

Gender Differences in Emotional Intelligence, Individual Readiness for Change and Psychological Capital of employees working in startups

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ABSTRACT

With increasing globalization, an increasing number of start-ups have flourished in India. With the changing environment and market needs, these start-ups are prone to significant amount of changes. In this context, change ready employees become competitive advantage for the organization when they portray high level of self-efficacy, hope, optimism and resilience. Following this, the study aimed to explore the gender difference in Emotional Intelligence, Individual Readiness for Change and Psychological Capital of employees working in startups. The respondents of the study were employees between the age group of 23-35 working in any start-up in India. Data were collected from employees working in startups (N = 103; M = 57; F = 46) through three standard and validated questionnaires on Emotional Intelligence, Individual Readiness to Change and Psychological Capital (PsyCap). The analysis was done using Spearman's Correlation test and Independent Sample Mann-Whitney U test for all the three variables. The results showed no significant correlation between the variables. However, a significant gender difference was found in Emotional Intelligence and Psychological Capital. Also, gender difference was found in emotional competency as well as self efficacy which are dimensions of emotional intelligence and psychological capital respectively. This research makes a novel contribution by being among the first to examine the relationship between Emotional Intelligence, Individual Readiness to Change and Psychological capital together among employees working in start-ups in India.

Keywords: emotional intelligence, readiness to change, psychological capital, start-up.

INTRODUCTION:

Organizations today are facing more changes than ever in regards to globalization, adaption of new technology, structural changes (Mangundjaya, 2012). The external pressures, mentioned above, that organizations experience has made the need to adapt to changes in the organization a necessity (Wanberg & Banas, 2000). There are various reasons for a change to occur in an organization that impact how the organization reacts and works on those reasons and change (Walker, Armenakis, & Bernerth, 2007). In such situations, change is inevitable and thus workforce should be ready to face and accept change initiatives. However, coping and adjusting to organizational change has been difficult for employees. A survey by the US Bureau of National Affairs (1996) reported that more than a third of 396 surveyed organizations considered organizational change as a major concern (Bureau of National Affairs, 1996). Moreover, one of the study found that 58% of change initiatives turned into a failure and made situation worse (LaClair & Rao, 2002). The reason for failure in change initiatives and process included lack of money, technological difficulties, however, people were considered as the major problem (Robbins, 2013).

Organizational changes challenge employees' existing beliefs and values. Here, emotional intelligence play an

important part in helping organization and employees get accustomed to changes (Asnawi, Yunus, & Razak, 2014). According to Goleman (1995), emotional intelligence factors such as social skills, social and self awareness, self management can be an important factor in accelerating change process (Goleman, 1995). When employees fail to manage and regulate their emotions, they become resistance to change (Asnawi, Yunus, & Razak, 2014). Several studies have shed light on exploring and understanding employees' reaction and individual differences during organizational change. For organizational success it is important for the organization to accept this constant change and to do so the organization and its employees should be in a state of change readiness (Madsen, Miller, & John, 2005).

Along with phenomena like human capital and social capital, a new concept of positive psychology gained popularity. Psychological capital is a concept going beyond human capital (what you know) and social capital (who you know) and focussing on "who you are" and "what you are becoming" (Tostan & Toprak, 2017). A research indicated that employees with high psychological capital show signs of having positive emotions and attitude toward organization change (Luthans, 2002).

The purpose of the current study is to explore the difference in emotional intelligence, individual readiness for change and psychological capital among males and females working in start up organization. This is important because the gender differences will help the organization to strategies change management strategies accordingly.

LITERATURE REVIEW:

Emotional Intelligence:

Emotional intelligence was introduced as a framework that helps identify specific skills required to understand, experience and adapt to emotions efficiently. This framework suggests that individual difference exists in people's abilities to control their emotions. Salovey and Mayer later introduced the term "emotional intelligence" and emphasized the cognitive element in it. According to Salovey and Mayer, emotional intelligence may be defined as "the ability to monitor one's own and others' feeling and emotions, to discriminate among them and use this information to guide one's thinking and action" (Salovey & Mayer, 1990). With this, they distinguished emotional intelligence (EI) from all other forms of intelligence and presented their own framework (Mohanadasan, 2015).

The concept of EI became extensively popular and led to several types of research by different psychologists ahead. Mayer and Salovey viewed EI as a cognitive ability and proposed what is known as the 'ability model' (N.Gayathri & Dr.K.Meenakshi, 2013). This model focuses on the ability of an individual to process emotional information and use it to interact with the social environment. Several models and theories were proposed later ahead such as the 'trait model' developed by Konstantin Vasily Petrides, "encompasses behavioral dispositions and self-perceived abilities and is measured through self-report". Mixed model - a blend of ability and trait emotional intelligence defines EI as a combination of skills and characteristics that influence the leadership performance as stated by Daniel Goleman. EI is a multifaceted construct and it has been defined in various ways (T.Mohanadasan, 2014). Mayer and Salovey revised their earlier definition of EI and formulated a new one as the ability of an individual to perceive emotions accurately, generate emotions that facilitate thoughts and understand and regulate emotions in order to foster emotional and intellectual growth (Mayer & Salovey, 1997). According to Goleman (1997), EI is the ability to recognize one's own and others' feelings, motivating ourselves and maintaining ourselves and relationships effectively. Goleman's model, the Emotional Competencies Model explains the implication of emotional intelligence at the workplace. His mixed model of intelligence is based on five components; self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness is the ability to recognize our moods, emotions, feelings and their influence on others. Self-regulation is defined as the ability to control and regulate one's emotions, impulses and moods. Motivation is the drive that pushes individuals to work for reasons other than money and status. Empathy refers to understanding the emotions and feelings of others and treating them accordingly. Social skills refer to the proficiency of managing and handling relationships and building rapport with others effectively (Goleman, 1998).

After EI started developing, people understood that intellectual intelligence is sufficient to be successful in life; it is with emotional intelligence that one learns to manage emotions and self. According to Goleman's research on emotional intelligence and leadership styles, majority of the success of leadership was attributed to emotional intelligence. The use of emotional intelligence at work can help in improving employee performance by eliminating their stress and job insecurity and establishing healthy and productive relationships between the employee and the organization. Emotional intelligence helps to ameliorate performance, interpersonal relationships, the physical and mental health of employees (Mohanadasan, 2014).

According to Weisinger (1998), emotional intelligence is "the intelligent use of emotions: you intentionally make

your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results” (Weisinger, 1998). A study states that there is a positive relationship between emotional intelligence and self-efficacy. This means that employees who have a high level of emotional intelligence depict a high level of occupational self-efficacy as well. The reason stated is that people who are high on EI have a tendency of controlling their emotions and thus they are more confident and exercise effective control over the tasks. Also, employees who are high on EI have more aware of their abilities and limitations (Rathi & Rastogi, 2009).

A study was conducted to find out the predictability of sense of humour and hope on the basis of emotional intelligence of individuals. This study revealed that emotional intelligence is a significant predictor of hope but a non-significant predictor of sense of humour. It indicates that emotional intelligence can predict hope among individuals (Batool, Niazi, & Ghayas, 2014).

Another study showed that psychological capital has a significant relationship with emotional intelligence and emotional intelligence also had a positive relationship with project success. Moreover, emotional intelligence mediated the relationship between self-efficacy, resilience and optimism among the other factors of PsyCap. However, project success showed no mediation between hope and project success. In addition to this, self-efficacy, optimism and resilience had positive and significant relation with project success and emotional intelligence also had a mediating effect on it (Sarwar, Nadeem, & Aftab, 2017).

Emotional intelligence is highly correlated and significant relationship with PsyCap of the workers. Among the component of EI, self-encouragement and emotional self-control highly promoted PsyCap on employees (Mellão & Mónico, 2013).

Psychological Capital:

Today, organizations require flexibility, creativity, innovation, skilled employees with the expertise to be effective in the market. All these things are referred as “human capital” which is regarded as an asset and gives a competitive edge to the organization. Another aspect of the traditional organization is referred as “social capital” which can be beneficial inside as well as outside the firm (Luthans, Luthans, & Luthans, 2004). However, with the onset of positive psychology, organizations have shifted to adapting it at the workplace. Organizations now look for what is called as “positive psychological capital” (PsyCap) (ÇAVUŞ & Kapusuz, 2015). Positive psychology movement was started by Martin Seligman who proposed to understand what is right and good about employees and understanding their strengths rather than weakness. Psychological Capital (PsyCap) is derived from Positive psychology and with the study of Positive Organizational Behavior (POB) (ÇAVUŞ & Kapusuz, 2015).

As defined by Luthans (2000), positive organizational behavior is “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace” (Luthans & Church, 2002). Psychological capital has been defined as “an individual’s positive psychological state of development and is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans, Avolio, Avey, & Norman, 2007).

It focuses on “who you are” by referring to four components of positive psychological capital – efficacy, hope, optimism and resilience.

Efficacy: Efficacy is defined as “the individual’s conviction or confidence about his or her abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context”. (Stajkovic & Luthans, 1998). Bandura’s (1997) social cognitive theory is based on efficacy that provides substantial evidence of how efficacy can be developed in the workplace (Bandura, 1997).

Hope: Hope is defined as “a positive motivation state based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)”. Thus, hope consists of two dimensions: an agency that is regarded as the willpower to achieve goals and pathways which is the ability to generate paths to achieve the desired goal when faced by challenges (Synder, Irving, & Anderson, 1991).

Optimism: Optimism is one’s style of explaining good or bad events. It refers to having a positive perspective that attracts positive expectancies. Thus, optimists are individuals who look out for positive and good things to occur (Luthans & Youssef-Morgan, Psychological Capital: An Evidence-Based Positive Approach, 2017).

Resilience: Resilience is defined as “the capacity to rebound or bounce back from adversity, conflict, failure or even positive events, progress and increased responsibility” (Luthans & Church, Positive Organizational

Behavior: Developing and Managing Psychological Strengths, 2002).

These components, derived from positive psychology or positive organizational behaviour (POB) are measurable, are open to development and manageable to bring out better work performance (Luthans, Luthans, & Luthans, 2004). According to a study, work spirituality moderated the relationship between emotional intelligence and psychological capital. There is a significant relationship ($r=.599$) between emotional intelligence and psychological capital (Mónico, Mellão, & Nobre-Lima, 2016). A research underlined that psychological capital is significantly related to different positive aspects such as creativity, wisdom, well-being, humour, forgiveness, gratitude and emotional intelligence, etc. (Şimşek & Aktaş, 2016).

A research on emotional intelligence and resistance to change (RTC) with the mediating role of psychological capital showed a positive relationship between emotional intelligence and psychological capital. However, a negative relationship was revealed between PsyCap and resistance to change and also between emotional intelligence and resistance to change. The research contributed significantly as it established that PsyCap fully mediated the relationship between emotional intelligence and resistance to change (Malik & Masood, 2015).

A study conducted in 2016 indicated that PsyCap moderately mediated the relationship between management support and employees' readiness to change. Thus, employees' responses to changes are shaped by their psychological resources and perception of their work environment. Also, perceived management support for change and readiness for change share a positive significant relation. A significant positive relation was also noted between perceived management support for change and PsyCap (Kirrane, Lennon, O'Connor, & Fu, 2016).

A study by Avey, Wernsing and Luthans (2008) suggested that PsyCap is related to positive emotions which are then related to employee attitudes and behavior that is relevant to organizational change; mindfulness along with PsyCap help to predict positive emotion; positive emotions mediated the relation between PsyCap and attitudes and behaviors (Avey, Wernsing, & Luthans, 2008).

Individual Readiness for Change:

Readiness is defined as the "cognitive precursor to the behavior of either resistance to, or support for, a change effort" (Armenakis, Harris, & Mossholder, 1993). Individual readiness for change is considered as a prominent success factor because "organizations only change and act through their members and even the most collective activities that take place in organizations are the result of some amalgamation of the activities of individual organizational members" (George & Jones, 2001).

According to Lewin (1947), while encountering a change an individual goes through three stages of unfreezing, moving and refreezing. The readiness of the employees to adapt to the changing environment is crucial as a support for the change initiatives and efforts. Lewin made a significant contribution in the field of organizational change. He developed a 3-step model to deal with organizational change issues (Hussain, Lei, Akram, & Ali, 2016). In order to make organizational change a success, Lewin proposed the following three steps: unfreezing, moving and refreezing. Unfreezing referred to removing the equilibrium set by the existing situation. This step is necessary to overcome resistance to change and move ahead to the next stage. The important factor in this step was to recognize that change is essential (Burnes, 2004).

According to Schein (1996), there are three requirements to achieve unfreezing: disconfirmation, induction of guilt or survival anxiety and creating psychological safety. He opined that unless the disconfirming information is rejected, a psychological safety is felt and no survival anxiety is felt then no change will occur (Schein, 1996). In the second step, moving, all the aspects of work should be identified and evaluated and all the available options should be considered and this is promoted by Action research. This, along with reinforcements, helps the employees to become more accepting of the new changes and behaviours. In the last step, refreezing, the employees should stabilize to the new equilibrium and changes set. This step involves changes in the organizational culture, norms, and policies and practices so that it is in line with the new behaviour of the group. This change will occur when all three steps are accomplished (Burnes, 2004).

However, apart from focusing on resistance to change, there is an alternative approach that focuses on individual readiness for organizational change. Eby, Adams, Russell & Gaby defined readiness as 'an individual's perception of a specific fact of his or her work environment – the extent to which the organization is perceived to be ready for change' (Eby, Adams, Russell, & Gaby, 2000). Armenakis et al (2002) suggested a theoretical framework for individual readiness for change which was called Five Message Components. This model provided five separate yet important components of readiness that are based upon the communication of change message. These components include: discrepancy, efficacy, appropriateness, principal support and personal valence (Armenakis & Harris, 2002). The emotions created by these message domains result in shaping an individual's positive (for example, readiness and support) or negative (for example, resistance) emotions

towards change (Madsen, Miller, & John, 2005). Discrepancy refers to the sentiment related to whether a change is necessary which is clarified by the gap between organization's current state and the ideal state. Efficacy refers to the confidence in the individual's ability to make the change successful. Appropriateness stands for the needed reaction given to fill the discrepancy between the current and ideal state. A change message must convince the individuals about the appropriateness of the change. The fourth component, principal support, refers to the support received from the organizational leaders and top management to succeed in the change process. The final component, personal valence clarifies the benefit individual(s) have in this change process and initiative. The members of the organization assess the positive and negative outcomes of the change and thereby decide whether to resist or support it (Armenakis & Harris, 2002).

According to Holt et al (2007), readiness for organizational change refers to the employees' belief that (a) they are capable to succeed in implementing the change (change self-efficacy), (b) the suggested change is suitable for the organization (appropriateness), (c) the leader are supportive and committed to the change (management support), and (d) the suggested change is advantageous to organizational members (personal valence) (Holt, Armenakis, Field, & Harris, 2007)

A research was conducted on emotional intelligence, leadership behaviour and organizational commitment on organizational readiness for change in a higher learning institution. The results showed that emotional intelligence had the strongest impact on organizational readiness for change. It also stated that emotional intelligence had an impact on the attitude of employees for organizational change. Moreover, effective organizational commitment strongly determined successful organizational change (Nordin, 2011).

Demographics:

A study was conducted on demographic variables and its effect on emotional intelligence on Indian service sector employees. It was found that there was a significant difference in emotional values of male and female employees. Specifically, females had higher emotional intelligence than males (Pooja & Kumar, 2016).

Another study was conducted to study the gender difference in psychological capital toward entrepreneurial orientation. The results of this study indicated significant difference in PsyCap of male and female entrepreneurs. It showed that male entrepreneurs measured higher on optimism and hope whereas female entrepreneurs scored high on self efficacy and resilience (Tennakoon, 2016).

Research by Madsen et al (2005) indicated that there was no significant relationship found between individuals' readiness for change and demographic variables such as gender, age, job position, marital status (Madsen, Miller, & John, 2005).

Rationale:

Today's organizations require adaptability, innovation and flexibility and thus human capital that is employees skills, knowledge and expertise must be effectively developed and it should be regarded as a critical success factor for improving organizational performance and sustaining its competitive advantage (Luthans, Luthans, & Luthans, 2004). By the end of 1990's, positive psychology gained momentum and popularity. With human resource playing a major role in organizations, psychological capital helps individual to know what is right and good about them rather than focusing on what is wrong and dysfunctional. With time, psychological capital was explored and a number of researchers have studied this phenomena (Luthans & Youssef-Morgan, 2017).

Startups, in their early age of inception, are prone to changes. In order to keep up with the competitive and advancement in the environment, startups organizations need to keep innovating and discovering themselves. This invites plethora of changes in their functioning and structure. Employees working in startup recognize themselves with the strong values their organization holds. When a change process is initiated their values and beliefs are challenges and thus they may not be open to accepting the new changes by being resistant to it. In such scenarios, the startup organization must take into consideration various factors such as emotional intelligence, psychological capital that impact employees' readiness for change. Doing so will bring make change initiative more acceptable and recognizable (Pitcher, 2017).

Significance:

The results of the study would give insight into the recent phenomena that are under examination in this study. The results would also underline the gender difference, if any, among the variables being studied and their future implications. This study adds value as the target population are employees working in start-ups which brings to us a diverse and unique data to analyze and study.

METHOD:

Research problem:

Is there a gender difference in the emotional intelligence, psychological capital and individual readiness for change of employees working in startup organizations?

Objectives:

1. To study gender difference in emotional intelligence of employees working in startups
2. To study gender difference in psychological capital of employees working in startups
3. To study gender difference in individual readiness for change of employees working in startups
4. To study the relationship between emotional intelligence, psychological capital and individual readiness for change

Hypotheses:

H₀ There is no significant difference in the emotional intelligence of men and women working in startups

H₀ There is no significant difference in the psychological capital of men and women working in startups

H₀ There is no significant difference in the readiness for change of men and women working in startups

H₀ There is no significant relationship between emotional intelligence, psychological capital and individual readiness for change

Sample:

Purposive Sampling and snowball sampling was used to select the sample that matches the requirements of the study from the population. Data was collected from 103 participants (N = 103; 57 males, 46 females) based on the sampling criteria. The population fell between the age group of 23-35. The participants were full time employees working in a startup which has been established past at least five years.

Tools of data collection:

The following scales are used to collect data

Psychological Capital Questionnaire:

Psychological capital of the employees was assessed using the English version of Psychological Capital questionnaire with 24 items (PCQ -24) self-report measure. All the four components – hope, efficiency, resilience, optimism are measured with 6 items. The response is a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The internal consistency of the scale was 0.919with. The Cronbach's alpha of self-efficacy, $\alpha = 0.89$; hope, $\alpha = 0.82$; resilience, $\alpha = 0.77$ and optimism, $\alpha = 0.69$ (Mellão & Mónico, 2013).

Emotional Intelligence Scale:

The EQ Test – emotional intelligence at work developed by Prof. N.K. Chadha and DrDalip Singh was used to measure the emotional intelligence of employees. It consists of 22 item and was specially made to suit to fit Indian population. This scale has a test-retest and split half reliability of 0.94 and 0.89 respectively. The scale measures dimensions such as emotional sensitivity, emotional maturity and emotional competency.

Individual readiness to change:

Hanpachern's individuals' readiness to change questionnaire was used. It consists of fourteen items on three dimensions – participating, promoting and resisting organizational change which will be marked on seven-point scales. The Cronbach's alpha was 0.82 which indicated good internal consistency (Hanpachern, Morgan, & Griego, 1997).

Procedure:

The questionnaire, along with an informed consent form and demographic sheet, was circulated through online media. The process of data collection took about 5 months.

Ethical considerations:

The participants took part in the research on a voluntary basis. . They were informed about the nature, duration, and purpose of the study, the method and means by which it was conducted; all inconveniences reasonably to be expected of the study and the contact details of the researcher. Participants were asked to give their consent after a careful reading. They also had the right to withdraw from the study. Participants' identity and their responses to the

questionnaire were held confidential. Data was used for research purposes only. Care was taken to not harm the participants in any way. Data was safely stored on the researcher’s personal computer, protected by a password.

RESULTS:

Table 1: Shapiro-Wilk Test of Normality

	Statistic	Df	Sig.
Emotional intelligence	.972	103	.027
Individual readiness for change	.991	103	.717
Psychological capital total	.946	103	.000

Data analysis was done using IBM SPSS 21. Results from the Shapiro-Wilk test of normality showed that the data on the scales of Individual Readiness for Change was normally distributed. However, data on the scale of Emotional Intelligence and Psychological Capital was not normally distributed. Thus, non parametric tests were used for analysis of these variables.

Correlation Analysis between Emotional Intelligence, Individual Readiness for Change and Psychological Capital:

The interactions between emotional intelligence, individual readiness for change and psychological capital were evaluated by Spearman Rank Order Correlation. Spearman correlation coefficients are given in Table 2 below.

Table 2: Relationship among Emotional Intelligence, Psychological Capital and Individual Readiness for Change

	Emotional Intelligence	Individual Readiness for Change	Psychological Capital
Emotional Intelligence		-0.160	0.071
Individual Readiness for Change	-0.160		0.010
Psychological Capital	0.071	0.010	

According to results in Table 2, no significant relationship was found between Emotional Intelligence, Individual Readiness for Change and Psychological Capital (p=0.05).

Correlation Analysis between factors of emotional intelligence, individual readiness for change and psychological capital:

Likewise, the relationship between the dimensions of these variables was computed using Spearman Rank Order Correlation. The results are given in Table 3 below.

Table 3: Relationship among dimensions of Emotional Intelligence, Individual Readiness for Change and Psychological Capital

	Emotional Sensitivity	Emotional Maturity	Emotional Competence	Promoting	Participating	Resistance	Self efficacy	HOPE	Resilience	Optimism
Sensitivity		0.087	0.115	-0.100	0.042	-.219*	-0.014	0.081	0.101	-0.138
Maturity			0.148	-0.014	-0.034	-.237*	.229*	0.168	0.192	0.095
Competence				-0.020	-0.038	-0.179	0.046	0.038	-0.012	-0.001
Promoting					.701**	-0.031	0.059	0.101	-0.134	.278**
Participating						-0.035	0.108	0.146	-0.190	.249*
Resistance							-0.118	-.236*	-0.048	-.205*
Self efficacy								.433**	.404**	.362**

	Emotional Sensitivity	Emotional Maturity	Emotional Competence	Promoting	Participating	Resistance	Self efficacy	HOPE	Resilience	Optimism
Hope									.505**	.543**
Resilience										.379**
Optimism										

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The findings show that the relationship between the dimensions of emotional intelligence, individual readiness for change and psychological capital. As shown on Table 3, emotional sensitivity ($r = -0.219$) and emotional maturity ($r = -0.234$) is significantly negatively associated to resistance. However there is a significant positive correlation between emotional maturity and self efficacy. ($r = 0.229$). In addition, promoting and participating both show that a significant, positive relationship exists between optimism, $r = .278$ and $r = .249$ respectively. Though significant, promoting has a strong relationship with optimism when compared with participating. On the other hand, there exists a significant negative relationship between resistance and hope ($r = -0.236$) as well as with optimism ($r = -0.205$).

Differences in emotional intelligence, individual readiness for change and psychological capital among gender: Independent sample Mann-Whitney U Test was computed to know if there exists a difference among genders in emotional intelligence individual readiness for change and psychological capital among gender.

Figure 1: Showing the results of Mann-Whitney U Test on difference in Gender in Emotional Competency

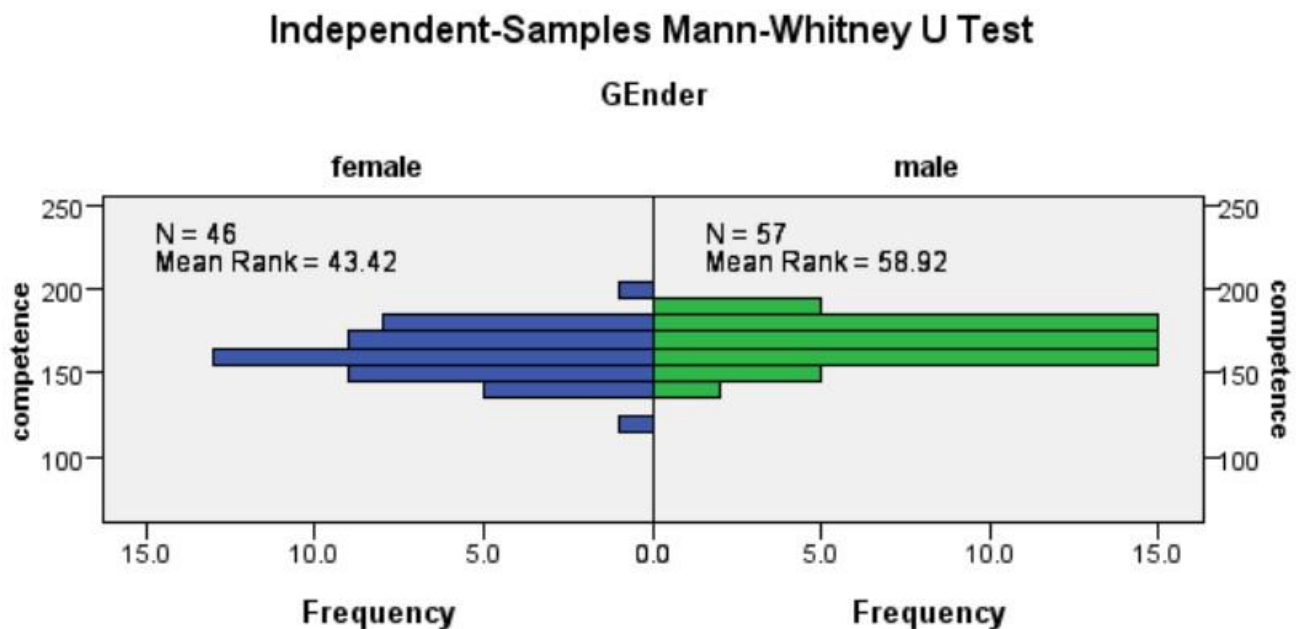


Table 4: Showing results of Mann-Whitney U Test on difference in Gender in Emotional Competency

Variable		Mean Rank	Mann-Whitney U	Wilcoxon W	Standardized Test Statistics	Asymptotic Sig. (2 – sided test)
Emotional Competency	Gender		1705.500	3,358.500	2.637	0.008
	Female	43.42				
	Male	58.92				

From figure 1, it can be stated that there is a significant difference in the emotional competency of males and females. With reference to Table 4 the mean rank of males for emotional competency is 58.92 whereas that of

females is 43.42; U is 1705.500; W is 3,358.500. The standardized test statistics is 2.637 and p = 0.008. Though no significant difference is found on the dimensions of emotional sensitivity and emotional maturity among males and females, on the whole, there is a significant difference in the emotional intelligence of males and females.

Figure 2: Showing the results of Mann-Whitney U Test on difference in Gender in Emotional Intelligence

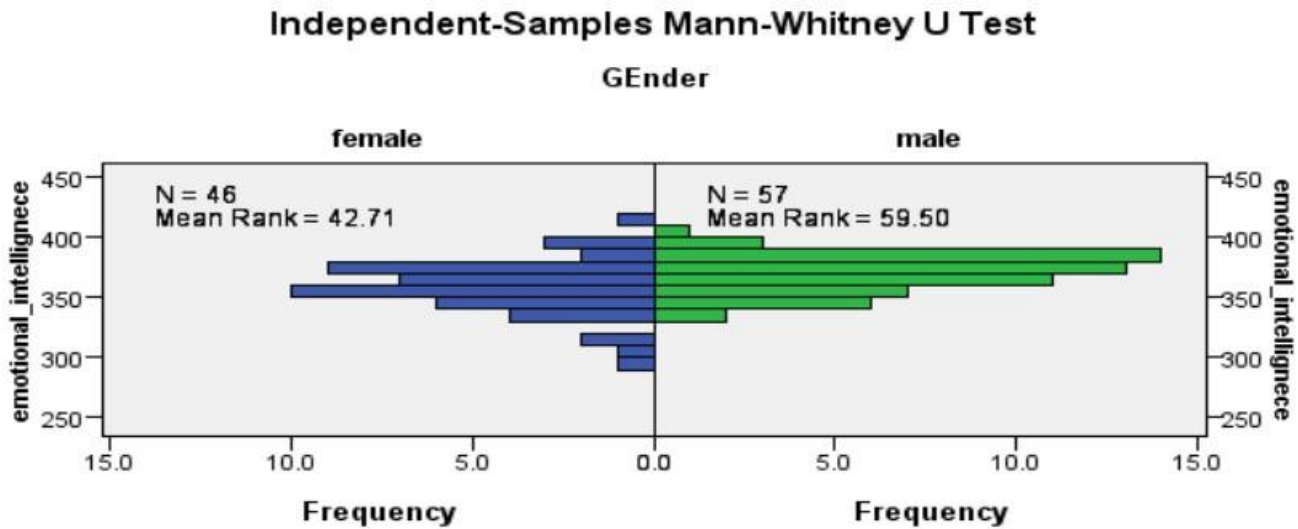


Table 5: Showing results of Mann-Whitney U Test on difference in Gender in Emotional Intelligence

Variable		Mean Rank	Mann-Whitney U	Wilcoxon W	Standardized Test Statistics	Asymptotic Sig. (2 – sided test)
Emotional Intelligence	Gender		1738.500	3,391.500	2.849	0.004
	Female	42.71				
	Male	59.50				

Taking into consideration the whole construct (emotional intelligence), with reference to Figure 2, the mean rank of males and females in emotional intelligence is 59.50 and 42.71 respectively. This means males have higher emotional intelligence than females. Looking at Table 5, U is 1738.500; W is 3,391.500. The standardized test statistics is 2.849 and p = 0.004.

Figure 3: Showing the results of Mann-Whitney U Test on difference in Gender in Self Efficacy

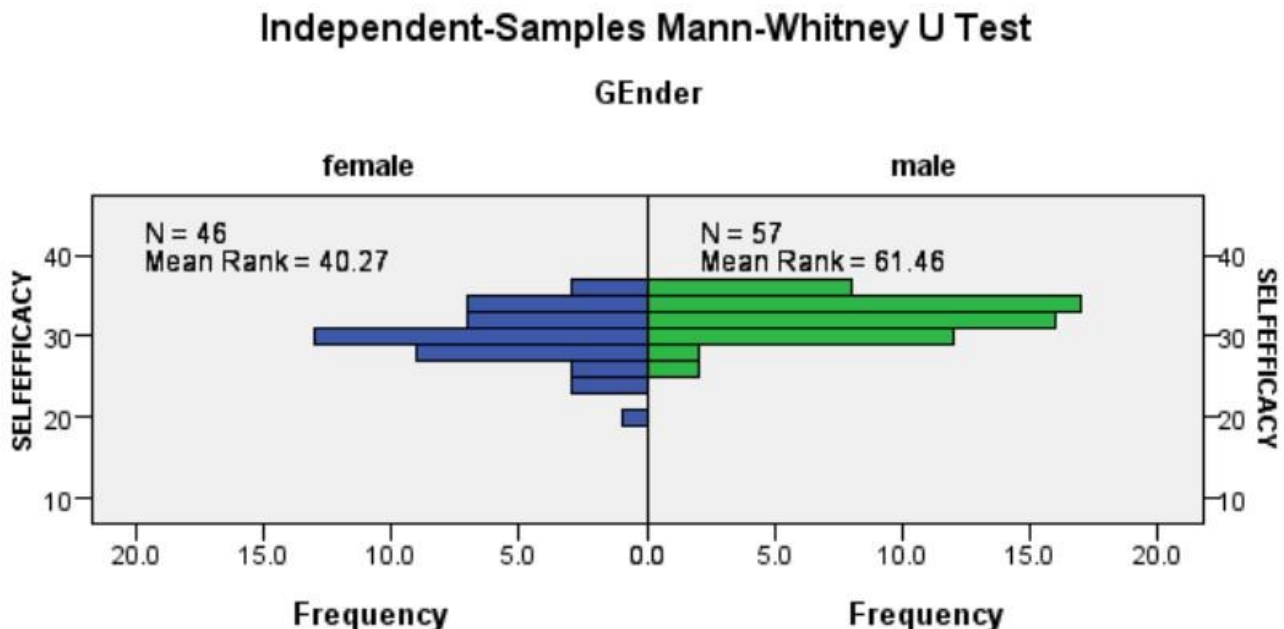


Table 6: Showing results of Mann-Whitney U Test on difference in Gender in Self-Efficacy

Variable		Mean Rank	Mann-Whitney U	Wilcoxon W	Standardized Test Statistics	Asymptotic Sig. (2 – sided test)
Self efficacy	Gender		1,850.500	3,503.500	3.602	0.000
	Female	40.27				
	Male	61.46				

In regard to Figure 3, there is statistically significant difference in the self efficacy of males and females. Moreover, as mentioned in Table 6, the self efficacy of male in terms of mean rank is 61.46 which is greater than the mean rank of self efficacy of female which is 40.27. Thus, U is 1,850.500; W is 3,503.500. The standardized test statistics is 3.602 and p is 0.000. Thus, males have higher self efficacy than females.

Figure 4: Showing the results of Mann-Whitney U Test on difference in Gender in Self Efficacy

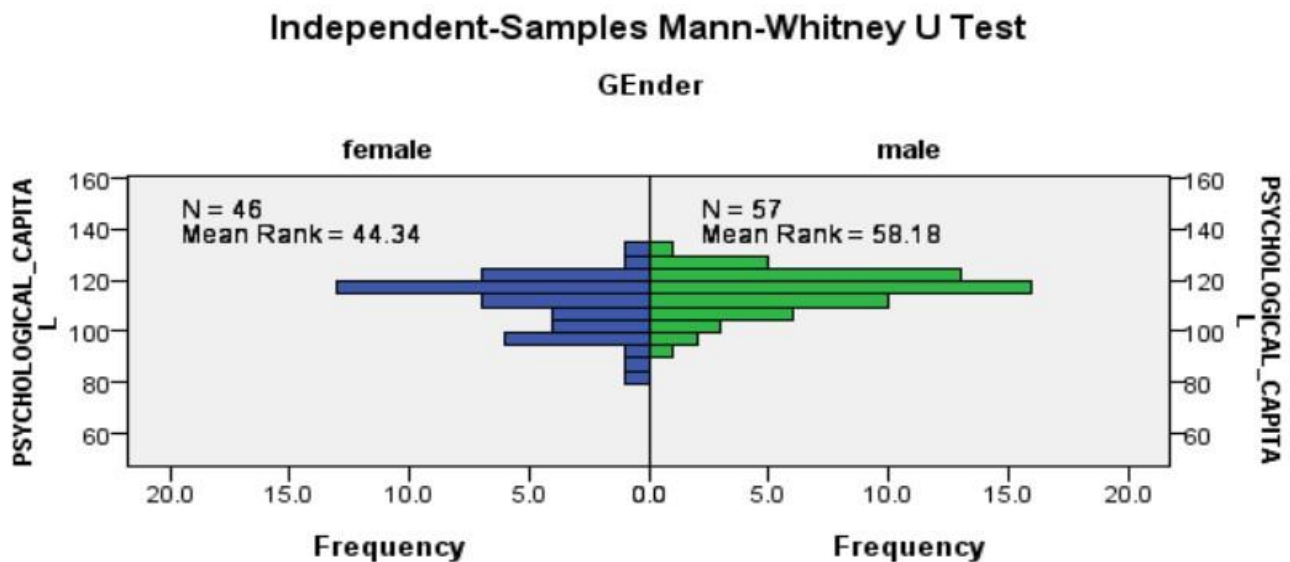


Table 7: Showing results of Mann-Whitney U Test on difference in Gender in Psychological Capital

Variable		Mean Rank	Mann-Whitney U	Wilcoxon W	Standardized Test Statistics	Asymptotic Sig. (2 – sided test)
Psychological Capital	Gender		1,663.500	3,316.500	2.340	0.019
	Female	44.34				
	Male	58.18				

In Figure 4, it is seen that there is a significant difference in the psychological capital of males and females with males having a mean rank of 58.18 which is greater than the mean rank of females which is 44.34. With reference to Table 7, U for psychological capital is 1,663.500; W is 3,316.500. the standardized test statistics is 2.340 and p is 0.019.

DISCUSSION:

The aim of this study was to explore the association between emotional intelligence, individual readiness for change and psychological capital along with gender difference. This study suggests that emotional intelligence, individual readiness for change and psychological capital are not associated with each other. This means the null hypothesis was accepted as there is no relationship between these variables. This result contradicts the finding of a research that insists that there is a statistically positive significant correlation between all dimensions of psychological capital and emotional intelligence (Şimşek & Aktaş, 2016). Similar result had been obtained in a study that stated that there is a strong relationship between emotional intelligence and psychological capital (r=0.258) such that a person with high psychological capital will also experience high level of emotional intelligence (Malik & Masood, 2015).

The current study also highlighted the relationship between emotional intelligence and individual readiness for change. The findings indicated that there was no statistically significant relationship between these two

variables. The findings are not consistent with previous studies that indicated a relationship between emotional intelligence and individual readiness for change. A study confirmed that emotional intelligence had a strong impact on individual readiness for change (Nordin, 2011).

Self efficacy being a component of psychological capital refers to the perception of an individual to be able to handle changes. Some studies have explored self-efficacy as a predictor and contributor to employee readiness for change. It was found that higher the self-efficacy of an employee, more readiness for organizational change (Pond, Armenakis, & Green, 1984). A study also found that psychological capital played a strong role in mediating the relationship between trust in organization and resistance to change. There was a significant negative association between psychological capital and resistance to change. This means that employees who are high on psychological capital and more favorable and less resistant to change (Saruhan, 2013).

This recent study showed a significant negative correlation between resistance and optimism ($r = -0.205$). Change has been regarded as a stressful process. They also suggested that individual's high levels of optimism, self-esteem and perceived control may be linked to openness to change (Taylor & Brown, 1988). Thus it can be said that this finding is indirectly in line with this research study.

A research suggests that hopeful employees believe that the change initiative will bring positive outcomes for themselves and thus they are ready for change (Avey, Wernsing, & Luthans, 2008). The findings support this research finding as a significant negative association ($r = -0.236$) was established between hope and resistance to change. Moreover, being hopeful in situations of crisis and change is seemed to be beneficial for the well being of employees and a necessary component of positive organizational change (Avey, Wernsing, & Luthans, 2008). We found a significant positive association between participating and promoting with optimism. This means that employees who score high on optimism are more participating in the change process. Carver and Scheier (2002) insist that "optimists are people who expect good things to happen to them; pessimists are people who expect bad things to happen to them." Based on this, those who are high in optimism tend to remain positive during change process (S.Carver & F.Scheier, 2002). Our current finding is in line with this which proves that since optimist employees are usually positive about change, there is a positive association between optimism and promoting and participating in a change process. This finding is also consistent with another study that states that optimism leads to a positive outlook toward change (Beal III, Cole, & Stavros, 2013). PsyCap is linked to positive emotions such as efficacy, hope, optimism and resilience, and positive emotions are in turn linked to employee attitude and behavior that are relevant to positive organizational change. The results of a previous study posits that employees' PsyCap and positive emotions can be regarded as an important tool in dealing with negative attitudes such as resistance for change (Avey, Wernsing, & Luthans, 2008).

One of the findings of this research showed that a statistically significant difference exists in the emotional intelligence, as a whole construct, of males and females. Further, the result also indicated that males had greater emotional competency than females. Since, gender difference existed in emotional intelligence, as a whole construct, the null hypothesis was rejected. This is not in line with findings of a previous study which indicated that females are emotionally more intelligent than males (Pooja & Kumar, 2016). The current finding is at par with another study on emotional intelligence and gender differences where it was found that males have high emotional intelligence as compared to females (Ahmad, Bangash, & Khan, 2009). However, the finding of emotional competency contradicted result of a study conducted by Narayana & Narasimhaas it showed no significant difference in emotional competency of males and females (Narayana & Narasimham, 2018).

We had hypothesized that there is no significant difference in the psychological capital of males and females. However, this null hypothesis was rejected as the psychological capital of males was found to be significantly higher than females. More specifically, self efficacy of males was significantly higher than females. These results justify with the findings of another study that indicated significant difference in psychological capital and self efficacy of males and females (Lehoczky, 2013).

The results stated that there was no statistically significant gender difference in individual readiness to change as a whole and neither the dimensions. Thus, the null hypothesis was accepted. It also indicated a significant negative correlation between emotional sensitivity and resistance and emotional maturity and resistance and self efficacy. However, we could not find any past researches to prove the findings.

IMPLICATIONS OF THE STUDY:

This study has several implications for research and practice as well as for human resource development. The study highlighted the potential relationship between emotional intelligence, psychological capital and individual readiness for change. This study will help managers in the organization to understand the growing importance of emotional intelligence and psychological capital at work. On knowing this, organization should consider

implementing strategies or training sessions that would either enhance or develop their emotional intelligence and psychological capital. Psychological capital can be enhanced through authentic leadership development (ALD) and psychological capital interventions (PCI) (Cerovic & Kvasic, 2016). When an organization is undergoing a change process, efforts should be made to make employees ready for the change for better outcomes. This research will help managers to gain understanding and knowledge about the factors that can affect an employees' readiness to change.

LIMITATIONS AND FUTURE RESEARCH:

There were some limitations in this research. Firstly, the findings of this study cannot be generalized to all organizational sectors, as the research only pertains to start ups in India. Second, the sample for this study included employees working in startup between the age group of 23-35, it did not cover employees beyond this age group so the results apply to them. Third, this research was conducted with total 103 participants (N=103) and use purposive and snowball sampling, for further research, it is suggested that research should be conducted on larger sample size and use other sampling methods such as random sampling to increase its generalization. This study provides scope for further research. First, this study can be replicated with different and diverse samples which are spread across organizational setting such as public and private sector, banking, IT, consulting etc. A study can also be conducted that sheds light on the cultural difference between these variables among employees working in different countries. It is also recommended that future research may need to make a mediation or moderation study if these variables or other variables combined. Furthermore, more demographic variables can be taken into consideration to see its relationship with these variables. Finally, future research should conduct a longitudinal study with these variables to understand the changes that occur in different time period across gender.

CONCLUSION:

Psychological capital came into limelight almost a decade ago and now there are numerous studies on it. Apart from human and social capital, organization should consider psychological capital as a competitive advantage. With startups being prone to changes, it is important to ensure that employees are open and ready for change.

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