sup>a</sup>	6	.000
Likelihood Ratio	61.416	6	.000
Linear-by-Linear Association	.549	1	.459
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.30.			



From the above table it can be seen that 28.71% (n=29) of the respondents fall into low category of Conformity trait of Personality and 28.71% (n=29) of the respondents fall into high category of Conformity trait of personality.

It can also be seen from the table that 0.00% (n=00) of the respondents fall into low category of Conformity trait of personality and were graduates whereas 37.14% (n=13) of the respondents fall into high category of Conformity trait of personality and were graduates.

43.48% (n=20) of the respondents fall into low category of Conformity trait of personality and were post graduates whereas 15.22% (n=7) of the respondents fall into high category of Conformity trait of personality and were post graduates.

75.00% (n=9) of the respondents fall into low category of Conformity trait of personality and were doctorate whereas 8.33% (n=1) of the respondents fall into high category of Conformity trait of personality and were doctorate.

00.00% (n=00) of the respondents fall into low category of Conformity trait of personality and were having any other qualifications too whereas 100.00% (n=8) of the respondents fall into high category of Conformity trait of personality and were having any other qualifications too.

In case of Chi-Square, the chi square value is 53.170 and the degree of freedom is 6 and p value is 0.000. Thus researcher can interpret that there is a significant relationship between educational qualification and Conformity trait of personality at 5% level of significance.

**Table NO: 107- Showing Bi- variate and test analysis of Educational qualification of the respondents and Dominance trait of personality.**

Count		DOMINNACE						Total	%
		Low	%	Moderate	%	High	%		
Educational	Graduate	10	28.57	9	25.71	16	45.71	35	100.00
		22.73		31.03		57.14		34.65	
	Post Graduate	20	43.48	20	43.48	6	13.04	46	100.00
		45.45		68.97		21.43		45.54	
	Doctorate	6	50.00	0	0.00	6	50.00	12	100.00
		13.64		0.00		21.43		11.88	
	Any Other Qualification	8	100.00	0	0.00	0	0.00	8	100.00
		18.18		0.00		0.00		7.92	
Total		44	43.56	29	28.71	28	27.72	101	100.00
		100.00		100.00		100.00		100.00	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.142 <sup>a</sup>	6	.000
Likelihood Ratio	35.078	6	.000
Linear-by-Linear Association	9.791	1	.002
N of Valid Cases	101		
a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 2.22.			

From the above table it can be seen that 43.56% (n=44) of the respondents fall into low category of Dominance trait of Personality and 27.72% (n=28) of the respondents fall into high category of Dominance trait of personality.

It can also be seen from the table that 28.57% (n=10) of the respondents fall into low category of Dominance trait of personality and were graduates whereas 45.71% (n=16) of the respondents fall into high category of Dominance trait of personality and were graduates.

43.48% (n=20) of the respondents fall into low category of Dominance trait of personality and were post graduates whereas 13.04% (n=6) of the respondents fall into high category of Dominance trait of personality and were post graduates.

50.00% (n=6) of the respondents fall into low category of Dominance trait of personality and were doctorate whereas 50.00% (n=6) of the respondents fall into high category of Dominance trait of personality and were doctorate.

100.00% (n=8) of the respondents fall into low category of Dominance trait of personality and were also having other qualifications too.

In case of Chi-Square, the chi square value is 29.142 and the degree of freedom is 6 and p value is 0. 000. Thus researcher can interpret that there is a significant relationship between educational qualification and Conformity trait of personality at 5% level of significance.

## SECTION VI: Co-relation between demographic variables and emotional intelligence

### CORRELATIONS

```

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Monthly_Salary Type_of_Family EIQ
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**Table no: 108- Showing the correlation between demographic variables and emotional intelligence**

#### Correlations

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Correlations									
		Educational	Age	Marital Status	Yrs of Service	Total Experience	Monthly Salary	Type of Family	EIQSUM
Educational	Pearson Correlation	1	-.109	.004	.167	-.007	.077	.323**	.047
	Sig. (2-tailed)		.280	.968	.095	.944	.445	.001	.638
	N	101	101	101	101	101	101	101	101
Age	Pearson Correlation	-.109	1	.176	-.203*	.620**	.560**	-.184	.265**
	Sig. (2-tailed)	.280		.079	.042	.000	.000	.065	.007
	N	101	101	101	101	101	101	101	101
Marital Status	Pearson Correlation	.004	.176	1	.067	.017	-.044	-.132	.058
	Sig. (2-tailed)	.968	.079		.509	.866	.664	.190	.568
	N	101	101	101	101	101	101	101	101
Yrs of Service	Pearson Correlation	.167	-.203*	.067	1	-.261**	-.282**	-.198*	-.127
	Sig. (2-tailed)	.095	.042	.509		.008	.004	.048	.207
	N	101	101	101	101	101	101	101	101
Total Experience	Pearson Correlation	-.007	.620**	.017	-.261**	1	.477**	.063	.329**
	Sig. (2-tailed)	.944	.000	.866	.008		.000	.531	.001
	N	101	101	101	101	101	101	101	101
Monthly Salary	Pearson Correlation	.077	.560**	-.044	-.282**	.477**	1	.075	.146
	Sig. (2-tailed)	.445	.000	.664	.004	.000		.455	.146
	N	101	101	101	101	101	101	101	101
Type of Family	Pearson Correlation	.323**	-.184	-.132	-.198*	.063	.075	1	-.013
	Sig. (2-tailed)	.001	.065	.190	.048	.531	.455		.900
	N	101	101	101	101	101	101	101	101
EIQSUM	Pearson Correlation	.047	.265**	.058	-.127	.329**	.146	-.013	1
	Sig. (2-tailed)	.638	.007	.568	.207	.001	.146	.900	
	N	101	101	101	101	101	101	101	101

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

\* . Correlation is significant at the 0.05 level (2-tailed).

It is found from the present study that there is a positive co-relation (.047) between educational status of the respondents and their emotional intelligence. Hence it can be interpreted that the education does play a significant role in respondent's life. Thus from the present description, it can be further interpreted that low level of education may leads to less Emotional Intelligence and vice versa. It is found from the present study that there is a positive co-relation (.265) between Age of the respondents and the emotional intelligence. Hence it can be interpreted that the age of the respondents plays a significant role in developing emotional competencies. The more the age of the person the more may be the emotional intelligence. The less the age of the respondents there may be less chances of developing the emotional competencies. Hence this co-relation is significant at 0.01 level (2 tailed)

Related to the co-relation between marital status and the emotional intelligence, it is found from the present study that there is a positive co-relation (.058) between the marital status of the respondents and their emotional intelligence. Thus it can be interpreted that marital status does play a significant role in respondent's life in developing the emotional intelligence. If the respondent is married then spouse's role is very important in her life. May be spouse's support leads her towards developing more emotional competencies and vice versa.

From the present study it can be seen that years of service in the present organization and emotional intelligence shows a negative co-relation (-.127) but there is a positive co-relation (.329) seen in between the total experience of the respondents and their emotional intelligence. It suggests that the overall experience may lead to a certain kind of expertise where the respondent is helpful in developing their emotional competencies. Thus the total experience plays a significant role in the development of emotional competencies among the respondents. The more the experience the more can be the emotional intelligence and vice versa. Hence this co-relation is significant at 0.01 level (2 tailed)

It is found from the present study that there exists a positive co-relation (.146) between monthly salary of the respondents and Emotional Intelligence. Hence it can

be interpreted that salary of the respondents does play a significant role in the development of emotional intelligence. The more will be the salary, the more satisfied respondent will and that satisfaction may leads to develop the emotional competencies in the respondents and vice versa.

From the present study it can be seen that there exists a negative co-relation (-.013) between the type of the family of the respondents and their emotional intelligence. Hence it can be interpreted that the family plays a significant role in the development of emotional competencies among the respondents life. As everyone knows that man is a social animal and no human being can live in isolation. We need other human beings for the satisfaction of all our drives. The more the people in the family the more will be the interactions and the more respondents will learn from the observations and the interactions which will be helpful in understandings others or situations which may further lead to develop the emotional competencies among the women administrators.

## SECTION VII: Co-relation between demographic variables and Personality traits

Table no: 109 showing the correlation between the demographic variables and personality traits.

### CORRELATIONS

/VARIABLES=Educational Age Marital\_Status Yrs\_of\_Service Total\_Experience Monthly\_Salary Type\_o  
f\_Family PRTRAITS

/PRINT=TWOTAIL NOSIG

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
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Correlations									
		Educational	Age	Marital Status	Yrs of Service	Total Experience	Monthly Salary	Type of Family	PRTRAITS
Educational	Pearson Correlation	1	-.109	.004	.167	-.007	.077	.323**	-.408**
	Sig. (2-tailed)		.280	.968	.095	.944	.445	.001	.000
	N	101	101	101	101	101	101	101	101
Age	Pearson Correlation	-.109	1	.176	-.203*	.620**	.560**	-.184	-.046
	Sig. (2-tailed)	.280		.079	.042	.000	.000	.065	.646
	N	101	101	101	101	101	101	101	101
Marital_Status	Pearson Correlation	.004	.176	1	.067	.017	-.044	-.132	-.250*
	Sig. (2-tailed)	.968	.079		.509	.866	.664	.190	.012
	N	101	101	101	101	101	101	101	101
Yrs_of_Service	Pearson Correlation	.167	-.203*	.067	1	-.261**	-.282**	-.198*	-.157
	Sig. (2-tailed)	.095	.042	.509		.008	.004	.048	.116
	N	101	101	101	101	101	101	101	101
Total_Experience	Pearson Correlation	-.007	.620**	.017	-.261**	1	.477**	.063	-.108
	Sig. (2-tailed)	.944	.000	.866	.008		.000	.531	.284
	N	101	101	101	101	101	101	101	101
Monthly_Salary	Pearson Correlation	.077	.560**	-.044	-.282**	.477**	1	.075	-.058
	Sig. (2-tailed)	.445	.000	.664	.004	.000		.455	.566
	N	101	101	101	101	101	101	101	101
Type_of_Family	Pearson Correlation	.323**	-.184	-.132	-.198*	.063	.075	1	-.402**
	Sig. (2-tailed)	.001	.065	.190	.048	.531	.455		.000
	N	101	101	101	101	101	101	101	101
PRTRAITS	Pearson Correlation	-.408**	-.046	-.250*	-.157	-.108	-.058	-.402**	1
	Sig. (2-tailed)	.000	.646	.012	.116	.284	.566	.000	
	N	101	101	101	101	101	101	101	101
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									

From the above table, it can be seen that there exists a negative co-relation (-.408) between the educational qualification of the respondents and the personality traits. Hence it can be interpreted that there is a significant role of educational status in the development of the personality traits among the women administrators. Less the education, low will be the development of the personality traits among the women administrators and vice versa. Hence this co-relation is significant at 0.01 level (2 tailed)

It is also seen from the above table that there exists a negative co-relation (-.046) between the age of the respondents and the personality traits. Hence it can be interpreted on this ground that age also plays a significant role in the development of the personality traits among the women administrators. As we all know that maturity comes with age. A human being learns through socialization and all the experiences of life and therefore as the age advances the person will develop more personality traits and vice versa.

It is found from the present study that there exists a negative co-relation (-.250) between marital status of the respondents and the development of the personality traits. Marriage is a social institution which has many positive/negative impacts on the person's life. Spouse's support and motivation plays an important role in the development of an individual. Hence, it can be interpreted that any change in the marital life of the respondents may lead to create changes in their personality characteristics. Hence the co-relation is significant at 0.05 level (2 tailed)

From the present study it can be found that there exists a negative co-relation (-.157) between the years of experience in the present organization and the personality traits. There also exists a negative co-relation (-.108) between the total years of experience and the personality traits which suggests that with the experience the person becomes matured. Hence it can be interpreted that with more experience personality traits will also develop.

It is found from the present study that there exists a negative co-relation (-.058) between the monthly salary of the respondents and the personality traits. Hence it can be interpreted that satisfaction at the financial level makes a person to

have stable mind and may lead to peace. Hence changes in the salary will create changes in the personality traits of the women administrators.

It is found from the present study that there exists a negative co-relation (-.402) between the type of the family of the respondents and the personality traits. Our initial socialization started with the family. In family there is a sense of belongingness between all the family members. Hence it can be interpreted that any changes in the family structure, any disturbances can lead to the changes in the personality traits. Here the co-relation is significant at 0.01 level (2 tailed).



## SECTION VIII : Table no: 110- showing the correlation between emotional intelligence and personality trait

### Correlations EI - PT

		Correlations																														
		WO RK	ESA	EE	EA	EQQ Q	CR	RES.	IC	CD	EQV	OUT	TR	PP	IT	QL	RQ	OP	EIQS UM	CO OP	FLE XI	ENE R	PER	ORGIN AL	SEL FC	AG GR	POIS ED	SOCI AB	IND E	CONF	DOM	PRTR
WORK	Pearson Correlatio n	1	.435 <sup>***</sup>	.184	.275 <sup>***</sup>	.072	.003	.350 <sup>***</sup>	.016	.257 <sup>***</sup>	.148	-.073	.072	-.047	.006	.284 <sup>***</sup>	.032	.069	.328 <sup>***</sup>	.074	.230 <sup>***</sup>	.123	.125	-.022	.116	.226 <sup>***</sup>	.008	.084	-.124	-.110	.161	-.129
	Sig. (2-tailed)		.000	.066	.005	.476	.975	.000	.870	.010	.140	.470	.474	.643	.954	.004	.754	.492	.001	.462	.021	.222	.214	.827	.250	.023	.935	.405	.217	.274	.107	.198
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
ESA	Pearson Correlatio n	.435 <sup>***</sup>	1	.109	.319 <sup>***</sup>	.047	.094	.483 <sup>***</sup>	.060	.246 <sup>***</sup>	.282 <sup>***</sup>	-.059	-.001	-.045	.029	.311 <sup>***</sup>	.289 <sup>***</sup>	-.053	.362 <sup>***</sup>	.086	.196 <sup>***</sup>	.008	.020	-.016	.144	.138	.219 <sup>***</sup>	-.046	.014	.016	.050	-.015
	Sig. (2-tailed)	.000		.277	.001	.638	.352	.000	.550	.013	.004	.559	.996	.653	.776	.002	.003	.599	.000	.393	.049	.939	.843	.874	.150	.169	.028	.651	.890	.874	.622	.882
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EE	Pearson Correlatio n	.184	.109	1	.070	.325 <sup>***</sup>	.187	.121	.066	.371 <sup>***</sup>	.100	.379 <sup>***</sup>	-.079	-.305 <sup>***</sup>	.049	.048	.251 <sup>***</sup>	.372 <sup>***</sup>	.333 <sup>***</sup>	.261 <sup>***</sup>	.055	.279 <sup>***</sup>	.159	-.269 <sup>***</sup>	.147	.253 <sup>***</sup>	-.112	-.178	.363 <sup>***</sup>	-.594 <sup>***</sup>	-.180	-.114
	Sig. (2-tailed)	.066	.277		.485	.001	.061	.229	.511	.000	.322	.000	.431	.002	.626	.633	.011	.000	.001	.008	.588	.005	.111	.006	.144	.011	.264	.075	.000	.000	.071	.255
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EA	Pearson Correlatio n	.275 <sup>***</sup>	.319 <sup>***</sup>	.070	1	.259 <sup>***</sup>	.245	.251 <sup>***</sup>	.050	.359 <sup>***</sup>	.145	.115	.178	.181	.050	.257 <sup>***</sup>	.238	.308 <sup>***</sup>	.473 <sup>***</sup>	.292 <sup>***</sup>	.318 <sup>***</sup>	.110	.149	-.099	.088	.040	.053	-.178	.331 <sup>***</sup>	-.049	.089	-.207 <sup>***</sup>
	Sig. (2-tailed)	.005	.001	.485		.009	.014	.011	.618	.000	.149	.253	.074	.070	.618	.009	.017	.002	.000	.003	.001	.275	.137	.326	.384	.693	.602	.075	.001	.629	.377	.038
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EQQQ	Pearson Correlatio n	.072	.047	.325 <sup>***</sup>	.259 <sup>***</sup>	1	.425 <sup>***</sup>	.084	.125	.519 <sup>***</sup>	.149	.222 <sup>***</sup>	.080	.058	.097	.260 <sup>***</sup>	.475 <sup>***</sup>	.534 <sup>***</sup>	.637 <sup>***</sup>	.081	.261 <sup>***</sup>	.365 <sup>***</sup>	.278 <sup>***</sup>	-.231 <sup>***</sup>	.239 <sup>***</sup>	.367 <sup>***</sup>	-.223 <sup>***</sup>	-.339 <sup>***</sup>	.020	-.507 <sup>***</sup>	-.070	-.262 <sup>***</sup>
	Sig. (2-tailed)	.476	.638	.001	.009		.000	.406	.212	.000	.138	.026	.424	.567	.332	.009	.000	.000	.000	.418	.008	.000	.005	.020	.016	.000	.025	.001	.844	.000	.484	.008
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
CR	Pearson Correlatio n	.003	.094	.187	.245	.425 <sup>***</sup>	1	-.035	.149	.255 <sup>***</sup>	.316 <sup>***</sup>	.268 <sup>***</sup>	-.108	-.145	.138	.118	.581 <sup>***</sup>	.389 <sup>***</sup>	.483 <sup>***</sup>	.272 <sup>***</sup>	.123	.006	.108	-.360 <sup>***</sup>	.287 <sup>***</sup>	.135	-.235 <sup>***</sup>	-.529 <sup>***</sup>	.272 <sup>***</sup>	-.387 <sup>***</sup>	-.383 <sup>***</sup>	-.369 <sup>***</sup>
	Sig. (2-tailed)	.975	.352	.061	.014	.000		.730	.138	.010	.001	.007	.281	.148	.169	.241	.000	.000	.000	.006	.219	.955	.281	.000	.004	.179	.018	.000	.006	.000	.000	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
RESLI ENCE	Pearson Correlatio n	.350 <sup>***</sup>	.483 <sup>***</sup>	.121	.251 <sup>***</sup>	.084	.035	1	.255 <sup>***</sup>	.355 <sup>***</sup>	.277 <sup>***</sup>	.077	.052	.214	.033	.465 <sup>***</sup>	.056	.125	.462 <sup>***</sup>	.022	.142	.221 <sup>***</sup>	.032	-.054	.105	.203 <sup>***</sup>	-.001	-.039	.046	-.075	.325 <sup>***</sup>	.001
	Sig. (2-tailed)	.000	.000	.229	.011	.406	.730		.010	.000	.005	.446	.603	.032	.741	.000	.576	.213	.000	.828	.157	.026	.747	.594	.296	.042	.993	.699	.648	.454	.001	.996
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
IC	Pearson Correlatio n	.016	.060	.066	.050	.125	.149	.255 <sup>***</sup>	1	.310 <sup>***</sup>	.285 <sup>***</sup>	-.010	.113	.005	.109	.223	.151	-.064	.375 <sup>***</sup>	.198 <sup>***</sup>	.211 <sup>***</sup>	.170	.004	-.128	.087	.180	-.072	-.205 <sup>***</sup>	.023	-.205 <sup>***</sup>	.350 <sup>***</sup>	-.073
	Sig. (2-tailed)	.870	.550	.511	.618	.212	.138	.010		.002	.004	.917	.261	.964	.277	.025	.131	.527	.000	.048	.034	.090	.969	.202	.389	.072	.474	.040	.820	.039	.000	.469
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
CD	Pearson Correlatio n	.257 <sup>***</sup>	.246 <sup>***</sup>	.371 <sup>***</sup>	.359 <sup>***</sup>	.519 <sup>***</sup>	.255 <sup>***</sup>	.355 <sup>***</sup>	.310 <sup>***</sup>	1	.309 <sup>***</sup>	-.038	.325 <sup>***</sup>	.125	.006	.334 <sup>***</sup>	.356 <sup>***</sup>	.283 <sup>***</sup>	.668 <sup>***</sup>	.101	.185 <sup>***</sup>	.101	.126	-.245 <sup>***</sup>	.180	.303 <sup>***</sup>	.074	-.171	.123	-.462 <sup>***</sup>	.160	-.067
	Sig. (2-tailed)	.010	.013	.000	.000	.000	.010	.000	.002		.002	.709	.001	.214	.951	.001	.000	.004	.000	.317	.063	.313	.209	.014	.072	.002	.460	.088	.219	.000	.110	.507
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EQV	Pearson Correlatio n	.148	.282 <sup>***</sup>	.100	.145	.149	.316 <sup>***</sup>	.277 <sup>***</sup>	.285 <sup>***</sup>	.309 <sup>***</sup>	1	.195	.128	-.087	.101	.349 <sup>***</sup>	.201 <sup>***</sup>	.213 <sup>***</sup>	.461 <sup>***</sup>	.309 <sup>***</sup>	.339 <sup>***</sup>	.096	.077	-.397 <sup>***</sup>	.079	.044	.020	-.072	.043	-.089	-.127	-.215 <sup>***</sup>
	Sig. (2-tailed)	.140	.004	.322	.149	.138	.001	.005	.004	.002		.051	.202	.386	.315	.000	.043	.033	.000	.002	.001	.341	.445	.000	.435	.659	.845	.472	.668	.373	.205	.031
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
OUTLO	Pearson	-.073	-.059	.379	.115	.222 <sup>***</sup>	.268	.077	-.010	-.038	.195	1	-.083	.145	.198	.211	.379	.545 <sup>***</sup>	.392 <sup>***</sup>	-	-	-	-	-.229 <sup>***</sup>	-	.191	-.190	-.273 <sup>***</sup>	.042	-.240 <sup>***</sup>	-.052	-.282 <sup>***</sup>





**SECTION VIII : Table no: 110- Showing the correlation between Emotional Intelligence and Personality traits**

**CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY TRAITS.**

- It is found from the above table that there is a negative co-relation (-0.129) between work dimension of emotional intelligence and the personality traits. Hence it can be interpreted that personality traits does plays an important role in improving work dimension of emotional intelligence.
- It is found from the above table that there is a negative co-relation (-0.015) between emotional self awareness dimension of emotional intelligence and personality traits. Hence it can be interpreted that personality traits does plays an important role in establishing the emotional self awareness in the respondents.
- It is found from the above table that there is a negative co-relation (-0.114) between emotional expression dimension and the personality traits. Hence it can be further interpreted that personality traits in the respondents has impact in the emotional development of the respondents especially the emotional expression dimension.
- It is found from the above table that there is a negative co-relation (-0.207) between emotional awareness of others and the personality traits. Hence it can be interpreted that personality traits does play a significant role in development of emotional awareness of others dimension of emotional intelligence. Hence the co-relation is significant at 0.05 level (2 tailed)
- It is found from the above table that there is a negative co-relation (-0.262) between EQ competencies dimension of emotional intelligence and personality traits. Hence it can be interpreted that there is a significant relationship between both and may be positive personality traits may lead to develop these competencies in the respondents. Hence the co-relation is significant at 0.01 level (2 tailed).



- It is found from the above table that there is a negative co-relation (-0.369) between Creativity dimension of emotional intelligence and personality traits. Hence this co-relation is significant at 0.01 level (2 tailed).
- It is found from the above table that there is a positive co-relation (0.001) between Resilience dimension of emotional intelligence and personality traits. Hence it can be interpreted that there is a significant relationship between both and the personality traits may lead to develop Resilience competency in the respondents.
- It is found from the above table that there is a negative co-relation (-0.073) between interpersonal connection dimension of emotional intelligence and personality traits.
- It is found from the above table that there is a negative co-relation (-0.067) between Constructive discontent dimension of emotional intelligence and personality traits.
- It is found from the present study that there is a negative co-relation (-0.215) between EQ values and beliefs comparison dimension of the emotional intelligence and the Personality traits. Hence it can be interpreted that the positive personality traits does play a significant role in respondent's life to develop the EQ beliefs among the respondents. Hence this co-relation is significant at 0.05 level (2 tailed).
- It is found from the above table that there is a negative co-relation (-0.282) between Outlook dimension of emotional intelligence and personality traits. Hence this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a negative co-relation (-0.036) between Trust radius dimension of emotional intelligence and personality traits.
- It is found from the above table that there is a positive co-relation (0.188) between Personal power dimension of emotional intelligence and personality traits. Hence it can be interpreted that there is a significant relationship

between both and may be positive personality traits may lead to develop these competencies in the respondents. Hence this co-relation is significant at 0.001 level (2 tailed)

- It is found from the above table that there is a negative co-relation (-0.094) between Integrity dimension of emotional intelligence and personality traits.
- It is found from the above table that there is a negative co-relation (-0.147) between Quality of life dimension of emotional intelligence and personality traits. Negative personality traits may lead to less Quality of life.
- It is found from the above table that there is a strong negative co-relation (-0.286) between Relationship quotients dimension of emotional intelligence and personality traits. Hence this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a strong negative co-relation (-0.326) between Optional Performance dimension of emotional intelligence and personality traits. Hence this co-relation is significant at 0.001 level (2 tailed).



## SECTION IX : Table no: 111- showing the correlation between emotional intelligence and leadership styles

EI - Leadership Style																						
		Correlations																				
		WOR K	ESA	EE	EA	EQQ Q	CR	RESLIENC E	IC	CD	EQV	OUTLOO K	TRUSTRADI US	PP	IT	QL	RQ	OP	EIQSU M	Style 1	Style 2	Style 3
WORK	Pearson Correlation	1	.435 <sup>*</sup>	.184	.275 <sup>*</sup>	.072	.003	.350 <sup>**</sup>	.016	.257 <sup>*</sup>	.148	-.073	.072	-.047	.006	.284 <sup>*</sup>	-.032	.069	.328 <sup>**</sup>	-.050	.026	.023
	Sig. (2-tailed)		.000	.066	.005	.476	.975	.000	.870	.010	.140	.470	.474	.643	.954	.004	.754	.492	.001	.623	.795	.820
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
ESA	Pearson Correlation	.435 <sup>**</sup>	1	.109	.319 <sup>*</sup>	.047	.094	.483 <sup>**</sup>	.060	.246 <sup>*</sup>	.282 <sup>*</sup>	-.059	-.001	-.045	.029	.311 <sup>*</sup>	.289 <sup>*</sup>	-.053	.362 <sup>**</sup>	-.066	-.215 <sup>*</sup>	.199 <sup>*</sup>
	Sig. (2-tailed)	.000		.277	.001	.638	.352	.000	.550	.013	.004	.559	.996	.653	.776	.002	.003	.599	.000	.512	.031	.046
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EE	Pearson Correlation	.184	.109	1	-.070	.325 <sup>**</sup>	.187	.121	.066	.371 <sup>*</sup>	.100	.379 <sup>**</sup>	-.079	-.305 <sup>**</sup>	.049	.048	.251 <sup>*</sup>	.372 <sup>*</sup>	.333 <sup>**</sup>	.018	-.112	.069
	Sig. (2-tailed)	.066	.277		.485	.001	.061	.229	.511	.000	.322	.000	.431	.002	.626	.633	.011	.000	.001	.856	.266	.495
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EA	Pearson Correlation	.275 <sup>**</sup>	.319 <sup>*</sup>	-.070	1	.259 <sup>*</sup>	.245 <sup>*</sup>	.251 <sup>*</sup>	.050	.359 <sup>*</sup>	.145	.115	.178	.181	-.050	.257 <sup>*</sup>	.238 <sup>*</sup>	.308 <sup>*</sup>	.473 <sup>**</sup>	-.224 <sup>*</sup>	.052	.099
	Sig. (2-tailed)	.005	.001	.485		.009	.014	.011	.618	.000	.149	.253	.074	.070	.618	.009	.017	.002	.000	.024	.608	.324
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EQQQ	Pearson Correlation	.072	.047	.325 <sup>**</sup>	.259 <sup>*</sup>	1	.425 <sup>*</sup>	.084	.125	.519 <sup>*</sup>	.149	.222 <sup>*</sup>	.080	.058	.097	.260 <sup>*</sup>	.475 <sup>*</sup>	.534 <sup>*</sup>	.637 <sup>**</sup>	-.015	.092	-.083
	Sig. (2-tailed)	.476	.638	.001	.009		.000	.406	.212	.000	.138	.026	.424	.567	.332	.009	.000	.000	.000	.881	.358	.410
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
CR	Pearson Correlation	.003	.094	.187	.245 <sup>*</sup>	.425 <sup>**</sup>	1	-.035	.149	.255 <sup>*</sup>	.316 <sup>*</sup>	.268 <sup>**</sup>	-.108	-.145	.138	.118	.581 <sup>*</sup>	.389 <sup>*</sup>	.483 <sup>**</sup>	.093	.045	-.090
	Sig. (2-tailed)	.975	.352	.061	.014	.000		.730	.138	.010	.001	.007	.281	.148	.169	.241	.000	.000	.000	.355	.655	.370
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
RESLIENCE	Pearson Correlation	.350 <sup>**</sup>	.483 <sup>*</sup>	.121	.251 <sup>*</sup>	.084	-.035	1	.255 <sup>*</sup>	.355 <sup>*</sup>	.277 <sup>*</sup>	.077	.052	.214 <sup>*</sup>	.033	.465 <sup>*</sup>	.056	.125	.462 <sup>**</sup>	.080	.039	-.074
	Sig. (2-tailed)	.000	.000	.229	.011	.406	.730		.010	.000	.005	.446	.603	.032	.741	.000	.576	.213	.000	.428	.698	.459
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
IC	Pearson Correlation	.016	.060	.066	.050	.125	.149	.255 <sup>**</sup>	1	.310 <sup>*</sup>	.285 <sup>*</sup>	-.010	.113	.005	.109	.223 <sup>*</sup>	.151	-.064	.375 <sup>**</sup>	.066	.102	-.116
	Sig. (2-tailed)	.870	.550	.511	.618	.212	.138	.010		.002	.004	.917	.261	.964	.277	.025	.131	.527	.000	.510	.312	.247
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
CD	Pearson	.257 <sup>**</sup>	.246 <sup>*</sup>	.371 <sup>**</sup>	.359 <sup>*</sup>	.519 <sup>**</sup>	.255 <sup>*</sup>	.355 <sup>**</sup>	.310 <sup>*</sup>	1	.309 <sup>*</sup>	-.038	.325 <sup>**</sup>	.125	.006	.334 <sup>*</sup>	.356 <sup>*</sup>	.283 <sup>*</sup>	.668 <sup>**</sup>	.130	.066	-.115

	Correlation																					
	Sig. (2-tailed)	.010	.013	.000	.000	.000	.010	.000	.002		.002	.709	.001	.214	.951	.001	.000	.004	.000	.195	.511	.252
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
EQV	Pearson Correlation	.148	.282	.100	.145	.149	.316	.277	.285	.309	1	.195	.128	-.087	.101	.349	.201	.213	.461	.071	.026	-.028
	Sig. (2-tailed)	.140	.004	.322	.149	.138	.001	.005	.004	.002		.051	.202	.386	.315	.000	.043	.033	.000	.479	.793	.779
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
OUTLOOK	Pearson Correlation	-.073	-.059	.379	.115	.222	.268	.077	-.010	-.038	.195	1	-.083	.145	.198	.211	.379	.545	.392	-.077	.100	-.047
	Sig. (2-tailed)	.470	.559	.000	.253	.026	.007	.446	.917	.709	.051		.407	.149	.047	.034	.000	.000	.000	.447	.320	.642
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
TRUSTRADIS	Pearson Correlation	.072	-.001	-.079	.178	.080	-.108	.052	.113	.325	.128	-.083	1	.172	.089	.264	.075	.251	.319	.043	-.027	-.049
	Sig. (2-tailed)	.474	.996	.431	.074	.424	.281	.603	.261	.001	.202	.407		.085	.376	.008	.455	.011	.001	.669	.788	.627
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
PP	Pearson Correlation	-.047	-.045	-.305	.181	.058	-.145	.214	.005	.125	-.087	.145	.172	1	.322	.310	.142	.172	.352	-.035	.126	-.115
	Sig. (2-tailed)	.643	.653	.002	.070	.567	.148	.032	.964	.214	.386	.149	.085		.001	.002	.156	.085	.000	.728	.209	.250
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
IT	Pearson Correlation	.006	.029	.049	-.050	.097	.138	.033	.109	.006	.101	.198	.089	.322	1	.363	.466	.430	.434	.106	.288	-.288
	Sig. (2-tailed)	.954	.776	.626	.618	.332	.169	.741	.277	.951	.315	.047	.376	.001		.000	.000	.000	.000	.293	.003	.003
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
QL	Pearson Correlation	.284	.311	.048	.257	.260	.118	.465	.223	.334	.349	.211	.264	.310	.363	1	.427	.381	.672	.002	.106	-.041
	Sig. (2-tailed)	.004	.002	.633	.009	.009	.241	.000	.025	.001	.000	.034	.008	.002	.000		.000	.000	.000	.988	.291	.686
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
RQ	Pearson Correlation	-.032	.289	.251	.238	.475	.581	.056	.151	.356	.201	.379	.075	.142	.466	.427	1	.496	.682	.067	-.017	-.067
	Sig. (2-tailed)	.754	.003	.011	.017	.000	.000	.576	.131	.000	.043	.000	.455	.156	.000	.000		.000	.000	.508	.862	.507
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
OP	Pearson Correlation	.069	-.053	.372	.308	.534	.389	.125	-.064	.283	.213	.545	.251	.172	.430	.381	.496	1	.662	-.020	.121	-.111
	Sig. (2-tailed)	.492	.599	.000	.002	.000	.000	.213	.527	.004	.033	.000	.011	.085	.000	.000	.000		.000	.840	.227	.270
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101

EIQSUM	Pearson Correlation	.328**	.362**	.333**	.473**	.637**	.483**	.462**	.375**	.668**	.461**	.392**	.319**	.352**	.434**	.672**	.682**	.662**	1	.029	.125	-.130
	Sig. (2-tailed)	.001	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000		.770	.215	.196
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
Style1	Pearson Correlation	-.050	-.066	.018	-.224*	-.015	.093	.080	.066	.130	.071	-.077	.043	-.035	.106	.002	.067	-.020	.029	1	.106	-.733**
	Sig. (2-tailed)	.623	.512	.856	.024	.881	.355	.428	.510	.195	.479	.447	.669	.728	.293	.988	.508	.840	.770		.293	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
Style2	Pearson Correlation	.026	-.215*	-.112	.052	.092	.045	.039	.102	.066	.026	.100	-.027	.126	.288**	.106	-.017	.121	.125	.106	1	-.702**
	Sig. (2-tailed)	.795	.031	.266	.608	.358	.655	.698	.312	.511	.793	.320	.788	.209	.003	.291	.862	.227	.215	.293		.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
Style3	Pearson Correlation	.023	.199*	.069	.099	-.083	-.090	-.074	-.116	-.115	-.028	-.047	-.049	-.115	-.288**	-.041	-.067	-.111	-.130	-.733**	-.702**	1
	Sig. (2-tailed)	.820	.046	.495	.324	.410	.370	.459	.247	.252	.779	.642	.627	.250	.003	.686	.507	.270	.196	.000	.000	
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
**. Correlation is significant at the 0.01 level (2-tailed).																						
*. Correlation is significant at the 0.05 level (2-tailed).																						

## **CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP STYLES.**

It is found from the above table that there is a negative co-relation (-0.050) between work dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.026) between the work dimension of emotional intelligence and the critical leadership style and again a positive co-relation (0.023) of work dimension with the developmental leadership style.

It is found from the above table that there is a negative co-relation (-0.066) between emotional self awareness dimension of emotional intelligence and the Benevolent leadership style whereas there is a negative co-relation (-0.215) between the emotional self awareness dimension of emotional intelligence and the critical leadership style and this co-relation is significant at 0.005 level (2 tailed) whereas a positive co-relation (0.199) of emotional self awareness dimension with the developmental leadership style and this co-relation is also significant at 0.005 level (2 tailed)

It is found from the above table that there is a positive co-relation (0.018) between emotional expression dimension of emotional intelligence and the Benevolent leadership style whereas there is a negative co-relation (-0.112) between the emotional expression dimension of emotional intelligence and the critical leadership style and also a positive co-relation (0.069) of emotional expression dimension with the developmental leadership style.

It is found from the above table that there is a negative co-relation (-0.224) between emotional awareness of others dimension of emotional intelligence and the Benevolent leadership style and this co-relation is significant at 0.005 level (2 tailed) whereas there is a positive co-relation (0.052) between the emotional awareness of others dimension of emotional intelligence and the critical leadership style and also a positive co-relation (0.099) of emotional awareness of others dimension with the developmental leadership style.

It is found from the above table that there is a negative co-relation (-0.015) between EQ competencies dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.092) between the EQ competencies

dimension of emotional intelligence and the critical leadership style and also a negative co-relation (-0.083) of EQ competencies dimension with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.093) between creativity dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.045) between the creativity dimension of emotional intelligence and the critical leadership style and also a negative co-relation (-0.090) of creativity dimension with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.080) between resilience dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.039) between the resilience dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.074) of EQ resilience dimension with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.080) between interpersonal connection dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.039) between the interpersonal connection dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.074) of interpersonal connection dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.066) between interpersonal connection dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.102) between the interpersonal connection dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.116) of interpersonal connection dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.130) between constructive discontent dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.066) between the constructive discontent dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.115) of constructive discontent dimension of Emotional intelligence with the developmental leadership style.



It is found from the above table that there is a positive co-relation (0.071) between EQ values and beliefs comparison dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.026) between the EQ values and beliefs comparison dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.028) of EQ values and beliefs comparison dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a negative co-relation (-0.077) between Outlook dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.100) between the Outlook dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.047) of Outlook dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a negative co-relation (0.043) between Trust radius dimension of emotional intelligence and the Benevolent leadership style whereas there is a negative co-relation (-0.027) between the trust radius dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.049) of trust radius dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a negative co-relation (-0.035) between Personal Power dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.126) between the Personal Power dimension of emotional intelligence and the critical leadership style and a negative co-relation (-0.115) of Personal Power dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.106) between Integrity dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.288) between the Integrity dimension of emotional intelligence and the critical leadership style and this co-relation is significant at 0.001 level (2 tailed) whereas a negative co-relation (-0.288) of Integrity

dimension of Emotional intelligence with the developmental leadership style and this co-relation is significant at 0.001 level (2 tailed)

It is found from the above table that there is a positive co-relation (0.002) between Quality of life dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.106) between the Quality of life dimension of emotional intelligence and the critical leadership style whereas and a negative co-relation (-0.041) of Quality of life dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a positive co-relation (0.067) between Relationship Quotient dimension of emotional intelligence and the Benevolent leadership style whereas there is a negative co-relation (-0.017) between the Relationship Quotient dimension of emotional intelligence and the critical leadership style whereas and a negative co-relation (-0.067) of Relationship Quotient dimension of Emotional intelligence with the developmental leadership style.

It is found from the above table that there is a negative co-relation (-0.20) between Optional Performance dimension of emotional intelligence and the Benevolent leadership style whereas there is a positive co-relation (0.121) between the Optional Performance dimension of emotional intelligence and the critical leadership style whereas and a negative co-relation (-0.111) of Optional Performance dimension of Emotional intelligence with the developmental leadership style.



## **SECTION X: Table no: 112- Showing the correlation between leadership styles and personality traits**

### **Correlations Leadership Style – PT**

		Style1	Style2	Style3	Cooperativetrai t	Flexibl e	Energeti c	Perservin g	Orgina l	Selfcontro l	Aggressiv e	Poise d	Socia b	Independenc e	Confirmi t y	Dominnac e	Prtrait s
Style1	Pearson Correlation	1	.106	-.733**	.091	.041	.024	.101	-.067	-.108	.101	-.082	-.026	-.015	-.104	-.134	-.024
	Sig. (2-tailed)		.293	.000	.367	.685	.813	.314	.507	.281	.316	.415	.798	.883	.302	.182	.815
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
Style2	Pearson Correlation	.106	1	-.702**	-.214*	-.174	-.198*	-.113	-.164	-.203*	-.022	-.151	-.108	-.063	-.220*	-.048	-.223*
	Sig. (2-tailed)	.293		.000	.032	.083	.047	.259	.102	.042	.829	.133	.281	.533	.027	.634	.025
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
Style3	Pearson Correlation	-.733**	-.702**	1	.019	.057	.152	.043	.055	.146	-.084	.136	.108	.045	.190	.087	.122
	Sig. (2-tailed)	.000	.000		.849	.570	.128	.668	.586	.146	.401	.174	.282	.653	.057	.389	.226
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
COOPERATIVETRAIT	Pearson Correlation	.091	-.214*	.019	1	.626**	.324**	.337**	.527**	.534**	.137	.441**	.249*	.479**	-.024	.148	.662**
	Sig. (2-tailed)	.367	.032	.849		.000	.001	.001	.000	.000	.171	.000	.012	.000	.812	.138	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
FLEXIBLE	Pearson Correlation	.041	-.174	.057	.626**	1	.616**	.716**	.561**	.423**	.296**	.446**	.361**	.475**	.279**	.174	.805**
	Sig. (2-tailed)	.685	.083	.570	.000		.000	.000	.000	.000	.003	.000	.000	.000	.005	.082	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
ENERGETIC	Pearson Correlation	.024	-.198*	.152	.324**	.616**	1	.748**	.258**	.365**	-.198*	.393**	.200*	.045	.302**	.010	.520**
	Sig. (2-tailed)	.813	.047	.128	.001	.000		.000	.009	.000	.047	.000	.045	.658	.002	.920	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
PERSERVING	Pearson Correlation	.101	-.113	.043	.337**	.716**	.748**	1	.337**	.257**	.202*	.529**	.424**	.291**	.327**	.238*	.706**
	Sig. (2-tailed)	.314	.259	.668	.001	.000	.000		.001	.009	.042	.000	.000	.003	.001	.017	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
ORIGINAL	Pearson Correlation	-.067	-.164	.055	.527**	.561**	.258**	.337**	1	.688**	.028	.608**	.373**	.311**	.444**	.453**	.754**
	Sig. (2-tailed)	.507	.102	.586	.000	.000	.009	.001		.000	.778	.000	.000	.002	.000	.000	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
SELFCONTROL	Pearson	-.108	-.203*	.146	.534**	.423**	.365**	.257**	.688**	1	-.035	.564**	.141	.380**	.286**	.308**	.680**

	Correlation																
	Sig. (2-tailed)	.281	.042	.146	.000	.000	.000	.009	.000		.725	.000	.159	.000	.004	.002	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
AGGRESSIVE	Pearson Correlation	.101	-.022	-.084	.137	.296**	-.198*	.202*	.028	-.035	1	-.032	-.095	.533**	-.113	.298**	.328**
	Sig. (2-tailed)	.316	.829	.401	.171	.003	.047	.042	.778	.725		.753	.342	.000	.261	.002	.001
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
POISED	Pearson Correlation	-.082	-.151	.136	.441**	.446**	.393**	.529**	.608**	.564**	-.032	1	.586**	.401**	.472**	.317**	.742**
	Sig. (2-tailed)	.415	.133	.174	.000	.000	.000	.000	.000	.000	.753		.000	.000	.000	.001	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
SOCIAB	Pearson Correlation	-.026	-.108	.108	.249**	.361**	.200*	.424**	.373**	.141	-.095	.586**	1	.302**	.583**	.121	.514**
	Sig. (2-tailed)	.798	.281	.282	.012	.000	.045	.000	.000	.159	.342	.000		.002	.000	.227	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
INDEPENDENCE	Pearson Correlation	-.015	-.063	.045	.479**	.475**	.045	.291**	.311**	.380**	.533**	.401**	.302**	1	.024	.359**	.659**
	Sig. (2-tailed)	.883	.533	.653	.000	.000	.658	.003	.002	.000	.000	.000	.002		.810	.000	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
CONFIRMITY	Pearson Correlation	-.104	-.220*	.190	-.024	.279**	.302**	.327**	.444**	.286**	-.113	.472**	.583**	.024	1	.266**	.472**
	Sig. (2-tailed)	.302	.027	.057	.812	.005	.002	.001	.000	.004	.261	.000	.000	.810		.007	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
DOMINANCE	Pearson Correlation	-.134	-.048	.087	.148	.174	.010	.238*	.453**	.308**	.298**	.317**	.121	.359**	.266**	1	.532**
	Sig. (2-tailed)	.182	.634	.389	.138	.082	.920	.017	.000	.002	.002	.001	.227	.000	.007		.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
PRTRAIT	Pearson Correlation	-.024	-.223*	.122	.662**	.805**	.520**	.706**	.754**	.680**	.328**	.742**	.514**	.659**	.472**	.532**	1
	Sig. (2-tailed)	.815	.025	.226	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
**. Correlation is significant at the 0.01 level (2-tailed).																	
*. Correlation is significant at the 0.05 level (2-tailed).																	

## **CORRELATION BETWEEN LEADERSHIP STYLES AND PERSONALITY TRAITS**

- It is found from the above table that there is a positive co-relation (0.091) between co-operative trait and benevolent leadership style, there exist a negative co-relation (-0.214) between critical leadership style and co-operative trait and this co-relation is significant at 0.005 level (2 tailed) whereas there exist a positive co-relation (0.019) between cooperative trait and developmental leadership style.
- It is found from the above table that there is a positive co-relation (0.041) between flexible trait and benevolent leadership style, there exist a negative co-relation (-0.174) between critical leadership style and co-operative trait whereas there exist a positive co-relation (0.057) between cooperative trait and developmental leadership style.
- It is found from the above table that there is a positive co-relation (0.024) between energetic trait and benevolent leadership style, there exist a negative co-relation (-0.174) between critical leadership style and energetic trait and this co-relation is significant at 0.005 level (2 tailed) whereas there exist a positive co-relation (0.057) between energetic trait and developmental leadership style.
- It is found from the above table that there is a positive co-relation (0.101) between persevering trait and benevolent leadership style, there exist a negative co-relation (-0.113) between critical leadership style and persevering trait whereas there exist a positive co-relation (0.043) between persevering trait and developmental leadership style.
- It is found from the above table that there is a negative co-relation (-0.067) between original trait and benevolent leadership style, there exist a negative co-relation (-0.164) between critical leadership style and original trait whereas there exist a positive co-relation (0.055) between original trait and developmental leadership style.

- It is found from the above table that there is a negative co-relation (-0.108) between self control trait and benevolent leadership style, there exist a negative co-relation (-0.203) and this co-relation is significant at 0.005 level (2 tailed) between critical leadership style and self control trait whereas there exist a positive co-relation (0.055) between self control trait and developmental leadership style
- It is found from the above table that there is a positive co-relation (0.101) between aggressive trait and benevolent leadership style, there exist a negative co-relation (-0.022) between critical leadership style and aggressive trait whereas there exist a negative co-relation (-0.084) between aggressive trait and developmental leadership style
- It is found from the above table that there is a negative co-relation (-0.082) between poised trait and benevolent leadership style, there exist a negative co-relation (-0.151) between critical leadership style and poised trait whereas there exist a positive co-relation (0.136) between poised trait and developmental leadership style
- It is found from the above table that there is a negative co-relation (-0.026) between sociable trait and benevolent leadership style, there exist a negative co-relation (-0.108) between critical leadership style and sociable trait whereas there exist a positive co-relation (0.108) between sociable trait and developmental leadership style
- It is found from the above table that there is a negative co-relation (-0.015) between Independent trait and benevolent leadership style, there exist a negative co-relation (-0.063) between critical leadership style and Independent trait whereas there exist a positive co-relation (0.045) between Independent trait and developmental leadership style
- It is found from the above table that there is a negative co-relation (-0.104) between Conformity trait and benevolent leadership style, there exist a negative co-relation (-0.220) between critical leadership style and Conformity trait and this co-relation is significant at 0.005 level (2 tailed) whereas there

exist a positive co-relation (0.190) between Conformity trait and developmental leadership style

- It is found from the above table that there is a negative co-relation (-0.104) between Conformity trait and benevolent leadership style, there exist a negative co-relation (-0.220) between critical leadership style and Conformity trait and this co-relation is significant at 0.005 level (2 tailed) whereas there exist a positive co-relation (0.190) between Conformity trait and developmental leadership style.
- It is found from the above table that there is a negative co-relation (-0.134) between Conformity trait and benevolent leadership style, there exist a negative co-relation (-0.048) between critical leadership style and Conformity trait whereas there exist a positive co-relation (0.087) between Conformity trait and developmental leadership style



## SECTION XI: TABLE NO: 113- Showing the correlation between birth order and personality traits

➤ Correlations															
➤ Birth order – PT		Correlations													
		Birth_ Order	COOPERATI VETRAIT	FLEXI BLE	ENER GETIC	PERSE RVING	ORGI NAL	SELF CO NTROL	AGGRE SSIVE	POI SED	SOCI AB	INDEPE NDENC E	CONFI RMITY	DOMIN NACE	PRTR AITS
Birth_Order	Pearson Correlation	1	-.254*	.014	.298**	.085	.039	.054	-.200*	.073	-.095	-.413**	.361**	-.161	-.055
	Sig. (2-tailed)		.010	.893	.002	.399	.699	.589	.045	.471	.345	.000	.000	.108	.585
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
COOPERATIV ETRAIT	Pearson Correlation	-.254*	1	.626**	.324**	.337**	.527**	.534**	.137	.441*	.249*	.479**	-.024	.148	.662**
	Sig. (2-tailed)	.010		.000	.001	.001	.000	.000	.171	.000	.012	.000	.812	.138	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
FLEXIBLE	Pearson Correlation	.014	.626**	1	.616**	.716**	.561**	.423**	.296**	.446*	.361**	.475**	.279**	.174	.805**
	Sig. (2-tailed)	.893	.000		.000	.000	.000	.000	.003	.000	.000	.000	.005	.082	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
ENERGETIC	Pearson Correlation	.298**	.324**	.616**	1	.748**	.258**	.365**	-.198*	.393*	.200*	.045	.302**	.010	.520**
	Sig. (2-tailed)	.002	.001	.000		.000	.009	.000	.047	.000	.045	.658	.002	.920	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
PERSERVING	Pearson Correlation	.085	.337**	.716**	.748**	1	.337**	.257**	.202*	.529*	.424**	.291**	.327**	.238*	.706**
	Sig. (2-tailed)	.399	.001	.000	.000		.001	.009	.042	.000	.000	.003	.001	.017	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
ORIGINAL	Pearson Correlation	.039	.527**	.561**	.258**	.337**	1	.688**	.028	.608*	.373**	.311**	.444**	.453**	.754**
	Sig. (2-tailed)	.699	.000	.000	.009	.001		.000	.778	.000	.000	.002	.000	.000	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
SELFCONTRO L	Pearson Correlation	.054	.534**	.423**	.365**	.257**	.688**	1	-.035	.564*	.141	.380**	.286**	.308**	.680**
	Sig. (2-tailed)	.589	.000	.000	.000	.009	.000		.725	.000	.159	.000	.004	.002	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
AGGRESSIVE	Pearson Correlation	-.200*	.137	.296**	-.198*	.202*	.028	-.035	1	-.032	-.095	.533**	-.113	.298**	.328**
	Sig. (2-tailed)	.045	.171	.003	.047	.042	.778	.725		.753	.342	.000	.261	.002	.001
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101

POISED	Pearson Correlation	.073	.441**	.446**	.393**	.529**	.608**	.564**	-.032	1	.586**	.401**	.472**	.317**	.742**
	Sig. (2-tailed)	.471	.000	.000	.000	.000	.000	.000	.753		.000	.000	.000	.001	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
SOCIAB	Pearson Correlation	-.095	.249*	.361**	.200*	.424**	.373**	.141	-.095	.586*	1	.302**	.583**	.121	.514**
	Sig. (2-tailed)	.345	.012	.000	.045	.000	.000	.159	.342	.000		.002	.000	.227	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
INDEPENDENCE	Pearson Correlation	-.413**	.479**	.475**	.045	.291**	.311**	.380**	.533**	.401*	.302**	1	.024	.359**	.659**
	Sig. (2-tailed)	.000	.000	.000	.658	.003	.002	.000	.000	.000	.002		.810	.000	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
CONFIRMITY	Pearson Correlation	.361**	-.024	.279**	.302**	.327**	.444**	.286**	-.113	.472*	.583**	.024	1	.266**	.472**
	Sig. (2-tailed)	.000	.812	.005	.002	.001	.000	.004	.261	.000	.000	.810		.007	.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
DOMINANCE	Pearson Correlation	-.161	.148	.174	.010	.238*	.453**	.308**	.298**	.317*	.121	.359**	.266**	1	.532**
	Sig. (2-tailed)	.108	.138	.082	.920	.017	.000	.002	.002	.001	.227	.000	.007		.000
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
PR TRAITS	Pearson Correlation	-.055	.662**	.805**	.520**	.706**	.754**	.680**	.328**	.742*	.514**	.659**	.472**	.532**	1
	Sig. (2-tailed)	.585	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	
	N	101	101	101	101	101	101	101	101	101	101	101	101	101	101
*. Correlation is significant at the 0.05 level (2-tailed).															
**. Correlation is significant at the 0.01 level (2-tailed).															



## **CORRELATION BETWEEN BIRTH ORDER AND PERSONALITY TRAITS**

- It is found from the above table that there is a positive co-relation (0.697) between First born and Cooperative trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.901) between First born and Flexible trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.716) between First born and Energetic trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.786) between First born and Persevering trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.750) between First born and Original trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.821) between First born and Self-Controlled trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.409) between First born and Aggressive trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.769) between First born and Poised trait of Personality and this co-relation is significant at 0.001 level (2 tailed)

- It is found from the above table that there is a positive co-relation (0.429) between First born and Sociable trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.708) between First born and Independent trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.612) between First born and Conformity trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.539) between First born and Dominant trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.612) between Middle born and Cooperative trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.678) between Middle born and Flexible trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.508) between Middle born and Energetic trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.663) between Middle born and Persevering trait of Personality and this co-relation is significant at 0.005 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.730) between Middle born and Original trait of Personality and this co-relation is significant at 0.001 level (2 tailed)

- It is found from the above table that there is a positive co-relation (0.575) between Middle born and Self-Controlled trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a negative co-relation (-0.084) between Middle born and Aggressive trait of Personality and.
- It is found from the above table that there is a positive co-relation (0.769) between Middle born and Poised trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.744) between Middle born and Sociable trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.610) between Middle born and Independent trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.760) between Middle born and Conformity trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.628) between Middle born and Dominant trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.721) between Last born and Cooperative trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.702) between Last born and Flexible trait of Personality and this co-relation is significant at 0.001 level (2 tailed)

- It is found from the above table that there is a positive co-relation (0.222) between Last born and Energetic trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.543) between Last born and Persevering trait of Personality and this co-relation is significant at 0.005 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.899) between Last born and Original trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.665) between Last born and Self-Controlled trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.702) between Last born and Aggressive trait of Personality and.
- It is found from the above table that there is a positive co-relation (0.686) between Last born and Poised trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a positive co-relation (0.183) between Last born and Sociable trait of Personality.
- It is found from the above table that there is a positive co-relation (0.914) between Last born and Independent trait of Personality and this co-relation is significant at 0.001 level (2 tailed)
- It is found from the above table that there is a negative co-relation (-0.312) between Last born and Conformity trait of Personality.
- It is found from the above table that there is a positive co-relation (0.348) between Last born and Dominant trait of Personality.

**Table no: 114: Showing the Statistical Analysis for Research Hypothesis**

SR. NO	HYPOTHESIS	STATISTICAL ANALYSIS	TABLE NO
1	H1: There is a significant relationship between the demographic variables and key variables that are E.I, Personality traits	Karl Pearson's Coefficient of Correlation test.  <b>(The alternative hypothesis is thus accepted)</b>	108 & 109
2	H2: There is a significant relationship between Emotional Intelligence and Personality traits.	Karl Pearson's Coefficient of Correlation test.  <b>(The alternative hypothesis is thus accepted)</b>	110
3	H3: There is a significant relationship between Emotional Intelligence and Leadership styles.	Karl Pearson's Coefficient of Correlation test.  <b>(The alternative hypothesis is thus accepted)</b>	111
4	H4: There is a significant relationship between Leadership styles and Personality traits.	Karl Pearson's Coefficient of Correlation test.  <b>(The alternative hypothesis is thus accepted)</b>	112
5	H5: There is a significant relationship of birth order with the Personality traits.	Karl Pearson's Coefficient of Correlation test.  <b>(The alternative hypothesis is thus accepted)</b>	113