

**EFFECTIVENESS OF EMOTIONAL SOCIAL
INTELLIGENCE IN INSPIRATIONAL LEADERSHIP IN
BANKS IN KERALA**

Thesis submitted to the

UNIVERSITY OF CALICUT

For the award of the degree of

DOCTOR OF PHILOSOPHY IN COMMERCE

UNDER THE FACULTY OF COMMERCE AND MANAGEMENT STUDIES

By

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Under the Supervision and guidance of

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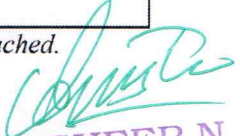
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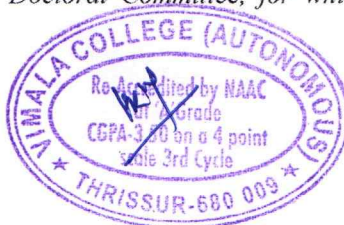

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Date: 25-08-2025

Place: Thrissur


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DECLARATION

I hereby declare that the work presented in the thesis entitled “**Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala**” is based on the original work done by me under the guidance of **Dr Salini K**, Assistant Professor, P G Department of Commerce and Research, Vimala College (Autonomous), Thrissur, and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using ‘iThenticate’ software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.

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Sangeetha U

ABSTRACT

Title: Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala

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The present study investigates the effectiveness of emotional social intelligence in inspirational leadership in banks in Kerala. The inspirational leadership pattern of branch managers in banks were assessed from the perspective of employees working in banks. Today the concept emotional social intelligence became very significant in the modern business world. It is concerned with knowing and understanding the emotions and feelings of oneself and those of others and controlling and managing the same. To be emotionally socially intelligent especially a person in a leadership position is not an easy task. There are many leadership styles or pattern preferred by the managers in the organization. Inspirational leadership is one such leadership style preferred by the managers who are able to inspire the workforce around them to achieve desired objectives or goals. These leaders influence others without using coercive power. They give more importance to the people's beliefs and feelings. Likewise, people in the organization demanding such leaders with the ability to influence them with their ideas, works and behaviour. There are many studies supported the positive relationship between emotional intelligence and leadership styles especially transformational leadership. Not only with the leadership but also emotional intelligence has an influence on many factors such as job satisfaction, effective job performance, employee engagement etc. But studies in relation to emotional social intelligence and inspirational leadership is very limited. There is no studied yet reported on inspirational leadership in Kerala as well as in India. And also, the studies with respect to emotional social intelligence conducted in Kerala as well as in India is also very limited. Therefore, it is come to understand that there is a huge research gap in the field of emotional social intelligence and inspirational leadership in Kerala as well as in India. This study may give an insight on the concept's emotional social intelligence and inspirational leadership and how far the emotional social intelligence of branch managers influences or predict their inspirational leadership pattern in banks.

The research design followed by the researcher is descriptive in nature. The sample group of the study consist of branch managers in banks and the employees working under them subject to certain conditions. Multi-stage stratified random sampling method was adopted for the selection of branch managers in banks and purposive sampling method was adopted for the selection of employees working in banks. There were 360 branch managers and 400 employees taken for the study. Analysis of the data shows that, there is a relation between emotional social intelligence and inspirational leadership pattern of branch managers in banks in Kerala. But not all the elements of ESI influence the inspirational leadership pattern of branch managers. The most significant element of ESI influences the inspirational leadership pattern is self-awareness and its effectiveness in predicting the inspirational leadership is high. Along with these findings, the study also investigates about the managerial as well as the leadership skills of branch managers in banks. This study contributes to the existing body of knowledge of emotional social intelligence as well as inspirational leadership.

Keywords: emotional social intelligence, Self-awareness, Managerial skills, Leadership skills, Inspirational leadership



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സംഗ്രഹം

കേരളത്തിലെ ബാങ്കുകളിൽ പ്രചോദനാത്മകമായ നേതൃത്വത്തിലെ വൈകാരിക സാമൂഹിക ബുദ്ധിയുടെ ഫലപ്രാപ്തിയെക്കുറിച്ച് നിലവിലെ പഠനം അന്വേഷിക്കുന്നു. ബാങ്കുകളിലെ ബ്രാഞ്ച് മാനേജർമാരുടെ പ്രചോദനാത്മകമായ നേതൃപാടവം ബാങ്കുകളിൽ ജോലി ചെയ്യുന്ന ജീവനക്കാരുടെ വീക്ഷണകോണിൽ നിന്ന് വിലയിരുത്തി. ഇന്ത്യയിലെ ബിസിനസ്സ് ലോകത്ത് വൈകാരിക സാമൂഹിക ബുദ്ധി എന്ന ആശയം വളരെ പ്രാധാന്യമർഹിക്കുന്നു. തന്റേയും മറ്റുള്ളവരുടെയും വികാരങ്ങൾ അറിയുകയും മനസ്സിലാക്കുകയും അത് നിയന്ത്രിക്കുകയും കൈകാര്യം ചെയ്യുകയും ചെയ്യുന്നതാണ് വൈകാരിക സാമൂഹിക ബുദ്ധി. വൈകാരികമായി സാമൂഹികമായി ബുദ്ധിമാനായിരിക്കുക, പ്രത്യേകിച്ച് ഒരു നേതൃസ്ഥാനത്തുള്ള ഒരു വ്യക്തിക്ക് എളുപ്പമുള്ള കാര്യമല്ല. സ്ഥാപനങ്ങളിൽ മാനേജർമാർ ഏർപ്പെടുന്ന നിരവധി നേതൃത്വ ശൈലികളോ പാറ്റേണുകളോ ഉണ്ട്. ആവശ്യമുള്ള ലക്ഷ്യങ്ങൾ നേടുന്നതിന് ചുറ്റുമുള്ള തൊഴിലാളികളെ പ്രചോദിപ്പിക്കാൻ കഴിവുള്ള മാനേജർമാർ തിരഞ്ഞെടുക്കുന്ന അത്തരം നേതൃത്വ ശൈലിയാണ് പ്രചോദനാത്മക നേതൃത്വം. ഈ നേതാക്കൾ നിർബന്ധിത ശക്തി ഉപയോഗിക്കാതെ മറ്റുള്ളവരെ സ്വാധീനിക്കുന്നു. മറ്റുള്ളവരുടെ വിശ്വാസങ്ങൾക്കും വികാരങ്ങൾക്കും അവർ കൂടുതൽ പ്രാധാന്യം നൽകുന്നു. അതുപോലെ, സ്ഥാപനത്തിലെ ആളുകളെ, ആശയങ്ങൾ, പ്രവൃത്തികൾ, പെരുമാറ്റം എന്നിവയിലൂടെ അവരെ സ്വാധീനിക്കാൻ കഴിവുള്ള അത്തരം നേതാക്കളെ ആവശ്യപ്പെടുന്നു. വൈകാരിക ബുദ്ധിയും നേതൃത്വ ശൈലിയും തമ്മിലുള്ള നല്ല ബന്ധത്തെ പിന്തുണയ്ക്കുന്ന നിരവധി പഠനങ്ങളുണ്ട്, പ്രത്യേകിച്ച് പരിവർത്തന നേതൃത്വം. നേതൃത്വവുമായി മാത്രമല്ല, വൈകാരിക ബുദ്ധിക്ക് ജോലി സംതൃപ്തി, ഫലപ്രദമായ ജോലി പ്രകടനം, ജീവനക്കാരുടെ ഇടപഴകൽ തുടങ്ങിയ നിരവധി ഘടകങ്ങളിൽ സ്വാധീനമുണ്ട്. എന്നാൽ വൈകാരിക സാമൂഹിക ബുദ്ധി, പ്രചോദനാത്മക നേതൃത്വം എന്നിവയുമായി ബന്ധപ്പെട്ട പഠനങ്ങൾ വളരെ പരിമിതമാണ്. കേരളത്തിലും ഇന്ത്യയിലും പ്രചോദനാത്മകമായ നേതൃത്വത്തെക്കുറിച്ച് ഇതുവരെ ഒരു പഠനവും റിപ്പോർട്ട് ചെയ്യപ്പെട്ടിട്ടില്ല. കൂടാതെ, കേരളത്തിലും ഇന്ത്യയിലും നടക്കുന്ന വൈകാരിക സാമൂഹിക ബുദ്ധിയുമായി ബന്ധപ്പെട്ട പഠനങ്ങളും വളരെ പരിമിതമാണ്. അതുകൊണ്ട് തന്നെ, കേരളത്തിലും ഇന്ത്യയിലും വൈകാരിക സാമൂഹിക ബുദ്ധിയുടെയും പ്രചോദനാത്മക നേതൃത്വത്തിന്റേയും മേഖലയിൽ വലിയ ഗവേഷണ വിടവ് ഉണ്ടെന്ന് മനസ്സിലാക്കാൻ കഴിയും. ഈ പഠനം വൈകാരിക സാമൂഹിക ബുദ്ധിയെക്കുറിച്ചും പ്രചോദനാത്മകമായ നേതൃത്വത്തെക്കുറിച്ചും ഒരു ഉൾക്കാഴ്ച നൽകിയേക്കാം. ബ്രാഞ്ച് മാനേജർമാരുടെ വൈകാരിക സാമൂഹിക ബുദ്ധി ബാങ്കുകളിൽ അവരുടെ പ്രചോദനാത്മക നേതൃത്വ രീതിയെ എത്രത്തോളം സ്വാധീനിക്കുന്നു അല്ലെങ്കിൽ പ്രവചിക്കുന്നുവെന്ന് പ്രതിബാധിക്കുന്നു.

ഗവേഷകൻ പിന്തുടരുന്ന ഗവേഷണ രൂപകൽപ്പന വിവരണാത്മകമാണ്. പഠനത്തിന്റേ സാമ്പിൾ ഗ്രൂപ്പിൽ ബാങ്കുകളിലെ ബ്രാഞ്ച് മാനേജർമാരും ചില നിബന്ധനകൾക്ക് വിധേയമായി അവർക്ക് കീഴിൽ ജോലി ചെയ്യുന്ന ജീവനക്കാരും ഉൾപ്പെടുന്നു. ബാങ്കുകളിൽ ബ്രാഞ്ച് മാനേജർമാരെ തിരഞ്ഞെടുക്കുന്നതിന് മൾട്ടി-സ്റ്റേജ് സ്ക്രീനിംഗ് റാൻഡം സാംപ്ലിംഗ് രീതിയും ബാങ്കുകളിൽ ജോലി ചെയ്യുന്ന ജീവനക്കാരെ തിരഞ്ഞെടുക്കുന്നതിന് പർപ്പോസീവ് സാംപ്ലിംഗ് രീതിയും സ്വീകരിച്ചു. 360 ബ്രാഞ്ച് മാനേജർമാരും 400 ജീവനക്കാരും പഠനത്തിനായി എടുത്തത്.

കേരളത്തിലെ ബാങ്കുകളിലെ ബ്രാഞ്ച് മാനേജർമാരുടെ വൈകാരിക സാമൂഹിക ബുദ്ധിയും പ്രചോദനാത്മക നേതൃത്വ രീതിയും തമ്മിൽ ബന്ധമുണ്ടെന്ന് ഡാറ്റയുടെ വിശകലനം കാണിക്കുന്നു. എന്നാൽ വൈകാരിക സാമൂഹിക ബുദ്ധിയുടെ എല്ലാ ഘടകങ്ങളും ബ്രാഞ്ച് മാനേജർമാരുടെ പ്രചോദനാത്മക നേതൃത്വ മാതൃകയെ സ്വാധീനിക്കുന്നില്ല. പ്രചോദനാത്മകമായ നേതൃപാടവത്തെ സ്വാധീനിക്കുന്ന ഏറ്റവും പ്രധാനപ്പെട്ട ഘടകം സ്വയം അവബോധമാണ്, പ്രചോദനാത്മക നേതൃത്വത്തെ പ്രവചിക്കുന്നതിൽ അതിന്റേ ഫലപ്രാപ്തിയും ഉയർന്നതാണ്. ഈ കണ്ടെത്തലുകളോടൊപ്പം, ബാങ്കിലെ ബ്രാഞ്ച് മാനേജർമാരുടെ മാനേജർ വൈദഗ്ദ്ധ്യം നേതൃത്വപരമായ കഴിവുകൾ എന്നിവയെക്കുറിച്ചും പഠനം അന്വേഷിക്കുന്നു. ഈ പഠനം വൈകാരിക സാമൂഹിക ബുദ്ധിയെയും പ്രചോദനാത്മക നേതൃത്വത്തെയും കുറിച്ചുള്ള നിലവിലുള്ള അറിവിലേക്ക് സംഭാവന ചെയ്യുന്നു.

സൂചക പദങ്ങൾ: വൈകാരിക സാമൂഹിക ബുദ്ധി, സ്വയം അവബോധം, മാനേജ്മെന്റ് കഴിവുകൾ, നേതൃത്വ കഴിവുകൾ, പ്രചോദനാത്മക നേതൃത്വം

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CONTENTS

Title	Page No
Certificate	
Declaration	
Acknowledgement	
Abstract	
Contents	
List of Tables	
List of Figures	
Abbreviations	
Chapter I: Introduction and Research Methodology	1-21
Chapter II: Review of Literature	22-73
Chapter III: Theoretical Framework	74-111
Chapter IV: Data Analysis and Interpretation Part I	112-148
Chapter IV: Data Analysis and Interpretation Part II	149-237
Chapter V: Summary, Findings and Conclusions	238-250
Chapter VI: Suggestions, Implications and Scope for Further Research	251-255
Chapter VII: Recommendations	256-257
Bibliography	258-273
Appendix	274-303

LIST OF TABLES

Table No	Name of the Table	Page No
3.1	Bar-On Model of Emotional Intelligence	101
4.1.1	Socio-Demographic Profile of the Bank Branch Managers Selected for the Study	113-114
4.1.2	Frequency Distribution of Type of Bank, Region and Length of Service of Branch Managers in Banks	114
4.1.3	Frequency Distribution of the Number of Branch Managers taken from each bank Selected for the Study	115
4.1.4	Frequency Distribution of Socio-Demographic Profile of Employees Working in the Banks	116
4.1.5	Frequency Distribution of Type of Bank, Region, Length of Service and the No. of years in which the employees know about their Present Branch Manager	117
4.1.6	Frequency Distribution of the Number of Employees taken from each Bank in Kerala	118
4.1.7	Threshold Values of Measures in CFA for Managerial Skills of Managers in Bank	120
4.1.8	Regression Estimates	122
4.1.9	Convergent and Discriminant Validity of the Model of Managerial Skills of Managers in Banks	123
4.1.10	KMO and Bartlett's Test	126
4.1.11	Total Variance Explained	126
4.1.12	Rotated Component Matrix	128-129
4.1.13	Reliability Analysis of Leadership Skills of Managers in Banks	131
4.1.14	KMO and Bartlett's Test	132
4.1.15	Total Variance Explained	133
4.1.16	Rotated Component Matrix	135-137
4.1.17	Reliability Analysis of Inspirational Leadership Pattern of Managers in Banks	138-140
4.1.18	Threshold Values of Measures in CFA for Inspirational Leadership Pattern of Managers in Banks	141
4.1.19	Regression Estimates	142-143
4.1.20	Convergent and Discriminant Validity of the Model of Inspirational Leadership of Managers in Banks	144
4.1.21	Normality Test of Managerial Skills of Managers in Banks	146
4.1.22	Normality Test of Leadership Skills of Managers in Banks	146
4.1.23	Normality Test and Homogeneity of Variance Test of Emotional Social Intelligence of Managers in Banks	147

4.1.24	Normality Test of Inspirational Leadership Pattern of Managers in Banks	148
4.2.1	Levels of managerial skills of managers in banks	150
4.2.2	Gender-wise analysis of managerial skills of managers in banks	152
4.2.3	Age group wise analysis of managerial skills of managers in banks	153
4.2.4	Education wise analysis of managerial skills of managers in banks	155
4.2.5	Marital status wise analysis of managerial skills of managers in banks	156
4.2.6	Type of family wise analysis of managerial skills of managers in banks	157
4.2.7	Length of service wise analysis of managerial skills of managers in banks	159
4.2.8	Region wise analysis of managerial skills of managers in banks	160
4.2.9	Type of bank wise analysis of managerial skills of managers in banks	162
4.2.10	Levels of leadership skills of managers in banks	164
4.2.11	Gender wise analysis of leadership skills of managers in banks	166
4.2.12	Age wise analysis of leadership skills of managers in banks	168-169
4.2.13	Education wise analysis of leadership skills of managers in banks	170-171
4.2.14	Marital status wise analysis of leadership skills of managers in banks	172
4.2.15	Type of family wise analysis of leadership skills of managers in banks	174-175
4.2.16	Length of service wise analysis of leadership skills of managers in banks	176-177
4.2.17	Region wise analysis of leadership skills of managers in banks	179
4.2.18	Type of bank wise analysis of leadership skills of managers in banks	181-182
4.2.19	Descriptive statistics of emotional social intelligence of managers in banks	183
4.2.20	Gender wise analysis of emotional social intelligence of managers in banks	184
4.2.21	Age wise analysis of emotional social intelligence of managers in banks	185

4.2.22	Educational qualification wise analysis of emotional social intelligence of managers in banks	186
4.2.22.1	Kruskal Wallis Test	186
4.2.23	Marital status wise analysis of emotional social intelligence of managers in banks	187
4.2.24	Type of family wise analysis of emotional social intelligence of managers in banks	187
4.2.25	Length of service wise analysis of emotional social intelligence of managers in banks	188
4.2.26	Type of banks wise analysis of emotional social intelligence of managers in banks	189
4.2.27	Region wise analysis of emotional social intelligence of managers in banks	189
4.2.27.1	Kruskal Wallis Test	189-190
4.2.27.1.1	Post-hoc tests	190
4.2.28	Levels of inspirational leadership pattern of managers in banks	191
4.2.29	Gender wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	193-194
4.2.30	Age group wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	195-196
4.2.31	Education qualification wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	198
4.2.32	Marital status wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	200-201
4.2.33	Length of service wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	202-204
4.2.34	The no of years in which the employees know about their branch manager wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	205-206
4.2.35	Region wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	208-209

4.2.36	Type of banks wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	210-211
4.2.37	Levels of emotional social intelligence of managers in banks	214
4.2.38	ANOVA table	215
4.2.38.1	Estimators	215
4.2.39	ANOVA table	217
4.2.39.1	Estimators	217-218
4.2.40	ANOVA table	219
4.2.40.1	Estimators	219-220
4.2.41	ANOVA table	221
4.2.41.1	Estimators	221-222
4.2.42	ANOVA table	223
4.2.42.1	Estimators	223-224
4.2.43	ANOVA table	225
4.2.43.1	Estimators	225-226
4.2.44	ANOVA table	227
4.2.44.1	Estimators	227-228
4.2.45	ANOVA table	229
4.2.45.1	Estimators	229-230
4.2.46	ANOVA table	230
4.2.46.1	Estimators	231

LIST OF FIGURES

Figure No	Name of the Figure	Page No
1.1	Conceptual Model used for the Study	13
4.1.1	Measurement model of managerial skills managers in banks	124
4.1.2	Scree plot	127
4.1.3	Scree plot	134
4.1.4	Measurement Model of Inspirational Leadership of Managers in Banks	145
4.2.1	Levels of managerial skills of managers in banks	151
4.2.2	Gender-wise analysis of managerial skills of managers in banks	152
4.2.3	Age group wise analysis of managerial skills of managers in banks	154
4.2.4	Education wise analysis of managerial skills of managers in banks	155
4.2.5	Marital status wise analysis of managerial skills of mangers in banks	156
4.2.6	Type of family wise analysis of managerial skills of managers in banks	158
4.2.7	Length of service wise analysis of managerial skills of managers in banks	159
4.2.8	Region wise analysis of managerial skills of managers in banks	161
4.2.9	Type of bank wise analysis of managerial skills of managers in banks	162
4.2.10	Levels of leadership skills of managers in banks	165
4.2.11	Gender wise analysis of leadership skills of managers in banks	167
4.2.12	Age wise analysis of leadership skills of managers in banks	169
4.2.13	Education wise analysis of leadership skills of managers in banks	171
4.2.14	Marital status wise analysis of leadership skills of managers in banks	173
4.2.15	Type of family wise analysis of leadership skills of managers in banks	175
4.2.16	Length of service wise analysis of leadership skills of managers in banks	178
4.2.17	Region wise analysis of leadership skills of managers in banks	180

4.2.18	Type of bank wise analysis of leadership skills of managers in banks	182
4.2.19	Levels of inspirational leadership pattern of managers in banks	193
4.2.20	Gender wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	195
4.2.21	Age group wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	198
4.2.22	Education qualification wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	200
4.2.23	Marital status wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	202
4.2.24	Length of service wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	205
4.2.25	The no of years in which the employees know about their branch manager wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	208
4.2.26	Region wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	210
4.2.27	Type of banks wise analysis of inspirational leadership pattern of managers as perceived by employees in banks	213
4.2.28	Levels of emotional social intelligence of managers in banks	215

ABBREVIATIONS

AGFI	Adjusted Goodness of Fit Index
ASV	Average Shared Variance
AVE	Average Variance Explained
CEO	Chief Executive Officer
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMIN/DF	Minimum Discrepancy of Confirmatory Factor Analysis/Degree of Freedom
CR	Composite Reliability
EFA	Exploratory Factor Analysis
EI	Emotional Intelligence
EQ	Emotional Quotient
ESI	Emotional Social Intelligence
GFI	Goodness of Fit Index
IQ	Intelligent Quotient
KICS	Knowledge Intelligence Collaboration Synergy
KMO	Kaiser Meyer Olkin
KS	Kolmogorov Smirnov
MSV	Maximum Shared Variance
RMSEA	Root Mean Square Error of Approximation
SRMR	Standardized Root Mean Square Residual
SWO	Single Widow Operator
TLI	Tucker Lewis Index

CHAPTER I
INTRODUCTION AND RESEARCH
METHODOLOGY

1.1 Introduction

In a workplace, the most important attribute contributing to overall success of the organization is emotional intelligence. The capacity of an individual to manage the emotions helps to maintain healthy relationships within the organizations. Because, the people in the organizations are from different family background, their culture, behavior, attitude everything may change. To an organization is concerned, handling the workforce is a crucial task to a manager or leader. There exists a diversity among the workforce. The importance of the concept emotional intelligence in the workplace is due to the widespread recognition of abilities such as self-awareness, self-management, empathy and social skills. It separates the most successful leaders and workers from the average one. It is found to be true in roles like professions and higher-level executives. Because everyone in the organization is equally smart as everyone, the only factor that distinguish is the ability to how these people manage themselves and their relationships. The two main reasons for the importance of EI in the workplace is that it is linked to higher job satisfaction, for those who have high-level of EQ and the persons who are working under with high-level of EQ and it is strongly related with the job performance (Ackerman, 2018). Emotional intelligence has an impact on the job performance. People in an organization both leaders or managers and the workers who have emotional stability can greatly manage their emotions and tolerate stress. These people are found to be conscientious and extravert. They work hard for the accomplishment of goals and very open and able to handle the relationships with others.

People with emotional intelligence can understand the different emotions going through one's mind and they know how it influences the behavior of oneself and those of others. To a person is concerned to manage the emotions of oneself is possible to a certain extent. Because the person is well aware about the emotions, the reason behind those emotions and its impact. But it is very hard to manage the emotions of others. We cannot control someone's emotions or behavior. But once, we identify the character of that person, we can easily identify the different moods or emotions felt by the person, understand them and interact with them accordingly. Emotionally intelligent people have positive mindset, they are seen to be more contented, dedicated and loyal to their profession and organization that leads to the creation of favorable environment which in turn improves performance (Miao et al., 2017). Emotional intelligence has a significant role in determining organizational performance. It helps to advancing organizational objectives, improved delivery services to the organization and to the stakeholders. Among the public administrators, the positive significant effect of EI enables them to have a better sense of control of their learned capabilities leading to increased self-

confidence among them. High-level of self-awareness helps the people to better understand their limitations and weaknesses and limitations of team members and the department enable them to know many requirements for training needs and acquire skills and knowledge to improve performance.

The banking sector in India is becoming more competitive. It had a great impact on the growth and development of our country. Therefore, the banks are required to be differentiate themselves from the competitors to survive in this competitive world. One way suggested by (Heffernan et al., 2008) is that developing long-term relationship with their key customers. Trust and emotional intelligence are the key constructs for enhancing the ability of employees in banks to develop long-term relationship with customers. Aravind, (2019) in his study found that social skill component of emotional intelligence is very high among bank managers. EI of bank managers is influenced by the factors such as communication skills, assertiveness, problem solving ability, social interaction, empathy and optimism. This EI ability helps the managers to face critical situations. Changes in the working pattern in banking sector demand both managers as well as the employees to be more emotionally intelligent. It is considered to be relevant to organizational development and development of the people. Because it helps to understand and assess people's behavior, managing stress, job performance and organizational commitment. Emotional intelligence is used as a yardstick for measuring how well a person handle the emotions of self and those of others. Emotional intelligence has a positive and significant relationship with organizational commitment and job performance of bank managers (Kumari & Priya, 2017). The personal and social competence of employees can be understood by varying levels of emotional intelligence. An organization is concerned, if the workforce is not carefully managed, it will lead to stress and emotional disharmony among the people. Because there are many people working in the workplace, with different behavior leads to different consequences to the individual and to the organization. How an organization communicate within itself and outside is largely influenced by emotions. Different emotions have different outcomes. Positive emotions in the workplace leads to job enrichment, higher quality social context etc. Negative emotions lead to increased workplace deviance. In a banking industry concerned, it is very important for the employees and management to recognize that there is any possibility for stress and emotional disharmony in the workplace environment. EI has a very significant role in determining the workplace behavior. Employees with high-level of EI demonstrate positive workplace behavior as compared to employees with low-level of EI. Because, highly emotionally intelligent people can avoid misbehavior that adversely affect the organization. EI in leadership is very essential in the banking sector

compared to other sectors in India, because it is engaged in rendering high-quality services to the people (Makkar & Basu, 2019). They also found that there is a significant difference on impact of EI on workplace behavior between private and public sector banks. Depending on the workplace environment, people exhibit different levels of EI.

In this modern business world, the concept emotional social intelligence became very significant. Because it plays a significant role in employees job satisfaction, organizational performance, achieving organizational goals, to create positive workplace behavior and to develop long-term relationship with people. To sustain in this competitive world, to have the ability of emotional intelligence is an unavoidable matter. The leadership style adopted by the managers in banks may also differ. But now the mindset has been changed, they want to be more influential or inspirational in nature. Because the workforce is demanding such a leadership which is more influential in nature, those should have the ability to maintain better relationships with the workforce. There is a change or transition in the leadership style in many organizations. In earlier days, leadership style is chosen by the leader based on different factors like organizational goals and work environment. Whatever be the leadership style, employees in the organization are forced to follow the same. But now, the nature of the workforce has been changed. Today's workforce is equally talented as managers or leaders in the organization. Those persons who are ready to undertake the role of leadership became the leader. The expectations of the employees as well as the organization has also changed. So, the leadership has also changed to more inspirational in nature, Today, the leaders must be more flexible, able to better understand the workforce. Employees must feel that their leaders are worthy and are more influential. In order to feel like, the leaders must have the ability of emotional social intelligence. Inspirational leaders are those who are capable of making a difference in the organization, in terms of managing the dynamic human resources. These leaders are capable of winning the support, trust and loyalty of others and are able to inspire them to achieve great things. Inspirational leaders are considered to be the masters of change, they can connect with people at an emotional level, engage in effective communication and develop a clear vision. The main intention of this study is to know the effectiveness of ESI in inspirational leadership of managers in banks. Now-a-days, the performance of the organization is greatly influenced by the emotional intelligence of human beings working in the organization. Therefore, the study is very significant to understand the influence of ESI in the inspirational leadership pattern of branch managers in selected banks in Kerala.

1.2 Significance of the Study

Now-a-days, the banks are undergoing profound changes with respect to rendering services to their clients, changes in the work environment, mode of delivery of services like both online and offline mode. They are facing a difficult time to meet the needs and requirements of target groups. This makes a lot of changes and challenges to the employees working in the banks. It reduces the morale, level of confidence, devotion to the work, level of happiness and motivation. There arises the importance of emotional social intelligence. ESI is considered to be very essential for the success of both personal as well as professional life. An emotionally intelligent person can handle all these situations in an appropriate manner. To be in a leadership role, is a great challenge as well as a risk too. The branch manager is considered to be the captain of the ship; if the branch manager is not emotionally intelligent or he/she is not able to handle these situations, the performance of the entire branch will get into trouble. Therefore, the manager must approach these situations as well as the people in such a manner that should influence them to overcome from these situations. So, the manager must be capable of influencing them, motivate them to work hard for the better result. The manager must be able to aware, understand the emotions of the employees. The managers must be very flexible, empathetic, able to adapt the changes and more responsive to the situations. The abilities, characteristics, behavior and attitude of the manager has to be changed according to the work environment and the people they are dealing with. Therefore, it is believed that ESI competencies can forecast one's capacity to engage in inspirational leadership behavior. Thus, the study "Effectiveness of emotional social intelligence in inspirational leadership in banks in Kerala" is considered to be highly relevant in this context.

1.3 Statement of the Problem

ESI is considered to be very important for the leaders in the organization. To bring success to the organizations, leaders must be inspirational, able to motivate the employees to do their best and contribute to organization's success. Today's workforce has been changed due to factors such as digitalization, change in working environment, nature of work etc. People have high expectation on the ability of leaders. They considered the leaders as their motivators, mentor, coach and everything. Therefore, the leaders must understand what exactly the needs of the employees in the organization. They have to know the emotions of others and act accordingly. To handle the diverse workforce, today's leaders require the ability of emotional social intelligence and they should change their perspective on leadership. Leaders must give more importance to the relationships than task-related activities. Because the measure of success in a profession or any kind of activities is not limited with the academic excellence or technical

knowledge possessed by the individual, but rest with the ability to have personal qualities mainly emotional intelligence.

The present study aims at assessing the managerial skills, leadership skills, emotional social intelligence and inspirational leadership pattern of the branch managers in banks in Kerala. The study also aims at evaluating the effectiveness of emotional social intelligence in inspirational leadership in banks.

1.4 Objectives of the Study

1. To assess managerial skills of bank managers in Kerala.
2. To assess leadership skills of bank managers in Kerala.
3. To assess ESI competencies of bank managers in Kerala.
4. To examine the inspirational leadership pattern of managers in banks.
5. To evaluate the effectiveness of ESI competencies on inspirational leadership style of managers in banks.

1.5 Research Hypotheses

Based on the main objectives of the study, hypotheses have been formulated and empirically tested.

1.5.1. Hypotheses related with Objective I: To Assess Managerial Skills of Bank Managers in Kerala.

1. There is no significant difference between gender and each managerial skills of managers
2. There is no significant difference between age group and each managerial skills of managers
3. There is no significant difference between education and each managerial skills of managers
4. There is no significant difference between marital status and each managerial skills of managers
5. There is no significant difference between type of family and each managerial skills of managers
6. There is no significant difference between length of service and each managerial skills of managers
7. There is no significant difference between region and each managerial skills of managers
8. There is no significant difference between type of banks and each managerial skills of managers

1.5.2 Hypotheses related with Objective II: To Assess Leadership Skills of Bank Managers in Kerala.

1. There is no significant difference between gender and each leadership skills of managers
2. There is no significant difference between age group and each leadership skills of managers
3. There is no significant difference between education and each leadership skills of managers
4. There is no significant difference between marital status and each leadership skills of managers
5. There is no significant difference between type of family and each leadership skills of managers
6. There is no significant difference between length of service and each leadership skills of managers
7. There is no significant difference between region and each leadership skills of managers
8. There is no significant difference between type of banks and each leadership skills of managers

1.5.3 Hypotheses related with Objective III: To Assess ESI Competencies of Bank Managers in Kerala.

1. There is no significant difference between gender and emotional social intelligence of managers in banks
2. There is no significant difference between age group and emotional social intelligence of managers
3. There is no significant difference between education and emotional social intelligence of managers
4. There is no significant difference between marital status and emotional social intelligence of managers
5. There is no significant difference between type of family and emotional social intelligence of managers
6. There is no significant difference between length of service and emotional social intelligence of managers
7. There is no significant difference between region and emotional social intelligence of managers

8. There is no significant difference between type of banks and emotional social intelligence of managers

1.5.4 Hypotheses related with Objective IV: To Examine the Inspirational Leadership Pattern of Managers in Banks.

1. There is no significant difference between gender and each element of inspirational leadership pattern of managers in banks as perceived by employees
2. There is no significant difference between age group and each element of inspirational leadership pattern of managers in banks as perceived by employees
3. There is no significant difference between education and each element of inspirational leadership pattern of managers in banks as perceived by employees
4. There is no significant difference between marital status and each element of inspirational leadership pattern of managers in banks as perceived by employees
5. There is no significant difference between length of service and each element of inspirational leadership pattern of managers in banks as perceived by employees
6. There is no significant difference between region and each element of inspirational leadership pattern of managers in banks as perceived by employees
7. There is no significant difference between type of banks and each element of inspirational leadership pattern of managers in banks as perceived by employees
8. There is no significant difference between the no. of years in which the employees know about their branch manager and each element of inspirational leadership pattern of managers in banks as perceived by employees

1.5.5 Hypothesis related with Objective V: To Evaluate the Effectiveness of ESI Competencies on Inspirational Leadership Style of Managers in Banks.

1. ESI of branch managers is not effective in impression management
2. ESI of branch managers is not effective in intellectual stimulation
3. ESI of branch managers is not effective in vision
4. ESI of branch managers is not effective in inspirational agenda
5. ESI of branch managers is not effective in moulding follower expectation
6. ESI of branch managers is not effective in objectivity
7. ESI of branch managers is not effective in dedication and commitment
8. ESI of branch managers is not effective in employee engagement
9. ESI of branch managers is not effective in team work

1.6 Scope of the Study

The concept emotional social intelligence is considered to be an important part of any kind of organizations especially in the service sector. Banking sector deals with the financial aspect like accepting and lending of money. There are many other activities or transactions done in a bank and majority of the activities are digitalized. Still, we can see many people standing in front of the banks for seeking financial assistance. That means there is no reduction in the duties and responsibilities of bank employees. Bank employees are required to deal with many people daily for different purposes. Bank managers and employees in the banks require high-level of emotional intelligence to meet the daily requirements. Because the customers are having different characters, behaviors and attitude. So, to deal with diverse behavior of people they must require emotional intelligence. To a branch manager is concerned, he/she has to deal with employees, clients or customers, superior officers etc. The success of the bank branch is depended on the ability of the branch manager on how effectively he/she is handling these people with different behavior and the operations in the bank.

This study intended to assess the managerial skills, leadership skills, emotional social intelligence and inspirational leadership pattern of the branch managers. A descriptive method was adopted to describe these concepts. The concept managerial skills include; conceptual skills, interpersonal skills and technical skills. The concept leadership skills include; communication skill, problem solving ability, delegation skills, conflict resolution skills, strategic skills, cognitive skills and decision-making. The ESI concept includes self-awareness, self-management, social awareness and relationship management (Goleman, 2007). Inspirational leadership include; impression management, intellectual stimulation, inspirational agenda, moulding follower expectations, objectivity, dedication and commitment, employee engagement, vision and team work. These are the key elements constituting inspirational leadership pattern. Then the study aims to evaluate the effectiveness of emotional social intelligence on different factors contributing to inspirational leadership pattern of branch managers in banks in Kerala.

1.7 Research Methodology

The research methodology of the study includes; research design, source of data, pilot study, sampling design, sample size determination, method of primary data collection and the instruments used for the study.

1.7.1 Research Design

The present study is descriptive in nature. It tries to describe the managerial skills, leadership skills and emotional social intelligence of branch managers in banks. The study also examines

the inspirational leadership pattern of the branch managers in banks from the perspective of employees working in the banks. It also evaluates the effectiveness of emotional social intelligence in inspirational leadership in banks.

1.7.2 Sources of Data

Both primary and secondary sources of data was used for the study. Primary data was collected through survey approach using two structured questionnaires distributed among the branch managers and employees in the banks. The study also includes some secondary data gathered from websites, theses, journal articles, magazines and newspapers.

1.7.3 Pilot Study

A pilot study was conducted to test the reliability and validity of the responses obtained. For that data was collected from 25 branch managers and 65 employees working in the banks. Based on the results, certain modifications are made in the questionnaire.

1.7.4 Sampling Design

Branch managers and employees working in banks under certain conditions in the banks constitute the population of the study. The population of branch managers are finite and the number of branch managers in banks are assumed to be equal to the number bank branches functioning in Kerala. Hence, multi-stage stratified random sampling method was adopted.

The population of employees are subject to certain conditions, such as; have minimum 1 year of experience in bank, should work under the supervision and guidance of present branch manager for a minimum period of 1year, minimum educational qualification is any bachelor's degree and employees belong to the clerical grade and above are taken into consideration. It includes; Assistant Branch Managers, Additional Assistant Branch Managers, Assistant Managers, Junior Associates, Associates, Senior Associates, Special Associates, Single Window Operator (SWO), Head Cashier, Cashier, Special Assistants, Teller and Loan Officers. It may be noted that depending on the type of banks, size of the branches and the volume of transactions, the names of the designation as well as the number of employees working in the bank may change. Therefore, purposive sampling method was adopted for the selection of employees required for the study.

1.7.5 Sample Size Determination

There are 122 statements related with the variables affecting managerial skills, leadership skills and emotional social intelligence of branch managers in banks collected from themselves and 109 statements related with the variables constituting inspirational leadership pattern of branch managers as perceived by the employees in the banks after suitable modifications to the pilot data. It may be stated that the sample size was proportional to the level of variation and the

assumed level of the error of the estimate of the population parameter of the study variable. The formula used for determining the sample size is;

$$n \geq (1.96 s/d)^2$$

Where;

n = sample size

s = estimate of standard deviation

d = standard error of the estimate of the population parameter

1.96 = critical value from normal test at 5 per cent level of significance.

For the branch managers 352 was the maximum calculated sample size from the responses and it is fixed at 360 and in the case of employees, 390 was the maximum and it is fixed at 400 for the study respectively.

1.7.6 Method of Primary Data Collection

A multi-stage stratified random sampling method was adopted for the selection of sample branch managers from banks in Kerala. The number of branch managers was assumed to be equal to the number of bank branches functioning in Kerala. According to the Department of Financial Services, India, every village should have at least one banking outlet, it may be either in the form of bank branch, ATM services, correspondents within a short-distance to ensure every individual have access to the banking services. In the first stage Kerala state was divided geographically into three regions; northern, central and southern region. The banks are grouped into public sector banks and private sector banks. Among private sector banks, there were old private sector banks and new private sector banks. One district was selected randomly from each region; Kannur from northern region, Palakkad from central region and Pathanamthitta from southern region. In the second stage, 50 per cent banks from public sector and private sector banks (considering old private sector and new private sector banks) respectively were selected based on the number of branches. The required percentage of branch managers was calculated on the basis of;

Total number of branches selected for the sample

Grand total of number of branches selected for the sample.

Then the number of sample branch managers was calculated based on the required number of samples i.e. 360. Then number of branch managers to be selected from each bank from each district was allocated proportionately.

Similar procedure was adopted for the selection of employees required for the study till the selection of number of bank branches to be selected from each district. Then the number of

employees required for the study was determined on the basis of one criterion, that is one branch managers should be rated or evaluated by at least one employee in the bank subject to certain conditions. Because, the population of employees working in the banks subject to certain conditions are unknown. Therefore, purposive sampling method was adopted for the selection of employees required for the study. The details are attached in the Appendix.

1.7.7 Instruments used for Primary Data Collection

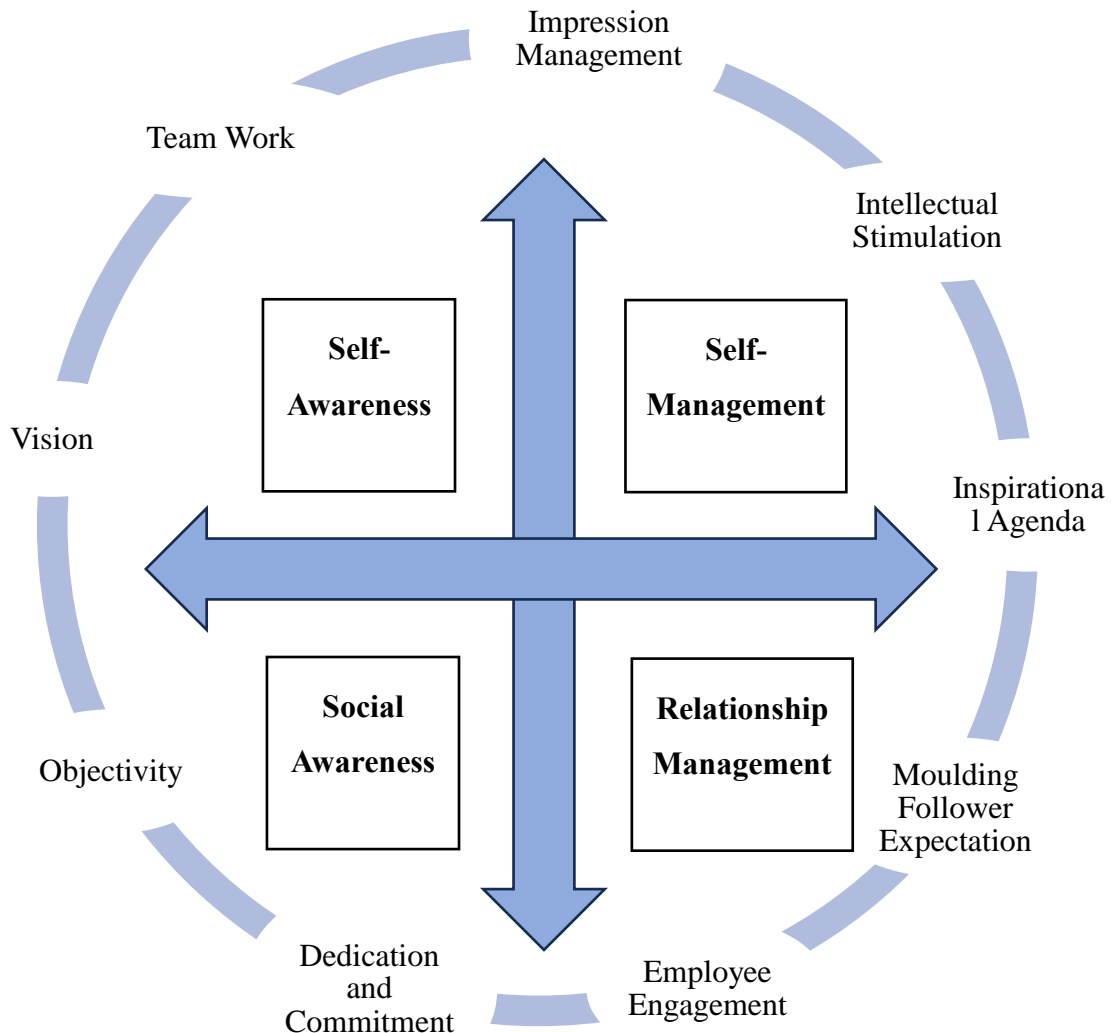
Two structured questionnaires were used for collecting data from the branch managers and employees in the banks. Questionnaire to the branch managers includes; details regarding the socio-demographic factors, statements related with the managerial skills, leadership skills and emotional social intelligence. Questionnaire to the employees includes; socio-demographic factors and statements related with the inspirational leadership pattern of their branch managers in banks.

1.8 Period of the Study

The data was collected from the branch managers and employees during the period from December 2021 to February 2023.

1.9 Conceptual Model used for the Study

Figure 1.1 shows the conceptual model developed by the researcher for this study



Source: Developed by the researcher

1.10 Tools used for Analysis

1.10.1 Percentage Analysis

The present study used percentage analysis to describe socio-demographic factors such as gender, age group, marital status, type of family, education qualification, length of service, type of bank, name of bank, region, the number of years in which the employees know about their managers. The levels of managerial skills, leadership skills, emotional social intelligence and inspirational leadership pattern was also presented using percentage analysis.

1.10.2 Kolmogorov Smirnov Test

It is one of the tools to determine if the two samples are significantly different from one another. It is a non-parametric test, commonly used as test for normality to see the data is normally distributed or not.

1.10.3 Kruskal Wallis Test

A statistical test to compare two or more groups for a continuous or discrete variable. It is a non-parametric test. It is used to determine whether there is statistically significant difference between two or more groups of an independent variable on a continuous or ordinal variable.

1.10.4 Exploratory Factor Analysis

It is used for identifying the factor structure of a measure and to examine the internal reliability. In this study, EFA using principal component analysis with varimax rotation was performed to identify the most important leadership skills of branch managers in banks and to identify the most important characteristics of inspirational leadership pattern of branch managers from the perspective of employees in the banks.

1.10.5 Confirmatory Factor Analysis

CFA was performed to confirm the factors identified from different literature review and to ensure the reliability and validity of the same. In this study, CFA was conducted for confirming the managerial skills of managers in banks. CFA was also done in the case of assessing the inspirational leadership pattern of managers in banks from the perspective of employees in the banks.

1.10.6 MANOVA Test

Multivariate Analysis of Variance (MANOVA) is an extension of ANOVA that allows for the analysis of multiple dependent variables simultaneously. The key assumptions underlying the MANOVA are not met in this study. The dependent variables do not follow a normal distribution within each group, and the variance-covariance matrices differ significantly between groups. Given these violations, the reliability of the MANOVA results is compromised. To address these issues, the researcher used a permutation test as an alternative, which does not rely on these assumptions and can provide more robust results.

1.10.7 Regression Model

For evaluating the effectiveness of ESI in inspirational leadership, a regression model without an intercept was used. Because the dataset is centered. Omitting the intercept ensures that the model's coefficients directly represent the relationships between the predictors and the

dependent variable without an unnecessary baseline adjustment. This approach simplifies the interpretation and focuses on the effects of the predictors relative to the centered means.

1.11 Operational Definitions

1.11.1 Conceptual Skills

It is the ability to visualise the organization as a whole. A manager with conceptual skills can understand the complex situations and develop creative solutions for it. They always focus on the impact of various decisions taken by them on the departments and its operations, employees and their performance. It enables a person to engage in deliberate thinking and abstract reasoning for finding as many solutions as possible to solve the challenges.

1.11.2 Interpersonal Skills

The capacity of an individual to interact with others in an effective manner called interpersonal skills. People with strong interpersonal skills can effectively communicate with others and they work effectively with others whether in a team or group. It can be called as people skills or social skills. It can be regarded as the ability and competence in building good relationship with people.

1.11.3 Technical Skills

Technical skills are specific to a particular task. It is the ability to have specialized knowledge to do a particular task. To a manager is concerned, technical skills are concerned with the basic proficiency in using the office software, the technologies used in the organization. In a bank, most of the operations are done digitally. A manager is required to know the technologies used and the operations done in the bank.

1.11.4 Communication Skills

The one best way to understand and to be understood by others is the communication. It includes listening, observing, speaking and empathizing. Communication become effective only when the ideas or information that one person wants to share with others is clearly understood by them. It is complete only when we get feedback.

1.11.5 Problem Solving Skills

Problems are anything that require a solution. It involves systematic approach of dividing a difficult problem into different manageable parts. It involves critical thinking, creativity and decision-making. People with problem solving ability are considered to be proactive in understanding the source of problem, from where it is originated and engage in brainstorming. That means these people are very effective in dealing with others. They collaborate with others to obtain as many solutions as possible to reach a best solution to the problem.

1.11.6 Conflict Resolution Skills

Conflict is the disagreement between two parties. This disagreement may be due to difference of opinion, ideas and thoughts. When a conflict arises between people, it will trigger strong emotions that leads to hurting emotions of others, disappointment and discomfort. Therefore, the ability of the manager is to resolve conflict in a healthy manner, that will strengthen the relationship, build trust and increase the level of understanding of others.

1.11.7 Decision-Making Skills

The process of choosing one best alternative among many alternative available to solve a problem. Only an effective leader or manager can make decisions in difficult situations. A leader should maintain fairness in decision making. That means the leader has to collect and analyse as many information as possible then validate its accuracy and relevancy, engage in discussion with others, make use of experiences and intuition to take the best decision.

1.11.8 Delegation Skills

Delegation is the distribution of work or activity along with the authority and responsibility to do the same with others. While delegating the work to others, the leader must ensure that the employees have enough skills, ability, knowledge to do the work. When a leader delegate his/her work with others, that will create an impression in the minds of employees that they can also do these works. It will boost the confidence level of employees. It helps to engage employees into the work, allow their participation and build trust and positive relationship with them.

1.11.9 Cognitive Skills

These skills are concerned with the abilities necessary for doing the daily tasks. That means engage in thinking, learning, listening and give attention. For a manager, cognitive skills are very essential. It helps in problem solving, logical reasoning and engage in active listening.

1.11.10 Strategic Skills

These are the abilities concerned with think in a strategic and an innovative way. A person with strategic skill, can better able to adjust with the dynamic work environment. These people can engage in effective communication

1.11.11 Emotional Social Intelligence (ESI)

ESI is a set of competencies and abilities, consist of emotional and social which is focused on how a person aware and understand and manage the emotions and feelings of oneself and those of others and are able to manage the relationship with others.

1.11.12 Self-Awareness

Being self-aware helps to understand one's strengths and weaknesses and helps to know how it affects one's performance level. It is concerned with the basic understanding of the emotions going through our mind and what actions we taken on the basis of these emotions. People with self-awareness are very sure about their worth and capabilities.

1.11.13 Self-Management

The ability to manage the emotions especially in stressful situations called self-management. It is concerned with managing thoughts, emotions and behaviour in a productive and conscious manner. A self-managed person can effectively manage the emotions of others.

1.11.14 Social Awareness

Being empathetic helps a person to understand others' effectively. Being socially aware means a person is required to know the impact of actions taken and the decisions made by them on others. They have to decide on whether it affect others harmfully or not. A leader with social awareness is more flexible and adaptable. They can easily understand others thoughts and actions. They can effectively respond to others who are emotionally depressed.

1.11.15 Relationship Management

It is the ability to use the awareness on emotions of oneself and those of others in effectively managing the relationship with others. In a work environment, building relationship is a challenging task to a manager or leader. The ability of the manager lies in how skilfully managing the relationships under pressure. It will help them to resolve conflicts, initiate productive conversations with others and alleviate misunderstanding between people.

1.11.16 Inspirational Leadership

The ability of an individual to positively influence others and motivate them to achieve the goals of the organization called inspirational leadership. A person following inspirational leadership pattern have an emotional connection with their followers.

1.11.17 Impression Management

It is a conscious or unconscious effort taken by an individual to influence the perception of other person about a person or object or situation etc. by the way of controlling information in social interaction. It is the case of self-presentation i.e. people try to control the impressions formed by other on them.

1.11.18 Intellectual Stimulation

It refers to enable the followers to be innovative, creative and challenge their beliefs and values. It is concerned with facilitating the growth and development of as many potentials as required

in the today's working environment in an individual. It may include cognitive, interpersonal and other soft skills. Intellectual stimulation helps a leader and the followers to unleash the hidden potential within them. It only requires some extra effort, time and resources to create such an environment that boost intellectual stimulation.

1.11.19 Inspirational Agenda

Inspirational leaders have a set of core qualities that helps them to inspire the people and the organization around an inspirational agenda (Austin, 2009). It is the absolute need to create a culture that educate, motivate, innovate and support the people in the organization.

1.11.20 Vision

Vision is the ultimate aim or goal that one wants to achieve. Vision must be very clear and specific. It should be understandable by all the people in the organization. Clear vision motivates the employees in the organization by the way of creating a sense of purpose and direction. It helps to take effective decisions. Vision is considered to be the depiction of desired future. Vision alone does not bring success. It is in the hands of leaders that translate that vision into actionable steps, setting goals and strategies and foster an environment that enable the followers to meaningfully contribute to the vision.

1.11.21 Moulding Follower Expectations

A leader should be capable of moulding follower expectation. Effective followers are one of the key elements of successful leadership. This follower expectations can be met by the way of engaging and involving followers in the work as well as in the decision-making process. If the followers are motivated and they feel they are valued, they will work effectively for the organization.

1.11.22 Dedication and Commitment

Dedication and commitment are the energy or driving force that propels to move forward. It helps the people to set a standard of excellence, create a culture of accountability and focus on continuous improvement. A leader with dedication and commitment can set clear and challenging goals, break the problems into manageable parts and seek opportunity for growth.

1.11.23 Objectivity

Objectivity refers to eliminating personal considerations while taking a decision or dealing with some important matters. It does not mean giving less importance to the individuals in the organization, but by giving priority to the facts of the situation and decide on how the different alternatives impacts the individuals without a prejudice mind. Objective persons maintain a realistic perspective and always tries to keep personal biases to a minimum level.

1.11.24 Team Work

Team work is the collaborative effort of people to achieve certain goals or to complete a task in an effective and efficient manner. It requires joint effort of all the people in a team. Working in a team brings a source of inspiration and motivation to all the members. Team work enable the people to know each other, their skills, behaviour, attitude, potential etc. that helps to build a stronger and more developed team.

1.11.25 Employee Engagement

Involvement and participation of employees in the work and workplace called employee engagement. Employees must know the nature of the work, its importance, the responsibility to do the work etc. If the employees are very clear about the goals and the works to do, their involvement will be high. A manager should give consideration and awareness in the minds of employees that they are an important part of the organization and their works leads to success of the entire organization.

1.12 Limitations of the study

1. The geographical scope of the study is limited to three districts randomly selected from the state of Kerala.
2. Only the branch manager and the employees under certain conditions working in the banks are taken for the study.
3. There may be chances of response errors and personal biases from the part of respondents.
4. This study focused on the effectiveness of ESI in inspirational leadership, there may be factors other than ESI influences inspirational leadership, it is not considered for the present study

1.13 Chapterisation of the Thesis

This section presents the organization of chapters in this study starts from introduction including research methodology and ends in recommendations and scope for further research.

Chapter 1: Introduction and Research Methodology

The first chapter provides a general idea regarding the research work done. This chapter includes a general background of the study focusing on the relevance of emotional social intelligence in leadership in the modern business world, the significance, statement of the research problem and objectives of the study, the scope, limitations, chapter scheme and conceptual model used for the study. It also includes the research methodology followed by the researcher in this study.

Chapter 2: Review of Literature

This chapter presents a detailed review of the available literature pertaining to the study area. It contains an introduction, the reviews are grouped into three sections; managerial skills, emotional social intelligence and leadership and leader behaviour. It collects data from different journal articles, theses, magazines, web resources etc.

Chapter 3: Theoretical Framework

This chapter gives a detailed explanation on the concepts such as managerial skills, leadership skills, emotional social intelligence and inspirational leadership pattern.

Chapter 4: Data Analysis and Interpretation Part I

This chapter deals with the details regarding socio-demographic profile of branch managers and employees in the banks followed by details regarding the factor analysis (exploratory and confirmatory factor analysis), measurement model and its reliability and validity and the details regarding the normality of the data.

Chapter 4: Data Analysis and Interpretation Part II

This part of the chapter 4 deals with the analysis and interpretation of the objectives used for the study. It includes; assessment of managerial skills, leadership skills, emotional social intelligence and inspirational leadership pattern. It also analyses the effectiveness of emotional social intelligence in inspirational leadership in banks.

Chapter 5: Summary, Findings and Conclusions

It starts with an introduction, deals with the summary of the work done such as significance, statement of the problem, scope of the study, research methodology and summary of chapters. Next it covers the major findings with respect to each objective used in the study and ends with a conclusion.

Chapter 6: Suggestions, Implications and Scope for further Research

Based on the results of the analysis, possible suggestions are given to improve the emotional intelligence of branch managers in banks. Along with this it also includes implications and scope for further research.

Chapter 7: Recommendations

This chapter deals with the recommendations based on the findings of the study. It gives importance to improve the self-awareness of managers in the banks. Along with these, it also includes recommendations to improve other elements of ESI among the branch managers in banks.

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CHAPTER II
REVIEW OF LITERATURE

2.1 Introduction

Today emotional social intelligence has a major role in the business fields. Various emotions whether positive or negative affects one's behaviour as well as his/her performance in the organization. Now-a-day the world is changing, becoming more complex and connected. To deal with emotions is not an easy task for anyone especially for the leaders. Not only with the managerial and leadership skills, a leader cannot be successful but also, they must be able to navigate emotions and capable of developing relationships with others. Emotions of a person definitely affect one's behaviour as well as the activities in which he/she is engaging and also affect others too. When coming to an organization, it is the duty of the manager to understand the emotions and capture what kind of feeling or emotion is going in the minds of others and be ready to properly deal with those emotions. Therefore, the manager can build a positive environment and can bring the excellence in work by the way of engaging the employees into the work. If the manager is capable of bringing an emotional culture in the organization, he/she can have a supportive work environment. Emotional intelligence is considered as a valuable asset in managing relationships, resolving conflict and managing the stress. This chapter reviews studies conducted earlier in the areas of emotional social intelligence, variables such as leadership skills, managerial skills, inspirational leadership pattern and other leadership styles etc and its relationship with emotional social intelligence. This chapter also tries to cover maximum the variables used in this study. The final part of the chapter covers the research gap found in the field of study.

The studies reviewed in the respective areas are arranged in the order of;

1. Managerial Skills
2. Leadership and Leader Behaviour
3. Emotional Social Intelligence
4. Research Gap
5. Conclusion

2.2 Managerial Skill

The person who is responsible for running a business is called a manager. It is one of the essential elements of any kind of organization. There may be a lot of managerial activities to be done in an organization, this responsibility is vested in the hands of managers. In the organizational hierarchy, there are different positions with varying duties and responsibilities. The success of the organization is depended on how effectively the managerial activities are performed. The responsibilities of the manager are not only limited to managerial functions as mentioned earlier but also, they are also responsible for managing the human resources, finance and other operations. For the smooth functioning of the entity, managers are categorised into different category, known by different names and provided certain responsibility too. Manager is considered as a planner, organizer, coordinator, financier, controller etc.

Yau & Sculli (1990) gives clarification on the concept's skill and traits. For any person holding a managerial position needs certain skills and traits in order to become successful. We are born with traits and it is improved. Traits are got by birth and skills are learned later in life. They defined skill as a certain level of skill proficiency that can be attained through practice or training. Trait is some kind of invariant quality believing that managers are born rather than made. They argued that in management development traits as well as skill are very important. Educators must assure that there is a shift from what we understood as effective abilities, knowledge, or competencies required for managers in different field has been changed to personnel managerial characteristics due to changes in technology, advancement in business etc. Results shows that leadership was the most important skill for the new managers in retail industry. There must be an awareness on the skills required for managerial success and compare it with the skills possessed by the new managers, it will help to introduce individualised training programme (Woodard & Geissler, 1999). An efficient manager is one who is capable of managing both soft skills and hard skills. Because it is very crucial to gain managerial expertise in this fast-paced business world. Hard skills refer to the abilities and capabilities, that can be learned and taught to other people. It is acquired by the way of training, education and experience. In management, hard skills include; strategic planning, financial analysis, data analysis etc. Only with the hard skills, a person cannot succeed in the business field, there arises the need of soft skills. Because the manager has to face many challenges and to take complex decisions. Soft skills are related with humane, that is interpersonal. It helps a manager to effectively make relationships with others. It includes; communication, leadership abilities, emotional intelligence etc. As mentioned earlier hard skills alone cannot do anything. At the

same time possessing soft skills alone cannot do nothing. That means there should be harmonious balance between hard skills and soft skills. If a person is having both hard skills and soft skills can better able to handle the complex situations in the organizations, meet challenges very confidently, take complicated decisions without any bias. Analoui et al. (2000) found that there is no particular combination of skills required by a person for performing the role of manager and the skills required. Gentry et al. (2008) studied about the changes in managerial skills since 1980s. They argued that the relevance of certain skills is similar to a certain extent except changes in the working environment. That is making decisions, taking actions and communication. Some skills which are not significant earlier are now considered to be an important one such as relationship building and maintenance. They had the opinion that administrative ability is not considered as much important today, because majority of the organizations are of flatter type and the invention of technology also changed the organization context. Depending on the managerial functions performed by the managers, the requirement and the importance of skills also differ. That means when a manager takes more and more responsibility or moves to different levels of authority, they will shift their focus on new demands of the job.

In this modern business world, managers require different managerial skills in order to achieve organizational goals successfully. Basically, skills consist of technical skills; it is the ability, knowledge in using the techniques, equipment's etc while performing a task. The person must have proficiency and specialised knowledge in the particular field. The ability to work with people in the team or organization called human skills. It simply means understanding people in all sense. Conceptual skills mean the ability to visualise the working environment and its interrelationship with all other things. It also includes the ability to understand a problem and solve it properly. Diagnostic skills are critical to any manager. It is the ability to analyse something and to give possible outcomes. Nwachukwu, (1989) studied about the importance of skill requirement at different managerial level. It includes conceptual skills, technical skills, analytical skills, human relation skills, industry relation skills and management process skills. It was found that depending on the different managerial levels, the skill requirement also differs. At the senior and middle level management, management process skills are considered as most important skill. Human and technical skills are considered to be very essential at the lower level. Conceptual skill was found to be the most crucial skill for the upcoming years. Carmeli & Tishler, (2006) argued that managerial skills are a collection of certain integrated complementary skills possessed by a person or in the organization. They discussed about

“persuasiveness, administrative ability, fluency in speaking, knowledge about group tasks, diplomacy and tact, social skills, creativity, conceptual skills, and cleverness” (Carmeli & Tishler, 2006, p.10). They argued that human resource skills affect firm’s performance than intellectual abilities of managers. There must be a combination of managerial skills of strategic importance, then only the benefit can be gained. Even though there must be a necessity for strong leadership to persuade subordinates under changing conditions. Hoffman et al. (2014) studied about the different managerial skills across different culture by the way of differences in the use of those skills, employees’ attitude and managerial performance. This study uses a model of managerial effectiveness developed by (Shipper & Davy, 2002) consisting of six skills categorized into two; interactive skills (participation, facilitation, recognition) and initiating skills (planning, time emphasis and controlling details). Interactive skills are associated with the interrelationship between people for accomplishing the tasks. Initiating skills are focused on managerial behaviour towards guiding employees for achieving the tasks. Another construct called pressuring skills are also adopted in this model. The model is found suitable across different cultures, that explain the relationship between management skills and managerial effectiveness. It does not support that different skills are necessary for effective managers in different cultures. Interactive and initiative skills are positively related with the employees’ attitude but it is not related with the performance. Peterson & Van Fleet, (2004) pointed out that managerial skills are very essential for doing managerial activities and the technical skills are required for doing specialized tasks. Tonidandel et al. (2012) in their paper discussed about the four managerial skill dimensions, “technical skill, administrative skill, human skill & citizenship behaviour” (Scullen et al., 2003, p.53). They described technical skills as one’s ability in specific methods or techniques related with managerial functions, administrative skills are concerned with ability to plan, organize, delegate & coordinate, human skills deal with the ability to interact and work effectively with others & citizenship behaviour is described as the ability to being cooperative, loyal and persistent. They comment that human skills and administrative skills have a predominant role in determining the managerial effectiveness than technical skill and citizenship behaviour. Piskanin, (2016) also classified managerial skills required for an effective manager into technical, interpersonal, communication, conceptual, information seeking, persistence, risk taking, goal setting and efficiency and quality skills. Corresponding & Nazari, (2018) also argued that to bring efficiency and effectiveness in work, a manger requires technical, human, perceptual and political in addition to knowledge. Cameron & Whetten, (1983) identified some managerial skills of effective managers and then compared with the skills identified by other authors and prepared list based on certain

conditions, which includes “developing self-awareness, managing time and stress, solving problems creatively, establishing supportive communication, gaining power and influence, improving employees’ performance through a motivation-related reward system, delegation and decision-making, managing conflict and conducting effective group meeting” (Cameron & Whetten, 1983, p.22). In another study by Analoui, (1995) identified 3 managerial skills which is focused on tasks or jobs, people and self. They concluded that when we move to higher level in the organizational hierarchy, the relevance of self and people related aspects of managers job become very vital. People related skills are essential at any levels in the organization. Senior managers must be capable of “making effective communication, managing and motivating people, improving one’s work and enable the people to deal with problems and decision-making” (Analoui Farhad, 1990, p.66). Managers must develop self-development skills along with developing people-related skills to improve their effectiveness in the area.

There are many factors that determine a person to be a good manager. The qualities identified in a good manager in the hospitals includes; “interpersonal skills, communication skills, supervisory skills, leadership skills, and a positive personality and professionalism” Mistry et al.,2022, p.10). They found out some reasons associated with good managerial characteristics of good managers. Those persons who are moulded and trained by exceptional managers are seems to be a good manager. At the same time managers who work under managers who perform very poor are found to be different. Work experience and formal and continued education also plays a major role in becoming a good manager. Root causes identified by the author as good managerial characteristics associated with good managers includes; great managers, terrible managers, formal and continued education, job satisfaction, inherent personality, extensive experience and personal values and upbringing. There is a model called MIPS discussing about the skills such as “managing self, communicating, supporting, motivating and managing conflict” Beenen & Pichler, 2016, p.706). They give more importance to the self-management skills, because if a person capable of understanding and managing the emotions effectively is better able to develop relationship with others and develop other skills mentioned in the model.

In another article by McCartney & Campbell, (2006), they presented a model assuming that a person may be a manger or leader or both. This model doesn’t categorize individuals either as manager or leader but they possess leadership and management skills. It explains how the management and leadership skills possessed by an individual leads to his/her performance. The

outcome may be success or failure. It is argued that organization must be very cautious while selecting the persons for the leadership/managerial positions. Because depending the managerial or leadership position in an organization, the requirement of various managerial or leadership skills may differ. Therefore, an appropriate combination of both skills is very essential. They also identified that there are different combinations of these skills, it is in the hands of the person that which one is the most suitable combination appropriate to the position and the other factors considered. Velthouse & Kandogan, (2007) mainly focused on the skills required for doing various jobs and how the managers rank the skills based on the requirement of the job. Ethics and integrity were one of the skills used in this study. It is argued that managers at every level need to take active and vigilant role in ethical behavior. Ethical behavior is something that must be created at every level and it must be considered as top-priority goal. Worrall & Cooper, (2001) investigated about the management skill development, and also discussed about the current issues and setting future agenda. They found that managers views on the requirement of managerial skills at the next 5 years focused on hard skills “such as using IT, managing information, managing organization knowledge, financial management and strategic thinking” (p.37). The authors do not make any difference between different sectors and size of the firm in which they are working. (R. S. Dwivedi, 2001) conducted a study in 2001. it takes 106 highly successful managers from high performance Indian organizations. The three competencies taken for this study were interpersonal communication style, propensity to transformational/ transactional leadership and skill in the use of motivational techniques. The major findings of the study where highly successful managers showed their preference on consultative and participative style of leadership. they were reluctant to use autocratic and laissez faire leadership style. Most of the managers were equipped with transformational leadership and these managers held that people attached at most importance physiological followed by safety and esteem needs. This study suggested that consultative and participative style are highly relevant in Indian organization to survive in the competitive world. Gupta, (2018) discussed about the skills requirement for the leaders in this modern business world, based on the practice followed by Lord Krishna. The study was based on the teaching by Lord Krishna to Arjuna. It is argued that a good manager should really understood his/her potential, capable of look into the world, ready to accept, learn the opportunities, challenges, experiences etc. Lord Krishna practices situational theory and trait theory of leadership. It is suggested that modern management should practice or must experience the teaching by Lord Krishna to bring excellence in personal and professional life. Qualities such as self-confidence, self-awareness, emotional awareness, empathy personal fulfilment,

problem solving abilities of manager helps to come out from the strain and stresses in the workplace and to produce outcome (Sayeed & Shankar, 2009). To manage effectively in different levels like senior, middle, lower, a manager requires a combination of varied skills such as technical, interpersonal, diagnostic, conceptual and political skills (DuBrin, 2012).

Srivastava & Nair, (2010) studied about emotional intelligence and managerial effectiveness and the role of rational emotive behavior among managers from several industries in India consisting of manufacturing, IT, human resource consulting, banking etc. They found that the ability to behave rationally emotive way by the emotionally intelligent managers has a significant role in enhancing managerial effectiveness in an organization. Managerial effectiveness in IT industry can be developed, if the leader is able to overcome some challenges like; time management, decision-making, strategic thinking etc. (Ofori, 2018). The way of thinking by the managers are considered to be the most critical aspect of management. Because managing self, managing others, managing the relationships, managing the work environment, and managing the changes in the organizations are depend on the mindset of managers (Laud et al., 2016). Chauhan & Chauhan, (2007) comment that EI helps to enhance management skills by the way of flexible planning, balancing thoughts and feelings, motivation, decision-making, team effectiveness, creative thinking, social effectiveness. It enables the managers to take effective decisions leading to managerial effectiveness.

The skill requirement for any position may change depending on the work environment, nature of work, type of subordinates etc. Therefore, a person in a managerial or leadership position should have the necessary skills. That means, depending on the situations, a person has to work like a leader or sometimes as a manager. Ali, (2013) wrote a paper differentiating the concepts leadership and management functions in an organization based on previous literatures. The literatures support that leader are better than managers. It gives more importance on developing leaders rather than managers. He argued that to survive in the 21st century, to conquer the volatility surrounding we need leaders than managers. Because leaders are strategic, inspirational and motivational. A manager can be converted and developed into leaders through proper training and development but they are viewed as a bureaucrat just maintaining the position but leaders are inspirational capable of influencing others.

From the literature review it is identified that, different authors studied about different managerial skills. Based on the type of work environment and the work they are dealing with, the requirement of skills may differ. Possession of all these skills does not make a person to be

successful in the managerial position. There must be a combination of the required skills, not one particular skill is necessary to be successful in the concerned area. In this study, the researcher considers conceptual skills, interpersonal skills and technical skills of branch managers in banks in Kerala.

2.3 Leadership and Leader Behaviour

Today's business environment has been changed a lot. Digitalization drastically changed the entire business world. Old business strategies don't work now. Because it has been completely changed due to change in customer needs, interests and motivation. They are demanding something new or different. Therefore, leaders cannot survive only with the technical skills and intelligent quotient, they need to be flexible and be capable of doing things better which is suitable for the current business needs. People in the organization must feel that they are connected to the business and clearly know what their role in the organization. It can be facilitated through an effective leadership. Hence a leader is responsible for making effective communication, inspire members regardless of their experience, background and personality. A leader must be aware of personal strength and weaknesses and identify areas where improvement needed in order to influence others. Self-awareness helps a leader to modify the behaviour. Leaders require confidence. That confidence needs to be humble and not arrogant. Humble leaders are approachable, they share the credit of success with the team members. They must be courageous to speak up and able to come out of the comfort zone to achieve the organizational goals. They are ready to learn new things. That is, they are very curious about exploring new or unknown things and seek to ask questions. They give more importance to the team members. These kinds of leaders consider employees as the most important asset and show respect, give appreciation. Therefore, a leader with strong leadership qualities is essential for the success of today's organization. Hogan, (1994) defined leadership as the ability to persuade people and set a time to know the individual concern and attain goals for the well-being of both the people and the entire organization. A leader is responsible for creating resonance. That means it should give an opportunity to the subordinates to put their best. Therefore, to gain the attention of employees in the organization, the leader should have the ability to induce positive feelings with them. A leader is also responsible for creating a cooperative environment, to have confidence in subordinates, enthusiasm, passion and optimism (Badea & Pană, 2010). Effective leadership is characterized as they have a deep understanding of the business and focused on the long-term vision of the organization. Leadership simply means the act of guiding, inspiring others to achieve the goals of the enterprise. They are responsible for setting direction for the business. It involves setting goals and objectives of the enterprise and enable the team to work together. Scherr & Jensen, (2007) in their article discussed about the new model of leadership. It mainly focused on 4 elements such as vision, enrollment, break down and managing break downs. It also discussed about the different roles and processes that characterize leadership and management. It is found that

leadership without management will be a complete failure and leadership without management does not produce any breakthrough. Both should go hand in hand. A true leader is; should have the abilities in two domain; leadership and management. Scherr & Jensen argued that to be an effective leader, he/she should willingly commit to a vision, communicate that vision to others, create a suitable organizational culture or environment and should have the ability and courage to stand with the team. They also pointed out that many of the qualities and attributes of a leader comes from commitment. Sometimes, a leader has to work as a manager and sometimes a manager has to work as a leader. In order to inspire, motivate employees, a person has to be both manager and a leader. Depending on the situation, a person has to undertake a suitable role. Managers are the brain behind the business and leaders are who provide support and encouragement to the worker to put thier best. Managers are mostly task-oriented but leaders are more focused on people. “Managers must lead, and leaders must manage” (Allio, 2012, p.05) p.05). In order to develop leaders, an organization should look for potential leaders with compassion, creativity, clear sense of purpose and energy. Finally, Allio concluded that good leaders must possess competence and integrity. Leaders must try to develop required skills in followers. Today the power of followers is increasing because they learn from experience. They must understand the culture and context where they are working. Leaders can improve their potential for success by the way of motivating staff members, communicate with them the values and purpose of the organization, and try to reward extraordinary performances. Many executives are required to perform both as a leader and as a manager. That means the person require versatility in order to set clear goals and objectives and effectively communicate with others. Leaders must be capable of seeing the current as well as future trends, then they can survive in the competitive world. They should have a positive commitment, then only they still stand during times of extreme hardship.

A leader should possess certain skills including the ability to inspire others, communicate effectively, delegate etc to steer the members towards success. Cognitive skills are concerned with thinking, learning, reading, listening, remembering. It is very essential for the day-to-day activities. We can improve these skills by challenging ourself. That is, try new or different things, find different people to get new ideas and ways of thinking. But business skills are concerned with understanding customers and the organization. It is very essential for the professionals in the business to succeed in their respective roles. It may include both technical as well as soft skills. The ability of critical thinking, make decisions on the basis of current business trends are called strategic skills. It helps any person, whether a leader or manager or

entrepreneur to identify opportunities develop plans for the future and to achieve long-term success. Leadership skills requirement may vary according to the different organizational levels and can be explained by “strataplex” consist of “cognitive skills, interpersonal skills, business skills and strategic skills” (Mumford et al., 2007, p.155). They found that cognitive skills are the basic building blocks of leadership requirement. At higher level jobs, characterised by high-level of uncertainty and complexity require strong relationship between organizational level and leadership requirement demanding higher-level skills. Finally, they concluded that the importance of strategic and business skills is very high or considered to be very critical than interpersonal and cognitive skills at the high-level in the organizational hierarchy. Ferch & Mitchell, (2001) believed that effective leadership is built on relationship, the quality of relationship. There must be an understanding that effective leadership is bounded with deeper understanding of relationship with those involved in the leadership. Leadership is considered to be “a relational phenomenon that occurs between people, and a fundamental goal of leadership is to be as effective as possible” (Ferch & Mitchell, 2001, p.81). There are several factors such as work pressure, complex organization structure, new generation workers affect the changing requirement of leadership. Not all leaders are successful. Many leaders are struggling to empower and to connect with the team. Majority of the organization is characterized as hierarchical or having command and control model of management. Therefore, managers must know the new strategies to manage the changing workforce. Wood & Vilkinas, (2007) studied about the characteristics associated with CEO success. They believed that CEO’ success depend not only on the general business context but also on his/her skill and attitude. Characteristics such as humanistic approach, achievement orientation and have a positive outlook are considered as most important for CEO’s success by CEO and their staff members. Characteristics such as a sense of integrity, inclusiveness, learning and self-awareness and a balanced approach by the CEO are not critical as much of the previously mentioned characteristics required for the CEO’s success. Today’s dynamic businesses with highly educated workforce and changing business technologies require CEOs with different qualities. Wood & Vilkinas, (2005) in another study found that an CEO’s success is determined by the characteristics such as achievement orientation, humanistic approach and positivism in the individual. There is no gender and sector differences were found on marking the characteristics associated with CEO’s success except humanistic approach by the female CEOs.

Effective leaders have high need for power (utilized for the benefits of employees and organization and not just for personal satisfaction), high need for achievement, involve the

subordinates in works and give emphasis on both tasks and interpersonal concerns (Sashkin, 1987). A successful leader is characterised by a combination of individual personality factors and behavioural skills with a special consideration on situational factors. He argued that self-understanding capacity of a leader enable him/her to be effective in managerial role. Leaders must be able to handle the critical situational factors. Leaders must possess adequate skills especially the task and relationship-centred behaviours. He also suggests that a new type of training is required for teaching and developing leaders, includes “awareness training, situational diagnosis training, and behavioural skill training” (p.27). Now-a day, the companies realize that leadership factors are required for organizational effectiveness. Because the people especially the leaders, managers and contributors at all levels translate their goals into action. These people must know the organizations vision, influence people to achieve the same. This is regarded as the essence of leadership. Traits such as “drive, the desire to lead, honesty/integrity, self-confidence, cognitive ability and knowledge of the business” (Kirkpatrick & Locke, 1991, p.49) distinguish a leader from a non-leader. Besides these traits they described effective leaders as, they distribute power or authority to the followers thereby increasing their capacity and talent and not taken it as a competing weapon or to gain over someone. Emotionally matured individuals use socialised power rather than personalised power, that will lead to work for the benefit of followers. Today’s changing competitive environment not only require smart managers at the top level but also require experienced, skilled and knowledgeable people in the organization. “Using strategic vision to motivate and inspire, empowering employees at all levels, accumulating and sharing internal knowledge, gathering and integrating external information and challenging the status quo and enabling creativity” (Kirkpatrick & Locke, 1991, p.19) are the priorities, which must be focused by the leaders to survive in the 21st century. Shuck & Herd, (2012) had the opinion that today’s dynamic workforce requires new perspective of leadership and an understanding on leadership development. This new perspective of leadership is characterized by motivating employees in the organization emotionally, cognitively and behaviourally towards the organizational goals and meet the challenges. Shuck & Herd suggested that leadership should be accessible by anyone, that means anyone can approach leaders without any barrier. And this leadership is not confined to some selected people or in other words it is not the special characteristics or trait associated with some selected people. Those who are able to transform their followers in a positive way can become leaders. They argued that there is no specific perspective of leadership applicable in all context, because it has drawbacks and limitations. They concluded that “leadership starts with the self” (p.173). Anyone can become a leader; it only requires change

in perspective and not depend on the level of hierarchy in the organization. A person should need a mindset to see all things and accept the required one and eliminate those which is not required. It will transform the way you perceive things and actions. Kirkpatrick & Locke had also argued earlier that trait is only a precondition for leadership. Role modelling, formulation of vision and goal setting are the basic requirement for becoming a successful leader. Successful managers use leadership skills to cooperate with workers, facilitate work, solve problems and coach the subordinates (Woodard & Geissler, 1999).

In order to succeed in a competitive environment, an organization must use the talents of all employees effectively in the organization. For that the top management has to create as many opportunities to exploit the potential of employees in the organization. A leader has to guide the followers and develop them to succeed in their roles. In this regard leader act as a coach. While working in a group, a leader is responsible for making things easier and capable of attaining it by the followers. A leader should always think strategically. He/she must give directions and approaches to the team to achieve the desired goals. The organization is changing fast. A leader should be able to guide and become the champion of that changes. He/she must update all the information which is necessary for taking decisions and must be very confident and not to be afraid of taking decision. Listening is the foremost character of a best leader. He/she talks very less, they ask many, listens carefully and observe very thoroughly. Depending on the changes in the environment, an organization must be capable of becoming more flexible, responsive, willing to adapt changes, and able to compete in a new way (Dess & Picken, 2000). A leader should have the ability to understand the internal and external challenges effectively. Authentic assessment of oneself is not an easy task for anyone. It needs constant and continuous evaluation of oneself, that is the evaluation of one's strengths and weaknesses and make genuine judgement. Leadership can be viewed as motivating others to do something on the basis of some purpose. A person can exercise both managerial and leadership function at varying degrees and varying times under different context. The main factor that differentiates leadership function from managerial function is the visionary aspect involved in leadership. What kind of leadership should be adopted in an organization is depend on the organization or social context of work. A leader has to interact with many people and he or she has the responsibility over others, for that he or she must have a personal concern for morality. The author argued that today's working environment is characterised by cooperative and transparent framework of mutual interaction, so the leadership style adopted by the person must be like authentic nature giving importance to the ethical aspects of leadership that is respecting others,

consider others as rational beings, they are also has emotions feelings etc. (Palmer, 2009). When a person is in a leadership role, it's their responsibility to show a model moral behaviour to others and set an example of themselves to others, act in an ethical manner and build good relationships in the workplace. Leadership featured by ethics can help to boost the morale of the employees. It can create positivity and collaboration in the workplace in that way it makes employees happier in the organization. These leaders respect everyone in the organization equally. It creates an awareness in the minds of employees that they are fairly treated and have trust on them. All leaders and managers face stresses in their personal as well as work life. If a person is holding ethical standards, they can handle stress in a positive and productive manner. They can solve problems in a fair manner. Because, they consider each person and opinion of each in an impartial manner. Avolio & Gardner, (2005) argued that authentic leadership can be incorporated with any form of positive leadership. Such type of leaders knows their strength and weaknesses. They believe that their strength comes from the strong belief in themselves such as confidence, hope and optimism. Such type of leaders can make a change in the organization by the way of transparent decision-making, mutual trust, confidence, hope, optimism, building relationship with others and developing a positive ethical climate. These leaders are trying to improve themselves. Because they know that to make improvement of self is the key to success in an organization. Inward looking nature of these leaders enable them to get idea about the emotions and beliefs and to make self-assessment. It helps to identify what kind of leadership is suitable to them and to the organization and the skills and abilities required for the same. Authentic leaders are characterized by acknowledging their limitations and shortcomings and exemplify high moral standards, integrity and honesty. To be an authentic leader there must be a blend of these moral standards, integrity, honesty internally to the leader and externally to the leader-follower relationship and must be true to oneself because it related to the collective good of others (Bishop, 2013). Today leadership without relationships can't be imagined. In the leadership domain emotions and emotional intelligence are of worthy consideration (George, 2000).

Gender is another factor of consideration in leadership. Both men and women try to gather right traits, skills and abilities to succeed in the leadership position. Both are having the ability to implement change and influence others. One of the differences found is that the way they influence others or the way to achieve goals. But there is a myth that men are more capable as leaders than women. Chuang & Eversole, (2022) emphasised that, now the industry is changing, so this change in industry requires change in workforce and change in leadership.

Equal to men, women are also capable of taking the role of leadership. But there are some factors such as lack of self-confidence and assertiveness that hinder them to come forward. It is the duty of the organization to bring changes in the organization structure, removing the inequalities in the workplace. Women must be given adequate care and attention to boost their strength in the area of interpersonal skills, empathy and self-confidence. The masculine nature of leadership behaviour includes; “self-reliant, independent, and assertive, has leadership abilities, is willing to take risks, makes decisions easily, is dominant, is willing to take a stand, acts like a leader, and is athletic, ambitious, and self-sufficient” (Kolb, 1999, p.307). Traits and behaviours such as “affectionate, compassionate, and cheerful, does not use harsh language, is loyal, sensitive to the needs of others, sympathetic, gentle, and understanding, loves children, and is tender and warm” (Kolb, 1999, p.307) considered as feminine nature. The author concluded that gender role of a leader affects the comfort level in doing a task. But the attitude towards leadership and leadership experience are more important than masculinity. Kolb also comments that leader behaviour of a person is influenced by nature of work, organization culture and nature of employees. Memon, (2014), found gender differences in leadership style followed by the people. Women leaders show a relational orientation while interacting with others but men show unemotional orientation. Men’s leadership use more power or authority to influence others. But (Kirkpatrick & Locke, 1991) found that there is no relevance for whether the leaders are made or born, men or women with high intelligence. It only needs right stuff and it may not be present in all people. The society should change their perception towards women that they are not capable of becoming leaders. They should understand that there is no gender disparity in determining the leadership capability. Women are proved that they are capable of becoming a successful leader. Organizational culture determines the role, behaviour and actions to be taken by each person which is appropriate for the organization in order to create a positive environment. There is no one best organization structure which is fit for every type of organization. Leaders must opt a structure which is suitable for the organizational goals and objectives. The author recommends to have a flatter and decentralized organization structure to boost supervisors EQ and adopt suitable leadership in the organization (Polychroniou, 2009).

There are many factors affecting the behaviour of leaders. Leaders use humour to make the work more enjoyable and make the employees happier. It helps to build deep relationship with others, increase employees job satisfaction, it reduces status differences, engage all the people without any difference. Tan et al., (2021) discussed about the role of leader humour. Leader

humour is associated with intentional and social communication enacted by the leader. They found that leader humour helps to enact high quality relationship between leader and follower. It shows confidence in the minds of leaders. Those leaders who make fun or humour will always remain in the minds of employees. It can help the leaders to manage stress effectively without making any harm to other. Zapata & Hayes-Jones, (2019) investigated about the humility character in leaders and its consequences. They argued that it can lead to both benefits and costs to the leaders. Humility in a leader enable him/her to accurately view ourself and appreciate other's contributions. It helps to make productive relationship with the followers. But when admitting the mistakes and acknowledging the limitations shows leaders inability. By involving others into the work in such a manner like taking advices and assistance from others, depending others for doing something leads to reducing the level of autonomy. When appreciating the works of others, do not focusing on the effort put on by the leader, leads to deemphasising the contributions of leader thereby it signals lack of independence. Another factor called empathy is considered as the most essential aspect in the 21st century. In leadership we cannot be ignored (Holt & Marques, 2012). Badea & Pană, (2010) also had an opinion that the capacity to be empathetic is a prerequisite for the leader to make relationship with subordinates and for effective communication. People who are self-aware can better understand others and can cultivate an atmosphere of trust and cooperation. They conclude that leaders with the ability of having empathy can create stronger interpersonal relationship with others better self-motivated, can motivate the subordinates, ability to adapt the changes, perform better the role of leader, create emotional connection in the organization, create trust and a climate of cooperation. Humphrey, (2002) reported that empathy is very important for the leadership. Leaders has to manage the emotions especially related with optimism and frustration. There are some spiritual values associated with leadership effectiveness. Reave, (2005), identified integrity as the most spiritual value associated with leader success. It requires honest communication with the self and with others, then only they can build trust among the subordinates. Effective leaders give respect for other's values, fair and equitable treatment of subordinates, show care and concern for others, appreciate the contributions, listen responsively. By these spiritual values, the peers, subordinates can judge their leader's effectiveness and thereby enhance the level of performance. Eliot, (2020) found that leaders with high level of resilience are able to respond in a positive manner under crisis situation and can also able to increase resilience among the people around them. Allison, (2011) also had an opinion that resilient leader uses their words very carefully to create a positive emotional climate in which the individuals feel to create a better future. These people engage in personnel

renewal, stay very optimistic. To lead a team, a leader has to differentiate between different personalities of people engaged in the group, take care of the people by the way of motivating them, help them to be successful and make them accountable towards the work (Llopis, 2012).

If the leader is capable of influencing others and support the team members successfully, that kind of leadership can be regarded as an effective one. There is no single element that influence effective leadership. There are several characteristics associated with it. The leader is required to incorporate all these features and align it according to the organizational goals. If the leader is not effective that will adversely affect the growth and development of the organization. Like, it may lead to less productivity, less profitability, labour turnover etc. Therefore, to become an effective leader is not an easy task for anyone. It is an iterative process, require continuous assessment of strength and an evaluation of oneself both positive and negative aspects. Kanwal et al, (2017), argued that leaders who are emotionally and socially intelligent exhibit effective leadership in organizations, because they are practicing transformational leadership style. They recommend that the companies to recruit and select managers who are emotionally and culturally intelligent because those persons exhibit a strong potential for becoming a transformational leader. Emotional intelligence contributes effective leadership that is inspiring leadership by the way of development of goals and objectives of the organization, aware others about the importance of the work, generating and maintaining enthusiasm, confidence, optimism, cooperation and trust, encouraging flexibility in decision making by including participation from the employees and establish and maintain an identity to the organization (Pasha, 2016). A study conducted by (Ofori, 2018) discussed about the importance of EI in software development to point out the leadership challenges. In the IT industry, leadership faces so many challenges like developing managerial effectiveness, inspiring others, to lead a team, develop employees, managing the internal stakeholders etc. It is the duty of the leader to handle a team, motivate the team members, through emotional intelligence a leader can do the same. Spreitzer et al, (1999) found that leadership involving psychological empowerment followed by supervisors are rated by their subordinates as innovative and inspirational leaders. Today's leadership is characterised as mostly influencing nature. It focuses on building relationships with others. This leadership gives an opportunity to the followers to achieve their ambition. It creates passion about work in the mind of members and help them to achieve it. They not only focus on achieving organizational goals but also achieving the personal goals too. Garg & Krishnan, (2003) argued that effective leader is one who is capable of becoming leader of leader. A true leadership is characterised by value-based and ethical in character. That means

be honest and ethical, develop a vision, be trustful, respect others, ability of clear thinking i.e. consider own ideas, allow participation by the followers.

Hartog, (2001) studied about leadership as a source of inspiration. He identified charisma & self-confidence as the components of inspirational leadership. Such leaders are characterized by ingrain pride, increase optimism among others, gain respect and trust. Individualised consideration ability among the leaders helps to get the full potential from the subordinates, because each one is treated as unique and valuable one. Inspirational leaders are regarded as transformational or charismatic. They are capable of building confidence and expressing confidence among subordinates. They focused on creating and changing their desired environment. It is also found that inspirational leadership and organizational commitment are positively related. But it may be a double-edged sword because if the manager goes against the management, it will not happen. In an uncertain environment, inspirational leader behaviour may not be expected be successful. Belias & Koustelios, (2014) studied about leadership style in the banking sector. They found that transformational leadership style is positively related with employee performance, job satisfaction and job commitment. Mainly the job satisfaction of employees in the bank is depend on the relationship with colleagues and supervisors and their perception towards the organizational culture. The factor organizational politics can be considered as a mediator between leadership and performance. Rowold & Schlotz, (2009) studied about the transformational and transactional leadership style and the employees' level of stress in governmental organizations. They found that managers must avoid transactional leadership style in governmental organizations. Managers can adopt transformational style of leadership; they expect high-level performance from the employees, but care should be given on whether there is any demand on increased performance and causes higher stress among employees. They concluded that in terms of productivity and stress level, transformational style of leadership is seeming to be more beneficial. Aishat et al, (2015) also had a similar opinion that transformational leadership style is the most suitable leadership style that can be followed in banking sector because it helps to boost, the performance employees in the organization. Hinduan et al., (2009), also recommended transformational leadership is the most suitable style applicable in banking sector because it positively related to job satisfaction. Mathew, (2018) in her thesis found that EI, transformational leadership and leadership empowerment are positively related in different service sector. The performance of managers is affected by the leadership style chosen by them. That means if the manager is an autocratic one, the performance tends to decrease and if the manager follows democratic style, the performance

tends to increase. The managerial performance is affected by the emotional maturity, self-confidence and leadership skills of the manager. But it is proved that among the three parameters leadership skills contribute more to the managerial performance than emotional maturity and self-confidence (Kathuria, 2014). Abbass, (2012), reported that basic task of any manager at any level or at any organization is to create and maintain an environment to accomplish the business goals. Abbas lists out some qualities required for a good leader. They are; a guiding vision, passion, curiosity & daring, enthusiasms, integrity, toughness, fairness, warmth, humility and confidence. Various managerial skills can be used as an effective tool for leadership in democracy. Pihie et al., (2011) studied about the leadership styles in department head in research university. They found that transformational style of leadership was the most suitable style of leadership to be followed in research university department heads. In any field, the leadership effectiveness is determined by the style of leadership selected by the leader. Khan et al., (2016) argued that a leader should possess adequate skills especially vision and innovative thinking to make successful organizational changes. Innovative approach brings an innovative culture in the organization. So, the organizations can adopt either transformational or democratic or visionary style of leadership. Russ-Eft & Brennan, (2001) found that vision is the most important characteristics of any kind of leadership. Effective leaders try to establish vision for the organization, they set standards for performance and create a focus for the organization's efforts. Russ-Eft & Brennan comment that leaders in the managerial position must have a flexible, consensus-oriented leadership style, be able to spend time to communicate with the co-workers that helps to work out a good relationship with them. But (Sougui et al., 2017) comment that there is no particular leadership style to be followed. They conducted study in the field of telecommunication sector based on leadership and employee motivation in Malaysia. Leaders has to change their behaviour according to the existing conditions. Because all leadership styles have both positive and negative influence on various aspects such as motivation, satisfaction and performance in the organization. Leaders show humility, respect, commitment and loyalty with the employees in the organization leads to improved performance. Leaders who care about the wellbeing of others, can encourage the employees to increase their productivity, commitment, synergy and improved quality (Caldwell & Dixon, 2010). Vigoda-Gadot & Meisler, (2010) found that a working environment with less influence of politics can influence the performance of public sector employees formally and informally. To have better employee satisfaction and organizational performance, there must be a secure bond between the leader and the followers. That is dependent on the leadership style chosen by the managers (Molero et al., 2013). Aldoory & Toth, (2004) pointed out that leaders can change

their style whenever necessary to bring effectiveness. Transformational leadership style require high-level of emotional management skill (Humphrey, 2002). For public relations educators and professional associations, they need transformational style of leadership because it enables the leader to make a good rapport and personnel connection with the employees, enable them to understand the emotions of others (Jin, 2010) Ugoani, (2015) discussed about the motivational leadership based on a model called KICS (Knowledge, Intelligence, Collaboration & Synergy). This is based on the four-cluster model of EI. Ugoani argued these are the components of motivational leadership. Knowledge is one of the unavoidable elements of effective leadership. It helps to gain knowledge of self and that of others, team and the work environment. It helps to collaborate the members into the work and decision-making. Different situations demand different leadership behaviour that require adequate knowledge that makes a person a best leader in the organization. Motivational leaders are capable of inspiring others, capable of developing common identity for the team, avoid autocratic behaviour, be value-based and committed to the goals of the organization. Intelligence is about general intelligence along with emotional intelligence. Then a leader can collaborate or make relationship with others. Collaboration helps to connect with others to make things happen. Emotional intelligence is considered as an index of knowledge, intelligence and collaboration that makes leadership as success. Lone & Lone, (2018) studied about the predictive capacity of EI in leadership effectiveness in non-western context. They took samples from the banking sectors in Jammu and Kashmir. It is believed that emotional intelligence in an organization is meant to understand the emotions and feelings of people in it. They argued that by using western topologies may not give consistent result on the relationship between EI and leadership effectiveness. They argued that a model is required to exhibit the relation between EI and leadership effectiveness in non-western context. Hence their study was based on the model developed by Singh & Chadha that seems to be appropriate for the Indian values and culture. The model consists of three dimensions; “emotional competency, emotional maturity and emotional sensitivity” (Lone & Lone, 2018, p.04). They argued that a person with high amount of EI can remove obstacles, resolve conflict and are able to face any issues that hinder the managerial objectives. Therefore, they argued that a manager can increase work efficiency and inspire followers if they are having critical emotional intelligence. Finally, they found that emotional intelligence is considered to be the basic requirement for leadership effectiveness in Indian banking branch system.

This section dealt with the previous studies conducted in the area of leadership, different leadership skills and leader behaviour. It discussed different leadership styles adopted in different industry or sector. Most of the studies are related with transformational, transactional, authentic etc. There is very limited number of studies using the variable inspirational leadership. There is not much studies conducted earlier in this respective area in India as well as outside India. No studies were found conducted in Kerala regarding inspirational leadership. Therefore, this study may give an insight on the concept inspirational leadership pattern followed in the banking sector.

2.4 Emotional Social Intelligence

In many jobs, humans are replaced by automation, AI and robots. Majority of the human activities are done by the machines itself. So, it is very important to highlight the human abilities and competencies that separate us from the machines. There arises the need of EI. Emotionally intelligent individuals are always striving to learn things and develop themselves as something special, that differentiate from others. It helps to differentiate between different kind of emotions and use it properly. In an organization, we are dealing with many people coming from different socio-cultural background. Their behaviour will be different than what we expected from them. To have a supportive environment, the leader or the manager has to deal with the emotions or feelings of others and try to understand it properly. Because all people are not same. If a person is having high-level of emotional intelligence, he/she can better able to deal with the people, adjust to the work environment, handle challenging situations.

The work environment is changing day-by-day. To have a good work environment is the responsibility of everyone. It is influenced by the behaviour and attitude of employees, policies of the organizations, power of human potential, value of human resource etc. Amit et al, 2015) found that rapid environmental changes cause transformations and influence the organization especially leadership. This transformation demands emotional intelligence. Emotionally intelligent people know their abilities, strengths and weaknesses. They can manage themselves in adverse situations appropriately. They give more priority for keeping relationship with others and try to empathize others and their situations. People who are managing things emotionally are better able to know oneself and others. Those with emotional capacity can achieve success in their life. Empathic ability has an important role in leadership, because it helps in making relationship with the subordinates and for effective communication (Badea & Pană, 2010). Emotions are intense feelings in an individual. Each and all emotions inspire actions in an individual that may affect other positively or negatively. EI plays a vital role in communicating emotions and feelings effectively and has an influence on individual's behaviour, performance and the ability to meet contingencies. People with high emotional intelligence can modify their behaviour in order to gain desired outcomes. These people can identify what others feeling, what it means and how it will affect their behaviour and towards others. It is not an easy task to manage the emotions of others. But if a person is able to understand the reason behind the particular emotion or behaviour, he/she can manage the emotions. Emotional intelligence helps to have positive relationships with others. People with EI can understand and easily respond to emotional needs of others. It helps to strengthen the relationship with them. They can build

trust, create a peaceful environment and able to develop a successful personal life. These people view challenges as opportunities that enable them to be motivated and persistent in all situations. Salovey & Grewal, (2005) in their study also revealed that emotional intelligence predict success in personal and work relationships. Their study was based on the four-branch model of emotional intelligence developed by (Mayer & Salovey, 1997) that characterizes emotional intelligence as the ability of perceiving, using, understanding and managing emotions. Emotionally intelligent people can better handle the complexities of the workplace. These people are considered as leaders or role models. This ability enables them to be successful in their career and create more productive environment. EI is regarded as an essential quality to those who are aiming at leadership position within the organization. In an organizational hierarchy, when we move to the higher-level, high-level of emotional intelligence is required than at lower-level. For career development, nurturing of EI is essential, that will enable the people to become the masters of their emotions i.e. to know, understand, manage and control the emotions of oneself and those of others to gain success in the workplace (Arora, 2017). In an organization, a person is selected for a job on the basis of intelligent quotient but at the same time emotional quotient is required in order to survive in that job. EI helps a person to gain success in professional life, because it enables the individual to have those skills which is needed to lead, to work in a team and reduce the complexities in work. People working in the IT industry have certain emotional intelligence characteristics such as “the ability to know, understand, respond to emotions, be aware of how one’s words affect others and overcome stress” (Ofori, 2018, p.02). To inspire members in the team, to bring managerial effectiveness, develop employees, managing internal stakeholders are the most challenges faced by the leaders in software industry, but it can be resolved with the help of emotional intelligence. Social awareness and relationship management has an important role in dealing with employees and response to changing situations. Ofori identified emotional awareness, the ability to harness emotions and the ability to manage emotions are the important skills constituting emotional intelligence. Asadullah, (2013) find out that components of EI such as self-regulation, self-awareness, motivation, empathy and social skills enables leadership success. That means there exist a strong relationship between EI and leadership success. By the development of goals and objectives, aware others about the importance of work and maintaining enthusiasm, confidence, optimism, cooperation, and trust, encourage flexibility in decision-making and give a clear identity to the organization leads to leadership effectiveness through emotional intelligence (Pasha, 2016).

To have positive emotions doesn't mean to be always happy and joyful. There are many other emotions such as hope, pride, interest, compassion, gratitude etc associated with being successful in life. George, (2000) argued that leaders with high level of EI have the capacity to resolve problems within the organizations with the help of positive emotions. In this corporate world, emotional intelligence became a key ingredient especially for the corporate leaders. Being emotionally self-aware helps to have an accurate sense over the strengths and weaknesses that brings self-confidence. It gives clarity on the values and objectives that make a leader an authentic one. Self-awareness means a deeper understanding of one's thoughts, drives, motives, emotions, strengths and weaknesses. People with self-awareness are neither too hopeful nor so critical. They will be honest to themselves and to others. When a person is having the ability of self-awareness, there will be realistic self-assessment and he/she will be self-assured. All these things depend on the ability to monitor one's emotions and correctly name and recognize that emotion and respond to it properly. Bratton et al, (2011) reported that a leader with self-awareness can change their behaviour to adjust with the subordinate's perception towards the goal. People with high EI help them to communicate those emotional experiences and thereby lead to effective regulation of affect within themselves and others (Mayer & Salovey, 1993). Wheeler, (2016) in his article interprets self-awareness as correctly interpreting the co-workers and surroundings by avoiding misunderstanding based on misperceptions. Emotional honesty and empathy help to motivate themselves in the workplace and help to understand the energy put forward by them to gain something and to know what costs to them and to others. It enables a person to become a good team player. Wheeler also asserts that too much empathy shown by the supervisor leads to a chance for others to manipulate them. These competencies can be developed by the way of proper training and coaching. Antonakis et al, (2009) also commented that leaders are required to be aware and put an attempt to understand and manage the emotions of self and of the employees. Behbahani, (2011) argued that managers with high-level of self-awareness along with emotional intelligence, can gain respect from subordinates. Empathetic behaviour of managers helps them to manage interpersonal relationships and thereby helps to motivate employees. Emotional intelligence "acts as a source of motivation, information, feedback, innovation and effectiveness" (Behbahani, 2011, p.389). Emotional intelligence is found to be very effective in areas such as decision making, leadership, strategic and operational processes, communications, team work and healthy work relations. High-level of emotional intelligence among managers and employees helps them to avoid negative feelings and focus on positive feelings especially self-

confidence and conformity. Finally, the author pointed out that EI is an important criterion for developing capabilities in employees.

While taking vital decisions in the organization, the leader has to consider how their emotions or feelings affect the productivity, judgement, attitude and so more. It does not mean taking decision on the basis of emotions, it means allowing those emotions to work with rationality by the way of not affecting judgement. A best leader is self-aware not only with the emotions but also aware of strengths, weaknesses and limitations. Now-a-day the leaders are focused on building relationship with the followers rather than focusing on task. They invest more time and energy for earning trust and respect from employees, encourage employees for their career development and create a positive team culture. Chauhan & Chauhan, (2007) found that today's leadership is highly motivated by the relationship they built with the employees in the organizations and it is more influenced by emotional intelligence. That means people prefer a people focused style of leadership. "EI can enhance success but it is not a guarantee in the absence of any skill" (Chauhan & Chauhan, 2007, p.226). That means alone with EI can do nothing, but with the help of other required skills, it brings success. They concluded that in the organizational hierarchy, high level managers have high level of emotional intelligence and role efficacy compared with managers at lower level of management. In a pressured workplace, a person with EI can handle stress carefully, manage the relationship with colleagues and remain calm. Shipper et al, (2003) had the opinion that managers with high EI (associated with high-level of managerial self-awareness) are expected to be high performers. It is associated with effective use of interactive skills such as "communication goals, planning and problem solving, soliciting suggestions, coaching, training, supporting, providing feedback, delegating and expressing appreciation or complimenting good work." (Shipper et al., 2003, p.174). Luca &Tarricone, (2011) in their study discussed about whether emotional intelligence affect team work? They argued that by the way of encouraging a progressive and positive working environment, developing a combination of technical knowledge and well-developed emotional intelligence by the team members will inspire and motivate the people and can develop a successful team. It gives more emphasis on self-awareness, empathy, social awareness domain of EI. They also found out that "lack of EI makes the team more dysfunctional" (negative interdependence, poor communication, lack of consideration, empathy and understanding) (pp.373-375). people with low-level of EI may face difficulty in maintaining relationship with others, regulating the emotions and fail to take appropriate behaviour. People will be unnecessarily feeling and controlled by a range of negative emotions, their perceptions will

also be negative i.e. feel under-appreciated and powerless. This result into, the person is frustrated all the time, give no attention to the feelings of others, act without thinking, give up the goals, face difficulty in communication. Therefore, it is very difficult to make relationship or to deal with persons with low EI. But this can overcome by the way of focusing on the positive aspects of one's personality. By listening and engaging the people with low EI can also improve the situation. Melita Prati et al, (2003) pointed out that if a team is characterized by "cohesive, communicative, innovative and supportive for its members" (p.34) it can be called as an effective team. They argued that emotionally intelligent team leader can effectively motivate for collective action, provide supportive relationship with team members, influence and encourage the team members for their pride and identity. Development of emotionally competent leaders is not enough to have an effective team, there must be an emotionally competent norms in the team (Koman & Wolff, 2008). Depending on the groups, norms may vary. It is developed consciously or not. Not only with trust among members in the team, group efficacy and sense of identity among members a team may not be effective but also there must be emotionally intelligent norms. Group norms are characterised by acceptable behavioural patterns that influence the interaction between the members. This helps people how to act and behave in a group. In that way it helps cooperation and enable the workers to work together and build relationship among them. Wong & Law, (2002) argued that while interacting with other people, a leader should be emotionally intelligent. Ashkanasy & Daus, (2002) argued that leaders must have emotional self-understanding along with understanding the emotions of others. It helps the leaders to face emotionally challenging situations and provide individualised support to the employees. "Emotional intelligence seems to be an important catalyst of leadership" (p.81). An emotionally healthy and supportive organization culture and climate facilitate emotional intelligent capacities in leaders. There are some preventive and restorative techniques identified by Ashkanasy & Daus to transform an emotionally unhealthy organization to an emotionally healthy organization such as the organization is required to assess the emotional impact of jobs, by friendly and positive emotional climate, train the employees on emotional intelligence skills and select employees in the teams based on emotional attitude. There must be true, honest, open and consistent exchange of emotional feelings between the managers and employees, then only there exist an emotionally healthy organizational climate. Goleman & Boyatzis, (2017) discussed about the 4 elements of EI; self-awareness, self-management, social awareness and relationship management. In order to bring excellence in the work and leadership role, there must be a balance between the EI competencies. Learned and learnable competencies under EI domain enable a leader to bring

excellent performance because all leaders may not be expert in all competencies. A successful team can be built by the way of emotional bonding between the people in the team. Self-awareness can be interpreted either as public self-awareness and private self-awareness. That means; awareness on how we can be presented to others. It requires the understanding on social norms and behave accordingly. But the dark side of this aspect is that, people always be worried about what others think about them. Private self-awareness is concerned with looking into one's internal state. This kind of people will consider their emotions and feelings very seriously. Being self-aware helps to understand things from different perspectives. "Appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions" (George, 2000, p.1033) affects effective leadership. Building emotional connection with the employees in the workplace helps to motivate them easily. That is people feel that work is important and worthwhile to each of them and their emotions are recognized and valued that will create energy through the entire team. In that way that motivate them and do the best because others will appreciate for the good thing. These kinds of employees will be more comfortable in the work environment. Emotional connection between the employees is created only when they feel they are very much attached to the organization. In that way employees become very happy, productive and retain in the organization. This emotional bonding is built on the basis of shared feelings between the people. This enables high-quality relationship, mutual trust, respect, interaction and interest between them. Emotional bonding helps to build a successful team. Because it helps to develop positive and effective interpersonal as well as professional relationships among the people in a team (Luca & Tarricone, 2011). Building emotional connection between the employees is considered as a new way of engaging employees in the present business scenario. Therefore, it's the duty of the manager to provide empathy and emotional support to the employees in order to create a supportive environment for the growth of employees. Arghode, (2013) recommended that instructors must be trained to develop bonding with the students and to make emotional connections with them. Sayeed & Shanker, (2009), once said that an organization's culture is bounded with emotionally intelligent, i.e. the organization give importance to the emotions of people and the people with EI give more importance to relationship building, empathy and social responsibility that led to trust and commitment among employees. Sayeed & Shanker concluded that high emotional intelligence can be regarded as a factor of concern for those aspiring to become a leader in the formal context of organisation.

To be a leader of an organization, is not an easy task for an individual. The person is required to handle different personalities with different emotional background, require to handle the work pressure, to meet organizational objectives. Only with the managerial skills, IQ and technical skill one cannot handle all these things. He/she needs something extra or overlooked quality that is EI to deal with these things. Emotional intelligence is considered to be more important than technical and analytical skills. Leaders who are able to understand and manage the emotions of others can sustain the employees in the organizations for a longer period of time, their emotional intelligence level will be high and these leaders are considered to be successful in their personal as well as professional life (Singh, 2008). EI goes beyond the administrative set ups that connect to the emotions of others and of ourself and help to manage it and understand how it affects others and how it can be used to get positive outcomes. Webb, n.d, () studied about the impact of leaders' emotional intelligence on employee satisfaction and commitment based on a survey conducted among workers with full-time work positions across multiple industries. It is found out that hiring or promoting managers who display high emotional intelligence will helps to achieve organizational goals. The organizations are required to educate and train about the positive as well as negative impact of leader's behaviour on worker's level of satisfaction and commitment. They found that emotionality and self-control reveal extremely high coefficient for predicting employee satisfaction and commitment. The company should give emphasis on developing attributes of emotionality and self-control. It is also suggested that the interrelations between the factors of emotionality, sociability, self-control, and well-being should be explored in depth to determine which combinations are most predictive of employee satisfaction and employee commitment to both the leader and the organization.

There is a general assumption that females are more emotionally intelligent than men. But in reality, both men and women must need EI, it helps to manage it properly in the workplace. Byron, (2007) in his study discussed about the ability to read emotions by the male and female managers. He found that those managers who can perceive the non-verbal emotional expressions of others are more persuasive and supportive and have satisfied and successful subordinates. From those female mangers are found to be more persuasive (better able to perceive non-verbal emotional expression of others) than male managers because they got higher rating of performance by the supervisors and higher rating of satisfaction by the subordinates. But in a recent study by Hopkins & Bilimoria, (2008) reported that male and female leaders are found to be equally emotionally socially intelligent. Even though there is

equivalent level of ESI competencies male leaders are found to be than female leaders. The competencies identified from a most successful leader includes; Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst. “Inspirational leadership and change catalyst are found to be the vital competencies required in an industry having structural changes and facing uncertain futures” (p.28). A study by (Mandell & Pherwani, 2003) found that in the organizations, there is no gender differences in predicting the leadership style but the level of EI is different. Emotions plays a dominant role in the performance of an individual, both personal and professional life. Emotional intelligence guides a person to distinguish healthy feelings from an unhealthy one and try to convert negative feelings into positive one. Only with the self-awareness and managing self-one may not be effective in a team or organization. For that one need to bring these skills together and become a socially intelligent person. Anand & Udayasuriyan, (2010) conducted a study on EI and leadership practices. Executives from public sector organization from south India has been taken for the study. They found that executives need emotional intelligence to work more efficiently to give knowledge to the subordinates as well as to maintain a cordial relationship with others. Leadership effectiveness the “extent to which leadership process brings group and organizational success” (Kotzé & Venter, 2011, p.403). They found that leader’s EI has an important influence over the leadership effectiveness in public sector organizations. They found that despite the organizational factors such as formal structure, command and control system in a public sector organization, effective leaders are better able to maintain satisfying and healthy relationships, respond to the emotions of others and show their contributions to the well-being of the group. Lebeck & Chighizola, (2018) conducted a study on emotional intelligence and its effect on performance outcomes in a leadership development school among military officers in US Airforce. High-level of commitment ethic, empathy and leadership and low level of aggression dimensions of emotional intelligence predict high performance in a peer leadership environment. Mishra & Mohapatra, (2010) also found positive correlation between EI and work performance. That is increased EI is associated with increased work performance. They have taken employees working in public as well as private sector organization. Bachelor’s degree was taken as the minimum qualification for the employees. Among the different demographic variables, only work experience was found positively correlated with EI. Goyal & Ajawani, (2017) studied about the role of EI in employee engagement among IT professionals. Professionals with high EI shows high level of employee engagement that is attributed by emotional self-awareness, assertiveness, self-regard, self- actualization, independence, empathy, inter personal relationship, social responsibility, problem solving etc.

abilities of professionals. EI helps to understand and use the emotions effectively. These skills can easily learn by the way of training. In that way managers can build a better workplace climate. But in north-western culture emotional intelligence has no influence on organizational climate (Abdulkarim, 2013). Improving EI assist to manage stress. Because it helps to assess the situation and cope the pressures, demand and stress in the workplace. People with high EI is less affected by stress. These people give comfortable reaction to stressful situation. Chhabra & Chhabra, (2013) in their study discussed about the effect of emotional intelligence on occupational stress among employees of Indian Border Security Force. They found that persons with high EI did not have lower occupational stress significantly. A leader is required to have knowledge to understand the environment and the people (Arghode, 2013). People with EI can manage the emotions of self and others effectively thereby leads to reduced conflict and build productive relationships. It is believed that people with EI have more positive life experiences and engaged in satisfying relationships. EI is considered as a vital element in all kind of relationships. Singh, (2008) studied about EI and workplace effectiveness and found that people with high level of EI, can sustain their employees for a long time.

EI matters more than technical and analytical skills. Feelings and emotions can be used as a managerial tool to develop relationships with people. No-rational factors such as emotional factors have high influence over the activities in public agencies (Vigoda-Gadot & Meisler, 2010). Newman et al, (2009) argued that public administrators must be caring leaders that means the staffs must be provided with an environment, which is comfortable at the emotional level. The challenge in front of the public administrators is not to do the work in a more efficient manner but to make it more humane and caring. Connectivity and relationship building are found to be the most important traits of leadership. The best leaders are characterised by trustworthy, empathetic and connected to the people. Emotional intelligence can be used as a performance indicator to assess the quality of services rendered by public sector employees (Vigoda-Gadot & Meisler, 2010). Today emotional intelligence and empathy is considered as the essential elements for building a successful professional life. It helps to create a better workplace behaviour. That is, it helps to remain calm under pressure, give valid responses in critical situations, resolve conflicts without frustration, and helps to make critical thinking and problem solving. If the manager is not showing empathy and EI towards the employees, they not only lost their employees experience but also losing the future talents. Melita Prati et al, (2003) found that emotionally intelligent individuals are more empathetic and are able to build stronger relationships and a supportive system. Sehrawat & Sharma, (2014) studied about EI

and its relation with different leadership styles in Indian context. They take mid-level managers coming from different socio-economic background in the 28-45 years age range working in different organization. He studied about 6 leadership styles; pioneering, strategic, management/administrative, team, pastoral and encouraging. Self-knowledge is considered as a strong pillar in leadership. Without understanding ourself, one cannot understand and manage the emotions and feelings of others. Managers in the service industry must be well prepared and enable the team to provide better customer service experiences. Managers who are best at these changing situations are very flexible and capable of adopting these uncertain situations. These people can better handle the different emotions in the organization. Goyal & Akhilesh, (2007) argued that effectiveness of performance in organizations especially in-service industry is heavily depend on emotional intelligence, it requires a different mindset to survive. EI must be viewed at individual, work teams and organization as a whole. Ofori, (2018) conducted a study on emotional intelligence in the software industry. EI enables a leader to have a range of fundamental skills that helps to respond to the situations accordingly. Social awareness and relationship management are very essential while dealing with the employees and to face the changes. Salovey & Grewal, (2005) argued that EI is very important for creating and maintaining relationship with people. Riggio & Reichard, (2008) proposed that managers at the top level need good speaking skills and skill in social expressiveness. The ability of social sensitivity helps the manager to understand and recognize the feelings and emotions of employees and behave accordingly. Melita Prati et al, (2003) argued that people with emotional intelligence capacity give more importance to followers, they gain feedback from them to know the behaviour of oneself and those of others. Employees will stay in the organization if they are having emotionally intelligent managers. Because they create positive and supportive work environment for the employees. This will enhance the satisfaction level of them. Besides this, it improves the mental health and well-being of the employees. Polychroniou, (2009) in his study consider only social skills, empathy and motivation dimensions of EQ and find out that it influences employee's perception on supervisor's leadership style. By the way of enhancing supervisor's EQ level, they can achieve the organizational goals, and empower employees to do the job, make the employees to feel they are secured in the organization. Rosete & Ciarrochi, (2005) reported that subordinates and direct managers rate their executives as effective leaders, whose EI is high and are capable of achieving business outcomes.

People may differ in emotional intelligence. Some may be emotionally high intelligent and some may have less emotional intelligence. Emotionally intelligent leaders not only

demonstrate skills such as self-awareness, self-management, social-awareness and relationship management (Goleman, 2007) but also they show empathy towards others, build trust and credibility in the team by the way of effective communication, actively listen the opinion of other members and give feedback properly, depending on the situation, leaders will be transparent or authentic or vulnerable, they give encouragement and support to the employees by the way of rewarding for the good work done. If the manager is emotionally intelligent, he/she can foster creative and happier employees and provide opportunities for their professional growth. Saini, (2018) argued that the behaviour of employees is greatly influenced by emotional intelligence. When a person is emotionally intelligent, it will increase the level of tolerance among them and can well empathize with co-employees. She suggested to appoint employees with high level of EI, the organizations can also conduct programs, in the nature of training, seminars to boost the EI level of employees. While hiring employees in the organization, not only the skill, knowledge level, aptitude and experience to be assessed but also the level of EI to be tested. In the era of digitalization, jobs are automated and people are widely dispersed. While technology brings a lot of benefits but its losses human touch. Even though human-beings are replaced by machines, the brain behind the majority of the decisions are rest with human beings and these decisions are influenced by emotions. Thus, people and emotions are inseparable. Salovey & Grewal, (2005) argued that emotionally intelligent persons can adjust their mood swings according to the situations and accomplish the tasks thereby forming satisfying personal relationships with the employees. They also found that only by developing the skill of emotional intelligence does not give any results to the people and to the organizations, there must be interventions on the part of organizations, to address the contextual and motivational factors affecting the use of these skills. Soft skills are characterized as the interpersonal skills associated with making relationships with other people. It determines one's personality in the workplace. A person must adequate skills in order to be effective in the workplace. Soft skills are the "skills that enable a person to use the technical abilities effectively." (Wheeler, 2016, p.29). He emphasized that a person who is best in his or her soft skills can be called as an emotionally intelligent person. That means he/she has more emotional experience, able to understand the emotions of oneself and those of others. Based on the personal experience of the author, he believed that self-awareness is "know or understand his own internal and external likes, dislikes, insecurities, hypersensitivities, and vulnerabilities." (Wheeler, 2016, p.30). How a person responds to people or situations (internally or externally) depend upon the self-management ability. It is only possible with the self-awareness ability of an individual. That means self-management and self-awareness are

interrelated. Wheeler also argued that a person with social skills is able to better communicate, listen carefully, ready to receive criticism and are able to work successfully in a team. The main difference found by the author in his work that technical knowledge only helps the people to get the job but in order to be successful in career as well as in personal life, a person requires soft skills. Kunnanatt, (2008) introduced a competency-based model of EI which explains personal and social competencies and introduced a sub-competence called social influence. EI in this model is defined as “the sum total of the mind capabilities that enable a person in understanding one’s own and others’ emotions correctly, in real time, and in managing these emotions intelligently so as to produce personally and socially desirable transactional outcomes.” Kunnanatt, 2008, p. 618). Social influence is highly interpersonal in nature and its success depends on other persons included in the social interaction process.

People never categorize emotions either as positive or negative. It has to be considered as whether it is appropriate or inappropriate for the given circumstances. A leader is required to express their feelings, convictions, ideas in a non-destructive manner to others that means that the leaders must encourage an open communication. A close and supportive relationship with others and to demonstrate an active concern for people and their needs shows empathy towards others. But too much empathy towards others shall lead to concentrating less on organizations goals. The ability of independence among leaders enables them as self-reliant thinkers. There must be clear communication. That means a leader is required to state what he/she expects from others, express thoughts and ideas clearly to others. It should be ensured that the messages are delivered clearly and through effective medium and ensure it is well received. Effective leaders are required to give positive feedback when it is needed and also address inadequate performance. Emotional social intelligence means understanding oneself, observing others and interpret those observations to show empathy and use the awareness to select an appropriate response to a given condition. “ESI competency is an ability to recognize, understand, and use emotional information about oneself (EI) or others (SI) that leads to or causes effective or superior performance” (Seal et al.,2006, p.194). They describe ESI as “old wine in a new bottle” (Seal et al., 2006, p.205). That means the competency ESI can be developed and sustained. Today it is considered as a successful career factor to the employees. They also discussed about developing ESI competencies in organizations. They concluded that what we understood about social intelligence as earlier is also applicable today, ESI comprises of different interpersonal skills and are considered to be important in leadership qualities but had the opinion that it was not meaningfully organized there will be no use of it. Employees must

be very conscious about their emotions and control emotions because it affects their behaviour. Then only they can improve their empathy, social skills, communication and skill in managing stress. The employees are required to show an open and curious mind to learn new things, absorb information, analyse self and others and take informed decision. The concept social intelligence supports digital commerce by way of “finding trustworthy partners (‘social browsing’), grasping the working practices of a group (‘social formatting’) and finding an authoritative or reliable Web site (‘social filtering’ or ‘social navigation’) (Davenport, 2000, p.145). Social intelligence is concerned with understanding people and shape one’s behaviour to build social connections. It enables a person to communicate effectively and interact with people in an empathetic manner. It aims at getting along with others in a cooperative manner. In order to act in a socially intelligent way, one need to understand one’s own emotions, manage emotions, in this regard emotional intelligence is considered as a condition for social intelligence (Wawra, 2009). Socially intelligent persons are characterised by; these people can handle conversation with different people. While interacting socially, people get into different social roles that helps to make them comfortable with all kind of people. “Social intelligence is more relationship-based construct for assessing leadership” (Goleman & Boyatzis, 2008, p.03). Emmerling & Boyatzis, (2012) claimed that emotional social competencies can be learned, it is based on emotional intelligence helps to get superior performance. They concluded that emotional social intelligence is considered to be as a valid approach in managing human capital. Arghode, (2013) studied about the instructor’s ESIC and found that it helps in developing student-instructor relationship, engage students and increase their participation. He also argued that training in EI helps to know the traits and competencies and developing self-understanding capacity. Finally, he concluded that emotionally and socially intelligent instructor can develop an optimal learning environment in classrooms. Vito Aliaga Araujo & Taylor, (2012) in their study assert that the benefits of ESI is not only limited with the job environment but also its influence the interpersonal relationships of people within and outside the work environment. Better utilization of ESI helps an individual to understand what others feeling, whether they are feeling good or not and engage them into the work that make them communicate openly about their feeling. We can use ESI by the way of engaging in active listening; the ability of empathy, create a positive and productive conversation with others helps to understand their needs, act based on what our mind says; because our insights also provide guidelines for getting what others thinking. But care must be given that, our mind not always leads a better solution, so act wisely. Great listening skill is the first step towards gaining ESI. Besides that, it helps to improve the morale of the employees, motivate them and create a

positive as well as satisfying environment. Asadullah, (2013) pointed out that self-regulation is one of the determining factors affecting effective leaders at work. Individuals are required to keep a check on the emotions when dealing in a stressful situation. A socially effective person can effectively work in a team, share their perspective in an effective manner, make the work environment more encouraging, enable them to communicate in an understandable manner, build healthy work relationships, it helps to get valuable feedback from the employees. Hackworth & Brannon, (2006) once said that to become socially effective, a person required to be flexible and have the willingness to try or consider different approaches in different situations. Both intellectual knowledge and emotional knowledge are equally essential to work towards their potential and develop healthy interpersonal relationships (Hamachek, 2000). Social skills associated with social intelligence includes “the ability to express oneself in social interactions, the ability to “read” and understand different social situations, knowledge of social roles, norms, and scripts, interpersonal problem-solving skills, and social role-playing skills” (Riggio & Reichard, 2008, p.171). Riggio and colleagues developed a model of emotional and social skill applicable both in emotional and social domain containing “emotional/social expressiveness, emotional/social sensitivity, emotional/social control” (p.171). They finally concluded that the skills adapted from the work of Riggio and the literatures reviewed by the authors suggest that it helps in leadership behaviour by the way of motivating employees, recognize and understand the needs and feelings of employees, control on inappropriate emotions and engage in effective listening. Veingerl Čič et al, (2018) argued that values, culture, ethics and norms enable leaders and subordinates to use their skills and opportunities differently in different occasions. They believe that emotional, spiritual, physical and social intelligences determine the behaviour of managers and have an influence over the people, organization and decision-making. Skill of emotional intelligence includes both personal skills and also the ability to adjust in a social environment. Understanding spiritual intelligence is regarded as the foundation for the development of one’s EQ. Finally, they concluded that leaders who are lack in EQ & SI perform very poorly and lead to failure in their career. In other words, high performing managers have high emotional and social competencies. Development of various intelligences especially emotional and social are necessary for one’s personal development.

India is characterized by a lot of traditional values such as “humility, affinity to family, respect for wisdom and age, patience, spiritual harmony, harmony with nature, non-competitiveness, cooperation, generosity and cultural pluralism” (Goparaj & Sharma, 2011, p.32). They pointed

out that Indians are governed by spiritual values, giving importance to sacrifice and other people. Hence, personal and social competence are considered to be important in the Indian culture. Sharma, (2012) studied about the competencies associated with social and emotional intelligence in the Indian context. She also reported that India is characterized by high-context culture, it requires high-level of emotional competence. That means people gives importance to relationships rather than tasks, show empathy towards others, understand emotions of other people. Culture has an important role in determining the emotional social competencies. People gain emotional competencies by the way of socialisation, in this regard culture has an important role to play. High-level of emotional competence by the way of showing empathy, value relationships, understand the emotions of others and giving less focus on the task is required in high-context cultures. EI competencies are also influenced by individualistic and collective culture of a nation. Indian people are characterized by emotionally stable. They undertake adversities with a stable mind. They do job with utmost care and be satisfied with the work. They don't think about the result of the job, whether it is favourable or not. Intelligence in Indian context is described as it is not rest with rational and logical concept only. It is regarded as an integrated perspective, that enable an individual to realize the abilities within him/her by showing the responsibilities towards self, others and to the environment. Ealias & George, (2012) found that EI of people working in the international electronic firm operating in India is positively related with their satisfaction with the job. The designation held by the persons does not affect EI and job satisfaction. But experience and marital status of the people has a significant role in EI and job satisfaction. They suggested that EQ programmes must be implemented to bring the real talent of the people working in the organization. Saini, (2018) reported that by the way of giving proper learning programs to the employees, they can develop people with high level of EI. Effective leaders with a degree of social intelligence have accurate perception over the social requirement and have the ability to select appropriate behaviour according to the situation. These capabilities are gained by the leader from a well-organized social knowledge structure (Zaccaro et al., 1991)

It can be concluded that emotional social intelligence is an unavoidable element. Being an emotionally socially intelligent can help the people to be successful in their personal as well as professional life. But one thing is that only with emotional social intelligence, one cannot be successful. It requires many other soft skills or interpersonal skills as mentioned in the literature review. In a leadership role, ESI is very essential to bring success in the organization in many ways such as; it helps to reduce turnover, bring leadership effectiveness, employee satisfaction,

employee engagement, commitment by the employees, reduce occupational stress and contribute towards workplace effectiveness.

2.5 Research Gap

From the literature review, it has been found that effectiveness of emotional social intelligence in inspirational leadership is a new area of study and has not been yet covered in Kerala as well as in India in the previous studies. There are studies in the field of different leadership styles such as transformational, transactional, authentic and humble leadership. There are studies conducted based on the relationship between emotional intelligence and leadership style. A very few studies conducted internationally about the concept inspirational leadership. There are no studies conducted in the field of effectiveness of emotional social intelligence in inspirational leadership in India as well as in Kerala. It is also found that there were studies conducted in Kerala about leadership styles majorly transformational leadership. It is seen that studies done in the area of EI and SI particularly and its influence or relationship with other factors like leadership, employee engagement, occupational stress, job satisfaction and commitment. But so far, only very limited studies conducted based on emotional social intelligence. Hence, the present study effectiveness of emotional social intelligence in inspirational leadership in banks in Kerala will be an effort in this direction.

2.6 Conclusion

The chapter review of literature covers various studies conducted in the areas of managerial skills, leadership and leader behavior, emotional social intelligence. It also includes studies in relation with EI and leadership, employee engagement, job satisfaction, workplace effectiveness and leadership effectiveness. It helps the researcher to get an idea about the concepts as mentioned, to find out the research gap in the respective areas, to formulate research questions, objectives and build a conceptual framework for the same.

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CHAPTER III

THEORETICAL FRAMEWORK

3.1 Introduction

Leadership is one of the key areas of interest for many researchers and management thinkers and philosophers. In many fields, leadership plays an important role to bring success. Transformation from an individual to a leader requires the possession and utilization of many skills, abilities, characteristics and knowledge. Therefore, a person who takes the responsibility of leadership, will first focus on personal development. That means, only by understanding oneself, he/she can understand others. Because leadership aims at unleashing the potential of other people. An honest and critical assessment of one's strength and weaknesses must be done by the person then only he/she can make self-improvement and make them fit for the job.

In this modern business, change is inevitable. Businesses are changing so quickly. In order to succeed this kind of work environment, managers or leaders require not only academic excellence but also the ability of EI. While collaborating with others, managing stress, guiding the team, coach the members, a leader must be emotionally intelligent. IQ and technical skills are only the entry level requirement of any kind of leader or person holding an executive position, emotional intelligence is considered to be the crucial requirement for an executive position. Many researches show that EI predict better job performance. It enables a person to communicate in an empathetic manner, remain calm under pressure, resolve conflicts effectively. By excelling in emotional intelligence can advance one's career and the organization. Some persons may be very good at technical skills, but he/she cannot succeed in his career if he/she is unable to communicate effectively with others and coordinate the team members effectively. Today in many organizations, leaders or managers face many problems or difficulties due to technological changes, changes in the workforce, changes in the work environment. A leader cannot work in an isolated manner. A leader is mostly working in a team. It is the duty of the leader to inspire the members to do the work. Because, sometimes employees demand motivation from the part of leaders or managers, when the job is a challenging one, or the firm is under pressure. So, motivation from the part of leaders will be a great relaxation to the followers. Leader has to face or handle different perspective of different persons in the organization under different situations. While dealing with conflict, a leader must try to resolve that conflict without upsetting anyone. For that they must encourage listening and foster compromise among them. A leader has to treat every person equally. There should not be any disparity on any grounds between the people. Managing people is one of the most challenging tasks to a leader. Because every individual is different from one another. Their social background, culture, education, status etc may be different. So, it is very difficult to deal with those people and extract the best out of them and put it into proper way. Another challenge

faced by the leader is winning the trust of subordinates. It can be gained by the way of becoming emotionally intelligent. The behaviour of each individual may not be the same as the leader expect. Depending on the situation and the mindset, people may behave either in a pleasant manner or show a rude behaviour. A leader should understand the same and behave accordingly. That is called empathy. Seeing and understanding things from other's perspective is essential for a leader. Today's organization demand a friendly approach by the leader towards the followers. It is very important for the leader to make subordinates feel comfortable with leaders and with the work environment.

Emotional quotient (EQ) refers to the ability of understanding the emotions of oneself and those of others. Intelligent quotient (IQ) indicates a person's logical or reasoning ability. It is a number obtained from a standardized intelligence test that represent one's ability of logical reasoning. It helps in abstract thinking by the way implementing knowledge and logical reasoning. Emotional intelligence is concerned with differentiate between different feelings and emotions of an individual and use the intelligence to guide our thinking process and behaviour. A person may not have same level of IQ and EQ. Sometimes, people may lack IQ or EQ. There are people who are academically brilliant but unsuccessful at work and personal relationship. That means IQ is not enough to an individual to succeed. EQ is also a necessity. Many researches have been conducted in the field of intelligence to identify which intelligence is important for the success. There are mixed results; some researches argued that EQ is more important than IQ; some argued that both EQ and IQ is essential for success. EQ components cannot function in an isolated manner, because each component is interrelated. It is the duty of the human beings that which factor really push them to achieve success in their life. It is also mentioned that if a person is having enough knowledge and brilliance, there will be no use for the same if the person is unable to manage and control the emotions and feelings. They will be getting into trouble (Cotruş et al., 2012).

Emotional intelligence is the ability to adjust the emotions based on the situation that will reflect the behaviour. Social intelligence is knowing oneself and others. It is developed by the way of experience with other people and the surrounding and learning from the success and failure. Today, leader must require emotional social intelligence to influence the people in the organization. They act as a mentor, coach, influencer and must be capable of fostering inspirational leadership to gain the confidence of employees and attain organizational objectives. Today's work environment is a dynamic one. To manage the workforce most effectively is one of the challenging tasks to a leader. There is a change or transition of leadership style preferred by the people. In earlier times, most of the organization prefer to

adopt an autocratic style of leadership to accomplish the objectives. Employees were strictly followed the orders of leader. But time passes, there was a shift from the autocratic style of leadership to many other styles like participative, charismatic, transformational style of leadership. Today's workforce is more challenging and talented. They are equal to the leader but only the status or post differentiate between them. There is no difference between the leader and the followers. The persons who are willing to take the responsibility of the role of leaders and others follow the leaders. Today's leaders are more inspirational. They know the workforce very well. Their behaviour, attitude towards work, attitude towards other people etc. Now-a-day, the workforce also demanding a leader, who have the ability to inspire them, participate them into decision-making, consider them as equal. Such kind of leadership called inspirational leadership. They are capable of remain clam under pressure. They listen others very carefully and take time to respond properly. They give more importance to the workforce than the task in front of them. They try to develop talent and provide opportunity to grow.

3.2 Managerial Skills

Generally, people hypothesize the necessary skills required for managers and what make a better manager depend on the understanding of nature of jobs and the work environment with required skills and abilities. Managerial skills are the predispositional characteristics to engage in specific behaviour which is necessary for meeting the needs of managerial job. When a person utilizes his/her capabilities, that helps to accomplish tasks. But skill is the ability to act in certain manner (Kanungo & Misra, 1992). They made a distinction between skills and competencies.

To be successful in personal and professional life, it depends on the ability of a person to adjust with the environment by the way of controlling one's emotions, making right choice of alternatives and implementing it in a tactful manner and solving problems. This adaptation is possible only by the way of competencies referred to as mental capabilities in an individual. Competencies assist a manger to decide about what, when and how to utilize certain skills. Competencies are considered to be the learned abilities of managers for self-regulating and self-controlling emotions, thoughts and behavioural tendencies that facilitate smooth functioning of managerial functions (Kanungo & Misra, 1992). In this technologically advanced societies, senior manager's job is more related with resolving problems, dealing with conflict, making right decisions at the right time. Senior managers have to manage people and their needs, manage effective communication, improve one's overall effectiveness and management of the financial aspects of the job (Analoui, 1990). He also argued that senior managers need not be specialised in all areas of job. The subordinate people who can do the

job. But they are required to know about the new technology and how it can be used as a managerial aid. In an organizational hierarchy; task-related skill is important at the lower level and people-related skills are getting much priority when it moves to higher-level. When the people move towards the senior most position the importance of self-development also become very important. Burgoyne & Stuart, (1976) argued that majority of the managers are required to possess certain skills and qualities for bringing effectiveness in the performance. It is also found that, majority of the skills and qualities are acquired by the managers by the way of experiences and the work not deliberately created for it.

3.2.1 Conceptual Skills

These are the abilities concerned with the understanding of complex situations and developing solutions. In a workplace, conceptual skills are very important. Because people have to face very complicated works, situations and work environment. It enables a person to think deeply, grasp the new and advanced ideas, and deliver most suitable answers to the complicated problems. A person with strong conceptual skill may be expert in making creative thinking, strategic thinking and planning. Abstract thinking enables a person to think out of the box and interpret information beyond its literal meaning. That leads to creative solutions for the problems. Today corporate organization gives more importance to the conceptual skills. They hire people with different conceptual skills. Because today, the work environment is more challenging, we cannot act in a planned manner. When challenging situations arises, people need to confidently shift their tactics according to the situation. This can only possible, if the people are having conceptual skills. For a manager, conceptual skills are important. Because they take decision for the organization. For that they have to develop many ideas and concept and implement it in a proper way. They have the capacity to visualize the entire organization. They know how their decisions influence the entire organization, its people, departments, environment etc. In an organizational hierarchy, top managers require conceptual skills because they take most of the decisions for the entire organization. It is essential at the top level of management and in strategic situation. A leader with conceptual skills makes possible the goals to be achieved. Because they have the ability to putting the company's policies into words. They work very easily with abstractions and hypothetical notions. It is the conceptual skill that determine for what an organization is working for, and where it is going.

3.2.2 Technical Skills

The capacity to use techniques, processes, tools and equipment necessary for doing a job is called technical skills. The person is required to have technical knowledge and proficiency in the concerned area. It is the competency in specialized area of work or activity involving the

ability to appropriately use tools and equipment. It is regarded as a hands-on activity with a basic product or process. These skills are most important at the lower level and middle level of management. Usually top-level managers, top executives are mainly focused on strategic decision-making. Therefore, the use of technical skill is very limited at the top level. It includes “factual knowledge regarding the rules, structure, management systems, and employee characteristics of the organization, knowledge on organizations’ products and services like technical specification, strengths and limitations” (Haq, 2011, p. 2793).

3.2.3 Interpersonal Skills

It is the ability to work with people. For a leader, human skills are very essential. Because leaders have to interact with many people like superiors, employees, peers, customers, public etc. This skill helps the leader to effectively interact with these people and helps to achieve goals. A leader has to consider one’s perspective as well as other’s perspective on certain issues. He/she has given consideration to the opinions, ideas and contributions given by others. The success of the leader is influenced by how the leader treat others. Being a leader, he/she has to create a friendly, favourable and cooperative work environment. In that way employees will feel that they are given much consideration in the organization, they will realize that they have an important role in the organization. Simply, human skills are the ability to get along with others. A leader must be sensitive to the needs and demands of employees and take those needs into consideration for decision-making.

Efficiency and effectiveness of any organization depend on the ability and skills of managers and how they utilise their skills and abilities in a right way to achieve the organizational objectives. Banking system are the important component of our financial system, contributing a major share to the growth and development of our country. Bank branches play a key role in implementing the plans and policies of the economy. Through these bank branches, these plans and policies are reached to the general public. So, the success and failure of the policies depend on how these branches make available these policies to the public. It depends on the skills and abilities of the branch managers. It influences the efficiency and effectiveness of the bank branches. Bank branch managers are responsible for guiding, supervising, coordinating the employees under them. They are responsible for the work done by the employees in the banks. If any failure happened, the responsibility goes to the branch manager. Javadin et al, (2010) argued that these people need to have high technical skills, low conceptual skills and human skills shared with all levels of management. They define technical skills are those abilities derived from the experiences, education, training and applying these knowledges to do the job. Technical skills of branch managers include; the ability to describe different facilities to the

client, familiar with the sources and resources of the bank, the ability to analyse financial statements etc. Human skills of branch managers are concerned with the ability to create a healthy environment for the employees as well as to the customers, the ability to understand other's attitude, behaviour etc.

In this study, the managerial skills of managers in banks were assessed on the basis of managerial skills identified by Robert Katz in the year 1955. According to Katz, the levels of management in the organization determines the importance of skill requirement in that level. He classified managerial skills into conceptual, interpersonal and technical skills. He had an opinion that top level management require more conceptual skills than others, because people in this level are mostly engaged in setting goals, mission and objectives for the entire organization. In the case of technical skills, supervisors in the organization make use of technical skills more, because they are mainly engaged in delivering value to others. Human or interpersonal skills needs at all levels. But now the working environment has been changed, technological advancement in different levels may influence the requirement of different managerial skills in an organization.

3.3 Leadership Skills

Today many organizations adopting flatter and more flexible organization structure. It demands a good leadership too. Because to handle the rapidly changing workforce, only the leader can make it possible. The ability to bring out the best from the people lies with the hands of leader, that leads to success. To be a good leader, he/she needs to possess certain skills and abilities. There are many skills, abilities, competencies described by many scholars, researchers and academicians. Here is the list of most important skills required by leaders in order to succeed in their role. These leadership skills are learnable and can be improved by proper training.

3.3.1 Decision-Making

Decision-making is the process of selection between different course of actions. Generally, decisions can be taken either on intuitive basis or on the basis of reasoning or both. Intuitive decision-making means taking decisions on the basis of one's past experiences and the personal values. It is using gut feelings about the possible courses of action to the concerned problem. Decisions taken on the basis of intuition may not be correct always. Because it is purely based on the experiences and emotions. That experiences may give good or bad lessons to the person. Decisions taken on the basis of reasoning is usually simple nature and can be taken very quickly. While taking a complicated decision, it require both intuition and reasoning. Because it needs a formal and structured approach to the problem. Decisions can be taken by any person, but the effective decisions can be taken by those who have the ability to do so. That means

decisions have to be taken by considering all possible course of actions, gather as many information as possible for the purpose, consult wise opinion from the experts, consider the opinion of the subordinates and take the decision by optimally utilizing the resources and reaching its benefits to the persons and to the entire organization. These can be done effectively by the leader.

The ability of the leader is taking good decisions at the most difficult times. Only the great leaders can understand how to balance emotion with reason and take decisions effectively and positively influence employees, customers, stakeholders and the organization as a whole. A leader with good decision-making skills will have the following characteristics;

- Involve in critical thinking. Dig all the possible alternatives to the decision-making
- Validate the accuracy of data and determine the relevancy of it to the potential solution
- Use both intuition and reasoning for decision-making
- Gather expert opinion
- Make timely decisions
- Use logical reasoning to assess the pros and cons of all possible alternatives to the decisions
- Emotional intelligence. A leader should have control over the emotions. And not let the emotions to influence on important decisions

3.3.2 Communication Skills

For an effective leader, communication is very important. Today leaders realize the relevance of communication. Because be a leader of an organization, they need to inspire and motivate people around them. This is only possible by the way of effective communication. Effective communication enables the leader to build bond with the team by the way of clearly communicating the goals and objectives of the enterprise, roles and responsibilities and other information to the team members. Clear communication helps to remove doubts and confusion in the execution of any activity, in that way it builds trust among the members. Effective communication is possible only by engaging in active listening. This helps the leader to know the ideas, opinions, thoughts and grievances of members. Communication is effective only when the messages are delivered with clarity. Leader must try to be transparent while communicating with others. If the leader is unaware about the policies and goals of the enterprise that leads to inefficiency. Transparency is very essential for removing the barriers of communication between the leaders and followers. Communication is complete only when the leader gets the feedback. Leader must know that whether their followers understood or not.

Feedback may be positive or negative. That must be taken into consideration and implement the same when it is needed. Not everybody is born communicator, this skill can be developed by the persons who is aspiring leadership.

3.3.3 Problem Solving Ability

It is the process of identifying and resolving problems, issues and challenges arises during the course of conducting business. A leader is one who always try to solve problems systematically and measure and evaluate its impact. We cannot imagine a business without any problems. It is in the hands of the leader, that how to tackle these problems effectively. This ability helps the leader to identify the weaknesses, inefficiencies within themselves and in the organization. Effective problem solving involve creativity, innovation and collaboration. That means, leaders can come with innovative solutions or ideas to the problems, encourage the team members to think outside the box by the way of encouraging creativity among them, collaborate with others like team members, subordinates, superiors and experts that helps to build a bond among them. These are the steps to be followed while solving a problem;

- **Define the problem and the desired outcome:** The problem must be defined properly. Leader should set Specific-Measurable-Achievable-Relevant and Time-bound goals for the solution
- **Generate and evaluate possible solutions to problems:** The leader must give consideration to the possible solutions to the problem and analyse pros and cons of each solution.
- **Implement and monitor the chosen solution:** It is the execution of the solution plan. Here the leader can track the progress and identify the issues and challenges.
- **Measure and evaluate the impact of the solution:** This stage will determine whether the selected solution reach the desired outcome or not. It helps the leader to determine what we gain and loss from this action.

3.3.4 Delegation Skills

Delegation is not only aiming at reducing the workload of the manager or leader. It gives an opportunity to the leader and the follower to learn, grow and perform better. But some leaders are not ready to delegate their duties to others. Because they lack confidence, trust. They fear about whether their team members do it properly or not. This can be avoided by the way effectively delegating the work. First, the leader has to make a clear plan of action. Before delegating any work to the employees, the leader has to think and anticipate the possible outcome and the cost to be incurred. Also ensure that it is aligned with the organizational goals

and objectives. The most important thing is the duty must be delegated to the right person, the leader must ensure that the person to whom the duty is delivered has the required skills and abilities. Only by delegating the duties will not give proper results, the leader has to give necessary guidelines and instructions. But positive side of delegation is that while delegating the duties to others, it enables the leader to focus on the key or core activities in the organization, it brings confidence in the minds of leaders, create a cooperative team. By delegation, team members also become able to do the work, they will be experienced and improve the quality and efficiency of work and people. Team members become confident to undertake any responsibility, leverage their strengths and talents.

3.3.5 Conflict Resolution Skills

A leader is not only responsible for the behaviour and actions of oneself but also the behaviour of others in the organization. Managing a workforce is a difficult task to a leader. Because the people are not same. They are different in their character, attitude, behaviour etc. Due to these differences, difference of opinion arises and that lead to conflict. That will adversely affect the performance of the organization. Therefore, it is in the hands of leaders that to unite the team members, consider their opinion without any partiality, understand their viewpoints, demands and behaviour. A leader must be very cautious and careful when dealing with members. So, the task of leader is not easy. The success of the leader is depending on how effectively the leader resolve these conflicts. Conflict is when the people's interests are not in alignment with each other. This disagreement between the parties may be due to poor communication, individual biases, difference in socio-cultural factors. When people in a team are under conflict, they may not agree with one another and damage the relationship between them. Their actions and behaviour lead to hurting the emotions and feelings of others and create many problems. So, it is the responsibility of the leader to create a team, where the members can share their opinions, ideas, emotions, feelings, interests and thoughts in a transparent manner. A leader has to develop certain skills to resolve conflict in the organization effectively by the way of engaging in open communication, engage in patient listening, treat all the people with respect and dignity, never show any partiality between the people, maintain a positive attitude towards the problems and wisely take the decision by considering all the relevant facts or information.

3.3.6 Cognitive skills

There is difference of opinion regarding the requirement of cognitive skills for the leaders. In order to have a complete understanding of cognitive skills of a leader, there must be a comprehensive and systematic understanding of the leadership roles and the problems the leader faces in this role (Mumford et al.,2016). "Problem definition, cause/goal analysis,

constraint analysis, planning, forecasting, creative thinking, idea evaluation, wisdom and sensemaking/vision” (Mumford et al., 2016, p. 05) are the skills necessary for the leader to resolve problems. Engage in effective communication is also part of cognitive skills. It requires active learning and listening. Cognitive skills are considered to be the fundamental or basic skills required for other skills such as business skills, interpersonal skills and strategic skills (Mumford et al., 2007).

3.3.7 Strategic Skills

Today’s leaders require a strategic mindset, it is developed through many cognitive capacities. These skills are mostly related with the conceptual skills. It helps a person to understand the complexity and gives an idea about to deal with ambiguity (Zaccaro, 2001). Persons with strategic skills have a system perspective to view the organizations opportunities and threats. These skills are very important at the higher levels in the organization. Strategic management skills involve the ability of a manager in “know the business and markets, manage subunit rivalry, find and overcome threats, stay on strategy, be an entrepreneurial force and accommodate diversity” (Stumpf & Mullen, 1991, p.48).

The responsibility of a bank branch is vested with the managers. Each day is a great challenge to them. They have to manage the loan approval, take care about the customer relations, marketing strategies, manage daily operations, achieve the targets and plenty of works to handle with at most care. Sometimes the branch manager has to act like a leader and sometimes as a manager. He/she has many works to do in the bank. Depending on the nature of the work, work environment, they have to take multiple roles with due care. Therefore, the manager requires many leadership skills and managerial ability to handle these things very carefully. Possessing all the managerial as well as the leadership skills may not make the manager a successful one, what the situation demand; he/she has to take the role and utilize the necessary skills and abilities. It helps the manager to protect the financial health of the bank, maintain a positive reputation in the market and deliver high-quality services to the customers. The role of the banker as a leader is very critical for the successful running of the bank. The leadership style preferred by the branch manager is depend on the situation. There is no one particular leadership style adopted in every type of organization. Now-a-days, the managers are more focused on the relationship building with the employees, customers and other stakeholders. It is found that, the most influencing style of leadership is inspirational leadership. Inspirational leaders can influence others effectively. These kinds of leaders have the ability to understand the employees and customers as well as their emotions, feelings, attitude, behaviour and everything.

3.4 Inspirational Leadership Pattern in Organizations

Leadership is concerned with influencing people or group towards the accomplishment of vision or goals. This influence may be formal, because in an organization, this is provided by the managerial rank possessed by an individual. Usually, in an organization, managerial positions have some degree of formal authority, persons take leadership role due to this managerial position in the organization. It is argued that all managers are not leaders. Because, managers given adequate authority and or formal authority, but there is no guarantee that they can lead the team effectively. Leaders can be developed within a group and can be by the way of formal appointment to lead a group. Today's organization need both managers and leaders. That means managers with leadership qualities and leaders with managerial abilities. Therefore, many organizations are trying to develop managers with leadership abilities (Toor & Ofori, 2008). Inspirational leaders never use coercive power or authority to influence people. They give importance to the follower's personal beliefs and feelings (Nicholls, 1994). Inspirational leaders are characterised by, they are led the members by the way of example. Leaders first look at the behaviour of the team and the team members, then passionate about the vision. that vision is communicated clearly to the members. They are considered to be very genuine and show respect to the members. They appreciate the good work by the members. These leaders have high-level of emotional intelligence. To be a leader is not limited with giving commands to others. It's about understanding the emotions of oneself and those of others, understand it and properly control its effect also. Better communication ability is the key to an inspirational leader. The ideas, vision and mission have to be communicated to the members very clearly and concisely. At the same time the leader has to consider the needs of the employees. Inspirational leaders are one, who is viewed by the employees as a person who inspire them by the way of words, ideas and behaviours. If a person is having all the abilities and skills to become an inspirational leader but he/she is not able to create such a positive and supportive work environment, the leader cannot fulfil the objectives. Positive and supportive environment means the leader should appreciate the good work of others, make all the arrangement for the good conduct of work and the members should be valued. One form of inspirational leadership, is charismatic leadership. Charismatic leaders are those having a vision, and all the efforts are focused on achieving the same; even they are ready to take personal risks too, these leaders give more importance to the follower's needs and aspirations. These leaders are viewed as extra-ordinary people with great talent. Inspirational leaders are not born, they can be made with effective training. Those persons who want to be inspirational are required to have an optimistic view towards everything and communicate with the whole

body that means, people need to capture the minds of others, communicating not just by words enough for that. The person should have the capacity to build a strong connection or bond with other members, it helps to inspire and make others to follow the leader and at last, people must have the ability to grab the potential of followers to the maximum and utilise it properly. Vision plays an important role among inspirational leaders. Vision motivates the employees to link present with the future. It gives a path to the followers, how to effectively achieve the goals by the way of connecting to the future. Through this vision, leader establish high performance expectation from the followers. That brings self-esteem and self-confidence among them. It is the power of establishing vision in the organization. These types of leaders express personal connection with the followers. Thereby leaders as well as followers can easily catch the emotions running between them. A clear-cut vision should have the possibility to achieve, realize and to be value-centred. To be an effective in the leadership position, a person is required to have some competencies. Competencies are the personal characteristics consist of knowledge, skills, abilities and values. Possessing certain competencies only, does not make a person a good leader, or possessing these all competencies may not be suitable in all situations too. These competencies only show the potential of the leaders. In order to be effective in their role, that must be developed into a proper leadership behaviour. Then the people can succeed in their leadership position. There is no one particular leadership style fit for all the situation. The best leadership style is determined which is more appropriate to the given situation. Regardless of any kind of functions, roles, skills, activities and behaviours, a manager is required to develop people skills to be successful and effective in their role.

Inspirational leadership is defined as “The dominant leader archetype of the theoretical framework” (Austin, 2009, p.269). An inspirational leader follows an inspirational agenda, that means those leaders are capable of building a culture that can educate, motivate and inspire the followers. They are able to create awareness, independent thoughts, creativity and mission for the people and to the organization. Emotional intelligence and spiritual intelligence have an influence on inspirational leadership. McEarchern, (2005) reported that inspirational leadership is the result of combination of EI and spiritual intelligence. Emotional intelligence is the recognition and understanding the emotions of oneself and those of others. Spiritual intelligence is concerned with the sense on belief and concern within the organization. Inspirational leaders are those whose behaviour is perceived as inspirational by the followers. Such behaviour may be setting challenging goals to the followers, remain calm under pressure, envision an attractive and attainable future and learn them to achieve the same. They have the capacity to influence their subordinates and make them think out of the box that means allow

them to go beyond their expectations and self-interest. The components of inspirational leadership identified by (Bass, 1988) are;

- (i) **Managing Meaning:** Inspirational leaders make use of symbols to understand others about something that they want to communicate with them. Symbols are very useful to make the complex idea into a simple one. The leader should also take care that, what the exact meaning of the symbol they are using. That means the perception should be same between the leader and the follower. Then only the correct meaning will be shared among them.
- (ii) **Impression Management.** It means how the leader is presented in front of the followers. It may include the physical appearance of the leader, attitude and behaviour of the leaders to others, facial expressions and tone of voice.
- (iii) **Moulding Followers' Expectation:** It is not an easy task to the leader. But an effective leader can set high performing standards for the followers or unreasonable expectations from the subordinates. When the leader fix high standards for the subordinates, it will boost the confidence level and enable them to work hard to achieve the standards. Leaders make clear about the goals and objectives of the organizations, show commitment towards the organizations. It makes the followers to have a feeling on the organization and work for the success and future growth of it.
- (iv) **Envisioning the Future:** Leaders are not only working for the present they also should have an eye on the future. Leader should always ready to meet the uncertainties, complexities in the future. Envisioning is creating an image of the future in the minds of subordinates. Because, only the leader alone does nothing. Along with the leader, subordinates have to work for the future. Inspirational leaders are capable of generating ideas, seeking information, engage in critical and logical thinking and they are ready to learn from the mistakes. So, they can easily envision the future with possible remedies in hand.
- (v) **Intellectual Stimulation:** It helps the leader to overcome obstacles in an intelligent way, engage in logical thinking before taking any action. Intellectual stimulation by the leaders means enable the subordinates aware and conscious about what is right, good and important. Stimulating subordinates in a positive manner is a great encouragement to them. It enables them to work for the good and important matters.

Mistry & Hule, (2015) in their article described certain characteristics of inspirational leaders. They are; innovativeness, creativity, objectivity, concentration, cooperation, consistency, unselfishness and empathy.

- (i) **Innovativeness and Creativity:** To survive in this rapidly changing, competitive, challenging work environment, the leaders must be innovative as well as creative. That means the leader has to engage in thinking. The mind always acts or think on the basis of the known facts, but the intellect allows them to explore unknown things by the way of analysing, revising the known factors.
- (ii) **Objectivity:** A leader should be objective in the sense, he/she should act on the basis of logic and reason. They believe in real facts and not opinions or suggestions. These leaders have a clear plan of action. They know what is to be done, they always try to avoid matters that hinder their decision-making. Objectivity in leaders enable them to be calm under pressure. In everyday life, a person is required to handle multiple roles may be personal or professional. But objectivity enable a person to remain in the present role or situation. They are aware of other roles, but keen focus is given on the present role. Another concern regarding being objective is to be remain impartial and not rule by any kind of impulses. It avoids taking decisions on the basis of personal likes and dislikes, influences or impulses.
- (iii) **The Leader Work for an Ideal:** A leader has to work for the achievement of goals than selfish interests. The intellect plays a crucial role in this process. It enables the leader to focus on the ultimate aim and not allow any impulses to control it. If a leader work in a selfish manner, they will be self-centred. They only focus on achieving their personal goals. As a true leader, he/she should act as a servant. They should work for the followers and the organization. Social consciousness enables a leader to aware about their own responsibilities towards self, family, community, company and to the entire country.

Anyone can become an inspirational leader; they only require to focus on their strengths and weaknesses. One such character that distinguish an inspirational leader from others is that centeredness. It is the state of mindfulness, that enable a leader to be calm under pressure, being empathetic towards others, engage in deep listening and remain present. Inspirational leaders are capable of developing inner resources, connecting with others, setting the tone and leading the team. Inner resources can be developed by the leader by the way of stress tolerance, self-regard and optimism. Vitality, humility and empathy in leader helps them to connect with others effectively. For setting the tone, a leader has to be open, unselfish and responsible. For leading

the team members, a leader should have a clear vision, focus, servanthood and sponsorship (Garton, 2017). Hoskins, (2011), also had the opinion that everyone can become a leader. Everyone has the potential to become such a leader. But most of the people don't know this potential, sometimes untapped, in some areas. It is the responsibility of the leader or others to boost this potential, activate them, get them involved and finally believe them. By this we can develop many inspirational leaders. He recommends three Ps for success in inspired leadership- Post- People- Possibilities. It means that stay in integrity with commitment; surrounded with good people that is motivated, committed and accountable. Finally, see endless possibilities. That means, leaders should always ready to change the world, and not let anyone control them, stand for yourself. A person has to believe that he/she is a leader capable of inspiring other and themselves. Do all these things with passion and commitment, anyone can become an inspirational leader. Finney, (2022) define inspirational leadership inspired from the definition by John Quincy Adams' (6th US President) as "If your actions inspire others to dream more, learn more, do more and become more you are an inspirational leader" (p.03). She also opined that anyone can become an inspirational leader, the requirement is just to unlock the potential and find opportunity to demonstrate the potential of the person. To be an inspirational leader, a leader has to take focussed effort, practice and an ability to conduct self-reflection. Mutual trust and the ability of the leader to inspire others plays a crucial role in building interpersonal relationships. An inspirational leader is one, who is capable of creating a suitable environment where the followers can work anything, commit mistakes and learn from the mistakes. It means that inspirational leaders give an opportunity to the followers to learn new things. They help the followers to overcome the challenges and achieve goals. A dedicated and committed leader can become an inspirational leader, because they undertake the leadership as a learning activity. (Bonau, 2017). Inspirational leaders communicate vision in a clear manner, uplift the vision and convince the followers that vision is achievable. In that way leader create a high expectation on followers that may boost their confidence level (Bass & Riggio, 2006). Followers under inspirational leaders shows high-level of employee commitment and engagement. Because these leaders are able to make effective communication, have clear vision and are emotionally connected with others. They are ready to work under any situation, they welcome changes (Zenger & Folkman, 2014). Murnieks et al., (2016) also argued that the performance of the followers can be improved by the leaders by the way emotionally motivating them. These leaders are considered to be a significant predictor of individual's trust and commitment towards the team (Joshi et al., 2009).

3.4.1 Other Competencies Identified in an Inspirational Leader

3.4.1.1 Vision

Vision is the plan for the future. A leader should have the ability to foresee the future. Future is always uncertain. To deal with these uncertainties, a leader has to prepare certain plans and policies. Inspirational leaders are capable of communicating the vision to the members. By this, leader boost the confidence level of the employees to do better and better. Because, the vision is delivered to the employees in a clear manner. The employees are well aware of what the vision actually; what are the goals to achieve. If the team is having a clear vision, people in the group may not have any confusion regarding its achievement. They engage in interpersonal interaction with people. In that way it enhances prestige and distinctiveness of the team (Bass, 1985). Inspirational leaders allow their followers to engage in interpersonal interaction and redirect them to the vision and encourage them to achieve the same (Kark & Shamir, 2002). Austin model of inspirational leadership also gives importance to the vision. He gives emphasis on the interaction between leader, follower and the culture, that give importance to eight parameters. One among the parameter is vision, which is described as ‘Creating a quest for the Holy Grail’. The inspirational leader must give importance to both personal and professional values, goals etc. The leader must share the hardships, success and failure associated with the achievement of goals with the followers (Austin, 2009). Enthusiastic followers are created by the way of generating and compelling vision for them. It enables the followers to change their way of looking things around the world. Clear vision within the organization helps the leaders to create a purposeful group of people and it also helps the followers to make relationship with each other. Enthusiastic followers are a sure sign of inspirational leadership (Nicholls, 1994).

3.4.1.2 Investment in Personal Development

Leaders should always develop “I can win attitude”. Leaders should be capable of developing a healthy and positive self-image. A thorough understanding of oneself is the best solution to ride a successful life. There are many people who live without understanding who they are. Some people may have negative experiences and they are programmed to be perform negatively. That leads to diminishing performance, feeling of inadequacy and confined ability. But thing is that this negative self-image can be replaced with the positive self-image. Leaders should have a concern over employees working in the organization. Without these human-beings, materials and other financial resources are worthless. A leader should take care about the likes, dislikes, needs etc of oneself and that of others. People are differing in their characteristics and behaviours; it makes the leaders difficult to manage. It is the duty of the leader to consider the people as person with different needs and emotions and help them to

achieve the same, in that way that leads to the achievement of organizational goals. That places their full personal growth along with the objectives of the organization. Managers in the organization should know that how their role affect their values, feelings, strengths and weaknesses and other personal factors. Leaders can grow with full potential by utilizing the potential of the people they lead maximum. Everybody, the leader, followers have the freedom to express themselves. Effective leader is one, who help others to find satisfaction in their job, to have acceptance in the team. To get a sense of satisfaction by individuals in the team, a leader should understand that they;

- Have a sense of personal achievement in the jobs they do
- Receive adequate recognition for their achievement
- They feel that they made remarkable contribution towards the accomplishment of group goals, if any failure happened, they understand it and they receive adequate help to improve it
- They find the job more challenging one. So, they can best utilize their potential, effort with maximum
- They have an opportunity to develop their potential (D'Souza, 1987).

A leader should have the knowledge on the organizational context. He/she must thoroughly know the goals, objectives, plans and policies of the organization. The leader must be updated with the information on every aspect of the organization. It may be the people, culture, work environment etc.

3.4.1.3 Communication

No one can survive without communication. It is simply the transfer of meaning. This meaning should be understood by others. If we have a good idea, there will be no use, when this idea is not transmitted meaningfully to others. The two important elements in communication are the transmission and understanding of meaning. An inspirational leader is a good communicator. It helps the leader to control follower's behaviour in the organization. Effective communication ability in a leader helps him or her to foster motivation among the followers. It guides the employees regarding what to do, how it can be done and what can be done for improving the performance. Having formal and informal communication in the group helps to exchange emotional expressions, feelings and thoughts between the people. Leader allows the people to express their feeling towards the job, people and the like. Inspirational leaders allow the employees an opportunity to express without any fear. Because they give more importance to the feelings of the employees. A leader is able to take decisions with the help of making

effective communication. Because, through communication, leader obtain many information necessary for the decision-making.

3.4.1.4 Team Work

Team building is a tedious task for a leader. Leader cannot do the job alone. They may lead but they need others to follow. A team has its own identity. A leader should understand that every team has their own personality, power, needs, standards and attitudes. Leaders who take of these things, can only become successful in the team. Because they can understand what the team demands. Team members must know the importance of working together. They should have a knowledge on factors that contribute to or hinder the functioning of the team. Inspirational leaders provide an opportunity to the team members to appreciate the contribution of each other and celebrate team's accomplishment (Kark & Shamir, 2002). Austin model of inspirational leadership gives emphasis on team work. One of the elements of his model is that "holding the line on integrity". The leader must capable of building such a work environment based on trust and integrity. If the work environment is very cooperative and favourable, it will be easy to the followers to achieve their personal as well as professional goals. It is possible by the way of creating team work and collaboration. It helps to build good relationship with the followers.

3.4.1.4.1 Characteristics of Effective Team

➤ Group Goals or Objectives

All the team members should clearly understand the goals of the team. There must be complete participation and commitment from the part of people in the team towards the group goals. This will determine how they will achieve the goals. A leader specifies the goals to be achieved in the group. It will determine the requirement of resources, energy and time for the same. There must be effective coordination of resources, this can be done by the leader alone. Otherwise, that leads to conflict. There may be mismatch between work and goal, people work as they like, no boundaries for anything.

➤ Roles and Responsibilities

People in the group should have a thorough knowledge regarding the roles to be played and the responsibilities to be done. There should not be any doubts regarding which role to be undertaken by one and the other. It is the duty of the leader to clearly distinguish the roles of each person to take and the responsibility to perform that role. If the roles of each person are not clearly specified that leads to conflict between the people and between the tasks too. That leads to overlapping of work.

➤ **Group Procedures and Work Processes**

It gives answer to the question- how a team can work together? Effective team needs procedures and processes in the area of decision-making, communication, meeting etc.

➤ **Interpersonal Relationship**

People in a team are required to work together. For that mutual trust, support and communication must be there between the parties to work effectively together. If the members feel a sense of belongingness to each other, they will be open and ready to share their emotions and feelings. A team's strength lies in the better interpersonal relationship.

➤ **Group Leadership Needs**

As already pointed out, there is no particular leadership style fit for all the situations. Effectiveness of a team is greatly influenced by the leadership style followed by the leader. Therefore, the leader periodically checks whether their leadership style make any harm or difficulty to the members. There must be assessment of impact of leadership style on the team members.

3.4.1.5 Risk Taking

The ability concerned with taking bold decisions, think out of the box, break the uncertainties called risk taking ability. The persons who are ready to take risk have a growth mindset. These people believe that the abilities, skills and capabilities required for doing any work can be gained by the way of learning and training. They have a strong willpower that they can achieve anything. These leaders always view the challenges as opportunities for growth. They give employees an opportunity to learn from the failure and learn lessons from those failures. At the same time leader also learn from the failures and celebrate failures as learning opportunities and improve their performance. Risk-taking does not means undertaking reckless risk or taking risk beyond our capacity. Leaders should always focus on taking calculated risk only. It must ensure psychological safety to the members and to the leader itself. For that leaders must engage in open communication and active listening. They must give feedbacks and support to the members whenever necessary. Austin model of inspirational leadership also gives importance to the element, risk taking. He described it as 'creating a sense of urgency'. An inspirational leader is capable of taking risk with confidence and enthusiasm. If the taken risk does not lead to success, the leader must be able to convert that risk into an opportunity for success, that is why they are called inspirational leaders (Austin, 2009).

3.4.1.6 Employee Engagement

Employee's commitments and connection to the organization called employee engagement. It does not mean the employees are happy and they are satisfied in the organization. This is about the emotional connection of employees towards the organization and its goals. That means these people are not working for the pay scale or promotion only but for the accomplishment of organizational goals. Effective leaders can create a favourable work environment for the employees. So, they can explore many opportunities and make them feel that they are part of something bigger. Inspirational leaders are those who create vision for the future and inspire all others to work for the accomplishment of goals. This leadership style is not limited with giving instructions and guidance to the employees. That is why these leaders are called game-changer. Inspirational leaders get through the emotions of employees and make them feel that they are an important part of the organization by the way of creating a sense of shared purpose and vision and motivate them to achieve goals. Their role is not limited with managers, they are act as motivators, mentors, guide try to empower the full potential of the team members. If the leader gives more consideration to the vision and aspirations of the members in the team, they become very productive, innovative and customer focused. An inspirational leader is found to be very fair and honest. These leaders break the rule of equality. That means, praise the good work immediately and reward for their accomplishments. They don't take care about the position, rank or any other factor. This attitude from the part of leader shows that, employees are also an important element in the organization. It will boost creativity, transparency, accountability and risk taking from the part of employees. (Austin, 2009).

3.4.1.7 Dedication and Commitment

Leadership is a learning process. To be a successful leader in this modern business world, a leader should be dedicated and have a commitment towards the organization and its goals. For an inspirational leaders, dedication and commitment is an unavoidable element (Bonau, 2017). Dedication from the part of leader helps to move forward, seek the opportunities and identifies the possible threats and make the environment ready for utilising these opportunities and threats. Commitment refers to the setting standards for excellence and have an accountability towards continuous improvement. Inspirational leaders try to set clear goals, break the problems into manageable parts, make arrangements for the daily tasks, seek for opportunities and embrace the challenges.

3.4.1.8 Inspirational Agenda

Inspirational leaders work based on an inspirational agenda. It is nothing but a tool or guide that helps to plan about what to be done and how it to be done. It helps to create a culture that

educates, motivates and support the followers (Austin, 2009). It is considered to be a plan of action. It helps a leader to prepare himself or herself ready for facing any situation. Leaders with inspirational agenda had a clear vision, focused on the future and always tries to inspire the followers to achieve goals.

3.4.1.9 Building Relationships

A leader's effectiveness is more depend on the interpersonal relationship than the technical knowledge or professional expertise. A leader is concerned, he/she cannot work alone. The leader is always accompanied with other people, it may be subordinates, peers, superiors etc. The success of the leader is influenced by the quality of relationship maintained by the leader with others. This quality is enhanced by the way of improving the level of awareness of themselves and others. The leader must give importance to the two important factors;

- The extent to which leaders see themselves as others see them
- The extent to which leaders see others as they see themselves

The extent to which the leader is having accurate self-perception, the better he/she can communicate with others. It is argued that when a leader is able to accurately value and accept themselves, they can value and effectively accept others also (D'Souza, 1987). A leader should always give respect to the dignity of others. In relationship building it is very important that, the leader must respect irrespective of their positions in the organization. Whatever be the position of people in the organization; higher or lower, everyone is unique with different abilities and aspirations, but the priority must be given on all are human beings and deserve all the right things to be happen in their life (Harold & Heinz, 1990). Inspirational leaders are better able to connect with the people up to the personal level by the way of building positive relationship. That will lead to loyalty and commitment from the employees. It creates a feeling in the mind of employees that they are given consideration and that lead to higher employee engagement and retention.

3.4.1.10 Result Oriented

Result-driven nature of leaders focused on the specific, measurable goals or objectives to be achieved. It is an approach of the leader to set clear objectives, track the progress and taking actions if needed to achieve the objectives. Leaders who focus on the results are found to be flexible. They give opportunity to the employees to bring new ideas to achieve the objectives. They are given complete ownership to the work they have undertaken. Here the employees can adopt their own strategies to achieve the goals. But the leaders frequently check the progress and provide necessary resources and support to the employees. These leaders celebrate the

success along with the team members. They are strategic, have forward thinking and prioritize long-term goals than short-term goals. These leaders show high-level of confidence and clarity. They try out new approaches and make adjustment to the plan if needed to achieve desired results. Being a result-oriented leader ensure all the members in the group are moving forward in the same direction. Effective and efficient workflows can be built without any distraction and disruptions. They can achieve the goals in a faster and efficient manner. because these leaders have a clear vision in their mind, they set a clear plan for the same, do smart work instead of hard work and check progress periodically and the goals become achieved. A leader achieves the results along with the effort of the people in the organization. It creates an environment of accountability and transparency. That lead to team work. Because the success depends on the ability of all members. It fosters high-level of communication, collaboration and cooperation among the members. An inspirational leader is also a result-oriented leader. These leaders only take reward, praise and other recognitions only when they accomplish the tasks (Austin, 2009).

3.4.1.11 Purpose-Driven

Inspirational leaders are found to be purpose-driven (Bonau,2017). That means inspirational leaders are well-known about the vision, mission, goals, values, principles and standards. It enables the leader to align the activities and actions towards these things. These people are driven by a purpose and align their goals with higher purpose. If the person is very clear about for what they are working for, can achieve the results very effectively and gain long-term success. Both the leader and the followers are very clear about the purpose of doing any work, can create a positive work environment, it become easy for the leader to communicate the organizations goals and objectives. Employees under result-oriented leaders can work without any doubts and distractions. That create a culture of excellence, people get motivated and empowered to give their best.

3.4.1.12 Value-Driven

The leader is having a deep sense of purpose and commitment towards values such as humility, honesty, integrity, excellence, courage, trust, care for the people and social and environmental responsibility. Here the leader tries to instil these values to the employees and thereby improve the cohesiveness and willingness to work together. These leaders re-evaluate their values, determine the purpose and find out which is more important for the leader as well as to the followers. These leaders clearly know about when to lead, when to follow and when to give directions. They have the ability to look situations from different viewpoints. They clearly know about the values of each member and recognize it. They never engage in blaming others

for the errors and mistakes. Leader takes all the responsibility. They treat all employees as equal; each one contributes to their maximum to the organization. An inspirational leader is considered to be a role model guided by a set of morally sound core values. A leader's activities and behaviour are guided by the values of the organizations. That helps them to work in an accountable and responsible manner. These leaders always try to improve their potential and give high standard of performance (Finney, 2022).

3.4.1.13 Emotional Intelligence

Intelligence is found to be one of the foundations of individual behaviour. Generally, intelligence is concerned with the ability to adapt to different situations. It is the cognitive process of reasoning and understanding. A person's attitude, perception, behaviour is influenced by cognition as well as emotions. More than conceptual intelligence, emotional intelligence determines the success of an individual. Workplace is a volatile environment; sometimes it is filled with tension, stress, pressure and anxiety. But sometimes, the environment may be very peaceful, pleasant, filled with happiness and excitement. These situations play a significant role in determining one's EI. While managing the workforce in an organization, the leader should be emotionally intelligent. A leader with emotional and social competencies can bring hope, vision and compassion for others (Boyatzis et al., 2013).

3.4.1.14 Inspirational Motivation

Leadership is basically concerned with influencing people thereby they can actively participate in the group goals (Harold & Heinz, 1990). To a leader is concerned, motivation is a great challenge to them. (D'Souza, 1987) argued that leader cannot motivate others. They can only create a climate to effectively work and to utilize the full potential. Leader must give consideration and participation by the employees into the decision making. Leader can motivate people, that they should have a feeling that they are considered by others- their emotions and feelings and difficulties. A leader should focus on; sensitivity to the problems people face on the job, availability and openness to people needing help, sympathy with adverse conditions in the work environment and the more important the ability to establish more than a boss-worker relationship. Leaders are well known about how to provide right encouragement and support to the team members to boost morale and productivity. Usually when a person is inspired or motivated, they feel empowered and create confidence that they can do anything. Inspiring leaders can motivate others in such a manner that help them to utilise their potential and achieve their dreams. It enables the persons to understand how much they are worthful, that raise confidence and self-esteem to win success in the personal and professional life. This increased confidence among the employees make them to think out of the box. That

brings creativity and drive innovations and new ideas leads to many discoveries and advancement in all areas.

3.4.1.15 Success-Oriented

If an individual is able to think, plan and do positively, they can bring success. They always seek to positively find solutions to the problems and instead of finding excuses. This kind of positive attitude helps a person to achieve their objectives, even they are having moderate abilities. To be a success-oriented person, it required to think positively, talk positively using positive ideas, words that inspire others, then only that create a winning attitude within a person. An optimistic person can do these things effectively. It requires tremendous effort from the part of leader, personal energy and selfless commitment. The power behind success-oriented leadership is to become a self-fulfilling one. That means, success is not limited with the leadership role, it is concerned with experiencing a sense of satisfaction and inspiration when others achieve and succeed. It is in the hands of the leader to lift others and pull them to achieve the goals. An inspirational leader always shares the success with the followers. They never take the credit of success themselves instead they share everything whether it is success or failure with the followers. These leaders always focus on success and they consider commitment towards the accomplishment of goals is the ultimate sacrifice to the organization (Austin, 2009).

3.5 Emotional Social Intelligence

Emotions are very significant in our daily lives. The behaviour of a person is influenced by emotions to a certain extent. Usually, emotions arise with respect to certain events either internal or external and has an influence on individual either positive or negative manner. There are mainly six basic emotions; fear, disgust, anger, surprise, joy and sadness that human experience. People take decisions based on the emotion experienced at that moment. When a person is happy and pleasant, his/her decision will be based on that emotion. If the person is angry, his/her decision may change. The type of emotion experienced by an individual is depend on the situation that trigger the emotion. This does not mean that the decisions are taken on the basis of emotions, but there will be an influence of emotions on the decisions. Awareness of different emotional state, helps an individual to better handle the situations especially under stress or work pressure.

Bar-on model, define emotional social intelligence as “cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands”

(Bar-On, 1997, p.14). A clear understanding and management of personal, social and environmental changes helps a person to become an emotionally socially intelligent one.

3.5.1 Models of Emotional Intelligence

Emotional intelligence is “The subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p.189).

According to the Encyclopaedia of Applied Psychology, there are currently three major conceptual models of emotional intelligence. They are;

- The Mayer-Salovey model of emotional intelligence
- The Bar-On model of emotional intelligence
- The Goleman model emotional intelligence

3.5.1.1 Salovey-Mayer Model of Emotional Intelligence

Mayer and Salovey was first coined the term emotional intelligence in 1990. Ability model is a four-branch framework of emotional intelligence in terms of ability rather than traits or characteristic. This four-branch model distinguish among four-branch model of problem solving necessary for emotional reasoning. EI is best measured as an ability. According to the ability model of EI, emotional abilities are classified into four branches;

(i) Perception and Expression of Emotions

To be an emotionally intelligent person, he/she first needs to identify the emotions of oneself and those of others. The person must be able to understand the kind of feeling including thoughts and emotions in a particular situation. He/she must be capable of correctly express the emotions by the way of communicating their emotions, feelings and thoughts to others. Emotions may be correct or incorrect, the way the person distinguish between them properly is rest with the person dealing with it. In an organization, the leader or manager have the capacity to recognize the emotions of employees can better understood them, show an empathetic attitude towards others. They can lead and manage the members in a better way. People who can perceive and respond emotions of oneself very quickly and accurately and express it to others effectively called appraising and expressing of emotions. It is considered to be an important part of emotional intelligence (Salovey & Mayer, 1990).

(ii) Emotional Facilitation of Thinking

Emotions have a great influence on one’s thinking. The information obtained from the emotions can be utilised for the decision-making. Emotions prioritize thinking, helps to gain multiple perspective and helps to gain different types of reasoning and problem-solving strategies by

the way of directing our focus to the information. It is the ability to change moods. Mood may be positive or negative. Positive moods in a person provide wide thinking, see things in a broader view, creative ideas and options, explore many possibilities in a flexible manner. Negative moods also provide an ability to spot out errors, give more attention to the field. A person must check the different moods experienced by the person. He/she must examine that what kind of emotion is going on in the minds of a person and how can it be controlled and the information derived from such mood change is used for decision-making (Salovey & Mayer, 1990).

(iii) Understanding Emotions

Emotions have different meaning. For example, joy or happiness can motivate us to join, share and to take part, fear may lead to get away from anything, anger leads to attack, lash out and try to stand up for ourselves. While understanding the emotions and its meaning can better able to handle the human beings. Emotions are very crucial to an individual, because it helps to adapt to the challenges in life. That means, when a person is happy or feel good, he/she can handle any kind especially more burdensome activities without any problem. But at the same time, when the person is sad or miserable even the very simple task become a risky one to the person (Salovey & Mayer, 1990).

(iv) Managing Emotions

Emotions can also be managed. If these emotions are under control, one can easily manage it. An emotionally intelligent person can effectively manage the emotions, because the person can effectively regulate the emotions and respond to those emotions effectively. Managing emotions are considered to be a strategic part of EI. The person must be open to emotional information when it is important and involve it for thinking. For managing the emotions of oneself and those of others, the person required to be kind to others because it helps to stop worrying about yourself, be open-minded, ready to appreciate good things and avoid severely criticising others.

This model can be a useful model for recognizing the relevance of emotion in the workplace. An emotionally intelligent manager should have the ability to share meaningful vision, capable of establishing meaningful relationships and resolve conflicts in a non-destructive manner (Palmer, 2007).

3.5.1.2 Bar-On model of emotional intelligence

Bar-On model discussed about the interpersonal and intrapersonal intelligence of people. Intrapersonal intelligence is concerned with the self-understanding of strengths and weaknesses and interpersonal intelligence is concerned with the understanding of others. This model

classified the emotional intelligence as; intrapersonal, interpersonal, adaptability, stress management and general mood.

Table 3.1

Bar-On Model of Emotional Intelligence

Intrapersonal	Interpersonal	Adaptability	Stress Management	General Mood
Self-regard	Empathy	Reality testing	Stress tolerance	Optimism
Emotional self-awareness	Social responsibility	Flexibility	Impulse control	Happiness
Assertiveness	Interpersonal relationship	Problem solving		
Independence				
Self-actualization				

Note: Adapted from “Emotional intelligence, its measurement and implications for the workplace,” by S. Cartwright and C. Pappas, 2008, *International Journal of Management Reviews*, 10(2), p. copyright 2008 by Blackwell Publishing Ltd157

1. Self-Regard

The capacity to look into ourselves. It is the capacity of accurately evaluating ourselves that leads to accepting and respecting ourselves. By accepting ourselves, the person become able to accept all the positive and negative qualities, strengths and weakness, limitations and opportunities. It is related with self-awareness. It makes a person confident, have inner strength, self-reliant and feel secured. For a leader, self-regard is an important ability. But high-level of self-regard is also problematic. Because when leaders always talk about the good things, his/her strengths and achievements to others, that make others to be uncomfortable. So, the leader is required to have this ability or balanced with good interpersonal skills then he/she can remove the negative impact or problems in social interaction. This ability can be changed and can be improved.

2. Emotional Self-Awareness

It is the analysis of what kind of emotion is felt by a person, find why it happened and check the reason behind it. These people have a good understanding of their inner feelings. But at the same time, people lack in this ability are impossible to develop the quality of empathy.

3. Assertiveness/ Emotional Self-Expression

It is concerned with expressing our emotions, feelings, rights, thoughts and opinions in a non-destructive manner. The person with assertiveness is self-confident, straight forward and very bold. Assertive people express their opinion, thoughts or whatever it may be without any

aggression or destructive way. They are not shy, overly controlled or submissive. These are the important requirement in the field of leadership.

4. Independence

Being independent does not mean not depending on others for anything especially for planning and decision-making. It does not mean not considering others into decision-making. Independent people consult others for their opinion. It is regarded as an important facilitator for an emotionally socially intelligent behaviour, because it helps to cope up with stress and work pressure. It helps leaders and managers to be effective in decision-making and work alone. If the team is having a greater number of dependent employees, it is very difficult to work effectively in a team because they work very slow, continuously depend the team leader for everything. On the other hand, if the team is having a greater number of independent members, it is also very difficult to cooperate with them. Because, sometimes these members show an over-confident that they can do any kind of work without any assistance that leads to many problems.

5. Empathy

Empathetic people always think about what others think in a particular situation. It is about what, how and why they feel. It is the central element of social awareness. This ability makes the person cooperative, collaborative, responsible and a loyal person to others. This quality enables a leader to lead by example giving an opportunity to the members, delegate responsibility to the members. People who lack in empathy engage in an aggressive, antisocial and psychopathic behaviour. But who are over empathetic are considered to be weak leaders or managers. Self-awareness, self-expression and empathy are considered to be the foundation or building blocks of EI construct.

6. Social Responsibility

Being a socially responsible person means having social consciousness and concern for others; their needs, motives and demands. These people work on the basis of social principles, rules and standards. A leader should act as a socially responsible person. He/she must have an interpersonal sensitivity, consult others, use other's ideas, talents, opinion for the benefit of all and not for the benefit of self. The quality of social responsibility helps a leader to be cooperate with others, be loyal and respectful. Individuals who lack in this ability work for the benefit of self, misuse the talents of others.

7. Interpersonal Relationship

It is not just creating a friendly relation with others but also being very ease and comfortable with those relationships and having positive expectation on others. People who are not engaged in interpersonal relationship are considered to be introvert, shy, dependent and unpleasant. For a leader it is a prerequisite quality. Without having this ability, a leader cannot succeed.

8. Stress Tolerance

It is the ability of a person to better handle adverse situation by the way of actively and positively coping with it. It can be done by the way being calm, relaxed and composed. If the leader is not having the ability of stress tolerance, he/she cannot survive in the organization. That means it is in the hands of the leader to handle the stress in a careful manner not giving any way to arise any strong emotion.

9. Impulse Control

It is concerned with how effectively a person control emotion. There is positive as well as negative emotions. Impulse control rest with the capacity to manage or delay or resist hostile behaviour. For a leader, he/she must control the aggressive emotion to arise in a most challenging situation. It is essential for negotiating and resolving conflict.

10. Reality-testing

It is the testing of the degree of correspondence between what we actually experienced and what externally exist. It is an attempt to make all things done in a right manner. This is about making perceptual clarity of things. The individual must possess situational awareness which is essential for cognitive processing of emotions.

11. Flexibility

It simply refers to the ability to accept the changes. It is adopting and adjusting our feelings, emotions and thoughts to new situation. A leader should always be flexible. Being adept to a new or dynamic or unpredictable situation is an important quality for a leader. Because a leader is facing many individuals with different character, has to face different work environment. Its culture, policies, goals are entirely different from the expectation of the leader.

12. Problem solving

It is concerned with identifying and defining problems and find alternative solutions and select the most effective solution for the problem. To deal with problem, a person must be self-confident, motivated, gather as many information as possible, able to collaborate with others to get valuable ideas.

13. Self-Actualization

It is the realization of inner potential. It is the achievement of ultimate goal for which the person is striving for. People put all the effort and commitment to fulfil this ultimate goal. People engage in a continuous improvement of their skills, competencies and talents. They always try to do best. Organizations and managers should try to nurture self-actualization to pursue personal as well as organizational goals.

14. Optimism

Optimism is considered to be an important facilitator of emotionally socially intelligent behaviour. This quality makes a person to be self-motivated, set challenging goals for them and to the organization. They always expect good things will happen very soon, fully utilize their capacity to achieve the same. It contributes towards being passionate, positive and dedicated towards what we really want to achieve. For an inspirational leader, generate energy and inspire others.

15. Happiness/Well-being

The ability to be happy and pleasant in life. Happiness generally concerned with being enjoy with others and have fun. They always feel good and enjoy life. It makes a person enthusiastic and cheerful at work. They are very optimistic and satisfied with their life and work. They always see good things in other people. A leader should always try to keep happiness in his/her profession, then only they can survive in that field.

ESI is more important than cognitive intelligence. Because it helps a person to do their best and accomplish goal by utilizing one's talent to the maximum. Emotionally socially intelligent person can effectively manage social, personal and environment changes by the way of effectively managing the emotions.

3.5.1.3 The Goleman Model of Emotional Intelligence

The competency model of emotional intelligence was created by Daniel Goleman in 1995. This model is based on certain emotional intelligence skills such as self-awareness, self-regulation, motivation, empathy and social skills. These skills are very essential for a successful leadership. Today's leaders can adopt these skills to bring excellence in their performance (Cherniss & Goleman, 2001). By the way of life experiences, EI can be developed in an individual. The emotional intelligence skills identified by (Goleman, 1995) are as follows;

i. Self-Awareness

It is not limited with awareness on emotions and feelings it also extends to one's values and goals. Self-aware people can assess themselves realistically, they are able to speak very

confidently. They not only aware the strengths but also their weaknesses. They are ready to admit failures and openly communicate their limitations to others (Goleman, 1998).

ii. Self-Regulation

Goleman (1998) argued that people with self-regulation- who have control over their feelings and emotions can create an environment of trust and fairness. Self-regulated people can easily adapt to the environmental changes. They are ready to listen carefully from the executives, seek information.

iii. Motivation

Motivation is the urge to achieve something or achieve beyond expectation. Persons who are looking for leadership position are highly motivated, they have high desire for the work, seek challenges, ready to engage in continuous learning, persistent and very eager to explore as many approaches as possible to the work. Highly motivated people are considered to be optimistic. They will not worry even the target is not fulfilled. These people are committed and loyal to the organization.

iv. Empathy

In leadership empathy does not mean putting others' emotions and feelings as our own. It is about thoughtfully considering others' emotions along with other factors necessary for decision-making. Today's businesses need the most important quality called empathy due to globalization, increased use of team work and need for retaining talents within the organization. Leaders with empathy do more than sympathizing others, it is about logically consider other's emotion and use that emotional knowledge for decision-making (Goleman, 1998).

v. Social Skills

Social skill rest with managing relationship with others. Socially skilled people are aware that, they cannot achieve anything lonely. They need the assistance and support of other members. These people can build a large network of relationships internally and externally.

Goleman (1998) opine that for the sake of performance along with technical ability and IQ, emotional intelligence is also a prerequisite. Emotional intelligence is learnable but it takes time but the benefit will last for long time to the individual as well as for the organization.

Goleman created two measurement tools for the model; one is The Emotional Competency Inventory (ECI)- created in the year 1999 and another one called Emotional and Social Competency Inventory (ESCI) which was created in the year 2007.

3.5.2 Emotional Intelligence at the Workplace

In a workplace, there are many individuals coming from different background and express different behaviour. Each behaviour has different consequences to the people who are dealing

with and to the entire organization. Sometimes, people need to behave according to the plans, policies, procedures of the organization, but it may not happen all the times. Because, human character is influenced by certain factors which may not be controlled always.

Makkar & Basu, (2019) studied about the role of EI in the workplace, they take banking sector as the sample. Individual with high-level of EI display positive workplace behaviour that contribute towards higher engagement and organizational commitment. Banking sector is one of the dominant sectors in our economy that contribute to the growth and development of our country. EI in leadership is considered to be an essential to the banking sector because the performance is largely depended on rendering high-quality services. Workplace environment conditions had a great influence on EI, because people show different levels of EI depending on the working environment conditions. The service orientation and the behaviour in the workplace in the private sector banks offered people to improve their emotional intelligence capacity compared to public sector banks. But at the same time the work stress in private sector banks is also high. Watkin, (2002) argued that in every field in every industrial sector, top performers are distinguished from others not on the basis of IQ or technical ability but on the basis of emotional intelligence. Technical expertise and intelligent quotient only guarantee average performance or it give only a baseline. Emotional intelligence is the single factor that determine superior performance from the entry level to the top executive level performance.

Business leaders with high-level of EQ can create a supportive work environment and organizational commitment. These leaders can better understand their own and the team member's strengths and weaknesses. They are capable of handling stress, conflict and work pressure in a non-destructive manner. High EQ leaders are very inspiring and supportive because they know very well about the needs, emotions and feelings of the group members. They generate optimism, excitement and enthusiasm among the members (Furnham, 2012).

3.6 Conclusion

Today in every organization, there is a more focus on emotional intelligence due to the paradigm shift in leadership. In earlier days, leaders only need to give commands to do certain jobs. But now the picture has been changed. They are more self-aware and give more focus on building relationships. Today's leaders are more accountable towards their peers and subordinates. Leadership is actually a journey of a lot more ups and downs. Here the leader grows and faces many struggles, effective leaders learn from the past lessons and make it as a fuel to drive the future ahead. Effective leaders must take care of balancing. That means they should be able to balance physical and mental well-being. It is very crucial for a leadership role. So, the path of becoming an inspirational leader is not without any obstacles. But the

success is depending on how tactfully the leader overcome from those obstacles and learn good lessons from that and utilise it properly. The success of the leader is more influenced by emotional social intelligence. The present study is intended to study the effectiveness of emotional social intelligence in inspirational leadership in banks in Kerala. The study also envisages the assessment of emotional social intelligence competencies, managerial skills, leadership skills possessed by the branch managers in selected banks in Kerala.

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CHAPTER IV

DATA ANALYSIS AND

INTERPRETATION PART I

4.1 Introduction

This chapter deals with the results of analysis of data collected. It includes socio-demographic profile of branch managers and employees in the banks, details regarding the factor analysis for the assessment of certain objectives of the study. It also includes exploratory factor analysis, confirmatory factor analysis, its reliability and validity, measurement models used for the study and normality of the distribution of the data.

Section I

4.2 Socio-Demographic Profile of Branch Managers and Employees Working in Banks

The socio-demographic factors such as gender, age, educational qualification, marital status, type of family, type of bank, region and length of service (Bantel, 1993; Bell et al., 2011; Chaudhary et al., 2017; Kaukauli et al., 2002) of branch managers and employees are considered for the study.

4.2.1 Socio-Demographic Profile of the Bank Branch Managers Selected for the Study

Table 4.1.1

Socio-Demographic Profile of the Bank Branch Managers Selected for the Study

Variables	Categories	Frequency	Per cent
Gender	Male	222	61.7
	Female	138	38.3
	Total	360	100
Age	Below 35	151	41.9
	36-40	82	22.8
	41-45	44	12.2
	46-50	26	7.2
	51 and above	57	15.8
	Total	360	100.0
Education Qualification	Degree	175	48.6
	PG	185	51.4
	Total	360	100
Marital Status	Married	268	74.4
	Unmarried	66	18.3
	Widow/ Widower	26	7.2
	Total	360	100
Type of Family	Nuclear Family	218	60.6

Extended Family	80	22.2
Joint Family	58	16.1
Blended Family	4	1.1
Total	360	100.0

Source: Primary data

It is clear from the table 4.1.1 that, majority of the respondents are male branch managers (61.7 per cent). While 38.3 per cent are female branch managers. With respect to the age of the respondents, majority (41.9 per cent) of the respondents belongs to Below 35 age categories. Followed by 36-40 age category with 22.8 per cent, 46-50 age category with 15.8 per cent, 41-45 age category with 12.2 per cent and 46-50 age category with 7.2 per cent respondents. Education qualification wise classification reveals that majority of the respondents selected for the study are post graduate (51.4 per cent). Regarding the marital status of the bank branch managers, 74.4 per cent are married, 18.3 per cent are unmarried, 7.2 per cent belongs to widow or widower category. Type of family wise classification reveals that majority of the respondents are from nuclear family (60.6 per cent), 22.2 per cent belongs to extended family, 16.1 per cent are from joint family and 1.1 percent of the respondents belongs to blended family.

Table 4.1.2

Frequency Distribution of Type of Bank, Region and Length of Service of Branch Managers in Banks

Variables	Category	Frequency	Per cent
Type of Bank	Public Sector Bank	220	61.1
	Old Private Sector Bank	101	28.1
	New Private Sector Bank	39	10.8
	Total	360	100
Region	Northern	100	27.8
	Central	143	39.7
	Southern	117	32.5
	Total	360	100
Length of Service	01-05 years	172	47.8
	06-10 years	106	29.4
	11-15 years	56	15.6
	16-20 years	16	4.4
	21 and above	10	2.8
	Total	360	100

Source: Primary data

It is evident from the table 4.1.2 that majority of the branch managers were selected from the public sector banks, constituting 61.1 per cent of the total. 28.1 per cent of the branch managers

were selected from the old private sector banks and 10.8 per cent from the new private sector banks. With respect to the region, majority of the branch managers were selected from the central region, i.e. 39.7 per cent of the total; 32.5 per cent from the southern region and 27.8 per cent of the total branch managers were selected from the northern region. With respect to the length of service of respondents as a branch manager in a bank, majority of them have 01-05 years of experience in banks as a branch manager, constituting 47.8 per cent of the total. Followed by 29.4 per cent have experience of 06-10 years', 15.6 per cent have experience of 11-15 years. Less than 5 per cent of the respondents have work experience for a period of 16-20 years with 4.4 per cent and more than 21 years of experience with 2.8 per cent.

Table 4.1.3

Frequency Distribution of the Number of Branch Managers taken from each bank Selected for the Study

Name of Bank	Frequency	Percent
SBI	85	23.6
Canara Bank	60	16.7
Union Bank	21	5.8
Bank of Baroda	19	5.3
Punjab National Bank	19	5.3
Indian Overseas Bank	16	4.4
Federal Bank	42	11.7
South Indian Bank	35	9.7
Catholic Syrian Bank	14	3.9
Dhanalakshmi Bank	10	2.8
HDFC	12	3.3
ICICI	11	3.1
Axis Bank	8	2.2
IndusInd Bank	3	0.8
IDBI	3	0.8
Kotak Mahindra Bank	2	0.5
Total	360	100

Source: Primary data

Table 4.1.3 shows the frequency distribution of the banks selected for the study. It reveals that 23.6 percent of the bank branch managers selected for the study are from SBI followed by 16.7

per cent of the respondents are selected from the Canara bank; 5.8 per cent from Union bank; 5.3 percent each from Bank of Baroda and Punjab National bank respectively; 4.4 per cent from the Indian Overseas bank; 11.7 per cent of branch managers are selected from Federal bank, 9.7 per cent from South Indian bank; 3.9 per cent from Catholic Syrian bank; 2.8 per cent from Dhanalakshmi bank; 3.3 per cent from HDFC bank; 3.1 per cent from ICICI bank; 2.2 per cent of the respondents selected from Axis bank; 0.8 per cent from IDBI and IndusInd bank respectively and 0.5 per cent from Kotak Mahindra bank respectively.

4.2.2 Socio-Demographic Profile of Employees Working in Banks

The socio-demographic profile of employees working in banks includes; gender, age, education qualification, marital status, type of banks, region, length of service and the number of years in which the employee knows about their present branch manager.

Table 4.1.4

Frequency Distribution of Socio-Demographic Profile of Employees Working in the Banks

The socio-demographic profile of the respondents (Bank Employees) such as gender, age, education qualification, marital status are presented in the following table 4.1.4.

Variables	Categories	Frequency	Per cent
Gender	Male	178	44.5
	Female	222	55.5
	Total	400	100
Age	Below 30 years	211	52.8
	31-40	143	35.8
	41-50	33	8.3
	51 and above	13	3.3
	Total	400	100
Education Qualification	Degree	257	64.3
	PG	143	35.8
	Total	400	100
Marital Status	Married	209	52.3
	Unmarried	182	45.5
	Widow/ Widower	9	2.3
	Total	400	100

Source: Primary data

The table 4.1.4 socio-demographic profile of bank employees reveals that, out of the 400 respondents; majority of the respondents are female with 55.5 per cent and the remaining are male employees with 44.5 per cent. Age-wise classification shows that majority of the employees are in the age group of below 30 years with 52.8 per cent; followed by 31-40 with 35.8 per cent. 8.3 per cent employees are in the age group of 41-50 years and 3.3 per cent are in the age group of 51 and above. Regarding the education qualification of the employees, majority of the employees are degree holders (64.3 per cent) and the remaining employees are post graduate (35.8). Marital status of the employees reveals that; 52.3 per cent of the employees are married; 45.5 per cent are unmarried; and 2.3 per cent belongs to widow/widower category

Table 4.1.5

Frequency Distribution of Type of Bank, Region, Length of Service and the No. of years in which the employees know about their Present Branch Manager

Variables	Categories	Frequency	Per cent
Type of bank	Public Sector Bank	244	61
	Old Private Sector Bank	117	29.3
	New Private Sector Bank	39	9.8
	Total	400	100
Region	Northern	113	28.3
	Central	157	39.3
	Southern	130	32.5
	Total	400	100
Length of Service (in years)	01-05	247	61.8
	06-10	90	22.5
	11-15	45	11.3
	16-20	14	3.5
	21 and above	4	1
	Total	400	100
The no of years in which the employees know about their present Branch Manager	01-03	284	71
	04-06	100	25
	07-09	16	4
	Total	400	100

Source: Primary data

Majority of the employees were selected from the public sector banks with 61 per cent of the total. Followed by 29.3 per cent of employees from the old private sector banks and 9.8 per cent employees from the new private sector banks. Region-wise classification shows that, 39.3 per cent of the employees were selected from the central region, 32.5 per cent from the southern region and 28.3 per cent employees from the northern region. With respect to the work experience classification, majority of the employees (61.8 per cent) have work experience of 01-05 years in banks, 22.5 per cent have experience of 06-10 years, 11.3 per cent have 11-15 years and less than 5 per cent i.e. 3.5 per cent have work experience of 16-20 years and only 1 per cent belongs to 21 and above years of experience in banks. Majority of the employees (71 per cent) knows about their present branch manager for a period of 01-03 years followed by 04-06 years with 25 per cent and only 4 per cent of employees knows about their present branch manager for a period of 07-09 years.

Table 4.1.6

Frequency Distribution of the Number of Employees taken from each Bank in Kerala

Name of Bank	Frequency	Percent
SBI	98	24.5
Canara Bank	71	17.8
Union Bank	21	5.3
Bank of Baroda	19	4.8
Punjab National Bank	19	4.8
Indian Overseas Bank	16	4.0
Federal Bank	49	12.3
South Indian Bank	44	11.0
Catholic Syrian Bank	14	3.5
Dhanalakshmi Bank	10	2.5
HDFC	12	3.0
ICICI	11	2.8
Axis Bank	8	2
IndusInd Bank	3	.7
IDBI	3	.7
Kotak Mahindra Bank	2	.5
Total	400	100.0

Source: Primary data

Table 4.1.6 shows the number of employees taken from each banks functioning in Kerala. It indicates that 24.5 per cent of the employees were selected from the SBI followed by Canara bank with 17.8 per cent; Federal bank with 12.3 per cent; South Indian bank with 11 per cent. It is very understood that the number of employees taken from each bank were just more than or equal to the number of branch managers taken from the corresponding banks functioning in Kerala.

4.3 Assessment of Managerial Skills of Managers in Banks

Managerial skills are the important skills required by the managers especially a branch head in a bank. Different authors and researchers explain different managerial skills depend on the organizational structure. This study discussed about three managerial skills required by a branch manager in a bank. They are; Conceptual Skills, Interpersonal Skills and Technical Skills which is based on the classical model of management skills propounded by Robert Katz in 1955. According to Katz (1955), the importance of managerial skills of an executive may change, when he/she progresses to the top level. He argued that Technical and Human skills are important at the first or initial level, but when progressing to the top level, the importance of Technical Skills decreases and the importance of Conceptual Skills increases.

4.3.1 Confirmatory Factor Analysis (CFA)

For verifying the factor structure of identified set of managerial skills, a CFA was attempted. It examined whether the factors identified fit into the model based on actual data using CFA. Confirmatory factor analysis helps to specify which variables load onto the dependent variables and it was conducted to confirm the factors taken from the previous studies. CFA was done with a sample of 360 respondents using AMOS version 21 software.

There are many indices recommended by different authors to evaluate the measurement model. Following are the indices recommended by (Hu & Bentler, 1999), used for the current study;

1. Minimum Value of the Discrepancy between the model and the data with Degrees of Freedom (CMIN/ DF)
2. Comparative Fit Index (CFI)
3. The Goodness of Fit Index (GFI)
4. Adjusted Goodness of Fit Index (AGFI)
5. Root Mean Squared Error of Approximation (RMSEA)
6. Standardized Root Mean square Residual (SRMR)

Table 4.1.7*Threshold Values of Measures in CFA for Managerial Skills of Managers in Bank*

Measures	Threshold Values	Obtained Values
CMIN/DF	<3 Ideal. The values were acceptable between 3 and 5	2.644
CFI	>0.90	0.933
GFI	>0.90	0.939
AGFI	>0.80	0.914
RMSEA	<0.05 Good and 0.05-0.10 Moderate	0.068
SRMR	<0.09	0.075

Source: Primary data

The above table 4.1.7 gives the values of the model indices. The value of CMIN/DF reported to be 2.644 which is within the threshold values. Values between 3 to 5 is also acceptable. The value of CFI is 0.933 which is greater than the minimum value of 0.90. AGFI is reported to 0.914 which is greater than the minimum value of 0.80. RMSEA is reported to be 0.068, it is considered to be moderate. The value of GFI is reported as 0.939, the threshold value for GFI is >0.90. The value of SRMR is reported as 0.075, which is also within the threshold limit of <0.09. The fit indices currently used for the study are within the minimum values indicates the best fit for the model and the model can be well accepted.

The model explaining the managerial skills of branch managers in bank in Kerala was finalised after the CFA. Thus, the bank branch managers' managerial skills in Kerala are a construct subject to interpersonal skills, conceptual skills and technical skills.

4.3.2 Reliability and Validity Analysis

The capacity of a measure to give consistent called reliability. Validity refers to the accuracy of a measure (Fitzner, 2007). Cronbach Alpha and Composite reliability (CR) are used for testing the internal consistency of the measure. The value ranges between 0.6-0.7 are acceptable (Sarstedt et al., 2021). The Cronbach Alpha for the variables ranges from 0.750 to 0.864 and the value of composite reliability ranges from 0.752 to 0.927.

Construct validity of the model implies that whether the proposed model measure accurately what it is intended to measure. It comprises convergent validity and discriminant validity.

Convergent validity shows how closely the proposed model related with other models measuring the same construct. Here it is examined based on three conditions;

- “When the composite reliability (CR) is more than or equal to 0.7 for each constructs used
- All the standardized loading for each item of the constructs is 0.5 or above and

- The AVE (Average Variance Explained) for each construct is 0.5 or above” (Fornell & Larcker, 1981; Hair et al., 2009; Hamid et al.,2017).

The convergent validity of the proposed model can be ensured by fulfilling these conditions. Another validity called discriminant validity; it is the “the extent in which the construct is actually differing from one another empirically” (Hamid et al.,2017, p.02). Some of the items in each construct was eliminated due to poor loading compared with other items, in order to improve the validity of the model.

Discriminant validity of the proposed model is examined based on the following conditions;

- “Convergent validity is established
- No indicator cross-loads on other constructs (i.e. the model is fitted well) and
- The level of indicator variance explained by each construct is greater than the shared variance between two constructs” (Fornell & Larcker, 1981; Hamid et al.,2017).

4.3.3 Factor Loading

Standardised and unstandardized loading of each item of the constructs are given in the table 4.1.8. The item validity of the model is ensured by the way of factor loading. Items with a factor loading of more than 0.4 is considered fair, more than 0.5 is considered to be good and factor loadings with estimate value higher than 0.7 are considered ideal (Tabachnick, 2007).

Table 4.1.8*Regression Estimates*

Statements	Code	Standardized Estimates	Unstandardized Estimates	P value
I am comfortable thinking outside the box	CS1	.854	1.000	
I transform my thoughts into action-driven solutions	CS2	.765	.816	<0.001
I am able to think in new line	CS3	.758	.671	<0.001
I have an imaginative vision about the future	CS4	.851	.825	<0.001
I have the capacity to visualize & fulfil the needs of the organization at the right time	CS5	.853	.846	<0.001
I have an open & progressive mind	CS6	.854	.854	<0.001
I have the ability to get along with the people	IS3	.688	.548	
I can effectively handle challenging situations	IS4	.700	.518	<0.001
I inspire employees by rewarding them with recognition & praise for their work	IS6	.739	.535	<0.001
I have software proficiency	TS3	.671	.596	
I am acquainted with adequate training & experience to deal with the activities within the organization	TS4	.779	.691	<0.001
I have the ability of making analytical reasoning (the ability to look at information)	TS6	.647	.546	<0.001
I can easily explain to others about the new technologies used in the bank	TS7	.729	.605	<0.001
I ensure that employees in the bank are technologically aware	TS8	.748	.588	<0.001

Source: Primary data [Note: CS-Conceptual Skills; IS-Interpersonal Skills; TS-Technical Skills]

4.3.4 Composite Reliability (CR), Average Variance Explained (AVE), Maximum Shared Variance (MSV) and Average Shared Variance (ASV)

According to the Fornell & Larcker (1981) conditions, the convergent and discriminant validity of the proposed model is established.

Table 4.1.9

Convergent and Discriminant Validity of the Model of Managerial Skills of Managers in Banks

	CR	AVE	MSV	ASV	Conceptual	Technical	Interpersonal
Conceptual	0.927	0.678	0.026	0.020	0.824		
Technical	0.840	0.513	0.138	0.082	0.162	0.716	
Interpersonal	0.752	0.503	0.138	0.076	0.117	0.371	0.709

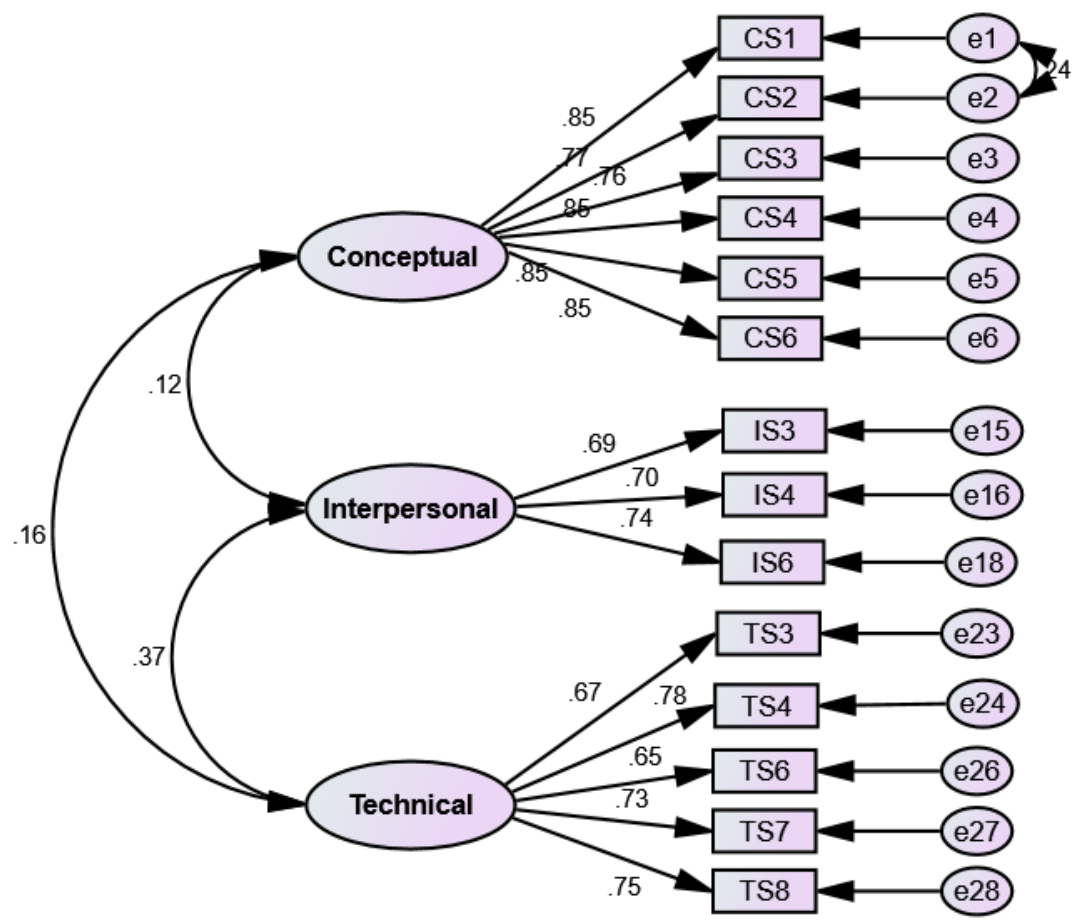
Source: Primary data

As the value of CR is greater than 0.7 for all the constructs used in the model. The value of CR for conceptual skill is 0.927; for interpersonal skill 0.752 and for technical skills, it is 0.840. With regard to the score of AVE, the value for all the constructs used in this model is above 0.5 thereby establishing the convergent validity. The MSV of each construct is less than AVE of the concerned construct. Thereby it establishes the discriminant validity of the model.

Based on the validation, it is clear that the is a good model. The proposed measurement model of bank branch managers' managerial skills in Kerala can be tested and verified. The final model after testing for reliability and validity is given below;

Figure 4.1.1

Measurement Model of Managerial Skills Managers in Banks



Source: Primary data

Section II

4.4 Assessment of Leadership Skills of Managers in Banks

Leadership skills are the important skills required by the managers especially a branch head in a bank. To lead a team is not an easy task for any individual. Because people are different in terms of their ability, character, knowledge and culture. To cooperate all these differences and move forward along with them is possible only when a person has the ability of leadership. There are many skills associated with leadership. Different authors suggest different skill requirement for a person to become a successful leader. Depending on the situation, work environment, behavior of people, the position they are holding, the skill requirement may also differ. There are many skills suggested by different authors linked with leadership. The leadership skills associated with a particular sector is different from another sector. To identify the skills associated with leadership skills of branch managers in banks an exploratory factor analysis was conducted.

4.4.1 Exploratory Factor Analysis (EFA)

EFA is considered to be a data-driven approach, that means there is no specification given on the number of factors to be taken at the initial stage and the nature of relationship between the common factors and indicators. It is helpful to determine the appropriate number of common factors and ascertain the measured variable of the various latent dimensions. Another use of factor analysis is to determine the nature and number of latent variables underlying a set of items (Hooper, 2012).

This study discussed about seven leadership skills which is found to be suitable for a branch manager in a bank. They are; communication (Reave, 2005; Smith & Lewis, 2012), conflict resolution skills (Smith & Lewis, 2012), problem solving skill (Woodard & Geissler, 1999; Mumford et al.,2000; Smith & Lewis, 2012), decision-making (Kolb, 1999; Schwarber,2005; Walumbwa et al.,2014; Selart,2010), delegation skills (Leana,1986; Lyons,2016); Ugoani, 2020), cognitive skills (Kirkpatrick & Locke, 1991; Mumford et al.,2007; Smith & Lewis, 2012; Shuck & Herd, 2012; Mumford et al.,2016) and strategic skills (Mumford et al.,2007). EFA was performed on 42 items explaining different leadership skills of branch managers in banks using principal component analysis with varimax rotation. In the initial stage, it loaded 13 factors. By observing the factor loading of each item, there are items which is loaded less than 0.4. Later, items which is loaded less than 0.4 are removed and again run EFA. Then items which is not loaded any of the factor was removed and check the items whether they are loaded in the correct factor. Finally, it extracted seven factors explaining 60.457 per cent variance.

Table 4.1.10*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				.713
Bartlett's	Approx. Chi-Square			2863.420
Test	of Degree of freedom			351
Sphericity	Sig.			.000

Source: Primary data

From the above table 4.1.10, it is clear that the value of KMO measure of sampling adequacy 0.713 which is above the threshold limit (0.6 and above) (Kaiser, 1974) which is acceptable and the Bartlett's test of sphericity is significant, i.e. less than 0.05 ($p < 0.001$). It indicates that the data is suitable for conducting factor analysis.

Table 4.1.11*Total Variance Explained*

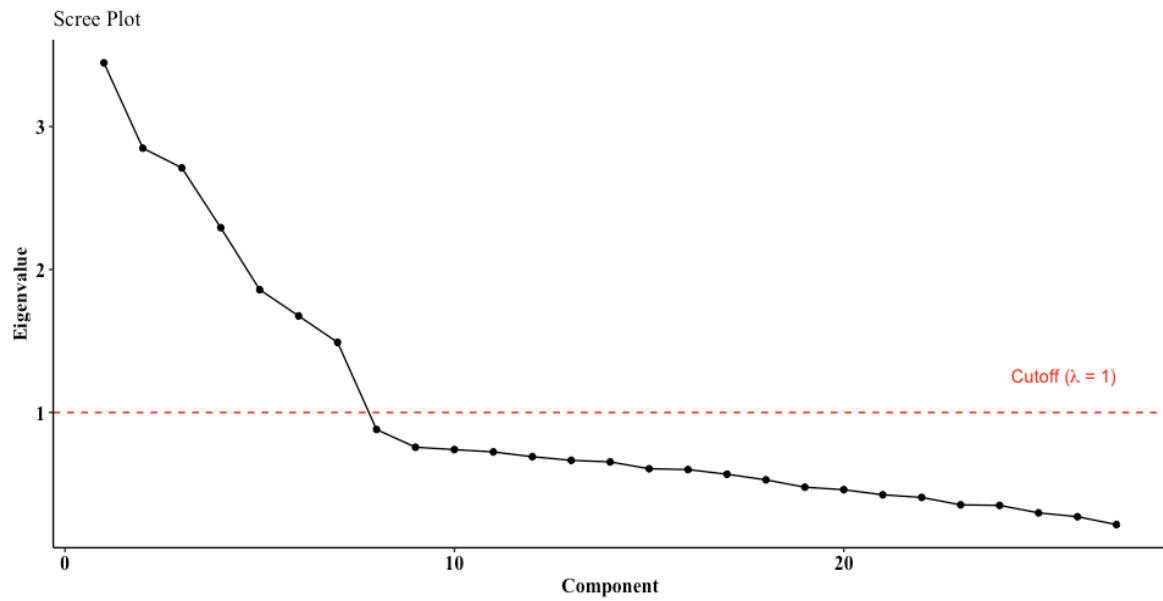
Factors	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.446	12.761	12.761	2.800	10.372	10.372
2	2.849	10.551	23.313	2.513	9.306	19.678
3	2.711	10.041	33.354	2.477	9.174	28.852
4	2.293	8.492	41.846	2.345	8.686	37.538
5	1.859	6.885	48.73	2.250	8.332	45.870
6	1.676	6.206	54.936	1.993	7.383	53.254
7	1.491	5.520	60.457	1.945	7.203	60.457

Source: Primary data

It is clear from the table 4.1.11 that seven factors are extracted from the factor analysis to determine the leadership skills of branch managers in banks. The first factor explains 10.372 per cent variance, the second factor explain 19.678 per cent, third factor explain 28.852 per cent, the fourth factor explain 37.538 per cent, fifth factor explain 45.870 per cent, sixth factor explain 53.254 per cent and seventh factor explain 60.457 per cent of variance of the construct leadership skills of branch managers in banks. The threshold value of cumulative variance is 60 per cent in the area of social sciences (Hair et al, 2006).

Figure 4.1.2

Scree plot



Source: Primary data

The above figure 4.1.2 is the scree plot present the eigenvalues in descending order linked with a line. From the figure it can be identified that, the number of factors above and excluding the point of inflexion are taken for analysis, here it is seven.

Table 4.1.12*Rotated Component Matrix*

Statements with Code	Components						
	1	2	3	4	5	6	7
Before taking decision, I consider the objectives & policies of the organization -LS22	.866						
I evaluate the risks associated with each alternative before making a decision -LS23	.827						
I consider pros and cons of each and every alternative for taking a decision -LS19	.806						
I try to take right decision at the right time -LS21	.799						
I communicate the information clearly & quickly -LS1		.722					
I make friendly chat with employees -LS4		.718					
I consider individual differences while communicating with them -LS5		.688					
I ensure two-way communication -LS3		.685					
I have the good vocabulary to communicate effectively -LS2		.631					
I assign jobs along with responsibilities to the employees -LS37			.699				
I encourage the subordinates for self-checking of their accomplished work -LS39			.689				
I pass on instructions, orders etc. to assign jobs & fix responsibilities to the subordinates -LS36			.673				
I have the ability to assess employee's strength's & weaknesses -LS40			.672				
I ensure that right job is delegated to right person -LS41			.662				
I know how to create unity in the workplace -LS12				.776			
I am able to assess the situation and then behave using a balance of emotion and reason -LS14				.764			
I show an impartial attitude towards problems -LS13				.755			

I bring up the grievances and disagreement into an open discussion -LS16	.705
I engage in active listening -LS29	.899
I am very concise & clear in verbal and written communication -LS10	.805
I am able to analyse the strengths and weaknesses of different approaches to work-LS35	.790
I try to solve complex & abstract problems with speed & accuracy -LS26	.829
I take into consider all the facets of a complex problems -LS27	.811
I take adequate care before planning anything -LS28	.740
I give each alternative an equal importance -LS30	.819
I consider the suggestions of the subordinates -LS31	.813
I seek expert opinion, when a serious issue comes -LS34	.724

Source: Primary data [Note: LS-Leadership Skills]

Rotation component matrix shows the loading on each statement constituting to the different skills associated with leadership skills of bank branch managers. It is the final rotated component matrix with seven factors after eliminating the statements which are not loaded in any of the factors, statements which are wrongly placed in different factors. It is clear from the table that there is no cross loading of items and all the items have loading above 0.4. Factor 1 is loaded with four statements (0.866, 0.827, 0.806, 0.799) and it is labelled as decision-making skill. Factor 2 is loaded with five statements (0.722, 0.718, 0.688, 0.685, 0.631) and it is labelled as communication skill. Factor 3 is loaded with five statements (0.699, 0.689, 0.673, 0.672, 0.662) and it is given a label as delegation skill. Factor 4 is loaded with four statements (0.776, 0.764, 0.755, 0.705) and it is labelled as conflict resolution skill. Factor 5 is loaded with three statements (0.899, 0.805, 0.790) and it is labelled as cognitive skill. Factor 6 is loaded with three statements (0.829, 0.811, 0.740) and it is labelled as strategic skill. Seventh factor is loaded with three statements (0.819, 0.813, 0.724) and it is labelled as problem solving skills. The results indicate that seven factors which are best explain the construct leadership skills of branch managers in bank in Kerala.

After completing the factor analysis, that is satisfying all the conditions required, the researcher conduct reliability analysis of the final dataset for performing further analysis. Cronbach's Alpha (α) is used to test the reliability. The value ranges from 0 to 1. High value means higher level of reliability. A minimum 0.7 is acceptable as reliable for analysis (Nunnally, 1978). The results of reliability are given below;

Table 4.1.13*Reliability Analysis of Leadership Skills of Managers in Banks*

Code of statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LS19	12.16	5.344	.662	.818
LS22	12.26	4.737	.740	.784
LS23	12.21	5.085	.701	.801
LS21	12.22	5.591	.649	.824
Cronbach's Alpha for Decision Making Skills: 0.849(4)				
LS1	15.81	5.210	.493	.689
LS2	15.81	5.429	.471	.697
LS3	15.93	4.719	.511	.681
LS4	15.88	4.722	.522	.676
LS5	15.82	4.951	.485	.691
Cronbach's Alpha for Communication Skills: 0.733(5)				
LS36	15.33	9.079	.528	.669
LS37	15.24	8.790	.523	.670
LS39	15.30	9.553	.442	.701
LS40	15.36	8.812	.494	.681
LS41	15.19	8.913	.465	.694
Cronbach's Alpha for Delegation Skills: 0.729(5)				
LS12	12.21	4.336	.572	.679
LS13	12.19	4.568	.529	.703
LS14	12.31	4.270	.582	.673
LS16	12.19	4.581	.502	.717
Cronbach's Alpha for Conflict Resolution Skills: 0.751(4)				
LS10	7.90	3.063	.642	.777
LS29	8.02	2.696	.740	.674
LS35	7.85	3.301	.636	.784
Cronbach's Alpha for Cognitive Skills: 0.818(3)				
LS26	7.90	3.063	.642	.777
LS27	8.02	2.696	.740	.674
LS28	7.85	3.301	.636	.784
Cronbach's Alpha for Strategic Skills: 0.724(3)				
LS30	8.88	1.608	.573	.560
LS31	8.69	1.840	.541	.604
LS34	8.83	1.851	.472	.685
Cronbach's Alpha for Problem Solving Skills: 0.709(3)				

Source: Primary data

Section III

4.5 Assessment of Inspirational Leadership Pattern of Managers in Banks in Kerala

There are many leadership styles adopted by the executives in the organization. The way of leading a group of members is different from one another. The style adopted by the people may also differ. There is no one particular style of leadership suitable to all type of organizations. Today most of the organizations follow such a leadership pattern which is more influential in nature. Inspirational leadership is one among the leadership pattern followed by the modern leaders. There is not much literature available on inspirational leadership. The qualities or characteristics of an inspirational leaders are identified from the available literature on inspirational leadership. The details are summarised below

4.5.1 Exploratory Factor Analysis (EFA)

An EFA has been conducted to identify the most important characteristics of inspirational leadership. It started with 112 statements explaining different characteristics or elements constituting inspirational leadership. The researcher uses principal component analysis with varimax rotation to conduct factor analysis. It extracted 9 factors with suitable statements on each factor. During this process, some statements were deleted due to it is not loaded any of the factors, deleted some statements which is wrongly loaded and some factors were deleted due to poor loading. That means, less than 3 statements were loaded on some factors, hence it deleted. Finally, it extracted 9 factors with 45 statements, with minimum three statements on each factor. Then the reliability of the factors has been checked using Cronbach's Alpha (α). The results of EFA are as follows;

Table 4.1.14

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.837
Bartlett's Test of Sphericity	Approx. Chi-Square	7616.671
	Degree of freedom	990
	Sig.	.000

Source: Primary data

From the above table 4.1.14, it is clear that the value of KMO measure of sampling adequacy 0.837 which is acceptable and Bartlett's test of sphericity is also significant at 5 per cent level of significance ($p < 0.001$), it indicates that the data is suitable for conducting factor analysis.

Table 4.1.15*Total Variance Explained*

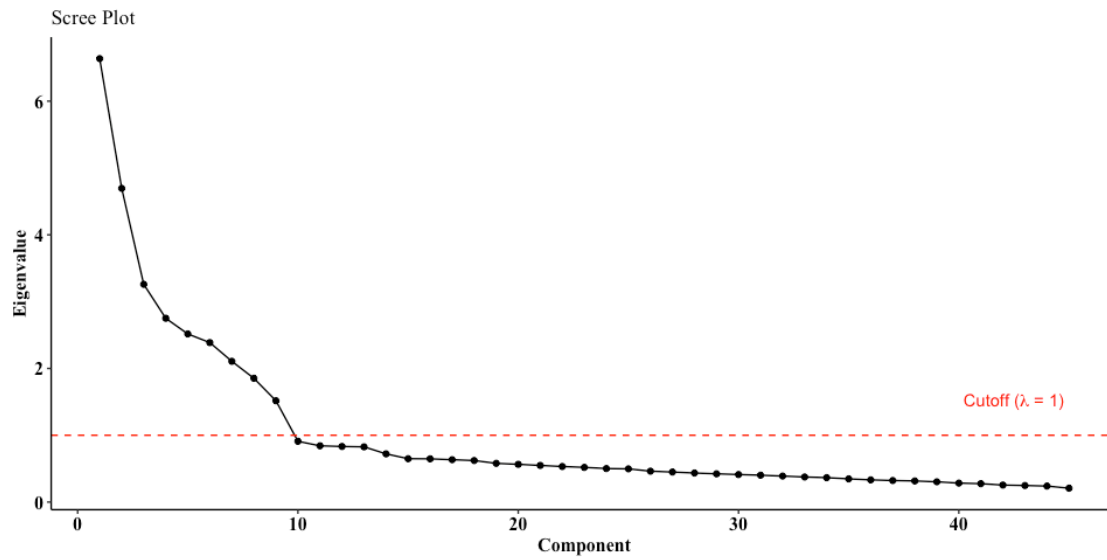
Factors	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.637	14.749	14.749	5.334	11.854	11.854
2	4.695	10.434	25.183	3.512	7.805	19.659
3	3.259	7.242	32.425	3.283	7.296	26.955
4	2.751	6.113	38.539	3.188	7.084	34.039
5	2.517	5.593	44.131	3.172	7.049	41.088
6	2.387	5.304	49.435	2.686	5.969	47.058
7	2.107	4.682	54.117	2.444	5.432	52.489
8	1.853	4.117	58.234	2.091	4.647	57.137
9	1.517	3.371	61.605	2.011	4.469	61.605

Source: Primary data

Nine different factors are extracted from the factor analysis to determine the inspirational leadership pattern of branch managers in bank. From the above table 4.1.15, it is clear that the first factor explains 11.854 per cent variance, the second factor explain 19.659 per cent, third factor explain 26.955 per cent, the fourth factor explain 34.039 per cent variance, fifth factor explain 41.088 per cent, sixth factor explain 47.058 per cent, seventh factor explain 52.489 per cent, eighth factor explain 57.137 per cent and nineth factor explain 61.605 per cent variance of the construct inspirational leadership pattern of branch managers in banks.

Figure 4.1.3

Scree plot



Source: Primary data

The above figure 4.1.3 is the scree plot present the eigenvalues in descending order linked with a line. From the graph it can be identified that, the factors above and excluding the point of inflexion are retained for analysis. Here, the number of factors above the point of inflexion is nine.

Table 4.1.16*Rotated Component Matrix*

Items	Components								
	1	2	3	4	5	6	7	8	9
He/she engages with people directly & show he is a part them -IL2	0.820								
He/she looks for ways to grow their professional network & maintain relations with colleagues & peers -IL3	0.791								
He/she has a deeper knowledge & keep on asking questions -IL4	0.757								
He/she motivate the talent of employees in the organization -IL6	0.729								
He/she has the potential to see endless possibilities in people as well as in the organization -IL1	0.724								
He/she is ready to work outside the comfort zone -IL5	0.713								
He/she is very punctual and maintain it in the organization -IL8	0.676								
He/she make the bank a customer friendly -IL7	0.649								
He/she is engaged in his work at full time -IL12	0.592								
He/she constantly examines the actions & responses to find ways they can improve -IL9	0.583								
He/she ensures the subordinates, that set objectives are achievable -IL32		0.804							
He/she enhances team spirit -IL35		0.785							
He/she knows what motivates an employee to do the work -IL33		0.758							
He/she generates a can-do attitude among your team members -IL34		0.747							
He/she praises the good work immediately -IL36		0.739							

Participate employees in decision-making -IL37	0.675	
He/she set achievable goals -IL26		0.799
He/she uses examples & or visual aids to effectively clarify or to emphasis the message -IL29		0.777
He/she outlines the tasks & schedules on how to achieve the set goals -IL28		0.773
He/she makes enquiry & analyse the cause, when someone doesn't meet the goals -IL25		0.729
He/she set the plans flexible enough to adapt the changes in future -IL27		0.711
He/she calms others in stressful situations -IL66		0.787
He/she welcomes mistakes -IL65		0.778
He/she acts with integrity -IL63		0.774
He/she treats all the employees with fair and respect -IL64		0.771
He/she ensures all the matters coming under him/her are going perfectly - IL67		0.742
He/she spends time and resources in managing customer relationships - IL22		0.795
He/she make the employees that they are also part of the organization by showing commitment to the org -IL23		0.777
He/she allow to celebrate the success and achievement of employees -IL21		0.739
He/she tries to release workplace stress -IL20		0.735
He/she respect and consider the skills, knowledge and abilities of the employees -IL24		0.733

He/she allow time to adjust with the work environment -IL18	0.820	
He/she appreciate the contributions of each member even though it is small or less important -IL19	0.805	
He/she had a good expectation on the employees -IL16	0.790	
He/she boost the confidence level of employees -IL17	0.784	
He/she take decisions on the basis of real facts and not by any personal bias or prejudice -IL38	0.824	
He/she builds good working relationships with people at all levels -IL40	0.770	
He/she is genuine, self-aware, & transparent -IL51	0.740	
He/she never show any discrimination on any grounds with employees -IL39	0.643	
He/she sets deadlines for achieving the goals -IL75	0.826	
He/she implements the decision and monitor its effects -IL74	0.806	
He/she is very composed, devoted, and courageous -IL76	0.746	
He/she understand the emotions of employees -IL43	0.828	
He/she uses rewards & recognition to engage people to work in the group -IL41	0.802	
He/she assigns tasks based on the people's skills & interests -IL42	0.775	

Source: Primary data [Note: IL-Inspirational Leadership]

Rotation component matrix shows the loading on each statement constituting to the different characteristics associated with inspirational leadership of bank branch managers. It is the final rotated component matrix with nine factors after eliminating the statements which are not loaded in any of the factors, statements which are wrongly placed in different factors. It is clear from the table that there is no cross loading of items and all the items have loading above 0.4. Factor 1 is loaded with ten statements (0.820, 0.791, 0.757, 0.729, 0.724, 0.713, 0.676, 0.649, 0.592, 0.583) and it is labelled as impression management (Bass,1988; Zenger & Folkman,2014). Factor 2 is loaded with six statements (0.804, 0.785, 0.758, 0.747, 0.739, 0.675) and it is labelled as intellectual stimulation (Bass,1988; Spreitzer et al., 1999). Factor 3 is loaded with five statements (0.799, 0.777, 0.773, 0.729, 0.711) and it is given a labelled as vision (Bass,1988; Garg & Krishnan, 2003; Bass & Riggio, 2006); Scherr & Jensen, 2007; Goleman et al.,2013; Boyatzis et al.,2013; Lovegrove & Vrioni,2010; Khan et al., 2016). Factor 4 is loaded with five statements (0.787, 0.778, 0.774, 0.771, 0.742) and it is labelled as inspirational agenda (Austin, 2009). Factor 5 is loaded with five statements (0.795, 0.777, 0.739, 0.735, 0.733) and it is labelled as moulding follower expectation (Bass,1988). Factor 6 is loaded with four statements (0.820, 0.805, 0.790, 0.784) and it is labelled as employee engagement (Zenger & Folkman,2014). Factor 7 is loaded with four statements (0.824, 0.770, 0.740, 0.643) and it is labelled as objectivity (Lovegrove & Vrioni,2010) (Mistry & Hule, 2015). Factor 8 is loaded with three statements (0.826, 0.806, 0.746) and it is labelled as dedication and commitment (Bonau,2017). The 9th factor is loaded with three statements (0.828, 0.802, 0.775) and it is labelled as team work (Joshi et al.,2009; Lovegrove & Vrioni,2010). The results indicate that the nine factors which are best explain the construct inspirational leadership pattern of branch managers in bank in Kerala.

After completing the factor analysis, that is satisfying all the conditions required, the researcher conduct reliability analysis of the final dataset in order to do further analysis. Cronbach's Alpha (α) is used to test the reliability. The value ranges from 0 to 1. High value means higher level of reliability. A minimum 0.7 is acceptable as reliable for analysis (Nunnally, 1978). The results of reliability are given below;

Table 4.1.17

Reliability Analysis of Inspirational Leadership Pattern of Managers in Banks

Codes of Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IL1	37.08	27.453	.659	.883
IL2	37.00	26.694	.735	.878

IL3	37.02	26.867	.699	.880
IL4	37.08	26.898	.688	.881
IL5	37.05	27.544	.653	.884
IL6	36.99	27.634	.677	.882
IL8	36.97	27.888	.624	.886
IL7	37.03	27.490	.586	.889
IL9	36.94	28.756	.531	.891
IL12	36.91	28.542	.534	.891
Cronbach's Alpha for Impression Management- 0.895 (10)				
IL32	20.15	15.291	.689	.825
IL33	20.35	15.135	.637	.834
IL34	20.40	15.358	.610	.839
IL35	20.37	15.130	.654	.831
IL36	20.39	15.220	.654	.831
IL37	20.49	15.368	.627	.836
Cronbach's Alpha for Intellectual Stimulation – 0.857 (6)				
IL25	16.41	7.281	.582	.813
IL26	16.29	6.976	.675	.785
IL27	16.42	7.518	.587	.810
IL28	16.39	7.326	.654	.792
IL29	16.28	7.495	.662	.791
Cronbach's Alpha for Vision – 0.832 (5)				
IL63	16.46	5.918	.636	.814
IL64	16.54	5.923	.646	.811
IL65	16.57	5.950	.656	.809
IL66	16.63	5.803	.656	.809
IL67	16.53	5.934	.645	.812
Cronbach's Alpha for Inspirational Agenda – 0.843 (5)				
IL20	17.48	5.498	.647	.803
IL21	17.58	5.498	.620	.811
IL22	17.50	5.424	.654	.802
IL23	17.52	5.559	.668	.798
IL24	17.55	5.556	.614	.813
Cronbach's Alpha for Moulding Follower Expectation – 0.838 (5)				
IL16	13.15	3.401	.651	.796
IL17	13.03	3.500	.649	.796
IL18	13.05	3.371	.686	.780
IL19	13.00	3.479	.668	.788
Cronbach's Alpha for Employee Engagement – 0.834 (4)				
IL38	10.92	7.716	.679	.672
IL39	10.62	9.459	.493	.767
IL40	10.93	8.135	.608	.710
IL51	11.11	7.891	.559	.740
Cronbach's Alpha for Objectivity – 0.778 (4)				
IL74	8.04	3.159	.619	.667

IL75	8.21	3.271	.579	.711
IL76	7.99	3.077	.603	.684
Cronbach's Alpha for Dedication and Commitment – 0.767 (3)				
IL41	8.66	1.417	.584	.640
IL42	8.67	1.436	.504	.733
IL43	8.73	1.310	.620	.595
Cronbach's Alpha for Team Work – 0.742 (3)				

Source: Primary data

4.5.2 Confirmatory Factor Analysis (CFA)

A measurement model, deals with relationship between observed variable and latent factor. In CFA, the researcher can specify the number of factors in advance to be extracted and the pattern of indicator and factor loading in advance. There are different purposes for using CFA in research. Researcher may use CFA either for determining the psychometric evaluation, detection, construct of validation and evaluation of measurement invariance. In this study, CFA was used to confirm the factor structure and the construct validation purpose. CFA is considered to be an analytical tool to determine the convergent and discriminant validity of the construct (Brown & Moore, 2012).

CFA was done with a sample of 400 respondents with 45 statements extracted through EFA using AMOS version 21 software.

These are the indices used for the evaluation of measurement model

1. Minimum Value of the Discrepancy between the model and the data with Degrees of Freedom (CMIN/ DF)
2. Comparative Fit Index (CFI)
3. Adjusted Goodness of Fit Index (AGFI)
4. Root Mean Squared Error of Approximation (RMSEA)
5. Standardized Root Mean square Residual (SRMR)
6. Tucker Lewis Index (TLI)

Table 4.1.18

Threshold Values of Measures in CFA for Inspirational Leadership Pattern of Managers in Banks

Measures	Threshold Values	Obtained Values
CMIN/DF	<3 Ideal. The values were acceptable between 3 and 5	1.526
CFI	>0.90	0.939
AGFI	>0.80	0.860
RMSEA	<0.05 Good and 0.05-0.10 Moderate	0.036
SRMR	<0.09	0.049
TLI rho2	>0.90	0.932

Source: Primary data

The above table 4.1.18 reported CMIN/DF as 1.526; the value of CFI is 0.939; AGFI is reported to 0.860; RMSEA is reported to be 0.036; the value of SRMR is reported as 0.049 and the value of TLI rho2 is 0.932. All the model fit indices mentioned here are within the threshold values expressing the best fit for the model for the proposed extraction of variables and the model can be well accepted. The model explaining the inspirational leadership pattern of managers in banks in Kerala was finalised after the CFA. Thus, the bank branch managers' inspirational leadership pattern in Kerala are a construct subject to the nine skills identified from the literature review.

4.5.3 Reliability and Validity Analysis of Inspirational Leadership Pattern of Managers in Banks

The internal consistency of the proposed model was tested using Cronbach Alpha (α) and Composite reliability (CR). The Cronbach Alpha for the variables used for analysing the inspirational leadership pattern of branch managers ranges from 0.742 to 0.895 and the value of composite reliability ranges from 0.748 to 0.879.

The construct validity of the model implies that whether the proposed model measure accurately what it is intended to measure. It comprises convergent validity and discriminant validity.

Convergent validity of the model was established on the basis of CR, factor loading and AVE. Another validity called discriminant validity, it is established on the basis of conditions propounded by (Fornell and Larcker, 1981); the model should satisfy convergent validity, the model should be fitted perfectly and the level of indicator variance explained by each construct is greater than the shared variance between two constructs. Some of the items in each construct

was eliminated due to poor loading compared with other items, in order to improve the validity of the model.

These conditions are fulfilled in this model. Therefore, it is concluded that convergent and discriminant validity of the model is confirmed and thereby the construct validity of the model is established. The details are as follows;

4.5.4 Factor Loading

Standardised and unstandardized loading of each item of the constructs are given in the table 4.1.13. It is examined to establish the item validity. Items with a factor loading of more than 0.4 is considered fair, more than 0.5 is considered to be good and factor loadings with estimate value higher than 0.7 are considered ideal (Tabachnick, 2007).

Table 4.1.19

Regression Estimates

Variables	Code	Standardized Estimates	Unstandardized Estimates	P value
Impression Management	IL1	0.714	1	
Impression Management	IL2	0.761	1.096	<0.001
Impression Management	IL3	0.723	1.054	<0.001
Impression Management	IL4	0.744	1.096	<0.001
Impression Management	IL5	0.677	0.941	<0.001
Impression Management	IL6	0.715	0.951	<0.001
Impression Management	IL8	0.663	0.902	<0.001
Intellectual Stimulation	IL32	0.749	1	
Intellectual Stimulation	IL33	0.698	1.011	<0.001
Intellectual Stimulation	IL34	0.662	0.954	<0.001
Intellectual Stimulation	IL35	0.714	1.016	<0.001
Intellectual Stimulation	IL36	0.719	1.008	<0.001
Intellectual Stimulation	IL37	0.702	0.99	<0.001
Vision	IL25	0.643	1	
Vision	IL26	0.765	1.169	<0.001
Vision	IL27	0.653	0.946	<0.001
Vision	IL28	0.727	1.034	<0.001
Vision	IL29	0.749	1.007	<0.001

Inspirational Agenda	IL63	0.7	1	
Inspirational Agenda	IL64	0.719	1.013	<0.001
Inspirational Agenda	IL65	0.73	1.009	<0.001
Inspirational Agenda	IL66	0.723	1.05	<0.001
Inspirational Agenda	IL67	0.725	1.019	<0.001
Moulding Follower Expectation	IL20	0.728	1	
Moulding Follower Expectation	IL21	0.688	0.973	<0.001
Moulding Follower Expectation	IL22	0.723	1.013	<0.001
Moulding Follower Expectation	IL23	0.749	0.984	<0.001
Moulding Follower Expectation	IL24	0.681	0.948	<0.001
Employee Engagement	IL16	0.729	1	
Employee Engagement	IL17	0.738	0.971	<0.001
Employee Engagement	IL18	0.774	1.042	<0.001
Employee Engagement	IL19	0.744	0.971	<0.001
Objectivity	IL38	0.779	1	
Objectivity	IL40	0.76	0.968	<0.001
Objectivity	IL51	0.639	0.89	<0.001
Dedication & Commitment	IL74	0.723	1	
Dedication & Commitment	IL75	0.655	0.905	<0.001
Dedication & Commitment	IL76	0.784	1.125	<0.001
Team Work	IL41	0.735	1	
Team Work	IL42	0.575	0.83	<0.001
Team Work	IL43	0.797	1.136	<0.001

Source: Primary data

4.5.5 Composite Reliability (CR), Average Variance Explained (AVE), Maximum Shared Variance (MSV) and Average Shared Variance (ASV)

According to the Fornell & Larcker (1981) conditions, the convergent and discriminant validity of the proposed model is established.

Table 4.1.20*Convergent and Discriminant Validity of the Model of Inspirational Leadership of Managers in Banks*

	CR	AVE	MSV	ASV	IMM	DC	TW	EE	O	MFE	IA	V	IS
IMM	0.879	0.511	0.147	0.041	0.715								
DC	0.765	0.522	0.180	0.029	0.054	0.723							
TW	0.748	0.502	0.032	0.017	0.146	0.124	0.709						
EE	0.834	0.557	0.077	0.024	0.277	0.060	0.179	0.746					
O	0.771	0.531	0.147	0.027	0.384	-0.078	0.076	0.174	0.729				
MFE	0.839	0.510	0.180	0.054	0.098	0.424	0.174	0.150	0.066	0.714			
IA	0.843	0.518	0.055	0.016	0.234	-0.042	0.011	0.098	0.116	0.135	0.719		
V	0.834	0.503	0.116	0.031	0.106	0.137	0.167	0.108	0.041	0.341	0.108	0.709	
IS	0.857	0.501	0.050	0.016	0.004	0.014	0.037	0.068	-0.081	0.219	0.138	0.223	0.708

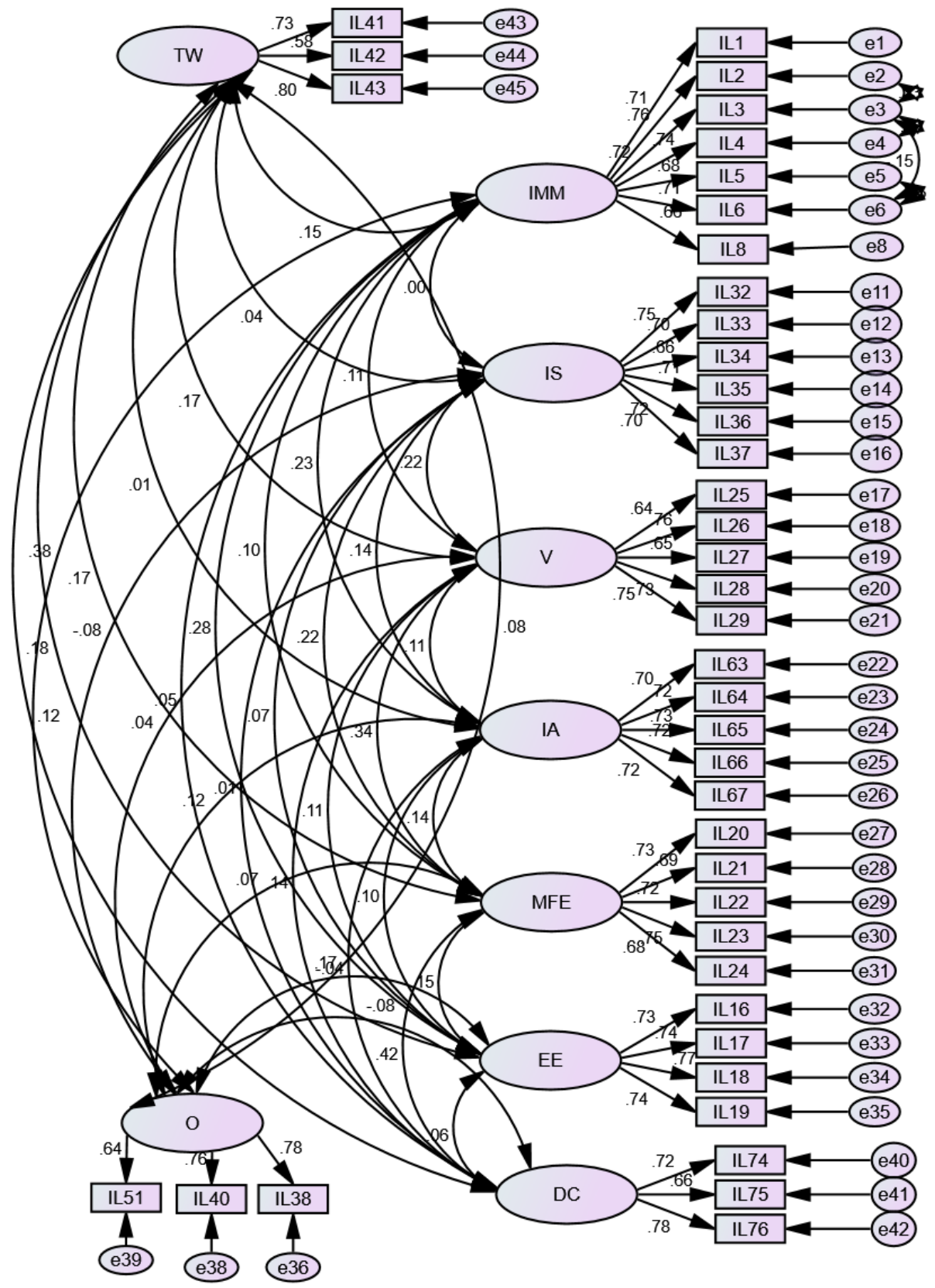
Source: Primary data [CR- Composite reliability, AVE- Average Variance Explained, MSV- Maximum Shared Variance, ASV- Average Shared Variance, O- Objectivity, IMM- Impression Management, IS- Intellectual Stimulation, V- Vision, IA- Inspirational Agenda, MFE- Moulding Follower Expectation, DC-Dedication and Commitment, EE- Employee Engagement, TW- Team Work]

The value of CR is above 0.7. With regard to the score of AVE, the value for all the constructs used in this model is above 0.5 thereby establishing the convergent validity. The MSV of each construct is less than AVE of the concerned construct. Thereby it establishes the discriminant validity of the model.

Based on the validation, it is inferred that the model is a good. The proposed measurement model of branch managers inspirational leadership pattern in bank in Kerala can be tested and verified. The final model after testing for reliability and validity is given below;

Figure 4.1.4

Measurement Model of Inspirational Leadership of Managers in Banks



Section IV

4.6 Normality of the Distribution of the Data

Table 4.1.21

Normality Test of Managerial Skills of Managers in Banks

Type of Managerial Skills	Mean \pm SD	KS Test
Conceptual Skills	20.253 \pm 3.098	0.000
Interpersonal Skills	9.333 \pm 1.307	0.000
Technical Skills	14.725 \pm 2.358	0.000

Source: Primary data

H₀: Each managerial skills follow normal distribution

H₁: Each managerial skills do not follow normal distribution

Kolmogorov Smirnov test was used to test whether the variables (conceptual, interpersonal and technical skills) can be assumed to follow normal distribution. The above table 4.1.21 shows that, the p value for each variable (Conceptual, Interpersonal, Technical) is <0.001 . Hence, the null hypothesis is rejected. That means, the distribution does not follow normal distribution.

Table 4.1.22

Normality Test of Leadership Skills of Managers in Banks

Type of Leadership Skills	Mean \pm SD	KS Test
Cognitive Skill	9.874 \pm 2.084	0.000
Communication Skill	13.646 \pm 1.871	0.002
Conflict Resolution Skill	12.223 \pm 2.027	0.006
Decision Making Skill	13.421 \pm 2.451	0.000
Delegation Skill	12.973 \pm 2.468	0.019
Problem Solving Skill	10.369 \pm 1.466	0.000
Strategic Skill	9.754 \pm 1.778	0.000

Source: Primary data

H₀: Each leadership skills follow normal distribution

H₁: Each leadership skills do not follow normal distribution

Kolmogorov Smirnov test was used to test whether the variables can be assumed to follow normal distribution. The above table shows that, the p value for each variable (decision making skills, communication skills, delegation skills, conflict resolution skills, cognitive skills,

strategic skills and problem-solving skills) is <0.001 . Hence, the null hypothesis is rejected. That means, the distribution does not follow normal distribution.

Table 4.1.23

Normality Test and Homogeneity of Variance Test of Emotional Social Intelligence of Managers in Banks

Shapiro-Wilk Normality		Box's M-test for Homogeneity of Covariance Matrices		
Test Statistic	P Value	Test Statistic	Degrees of Freedom	P Value
0.9892	0.009447 **	111.3	20	1.141e-14 **

Source: Primary data **Significant at 5 per cent level of significance

Multivariate Analysis of Variance (MANOVA) is an extension of ANOVA that allows for the analysis of multiple dependent variables simultaneously. In this study, the researcher aims to understand the behavior of Self-Awareness, Self-Management, Social Awareness, and Relationship Management simultaneously in relation to various influencing factors.

Assumptions of MANOVA

1. Multivariate Normality: The dependent variables should be normally distributed within each group.
2. Homogeneity of Variances and Covariances: The variance-covariance matrices of the dependent variables should be equal across groups.
3. Independence of Observations: The observations should be independent of each other.

To test for multivariate normality, Shapiro-Wilk normality test was used. For homogeneity of variances and covariances, applied Box's M-test.

The Shapiro-Wilk test results indicate that the dependent variables do not follow a normal distribution within each group, as the p-value is less than the significance level of 0.05. This violates the assumption of multivariate normality. Box's M-test results show a test statistic of 111.3 with 20 degrees of freedom and an extremely low p-value, indicating that the variance-covariance matrices are not equal across groups. This violates the assumption of homogeneity of covariance matrices. Given these violations, the reliability of the MANOVA results is compromised. To address these issues, the researcher used a permutation test as an alternative, which does not rely on these assumptions and can provide more robust results.

Table 4.1.24*Normality Test of Inspirational Leadership Pattern of Managers in Banks*

Inspirational Leadership Pattern	Mean \pm SD	KS Test
Dedication and Commitment	2.916 \pm 0.609	0.000
Employee Engagement	3.248 \pm 0.449	0.000
Impression Management	2.921 \pm 0.446	0.000
Inspirational Agenda	2.975 \pm 0.429	0.000
Intellectual Stimulation	2.882 \pm 0.545	0.000
Moulding Follower Expectation	3.128 \pm 0.410	0.000
Objectivity	2.576 \pm 0.743	0.000
Team Work	3.049 \pm 0.391	0.000
Vision	2.896 \pm 0.469	0.000

Source: Primary data

H₀: Each element of inspirational leadership pattern follows normal distribution**H₁:** Each element of inspirational leadership pattern follows do not follow normal distribution

Kolmogorov Smirnov test was used to test whether the variables can be assumed to follow normal distribution. The above table 4.1.24 shows that, the p value for each variable (Dedication and commitment, employee engagement, impression management, inspirational agenda, intellectual stimulation, moulding follower expectation, objectivity, team work and vision) is <0.001 . Hence, the null hypothesis is rejected. That means, the distribution does not follow normal distribution.

CHAPTER IV

DATA ANALYSIS AND

INTERPRETATION PART II

4.1 Introduction

The study is concerned with the effectiveness of emotional social intelligence in inspirational leadership in banks in Kerala. The results are organized into five sections;

Section one gives the details of assessment of managerial skills of managers in banks; section two deals with the assessment of leadership skills of managers in banks; section three deals with the assessment of emotional social intelligence of managers in banks; section four deals with the assessment of inspirational leadership pattern of branch managers in banks from the perspective of employees working in banks and the last section five deals with the evaluation of effectiveness of emotional social intelligence in inspirational leadership pattern of managers in banks.

Section 1

4.2 Assessment of Managerial Skills of Managers in Banks

The managerial skills of managers in banks were studied under three skills; Conceptual, Interpersonal and Technical skills (Katz, 1955).

4.2.1 Levels of Managerial Skills of Managers in Banks

In order to know the levels of managerial skills, it was divided into three categories based on the Mean \pm SD criteria. The value which is above Mean \pm SD are categorised as high; values below Mean \pm SD categorised as low and the values between these two are categorised as moderate.

Table 4.2.1

Levels of Managerial Skills of Managers in Banks

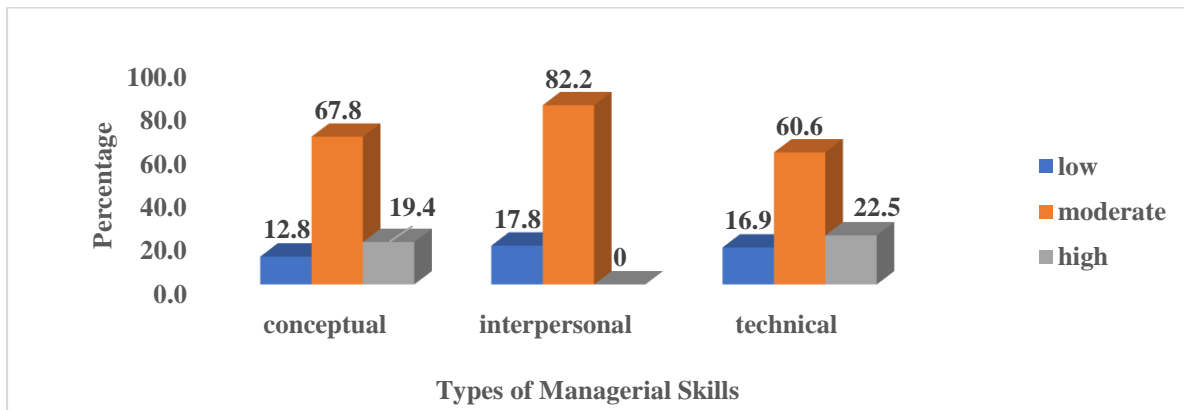
Types of Managerial Skills	Low	Moderate	High
Conceptual Skills	46 (12.8)	244 (67.8)	70 (19.4)
Interpersonal Skills	64 (17.8)	296 (82.2)	-
Technical Skills	61 (16.9)	218 (60.6)	81 (22.5)

Source: Primary data [Note: Percentage shown in the brackets]

It is evident from the table 4.2.1 that majority of the managers in banks have moderate level of managerial skills. With respect to the conceptual skills, 67.8 per cent, interpersonal skills 82.2 per cent and with respect to technical skills 60.6 per cent of the managers are at the moderate level.

Figure 4.2.1

Levels of Managerial Skills of Managers in Banks



Source: Primary data

4.2.2 Socio-Demographic Factors and Managerial Skills of Managers in Banks

The socio-demographic factors of the managers in banks are considered to know whether there exists any significant difference among branch managers with regard to different managerial skills. The socio-demographic factors considered are:

- 1) Gender
- 2) Age group
- 3) Educational qualification
- 4) Marital status
- 5) Type of family
- 6) Length of service
- 7) Region
- 8) Type of bank

4.2.2.1 Gender-wise Analysis of Managerial Skills of Managers in Banks

Male and female branch managers may have different levels of managerial skills. Descriptive analysis has been done to know the mean score of males and females with regard to different managerial skills of branch managers in banks. Then, Kruskal Wallis H test is performed to analyse the significant difference between the mean of male and female branch managers in banks.

General Hypotheses

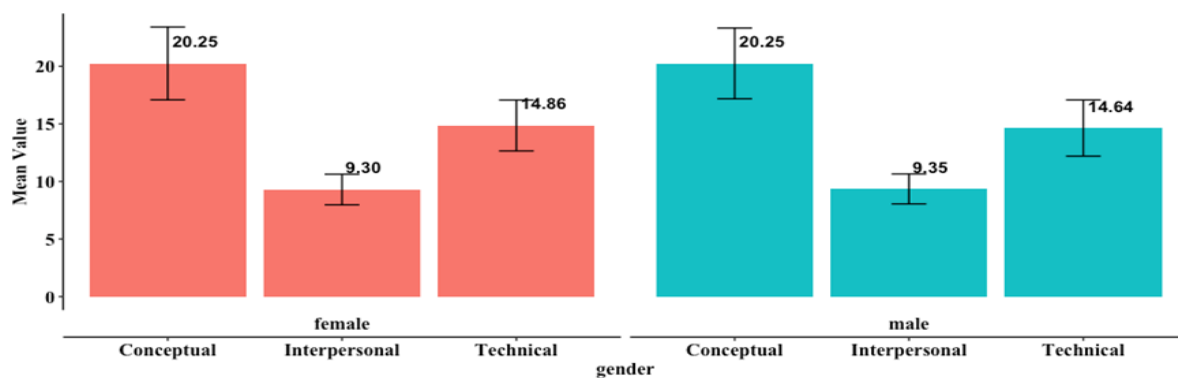
H₀: There is no significant difference between gender and each managerial skills of managers in banks

H₁: There is significant difference between gender and each managerial skills of managers in banks

Table 4.2.2*Gender-wise Analysis of Managerial Skills of Managers in Banks*

Types of Managerial Skills	Mean ± SD	Gender	Mean ± SD	KW test
Conceptual Skills	20.253±3.098	Female	20.25±3.16	0.860
		Male	20.25±3.07	
Interpersonal Skills	9.333±1.307	Female	9.30±1.33	0.774
		Male	9.35±1.30	
Technical Skills	14.725±2.358	Female	14.86±2.21	0.626
		Male	14.64±2.44	

Source: Primary data

Figure 4.2.2*Gender-wise Analysis of Managerial Skills of Managers in Banks*

Source: Primary data

From the table 4.2.2, it is clear that there is no significant difference between gender and each managerial skills of branch managers in banks, as the p value is greater than 0.05. With respect to conceptual skills, the mean±SD for the female manager is 20.25±3.16 and for the male manager is 20.25±3.07. In the case of interpersonal skills, the mean±SD for the female manager is 9.30±1.33 and for the male manager is 9.35±1.30. The mean±SD of technical skills of female is 14.86±2.21 and for the male is 14.64±2.44.

4.2.2.2 Age Group wise Analysis of Managerial Skills of Managers in Banks

Managerial skills of managers in banks may vary according to the age of the respondents. Descriptive analysis has been done to know the mean score of age of the branch managers with regard to different managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the age group and managerial skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between age group and each managerial skills of managers in banks

H₁: There is significant difference between age group and each managerial skills of managers in banks

Table 4.2.3

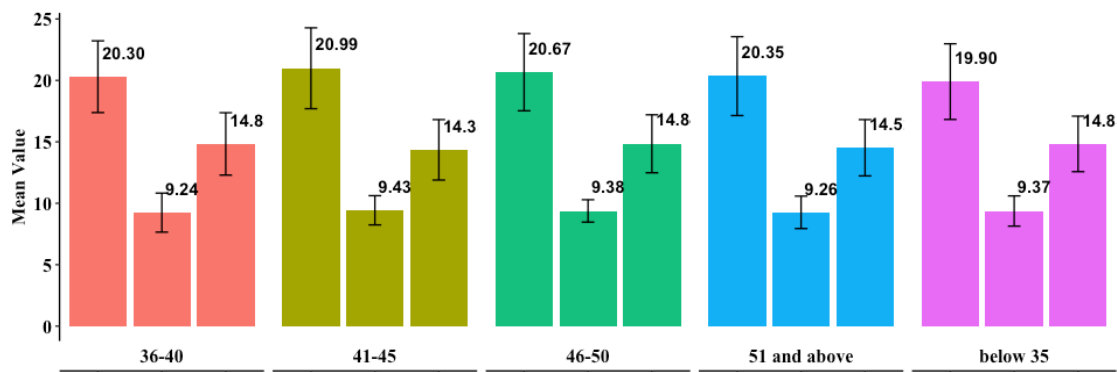
Age Group wise Analysis of Managerial Skills of Managers in Banks

Types of Managerial Skills	Mean ± SD	Age group (in years)	Mean ± SD	KW test
Conceptual Skills	20.253±3.098	Below 35	19.90±3.08	0.256
		36-40	20.30±2.92	
		41-45	20.99±3.29	
		46-50	20.67±3.14	
		51 and above	20.35±3.21	
Interpersonal Skills	9.333±1.307	Below 35	9.37±1.23	0.928
		36-40	9.24±1.59	
		41-45	9.43±1.19	
		46-50	9.38±0.91	
		51 and above	9.26±1.32	
Technical Skills	14.725±2.358	Below 35	14.83±2.26	0.738
		36-40	14.83±2.54	
		41-45	14.35±2.46	
		46-50	14.84±2.36	
		51 and above	14.52±2.29	

Source: Primary data

Figure 4.2.3

Age Group wise Analysis of Managerial Skills of Managers in Banks



Source: Primary data [Note: Bars are arranged in the order of conceptual, interpersonal and technical skills]

From the table 4.2.3, it is understood that there is no significant difference between age group and each managerial skills of branch managers in banks, since the p value is greater than 0.05. In the case of conceptual skills, the mean±SD is higher in the age group of 41-45 (20.99±3.29) and lower in the age group of below 35 (19.90±3.08). In the case of interpersonal skills, branch managers in the 41-45 have the highest mean score 9.43±1.19 and lower in the age group of 36-40 with 9.24±1.59. Branch managers in banks in the age group 46-50 have a mean score of 14.84±2.36 which is higher than other age group with respect to technical skills

4.2.2.3 Education-wise Analysis of Managerial Skills of Managers in Banks

Education of the respondents may influence the managerial skills possessed by them. Descriptive analysis has been done to know the mean score of education of the branch managers with regard to each managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between education qualification and each managerial skills of branch managers in banks.

General Hypotheses

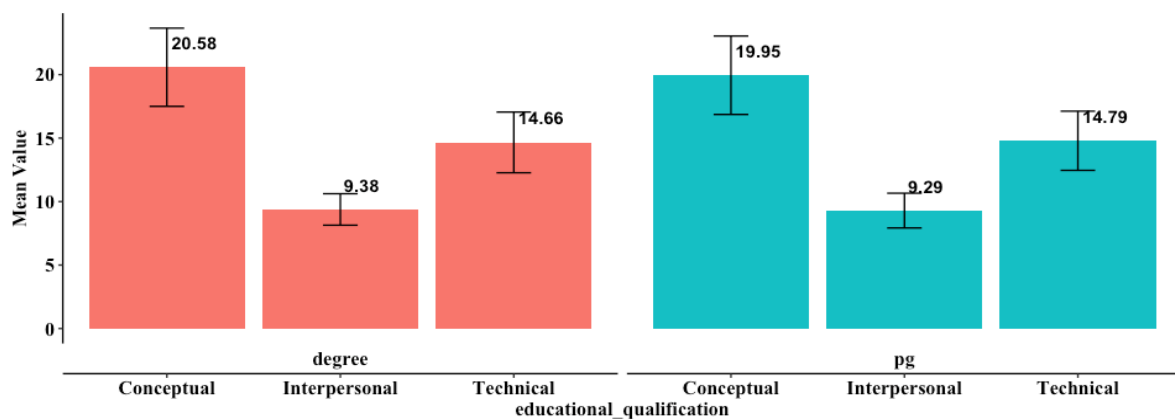
H₀: There is no significant difference between education and each managerial skills of managers in banks

H₁: There is significant difference between education and each managerial skills of managers in banks

Table 4.2.4*Education wise Analysis of Managerial Skills of Managers in Banks*

Type of Skills	Managerial Mean \pm SD	Educational Qualification	Mean \pm SD	KW test
Conceptual Skills	20.253 \pm 3.098	Degree	20.58 \pm 3.08	0.068
		PG	19.95 \pm 3.09	
Interpersonal Skills	9.333 \pm 1.307	Degree	9.38 \pm 1.24	0.890
		PG	9.29 \pm 1.37	
Technical Skills	14.725 \pm 2.358	Degree	14.66 \pm 2.39	0.566
		PG	14.79 \pm 2.33	

Source: Primary data

Figure 4.2.4*Education wise Analysis of Managerial Skills of Managers in Banks*

Source: Primary data

Education wise analysis of managerial skills of managers in banks shows that, there is no significant difference between education qualification and different types of managerial skills of branch managers in banks, since the p value is greater than 0.05. The mean score for the managers having degree as the educational qualification have higher mean score as compared to PG qualification in the case of conceptual (20.58 \pm 3.08) and interpersonal skills (9.38 \pm 1.24) respectively. In the case of technical skills, the mean score is high for the managers having PG qualification (14.79 \pm 2.33). To conclude, even though there are differences in the mean score, the results shows that there is no significant difference exist between education qualification and different types of managerial skills of managers in banks.

4.2.2.4 Marital Status wise Analysis of Managerial Skills of Managers in Banks

Managerial skills of managers in banks may vary according to the marital status of the respondents. Descriptive analysis has been done to know the mean score of marital status of the branch managers with regard to each managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between marital status and managerial skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between marital status and each managerial skills of managers in banks

H₁: There is significant difference between marital status and each managerial skills of managers in banks

Table 4.2.5

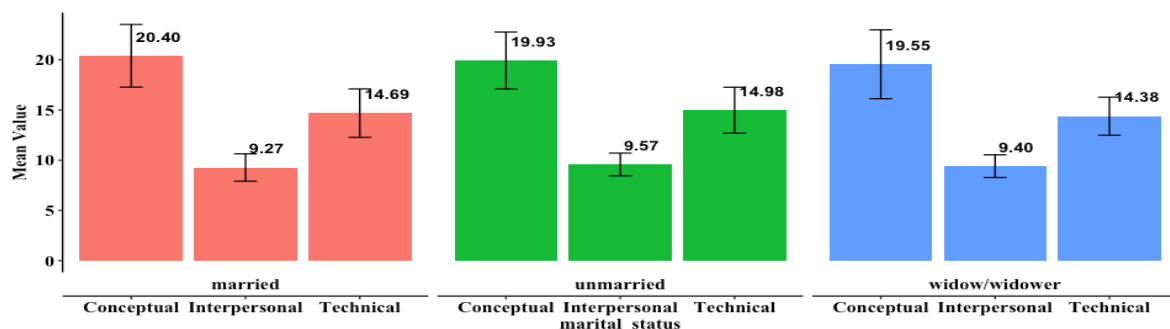
Marital Status wise Analysis of Managerial Skills of Managers in Banks

Types of Managerial Skills	Mean ± SD	Marital Status	Mean ± SD	KW test
Conceptual Skills	20.253±3.098	Married	20.40±3.12	0.344
		Unmarried	19.93±2.84	
		Widow/Widower	19.55±3.43	
Interpersonal Skills	9.333±1.307	Married	9.27±1.36	0.333
		Unmarried	9.57±1.13	
		Widow/Widower	9.40±1.13	
Technical Skills	14.725±2.358	Married	14.69±2.41	0.357
		Unmarried	14.98±2.29	
		Widow/Widower	14.38±1.89	

Source: Primary data

Figure 4.2.5

Marital Status wise Analysis of Managerial Skills of Managers in Banks



Source: Primary data

It is clear from the table 4.2.5 that, there is no significant difference between marital status and each managerial skills, since the p value is greater than 0.05. The interpersonal and technical skills of unmarried branch managers are high, since their mean score is high (9.57±1.13 and 14.98±2.29) respectively. The mean score for the conceptual skills of branch managers in the married category (20.40±3.12) is high as compared to other categories.

4.2.2.5 Type of Family wise Analysis of Managerial Skills of Managers in Banks

Managerial skills of branch managers in banks may vary based on their type of family. Descriptive analysis has been done to know the mean score of type of family of the branch managers with regard to different managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between type of family and managerial skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between type of family and each managerial skills of managers in banks

H₁: There is significant difference between type of family and each managerial skills of managers in banks

Table 4.2.6

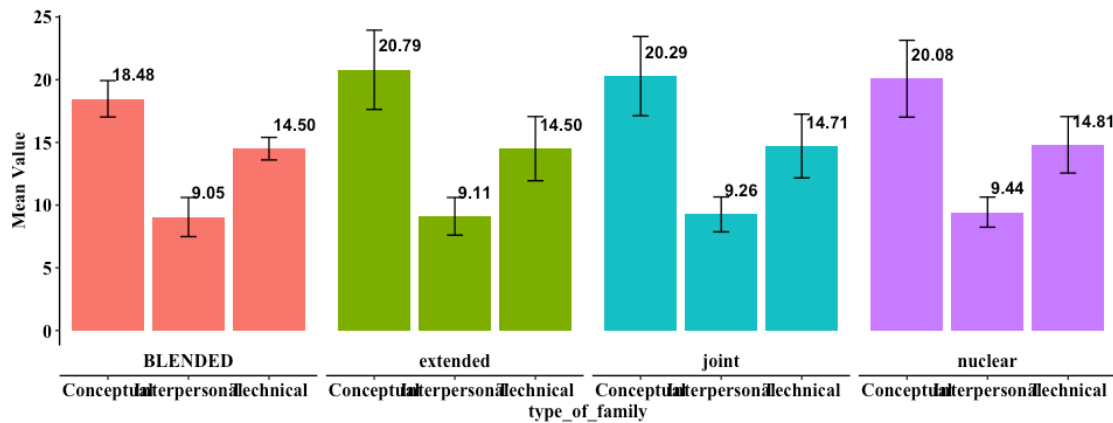
Type of Family wise Analysis of Managerial Skills of Managers in Banks

Types of Managerial Skills	Mean ± SD	Type of family	Mean ± SD	KW test
Conceptual Skills	20.253±3.098	Nuclear	20.08±3.06	0.222
		Extended	20.79±3.16	
		Joint	20.29±3.16	
		Blended	18.48±1.45	
Interpersonal Skills	9.333±1.307	Nuclear	9.44±1.20	0.569
		Extended	9.11±1.50	
		Joint	9.26±1.39	
		Blended	9.05±1.56	
Technical Skills	14.725±2.358	Nuclear	14.81±2.25	0.851
		Extended	14.50±2.56	
		Joint	14.71±2.54	
		Blended	14.50±0.90	

Source: Primary data

Figure 4.2.6

Type of Family wise Analysis of Managerial Skills of Managers in Banks



Source: Primary data

It is evident from the table 4.2.6 that, there is no significant difference between type of family of managers in banks and their managerial skills, since the p value is greater than 0.05. The mean score of branch managers coming from the nuclear family is higher in the case of interpersonal and technical skills (9.44 ± 1.20 and 14.81 ± 2.25) respectively. So, it can be concluded that their interpersonal and technical skills are high as compared to managers coming from other families. In the case of conceptual skills, the highest mean score is 20.79 ± 3.16 which belongs to the branch managers in the extended family. So, it can be concluded that, their conceptual skills are high as compared to managers coming from other type of families.

4.2.2.6 Length of Service wise Analysis of Managerial Skills of Managers in Banks

Managerial skills of branch managers in banks may vary according to their length of service. Descriptive analysis has been done to know the mean score of length of service of the branch managers with regard to different managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between length of service and managerial skills of branch managers in banks.

General Hypotheses

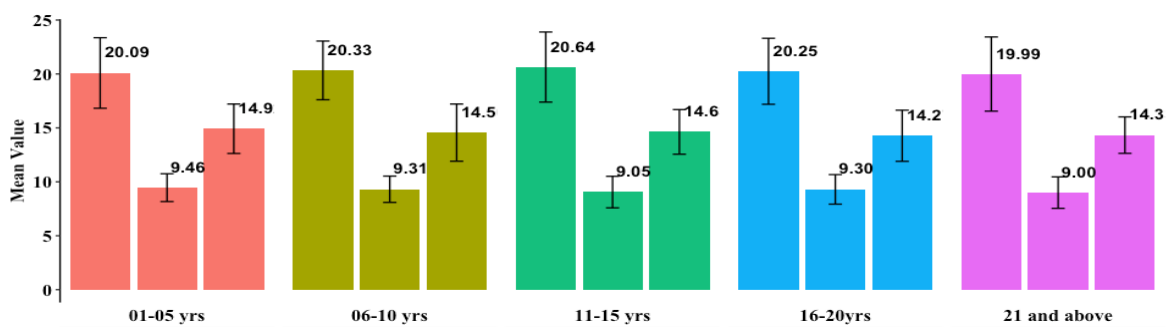
H₀: There is no significant difference between length of service and each managerial skills of managers in banks

H₁: There is significant difference between length of service and each managerial skills of managers in banks

Table 4.2.7*Length of Service wise Analysis of Managerial Skills of Managers in Banks*

Types of Managerial Skills	Mean ± SD	Length of Service (in years)	Mean ± SD	KW test
Conceptual Skills	20.253±3.098	01-05	20.09±3.27	0.802
		06-10	20.33±2.72	
		11-15	20.64±3.25	
		16-20	20.25±3.06	
		21 and above	19.99±3.44	
Interpersonal Skills	9.333±1.307	01-05	9.46±1.29	0.214
		06-10	9.31±1.22	
		11-15	9.05±1.46	
		16-20	9.30±1.37	
		21 and above	9.00±1.46	
Technical Skills	14.725±2.358	01-05	14.92±2.29	0.515
		06-10	14.56±2.65	
		11-15	14.63±2.07	
		16-20	14.27±2.37	
		21 and above	14.33±1.69	

Source: Primary data

Figure 4.2.7*Length of Service wise Analysis of Managerial Skills of Managers in Banks*

Source: Primary data [Note: Bars are arranged in the order of conceptual, interpersonal and technical skills]

It is clear from the table 4.2.7 that, there is no significant difference between length of service (in years) and different types of managerial skills of managers in banks, since the p value is

greater than 0.05. The interpersonal and technical skills of branch managers having 01-05 years of service is high, since their mean score is high (9.46±1.29 and 14.92±2.29) respectively. Conceptual skills of branch managers having 11-15 years of service is high (20.64±3.25) as compared to other categories.

4.2.2.7 Region wise Analysis of Managerial Skills of Managers in Banks

Managerial skills of branch managers in banks may vary according to the region where the branch managers are working. Descriptive analysis has been done to know the mean score of regions of the branch managers with regard to different managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between region where the branch managers are working and managerial skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between region and each managerial skills of managers in banks

H₁: There is significant difference between region and each managerial skills of managers in banks

Table 4.2.8

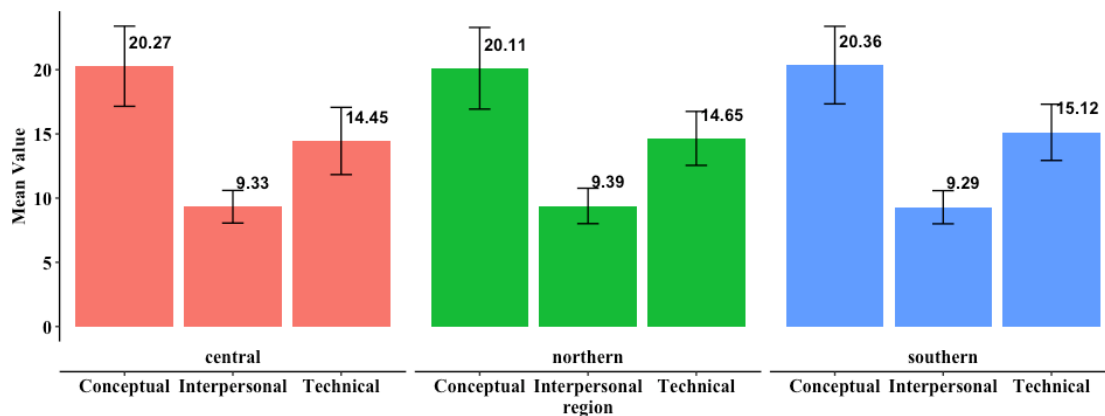
Region wise Analysis of Managerial Skills of Managers in Banks

Types of Managerial Skills	Mean ± SD	Region	Mean ± SD	KW test
Conceptual Skills	20.253±3.098	Central	20.27±3.12	0.759
		Northern	20.11±3.18	
		Southern	20.36±3.02	
Interpersonal Skills	9.333±1.307	Central	9.33±1.27	0.600
		Northern	9.39±1.38	
		Southern	9.29±1.29	
Technical Skills	14.725±2.358	Central	14.45±2.62	0.147
		Northern	14.65±2.10	
		Southern	15.12±2.19	

Source: Primary data

Figure 4.2.8

Region wise Analysis of Managerial Skills of Managers in Banks



Source: Primary data

It is evident from the table 4.2.8 that there is no significant difference between the region where the branch managers are working and their managerial skills, since the p value is greater than 0.05. The mean score for the conceptual and technical skills of branch managers in the southern region is high as compared to another region. Their mean score is (20.36±3.02 and 15.12±2.19) respectively. The interpersonal skills of branch managers in the northern region are high (9.39±1.38) as compared to other regions.

4.2.2.8 Type of Bank wise Analysis of Managerial Skills of Managers in Banks

Managerial skills of branch managers in banks may vary according to the type of bank where the branch managers are working. Descriptive analysis has been done to know the mean score of type of bank of the branch managers with regard to different managerial skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between type of bank where the branch managers are working and managerial skills of branch managers in banks.

General Hypotheses

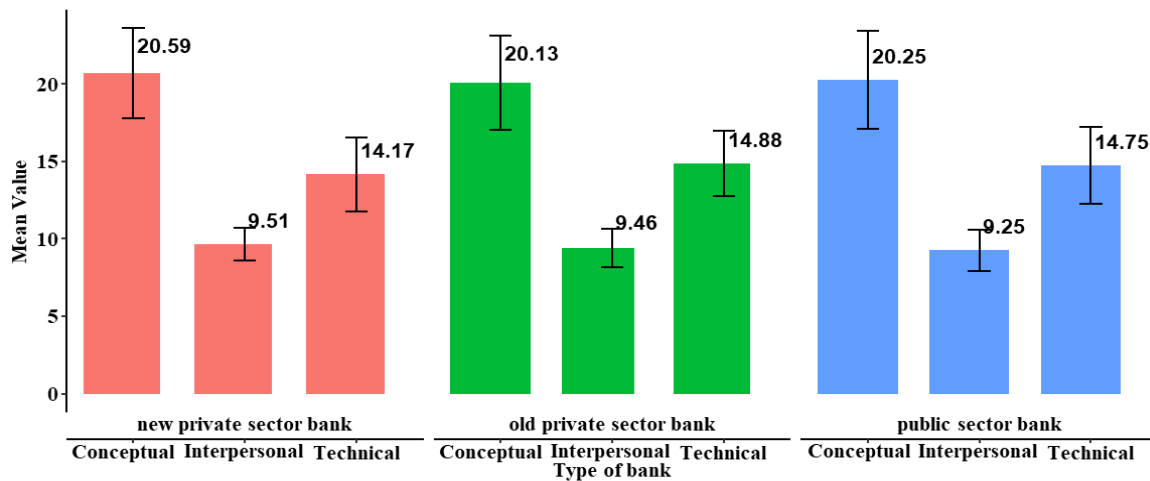
H₀: There is no significant difference between type of bank and each managerial skills of managers in banks

H₁: There is significant difference between type of bank and each managerial skills of managers in banks

Table 4.2.9*Type of Bank wise Analysis of Managerial Skills of Managers in Banks*

Types of Managerial Skills	Mean \pm SD	Type of bank	Mean \pm SD	KW test
Conceptual Skills	20.253 \pm 3.098	Public sector	20.252 \pm 3.160	0.685
		Old private sector	20.126 \pm 3.087	
		New private sector	20.587 \pm 2.815	
Interpersonal Skills	9.333 \pm 1.307	Public sector	9.246 \pm 1.364	0.376
		Old private sector	9.457 \pm 1.209	
		New private sector	9.506 \pm 1.210	
Technical Skills	14.725 \pm 2.358	Public sector	14.751 \pm 2.467	0.218
		Old private sector	14.878 \pm 2.120	
		New private sector	14.174 \pm 2.290	

Source: Primary data

Figure 4.2.9*Type of Bank wise Analysis of Managerial Skills of Managers in Banks*

Source: Primary data

It is clear from the table 4.2.9 that there is no significant difference between type of banks and the managerial skills of branch managers in banks, since the p value is greater than 0.05. Based on the mean score, it is inferred that conceptual skills of the branch managers in the new private sector banks (20.587 \pm 2.815) are high as compared to managers working in other types of banks. In the case of interpersonal skills, the mean score is high for the managers working in the new private sector banks. Its mean and SD is 9.506 \pm 1.210. The technical skills of the branch

managers working in the old private sector banks (14.878 ± 2.120) are high as compared to managers working in other type of banks. Therefore, it can be concluded that, conceptual and interpersonal skills of managers in the new private sector banks are high. All these skills are low for the branch managers working in the public sector banks as compared to managers working in other types of banks in Kerala.

Section II

4.3 Assessment of Leadership Skills of Managers in Banks

The leadership skills of managers in banks were studied under seven skills; communication (Reave, 2005; Smith & Lewis, 2012), conflict resolution skills (Smith & Lewis, 2012), problem solving skill (Woodard & Geissler, 1999; Mumford et al.,2000; Smith & Lewis, 2012), decision-making (Kolb, 1999; Schwarber,2005; Walumbwa et al.,2014; Selart,2010), delegation skills (Leana,1986; Lyons,2016); Ugoani, 2020), cognitive skills (Kirkpatrick & Locke, 1991; Mumford et al.,2007; Smith & Lewis, 2012; Shuck & Herd, 2012; Mumford et al.,2016) and strategic skills (Mumford et al.,2007).

4.3.1 Levels of Leadership Skills of Managers in Banks

In order to know the levels of leadership skills, it was divided into three categories based on the Mean \pm SD criteria. The value which is above Mean \pm SD are categorised as high; values below Mean \pm SD categorised as low and the values between these two are categorised as moderate.

Table 4.2.10

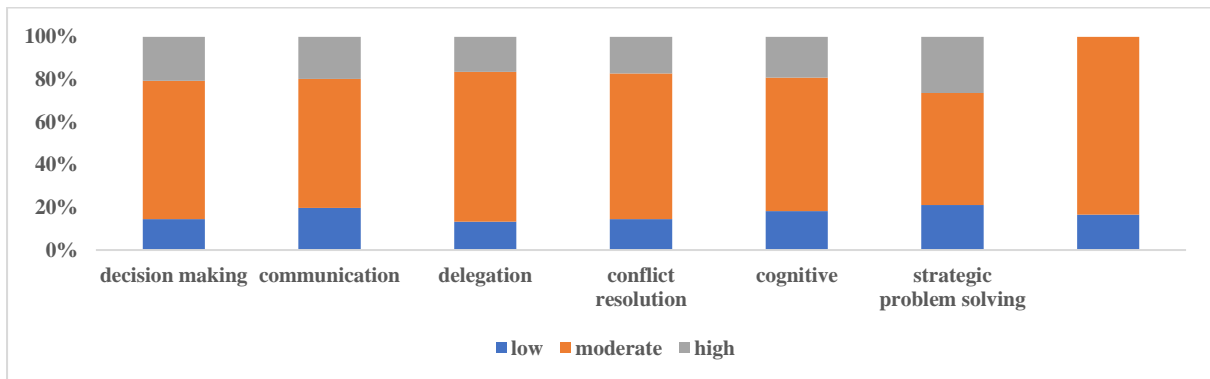
Levels of Leadership Skills of Managers in Banks

Leadership Skills	Low	Moderate	High
Cognitive Skills	66 (18.3)	225 (62.5)	69 (19.2)
Communication Skills	71 (19.7)	218 (60.6)	71 (19.7)
Conflict Resolution Skills	52 (14.4)	246 (68.3)	62 (17.2)
Decision-Making Skills	52 (14.4)	234 (65)	74 (20.6)
Delegation Skills	48 (13.3)	253 (70.3)	59 (16.4)
Problem Solving Skills	60 (16.7)	300 (83.3)	-
Strategic Skills	76 (21.1)	189 (52.5)	95 (26.4)

Source: Primary data [Note: Percentage shown in the brackets]

Figure 4.2.10

Levels of Leadership Skills of Managers in Banks



Source: Primary data

It is understood from the table 4.2.10 that, more than 50 per cent of the managers belongs to moderate level. It indicates that managers have moderate level of leadership skills with respect to cognitive (62.5 per cent), communication (60.6 per cent), conflict resolution (68.3 per cent), decision-making (65 per cent), delegation (70.3 per cent), problem solving (83.3 per cent) and for the strategic skills (52.5 per cent).

4.3.2 Socio-Demographic Factors and Leadership Skills of Managers in Banks

The socio-demographic factors of the managers in banks are considered to know whether there exists any significant difference among branch managers with regard to different leadership skills. The socio-demographic factors considered are:

- 1) Gender
- 2) Age group
- 3) Educational qualification
- 4) Marital status
- 5) Type of family
- 6) Length of service
- 7) Region
- 8) Type of bank

4.3.2.1 Gender wise Analysis of Leadership Skills of Managers in Banks

Male and Female branch managers may have different leadership skills. Descriptive analysis has been done to know the mean score of males and females with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of male and female branch managers in banks.

General Hypotheses

H₀: There is no significant difference between gender and each leadership skills of managers in banks

H₁: There is significant difference between gender and each leadership skills of managers in banks

Table 4.2.11

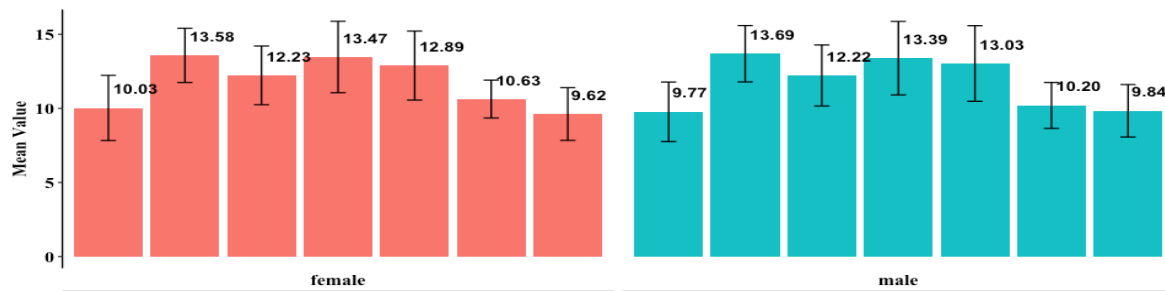
Gender wise Analysis of Leadership Skills of Managers in Banks

Leadership Skills	Mean ± SD	Gender	Mean ± SD	KW test
Cognitive Skills	9.873±2.084	Female	10.03±2.20	0.150
		Male	9.77±2.01	
Communication Skills	13.646±1.872	Female	13.58±1.83	0.495
		Male	13.69±1.90	
Conflict Resolution Skills	12.223±2.027	Female	12.23±1.98	0.959
		Male	12.22±2.06	
Decision Making Skills	13.421±2.451	Female	13.47±2.41	0.994
		Male	13.39±2.48	
Delegation Skills	12.973±2.468	Female	12.89±2.33	0.407
		Male	13.03±2.55	
Problem Solving Skills	10.369±1.466	Female	10.63±1.28	0.009
		Male	10.20±1.55	
Strategic Skills	9.754±1.776	Female	9.62±1.78	0.176
		Male	9.84±1.77	

Source: Primary data

Figure 4.2.11

Gender wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data [Note: Bars are arranged in the order of cognitive, communication, conflict resolution, decision-making, delegation, problem solving and strategic skills]

It is evident from the table 4.2.11 that, there is no significant difference between different leadership skills and gender of the managers in banks except problem solving skills ($p < 0.05$), since its p value is greater than 0.05. Hence, the null hypothesis with respect to problem solving skills i.e. there is no significant difference between gender and problem-solving skills of managers in banks is rejected. Based on the mean score of the gender with respect to different leadership skills, it can be concluded that; cognitive, conflict resolution skills, decision-making skills and problem-solving skills of female branch managers are high as compared to male managers in banks. Its mean score is 10.03 ± 2.20 , 12.23 ± 1.98 , 13.47 ± 2.41 and 10.63 ± 1.28 respectively. Communication, delegation and strategic skills of male branch managers in banks are high as compared to female managers in banks, since its mean score is high. Its mean score is 13.69 ± 1.90 , 13.03 ± 2.55 and 9.84 ± 1.77 respectively.

4.3.2.2 Age wise Analysis of Leadership Skills of Managers in Banks

Leadership skills of managers in banks may vary according to the age of the respondents. Descriptive analysis has been done to know the mean score of age of the branch managers with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the age group and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between age group and each leadership skills of managers in banks

H₁: There is significant difference between age group and each leadership skills of managers in banks

Table 4.2.12*Age wise Analysis of Leadership Skills of Managers in Banks*

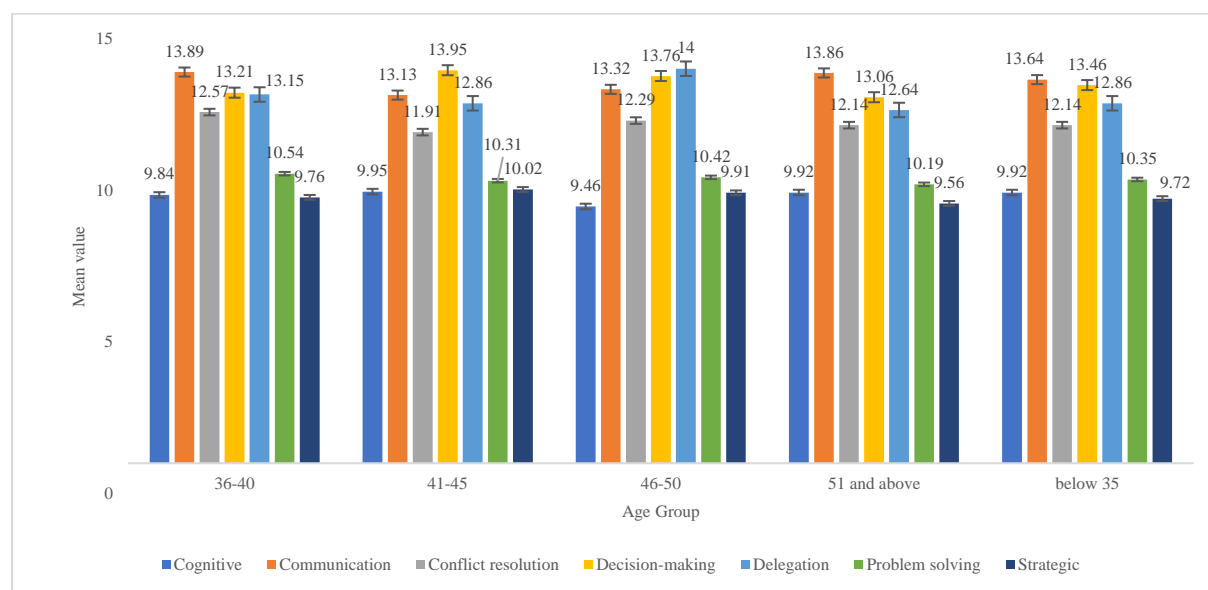
Leadership Skills	Mean \pm SD	Age	Mean \pm SD	KW test
Cognitive Skills	9.873 \pm 2.084	36-40	9.84 \pm 2.19	0.818
		41-45	9.95 \pm 2.17	
		46-50	9.46 \pm 2.15	
		51 and above	9.92 \pm 2.04	
		Below 35	9.92 \pm 2.02	
Communication Skills	13.646 \pm 1.872	36-40	13.89 \pm 1.97	0.133
		41-45	13.13 \pm 1.93	
		46-50	13.32 \pm 1.65	
		51 and above	13.86 \pm 1.92	
		Below 35	13.64 \pm 1.80	
Conflict Resolution Skills	12.223 \pm 2.027	36-40	12.57 \pm 2.01	0.444
		41-45	11.91 \pm 2.13	
		46-50	12.29 \pm 1.94	
		51 and above	12.14 \pm 1.95	
		Below 35	12.14 \pm 2.05	
Decision Making Skills	13.421 \pm 2.451	36-40	13.21 \pm 2.15	0.193
		41-45	13.95 \pm 2.34	
		46-50	13.76 \pm 2.23	
		51 and above	13.06 \pm 2.77	
		Below 35	13.46 \pm 2.54	
Delegation Skills	12.973 \pm 2.468	36-40	13.15 \pm 2.45	0.194
		41-45	12.86 \pm 2.66	
		46-50	14.00 \pm 2.14	
		51 and above	12.64 \pm 2.24	
		Below 35	12.86 \pm 2.53	
Problem Solving Skills	10.369 \pm 1.466	36-40	10.54 \pm 1.27	0.876

Leadership Skills	Mean ± SD	Age	Mean ± SD	KW test
Leadership Skills		41-45	10.31±1.63	0.609
		46-50	10.42±1.21	
		51 and above	10.19±1.62	
		Below 35	10.35±1.50	
		36-40	9.76±1.64	
Strategic Skills	9.754±1.776	41-45	10.02±1.71	0.609
		46-50	9.91±2.20	
		51 and above	9.56±1.68	
		Below 35	9.72±1.83	
		36-40	9.76±1.64	

Source: Primary data

Figure 4.2.12

Age wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data

It is clear from the table 4.2.12 that there is no significant difference between age group and each leadership skills of the managers in banks, since the p value is greater than 0.05. Based on the mean score, it can be inferred that cognitive, decision-making and strategic skills of branch managers belongs to the age group 41-45 are high as compared to other age group. Its mean and SD are; 9.95±2.17, 13.95±2.34 and 10.02±1.71 respectively. In the case of communication, conflict resolution skills and problem-solving skills, the mean is high for the

managers belongs to the age group 36-40, its mean and SD are 13.89 ± 1.97 , 12.57 ± 2.01 and 10.54 ± 1.27 respectively. The delegation skill is high for the managers belongs to the age group of 46-50. Its mean and SD is 14.00 ± 2.14 . To conclude, leadership skills are high for the branch managers with age of 36 and above.

4.3.2.3 Education wise Analysis of Leadership Skills of Managers in Banks

Leadership skills of managers in banks may vary according to the educational qualification of the respondents. Descriptive analysis has been done to know the mean score of educational qualification of the branch managers with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the educational qualification and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between education and each leadership skills of managers in banks

H₁: There is significant difference between education and each leadership skills of managers in banks

Table 4.2.13

Education wise Analysis of Leadership Skills of Managers in Banks

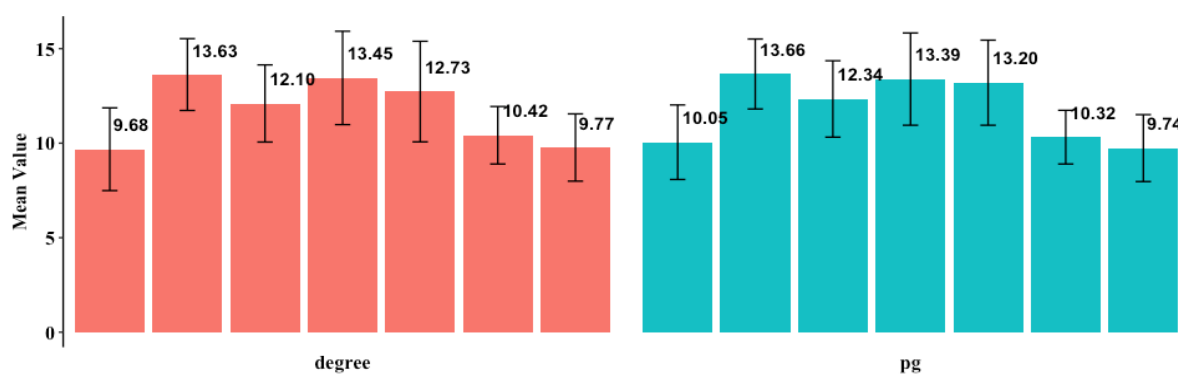
Leadership Skills	Mean \pm SD	Educational Qualification	Mean \pm SD	KW test
Cognitive Skills	9.873 ± 2.084	Degree	9.68 ± 2.19	0.153
		PG	10.05 ± 1.97	
Communication Skills	13.646 ± 1.872	Degree	13.63 ± 1.90	0.812
		PG	13.66 ± 1.85	
Conflict Resolution Skills	12.223 ± 2.027	Degree	12.10 ± 2.04	0.259
		PG	12.34 ± 2.02	
Decision Making Skills	13.421 ± 2.451	Degree	13.45 ± 2.47	0.901
		PG	13.39 ± 2.44	
Delegation Skills	12.973 ± 2.468	Degree	12.73 ± 2.66	0.156
		PG	13.20 ± 2.25	
Problem Solving Skills	10.369 ± 1.466	Degree	10.42 ± 1.52	0.213
		PG	10.32 ± 1.42	

Leadership Skills	Mean ± SD	Educational Qualification	Mean ± SD	KW test
Strategic Skills	9.754±1.776	Degree	9.77±1.78	0.742
		PG	9.74±1.77	

Source: Primary data

Figure 4.2.13

Education wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data [Note: Bars are arranged in the order of cognitive, communication, conflict resolution, decision-making, delegation, problem solving and strategic skills]

It is evident from the table 4.2.13 that there is no significant difference between educational qualification and leadership skills of branch managers in banks, since the p value is greater than 0.05. Based on the descriptive statistics (mean and SD), it is found that cognitive, communication, conflict resolution and delegation skills of branch managers having PG qualification is high as compared to managers having these skills with degree qualification. Its mean and SD are 10.05±1.97, 13.66±1.85, 12.34±2.02 and 13.20±2.25 respectively. Problem solving and strategic skills of degree holding branch managers (10.42±1.52 and 9.77±1.78) are high as compared to managers with PG qualification.

4.3.2.4 Marital Status wise Analysis of Leadership Skills of Managers in Banks

There may be change in the leadership skills of branch managers in banks based on their marital status. Descriptive analysis has been done to know the mean score of marital status of the branch managers with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the marital status and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between marital status and each leadership skills of managers in banks

H₁: There is significant difference between marital status and each leadership skills of managers in banks

Table 4.2.14

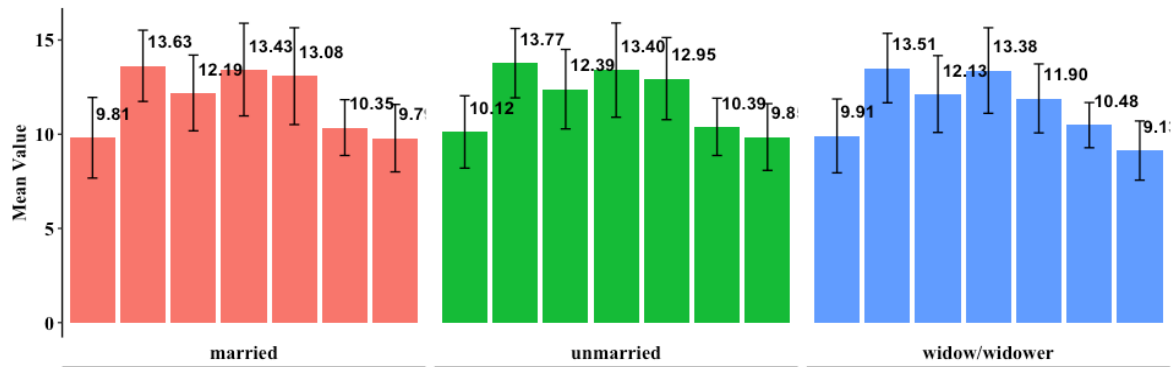
Marital Status wise Analysis of Leadership Skills of Managers in Banks

Leadership Skills	Mean ± SD	Marital Status	Mean ± SD	KW test
Cognitive Skills	9.873±2.084	Married	9.81±2.14	0.637
		Unmarried	10.12±1.92	
		Widow/Widower	9.91±1.96	
Communication Skills	13.646±1.872	Married	13.63±1.89	0.696
		Unmarried	13.77±1.84	
		Widow/Widower	13.51±1.84	
Conflict Resolution Skills	12.223±2.027	Married	12.19±2.01	0.697
		Unmarried	12.39±2.11	
		Widow/Widower	12.13±2.04	
Decision Making Skills	13.421±2.451	Married	13.43±2.46	0.956
		Unmarried	13.40±2.50	
		Widow/Widower	13.38±2.27	
Delegation Skills	12.973±2.468	Married	13.08±2.57	0.010
		Unmarried	12.95±2.18	
		Widow/Widower	11.90±1.83	
Problem Solving Skills	10.369±1.466	Married	10.35±1.48	0.905
		Unmarried	10.39±1.52	
		Widow/Widower	10.48±1.20	
Strategic Skills	9.754±1.776	Married	9.79±1.79	0.113
		Unmarried	9.85±1.77	
		Widow/Widower	9.13±1.57	

Source: Primary data

Figure 4.2.14

Marital Status wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data [Note: Bars are arranged in the order of cognitive, communication, conflict resolution, decision-making, delegation, problem solving and strategic skills]

It is inferred from the table 4.2.14 that, there is no significant difference between marital status and leadership skills of managers in banks except delegation skills, since its p value is greater than 0.05. Hence, the null hypothesis related with delegation skills i.e. there is no significant difference between marital status and delegation skills is rejected. The post-hoc test results show that, there is significant difference between widow/widower and married branch managers with respect to delegation skills. Based on the mean score, it is found that cognitive, communication, conflict resolution and strategic skills of unmarried branch managers are high as compared to other categories of marital status. Its mean and SD are as; 10.12 ± 1.92 , 13.77 ± 1.84 , 12.39 ± 2.11 and 9.85 ± 1.77 respectively. Decision making (13.43 ± 2.46) and delegation skills (13.08 ± 2.57) of branch managers belongs to married category is high and the problem-solving skills are high for the branch managers belongs to the widow/widower category. Its mean and SD is 10.48 ± 1.20 . There are differences between leadership skills and marital status, statistical analysis found no significant difference between these variables.

4.3.2.5 Type of Family wise Analysis of Leadership Skills of Managers in Banks

Leadership skills of managers in banks may vary according to the type of family of the respondents. Descriptive analysis has been done to know the mean score of type of family of the branch managers with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the type of family and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between type of family and each leadership skills of managers in banks

H₁: There is significant difference between type of family and each leadership skills of managers in banks

Table 4.2.15

Type of Family wise Analysis of Leadership Skills of Managers in Banks

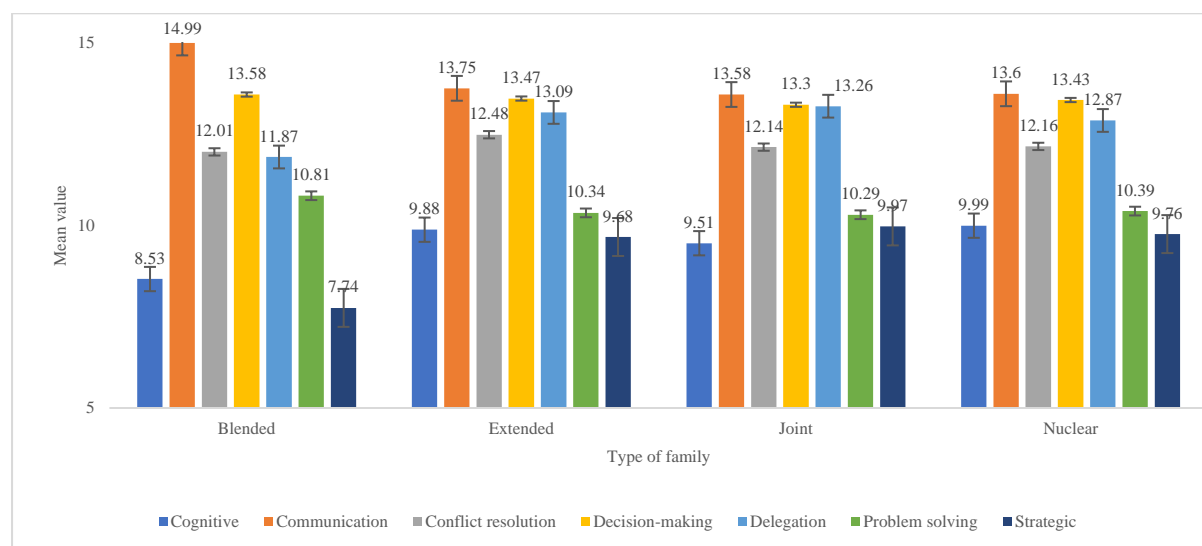
Leadership Skills	Mean ± SD	Type of Family	Mean ± SD	KW test
Cognitive Skills	9.873±2.084	Blended	8.53±3.02	0.287
		Extended	9.88±2.19	
		Joint	9.51±1.99	
		Nuclear	9.99±2.05	
Communication Skills	13.646±1.872	Blended	14.99±1.87	0.525
		Extended	13.75±1.96	
		Joint	13.58±1.90	
		Nuclear	13.60±1.83	
Conflict Resolution Skills	12.223±2.027	Blended	12.01±2.37	0.565
		Extended	12.48±2.10	
		Joint	12.14±1.76	
		Nuclear	12.16±2.06	
Decision Making Skills	13.421±2.451	Blended	13.58±1.06	0.881
		Extended	13.47±2.55	
		Joint	13.30±2.43	
		Nuclear	13.43±2.45	
Delegation Skills	12.973±2.468	Blended	11.87±2.34	0.553
		Extended	13.09±2.26	
		Joint	13.26±2.47	
		Nuclear	12.87±2.54	
Problem Solving Skills	10.369±1.466	Blended	10.81±1.46	0.803

Leadership Skills	Mean ± SD	Type of Family	Mean ± SD	KW test
		Extended	10.34±1.30	
		Joint	10.29±1.52	
		Nuclear	10.39±1.52	
Strategic Skills	9.754±1.776	Blended	7.74±1.19	0.106
		Extended	9.68±1.77	
		Joint	9.97±1.59	
		Nuclear	9.76±1.82	

Source: Primary data

Figure 4.2.15

Type of family wise analysis of leadership skills of managers in banks



Source: Primary data

Type of family wise analysis of leadership skills of managers in banks shows that there is no significant difference between these two variables, since the p value is greater than 0.05. Based on the mean score it is found that communication skills (14.99±1.87), decision-making (13.58±1.06) and problem-solving skills (10.81±1.46) of managers coming from the blended family is high because its mean score is high. Cognitive skills of the branch managers coming from the nuclear family is high. Its mean and SD is 9.99±2.05, conflict resolution skills of managers coming from the extended family is high (12.48±2.10), delegation skill (13.26±2.47) and strategic skills (9.97±1.59) is high for the managers from joint family.

4.3.2.6 Length of Service wise Analysis of Leadership Skills of Managers in Banks

Leadership skills of managers in banks may vary according to the length of service of the respondents. Descriptive analysis has been done to know the mean score of length of service of the branch managers with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the length of service and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between length of service and each leadership skills of managers in banks

H₁: There is significant difference between length of service and each leadership skills of managers in banks

Table 4.2.16

Length of Service wise Analysis of Leadership Skills of Managers in Banks

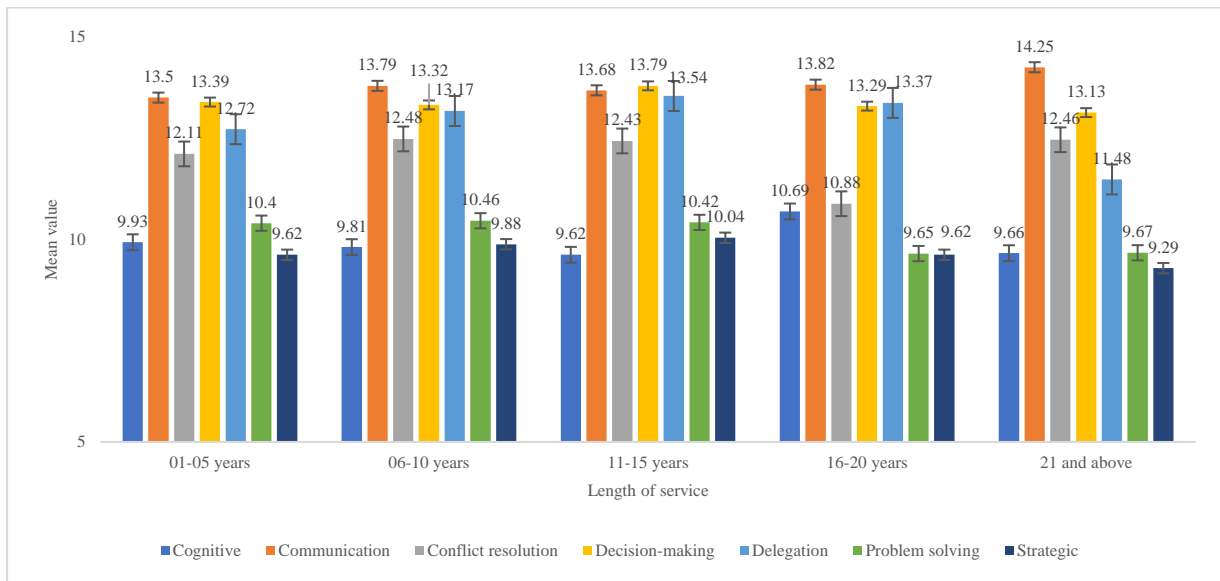
Leadership Skills	Mean ± SD	Length of Service (in years)	Mean ± SD	KW test
Cognitive Skills	9.873±2.084	01-05	9.93±2.18	0.345
		06-10	9.81±1.92	
		11-15	9.62±2.05	
		16-20	10.69±1.84	
		21 and above	9.66±2.53	
Communication Skills	13.646±1.872	01-05	13.50±1.82	0.735
		06-10	13.79±1.92	
		11-15	13.68±1.87	
		16-20	13.82±2.16	
		21 and above	14.25±1.99	
Conflict Resolution Skills	12.223±2.027	01-05	12.11±2.06	0.014
		06-10	12.48±2.10	
		11-15	12.43±1.83	
		16-20	10.88±1.26	
		21 and above	12.46±2.13	
Decision Making Skills	13.421±2.451	01-05	13.39±2.48	0.593

Leadership Skills	Mean ± SD	Length of Service (in years)	Mean ± SD	KW test
		06-10	13.32±2.48	
		11-15	13.79±2.52	
		16-20	13.29±1.88	
		21 and above	13.13±2.30	
Delegation Skills	12.973±2.468	01-05	12.72±2.37	0.087
		06-10	13.17±2.62	
		11-15	13.54±2.32	
		16-20	13.37±1.93	
		21 and above	11.48±3.19	
Problem Solving Skills	10.369±1.466	01-05	10.40±1.42	0.159
		06-10	10.46±1.44	
		11-15	10.42±1.41	
		16-20	9.65±2.12	
		21 and above	9.67±1.28	
Strategic Skills	9.754±1.776	01-05	9.62±1.88	0.471
		06-10	9.88±1.64	
		11-15	10.04±1.81	
		16-20	9.62±1.23	
		21 and above	9.29±1.93	

Source: Primary data

Figure 4.2.16

Length of Service wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data

It is clear from the table 4.2.16 that there is no significant difference between length of service and leadership skills of managers in banks except conflict resolution skills, since its p value is greater than 0.05. Hence the null hypothesis i.e. there is no significant difference between length of service and conflict resolution skill of managers is rejected. The post-hoc test results shows that there is significant difference between managers with 16-20 and 11-15 and between 16-20 and 6-10 years of length of service. Cognitive skills of branch managers with 16-20 years of experience are high, since its mean and SD is high (10.69 ± 1.84) as compared with other categories. Branch managers with 21 and above years of experience have more communication and conflict resolution skills, its mean and SD are 14.25 ± 1.99 and 12.46 ± 2.13 respectively. Decision making, delegation skills and strategic skills of branch managers with 11-15 years of experience is high. Its mean and SD are 13.79 ± 2.52 , 13.54 ± 2.32 and 10.04 ± 1.81 respectively. Problem solving ability is high for the branch managers with 06-10 years of experience, its mean and SD is 10.46 ± 1.44 .

4.3.2.7 Region wise Analysis of Leadership Skills of Managers in Banks

Leadership skills of managers in banks may vary according to the region of banks where the branch managers are working. Descriptive analysis has been done to know the mean score of regions of banks of the branch managers with regard to different leadership skills of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the region of banks and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between region and each leadership skills of managers in banks

H₁: There is significant difference between region and each leadership skills of managers in banks

Table 4.2.17

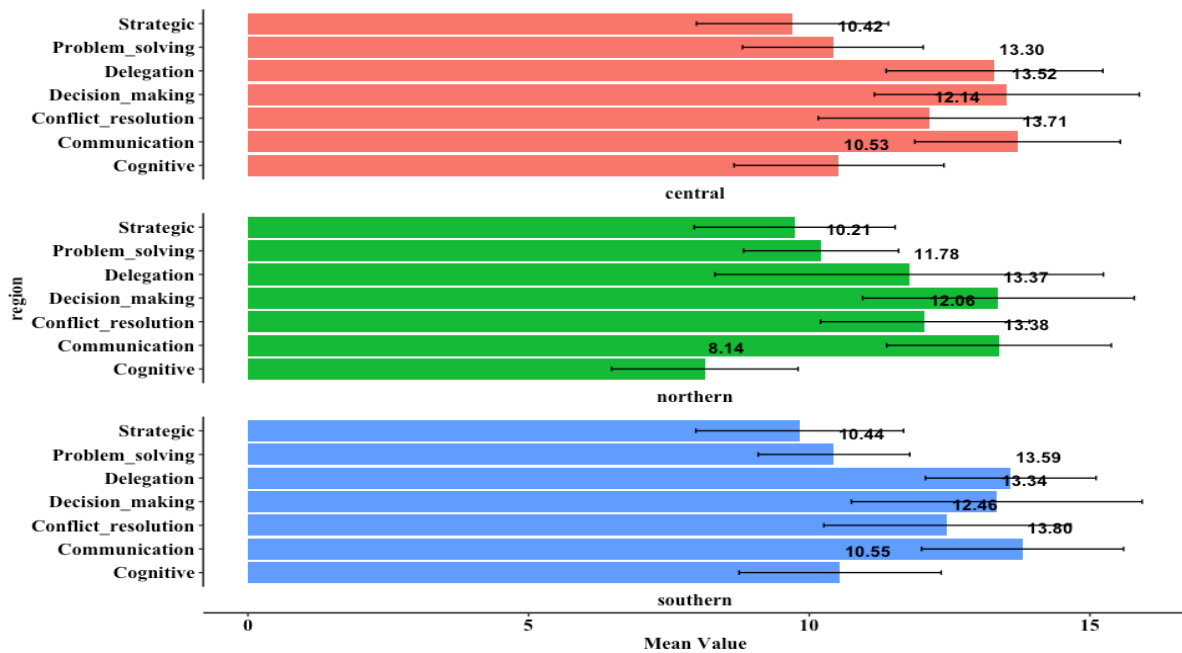
Region wise Analysis of Leadership Skills of Managers in Banks

Leadership Skills	Mean ± SD	Region	Mean ± SD	KW test
Cognitive Skills	9.873±2.084	Central	10.53±1.87	0.000
		Northern	8.14±1.66	
		Southern	10.55±1.80	
Communication Skills	13.646±1.872	Central	13.71±1.83	0.281
		Northern	13.38±2.00	
		Southern	13.80±1.80	
Conflict Resolution Skills	12.223±2.027	Central	12.14±1.98	0.170
		Northern	12.06±1.86	
		Southern	12.46±2.20	
Decision Making Skills	13.421±2.451	Central	13.52±2.36	0.804
		Northern	13.37±2.42	
		Southern	13.34±2.59	
Delegation Skills	12.973±2.468	Central	13.30±1.93	0.000
		Northern	11.78±3.46	
		Southern	13.59±1.52	
Problem Solving Skills	10.369±1.466	Central	10.42±1.61	0.193
		Northern	10.21±1.38	
		Southern	10.44±1.35	
Strategic Skills	9.754±1.776	Central	9.70±1.71	0.676
		Northern	9.74±1.79	
		Southern	9.83±1.85	

Source: Primary data

Figure 4.2.17

Region wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data

It is clear from the table 4.2.17 that there is significant difference between cognitive skills and delegation skills of branch managers and the region of banks where they are working, since its p value is less than 0.05. There is no significant difference found between other skills and region because its p value is greater than 0.05. The post-hoc test results shows that; with respect to cognitive and delegation skills, there is significant difference between northern and southern region and between northern and central region. Based on the descriptive statistics, it is found that cognitive, communication, conflict-resolution, delegation skill, problem-solving skills and strategic skills of branch managers working in the southern region is high as compared with branch managers working in other regions. The mean and SD are; 10.55 ± 1.80 , 13.80 ± 1.80 , 12.46 ± 2.20 , 13.59 ± 1.52 , 10.44 ± 1.35 , 9.83 ± 1.85 respectively. Decision-making skills of managers working in the central region is high (13.52 ± 2.36) as compared to managers working in other regions. Leadership skills of the branch managers working in the northern region is low as compared with managers working in other regions.

4.3.2.8 Type of Bank wise Analysis of Leadership Skills of Managers in Banks

Leadership skills of managers in banks may vary according to the type of banks where the branch managers are working. Descriptive analysis has been done to know the mean score of type of banks of the branch managers with regard to different leadership skills of branch

managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the type of banks and leadership skills of branch managers in banks.

General Hypotheses

H₀: There is no significant difference between type of bank and each leadership skills of managers in banks

H₁: There is significant difference between type of bank and each leadership skills of managers in banks

Table 4.2.18

Type of Bank wise Analysis of Leadership Skills of Managers in Banks

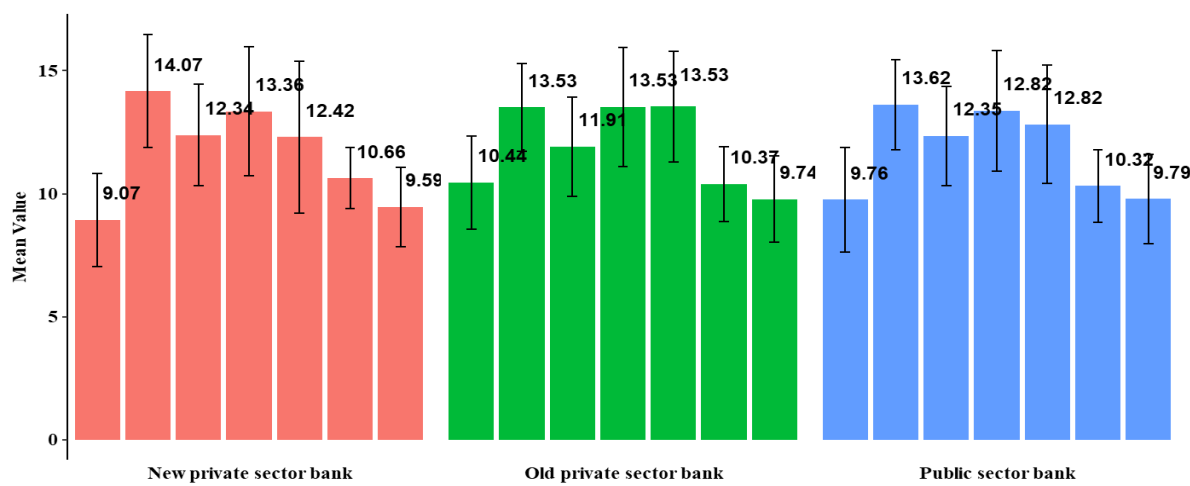
Leadership Skills	Mean ± SD	Type of Bank	Mean ± SD	KW test
Cognitive Skills	9.873±2.084	New private sector bank	9.07±1.92	0.000
		Old private sector bank	10.44±1.91	
		Public sector bank	9.76±2.13	
Communication Skills	13.646±1.872	New private sector bank	14.07±2.25	0.353
		Old private sector bank	13.53±1.80	
		Public sector bank	13.62±1.83	
Conflict Resolution Skills	12.223±2.027	New private sector bank	12.34±2.08	0.149
		Old private sector bank	11.91±2.01	
		Public sector bank	12.35±2.02	
Decision Making Skills	13.421±2.451	New private sector bank	13.36±2.61	0.919
		Old private sector bank	13.53±2.41	
		Public sector bank	13.38±2.45	
Delegation Skills	12.973±2.468	New private sector bank	12.42±2.99	0.010
		Old private sector bank	13.53±2.28	
		Public sector bank	12.82±2.41	
Problem Solving Skills	10.369±1.466	New private sector bank	10.66±1.24	0.500
		Old private sector bank	10.37±1.52	
		Public sector bank	10.32±1.48	
Strategic Skills	9.754±1.776	New private sector bank	9.59±1.65	0.647

Leadership Skills	Mean ± SD	Type of Bank	Mean ± SD	KW test
		Old private sector bank	9.74±1.76	
		Public sector bank	9.79±1.81	

Source: Primary data

Figure 4.2.18

Type of Bank wise Analysis of Leadership Skills of Managers in Banks



Source: Primary data [Bars are arranged in the order of cognitive, communication, conflict resolution, decision-making, delegation, problem solving and strategic skills]

It is clear from the table 4.2.18 that there is significant difference between cognitive and delegation skills of branch managers in banks and type of banks where they are working, since its p value is less than 0.05. For all other leadership skills with respect to type of bank, no significant difference was found between the two, since its p value greater than 0.05. The post-hoc test reveals that, with respect to cognitive skills, there is significant difference between new private sector and old private sector banks and between public sector and old private sector banks. In the case of delegation skills there is significant difference between public sector and old private sector banks. Based on mean and SD, it is found that cognitive (10.44±1.91), decision making (13.53±2.41) and delegation skills (13.53±2.28) of branch managers working in the old private sector banks are high. Branch managers working in the new private sector banks have high level of communication (14.07±2.25) and problem-solving skills (10.66±1.24), the mean and SD is high for these skills. In the case of branch managers working in the public sector banks, their conflict-resolution skills (12.35±2.02), strategic skills (9.79±1.81) are high as compared to managers working in other type of banks.

Section III

4.4 Assessment of Emotional Social Intelligence of Managers in Banks

The emotional social intelligence of managers in banks was assessed on the basis of four elements; Self-Awareness, Self-Management, Social Awareness and Relationship Management (Goleman, 2007). It is assessed on the basis of certain set of questions asked on a 5-point Likert scale. 5 being strongly agree, 4-agree, 3-neither agree nor disagree, 2-disagree and 1- strongly disagree. Each element of ESI consists of 10 statements each.

Table 4.2.19

Descriptive Statistics of Emotional Social Intelligence of Managers in Banks

Elements of ESI	Mean \pm SD
Relationship Management	4.319 \pm 0.419
Self-Awareness	4.030 \pm 0.479
Self-Management	4.090 \pm 0.459
Social-Awareness	4.166 \pm 0.394

Source: Primary data

From the table 4.2.18, it is clear that Relationship Management (4.319 \pm 0.419) of the branch managers in banks are high, since its mean value is high as compared with other elements. Followed by Social Awareness (4.166 \pm 0.394), Self-Management (4.090 \pm 0.459) and Self-Awareness (4.030 \pm 0.479).

4.4.1 Permutation Test – An Alternative to MANOVA

Multivariate Analysis of Variance (MANOVA) is an extension of ANOVA that allows for the analysis of multiple dependent variables simultaneously. In this study, the researcher aims to understand the behavior of Self-Awareness, Self-Management, Social Awareness, and Relationship Management simultaneously in relation to various influencing factors. But the assumptions of MANOVA have been violated. Hence, the non-parametric alternative to MANOVA called Permutation test was applied to test for statistically significant differences between the means of multiple groups based on factors such as region, type of bank, gender, age, educational qualification, marital status, type of family, and length of service.

4.4.2 Socio-Demographic Factors and Emotional Social Intelligence of Managers in Banks

The socio-demographic factors of the managers in banks are considered to know whether there exists any significant difference among branch managers with regard to emotional social intelligence. The four elements of ESI- Self-Awareness, Self-Management, Social Awareness and Relationship Management are closely interrelated and it is taken together (dependent variable vector) and the variation of mean score of each variable, observed with different socio-demographic variables considered for the study, by applying non-parametric MANOVA model

The socio-demographic factors considered are:

- 1) Gender
- 2) Age group
- 3) Educational qualification
- 4) Marital status
- 5) Type of family
- 6) Length of service
- 7) Region
- 8) Type of bank

4.4.2.1 Gender wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary depends on the gender. Permutation test for adonis under reduced model is applied to analyse the significant difference between the gender and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between gender and emotional social intelligence of managers in banks

H₁: There is significant difference between gender and emotional social intelligence of managers in banks

Table 4.2.20

Gender wise Analysis of Emotional Social Intelligence of Managers in Banks

	Degree of Freedom	Sum of Square	F	P (>F)
Gender	1	0.001998	0.9505	0.4438
Residual	358	0.7527	-	-
Total	359	0.7547	-	-

Source: Primary data

It is clear from the table 4.2.20 that, there is no significant difference between gender and emotional social intelligence of managers in banks, since its p value is greater than the conventional limit 0.05 ($p=0.44$). Hence, the null hypothesis is not rejected.

4.4.2.2 Age wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary according to the age group of managers. Permutation test for adonis under reduced model is applied to analyse the significant difference between age and emotional social intelligence of managers in banks.

H₀: There is no significant difference between age and emotional social intelligence of managers in banks

H₁: There is significant difference between age and emotional social intelligence of managers in banks

Table 4.2.21

Age wise Analysis of Emotional Social Intelligence of Managers in Banks

	Degree of Freedom	Sum of Square	F	P (>F)
Age	4	0.006665	0.7908	0.6722
Residual	355	0.748	-	-
Total	359	0.7547	-	-

Source: Primary data

It is clear from the table 4.2.21 that, there is no significant difference between age and emotional social intelligence of managers in banks, since its p value is greater than the conventional limit 0.05 ($p=0.67$). Hence, the null hypothesis is not rejected.

4.4.2.3 Educational Qualification wise Analysis of Emotional Social Intelligence of Managers in Banks

Educational qualification of the managers may influence emotional social intelligence. Permutation test for adonis under reduced model is applied to analyse the significant difference between educational qualification and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between educational qualification and emotional social intelligence of managers in banks

H₁: There is significant difference between educational qualification and emotional social intelligence of managers in banks

Table 4.2.22

Educational Qualification wise Analysis of Emotional Social Intelligence of Managers in Banks

	Degree of Freedom	Sum of Square	F	P (>F)
Educational qualification	1	0.007731	3.705	0.008496
Residual	358	0.747	-	-
Total	359	0.7547	-	-

Source: Primary data

From the table 4.2.22 it is clear that, there is significant difference between educational qualification and emotional social intelligence of managers in banks, since the p value is less than 0.05 (p=0.008). Hence the null hypothesis is rejected.

Table 4.2.22.1

Kruskal Wallis Test

Variables	Chi Squared	P value
Self-Awareness	0.01031	0.9191
Self-Management	3.893	0.04848**
Social Awareness	0.4728	0.4917
Relationship Management	10.13	0.00146**

Source: Primary data **significant at 5 per cent level of significance

It is clear from the table 4.2.22.1 that educational qualification of the managers has a significant influence on Self-Management and Relationship Management, since its p value is less than 0.05 (0.04848), (0.00146) respectively. In the case of other elements such as Self-Awareness and Social Awareness, educational qualification of the managers does not have any influence on it.

4.4.2.4 Marital Status wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary according to the marital status of managers. Permutation test for adonis under reduced model is applied to analyse the significant difference between marital status and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between marital status and emotional social intelligence of managers in banks

H₁: There is significant difference between marital status and emotional social intelligence of managers in banks

Table 4.2.23

Marital Status wise Analysis of Emotional Social Intelligence of Managers in Banks

	Degree of Freedom	Sum of Square	F	P (>F)
Marital Status	2	0.00439	1.044	0.4038
Residual	357	0.7503	-	-
Total	359	0.7547	-	-

Source: Primary data

It is clear from the table 4.2.23 that, there is no significant difference between marital status and emotional social intelligence of managers in banks, since its p value is greater than the conventional limit 0.05 ($p=0.4038$). Hence, the null hypothesis is not rejected.

4.4.2.5 Type of Family wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary according to the type of family of managers. Permutation test for adonis under reduced model is applied to analyse the significant difference between type of family and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between type of family and emotional social intelligence of managers in banks

H₁: There is significant difference between type of family and emotional social intelligence of managers in banks

Table 4.2.24

Type of Family wise Analysis of Emotional Social Intelligence of Managers in Banks

	Degree of Freedom	Sum of Square	F	P (>F)
Type of family	3	0.002844	0.4489	0.8796
Residual	356	0.7519	-	-
Total	359	0.7547	-	-

Source: Primary data

It is clear from the table 4.2.24 that, there is no significant difference between type of family and emotional social intelligence of managers in banks, since its p value is greater than the conventional limit 0.05 ($p=0.8796$). Hence, the null hypothesis is not rejected.

4.4.2.6 Length of Service wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary according to the length of service of managers. Permutation test for adonis under reduced model is applied to analyse the significant difference between length of service and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between length of service and emotional social intelligence of managers in banks

H₁: There is significant difference between length of service and emotional social intelligence of managers in banks

Table 4.2.25

Length of Service wise Analysis of Emotional Social Intelligence of Managers in Banks

	Degree of Freedom	Sum of Square	F	P (>F)
Length of service	4	0.01141	1.362	0.1804
Residual	355	0.7433	-	-
Total	359	0.7547	-	-

Source: Primary data

It is clear from the table 4.2.25 that, there is no significant difference between length of service and emotional social intelligence of managers in banks, since its p value is greater than the conventional limit 0.05 ($p=0.1804$). Hence, the null hypothesis is not rejected.

4.4.2.7 Type of Bank wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary based on the type of banks of managers. Permutation test for adonis under reduced model is applied to analyse the significant difference between type of banks and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between type of banks and emotional social intelligence of managers in banks

H₁: There is significant difference between type of banks and emotional social intelligence of managers in banks

Table 4.2.26*Type of Banks wise Analysis of Emotional Social Intelligence of Managers in Banks*

	Degree of Freedom	Sum of Square	F	P (>F)
Type of bank	2	0.004693	1.117	0.3858
Residual	357	0.75	-	-
Total	359	0.7547	-	-

Source: Primary data

It is clear from the table 4.2.26 that, there is no significant difference between region and emotional social intelligence of managers in banks, since its p value is greater than the conventional limit 0.05 ($p=0.3858$). Hence, the null hypothesis is not rejected.

4.4.2.8 Region wise Analysis of Emotional Social Intelligence of Managers in Banks

Emotional social intelligence of managers in banks may vary based on the region of managers. Permutation test for adonis under reduced model is applied to analyse the significant difference between region and emotional social intelligence of managers in banks.

General Hypotheses

H₀: There is no significant difference between region and emotional social intelligence of managers in banks

H₁: There is significant difference between region and emotional social intelligence of managers in banks

Table 4.2.27*Region wise Analysis of Emotional Social Intelligence of Managers in Banks*

	Degree of Freedom	Sum of Square	F	P (>F)
Region	2	0.03328	8.234	0.0004998**
Residual	357	0.7214	-	-
Total	359	0.7547	-	-

Source: Primary data ** Significant at 5 per cent level of significance

It is inferred from the table 4.2.27 that, there is exist significant difference between region and emotional social intelligence of managers in banks, since its p value is less than the conventional limit 0.05 ($p=0.000$). Hence, the null hypothesis is rejected.

Table 4.2.27.1*Kruskal Wallis Test*

Variables	Chi Squared	P value
Self-Awareness	17.26	0.0001789**
Self-Management	37.37	7.685e-09**

Variables	Chi Squared	P value
Social Awareness	5.353	0.06881
Relationship Management	8.368	0.01524**

Source: Primary data ** significant at 5 percent level of significance

The individual element wise analysis of emotional social intelligence with respect to region where the managers are working shows that, there is significant difference between region and the elements of ESI such as self-awareness, self-management and relationship management, since its p value is less than 0.05 (0.000, 7.685e-09, 0.01524 respectively). Region where the managers are working does not influence social awareness of managers in banks.

Table 4.2.27.1.1

Post-Hoc Tests

Elements of ESI	Regions	Mean Differences	P-Value
Self-Awareness	Central – Northern	0.022	0.933
	Central – Southern	-0.215	0.001**
	Northern – Southern	-0.237	0.001**
Self-Management	Central – Northern	0.285	0.000**
	Central – Southern	-0.060	0.517
	Northern – Southern	-0.344	0.000**
Relationship Management	Central – Northern	-0.025	0.888
	Central – Southern	0.099	0.137
	Northern – Southern	0.125	0.073

Source: Primary data ** significant at 5 per cent level of significance

The results of the post-hoc tests reveals that, with respect to self-awareness, there exist significant difference between central and southern region and between northern and southern region respectively. In the case of self-management, there is a significant difference between central and northern region and between northern and southern region respectively. In the case of relationship management, there is no significant difference was found between regions.

Section IV

4.5 Assessment of Inspirational Leadership Pattern of Branch Managers in Banks from the Perspective of Employees Working in Banks

The inspirational leadership pattern of managers in banks were studied under nine factors; impression management, intellectual stimulation, inspirational agenda, moulding follower expectation, vision, objectivity, dedication and commitment, employee engagement and team work.

4.5.1 Levels of Inspirational Leadership Pattern of Managers in Banks

To know the levels of inspirational leadership pattern, it was divided into three categories based on the Mean \pm SD criteria. The value which is above Mean \pm SD are categorised as high; values below Mean \pm SD categorised as low and the values between these two are categorised as moderate.

Table 4.2.28

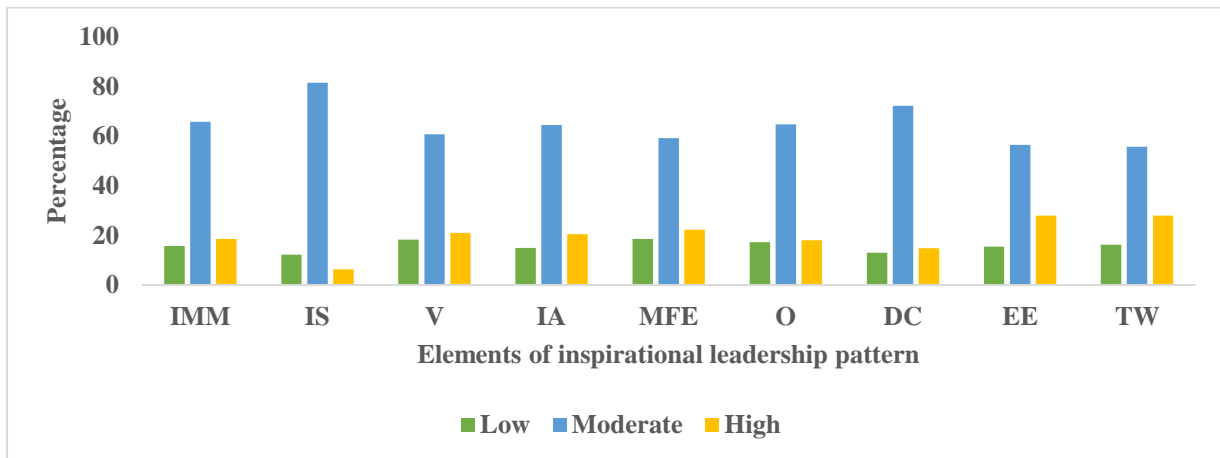
Levels of Inspirational Leadership Pattern of Managers in Banks

Inspirational Leadership Pattern	Low	Moderate	High
Impression Management	63 (15.75)	263 (65.75)	74 (18.5)
Intellectual Stimulation	49 (12.25)	326 (81.5)	25 (6.25)
Vision	73 (18.25)	243 (60.75)	84 (21)
Inspirational Agenda	60 (15)	258 (64.5)	82 (20.5)
Moulding Follower Expectation	74 (18.5)	237 (59.25)	89 (22.25)
Objectivity	69 (17.25)	259 (64.75)	72 (18)
Dedication and Commitment	52 (13)	289 (72.25)	59 (14.75)
Employee Engagement	62 (15.5)	226 (56.5)	112 (28)
Team Work	65 (16.25)	223 (55.75)	112 (28)

Source: Primary data [Note: Percentage shown in the brackets]

Figure 4.2.19

Levels of Inspirational Leadership Pattern of Managers in Banks



Source: Primary data [O- Objectivity, IMM- Impression Management, IS- Intellectual Stimulation, V- Vision, IA- Inspirational Agenda, MFE- Moulding Follower Expectation, DC- Dedication and Commitment, EE- Employee Engagement, TW- Team Work]

It is understood from the table 4.2.28 and figure 4.2.19 that, managers in the banks have moderate level of inspirational leadership pattern as perceived by employees working in the banks. It is clear that all the elements of inspirational leadership pattern in the moderate level are above 50 per cent. That is for impression management 65.75 per cent, intellectual stimulation 81.50 per cent, vision 60.75 per cent, inspirational agenda 64.50 per cent, moulding follower expectation 59.25 per cent, objectivity 64.75 per cent, dedication and commitment 72.25 per cent, employee engagement 56.50 per cent and for team work 55.75 per cent.

4.5.2 Socio-Demographic Factors and Inspirational Leadership Pattern of managers in banks

The socio-demographic factors of the employees in banks are considered to know whether these factors make any significant difference in determining or rating the inspirational leadership pattern of their branch managers in banks.

- 1) Gender
- 2) Age group
- 3) Educational qualification
- 4) Marital status
- 5) Length of service
- 6) Region
- 7) Type of bank
- 8) The number of years in which the employee knows about the present branch manager

4.5.2.1 Gender wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks

Male and Female employees may have different perspective on the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of males and females with regard to different elements of inspirational leadership pattern of their branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of gender of employees in banks with respect to inspirational leadership pattern of their branch managers.

General Hypotheses

H₀: There is no significant difference between gender and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between gender and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.29

Gender wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks

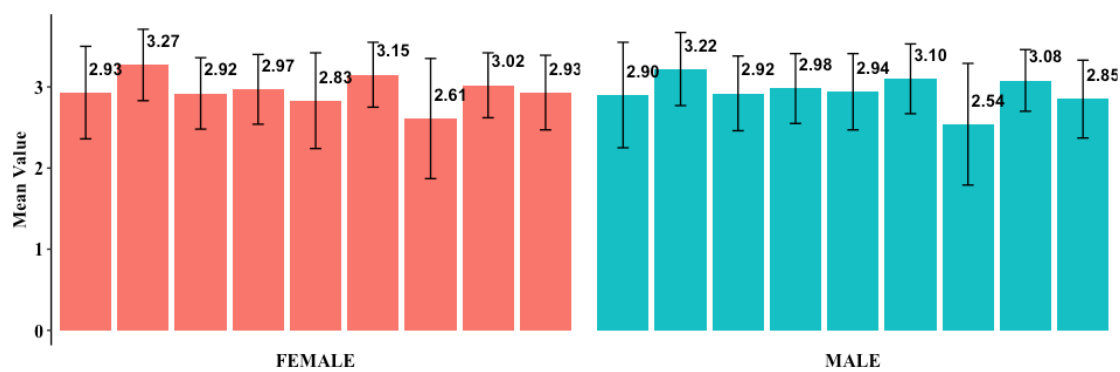
Inspirational Leadership Pattern	Mean ± SD	Gender	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	Female	2.93±0.57	0.955
		Male	2.90±0.65	
Employee Engagement	3.248±0.449	Female	3.27±0.44	0.262
		Male	3.22±0.45	
Impression Management	2.921±0.446	Female	2.92±0.44	0.961
		Male	2.92±0.46	
Inspirational Agenda	2.975±0.429	Female	2.97±0.43	0.843
		Male	2.98±0.43	
Intellectual Stimulation	2.882±0.545	Female	2.83±0.59	0.200
		Male	2.94±0.47	
Moulding Follower Expectation	3.128±0.410	Female	3.15±0.40	0.324
		Male	3.10±0.43	
Objectivity	2.576±0.743	Female	2.61±0.74	0.314
		Male	2.54±0.75	

Inspirational Leadership Pattern	Mean ± SD	Gender	Mean ± SD	KW test
Team Work	3.049±0.391	Female	3.02±0.40	0.151
		Male	3.08±0.38	
Vision	2.896±0.469	Female	2.93±0.46	0.110
		Male	2.85±0.48	

Source: Primary data

Figure 4.2.20

Gender wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks



Source: Primary data [Note: Bars are arranged in the order of dedication and commitment, employee engagement, impression management, inspirational agenda, intellectual stimulation, moulding follower expectation, objectivity, team work and vision]

It is understood from the table 4.2.29 that, there is no significant difference between the gender of the employees and their rating on inspirational leadership pattern of their managers in banks, since its p value is greater than 0.05. Based on the mean value, it is inferred that dedication and commitment (2.93±0.57), employee engagement (3.27±0.44), moulding follower expectation (3.15±0.40), objectivity (2.61±0.74) and vision (2.93±0.46) of the managers in banks are high as perceived by female employees working in the banks. In the case of other elements such as intellectual stimulation (2.94±0.47) and team work (3.08±0.38) of managers are high as perceived by male employees working in the banks. In the case of impression management of managers, the mean score is same for both male (2.92±0.46) and female (2.92±0.44) employees. To conclude, there is no significant influence of gender of employees on determining the inspirational leadership pattern of their managers. Hence, the null hypothesis is not rejected.

4.5.2.2 Age Group wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks

Age group of the employees working in the banks may have different perspective on the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of age group of employees with regard to different elements of inspirational leadership pattern of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of age group of employees in banks with respect to inspirational leadership pattern of their branch managers.

General Hypotheses

H₀: There is no significant difference between age group and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between age group and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.30

Age Group wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks

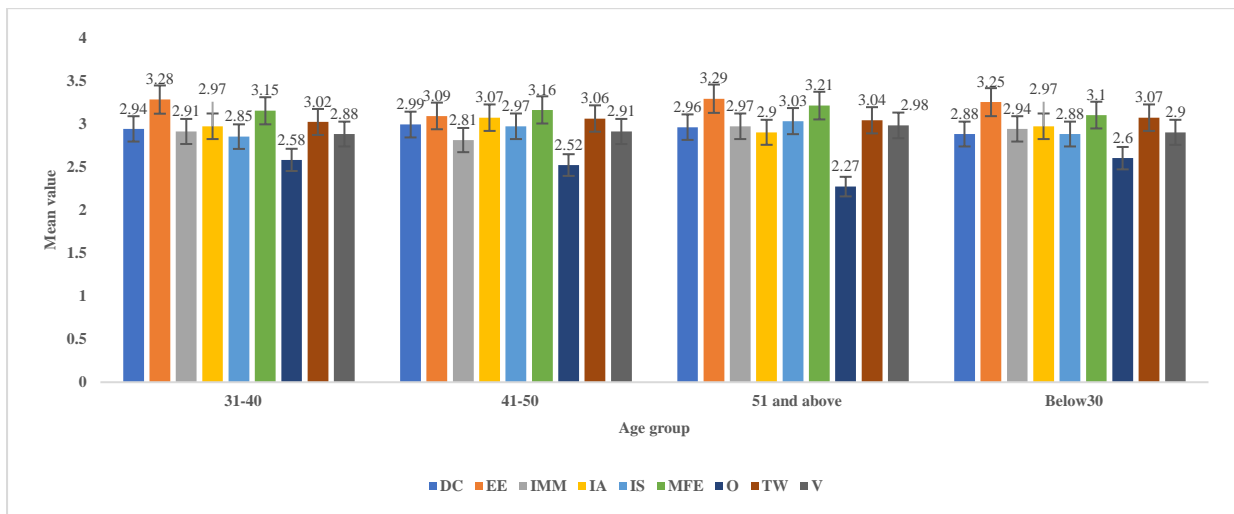
Inspirational Leadership Pattern	Mean ± SD	Age	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	31-40	2.94±0.61	0.832
		41-50	2.99±0.46	
		51 and above	2.96±0.64	
		Below30	2.88±0.63	
Employee Engagement	3.248±0.449	31-40	3.28±0.45	0.229
		41-50	3.09±0.51	
		51 and above	3.29±0.45	
		Below30	3.25±0.44	
Impression Management	2.921±0.446	31-40	2.91±0.49	0.388
		41-50	2.81±0.42	
		51 and above	2.97±0.51	
		Below30	2.94±0.42	
Inspirational Agenda	2.975±0.429	31-40	2.97±0.42	0.536
		41-50	3.07±0.39	

Inspirational Leadership Pattern	Mean ± SD	Age	Mean ± SD	KW test		
Intellectual Stimulation	2.882±0.545	51 and above	2.90±0.36	0.655		
		Below30	2.97±0.45			
		31-40	2.85±0.57			
		41-50	2.97±0.43			
		51 and above	3.03±0.37			
Moulding Follower Expectation	3.128±0.410	Below30	2.88±0.55	0.418		
		31-40	3.15±0.41			
		41-50	3.16±0.44			
		51 and above	3.21±0.34			
		Below30	3.10±0.41			
Objectivity	2.576±0.743	31-40	2.58±0.74	0.341		
		41-50	2.52±0.71			
		51 and above	2.27±0.72			
		Below30	2.60±0.75			
		31-40	3.02±0.42		0.808	
Team Work	3.049±0.391	41-50	3.06±0.35			
		51 and above	3.04±0.34			
		Below30	3.07±0.38			
		Vision	2.896±0.469	31-40		2.88±0.47
				41-50	2.91±0.47	
51 and above	2.98±0.47					
Below30	2.90±0.47					

Source: Primary data

Figure 4.2.21

Age Group wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks



Source: Primary data [Note: DC-dedication and commitment, EE-employee engagement, IMM-impression management, IA-inspirational agenda, IS-intellectual stimulation, MFE-moulding follower expectation, O-objectivity, TW-team work and V-vision]

It is found from the analysis that, there is no significant difference between the age group of employees and the inspirational leadership pattern of managers as perceived by them, since its p value is greater than 0.05. Therefore, the null hypothesis is not rejected. The mean value of the results indicates that majority of the elements of inspirational leadership such as employee engagement, impression management, intellectual stimulation, moulding follower expectation and vision of managers as perceived by the employees belongs to the age group of 51 and above are high as compared to other age group. Employees belongs to the age group of 41-50 also marked their branch managers have high level of dedication and commitment, inspirational agenda. It indicates that employees belong to the high age group rated their branch managers inspirational leadership as high.

4.5.2.3 Education wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in the Banks

Educational qualification of the employees working in the banks may have different perspective on the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of the education of employees with regard to different elements of inspirational leadership pattern of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of education of

employees in banks with respect to different elements of their branch managers inspirational leadership pattern.

General Hypotheses

H₀: There is no significant difference between education and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between education and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.31

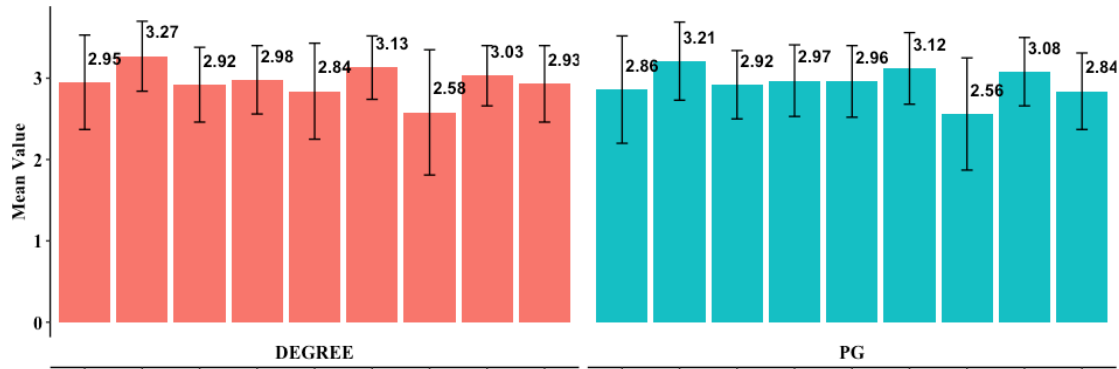
Education wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in the Banks

Inspirational Leadership Pattern	Mean ± SD	Education	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	Degree	2.95±0.58	0.383
		PG	2.86±0.66	
Employee Engagement	3.248±0.449	Degree	3.27±0.43	0.277
		PG	3.21±0.48	
Impression Management	2.921±0.446	Degree	2.92±0.46	0.982
		PG	2.92±0.42	
Inspirational Agenda	2.975±0.429	Degree	2.98±0.42	0.913
		PG	2.97±0.44	
Intellectual Stimulation	2.882±0.545	Degree	2.84±0.59	0.165
		PG	2.96±0.44	
Moulding Follower Expectation	3.128±0.410	Degree	3.13±0.39	0.767
		PG	3.12±0.44	
Objectivity	2.576±0.743	Degree	2.58±0.77	0.654
		PG	2.56±0.69	
Team Work	3.049±0.391	Degree	3.03±0.37	0.078
		PG	3.08±0.42	
Vision	2.896±0.469	Degree	2.93±0.47	0.045
		PG	2.84±0.47	

Source: Primary data

Figure 4.2.22

Education wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in the Banks



Source: Primary data [Note: Bars are arranged in the order of dedication and commitment, employee engagement, impression management, inspirational agenda, intellectual stimulation, moulding follower expectation, objectivity, team work and vision]

It is inferred from the table 4.2.31 that there is significant difference between educational qualification of employees and vision of managers as perceived by the employees, since its p value is less than 0.05. No significant difference was found between education and other elements of inspirational leadership as perceived by the employees. Based on the mean value, it is found that employees have degree as an educational qualification rate their branch managers inspirational leadership pattern as high with respect to dedication and commitment (2.95 ± 0.58), employee engagement (3.27 ± 0.43), inspirational agenda (2.98 ± 0.42), moulding follower expectation (3.13 ± 0.39), objectivity (2.58 ± 0.77) and vision (2.93 ± 0.47).

4.5.2.4 Marital Status wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in the Banks

Marital status of the employees working in the banks may have an influence on determining the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of marital status of employees with regard to different elements of inspirational leadership pattern of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of marital status of employees in banks with respect to different elements of their branch managers inspirational leadership pattern.

General Hypotheses

H₀: There is no significant difference between marital status and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between marital status and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.32

Marital Status wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in the Banks

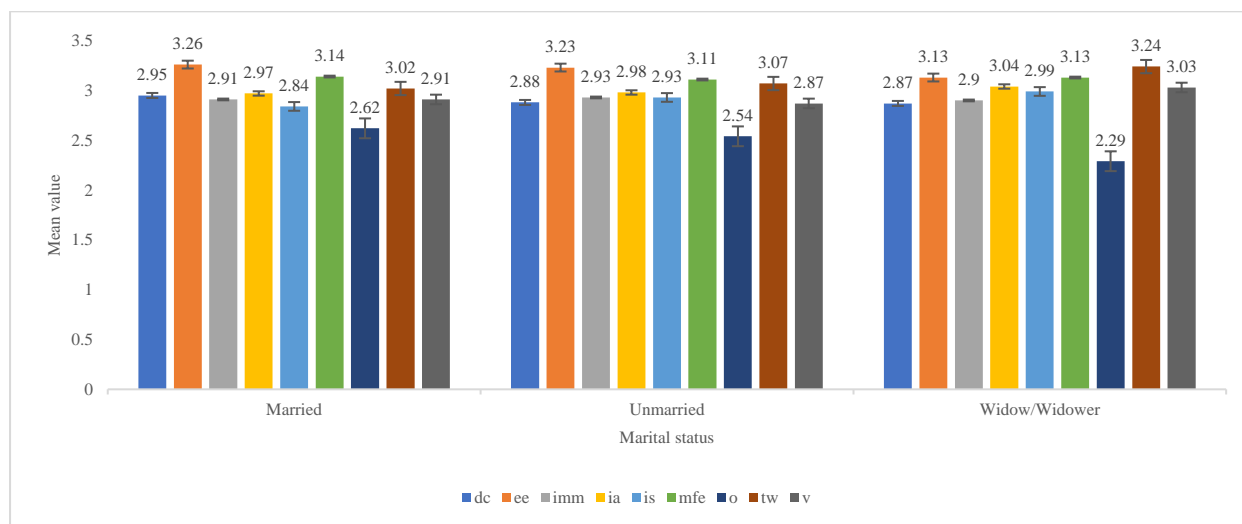
Inspirational Leadership Pattern	Mean ± SD	Marital status	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	Married	2.95±0.58	0.589
		Unmarried	2.88±0.63	
		Widow/Widower	2.87±0.76	
Employee Engagement	3.248±0.449	Married	3.26±0.45	0.485
		Unmarried	3.23±0.45	
		Widow/Widower	3.13±0.43	
Impression Management	2.921±0.446	Married	2.91±0.46	0.926
		Unmarried	2.93±0.42	
		Widow/Widower	2.90±0.56	
Inspirational Agenda	2.975±0.429	Married	2.97±0.43	0.983
		Unmarried	2.98±0.44	
		Widow/Widower	3.04±0.30	
Intellectual Stimulation	2.882±0.545	Married	2.84±0.60	0.722
		Unmarried	2.93±0.48	
		Widow/Widower	2.99±0.33	
Moulding Follower Expectation	3.128±0.410	Married	3.14±0.41	0.599
		Unmarried	3.11±0.41	
		Widow/Widower	3.13±0.28	
Objectivity	2.576±0.743	Married	2.62±0.74	0.227
		Unmarried	2.54±0.75	

Inspirational Leadership Pattern	Mean ± SD	Marital status	Mean ± SD	KW test
		Widow/Widower	2.29±0.71	
Team Work	3.049±0.391	Married	3.02±0.40	0.210
		Unmarried	3.07±0.38	
		Widow/Widower	3.24±0.33	
Vision	2.896±0.469	Married	2.91±0.47	0.360
		Unmarried	2.87±0.47	
		Widow/Widower	3.03±0.46	

Source: Primary data

Figure 4.2.23

Marital Status wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in the Banks



Source: Primary data [Note: DC-dedication and commitment, EE-employee engagement, IMM-impression management, IA-inspirational agenda, IS-intellectual stimulation, MFE-moulding follower expectation, O-objectivity, TW-team work and V-vision]

It is inferred from the table 4.2.32 that there is no significant difference between the marital status of the employees in banks and their rating on inspirational leadership pattern of their branch managers, since its p value is greater than 0.05. Therefore, the null hypothesis is not rejected. It is found that married employees perceived their manager's dedication and commitment (2.95±0.58), employee engagement (3.26±0.45), moulding follower expectation (3.14±0.41), objectivity (2.62±0.74) at high level because its mean value is high. With respect to inspirational agenda (3.04±0.30), intellectual stimulation (2.99±0.33), team work

(3.24±0.33), and vision (3.03±0.46) of managers, employees belong to the widow/widower category rated as high, since its mean value is high.

4.5.2.5 Length of Service wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks

Length of service of the employees working in the banks may have an influence on determining the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of length of service of employees with regard to different elements of inspirational leadership pattern of their branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of length of service of employees in banks with respect to different elements of their branch managers inspirational leadership pattern.

General Hypotheses

H₀: There is no significant difference between length of service and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between length of service and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.33

Length of Service wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks

Inspirational Leadership Pattern	Mean ± SD	Length of service (in years)	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	01-05 yrs	2.88±0.64	0.557
		06-10 yrs	3.00±0.48	
		11-15 yrs	2.97±0.65	
		16-20 yrs	3.00±0.30	
		21 and above	2.33±1.04	
Employee Engagement	3.248±0.449	01-05 yrs	3.25±0.45	0.934
		06-10 yrs	3.27±0.45	
		11-15 yrs	3.22±0.47	
		16-20 yrs	3.21±0.39	
		21 and above	3.36±0.26	
Impression Management	2.921±0.446	01-05 yrs	2.92±0.42	0.627

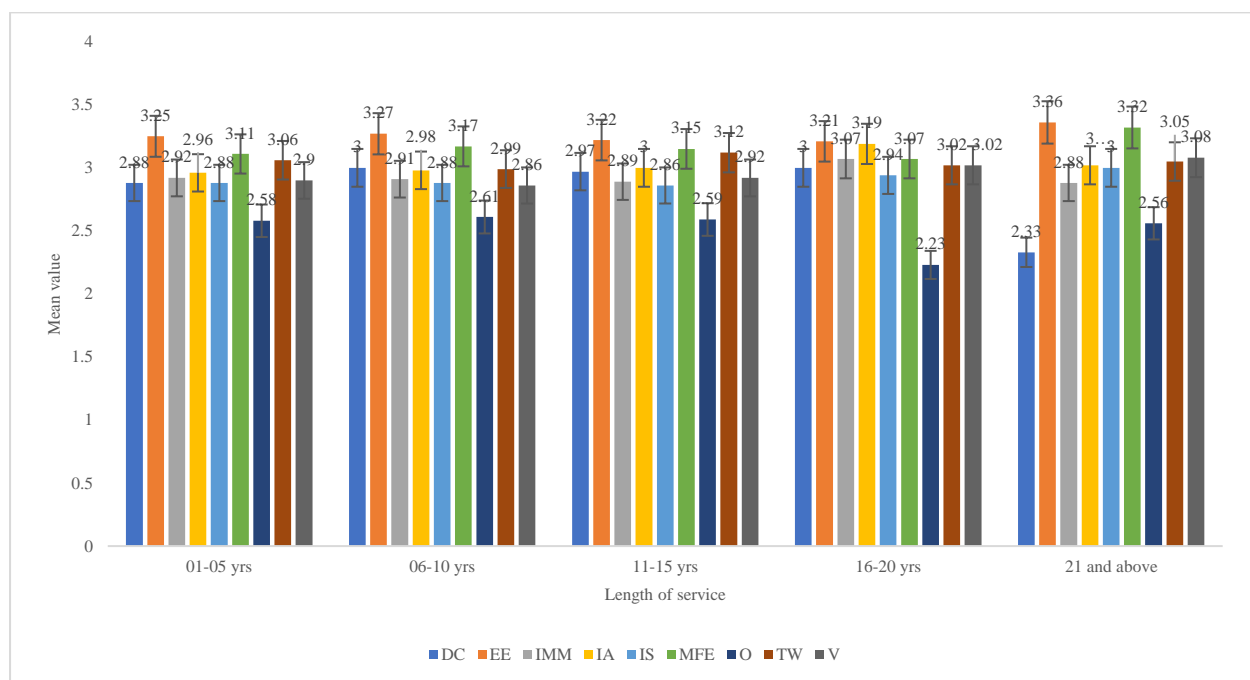
Inspirational Leadership Pattern	Mean \pm SD	Length of service (in years)	Mean \pm SD	KW test
		06-10 yrs	2.91 \pm 0.51	
		11-15 yrs	2.89 \pm 0.43	
		16-20 yrs	3.07 \pm 0.46	
		21 and above	2.88 \pm 0.78	
Inspirational Agenda	2.975 \pm 0.429	01-05 yrs	2.96 \pm 0.44	0.448
		06-10 yrs	2.98 \pm 0.44	
		11-15 yrs	3.00 \pm 0.39	
		16-20 yrs	3.19 \pm 0.27	
		21 and above	3.02 \pm 0.42	
Intellectual Stimulation	2.882 \pm 0.545	01-05 yrs	2.88 \pm 0.56	0.998
		06-10 yrs	2.88 \pm 0.53	
		11-15 yrs	2.86 \pm 0.55	
		16-20 yrs	2.94 \pm 0.41	
		21 and above	3.00 \pm 0.37	
Moulding Follower Expectation	3.128 \pm 0.410	01-05 yrs	3.11 \pm 0.40	0.474
		06-10 yrs	3.17 \pm 0.43	
		11-15 yrs	3.15 \pm 0.40	
		16-20 yrs	3.07 \pm 0.43	
		21 and above	3.32 \pm 0.33	
Objectivity	2.576 \pm 0.743	01-05 yrs	2.58 \pm 0.76	0.708
		06-10 yrs	2.61 \pm 0.68	
		11-15 yrs	2.59 \pm 0.71	
		16-20 yrs	2.23 \pm 0.86	
		21 and above	2.56 \pm 0.85	
Team Work	3.049 \pm 0.391	01-05 yrs	3.06 \pm 0.39	0.438
		06-10 yrs	2.99 \pm 0.39	
		11-15 yrs	3.12 \pm 0.37	

Inspirational Leadership Pattern	Mean ± SD	Length of service (in years)	Mean ± SD	KW test
		16-20 yrs	3.02±0.38	
		21 and above	3.05±0.32	
Vision	2.896±0.469	01-05 yrs	2.90±0.46	0.660
		06-10 yrs	2.86±0.50	
		11-15 yrs	2.92±0.44	
		16-20 yrs	3.02±0.47	
		21 and above	3.08±0.47	

Source: Primary data

Figure 4.2.24

Length of Service wise Analysis of Inspirational Leadership Pattern of Managers in Banks as Perceived by Employees in Banks



Source: Primary data [Note: DC-dedication and commitment, EE-employee engagement, IMM-impression management, IA-inspirational agenda, IS-intellectual stimulation, MFE-moulding follower expectation, O-objectivity, TW-team work and V-vision]

It is clear from the table 4.2.33 that, there is no significant difference between length of service of employees working in banks and their perception on inspirational leadership pattern of their managers in banks, since its p value is greater than 0.05. Therefore, the null hypothesis is not rejected. Employees having 16-20 years of experience marked their managers have high level

of dedication and commitment, impression management and inspirational agenda, since its mean value is high.

4.5.2.6 The No of years in which the Employees Know about their Branch Manager wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks

The no of years in which the employees know about their branch manager of the employees working in the banks may have an influence on determining the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of the no. of years in which the employees know about their branch manager of employees with regard to different elements of inspirational leadership pattern of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of the no. of years in which the employees know about their branch manager of employees in banks with respect to different elements of their branch managers inspirational leadership pattern.

General hypotheses

H₀: There is no significant difference between the no. of years in which the employees know about their branch manager and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between the no. of years in which the employees know about their branch manager and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.34

The No of years in which the Employees Know about their Branch Manager wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks

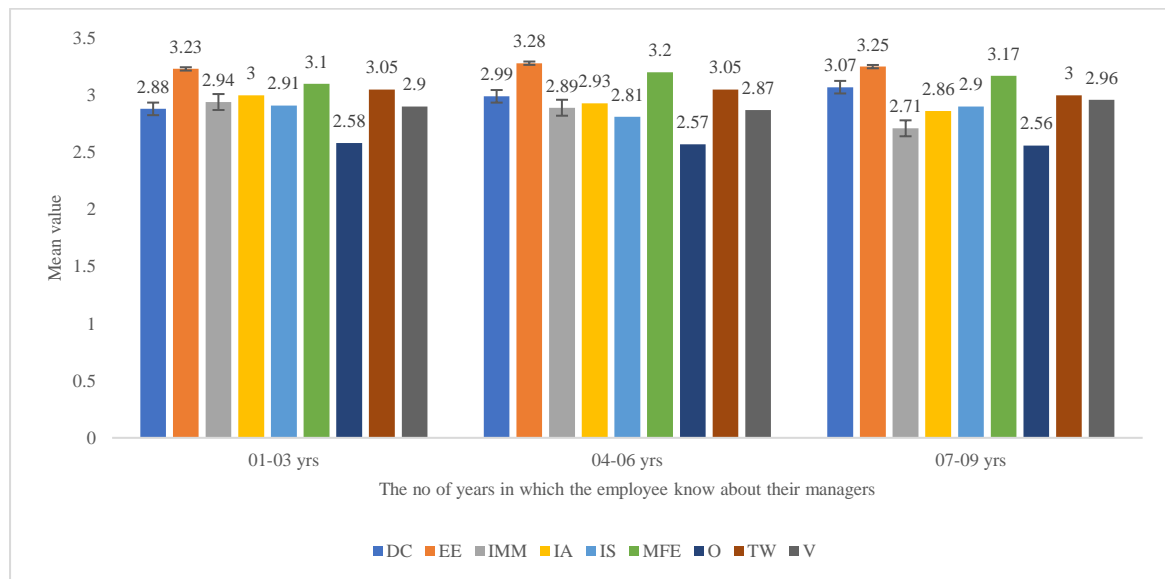
Inspirational Leadership Pattern	Mean ± SD	No. of years	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	01-03 yrs	2.88±0.63	0.282
		04-06 yrs	2.99±0.58	
		07-09 yrs	3.07±0.44	
Employee Engagement	3.248±0.449	01-03 yrs	3.23±0.46	0.759
		04-06 yrs	3.28±0.41	
		07-09 yrs	3.25±0.55	
Impression Management	2.921±0.446	01-03 yrs	2.94±0.44	0.090
		04-06 yrs	2.89±0.46	

Inspirational Leadership Pattern	Mean \pm SD	No. of years	Mean \pm SD	KW test
		07-09 yrs	2.71 \pm 0.45	
Inspirational Agenda	2.975 \pm 0.429	01-03 yrs	3.00 \pm 0.43	0.239
		04-06 yrs	2.93 \pm 0.42	
		07-09 yrs	2.86 \pm 0.41	
Intellectual Stimulation	2.882 \pm 0.545	01-03 yrs	2.91 \pm 0.54	0.186
		04-06 yrs	2.81 \pm 0.56	
		07-09 yrs	2.90 \pm 0.52	
Moulding Follower Expectation	3.128 \pm 0.410	01-03 yrs	3.10 \pm 0.42	0.077
		04-06 yrs	3.20 \pm 0.36	
		07-09 yrs	3.17 \pm 0.49	
Objectivity	2.576 \pm 0.743	01-03 yrs	2.58 \pm 0.77	0.893
		04-06 yrs	2.57 \pm 0.68	
		07-09 yrs	2.56 \pm 0.76	
Team Work	3.049 \pm 0.391	01-03 yrs	3.05 \pm 0.39	0.779
		04-06 yrs	3.05 \pm 0.39	
		07-09 yrs	3.00 \pm 0.35	
Vision	2.896 \pm 0.469	01-03 yrs	2.90 \pm 0.46	0.851
		04-06 yrs	2.87 \pm 0.50	
		07-09 yrs	2.96 \pm 0.44	

Source: Primary data

Figure 4.2.25

The No of years in which the Employees Know about their Branch Manager wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks



Source: Primary data [Note: DC-dedication and commitment, EE-employee engagement, IMM-impression management, IA-inspirational agenda, IS-intellectual stimulation, MFE-moulding follower expectation, O-objectivity, TW-team work and V-vision]

It is very clear from the table 4.2.34 that, there is no significant difference between the number of years in which the employee knows about their manager with respect to the inspirational leadership pattern of managers as perceived by the employees, since its p value is greater than 0.05. Hence, the null hypothesis is not rejected.

4.5.2.7 Region wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks

Region of the employees working in the banks may have an influence on determining the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of regions of employees with regard to different elements of inspirational leadership pattern of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of region of employees in banks with respect to different elements of their branch managers inspirational leadership pattern.

General hypotheses

H₀: There is no significant difference between region and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between region and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.35

Region wise analysis of inspirational leadership pattern of managers as perceived by employees in banks

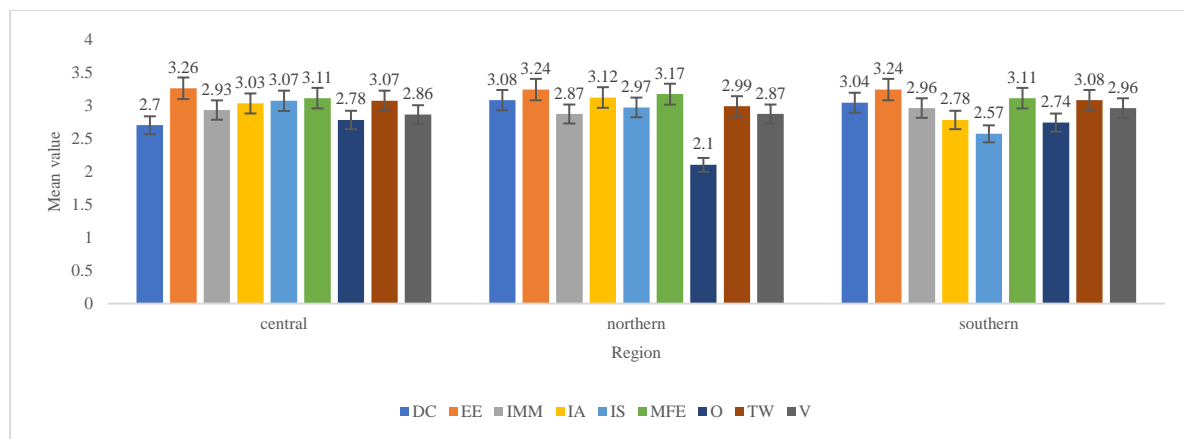
Inspirational Leadership Pattern	Mean ± SD	Region	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	Central	2.70±0.80	0.003
		Northern	3.08±0.45	
		Southern	3.04±0.31	
Employee Engagement	3.248±0.449	Central	3.26±0.42	0.973
		Northern	3.24±0.46	
		Southern	3.24±0.47	
Impression Management	2.921±0.446	Central	2.93±0.44	0.303
		Northern	2.87±0.48	
		Southern	2.96±0.42	
Inspirational Agenda	2.975±0.429	Central	3.03±0.43	0.000
		Northern	3.12±0.36	
		Southern	2.78±0.42	
Intellectual Stimulation	2.882±0.545	Central	3.07±0.26	0.000
		Northern	2.97±0.25	
		Southern	2.57±0.80	
Moulding Follower Expectation	3.128±0.410	Central	3.11±0.41	0.298
		Northern	3.17±0.40	
		Southern	3.11±0.42	
Objectivity	2.576±0.743	Central	2.78±0.70	0.000
		Northern	2.10±0.81	
		Southern	2.74±0.52	

Inspirational Leadership Pattern	Mean ± SD	Region	Mean ± SD	KW test
Team Work	3.049±0.391	Central	3.07±0.39	0.074
		Northern	2.99±0.37	
		Southern	3.08±0.40	
Vision	2.896±0.469	Central	2.86±0.51	0.321
		Northern	2.87±0.44	
		Southern	2.96±0.44	

Source: Primary data

Figure 4.2.26

Region wise analysis of inspirational leadership pattern of managers as perceived by employees in banks



Source: Primary data [Note: DC-dedication and commitment, EE-employee engagement, IMM-impression management, IA-inspirational agenda, IS-intellectual stimulation, MFE-moulding follower expectation, O-objectivity, TW-team work and V-vision]

It is found that there is significant difference between the region where the employees are working and the inspirational leadership pattern as perceived by the employees with respect to elements such as intellectual stimulation, inspirational agenda, objectivity and dedication and commitment, since its p value is less than 0.05. Post-hoc test has been done to test the pair wise comparison of region where the employees are working with respect to their perception on inspirational leadership pattern of their managers in banks. It is found that there is significant difference between central and northern region with respect to dedication and commitment of managers as perceived by employees. There is significant difference between southern and central region and southern and northern region with respect to the inspirational agenda of managers as perceived by employees respectively. There is significant difference between

southern and central region and northern central region with respect to intellectual stimulation of managers as perceived by the employees respectively. There is significant difference between northern and southern region and northern and central region with respect to objectivity of managers as perceived by employees in banks respectively.

4.5.2.8 Type of Bank wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks

Type of bank of the employees working in the banks may have an influence on determining the leadership pattern followed by their managers in banks. Descriptive analysis has been done to know the mean score of type of banks of employees with regard to different elements of inspirational leadership pattern of branch managers in banks. Then, Kruskal Wallis H test is applied to analyse the significant difference between the mean of type of banks of employees in banks with respect to different elements of their branch managers inspirational leadership pattern.

General hypotheses

H₀: There is no significant difference between type of banks and each element of inspirational leadership pattern of managers in banks as perceived by employees

H₁: There is significant difference between type of banks and each element of inspirational leadership pattern of managers in banks as perceived by employees

Table 4.2.36

Type of Bank wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks

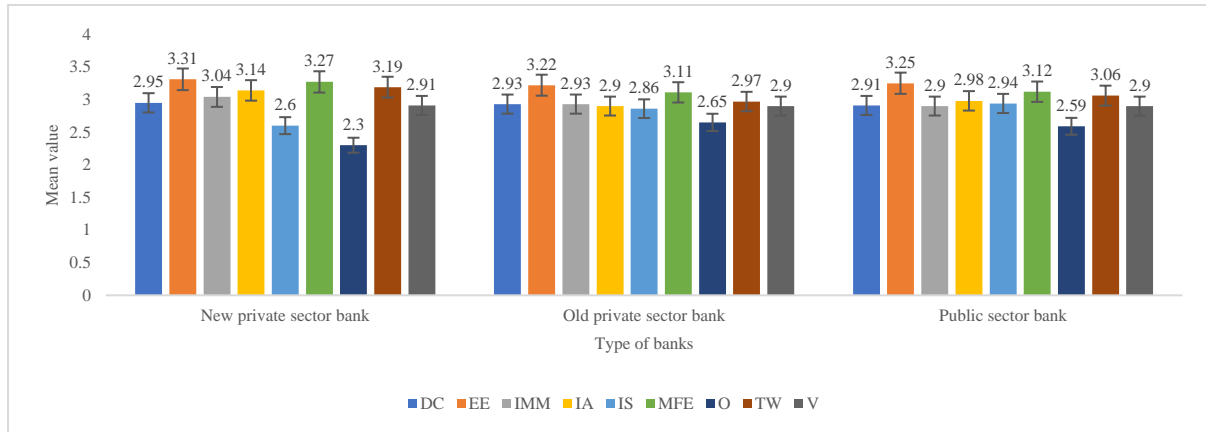
Inspirational Leadership Pattern	Mean ± SD	Type of bank	Mean ± SD	KW test
Dedication and Commitment	2.916±0.609	New private sector	2.95±0.72	0.637
		Old private sector	2.93±0.58	
		Public sector bank	2.91±0.60	
Employee Engagement	3.248±0.449	New private sector	3.31±0.38	0.679
		Old private sector	3.22±0.46	
		Public sector bank	3.25±0.45	
Impression Management	2.921±0.446	New private sector	3.04±0.44	0.180
		Old private sector	2.93±0.42	
		Public sector bank	2.90±0.46	

Inspirational Pattern	Leadership	Mean ± SD	Type of bank	Mean ± SD	KW test
Inspirational Agenda		2.975±0.429	New private sector	3.14±0.34	0.016
			Old private sector	2.90±0.47	
			Public sector bank	2.98±0.41	
Intellectual Stimulation		2.882±0.545	New private sector	2.60±0.72	0.007
			Old private sector	2.86±0.59	
			Public sector bank	2.94±0.47	
Moulding Expectation	Follower	3.128±0.410	New private sector	3.27±0.29	0.120
			Old private sector	3.11±0.41	
			Public sector bank	3.12±0.42	
Objectivity		2.576±0.743	New private sector	2.30±0.94	0.106
			Old private sector	2.65±0.71	
			Public sector bank	2.59±0.72	
Team Work		3.049±0.391	New private sector	3.19±0.32	0.008
			Old private sector	2.97±0.39	
			Public sector bank	3.06±0.40	
Vision		2.896±0.469	New private sector	2.91±0.43	0.877
			Old private sector	2.90±0.44	
			Public sector bank	2.90±0.49	

Source: Primary data

Figure 4.2.27

Type of Bank wise Analysis of Inspirational Leadership Pattern of Managers as Perceived by Employees in Banks



Source: Primary data [Note: DC-dedication and commitment, EE-employee engagement, IMM-impression management, IA-inspirational agenda, IS-intellectual stimulation, MFE-moulding follower expectation, O-objectivity, TW-team work and V-vision]

It is clear from the table 4.2.36 that, there exist significant difference between type of banks where the employees are working and the inspirational leadership pattern followed by their managers with respect to elements such as inspirational agenda, intellectual stimulation and team work, since its p value is less than 0.05. Post -hoc test has been performed to know the pair wise comparison of type o banks and the elements such as inspirational agenda, intellectual stimulation and team work. It is found that there is significant difference between old private sector banks and new private sector banks with respect to the element inspirational agenda. There is significant difference was found between new private sector banks and old private sector banks and new private sector banks and public sector banks with respect to intellectual stimulation of managers as perceived by employees respectively. There is also significant difference between old private sector banks and new private sector banks with respect to team work by the managers as perceived by the employees in banks.

Section V

4.6 Evaluation of Effectiveness of Emotional Social Intelligence in Inspirational Leadership of Managers in Banks

For evaluating the effectiveness of emotional social intelligence in inspirational leadership of managers in banks, a regression model without an intercept was used because the variables have already been centered. Omitting the intercept ensures that the model's coefficients directly represent the relationships between the predictors and the dependent variable without an unnecessary baseline adjustment. This approach simplifies the interpretation and focuses on the effects of the predictors relative to the centered means.

The regression model used for this analysis is specified as follows:

$$\text{Dependent Variable} = \beta_1 \times \text{Self-Awareness Category} + \beta_2 \times \text{Self-Management Category} + \beta_3 \times \text{Social Awareness Category} + \beta_4 \times \text{Relationship Management Category} + \epsilon$$

Where:

- There are 9 dependent variables such as Impression Management, Intellectual Stimulation, Inspirational Agenda, Moulding Follower Expectation, Dedication and Commitment, Objectivity, Vision, Employee Engagement and Team Work
- Self-Awareness Category, Self-Management Category, Social-Awareness Category, And Relationship-Management Category are the independent categorical variables.
- $\beta_1, \beta_2, \beta_3, \beta_4$ are the coefficients for the respective variables.
- ϵ represents the error term.

For the analysis, each independent variables are categorized into three levels; low, moderate and high. The impact of four independent categorical variables—Self-Awareness Category, Self-Management Category, Social-Awareness Category, and Relationship-Management Category on each dependent variable are analyzed.

4.6.1 Levels of Emotional Social Intelligence

In order to know the effectiveness of emotional social intelligence in each element of inspirational leadership, the components of ESI are categorized into 3 levels; low, moderate and high based on the quantiles at the specified probabilities (0%, approximately 33.33%, approximately 66.66% and 100%). Then find out the number of observations in between each point.

Table 4.2.37

Levels of Emotional Social Intelligence of Managers in Banks

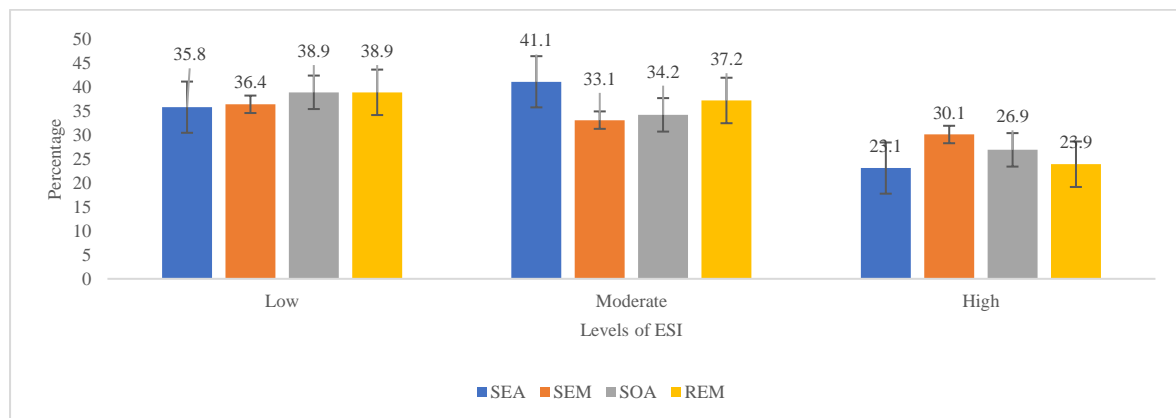
Levels of ESI	Low	Moderate	High
Self-Awareness	129 (35.8)	148 (41.1)	83 (23.1)
Self-Management	131 (36.4)	119 (33.1)	110 (30.1)
Social Awareness	140 (38.9)	123 (34.2)	97 (26.9)
Relationship Management	140 (38.9)	134 (37.2)	86 (23.9)

Source: Primary data [Note: percentage shown in the brackets]

It is clear from the table 4.2.37 that majority of the managers have moderate level of Self-Awareness with 41.1 per cent. 35.8 per cent belongs to the low level and 23.1 per cent belongs to the high level. With respect to Self-Management, majority of the managers belongs to the low level with 36.4 per cent, for the Social Awareness and Relationship Management, majority belongs to the low level with 38.9 respectively. It is concluded that majority of the managers belongs to low and moderate level of emotional social intelligence as compared to managers belongs to the high level.

Figure 4.2.28

Levels of Emotional Social Intelligence of Managers in Banks



Source: Primary data [Note: SEA- Self-Awareness, SEM- Self-Management, SOA- Social Awareness, REM-Relationship Management]

4.6.2 Effectiveness of ESI in Impression Management

General Hypotheses

H₀: ESI of branch managers is not effective in impression management

H₁: ESI of branch managers is effective in impression management

Table 4.2.38*ANOVA Table*

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	3,412.45	1,137.48	5,720.23	0.00
Self-Management	2	0.18	0.09	0.46	0.63
Social Awareness	2	0.72	0.36	1.81	0.16
Relationship Management	2	0.57	0.28	1.42	0.24
Residuals	391	77.75	0.20		

R-squared: 0.977732333347917 Adjusted R-squared: 0.97721977836104

Source: Primary data

From the table 4.2.38 it is clear that the Self-Awareness Category significantly affects Impression Management ($p = 0.00$), while other variables do not show significant effects. The model fit indices indicate that the model explains about 97.77% (R-squared: 0.9777 and Adjusted R-squared: 0.9772) of the variance in the dependent variable, Impression Management.

Table 4.2.38.1*Estimators*

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	2.85	0.06	47.66	0.00
Self-Awareness Category Medium	2.85	0.06	46.86	0.00
Self-Awareness Category High	2.87	0.07	43.14	0.00
Self-Management Category Medium	-0.03	0.05	-0.50	0.62
Self-Management Category High	-0.07	0.06	-1.27	0.21
Social Awareness Category Medium	0.08	0.05	1.54	0.13
Social Awareness Category High	0.08	0.06	1.48	0.14
Relationship Management Category Medium	0.09	0.05	1.66	0.10
Relationship Management Category High	0.06	0.06	1.02	0.31

Source: Primary data

In the regression analysis, the coefficients provide insights into how each level of the categorical independent variables affects the Impression Management score, compared to the reference levels. For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimates for both the low and medium Self-Awareness Categories are 2.85, indicating that individuals in these categories have, on average, a 2.85-unit higher Impression Management score compared to the reference level. The high Self-Awareness Category has a slightly higher estimate of 2.87, showing a similar positive effect but with a marginally higher impact. All these effects are statistically significant, with p-values of 0.00, suggesting that higher Self-Awareness consistently correlates with better impression management.

In contrast, the Self-Management Category does not show significant effects. The estimates for medium and high Self-Management levels are -0.03 and -0.07, respectively, indicating negligible and slightly negative impacts on the Impression Management score. Both p-values (0.62 for medium and 0.21 for high) are well above the conventional significance threshold of 0.05, implying that Self-Management levels do not significantly influence Impression Management in this dataset.

Similarly, the Social-Awareness Category, which also has medium and high levels, shows limited impact. The estimates for these levels are 0.08 for both, suggesting a small positive effect on the Impression Management score. However, the p-values of 0.13 and 0.14 indicate that these effects are not statistically significant, meaning Social Awareness does not have a strong influence on Impression Management.

Lastly, for the Relationship-Management Category, the coefficients are 0.09 and 0.06 for medium and high levels, respectively. These estimates suggest a minor positive effect on the Impression Management score, but with p-values of 0.10 and 0.31, the effects are not statistically significant, indicating that Relationship Management does not substantially impact Impression Management in this analysis.

Overall, the most consistent and significant predictor of Impression Management in this model is the Self-Awareness Category, while the other categories do not show significant effects. Thus, regression analysis indicates that Self-Awareness Category is a significant predictor of Impression Management, explaining a substantial portion of the variance in the dependent variable. The other categorical variables; Self-Management, Social-Awareness, And Relationship-Management Categories—do not significantly influence Impression Management. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.3 Effectiveness of ESI in Intellectual Stimulation

General Hypotheses

H₀: ESI of branch managers is not effective in intellectual stimulation

H₁: ESI of branch managers is effective in intellectual stimulation

Table 4.2.39

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self- Awareness	3	3,321.51	1,107.17	3,877.87	0.00
Self-Management	2	2.70	1.35	4.72	0.01
Social Awareness	2	0.22	0.11	0.39	0.68
Relationship Management	2	3.56	1.78	6.24	0.00
Residuals	391	111.63	0.29		

R-squared: 0.967544585710213 Adjusted R-squared: 0.966797530138325

Source: Primary data

From the table 4.2.39 it is clear that the self-awareness, self-management, relationship management category significantly affects intellectual stimulation ($p < 0.05$), while social awareness category does not show significant effects. The model fit indices indicate that the model explains about 97% (R-squared: 0.9675 and Adjusted R-squared: 0.9667) of the variance in the dependent variable, intellectual stimulation

Table 4.2.39.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	2.79	0.07	39.00	0.00
Self-Awareness Category Medium	2.87	0.07	39.36	0.00
Self-Awareness Category High	2.84	0.08	35.65	0.00
Self-Management Category Medium	0.14	0.07	2.14	0.03
Self- Management Category High	-0.07	0.07	-1.03	0.31
Social Awareness Category Medium	-0.02	0.06	-0.36	0.72
Social Awareness Category High	0.05	0.07	0.77	0.44

Levels of ESI	Estimate	Std Error	Statistic	P value
Relationship Management Category Medium	-0.07	0.06	-1.12	0.26
Relationship Management Category High	0.18	0.07	2.45	0.01

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for the low Self-Awareness Categories is 2.79 indicating that individuals in this category have, on average, a 2.79-unit higher Intellectual Stimulation score compared to the reference level. The medium and high Self-Awareness Category has a slightly higher estimate of 2.87 and 2.84-unit, showing a similar positive effect but with a marginally higher impact. All these effects are statistically significant, with p-values of 0.000, suggesting that higher Self-Awareness consistently correlates with better Intellectual Stimulation.

In contrast, the Self-Management Category shows significant effects. The estimates for medium Self-Management levels are 0.14 and for the high Self-Management level is -0.07. It indicates that medium Self-Management levels have a positive influence over the Intellectual Stimulation of managers. But in the case of high category, there is slightly negative impacts on the Intellectual Stimulation score. The p-value of medium category (0.03) is below the conventional significance threshold of 0.05 implying that only medium level Self-Management show significant influence on intellectual stimulation in this dataset.

Similarly, the Social-Awareness Category, which also has medium and high levels. The estimates for these levels are -0.02 (small and negative effect) and 0.05 (negligible effect), on the Intellectual Stimulation score. However, the p-values of 0.72 and 0.44 indicate that these effects are not statistically significant, meaning Social Awareness does not have a strong influence on Intellectual Stimulation.

Lastly, for the Relationship-Management Category, the coefficients are -0.07 and 0.18 for medium and high levels, respectively. These estimates suggest a minor negative effect of medium level and small positive effect of high level on the Intellectual Stimulation score, but with p-values of 0.26 and 0.01, the effects are statistically significant for the high-level Relationship Management Category, indicating that Relationship Management (high level) substantially impact Intellectual Stimulation in this analysis.

Overall, the most consistent and significant predictor of Intellectual Stimulation in this model is the Self-Awareness Category with all levels, Self-Management in the medium level and

Relationship Management in the high level, while the Social Awareness does not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.4 Effectiveness of ESI in Vision

General Hypotheses

H₀: ESI of branch managers is not effective in vision

H₁: ESI of branch managers is effective in vision

Table 4.2.40

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	3,354.64	1,118.21	5,120.13	0.00
Self-Management	2	0.99	0.49	2.26	0.11
Social Awareness	2	0.07	0.03	0.15	0.86
Relationship Management	2	0.79	0.39	1.81	0.17
Residuals	391	85.39	0.22		

R-squared: 0.975190086283943 Adjusted R-squared: 0.97461901410122

Source: Primary data

From the table 4.2.40 it is clear that the only Self-Awareness Category significantly affects vision ($p=0.000$), while all other elements such as Self-Management, Social Awareness and Relationship Management Category does not show significant effects. The model fit indices indicate that the model explains about 97% (R-squared: 0.9751 and Adjusted R-squared: 0.9746) of the variance in the dependent variable, vision.

Table 4.2.40.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self -Awareness Category Low	2.93	0.06	46.87	0.00
Self-Awareness Category Medium	2.85	0.06	44.65	0.00
Self-Awareness Category High	2.93	0.07	42.04	0.00
Self-Management Category Medium	0.05	0.06	0.91	0.36
Self-Management Category High	0.15	0.06	2.46	0.01

Levels of ESI	Estimate	Std Error	Statistic	P value
Social Awareness Category Medium	0.01	0.06	0.10	0.92
Social Awareness Category High	-0.02	0.06	-0.41	0.68
Relationship Management Category Medium	-0.09	0.05	-1.73	0.09
Relationship Management Category High	-0.10	0.06	-1.51	0.13

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for the low and high Self-Awareness Categories is 2.93 indicating that individuals in this category have, on average, a 2.93-unit vision score compared to the reference level. All the levels of Self-Awareness Category have a positive impact on the vision aspect of managers. All these effects are statistically significant, with p-values of .000, suggesting that higher Self-Awareness consistently correlates with better Vision.

In contrast, the Self-Management Category shows significant effects. The estimates for medium Self-Management levels are 0.05 and for the high Self-Management level is 0.15. It indicates that medium Self-Management levels have a positive influence over the Vision of managers. The p-value of high category (0.01) is below the conventional significance threshold of 0.05 implying that only medium level Self-Management show significant influence on Vision in this dataset.

Similarly, the Social-Awareness Category and Relationship Management, which also has medium and high levels. The estimates for the medium level Social Awareness only have a positive impact on the vision aspect. All the other levels in the respective elements shows a negative impact on the vision. However, the p-values for these levels, both medium and high indicate that these effects are not statistically significant because its p value is above the conventional limit of 0.05, meaning Social Awareness except medium level and Relationship Management does not have a strong influence on Vision.

Overall, the most consistent and significant predictor of vision in this model is the Self-Awareness Category with all levels, Self-Management in the high level, while the Social Awareness and Relationship Management does not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.5 Effectiveness of ESI in Inspirational Agenda

General Hypotheses

H₀: ESI of branch managers is not effective in inspirational agenda

H₁: ESI of branch managers is effective in inspirational agenda

Table 4.2.41

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	3,541.23	1,180.41	6,505.81	0.00
Self-Management	2	1.55	0.77	4.26	0.01
Social Awareness	2	0.17	0.09	0.47	0.62
Relationship Management	2	0.60	0.30	1.65	0.19
Residuals	391	70.94	0.18		

R-squared: 0.980372669901313 Adjusted R-squared: 0.979920889924617

Source: Primary data

From the table 4.2.41, it is clear that the self-awareness and self-management category significantly affects inspirational agenda ($p < 0.05$), while other elements such as social awareness and relationship management category does not show significant effects. The model fit indices indicate that the model explains about 98% (R-squared: 0.9803 and Adjusted R-squared: 0.9799) of the variance in the dependent variable, inspirational agenda.

Table 4.2.41.1

Estimators

Levels Of ESI	Estimate	Std Error	Statistic	P Value
Self-Awareness Category Low	2.98	0.06	52.13	0.00
Self-Awareness Category Medium	2.96	0.06	50.89	0.00
Self-Awareness Category High	2.98	0.06	46.90	0.00
Self-Management Category Medium	0.06	0.05	1.17	0.24
Self-Management Category High	-0.10	0.05	-1.85	0.06
Social Awareness Category Medium	0.02	0.05	0.48	0.63
Social Awareness Category High	-0.02	0.05	-0.42	0.67
Relationship Management Category Medium	-0.01	0.05	-0.24	0.81

Levels Of ESI	Estimate	Std Error	Statistic	P Value
Relationship Management Category High	0.09	0.06	1.48	0.14

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for the low and high Self-Awareness Categories is 2.98 indicating that individuals in this category have, on average, a 2.98-unit Inspirational Agenda score compared to the reference level. All the levels of Self-Awareness Category have a positive impact on the Inspirational Agenda aspect of managers. All these effects are statistically significant, with p-values of .000, suggesting that higher Self-Awareness consistently correlates with better Inspirational Agenda.

In contrast, the Self-Management Category shows significant effects. The estimates for medium Self-Management levels are 0.06 and for the high Self-Management level is -0.10. It indicates that medium Self-Management levels have a positive influence and high Self-Management level have negative influence over the Inspirational Agenda aspect of managers. But the p-value for both the levels of Self-Management are above the conventional significance threshold of 0.05 i.e. 0.24 and 0.06 respectively, implying that both the levels of Self-Management do not show significant influence on Inspirational Agenda in this dataset.

Similarly, in the case of Social-Awareness Category and Relationship Management Category, which also has medium and high levels. The estimates for the medium level Social Awareness (0.02) and estimate for the high-level Relationship Management Category (0.09) have a positive impact on the Inspirational Agenda. The estimates for the high-level Social Awareness (-0.02) and estimate for the medium level Relationship Management Category (-0.01) shows a negative impact on the Inspirational Agenda. However, the p-values for these levels, both medium and high indicate that these effects are not statistically significant because its p value is above the conventional limit of 0.05, meaning Social Awareness and Relationship Management does not have a strong influence on Inspirational Agenda.

Overall, the most consistent and significant predictor of Inspirational Agenda in this model is the Self-Awareness Category with all levels, while all other elements does not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.6 Effectiveness of ESI in Moulding Follower Expectation

General Hypotheses

H₀: ESI of branch managers is not effective in moulding follower expectation

H₁: ESI of branch managers is effective in moulding follower expectation

Table 4.2.42

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	3,914.27	1,304.76	7,699.87	0.00
Self-Management	2	0.13	0.07	0.39	0.68
Social Awareness	2	0.23	0.12	0.68	0.51
Relationship Management	2	0.60	0.30	1.76	0.17
Residuals	391	66.26	0.17		

R-squared: 0.983359061611256 Adjusted R-squared: 0.982976022108702

Source: Primary data

From the table 4.2.42, it is clear that the Self-Awareness significantly affects Moulding Follower Expectation ($p=0.000$), while all other elements such as Self-Management, Social Awareness and Relationship Management Category does not show significant effects. The model fit indices indicate that the model explains about 98% (R-squared: 0.9833 and Adjusted R-squared: 0.9829) of the variance in the dependent variable, Moulding Follower Expectation.

Table 4.2.42.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	3.13	0.06	56.67	0.00
Self-Awareness Category Medium	3.12	0.06	55.51	0.00
Self-Awareness Category High	3.14	0.06	51.17	0.00
Self-Management Category Medium	0.03	0.05	0.62	0.54
Self-Management Category High	0.04	0.05	0.86	0.39
Social Awareness Category Medium	-0.05	0.05	-1.12	0.26
Social Awareness Category High	-0.04	0.05	-0.86	0.39
Relationship Management Category Medium	-0.02	0.05	-0.50	0.62

Levels of ESI	Estimate	Std Error	Statistic	P value
Relationship Management Category High	0.08	0.06	1.37	0.17

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for the low, medium and high are 3.13, 3.12, 3.14 respectively. All the levels of Self-Awareness Category have a positive impact on the Moulding Follower Expectation aspect of managers. All these effects are statistically significant, with p-values of .000, suggesting that higher Self-Awareness consistently correlates with better Moulding Follower Expectation.

In contrast, the Self-Management Category shows significant effects. The estimates for medium and high levels 0.03 and 0.04 respectively. It indicates that Self-Management levels have a positive influence over the Moulding Follower Expectation of managers. But with respect to the p value (0.54 and 0.39), which are above the conventional significance threshold of 0.05 implying that it does not show significant influence on Moulding Follower Expectation in this dataset.

Similarly, the Social-Awareness Category and Relationship Management, which also has medium and high levels. The estimates for the Social Awareness Category for medium and high levels are -0.05, -0.04 respectively showing negative impact on the Moulding Follower Expectation aspect. The p value for the Social Awareness Category also above the conventional limit of 0.05, hence it is concluded that, Social Awareness Category is not statistically significant in determining Moulding Follower Expectation of managers. In the case of Relationship Management, the estimate for the medium level is -0.02 and for the high level is 0.08. The p value for the Relationship Management Category is also above the threshold limit 0.05. Hence, it shows that Relationship Management is not statistically significant and does not have a strong influence on Moulding Follower Expectation of managers in banks.

Overall, the most consistent and significant predictor of Moulding Follower Expectation in this model is the Self-Awareness Category with all levels, all other elements does not influence the Moulding Follower Expectation aspect of inspirational leadership. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.7 Effectiveness of ESI in Objectivity

General Hypotheses

H₀: ESI of branch managers is not effective in objectivity

H₁: ESI of branch managers is effective in objectivity

Table 4.2.43

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	2,655.60	885.20	1,630.31	0.00
Self-Management	2	2.57	1.29	2.37	0.10
Social Awareness	2	1.27	0.63	1.17	0.31
Relationship Management	2	2.84	1.42	2.62	0.07
Residuals	391	212.30	0.54		

R-squared: 0.926145941008496 Adjusted R-squared: 0.924445975456262

Source: Primary data

From the table 4.2.43, it is clear that the Self-Awareness significantly affects Objectivity ($p=0.00$), while all other elements such as Self-Management, Social Awareness and Relationship Management Category does not show significant effects. The model fit indices indicate that the model explains about 93% (R-squared: 0.9261 and Adjusted R-squared: 0.9244) of the variance in the dependent variable, objectivity.

Table 4.2.43.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	2.46	0.10	24.92	0.00
Self-Awareness Category Medium	2.58	0.10	25.66	0.00
Self-Awareness Category High	2.48	0.11	22.53	0.00
Self-Management Category Medium	0.12	0.09	1.34	0.18
Self-Management Category High	0.20	0.09	2.11	0.04
Social Awareness Category Medium	-0.09	0.09	-1.04	0.30
Social Awareness Category High	-0.13	0.09	-1.43	0.15
Relationship Management Category Medium	-0.04	0.09	-0.44	0.66

Levels of ESI	Estimate	Std Error	Statistic	P value
Relationship Management Category High	0.18	0.10	1.79	0.07

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for these levels is 2.46, 2.58 and 2.48 respectively. The estimate for the medium level is high as compared to other levels indicating on an average 2.58-unit Objectivity score compared to the reference level. All the levels of Self-Awareness Category have a positive impact on Objectivity. All these effects are statistically significant, with p-values of 0.00, suggesting that higher Self-Awareness consistently correlates with better objectivity.

In contrast, the Self-Management Category shows significant effects. The estimates for medium Self-Management levels are 0.12 and for the high Self-Management level is 0.20. It indicates that Self-Management levels have a positive influence over Objectivity aspect of managers. But the p-value for both the levels of Self-Management are 0.18 and 0.04 respectively, implying that only high levels of Self-Management show significant influence on Objectivity in this dataset.

Similarly, in the case of Social-Awareness Category and Relationship Management Category, which also has medium and high levels. The estimates for the medium and high-level Social Awareness are -0.09 and -0.13 respectively, showing a negative impact on Objectivity. The estimates for the medium and high level of Relationship Management are -0.04 and 0.18 respectively. It indicates that medium level shows a negative impact and high levels shows a positive impact on Objectivity. However, the p-values for these levels, for Social Awareness and Relationship Management respectively are not statistically significant because its p value is above the conventional limit of 0.05, meaning Social Awareness and Relationship Management does not have a strong influence on objectivity.

Overall, the most consistent and significant predictor of Objectivity in this model is the Self-Awareness Category with all levels and Self-Management with high level, while all other elements does not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.8 Effectiveness of ESI in Dedication and Commitment

General Hypotheses

H₀: ESI of branch managers is not effective in dedication and commitment

H₁: ESI of branch managers is effective in dedication and commitment

Table 4.2.44

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	3,404.26	1,134.75	3,104.74	0.00
Self-Management	2	2.38	1.19	3.25	0.04
Social Awareness	2	0.01	0.00	0.01	0.99
Relationship Management	2	0.48	0.24	0.65	0.52
Residuals	391	142.91	0.37		

R-squared: 0.959744907325133 Adjusted R-squared: 0.958818319514202

Source: Primary data

From the table 4.2.44, it is clear that the Self-Awareness and Self-Management significantly affects Dedication and Commitment ($p < 0.05$), while all other elements such as Social Awareness and Relationship Management Category does not show significant effects. The model fit indices indicate that the model explains about 96% (R-squared: 0.9597 and Adjusted R-squared: 0.9588) of the variance in the dependent variable, Dedication and Commitment.

Table 4.2.44.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	2.84	0.08	35.04	0.00
Self-Awareness Category Medium	2.85	0.08	34.60	0.00
Self-Awareness Category High	3.00	0.09	33.28	0.00
Self-Management Category Medium	0.01	0.07	0.14	0.89
Self-Management Category High	0.19	0.08	2.44	0.02
Social Awareness Category Medium	0.01	0.07	0.12	0.90
Social Awareness Category High	0.02	0.08	0.20	0.84
Relationship Management Category Medium	-0.08	0.07	-1.11	0.27

Levels of ESI	Estimate	Std Error	Statistic	P value
Relationship Management Category High	-0.02	0.08	-0.28	0.78

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for these levels is 2.84, 2.85 and 3.00 respectively. All the levels of Self-Awareness Category have a positive impact on Dedication and Commitment. All these effects are statistically significant, with p-values of 0.00, suggesting that higher Self-Awareness consistently correlates with better Dedication and Commitment.

In contrast, the Self-Management Category shows significant effects. The estimates for medium Self-Management levels are 0.01 and for the high Self-Management level is 0.19. It indicates that Self-Management levels have a positive influence over Dedication and Commitment of managers. But the p-value for both the levels of Self-Management are 0.89 and 0.02 respectively, implying that only high levels of Self-Management show significant influence on Dedication and Commitment in this dataset.

Similarly, in the case of Social-Awareness Category and Relationship Management Category, which also has medium and high levels. The estimates for the medium and high-level Social Awareness are 0.01 and 0.02 respectively, showing a positive impact on Dedication and Commitment. The estimates for the medium and high level of Relationship Management are -0.08 and -0.02 respectively. It indicates a negative impact on Dedication and Commitment. However, the p-values for these levels, for Social Awareness and Relationship Management respectively are not statistically significant because its p value is above the conventional limit of 0.05, meaning Social Awareness and Relationship Management does not have a strong influence on Dedication and Commitment.

Overall, the most consistent and significant predictor of Dedication and Commitment in this model is the Self-Awareness Category with all levels and Self-Management with high level, while all other elements do not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.9 Effectiveness of ESI in Employee Engagement

General Hypotheses

H₀: ESI of branch managers is not effective in employee engagement

H₁: ESI of branch managers is effective in employee engagement

Table 4.2.45

ANOVA Table

Elements of ESI	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self-Awareness	3	4,220.54	1,406.85	7,013.17	0.00
Self-Management	2	0.40	0.20	1.00	0.37
Social Awareness_	2	0.38	0.19	0.95	0.39
Relationship Management	2	0.35	0.18	0.88	0.41
Residuals	391	78.43	0.20		

R-squared: 0.981759804384309 Adjusted R-squared: 0.981339953334332

Source: Primary data

From the table 4.2.45, it is clear that the self-awareness significantly affects employee engagement ($p=0.00$), while all other elements such as self-management, social awareness and relationship management category does not show significant effects. The model fit indices indicate that the model explains about 98% (R-squared: 0.9817 and Adjusted R-squared: 0.9813) of the variance in the dependent variable, employee engagement.

Table 4.2.45.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	3.08	0.06	51.33	0.00
Self-Awareness Category Medium	3.18	0.06	52.01	0.00
Self-Awareness Category High	3.15	0.07	47.17	0.00
Self-Management Category Medium	0.06	0.05	1.10	0.27
Self-Management Category High	0.06	0.06	1.08	0.28
Social Awareness Category Medium	0.07	0.05	1.26	0.21
Social Awareness Category High	0.04	0.06	0.78	0.44
Relationship Management Category Medium	0.05	0.05	0.86	0.39

Levels of ESI	Estimate	Std Error	Statistic	P value
Relationship Management Category High	0.08	0.06	1.30	0.20

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for these levels is 3.08, 3.18 and 3.15 respectively. All the levels of Self-Awareness Category have a positive impact on Employee Engagement. All these effects are statistically significant, with p-values of 0.00, suggesting that higher Self-Awareness consistently correlates with better Employee Engagement.

Similarly, in the case of Self-Management, Social Awareness and Relationship Management Category show significant effects for both medium and high levels. The estimates for Self-Management are 0.06 for both levels, for Social Awareness, the estimates are 0.07 and 0.04 and for the Relationship Management, the estimates are 0.05, 0.08 for medium and high levels respectively. It indicates that these elements have a positive influence on Employee Engagement. But with respect to the p-value for each level does not show significant influence on Employee Engagement in this dataset since its p value is above the conventional limit 0.05. Overall, the most consistent and significant predictor of Employee Engagement in this model is the Self-Awareness Category with all levels while all other elements does not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

4.6.10 Effectiveness of ESI in Team Work

General Hypotheses

H₀: ESI of branch managers is not effective in team work

H₁: ESI of branch managers is effective in team work

Table 4.2.46

ANOVA Table

Term	Degree of Freedom	Sum of Square	Mean Square	Statistic	P value
Self- Awareness	3	3,717.60	1,239.20	8,019.43	0.00
Self- Management	2	0.00	0.00	0.01	0.99
Social Awareness	2	0.54	0.27	1.74	0.18
Relationship Management	2	0.01	0.00	0.02	0.98
Residuals	391	60.42	0.15		

R-squared: 0.984010020093928 Adjusted R-squared: 0.983641964290464

Source: Primary data

From the table 4.2.46, it is clear that the Self-Awareness significantly affects Team Work ($p=0.00$), while all other elements such as Self-Management, Social Awareness and Relationship Management Category does not show significant effects. The model fit indices indicate that the model explains about 98% (R-squared: 0.9840 and Adjusted R-squared: 0.9836) of the variance in the dependent variable, Team Work.

Table 4.2.46.1

Estimators

Levels of ESI	Estimate	Std Error	Statistic	P value
Self-Awareness Category Low	3.06	0.05	58.14	0.00
Self-Awareness Category Medium	3.10	0.05	57.80	0.00
Self-Awareness Category High	3.05	0.06	52.07	0.00
Self-Management Category Medium	0.00	0.05	0.03	0.98
Self-Management Category High	-0.01	0.05	-0.16	0.87
Social Awareness Category Medium	-0.08	0.05	-1.69	0.09
Social Awareness Category High	0.00	0.05	-0.05	0.96
Relationship Management Category Medium	0.01	0.05	0.17	0.87
Relationship Management Category High	0.00	0.05	-0.01	1.00

Source: Primary data

For the Self-Awareness Category, which includes low, medium, and high levels, the coefficients are notably significant. The estimate for these levels is 3.06, 3.10 and 3.05 respectively. All the levels of Self-Awareness Category have a positive impact on Team Work. All these effects are statistically significant, with p-values of 0.00, suggesting that higher Self-Awareness consistently correlates with better Team Work.

Similarly, in the case of Self-Management, Social Awareness and Relationship Management category show negligible effects for both medium and high levels. Self-Management in the high-level category and Social Awareness in the medium level category have a negative impact on Team Work. All other levels in the respective area such as Self-Management, Social Awareness and Relationship Management have a positive influence on team work. But with respect to the p-value for each level of Self-Management, Social Awareness and Relationship Management does not show significant influence on Team Work in this dataset since its p value is above the conventional limit 0.05.

Overall, the most consistent and significant predictor of Team Work in this model is the Self-Awareness Category with all levels, while all other elements does not show significant effects. The model's high R-squared and Adjusted R-squared values confirm its strong explanatory power.

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CHAPTER V
SUMMARY, FINDINGS AND
CONCLUSIONS

5.1 Introduction

5.2 Summary

5.2.1 Significance of the Study

5.2.2 Statement of the Problem

5.2.3 Objectives of the Study

5.2.4 Scope of the study

5.2.5 Research Methodology

5.2.6 Summary of Chapters

5.3 Major Findings of the Study

5.3.1 Findings on Socio-Demographic Profile of Branch Managers

5.3.2 Findings on Socio-Demographic Profile of Employees

5.3.3 Findings on Managerial Skills of Branch Managers in Banks

5.3.4 Findings on Leadership Skills of Branch Managers in Banks

5.3.5 Findings on Emotional Social Intelligence of Branch Managers in Banks

5.3.6 Findings on Inspirational Leadership Pattern of Branch Managers

5.3.7 Findings on Effectiveness of ESI in Inspirational Leadership in Banks

5.4 Conclusion

5.1 Introduction

This chapter deals with a brief summary of the research work done by the researcher followed by important findings with respect to each objective along with the socio-demographic profile of respondents which are drawn from the data analysis. A summary of observations made out of the study is presented as a conclusion. Chapter begins with summarizing the work carried out, later discussed the findings derived from analysis of data and finally presented a comprehensive conclusion that addresses the research objectives and its findings.

5.2 Summary

Today the concept emotional social intelligence became very important in the workplace especially for the leaders. Being an emotionally socially intelligent one is not an easy task. Because people are working in a dynamic work environment. Each person is different from one another, their behaviour, attitude, culture are entirely different. People working in an organization demanding such a leader who is capable of inspiring and motivating them for the achievement of desired goals. Therefore, today's leaders are most influential. In this study it also found out that emotional social intelligence especially the Self-Awareness element influences the inspirational leadership pattern of branch managers in banks. Being emotionally socially intelligent helps individuals to engage in inspirational leadership pattern in the organization.

5.2.1 Significance of the Study

Today the leadership role became very dynamic and complex. Because we operate in the era knowledge workers. These workers demanding such a leadership style which is more influential in nature. There is a shift in the leadership style preferred by the people in the organization. That means today people give more importance to the human beings, their emotions, feelings, attitude, behaviour etc rather than on tasks. Many studies supported that emotional intelligence could play a remarkable role in determining the leadership in any type of organization. Being an emotionally socially intelligent helps to better aware and understand the people around them. It is believed that ESI may be a predictor of leader's ability to engage in inspirational leadership pattern in the organization.

In this study, it is found that emotional social intelligence especially the Self-Awareness component of ESI greatly influences the inspirational leadership pattern of branch managers in banks. Bank, is one of the leading service sectors operating in India. To led a bank branch is not an easy task for an individual. Even though the sector is technologically advanced, the duties and responsibilities of a branch manager is not reduced. It became more challenging.

Because the human involvement and participation is very high in this sector. Still there are many people seeking banking services directly from the banks. Therefore, the branch manager has to deal with many people with different behaviour. The attitude and behaviour of the branch manager is very important along with their emotional social intelligence. The leadership role undertaken by the branch manager is also important. Inspirational leadership is the most suitable leadership style, that can be adopted in this modern business world. The present study also found that inspirational leadership pattern of branch managers is at the moderate level from the perspective of employees working in the banks. ESI of branch managers also had a significant role in predicting the inspirational leadership style of branch managers in banks in Kerala. This study also supports the role of ESI especially Self-Awareness in inspirational leadership, but not all the elements of ESI. Other elements such as Self-Management, Social Awareness and Relationship Management can be improved among the branch managers in banks by the way of suitable measures.

5.2.2 Statement of the Problem

There is very little literature on the concept emotional social intelligence and no studies found with respect to inspirational leadership in Kerala. This study titled “Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala” was undertaken to explore the concepts emotional social intelligence as well as inspirational leadership in banks in Kerala. Some authors argued that it is very premature to draw conclusions on research on emotional intelligence in India. Because the number of studies conducted in India is very limited. Therefore, it requires many more researches in the field of emotional intelligence in different areas to reach a particular conclusion regarding the same. Therefore, the present study is an attempt in this direction to understand the concept emotional social intelligence as well as the inspirational leadership pattern and how much ESI is effective in predicting the inspirational leadership of branch managers in banks in Kerala.

5.2.3 Objectives of the Study

1. To assess managerial skills of bank managers in Kerala
2. To assess leadership skills of bank managers in Kerala
3. To assess ESI competencies of bank managers in Kerala
4. To examine the inspirational leadership pattern of managers in banks
5. To evaluate the effectiveness of ESI competencies on inspirational leadership style of managers in banks.

5.2.4 Scope of the Study

This study is based on three districts in Kerala randomly selected for the study. The study intends to evaluate the effectiveness of emotional social intelligence in inspirational leadership in banks in Kerala. The concept ESI was studied under four elements; Self-Awareness, Self-Management, Social Awareness and Relationship Management. The inspirational leadership pattern of the branch managers was studied under nine elements identified from different literature review i.e. Impression Management, Intellectual Stimulation, Inspirational Agenda, Moulding Follower Expectation, Dedication and Commitment, Vision, Objectivity, Employee Engagement and Team Work. Along with these constructs, it also studied about the managerial as well as leadership skills of branch managers in banks.

5.2.5 Research Methodology

The present study titled “Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala” is descriptive in nature. The sample group for the study include Branch Managers and employees subject to certain conditions working in banks. Multi-stage stratified random sampling and purposive sampling method were adopted for the selection of required number of Branch Managers and employees respectively. The data was collected from both primary and secondary sources. The primary data was collected through two structured questionnaires from the Branch Managers and employees working in the banks. Secondary data was collected from journals, articles, newspapers and different websites such as RBI, SLBC and IFSC. Factor analysis has been done for some of the constructs and then analyzed using mean, standard deviation, percentage analysis, Kruskal Wallis test, MANOVA and Regression model.

5.2.6 Summary of Chapters

The research work is documented in eight chapters. The first three chapters offer the introduction including the detailed explanation of research methodology followed by the researcher. The second chapter deals with the literature review divided into three major areas such as literature on managerial skills, literatures on emotional social intelligence and literatures on leadership and leader behaviour. Third chapter gives the theoretical background of the study. Fourth chapter deals with the socio-demographic profile of Branch Managers and employees in banks, the details on factor analysis, its reliability and validity, measurement model used for the study and normality of the data. Fifth chapter deals with the second part of data analysis and interpretation deals with the results of data analysis. Sixth chapter deals with the summary, findings and conclusion of the study and the seventh chapter gives the

suggestions, implications and scope for further research. The final chapter gives the details regarding the recommendations based on the study.

5.3 Major Findings of the Study

Key insights from the data analysis are combined in this chapter's findings to provide a clear understanding on the results of different areas covered in this research. The findings are organized into;

- Socio-Demographic Profile of Branch Managers
- Socio-Demographic Profile of Employees
- Managerial Skills of Branch Managers in Banks
- Leadership Skills of Branch Managers in Banks
- Emotional Social Intelligence of Branch Managers in Banks
- Inspirational Leadership Pattern of Branch Managers
- Effectiveness of ESI in Inspirational Leadership in Banks

5.3.1 Findings on Socio-demographic Profile of Branch managers in Banks in Kerala

The socio-demographic profile of the branch managers in banks includes; gender, educational qualification, marital status, type of family, length of service as branch manager in banks, region and type of banks where the branch managers are working. The following findings were drawn based on the analysis of socio-demographic profile of branch managers in banks.

1. Gender-wise analysis reveals that majority of the respondents were male, constituting 61.7 per cent of the total followed by female respondents
2. Majority of the respondents belongs to the below 35 years age group, constituting 41.9 per cent followed by 36-40 with 22.8 per cent; 51 and above with 15.8 per cent; 41-45 with 12.2 per cent and 46-50 with 7.2 per cent
3. More than 50 per cent of the respondents are post graduate and 48.6 per cent belongs to under graduate category
4. Marital status of the respondents shows that 74.4 per cent were married, followed by respondents belongs to unmarried category with 18.3 per cent and widow/widower category with 7.2 per cent respectively.
5. More than 50 per cent of the respondents belongs to the nuclear family with 60.6 per cent; followed by respondents from extended family with 22.2 per cent; from joint family with 16.1 per cent and only 1.1 per cent from the blended family.
6. From the central region, 39.7 per cent are taken from; followed by southern region (32.5 per cent); and northern region (27.8 per cent)

7. More than 50 per cent of the respondents are taken from the public sector banks constituting 61.1 per cent of the total; followed by old private sector banks with 28.1 per cent and new private sector banks with 10.8 per cent
8. Length of service as a branch in banks of the respondents shows that; 47.8 per cent having 01-05 years of experience followed by 06-10 years with 29.4 per cent; 11-15 years with 15.6 per cent; 16-20 years with 4.4 per cent and 21 and above with 2.8 per cent. It indicates that majority of the respondents have 01-05 years of experience as branch managers in banks

5.3.2 Findings on Socio-Demographic Profile of Employees in Banks in Kerala

The socio-demographic profile of the employees in banks includes; gender, educational qualification, marital status, length of service, the number of years in which the employees know about the branch managers, region and type of banks where the employees are working. The following findings were drawn based on the analysis of socio-demographic profile of employees in banks.

1. A significant portion of the respondents, 55.5 per cent were female; which indicates that majority of the respondents were female
2. According to the data collected, majority of the respondents belongs to the age group of below 30 with 52.8 per cent followed by 31-40 with 35.8 per cent; 41-50 with 8.3 per cent and 51 and above with 3.3 per cent respectively.
3. Educational qualification of the respondents reveals that, majority of the respondents were degree holders with 64.3 per cent and 35.8 per cent were post graduate
4. With respect to marital status, 52.3 per cent of the respondents were married followed by unmarried group with 45.5 per cent and 2.3 per cent in the widow/widower category
5. Length of service of respondents shows that majority of the respondents have 01-05 years of experience constituting 61.8 per cent of the total. Only 1 per cent belongs to the 21 and above years
6. It is clear that, 71 per cent of the respondents know about their present branch managers for a period of 01-03 years; followed by 04-06 years with 25 per cent and 07-09 years with 4 per cent only
7. Region wise analysis shows that; 39.25 per cent of respondents are taken from the central region followed by 32.5 per cent from the southern region and 28.25 per cent from the northern region

8. Type of banks where employees working reveals that 61 per cent of the respondents were taken from the public sector banks followed by 29.25 per cent from the old private sector banks and 9.75 per cent from the new private sector banks

5.3.3 Findings on Managerial Skills of Managers in Banks in Kerala

The managerial skills of the branch managers in banks were assessed on the basis of skills identified by Robert Katz in the year 1955. The skills include Conceptual Skills, Interpersonal Skills and Technical Skills. The major findings are listed below;

1. It is evident from the analysis that, majority of the branch managers have moderate level of conceptual skill, interpersonal skills and technical skills
2. There is no significant difference between different socio-demographic variables such as gender, age group, educational qualification, marital status, type of family, length of service, region and type of banks where they are working with respect to conceptual, interpersonal and technical skills of branch managers in banks
3. Based on the mean and standard deviation, gender wise analysis of managerial skills of branch managers shows that; male branch managers have more interpersonal skills compared to female and female branch managers have more technical skills as compared to male branch managers. Both male and female branch managers have same level of conceptual skills
4. The mean score of the branch managers belongs to the age group of 41-45 are high with respect to conceptual and interpersonal skills. That means of the conceptual and interpersonal skills of branch managers in 41-45 years of age are high. Managers belongs to 46-50 have more technical skills since their mean value is high compared to other categories.
5. Based on the mean score, the conceptual and interpersonal skills of branch manager having UG qualification are high and branch managers with PG qualification have high technical skills.
6. The conceptual skills of married branch managers are high with mean and SD 20.40 ± 3.12 and the interpersonal and technical skills of the branch managers belongs to the unmarried category are high with mean and SD 9.57 ± 1.13 and 14.98 ± 2.29 respectively
7. The conceptual skills of branch managers from the extended family are high with mean and SD 20.79 ± 3.16 and branch managers from the nuclear family have more interpersonal and technical skills with mean and SD 9.44 ± 1.20 and 14.81 ± 2.25 respectively

8. Branch managers with 11-15 years of experience have more conceptual skills with mean and SD 20.64 ± 3.25 and branch managers with 01-05 years of experience have more interpersonal and technical skills with mean and SD 9.46 ± 1.29 , 14.92 ± 2.29 respectively
9. Region wise analysis depicts that, branch managers in southern region have more conceptual and technical skills with mean and SD 20.36 ± 3.02 , 15.12 ± 2.19 respectively and branch managers in the northern region have more interpersonal skills with mean and SD 9.39 ± 1.38 .
10. The conceptual and interpersonal skills of branch managers working in the new private sector banks are high based on the mean score (20.587 ± 2.815 , 9.506 ± 1.210 respectively) technical skills are high for the branch managers in the old private sector banks with mean and SD 14.878 ± 2.120 .

5.3.4 Findings on the Leadership Skills of Branch Managers in Banks

The leadership skills of the branch managers are identified from different literature reviews. It identified seven skills that best explain the leadership skills of branch managers in banks. They are Decision-Making, Communication, Delegation, Conflict Resolution, Cognitive Skills, Strategic Skills and Problem-Solving Skills. In order to know the level of leadership skills of branch managers, it was divided into three levels; low, medium and high. The Kruskal Wallis H test was performed to test the relationship between socio-demographic variables and different leadership skills of branch managers in banks. The major findings are listed below;

1. It is clear from the analysis that branch managers in banks have moderate level of decision-making, communication, delegation, conflict resolution, cognitive skills, strategic skills and problem-solving skills.
2. There is significant difference found between region and delegation skills of the branch managers in banks, since its p value is less than 0.05. Based on the mean and SD, delegation skills of the branch managers in the southern region are high (13.59 ± 1.52) followed by central region (13.30 ± 1.93) and northern region (11.78 ± 3.46) respectively
3. There is significant difference found between region and cognition skills of the branch managers in banks, since its p value is less than 0.05. Based on the mean and SD, cognition skills of the branch managers in the southern region are high (10.55 ± 1.80) followed by central region (10.53 ± 1.87) and northern region (8.14 ± 1.66) respectively
4. There is significant difference found between type of banks and delegation skills of the branch managers in banks, since its p value is less than 0.05. Based on the mean and SD, branch managers working in the old private sector banks have more delegation

skills (13.53 ± 2.28) followed by public sector banks (12.82 ± 2.41) and new private sector banks (12.42 ± 2.99) respectively

5. There is significant difference found between type of banks and cognitive skills of the branch managers in banks, since its p value is less than 0.05. Based on the mean and SD, branch managers working in the old private sector banks have more cognitive skills (10.44 ± 1.91) followed by public sector banks (9.76 ± 2.13) and new private sector banks (9.07 ± 1.92) respectively
6. There is significant difference found between gender and problem-solving skills of branch managers in banks, since its p value is less than 0.05. Based on the mean and SD, female branch managers have more problem-solving skills (10.63 ± 1.28) as compared to male branch managers in banks
7. There is significant difference found between marital status and delegation skills of the branch managers, since its p value is less than 0.05. Based on the mean and SD, branch managers who were married have more delegation skills (13.08 ± 2.57) followed by branch managers belongs to unmarried (12.95 ± 2.18) and widow/widower with (11.90 ± 1.83) respectively
8. There is significant difference found between length of service and conflict resolution skills of branch managers, since its p value is less than 0.05. Based on the mean and SD, branch manager with 06-10 years of experience in banks as branch managers have more conflict resolution skills (12.48 ± 2.10) followed by 21 and above (12.46 ± 2.13), 11-15 (12.43 ± 1.83). It is clear that branch managers with a greater number of years of experience have more conflict resolution skills

5.3.5 Findings on Emotional Social Intelligence of Managers in Banks

The emotional social intelligence of managers in banks are assessed on the basis of four elements based on the Goleman Model of Emotional Intelligence, which is found to be more suitable in the workplace. The variables are; Self-Awareness, Self-Management, Social Awareness and Relationship Management. Permutation based Multivariate Analysis of Variance was adopted to test the relationship between socio-demographic variables and ESI. The major findings are given below;

1. It was found that there is significant difference between ESI of branch managers in banks working in different regions. There is significant difference between self-awareness of branch managers working in central and southern region and between northern and southern region respectively. In the case of self-management, there is

significant difference between central and northern region and northern and southern region respectively.

2. There is significant difference between ESI and educational qualification of branch managers in banks. Among the ESI, self-management and relationship management makes a difference among the degree and PG holding branch managers in banks
3. Gender, age, marital status, type of family, type of banks and length of service of branch managers does not make any significant difference in the ESI

5.3.6 Findings on Inspirational Leadership Pattern of Branch Managers in Banks

The inspirational leadership pattern of branch managers in banks was assessed from the perspective of employees working in banks subject to certain conditions. The socio-demographic factors of employees were taken into consideration to know whether these factors make any significant influence on determining the inspirational leadership pattern of their branch managers in banks. The important findings are as follows;

1. Majority of the employees working in banks were rated their branch managers inspirational leadership pattern at the moderate level
2. There is no significant difference found between gender, age group, marital status, length of service, the number of years in which the employee knows about their present branch manager with any of the elements of inspirational leadership pattern of branch managers in banks as perceived by employees in banks
3. There is significant difference between education qualification and vision aspect of inspirational leadership of branch managers from the perspective of employees working in banks
4. There is significant difference between region where the employees are working and the dedication and commitment of their branch managers from the perspective of employees. The results of post-hoc shows that there is difference between central and northern region.
5. There is significant difference between southern and central region and southern and northern region with respect to the inspirational agenda of managers as perceived by employees respectively.
6. There is significant difference between southern and central region and northern and central region with respect to intellectual stimulation of managers as perceived by the employees respectively.

7. There is significant difference between northern and southern region and northern and central region with respect to objectivity of managers as perceived by employees in banks respectively.
8. There is significant difference between old private sector banks and new private sector banks with respect to the element inspirational agenda as perceived by employees in banks
9. There is significant difference was found between new private sector banks and old private sector banks and new private sector banks and public sector banks with respect to intellectual stimulation of managers as perceived by employees respectively.
10. There is also significant difference between old private sector banks and new private sector banks with respect to team work by the managers as perceived by the employees in banks.

5.3.7 Findings on Effectiveness of Emotional Social Intelligence in Inspirational Leadership

The effectiveness of ESI in inspirational leadership in banks was assessed using a Regression model without an intercept. The important findings are as follows;

1. The level of emotional social intelligence of branch managers was divided into three groups; low, moderate and high. The results reveal that; Self-Awareness of majority of the branch managers belongs to the moderate level. With respect to other elements such as Self-Management, Social Awareness and Relationship Management, majority of the branch managers belongs to the low-level group.
2. The Self-Awareness of branch managers influences all the elements (Impression Management, Inspirational Agenda, Intellectual Stimulation, Moulding Follower Expectation, Objectivity, Employee Engagement, Dedication and Commitment, Vision and Team Work) of inspirational leadership pattern. It can be concluded that Self-Awareness is more effective in predicting the inspirational leadership of Branch Managers in banks
3. Self-Awareness, Self-Management and Relationship Management category significantly affects Intellectual Stimulation of branch managers in banks
4. The most consistent and significant predictor of Dedication and Commitment of branch manager is the Self-Awareness category with all levels and Self-Management with high level, while all other elements do not show significant effects.

5. Social Awareness of branch managers does not influence any of the elements of inspirational leadership. It means that social Awareness of branch managers does not predict their inspirational leadership in banks

5.4 Conclusion

The study on “Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala” supports the existing literature review that there exists a positive relationship between Emotional Social Intelligence and leadership. Among the ESI, Self-Awareness followed by Self-Management is the most influencing and powerful element in predicting the inspirational leadership pattern of branch managers in banks. That means only the intrapersonal intelligence of branch managers influence the inspirational leadership pattern. Branch managers in banks who have the ability of Self-Awareness are rated by their employees as inspirational leaders. Another major finding of the study was Social Awareness of the branch managers in banks does not influence any of the elements of inspirational leadership and the Relationship Management element of ESI influences only one characteristics of Inspirational Leadership. Therefore, it is very clear that the impact of interpersonal intelligence of branch managers on their inspirational leadership is very limited. The level of Emotional Social Intelligence of branch managers shows that, majority of them have low level of ESI. But by improving the ESI of branch managers can influence the inspirational leadership pattern in a positive manner. To conclude, not all the elements of ESI influence the inspirational leadership pattern of branch managers, but even though there is one element i.e. Self-Awareness influences the inspirational leadership, its effectiveness in predicting that leadership style is very high. Along with these findings, the level of managerial and leadership skills among the branch managers are at the moderate level.

Many studies are invited in the field of Emotional Social Intelligence as well as Inspirational Leadership in Kerala, to explore the concept in detail very well in Kerala.

CHAPTER VI

SUGGESTIONS, IMPLICATIONS AND

SCOPE FOR FURTHER RESEARCH

6.1 Introduction

This chapter deals with the suggestions, implications and scope for further research generated from the research findings. This chapter will extract the valuable insights gathered from the study, outline the practical suggestions to improve the Emotional Social Intelligence of branch managers in banks. It also covers the major implications and scope for further research.

6.2 Suggestions

This section divides into two; the first part deals with the suggestions to improve the intrapersonal intelligence such as Self-Awareness and Self-Management of branch managers. The second part includes the suggestions to improve the interpersonal intelligence such as Social Awareness and Relationship Management of branch managers in banks. Following are the suggestions based on the research findings offered by the researcher to improve ESI among branch managers in banks.

6.2.1 Suggestions to Improve the Intrapersonal Intelligence of Branch Managers in Banks

- The level of Emotional Social Intelligence among the branch managers ranges between low and moderate level. Therefore, it is very essential to conduct focused training programs and awareness programs to enhance the level of understanding on ESI and the benefits of being emotionally socially intelligent in the workplace.
- The authorities can arrange for conducting workshops to improve the Self-Awareness and Self-Management abilities among the branch managers. That means learn how to aware and understand the emotions and feelings in the workplace and learn to manage and control these emotional impulses arises in a situation.
- Refresher courses aiming at improving the intrapersonal intelligence can be arranged periodically for the branch managers. It will be a great relaxation to them to come out of the mental stress or pressure from the work environment and it will help to know more about oneself.
- Branch managers can engage in Yoga and meditation whenever possible in banks. For doing meditation there is no requirement for fixed time. It will bring energy and positivity to them and also to the organization
- Arrange facilities for the branch managers for seeking expert counselling to improve the Self-Awareness and Self-Management abilities.
- Spiritual talks not related with religious aspects can be arranged for the branch managers as well as to the employees working in the banks to improve the Self-Awareness and Self-Management capabilities

- In banks, put up posters on the wall focusing on improving the emotional intelligence of people in the banks. Like poster with positive quotes on life, quotes on releasing stress or pressure, quotes on optimism towards life etc.

6.2.2 Suggestions to Improve Interpersonal Intelligence of Branch Managers in Banks

Following are the suggestions to improve the Social Awareness and Relationship Management of branch managers in banks.

- Branch managers in banks can engage in friendly talk with their employees as well as customers coming in banks. This kind of interaction helps to know more about them; like their behavior, emotions, feelings etc.
- Branch managers in banks are required to engage in group discussion with their employees in the banks. It helps to know the opinions, suggestions, ideas of them and also helps to build a positive and collaborative relationship with them.
- Effective feedback system must be ensured by the branch managers in banks. Then only the communication done by them with others will be completed.
- In banks, the higher authorities must grant permission to celebrate the successful events, festivals etc. Because, these celebrations bring cooperation between the people in the banks
- Small games or competitions can be conducted during times of banking hours, when the customers are not there in the banks. It may help to make the job easier and more comfortable to do the same.
- Arrangement for the family gatherings also one of the measures to improve the interpersonal intelligence of branch managers in banks.
- During holidays, make arrangement for conducting tours, may be a great relaxation to the people working in the banks.

6.3 Implications of the Study

All of the research objectives are analyzed properly and research questions are adequately answered in this study. By doing this research, it came to understand that there exists huge research gap in the field of Emotional Social Intelligence as well as Inspirational Leadership in Kerala. Studies conducted in the area of emotional intelligence in Kerala as well as in India is not enough to reach a particular conclusion. Following is some of the implications found after data analysis.

- There is not much literature support for the concept of Inspirational Leadership, this study may help others to know more about the concept and the model of Inspirational

Leadership will give an insight to the research aspirants to explore the concept very well

- This study contributes to current knowledge on the interrelationships on managers' Emotional Social Intelligence and their leadership style showing that the capacity of managers' Emotional Social Intelligence in predicting the Inspirational Leadership style
- This study can be used as a reference for studying the interrelationship between Emotional Social Intelligence and Inspirational Leadership
- It is also helpful to the branch managers in banks that being an emotionally socially intelligent is helpful not only to the professional life but also to the personal life
- This study will be a guideline for the branch managers in banks to give more importance to the concept Emotional Social Intelligence, because it has a major role in determining the Inspirational Leadership style of them
- The study may help the branch managers to understand the strengths and weaknesses in the area of Emotional Social Intelligence and take measure to improve the same.
- The study's findings and recommendations may help the authorities take measures to improve ESI among branch managers as well as employees working in banks

6.4 Scope for Further Research

Now-a-day the concept emotional social intelligence became very important in the workplace like in the area of banking. The human participation as well as involvement is very high in this sector. The current study is intended to explore the effectiveness of emotional social intelligence in inspirational leadership in banks. However, there is a necessity to conduct as many researches as possible in these fields to explore more. Here researcher suggests some unexplored areas for further research in this field;

- Impact of ESI on the performance of branch managers (financial as well as non-financial aspects may consider) in banks can be done. Financial aspects include profitability, growth rate etc. Non-financial aspects include; job satisfaction, employee engagement etc.
- In this study, not all the elements influence inspirational leadership, therefore, studies can be done to improve the concept of ESI in banks, because the relevance of emotional intelligence is increasing day by day
- Similar studies can be done in other sectors like education, IT, defence etc.

- Other than emotional social intelligence, there may be other elements influences inspirational leadership, further studies can be conducted to explore those factors that determine such leadership
- Many studies can be conducted to explore the characteristics of inspirational leadership in other areas like education, software industry and defence.

CHAPTER VII
RECOMMENDATIONS

7.1 Introduction

This chapter discussed about the important recommendations based on the findings of the study to create awareness as well as to improve the emotional social intelligence among the branch managers in banks.

7.2 Recommendations

- While recruiting and selecting people in the banks, the authorities must give due consideration to emotional social intelligence. Along with the academic excellence and other qualification, ESI must be taken into consideration as one of the criteria in the selection process. Because in this modern business world, to develop inspirational leaders, emotional social intelligence is one of the unavoidable criteria.
- The higher authorities must implement training programs only for improving the emotional social intelligence of branch managers in banks periodically. And make it compulsory for the branch managers to attend the same. Along with this, a feedback system should be ensured to check whether the branch managers are attending the program and whether they get benefits from the same.
- It is recommended to change the work environment, such as its layout in the sense, as mentioned in the suggestions part that put up some posters, quotes on the wall that will bring positivity and energy in the organization. Facilities can be arranged for doing meditation and yoga etc.
- It is recommended to make arrangement for expert talks including counselling in the banks. It helps to know the problems or difficulties faced by the branch managers in banks and provide possible solutions to it
- To improve interpersonal intelligence such as social awareness and relationship management among the branch managers, it is recommended to engage in group discussion, participative decision-making, accept criticisms and feedbacks etc. It may help to better understand the people around and create relationship with them.

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Websites

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APPENDIX

**EFFECTIVENESS OF EMOTIONAL SOCIAL INTELLIGENCE IN
INSPIRATIONAL LEADERSHIP IN BANKS IN KERALA**

Sangeetha U

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Dear participants,

This questionnaire has been structured to gather data for the purpose of research conducted to obtain a PhD degree from the University of Calicut. My name is Sangeetha U, PhD Research Scholar from the Department of Commerce, Vimala College (Autonomous), Thrissur. I am doing research under the guidance of Dr. Salini K, Assistant Professor from the Department of Commerce, Vimala College (Autonomous), Thrissur. My research topic is “Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala”. My research objective is to evaluate how far emotional social intelligence of branch managers in banks influences their inspirational leadership pattern. Along with this objective this study also attempts to assess the managerial skills, leadership skills, emotional social intelligence and inspirational leadership pattern of branch managers in banks. The result of this study may contribute to know and understand the importance of having emotional social intelligence competencies will improve the leadership pattern followed by the managers in the banks. It may also help the managers in banks to be emotionally socially intelligent helps them to be successful in personal as well as professional life in different ways.

Your participation in this survey is greatly appreciated, and I request your cooperation in filling this questionnaire based on the instructions given. I assure you that your personal information will be treated with complete confidentiality and will only be used for academic purposes.

I look forward to your support and cooperation in this matter. Thank you for dedicating your time to filling out this questionnaire.

QUESTIONNAIRE TO THE BRANCH MANAGERS

Section I

Demographic Profile of Branch Managers in Banks

[Please give a tick mark in the required box]

- 1) Gender: Male Female
 - 2) Age: ----- (In years)
 - 3) Educational qualification: Degree PG
 - 4) Marital status: Married Unmarried Widow/Widower Separated
 - 5) Type of family: Nuclear family Extended family Joint family
Blended family Others
- [Nuclear family- A couple with their children; Extended family- A nuclear family with grandparents and relatives; Joint family- An extended family with 3 or more generation; Blended family- A family with 2 adults with their children & one or more children that have had with previous partners]
- 6) Name of bank: -----
 - 7) Total length of service as a manager: (Please mention in years)
In public sector banks In private sector banks

Section II

Assessment of Managerial Skills, Leadership Skills and Emotional Social Intelligence of Branch Managers in Banks

- 8) Following are the statements relating to your managerial skills, leadership skills and emotional social intelligence competencies. Choose the most relevant one (give a tick mark in the required column) according to your experiences, activities etc. against each statement. [5- Strongly agree, 4-Agree, 3- Neither agree nor disagree, 2- Disagree, 1- Strongly disagree]

Sl no	Statements	5	4	3	2	1
8.1.1	I am comfortable thinking outside the box					
8.1.2	I transform my thoughts into action-driven solutions					
8.1.3	I am able to think in new line					
8.1.4	I have an imaginative vision about the future					
8.1.5	I have the capacity to visualize & fulfil the needs of the organization at the right time					
8.1.6	I have an open & progressive mind					
8.1.7	I address challenging scenarios with a creative & innovative approach					
8.1.8	I keep a watch on the performance of employees					
8.1.9	I have the ability to spot any issues within the organization					
8.1.10	I try to see the key elements in any situation					
8.1.11	I recognize opportunity for improvement					
8.1.12	I can continue to do what I believe in, even under severe criticism					
8.1.13	I can effectively collaborate the team					
8.1.14	I try to understand the emotions of employees in the organization					
8.1.15	I have the ability to get along with the people					
8.1.16	I can effectively handle challenging situations					
8.1.17	I promote independence & initiative among the subordinates					
8.1.18	I inspire employees by rewarding them with recognition & praise for their work					
8.1.19	I promote independence & initiative among the subordinates					
8.1.20	I motivate subordinates to work to the best of their capacity					
8.1.21	I am comfortable in learning new technologies					
8.1.22	I ensure information availability for decision-making					
8.1.23	I have software proficiency					
8.1.24	I am acquainted with adequate training & experience to deal with the activities within the organization					
8.1.25	I know the latest online technologies to be used in a bank					
8.1.26	I have the ability of making analytical reasoning (the ability to look at information)					
8.1.27	I can easily explain to others about the new technologies used in the bank					
8.1.28	I ensure that employees in the bank are technologically aware					

8.1.29	I have computer literacy					
8.1.30	I keep a database relate to the important activities held in a bank					
8.1.31	I ensure that employees are sent for periodical training					
8.1.32	I ensure the green banking practices are running properly					
8.2.1	I communicate the information clearly & quickly					
8.2.2	I have the ability to speak clearly					
8.2.3	I ensure two-way communication					
8.2.4	I make friendly chat with employees					
8.2.5	I consider individual differences while communicating with them					
8.2.6	I have the good vocabulary to communicate effectively					
8.2.7	I conduct meeting whenever necessary to communicate important decisions					
8.2.8	I ensure the communication is done completely					
8.2.9	I allow the employees to feel free to communicate with me					
8.2.10	I am very concise & clear in verbal communication					
8.2.11	I have the capacity to adjust to new situation					
8.2.12	I know how to create unity in the workplace					
8.2.13	I show an impartial attitude towards problems					
8.2.14	I am able to assess the situation and then behave using a balance of emotion and reason					
8.2.15	I bring up the grievances and disagreement into an open discussion					
8.2.16	I try to work to resolve conflicts before they worsen					
8.2.17	I never postpone conflicts, due to time constraint					
8.2.18	I engage in active listening					
8.2.19	I never allow group politics within the bank					
8.2.20	I adopt “listen first, talk second” approach					
8.2.21	I try to solve complex & abstract problems with speed & accuracy					
8.2.22	I take into consider all the facets of a complex problems					
8.2.23	I take adequate care before planning anything					
8.2.24	arrange matters according to audience's mood and emotional reaction					
8.2.25	I give each alternative an equal importance					
8.2.26	I consider the suggestions of the subordinates					
8.2.27	I break down a large problem into manageable parts to resolve them					

8.2.28	Consider the short-term & long-term impact of the problem					
8.2.29	I seek expert opinion, when a serious issue comes					
8.2.30	I try to take right decision at the right time					
8.2.31	before taking decision, I consider the objectives & policies of the organization					
8.2.32	I evaluate the risks associated with each alternative before making a decision					
8.2.33	I consider each and every alternative for taking a decision					
8.2.34	I also consider the impact of selecting one alternative instead of another					
8.2.35	I take up the responsibility of allocating work & resources to the workers in the organization					
8.2.36	I pass on instructions, orders etc. to assign jobs & fix responsibilities to the subordinates					
8.2.37	I assign jobs along with responsibilities to the employees					
8.2.38	I give competent & sincere workers more autonomy in work					
8.2.39	I encourage the subordinates for self-checking of their accomplished work					
8.2.40	I have the ability to assess employee's strength's & weaknesses					
8.2.41	I ensure that right job is delegated to right person					
8.2.42	I delegate work to the employees to increase their participation in the work					
8.3.1	I know my emotional strengths and weaknesses					
8.3.2.	I can identify the causes that trigger my emotions and able to control it					
8.3.3	I am very comfortable in expressing emotions					
8.3.4	I am flexible & adaptable					
8.3.5	I always behave with humility					
8.3.6	I am optimistic, no matter what problems I face					
8.3.7	I proceed only when I have a clear & detailed plan					
8.3.8	I do acknowledge my mistakes					
8.3.9	I can control my emotions whenever necessary					
8.3.10	I take criticism gracefully					
8.3.11	I can balance my emotions and thoughts accordingly					
8.3.12	I am able to adapt to changes in my emotional state without becoming overwhelmed					
8.3.13	Managing emotions helps me to take right decisions					

8.3.14	I never allow emotions to influence the decision-making adversely					
8.3.15	I can express my emotions in a healthy manner					
8.3.16	I believe in consistent performance to achieve my goals					
8.3.17	I actively listen to my colleagues					
8.3.18	I face the unexpected situation positively					
8.3.19	I willingly accept changes in the organization					
8.3.20	I prioritize the things that I have to do					
8.3.21	I try & think from other's perspective					
8.3.22	I can recognize and properly respond to the emotions of others					
8.3.23	I am very comfortable in the work environment					
8.3.24	I appreciate my colleagues/ subordinates					
8.3.25	i challenge the subordinates to take greater ownership of work					
8.3.26	I recognize situational demands & opportunities					
8.3.27	I keep my relationships alive					
8.3.28	I have the ability to understand & meet the needs of clients & customers					
8.3.29	I challenge the subordinates to take greater ownership of work					
8.3.30	I build trust among the employees					
8.3.31	I prefer to establish & maintain close relationship with employees					
8.3.32	I engage in teamwork & collaborative problem solving					
8.3.33	I approach relationships with positive presuppositions					
8.3.34	I wish to avoid conflicts					
8.3.35	I give respect to others, their opinions, suggestions					
8.3.36	I show an impartial attitude towards employees and customers					
8.3.37	I can handle disagreement and different opinions without making any partiality					
8.3.38	I spend time to interact with employees and customers					
8.3.39	I express positive attitude					
8.3.40	I stand up for the rights of others					

**EFFECTIVENESS OF EMOTIONAL SOCIAL INTELLIGENCE IN
INSPIRATIONAL LEADERSHIP IN BANKS IN KERALA**

Sangeetha U

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Research

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Dear participants,

This questionnaire has been structured to gather data for the purpose of research conducted to obtain a PhD degree from the University of Calicut. My name is Sangeetha U, PhD Research Scholar from the Department of Commerce, Vimala College (Autonomous), Thrissur. I am doing research under the guidance of Dr. Salini K, Assistant Professor from the Department of Commerce, Vimala College (Autonomous), Thrissur. My research topic is “Effectiveness of Emotional Social Intelligence in Inspirational Leadership in Banks in Kerala”. My research objective is to evaluate how far emotional social intelligence of branch managers in banks influences their inspirational leadership pattern. The inspirational leadership pattern of the branch managers in banks has to be assessed from the perspective of employees working in the bank subject to certain conditions to give accurate results. The results of the questionnaire help to know and understand the different factors contributing to inspirational leadership.

Your participation in this survey is greatly appreciated, and I request your cooperation in filling this questionnaire based on the instructions given. I assure you that your personal information will be treated with complete confidentiality and will only be used for academic purposes. Below, you will find the criteria of my study for your reference.

I look forward to your support and cooperation in this matter. Thank you for dedicating your time to filling out this questionnaire.

Inclusion criteria

- Have minimum 1 year of experience in bank
- Should work under the direct supervision and guidance of present branch manager for a minimum period of 1 year
- Minimum educational qualification is any bachelor's degree and
- Employees belong to the clerical cadre are taken into consideration

QUESTIONNAIRE TO THE EMPLOYEES

Section I

Demographic Profile of employees in banks

[Please give a tick mark in the required box]

1. Gender: Male Female
2. Age: ----- (In years)
3. Qualification: Degree PG
4. Marital status: Married Unmarried Widow/Widower Separated
5. Name of bank: ----- (Please mention)
6. Post in the bank: ----- (Please mention)
7. Working experience in this bank: ----- (In years)
8. How long do you know your present bank branch manager: ----- (In years)

Section II

Inspirational Leadership Pattern of Branch Managers in Banks from the Perspective of Employees Working in the Banks

Following are the statements relating to the leadership pattern of your branch manager in the bank. Please choose the most relevant one (give a tick mark in the required column) according to your experiences, activities etc. against each statement. **[5- Strongly Agree, 4- Agree, 3- Neither agree nor disagree, 2- Disagree, 1- Strongly disagree]**

Sl no	Statements	5	4	3	2	1
9.1	He/she has the potential to see endless possibilities in people as well as in the organization					
9.2	He/she engages with people directly & show he is a part them					
9.3	He/she looks for ways to grow their professional network & maintain relations with colleagues & peers					
9.4	He/she has a deeper knowledge & keep on asking questions					
9.5	He/she is ready to work outside the comfort zone					
9.6	He/she motivates the talent of employees in the organization					
9.7	He/she is very punctual and maintain it in the organization					
9.8	He/she make the bank a customer friendly					
9.9	He/she constantly examines the actions & responses to find ways they can improve					
9.10	He/she is open to feedbacks					
9.11	He/she has the knowledge regarding new products and services now available in the organization					
9.12	He/she is engaged in his work at full time					
9.13	He/she has enough technical skills regarding different jobs under supervision and control					
9.14	He/she spread positive energy in the entire organization					
9.15	He/she tries to prevent conflicts among the employees					
9.16	He/she had a good expectation on the employees					
9.17	He/she boosts the confidence level of employees					
9.18	He/she allows time to adjust with the work environment					
9.19	He/she appreciates the contributions of each member even though it is small or less important					
9.20	He/she tries to release workplace stress					
9.21	He/she allows to celebrate the success and achievement of employees					
9.22	He/she spends time and resources in managing customer relationships					
9.23	He/she makes the employees that they are also part of the organization by showing commitment to the org					
9.24	He/she respects and consider the skills, knowledge and abilities of the employees					
9.25	He/she makes enquiry & analyse the cause, when someone doesn't meet the goals					
9.26	He/she set achievable goals					
9.27	He/she set the plans flexible enough to adapt the changes in future					
9.28	He/she outlines the tasks & schedules on how to achieve the set goals					
9.29	He/she uses examples & or visual aids to effectively clarify or to emphasis the message					

9.30	He/she gives directions or demonstrations to introduce something					
9.31	He/she spend time to explore the success stories of great leader to the employees					
9.32	He/she ensures the subordinates, that set objectives are achievable					
9.33	He/she knows what motivates an employee to do the work					
9.34	He/she generates a can-do attitude among your team members					
9.35	He/she enhances team spirit					
9.36	He/she praises the good work immediately					
9.37	Participate employees in decision-making					
9.38	He/she takes decisions on the basis of real facts and not by any personal bias or prejudice					
9.39	He/she never shows any discrimination on any grounds with employees					
9.40	He/she builds good working relationships with people at all levels					
9.41	He/she uses rewards & recognition to engage people to work in the group					
9.42	He/she assigns tasks based on the people's skills & interests					
9.43	he/she understands the emotions of employees					
9.44	He/she speaks positively					
9.45	He/she is always tried to improve herself/himself and also improvement in the performance of the organization					
9.46	He/she spends time with the team and observe everything is going well and verify is there any need for improvement					
9.47	He/she encourages peer-to-peer mentorship					
9.48	He/she considers individual differences					
9.49	He/she encourages everyone to work toward the same goal					
9.50	He/she brings expert knowledge to the group when necessary					
9.51	He/she is genuine, self-aware, & transparent					
9.52	He/she treats everyone with respect and dignity					
9.53	He/she takes a lead role in conducting activities in the bank					
9.54	He/she keeps his work environment safe & approachable					
9.55	He/she give consideration to the personal issues of the employees when they under pressure					
9.56	He/she gives time and resources to cope with the new products and services in the organization					
9.57	He/she does the right things					

9.58	He/she monitor the performance of the bank periodically & check for any deviations					
9.59	He/she had a clear plan for the day					
9.60	there will be no work overload, because the manager completes the work without any delay					
9.61	He/she has self-control on the behaviour as well as the emotions					
9.62	He/she stands up for what is right					
9.63	He/she acts with integrity					
9.64	He/she treats all the employees with fair and respect					
9.65	He/she welcomes mistakes					
9.66	He/she calms others in stressful situations					
9.67	He/she ensures all the matters coming under him/her are going perfectly.					
9.68	He/she ensures ethical behaviour with co-workers, customers etc.					
9.69	He/she gains insight from the past failures					
9.70	He/she selects the best possible solution to the problem					
9.71	He/she is ready to take ownership for his own mistakes					
9.72	he/she considers the opinion or suggestions of the employees					
9.73	He/she is optimistic about life, and he/she can see beyond temporary setbacks and problems					
9.74	He/she implements the decision and monitor its effects					
9.75	He/she sets deadlines for achieving the goals					
9.76	He/she is very composed, devoted, and courageous					
9.77	He/she breaks down larger, more complex goals into smaller steps					
9.78	He/she communicates the result expected from the subordinates well in advance					
9.79	He/she makes an evaluation of the work done by subordinates					
9.80	He/she enables an open forum to discuss the business-related matters					
9.81	He/she is an effective motivator					
9.82	He/she assigns the work to the employees based on the current workload					
9.83	He/she ensures the availability of resources before setting goals					
9.84	He/she uses honest statements to attain team support, instead of making unattainable claims					
9.85	He/she talks openly about consequences of missing deadlines and expectations					
9.86	He/she acts as a role model within the organisation					
9.87	He/she is very much dedicated & committed to work					
9.88	He/she decides the activities to be performed well in advance					

9.89	He/she analyses the causes of customer dissatisfaction through exit interviews with the aim to win back customers					
9.90	He/she routinely asks the customer to provide feedback regarding the performance of products/services					
9.91	He/she sets the vision and then empower people to implement it					
9.92	He/she gives due importance to social commitments					
9.93	He/she maintains a good superior- subordinate relationship					
9.94	He/she allows time to celebrate the success events of bank					
9.95	He/she ensures the working of customer relationship management activities					
9.96	He/she acts as a catalyst for development & growth					
9.97	He/she continuously maintains and monitors customer information					
9.98	He/she encourages the team to perform effectively for the long-run survival					
9.99	He/she never shows any disappointment or become unhappy when the target is not achieved or the work not finished in time					
9.100	He/she also gives importance to the failures or mistakes					
9.101	He/she ensure subordinate satisfaction					
9.102	He/she makes the team more active & enthusiastic					
9.103	He/she allows time for entertainment					
9.104	He/she tries to prevent conflicts among the employees					
9.105	He/she tries to strengthen emotional bonds with us					
9.106	He/she always engages in active listening					
9.107	He/she ensures the communication is done completely					
9.108	He/she gives necessary orders and instructions to the subordinates					
9.109	He/she engage in open discussion with employees					
9.110	He/she considers all the barriers of communication & its effects					
9.111	He/she tries to ignoring distractions and making eye contact shows others they're valued.					
9.112	He/she ensures two-way communication					

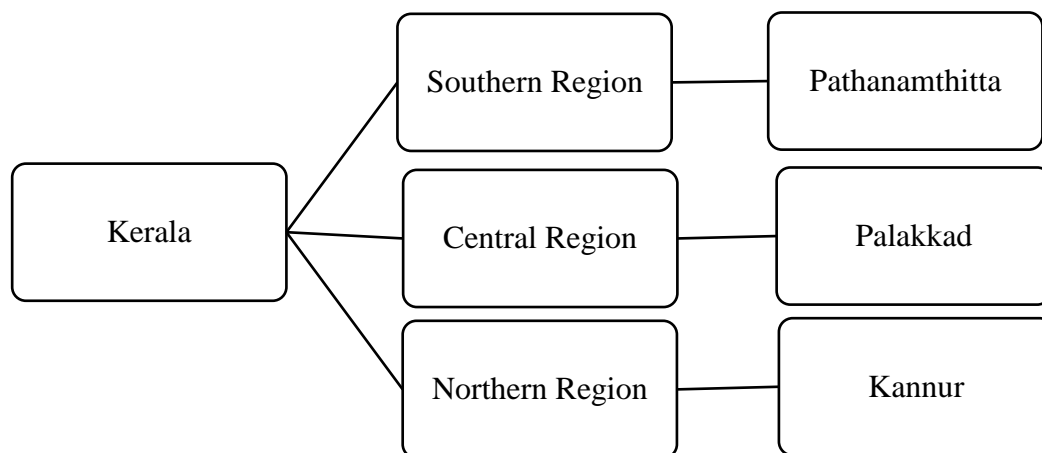
Variables used for the Study

Objectives	Variables used	References	
To assess managerial skills of bank managers in Kerala	Conceptual skills	(Robert Katz,1955)	
	Interpersonal skills		
	Technical skills		
To assess leadership skills of bank managers in Kerala	Cognitive skills	(Kirkpatrick & Locke, 1991); (Mumford et al.,2007); (Smith & Lewis, 2012); (Shuck & Herd, 2012) (Mumford et al.,2016)	
	Communication	(Reave, 2005); (Smith & Lewis, 2012)	
	Conflict resolution skills	(Smith & Lewis, 2012)	
	Decision-making	(Kolb, 1999); (Schwarber,2005); (Walumbwa et al.,2014); (Selart,2010)	
	Delegation	(Leana,1986); (Lyons,2016); (Ugoani, 2020)	
	Problems solving skills	(Woodard & Geissler, 1999); (Mumford et al.,2000); (Smith & Lewis, 2012)	
	Strategic skills	(Mumford et al.,2007)	
	To assess emotional social intelligence competencies of bank managers in Kerala	Self-awareness	(Boyatzis et al., 2000;
		Self-management	Goleman, 1998, 2001)
		Social awareness	
To assess inspirational leadership pattern of managers in banks	Relationship management		
	Impression management	Bass,1988); (Zenger & Folkman,2014)	

Inspirational agenda	(Austin, 2009)
Intellectual stimulation	Bass,1988); (Spreitzer et al., 1999)
Moulding follower expectation	Bass,1988)
Dedication and commitment	(Bonau,2017)
Employee engagement	(Zenger & Folkman,2014)
Vision	Bass,1988); (Garg & Krishnan, 2003) (Bass & Riggio, 2006); (Scherr & Jensen, 2007) (Goleman et al.,2013); (Boyatzis et al.,2013); (Lovegrove & Vrioni,2010); (Khan et al., 2016)
Objectivity	(Lovegrove & Vrioni,2010)
Team work	(Mistry & Hule, 2015) (Joshi et al.,2009); (Lovegrove & Vrioni,2010)

Method of Sampling

Stage I: Selection of Districts from Regions



Source: Primary data

1.16.2 Stage II: Selection of Banks

Table 1

District Wise List of Public Sector Bank

Sl No	Name of bank	Pathanamthitta	Palakkad	Kannur	Total
1	Bank of Baroda	12	20	15	47
2	Bank of India	4	4	3	11
3	Bank of Maharashtra	1	0	0	1
4	Canara Bank	25	66	66	157
5	Central Bank of India	16	4	5	25
6	Indian Bank	10	9	7	26
7	Indian Overseas Bank	24	9	10	43
8	Punjab & Sind Bank	0	0	0	0
9	PNB	7	32	10	49
10	SBI	80	88	57	225
11	UCO	3	3	2	8
12	Union bank of India	19	24	13	56
	Total	201	259	188	648

Source: slbckerala.com (June, 2021)

Table 2

District-Wise Classification of Private Sector Banks

Sl No	Name of bank	Pathanamthitta	Palakkad	Kannur	Total
1	Axis Bank	6	5	9	20
2	Bandhan Bank	1	0	1	2
3	Catholic Syrian Bank	21	16	1	38
4	City Union Bank	1	1	1	3
5	Dhanalakshmi Bank	6	18	3	27
6	Federal Bank	52	31	27	110

7	HDFC Bank	7	14	11	32
8	ICICI Bank	8	12	8	28
9	IDBI Bank	3	2	4	9
10	IDFC FIRST Bank	0	0	0	0
11	IndusInd Bank	3	1	4	8
12	Jammu & Kashmir Bank	0	0	0	0
13	Karnataka Bank	1	1	3	5
14	Karur Vysa Bank	2	1	2	5
15	Kotak Mahindra Bank	3	1	2	6
16	Lakshmi Vilas Bank	0	1	0	1
17	RBL Bank	0	1	0	1
18	South Indian Bank	32	38	22	92
19	TN Mercantile bank	1	1	2	4
20	YES Bank	1	1	1	3
Total		148	145	101	394

Source: slbckerala.com (June, 2021)

Table 3

District Wise List of Public Sector Bank Selected for The Study

Sl No	Name of Bank	Pathanamthitta	Palakkad	Kannur	Total
1	SBI	80	88	57	225
2	Canara Bank	25	66	66	157
3	Union Bank of India	19	24	13	56
4	Bank of Baroda	12	20	15	47
5	PNB	7	32	10	49
6	Indian Overseas Bank	24	9	10	43
Total		167	239	171	577

Source: slbckerala.com (June, 2021)

Table 4*District Wise List of Old Private Sector Banks Selected for The Study*

Sl No	Name of bank	Pathanamthitta	Palakkad	Kannur	Total
1	Federal Bank	52	31	27	110
2	South Indian Bank	32	38	22	92
3	Catholic Syrian Bank	21	16	1	38
4	Dhanalakshmi Bank	6	18	3	27
	Total	111	103	53	267

Source: slbckerala.com (June, 2021)

Table 5*District Wise List of New Private Sector Banks Selected for The Study*

Sl No	Name of bank	Pathanamthitta	Palakkad	Kannur	Total
1	HDFC Bank	7	14	11	32
2	ICICI Bank	8	12	8	28
3	Axis Bank	6	5	9	20
4	IndusInd Bank	3	1	4	8
5	IDBI Bank	3	2	4	9
6	Kotak Mahindra Bank	3	1	2	6
	Total	30	35	38	103

Source: slbckerala.com (June, 2021)

Table 6*Total Number of Branches- District Wise*

Sl No	Name of Bank	Pathanamthitta	Palakkad	Kannur	Total	Managers (Per cent)	No of Sample
Public sector banks							
1	SBI	80	88	57	225	23.76	85
2	Canara Bank	25	66	66	157	16.58	60
3	Union Bank	19	24	13	56	5.91	21
4	Bank of Baroda	12	20	15	47	4.96	19
5	PNB	7	32	10	49	5.17	19
6	Indian Overseas Bank	24	9	10	43	4.54	16
Old private sector banks							
1	Federal Bank	52	31	27	110	11.62	42
2	South Indian Bank	32	38	22	92	9.71	35
3	Catholic Syrian Bank	21	16	1	38	4.01	14
4	Dhanalaksmi Bank	6	18	3	27	2.85	10
New private sector banks							
1	Axis Bank	6	5	9	20	2.11	8
2	HDFC	7	14	11	32	3.38	12
3	ICICI Bank	8	12	8	28	2.96	11
4	IDBI	3	2	4	9	0.95	3
5	IndusInd Bank	3	1	4	8	0.84	3
6	Kotak Mahindra Bank	3	1	2	6	0.63	2
Total		308	377	262	947	100	360

Source: slbckerala.com (June, 2021)

Table 7

Number of Samples (Branch managers) Taken from each Bank Branches from each District Selected for the Study

Sl No	Name of Bank	Pathanamthitta	Palakkad	Kannur	Total
Public sector banks					
1	SBI	30	33	22	85
2	Canara Bank	10	25	25	60
3	Union Bank	7	9	5	21
4	Bank of Baroda	5	8	6	19
5	PNB	3	12	4	19
6	Indian Overseas Bank	9	3	4	16
	Total	64	90	66	220
Old private sector banks					
1	Federal Bank	20	12	10	42
2	South Indian Bank	12	15	8	35
3	Catholic Syrian Bank	8	6	0	14
4	Dhanalaksmi Bank	2	7	1	10
	Total	42	40	19	101
New private sector banks					
1	Axis Bank	3	2	3	8
2	HDFC	3	5	4	12
3	ICICI Bank	3	5	3	11
4	IDBI	1	1	1	3
5	IndusInd Bank	1	0	2	3
6	Kotak Mahindra Bank	1	0	1	2
	Total	12	13	14	39

Source: slbckeral.com (June, 2021)

Details of Sub Hypotheses Formulated

	Null Hypotheses	P Value	Rejected/Not rejected
Objective I: To assess managerial skills of bank managers in Kerala.			
H01	There is no significant difference between conceptual skills and gender of branch managers in banks	0.860	Not rejected
H02	There is no significant difference between conceptual skills and age group of branch managers in banks	0.256	Not rejected
H03	There is no significant difference between conceptual skills and educational qualification of branch managers in banks	0.068	Not rejected
H04	There is no significant difference between conceptual skills and marital status of branch managers in banks	0.344	Not rejected
H05	There is no significant difference between conceptual skills and type of family of branch managers in banks	0.222	Not rejected
H06	There is no significant difference between conceptual skills and length of service of branch managers in banks	0.802	Not rejected
H07	There is no significant difference between conceptual skills and type of banks of branch managers in bank	0.759	Not rejected
H08	There is no significant difference between conceptual skills and region of branch managers in banks	0.685	Not rejected
H09	There is no significant difference between interpersonal skills and gender of branch managers in banks	0.774	Not rejected
H010	There is no significant difference between interpersonal skills and age group of branch managers in banks	0.928	Not rejected
H011	There is no significant difference between interpersonal skills and educational qualification of branch managers in banks	0.890	Not rejected
H012	There is no significant difference between interpersonal skills and marital status of branch managers in banks	0.333	Not rejected
H013	There is no significant difference between interpersonal skills and type of family of branch managers in banks	0.569	Not rejected
H014	There is no significant difference between interpersonal skills and length of service of branch managers in banks	0.214	Not rejected
H015	There is no significant difference between interpersonal skills and type of banks of branch managers in bank	0.376	Not rejected
H016	There is no significant difference between interpersonal skills and region of branch managers in banks	0.600	Not rejected
H017	There is no significant difference between technical skills and gender of branch managers in banks	0.626	Not rejected
H018	There is no significant difference between technical skills and age group of branch managers in banks	0.738	Not rejected

H019	There is no significant difference between technical skills and educational qualification of branch managers in banks	0.566	Not rejected
H020	There is no significant difference between technical skills and marital status of branch managers in banks	0.357	Not rejected
H021	There is no significant difference between technical skills and type of family of branch managers in banks	0.851	Not rejected
H022	There is no significant difference between technical skills and length of service of branch managers in banks	0.515	Not rejected
H023	There is no significant difference between technical skills and type of banks of branch managers in bank	0.218	Not rejected
H024	There is no significant difference between technical skills and region of branch managers in banks	0.147	Not rejected
Objective II: To assess leadership skills of bank managers in Kerala.			
H01	There is no significant difference between decision-making skills and gender of branch managers in banks	0.994	Not rejected
H02	There is no significant difference between decision-making skills and age group of branch managers in banks	0.193	Not rejected
H03	There is no significant difference between decision-making skills and educational qualification of branch managers in banks	0.901	Not rejected
H04	There is no significant difference between decision-making skills and marital status of branch managers in banks	0.956	Not rejected
H05	There is no significant difference between decision-making skills and type of family of branch managers in banks	0.881	Not rejected
H06	There is no significant difference between decision-making skills and length of service of branch managers in banks	0.593	Not rejected
H07	There is no significant difference between decision-making skills and type of banks of branch managers in bank	0.804	Not rejected
H08	There is no significant difference between decision-making skills and region of branch managers in banks	0.919	Not rejected
H09	There is no significant difference between communication skills and gender of branch managers in banks	0.495	Not rejected
H010	There is no significant difference between communication skills and age group of branch managers in banks	0.133	Not rejected

H011	There is no significant difference between communication skills and educational qualification of branch managers in banks	0.812	Not rejected
H012	There is no significant difference between communication skills and marital status of branch managers in banks	0.696	Not rejected
H013	There is no significant difference between communication skills and type of family of branch managers in banks	0.525	Not rejected
H014	There is no significant difference between communication skills and length of service of branch managers in banks	0.735	Not rejected
H015	There is no significant difference between communication skills and type of banks of branch managers in bank	0.281	Not rejected
H016	There is no significant difference between communication skills and region of branch managers in banks	0.353	Not rejected
H017	There is no significant difference between delegation skills and gender of branch managers in banks	0.407	Not rejected
H018	There is no significant difference between delegation skills and age group of branch managers in banks	0.194	Not rejected
H019	There is no significant difference between delegation skills and educational qualification of branch managers in banks	0.156	Not rejected
H020	There is no significant difference between delegation skills and marital status of branch managers in banks	0.010	Rejected
H021	There is no significant difference between delegation skills and type of family of branch managers in banks	0.553	Not rejected
H022	There is no significant difference between delegation skills and length of service of branch managers in banks	0.087	Not rejected
H023	There is no significant difference between delegation skills and type of banks of branch managers in bank	0.000	Rejected
H024	There is no significant difference between delegation skills and region of branch managers in banks	0.010	Rejected
H025	There is no significant difference between conflict resolution skills and gender of branch managers in banks	0.959	Not rejected
H026	There is no significant difference between conflict resolution skills and age group of branch managers in banks	0.444	Not rejected
H027	There is no significant difference between conflict resolution skills and educational qualification of branch managers in banks	0.259	Not rejected

H028	There is no significant difference between conflict resolution skills and marital status of branch managers in banks	0.697	Not rejected
H029	There is no significant difference between conflict resolution skills and type of family of branch managers in banks	0.565	Not rejected
H030	There is no significant difference between conflict resolution skills and length of service of branch managers in banks	0.014	Rejected
H031	There is no significant difference between conflict resolution skills and type of banks of branch managers in bank	0.170	Not rejected
H032	There is no significant difference between conflict resolution skills and region of branch managers in banks	0.149	Not rejected
H033	There is no significant difference between cognitive skills and gender of branch managers in banks	0.150	Not rejected
H034	There is no significant difference between cognitive skills and age group of branch managers in banks	0.818	Not rejected
H035	There is no significant difference between cognitive skills and educational qualification of branch managers in banks	0.153	Not rejected
H036	There is no significant difference between cognitive skills and marital status of branch managers in banks	0.637	Not rejected
H037	There is no significant difference between cognitive skills and type of family of branch managers in banks	0.287	Not rejected
H038	There is no significant difference between cognitive skills and length of service of branch managers in banks	0.345	Not rejected
H039	There is no significant difference between cognitive skills and type of banks of branch managers in bank	0.000	Rejected
H040	There is no significant difference between cognitive skills and region of branch managers in banks	0.000	Rejected
H041	There is no significant difference between strategic skills and gender of branch managers in banks	0.176	Not rejected
H042	There is no significant difference between strategic skills and age group of branch managers in banks	0.609	Not rejected
H043	There is no significant difference between strategic skills and educational qualification of branch managers in banks	0.742	Not rejected
H044	There is no significant difference between strategic skills and marital status of branch managers in banks	0.113	Not rejected
H045	There is no significant difference between strategic skills and type of family of branch managers in banks	0.106	Not rejected

H046	There is no significant difference between strategic skills and length of service of branch managers in banks	0.471	Not rejected
H047	There is no significant difference between strategic skills and type of banks of branch managers in bank	0.676	Not rejected
H048	There is no significant difference between strategic skills and region of branch managers in banks	0.647	Not rejected
H049	There is no significant difference between problem solving skills and gender of branch managers in banks	0.009	Rejected
H050	There is no significant difference between problem solving skills and age group of branch managers in banks	0.876	Not rejected
H051	There is no significant difference between problem solving skills and educational qualification of branch managers in banks	0.213	Not rejected
H052	There is no significant difference between problem solving skills and marital status of branch managers in banks	0.905	Not rejected
H053	There is no significant difference between problem solving skills and type of family of branch managers in banks	0.803	Not rejected
H054	There is no significant difference between problem solving skills and length of service of branch managers in banks	0.159	Not rejected
H055	There is no significant difference between problem solving skills and type of banks of branch managers in bank	0.193	Not rejected
H056	There is no significant difference between problem solving skills and region of branch managers in banks	0.500	Not rejected
Objective IV: To examine the inspirational leadership pattern of managers in banks			
H01	There is no significant difference between impression management of branch managers and gender of employees	0.961	Not rejected
H02	There is no significant difference between impression management of branch managers and age group of employees	0.388	Not rejected
H03	There is no significant difference between impression management of branch managers and educational qualification of employees	0.982	Not rejected
H04	There is no significant difference between impression management of branch managers and marital status of employees	0.981	Not rejected

H05	There is no significant difference between impression management and number of years in which the employee knows about the branch manager of employees	0.090	Not rejected
H06	There is no significant difference between impression management of branch managers and length of service of employees	0.627	Not rejected
H07	There is no significant difference between impression management of branch managers and type of banks of employees	0.179	Not rejected
H08	There is no significant difference between impression management of branch managers and region of employees	0.304	Not rejected
H09	There is no significant difference between intellectual stimulation of branch managers and gender of employees	0.200	Not rejected
H010	There is no significant difference between intellectual stimulation of branch managers and age group of employees	0.655	Not rejected
H011	There is no significant difference between intellectual stimulation of branch managers and educational qualification of employees	0.165	Not rejected
H012	There is no significant difference between intellectual stimulation of branch managers and marital status of employees	0.447	Not rejected
H013	There is no significant difference between intellectual stimulation of branch managers and number of years in which the employee knows about the branch manager	0.186	Not rejected
H014	There is no significant difference between intellectual stimulation of branch managers and length of service of employees	0.998	Not rejected
H015	There is no significant difference between intellectual stimulation of branch managers and type of banks of employees	0.007	Rejected
H016	There is no significant difference between intellectual stimulation of branch managers and region of employees	0.000	Rejected
H017	There is no significant difference between inspirational agenda of branch managers and gender of employees	0.843	Not rejected
H018	There is no significant difference between inspirational agenda of branch managers and age group of employees	0.536	Not rejected
H019	There is no significant difference between inspirational agenda of branch managers and educational qualification of employees	0.913	Not rejected

H020	There is no significant difference between inspirational agenda of branch managers and marital status of employees	0.989	Not rejected
H021	There is no significant difference between inspirational agenda of branch managers and number of years in which the employee knows about the branch manager	0.239	Not rejected
H022	There is no significant difference between inspirational agenda of branch managers and length of service of employees	0.448	Not rejected
H023	There is no significant difference between inspirational agenda of branch managers and type of banks of employees	0.016	Rejected
H024	There is no significant difference between inspirational agenda of branch managers and region of employees	0.000	Rejected
H025	There is no significant difference between vision of branch managers and gender of employees	0.110	Not rejected
H026	There is no significant difference between vision of branch managers and age group of employees	0.812	Not rejected
H027	There is no significant difference between vision of branch managers and educational qualification of employees	0.045	Rejected
H028	There is no significant difference between vision of branch managers and marital status of employees	0.393	Not rejected
H029	There is no significant difference between vision of branch managers and number of years in which the employee knows about the branch manager	0.851	Not rejected
H030	There is no significant difference between vision of branch managers and length of service of employees	0.660	Not rejected
H031	There is no significant difference between vision of branch managers and type of banks of employees	0.877	Not rejected
H032	There is no significant difference between vision of branch managers and region of employees	0.321	Not rejected
H033	There is no significant difference between dedication and commitment of branch managers and gender of employees	0.955	Not rejected
H034	There is no significant difference between dedication and commitment of branch managers and age group of employees	0.832	Not rejected
H035	There is no significant difference between dedication and commitment of branch managers and educational qualification of employees	0.383	Not rejected

H036	There is no significant difference between dedication and commitment of branch managers and marital status of employees	0.739	Not rejected
H037	There is no significant difference between dedication and commitment of branch managers and number of years in which the employee knows about the branch manager	0.282	Not rejected
H038	There is no significant difference between dedication and commitment of branch managers and length of service of employees	0.557	Not rejected
H039	There is no significant difference between dedication and commitment of branch managers and type of banks of employees	0.637	Not rejected
H040	There is no significant difference between dedication and commitment of branch managers and region of employees	0.003	Rejected
H041	There is no significant difference between moulding follower expectation of branch managers and gender of employees	0.324	Not rejected
H042	There is no significant difference between moulding follower expectation of branch managers and age group of employees	0.418	Not rejected
H043	There is no significant difference between moulding follower expectation of branch managers and educational qualification of employees	0.767	Not rejected
H044	There is no significant difference between moulding follower expectation of branch managers and marital status of employees	0.734	Not rejected
H045	There is no significant difference between moulding follower expectation of branch managers and number of years in which the employee knows about the branch manager	0.077	Not rejected
H046	There is no significant difference between moulding follower expectation of branch managers and length of service of employees	0.474	Not rejected
H047	There is no significant difference between moulding follower expectation of branch managers and type of banks of employees	0.120	Not rejected
H048	There is no significant difference between moulding follower expectation of branch managers and region of employees	0.297	Not rejected
H049	There is no significant difference between objectivity of branch managers and gender of employees	0.314	Not rejected

H050	There is no significant difference between objectivity of branch managers and age group of employees	0.341	Not rejected
H051	There is no significant difference between objectivity of branch managers and educational qualification of employees	0.654	Not rejected
H052	There is no significant difference between objectivity of branch managers and marital status of employees	0.268	Not rejected
H053	There is no significant difference between objectivity of branch managers and number of years in which the employee knows about the branch manager	0.893	Not rejected
H054	There is no significant difference between objectivity of branch managers and length of service of employees	0.708	Not rejected
H055	There is no significant difference between objectivity of branch managers and type of banks of employees	0.106	Not rejected
H056	There is no significant difference between objectivity of branch managers and region of employees	0.000	Rejected
H057	There is no significant difference between employee engagement of branch managers and gender of employees	0.262	Not rejected
H058	There is no significant difference between employee engagement of branch managers and age group of employees	0.229	Not rejected
H059	There is no significant difference between employee engagement of branch managers and educational qualification of employees	0.277	Not rejected
H060	There is no significant difference between employee engagement of branch managers and marital status of employees	0.629	Not rejected
H061	There is no significant difference between employee engagement of branch managers and number of years in which the employee knows about the branch manager	0.759	Not rejected
H062	There is no significant difference between employee engagement of branch managers and length of service of employees	0.934	Not rejected
H063	There is no significant difference between employee engagement of branch managers and type of banks of employees	0.680	Not rejected
H064	There is no significant difference between employee engagement of branch managers and region of employees	0.973	Not rejected
H065	There is no significant difference between team work of branch managers and gender of employees	0.151	Not rejected
H066	There is no significant difference between team work of branch managers and age group of employees	0.808	Not rejected

H067	There is no significant difference between team work of branch managers and educational qualification of employees	0.078	Not rejected
H068	There is no significant difference between team work of branch managers and marital status of employees	0.281	Not rejected
H069	There is no significant difference between team work of branch managers and number of years in which the employee knows about the branch manager	0.779	Not rejected
H070	There is no significant difference between team work of branch managers and length of service of employees	0.438	Not rejected
H071	There is no significant difference between team work of branch managers and type of banks of employees	0.008	Rejected
H072	There is no significant difference between team work of branch managers and region of employees	0.074	Not rejected